

Scenario 1: Staff recruitment and retention

It is difficult to recruit and retain IB trained teachers. Many of the new teachers hired at Well Spring Academy (pseudonym) indicated that they knew very little about IB MYP prior to being employed in their current role of teaching at this school. The problem is that when new teachers are hired, they face a steep learning curve in becoming a competent IB MYP teacher. This sometimes takes 2-3 years, based on individual teachers' willingness to attend training or open to learning the IB pedagogy. The cost of teacher training in this time of budget cut has made it difficult to send teachers to IB MYP official workshops. In addition, school policies further limit access to training (such as their policy to only train 2nd and 3rd year teachers committed to staying with Well Spring.

Scenario 2: Balancing IB MYP requirements with outside mandates

A new principal to Bono Middle School (pseudonym), a title 1 school, is concerned that the IB MYP program would not adequately prepare students to meet the state standards and for the school to make AYP. Even though the students' scores on standardized state test have consistently improved since implementing the IB MYP, this principal expressed fears that scores will not continue to rise if teachers are spending (wasting) time to create MYP units.

* If the above scenario does not apply to you, see the alternate scenario 2.

Scenario 2 (alternate): Balancing IB MYP requirements with language Immersion Programs at International Schools

A Head of School new to Sunny Middle School (pseudonym), a K-12 private school, is concerned that the IB MYP program would not adequately prepare language immersion students given obvious language barriers that exist. Moreover, students enroll into SMS on a rolling basis bringing students from all over the world with starkly varying language proficiencies. Even though the students' scores on standardized state test have consistently improved since implementing the IB MYP, this Head of School expressed fears that scores will not continue to rise if immersion courses are not more carefully aligned with MYP approaches to curriculum.

Scenario 4: Teaching in IB MYP schools is a time-intensive endeavor

Silver Lane Middle School identified the time commitment required from teachers in the IB MYP programme as a challenge. The school indicated that it takes time for teachers to develop a unit, design assessment task, create rubrics, and to grade assessment. It is also challenging to develop a master schedule that enables all teachers (sped and ELLs) to plan collaboratively. Moreover, Next Chapter changes have created a litany of unrest among teachers frustrated with changes and how they impact planning and limited time.

Scenario 5: Personal Project Requirement

A Head of School new to Sunny Middle School (pseudonym), a K-12 private school, is concerned that the IB MYP program would not adequately prepare language immersion students given obvious language barriers that exist. Moreover, students enroll into SMS on a rolling basis bringing students from all over the world with starkly varying language proficiencies. Even though the students' scores on standardized state test have consistently improved since implementing the IB MYP, this Head of School expressed fears that scores will not continue to rise if immersion courses are not more carefully aligned with MYP approaches to curriculum.