

# The International Baccalaureate: A Continuum of International education for the 21<sup>st</sup> 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.*

## Mission

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.

## Legal status

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.

## Core values

### **Motivated by a mission**

**We** aim to create a better world through education

### **Partnerships**

**We** achieve our goals by working together

### **Quality**

**We** value our reputation for high standards

### **Participation**

**We** actively involve our stakeholders

### **International mindedness**

**We** embrace diversity

## Further resources:

- The Annual Review including accounts is available on [www.ibo.org](http://www.ibo.org).



## Programmes : What is the Learner Profile?

*It's the IB mission statement translated into a set of learning outcomes for the 21<sup>st</sup> 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*

# PYP



# MYP



# DP



# IBCC



programmes that promote. . .

**INTERNATIONAL MINDEDNESS** *including* **MULTILINGUALISM**  
**ACTIVE, STUDENT CENTERED LEARNING**  
**AUTHENTIC, CRITERION-RELATED ASSESSMENT**

inspiring lifelong learners who become more. . .

**INQUIRING**

**KNOWLEDGEABLE**

**CARING**

# IB Mission Statement



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



**\* 32 IB programmes in Ohio\***

**The IB in Ohio:**

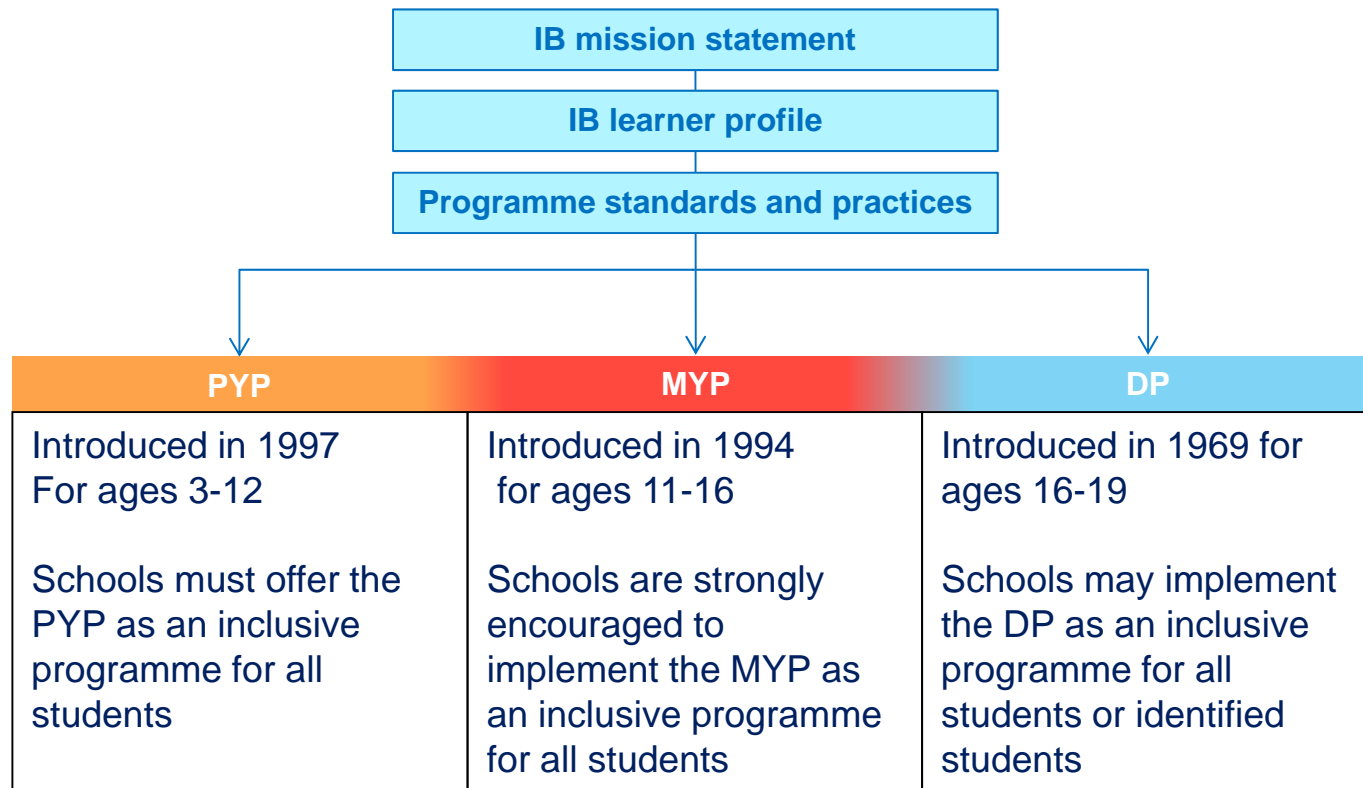
PYP: 6

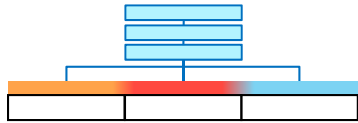
MYP: 6

DP:22



# The IB continuum inception

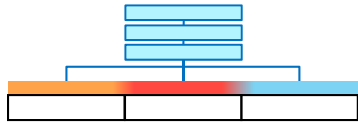




## Curriculum frameworks

PYP	MYP	DP
<p>Programme of inquiry and scope &amp; sequence for six subject areas:</p> <ul style="list-style-type: none"> <li>•Language</li> <li>•Second language</li> <li>•Social studies</li> <li>•Science</li> <li>•Math</li> <li>•Personal, social, PE</li> <li>•The Arts</li> </ul> <p>PYP units planners</p>	<p>Eight subject areas with aims, objectives &amp; assessment criteria:</p> <ul style="list-style-type: none"> <li>•Language A</li> <li>•Language B</li> <li>•Humanities</li> <li>•Sciences</li> <li>•Mathematics</li> <li>•Technology</li> <li>•Physical education</li> <li>•The