

What an MYP Classroom Looks Like

- ⇒ **A mirror of the IBO mission statement and IB learner profile.** Kind, accepting, positive, and a place of continuous learning for every student.
- ⇒ **Evidence of guiding/essential questions**
Questions or statements will be posted in the classroom to provide a larger purpose for learning targeted content and make students aware of the specific skills they will learn.
- ⇒ **Evidence of formative and summative assessment**
Instruction that targets specific learner outcomes requires focused and frequent assessments of student skills and knowledge. Formative assessment is done during instruction so teachers can make instructional decisions based on student readiness and needs. Summative assessment is done after instruction to provide information on the impact of instruction.
- ⇒ **Opportunities for students to practice critical thinking**
Teachers will present focused questions or tasks that invite critical student reflection about the content of the curriculum using tools students have learned over time.
- ⇒ **Use of technology where appropriate**
Teachers will incorporate technology which enables students to identify, access, evaluate and acknowledge a wide range of information sources; including the use of the MYP design cycle.
- ⇒ **Inter-disciplinary focus where appropriate**
Holistic learning breaks down artificial barriers of different subjects commonly found in school, enabling students to discover the relationships between different knowledge areas and the real world.
- ⇒ **Evidence of Areas of Interaction integration**
The five areas will be used as “lenses” through which the teacher will present information and encourage student reflection on the issues at hand. The Areas of Interaction will enhance the interdisciplinary connections.
- ⇒ **Student Centered**
A broad teaching approach that encompasses replacing lectures with active learning, integrating self-paced learning programs and/ or cooperative group situations, ultimately holding the student responsible for her own advances in education. (Barbara Nanney).
- ⇒ **Evidence of Internationalism**
Developing students’ attitudes, knowledge and skills as they learn about their own and others’ cultures (global perspective). For example, using world literature and history, studying a foreign language, highlighting the diverse population of our school community, studying different perspectives (texts, theories, issues, art, music, and theatre), discussing culture in connection with the Areas of Interaction, studying mathematical data from around the world, and examining views from different countries in relation to politics, economics, religion, and socio economic status.
- ⇒ **Criterion referenced assessment/rubrics**
Every subject has specific criteria to be used when creating rubrics for assessment. The criteria are directly from the aims and objectives for each particular subject.
- ⇒ **Interactive**
Students participate as equal partners in an ongoing discovery process. They are interactive with anyone else in a constructive way.
- ⇒ **Lessons planned with the end in mind**
Lessons are back mapped to emphasize the end point.