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International Baccalaureate Implementation Study: Examination of District-wide Implementation in the US

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Table of Contents   **Page**

Executive Summary

The International Baccalaureate (IB) program consists of four programs. The first is the Primary Years Program (PYP), which is offered to students aged 3-12. The second is the Middle Years Program (MYP), which serves students aged 11-16. The third is the Diploma Program (DP), which is offered to high school students aged16-19. The fourth is the IB Career-related Programme (CP), which is also offered to students aged 16-19. Currently, 1,511 World Schools in the United States (US) offer one or more of these programs. Of these, approximately 90% are public schools.

In 2013, all three levels of the IB program were adopted and implemented district-wide in three school districts in the US. This study explores the implementation of the IB program in two of the three districts, with a focus on outcomes in the DP. Specifically, this study examines teaching pedagogies, learner experiences, and factors critical to the sustainability of the district-wide initiative.

Literature Review

A literature search was conducted to identify publications related to the topic of IB program implementation. The literature review revealed remarkably consistent reports of both the benefits and the challenges associated with IB program implementation. Stated simply, feedback from those involved in program implementation indicates that the IB program helps students become better students and teachers become better teachers. Both students and faculty note that the program is challenging but welcome this rigor. Reported program benefits include knowledge enhancement, cognitive development, a positive and engaging learning environment, and an emphasis on cultural awareness. The literature emphasizes that staff training and program evaluation are critical success factors, and cites staff recruitment and retention and district-level administrative support as common challenges.

Research Design

An exploratory, mixed-methods, multiple case study design was used to understand the district-wide implementation of the IB program in two districts. The case design was used to address three overall research questions:

1. What role has the adoption and implementation of the IB program had on school change within the schools?
2. What impact has the adoption and implementation of the IB program had on student enrollment and performance?
3. How have districts supported the adoption and implementation of the program?

Both quantitative and qualitative methods were used to examine multiple sources of data, including surveys, observations, interviews, focus groups, and student records.

Quantitative data analyzed included IB exam results, diploma award rates and average diploma points awarded, SAT/ACT scores, student grades, and other measures of academic success including attendance levels, student retention, graduation rates, and college admission rates. To assess non-academic student outcomes expected to be impacted by IB program implementation, a variety of survey instruments and psychosocial measures were administered.

Qualitative case study methods were used to (a) understand the role of the adoption and implementation of the IB program on social change within the schools, and (b) provide insight into the roles that districts play in the adoption and implementation of the IB program. Data was collected via a combination of methods including direct observations, individual interviews, and focus groups in order to address the research questions outlined above. In-depth interviews were conducted with two school and two district administrators at each school. Finally, four focus groups with teachers and students were conducted (one teacher focus group and one student focus group at each site).

Quantitative Results

District A's high school began the IB DP in 1988 and District B's high school began the IB DP in 2005. District A's high school's subject grades compare favorably with the world-wide average subject scores. District B's high school's subject grades compare reasonably well with the world-wide average subject scores, although in many cases its yearly average was lower (although often only slightly), and in other years its average was higher. District A and District B high schools' diploma award rate and total number of diploma points almost always exceeded the world-wide IB DP average. Both schools' average student grade point average (GPA) (for all students – not just IB DP students) far exceeded the national GPA, which suggests the value of the program for overall school outcome data. Both District A and District B high schools have higher SAT and/or ACT scores than the national average as well as higher-than-average graduation and college admission rates. Because pre-implementation data (e.g. socioeconomic data, etc.) are not available, it cannot be determined if the IB program itself is responsible for the schools' excellent school outcome data. Other explanations for the schools strong outcome data include student level variables such as ability, motivation and socioeconomic status as well as school level variables such as resources and teacher quality.

Data suggest that IB DP students are at least comparable, but frequently rate higher, on the kinds of non-academic student outcomes expected to be impacted by implementation of the IB, including student engagement, global competence and cultural awareness, study habits, motivation, and college readiness. Survey data indicate that students find value in the IB DP and feel that it has facilitated their engagement in school, global awareness, cultural competency, understanding of the nature of knowledge and the connections among disciplines, and prepared them for college.

Qualitative Results: Findings for Classroom and Interview Observations

Classroom Observations: Three IB classes were observed in each district. In each classroom students were seated in rows in a semi-circle around the instructor and media equipment. Classroom organization seemed to facilitate eye contact between the teacher and the students as well as the students' ability to work in groups. Each instructor actively prompted students, verbally encouraged them, and elicited other students' input when a student had difficulty responding to a question. In both districts, portions of each class were interactive. Students demonstrated respect for each other and the instructor, listened intently, and asked questions.

School Administrator Interviews: Four school administrators were interviewed. In District A, the Assistant Principal and the School Level IB Coordinator were interviewed. In District B, the high school Principal and the high school Assistant Principal were interviewed.

All school administrators expressed that the IB district-wide implementation has provided a common language, structure, and curriculum across the district. According to the administrators, district-wide IB implementation has increased "horizontal communication" (communication and coordination among teachers within a school). School administrators commented that instruction is more student-focused, and forces "vertical alignment" across elementary, middle, and high schools within the district.

School administrators expressed several difficulties with the IB district-wide implementation. They noted that the IB requirements and grading rubrics often conflict (or do not align) with state-required assessment processes. They also noted that IB requirements and standards conflict with state-required evaluation procedures for the teachers. School administrators find it challenging to maintain a staff of teachers who are properly trained in IB and to train new hires in the IB curriculum and instruction. In addition, school administrators noted the fiscal challenges of ensuring required ongoing professional development for IB teachers, and not having enough time to ensure that all facets of the IB framework are fully implemented. School administrators reported needing the teachers to spend more time inside and outside the classroom to ensure proper implementation of the IB curriculum.

District Administrator Interviews: Four district administrators were interviewed. In District A, the Director of Secondary Education and the Director of Instruction for School District and IB Coordinator were interviewed. The Superintendent and the Director of Curriculum and Instruction were interviewed in District B.

Similar to the school administrators, district administrators viewed the IB district-wide implementation as providing common practices and language across the district, and promoting "vertical" communication across primary, middle, and high school levels. They also noted that IB implementation has increased horizontal communication among teachers within schools.

District administrators noted having to allocate more staffing and financial resources to the IB district-wide implementation. Additional resources have included adding positions at the district

administration level to support IB implementation and developing and funding training for the PYP and MYP teachers. Administrators discussed the fiscal challenges associated with the costs of these additional resources. Administrators also raised concerns that IB requirements/assessments often conflict with state-required assessment measures/practices. While administrators were in agreement that the IB district-wide administration allows all students an exceptional opportunity for learning, they also felt that the IB requirements often do not leave room for students to explore the visual or performing arts.

Teacher Focus Groups: Two teacher focus groups with DP teachers – one in District A and one in District B – were conducted.

Teachers believe that district-wide IB implementation promotes increased collaboration among teachers; provides a common language across PYP, MYP, and DP; and "vertically aligns" their school district. Teachers incorporate learner profile attributes into their teaching. IB implementation has reduced the quantity of material they present in class, but has increased the depth of focus. Due to IB implementation, teachers have had to "re-think" their teaching style to be more inquiring and collaborative.

Overall, teachers reported being happy and engaged in their schools and classrooms; however, time requirements and meeting both IB program requirements and state-mandated assessments are challenges.

Student Focus Groups: One student focus group was held in each district. Students noted that IB has improved their critical thinking skills and increased the depth of their relationship with teachers. Learner profile attributes were described as becoming unconscious factors driving their thinking and learning. The IB program's promotion of world knowledge and learning has increased students' knowledge of themselves and their own culture.

Groups expressed some conflicting opinions. Students in one group viewed the IB's rigorous requirements as promoting time management skills, while the other group noted that it impaired their ability to live a balanced life. In one group, students viewed the DP as detracting from student culture due to less interaction with non-DP students.

Final Qualitative Results

Common themes related to program benefits were that IB provides a better education, a consistent program framework and common practice, and international mindedness. Common challenges were the cost of IB and the alignment of IB standards with state standards.

Administrators, teachers and students were asked about the support provided by the district to administrators, schools, teachers, and students. Administrators and teachers noted that the district provided support for professional development and training. Themes derived from student comments included teacher and principal preparation, mentoring, and curriculum support. Respondents did not agree regarding whether parental involvement had changed with IB

program implementation, but noted that the community was divided between IB supporters and detractors.

School administrators and teachers noted that IB provides teachers a new way to think about how they teach and learn, and that curriculum delivery has changed. School administrators, teachers and students noted that the program creates segregation between IB students and non-IB students.

Students were asked for feedback on a number of additional topics. Common themes in their responses included: IB makes connections between different subjects and classes; teachers are willing to provide significant assistance to the students; the program fosters a closer relationship between teachers and students; better balance is needed; the program fosters a greater community perspective; lessons learned are based on discussion and interaction; the learner profile is displayed in a variety of ways and places; and teachers model learner profile attributes in the way they interact and engage with students.

Common themes for how IB implementation had affected the school administrators' relationship with district administrators were: joint discussions around curriculum revisions, state standards and IB; IB is "the core of what we do"; IB hiring, funding, and training; and a view that they are part of an IB team. When district administrators were asked about the effect on their relationship with school administrators, district administrators stated that they did not know if it had changed. Respondents also believed that IB implementation helps schools develop a consistent approach. District and school administrators and teachers were each asked how the district-wide implementation had affected their respective roles. There was no overall theme for how the implementation had affected the role of the district administrator. For school administrators, the overall theme was the focus on program growth and sustainability. Two common themes for teachers included that there was no effect on their role and that IB is changing curriculum delivery.

Background

The International Baccalaureate (IB) program consists of four programs. The first is the Primary Years Program (PYP), which is offered to students aged 3-12. The second is the Middle Years Program (MYP), which serves students aged 11-16. The third is the Diploma Program (DP), which is offered to high school students aged16-19. The fourth is the IB Career-related Certificate, which is also offered to students aged 16-19. Currently, 1,511 World Schools in the United States (US) offer one or more of these programs. Of these, approximately 90% are public schools.

In 2013, all three levels of the IB program were adopted and implemented district-wide in three districts in the US. While all three districts were contacted, only two agreed to participate in this study. This study explores the implementation of the IB program in two districts with a focus on outcomes in the DP. Specifically, this study examines teaching pedagogies, learner experiences, and factors critical to the sustainability of the district-wide initiative. This final report includes: an overview of the implementation process in each district, a literature review, an explanation of the research design, descriptions of the districts' histories regarding IB program implementation, statistical findings, preliminary findings from the qualitative data analysis, and final results from the qualitative data analysis.

Overview of the Implementation Process in Each District

District A

District A is a large district composed of seven elementary schools, three middle schools, and one high school. District A is a public school district located in an urban area. The district began prepping for the implementation of the IB program in spring 2006. To demonstrate that district administrators were interested in global relations, they established a partnership with schools in China. They established a Chinese language program in three elementary schools and one middle school. In addition, the district became a member of the National Coalition on Asia and International Studies and established a Consortium for International Education in the district. In 2007, the district was awarded a grant to begin planning the MYP. During the summer of 2008, staff members were trained on the inquiry method. A year later, in the summer of 2009, the district was chosen to host a two-day IB workshop. This allowed for administrators, teachers, community members, and representatives from surrounding districts to complete the first level of IB training. Additionally, the district's school foundation awarded $50,000 and pledged an additional $200,000 over four years to match the district's commitment to the IB of $250,000 from the General Fund.

During the fall of 2009, the district hired a district coordinator to oversee the strategic implementation of the K-12 MYP/PYP initiative. In addition, there was a second on-site training during which 100 additional teachers were trained. Also, elementary school representatives from all grade levels and all schools collaborated to create a standard Program of Inquiry, which was the first step in aligning the curriculum. In the winter of 2010, elementary school teachers began

writing and teaching the first PYP unit of study. Another on-site training occurred in the spring of 2010, during which teachers and administrators from inside and outside of the district were trained. In addition, the district was granted PYP Candidacy Status.

During the fall of 2010, the middle schools and the high school submitted Application A. Middle and high school teachers also developed course outlines and curriculum maps. An IB consultant was assigned to work with the district's PYP coordinators and their schools. In the spring of 2011, MYP coordinators visited an authorized IB World School, and MYP Candidacy Status was granted to the high school and all three middle schools.

In the fall of 2011, the high school teachers created, taught and reflected on one MYP unit of inquiry and an IB consultant was assigned to work with the MYP schools. During the spring of 2012, the IB authorized all seven elementary schools as International Baccalaureate World Schools. In addition, the high school teachers created, taught and reflected on at least two MYP units of inquiry that were developed in the fall. In the spring of 2013, the middle schools and the high school submitted Application B. The district also engaged in professional development regarding IB best practices, which is ongoing.

During the fall of 2013, the high school teachers created, taught and reflected on at least three MYP units of inquiry as developed in the fall. In the summer of 2013, the district hired an IB curriculum coach. The IB program authorized all three middle schools and high school as International Baccalaureate World Schools in fall of 2013. Currently, high school teachers are creating, teaching and reflecting on at least four MYP units of inquiry as developed in the fall.

District B

District B includes six elementary schools, one middle school, and two high schools. District B is a public district located in a rural area. District B began its IB journey in 2003. Initially, district administrators planned to start with years 1 and 2 in MYP and to build up to the DP. The MYP was intended to be an honors program that led to the DP. Students had to apply in order to be granted access to the program. MYP teachers attended training. In 2004, MYP was authorized as a strand within the school. Teachers were already using the IB best practices in classes. Educators, parents, and board members were excited about the program. The district started to advertise the IB program in a local newspaper and held meetings at the middle school. The program gained momentum and meetings grew to include elementary and high school faculty. In 2005, the DP was authorized as a full diploma program. The high school extended the training for teachers in both MYP and DP.

As the program grew, it caught the attention of elementary school principals. Two elementary school principals started to look into the PYP for their school. One school was high achieving and had the lowest rate of free and reduced lunches in the district. The other school was a Title 1 school with a burgeoning English Language Learner population. In 2008, two of the six elementary schools were authorized as IB schools. In addition, during 2008, the district decided to offer IB certificates as well as the full diploma.

Questions began to arise about offering the IB program at some schools and not others in the district. As a result, two more elementary schools became interested in the IB program. In 2010, these two elementary schools were authorized as IB schools. In 2011, the full MYP was offered in both high schools in the district. When the high schools went from offering the partial MYP to the full MYP, they were met with resistance. The teachers at the high schools, who were not initially involved in the MYP, felt like the MYP was telling them what to do and resisted the expansion of the MYP. As a result, the superintendent and principals attended faculty meetings to encourage faculty to accept the expansion of the MYP.

Another problem that emerged was funding for the DP. The Theory of Knowledge (TOK) class and the extra science and history classes were not funded by the district, thus costing the school a lot of money. In addition, tensions arose between the DP and advanced placement (AP) classes. Since the district is small, integrating the DP created scheduling problems with AP classes. As a result, district administrators decided to integrate DP and AP classes. In addition, they opened DP classes to any student who wants to take them. This shift created a situation where there are fewer DP students and more certificate program students.

In 2010, more financial issues evolved. One issue involved the cost of taking the DP test versus AP tests. The DP tests are more expensive. Initially, funds were available to support coordinators and teachers for their work on curriculum, POIs, personal projects, and extended essays. Training attendance was also financially supported for teachers and coordinators; however, district budgetary constraints resulted in training attendance limitations.

Administration and staff turnover occurred. The district has had four different superintendents since the start of MYP. In addition, the middle and high schools and three elementary schools have experienced a change in leadership. District administrators also report that it was challenging to adopt the "Closing the Achievement Gap" (CTAG) program and the IB program at the same time.

The last two elementary schools were authorized in 2013. Currently, all of the schools except for the alternative high school are authorized.

Literature Review

A literature search was conducted to identify publications related to the topic of International Baccalaureate (IB) program implementation. The following databases were searched: Education, ERIC, and JSTOR. Key words and phrases used in the search included "district-wide," "implementation," "curriculum," and "international baccalaureate." Four articles were deemed relevant for this review.

IB Diploma Programme

Mayer (2010) conducted an in-depth case study of an IB DP in an ethnically diverse high school in a low-income urban area in order to identify factors influencing successful program

implementation. The researcher conducted 39 structured interviews with International Baccalaureate Organization (IBO) program affiliates and high school staff, as well as 24 days of observation. She identified six research-based best practices present in the program that led to its successful implementation: (1) criteria for staff selection, (2) initial staff training, (3) ongoing staff peer coaching from active and retired teachers, (4) staff evaluation involving multiple measures of compliance and competence, (5) program evaluation that measures program effectiveness according to established program criteria and defined outcomes, and (6) facilitative administrative support. Mayer noted that these practices "were instrumental in moderating contextual factors that might have hindered model implementation" (Mayer, 2010, p. 79), and concluded that "it is possible for urban educators to adopt a rigorous academic model with fidelity despite challenging local contexts" (Mayer, 2010, p. 103).

Culross and Tarver (2007) studied the perceptions of all students and faculty members in an IB DP at a laboratory school located on a major college campus. Students and faculty members participated in open-ended interviews one year following program implementation. In general, students and faculty members agreed that the program was challenging for both students and teachers, and that parents were supportive but concerned about the required work level and associated impact on students' social lives. However, students and faculty members disagreed about whether the program actually did interfere with students' social lives. Detailed findings from the student and faculty interviews follow.

Student perceptions. Students in the IB program chose to participate because they wanted to gain an advantage in the college admissions process, particularly at prestigious institutions, and because they wanted to prepare for the rigor of college-level studies. Students perceived that the IB DP enhanced their knowledge, improved their writing and study skills, and offered a positive learning environment. Students also said that while the program was challenging, it was not overwhelming, and had only minimal negative effects on their social lives; in fact, students reported that they often chose the IB program in order to be with their friends. About half of the students reported that their parents were supportive due to the learning experience and benefits for college admissions, while half noted their parents' concerns about the time commitment and its negative impact on family time and extracurricular activities. Students were concerned about limited interactions between IB and non-IB students and thought that the school should be proactive in "mending the rift between the two groups of students" (Culross & Tarver, 2007, p. 57); they also suggested that the school offer better preparation for the IB program in the freshman and junior years, provide a better distribution of workload across courses and over time, improve communication among faculty members, and provide faculty who were better trained to teach the IB program.

Faculty perceptions. Faculty reported that the IB program focused on global issues, higher-level cognitive skills, and application of learning. Teachers noted that the program was intellectually challenging for both students and faculty. While teaching the IB courses required substantial preparation, faculty were generally "positive about the experience," appreciated the program's flexibility, and noted that the program "challenged them to become better teachers" (Culross & Tarver, 2007, p. 58); they also noted the value of teacher training and workshops, and

stated that the school provided additional resources and administrative support for the program. Faculty stated that organizational and time management skills, work ethic, and a love of learning were keys to student success; however, they noted that students could have benefitted from additional pre-enrollment preparation, particularly with regard to the essay requirement. Teachers suggested that the program could be improved by facilitating greater student preparation in the earlier grades.

IB Primary Years and Middle Years Programs

Stillisano, Waxman, Hostrup, and Rollins (2011) conducted 49 administrator and teacher interviews and 90 classroom observations at eight racially, ethnically, and geographically diverse Texas schools that implemented the IB Primary Years and Middle Years programs. Through the interviews, the researchers identified four themes reflecting program benefits and three themes reflecting the challenges of program implementation. Themes related to program benefits included (1) improvements in professional practice, including the opportunity to become better collaborators, lifelong learners, creative instructional leaders; (2) a focus on higher-level thinking and learning, particularly with regard to the inquiry method, critical thinking, and active learning; (3) greater cultural awareness, with an emphasis on the value of diversity and respect; (4) and the relevance of learning to students' daily lives. Challenges identified involved (1) recruitment and retention of staff, as well as the need for new staff to negotiate a steep learning curve; (2) the need to balance the IB program philosophy with state requirements for testing and test scores; and (3) bureaucracy/lack of school district support, due in part to a lack of district administrator understanding of the IB program. Classroom observations revealed a number of positive features, including active instruction, student engagement, and student responsibility for learning, although the use of technology was seldom observed.

Gallegos and Wilms (2012) described the benefits of an IB Middle Years Program implemented at a junior high school in 2001. The program, initially implemented as a "school within a school," was expanded to an all-school IB program due to staff members' belief in the high quality of the program and its value for all students. The authors note several benefits of the program, including increased literacy, math, and science test scores as well as greater intercultural awareness, an understanding of issues from multiple perspectives, greater proficiency in a foreign language, and an appreciation for the value of lifelong learning. The authors conclude that students will profit from the IB approach since its "fundamental concepts of holistic education, international mindedness, and communication prepare them for the world" (Gallegos & Wilms, 2012, p. 36).

Conclusion

The literature review revealed remarkably consistent reports of both the benefits and the challenges associated with IB program implementation. Stated simply, feedback from those involved in program implementation indicates that the IB program helps students become better students and teachers become better teachers. Both students and faculty note that the program is challenging but welcome this rigor. Reported program benefits include knowledge enhancement,

cognitive development, a positive and engaging learning environment, and an emphasis on cultural awareness. The literature emphasizes that staff training and program evaluation are critical success factors, and cites staff recruitment and retention and district-level administrative support as common challenges.

Research Design

An exploratory, mixed-methods, multiple case study design (Yin, 2009) was used to understand the district-wide implementation of the IB program in two districts. Case studies allow researchers to gain an in-depth understanding of "how" and "why" questions within "real-life contexts" (Yin, 2009). According to Merriam (1998), case study research is ideal for gaining insight into educational phenomena. Exploratory case studies do not start with a hypothesis or propositions to be tested. Instead, an exploratory approach is used when there are no clear and predictable sets of outcomes (Yin, 2009). This study used multiple cases (two districts) to examine the district-wide implementation of the IB program.

The case design was used to address three overall research questions:

1. What role has the adoption and implementation of the IB program had on school change within the schools?
2. What impact has the adoption and implementation of the IB program had on student enrollment and performance?
3. How have districts supported the adoption and implementation of the program?

To answer these questions, multiple sources of data were used. Case studies use multiple sources of data to develop a rich description of the phenomenon (Yin, 2009; Stake, 1995). Multiple sources of data increase the credibility of the researcher's findings (Merriam, 1998; Stake, 1995; Yin, 2009). For this project, both quantitative and qualitative methods were used to examine multiple sources of data, including surveys, observations, interviews, focus groups, and student records.

Quantitative Methods

Quantitative methods were used to assess the impact that the IB program has had on school performance and student performance.

School Performance

We collected current school performance data for two targeted school sites. This included IB exam results, diploma award rates and average diploma points awarded as well as SAT/ACT scores and student grades. In addition, we evaluated other related measures of academic success (where available) including attendance levels, student retention, graduation rates, and college admission rates.

Data Analysis

Descriptive statistics (e.g., central tendency, variability) for all markers of success in each school for the last five years are provided. To assess the efficacy of IB programs, these data were compared to all available national averages and norms using one-sample t-tests. Ideally, these data would be compared to the same markers of school performance at each school before the implementation of the IB program using paired t-tests/repeated measures ANOVAs; however, the pre-implementation data was not available for either school.

Student Performance

To assess non-academic student outcomes expected to be impacted by IB program implementation, we administered a series of survey instruments and psychosocial measures as specified below. Wherever possible, surveys and measures with national norms and data were used in order to allow for a comparison between IB schools and other schools and thus enhance the evaluation of IB program implementation.

Recruitment of Participants, Sampling, and Procedures

Student surveys were administered at both schools. All IB students were asked to participate. They completed the survey online through Survey Monkey. One school administered the student survey through a link on its website. Students were expected to complete the survey on their own time. Students at this school were offered Community Action Service (CAS) credit for their participation. Students opted to identify themselves to receive credit. The second school administered the survey during a course and did not offer any credit for participation. The surveys required approximately 30 minutes to complete.

