IB CONFERENCE OF THE AMERICAS 2015

Chicago, IL • 23–26 July
Rigour for all: The AVID and IB Partnership
Advancement Via Individual Determination and International Baccalaureate

Presenters:
Angela Wilcox: Hopkins Public Schools, Hopkins, MN
Liz Jensen: Fridley Public Schools, Fridley, MN
Be Part of the Conversation

https://todaysmeet.com/IBAVID
ENROLLING 100,000 LOW-INCOME & STUDENTS OF COLOR IN ADVANCED ACADEMIC CLASSES
What is AVID?

Advancement Via Individual Determination

- A structured, college preparatory system working directly with schools and districts
- A direct support structure for first-generation college goers, grades 3-16
- A schoolwide approach to curriculum and rigor adopted by more than 4,500 schools in 47 states and 16 countries
- A professional development program providing training throughout the world
Driven by a 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.

AVID’s mission is to close the achievement gap by preparing ALL students for college readiness and success in a global society.
Focused on Rigor for All

AVID:
“Using inquiry-based, collaborative strategies to challenge and engage students in content resulting in increasingly complex levels of understanding”

IB Approaches to Teaching:
● Teaching based on inquiry

● Teaching focused on conceptual understanding
● Teaching developed in local and global contexts
● Teaching focused on effective teamwork and collaboration
● Teaching differentiated to meet the needs of all learners
● Teaching informed by assessment
The AVID and IB Partnership

AVID Blogs

AVID and IB: Complementary, not Competitors
by Rob Gira, Executive Vice President, AVID Center

AVID and IB: Success with a Schoolwide Approach
By Adria Tate, College Readiness Systems Manager, Denver Public Schools

Course Placement: Why Do We Need to Understand the Process? By Dr. Philip Bernhardt, Assistant Professor & Department Chair of Secondary Education, Metropolitan State University of Denver, Former AVID Teacher and Co-School Coordinator

Preventing an Elite Program from Becoming Elitist: Interlake High School’s Answer to the IB and AVID Dilemma: The AVID/TOK class
Written by Liz Mizrahi, District AVID coordinator for Bellevue School District, in collaboration with the entire Interlake AVID/IB team: Maria Frieboes-Gee, Michael O'Byrne, Alison Pendlebury, Marisa Corso, and Matt Daniels
# The Complementary Alignment Between AVID / IB / CCSS

<table>
<thead>
<tr>
<th>IB – International Baccalaureate</th>
<th>AVID – Advancement via Individual Determination</th>
<th>CCSS – Common Core State Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mission Statement</strong></td>
<td>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.</td>
<td>AVID's mission is to close the achievement gap by preparing ALL students for college readiness and success in a global society.</td>
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</table>
| **Framing of the Curricular Objective** | Central Statement (PYP)  
Statement of Inquiry (MYP)  
Guiding Understanding (DP) | Essential Question  
Essential questions (EQs) help target standards as you organize curriculum content into coherent units that yield focused and thoughtful learning. In the classroom, EQs are used to stimulate students' discussions and promote a deeper understanding of the content. |
| **Standards** | IB Standards and Practice  
- Section A: Philosophy  
  - Standard A: Philosophy - The school's educational beliefs and values reflect IB philosophy.  
  - 1. The school's published statements of mission and philosophy align with those of the IB.  
  - 2. The governing body, administrative and pedagogical leadership and staff demonstrate understanding of IB philosophy.  
  - 3. The school community demonstrates an understanding of, and commitment to, the programme(s).  
  - 4. The school develops and promotes international-mindedness and all attributes of the IB learner profile across the school community. | AVID Program Essentials and Elective Standards  
Essentials  
- Essential 9, 10 and 11  
Essential 9: AVID Implementation and student progress must be monitored through the AVID Data System and results must be analyzed to ensure success. All student performance data available to the school should be collected and analyzed to establish baseline data for the AVID elective and schoolwide systems. It is important to share success in AVID with both local and international success. Local student success builds support for AVID and for AVID students. Evidence of success and data provides the mechanisms for continued improvement of AVID. The AVID Data System provides a vehicle for sites to monitor their own progress and their progress in relation to other AVID sites. Additional statistical and affective measurements are provided in the AVID implementation and management library |
IB Leaders of this work:

Bob Poole, Regional Development Specialist at IBO
Robert Harrison, Global manager of the MYP
A tale of two schools
Hopkins Schools
Hopkins’ AVID Journey

