International Baccalaureate Middle Years Program: Teacher Perceptions

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Executive Summary

Background and Evaluation Questions

A study of the International Baccalaureate (IB) Middle Years Programme (MYP) was conducted in a large, socioeconomically diverse district of rural, urban, and suburban communities. This study was requested by the school district office overseeing the program, in collaboration with the IB. Funding for the study was provided by the IB.

The current study was conducted in three parts: 1) an analysis of the high school course-taking and performance of students previously enrolled in the five district MYP middle schools and five of the non-MYP middle schools; 2) a comparison of the perceptions of high school students who were previously enrolled in MYP middle schools with students previously enrolled in non-MYP middle schools with regard to their middle school experiences and global mindedness; and 3) an examination of the perceptions and experiences of MYP teachers about the program and MYP professional development.

This report is focused on part three of the study: An examination of teacher perceptions about the program and their professional development experiences in the district's MYP.

This study addresses the following research questions:

1. What are the perceptions and experiences of MYP teachers with regard to their professional development?
2. What are the perceptions and experiences of MYP teachers with regard to the MYP?

Summary of Methodology

Information for this third part of the study was collected from teachers at MYP schools in the spring of 2012. Online surveys and in-person interviews were used to elicit teachers' perceptions and experiences with the MYP program, including their professional development. A total of 298 teachers completed the survey (220 from middle schools and 78 from the high schools), which is an estimated response rate of 68%. Fifteen teachers were selected for in-person interviews—three teachers from each of the five MYP middle schools—and all were interviewed by district research staff.

Summary of Findings

Background of Teacher Respondents

- A wide variety of teacher experience, subject, and grade level were represented in the survey and interview sample.
- Over two thirds (69%) of the survey respondents had some experience in schools without MYP (i.e., non-MYP); 11 of the 15 interviewed had some non-MYP experience.

Research Question 1: What are the perceptions and experiences of MYP teachers with regard to professional development?

MYP Professional Development
- Nearly all (96%) middle school teachers and over two thirds (71%) of high school teachers who responded to the survey have participated in an IB or MYP school-based training.
- The majority of teachers responding to the survey agreed that the trainings they participated in supported their learning needs (81% among middle school, 77% among high school), and that the training schedule supported their needs (75% among middle school, 66% among high school).
- Aspects of MYP trainings which had the greatest impact on teaching, as reported by survey respondents in an open-ended question, were: development of lesson plans (18%), followed by learning and preparing assessments (12%), collaborating with other teachers (10%), learning about the IB Learner Profile attributes (10%), and global thinking and cultural incorporation (9%).
- All 15 interviewed teachers reported that the MYP coordinator was, or should be (in the case of two interviewees), an ongoing source of support through meetings or as needed.
- The MYP online sharing site was mentioned by 6 of the 15 interviewed teachers as a resource that is not useful.

Research Question 2: What are the perceptions and experiences of MYP teachers about the MYP program?

Impact of MYP on Teaching and Schoolwide Practices
- Just over half of survey respondents from middle schools (54%) and over one third from high schools (32%) felt that MYP involvement impacted their teaching strategies and content of teaching to a moderate or great extent.
  - Aspects of MYP that were named by surveyed teachers in an open-ended question as having the greatest impact on teaching were: the development and use of unit plans and lessons (15%), global and cultural thinking (13%), and learning about the IB Learner Profile attributes (13%).
- Almost three fourths (73%) of middle school survey respondents and over one third (37%) of high school respondents reported that MYP involvement impacted their schoolwide practices to a moderate or great extent.
  - Global and real-world connections (17%) and IB Learner Profile attributes (13%) were aspects named by survey respondents in an open-ended question, as having the greatest impact on school practices.

Frequency of MYP Teaching Practices

- The majority of respondents said they often involve their students in critical thinking activities (89% among middle school and 90% among high school respondents) and connect lessons with real-life issues (88% among middle school and 85% among high school respondents).
- One fifth of middle school (20%) and almost one third (30%) of high school survey respondents said they never collaborate with other subject area teachers.
  - All staff members interviewed in three of the five middle schools (9 interviewees) said they rarely or never collaborate with teachers in other subject areas because of lack of time and the strictness of the district curriculum. Teachers interviewed from two schools (6 interviewees) said they do collaborate with teachers of other subjects, usually through meetings or with teachers from one or two specific subjects.

Impact of International Mindedness

- Hett's dimension of "interconnectedness" was included in 42% of respondents' definitions of international mindedness, and 39% included "cultural pluralism."
- More than four fifths (85%) incorporated one or two of Hett's dimensions in their definition.
- Incorporating current events or real-life connections (24%), followed by teaching about different cultures (10%) was named by survey respondents in an open-ended question as ways the MYP emphasis on international mindedness has impacted instruction. The reported impact of international mindedness varied by the subject area taught.

MYP and District Curriculums

- More than half of surveyed respondents (59% of middle school and 66% of high school) agreed that the MYP curriculum fits well with the district curriculum.
  - A variety of ways they fit were pointed out: expectations, vision, and critical thinking.
- Surveyed respondents in an open-ended question, commented on the fit between MYP and district:
  - There is not enough time for MYP because of district priorities and requirements (29% of survey responses).
  - There are differences between the assessments and rubrics (17% of survey responses).
  - Lesson plans as well as other materials need to be manipulated or rewritten (13% of survey responses).
- Most all interviewed teachers felt that MYP and the district fit well together (12 of 15); this was especially true among world study and English teachers because of critical thinking, theory, and that the subject was a natural fit. Teachers also mentioned strategies that work well together such as: cooperative learning, critical thinking, student discourse, and bringing in personal connections.
- A large majority (88% of middle school and 78% high school survey respondents) agreed that MYP involves a larger workload.
  - Creating and rewriting unit plans was reported by 33% of survey respondents as an example, followed by assessment tasks (21%), and in general, more paperwork and documentation (16%)

- More than two thirds of middle school (68%) and half of high school survey respondents (52%) agreed that they are a better teacher as a result of MYP.
  - In middle school, this is higher among those with only MYP experience (80% vs. 69%).
  - Over one fourth (26%) stated they felt they are already a good teacher, and MYP is not the cause.

Strengths and Advantages of MYP
- Almost one third (32%) of survey respondents in an open-ended question, reported that students being taught international mindedness and global views were strengths of MYP.
- Teaching international mindedness and diversity were mentioned most often (13%) in an open-ended question, by survey respondents as an advantage of teaching in an MYP school.

Challenges and Disadvantages of MYP
- In an open-ended question, almost two thirds (62%) of survey respondents reported time demands and a high workload as a challenge of the MYP program. This was also mentioned by 11 of the 15 interviewees as a disadvantage of working in an MYP school.

Recommendations

After surveying 298 MYP teachers and interviewing 15 MYP teachers, a mixed reaction to the MYP program emerged. Many respondents embraced the MYP program, while others were frustrated and had unfavorable opinions about the program. But mostly, teachers liked many aspects of the program, yet encountered many challenges or had concerns; consequently, the room for improvement emerges as a final message. Based on these findings, the following recommendations are offered for consideration:

- Focus on ways to lighten teachers' workload as it pertains to MYP tasks, requirements, and documentation (i.e., streamlining or providing support); as well as explore ways to provide more time for planning and completing tasks.
- Explore ways for MYP teachers within the district to support each other and share resources. For example, analyze the awareness and use of the sharepoint site to make the site more accessible and useful to teachers or explore a different way for "like" MYP teachers to share resources.
- Explore improved integration of the MYP and district curriculum, assessments and rubrics. This also will help teachers with the issue of time.
- Explore ways for teachers to more readily collaborate across subject areas within their schools
- Clarify goals, expectations, and the philosophy of the program to all teachers, including those new to an MYP school. Provide best practices to schools with AYP concerns and where students' academic needs are high, to help them incorporate MYP strategies.

International Baccalaureate Middle Years Program:
Teacher Perceptions

Natalie Wolanin and Julie Wade

A study of the International Baccalaureate (IB) Middle Years Programme (MYP) was conducted in a large, socioeconomically diverse district of rural, urban, and suburban communities. This study was requested by the school district office overseeing the program, in collaboration with the IB. Funding for the study was provided by the IB. This phase of the study examined teacher perceptions about the program as well as professional development in the district middle schools and high schools with the MYP. The other two phases of this study looked at student experiences with the MYP and measures of their global mindedness, student course enrollment and performance in high school math and science compared to their non-MYP counterparts.

Background

Founded in 1968, the International Baccalaureate (IB) currently works with more than 3,500 schools in 145 countries to develop and offer four programs to over 1,080,000 students aged 3 to 19 years. The organization also provides professional development workshops for more than 60,000 teachers and administrators annually. The IB MYP, for students aged 11 to 16, provides a framework of academic challenge that encourages students to embrace and understand the connections between traditional subjects and the real world and to become critical and reflective thinkers. The program consists of eight subject groups integrated through five areas of interaction that provide a framework for learning within and across the subjects. In the final year of the program, students also engage in a personal project, which allows them to demonstrate the understandings and skills they have developed throughout the program. In addition, the framework is flexible enough to allow a school to include other subjects not determined by the IB but which may be required by state or national authorities. The overall philosophy of the program is expressed through three fundamental concepts that support and strengthen all areas of the curriculum. These concepts are based on: intercultural awareness, holistic learning, and communication (IB, 2012).

Authorized MYPs in the district include five middle schools and three high schools. For the year of this study (2011–2012), all five MYP middle schools in the district employed a whole-school model, so all students and teachers in the school participated in the program. In two of the three high schools, all students in Grades 9 and 10 participated in MYP and in a third high school, the MYP included Grades 9 and 10 students who applied to and were accepted into the program.

Professional development for MYP school staff is offered in various ways such as IB authorized training and IB web-based training. Additionally, each MYP school employs an MYP coordinator who is there to offer continued support and may offer professional development in the way of school-based trainings.

A key feature of MYP is its emphasis on global citizenship. The teacher study addressed this aspect of the program with questions about global mindedness. In J.E. Hett's dissertation "The Development of an Instrument to Measure Global-Mindedness," the author states a theoretical definition of global mindedness as "a worldview in which one sees oneself as connected to the world community and feels a sense of responsibility to its members. This commitment is reflected in attitudes, beliefs, and behaviors" (Hett, 1993). Her explanation of the five dimensions of global mindedness was used to categorize respondents' definitions of international mindedness collected from the online survey.

The three phases of this study aimed to substantiate and extend the findings of the initial study, "Student Performance and Student Engagement in the International Baccalaureate Middle Years Programme," (Wade, 2011). The phase reported here was designed to explore teacher perceptions of the MYP, with specific attention to program components and teacher professional development.

This study addresses the following research questions:

1. What are the perceptions and experiences of MYP teachers with regard to their professional development?
2. What are the perceptions and experiences of MYP teachers with regard to their MYP program?

Methodology

Information for this phase of the study was collected from teachers at MYP schools in the spring of 2012. Online surveys and in-person interviews were used to elicit teachers' perceptions of MYP including their professional development.

Instruments and Data Collection

Survey

All teachers in the five MYP middle schools and selected teachers in three high schools with the MYP program were invited to take an online survey. The survey was developed by the MYP program staff in collaboration with an evaluation specialist from the district. The survey's focus, which contained multiple choice questions as well as open-ended questions, was to elicit teachers' perceptions and experiences with the MYP program including professional development (see Appendix A to view the survey.) An online survey link was provided to each school's MYP coordinator who then made it available to all the MYP teachers in the school (i.e., in the middle schools, all teachers were surveyed, and in the high schools, MYP teachers were surveyed.)