Measures

a. Student engagement was measured with items from:

  i.   High School Survey of Student Engagement (Center for Evaluation and Education Policy, Indiana University)
  ii. Identification with School Questionnaire (Voelkl, 1996)
  iii. School Engagement Instrument (Appleton et al., 2006)
  iv. Student School Engagement Survey (National Center for School Engagement)

b. Global competence and cultural awareness were measured with items from:

  i. Openness Subscale of the Big 5 Inventory (John, Donahue, & Kentle, 1991)
  ii. Subscales of the Multicultural Personality Questionnaire (Van der Zee & Van Oudenoven, 2000) to measure cultural empathy and open-mindedness

      iii. The Munroe Multicultural Attitude Scale Questionnaire (MASQUE; Munroe, A., & Pearson, C. (2006) to measure multicultural knowledge (know), empathy (care), and active experience (act)

c. <u>Study habits</u> were measured with items from:

      i. Study Skills Self-Assessment (University of Central Florida, Student Academic Resource Center)
      ii. Study Habit Questionnaire (Michigan State University)

d. <u>Motivation</u> was measured with items from:

      i. Student's Motivation Towards Science Learning questionnaire (SMTSL; Tuan, Chin & Shieh, 2005), modified to ask about general motivation
      ii. Motivated Strategies for Learning Questionnaire (MSLQ; Pintrick, Smith, Garcia, McKeachie, 1993)

e. <u>College readiness</u> was measured with items from:

      i. College Readiness Survey (College of Southern Nevada Student Support Services)
      ii. College Readiness Survey (Amarillo College)

Additional questions were designed by the investigators to assess the students' perceptions of the IB DP and whether it helped them feel engaged in school and increased their global awareness, cultural competency, college preparation, etc. Students were also asked to describe in their own words "anything else they would like to" about the program.

Data Analysis

Descriptive statistics (e.g., means, standard deviations) are presented for all student outcome subscales for each school and the overall sample. The overall sample means are compared with the midpoint of the scale in each case and with available norm comparison data, using one-sample t-tests. A series of bivariate correlation analyses between both the length of time a student has been involved with the IB DP and the percentage of IB DP classes taken and each of the student outcomes subscales was conducted in order to further illuminate the relationship between IB DP involvement and the targeted student outcomes of engagement, global competence, motivation, and college readiness.

Qualitative Methods

Qualitative case study methods were used to (a) understand the role of the adoption and implementation of the IB program on social change within the schools, and (b) provide insight into the roles that districts play in the adoption and implementation of the IB program.

Data Collection

We collected data through a combination of methods including direct observations, individual interviews, and focus groups in order to address the research questions outlined above. Observations allow researchers an opportunity to witness practices, processes, interactions, and behavior directly (Frechtling, 2010). They provide a holistic perspective that enables researchers to understand the context in which these practices, processes, interactions, and behaviors unfold. In addition, observations allow researchers to gain insight into practices, processes, interactions, and behaviors that may not have been initially expected (Frechtling, 2010). In this study, observations were used to understand how the IB program is implemented within the classroom environment. Specifically, classroom observations were used to gain insight into pedagogical practices, how students learn, and the schools' cultures. In addition, they were used to supplement and provide a context for the focus groups and in-depth interview data.

We also conducted in-depth individual interviews. In-depth individual interviews allow researchers the opportunity to examine specific topics. They also provide an opportunity for researchers to understand phenomena in rich detail and offer insight into participants' perceptions, beliefs, behavior, experiences, and knowledge (Patton, 1990). In-depth interviews were used in this study to gain insight into school and district administrators' perceptions of the impact of IB program adoption and implementation within their school and/or district.

We chose to conduct interviews rather than focus groups with key administrators in the schools and district. Specifically, interviews with school administrators addressed research questions related to a variety of topics (e.g., the impacts on pedagogy and school culture, the incorporation of the learner profile into academic and non-academic areas, benefits and challenges, and any areas that are approached differently as a result of the IB program district-wide adoption and implementation). In addition, we asked school administrators to address questions focusing on the types of support that the district provides to the schools. Please see Appendix A for the school administrator questionnaire.

Interviews with district administrators addressed questions related to district support of the adoption and implementation of the IB program. Specifically, these interviews asked about the types of support the district offers, why the district made the decision to adopt and implement the IB program, and the challenges the district faced in supporting the implementation of the IB program. Please see Appendix B for the district administrator interview questionnaire.

Focus groups were used to gather student and teacher opinions of the IB adoption and implementation within their school and district. In comparison to individual interviews, which require a lot of time to conduct and analyze, focus groups provide an efficient way to sample large amounts of participant opinions on a particular topic (Morgan, 1993). Additionally, focus groups provide an open environment where participants can freely express a range of opinions and can shed light into the circumstances that surround their opinion (Morgan, 1997). According to Morgan (1997), focus group participants are able to clarify their own position or opinion about a particular topic through group interaction. Through this process, researchers are able to gain insight into participants' opinions and the circumstances in which their opinions are formed. It

also reflects a range of consensus or non-consensus regarding the researcher's questions. In this study, focus groups were used to gain insight into teachers' and students' opinions about how IB program adoption and implementation has changed their school practices overall and affected them personally. Specifically, teacher and student focus groups sought to answer research questions regarding the impacts on pedagogy, school culture, the incorporation of the learner profile into academic and non-academic areas, benefits and challenges, and any areas that teachers and students approach differently as a result of the district-wide IB program adoption and implementation. Please see Appendix C for the student focus group guide and Appendix D for the teacher focus group guide.

Recruitment of Participants, Sampling, and Procedures

We worked with the IB program to identify one high school within each district. Each district was considered a case. "The case selected for study has boundaries, often bounded by time and place" (Creswell, 2007, p. 244). We worked with the identified schools to arrange classroom observations, recruit participants, and schedule the focus groups and interviews. We conducted one half day (four hours) of observations of classes at each school.

Participants for the interviews and focus groups were selected using a purposeful sampling technique. According to Merriam (1998), "Purposeful sampling is based on the assumption that the investigator wants to discover, understand, and gain insight and therefore must select a sample from which the most can be learned" (p. 61). For this study, school and district administrators, teachers, and students were purposefully selected to gain insight into district-wide adoption and implementation of the IB program.

We conducted in-depth interviews with two school and two district administrators at each school. School administrators included a Principal, two Assistant Principals, and a school-level IB Coordinator. In addition, in-depth interviews were conducted with district administrators, including the Director of Secondary Education, the Director of Instruction for School District and IB Coordinator, Superintendent, and Director of Curriculum and Instruction, who were involved in the IB adoption and implementation decision-making processes. In addition, we conducted four focus groups with teachers and students. At each site, one teacher focus group and one student focus group was conducted.

We worked with the IB to develop interview and focus group questionnaires and guides for observations. Four semi-structured guides were created to address each type of interview and group. For example, one interview group guide was developed for school administrators. The same guide was used for all school administrators regardless of the district.

To ensure participant anonymity, each interview and focus group participant was de-identified. At the beginning of each interview and focus group, the moderator introduced herself, explained her role as the moderator, read a short script informing the participants about the purpose of the study, and encouraged them to openly and honestly express their opinions throughout the interview or group session.

After each interview and group, the moderator completed a debriefing form. This form asked: (1) What are the main themes that emerged in this interview/focus group?; (2) Did any information contradict what you learned in previous interviews/focus groups (if relevant)?; (3) Was there anything that participants said that was unclear or confusing to you?; (4) What did you observe that would not be evident from reading a transcript of the discussion (e.g., individual behaviors and/or group dynamic etc.)?; (5) What problems did you encounter (e.g., logistical, behaviors of individuals, etc.)?; (6) a. What questions worked well?, b. What questions did not work well?; and (7) Are there any additional points about the interview/focus group session? The notes from these forms were used to contextualize the overall description of the interviews, groups, and participant behaviors.

Following the first set of interviews and focus groups, the questionnaire guides were reviewed. Only one change was made to the teacher focus group guide; one question was added: "How are the Learning Profile attributes inherent in your teaching style?"

Each interview and group was recorded using two digital recorders. One was the primary recorder and the second was used as a backup in case of technical problems and to ensure that all of the comments were captured. The recordings of each interview and group were transcribed verbatim, but they excluded phrases like "um" and "uh".

Data Analysis

A combination of deductive and inductive coding techniques was used to analyze the interview and focus group data. Deductive (or pre-set) codes were derived based on the research questions for the study. Data was also inductively coded to identify the categories and themes that emerged from the data that do not fit into the research questions. QSR International NVivo 10 was used to store, code, query, and organize the data.

The data was imported into NVivo 10. Using a line-by-line technique (Glaser & Strauss, 1967), each sentence of the interviews and focus group responses was reviewed. Initially, the analyst deductively coded the interviews and focus groups by assigning the preset codes to the appropriate pieces of text. The analysts then re-read the interviews and focus groups and inductively coded the text if new codes emerged. Participants' words were used to establish the inductive codes. Codes were added and/or modified as necessary as new meanings emerged. Using a constant comparison technique (Glaser & Strauss, 1967), the text that relates to the research questions and goals was systematically compared and assigned to one or more codes. To assess coding consistency, codes and their assignment to text were checked and rechecked. Once the data was coded, codes were compared and queried within cases to identify the main themes for each case and across cases to compare the similarities and differences between cases and identify the overall themes regardless of the case. A constant comparison technique (Glaser & Strauss, 1967) was used to determine the themes by comparing the codes that were discussed the most by participants. In some cases, additional categories were presented in the results section if they related to the research questions, however, these categories were presented to add

further depth to the understanding of data, but are not representative of the common responses among participants.

Participant Protections

We received Institutional Review Board (IRB) exemption for the study from Sterling IRB. In addition, we applied for a waiver of documentation of informed consent for participants under age 18. Each participant aged 18 and older completed an informed consent form prior to participation in the group. Informed consent forms included information about the purpose of the study, procedures, benefits and risks, a statement about confidentiality, and our contact information. For participants under age 18, we sent a letter to parents that explained information about the study and our contact information. Parents were given the option of notifying us via email if they did not want their child to participate in the study. In one district, parents signed and returned the letter. Students were also provided with information about the study before they completed the online survey and participated in the focus group. Their consent was authorized if they agreed to continue and complete the survey and participate in the focus group.

To protect participants, all data is stored on a password-protected computer(s). Any data in paper form is stored in a locked file until completion of the project. Once the project is complete, all of the electronic and paper materials will be returned to the IB program.

Triangulation

Two types of triangulation were used to strengthen the findings. Methodological triangulation was used to compare qualitative and quantitative findings to see if the results were similar (Thurmond, 2001). In addition, the multiple sources of data (observations, interview, focus group, and statistical results) were compared (Denzin, 1978).

Results

This section includes the quantitative findings, preliminary findings from the qualitative data, and final results from the qualitative data.

Quantitative Findings

This section provides the statistical results. The first section provides findings from the student survey data. The second section provides findings from the school-level data.

Student Survey Data

Table 1: Average Scores on All Student Outcome Measures with Comparison Data

Scale	Subscale	Number of items & response scale	Alpha	M (SD) Total sample (n = 55)	M (SD) District A (n = 29)	M (SD) District B (n = 26)	Comparison data if available
High School Survey of Student	Engagement	5 1-7	.68	4.65 (1.01)	4.73 (1.04)	4.58 (0.99)	See text below
	Effort and motivation	6 1-7	.81	5.58 (0.93)	5.73 (0.87)	5.45 (0.98)	See text below
	Skills	8 1-7	.86	5.31 (1.04)	5.55 (1.00)	5.10 (1.04)	See text below
Identification with School Questionnaire	Feelings of belongingness	8 1-4	.82	3.07 (0.50)	2.98 (0.53)	3.16 (0.45)	
	Value of school/school related outcomes	8 1-4	.69	3.09 (0.43)	3.13 (0.37)	3.04 (0.47)	
School Engagement Instrument	Control and relevance of school work	9 1-4	.80	3.00 (0.44)	3.00 (0.48)	2.95 (0.42)	3.04[a]
	Future aspirations and goals	5 1-4	.81	3.71 (0.36)	3.77 (0.30)	3.66 (0.40)	3.69[a]
	Intrinsic motivation	2 1-4	.90	3.45 (0.56)	3.48 (0.64)	3.41 (0.48)	2.99[a]
Student School Engagement Survey	Belonging/motivation/interest	11 1-4	.89	3.34 (0.46)	3.32 (0.42)	3.35 (0.49)	
	Behavior	21 1-5	.85	3.49 (0.44)	3.57 (0.45)	3.43 (0.43)	
Openness Subscale of the Big 5 Inventory	n/a single scale	10 1-5	.79	4.07 (0.61)	4.17 (0.51)	3.98 (0.69)	
Multicultural Personality Questionnaire	Cultural empathy	6 1-5	.84	4.15 (0.71)	4.29 (0.61)	4.03 (0.78)	4.24[b] (0.45)
	Open mindedness	8 1-5	.84	3.69 (0.79)	3.88 (0.81)	3.51 (0.76)	3.54[b] (0.51)
Munroe Multicultural Attitude Scale Questionnaire	Know	6 1-6	.83	5.81 (0.44)	5.92 (0.28)	5.71 (0.53)	5.27[c] (0.50)

	Care	6 1-6	.88	5.10 (0.44)	5.25 (1.18)	4.95 (1.07)	4.51[c] (0.75)
	Act	5 1-6	.81	4.51 (1.01)	4.33 (1.07)	4.67 (0.93)	3.89[c] (0.76)
Study Skills Inventory	n/a single scale	44 1-5	.92	3.44 (0.53)	3.52 (0.50)	3.37 (0.55)	
Study Habit Questionnaire	n/a single scale	16 1-4	.81	2.94 (0.41)	3.02 (0.43)	2.88 (0.39)	
Student's Motivation Towards Learning Questionnaire	Self-efficacy	6 1-5	.59	4.10 (0.52)	4.15 (0.60)	4.06 (0.44)	3.34[d] (0.75)
	Active learning strategies	8 1-5	.81	4.23 (0.45)	4.20 (0.49)	4.25 (0.41)	3.75[d] (1.04)
Motivated Strategies for Learning Questionnaire	Intrinsic goals	4 1-6	.76	4.78 (0.82)	4.99 (0.86)	4.59 (0.76)	5.03[e] (1.09)
	Extrinsic goals	4 1-6	.85	4.55 (1.12)	4.45 (1.27)	4.64 (0.98)	5.03[e] (1.23)
	Control of learning beliefs	4 1-6	.71	4.73 (0.86)	4.86 (0.77)	4.62 (0.93)	5.74[e] (0.98)
	Self-efficacy of learning and performance	7 1-6	.89	5.04 (0.77)	5.06 (0.79)	5.03 (0.77)	5.47[e] (1.14)
College Readiness Survey	Academic confidence	5 1-7	.71	4.62 (0.87)	4.69 (0.88)	4.55 (0.86)	
	Reasons for going to college	6 1-7	.68	4.61 (0.69)	4.77 (0.54)	4.47 (0.78)	
	Reading and writing skills	9 1-7	.70	4.83 (0.83)	5.06 (0.59)	4.63 (0.95)	
College Readiness Survey	n/a single scale	43 1-4	.91	3.27 (0.36)	3.32 (0.27)	3.21 (0.42)	

Note: Comparison samples for Table 1 are [a] grade 8, [b] undergraduate and graduate, [c] ages 17-24, [d] high-school, and [e] college.

Data Analysis

The average response to all scales/subscales by students completing the survey was above the midpoint of the scale; a series of one-sample t-tests verified that all of these means are

significantly above the midpoint (all at p < .001 level) with a Bonferroni adjustment to the alpha of .05 resulting in a critical p-value of .002).

One-sample t-tests also examined differences between the total sample mean of each scale and comparison data where available. The total sample mean was significantly lower than the available comparison on all subscales of the Motivated Strategies for Learning Questionnaire (MSLQ): intrinsic goals [$t(52) = -2.22$, $p = .03$], extrinsic goals [$t(53) = -3.12$, $p < .01$], control of learning beliefs [$t(52) = -8.54$, $p < .001$] and self-efficacy of learning and performance [$t(52) = -4.01$, $p < .001$]. However, it is important to note that the comparison data for the MSLQ is collected for college students and so it is perhaps not surprising that the high school students in this sample rate themselves lower. The total sample mean was not significantly different from available norm data for the subscales of the Multicultural Personality Questionnaire and the School Engagement Instrument, with the exception of intrinsic motivation, where the IB school's mean was significantly higher than the available comparison [$t(54) = 6.05$, $p < .001$]. The total sample mean was significantly higher on all subscales of the Munroe Multicultural Attitude Scale: know [$t(54) = 9.08$, $p < .001$], care [$t(54) = -3.86$, $p < .001$], and act [$t(54) = 4.58$, $p < .001$]. The total sample mean was also significantly higher on both subscales of the Student's Motivation Towards Learning survey: self-efficacy [$t(52) = 10.67$, $p < .001$], and active learning strategies [$t(52) = 7.81$, $p < .001$].

Comparison data for the High School Survey of Student Engagement is in the form of percentages of students selecting certain options; a comparison of the responses of students surveyed for this report follows, and suggests that IB DP students surveyed have a greater love of learning, engagement in classes, and curiosity.

"Why do you go to school?" (Check all that apply)

> *Because I want to go to college and get a degree*
>
> The National Association of Independent Schools (NAIS, 2013) reports that 73% of students in public schools and 84% of students in independent schools select this option. 95% of students surveyed selected this option (96% in District A and 93% in District B).
>
> *Because of what I learn in class*
>
> The National Association of Independent Schools (NAIS, 2013) reports that 39% of students in public schools and 59% of students in independent schools select this option. 67% of students surveyed selected this option (69% in District A and 66% in District B).
>
> *Because I enjoy being in school*
> The National Association of Independent Schools (NAIS, 2013) reports that 34% of students in public schools and 52% of students in independent schools select this option. 56% of students surveyed selected this option (54% in District A and 59% in District B).

"My schoolwork makes me curious to learn other things" (response scale: strongly disagree to strongly agree)

> The National Association of Independent Schools (NAIS, 2013) reports that 68% of students in public schools and 80% of students in independent schools agree or strongly agree with this item. 80% of students surveyed responded equivalently (85% in District A and 76% in District B).

"I am motivated by a desire to learn" (response scale: strongly disagree to strongly agree)

> The National Association of Independent Schools (NAIS, 2013) reports that 68% of students in public schools and 79% of students in independent schools agree or strongly agree with this item. 91% of students surveyed responded equivalently (92% in District A and 90% in District B).

"In general I am excited about my classes" (response scale: strongly disagree to strongly agree)

> The National Association of Independent Schools (NAIS, 2013) reports that 54% of students in public schools and 69% of students in independent schools agree or strongly agree with this item. 71% of students surveyed responded equivalently (73% in District A and 69% in District B).

In sum, these data suggest that IB DP students are at least comparable, but frequently rate higher on the kinds of non-academic student outcomes expected to be impacted by implementation of the IB, including student engagement, global competence and cultural awareness, study habits, motivation, and college readiness.

Correlations between time/amount of involvement and student outcomes

Although most students had only been involved in the IB DP for one year, a few had been involved longer. The number of years a student has been involved in the IB program is positively correlated with measures of open mindedness [$r(51) = .30$, $p = .04$], multicultural knowledge [$r(51) = .28$, $p = .04$], and intrinsic goals for learning [$r(52) = .31$, $p = .02$].

The percentage of IB classes that a student is taking is positively correlated with measures of multicultural knowledge [$r(51) = .31$, $p = .03$], self-efficacy [$r(51) = .40$, $p < .01$] and reading/writing skills [$r(51) = .36$, $p < .01$].

This is further evidence that involvement in the IB DP leads to these desired outcomes.

Students' perceptions of the IB DP

Data illustrating students' perceptions of the IB DP is presented below.

- Overall, how valuable do you think the IB educational experience is?

- o On a 3-point scale from 1 (not at all) to 3 (extremely):
  - In the total sample: $M = 2.62$, $SD = 0.49$
  - District A: $M = 2.71$, $SD = 0.46$
  - District B: $M = 2.54$, $SD = 0.51$

- To what extent has involvement with the IB program helped you feel engaged in school?
  - o On a 5-point scale from 1 (not at all) to 5 (a lot):
    - In the total sample: $M = 4.13$, $SD = 0.93$
    - District A: $M = 4.17$, $SD = 0.96$
    - District B: $M = 4.11$, $SD = 0.92$

- To what extent has involvement with the IB program increased your global awareness?
  - o On a 5-point scale from 1 (not at all) to 5 (a lot):
    - In the total sample: $M = 3.69$, $SD = 1.03$
    - District A: $M = 3.91$, $SD = 0.85$
    - District B: $M = 3.50$, $SD = 1.14$

- To what extent has involvement with the IB DP increased your feelings of cultural competency?
  - o On a 5-point scale from 1 (not at all) to 5 (a lot):
    - In the total sample: $M = 3.48$, $SD = 1.18$
    - District A: $M = 3.68$, $SD = 1.05$
    - District B: $M = 3.32$, $SD = 1.28$

- To what extent has involvement with the IB DP increased your understanding of the nature of what knowledge is?
  - o On a 5-point scale from 1 (not at all) to 5 (a lot):
    - In the total sample: $M = 3.81$, $SD = 1.16$
    - District A: $M = 3.83$, $SD = 1.17$
    - District B: $M = 3.79$, $SD = 1.17$

- To what extent has involvement with the IB DP increased your understanding/ appreciation about how different disciplines are related to one another?
  - o On a 5-point scale from 1 (not at all) to 5 (a lot):
    - In the total sample: $M = 3.87$, $SD = 0.99$
    - District A: $M = 3.96$, $SD = 0.86$
    - District B: $M = 3.79$, $SD = 1.10$

- To what extent has involvement with the IB DP helped prepare you for college?
  - o On a 5-point scale from 1 (not at all) to 5 (a lot):
    - In the total sample: $M = 4.12$, $SD = 1.06$
    - District A: $M = 4.54$, $SD = 0.78$
    - District B: $M = 3.75$, $SD = 1.14$

Students' responses to the questions above indicate that they find value in the IB DP and feel that it has facilitated their engagement in school, global awareness, cultural competency, understanding of the nature of knowledge and the connections among disciplines, and prepared them for college. The total sample mean was significantly above the midpoint for each question (all $p < .001$ with a Bonferroni adjustment to the alpha of .05 .resulting in a critical p-value of .007). However, students' responses to an open-ended question, as outlined below, suggest more mixed feelings. While the students express their appreciation of the program and its many benefits, they also express that it is challenging and stressful.

- Would you like to tell us anything else about your experience with the IB DP?
  "IB is a great opportunity that it is given to students, and students that are able to take this course should enroll in the IB program. Coming from a European background I think that the IB helps you to seek out the world and to understand this worldwide experience."

  "IB has made me more interested in school and given me a greater quest for knowledge."

  "The DP is extremely challenging and satisfies my desire for rigorous classes. My knowledge has immensely increased compared to previous years of schooling. I love the IB program because it encourages students to be a part of their communities and learn more about the world around them. I feel accomplished with my achievements in the DP/IB program and I hope to graduate with the DP diploma and earn credits for college"

  "If someone wants a challenge and possesses a thirst for knowledge IB is perfect. IB classes comparatively to non-IB classes have a much more knowledge and work. IB is great for people who seek knowledge not grades."

  "I find it to be an engaging and rewarding program that has truly assisted in my development as a person within this world. It has opened my eyes to new experiences and ways of thinking, and helped sate my thirst for knowledge (though never completely). I enjoy the rigorous challenge and would not trade it for easier classes, no matter the benefit that would have on my GPA. In the end, I feel a better grade is not worth the additional knowledge that I have gained from this experience. Many people shy out of the workload, but I feel that it is essential for a complete course and the understanding of the material that IB requires of me. In short, I would not trade my IB experience, with all its ups and downs, for anything less than an equivalent an exchange of knowledge."

  "I believe that the IB program has made me a better student and more aware of international events and cultures. It has also made me more prepared for college. However, I do believe I am far more stressed out than a high school senior should be."

  "I rarely get much sleep, I feel tired all the time, and I rarely have any time to destress or relax. I know I have taken on a lot but I am not going to give up now. I have gotten better at time-management but I consistently feel drained. The IB program, in my opinion, is too stressful for a senior year experience but I believe I will do well in college."

"I have lost a lot of sleep, and the stress levels have increased rates of depression with students around me, we are smart but sad."

School-Level Data

District A

District A's high school began the IB DP in 1988 and graduated its first class in 1990.

