The International Baccalaureate: A Continuum of International education for the 21st Century

IB Americas
Columbus, Ohio
1 March 2013
What is IB?

The IB prepares students to succeed in a rapidly changing world.

- The IB is more than a set of rigorous academic standards
- The IB is a community forged by passionate educators after the challenges of World War II
Committed to International Education

The IB does not own or manage any schools. Instead, we work with schools that share our commitment to international education. These schools:

• Share the mission and commitment of the IB to quality international education
• Play an active and supporting role in the worldwide community of IB schools
• Share their knowledge and experience in the development of the IB programmes.
• Are committed to the professional development of teachers and administrators.
**Organization: What is the IB mission and legal status?**

*The IB is a not-for-profit foundation, motivated by its educational mission, focused on the student.*

<table>
<thead>
<tr>
<th>Mission</th>
<th>Core values</th>
</tr>
</thead>
<tbody>
<tr>
<td>The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.</td>
<td><strong>Motivated by a mission</strong>&lt;br&gt;We aim to create a better world through education**&lt;br&gt;<strong>Partnerships</strong>&lt;br&gt;We achieve our goals by working together**&lt;br&gt;<strong>Quality</strong>&lt;br&gt;We value our reputation for high standards**&lt;br&gt;<strong>Participation</strong>&lt;br&gt;We actively involve our stakeholders**&lt;br&gt;<strong>International mindedness</strong>&lt;br&gt;We embrace diversity</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Legal status</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The IB is a non-profit making Swiss Foundation registered in 1968. The activities of the organization are determined by an Act of Foundation approved by the Swiss authorities.</td>
<td></td>
</tr>
</tbody>
</table>

**Further resources:**

- The Annual Review including accounts is available on www.ibo.org.
Programmes: What is the Learner Profile?

It’s the IB mission statement translated into a set of learning outcomes for the 21st century.

IB learners strive to be:

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring
- Risk-takers
- Balanced
- Reflective

The attributes of the learner profile express the values inherent to the IB continuum of international education: these are values that should infuse all elements of the three programmes and, therefore, the culture and ethos of all IB World Schools.

IB programmes promote the education of the whole person, emphasizing intellectual, personal, emotional and social growth through all domains of knowledge.
Our history - an international diploma

Many governments all over the world realized they had to invest in higher education to remain competitive while also building relationships between nations.

Paris, 1949: A group of educators convened to find a solution.

- An international diploma at the end of high school
- Knowledge of a second language and conduct research on a topic of global significance
1968: The Birth of the IB

The International Baccalaureate with support from the Ford Foundation piloted exams in seven cities around the world:

- Beirut
- Copenhagen
- Geneva
- Manchester
- New York City
- St. Donat's (Wales)
- Tehran
IB provides an educational continuum

1968: Diploma Programme (16-19 yrs)
1994: Middle Years Programme (11-16 yrs)
1997: Primary Years Programme (3-12 yrs)
2011: IB Career-Related Certificate (16-19 yrs)

Highest concentration of IB World Schools

- Argentina
- Australia
- Canada
- China
- Ecuador
- India
- Mexico
- Spain
- United Kingdom
- United States
The four IB programmes form a continuum of education

Key Elements of IB Programmes:

- Cross-cultural study of a broad range of subjects
- Language learning
- Learning across disciplines
- Learning to learn
- Inquiry
- Action and reflection oriented community service
INTERNATIONAL MINDEDNESS including MULTILINGUALISM
ACTIVE, STUDENT CENTERED LEARNING
AUTHENTIC, CRITERION-RELATED ASSESSMENT

inspiring lifelong learners who become more...
The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.
IB Worldwide:

1,056,000 students, 3,482 IB World Schools in 144 countries

IBWS: 3,482

Programmes in IB Americas: 2,419
PYP: 503
MYP: 687
DP: 1229
The IB in Ohio:

PYP: 6
MYP: 6
DP: 22

* 32 IB programmes in Ohio*
The IB continuum inception

- **IB mission statement**
- **IB learner profile**
- **Programme standards and practices**

### IB Continuum

#### PYP
- Introduced in 1997
- For ages 3-12
- Schools must offer the PYP as an inclusive programme for all students

#### MYP
- Introduced in 1994
- For ages 11-16
- Schools are strongly encouraged to implement the MYP as an inclusive programme for all students

#### DP
- Introduced in 1969
- For ages 16-19
- Schools may implement the DP as an inclusive programme for all students or identified students
### Curriculum Frameworks

#### PYP
- Programme of inquiry and scope & sequence for six subject areas:
  - Language
  - Second language
  - Social studies
  - Science
  - Math
  - Personal, social, PE
  - The Arts
- PYP units planners