AVID 10 - 2007
AVID 9-12 - 2009
AVID 3-12 - 2014
Rigor Study committee recommends MYP for junior highs: 2010

Authorized MYP in 2015 (years 2-4)

No current plans for PYP or DP.
Teacher leaders make the connection
AVID 9 pilot community project.
- Kids n’ Cops basketball game
- Kids + Books = Leaders
- Honor our Heroes
- Domestic Violence Awareness
- Mental Health Awareness
- Survival Bracelets
AVID: Culturally responsive Approaches to Learning
Hey Ms. Wilcox,

I don't know if you'll see this email, but I just wanted to send you a photo of me taking Cornell notes during the summer. My boss is fascinated by it. So I've unofficially gotten the position of a researcher. Just thought you'd be happy to know. :)

Love,

Fancy xiong
Fridley Public Schools: The Success of All Students Matter
Fridley IB Journey

PYP Authorized in 2010

MYP Authorized in 2007

DP Authorized in 2009

Proud to be one of two
PreK-12 IB districts in Minnesota
Our AVID Journey

- Implemented in 2009
- One section per grade level
- All students take *at least* one HL class and one SL class
- Statistically significant increase in reading and math scores
Why have AVID in an IB School?
A Principal’s Perspective:
Renee VanGorp Fridley High School
How has AVID helped you to be successful in a DP course?
A Student Perspective: Latrell
How has AVID helped your students achieve success in DP courses?

A Teacher’s Perspective:
Dan Nalepka Fridley High School
AVID and DP
Rigour for ALL students

1. **Knowledge Claims** – claims made about the world
2. **Knowledge Questions** – questions about knowledge claims: analyzing their strength and weaknesses, their assumptions, and their implications
3. **Personal Knowledge** – understanding your own perspective on Knowledge Claims and Questions
4. **Shared Knowledge** – understanding other and therefore alternative perspectives on Knowledge Claims and Questions
5. **Knowledge Principles** – knowing how you can respond to Knowledge Questions/Claims as you seek to understand the world.
Let’s make it practical
Questions?
Comments?
Concerns?
How do we get around the scheduling conflict?

Prioritize what's important

**SCHEDULE EXAMPLES**

Our school operates on an every other day, block schedule. Students have eight classes over two days. Year-long classes meet for 122 hours and semester classes meet for 61 hours.

**7th Grade - MUSIC STUDENT**

<table>
<thead>
<tr>
<th>Block</th>
<th>Time</th>
<th>Individuals &amp; Societies</th>
<th>Individuals &amp; Societies</th>
<th>Individuals &amp; Societies</th>
<th>Individuals &amp; Societies</th>
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<tbody>
<tr>
<td>1A</td>
<td>7:47 - 9:14</td>
<td>Individuals &amp; Societies</td>
<td>Individuals &amp; Societies</td>
<td>Individuals &amp; Societies</td>
<td>Individuals &amp; Societies</td>
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<tr>
<td></td>
<td>122 hours</td>
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<tr>
<td>1B</td>
<td>7:47 - 9:14</td>
<td>Language &amp; Literature</td>
<td>Language &amp; Literature</td>
<td>Language &amp; Literature</td>
<td>Language &amp; Literature</td>
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<tr>
<td></td>
<td>122 hours</td>
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<tr>
<td>3A</td>
<td>11:08 - 12:32</td>
<td>Sciences</td>
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<td>Sciences</td>
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<tr>
<td></td>
<td>122 hours</td>
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</tr>
<tr>
<td>3B</td>
<td>11:08 - 12:32</td>
<td>Arts - Performing (Choir, Band, Orchestra)</td>
<td>Arts - Performing (Choir, Band, Orchestra)</td>
<td>Arts - Performing (Choir, Band, Orchestra)</td>
<td>Arts - Performing (Choir, Band, Orchestra)</td>
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<td>122 hours</td>
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<tr>
<td>4A</td>
<td>1:08 - 2:35</td>
<td>Design 7 - FACS</td>
<td>Design 7 - FACS</td>
<td>PhyEd/Health</td>
<td>PhyEd/Health</td>
</tr>
<tr>
<td></td>
<td>61 hours each semester</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4B</td>
<td>1:08 - 2:35</td>
<td>Reading District requirement</td>
<td>Reading District requirement</td>
<td>SEN: AVID/RTI/SPED/Gifted&amp;Talented OR Elective</td>
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<td></td>
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Contact Information

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