Interview

Three teachers from each of the five MYP middle schools were randomly selected to be interviewed. Questions for the semi-structured interview were developed by district research staff. The interview's focus was to elicit teachers' perceptions and experiences with the MYP program including professional development. Refer to Appendix B for a copy of the interview protocol.

Sample

Teacher Survey Sample

Because a link to the survey was sent to MYP coordinators in each school to disseminate to appropriate teachers, the number of invited teachers, and therefore a response rate, can only be estimated. Based on reports from MYP coordinators, an estimated 440 MYP teachers were invited to take the survey (320 middle school, 120 high school) in the spring of 2012. A total of 298 teachers completed the survey, which is a 68% response rate. Of those teachers, 220 were from middle schools (69% response rate), and 78 were from high schools (65% response rate.)

Teacher Interview Sample

All 15 MYP teachers who were randomly selected from the five MYP middle schools were interviewed by district research staff.

Data Presentation and Analysis

Because high school teachers may have a mixture of MYP and non-MYP students in their schedule, the structure of how the program is implemented and incorporated into the schools could differ between the high schools and the middle schools. Therefore, survey findings for the two school levels are shown separately in this report.

The online survey contained multiple choice, scale, and open-ended questions. Descriptive statistics were used to present the findings in this report. The number and percentages of multiple choice survey answers, including scaled questions, were presented. Open-ended survey answers were coded into like categories; categories containing counts of five or more were presented. Examples of quotes given in open-ended answers also were shown. Counts and examples of quotes were used to present key findings from the semi-structured interviews.

A coding process was used to quantify responses to open-ended survey questions and interview responses. All responses to an open-ended question were read, and coding categories were identified. Then each answer was reread and assigned one or more codes. Each response was coded using as many codes as applicable; that is, a response could have contained comments belonging to more than one category. Excel tools such as sorting, key word find, and highlighting were used to facilitate the process of developing categories and assigning appropriate codes to each response.

Findings

Survey Respondents' Background

The 298 staff members who participated in the online survey reported a wide variety of teaching experience, with 18% having 1–5 years' experience and 14% having more than 20 years teaching experience (Table 1). Among these 298 teachers, 46% had 1–5 years of MYP experience and another 39% had 6–10 years.

Table 1
Teaching and MYP Experience Reported by MYP Survey Respondents

Teaching Experience	All Levels (N = 298)		MS Level (N = 220)		HS Level (N = 78)	
	n	*%*	*n*	*%*	*n*	*%*
Total Years Experience						
1–5 years	53	17.8	40	18.2	13	16.7
6–10 years	69	23.2	52	23.6	17	21.8
11–15 years	76	25.5	53	24.1	23	29.5
16–20 years	30	10.1	22	10.0	8	10.3
20+ years	41	13.8	31	14.1	10	12.8
Unanswered	29	9.7	22	10.0	7	9.0
Total	298	100.0	220	100.0	78	100.0
MYP Years Experience						
1–5 years	136	45.6	102	46.4	34	43.6
6–10 years	116	38.9	84	38.2	32	41.0
11–15 years	16	5.4	11	5.0	5	6.4
16–20 years	1	0.3	1	0.5	0	0.0
20+ years	0	0.0	0	0.0	0	0.0
Unanswered	29	9.7	22	10.0	7	9.0
Total	298	100.0	220	100.0	78	100.0

As shown in Table 2, almost one fifth (21%) of the respondents had only MYP experience and 69% had some experience at a non-MYP school (i.e., a school without an MYP program).

Table 2
MYP and non-MYP Experience Reported by Survey Respondents

Experience	All Levels (N = 298)		MS Level (N = 220)		HS Level (N = 78)	
	n	*%*	*n*	*%*	*n*	*%*
Only MYP experience	63	21.1	45	20.5	18	23.1
Have any Non-MYP experience	206	69.1	153	69.5	53	67.9
Unanswered	29	9.7	22	10.0	7	9.0
Total	298	100.0	220	100.0	78	100.0

The 298 survey respondents were distributed across seven MYP schools: five middle schools and two high schools. Survey respondents taught a variety of grade levels, as shown in Table 3, with the majority teaching more than one grade at their school level: 49% of middle school respondents taught multiple grades (Grades 6–8), and 86% of high school respondents taught

multiple grades (Grades 9–12). It also should be pointed out that 11% of the middle school respondents did not indicate the grade level they taught.

Table 3
Grades Taught Reported by Survey Respondents

Grade Level	MS Level (N = 220)		HS Level (N = 78)	
	n	%	n	%
Grade 6	34	15.5	-	-
Grade 7	21	9.5	-	-
Grade 8	32	14.5	-	-
Multiple MS Levels	108	49.1	-	-
Grade 9	-	-	6	7.7
Grade 10	-	-	1	1.3
Grade 11	-	-	0	0.0
Grade 12	-	-	1	1.3
Multiple HS Levels	-	-	67	85.9
Unanswered	25	11.4	3	3.8
Total	220	100.0	78	100.0

The 298 survey respondents reported a wide variety of subjects taught, with 18% teaching English or reading, and 20% teaching mathematics (Table 4). A higher percentage of social studies teachers (14% vs. 5%) and foreign language teachers (15% vs. 9%) were represented at the high school level compared to the middle school level. It also should be pointed out that 11% of the middle school respondents did not specify the subjects they taught.

Table 4
Subjects Taught Reported by Survey Respondents

Subject	All Levels (N = 298)		MS Level (N = 220)		HS Level (N = 78)	
	N	%	n	%	n	%
English/Reading	53	17.8	41	18.6	12	15.4
Mathematics	59	19.8	43	19.5	16	20.5
Science	24	8.1	17	7.7	7	9.0
Social Studies	21	7.0	10	4.5	11	14.1
Foreign Language	32	10.7	20	9.1	12	15.4
PE/Health/FACS	26	8.7	21	9.5	5	6.4
Arts/Music	17	5.7	11	5.0	6	7.7
Languages	14	4.7	11	5.0	3	3.8
Humanities	10	3.4	10	4.5	0	0.0
Special Education	5	1.7	4	1.8	1	1.3
Technology	5	1.7	2	0.9	3	3.8
ESOL	4	1.3	4	1.8	0	0.0
Counselor/Media Specialist	3	1.0	3	1.4	0	0.0
Unanswered	25	8.4	23	10.5	2	2.6
Total	298	100.0	220	100.0	78	100.0

Note. PE = Physical Education; FACS = Family and Consumer Sciences; ESOL = English for Speakers of Other Languages.

Interview Respondents' Background

Of the 15 middle school teachers interviewed, 4 reported that they only taught in an MYP school. As shown in Table 5, there was a wide variety of overall teacher experience, and 13 of the 15 interviewed teachers had between 1 and 10 years of MYP teaching experience.

Table 5
Teaching Experience Reported by MYP Interviewed Respondents
($N = 15$)

Number of Years	Total Teaching Experience *n*	MYP Teaching Experience *n*
1–5 years	3	8
6–10 years	5	5
11–15 years	4	2
16–20 years	2	0
More than 20 years	1	0

There was also a variety of subjects taught by the teachers interviewed as shown in Table 6. Among the 15 teachers, 3 taught English, 2 world studies or history, 4 foreign language, 3 math, and 3 science at a variety of middle school grade levels.

Table 6
Subjects Taught Reported by Interviewed Respondents
($N = 15$)

Subject	*n*
English	3
World Studies/History	2
Foreign Language	4
Math	3
Science	3

Research Question 1: What are the perceptions and experiences of MYP teachers with regard to their professional development?

MYP Professional Development Reported by Survey Respondents

Nearly all (96%) middle school respondents said they have participated in an IB or MYP school-based training; this compares to a much lower 71% among high school respondents (Table 7). Over two thirds (68%) of all respondents said they participated in an IB authorized training.

Table 7
Participation in IB/MYP Training Reported by Survey Respondents

Training	All Levels (N = 298)		MS Levels (N = 220)		HS Levels (N = 78)	
Have you participated in….	n	%	n	%	n	%
IB Authorized training[a]	202	68.0	148	67.6	54	69.2
IB web-based training[b]	44	14.9	33	15.1	11	14.3
IB/MYP school-based training[c]	265	89.5	210	96.3	55	70.5
Other IB/MYP training[d]	87	29.5	64	29.5	23	29.5

Note. Percentages are based on those who answered question.
[a]One middle school respondent did not answer this question.
[b]Two middle school/one high school respondent did not answer this question.
[c]Two middle school respondents did not answer question.
[d]Three middle school respondents did not answer this question.

Among middle school survey respondents, 81% agreed or strongly agreed that the training they participated in supported their learning needs; 77% of high school respondents also agreed with this (Table 8). Almost three fourths (75%) of middle school respondents agreed or strongly agreed that the schedule of training opportunities met their needs, while 66% of high school respondents agreed. Additionally, 79% of middle school respondents agreed or strongly agreed that they have gained helpful information and skills as a result of training; 75% of high school respondents agreed with that same statement.

Table 8
Training Feedback Reported by Survey Respondents

	MS Level (N = 220)								HS Level (N = 78)							
	Strongly Agree		Agree		Disagree		Strongly Disagree		Strongly Agree		Agree		Disagree		Strongly Disagree	
Training	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Supported learning needs[a]	26	12.1	148	68.8	37	17.2	4	1.9	11	14.9	46	62.2	13	17.6	4	5.4
Schedule of opportunities has met learning needs[b]	17	7.9	145	67.1	49	22.7	5	2.3	8	10.5	42	55.3	22	28.9	4	5.3
Gained information and skills[c]	28	13.0	143	66.2	40	18.5	5	2.3	12	15.8	45	59.2	15	19.7	4	5.3

Note. Percentages are based on those who answered question. Six respondents did not answer all three questions.
[a]Five middle school/four high school respondents did not answer.
[b]Four middle school/two high school respondents did not answer.
[c]Four middle school/two high school respondents did not answer.

When asked what aspects of training have had the greatest impact on teaching, it was clear from the open-ended answers that various types of trainings were being referred to, and many of the trainings were not specified. However, collectively, 18% said that the development of lesson unit plans had the highest impact (Table 9). This was followed by respondents indicating learning and preparing assessments (12%), collaborating with other teachers (10%), learning about IB Learner Profile attributes (10%), and global thinking and cultural incorporation (9%).

Table 9
Trainings' Greatest Impact on Teaching Reported by Survey Respondents
(*N* = 206 answering question)

Open-Ended Question		
Aspects of training:	*n*	*%*
Use of unit plan/development of plan/ lessons/implementation in my subject	36	17.5
Assessments (learning about; preparing ;ways to assess)/Rubrics	24	11.7
Meeting/collaborating/networking/hearing ideas from other teachers	21	10.2
IB Learner Profile attributes (about them, how to use them, keep them in mind)	21	10.2
Global thinking/cultural incorporation	19	9.2
Critical thinking/student discourse/inquiry	15	7.3
Philosophy/big picture/goals	12	5.8
Areas of Interaction (about, how to implement)	11	5.3
Planning with other teachers (i.e. unit plans, lessons, tasks, assessments)	9	4.4
Real life connections	9	4.4
Connect with other subjects	7	3.4
Specific training cited	6	2.9
One-on-one advice/work sessions	5	2.4
Curriculum understanding/integration/implementation	5	2.4
Other positive miscellaneous aspects	25	12.1
Other negative miscellaneous aspects	10	4.9
None (no aspects have had an impact)	7	3.4

Note. Respondent's answers could include more than one category; therefore percentages may not add to 100.