Arts</li> </ul> <p>Planner for units of work</p>	<p>Six subject groups with detailed syllabus &amp; assessment guides:</p> <ul style="list-style-type: none"> <li>•Language A1 (G1)</li> <li>•Second language (G2)</li> <li>•Individuals/societies(G3)</li> <li>•Exp. sciences (G4)</li> <li>•Mathematics &amp; CS (G5)</li> <li>•The arts (G6)</li> </ul> <p>Course outlines each subject</p>

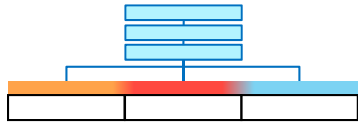
The IB continuum of education



## Learning across the disciplines

PYP	MYP	DP
<p>Curriculum framework organized around units of inquiry within six transdisciplinary themes:</p> <ul style="list-style-type: none"> <li>•Who we are</li> <li>•Where we are in place and time</li> <li>•How we express ourselves</li> <li>•How the world works</li> <li>•How we organize ourselves</li> <li>•Sharing the planet</li> </ul>	<p>Curriculum framework organized around disciplines with interdisciplinary areas of interaction:</p> <ul style="list-style-type: none"> <li>•Approaches to learning</li> <li>•Human ingenuity</li> <li>•Community &amp; service</li> <li>•Health &amp; social education</li> <li>•Environments</li> </ul>	<p>Curriculum with some prescription organized around disciplines with three core components:</p> <ul style="list-style-type: none"> <li>•Theory of knowledge connects the disciplines</li> <li>•Extended essay</li> <li>•Creativity, action, service (CAS)</li> </ul>

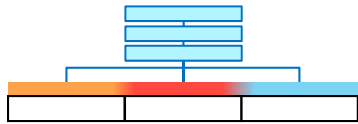
The IB continuum of education



## Learning how to learn (skills)

PYP	MYP	DP
<p>Learners constructing meaning</p> <p>Promotes metacognitive knowledge (knowledge learners have about themselves and how they learn best)</p> <p>Promotes metacognitive performance (the ability to use self-knowledge to improve)</p>	<p>Approaches to learning</p> <p>Promotes metacognitive knowledge (knowledge learners have about themselves and how they learn best)</p> <p>Promotes metacognitive performance (the ability to use self-knowledge to improve)</p>	<p>Theory of knowledge</p> <p>Promotes metacognitive knowledge (knowledge learners have about themselves and how they learn best)</p> <p>Promotes metacognitive performance (the ability to use self-knowledge to improve)</p>