School Performance: Diploma Subject Scores

As illustrated in Table 2, the school's subject grades compare favorably with the world-wide average subject scores. While in some cases the school's yearly average was lower, in others its yearly average was higher; in fact, this ratio was 50:50. Using these subject scores as a benchmark, there is no discernible pattern in whether the school improved over the last five years. Some of the subject groups seemed to show more strength than others. For example, the school was below average more often than not in group 3: individuals and societies as well as group 5: mathematics; on the other hand, the school appeared to excel (i.e., be better than average) in group 4: experimental sciences and group 1: language and literature.

Table 2: Subject Scores on a Scale of 1 (lowest) to 7 (highest) for the Last Five Years Compared to World-Wide Average

Group 1: Language and literature	Group 2: Language acquisition	Group 3: Individuals and societies
2013: 4.85 (4.78)	2013: 5.37 (5.27)	2013: 4.38 (4.54)
2012: 4.55 (4.69)	2012: 5.20 (5.05)	2012: 3.47 (4.46)
2011: 5.03 (4.74)	2011: 5.20 (4.97)	2011: 4.30 (4.40)
2010: 5.03 (4.72)	2010: 4.65 (5.14)	2010: 4.17 (4.73)
2009: 5.50 (4.70)	2009: 4.61 (4.94)	2009: 4.54 (4.98)
Group 4: Experimental sciences	**Group 5: Mathematics**	**Group 6: The arts**
2013: 3.87 (4.32)	2013: 3.97 (4.57)	2013: 4.98 (4.35)
2012: 4.46 (4.34)	2012: 4.12 (4.56)	2012: 4.20 (4.50)
2011: 4.36 (4.27)	2011: 4.87 (4.49)	2011: 4.30 (4.53)
2010: 4.52 (4.17)	2010: 4.40 (4.60)	2010: 4.70 (4.60)
2009: 4.27 (4.09)	2009: 4.19 (4.43)	2009: 4.93 (4.51)

Note: Value in parentheses is the world-wide average (www.ibis.ibo.org). All numbers represent average of all HL and SL subjects offered by the school within each group.

School Performance: Other Diploma Data

In addition to subject scores, the IB DP also includes a TOK component and an Extended Essay component. Graph 1 and 2 below illustrate District A students' scores on both of these components over the last five years, as well as the world-wide breakdown. District A compares very favorably with the IB DP world-wide average grade breakdown for TOK. In every year compared with the exception of 2010, District A students received more A and B grades than the IB DP world-wide average. Comparisons of District A with world-wide norms for Extended Essay grades are more mixed – in some years District A performed better and in others worse. However, it is important to remember that while these side-by-side comparisons of proportions are illuminating, District A's sample is much smaller and thus is more likely to fluctuate from year to year. As illustrated in Table 3, District A's diploma award rate and total number of diploma points almost always exceeded the world-wide IB DP average during those years. Perhaps more importantly, as illustrated in Table 3, District A's average student grade point average (GPA) (for all students – not just IB DP students) far exceeded the national GPA, which suggests the value of the program for overall school outcome data.

Graph 1: TOK Scores for the Last Five Years Compared to World-Wide Norms (www.ibis.ibo.org)

	World Wide 2013	District A 2013	World Wide 2012	District A 2012	World Wide 2011	District A 2011	World Wide 2010	District A 2010	World Wide 2009	District A 2009
A	7.6%	26.0%	9.3%	7.4%	9.0%	3.4%	5.4%	0.0%	5.5%	7.1%
B	30.8%	30.0%	34.4%	48.1%	32.0%	48.3%	31.0%	31.4%	29.3%	64.3%
C	42.7%	37.0%	40.3%	37.0%	41.1%	31.0%	47.2%	54.3%	45.7%	25.0%
D	17.4%	7.0%	15.6%	7.4%	17.4%	17.2%	15.7%	14.3%	18.3%	3.6%
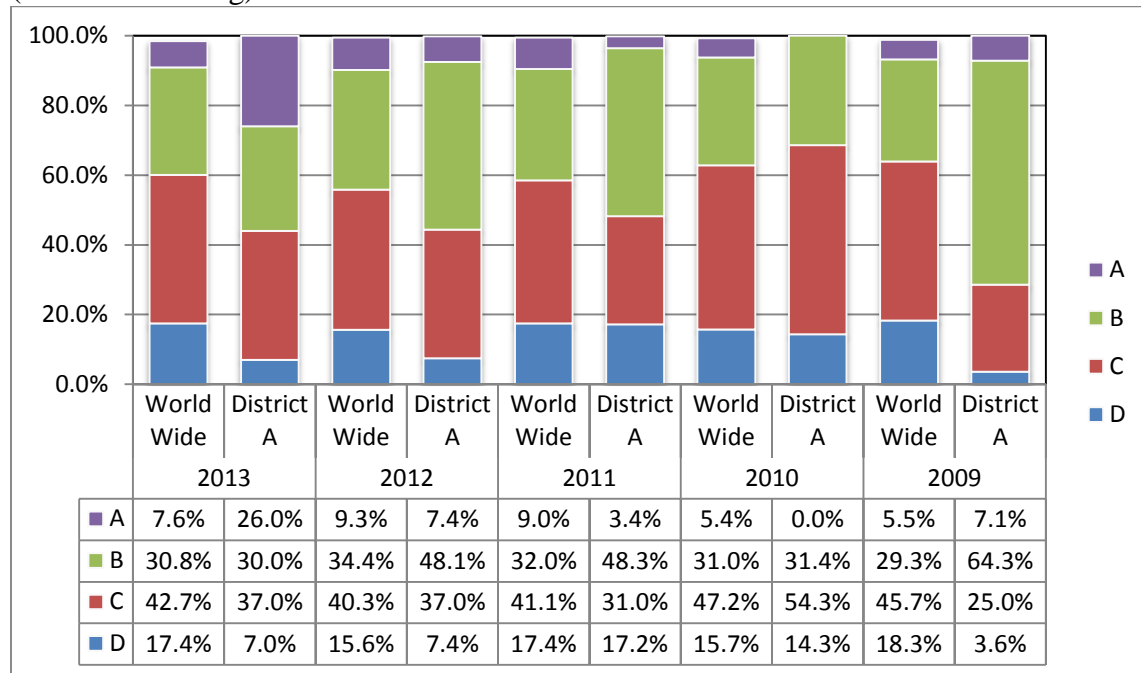
Graph 2: Extended Essay for the Last Five Years Compared to World-Wide Norms (www.ibis.ibo.org).

|	World Wide 2013	District A 2013	World Wide 2012	District A 2012	World Wide 2011	District A 2011	World Wide 2010	District A 2010	World Wide 2009	District A 2009
A	12.8%	16.7%	12.5%	0.0%	13.6%	0.0%	13.9%	5.9%	14.6%	35.3%
B	24.2%	83.3%	23.5%	20.0%	23.9%	11.1%	24.8%	5.9%	23.7%	52.9%
C	38.0%	0.0%	38.4%	40.0%	37.1%	77.8%	37.0%	58.8%	35.2%	11.8%
D	21.7%	0.0%	23.1%	40.0%	22.9%	11.1%	22.1%	29.4%	23.2%	0.0%
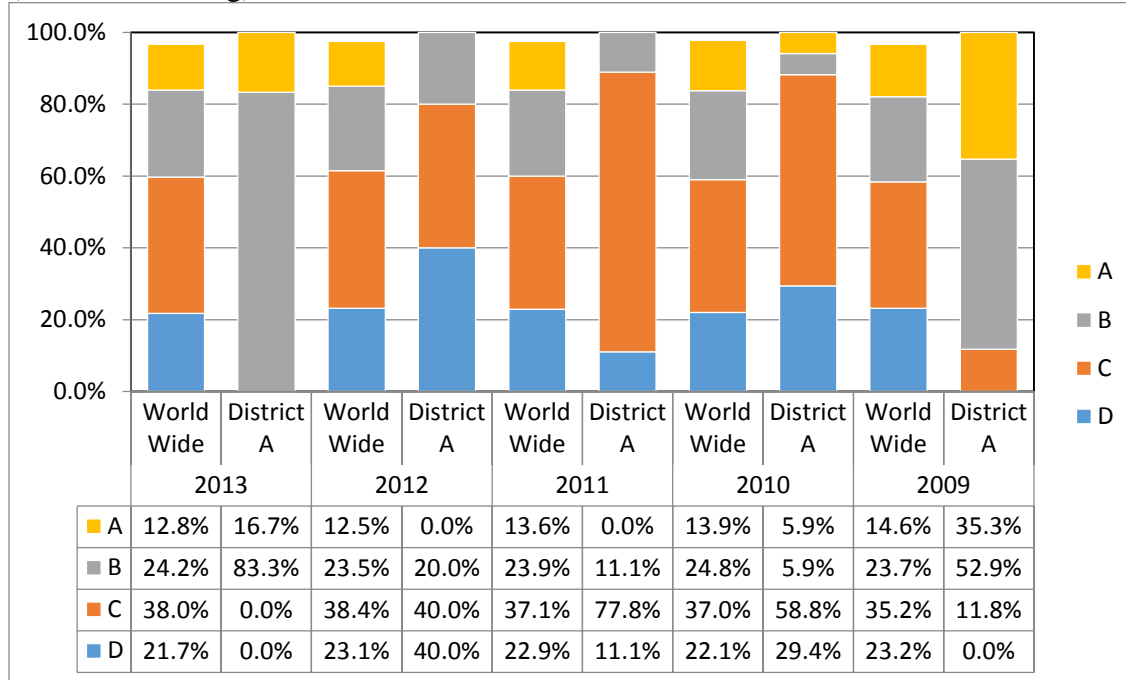
Table 3: Diploma Award Rate, Total Diploma Points and Students' Average GPA for the Last Five Years

Diploma award rate	**Average diploma points**
World-wide average: 78-79% (www.ibis.ibo.org) yearly between '09-13 2013: 89% 2012: 74% 2011: 90% 2010: 89% 2009: 93%	World-wide average (www.ibis.ibo.org): 29-30 yearly between '09-13 2013: 29 2012: 29 2011: 30 2010: 29 2009: 31
Average GPA obtained at the school by candidates who earn the diploma National average: 3.00 (U.S. Department of Education (2011) 2013: 4.76 2012: 4.62 2011: 4.87 2010: 4.72 2009: 4.76	

School Performance: Standardized Test Data

As illustrated in Table 4, District A has consistently higher SAT and ACT scores than the national average. Although scores from before IB program implementation are not available for comparison, these scores suggest that school outcome data in schools with the DP is very favorable.

Table 4: SAT and ACT Scores for the Last Five Years

SAT Critical Reading	SAT Math	SAT Writing
National average: 496-500	National average: 514	National average: 488-492
2013: 514	2013: 510	2013: 492 2012: 500
2012: 520	2012: 519	2011: 498
2011: 516	2011: 517	2010: 503
2010: 520	2010: 522	2009: 509
2009: 527	2009: 535	
ACT English	**ACT Math**	**ACT Reading**
National average: 20.2-20.6	National average: 20.9-21.1	National average: 21.1-21.4
2013: 22.9	2013: 23	2013: 23.6
2012: 23.2	2012: 23.4	2012: 24.3
2011: 23.1	2011: 23.3	2011: 23.3
2010: 23.1	2010: 23.7	2010: 23.7
2009: 24.2	2009: 24.4	2009: 24.4
ACT Science	**ACT Composite**	
National average: 20.7-20.9	National average: 20.9-21.1	
2013: 22.5	2013: 21.7	
2012: 22.9	2012: 22.3	
2011: 22.4	2011: 22.3	
2010: 22.6	2010: 22.3	
2009: 23.1	2009: 22.2	

Note: The national average SAT scores are derived from the "Total Group Profile Report" (2013).The national ACT scores represent the range of scores during the years 2009-2013 ("Average ACT Score by State", 2009, 2010, 2011, 2012, 2013).

School Performance: Other Markers

Because schools vary widely in how they measure and report attendance and retention numbers, no comparison is available; however, senior retention rates of 90-100% are notable (see Table 5). The District A high school has above-average graduation and college admission rates. Again, data from before the IB DP's implementation is not available and therefore we cannot be sure that the program itself is responsible for these markers of success; nonetheless, this IB DP school has excellent school outcome data.

Table 5: Attendance, Retention, Graduation and College Admission Rates for the Last Five Years

Attendance (average # of days seniors miss)	Retention of senior students
2013: 10.7	2013: 90%
2012: 10.5	2012: 90%
2011: 9.8	2011: 100%
2010: 8.3	2010: 100%
2009: 8.1	2009: 100%
Graduation rates	**College admission (2 or 4 year college)**
National average: 75-80% yearly between '09-13	2013: 61%
	2012: 65%
2013: 94%	2011: 69% (national average 65.5%)
2012: 93%	("College Admission trends for 2011," 2013)
2011: 95%	2010: 77% (national average 65.5%)
2010: 96%	("College Admission trends for 2011," 2013)
2009: 94%	2009: data missing

District B

District B's high school began the IB DP in 2005. Although the same information was requested from both school districts, district B only provided what is presented below and unfortunately did not have or did not provide information regarding Theory of Knowledge and Extended Essay scores, SAT data and retention numbers.

School Performance: Diploma Subject Scores

Table 6: Subject Scores on a Scale of 1 (lowest) to 7 (highest) for the Last Five Years Compared to World-Wide Average

Group 1: Language and literature	Group 2: Language acquisition	Group 3: Individuals and societies
2013: 4.67 (4.77)	2013: 4.19 (5.15)	2013: 4.84 (4.17)
2012: 4.64 (4.68)	2012: 4.30 (5.06)	2012: 4.46 (4.11)
2011: 4.71 (4.75)	2011: 4.98 (4.80)	2011: 4.28 (4.40)
2010: 4.31 (4.72)	2010: 4.73 (4.75)	2010: 4.45 (4.42)
2009: 5.00 (4.70)	2009: 4.36 (4.71)	2009: 6.00 (4.38)
Group 4: Experimental sciences	**Group 5: Mathematics**	**Group 6: The arts**
2013: 4.27 (4.34)	2013: 4.75 (4.56)	2013: 3.70 (4.64)
2012: 3.57 (4.39)	2012: 4.75 (4.56)	2012: 4.00 (4.66)
2011: 3.33 (4.24)	2011: 5.15 (4.55)	2011: 5.00 (4.64)
2010: 3.63 (4.06)	2010: 4.37 (4.62)	2010: 5.34 (4.73)
2009: 3.69 (4.10)	2009: 4.29 (4.53)	2009: 3.00 (4.87)

Note: Value in parentheses is world-wide average (www.ibis.ibo.org). Numbers represent average of all HL and SL subjects offered by the school within each group.

As illustrated in Table 6, the school's subject grades compare reasonably well with the world-wide average subject scores, although in many cases its yearly average was lower (although often only slightly), and in other years its average was higher. Using these subject scores as a benchmark, there is no discernible pattern in whether the school improved over the last five years. Some of the subject groups seemed to show more strength than others. For example the school was below average more often than not in group 1: language and literature, group 2: language and acquisition and group 4: experimental sciences; on the other hand, it performed better than average in group 3: individuals and societies and group 5: mathematics.

School Performance: Other Diploma Data

As illustrated in Table 7, District B's diploma award rate and total number of diploma points frequently met or exceeded the world-wide IB DP average during those years. Perhaps more importantly, as illustrated in Table 3, District B's average student GPA (for all students – not just IB DP students) far exceeded the national GPA, which suggests the value of the program for overall school outcome data.

Table 7: Diploma Award Rate, Total Diploma Points and Students' Average GPA for the Last Five Years

Diploma award rate	**Average diploma points**
World-wide average (www.ibis.ibo.org): 78-79% yearly between '09-13	World-wide average (www.ibis.ibo.org): 29-30 yearly between '09-13
2013: 81%	2013: 31
2012: 86%	2012:30
2011: 75%	2011:29
2010: 70%	2010: 28
2009: 86%	2009: 30
Average GPA obtained at the school by candidates who earned the diploma National average: 3.00 in 2009 (U.S. Department of Education 2011) 2013: 4.96 2012: 4.71 2011: 4.70 2010: 4.54 2009: 4.84	

School Performance: Standardized Test Data

ACT Composite
National average during these years: 20.9-21.1
2013: 20.9
2012: 20.8
2011: 22.0
2010: 21.9
2009: 22.0

District B has consistently higher composite ACT scores than the national average. Although scores from before implementation of the IB DP are not available for comparison, these scores suggest that school outcome data in schools with the DP is very favorable.

School Performance: Other Markers

As noted previously, schools vary widely in how they measure and report attendance, and therefore no comparison is available. As Table 8 illustrated, the District B high school has a higher than average graduation and college admission rate. Again, because data from before the IB DP's implementation is not available, we cannot be sure that the program itself is responsible; nonetheless, this IB DP school has excellent school outcome data.

Table 8: Attendance, Graduation and College Admission Rates for the Last Five Years

Attendance rate	Graduation rates
2013: 91.3% 2012: 90.7% 2011: 91.0% 2010: 91.4% 2009: 91.0%	National average: 75-80% 2013: missing data 2012: 87.3% 2011: 89.4% 2010: 82.3% 2009: 85.2%
College admission (2 or 4 year college) 2013: 72% 2012: 78% 2011: 77% (national average 65.5%) (US Department of Education, 2011) 2010: 82.7% (national average 66.5%) (US Department of Education, 2011) 2009: 74.5%	

Qualitative Data: Findings from Classroom and Interview Observations

Classroom Observations

In Districts A and B, three IB classes were observed. In District A, Spanish II, DP History of the Americas I, and DP French I/II were observed. In District B, DP English, DP Biology, DP Physics, and DP Spanish were observed. In each classroom students were seated in rows in a semi-circle around the instructor and media equipment in the room. The organization of the classroom seemed to facilitate eye contact between the teacher and the students as well as the students' ability to work in groups. Each instructor actively prompted students, verbally encouraged them, and elicited other students' input when a student had difficulty responding to a question. Each instructor used lecture format and some type of media (either audio or audio/visual) during the instructional session. Language teachers utilized international Tweets from Twitter to expose the students to idiomatic expressions used by native speakers.

In both districts, portions of each class were interactive. Students were provided prompts and/or instructions, and asked to work in groups or pairs. Students responded by immediately forming groups and beginning their work. Notably, the instructors visited each group and prompted them with questions, and sometimes directed the question toward the entire class. In all classes students were prompted to ask questions of each other to clarify a point, better understand a concept, or learn something they did not know. Often, when a student asked a question, the teacher redirected the question toward the entire class, and allowed peers to respond prior to adding additional information to student remarks. Students demonstrated respect for each other as well as the instructor, listened intently, and inquired where they saw fit to do so. Students in all classes provided supportive and affirming comments to each other.

District Administrator Interviews

Four district administrators were interviewed. Two administrators were interviewed in District A and two in District B. In District A, the Director of Secondary Education and the Director of Instruction for School District and IB Coordinator were interviewed. The Superintendent and the Director of Curriculum and Instruction were interviewed in District B.

District administrators made the decision to implement IB district-wide because it was felt to be a "best practice." Administrators wanted to give each student the opportunity to access the "best" instruction/education. The district-wide implementation has allowed students from all ability levels (and not just the higher-level learners) access to the IB program. Similar to the school administrators, district administrators view the IB district-wide implementation as providing common practices and language across the district, and promoting "vertical" communication across primary, middle, and high school levels. They also noted that IB implementation has increased horizontal communication among teachers within schools.

District administrators noted having to allocate more staffing and financial resources to the IB district-wide implementation. Additional resources have included adding positions at the district

administration level to support IB implementation and developing and funding training for the PYP and MYP teachers. This training has included increasing instructional coaching and team teaching. Administrators discussed the fiscal challenges associated with the costs of these additional resources.

Administrators also raised concerns that IB requirements/assessments often conflict with state-required assessment measures/practices. District administrators felt responsible for ensuring implementation of IB standards and making sure their district/schools meet the necessary state requirements. While administrators were in agreement that the IB district-wide administration allows all students an exceptional opportunity for learning, they also felt the IB requirements often do not leave room for students to explore the visual or performing arts.

School Administrator Interviews

A total of four school administrators were interviewed: two in District A and two in District B. In District A, the Assistant Principal and the School Level IB Coordinator were interviewed. In District B, the high school Principal and the high school Assistant Principal were interviewed. All administrators expressed that the IB district-wide implementation has provided a common language, structure, and curriculum across the district. According to the administrators, the IB district-wide implementation has increased "horizontal communication" (communication and coordination among teachers within a school). School administrators view themselves as responsible for the IB curriculum implementation, and are the school's instructional leaders with regard to curriculum. School administrators expressed that the district-wide IB implementation has changed the delivery of instruction to students. They commented that the instruction is more student-focused, and forces "vertical alignment" across elementary, middle, and high schools within the district.

School administrators expressed several difficulties with the IB district-wide implementation. They noted that the IB requirements and grading rubrics often conflict (or do not align) with state-required assessment processes. They also noted that IB requirements and standards conflict with state-required evaluation procedures for the teachers. School administrators find it challenging to maintain a staff of teachers who are properly trained in IB and to train new hires in the IB curriculum and instruction. In addition, school administrators noted the fiscal challenges of ensuring required ongoing professional development for IB teachers, and not having enough time to ensure that all facets of the IB framework are fully implemented (such as the personal project across a very large school district). School administrators reported needing to ask for more time (inside and outside the classroom) from IB teachers to ensure proper implementation of the IB curriculum.

Teacher Focus Groups

Two teacher focus groups with DP teachers – one in District A and one in District B – were conducted. The main themes that surfaced in these two groups included teachers' belief that IB district-wide implementation promotes increased collaboration among teachers and that it

provides a common language across PYP, MYP, and DP. Similar to the school and district Administrators, teachers view IB district-wide implementation as "vertically aligning" their school district.

Teachers viewed the Learner Profile Attributes as being inherent in their teaching style and practice. While the Learner Profile Attributes are readily displayed (typically posted in the classrooms and hallways of the school), teachers viewed themselves as inherently displaying and incorporating these attributes into their teaching. A few teachers illustrated this point by stating they often address many of the Learner Profile Attributes during each class, but never directly state which attribute they are applying at the time. Teachers explained that IB implementation has reduced the quantity of material they present within the classroom, but has increased the depth of focus on the material covered. . Due to the IB implementation, teachers have had to "re-think" their teaching style to be more inquiring and collaborative.

Overall, teachers reported being happy and engaged in their schools and classrooms; however, they also identified some of the challenges they face being an IB teacher. Teachers noted feeling as though school/district administrators do not understand the time they have to invest to teach a DP class (preparation, execution, individual meetings with students). Finding time to collaborate with other teachers on the DP curriculum and coordinate learning is often difficult for teachers. Teachers also found it difficult to meet IB program requirements as well as state-mandated assessments.

Student Focus Groups

One student focus group was held in each district. Students described their IB learning experience as improving their critical thinking skills and increasing the depth of their relationship with teachers. Learner Profile Attributes were described as becoming unconscious factors driving their thinking and learning, rather than a conscious effort to focus on any one of the individual attributes. Students reported that the Learner Profile Attributes influence all aspects of their lives and thought processes within and outside the classroom. The IB program's promotion of world knowledge and learning has increased students' knowledge of themselves and their own culture; because the IB program forces them to critically think about their own culture.

There were some conflicting results between the two groups. Students in one group viewed the IB's rigorous requirements as promoting time management skills, while the other group noted that it impaired their ability to live a balanced life (as they were overly focused on meeting IB requirements, which did not leave time for social or extracurricular activities). In one school district, students viewed the DP as detracting from student culture because after sophomore year DP students interact less with non-DP students in the school.

Final Qualitative Results

This section reports the results of the qualitative research. The categories and themes from each district and participant type (e.g. district administrators, school administrators, students, and teachers) are reported separately. In the conclusion, the overall themes for both districts are compared and discussed.

Findings for District A

District A District Administrators

The district administrators interviewed from District A included the Director of Secondary Education and the Director of Instruction for the School District and IB Coordinator. These categories emerged from the data:

- Benefits of district-wide implementation of IB program and IB program in general
- Challenges of district-wide implementation of IB program and IB program in general
- Reasons district encouraged district-wide IB implementation
- Impact on role as district administrator
- Impact on relationship with school administrators
- Differences in approach to IB implementation because of district-wide initiative
- District support of IB implementation

Several themes or predominant topics arose within each of these categories; they are discussed in more detail in the following sections.