Similarly, as shown in Table 10, the most useful skills and information cited from the trainings were IB Learner Profile attributes (17%), how to write and use lesson plans (15%), and critical thinking and rigor (11%). It should also be noted that 9% of the responses stated that none of the information had been useful.

Table 10
Information/skills from Training Most Useful Reported by Survey Respondents
(*N* = 162 answering question)

Open-Ended Question		
Most useful information/skills:	*n*	*%*
IB Learner Profile attributes (about them, how to use them, keep them in mind)	27	16.7
How to write/use lessons/unit plans; implement in my subject	25	15.4
Critical thinking/questions to students/student discourse/rigor/instruction	18	11.1
Assessments (learning about preparing;); Rubrics (understanding/creating)	16	9.9
Real life connections	13	8.0
Areas of Interaction (about, how to implement)	13	8.0
Connections to other subjects	6	3.7
Other miscellaneous useful information/skills	30	18.5
Nothing	15	9.3
Miscellaneous negative comments	3	1.9

Note. Respondent's answers could include more than one category; therefore percentages may not add to 100.

Professional Development Reported by Interviewees

The 15 interviewed teachers were asked if they have received any professional development as an MYP teacher. Their responses were widely varied: six mentioned that they had in-house training or regular meetings organized by the MYP coordinator. Seven mentioned that they have been to training outside of the county (e.g., Orlando, Miami, San Francisco, Baltimore and Northern Virginia). Four mentioned unspecified trainings such as "the training in December" or "the summer training." Two said they have never had any training, and two said it has been over five years since they have had any training.

The MYP coordinator, either through regular meetings or available as needed, was mentioned by all the interviewed teachers when they were asked what ongoing support is provided. Several additional individual comments made were that: the coordinator is very helpful; the coordinator is new and still learning; the meetings aren't very effective; and the coordinator position should be helping teachers lighten their load rather than give them more work. Furthermore, two of the fifteen teachers stated that there should be more sharing available between schools, and six of the fifteen teachers reported that there is an online site to share information but that it is not useful. Four went on to say that the online site is time consuming and it is hard to find what they are looking for.

When 12 of the teachers were asked if the MYP professional development had met their needs, 5 said yes. Two said their needs were not met adding that they wished more training were provided, and one added that having a day to plan would be good.

Research Question 2: What are the perceptions and experiences of MYP teachers with regard to their MYP?

Impact of MYP Reported by Survey Respondents

Just over half of middle school survey respondents reported that MYP involvement impacted their teaching strategies to a moderate (43%) or great extent (11%), as shown in Table 11. A smaller percentage of high school respondents felt this way with 28% saying MYP impacted their teaching strategies to a moderate extent, and 4% saying a great extent. Additionally, one fourth (24%) of high school staff responding said MYP had no impact on their teaching strategies.

Also shown in Table 11, less than half of middle school respondents reported that MYP involvement impacted their content of teaching to a moderate (36%) or great extent (9%). Less than one third of high school respondents felt that MYP impacted their content of teaching to a moderate (30%) or great extent (1%). Additionally, nearly one third (30%) of high school staff responding said MYP had no impact on their content of teaching.

More than one fourth (29%) of middle school survey respondents reported that MYP involvement impacted their schoolwide practices to a great extent (Table 11). This compares to only 4% of high school respondents who felt that MYP impacted schoolwide practices to a great extent.

Table 11
Extent of MYP Involvement and Impact Reported by Survey Respondents

What extent does MYP involvement impact…	MS Level N = 220								HS Level N = 78							
	Great Extent		Moderate Extent		Slight Extent		Not at All		Great Extent		Moderate Extent		Slight Extent		Not at All	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Teaching strategies[a]	24	11.2	91	42.5	85	39.7	14	6.5	3	3.8	22	28.2	34	43.6	19	24.4
Content of teaching[b]	19	8.9	77	36.2	92	43.2	25	11.7	1	1.3	23	29.9	30	39.0	23	29.9
School wide practices[c]	59	28.5	93	44.9	52	25.1	3	1.4	3	4.2	23	32.4	33	46.5	12	16.9

Note. Percentages are based on those who answered question.
[a]Six middle school respondents did not answer question.
[b]Seven middle school/one high school respondents did not answer question.
[c]School wide practices offered a "don't know" option. 13 middle school/7 high school respondents did not answer question or rated "didn't know."

When survey respondents were asked the open-ended question "What aspect(s) of MYP involvement has had the greatest impact on your teaching?" 15% said the development and use of unit plans and lessons; 13% said global and cultural thinking; and 13% said learning about and keeping in mind IB Learner Profile attributes (Table 12). An example of a teacher reporting that the development and use of unit plans and lessons had a great impact was, "It was time to work with our personal curriculum and discuss unit planners with other teachers." One teacher who cited global thinking put it this way: "Having the freedom to talk about what is going on in the world and how what we do impacts the world." One teacher who cited the IB Learner Profile attributes described it like this: "MYP involvement has helped me to create a class culture rooted in the attributes of the IB Learner Profile." There were a variety of other aspects mentioned by teachers. It also should be noted that 10% of the respondents wrote that there were no aspects of MYP that had an impact on their teaching. One teacher said, "I think good teachers would use the IB model anyway. I was already teaching about these things before I became an MYP teacher."

Table 12
Aspect(s) of MYP Involvement With the Greatest Impact on Teaching
Reported by Survey Respondents (N = 179 answering question)

Open-Ended Question	n	%
Use of unit planners/development of plan/lessons/implement in my subject	27	15.1
Global thinking/cultural incorporation	24	13.4
IB Learner Profile attributes (about them, how to use them, keep them in mind)	23	12.8
Assessments/assessment tasks	19	10.6
Areas of interaction (about, how to implement)	14	7.8
Critical thinking/student discourse/rigor/student led	13	7.3
Connection to real world	11	6.1
Connections to other subjects	10	5.6
Approaches to learning/teaching strategies/reflection	10	5.6
Miscellaneous aspects	12	6.7
Unfavorable:		
None (has had an impact)/already do	18	10.1
More paperwork/more time	7	3.9

Note. Respondent's answers could include more than one category; therefore percentages may not add to 100.

When survey respondents were asked "What aspect(s) of MYP involvement have the greatest impact on practices in your school?" 17% said global and real-world connections followed by 13% who said the IB Learner Profile attributes (Table 13). Two comments pointing to global connections were: "Everything done in our school consistently brings in the global perspective" and "As a school, our students are very aware of what is going on in the world and in many ways the staff and students try to be involved and active in helping others in need." One staff member citing IB Learner Profile attributes said, "Identifying how students learn and helping the student to recognize his or her own learner needs and learning styles supports developing lifelong learners." There were a variety of other aspects mentioned as having an impact on school practices, including: critical thinking and rigor; areas of interaction; lesson planning; and personal projects (all mentioned by 7–8% of those responding to the question). It also should be noted that some of the comments cited an unfavorable impact such as lack of buy-in or implementation (5%), more paperwork (4%), and lower morale and frustration (3%). One teacher summarized it this way, "Extra trainings and paperwork—low staff morale because teachers feel the program is overwhelming since we have to teach our curriculum … and the IB MYP curriculum and we sincerely do not have time to teach both." Six percent also felt there was no impact on school practices. One respondent felt that, "Other than encouraging teachers to display MYP buzz words and posters in classrooms, I'm not sure it has any real impact on school practices."

Table 13
Aspect(s) of MYP Involvement with Greatest Impact on Practices in School
Reported by Survey Respondents ($N = 155$ answering question)

Open-Ended Question	n	$\%$
Global connections/real-world connections	27	17.4
IB Learner Profile attributes	20	12.9
Critical thinking/analytical skills/reflective/rigor	13	8.4
Areas of interaction	12	7.7
Lesson planning/unit planners/working on objectives	12	7.7
Personal project/passion project	11	7.1
Assessment tasks/scoring rubrics	10	6.5
Community service	9	5.8
Collaboration	9	5.8
Connecting disciplines	6	3.9
MYP walk-thrus	5	3.2
Other miscellaneous aspects	17	11.0
Unfavorable:		
No impact	9	5.8
Comments about lack of implementation/buy-in	7	4.5
More paperwork	6	3.9
Lower morale/frustration	4	2.6

Note. Respondent's answers could include more than one category; therefore percentages may not add to 100.

Impact of MYP Reported by Interviewees

When 15 staff members in the five MYP schools were interviewed and asked about the impact that MYP has had on their teaching, a variety of aspects were each mentioned by a few interviewees such as: real-world connections, teacher awareness about their teaching skills, global awareness, how students learn, and critical thinking (Table 14).

Table 14
MYP Impact on Teaching Reported by Interviewees (*N* = 15)

MYP Impact on Teaching	Number of Comments*	Examples of Quotes
Real-world connections	3	• I try to focus lessons on a real-world connection instead of just making it math problems to be solved…it is making kids aware that math is very much a part of everyday life. • We looked at the Cuban culture and how a person's culture affects them and how it relates to their own culture.
Teacher awareness	3	• MYP made me more aware of the good teacher skills I had. It also showed me shortcomings, how to improve and build on the skills. • At an MYP training (in another state), I learned about the framework for being a good teacher. I discovered that some things they mentioned I already do.
Global awareness	3	• We look more at big picture issues. We did a lesson on travel. We looked at pollution, over population, and poverty. • It has helped me think about doing projects/writing projects on a bigger scale, and incorporate other view points on a bigger scale. I think it's easier in English because we already do lots of critical thinking, reflection and writing.
Learning	3	• Where it makes a huge difference is focusing on how we learn, setting goals and achievement paths towards those goals. So the impact would be learning how students learn. Then again, it's hard to know what's from MYP. • I'm increasingly using Learner Profiles. Sometimes the kids roll their eyes, but that's a piece that's lacking in [the district]—looking at the whole child. MYP makes it "safe" or "allowed" to build characteristics that otherwise wouldn't be able to be done with [the district].
Critical thinking	3	• MYP has impacted me to teach more critical thinking. It really takes a lot of time making [the district] critical thinking. MYP tends to be "right there" thinking. • I have learned how to create more open questions that help kids relate to what I am teaching and then watch them expand it to other topics or locations. I use questioning to expand their thinking instead of just reciting facts.
Other	2	• Having the vocabulary repeated helps the teacher and students. The vocab is ingrained and you think "what else can I do to related to the multi-culture idea?"
No impact	1	• Not any impact at all. It's made more work. I feel like I'm giving away for free what people get paid to do—develop curriculum. I'm a good teacher (not to brag) and this is a good school and it's annoying that we have to change questions, etc. to meet the right MYP language. It's window dressing.

*Some comments included information in more than one category; therefore the total is greater than 15.

Frequency of MYP Teaching Practices Reported by Survey Respondents

As shown in Table 15, the majority of middle school respondents said they involve their students in critical thinking activities very often or often (89%); connect lessons with real-life issues very often or often (88%); and involve students in cooperative learning very often or often (82%). About half (52%) connect lessons with other disciplines very often or often; emphasize the importance of global citizenship (50%); and incorporate world issues into their teaching (48%) very often or often. Only about one fourth (25%) said they collaborate in other subject areas very often or often.

