

MINUTES OF THE  
EDUCATION COMMITTEE MEETING  
Of the Board of Education  
Riverside School District No. 96  
Held on Tuesday, January 19, 2010  
L. J. Hauser Jr. High School  
Cook County, Riverside, Illinois

Enclosure  
C.1.b.  
2/16/10

Committee Chair Hareena Wakely called the meeting to order at 5:05 p.m.

Present: Mrs. Jennifer Leimberer, Mr. Jim Schraidt, and Mrs. Hareena Wakely.

Absent: None.

Also Present: Dr. Jon Lamberson, Superintendent; Board President Nancy Jensen; Board Members Mary Ellen Meindl and Mary Stimming; Ames School Principal Colleen Lieggi; Blythe Park Principal Bob Chleboun; Central School Principal Dr. Janice Limperis; Hollywood School Interim Principal Mindy Keller; Hauser Jr. High School Principal Leslie Berman; Technology Director Vern Bettis; Special Education Director Dr. Mary Polk; Administrative Coordinator Meg O'Brien; members of the District 96 International Baccalaureate Study Group; Elementary Music teachers Bill Howes and Jane Lauritsen; and approximately 15 District 96 parents, staff and interested citizens of the community.

A. A presentation given by members of the International Baccalaureate Study Group was the first item on tonight's agenda. The International Baccalaureate Study Group (IBSG), comprised of District 96 parents, teachers, and administrators, was formed at the request of Supt. Lamberson for the purpose of gathering information about the highly regarded International Baccalaureate (IB) educational program, and to determine whether implementation of an IB program at Hauser would benefit District 96 students.

A summary of the study group's findings are noted below:

- **International Baccalaureate (IB) is a non-profit educational foundation established in 1968 that offers programs world-wide.**
- **IB offers three curricula programs designed for students ages 3 through 19:**
  1. **PYP:** Primary Years Program for students in Grades KA-5:  
Focuses on the development of the whole child as an inquirer.
  2. **MYP:** Middle Years Program for students in Grades 6-10:  
Provides a framework of academic challenge that encourages students to embrace and understand the connections between traditional subjects and the real world, and become critical and reflective thinkers.
  3. **DP:** Diploma Program for students in Grades 11-12:  
Academically balanced and challenging program of education with final examinations.  
Internationally recognized for academic excellence.
- **The IB Mission:**  
"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 programs of international education and rigorous assessment.”

“These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.”

- **IB Program Goal:**

To develop internationally minded people who recognizing their common humanity and shared guardianship of the planet help to create a better and more peaceful world.

- **IB Learner Profile:**

- |                  |                |
|------------------|----------------|
| 1. Inquirers     | 6. Open-minded |
| 2. Knowledgeable | 7. Caring      |
| 3. Thinkers      | 8. Risk-takers |
| 4. Communicators | 9. Balanced    |
| 5. Principled    | 10. Reflective |

- **The Middle Years Curriculum Consists of 8 Subject Categories:**

- |                    |                       |
|--------------------|-----------------------|
| 1. Native language | 5. Mathematics        |
| 2. Second language | 6. Arts               |
| 3. Humanities      | 7. Physical Education |
| 4. Sciences        | 8. Technology         |

These subject categories are integrated through 5 “areas of interaction” to provide a framework for learning within and across subjects:

1. Environments
2. Health and Social Education
3. Community and Service
4. Human Ingenuity
5. Approaches to Learning

Through this integrated approach the MYP endeavors to teach students the “interrelationship of subjects” and the application of these concepts in the real world.

In the last year of the program, students complete an “exit project”, which allows them to demonstrate the understandings and skills they have acquired throughout the program.

- **Little literature exists on the impact of IB MYP on test scores.**

- **Independent “qualitative study” of IB concludes:**

- The IB methodology drives inquiry and critical thinking.
- The IB emphasis on mutual learning between teachers and students leads to students taking ownership of their education and leads to an appreciation of learning for its own sake.
- The IB program offers structural, pedagogical and ideological consistency with strong training resources, leading to consistency in instruction throughout the program.

- **IB Accreditation is a Multi-Year Process Requiring:**

- Schools to conduct a feasibility study and to identify resources.
- Schools to teach the program for at least one year during the “candidate phase”.
- IB to perform an “authorization visit” to evaluate the school’s preparedness to successfully implement the program.
- IB training for school principal, IB coordinator (required position) and teachers.