Benefits of District-wide Implementation of IB Program and IB Program in General

The single theme regarding the benefits of the district-wide implementation of IB or IB in general was that the IB provides a better education. (Note: This theme was also a theme for the district and school administrators from District B.)

Theme 1: IB provides a better education

Both district administrators commented that, overall, IB provides a better education for all students. One district administrator noted this in several different comments. For example, he noted that IB better prepares students for the world.

> … by the time students leave high school and venture onto college or – or the world, they need to be problem solvers. They need to come equipped with skills that will allow them to tackle – to tackle the world at large and often times, when we're focusing solely on academics and isolation, students aren't prepared for all the world that provides us.

Another comment by the same district administrator highlighted the outstanding teaching that comes with IB as a way to reduce the additional support needed by some students.

> … long term we believe that the more we embrace IB, the more we – we expose our kids to outstanding teaching then fewer and fewer of those students will need additional support.

The same district administrator also noted that teachers and administrators also recognize that it is a better way to teach and educate students.

> … the more we expose teachers and administrators to the – to the philosophical piece of IB as well as the – what I would call best practice aspects, they realized that it was a better way of teaching. They – I think on a personal level, would like to have their own children educated in that fashion.

The other district administrator noted that IB is the best way to prepare students for the 21st century.

> I think another benefit is I think it's best practices and I think that it's going to prepare our kids for the 21st century and I think it's the best way to that. So, I think we are providing a guaranteed and viable curriculum for all of our students regardless of where they live.

Challenges of District-wide Implementation of IB Program and IB Program in General

When asked about the challenges, both current and future, of the district-wide implementation of the IB Program, district administrators had diverse responses but, overall, three themes emerged: (1) the alignment of IB standards with the state standards; (2) the cost of IB and limited funding; and (3) World Language is not more important than art or music in developing students holistically.

Theme 1: Alignment of IB standards with state standards

District administrators commented that a challenge they have is aligning the IB standards and requirements with the state standards and requirements. This theme was also noted for district administrators from District B. One administrator noted that the schools are also held accountable to the state standardized testing.

> It's been challenging bridging that gap because we're also held accountable to a standardized testing at the state level … Of course, that - that standardized test doesn't always align real well with what we're teaching in a more holistic approach to IB.

The other district administrator also indicated that balancing the state and IB requirements will continue to be a challenge.

Theme 2: Cost of IB and limited funding

Both district administrators commented on the cost of IB, and noted that investing in the IB program means that the ability to devote funds to other programs and needs is therefore limited. This was also a theme for school administrators and teachers from District B. There is recognition that IB is a good program, but the cost remains a challenge, as cited by one district administrator.

> Again, I think the cost, you know I mean as good as IB is, it's a pretty expensive venture and of course, we did this at a time when at least in the state of [name] – and lots of other states, you know, with the turn of the economy, you know we had fewer – fewer dollars from the state.

The cost of IB was also mentioned as a challenge by the other district administrator.

> Financially, I'm sure that's not a surprise to you. Financially, it's a huge challenge. There are several fees associated with being an IB school. The professional development is extremely expensive, more expensive than any other PD that send teachers too and there are tight requirements on that - PDs that teachers have to have. So, the financial challenge has been great.

Theme 3: World Language is not more important than art or music in developing students holistically

A theme that was mentioned by the District A administrators that was not mentioned by the District B administrators was that the World Language requirement does not leave room in students' schedules for art or music. Neither administrator thought that World Language was more important. One administrator talked about the importance of art and music in a child's holistic development.

> The idea that World Languages – is – I think it's kind of interesting that – it's ironic that when you get right down to it, it appears that the World Language is more important than Art and Music based on the requirements. And, to me, Art and Music, when you're looking at developing a child holistically, are every bit as important as World Language.

The second district administrator shared a similar perspective and commented that requiring World Language does not leave room for art or music, which seems to conflict with the IB philosophy.

> Secondly, we'll have students who will prefer to take a performing art and a visual art. But, we restrict what they can take because of the requirements of IB requires that they have a world language. And so, they don't have room in their schedules for two arts which I think almost goes a little bit against the IB philosophy of students wanting to discover and learn what they're passionate about …

Reasons District Encouraged District-wide IB Implementation

When asked about the reasons that the district encouraged district-wide IB implementation, two themes were identified: (1) provide a better education for the students, and (2) already had DP, pockets of IB program in place.

Theme 1: Provide a better education for the students

District administrators talked about providing a better education for the students as one of the reasons the district encouraged the district-wide IB implementation. This was also a theme for district administrators from District B. One district administrator mentioned that the inquiry-based approach of IB benefits students.

> … we felt like the – the inquiry-based part of IB would benefit all students. And that's an approach not often taken by school districts but we felt like if it was – if it was good for our high-end kids, it's good for all kids and we just felt like we needed to do whatever – whatever was necessary to – to make that happen.

The other district administrator commented that IB represents the best practices in teaching and learning.

> We felt like the IB represented best practices in teaching and learning and then if we were going to offer that to some schools or we thought that was best practices for some kids, that it would be unjust to not offer that to all students.

Theme 2: Already had DP, pockets of IB program in place

Both district administrators mentioned already having some IB programs implemented in their schools prior to rolling out the district-wide implementation. One district administrator talked about having DP in place since the 1980s.

> … we discussed lots of different programs. So obviously, we've had the DP program in place, late 80s …

The other district administrator commented on the elements of IB already in place at the different schools in his/her district.

> We had a lot of pockets of the IB framework happening in our schools. We had World Language happening in one school. We had an inquiry happening in another school. We had kind of a concept based teaching happening in another school.

Impact on Role as District Administrator

The two district administrators from District A had different perspectives when asked how the district-wide implementation had affected their role. The first district administrator discussed the need to reallocate resources from academic support to support IB.

> And embarking on this process as we did, you know, we had to reallocate resources to - to address things such as the – the enhancement of the world language program, etcetera. And as a result, we – we had to just because of - from a cost standpoint, we had to look at a few positions that were providing additional academic support and say that we were, in essence, going to trade those out to add additional staff in the area of world language …

The second district administrator focused more on the changed responsibilities specific to supporting and implementing IB successfully.

> … working with teachers to help them understand that framework and that unit of inquiry and how to develop that and how to implement that, the professional development that's needed to be able to effectively implement any of the IB programs is extensive. And then, ensuring that we are meeting the requirements of the IB program in terms of staffing and scheduling of students has added another element as well.

Impact on Relationship with School Administrators

The responses by the district administrators differed when they were asked how the district-wide IB program implementation had affected their relationship with school administrators. Since their responses were different, there were no "themes," but their responses are noted below. The first district administrator mentioned that there has been more collaboration as issues arise.

> With the principals, yeah. Just in terms of you know talking about maybe brainstorming with all the principals about how you know – when a situation arises that involves pushback and from staff, you know how – what's the best way to address that? How do we get them on board, how do we sell them on this from the beginning and to minimize that pushback. But it was just a very collaborative effort because we were all kind of in the same boat for the – one of the few times.

The second district administrator saw his/her relationship to school administrators as one of providing a common vision and developing greater trust.

> I think kind of what I said earlier is that it's that common vision. So, they look to me to help guide that where an average schools not doing something different in their building, where they know that we are working as a district together to implement these programs and we're all working towards the same goal. So while each school may have their unique differences in terms of their population or their needs in terms of their resources

it's brought them together and they've seen me as the leader of that. So, I think it's developed a more trusting relationship with them.

Differences in Approach to IB Implementation Because of District-wide Initiative

The district administrators had diverse responses when asked about the difference in their approach to IB implementation because of the district-wide initiative, but one theme emerged: working under a common vision and common goal. One District Administrator commented on the challenge of getting everyone on the same page.

> … getting, you know, that case about 300 and – probably 350 teachers to buy into the idea you know in terms of secondary level specifically. And get them all on the same page …

The other district administrator also commented on the change to a common vision and goal.

> I will say again that at the district office we – all departments are working under a common vision and common goal now.

District Support of IB Implementation

District administrators in District A were asked about the support that the district provides to school administrators and students. The following sections highlight the themes that emerged.

Support for School Administrators

Only one theme emerged regarding support provided to school administrators: the district provides professional development support.

Theme 1: Provide professional development support

One district administrator talked about how the newly hired IB Coordinator is responsible for overseeing professional development.

> [The IB Coordinator] oversees professional development with regards to IB and then – and in that, I'm always a part of those discussions but I'm not the one who's doing the legwork you know, setting up the professional development. I may be at the professional – where I may dialog with principals about it. But the - but she's the one who's in the trenches and she – she has some coordinators that work under her that – that make that happen.

The other district administrator indicated that the district provides all professional development and funds it.

Support for Students

The responses provided by the two district administrators differed, so there was no common theme. There were, however, two separate topics discussed by each district administrator: (1) developing a personal project framework, and (2) providing top notch resources, extracurricular activities and courses.

Topic 1: Developing a personal project framework

One district administrator mentioned providing support to students through developing the personal project framework.

> … the developing the – the personal project and we've developed a framework. We haven't rolled it out yet because we're not there yet. And – but basically where students will have access to a teacher advisor all along that journey and the – we – we've created a model that, you know, will – will not overly tax the - the teacher or advisor.

Topic 2: Providing top notch resources, extracurricular activities and courses

One district administrator felt that the district provided top notch resources, extracurricular activities and courses for the students.

> So, we have extra – we have instructional assistants in every classroom. We have literacy specialists in every building. We have math specialists in every building. We have English language specialists in every building. We provide equal access to all of our curriculum. We have, I think, the resources in our schools for our students is top notch. Our libraries are stocked. Our technology that we provide the students, they can check out technology just like they can check out books. We do a lot of after school support

District A School Administrators

The school administrators interviewed from District A included an Assistant Principal and a DP Coordinator. The following categories emerged from the data:

- Benefits of district-wide implementation of IB program and IB program in general
- Challenges of district-wide implementation of IB program and IB program in general
- Impact on role as school administrator
- Impact on relationship with district administrators
- Impact on relationship with other schools in District
- District support of IB implementation
- Effect of district-wide implementation on community and parental involvement
- Incorporation of learner profile into academics, curriculum and the classroom
- Learner profile match with school's values and mission

- Impact of IB on pedagogy

Themes or predominant topics arose within each of these categories. The following sections provide more detail on those themes and topics as well as specific comments from school administrators.

Benefits of District-wide Implementation of IB Program and IB Program in General

The two main themes for the benefits of the district-wide implementation of IB or IB in general were (1) consistency in a program framework, common practice and (2) IB provides a better education.

Theme 1: IB provides consistent program framework, common practice

This theme was also predominant in responses from school administrators and teachers from District B. One school administrator commented on the alignment of curriculum and that the district is all moving in the same direction.

> I think alignment, one, of curriculum. In terms of across grade level, across—the vertical articulation, that we all are moving in the same direction. All arrows are moving into the same direction from the Primary Years Programme to the Middle Years Programme to the DP. I think it brings that cohesiveness.

The other school administrator also commented on the benefit of better alignment.

> It's finally aligning us from K through 12 in a way that we never really had done before … when they move from Grade 8 up to this big building, they're gonna be able to walk the walk and talk the talk. They're gonna know about our curriculum in the MYP curriculum.

Theme 2: IB provides a better education

Both school administrators indicated that the IB program provides a better education for students. District and school administrators in District B also shared this theme. One school administrator felt that IB helps teaching occur the way it should.

> I think that in terms of the way—in terms of the teaching that should be happening, in terms of the inquiry process and asking questions in that facilitation. Not so much just giving them the information but helping them really think about it and continue to probe them to ask even more questions and dive deeper into it. Learning how to be a community, learning how to have different roles. Having hands-on and going that full circle with projects. Making it more applicable. When I see that happening, I think that's good for all kids.

The other school administrator talked about how innovative and successful the IB program is and that it works for all of the students.

> Well, I think it's—in my view it's very progressive because it's taking a very innovative program which we know is very successful and works to all of the students, not just the elite, top group that were the only group that really could get it before.

Challenges of District-wide Implementation of IB Program and IB Program in General

When school administrators from District A were asked about the challenges with the district-wide implementation as well as what challenges they thought they would face in the future, only one theme emerged: the cost of IB and limited funding for other programs and activities. This was also a theme for District B school administrators and teachers.

Theme 1: Cost of IB and limited funding for programs and activities

The cost of IB was mentioned by both school administrators. The first school administrator commented on how expensive it is to train teachers.

> We're a very large district, and it's expensive to send all teachers to IB training.

The other school administrator felt that even though the district was currently financially stable because of a grant they received, the expense of the program would be a challenge in the future.

> I think other challenges in the future might be money even though I just said we got that nice grant. IB is expensive.

Impact on Role as School Administrator

When asked about the effect of the district-wide IB program implementation on their role as school administrator, only one broad theme emerged: the IB program implementation has created a focus on program growth and sustainability for school administrators. This was also a theme from school administrators in District B.

Theme 1: Focus on program growth and sustainability

One school administrator commented on the amount of time required to make sure all required elements for IB implementation are in place.

> In terms of finding time in order to ensure that the implementation pieces are in place. We just went through our authorization in the fall. In terms of policies that have to be written, there's just a ton of pieces that go along with the program that takes time to make sure that you have those in place in terms of implementing.

The other school administrator noted that he/she spends more time in meetings discussing the linking of MYP and DP as well as IB best practices.

> I'm included in lots and lots of meetings with linking MYP and the DP and having lots of discussions about IB practices for the whole district which, once again, that wasn't really done much before.

Impact on Relationship with District Administrators

Both school administrators noted that there has been some change in their relationship with the district administrators. The main theme that was highlighted was that the school administrators were now part of an IB team and that they now enjoyed a greater connection to colleagues.

Theme 1: Part of an IB team

One school administrator mentioned that there is now a link among administrators, and then further elaborated on the different meetings that they have as a district focused on IB.

> … for me, I have a definite connection with the administrators at the district level … I meet with the IB coach and the district curriculum director once a week. Then, in terms of IB Head Council, because I think that also brings us together … At that meeting, the district administrators are there along with administrators from the other levels.

Similarly, the other school administrator commented on the shift from individual responsibilities to being part of a team.

> As I said, for me personally that's been kind of a shock because normally I always had to do the reports by myself. I had to run all the studies by myself. I had to relay the information we'd get back from IB by myself. Now, I mean, I'm part of a team.

Impact on Relationship with Other Schools in District

School administrators were asked to comment on whether the district-wide implementation had affected their relationships with other schools in the district. While the responses provided for District B school administrators did not produce any themes, there was one theme that emerged for District A: IB helps them to align with other schools.

Theme 1: IB helps them align with other schools

One school administrator shared how the district-wide implementation forces them to communicate and make sure they are "going in the same direction."

> I think it forces us to communicate. It forces us to find time for that vertical articulation to make sure we all have those arrows going in the same direction.

The other school administrator noted that alignment of schools was something they used to talk about but now with the district-wide implementation there is accountability for it.

> Well, it's changing everything. Once again we're talking. We've always talked about vertical alignment, and we're finally starting to do it because we have to. When I was department chair we used to host the eighth grade social studies teachers to come up for the day. We could talk about alignment. It really was not very effective because there was no accountability. There was no vehicle for maintaining that. Now there is because we have IB.

District Support of IB Implementation

School administrators were asked how the district-wide IB program implementation had impacted the kinds of support the school receives from the district. The main theme that emerged was the commitment to the training and professional development of teachers. This was also a theme for school administrators from District B.

Theme 1: Commitment to teacher training and professional development

A school administrator noted that teachers get sent to training and that the school will offer training.

> I see the trainings that are offered … We send teachers to training. We offer trainings here.

Similarly, the other school administrator commented on the amount of training provided for the teachers.

> Teachers receive training. There's been a lot of training. They bring in IB folks here to us. We don't have to send them out to [another location] or wherever we end up going. They come here which is really nice. We do a lot of professional development throughout the year with in-house, the inquiry method, et cetera.

Effect of District-wide Implementation on Community and Parental Involvement

When asked about the effects of the district-wide IB program implementation on community and parental involvement, the responses from the school administrators varied significantly. The only theme that emerged was community involvement in personal projects. It is worth noting that both school administrators mentioned they are still in the process of fully rolling out personal projects.

Theme 1: Community involvement in personal projects

One school administrator anticipates more community involvement in the personal projects.

I would say that—again, I think that we'll see a lot more of that with the personal projects.

Similarly, the other school administrator also hinted at more involvement once personal projects were initiated.

… once they learn about the Personal Project there's gonna be a lot of opportunity.

Incorporation of Learner Profile into Academics, Curriculum, and the Classroom

School administrators were also asked about how the learner profile is incorporated into academics at their school. Only one theme emerged: learner profile is displayed in a variety of ways and places.

Theme 1: Learner profile is displayed in a variety of ways and places

The first school administrator shared the variety of ways that the learner profiles are displayed.

The learner profiles are represented throughout the building in various ways—bulletin boards, displays, photos … from being in the classrooms, I see the learner profile traits listed in the classrooms.

The other school administrator talked about how the learner profiles are posted everywhere.

They're posted everywhere. I don't know if you—you're probably just at [high school name], but they're in all of the classrooms. They're hanging in the hallway.

Learner Profile Match with School's Values and Mission

Another area that school administrators were asked to comment on was how the learner profile matches with the school's values and mission. The one theme that emerged was that the learner profile had been adopted as reflecting the mission and values of the district.

Theme 1: Learner profile adopted as district mission, values

One school administrator noted that the learner profile traits have replaced the previous "character values" espoused by the district.

The district used to have something that was called character values. Those have been transferred into the learner profile traits. We live and breathe it. It is a part of our mission.

The other school administrator shared a similar comment about how the learner profile attributes were now the district values.

> They've become the district values now. They totally tossed out those. I mean, they actually spent two years working on what they thought were the most important values on the planet. Then when we adopted IB we chucked 'em, and we went to the Learner Profile, so yes.

Impact of IB on Pedagogy

Regarding the impact of the IB program on pedagogy, School administrators responded with two primary themes: (1) IB provides a new way to think about how we teach and learn, and (2) the delivery of the curriculum is changing.

Theme 1: IB provides a new way to think about how we teach and learn

Both school administrators noted that IB provides a new way for teachers to think about how they teach and how students learn. This theme was also noted by school administrators from District B.

One school administrator commented on the huge shift for teachers. The administrator implied teachers having to learn to present information to students in multiple ways such as: discussion, reading, writing, and utilizing different forms of media (internet, videos, tweets), and moving away from a more traditional way (e.g. lecturing) of teaching

> It's a huge impact in terms of it's been a shift for teachers to think differently and to not do the same things that they've always done and always implemented.

The other school administrator shared that teachers are redoing lesson plans to make them more engaging.

> It's much more engaging. It's forcing a lot of people to sort of redo lesson plans to make them more engaging, and I think that's been a huge impact for IB.

Theme 2: Delivery of curriculum is changing

This theme was also cited by teachers in District B. When it comes to curriculum delivery, one school administrator talked about how teachers are facilitating rather than just lecturing.

> Really look at ways to open up the classroom, where it's more of a—they're facilitating the learning instead of every—just straight lecture. Looking at ways so that the kids are actually asking questions and going through that inquiry process and working in groups and bringing in the whole global awareness community involvement.

Similarly, the other school administrator commented how curriculum delivery is more inquiry-based.

> Because IB really discourages sort of the traditional I'm the butler and I'm gonna stand up here and present. Here's your food. Now you can take it, or you can leave it. It really is much more inquiry based.

District A Teachers

Five teachers were included in the focus group in District A. Most of the teachers did not provide information on how long they had been teaching IB. The following categories emerged from the data:

- Benefits of district-wide implementation of IB program and IB program in general
- Challenges of district-wide implementation of IB program and IB program in general
- Impact on role as teacher
- Learner profile match with school's values and mission
- Effect of district-wide implementation on community and parental involvement
- Incorporation of learner profile into academics, curriculum, and the classroom
- Impact of IB on pedagogy
- Impact of IB on school culture
- Effect of district-wide implementation on relationship with school administrators
- Policy changes since the district-wide implementation
- District support of IB implementation
- Skills, knowledge, beliefs of students changed with implementation of IB program

Some themes or predominant topics arose within each of these categories. Those themes and topics are discussed in more detail below.

Benefits of District-wide Implementation of IB Program and IB Program in General

Only one theme emerged and was only mentioned by a couple of participants: IB provides a consistent program framework and common practice. This was also a theme cited by school administrators in both District A and District B and by teachers in District B.

Theme 1: IB provides a consistent program framework, common practice

One teacher commented that IB is helping to vertically align the whole district.

> I actually liked it because it's vertically aligning our whole district, so what the problem was, is that I think that—I don't know if this has been eliminated, but each of our middle schools has their own particular character. The way that they were experiencing education was specific to that particular middle school. Now we have to scaffold certain schools. The tasks that MYP requires in tenth grade are scaffolded down to sixth grade.

Another teacher commented that MYP helps ensure that teachers are adhering to program requirements.

> I think we still manage to do a good job, but I think MYP will help us make sure. Because I think what you say, now they're looking in our classrooms and making sure that we are trying …

Challenges of District-wide Implementation of IB Program and IB Program in General

When the teachers were asked about the challenges they saw with the district-wide IB program implementation, one theme emerged: not enough time.

Theme 1: Not enough time to meet their responsibilities

The teachers responded with pretty much the same response: "Time." One teacher elaborated a little more and stated that time is definitely a resource issue.

> Time is definitely a resource that is of issue …

Impact on Role as Teacher

Teachers were asked to discuss the impact of the district-wide IB program implementation on their role. The only theme that arose was that IB was changing the way they deliver the curriculum.

Theme 1: IB is changing curriculum delivery

One teacher talked about the philosophical shift that is occurring by covering less material in more depth in a course

> Yes, it's been largely a philosophical shift for the people in my circle of coworkers. We've definitely seen a reduction in the quantity of material that we're covering and trying to do a little bit more in-depth.

Another teacher shared that he/she has to let go of his/her old way of teaching.

> Because of the way I've been working with them over years is very structured. Now I'm trying to let go of that, and so it's somewhat difficult for me to let go of what I've been forever and a day to allow them to venture out and, I guess, become bigger risk takers.

Learner Profile Match with School's Values and Mission

Another area that teachers were asked to comment on was how the learner profile matches with the school's values and mission. The theme they highlighted was that the learner profile was

adopted as the school's mission and values. This was also the theme for school administrators from District A.

Theme 1: Learner profile adopted as mission, values

Teachers commented on how the learner profile had been adopted. One teacher mentioned that the learner profile had replaced the previous character traits.

> We've adopted them completely and utterly. We've gotten rid of—we used to have character traits.

Another teacher shared that the mission is completely aligned with the IB mission and that the learner profile is now the school's character values.

> Now we have—it's all IB learner profile, and our mission is completely aligned with the IB mission, which we've had to do anyway to be authorized. Yes, those are our character values now.

Effect of District-wide Implementation on Community and Parental Involvement

When asked about the effect of the district-wide implementation on community and parental involvement, teachers' responses differed. The only theme that emerged was around parental involvement and that teachers did not know if it had changed.

Theme 1: Uncertain whether parental involvement has changed

The responses from the teachers were very short. One teacher indicated that he/she did not know. Another teacher indicated that the involvement was "non-observable." A third teacher mentioned that he/she always had a certain group of involved parents.

> I think that we always have a certain group of parents who are involved with our school.

Incorporation of Learner Profile into Academics, Curriculum and the Classroom

Incorporating the learner profile into academics, the curriculum and the classroom was not seen as intentional by these teachers.

Theme 1: Not done intentionally

One teacher mentioned they have a character focus each month but that they have not intentionally incorporated the Learner Profile. Within the focus groups, teachers described the Learner Profile as becoming somewhat of an unconscious element in their lesson plans and within the classroom. Teachers described the process of being an IB teacher as adopting and utilizing the Learner Profile attributes on a level where they become more ingrained in

everything they do. The following teacher's remarks highlight this process of not intentionally thinking of how to incorporate the learner profile, or pointing out specific learner profile attributes as they occur within the classroom because the process comes so naturally. This teacher, when conscious of a specific attribute displayed in the classroom will celebrate it, but implied the incorporation of the learner profile attributes become a natural part of teaching using the IB curriculum and standards.