The majority (90%) of high school respondents said they involve their students in critical thinking activities very often or often and connect lessons with real-life issues (85%). More than two thirds (68%) said they involve students in cooperative learning very often or often, while 60% said they emphasize the importance of global citizenship, and they incorporate world issues into their teaching very often or often (51%). Half (50%) said they connect lessons with other disciplines very often or often, and only 19% said they collaborate in other subject areas; 30% said they never collaborate in other subject areas.

Table 15
Frequency of Teaching Components Reported by Survey Respondents

How often do you….	MS Level (N = 220)								HS Level (N = 78)							
	Very Often		Often		Sometimes		Never		Very Often		Often		Sometimes		Never	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Involve students in cooperate learning[a]	71	33.2	104	48.6	39	18.2	0	0.0	15	19.5	37	48.1	25	32.5	0	0.0
Involve students in critical thinking activities[b]	74	34.6	116	54.2	24	11.2	0	0.0	30	38.5	40	51.3	8	10.3	0	0.0
Connect lessons with other disciplines[c]	30	14.3	79	37.6	97	46.2	4	1.9	14	18.4	24	31.6	35	46.1	3	3.9
Connect lessons with real-life issues[b]	97	45.3	92	43.0	25	11.7	0	0.0	30	38.5	36	46.2	12	15.4	0	0.0
Emphasize the importance of global citizenship[d]	39	18.5	67	31.8	89	42.2	16	7.6	14	18.2	32	41.6	25	32.5	6	7.8
Incorporate world issues into teaching[e]	32	15.1	70	33.0	101	47.6	9	4.2	15	19.7	28	36.8	28	36.8	5	6.6
Collaborate in other subject areas[f]	14	6.5	40	18.6	118	54.9	43	20.0	7	9.0	8	10.3	40	51.3	23	29.5

Note. Percentages are based on those who answered question.
[a]Six middle school respondents/one high school respondent did not answer question.
[b]Six middle school respondents did not answer question.
[c]Ten middle school respondents/two high school did not answer question.
[d]Nine middle school respondents/one high school did not answer question.
[e]Eight middle school respondents/two high school did not answer question.
[f]Five middle school respondents did not answer question.

Likeliness of MYP Teaching Practices Reported by Survey Respondents

As shown in Table 16, 80% or more of middle school respondents agreed or strongly agreed that as a result of MYP, they are more likely to connect lessons with real-life issues, emphasize the importance of global citizenship, and incorporate world issues into teaching. This compares to 69% of high school respondents agreeing or strongly agreeing that they are more likely to connect lessons with real-life issues and emphasize the importance of global citizenship as a result of MYP and 66% agreeing that they are more likely to incorporate world issues into teaching as a result of MYP. Also, among middle school teacher respondents, 79% agreed or strongly agreed that they are more likely to involve students in critical thinking activities (compared to 67% of high school teacher respondents) and almost three fourths (74%) agreed or strongly agreed that they are more likely to connect lessons with other disciplines (compared to 65% of high school respondents.) Two thirds (66%) of middle school teacher respondents agreed or strongly agreed that they are more likely to collaborate with teachers in other subject areas, which compares to 62% of high school teacher respondents.

Table 16
Likeliness of Teaching Practices Reported by Survey Respondents

As a result of my involvement in MYP, I am more likely to….	MS Level (N = 220)								HS Level (N = 78)							
	Strongly Agree		Agree		Disagree		Strongly Disagree		Strongly Agree		Agree		Disagree		Strongly Disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Involve students in cooperate learning[a]	34	15.8	126	58.6	45	20.9	10	4.7	4	5.1	40	51.3	27	34.6	7	9.0
Involve students in critical thinking activities[a]	51	23.7	119	55.3	36	16.7	9	4.2	8	10.3	44	56.4	20	25.6	6	7.7
Connect lessons with other disciplines[b]	29	13.6	130	60.7	46	21.5	9	4.2	4	5.2	46	59.7	20	26.0	7	9.1
Connect lessons with real-life issues[a]	63	29.3	111	51.6	32	14.9	9	4.2	11	14.1	43	55.1	19	24.4	5	6.4
Emphasize the importance of global citizenship[c]	49	23.1	123	58.0	33	15.6	7	3.3	5	6.7	47	62.7	19	25.3	4	5.3
Incorporate world issues into teaching[d]	42	19.7	131	61.5	35	16.4	5	2.3	6	7.8	45	58.4	21	27.3	5	6.5
Collaborate in other subject areas[e]	22	10.3	118	55.4	64	30.0	9	4.2	6	7.7	42	53.8	25	32.1	5	6.4

Note. Percentages based on those who answered question.
[a]Five middle school respondents did not answer question.
[b]Six middle school respondent/one high school did not answer question.
[c]Eight middle school respondents/three high school did not answer question.
[d]Seven middle school respondents/one high school did not answer question.
[e]Seven middle school respondents did not answer question.

Teaching Components Reported by Interviewees

Collaboration. Of the 15 teachers interviewed, 13 reported that they collaborate regularly with teachers within their subject; some said that they will meet informally or even after hours with their teammates. Only two teachers said that they don't collaborate with their teammate because they teach different levels or they are the only teacher in their subject area.

All staff members interviewed in three of the five schools (9 interviewees) said that they rarely or never collaborate with teachers in other subject areas because of a lack of time and the strictness of the district curriculum. A few mentioned that there used to be interdisciplinary collaboration, through meetings or a poster which displayed the various topics each subject was covering, but that has disappeared. Interviewed teachers from two of the schools (6 interviewees) said that they do collaborate with teachers of other subjects, usually through meetings or with teachers from one or two specific subjects.

Seven teachers interviewed said that MYP increases the likelihood of collaboration with teachers in their subject because they need to plan their units and make connections to the real world. Additionally, four teachers said that MYP is not the reason for teacher collaboration, and one said that it depends on the person because some teachers like to work alone.

Critical Thinking. Of the 15 teachers interviewed, 11 agreed that MYP promotes critical thinking strategies and two additional teachers agreed that it does if it is properly implemented. Three wanted to point out that MYP was not the reason or the sole reason that critical thinking was applied. One teacher said that he was bothered by the assumption that MYP was the cause for implementing critical thinking strategies. Those who agreed that MYP promotes critical thinking strategies stated the following examples: use of open-ended questions, having more world awareness, causing students to think deeper, and forcing teachers to use more critical thinking strategies.

Appropriateness. Of the 14 interviewees who were asked if MYP was appropriate for middle school students, 10 said it was appropriate. Some examples given as to how MYP is appropriate for middle school students are: "It is the right time and helps them evaluate themselves and set goals;" "This is the time they may check out, so giving them real-world ties may prevent that;" and "It benefits middle school students because it increases their depth of learning and thinking." Examples of what other teachers said about the appropriateness were: "When a school has total MYP exposure, it can be great, but combined with [district requirements it] can be cumbersome;" "…there is a high ESOL, high special education population here—I find that students are frustrated with not making many of the critical thinking connections;" and "If MYP was taught the way it was intended, it would fit middle school students well."

Definition of International Mindedness Reported by Survey Respondents

Teacher survey respondents were asked the open-ended question, "How do you define international mindedness?" Hett's five dimensions were used to categorize respondents' definitions of international mindedness (see the Background section of this report for information

about J.E. Hett's dissertation). These five dimensions of global-mindedness include: responsibility, cultural pluralism, efficacy, globalcentrism, and interconnectedness (Hett, 1993). Her explanation of each of these dimensions can be found in Table 17.

Table 17
Dimensions of Global Mindedness

Responsibility
• A deep personal concern for people in all parts of the world which surfaces as a sense of moral responsibility to try and improve conditions in some way.
Cultural Pluralism
• An appreciation of the diversity of cultures in the world and a belief that all have something of value to offer. This is accompanied by taking pleasure in exploring and trying to understand other cultural frameworks.
Efficacy
• A belief that an individual's actions can make a difference and that involvement in national and international issues is important.
Globalcentrism
• Thinking in terms of what is good for the global community, not just what will benefit one's own country. A willingness to make judgments based on global, not ethnocentric standards.
Interconnectedness
• An awareness and appreciation of the interrelatedness of all peoples and nations which results in a sense of global belonging or kinship with the "human family."

As shown in Table 18, of the 195 respondents who answered the question to define international mindedness, 42% of the definitions included the dimension "interconnectedness," and 39% included "cultural pluralism." Less than one fourth of the definitions included the dimension "globalcentrism" (22%). An additional category emerged from the survey responses; 19% of the definitions were classified as "aware of world events," which was not one of the dimensions specified by Hett. Some examples of definitions reported by respondents can be found in Table 19.

Table 18
Defining International Mindedness Reported by Survey Respondents
(*N* = 195 answering question)

Definitions	*n*	*%*
Responsibility	15	7.7
Cultural Pluralism	75	38.5
Efficacy	16	8.2
Globalcentrism	42	21.5
Interconnectedness	81	41.5
Other: Aware of (current) world events	36	18.5
Other miscellaneous definitions	8	4.1

Note. Respondent's answers could include more than one category; therefore percentages may not add to 100.

Table 19
Examples of Defining International Mindedness Reported by Survey Respondents

Definitions	Examples of Quotes:
Responsibility	• International mindedness means creating caring young people who care about the world. • Helping those in need.
Cultural Pluralism	• Being aware of the various beliefs, cultures, and ideas that surround and involve us, both directly and indirectly. • International mindedness is about being aware of cultural diversity in our schools and in the world; approaching issues with open-minds and multiple perspectives; respecting and celebrating cultural diversity.
Efficacy	• Always thinking on a bigger scale….realizing that I CAN make a difference to the world. • Awareness of global issues and concerns and thinking about how one can help to make improvement in those areas.
Globalcentrism	• …recognizing contributions made by all society for the benefit of mankind. • The ability to think from perspectives other than the "American" perspective on all subjects and topics.
Interconnectedness	• Being aware that everyone in the world is connected and our actions impact everyone in some way. • It is an awareness that we as humankind are interrelated and what effects one will eventually effect another.
Other: Aware of (current) world events	• Being aware of events and situations in different parts of the world.

More than four fifths of the definitions (85%) included one or two of the five dimensions (Table 20), and four percent covered three of the dimensions.

Table 20
Number of Dimensions Covered in Respondents' Definitions
(N = 195 answering question)

Number of Dimensions	n	%
1–2 dimensions are covered in respondents' definitions.	164	85.0
3 dimensions are covered in respondents' definitions.	8	4.1
4–5 dimensions are covered in respondents' definitions.	0	0.0
None of the dimensions are covered in respondents' definitions.	21	10.9

Note. Only Hett's 5 dimensions are included in the table.

Impact of MYP's Emphasis on International Mindedness Reported by Survey Respondents

When asked in the survey, "How does the MYP emphasis on international mindedness impact your instructional decisions?" almost one fourth (24%) said they bring in current events or real-life connections, and 10% said they incorporate teaching about different cultures (Table 21). Fifteen percent said that the emphasis on international mindedness had no impact on their instruction, and an additional 20% said that global mindedness was already part of their teaching either because of the subject or because of their already existing teaching strategies.

When looking at this same question by some of the subjects taught by the teacher respondents, also part of Table 21, a few different responses emerge as the most frequent. Among the 29 mathematics teachers, almost one quarter (24%) stated they bring in current events/real-life connections, but 41% of them said it has no impact on their teaching. In science, more than half (58%) of the 19 science teachers who responded said they were impacted by bringing in current or real-life events.