The IB continuum of education

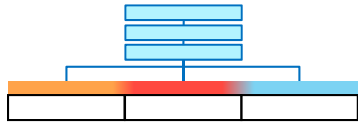


## Language learning continuum

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

The IB continuum of education

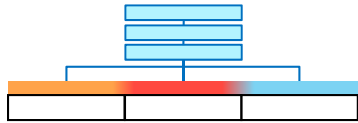




## Special education needs continuum

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

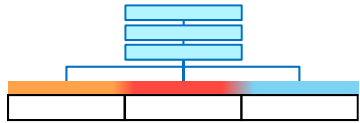
The IB continuum of education



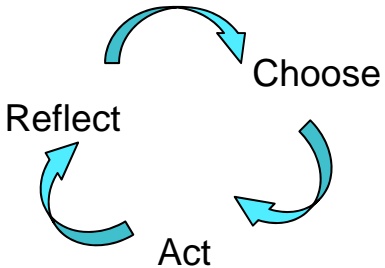
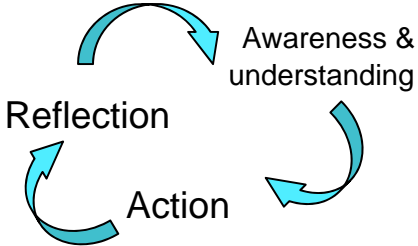
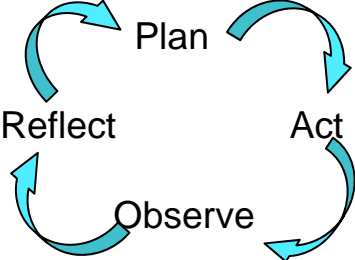
## Assessment continuum

PYP	MYP	DP
<p>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.</p> <p>Provides feedback on the learning process as a basis for future learning</p> <p>Schools must develop an assessment policy</p>	<p>Internal assessment based on subject-specific criteria; schools can opt for external moderation of teachers' internal assessment</p> <p>Criterion related performance assessment provides feedback on the learning process as a basis for future learning</p> <p>Schools must develop an assessment policy</p>	<p>External moderation of internally assessed work, externally assessed coursework, and external examinations</p> <p>Criterion related performance assessment</p> <p>Summative assessment for a final qualification</p> <p>Schools must develop an assessment policy</p>

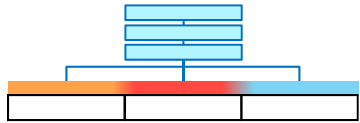
The IB continuum of education



## Action continuum

PYP	MYP	DP
<p><b>Action</b></p> <p><u>Action cycle</u></p>  <p>Voluntary demonstration</p>	<p><b>Community and service</b></p> <p><u>Inquiry cycle:</u></p>  <p>Required participation</p>	<p><b>Creativity, action, service (CAS)</b></p> <p><u>Cycle of experiential learning:</u></p>  <p>Required participation</p>