> So far it's not been a—it's not been a strong part of my—I mean, right now we have one per month and we select a student of the month based on that criteria that we put it in display case. Defined at the beginning of every unit, which usually winds up being about once a month, you know, what our character focus is, and when it's convenient and I find an example of it, we'll celebrate it, but I can't say that it's been very intentional.

Another teacher commented that even though it is part of the DP, it is not something that receives much focus.

> I would say as the DP teacher, not so much. I know it's part of the DP program as well.

A third teacher described how learner profiles might seep into the lesson planning, but not in an explicit way.

> Well, I mean, I think just, again, it's not explicit, but I think knowing what the learner profile traits are and knowing that that's what IB wants out of their learners, I can't—I'm sure it has seeped into my lesson planning, things like inquiry and risk taker and having kids write reflections and things like that. Again, it hasn't been explicit like, "Hum, I'm gonna take our pacing guide and really weave the learner profile traits in there and—"

Impact of IB on Pedagogy

The responses to what effect the district-wide implementation has had on pedagogy resulted in three themes: (1) IB provides a new way to think about how we teach and learn, (2) spend more time on units, and (3) hasn't really changed pedagogy.

Theme 1: IB provides a new way to think about how we teach and learn

Teachers felt that IB provides them with a new way to think about how they teach and how students learn; specifically regarding how they approach the classroom. This was a theme for School Administrators from both districts as well.

One teacher shared that teachers are rethinking how they teach, or that they may be uncomfortable lecturing in their classroom.

> I would agree that I think it's either causing teachers to rethink how they teach in their classroom or it's making them uncomfortable lecturing constantly in their classroom.

> You have to actually have—you can't just stand there and watch them drift off to sleep. You have to engage them.

Another teacher commented on the shift seen in the middle schools.

> I also spent some time at one of our middle schools, and I definitely saw a big shift there in how people were approaching teaching and learning.

A third teacher shared how it has shifted his/her teaching style.

> I'd say it's shifted the way I teach a little bit more significantly, because math I was definitely the sage on the stage.

Theme 2: Spend more time on units

Some teachers shared that more time is being spent on MYP units. One teacher commented that units now require more time than units under the traditional curriculum.

> It seems like MYP requires X number of weeks or days for certain content areas and that—at least that's what I've noticed in science. It was recommended that we spend three to four weeks on a particular unit where we normally wouldn't have spent that much time on it.

Another teacher shared that the additional time means fewer units but more depth.

> In my content area I think it is—as I've already mentioned, it has cost us to have fewer units in greater depth.

Theme 3: Has not changed pedagogy

Some other teachers who were accustomed to a pedagogy similar to one supported by the IB commented that they don't feel the district-wide implementation of IB has affected pedagogy. One teacher commented that this is the way he/she taught years ago.

> Yeah, I mean, again, it's hard for me to—I feel like—has it personally changed my pedagogy? I don't think much, to be honest. I taught like this five or six years ago and I teach like it now.

Another teacher had similar feedback.

> I've always approached teaching that way anyways before MYP …

Impact of IB on School Culture

The teachers from District A had similar responses when asked about the impact of IB on the school culture. The main theme was that morale took a hit and people were frustrated and suspicious.

Theme 1: Morale declined, teachers frustrated and suspicious

Teachers shared that morale "took a hit" as a result of the district-wide implementation. One teacher added that people were frustrated and suspicious. During the focus groups teachers shared feeling as though with the district-wide implementation of IB, they were going to be assigned more responsibilities within the classroom and school at large, without consideration of how full their workload was prior to the IB implementation.

> I know that it did affect our department's culture. I'm relatively new to the building. It seemed like people were frustrated or suspicious … Morale definitely took a hit I think.

Another teacher added that the number of changes was frustrating for people.

> Additionally, changes have happened. We would go forward on a particular idea and then find out after we completed it or just before, "Oh, that's changed now. Now we need you to do it this way." That brought frustration to some people.

A third teacher shared that the environment was hostile with respect to relationships between teachers and administrators, and even within departments. Some teachers were hesitant and resistant towards the change while others accepted it.

> I mean, it was pretty hostile. I think it shifted.

Effect of District-wide Implementation on Relationship with School Administrators

When asked how the district-wide implementation had affected their relationship with school administrators, the only theme that emerged was that the teachers didn't know if it had changed.

Theme 1: Uncertain whether relationship has changed

The responses from teachers were very brief. One teacher indicated that he/she didn't think it had really changed. The brief responses may be a result of school administrators knowing who participated in the focus groups. Teachers who participated in the focus groups initially asked questions regarding how the information shared would be communicated to others. Teachers appeared to be cautious in responding to questions about the effects of district-wide implementation on relationships between their school administrators.

> I don't think it's changed any really.

Another had a similar response.

> Yeah, the building level hasn't changed much.

Policy Changes Since the District-wide Implementation

Teachers were asked if there had been policy changes since the district-wide implementation. Two themes emerged: (1) a change in assessment policies and (2) scheduling and devoting time to IB planning and curriculum.

Theme 1: Assessment policies

One teacher mentioned that assessment policies were changing; however, he/she did not specify how they were changing, but she participated in the process of creating them

> There are a lot of language policies, assessment policy, special needs policies. There are policies that I know I have helped to create as the coordinator. I think the authorization team felt that we had these policies, but the classroom teachers weren't actually aware of what they were.

Another also mentioned assessment but did not provide any additional detail.

> … definitely assessment though would be one consideration.

Theme 2: Scheduling and devoting time to IB planning and curriculum

A teacher shared that there had been a change in policy with respect to scheduling and devoting time to IB planning and curriculum.

> Then I would say our delegation of time—and the extra morning—

Another teacher agreed with that response.

District Support of IB Implementation

The teachers in the focus group were asked to provide feedback on how the district-wide IB program implementation had affected the district support provided to teachers. Two themes emerged: (1) professional development, training support and (2) time for curriculum writing with their unit planners.

Theme 1: Professional development, training support

One teacher simply said that the district is providing more professional development support. Another teacher mentioned that they now have a professional development coordinator. A third teacher talked about a specific training course that he/she had been able to attend.

> The science department had a week long or a—almost a week long training session. It was during the summer. It was six to eight hours a day. I think it was pretty substantial, where someone who was very knowledge of the program sat down and talked to us about the program and what we could expect and—

Another comment on the training was that one person from every department had been sent to IB training.

> One person from every department has been sent official IB training as well, so it's been a lot of PD, like official IB PD

Theme 2: Time for curriculum writing with unit planners

One teacher shared that there are weekly meetings to get MYP planning done.

> We have once a week meetings basically to try to get the MYP planning done …

Another teacher mentioned the devoted time but also indicated it might not be sufficient.

> We were cranky in our department about the 30 minute—trying to write your unit planner in 30 minute chunks.

Skills, Knowledge, Beliefs of Students Changed with Implementation of IB Program

When asked about how the skills, knowledge, and beliefs of students had changed with IB program implementation, the common theme was that it was too soon to tell.

Theme 1: Too soon to tell

Teachers believed it was too soon to tell how the skills, knowledge and beliefs of students had changed since they were still in the early stages of the district-wide implementation of the IB program. One teacher commented that it would be hard to tell because it is only year three.

> That would be hard for us to tell. This is really only like year three.

Another shared that they needed more time to tell.

> I don't know that it—We may need more time.

A third teacher added that there is no evidence of a change yet.

> I would not say that it's evidenced yet.

District A Students

There were nine students included in the focus group in District A. The majority (89%) of the students in the focus group started the IB program in 9th grade. One student started in the 5th grade. The current grade for all focus group participants was 11th. The following categories emerged from their responses:

- Benefits of district-wide implementation of IB program and IB program in general
- Student awareness of districtwide IB implementation
- Effect of district-wide implementation on community and parental involvement
- Difference between non-IB and IB learner experiences
- Difference in how teachers present information, activities since IB implementation
- How student has changed as learner
- Effect of IB implementation on students' relationship with teachers
- How students learn the learner profile attributes
- Impact on school culture
- Adults' modeling the learner profile beliefs, values and behaviors to students
- IB implementation creating more opportunities to engage in school or community activities

Themes and predominant topics were identified in each category. The sections below provide more detail on those themes and topics as well as specific comments made by the students interviewed.

Benefits of District-wide Implementation of IB Program and IB Program in General

When students were asked about the benefits of the district-wide implementation of the IB program, two themes emerged. First, the students felt that the district-wide implementation was drawing students from other districts or back from private schools. The second was that it facilitates the development of better skills and a strong work ethic.

Theme 1: Drawing students from other districts or back from private schools

Students commented about the attention the district-wide implementation of IB program is receiving. As a result of the district-wide implementation, the IB program was drawing students into their district from other districts and drawing students back that had left to go to private or charter schools. One student mentioned that students were coming in from other districts. Students found themselves reunited with classmates who they attended private school with, but who did not live within the same school district. Students thought it was important to highlight

many who were in the DP were from other school districts, and it was the IB program that catalyzed their decision to request to attend an out-of-boundary school.

> The IB program has drawn a lot of talented students from out of district.

Another student commented that students who had left to go to private schools are returning.

> I think it's not only out of district. It's also kids who live in the district but their parents have chosen to send them to private schools in the area. It's drawn people who, for whatever reason before it was implemented throughout the district, their parents had chosen to send them to private schools. Now that it's starting to be implemented throughout all our schools and they're all on the same level, they've come back.

One student shared that he/she was one of those students that had returned.

> I'm one of those. I went to a charter school.

Theme 2: Helps develop better skills and work ethic

Students shared that the rigor of IB helps them develop better skills and a stronger work ethic. This theme also emerged from the interviews with District B students. One student noted that it helps prepare them for the future. Students' responses suggest they were discussing their experience of the DP program in general rather than addressing the district-wide implementation (even though the questions posed were read verbatim from the interview guide). While students understood the question, they did not have strong opinions or insight into how district-wide implementation impacts them. They chose to cite how the DP program has helped them and why they believe it is good program to have district-wide.

> It helps them prepare for the future and get their work ethic in shape.

Another student shared that the IB program helps improve time management skills.

> I think we have to work on managing our time better and learning how to do that independently.

A third student also commented on how IB helps with time management.

> It kinda teaches you what you need to—how to manage your time. You have to manage your time in order to succeed with all the IB specific projects that we're assigned to do.

Student Awareness of District-Wide IB Implementation

Students were asked about their awareness of the district-wide implementation of IB. Only one theme emerged, which was that the school representatives talk about it.

Theme 1: School talks about it

The students' responses were very short. One student noted that the school representatives talk about it frequently.

> They talk about it a lot.

Other students shared similar comments.

> Yeah, it's talked about.

Some students mentioned that it was talked about by administrators, teachers and the District but they did not mention any other details.

Effect of District-wide Implementation on Community and Parental Involvement

Two themes arose when the students were asked to comment on the effect of the district-wide implementation on community and parental involvement. One theme centered on community involvement; they felt that the school is more involved in the community since the implementation. The other theme centered on parental involvement; students did not know if parental involvement had changed.

Theme 1: The school is more involved in the community

One student talked about the school being more involved in the community by hosting events in the community. Students discussed how the personal project brings them and the school into the community.

> I think it's more the other way around. It's the school's involvement in the community. There's not really a switch.

Other students agreed with comments like "Yeah," "Definitely," and "Agreed." One student discussed a specific Martin Luther King (MLK) Day that was hosted by the school in the community.

> They [the school] just did the MLK Day of Service a little while ago… They [the school] sent a bunch of people out to work in the community.

Another student discussed other events that the school hosted in the community.

> I went to [name] Food Bank and they saw—most of the kids in that, 90 percent of the kids who participated in MLK Day, were not actually IB kids. Definitely the switch to MYP as a general framework definitely contributed to it, I think. Specifically [name] Food Bank, we heard back from them afterwards that the kids that were there, we were

really great and they would really appreciate us coming again. It's like starting a school tradition with that particular organization in our community.

Theme 2: Uncertain whether parental involvement has changed

This theme also emerged from the District A teacher responses. A student shared that his/her parents' involvement had not been affected. Students in general did not feel as though the district-wide implementation of IB changed parental involvement.

My parents have never done a single PTO, any kind of parent/teacher meetings even. They don't do that. Yeah, absolutely no effect for my parents.

Another student commented that IB has not helped or hindered parental involvement.

IB hasn't really done much either way, I don't think. It hasn't actively encouraged nor has it hindered.

Other students agreed with comments like "No effect," "I agree with that," and "I agree as well."

Difference between Non-IB and IB Learner Experiences

Students were asked about the differences between their non-IB and IB learning experiences. Two themes emerged: (1) they get to choose topics they are interested in and (2) IB makes connections between different subjects and classes.

Theme 1: Ability to choose topics of interest

One student commented that IB students get to choose topics they are interested in.

A lot of the IB stuff, it seems like we get to choose topics we're interested in.

Another shared that it is somewhat free form as long as it connects to the class.

Very much more free form. You can kinda—if you can connect it to the class, you can go off on your own branch.

Theme 2: IB makes connections between different subjects and classes

Students talked about how IB helps them see the connections between the different subjects. This was also a theme for District B students. One student shared that he/she didn't think there is any other program like that.

> I think it's really interesting because it's sort of—yeah, the whole point of it is just take all the stuff we've learned in other classes and apply them to each other and find connections. I don't think there's any other class or any other program that has that.

Another student noted that in the real world you have to connect the different subjects as well.

> In the real world, you're not gonna be a grownup and go this part of your job, which does chemistry. This part of your job which does math. You're gonna have to work with different things together.

Difference in How Teachers Present Information, Activities since IB Implementation

Students were asked if there was a difference in how teachers present information in the classroom activities since IB program implementation. One theme emerged: it's more interactive, with a lot of knowledge learned during discussions.

Theme 1: More interactive, more knowledge learned during discussions

One student shared that there is more interaction between teachers and students in the IB program.

> It's a lot more interactive.

Another student talked about the discussions that occur.

> In … European history class, he does some lecturing but a lot of it's discussing so-and-so with your partner.

How Student Has Changed as Learner

The students had a fair number of responses when asked how they had changed as a learner with the district-wide implementation of IB. Four themes emerged: (1) the need for better balance between academic and personal/social life, (2) learned research skills, (3) learned to work in groups, and (4) IB teaches students how to learn and work independently.

Theme 1: Need for better balance between academic and personal/social life

This was also a theme for District B students. Students commented that they don't get a lot of sleep while in the IB program. Students suggested the rigor of the DP demands restrict their time with family, personal time, and time to socialize with other friends. Students talked about the DP giving them a broadened view of the world, critical thinking skills, lots of information, but failing to help them to learn how to balance academic life and personal life.

Another student shared that getting "enough" sleep means something different when in IB due to having to stay up at night to complete their homework

> Enough sleep gets a new meaning when you get into IB.

Theme 2: Learned research skills

Students shared that the IB program has helped them learn research skills. One student noted the number of independent projects that involved research.

> A lot of work with independent projects and a lot of work with the European history. We have quite a large paper that we do each semester. That is a lot of researching and evaluating those sources.

Another student commented on the independent projects and associated research.

> Independent projects, like we've already said. Those are a lot of research.

Theme 3: Learned to work in groups

Students were asked if they had learned to work in groups. One student mentioned that they were made to work in groups.

A student talked about the value of working in groups and sharing ideas.

> In the European history class we were in pairs with the person next to us and whenever there's something to go over, to review, to think about he [teacher] makes us discuss it in our little groups and then report out. That's just the sharing of ideas cuz if one person may have not caught every fact and the other person might have caught some of the other ones, which they missed. It's really helpful so that everybody gets the full picture.

Theme 4: Teaches students how to learn, work independently

The students were asked if they had developed independent learning strategies and skills. Some students indicated that they had. A student shared that the number of projects forces them to learn independently.

> I think IB, since it gives you—we do have more projects than regular AP classes. I think we have to work on managing our time better and learning how to do that independently.

Another student shared that the timelines on the projects force students to work more independently.

I think the reason why we can work more independently is because we have these deadlines that are set for projects that are sometimes a bit off into the future. The projects themselves, they require more work than what you can do in a day so that kinda forces you to think about how you're gonna go about spacing out your time, when you're gonna work on this, when you're gonna work on that.

Effect of IB Implementation on Students' Relationship with Teachers

During the focus group, students were asked how IB program implementation affected their relationship with teachers. The two themes that arose were: (1) teachers are willing to do a lot for the students, and (2) the program has led to a closer relationship.

Theme 1: Teachers are willing to help students

Students shared that their teachers are willing to do a lot to help the students. One student shared a story about a particular teacher.

> A lot of them are more willing to help students outside of class, especially Mr. [name]. He helps a lot when people have problems that aren't necessarily just straight school work. He's available to help you with anything you need.

Another student talked about how teachers are willing to help if students miss a day.

> If you miss a day and you go to talk to them, then they're a lot more willing to take time out of class to help you because they know that the kids that are part of the IB program really care and really want to know what was going on in class and be able to understand. They know that it's not wasting their time to help you.

Theme 2: Built closer relationships

A student mentioned that he/she is closer with his/her teachers.

> I'm closer with a lot of mine.

Another student mentioned that the extra time in class has helped build a better relationship with that teacher.

> I feel like with my science teacher just having extra time because in the IB extra hour that we have it's a much smaller class and you get much more individualized attention. I feel like you get a lot better understanding and if you need help or anything like that, and also a better relationship with that specific teacher.

How Students Learn Learner Profile Attributes

Students were also asked how they learn the learner profile attributes. The one predominant theme was that the school did student profiles of the month with the attributes.

Theme 1: Student profiles of the month

One student mentioned the student of the month being related to the learner attribute.

> We had a certain student of the month who would be related to that IB profile or MYP or whatever you call it.

Other students also commented on how the student of the month is based on the learner profile.

> They used to have just student of the month for each department, but now it's there's an IB trait and the teachers pick student of the month …

Impact on School Culture

The students participating in the focus group were asked about the effect that the district-wide implementation of IB has had on the school's culture. Only one theme emerged: the IB program creates segregation between IB students and non-IB students. This same theme was identified from the responses from District B students.

Theme 1: IB program creates segregation between IB students and non-IB students

Students shared that the IB classes largely include only IB students; creating a separation between IB and non-IB students. As a result, IB students reported feeling isolated from non-IB students. One student shared that the IB program was insulated within the school.

Another student shared that the classes become more segregated as their difficulty increases.

> I think it just becomes more segregated [from other students] because we continue taking the harder classes and the more advanced classes while a lot of people as high school goes on, drop out of the accelerated English class. It's just more segregated because we're part of the small group that actually continues it.

Adults' Modeling the Learner Profile Beliefs, Values, and Behaviors to Students

Students were asked to comment on how teachers or other administrators model the beliefs, values, and behaviors in the learner profile. The one theme that emerged was that adults model the learner profile elements in the way they interact and engage with students.

Theme 1: Modeling in the way they interact and engage with students

A student shared that teachers are knowledgeable (a learner profile attribute). Another student shared that some teachers are good at modeling and others are not. A third shared that the best teachers are good communicators (a learner profile attribute).

> The best teachers are definitely good communicators. I know for that. They can get across what they want you to learn.

A teacher being open-minded and caring was also highlighted by a student.

> Most of them are open-minded as well and caring too.

IB Implementation Creating More Opportunities to Engage in School and Community Activities

Finally, students were asked how the IB implementation had created more opportunities to engage in school or community activities. The theme that emerged was that students and teachers share CAS opportunities with each other.

Theme 1: Students, teachers share CAS opportunities with each other

One student talked about the IB juniors sharing different community service opportunities on Fridays.

> Sometimes on Fridays all the IB juniors are in the same room. We have people tell about different CAS opportunities. If someone has a neighbor that needs their lawn mowed or something.

Another student mentioned that a teacher will also share opportunities with students.

> Whenever there's an opportunity, he makes sure to tell all the IB people cuz eventually we have the motivation of CAS of a certain number of needed CAS hours. Whenever we get the opportunity to help each other out with that, we do.

Findings for District B

District B District Administrators

The district administrators interviewed from District B included the Superintendent and the Director of Curriculum and Instruction. These categories emerged from the data:

- Benefits of district-wide implementation of IB program and IB program in general
- Challenges of the district-wide implementation of IB program and IB program in general

- Reasons the district encouraged district-wide IB implementation
- Impact on role as district administrator
- Impact on relationship with school administrators
- Differences in approach to IB implementation because of district-wide initiative
- District support of IB implementation

Benefits of District-wide Implementation of IB Program and IB Program in General

The two main themes for the benefits of the district-wide implementation of IB or IB in general were: (1) IB provides a better education, and (2) IB creates international mindedness.

Theme 1: IB provides a better education

Both district administrators felt that IB provides students with a better overall education. In addition, one district administrator felt that IB provides a better education option for all students, not just top-performing students.

> I do believe that it is the, the best way that I know to educate students and so it's providing them, all of our students with the benefit of receiving a good education, not just for some of our kids and not just for our top performing kids, but for all kids …

The other district administrator commented on how the IB approach is different and focuses on the whole child and helps them apply what they are learning outside of the classroom.

> I think the most important thing is that it was student centered. You know, that it is inquiry-based, concept-based, made – it's transdisciplinary and making those connections. But I think they really wanted something for the whole child.
> … how they're seeing outside of themselves and then taking responsibility or ownership for their world. And I just think that's the most exciting thing that I see and the fact that they're making the connections to their curriculum and IB in their lives.

Theme 2: IB creates international mindedness

District administrators felt that IB helps create an international mindedness in students that is important. One administrator indicated:

> … that there's like international mindedness for instance in the classroom …

The other district administrator also spoke of the importance and impact of international mindedness.

> We're kinda isolated and just having the whole international mindedness piece of IB was important to us as wellAnd again, all with this international mindedness as part of the hub

of the wheel for our thinking and I'm just – I'm just really excited about how it impacts our kids.

Challenges of District-wide Implementation of IB Program and IB Program in General

District administrators were asked about the challenges with the district-wide implementation as well as what challenges they thought they would face in the future. The main theme was the challenge in aligning the IB standards and requirements with the state standards.

Theme 1: Alignment of IB standards with state standards

District administrators mentioned that the state standards are changing and it is a challenge to ensure that they are adhering to the IB requirements as well as the state requirements. This also puts pressure on the teachers.

One district administrator mentioned the state initiatives they have to participate in.

> I think one of the classic challenges, and I hear this from other colleagues who have IB schools, is the alignment of IB with all of the plethora of initiatives from the states. And teachers feeling like they can do both well and have them well integrated.

The other district administrator mentioned the challenges with a new Senate bill for teacher evaluations.

> … we have the new Senate Bill 191 for teacher evaluation which requires that teachers be evaluated on six quality standards which are incredibly in depth and require principals to look for certain things in classroom observations and through a body of evidence. And while they're not directly in conflict with anything with regard to IB, certainly IB isn't part of that rubric. So we're, so we're having to play a little bit of how do we integrate these things seamlessly so that it make sense for the classroom teacher with all these other things that they're being evaluated on and required to do by the state.

The need to ensure alignment with IB and the state standards/requirements has also added work for the district administrators.

> … it has increased my role in trying to make sure we had the connectedness between the IB program and the state standards.

The conflict between IB assessment and state standards like common core create a challenge for district administrators.

> But I think what's hard is the way that they're assessing that with the – with the park assessments is not authentic. It's not IB. And so what I'm trying to encourage the teacher to do is let's take the best of both worlds and make sure we don't lose sight of our kids

because IB will keep our kids engaged.

Alignment between IB and common core or state standards was also mentioned when district administrators were asked about what changes had occurred at the district level since the IB implementation.

> … when you look at the Common Core, and what [the state] has adopted and their unit planners, it's very much, you know, concept-based curriculum.

Reasons District Encouraged District-wide IB Implementation

Both district administrators indicated that the reason the district encouraged district-wide IB implementation was to provide a better education for the students.

The first district administrator talked about implementing best practices to improve the level of education.

> … my understanding is that it was done as part of what they saw to be best practices, and way to bring the level of education for all students.

The second district administrator noted that all interested parties thought that IB was best for all kids.

> And parents, teachers and administrators decided this was best for all kids so that's why we went forward and made a commitment to it.

Impact on Role as District Administrator

The two district administrators provided different answers when asked how the district-wide implementation of IB had affected their role. The two topics worth noting are: (1) making sure teachers had the appropriate level of training and (2) more involvement by district administrators in curriculum and instruction.