#### MYP
- Eight subject areas with aims, objectives & assessment criteria:
  - Language A
  - Language B
  - Humanities
  - Sciences
  - Mathematics
  - Technology
  - Physical education
  - The Arts
- Planner for units of work

#### DP
- Six subject groups with detailed syllabus & assessment guides:
  - Language A1 (G1)
  - Second language (G2)
  - Individuals/societies (G3)
  - Exp. sciences (G4)
  - Mathematics & CS (G5)
  - The arts (G6)
- Course outlines each subject

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The IB continuum of education
Learning across the disciplines

<table>
<thead>
<tr>
<th>PYP</th>
<th>MYP</th>
<th>DP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum framework organized around units of inquiry within six</td>
<td>Curriculum framework organized around disciplines with interdisciplinary areas of interaction:</td>
<td>Curriculum with some prescription organized around disciplines with three core components:</td>
</tr>
<tr>
<td>transdisciplinary themes:</td>
<td>• Approaches to learning • Human ingenuity • Community &amp; service</td>
<td>• Theory of knowledge connects the disciplines • Extended essay • Creativity, action, service (CAS)</td>
</tr>
<tr>
<td>• Who we are</td>
<td>• Health &amp; social education • Environments</td>
<td></td>
</tr>
<tr>
<td>• Where we are in place and time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• How we express ourselves</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• How the world works</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• How we organize ourselves</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Sharing the planet</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Learning how to learn (skills)

The IB continuum of education

<table>
<thead>
<tr>
<th></th>
<th>PYP</th>
<th>MYP</th>
<th>DP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learners constructing meaning</td>
<td>Learners constructing meaning</td>
<td>Approaches to learning</td>
<td>Theory of knowledge</td>
</tr>
<tr>
<td></td>
<td>Promotes metacognitive knowledge (knowledge learners have about themselves and how they learn best)</td>
<td>Promotes metacognitive knowledge (knowledge learners have about themselves and how they learn best)</td>
<td>Promotes metacognitive knowledge (knowledge learners have about themselves and how they learn best)</td>
</tr>
<tr>
<td></td>
<td>Promotes metacognitive performance (the ability to use self-knowledge to improve)</td>
<td>Promotes metacognitive performance (the ability to use self-knowledge to improve)</td>
<td>Promotes metacognitive performance (the ability to use self-knowledge to improve)</td>
</tr>
</tbody>
</table>
# Language learning continuum

<table>
<thead>
<tr>
<th>PYP</th>
<th>MYP</th>
<th>DP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promotes mother-tongue development</td>
<td>Promotes mother-tongue/best language and/or Language A development</td>
<td>Promotes mother-tongue development: school supported, self-taught language A1 courses</td>
</tr>
<tr>
<td>Student’s learn an additional language from age seven</td>
<td>Student’s second language (language B)</td>
<td>Student’s second language (language B)</td>
</tr>
<tr>
<td>Schools must develop a language policy</td>
<td>Schools must develop a language policy</td>
<td>Schools must develop a language policy</td>
</tr>
</tbody>
</table>

The IB continuum of education
Special education needs continuum

<table>
<thead>
<tr>
<th>PYP</th>
<th>MYP</th>
<th>DP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inclusive programme where early intervention is critical for developing effective learning.</td>
<td>Inclusive programme allowing schools to offer appropriate intervention through scaffolding and differentiation. Flexible curriculum framework provides schools with opportunities to support students with special education needs.</td>
<td>Established support mechanisms outlined in <em>Candidates with special assessment needs</em></td>
</tr>
<tr>
<td></td>
<td>School must develop a special education needs policy</td>
<td>Special arrangements can be authorized by IB Cardiff for external assessments. Guidelines are available in the <em>Handbook of Procedures</em>.</td>
</tr>
</tbody>
</table>
Assessment continuum

<table>
<thead>
<tr>
<th>PYP</th>
<th>MYP</th>
<th>DP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internal assessment of all aspects of a student’s learning based on criteria developed by the teacher (often with student involvement) relevant to the context of the learning. Provides feedback on the learning process as a basis for future learning.</td>
<td>Internal assessment based on subject-specific criteria; schools can opt for external moderation of teachers’ internal assessment. Criterion related performance assessment provides feedback on the learning process as a basis for future learning.</td>
<td>External moderation of internally assessed work, externally assessed coursework, and external examinations. Criterion related performance assessment. Summative assessment for a final qualification.</td>
</tr>
<tr>
<td>Schools must develop an assessment policy</td>
<td>Schools must develop an assessment policy</td>
<td>Schools must develop an assessment policy</td>
</tr>
</tbody>
</table>
## Action continuum

