

Hutchinson Middle School

Community Project

The 2015-2016 will be the pilot year for MYP Community Projects at Hutchinson. Although the 8th grade students (our oldest cohort) are only in their 2nd year of MYP implementation, we believe they have the tools necessary to create Community Projects.

The 8th grade Year 3 Language Acquisition instructor, Elaine Futrell, teaches 6 classes of Spanish IB. She has a total enrollment of 133 students. She will be the Community Project Facilitator. All information and mentoring will occur during the students' time in Senora Futrell's class. The expectation is that all 133 of her students will complete a project, as well as any other interested 8th grade student. Announcements inviting the participation of those outside of the Spanish IB class will be played through video announcements that students view each day.

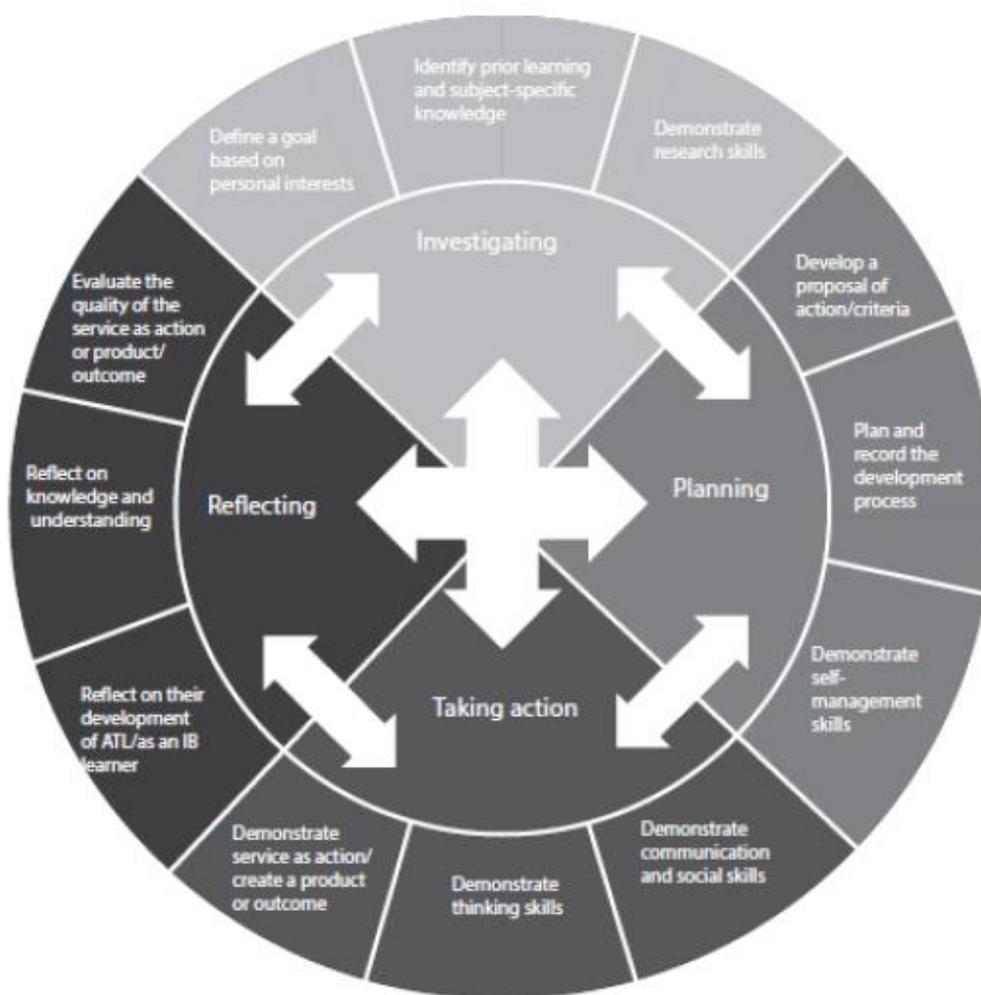
An IB Parent Information Night has been scheduled for November, 2015. We will explain, among other things, the Community Project in great detail. We will provide a timeline and written expectations. Suggestions will be provided, and the allowable flexible grouping will be presented. The MYP Coordinator will explain to the parents that the IB recommends that students spend 15 hours working on the project in order to adequately demonstrate their knowledge and progress during their time in the MYP. According to the Middle Years Programme Projects Guide (p. 13), this time includes:

- ⊛ Meeting with supervisors
- ⊛ Independent learning through research, planning, development, and completion of the project
- ⊛ Reporting of the project

The day after the parent meeting, we will present the same information to the Spanish classes and run the open invitation on the daily announcements. We will ask the students to begin to think and plan ahead for types of projects they might want to undertake. The MYP Coordinator will invite students with questions to visit with her any time between that day and the time more information will be provided.

Beginning in March, the MYP Coordinator will discuss the Community Projects in detail with the students, including information regarding the amount of monies available to assist individuals and groups with their chosen plan and the assessment criteria located in Middle Years Programme Projects Guide (May, 2014). The MYP Coordinator will present a brief questionnaire to the students. It will ask questions regarding their strengths, interests,

preferences, and it will also ask them about concerns they have about the community, state, country, or world. After completing this survey, the MYP Coordinator will ask the students to brainstorm ways that they might be able to connect the 2 concepts (to match their concerns with their talents) in an effort to make an improvement in their surroundings. Students will work alone and then with small groups around them to generate possible ideas. Sample project ideas will be provided, and a timeline will be presented to the students.



The MYP Coordinator will provide the chart above (Middle Years Programme: Further Guidance for MYP Projects, p. 5) as a guideline for how to organize and act on their ideas.

The next step in the process will be to discuss the ideas with their parents and gain written approval. After students have chosen their project ideas, they will be matched with teacher supervisors. The supervisors will all be Hutchinson teachers who will meet with students on a regular basis. The meetings will take place every other week during the students' Spanish class. This time of day will coordinate with their supervisor's scheduled IB conference planning time. The supervisor will go to the Spanish class, pick up his assigned student/s,

take them back to his classroom for planning and progress updating, and then take them back to Spanish when the conference is complete. During the conference time, he might help them make phone calls, find resources, or coordinate activities with their parents.

The Spanish teacher will relay information from the MYP Coordinator and help answer questions as they arise. Other teachers can coordinate their mentoring with her as well. They may have a particular day they need to meet with their mentees, and she can assist with that process. At the end of the process, students will be able to showcase their work through their Spanish class.

The role of the supervisor will be developed with the faculty as a whole, since all teachers will serve as mentor to at least 1 student. The MYP Coordinator will utilize a professional development opportunity to develop standards for assisting and assessing students. During the dedicated IB conference times, supervisors will be updated and kept abreast of timelines and resources available. Also during IB planning times, teachers will gain experience assessing the Community Projects by using example projects. Through this process, we will align our assessing standards so that students will receive equitable grading across the MYP.

After all projects have been assessed, we will reconvene and “audit” some of the assessments. In an effort to standardize grading while assessing fairly and accurately, teachers will be able to collaborate and establish guidelines for the following year’s students. As with all IB endeavors, the Hutchison faculty will reflect upon the current methods and explore variations that will benefit students.

BIBLIOGRAPHY

International Baccalaureate Organization. Middle Years Programme: Further Guidance for MYP Projects. May 2015.

International Baccalaureate Organization. Middle Years Programme: Projects Guide. May 2014.