

Submitter: David Nieslanik
On Behalf Of:
Committee: House Committee On Education
Measure: HB4137

I am a former IB Diploma Program teacher at Beaverton High School where I taught IB Anthropology, ToK, and History. I also served as Principal at Southridge High School where I oversaw a successful and long-standing IB Diploma Program and where I, along with a team of educators, onboarded the IB Career-Related Program. Currently, I serve as the Executive Director of Schools in the Hillsboro School District. In my current capacity, I partner with the Hillsboro High School administrative and teaching team to provide the IB Diploma Program to students. This team is currently working on enhancing the IB experience, researching when to onboard the Career-Related Program, and working alongside the existing and long-standing Dual Language program at Hillsboro High School. Both the IB Diploma Program and the IB Career-Related Program elevate a student's high school learning experience.

The IB Diploma Program allows a student to learn applicable skills in six core competencies and at the same time complete the core of service, action, reflection, extended research, and a Theory of Knowledge class. The rigorous course work of the standard level and the higher level courses not only allows students to lean into their strengths, it also allows students to push themselves in areas where they struggle. As a teacher the IB curriculum allowed me to go deeper into the learning and also ensure that I was meeting the defined state standards.

The IB Career-Related Program allows students to explore their Career Technical Education Pathway of interest and participate in rigorous IB classes. Students are completing a rigorous high school experience by completing a certified Career Technical Education Pathway, a minimum of two IB classes, and the required core including a class on building personal and professional skills. The IB Career-Related Program intends to highlight a student's preferred career choice, allow that student to learn career technical skills while in high school, and also hold important academic rigor.

Both of my children participated in the IB Program at Southridge High School. The skills they learned in these classes allowed them to be successful in their post-high school settings where both have earned a master's degree and where they developed skills to hold successful careers. I have seen countless students move through both secondary level IB Programs, these students excel in post-high school learning environments. Their academic skillsets allow them to access IB classes, but it is also true that through diligence, support, rigorous expectations, practice, and targeted feedback these same students grow their academic and reasoning skillsets. As a classroom teacher, I purposefully invited all types of learners into my IB

classroom, as the IB curriculum is not only rigorous, it is attainable by all students. The rubrics, standards, and core values are built around access, not around a sorting system like traditional grading structures. With this said, the IB Learner Profile centers itself on traits such as time management, risk-taking, communication, and being open-minded and knowledgeable as a global citizen.

I wholeheartedly support HB 4137 as it allows schools and school districts to provide a solid, well-rounded, rigorous, and research-based academic experience for students. A student who completes both the IB Diploma Program and the IB Career-Related Program has worked to meet the standards to be successful in any post-high school setting. Both programs also build career and life-long skills to be successful in any chosen career. Our role as educators is to prepare students for "what comes next" and the International Baccalaureate program does just this.

Respectfully Submitted,
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