Bringing in current or real-life events was mentioned by 29% of the 38 respondents teaching English or reading, and 18% said it is something they already do because it's natural to their teaching style or the diversity of the class (Table 21). More than one third (36%) of foreign and world language teachers, along with 43% of world studies and history teachers, said that international mindedness was already being done by the teacher or that it was already part of the curriculum.

Table 21
Ways that MYP Emphasis on International Mindedness Impacts Instructional
Decisions Reported by Survey Respondents (*N* = 178 answering question)

| | Teacher's Subject | | | | | | | | | | | |
| | All $N = 178$ | | Math $N = 29$ | | Science $N = 19$ | | English/ Reading $N = 38$ | | Foreign/ World Languages $N = 28$ | | World Studies/ History $N = 14$ | |
Open-ended Question	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Bring in current events/real life events/make connections	42	23.6	7	24.1	11	57.9	11	28.9	6	21.4	0	0.0
Teach about different cultures	17	9.6	1	3.4	1	5.3	3	7.9	3	10.7	2	14.3
Impacts lesson planning/instructions	10	5.6	1	3.4	2	10.5	2	5.3	2	7.1	0	0.0
Try to show multiple perspectives	9	5.1	1	3.4	0	0.0	3	7.9	1	3.6	2	14.3
Introduce/selection of texts/novels/materials/activities	9	5.1	0	0.0	0	0.0	7	18.4	0	0.0	0	0.0
More likely/constant reminder/more emphasis on International Mindedness	7	3.9	1	3.4	0	0.0	1	2.6	2	7.1	0	0.0
Helps teacher_ have an open mind, be aware of cultures	5	2.8	2	6.9	0	0.0	0	0.0	0	0.0	0	0.0
Teach how students/issues impact the world	5	2.8	1	3.4	0	0.0	1	2.6	1	3.6	0	0.0
Other miscellaneous impacts	11	6.2	1	3.4	2	10.5	2	5.3	0	0.0	1	7.1
No/Little Impact												
None/Doesn't impact	27	15.2	12	41.4	1	5.3	5	13.2	1	5.6	0	0.0
Already imbedded in curriculum/subject	18	10.1	0	0.0	0	0.0	0	0.0	9	32.1	4	28.6
Already do: It's natural for me/natural because of diverse population	17	9.6	0	0.0	2	10.5	7	18.4	1	3.6	2	14.3
Will do if I have time/when I can/try to/when I have time/depends on unit, time	11	6.2	2	6.9	4	21.1	3	7.9	0	0.0	0	0.0

Note. Respondent's answers could include more than one category; therefore percentages may not add to 100.

Global Mindedness Reported by Interviewees

When asked, "Does involvement in MYP result in increased global mindedness of the students in your classroom?" half of the teachers interviewed said that MYP does promote global mindedness. They gave the following examples: A daily schoolwide program which plays a current events news show followed by class discussion, Heritage week, bringing in related current event articles, connecting a foreign language food unit with an organization, and making connections to the outside world. Two (from the same school) said that theoretically it should but that they aren't sure it does; one cited the students' age as a deterrent, and one stated that their student population lacked the needed background knowledge. Two interviewees said it doesn't promote global awareness in their subject, and four said that their subjects naturally promote global mindedness. One interviewee said the diverse student population was the reason for global mindedness and not MYP.

MYP and District Curriculums Reported by Survey Respondents

Of the survey respondents, 59% of middle school and 66% of high school respondents agreed that the MYP curriculum fits well with the district curriculum (Table 22). A large majority (88%) of middle school respondents agreed or strongly agreed that teaching in an MYP school involves a larger workload; 78% of high school respondents agreed or strongly agreed with that statement. Among respondents, 68% of middle school and just over half (52%) of high school respondents agreed or strongly agreed that they feel they are a better teacher as a result of MYP. Almost all (94%) of middle school respondents agreed or strongly agreed that it is important for a teacher to buy in to the MYP philosophy, while 84% of high school respondents agreed or strongly agreed with that statement.

Table 22
Survey Responses to Questions about the MYP Curriculum

| | MS Level (*N* = 220) | | | | | | | | HS Level (*N* = 78) | | | | | | | |
| | Strongly Agree | | Agree | | Disagree | | Strongly Disagree | | Strongly Agree | | Agree | | Disagree | | Strongly Disagree | |
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
MYP curriculum fits well with the district curriculum.[a]	22	10.3	103	48.4	60	28.2	28	13.1	5	6.8	43	58.9	20	27.4	5	6.8
Teaching in an MYP school involves a larger workload.[b]	88	42.7	93	45.1	23	11.2	2	1.0	19	27.9	34	50.0	12	17.6	3	4.4
I feel that I am a better teacher as a result of my involvement in MYP.[a]	30	14.1	115	54.0	55	25.8	13	6.1	3	4.1	35	47.9	31	42.5	4	5.5
It's important that a teacher in an MYP school "buy in" to MYP philosophy.[c]	87	40.7	115	53.7	9	4.2	3	1.4	14	18.4	50	65.8	12	15.8	0	0.0

Note. Percentages based on those who answered question.
[a]Seven middle school respondents/five high school did not answer question.
[b]This item offered a "don't know" option. Fourteen middle school respondents/ten high school did not answer question or didn't know.
[c]Six middle school/two high school respondents did not answer question.

As shown in Table 23, when middle school teachers who have non-MYP experience are compared to those who only have MYP experience, a higher percentage agreed or strongly agreed that they feel they are a better teacher because of MYP (80% of those with only MYP experience versus 69% of those with any non-MYP experience). Also, a higher percentage of high school respondents agreed or strongly agreed that it is important that a teacher "buy in" to the MYP philosophy.

Table 23
Survey Responses to questions about the MYP Curriculum by MYP Experience

	MS Level								HS Level							
	Only MYP Experience (*N* = 45)				Any non-MYP Experience (*N* = 153)				Only MYP Experience (*N* = 18)				Any non-MYP Experience (*N* = 53)			
	Strongly Agree/ Agree		Strongly Disagree/ Disagree		Strongly Agree/ Agree		Strongly Disagree/ Disagree		Strongly Agree/ Agree		Strongly Disagree/ Disagree		Strongly Agree/ Agree		Strongly Disagree/ Disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
MYP curriculum fits well with the district curriculum.[a]	26	59.1	18	40.9	94	62.7	56	37.3	13	76.5	4	23.5	31	63.3	18	36.7
Teaching in an MYP school involves a larger workload.[b]	35	85.4	6	14.6	130	88.4	17	11.6	13	86.7	2	13.3	34	72.3	13	27.7
I feel that I am a better teacher as a result of my involvement in MYP.[a]	35	79.5	9	20.5	104	69.3	46	30.7	10	58.8	7	41.2	27	54.0	23	46.0
It's important that a teacher in an MYP school "buy in" to MYP philosophy.[c]	43	97.7	1	2.3	144	94.7	8	5.3	3	16.7	15	83.3	44	84.6	8	15.4

Note. Only those who answered MYP experience question are shown on this table (22 middle school and 7 high school respondents did not). Percentages are based on those who answered the rating questions.
[a]Four middle school (one only MYP + three any non-MYP) /five high school (one only MYP + four any non-MYP) respondents didn't answer question.
[b]This item offered a "don't know" option. Ten middle school (four only MYP + six any non-MYP) /eight high school (two only MYP + six any non-MYP) respondents didn't answer question/don't know.
[c]Four middle school (one only MYP + three any non-MYP) /four high school (one only MYP + three any non-MYP) respondents didn't answer question.
[d]Two middle school (one only MYP + one any non-MYP) /one high school (one any non-MYP) respondent didn't answer question.

After answering the questions about the MYP curriculum, respondents were given the opportunity to leave a follow-up comment. Of the 91 respondents who gave a follow-up comment to the statement that the district curriculum fits with the MYP curriculum, 29% said there wasn't enough time to incorporate MYP (see Table 24). They cited the need to meet requirements such as state testing and district unit exams; the district curriculum pacing and lack of flexibility with the district math curriculum; and deadlines and the need to spend time on helping struggling students. Also of those leaving a comment, 17% stated that there are differences between the district and MYP assessments and rubrics; 13% mentioned that materials such as the curriculum and lessons need to be rewritten; and 20% gave various other comments explaining how the district and MYP curriculums don't align. There were also respondents who left a variety of individualized comments explaining how the two curriculums do align (19%). Examples were: the expectations are similar and visions overlap; both have cultural comparisons and both involve critical thinking.

Table 24
District and MYP Curriculum Alignment: Follow-up Comments to Survey Question
(*N* = 91 respondents leaving comments)

Rating Question	Follow-up Comment	*n*	%
	Disagree/Strongly Disagree		
Follow-up to rating: District curriculum fits well up with MYP curriculum	Not enough time to teach the curriculum. Such as: state testing and unit exam requirements; no flexibility in math; district pacing of curriculum; deadlines; and needing to spend time to help struggling students. (Five respondents gave an agree rating.)	26	28.6
	The assessment tasks and rubrics are different. (Three respondents gave an agree rating.)	15	16.5
	The curriculum/lessons have to be rewritten. (Four respondents gave an agree rating.)	12	13.2
	Miscellaneous disagree comments.	18	19.8
	Agree/Strongly Agree		
	Miscellaneous agree comments, such as: standards + expectations similar, vision overlaps, cultural comparisons, both have critical thinking.	17	18.7
	Miscellaneous agree comments (but doesn't explain why agree).	6	6.6

As already stated, a large percentage of respondents (88% of middle school) agreed or strongly agreed that teaching in an MYP school involves a larger workload. Of the 80 teacher respondents who left a follow-up comment (Table 25), there was a wide variety of specific comments submitted, such as: having to create and rewrite unit plans (33%); assessment tasks (21%); more paperwork and documentation (16%); and comments stating there is not enough planning time (15%). Additionally, there were those who said it wasn't that much work (5%) or that there isn't extra time required of MYP (4%).

Table 25
MYP Workload: Follow-up Comments to Survey Question
(*N* = 80 respondents leaving comments)

Rating Question	Follow-up Comment	*n*	%
	Agree/Strongly Agree:		
	Creating unit plans/rewrite plans/unit planners	26	32.5
	Assessment tasks/special assessments/writing assessments/grading notebooks	17	21.3
	More paperwork/documentation	13	16.3
	Not enough planning time/need planning time/takes more planning time	12	15.0
	Score assessments twice	7	8.8
	Additional training/professional development	7	8.8
Follow-up to rating:	Need to write rubrics/rewrite rubrics	6	7.5
Teaching in an MYP	More meetings/takes up planning time	6	7.5
school involves a larger	Entering grades/entering a 2nd report card	5	6.3
workload	It's not that much work/only a little	4	5.0
	At beginning a lot of work, now it's okay	3	3.8
	Know it's more work/by nature/know other teachers in non-MYP	3	3.8
	Miscellaneous agree comments	6	7.5
	Disagree/Strongly Disagree:		
	No extra time/just different philosophy, approach (gave disagree rating)	3	3.8
	Miscellaneous disagree comments	3	3.8

After responding to the statement that they are a better teacher as a result of MYP, 38 respondents left a follow-up comment. The comments which explained why they agree with this statement (56%) were varied and included that they agreed because they now teach with more global awareness. Over one fourth (26%) stated that they disagreed because they were already a good teacher and that MYP is not the cause.

Of the 47 who gave a follow-up comment to the statement that it is important for teachers to "buy in" to the MYP philosophy, 23% elaborated that there has to be buy in to be successful, function, and meet the requirements of MYP (Table 26). This is followed by 15% who said buy in is necessary to make MYP efficient and worth the time; 11% said it's necessary to prevent low morale and frustration; and another 11% made the comment that to buy in is different than being able to carry out the tasks.