- Budget commitment for implementation – ranging between \$120,000 - \$170,000 annually (accounts for IB Coordinator salary and periodic training of staff).
- Re-certification every 5 years.
- **“Takeaways” from site visits conducted at two Chicago IB schools (Josephine Locke Elementary School & Wildwood World Magnet School):**
  - IB is best implemented on a whole school basis.
  - IB provides good structure for improving curriculum and developing a cohesive offering to students.
  - IB emphasis is on critical thinking skills, world-view and citizenship (it is not a gifted students program).
- **Conceptual similarity exists between the District 96 and IB mission statements.**
- **IB to Hauser Comparison:**

	<b>Hauser</b>	<b>International Baccalaureate</b>
<b>Program Type</b>	Follows a middle school philosophy – considers adolescent development/psychology. Grades 6-8. Customized to serve students and the community. Curriculum is reviewed and updated every 5 years.	Structured program with extensive training for teachers. Emphasis in MYP is on critical thinking skills, worldview and citizenship. IB program views itself as consistent with middle school philosophy. Developed to be a 5 year program, Grades 6-10, but exceptions are granted.
<b>Global &amp; Community Awareness, Citizenship</b>	Global awareness is an area of greater emphasis at Hauser – key faculty attended a Global Awareness conference in November. School has active philanthropy programs that are optional to the student but have strong participation – i.e. food drive, art fair. Curriculum often integrates content from other countries, as teachers find opportunities to do so.	IB promotes global awareness as key part of the program; originally it was established as an international school to provide continuity of instruction for students whose parents traveled around the world. MYP offers an Exit Project – Individual study that is community service based. Student driven vs. school driven.
<b>Integration of Curriculum</b>	Core classes in 6 <sup>th</sup> and 7 <sup>th</sup> grade include projects that integrate core subjects (math, science, social studies, language arts.)	Cross-topic education is seen as a strength of the IB program.
<b>Breadth of Curriculum &amp; Extracurricular</b>	Large number of Encore, fine arts and other extracurricular offerings relative to school size is a strength of Hauser.	Structure of IB program appears to limit ability to extend broad set of encore-type offerings.
<b>Academic Rigor</b>	Standardized test scores demonstrate that curriculum established at a high level.	Program develops excellent critical thinking skills; evidence indicates that academic rigor is high.
<b>2<sup>nd</sup> Language Development</b>	Spanish and French available (not required) beginning in 7 <sup>th</sup> Grade. 2 years study typically leads to passing 1 <sup>st</sup> year High School language	2 <sup>nd</sup> language mandatory part of instruction; schools can select a single language for all.

- **Summary of IBSG Learnings:**
  - IB is an effective program, offering good structure to develop broad-minded students and citizens with good critical thinking skills.

- IB accreditation requires a full-time coordinator and periodic training of staff.
  - Integration with D208 will be required to capture optimal benefits of IB MYP.
  - As part of the move to middle school philosophy, Hauser has undergone a thoughtful review of its curriculum and how best to develop good students and good citizens.
  - D96 in general, and Hauser in particular, already work to address many of the features that make IB effective (world-view, cross subject integration & critical thinking skills).
  - Areas D96 could emphasize more: earlier development of world language; greater emphasis on world-view; more consistent integration across subjects; individual service projects for all students.
  - Successful implementation of IB at Hauser may lead to students with broader world-view and more globally-aware citizens.
  - Academic performance may improve for the overall population, but test scores would not necessarily reflect substantial improvement.
- **Issues to Consider:**
    - D208 integration/coordination.
    - Would IB augment or disrupt process with middle school model (in its 3<sup>rd</sup> year of implementation).
    - Cost and administration of IB program is not trivial.
  - **Next Steps:**
    - Option 1: Define questions/issues for further investigation.
    - Option 2: Table IB MYP implementation, but use IB best practices to enhance Hauser programs. Consider IB Primary Years Program (PYP)
    - Option 3: Begin active planning for IB implementation.

Following the presentation a question arose regarding whether it would be better to implement IB in the primary grades instead of the middle grades. It was noted that implementation in the primary grades would be likely as new IB requirements stipulate that the MYP must be linked to either a PYP or DP.

A question arose regarding how difficult it would be to find a qualified IB Coordinator to oversee an implementation in District 96. It was noted that the minimum requirement to fill an IB Coordinator position in District 96 would be a valid Illinois teaching certificate.

A Board member inquired how *“Option 2: . . . . use IB best practices to enhance Hauser programs . . .”* will be accomplished? An IBSG member indicated that this research has not been conducted yet.

A question arose regarding whether classes could consist of IB and non-IB students if IB MYP was implemented at Hauser. The IBSG noted that IB Programs cannot be implemented as “partial school programs.” It was further noted by a Board member that IB is an “approach to teaching and instruction” rather than a program offered to select groups of students.

Mrs. Wakely and Supt. Lamberson thanked the IBSG for their hard work over the past several months to gather the valuable information presented this evening. Dr. Lamberson remarked that the study group’s full report will be posted on the District 96 website. He recommended that the Education Committee discuss “next steps” regarding the IB Program at their April meeting.