Theme 1: Appropriate training for teachers

One district administrator noted that many of the teachers had not had sufficient training to teach in the IB program.

> For example, we had many teachers who either had not had training or who had not had training in quite some time. And many who had had a level one training, but had not gone beyond that.

To ensure that teachers could obtain the appropriate training, funding needed to be procured and changes in the strategic plan were made.

So we wrote it into the strategic plan and we asked the board to set aside additional funding besides what we already had budgeted for IB, so that we could, over these last three years catch up teachers who needed training at all three levels while continuing moving forward with training.

Training and professional development were also mentioned by district administrators when asked about any changes at the district level or school level due to IB implementation.

Well I think at the school level, they'll – they have professional learning community time that we get early release time toward the end of the day and what's important there is we've been able to do some professional development right in the buildings …

One district administrator also talked about professional development and training when asked how administrators support the teachers.

… obviously we have to keep our teachers certified, authorized to teach the courses that they do. It's non-official training but we're allowing teachers to go and then the other end – how we support them is just really financially. You know, with mileage and a place to stay in their meals but also to give them lane advancement to attend which helps a little bit with their bottom line for their salary …

Theme 2: More involvement in curriculum and instruction

The other district administrator commented on how the district-wide implementation had increased his/her participation in instruction and curriculum.

… it certainly has increased my role in implementing instruction in general. And certainly, I'm in charge of curriculum and assessment to a degree.

Impact on Relationship with School Administrators

When asked about their relationship with school administrators and how that has changed with the district-wide IB implementation, the district administrators mentioned that they spend time meeting with school administrators to discuss the needs and status of IB implementation.

Well – our – we meet with our administrative team once - once a week and our focus is on IB and connecting what - again what the state is asking us to do. … it's part of my job to find out what schools need to implement IB well and follow through on that.… it is part of our ongoing you know, value to have process discussions and so forth.

Differences in the Approach to IB Implementation Because of the District-wide Initiative

The responses differed between the two district administrators interviewed. One felt that the

approach had not really changed.

> I'm not sure I know that that it's different … it seems very similar to what I'm used to in terms of implementing thoughtfully over time.

The other district administrator felt that the district-wide implementation had resulted in greater horizontal and vertical articulation.

> I just think we have more across the grade level connection … There's also more what I call horizontal and vertical articulation that's happening. You know, getting the high school and middle school together has happened more frequently because of IB.

District Support of IB Implementation

District administrators were asked about the support that the district provides to school administrators, teachers and students. For teacher support, district administrators again mentioned professional development and training as noted earlier in the report. The following sections highlight the themes that emerged when district administrators discussed the support that the district provides for school administrators and students for the IB program implementation.

Support for School Administrators

There were two themes that were highlighted when district administrators talked about the support for School Administrators: (1) providing support and feedback to the school principals and (2) focusing on IB implementation.

Theme 1: Providing support and feedback to school principals

District administrators offer ongoing support to the school principals by providing both positive and constructive feedback.

> I also am involved with giving direct feedback, you know not only to students through that process, but also to principals if I see areas where things are – things I thought went really well or things does improvement.

One district provides round tables for principals.

> … we've hosted some round tables up here that principals come to as well.

Theme 2: Focusing on IB implementation

District administrators talked about how they support the school administrators by focusing on the IB implementation and helping ensure the IB program is implemented appropriately.

> … in do[ing] the evaluation and planning process ensure that the IB philosophy and curriculum are implemented.

Establishing specific meetings to focus on IB helps one district administrator support the school administration.

> For school administrators, definitely our weekly meetings, once a month we are focused on IB so just meeting and being collaborative so that's one thing.

Support for Students

The support that the district administrators felt they provided to students fell into three themes: (1) curriculum support, pre-collegiate program, (2) support and mentors for the IB program projects and participants in the DP, and (3) ensuring that teachers and principals are prepared to support students.

Theme 1: Curriculum support, pre-collegiate program

District administrators felt that one way they provide support to the students is through curriculum support and having a pre-collegiate program available.

> … then of course myself in curriculum structure involved with those pieces with the principals. And then I know we have a pre-collegiate program at the high school and actually now it's not middle school and that helps them give – give themselves a vision for a pathway for college and IB is a great way to go for our pathway because I know it's well respected in many, many colleges across the country and in other nations.

Theme 2: Support and mentors for the IB program projects and participants in the DP

District administrators feel they support the students by ensuring support and mentoring for students during their projects and throughout the DP.

One district administrator gets involved personally in student projects.

> I am involved with student personal projects or 5th grade exhibition or whatever that might be, that I also am involved with giving direct feedback …

District administrators also support students by ensuring community, parent and teacher support.

> … we have a very generous community. They really help them with their actions. You know, when we're working on their exhibition – or their exhibition at fifth grade or their personal project at the high school, we have a lot of parents and teachers who support and mentor students through their projects.

Theme 3: Ensuring students have prepared teachers and principals

District administrators indicated that it is important that students have principals and teachers who are prepared to teach in and administer the IB program.

> Well, I think the biggest thing for the students is having prepared teachers, principals … … it would be through those other avenues because the direct supports of the students comes from the teachers, but the teachers are held accountable by the principals.

District B School Administrators

The school administrators interviewed from District B included a Principal and an Assistant Principal. The following categories emerged from the data:

- Benefits of district-wide implementation of IB program and IB program in general
- Challenges of district-wide implementation of IB program and IB program in general
- Impact on role as school administrator
- Impact on relationship with district administrators
- Differences in approach to IB implementation because of district-wide initiative
- District support of IB implementation
- Effect of district-wide implementation on community and parental involvement
- Incorporation of learner profile into academics, curriculum, and the classroom
- Impact of IB on pedagogy
- Effect on relationship with other schools in district

Some themes and predominant topics arose within each of these categories. The subsequent sections detail those themes and topics as well as specific comments made by the school administrators.

Benefits of District-wide Implementation of IB Program and IB Program in General

The four main themes for the benefits of the district-wide implementation of IB or IB in general were: (1) consistency in a program framework, common practice; (2) IB better prepares students for college; (3) IB provides a better education; and (4) IB creates international mindedness. The last two themes were also the two themes for the district administrators.

Theme 1: IB provides a consistent program framework, common practice

One school administrator noted that the district-wide IB program implementation provides consistent criteria that help facilitate communication with stakeholders and parents.

> I think IB's move within the MYP program to go with you know, a consistent - for a criterion within an 8-point system, helps us very much to communicate with our stakeholders and parents.

The other school administrator talked about the benefits of common practices, language and understanding.

> … this is just to remind one school lens that we have common IB conversations … We have a common language and I think it helps student placement.

Theme 2: IB better prepares students for college

School administrators indicated that the IB program better prepares students for college. Both school administrators shared stories of students who said they would not have been prepared for college without the rigorous DP.

> … specially at the DP level where the rigorous curriculum I think prepares them for colleges and even for our, you know - and our valedictorian go to YALE last year and come back and really stated that she doesn't feel like she would've been prepared without it. A year before that, Princeton, same thing.

The other school administrator shared a similar story.

> We have a young woman who went off to Yale last year and was just speaking with her mom and she came back and she said, "Mom, I'm so prepared. I'm so much more prepared than some of my classmates and had I not gone through the rigors in the DP program, I never -" you know, she even said, "I never would make it at Yale" you know, "But I'm prepared. I'm ready to go."

Theme 3: IB provides a better education

Both school administrators indicated that the IB program provides a better education for students. One school administrator felt that the real world application that IB promotes is important.

> I think the real world application of what they're doing is important.

That same administrator also mentioned how the multiple facets of the MYP program help meet the needs of the children.

> … the multiple different facets of the MYP that would meet the needs of all children.

The other school administrator noted that students become higher functioning with IB.

> I've watched kids become higher functioning with their education and I think that that's been important.

Theme 4: IB creates international mindedness

Both school administrators feel that IB has created international mindedness in their schools and in their students. One school, as noted by the school administrator, has been more purposeful about encouraging its students to be global learners.

> We talk about internationalism. We really have to embody it and whether that's community service, travel, you know, the cultural inclusion and things that we espouse and try to identify in our mission vision, our touchdown, I think it's – you know, we've been – we've been more purposeful about being global learners.

Getting to a point where the international mindedness is embedded in the school and classroom is another result of the IB program noted by the other school administrator.

> … you see characteristics of an MYP classroom and in our school you see – you know – you know, you see our signs up front, you see all of our flags, you see our – you know, our international mindedness …

Challenges of District-wide Implementation of IB Program and IB Program in General

When school administrators were asked about the challenges with the district-wide implementation as well as what challenges they thought they would face in the future with the IB implementation, two main themes emerged: (1) the cost of IB and limited funding for other programs and activities, and (2) the challenge associated with the initial implementation and subsequent change.

Theme 1: Cost of IB and limited funding

Both school administrators mentioned the costs associated with the IB program as a challenge as well as the financial impact that it has on the student. One school administrator noted that cost is not just a perception.

> I think another challenge is the community perception that IB is an extremely expensive program. It is an expensive program. It's not just a perception.

Both school administrators mentioned the cost for the students, with one administrator mentioning the assessment costs.

> On the other end of cost, I think cost to student is a challenge as far as assessments go.

The other school administrator mentioned that the fees are a challenge for students.

> I think as I've noted before, the fees at the district level and as an individual student, I think are a challenge.

Theme 2: Challenge with initial implementation and subsequent change

The school administrators both mentioned that change was a challenge associated with the IB program implementation. One school administrator spoke specifically about the challenge of keeping up to date with program changes.

> Keeping up-to-date on changes I think - same sense, I think it's a challenge.

The other school administrator also mentioned change as a challenge but spoke more specifically about the initial change as a result of the IB program implementation.

> The implementation at this point – you know, the challenges initially certainly are change. Any time you're chang[ing] from a more, "Traditional approach" –you can be met with resistance or at least facing the questions of why …

Impact on Role as School Administrator

The responses that school administrators provided when asked how the district-wide implementation had affected their role as school administrator varied for the most part. Only one theme emerged: IB program implementation had created a focus on program growth and sustainability.

Theme 1: Focus on program growth and sustainability

One school administrator noted the ability to build a well-rounded program.

> Well, it's certainly - you know, in many positive ways, it's – it's provided a nice structure and scaffolding system in which to lay curriculum, in which to build a well-rounded program.

The other school administrator talked about the logistical components of growth, student involvement, and sustainability.

> Well, I mean it's certainly [laughter] – as a school administrator it's certainly, you know, there's a lot of logistical components – and I only speak because so heavily – you know, where I'm so heavily involved is ensuring that – you know, I do a lot of master scheduling. I do a lot of the behind the scenes logistical work and a lot of that always has to be in consideration of, "Hey, how do we grow this program? How do we make sure that our DP students are prepared?" You know, "What does that look like in the scope and sequence of our curriculum? What does that look like to ensure that our MYP program is offering enough of the required classes to all of our students and what and how do I ensure that 100% of our population is really 100% involved in the MYP programming complete – you know, completing the personal project at the end of the 10th grade year and...?" So for me, only because I think of the nature of my role – it's – a lot of it is logistical and that's specific to my position.

Impact on Relationships with District Administrators

Both school administrators noted some changes in their relationships with district administrators as a result of the district-wide IB program implementation. Three themes emerged: (1) discussions around curriculum revisions, state standards and IB, (2) IB is the core of what we do, and (2) IB funding, hiring and training.

Theme 1: Discussions around curriculum revisions, state standards and IB

One school administrator indicated that discussions with the district administrator now include curriculum revisions and state standards.

> I mean curriculum revision, you know, there's a lot of discussion now around state standards.

When asked about the impact on the relationship with the district administrator, the other school administrator also mentioned discussions on curriculum revisions.

> When we talk about curriculum revisions or we've talked about what's best for kids. It's in those conversations and it's most prevalent.

Theme 2: IB is the core of what we do

School administrators both mentioned that IB is the core of what they do. One school administrator mentioned how IB affects each department.

> So I think certainly at each level within each facet of essential administration, you know when you go from department to department, there's certainly an element of IB that – that lives there and you end up dealing with – those departments on – without going into too many specifics.

The other school administrator spoke about IB being central to the school system.

> It's – so whenever – I guess whenever I start realizing that 30,000 foot perspective as the new administrator and how we look at the system of school district wide, you know – [there's] the central piece to that and that's IB.

Theme 3: Discussions about IB hiring, funding, and training

When considering how their relationship with the district administrators had been affected since the implementation of the district-wide IB program, school administrators mentioned having specific conversations related to IB funding, hiring and training.

One school administrator talked about how interactions with administration focus on hiring and budgets.

> I think, you know, as far as - you know, most of my you know, relationship and interaction with the central administration levels – again focused on curriculum and hiring, you know, with HR budgets and the funding of, you know, IB.

The other school administrator noted that at district meetings, the topic of IB funding is a central part of the conversation.

> I suppose in a district level meeting with all district administrators and – you know, we're kind of talking, budgeting for next year and I think in a first – first thing was - you know, we talked about for the high school is ensuring the continuance and growth of IB coordinator positions to ensure implementation with fidelity and having somebody oversee that. How do we continue to make sure that that's funded? How do we make sure new staff are trained? How do we ensure that the money is there to continue the growth? You know, and it's at the center of so many district level conversations.

Differences in Approach to IB Implementation Because of District-wide Initiative

The responses from the two school administrators were not consistent for this question, so no common themes emerged. One school administrator indicated that he/she "didn't know" if there were any differences in the approach.

> Yeah. I can't – and again, you know, speak to district wide implementation, boy, I'm – I wish I could … So I don't know.

The other school administrator mentioned the more seamless articulation between schools.

> I think the articulation at least - and this may not be answering this question but the articulation between one middle school, one high school that are both IB, I think it's more seamless.

District Support of IB Implementation

With respect to questions on changes to the support provided by the district, different audiences were asked this question in slightly different ways. School administrators were asked how the district-wide IB program implementation had impacted the kinds of support the school receives from the district. The following two themes emerged: (1) commitment to the training and professional development of teachers and (2) funding for coordinator positions.

Theme 1: Commitment to the training and professional development of teachers

Both school administrations mentioned the district's support of training and professional development of teachers as something that has changed. A school administrator talked about the district's commitment to training and professional development to help teachers fulfill their responsibilities.

The instructional support looks different like I said with – with training and professional development – I think commitment on the part of the district to make sure that everybody goes and is really trained and qualified to fulfill their responsibilities as teachers.

The other school administrator mentioned the monetary support and encouragement related to staff training.

The amount of staff that we trained and we receive monetary support, encouragement – I mean this is what we do. Support it and whenever we go to the central administration we say, "Hey, you know what, we need to send people to training" … The DP program is growing." You know, like they are – they're quick to jump on opportunities to help.

Theme 2: Funding for coordinator positions

Both school administrators spoke about support provided by the district to fund needed coordinator positions. One school administrator mentioned the addition of partial headcount. When the school administrator was asked if the district funded these positions, the school administrator responded in the affirmative.

I don't know that it's district-wide but the fact that we are an IB school would require Middle Years Program and Diploma Program coordinator. … So there's an MYP coordinator now, that point five and a diploma program coordinator of point five.

The second school administrator also mentioned district support for coordinators.

… We need to increase the allocation of our coordinator cause …

Effect of the District-wide Implementation on Community and Parental Involvement

When school administrators were asked about the effects of the district-wide IB program implementation on community and parental involvement, the answers significantly differed. The only theme that emerged was that both community and parental involvement had increased.

Theme 1: IB implementation has increased involvement

One school administrator pointed out that parents become more involved by becoming judges for school activities and helping with community service.

But we see parents showing up as judges and I think being involved with their children in their own personal projects, community service as well.

That same school administrator noted the increased support from mentors from the community as well.

So they are actively coming into the school and acting as mentors whereas before, their personal projects, we've not had a ton of mentorship in other programs we have but specifically for IB, I think that's brought some people in more experts in different field stuff support student achievement on the personal project.

The other school administrator highlighted the devotion of the community to the school.

I think that our community is so insanely devoted to our school system that they were already – like, pumping out as much support as they possible could.

Incorporation of Learner Profile into Academics, Curriculum, and the Classroom

School administrators were asked about how the learner profile is incorporated into academics at their school. Only one theme emerged: the learner profile is embedded into everything including behavior, curriculum, content, teacher actions, and how they function as staff.

Theme 1: Learner profile is embedded into content, curriculum, and instruction

One school administrator talked about the deliberate inclusion of learner profiles into the unit planners.

We've also I think very purposefully within our unit planners, we've asked teachers to be very purposeful in the – the ways that it works collaboratively with the learner profile, learners' interaction, etcetera.

The other school administrator also spoke of how learner profiles are integrated into the content and curriculum.

You know, what goes beyond the content and so I think that that's been embedded within our curriculum and people are very conscious of making reference to it and relating the content of the – to it …

Impact of IB on Pedagogy

When asked about the impact of the IB program on pedagogy, school administrators responded with three primary themes: (1) IB forces kids to think more for themselves and is more rigorous, (2) DP is more in-depth than AP, and (3) IB provides a new way to think about how we teach and learn.

Theme 1: IB forces kids to think more for themselves and is more rigorous

One school administrator noted the rigorous curriculum and the many opportunities for kids to demonstrate proficiency.

… not really been talking about the DP, which is obviously a very rigorous curriculum that's for instance in a – you know, in a world language or a language B class where kids really are assessed in reading, speaking this thing and writing which, you know, should happen in any good class but I think some of the – the IB, the DP, pedagogy would certainly articulate assessment would allow kids multiple opportunities to – to demonstrate proficiency which I appreciate.

The other school administrator spoke about the holistic approach and teaching kids to be thinkers.

… maybe a more holistic approach to education rather than just teaching content than just hammering content but teaching kids to be thinkers.

Theme 2: DP is more in-depth than AP

Both school administrators mentioned DP as more in-depth than AP. One school administrator noted that DP involved more depth than breadth.

And not that it's an IB versus an AP conversation at all but it's just different. We've been able to go a lot deeper and we offer AP courses as well. In the IB, DP, a little bit more depth versus breadth.

According to the other school administrator, AP is more about regurgitating information while DP forces kids to apply what they learn.

I think AP, forces kids to regurgitate things. You know, "Here's a ton of information and make sure you can memorize it all and give it back to me" whereas – you know, a diploma program and even the framework of MYP and IB in general really forces kids to think for themselves and become analytical and to understand things conceptually and then apply them and –all of these things …

Theme 3: IB provides a new way to think about how we teach and learn

School administrators mentioned how the IB program has provided them with new ways to think about teaching and learning; specifically regarding teaching practice. One school administrator specifically noted how it affects the teaching practice.

I really think it probably affects the practice of teaching more than – more than – and certainly anybody would see in the non-IB program.

The other school administrator also mentioned the influence on teaching.

… I think it's influenced how we teach …

Effect on Relationship with Other Schools in District

School administrators were asked about the effect of the district-wide IB program implementation on their relationship with other schools in the district. One theme emerged: it helps schools align with each other.

Theme 1: Helps schools align with each other

One school administrator commented specifically that IB has helped them to say on the same page.

> But I think that certainly, the IB has helped to stay on the same page …

The other school administrator commented that the district-wide implementation has provided the opportunity to ensure that everyone is staying true to the IB program.

> So that's really provided doors of opportunities for us to discuss. "Okay. What are we really about? How do we make sure that we're staying true to the IB program.

District B Teachers

Eight teachers were included in the focus group in District B. The range in teaching experience for IB courses was 1 to 22 years. The following categories emerged from the data:

- Benefits of district-wide implementation of IB program and IB program in General
- Challenges of district-wide implementation of IB program and IB program in general
- Impact on role as teacher
- Learner profile match with school's values and mission
- Effect of district-wide implementation on community and parental involvement
- Incorporation of learner profile into academics, curriculum and the classroom
- Impact of IB on pedagogy
- Effect of district-wide implementation on relationship with school administrators

The following sections identify the themes or predominant topics for each of the above categories along with specific comments by the teachers interviewed.

Benefits of District-wide Implementation of IB Program and IB Program in General

Teachers noted a number of benefits from the district-wide IB program implementation but only three themes materialized: (1) consistency in a program framework, common practice, (2) IB better prepares students for college, and (3) the great programs that go beyond school (e.g. community service). The first two themes also arose from interviews with school administrators.

Theme 1: IB provides a consistent program framework, common practice

Two teachers commented that a benefit to the district-wide IB program implementation was that it provided a consistent framework and common practice. One teacher mentioned the common language as a benefit.

> There's a commonality of language, of just the familiarity with rubrics across contents, talking about criterion, what that means.

Another teacher mentioned a common understanding because teachers are doing similar things.

> When I talk to somebody else who's doing internal assessments, I know what they're doing and I get it.

Theme 2: IB better prepares students for college

Teachers commented that IB better prepares students for college. One teacher noted that the DP diploma provides a path to college.

> I mean, it provides a great path to college for the DP diploma candidates …

Another teacher also commented that IB prepares students for college.

> It really, truly does prepare kids for college, in my opinion.

Theme 3: The great programs that go beyond school (e.g. community service)

Teachers commented on the involvement of students in community service and programs outside of school. A teacher mentioned that IB stresses community involvement.

> What I've noticed is that we do a lot more with being part of a community. That really, it does stress a lot of our community involvement in our kids.

Another teacher commented that students were doing amazing things in the community because of IB.

> … the different community service requirements of IB, and how it connects them to outside community members. Since I've been here, I've noticed—before that, I didn't know exactly what kids were doing as far as their community service. The kids were doing amazing things that I never even knew about.

Challenges of the District-wide Implementation of the IB Program and IB Program in General

Teachers were asked about the challenges with the district-wide implementation of the IB program. The two themes arose: (1) cost of IB and limited funding, and (2) MYP not fully preparing students for DP. The first theme was also highlighted by the School Administrators in District B.

Theme 1: Cost of IB and limited funding

A number of teachers noted that the cost of IB left limited funding for other programs and activities.

> The only thing that I would say, the district's implementation of it, I think at times the resources go to DP, something to do with DP that—or with IB that they can't necessarily go to other things because funding is limited.

Teachers commented that they are not able to go to something that is not IB funded.

> Well, I could go to something that's IB funded, but I can't go to something that's not IB funded, because there's only a certain amount of money.

Teachers also mentioned that funding for professional development is directed more towards IB training now.

> … there was still that same amount of money for professional development, but now it's … mainly directed at IB training.

Theme 2: MYP not fully preparing students for DP

A number of the teachers commented that the MYP does not fully prepare students for the DP. Teachers expressed the DP is much more academically rigorous and demanding in comparison to MYP. Expectations on students, as explained by teachers, increases significantly in year one of DP in comparison to what is expected of them in MYP. One teacher commented that he/she thought more students would sign up for DP if MYP left them well-prepared.

> I'm not sure MYP is fully preparing for the DP, or I think they would be more willing to sign up for it, if they'd been through something almost as rigorous.

A teacher also commented on having to do remedial work early in the program because of the transition between MYP and DP.

> I'm finding more and more of my time at the beginning of IB year one, I'm spending more and more time what I say is remedial work, filling in blanks that they've missed … I don't think it flows well between MYP and DP.

One teacher questioned whether students would still be prepared for the DP if the district did not have the MYP.

> Right, and I'm wondering, is it the MYP that's preparing them, or if we didn't have MYP, how much is that getting them ready for the DP classes?

Impact on Role as Teacher

Teachers were asked to comment on how the district-wide IB program implementation had affected their role as a teacher. Three themes emerged: (1) no effect on role as a teacher; (2) MYP restrictions in grading, freedom in curriculum delivery; and (3) IB coordinators are helpful.

Theme 1: No effect on role as a teacher

Some teachers noted that they did not believe the district-wide implementation had affected their role as a teacher. One teacher even commented that he/she held on to core beliefs to remain an effective teacher.

> I don't really believe that it's affected my role. I feel that I still hold to my core beliefs, what I think makes an effective teacher.

Another teacher also commented that the implementation had not affected his/her role.

> I think as a Spanish teacher, my role in teaching DP1 hasn't really affected.

Theme 2: MYP restrictions in grading, freedom in curriculum delivery

Restrictions on grading practices in MYP were noted by teachers as affecting their role. Specifically, one teacher commented that grading practices created limitations.