Table 26
Teacher Buy In: Follow-up Comments to Survey Question
(*N* = 47 respondents leaving comments)

Rating Question	Follow-up Comment		
	Agree/Strongly Agree	*n*	*%*
Follow-up to rating: It is important of teacher to "buy in" to MYP philosophy	Have to have buy in to be successful/function/have it work/meet requirements /be consistent *	11	23.4
	Needs to be efficient/worth the time/relevant	7	14.9
	Need to buy in, otherwise morale low/stressful/frustrating	5	10.6
	Buying in philosophy is different than able to carry out the tasks *	5	10.6
	Statement made about their school/other teachers not buying in	4	8.5
	Teachers can/should choose to go to another school if MYP is not right fit	3	6.4
	Administration also needs to buy in*	2	4.3
	Need to collaborate/work together	2	4.3
	Good training/seeing other MYP schools/educating teachers is best way for them to buy in	2	4.3

*One respondent gave a disagree rating in the prior question.

Asked whether they thought there are differences between teaching at an MYP school and a non-MYP school, more than two thirds (71%) of middle school respondents answered that there are differences and 18% didn't know (Table 27). Less than half (46%) of high school respondents answered that there are differences, and more than one third (38%) responded they didn't know.

Table 27
Differences Between MYP and non-MYP Schools Reported by Survey Respondents

	MS Level (*N* = 220)						HS Level (*N* = 78)					
	Yes		No		I don't know		Yes		No		I don't know	
Question	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Do you think there are differences between teaching in MYP vs. non-MYP?[a]	154	71.3	24	11.1	38	17.6	35	45.5	13	16.9	29	37.7

Note. Percentages are based on those who answered the question.
[a]Four middle school/one high school respondent did not answer the question.

Of those respondents who responded that there are differences between teaching in an MYP school versus a non-MYP school, 130 chose to describe these differences as shown in Table 28. Less than one third (29%) reported that more time was spent and more workload was involved with an MYP school. One staff member explained it this way: "There is less stress and work in a non-MYP school. More time has to be spent creating lessons and unit plans; also collecting data, creating portfolios, additional training and meetings and more work!" Another summed it up as "There are more requirements, work, and ultimately more stress on teachers." Almost one fourth (23%) answered that the global focus of MYP was a difference between MYP and the district. "Teaching in a non-MYP school might not expose students to global issues as is the case in an MYP school," said one respondent and, "There is more emphasis on worldly connections than I

have done in other schools," said another. Critical thinking, rigor, and high expectations (13%); interdisciplinary connections (12%); and presentation in class (9%) were also named as differences, followed by accountability requirements (6%), more stress (5%), and different assessments (5%).

Table 28
Differences Between Teaching in an MYP vs. non-MYP
School Reported by Survey Respondents
(*N* =130 answering question)

Open-ended Question		
Comments	*n*	*%*
More workload/more time spent	38	29.2
Global focus/teaching global mindedness	30	23.1
Critical thinking/rigor/higher expectations	17	13.1
Interdisciplinary connections	16	12.3
Approach/presentation in class	11	8.5
Specific MYP unit planners/Have to rewrite curriculum to fit MYP	8	6.2
Monitoring/accountability/requirements	8	6.2
More stress	7	5.4
Assessments are different	6	4.6
Learning styles/IB Learner Profile attributes	5	3.8
Mentions of "if properly implemented"/"MYP should do this"	4	3.1
Other miscellaneous differences	19	14.6

Note. Respondent's answers could include more than one category; therefore percentages may not add to 100.

MYP and District Curriculums: Interviewees

The 15 teachers in the five MYP schools who were interviewed were asked, "Are there ways that the MYP curriculum framework and the district curriculum are well aligned, and are there ways they are not?" Twelve of the teachers reported ways that the two curriculums are well aligned: four of the teachers stated both curriculums have critical thinking and are inquiry based as shown in Table 29. Of the 14 teachers reporting how the curriculums don't fit well together, 6 teachers pointed out that manipulation was needed to fit the two curriculums together, such as: submitting lessons plans, formatting, relabeling existing documents, and redoing assessments and rubrics. Two teachers stated that sharing between MYP schools needs to occur; with one teacher suggesting that a centralized method would be easier so that schools doing the same thing can collaborate. Additionally, four teachers identified that the two curriculums don't fit well together because there are priorities that need to be focused on before MYP, such as state-mandated tests and specific course requirements, leaving little time left for MYP.

Table 29
MYP and District Curriculum Alignment: Comments from Interviewees (*N* = 15)

	Number of Comments*	Examples of Quotes
Ways Fit Well (*N* = 12)		
Critical thinking/inquiry based	4	• Definitely, such as critical thinking. • Fits well because inquiry based.
General statement of fits well	4	• Fits well. No problem merging two curriculums. • Fits well naturally.
Miscellaneous	4	• Approaches/theories well aligned.
Ways Does Not Fit Well (*N* = 14)		
Manipulation is needed	6	• More time spent on submitting lengthy lesson plans, formatting, etc. more time on that than the actual lesson plans. • Lots of work reinventing what was already there, just relabeling. Will have to do again in two year. • I spend a lot of time manipulating things. A centralized method would be easier. They say it shouldn't take extra time, but it does. Schools don't share and it's frustrating because I know everyone is doing the same thing, but we don't collaborate.
District and state priorities	4	• The applications are very different. It's hard because we have to focus on state-mandated tests, so we can't do a project. Our population needs lots of scaffolding, so there's not enough time to dive in to MYP. • No. You have to make sure you cover district curriculum for the required assessments so that students pass and get credit.
Miscellaneous	5	• It's difficult tying across subjects, it's not as good as it was with the older district curriculum. • It bothers me that money is spent when teachers have had no raises. A good teacher is already making connections and bringing in global teaching. • MYP doesn't fit well with district assessments and deadlines.

* Some interviewees' comments included information in more than one category; therefore total may be greater than 15.

When the interview findings are looked at by subject type, some patterns emerge. All of the world study and English teachers interviewed thought that the MYP fit well with their subject because of theory, critical thinking, or it naturally fit. However, all of these teachers mentioned the application was difficult because there wasn't enough time to incorporate MYP, such as incorporating global mindedness or involving students in a project. They reported this was because of other district responsibilities such as state-mandated tests and assessment deadlines, and of the need to submit lengthy MYP lesson plans. One teacher mentioned that incorporating real-world and global connections is due to the subject and good teaching, not MYP. Three fourths of the interviewed foreign language teachers thought MYP and the district fit well together in terms of approach and strategies; however, they were quick to point out that there is a lot of work creating lessons, relabeling, and redoing the assessments and rubrics. Finally, the math and science teachers had a mixed reaction as to whether the two curriculums fit well together; however, all of these teachers reported ways they don't fit well such as: a lot of time spent manipulating documents and needing more time due to needing to meet the district's required assessments.

When interviewed teachers were asked for ways the instructional strategies in the MYP and district curriculums fit well together, 10 of the 14 teachers reported various ways such as:

cooperative learning, critical thinking, student discourse, and bringing in personal connections. Two interviewees also pointed out that they thought teachers practice these strategies already, not because of MYP.

Interviewed teachers were then asked how they handle the differences between MYP and district curriculums. Of the 15 teachers interviewed, 7 said that MYP does not get implemented or they try to incorporate it when they can. Table 30 shows examples of what interviewees said. Of the 15 interviewees, 7 also talked about the MYP coordinator helping them with the differences between MYP and the district: 3 reported that the coordinator is always available, comes to meetings or offers trainings; and 4 reported that although the coordinator offers support or tries to help, she has other responsibilities or work to attend to.

Table 30
Ways in Which Differences Between MYP and the District are Handled:
Comments from Interviewees ($N = 15$)

	Number of Comments*	Examples of Quotes
MYP does not get implemented/Try to incorporate when can	7	• On paper I design complete MYP lessons, but in practice I don't get to teach them. I plan the district lesson and get to MYP strategies as much as I can. • State-mandated tests and grades are #1 priority. • Easier meeting [requirements for the district] because it's cut and dried and laid out. Not enough time to work on MYP.
Help from MYP coordinator	3	• MYP Coordinator is available if ask her/comes to team meetings. • Come to team meetings; provided a couple trainings.
MYP coordinator tries/would like to help	4	• Very qualified but has own work to be done. • Offers support but has other stuff to cover at meeting and hard to schedule cohort.
Miscellaneous ways to handle differences/Comments	7	• Need collaborative site; work with other schools. • Teachers resent lots of time to make things look good. • At this point got it down.

* Some interviewees' comments included information in more than one category; therefore total may be greater than 15.

Strengths of MYP Reported by Survey Respondents

Of the teachers who answered the online survey, 175 answered the open-ended question, "What are the strengths of MYP?" As shown in Table 31, almost one third (32%) reported that students being taught international mindedness or global views were strengths of MYP. Additional strengths mentioned were: rigorous, independent, and critical thinking (17%); cross-curricular and real-world connections (16%); a holistic student approach (11%); and the student profile, portfolio, and character traits (10%). One respondent explained it this way, "MYP makes staff and students more globally aware, and creates connections between the classroom and the real world," and another explained, "I think having the students being exposed to world issues and news is one of the best parts of MYP. My students love watching the news and finding out new topics to discuss." Two more respondents described MYP strengths as, "Getting teachers to think about how to incorporate lessons that are interdisciplinary," and "There are several strengths of MYP, including the emphasis on critical thinking, helping the community and the emphasis on diversity."

Table 31
Strengths of MYP Reported by Survey Respondents
(*N* = 175 answering question)

Comments to open-ended question	*n*	*%*
Students being taught international mindedness/global views/diversity	56	32.0
More rigor/inquiry/critical thinking/independent thinking/creativity/student involvement	30	17.1
Cross-curricular connections/connections/connections to real world	28	16.0
Well rounded/whole student/holistic	19	10.9
Student profile/portfolio/character traits/learning traits	17	9.7
Good teaching/good practices/more teacher strategies/new ideas	13	7.4
Creates lifelong learners/prepares students	12	6.9
Focused planning/unit planners/organization of curriculum	10	5.7
Overall philosophy/ program, common goal/philosophy	7	4.0
Community focus	6	3.4
Reflection	6	3.4
Personal project	6	3.4
More collaboration	5	2.9
Other miscellaneous strengths	23	13.1
Disadvantages mentioned/no strengths	8	4.6

Note. Respondent's answers could include more than one category; therefore percentages may not add to 100.

When asked, "What are the advantages of teaching in an MYP school?" 141 teachers replied as shown in Table 32: 13% said students being taught international mindedness and diversity was an advantage; 11% said they receive more teacher strategies and are able to be more open minded; 11% said they get to collaborate more with other teachers; and another 10% said there is more rigor and better education for students. It should also be noted that 9% stated that there are no advantages.

One comment submitted was, "It creates opportunities to teach with a global perspective. Learning is not just rote memorization." Some other examples of advantages given were, "It is something that a teacher should experience. It makes us think outside the box more and I believe I am a better teacher because of it;" "It encourages interdisciplinary collaboration;" and "The advantages of teaching in an MYP school are that students and teachers hold themselves to higher standards."