Supt. Lamberson concluded this portion of the meeting by asking IBSG members which aspect of IB they would least be willing to give up. Study group members noted the focus on world-view and the interconnectedness of the curriculum as facets they would least be willing to forego.

B. Director of Elementary Learning Systems Dr. Janice Limperis and Professional Development Coordinator Meg O'Brien provided an update on the *Regie Routman in Residence (RRIR)* writing program implementation. In 2004-05 the District initiated a review of the Language Arts program. Enhancements were made first to the reading curriculum. In 2007, the Language Arts Committee began discussing "what the District 96 writing curriculum should look like". The *RRIR Writing for Audience and Purpose* program was introduced to the Committee in 2008-09 during their review process. The program appealed to the Committee due to its comprehensive staff development approach and because it promotes teacher teamwork within grade levels. The program consists of 13 staff development sessions on the following topics:

1. Welcome to Regie Routman in Residence.
2. Applying an Optimal Learning Model to Your Teaching.
3. Examining Our Beliefs About Teaching Writing for Audience and Purpose.
4. Teachers as Writers.
5. Planning for Genre Writing.
6. Immersing Your Students in a Genre.
7. Demonstrating Writing.
8. Public Content Conferences.
9. Negotiating Editing Expectations.
10. Editing Conferences.
11. Application of Learning: A Teacher's Changing Beliefs and Practices.
12. Changing Beliefs and Practices: A Conversation with a Student.
13. Re-Examining Our Beliefs and Celebration of Learning.

The curriculum is based on the rationale that students produce their best work when they are interested in the topic they are writing about and when they care about the audience they are writing for. The program utilizes the "optimal learning model" or "gradual release of responsibility" model that guides students through the steps of demonstration, shared practice, guided practice and release to independent practice. Mrs. O'Brien commented that valuable information about the *RRIR* program can be found at: [www.regieroutman.com](http://www.regieroutman.com). Teachers on the Language Arts Committee are currently implementing the program in the classroom and will be able to provide guidance to those who will be implementing it next year.

During the summer of 2009 the Language Arts Committee completed their training and began planning for the District-wide implementation:

- Reviewed district-wide writing scope and sequence draft.
- Defined grade level expectations in writing for K-8<sup>th</sup> Grade.
- Created two writing genre units per grade level for committee members to implement.
- Developed schedule for implementation of the writing framework for each writing genre.
- Developed training schedule for District 96 K-5<sup>th</sup> Grade classroom teachers; 6<sup>th</sup> - 8<sup>th</sup> Grade Language Arts teachers and Special Education teachers on Institute Days and half-day/student early release days in 2009-10.

• **Goals for 2010-11:**

- District-wide implementation of framework for teaching writing genres.
- Grade level teams will meet to collaborate (3 times during the year).
- Refine genre units and add genre units at each grade level.
- Finalize district-wide writing scope and sequence.

C. Elementary music teachers Bill Howes and Jane Lauritsen proposed a change in the student music performance schedule in an effort to better fulfill the District 96 mission objectives of

*“providing each student with a challenging education which promotes academic excellence and encourages creativity and develops critical thinking . . . “through the music curriculum. Currently elementary students participate in two school performances per year: the Veteran’s Day Program in November and the Holiday Program in December. There are approximately 20 school days between these two performances that doesn’t allow enough time to prepare a high quality Holiday Program. The proposed schedule would consist of the following performance programs:*

- Veteran’s Day Program in November for all elementary students K-5<sup>th</sup> Grade.
- Holiday Program in December for K-3<sup>rd</sup> Grade students.
- Spring Concert for 4<sup>th</sup> and 5<sup>th</sup> Grade students.

It was noted that 4<sup>th</sup> and 5<sup>th</sup> Grade students are more musically advanced than K-3<sup>rd</sup> Grade students and a spring concert would provide them the opportunity to perform more challenging and interesting work. A spring concert would allow teachers time to introduce “theatrical elements” into the curriculum encouraging student creativity. With this revised schedule teachers hope to achieve greater integration with other curricular areas such as social studies to build scaffolds for students to promote critical thinking.

It was stated that the District Leadership Team enthusiastically supports the proposed changes to the performance schedule.

Following this presentation Education Committee members agreed by consensus to recommend the proposed changes to the elementary music performance schedule to the Board.

Discussion transpired regarding the number of items remaining to be addressed on the Education Committee Agenda. The last regularly scheduled Education Committee meeting takes place on April 20<sup>th</sup>, 2010. It was noted that an additional meeting may need to be scheduled to provide the Committee an opportunity to discuss the possibility of introducing world language into the District curriculum.

Following these remarks a motion was made by Mrs. Leimberer, supported by Mr. Schraidt, that the Education Committee meeting be adjourned. The time was 7:35 p.m.

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Susan Moorhead, Board Secretary

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Hareena Wakely, Committee Chair