> I feel like MYP has certain grading practices that somewhat do limit my role. Or at least how, as a teacher, at least how the district has decided to take these grading practices.

Another teacher also commented on the freedom in curriculum delivery with MYP.

> I think the MYP Program, there's a lot of—you have a lot of leeway to deliver the curriculum the way that your department sees fit.

Theme 3: IB coordinators are helpful

Teachers commented on the helpfulness of IB coordinators. One teacher noted how thankful he/she was.

> Thank goodness we got a coordinator.

Another teacher also mentioned that the coordinators help with training.

> I would say that our coordinator, we always talk about stuff, and there's training available for us if it fits in our schedule and if we wanna do it.

Learner Profile Match with School's Values and Mission

Teachers were asked how they felt the learner profile matches with the school's values and mission. The answers differed but two themes emerged: (1) the teachers did not feel the learner profile matched the school's values and mission, and (2) the school turned the learner profile into an acronym (PRIDE).

Theme 1: Learner profile does not match the school's values and mission

One teacher noted that the IB agenda and the school's agenda do not seem to align with the school's valued and mission. .

> I would say they're two separate. Sometimes it seems like the IB's got some agenda, and then the school administration has their own agenda, and they don't mesh a lot.

Another teacher also commented that while the IB agenda and school agenda may not match, the intent is for them to match.

> Well, I don't really know that it matches, either. I think the intent is for it to match if we talk to each group.

Theme 2: School turned the learner profile into an acronym (PRIDE)

A teacher indicated that the learner profile attributes are tied into a system they use to acknowledge student behaviors: positive, respectful, inclusion, dedication, and excellence (PRIDE).

> Because we tied it to PRIDE.

A further description was provided. The acronym is designed to recognize positive behavior (one of the learner profiles), among other things.

The acronym is meant to recognize positive behavior that students exhibit in school or outside or—

Effect of District-wide Implementation on Community and Parental Involvement

When teachers were asked about the effects of the district-wide implementation on community and parental involvement, two main themes arose: (1) there is a division in the community, with some pro-IB supporters and some anti-IB supporters, and (2) parental involvement with the IB program.

Theme 1: Division in the community between pro-IB and anti-IB

The IB program has created a split in the community, according to one teacher, with some parents who advocate for the program and others who do not. .

> There's also, there's a division, in a sense, in the community, too, where there's quite a few parents that are anti-IB within the community. Then there's a pro-IB parent coalition. That does exist here, and I think that we often ignore that, but there is a whole collective of parents who are anti-IB.

Another teacher indicated that some parents are supportive of IB, but not for all of the students. The teacher implied parents are concerned about opening the program to all students in that it will reduce the quality of the courses due to needing to make the curriculum accessible for students at differing ability levels.

> There is a group of vocal parents who are kind of—want those classes for their kids, but not necessarily with all the other kids.

Theme 2: Parental involvement with the IB program

Teachers commented on both the positive and negative aspects of parental involvement with the IB program. One teacher felt that parents were too involved which includes: parents who disagreed with the grades their child received, the amount of work assigned to their children, or who expressed disagreement for the practices of the teacher within the classroom.

> Well, it's kind of a negative involvement, in a sense. It's more of the helicopter parent.

Another teacher felt that parents were involved in a positive way.

> I think our community's always had very nice parent involvement in a positive way, though.

Incorporation of Learner Profile into Academics, Curriculum, and the Classroom

Regarding how teachers felt about the incorporation of the learner profile into academics, curriculum and the classroom, the only theme that arose was that teachers felt the learner profile was a little forced.

Theme 1: Learner profile is forced

Some teachers alluded to feeling as though the learning profile is imposed and overly emphasized in displays throughout the classroom, rather than the aspects being allowed to naturally emerge from the IB curriculum, teacher style, and interaction with the students. A teacher commented specifically about feeling the learner profile was forced.

> I feel it's almost forced, in a sense, the learner profile's a little—it's kinda forced.

Another similar comment indicated a reluctance to use the learner profile while teaching because it is a forced terminology.

> I even hesitate using them sometimes because it feels like a forced terminology.

Impact of IB on Pedagogy

When teachers were asked to comment on how the district-wide implementation of the IB program had impacted pedagogy, the following two themes arose: (1) focus on test strategies and (2) delivery of curriculum is changing.

Theme 1: Focus on test strategies

Teachers mentioned a several times that the implementation of IB has created a need to focus on test strategies. One teacher noted that this testing focus can affect the spontaneity in the class. Some teachers felt pressure to take time from class to assist students in understanding ways to approach DP examinations. This time distracts from the actual course content and classwork.

> We have to focus on teaching the strategies for taking the exam as opposed to how are we gonna get from point A to point B in language? Even it kind of takes away a lot of the fun spontaneity, I think, of the way that I used to teach.

Another teacher indicated that teaching to the test is not the intention of the IB program, but it is what is happening.

> You certainly don't want teachers saying that we're trying to teach them how to take the test, cuz that isn't the intention. Unfortunately, that's what's happening.

Theme 2: Delivery of curriculum is changing

The IB program implementation, according to some teachers has changed how they approach instruction. One teacher noted that the program has changed how he/she approaches topics, by incorporating units of inquiry into how they teach.

> I think it has changed my perspective on how I approach topics in making everything sort of unit—or like units of inquiry kind of.

A teacher also commented on being more of a facilitator or coach now.

> This year it's taken me six weeks of time for just the students where I'm sitting in the back of the room providing them with materials and guidance, and they have to work. That's been a huge change for me. I'm really going to a facilitating coach mode. What do you need? How can I help you do? I'm not telling them what to do. That's been a huge change.

Effect of District-wide Implementation on Relationship with School Administrators

The only noted theme when teachers were asked about the effects of the district-wide implementation on their relationship with school administrators was that the administration did not understand how much work teachers have to do. One teacher commented on this and specifically mentioned the DP.

> I feel like the administration doesn't understand how much we have to put in to— especially the DP Program.

Another teacher commented on the lack of awareness by administration.

> Right, I don't think they're fully aware of what it means to do what we are doing for the program. Yeah, and for the kids.

A third teacher indicated that the administrators might not understand the full extent of the work required.

> I'm not saying that the administrators don't really understand that we do that, but I don't think that they understand that to the extent that it's a pretty big deal.

A fourth teacher noted that administrators want teachers to do everything they need to do, but do not really understand what teachers are doing.

> I feel like the administrators want us to do everything that we need. MYP, DP, yeah, but I don't think they really understand what we're doing. Even grading practices-wise, it seems like there's a disconnect …

District B Students

There were 17 students included in the focus group in District B. The students in the focus group started in IB from 1st grade to 9th grade. The largest portion (71%) started in either 5th or 6th grade. The current grade for the focus group participants was either 11th or 12th grade, with a majority of the students (65%) in 12th grade. The following categories emerged from their responses:

- Benefits of district-wide implementation of IB program and IB program in general
- Effect of district-wide implementation on community and parental involvement
- Difference between non-IB and IB learner experiences
- How student has changed as learner
- Incorporation of learner profile attributes outside of the classroom
- Impact on school culture

The sections below discuss the relevant themes or predominant topics that comprise each category and include comments made by the students interviewed.

Benefits of District-wide Implementation of IB Program and IB Program in General

One theme emerged from the students' responses to the question about the benefits of the district-wide IB program implementation: students felt that the IB program has helped them develop better skills and a stronger work ethic.

Theme 1: Helps develop better skills and work ethic

One student mentioned that the IB program has helped develop study and time management skills.

> I think that it has really helped me develop my study skills and really just trying to figure out how to manage your time and how to do things efficiently and thoroughly.

Another student noted that the IB workload has forced him/her to develop time management skills.

> Just the workload that you get with each class. You have to really budget your time and be efficient in doing tasks in order to really get things done the best you can. It's really helped.

In addition to the study and time management skills, one student noted that the IB program improves work ethic.

> I'd agree with the time management skills and the study skills and then also the work ethic. You really do have to put in a lot more effort, and you can't really just slide it by.

Another student commented that before joining the IB program, he/she used to procrastinate with school work.

> I, personally, have learned time management … because before this program I was the best procrastinator ever. I could bust out an essay in a night, still be okay, get a decent grade on it, but with how much work we get, it's impossible to procrastinate on everything and still get it done.

Another student noted that the newly-developed time management and study skills have helped him/her learn more quickly.

> In terms of learning, it also helps you find ways to be able to glean as much knowledge as possible from a passage in as little time as possible—and being able to just comprehend what you're reading quickly, as opposed to having to pick things apart in order to understand what something is saying, because you have to find a way to manage your time well.

Two additional topics were mentioned more than once, but not mentioned enough to be considered a "theme." Those topics include: (1) IB prepares students for college and (2) Community Action Service (CAS), however, these topics are worth noting.

Topic 1: IB better prepares students for college

This topic was also a theme for school administrators and teachers from District B. One student commented that the challenging nature of the IB program helps prepare students for college.

> I think that the challenges that come with the IB program are really important, not only for preparing us for college but also for life afterwards.

Another student noted that the skills students develop help prepare them for college.

> [Study and time management skills developed are] … really going to be helpful for college and just afterwards as well.

Topic 2: Community Action Service (CAS)

This topic emerged as a theme for teachers from District B when they were asked about the benefits of the district-wide IB program implementation. One student noted that community service helps get students out and into the community.

I think that the programs that go beyond the school are really a great part of IB, like CAS hours and required community service even in middle school. It really got us out in the community before.

Another student's response supported the benefit of community service and also noted that it helped students learn about themselves.

I think it's good to help other people and learn about yourself through service, but—yeah.

Effect of District-wide Implementation on Community and Parental Involvement

Students were asked about the effect of the district-wide implementation on the community and parental involvement. Two themes were identified from the student responses: (1) division in the community between IB supporters and detractors, and (2) parental involvement with the IB program.

Theme 1: Division in the community between IB supporters and detractors

This same theme was also identified from the teacher responses. One student discussed community support for the IB program.

One of the big ones—there's this huge foundation called the [Foundation name]. They give a lot of grants to the high school and to seniors, so a lot of the funding for smaller things comes from them. I think, actually, one of the people on the board's children's in the DP program, which is I think where it stems from.

A student noted that some parents are upset about the challenging nature of the IB program as it is viewed as a rigorous program.

It's like kids are being challenged, and people are upset about that.

Another student noted that parents are angry about the cost of IB.

I know a lot of people that get pretty angry over it because it's a really expensive program, apparently.

Theme 2: Parental involvement with the IB program

This theme was also derived from the teacher responses. Students indicated that their parents get more involved so that they know what is going on. One student mentioned that his/her mom attends meetings to help her better understand the program.

I feel like it's really become something where my parents used to be really involved in just me and helping me with my homework, and now most of the time they don't actually

know what I'm doing … so they've been forced to—my mom goes to meetings to figure out how they're grading us and what's going on in the program …

Another student commented that her parent's involvement increased because he/she complains about the program.

> I think it forced my mom to be more involved in the school even though I don't think she likes it because I complain to her constantly about it. It becomes something where she has to go and do something at the school.

For one student, parent involvement increased after he/she joined the DP.

> I think my mom's relationship with the school's a little bit more unique because ever since me joining the DP program, she's become really involved with the school. I'm pretty sure she has an office in here somewhere, but I don't know, cuz she's always here.

That same student noted that his/her parent is also involved in mentoring.

> It really has increased her desire to be part of the school, which I think is really unique, and it's not just for me. We have this—she's part of—she was like a mentor for the personal projects.

Difference between Non-IB and IB Learner Experiences

Students were asked to talk about the differences between their non-IB and IB learning experiences. The two themes identified were: (1) IB is more challenging and thorough and (2) IB makes connections between different subjects and classes.

Theme 1: IB is more challenging and thorough

Students commented on the challenging nature of the IB courses. One student talked about the challenge and thoroughness as compared to a regular course and also noted that IB courses are more in-depth.

> I found that IB is a lot more challenging and thorough in comparison to a regular course, I suppose you could call it, because it just goes more in depth and it requires more thinking and interaction with the material than a regular course, I find.

Another student indicated that he/she has to work harder.

> Going into at first was a little bit of a shock because it was like a slap in the face. Like, "You have to do work now, and you can't not read the textbook and just know all the answers to the test."

According to one student, IB courses require students to develop analysis skills.

> It's also just a bit more in depth, more rigorous. You do learn a lot of analyzing skills and whatnot, so you can apply it to other things. IB—you actually learn how to use it. You learn critical thinking skills, analysis skills—all these things that just the normal curriculum does not teach you.

Another student shared that IB courses involve more discussion.

> With the other classes, like I said before, it's just take the test and go. In IB, a lot of the classes, it's a lot more just discussion.

Another student commented that students can memorize the material in non-IB courses, but that is not sufficient for success in IB courses.

> Another thing about DP is that prior to it, you could kinda get away with just memorizing stuff, but with this you have to have such a deeper level of understanding that you actually really have to understand that.

Theme 2: IB makes connections between different subjects and classes

Students mentioned the connections and integration between different courses that exist in IB courses but not in non-IB courses. One student talked about how these connections make IB unique.

> Another thing is that between all the different DP classes, I feel like there's a lot of connections which are made. In that aspect, you may be in science class or in biology, but you still have components of it that may tie in to history. I think that's a really unique.

Another student commented on the connection and also highlighted that the courses build upon each other.

> I was basically gonna say the same thing—just the connection thing. I also think that it builds upon the work that you've already done, so you need to make sure that you actually thoroughly understand each concept that you're trying to learn so that when you move on, you're not behind.

The integration between classes, according to one student, is a result of the tighter control with IB.

> IB is a bit more controlled and a bit more set out to teach specific things for the exams your senior year. That allows a lot more integration between classes …

How Student Has Changed as Learner

When asked about how the IB program has changed them as learners, students responded in different ways. One theme emerged: the need for better balance.

Theme 1: Need for better balance between academic and personal/social life

Students mentioned the need for a better balance between school and life outside of school. Students commented on the fact that they get less sleep because they are up later. One student noted that he or she gets a "lot" less sleep.

> I get a hell of a lot less sleep.

Another student commented that the large amount of homework requires him/her to stay up late.

> You do so much work outside of school, which, obviously, keeps a lot of us up late.

Several students commented that they were tired. Despite the sleep deprivation and large workload, this student feels that he/she benefits from the IB program.

> Despite the fact that there's so much work and so much sleep deprivation and all that, I think I really got a lot out of it.

Another student talked about the need for better balance.

> I'm sorry, but if I didn't have the homework load that I have now, I'd be volunteering at places, and I would be helping out and working and spending more time with people that I really wanna be around, like my family, but the fact is that I come home, and I go upstairs, close my door, and do homework until it's time to go to bed. That's what my life has turned into. If there was just a better balance, I feel like I'd be a lot happier taking this program.

Incorporation of Learner Profile Attributes Outside of the Classroom

When students were asked to talk about how they incorporate the learner profile attributes outside of the classroom, the only theme that emerged was demonstrating their knowledge outside of the classroom.

Theme 1: Demonstrating knowledge

Students commented on the appeal of demonstrating their knowledge outside of the classroom. For one student, being knowledgeable was important.

> I love being knowledgeable.

Another student's response highlighted incorporating that knowledge into writing.

> You start writing them into what you are writing about—not explicitly. Like, "I am knowledgeable about the Cold War now because—[mumbles]." You start incorporating it.

Another student noted that the knowledge gained allows him/her to have intelligent conversations outside of class.

> Outside of class, definitely what she was talking about, is you take the heart, the education you've received, and you can have these intelligent conversations about what we're learning and being knowledgeable or whatever with fellow students.

Another student noted that demonstrating knowledge outside of the classroom is difficult.

> I've had to be balanced doing extracurricular activities, sports, and also knowledgeable. I try having these intelligent discussions with my family, and it doesn't really work. I guess the only people I can talk to like an IB student are other IB students because they have had the same education as me, but as far as people outside of that, it's difficult.

Impact on School Culture

Students were asked to share their thoughts on how IB program implementation has impacted their school's culture and practice. One theme arose: being in the IB program creates segregation between IB students and non-IB students.

Theme 1: IB program creates segregation between IB students and non-IB students

Students shared that some of their friendships have changed because those friends are not in the IB program and that the two groups do not necessarily socialize together. One student commented that IB students may even look down on non-IB students and consider them to be less intelligent.

> Actually, there's a really big negative with this cuz—this might sound really mean, but we're all full IB students, so we're all in the same classes, and although we are becoming more like a family, I think we also seclude ourselves from other students that aren't necessarily full IB. I know I'm guilty of it, too, but I think we are all—looking down on other students because, "Oh, they're not full IB. They must not be as intelligent as us."

There is also an IB clique, according to one student.

> It's definitely formed an IB clique

One student noted that, because IB students are in the same classes together, that is where their friendships are formed.

> Again, I haven't met anyone new. I haven't made any new friends in a really long time. I've further developed friendships. I've lost friendships, but the friendships I have now that I consider most important to me—all of my friends are at the same education level as I am, being in the full diploma program.

Another student commented that the IB program has created a wedge between friends that are in the program and those that are not.

> I had a lot of really close friends who weren't in the program, and it feel like it's really drawn a wedge between us because I don't have anything to talk about with them. It's like either they will look up on us, like, "Why are you doing that? That's a bad idea. Why are you doing that?" Then we're looking down on them, like, "I don't know why you didn't."

Discussion

This study's findings support the findings reported in the published literature (Mayer, 2010; Culross & Tarver, 2007; Stillisano, Waxman, Hostrup, & Rollins, 2011; Gallegos & Wilms, 2012). As noted in the previous sections, the themes and topics varied somewhat among the districts and the respondent groups. A grid showing the themes and topics per respondent group and district can be found in Appendix E. The following summary highlights the overall common themes across the districts and respondent groups.

Participants in the study were asked about the benefits and challenges associated with the district-wide IB program implementation. Regarding benefits, the common themes were that IB provides a better education, IB provides a consistent program framework and common practice, and that IB creates international mindedness. The common challenges mentioned were the cost of IB and limited funding and the alignment of IB standards with the state standards. Alignment of IB standards with state standards were similar to Stillisano, Waxman, Hostrup, and Rollins (2011) findings.

District Administrators were asked why the district encouraged district-wide IB program implementation. Providing a better education for students was the common theme. This finding is similar to Gallegos and Wilms (2012), who found that the IB program was a high quality program that provided value for all students.

Administrators, teachers and students were asked about the support provided by the district to administrators, schools, teachers, and students. The responses differed significantly depending on the district and the respondent group, but a common theme from district administrators, school administrators and teachers was that the district provided support for professional development

and training. This finding is similar to Mayer (2010) , who found that initial staff training and facilitative administrative support were best practices that led to a successful implementation and Culross & Tarver (2007), who found that teachers value professional development opportunities provided by the IB.

Regarding students, the common themes included ensuring students have prepared teachers and principals, ensuring support and mentors for the IB program projects and participants in the DP, and providing curriculum support in a pre-collegiate program. Better preparation for college was also identified in Culross and Tarver (2007) who found that students participated in the IB program to prepare them for college.

Participants were also asked how the district-wide IB program implementation had affected parental and community involvement. The responses varied greatly. The common themes for parental involvement were dichotomous. One theme was that they did notreally know if parental involvement had changed. The other theme was that parents were involved with the IB program implementation. For community involvement, the common theme was that it created a division in the community between supporters and opponents of the IB district-wide implementation. This finding is similar to Culross & Tarver (2007), but the reasons behind these divisions differed between the two studies. Culross & Tarver (2007) found parents to be supportive due to the learning experience and benefits for college admissions, while other parents were concerned about the time commitment and its negative impact on family time and extracurricular activities. In this study, teachers and students reported parents either supported or opposed the district-wide implementation. Parents reportedly wanted the IB courses for their child, but not for all children. Participants noted parental concerns regarding the cost of the IB program. Similar to Culross & Tarver (2007) findings, parents' were also concerned about IB academic requirements restricting their family time and social lives of students.

School administrators and teachers were asked how the district-wide IB program implementation had affected pedagogy. The two common themes were that IB provides a new way to think about how teachers teach and learn and that the curriculum delivery is changing. Teachers and administrators discussed altering teaching practices to facilitate more interactions between students and teachers, and among students.

To understand the impact that the district-wide implementation of IB has had on school culture, school administrators, teachers and students were asked to provide their thoughts. The common theme was that the IB program creates a separation between IB students and non-IB students. This finding is similar to Culross & Tarver (2007) who also found that the IB program limited interactions between IB and non-IB students.

Only students were asked for feedback on a number of topics. The common theme for the differences between IB and non-IB learning experiences was that IB makes connections between different subjects and classes. As for the effect on the relationship with teachers, the common themes from students were that teachers are willing to provide significant assistance to the students and that the program builds a closer relationship between IB teachers and IB students.

Culross & Tarver (2007) found that a better distribution of workload across courses and over time was needed. Similar to this finding, the need for better balance between academic and personal/social life was the common theme in this study for how students have changed as learners. Students specifically mentioned that they were not able to care for themselves such as getting enough sleep due to their heavy workload.

When asked about the IB learning experience outside of the classroom, i.e. how students contribute to the community, the common theme was that the requirement for CAS hours leads them to develop a greater community perspective. Students indicated the IB had created more community service opportunities for them because students and teachers share CAS opportunities with each other. Students felt as though teachers present information differently since IB program implementation. The common theme was that more learning happens through discussion and interaction.

This study included a number of questions related to the learner profile. The only questions that generated themes included: how the learner profile is incorporated into academics, curriculum and the classroom; how students learn the learner profile; how adults model the learner profile; and how the learner profile matches with the school's mission and values. With respect to how the learner profile is incorporated into academics, the curriculum, and the classroom, the common themes included that the learner profile is displayed in a variety of ways and places and that the learner profile is embedded into content, curriculum, and instruction. Interestingly, the responses to how students learn the learner profile did not reveal a theme for each respondent group; however, responses across both districts and respondent groups yielded a common theme, namely that the learner profile is displayed in a variety of ways and places. This was also a common theme when asked how the learner profile is incorporated into academics, the curriculum, and the classroom. The other common theme for how students learn the learner profile was that the school does student profiles of the month based on learner profile attributes. The common theme for how adults model the beliefs, values, and behaviors in the learner profile to students was that adults model these learner profile attributes in the way they interact and engage with students. The overall theme was that the schools had adopted the learner profile as the mission and values.

Depending on the respondent group, participants were asked how the implementation had affected their relationship with District Administrators, School Administrators, and other schools in the district. The common themes for how the IB implementation had affected the School administrators' relationship with District Administrators were: joint discussions around curriculum revisions, state standards and IB; IB is the core of what we do; IB hiring, funding, and training; and now they are part of an IB team. When district administrators were asked about the effect on their relationship with school administrators, district administrators stated that they didn't know if it had changed. The overall theme for how the IB implementation had affected the relationship with other schools in the district was that it helps schools develop a consistent approach.

District administrators, school administrators and teachers were each asked how the district-wide implementation had affected their respective roles. There was no overall theme for how the implementation had affected the role of the district administrator. For school administrators, the overall theme was the focus on program growth and sustainability.

Two common themes for teachers included that there was no effect on their role and that IB is changing curriculum delivery. Similar to Culross & Tarver (2007), teachers in this study mentioned the substantial amount of time needed to plan their courses, teach, and meet all of their responsibilities.

Benefits and Recommendations

Benefits

District and School Administrators, Teachers, and students identified several benefits to the district-wide implementation. These include:

- IB provides a better education for all students in the district.

- IB creates international mindedness among students, teachers, and administrators.

- IB provides a consistent program framework and common practice to align the schools in the district together.

- IB better prepares students for the rigor of college-level studies.

- IB provides great programs and opportunities that go beyond school (e.g. community service).

- IB helps to develop better skills and work ethic among students.

- The district-wide adoption of the IB program has drawn students from other districts or back from private schools.

Recommendations

While there have been many benefits to the district –wide implementation of the IB program, to better support the district-wide implementation, study finding suggests the following (note: there is some overlap in similar responses between respondent groups):

District Administrators

- In both districts, district, school administrators, and teachers commented about the difficulty of aligning the IB standards with the state standards and requirements for students (e.g. state standardized testing). In addition, in one district there was also a concern about how to align the state standards regarding teacher evaluations with the IB teaching standards. Based on these findings, it may be helpful to provide district and school administrators and teachers with guidance on how to better align the IB standards and requirements with the state standards and requirements for students and teachers.