### PYP
- **Action cycle**
  - Choose
  - Reflect
  - Act
- **Voluntary demonstration**

### MYP
- **Community and service**
  - Inquiry cycle:
    - Awareness & understanding
    - Reflection
    - Action
- **Required participation**

### DP
- **Creativity, action, service (CAS)**
  - Cycle of experiential learning:
    - Plan
    - Reflect
    - Observe
    - Act
- **Required participation**
## Synthesizing the learning continuum

<table>
<thead>
<tr>
<th>PYP</th>
<th>MYP</th>
<th>DP</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Exhibition</strong></td>
<td><strong>Personal project</strong></td>
<td><strong>Extended essay</strong></td>
</tr>
<tr>
<td>Real life issue identified by students and explored through an extended and collaborative inquiry</td>
<td>Independent project resulting from the student’s own initiative and creativity integrating the areas of interaction</td>
<td>Individual inquiry and research into a focused question of student’s own choice using a recognized disciplinary methodology.</td>
</tr>
<tr>
<td>Learner profile attributes reflected on and developed.</td>
<td>Learner profile attributes reflected on and developed.</td>
<td>Learner profile attributes reflected on and developed.</td>
</tr>
</tbody>
</table>

The IB continuum of education
IBCC: Enhancing IB Access

IBCC Core

- Career-related courses
- 2-4 DP Courses
- Approaches to learning (ATL) course
- Language development
- Reflective project
- Community and Service
Programme evaluation cycle

<table>
<thead>
<tr>
<th>PYP</th>
<th>MYP</th>
<th>DP</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-5 years after verification and every 5 years thereafter</td>
<td>3-5 years after verification and every 5 years thereafter</td>
<td>3-5 years after verification and every 5 years thereafter</td>
</tr>
<tr>
<td>Programme self study</td>
<td>Programme self study</td>
<td>Programme self study</td>
</tr>
<tr>
<td>School evaluation visit</td>
<td>School evaluation visit</td>
<td>Possible school evaluation visit</td>
</tr>
<tr>
<td>Evaluation report</td>
<td>Evaluation report</td>
<td>Evaluation report</td>
</tr>
<tr>
<td>School community reflects on report and sets future goals</td>
<td>School community reflects on report and sets future goals</td>
<td>School community reflects on report and sets future goals</td>
</tr>
</tbody>
</table>
Global Lessons: McKinsey & Company

- While “structure” and “resource” interventions dominate the improvement debate, “process” deserves as much attention
  - Structure: school types, school years, decentralization/centralization.
  - Resources: adding staff, funding, new programs
  - Processes: modifying curriculum, instruction, leadership

- Interventions occur equally at every performance stage for all systems
  - Building the instructional skills of teachers and management skills of principals
  - Assessing students
  - Facilitating improvement through policy documents
  - Revising standards and curriculum
  - Improving data systems
IB Standards & Practices

- Standard A: Philosophy
- Standard B: Organization
  - B1: Leadership & Structure
  - B2: Resources & Support
- Standard C: Curriculum
  - C1: Collaborative Planning
  - C2: Written Curriculum
  - C3: Teaching & Learning
  - C4: Assessment
IB support for schools

- Professional development
- Curriculum review and documents
- External assessment
- Application process
- Verification visit
- Programme evaluation
- IB District Services
What IB Is: A District Perspective

- Rigorous, international educational standards
- Excellence, equity, access for all students
- Relevant PK-12 frameworks, articulation
- K-12 self-study (efficacy, sustainability)
- Authentic assessments (moderation)
- Preparation for college, career & beyond
- Transportable skills, knowledge, attitudes
- Collaboration & professional growth
Do you think the IB Diploma Programme has prepared you well for your future studies?

- All (n=5412)
  - 48.7% I feel very well prepared
  - 48.3% I feel well prepared

- Mexico (n=324)
  - 59.6% I feel very well prepared
  - 36.0% I feel well prepared

- Australia (n=200)
  - 57.5% I feel very well prepared
  - 41.0% I feel well prepared

- USA (n=3352)
  - 51.2% I feel very well prepared
  - 46.3% I feel well prepared

- Spain (n=170)
  - 47.1% I feel very well prepared
  - 52.9% I feel well prepared

- UK (n=313)
  - 43.3% I feel very well prepared
  - 52.0% I feel well prepared

- India (n=120)
  - 37.3% I feel very well prepared
  - 57.3% I feel well prepared