Table 32

Advantages of MYP Reported by Survey Respondents

(*N* = 141 answering question)

Comments to open-ended question	*n*	*%*
Students being taught international mindedness/global views/diversity	18	12.8
More teacher strategies/new ideas/think outside box/open mindedness	16	11.3
More collaboration	15	10.6
More rigor/better education for students/more choices for students	14	9.9
Learn about IB/MYP philosophy/program	8	5.7
More resources	7	5.0
Recognition/reputation/prestige	7	5.0
Training opportunities/more support	7	5.0
Cross-curricular connections/connections	6	4.3
Other miscellaneous advantages	23	16.3
Negative Comments		
None (i.e. "no advantages)	12	8.5
Disadvantages mentioned	4	2.8

Note. Respondent's answers could include more than one category; therefore percentages may not add to 100.

Advantages of MYP Reported by Interviewees

The 15 teachers interviewed in MYP schools were asked, "What are the advantages of teaching in an MYP school?" As shown in Table 33, five of the teachers reported the importance of good teaching, such as, "It makes one aware of what good teaching is and as a result, you aspire to it….." and "I'm proud to teach in an MYP school. It's made me a better teacher." Additionally, four of the teachers mentioned critical thinking with one saying, "It takes it to a higher level;" three mentioned teaching the whole child with one explaining, "…being encouraged to look at the whole child in a way that the county doesn't allow us to do;" and three mentioned global mindedness. Also, two teachers mentioned flexibility, making real-world connections and setting goals or a purpose. One of the teachers who mentioned flexibility described it as, "It gives me the umbrella and the leeway to go off on a tangent. You get to stray from the curriculum." Most of the teachers interviewed mentioned other varied advantages of MYP as well.

Table 33

Advantages of MYP Reported by Interviewees (*N* = 15)

	Number of Comments*	Quotes
Good teaching techniques	5	• It makes one aware of what good teaching is and as a result, you aspire to it, make changes and pull yourself up to it. You're more open to students, you evaluate yourself and students evaluate you . • Teaching is more in-depth.
Critical thinking	4	• It takes it to a higher level. • Emphasis on critical thinking.
Whole child	3	• Being encouraged to look at the whole child in a way that the county doesn't allow us to do. • Outlook about child's learning and emphasis on multi-intelligence.
Global mindedness	3	• MYP really is trying to develop global minded thinkers.
Flexibility	2	• It gives me the umbrella/the leeway to go off on a tangent. You get to stray from the curriculum.
Real-world connections	2	• Made me more aware of connecting a topic to the real world.
Goal setting/guide	2	• Sets a purpose, guides you.
Miscellaneous	5	• Having the terminology out there makes it easier. • Bringing in the community service piece, which is not just meeting the requirements, but also seeing the importance of community service.

*Some comments included information in more than one category; therefore, the total is greater than 15.

Challenges of MYP

Challenges of MYP Reported by Survey Respondents. Teacher survey respondents were asked about the challenges of MYP, and out of the 184 who answered this open-ended question, 62% (much more than any other challenge mentioned) said the time and workload was a challenge (Table 34). This included a general statement about the workload or a statement about the amount of required tasks and time involved: planning lessons, unit planners, rubrics, documentation required, and collaboration. Many of the teachers explained that there is more work with MYP and not enough time to do it. Some examples of respondents describing these time challenges are: "The MYP is very rigid in the way it wants things documented. There is not time provided to do some of the things they ask us to do;" "Time constraints for teaching MYP lessons as well as assessment and planning when we have to do it twice;" and "Paperwork and meeting the expectations of having to teach the [district] curriculum, [state-mandated tests], and MYP and having no time to do any of it well."

Curricula conflicts and aligning MYP with the district curriculum was also reported as a challenge by 19% of the survey respondents. One respondent described it like this, "A challenge of working in an MYP school is routinely incorporating the MYP guidelines while satisfying the curriculum requirements of [the district]."

Table 34

Challenges of MYP Reported by Survey Respondents

(*N* = 184 answering question)

Open-ended Question	*n*	*%*
Time/workload/amount of required tasks/ time for: planning, unit planners, grading, rubrics, documentation; collaborating	114	62.0
Aligning MYP with district curriculum/curricular conflicts/MYP and state-mandated tests conflict	34	18.5
Buy in (school, teacher or student)	17	9.2
Using rubric/rubrics not aligned/changing assessments/assessments not aligned	10	5.4
Receiving proper training/Learning language and terminology	9	4.9
Unclear expectations/goals/need clearer directions	7	3.8
Support/materials/resources	5	2.7
Other miscellaneous challenges	16	8.7

Note. Respondent's answers could include more than one category; therefore percentages may not add to 100.

Disadvantages of MYP Reported by Interviewees

Of the 15 interviewed teachers who were asked, "What are the disadvantages of working in an MYP school," 11 mentioned time: time to plan, additional paperwork, time for creating assessments and grading, changing the units, and using process journals (Table 35). One teacher said, "I could be spending more time with the students and less time on creating lessons. It's just too much paperwork. If they want us to create unit plans, then give us planning time. I feel like they don't trust us."

Additionally, six teachers said that incorporating MYP with the district curriculum was a disadvantage. They said it's a challenge to align grading and the two report cards, that the district is not flexible enough to accommodate MYP, and that aligning the two is another thing to do. It should be mentioned that although the question was about disadvantages, two of the teachers pointed out that they did not feel the time demand was too much for them.

Table 35
Disadvantages of MYP Among Interviewees (*N* = 15)

	Number of Comments*	Examples of Quotes
Time	11	• There's not enough time. We used to have professional days to work on planning something and now we don't. It seems we have more on our plate and not enough time. • It's additional work and a commitment, there's no denying that. Even the 15 minute lessons have to be prepared. • I could be spending more time with the students and less time on creating lessons. It's just too much paperwork. If they want us to create unit plans, then give us planning time. I feel like they don't trust us. • It's extra work, not a whole lot, to change the unit to fit MYP and then to submit. Whatever I get has to be tweeked and put into MYP's own words and style and it's more trouble than it's worth. • The big one is there's an extra layer of paper work burden without the additional time. It's one more initiative on top of [district] initiatives. I think some people are thinking that this is not what we were promised. There's more work than value.
Connecting MYP and the district	6	• [The district] curriculum handcuffs the MYP program. The two programs do not work well together. • It's a big job to align report cards with the [district] grading and reporting policy and the MYP desires. • MYP and IB are not a direct connection. You can be successful in IB without the MYP.
Confusion	2	• It's really hard for our students to see. This year we started giving an MYP report card, but I think that's just created more confusion.
Mentions that there's **not** too much paperwork	2	• Very little is paper work. My school and department builds in time to take care of any paperwork. It's not homework…..Again, the paperwork is normally negligible and not often.
Miscellaneous	3	• Some of the students are not coming with the background knowledge needed, so they aren't as successful. • Never sure if I am doing my lessons correctly—not getting lesson feedback.

*Some comments included information in more than one category; therefore, the total is greater than 15.

Improvements Suggested by Survey Respondents

Teachers who took the online survey were asked, "What aspects of MYP need improvement? Do you have recommendations for change?" and 124 provided an answer. Almost one fourth (23%) said that they need more time: planning time, time to incorporate MYP, or time for assessment tasks (Table 36). One recommendation was, "Like other magnet schools sometimes have, it would be nice to have an additional planning period for just MYP work." Another respondent said, "Content alike planning during the school day would promote more collaboration and student centered instruction," and another answered, "Communication of expectations, time lines and exact instructions where time is set aside for us to work on this. Not enough time to plan these units with students who also need help at lunch, after school."

This was followed by 14% of the respondents stating there needs to be better alignment between MYP and the district. A variety of suggestions surrounding the assessments, rubrics, and grade reporting were given (13%). Some examples for this category of suggestions are: "It would be

really nice to have a countywide method for reporting MYP grades. It doesn't have to be on the [district] report card, but there are enough schools doing this that each one should not have to come up with its own method of reporting;" "Report cards need a description for parents to explain what it means;" and "Assessments to be more clearly connected and described for specific assignments—different ones for different projects." More training (13%) and less paperwork or more streamlining (12%) were also suggested.

Table 36
MYP Suggestions for Improvement Reported by Survey Respondents
(*N* = 124 answering question)

Open-ended Question	*n*	*%*
More planning time/time to: plan with colleagues/ incorporate MYP /assessment tasks	29	23.4
Better alignment/connection between MYP and the district curriculums	17	13.7
Various comments about assessments, rubrics and reporting grades (i.e. aligning, simplifying, more flexibility, providing assessments)	16	12.9
More training	16	12.9
Less paperwork/workload/streamline/more efficient ways/provide unit plan/rid unit plans	15	12.1
Subject-specific strategies/implementation/plans	7	5.6
Buy-in among administrators/among staff/more of a push	5	4.0
More communication with other MYP schools/share site for materials	5	4.0
Other miscellaneous suggestions	43	34.7

Note. Respondent's answers could include more than one category; therefore percentages may not add to 100.

Final Comments

Survey respondents were given the opportunity to leave any additional final comments at the end of the survey. Of the 52 comments submitted, 22 were negative comments, 21 were mixed comments or suggestions, and 13 were positive comments giving praise about the program.

Out of the 52 comments submitted, 8 said they just didn't have enough time for incorporating the MYP program, and 7 said they needed more training. Other mentions by one or two respondents are that MYP needs to be integrated with the district, and that the MYP lessons need to be more engaging. Positive comments included, "It is a lot of work, but I typically enjoy and value the work and the reason for the work," and "I love MYP! The training has always left me feeling excited and inspired to teach." An example of a mixed comment is, "I loved MYP when it started, but now it feels like an imposition. I am discouraged by how I feel about it. While I believe in it, because I am not able to do with it what I feel it asks, it becomes frustrating." Another comment, which has also been mentioned throughout the survey, but usually coded under miscellaneous, is that MYP is better suited for a district that is able to fully implement MYP as intended and doesn't already have a competing curriculum.

Summary

Most teachers reported that the MYP trainings have met their needs and they've gained helpful information, especially with development of lessons plans and assessments, collaborating with others, and learning about critical thinking and IB Learner Profile attributes. The MYP coordinator was seen as a resource for professional development; however there were reports of meetings not being as effective as they could be or the coordinator having other responsibilities to handle. The need to share unit plans, strategies, and other materials with other teachers in like-subjects across the district MYP schools was mentioned by teachers throughout the data.

Half of middle school teachers and one third of high school teachers reported that MYP impacted their teaching strategies and content to a moderate or great extent; some, especially among high school teachers, reported that MYP had no impact. Aspects mentioned most frequently were development and use of unit plans and lessons, global and cultural thinking, and learning about IB Learner Profile attributes. The majority of teachers reported that they involve their students in critical thinking and connections with real-life issues, and they agreed that MYP makes them more likely to do so. Fewer teachers (especially high school), but still the majority, said they often incorporate cooperative learning and global citizenship importance; about half said they connect with other disciplines and incorporate world issues. More than one fourth of teachers reported that they never collaborate with other subject areas (the interviews cite a lack of time and strictness with the district curriculum); although many more responded that they are more likely to collaborate as a result of MYP.

When defining international mindedness, the majority of teachers surveyed incorporated one or two of Hett's five dimensions, and most incorporated the dimensions "interconnectedness" and "cultural pluralism." Incorporating current events and teaching about different cultures was named most frequently as the ways international mindedness impacted their teaching. Some teachers said it had no impact on their teaching, especially math teachers, or that international mindedness was already embedded in their curriculum, especially world studies and history teachers.