- Costs of running and maintaining the IB program, and providing professional development for teachers and staff were a primary concern among district and school administrators and teachers in both districts. Assisting district and school administrators and teachers balance the costs of running the IB program with providing professional development, running other programs in their district or school, and decreased funding from the state would be recommended. School districts should provide additional resources for financially maintaining the program in the future. In addition, it should be ensured that resources are not being allocated to one program only (e.g. DP). Finally, additional resources should be offered to help students to manage the costs for assessments.

- In one district, district administrators mentioned that the World Language requirement was not allowing students to engage in Art and Music classes. One suggestion is to modify the World Language requirement to allow time for Art and Music classes.

- One recommendation for the IB is to provide guidance to district administrators on how to reallocate resources to address staffing needs to accommodate the IB requirements.

- We recommend that IB work with administrators to provide professional development for teachers to assist them in understanding the IB program and unit of inquiry.

School Administrators

- It is recommended that school and district administrators provide additional information on financial resources for teachers to attend professional development trainings.

- School administrators discussed that it took time to make sure that all of the pieces for the implementation were in place and that it was challenging to keep up with all of the

changes. To assist with these challenges, it may be helpful for the IB to provide school administrators with further guidance on the plan and time commitment to dedicate to the district-wide implementation.

- School administrators in one district mentioned the challenge of funding for coordinator positions. One recommendation is for the IB and district administrators provide information on funding opportunities.

Teachers

- One of the key issues noted by teachers is that the amount of time needed to complete their responsibilities (e.g. planning, curriculum development, implementing a unit) is extensive. One recommendation for the IB is to assess teachers' perceptions regarding the amount of time they need to plan, do curriculum development, grade, provide instruction to students, and meet any other responsibilities in order to help them identify ways to efficiently use their time and assist administrators in understanding the challenges teachers face. In addition, this information may also be used to create a professional development opportunity for teachers on managing and balancing their time and responsibilities.

- It is recommended that school and district administrators help teachers to become aware of the changes involved in the district-wide implementation and how it will affect their role as a teacher. Teachers in District A and school administrators in District B mentioned that IB implementation was met with frustration, suspicion, and resistance which caused a decline in morale and negative environment among teachers. Helping teachers to be aware of any changes will hopefully ease the transition of the district-wide IB implementation.

- Teachers in District B identified that they did not feel like MYP prepared students well for DP. This is largely due to the rigor of the programs. DP is considered more rigorous than MYP among these teachers. One recommendation for the IB is to review and improve the MYP curriculum so that the transition from MYP to DP is smoother.

- While teachers in District B felt like they had the freedom to deliver the curriculum, they reported that the grading practices in MYP restricted their role as a teacher. It is suggested that future research investigate teachers' perspectives on MYP grading practices.

- Teachers and students in District B identified that there is a split in their community regarding the adoption and implementation of the IB program on a district-wide level. While some parents support the effort, others resist it. One recommendation is for district and school administrators to hold community sessions to educate the community about the IB program, costs of the program, and allow parents to vocalize and address their concerns. In addition, it may be helpful to provide parents with informational packets regarding the IB program and plans for implementation to assist with "buy-in" from the community.

- Teachers in District B identified that they have had to shift their focus to teaching students testing strategies as a result of the IB implementation. Further research is recommended to understand how teachers focus on what they teach has shifted as a result of the IB implementation.

- Teachers in District B mentioned that they felt like School Administrators did not have an understanding about the amount of work and responsibilities they had to fulfill. One recommendation for district administrators is to develop a communication plan to facilitate the communication between teachers and school administrators.

Students

- One key point mentioned by students is the need for balance between academic and personal/social life. Students in both districts mentioned that they were sleep deprived. One recommendation for schools is to offer an orientation session or seminar on teaching students how to manage their time better, study skills to be able to study more efficiently, and self-care techniques to help them better care for themselves. In addition, future research may investigate the amount of homework students are assigned and their responsibilities in order to help students feel more balance in their lives.

- Students in both districts noted that they feel separated from other students. This caused them to feel isolated from other students and in some cases loose friends who are not in the IB program. Helping IB students to feel more connected to other students (non-IB students), perhaps through joint activities may beneficial.

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Appendices

Appendix A: School Administrator Interview Guide

Date:_____ Time:_____ Location:_____
SCHOOL ADMINISTRATOR INTERVIEW GUIDE
1: INTRODUCTION

INTRODUCTION
> **Hello. Thank you for participating in this interview. My name is _____ [first name].**

[She will go over housekeeping topics: silence or turn off cell phones, speak clearly and loudly, etc.]
For the next hour you will be participating in an interview to share your opinions and experiences regarding the district-wide implementation of the IB program.
I am will digitally record the session so we make sure we understand everything you say correctly. Please speak clearly when you are talking so we can make sure to record what you are saying. Everything we discuss here will be kept private. During the interview, I will also be taking a few notes on the main points you address, but please do not let this deter or distract you from what you are saying.

Icebreaker: **Please tell me about your role at the school and how long you have been in that role.**

Section 1: Introductory General Questions
In this section we would like to talk about your general thoughts about the district-wide implementation of the IB program.

1. Describe the current status of the district-wide implementation of the IB program?

2. How has the district-wide implementation of the IB program affected your role as a school administrator?

3. What are the benefits of district-wide IB implementation?

4. What are the challenges of the district-wide IB implementation?

5. Have any aspects of the IB program implementation been approached differently given that this has been a district-wide initiative?

Section 2: School Change and Practice
In this section, we would like to discuss how you perceive the district-wide implementation of the IB program has impacted your school's culture and practice.

6. What is the impact of IB implementation on school practice?
    a. What is the impact on pedagogy?
        i. Describe any pedagogical changes that have occurred since the district-wide implementation of the IB program?

7. Being at an IB school, how has the implementation of the IB program impacted your school's culture? (use prompts below if necessary)
        i. How has your school's culture changed?
        ii. Has the implementation of the IB program enhanced your school's culture?

    b. How is the learner profile incorporated into academics at your school?

    c. How is the learner profile incorporated into non-academic activities at your school?
        i. How does the learner profile match with the school's values and mission?
        ii. How do adults model the beliefs, values, and behaviors in the learner profile to students?

8. How has the district-wide implementation of the IB program affected your relationship with district administrators?

9. How has the district-wide implementation of the IB program affected your relationship with other schools in the district?

10. Describe any policy changes that have occurred since the district-wide implementation of the IB program.

11. Describe how the district-wide implementation of the IB program has impacted parental involvement in the school.

12. Tell us about how the district-wide implementation of the IB program has impacted the community's involvement in the school.

Section 2: District support of implementation efforts

13. How has the district-wide implementation of the IB program impacted the kinds of support the school receives from the district? (Prompts below will inquired, if missed)
    a. professional development opportunities
    b. access to resources
    c. opportunities for collaboration

14. What are the challenges you believe the district currently faces in supporting this effort?

15. What challenges do you think the district will face in the future in supporting this effort?

CLOSING STATEMENT:
We are almost at the end of our allotted time. Before we close I would like to ask if there is anything else you would like to tell us or add?
Thank you so much for your time and the great information you have given us. I greatly appreciate all of your thoughts and comments.

Appendix B: District Administrator Interview Guide

Date:_____ Time:_____ Location:_____
DISTRICT ADMINISTRATOR INTERVIEW GUIDE
1: INTRODUCTION

INTRODUCTION
  Hello. Thank you for participating in this interview. My name is _____ [first name].
[She will go over housekeeping topics: silence or turn off cell phones, speak clearly and loudly, etc.]

For the next hour you will be participating in an interview to share your opinions and experiences regarding the district-wide implementation of the IB program.
I will digitally record the session so we make sure we understand everything you say correctly. Please speak clearly when you are talking so we can make sure to record what you are saying. Everything we discuss here will be kept private. During the interview, I will also be taking a few notes on the main points you address, but please do not let this deter or distract you from what you are saying.

Icebreaker: **Please tell us your role in the district and how long you have been in that role.**

Section 1: Introductory General Questions
In this section we would like to talk about your general thoughts about the district-wide implementation of the IB program.

1. Describe the current status of the district-wide implementation of the IB program?

2. Why did the district decide to encourage the implementation of IB across the district?

3. How has the district-wide implementation of the IB affected your role as a district administrator?
  a. Describe your relationship with school administrators

4. What are the benefits of district-wide IB implementation?

a. How has the district-wide implementation of the IB program enhanced the district?

5. What are the challenges of the district-wide implementation?

6. Have any aspects of the IB program implementation been approached differently given that this has been a district-wide initiative?
   a. Describe any changes that have occurred at the district level.
   b. Describe any changes that have occurred at the school level.

7. Describe any policy changes that have occurred at the district level since the district-wide implementation of the IB program.

Section 2: District Support of Implementation Efforts

8. What is the role of the district in the implementation of IB in all schools in the district?

9. What kinds of support does the district provide to schools?
   i. school administrators
   ii. teachers
   ii. students

10. What challenges do you think the district will face in the future in supporting this effort?

CLOSING STATEMENT:
We are almost at the end of our allotted time. Before we close I would like to ask if there is anything else you would like to tell us or add?
Thank you so much for your time and the great information you have given us. I greatly appreciate all of your thoughts and comments.

Appendix C: Student Focus Group Guide

Date:_____ Time:_____ Location:_____
STUDENT FOCUS GROUP GUIDE
1: INTRODUCTION

[*When participants arrive, the moderator will inform participants that we want to keep the focus group anonymous. She will hand them a folded card and ask them to write the pseudonym they want to use during the group on it*.]
[*The moderator will introduce herself.*]
Hello. Thank you for coming. My name is _____ [first name] and I will lead the group discussion today.

[*She will go over housekeeping topics: silence or turn off cell phones, speak clearly and loudly, etc.*]

For the next 45 minutes you will be participating in a focus group to share your opinions and experiences regarding your thoughts about how the implementation of the IB program has impacted your experiences as a student and your school's culture. By bringing all of you together in a focus group, we hope you will think out loud and share your honest opinions and experiences.

Usually in a group like this, lots of ideas get brought up, and people can become quite involved in the discussion. So the only rules are, please give everyone their turn to speak and speak one at a time

As you know, we will digitally record the session so we make sure we understand everything you say correctly. Please speak clearly when you are talking so we can make sure to record what you are saying. Everything we discuss here will be kept private. We also ask that you do not share what others say outside this room. During the group, I will also be taking a few notes on the main points you address, but please do not let this deter or distract you from what you are saying.

As the moderator, I will start the discussion and keep us on time. But I am not an expert in the topic. You are the experts. I am simply leading the group.

Icebreaker: **Before we get started, let's introduce ourselves. Please tell us a name that you would like to be called during our discussion and tell us what grade you were in when you entered into the IB program and your current grade.**

Section 1: Introductory General Questions
In this section we would like to talk about your general thoughts about the implementation of the IB program.

16. In your view, what are the benefits of having the IB program implemented at your school?

Section 2: Learning Experiences

17. What is different between your non-IB and IB learning experiences?
    a. What is different about your IB learning experiences in the classroom?
        i. How does the disciplinary approach used in traditional schools compare to the interdisciplinary approach used in the IB program?
        ii. How has the implementation of the IB program affected your relationship with your teachers?

b. Describe how you have changed as a learner? (Prompts below will be inquired, if necessary)
   i. How have you become more internationally-minded and open to learning about different cultures?
   ii. How have you developed a sense of awareness about your own culture?
   iii. How have you developed independent learning strategies and skills?
   iv. How have you learned to evaluate and apply knowledge?
   v. How have you learned to develop research skills?
   vi. How have you learned to work together in groups?

c. What is different about your IB learning experience outside of the classroom?
   i. How do you contribute to the community? (e.g. CAS)

18. Describe how you learned the learner profile attributes? (e.g. Learner profile attributes: inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, reflective)

19. Describe how you incorporate the learner profile attributes in activities outside of the classroom? (use prompts, if necessary)
   a. Community service
   b. Extracurricular activities
   c. Daily life

20. What is different about how your teacher's present information (classroom activities) since the implementation of the IB program?

21. How has the implementation of the IB program created more opportunities for you to engage in school or community activities?

Section 3: School Change and Practice
In this section, we would like to discuss how you perceive the implementation of the IB program has impacted your school's culture and practice.

22. Being at an IB school, how has the implementation of the IB program impacted your school's culture? (use prompts below if necessary)
   i. How has your school's culture changed?
   ii. Has the implementation of the IB program enhanced your school's culture?

a. How is the learner profile incorporated into academics at your school?

b. How is the learner profile incorporated into non-academic activities at your school?
   i. How does the learner profile match with the school's values and mission?

ii.   How do adults (teachers, staff, and administrators) model the beliefs, values, and behaviors in the learner profile to you?

23. Describe how the implementation of the IB program has impacted your parents' involvement in the school.

24. Tell us about how the implementation of the IB program has impacted the community's involvement in the school.

Section 4: District-wide Implementation
The IB program has been implemented across the whole district, including at your school.

25. To what extent have you been aware that the IB program has been implemented district-wide? (Use the prompt below only if students indicate they are aware that implementation has been district-wide)
    a. Do you feel that any of your experiences within the IB program have been influenced by the program's district-wide implementation?

CLOSING STATEMENT:
Is anything else you would like to tell us or add?
Please hand in your name cards.
Thank you so much for your time and the great information you have given us. We greatly appreciate all of your thoughts and comments.

Appendix D: Teacher Focus Group Guide

Date:_____ Time:_____ Location:_____
TEACHER FOCUS GROUP GUIDE
1: INTRODUCTION

[*When participants arrive, the moderator will inform participants that we want to keep the focus group anonymous. She will hand them a folded card and ask them to write the pseudonym they want to use during the group on it.*]
[*The moderator will introduce herself.*]
      Hello. Thank you for coming. My name is _____ [first name] and I will lead the group discussion today.
[*She will g*o *over housekeeping topics: silence or turn off cell phones, speak clearly and loudly, etc.*]

For the next 45 minutes you will be participating in a focus group on your thoughts about how the district-wide implementation of the IB program has impacted your experiences as a teacher and your school's culture. By bringing all of you together in a focus group, we hope you will think out loud and share your honest opinions and experiences.

Usually in a group like this, lots of ideas get brought up, and people can become quite involved in the discussion. So the only rules are, please give everyone their turn to speak and speak one at a time

As you know, we will digitally record the session so we make sure we understand everything you say correctly. Please speak clearly when you are talking so we can make sure to record what you are saying. Everything we discuss here will be kept private. We also ask that you do not share what others say outside this room. During the group, I will also be taking a few notes on the main points you address, but please do not let this deter or distract you from what you are saying.

As the moderator, I will start the discussion and keep us on time. But I am not an expert in the topic. You are the experts. I am simply leading the group.

Icebreaker: **Before we get started, let's introduce ourselves. Please tell us a name that you'd like to be called during our discussion and tell us what grade and subject you teach and how long you have taught for the IB.**

Section 1: Introductory General Questions
In this section we would like to talk about your general thoughts about the district-wide implementation of the IB program.

1. How has the district-wide implementation of the IB affected your role as a teacher?

2. What are the benefits of the district-wide IB implementation?

3. What are the challenges of the district-wide implementation?

4. Have any aspects of the IB program implementation been approached differently given that this has been a district-wide initiative?

Section 2: Teaching Experiences

Next we would like to discuss your perceptions of how the district-wide implementation of the IB program has affected your teaching experiences.

5. What is the impact of the IB implementation on pedagogy?
   a. Describe any behavior changes you have added to or removed from your teaching practices as a result of the district-wide implementation of the IB?

   b. Describe how the district-wide implementation of the IB program has changed your focus on the content of what you teach?

6. Explain how you incorporate the Learner Profile attributes into the design of your curriculum? (e.g. Learner profile attributes: inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, reflective)

7. How do you incorporate the Learner Profile attributes into how you teach in the classroom?

8. How have the skills, knowledge, and beliefs of your students differed since the implementation of the IB program? (if they answer that is has changed, ask 8.a. If not, skip 8a.)
   a. How have you adapted your teaching practices to accommodate students' different skills, knowledge, and beliefs?

Section 3: School Change and Practice

In this section, we would like to discuss your perceptions of how the district-wide implementation of the IB program has impacted your school's culture and practice.

9. Being at an IB school, how has the implementation of the IB program impacted your school's culture? (use prompts below if necessary)
   i. How has your school's culture changed?
   ii. Has the implementation of the IB program enhanced your school's culture?

   b. How is the learner profile incorporated into academics at your school?

   c. How is the learner profile incorporated into non-academic activities at your school?
   i. How does the learner profile match with the school's values and mission?
   ii. How do you model the beliefs, values, and behaviors in the learner profile to your students?

10. How has the district-wide implementation of the IB program affected your relationship with your school administration/staff?

11. How has the district-wide implementation of the IB program impacted the kinds of support the school provides to teachers?
   a. professional development opportunities
   b. access to resources
   c. opportunities for collaboration among teachers

12. Describe any policy changes that have occurred since the district-wide implementation of the IB program.

13. Describe how the district-wide implementation of the IB program has impacted parental involvement in the school.

14. Tell us about how the district-wide implementation of the IB program has impacted the community's involvement in the school.

CLOSING STATEMENT:
Is anything else you would like to tell us or add?
Please hand in your name cards.
Thank you so much for your time and the great information you have given us. We greatly appreciate all of your thoughts and comments.

Appendix E – Breakdown of Themes/Topics by Respondent Group and District
(DA- District Administrator, SA- School Administrator, T- Teacher, S- Student)

Category	Theme/Topic	District A				District B			
		DA	SA	T	S	DA	SA	T	S
Benefits of the District-wide Implementation of the IB Program and the IB Program in General									
	IB provides a better education	x	x			x	x		
	IB creates international mindedness					x	x		
	IB provides a consistent program framework, common practice		x	x			x	x	
	IB better prepares students for college						x	x	x
	The great programs that go beyond school (e.g. community service)							x	x
	Helps develop better skills and work ethic				x				x
	Drawing students from out of the district or back from private schools				x				
Challenges of the District-wide Implementation of the IB Program and the IB Program in General									

Category	Theme/Topic	District A				District B			
		DA	SA	T	S	DA	SA	T	S
	Alignment of IB standards with the state standards	x				x			
	Cost of IB and limited funding for other things	x	x				x	x	
	Challenge with initial and subsequent change						x		
	MYP not fully preparing students for DP							x	
	World Language is not more important than art or music in developing students holistically	x							
	Not enough time			x					
Reasons the District Encouraged the District-wide Implementation of IB									
	Provide a better education for the students	x				x			
	Already had DP, pockets of IB program in place	x							
Impact to Role as District Administrator									
	Appropriate training for teachers					x			
	More involvement in curriculum and instruction					x			

Category	Theme/Topic	District A				District B			
		DA	SA	T	S	DA	SA	T	S
	Need to reallocate resources from academic support to support IB	x							
	Changed responsibilities specific to supporting and implementing IB successfully	x							
Impact to Role as School Administrator									
	Focus on program growth and sustainability		x				x		
Impact to Role as a Teacher									
	No effect on role as a teacher							x	
	MYP restrictions in grading, freedom in curriculum delivery							x	
	IB coordinators are helpful							x	
	IB is changing curriculum delivery			x					
Impact to their Relationship with School Administrators									
	Spend time meeting with School Administrators to discuss the needs and status of IB implementation					x			
	Providing a common vision with greater trust	x							

Category	Theme/Topic	District A				District B			
		DA	SA	T	S	DA	SA	T	S
	developing								
	More collaboration as issues arise	x							
	Don't know if it has changed			x					
	The administration did not understand how much work teachers have to do							x	
Impact to Their Relationships with District Administrators									
	Discussions around curriculum revisions, state standards and IB						x		
	IB is the core of what we do						x		
	Talk about IB hiring, funding, and training						x		
	Part of an IB team, all in this together		x						
Differences in the Approach to IB Implementation Because of the District-wide Initiative									
	Approach had not really changed					x			
	Resulted in greater horizontal and vertical articulation					x			

Category	Theme/Topic	District A				District B			
		DA	SA	T	S	DA	SA	T	S
	"Didn't know" if there were any differences in the approach						x		
	The more seamless articulation between schools						x		
	Working under a common vision and common goal	x							
District Support of IB Implementation									
Support for School Administrators									
	Providing support and feedback to the school principals					x			
	Focusing on IB implementation					x			
	Provides professional development support	x							
Support for Students									
	Curriculum support, pre-collegiate program					x			
	Support and mentors for the IB program projects and participants in the DP program					x			
	Ensuring students have prepared teachers and					x			

Category	Theme/Topic	District A				District B			
		DA	SA	T	S	DA	SA	T	S
	principals								
	Developing a personal project framework	x							
	Providing top notch resources, extracurricular activities and courses	x							
Support for School									
	Commitment to the training and professional development of teachers		x				x		
	Funding for coordinator positions						x		
Support for Teachers									
	Professional development, training support			x					
	Time for curriculum writing with their unit planners			x					
Effect of the District-wide Implementation on Community and Parental Involvement									
	IB implementation has increased involvement						x		
	Division in the community between pro-IB and anti-IB							x	x
	Parental involvement changes with the IB							x	x

Category	Theme/Topic	District A				District B			
		DA	SA	T	S	DA	SA	T	S
	program								
	Community involvement in personal projects		x						
	Don't really know if parental involvement has changed			x	x				
	It's more that the schools is more involved in the community				x				
Incorporation of Learner Profile into Academics, Curriculum and the Classroom									
	Learner profile is embedded into content, curriculum, and instruction						x		
	Learner profile is forced							x	
	Learner profile is displayed in a variety of ways and places		x						
	Not done intentionally			x					
Impact of IB on Pedagogy									
	IB forces kids to think more for themselves and is more rigorous						x		
	DP is more in-depth than AP						x		

Category	Theme/Topic	District A				District B			
		DA	SA	T	S	DA	SA	T	S
	IB provides a new way to think about how we teach and learn		x	x			x		
	Focus on test strategies							x	
	Delivery of curriculum is changing		x					x	
	Spend more time on units			x					
	Hasn't really changed pedagogy			x					
Effect on Relationship with Other Schools in the District									
	Helps school stay on the same page						x		
How Does Learner Profile Match with the School's Values and Mission									
	Learner profile does not match the school's values and mission							x	
	School turned the learner profile into an acronym – PRIDE							x	
	Learner profile adopted as mission, values		x	x					
Difference Between Non-IB and IB Learner Experiences									

Category	Theme/Topic	District A				District B			
		DA	SA	T	S	DA	SA	T	S
	IB is more challenging and thorough								x
	IB has connections between different subjects and classes				x				x
	Get to choose topics interested in				x				
How Student Has Changed as Learner									
	Need for better balance between academic and personal/social life				x				x
	Learned research skills				x				
	Learned to work in groups				x				
	IB teaches students how to learn, work independently				x				
Incorporation of Learner Profile Attributes Outside of the Classroom									
	Demonstrating knowledge								x
Impact on School Culture									
	IB program creates segregation between IB students and non-IB students				x				x
	Morale took a hit, people			x					

Category	Theme/Topic	District A				District B			
		DA	SA	T	S	DA	SA	T	S
	frustrated, suspicious								
Impact to their Relationship with Other Schools in the District									
	IB helps them to all stay on the same page		x						
Policy Changes since the District-wide Implementation									
	Assessment policies			x					
	Scheduling and devoting time to IB planning and curriculum			x					
How have Skills, Knowledge, Beliefs of Students Changed with Implementation of IB Program									
	Too soon to tell			x					
Student Awareness of District Wide Implementation of IB									
	School talks about it				x				
Difference in How Teachers Present Information, Activities since IB Implemented									

Category	Theme/Topic	District A				District B			
		DA	SA	T	S	DA	SA	T	S
	More interactive, more knowledge learned during discussions				x				
Effect of the IB Implementation on Students' Relationship with Teachers									
	Teachers are willing to do a lot for the students				x				
	Built a closer relationship				x				
How Students Learn the Learner Profile Attributes									
	Student profiles of the month				x				
Adult's Modeling the Belief's Values and Behaviors in the Learner Profile to Students									
	Model them in the way they interact and engage with students				x				
Effect of IB implementation on Opportunities to Engage in School or Community Activities									
	Students and teachers share CAS opportunities with each other				x				