- Canada (n=933)
  - 37.0% I feel very well prepared
  - 58.5% I feel well prepared
# U.S. – Acceptance Rate Comparisons

<table>
<thead>
<tr>
<th>Institution</th>
<th># of students applied</th>
<th># of students accepted</th>
<th>IB student acceptance rate</th>
<th>General rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brown University</td>
<td>218</td>
<td>38</td>
<td>17.4%</td>
<td>8.7%</td>
</tr>
<tr>
<td>Columbia University</td>
<td>221</td>
<td>30</td>
<td>13.6%</td>
<td>6.9%</td>
</tr>
<tr>
<td>Cornell University</td>
<td>190</td>
<td>60</td>
<td>31.6%</td>
<td>18.0%</td>
</tr>
<tr>
<td>Dartmouth College</td>
<td>88</td>
<td>15</td>
<td>17%</td>
<td>9.7%</td>
</tr>
<tr>
<td>Duke University</td>
<td>187</td>
<td>53</td>
<td>28.3%</td>
<td>12.6%</td>
</tr>
<tr>
<td>Harvard University</td>
<td>218</td>
<td>21</td>
<td>9.6%</td>
<td>6.2%</td>
</tr>
<tr>
<td>Princeton University</td>
<td>168</td>
<td>29</td>
<td>17.3%</td>
<td>8.4%</td>
</tr>
<tr>
<td>Rice University</td>
<td>102</td>
<td>39</td>
<td>38.2%</td>
<td>18.6%</td>
</tr>
<tr>
<td>Stanford University</td>
<td>229</td>
<td>35</td>
<td>15.3%</td>
<td>7.1%</td>
</tr>
<tr>
<td>University of Pennsylvania</td>
<td>190</td>
<td>47</td>
<td>24.7%</td>
<td>12.3%</td>
</tr>
<tr>
<td>Yale University</td>
<td>184</td>
<td>35</td>
<td>19%</td>
<td>7.35%</td>
</tr>
</tbody>
</table>
### U.S. - SAT and ACT scores comparisons

<table>
<thead>
<tr>
<th>Test</th>
<th>National Average Score</th>
<th>IB Diploma Candidates</th>
<th>IB Certificate Candidates</th>
<th>Base Number</th>
<th>Base Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAT*</td>
<td>1500</td>
<td>1953</td>
<td>2150</td>
<td>1794</td>
<td>237</td>
</tr>
<tr>
<td>Maths</td>
<td>514</td>
<td>654</td>
<td>2172</td>
<td>603</td>
<td>243</td>
</tr>
<tr>
<td>Verbal</td>
<td>497</td>
<td>649</td>
<td>2162</td>
<td>597</td>
<td>240</td>
</tr>
<tr>
<td>Writing</td>
<td>489</td>
<td>649</td>
<td>2161</td>
<td>595</td>
<td>240</td>
</tr>
<tr>
<td>ACT’</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>20.6</td>
<td>29</td>
<td>1190</td>
<td>26</td>
<td>146</td>
</tr>
<tr>
<td>Maths</td>
<td>21.1</td>
<td>29</td>
<td>1184</td>
<td>26</td>
<td>146</td>
</tr>
<tr>
<td>Reading</td>
<td>21.3</td>
<td>30</td>
<td>1181</td>
<td>27</td>
<td>145</td>
</tr>
<tr>
<td>Science</td>
<td>20.9</td>
<td>28</td>
<td>1177</td>
<td>25</td>
<td>144</td>
</tr>
</tbody>
</table>


U.S. – University Acceptance Summary

- The average acceptance rate of IB students into university/college is 22% higher than the average acceptance rate of the total population.

- The acceptance rate of IB students into Ivy League institutions (Princeton, Yale, Brown, Harvard, Columbia, Cornell, Dartmouth, University of Pennsylvania) is between 3% and 13% higher compared to the total population acceptance rate.

- Biological and Biomedical Sciences is the most likely intended major chosen by IB graduates followed by Engineering and Business Studies.
How do schools prepare for change?

- Understanding current alignment
- Changes in curriculum & instruction
- Preparing for new assessments
- Professional Development

Implementation
Achieve Common Core Shifts

ELA/Literacy

- **Building knowledge** through **content-rich nonfiction**
- Reading, writing and speaking grounded in **evidence from text**, both literary and informational
- Regular practice with **complex text** and its **academic language**

Mathematics

- **Focus** strongly where the Standards focus
- **Coherence**: **Think** across grades, and **link** to major topics within grades
- **Rigor**: In major topics pursue **conceptual understanding**, procedural skill and **fluency**, and **application** with equal intensity
The Standards are Insufficient

To be effective in improving education and getting all students ready for college, workforce training, and life, the Standards must be partnered with a content-rich curriculum and robust assessments, both aligned to the Standards.