More than one half of teachers felt that MYP and the district fit well together, especially in terms of critical thinking, strategies, and vision. However, teachers also reported there isn't enough time for MYP because of district priorities, the need to manipulate materials, and the differences between the assessments and rubrics. In fact, almost one half of those interviewed reported that MYP doesn't get implemented or teachers try to incorporate it when they can. Most teachers reported that MYP involves a larger workload because of creating and rewriting plans, assessment tasks, and more documentation in general. The majority of middle school teachers with only MYP experience agreed they are better teachers as a result of MYP; there is less agreement among high school teachers and those with some non-MYP experience. Teaching international mindedness and global views was mentioned most often as both a strength of MYP and an advantage of teaching at an MYP school. Time demands and high workload was reported as the most frequent disadvantage, followed by curricular conflicts.

Recommendations

After surveying 298 MYP teachers and interviewing 15 MYP teachers, a mixed reaction to the MYP program was found. Many teachers fully embraced the MYP program, while others were frustrated and had unfavorable opinions about the program. Most teachers liked many aspects of the program and yet described many challenges or concerns; consequently, room for improvement emerged as a final message. Based on these findings, the following recommendations are offered for consideration:

- Focus on ways to lighten teachers' workload as it pertains to MYP tasks, requirements, and documentation (i.e., streamline or provide support); as well as explore ways to provide more time for planning and completing tasks.
- Explore ways for MYP teachers within the district to support each other and share resources. For example, analyze the awareness and use of the sharepoint site to make the site more accessible and useful to teachers or explore a different way for "like" district MYP teachers to share resources.
- Explore improved integration of the MYP and district curriculums, assessments, and rubrics. This also will help teachers with the issue of time.
- Explore ways for teachers to more readily collaborate across subject areas within their schools.
- Clarify goals, expectations, and the philosophy of the program to all teachers, including those new to an MYP school. Provide best practices to schools with AYP concerns and where students' academic needs are high, to help them incorporate MYP strategies.

References

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Appendix A: Online Teacher Survey

Middle Years Programme
Teacher Survey -- Fall 2012 - 2013

As a teacher in a Middle Years Programme school, we are asking you to provide information and feedback about the program. Your input is very important to gaining a better understanding of the program and it will help guide administrators in planning and implementation. Your responses are confidential. At no time will individual teachers be identified.

School: _____

What subject(s) do you teach in 2012-2013? _____

What grade(s) do you teach in 2012-2013? _____

IB/MYP Training Experience

1. Have you attended IB-authorized training?

● Yes

● No

2. Have you participated in IB web-based training?

● Yes

● No

3. Have you participated in school-based IB/MYP training?

● Yes

● No

4. Have you participated in other training related to IB/MYP?

● Yes

● No

Please indicate how much you agree or disagree with the following items by checking the appropriate box.

5. Overall, the IB training that I have participated in has supported my learning needs.

● Strongly agree

● Agree

● Disagree

● Strongly disagree

6. The schedule of training opportunities has met my learning needs.

● Strongly agree

● Agree

● Disagree

● Strongly disagree

7. As a result of the training that I have participated in, I have gained information and skills that are helping me as a teacher.

● Strongly agree

● Agree

● Disagree

● Strongly disagree

8. What aspect(s) of IB/MYP training has had the greatest impact on your teaching?

9. What information/skills/techniques from IB/MYP training have been most useful for you on a daily basis?

IB Program Involvement

1. To what extent does your involvement in MYP impact your teaching *strategies*?

● Not at all

● To a slight extent

● To a moderate extent

● To a great extent

2. To what extent does your involvement in MYP impact the *content* of your teaching?

- ● Not at all
- ● To a slight extent
- ● To a moderate extent
- ● To a great extent

3. To what extent does *your school's involvement* in MYP impact school-wide practices?

- ● Not at all
- ● To a slight extent
- ● To a moderate extent
- ● To a great extent
- ● I don't know

4. What aspect(s) of MYP involvement has had the greatest impact on your teaching?
_____

5. In your opinion, what aspects of MYP have the greatest impact on practices in your school_____

Please mark the box that most closely describes your use of the following activities. **How often do you...**

6. involve students in cooperative learning?

- ● Never
- ● Sometimes
- ● Often
- ● Very often

7. involve students in activities that require critical thinking?

- ● Never
- ● Sometimes
- ● Often
- ● Very often

8. connect lessons with other disciplines?

● Never

● Sometimes

● Often

● Very often

9. connect lessons with real-life issues?

● Never

● Sometimes

● Often

● Very often

10. emphasize the importance of global citizenship?

● Never

● Sometimes

● Often

● Very often

11. incorporate world issues into teaching practice?

● Never

● Sometimes

● Often

● Very often

12. collaborate with colleagues in other subject areas?

● Never

● Sometimes

● Often

● Very often

Please indicate how much you agree or disagree with the following items by checking the appropriate box.

As a result of my involvement in MYP, I am more likely to...

13. involve students in cooperative learning.

- Strongly agree
- Agree
- Disagree
- Strongly disagree

14. involve students in activities that require critical thinking.

- Strongly agree
- Agree
- Disagree
- Strongly disagree

15. connect my lessons with other disciplines.

- Strongly agree
- Agree
- Disagree
- Strongly disagree

16. connect my lessons with real-life issues.

- Strongly agree
- Agree
- Disagree
- Strongly disagree

17. emphasize the importance of global citizenship.

- Strongly agree
- Agree
- Disagree
- Strongly disagree

18. incorporate world issues into my teaching practice.

- Strongly agree
- Agree
- Disagree
- Strongly disagree

19. collaborate with colleagues in other subject areas.

- Strongly agree
- Agree
- Disagree
- Strongly disagree

20. How do you define international mindedness?_____

21. How does the MYP emphasis on international mindedness impact your instructional decisions? _____

Please indicate how much you agree or disagree with the following items by checking the appropriate box.

22. The MYP curriculum fits well with the [district] curriculum.

- Strongly agree
- Agree
- Disagree
- Strongly disagree

Comments: _____

23. Teaching in an MYP school involves a larger workload than teaching in a non-MYP school.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- I don't know

Comments: _____

24. I feel that I am a better teacher as a result of my involvement in MYP.
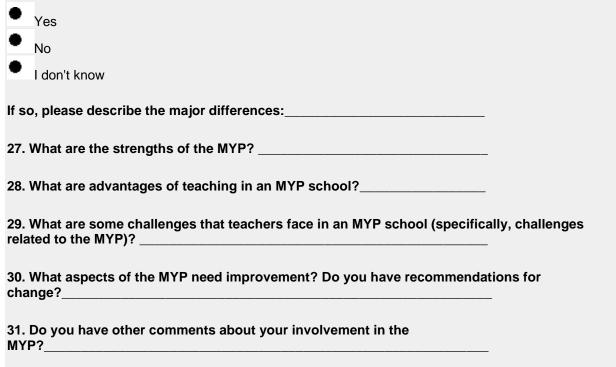
● Strongly agree

● Agree

● Disagree

● Strongly disagree

Comments: _____

25. It is important that a teacher in an MYP school "buy in" to the MYP philosophy.

● Strongly agree

● Agree

● Disagree

● Strongly disagree

Comments: _____

26. Do you think there are differences between teaching in an MYP school and teaching in a non-MYP school?

● Yes

● No

● I don't know

If so, please describe the major differences:_____

27. What are the strengths of the MYP? _____

28. What are advantages of teaching in an MYP school?_____

29. What are some challenges that teachers face in an MYP school (specifically, challenges related to the MYP)? _____

30. What aspects of the MYP need improvement? Do you have recommendations for change?_____

31. Do you have other comments about your involvement in the MYP?_____

Please tell us a little about yourself:

How many years have you been teaching (including the current school year)? _____

How many years have you taught in an MYP school (including the current school year)? _____

How many years have you taught in a school without the MYP? _____

[Submit your responses]

Appendix B: MYP Teacher Interview

Spring 2012

Teacher _____ Interviewer _____ Date _____

School _____ Subject(s) and grade level(s) taught_____

Introduction: The Program Evaluation Unit of The Office of Shared Accountability has been asked by OCIP and the International Baccalaureate Organization to conduct an evaluation of the Middle Years Program in the district. Recently, teachers in MYP schools were asked to participate in an online survey for this evaluation study. We appreciate your school's support and now these interviews are the next phase and are meant to complement those surveys .

 You were chosen randomly and the interview is an effort to better understand the teacher's experience with the program—including work in the classroom, training, preparation, support.

I want to stress that the evaluation does not evaluate individual teachers, schools, administrators, or students. Furthermore, your responses are confidential; any memos or reports we write will show your responses grouped with the responses of other school staff members in all of the schools we are visiting.

Background

How long have you been teaching? _____   How long teaching in MYP?_____

Critical thinking

Does MYP promote critical thinking teaching strategies?   In what way?—i.e., *how* does MYP promote critical thinking (activities, philosophy, content, techniques?)? Can you give some <u>examples</u> that connect with MYP?

Global Mindedness/international citizenship

Does involvement in MYP result in increased global mindedness of the students in your classroom? In what way—i.e., how does MYP promote global mindedness (activities, philosophy, content, techniques?)? Can you give some <u>examples </u>that connect with MYP?

Impact on teaching

What impact, if any, has MYP had on your teaching? (i.e. instructional strategies, approach to teaching) Can you give examples?

***For those who've taught Non-MYP, may ask **"What changes have you experienced since becoming an MYP teacher?**"

(if not already addressed) **Do you think the impacts it has had are dependent on the program in place, or are they more lasting?** (i.e., requirements of the program, following the structure of the program? Or more a part of you and your teaching practice?

MYP/[District] Curriculum

In your opinion, are there ways that the MYP curriculum framework and [the district] curriculum fit well (are well-aligned)? Examples?

> **Ways they do not fit well?** Examples?

In your opinion, do the instructional strategies emphasized in the MYP and [the district] curriculum fit well (are well-aligned)? Examples?

> **Ways they do not fit well?** Examples?

How do you handle the differences between the MYP standards and practices and the [district] curriculum?

       Do you receive any guidance or support in addressing these differences? (probe who/what)

How well do the MYP assessment practices using the subject specific assessment criteria and rubrics and [district] curriculum and assessment fit with each other? Please explain; how do you work with differences?

What has been your experience in meeting both the responsibilities of MYP and [the district] ? (probes: unit planners, paperwork, assessments and rubrics)

       (If Difficulties) -

       Have you found strategies that help you work this out?

       Any available help, support, or guidance about managing all demands? (school administration , coordinator, other teachers?)

How well do you think MYP fits the needs of middle school students? Students in all grades? Students with special needs?

Collaboration with colleagues

How much do you collaborate with colleagues *in <u>other</u> subject areas*? Which subject areas work together most often, in your experience? What kinds of things do teachers collaborate about, work together on?

How much do you collaborate with other MYP teachers _in your subject area_? In school, or with MYP teachers from other schools? What format? What kinds of things do you collaborate about, work together on?

Does MYP increase the likelihood of collaboration with teachers? _Examples?_

    Recommendations/ideas?

Professional development

Have you received any professional development for your role as an MYP teacher?

What ongoing support do you have for your role as an MYP teacher? (prompts: coordinator, admin, other teachers, is there something online from IB?)

    Do you think the PD and/or support has met/is meeting your needs as an MYP teacher?

Summary

What are the advantages of teaching in an MYP school?

What are the challenges of teaching in an MYP school?

Is there anything else you'd like to share about your thoughts on the MYP program?