Source: Heidi Hayes Jacobs (2012); Rothman, R. (2011); http://www.corestandards.org
The mission, rather than the standards drives the curriculum

Source: Heidi Hayes Jacobs
Five Big Ideas: Wiggins & McTighe

- The Common Core Standards require careful reading
- Standards are not curriculum
- Standards need to be “unpacked”
- A coherent curriculum is mapped backwards from desired performances
  - qualities of student work and degree of rigor assessed and achieved
  - “high standards” in athletics, music or business: quality of outcomes, not the inputs
  - ask if work is up to standard, not whether we “covered” such standards as teachers

From Common Core to Curriculum: Five Big Ideas (2012)
Educational Mind-shift: Deeper Learning

Cognitive Skills
(CCSE Standards, Concepts)

Interpersonal Learning
(IB LP, International-Mindedness)

Intrapersonal Learning
(Approaches to Learning, IB LP)
What does this mean for schools?

- **Cognitive Growth**
  - Academic Rigor
  - Inquiry/Creativity
  - Cognitive Growth
  - Relevancy
  - Life-long learning
  - Self-directed learning
  - Synthesis across disciplines
  - LP Attributes

- **Affective Growth**
  - Caring
  - International-mindedness
  - Respect
  - Collaboration
  - Reflection
  - Action
  - LP Attributes
## The IB Learner Profile

<table>
<thead>
<tr>
<th>Cognitive Competencies</th>
<th>Dispositions &amp; Attitudes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inquirers</td>
<td>Principled</td>
</tr>
<tr>
<td>Knowledgeable</td>
<td>Open-Minded</td>
</tr>
<tr>
<td>Thinkers</td>
<td>Caring</td>
</tr>
<tr>
<td>Communicators</td>
<td>Balanced</td>
</tr>
<tr>
<td>Reflective</td>
<td>Risk-Takers</td>
</tr>
</tbody>
</table>

-Towards a continuum of international education (2008)
IB Programmes are designed to:

- Stimulate intellectual curiosity and equip students with
  - knowledge
  - conceptual understanding
  - skills
  - reflective practices
  - and attitudes to become autonomous, life long learners.

Source: Towards a continuum of international education (2008)
IB Key Learning Principles

- A process, not a product
- Learning is a developmental path
- Students must understand how they learn
- Learning should be rigorous, challenging, engaging and equip students for life in the 21st century
- Learning enables students to make meaning
- Learning is collaborative
Key IB Teaching Principles

- Teachers employ a wide range of strategies
- Teaching supports student learning
- The voice of the learner is emphasized
- Learning occurs in meaningful, real-world contexts
- Teaching is modeled through the learner profile
- Learning how to learn
- Structured Inquiry
- Critical thinking
Meeting the expectations of the Common Core

IB schools and students are well positioned to incorporate the principles of the CCSS into existing IB frameworks. The IB is committed to supporting schools with implementation of the new standards.

• The framework for delivery of all IB programs, the teaching practices, and the added curricular content of the DP courses provide a proven model for schools in meeting CCSS standards.

• IB assessment practices provide a model for varied, authentic, relevant tasks that measure student success against cognitive skills learned.

• The IB supports teachers by providing (required) professional development courses which expand teachers’ knowledge and skill in leading students to success.

• IB standards and practices for schools, teachers and administrators create an entire pedagogical framework to maximize student learning and growth.

• Many—if not all—CCSS standards are in practice in authorized IB schools.
Online Resources

Common Core (http://www.ibo.org/iba/commoncore/)

Recognition (http://www.ibo.org/recognition/)

Research (http://ibo.org/research/)

Become an IB World School (http://ibo.org/iba/become/)
The documents below contain information on the Primary Years Programme application process and the fees involved.

- **PYP application submission guidelines** [PDF]

For schools with an academic year commencing August/September
- **PYP application timeline and fees guide** [PDF]

For schools with an academic year commencing February/March
- **PYP application timeline and fees guide** [PDF]

The documents below contain information on the Middle Years Programme application process and the fees involved.

- **MYP application submission guidelines** [PDF]

For schools with an academic year commencing August/September
- **MYP application timeline and fees guide** [PDF]

For schools with an academic year commencing February/March
- **MYP application timeline and fees guide** [PDF]
IB CONFERENCE OF THE AMERICAS 2013
NEW ORLEANS 18\textsuperscript{th} - 21\textsuperscript{st} JULY
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