The IB continuum of education

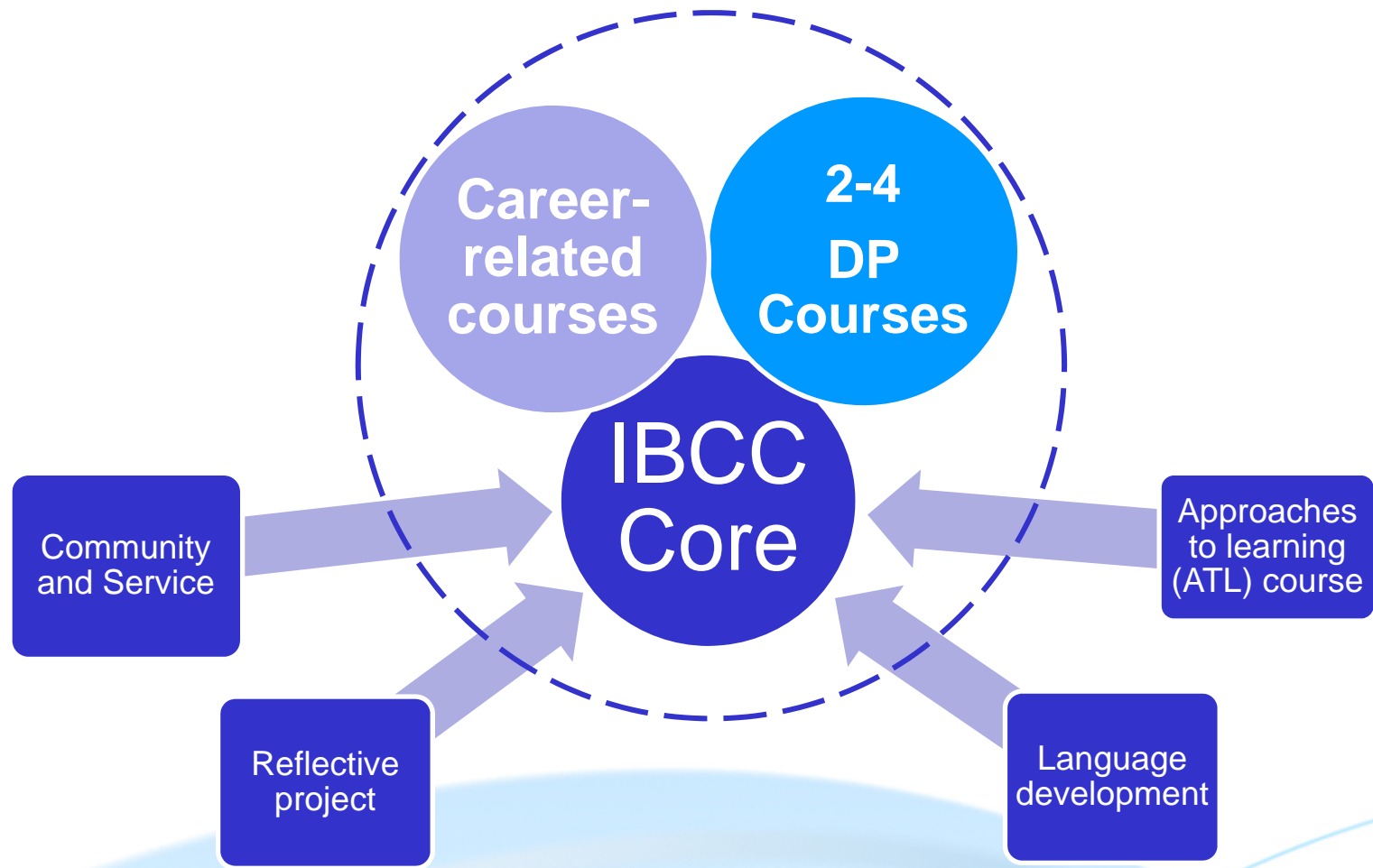


## Synthesizing the learning continuum

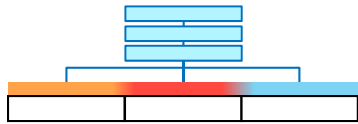
PYP	MYP	DP
<p><b>Exhibition</b></p> <p>Real life issue identified by students and explored through an extended and collaborative inquiry</p> <p>Learner profile attributes reflected on and developed.</p>	<p><b>Personal project</b></p> <p>Independent project resulting from the student 's own initiative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

The IB continuum of education

# IBCC: Enhancing IB Access







## Programme evaluation cycle

PYP	MYP	DP
3-5 years after verification and every 5 years thereafter	3-5 years after verification and every 5 years thereafter	3-5 years after verification and every 5 years thereafter
Programme self study	Programme self study	Programme self study
School evaluation visit	School evaluation visit	Possible school evaluation visit
Evaluation report	Evaluation report	Evaluation report
School community reflects on report and sets future goals	School community reflects on report and sets future goals	School community reflects on report and sets future goals

The IB continuum of education

# 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**

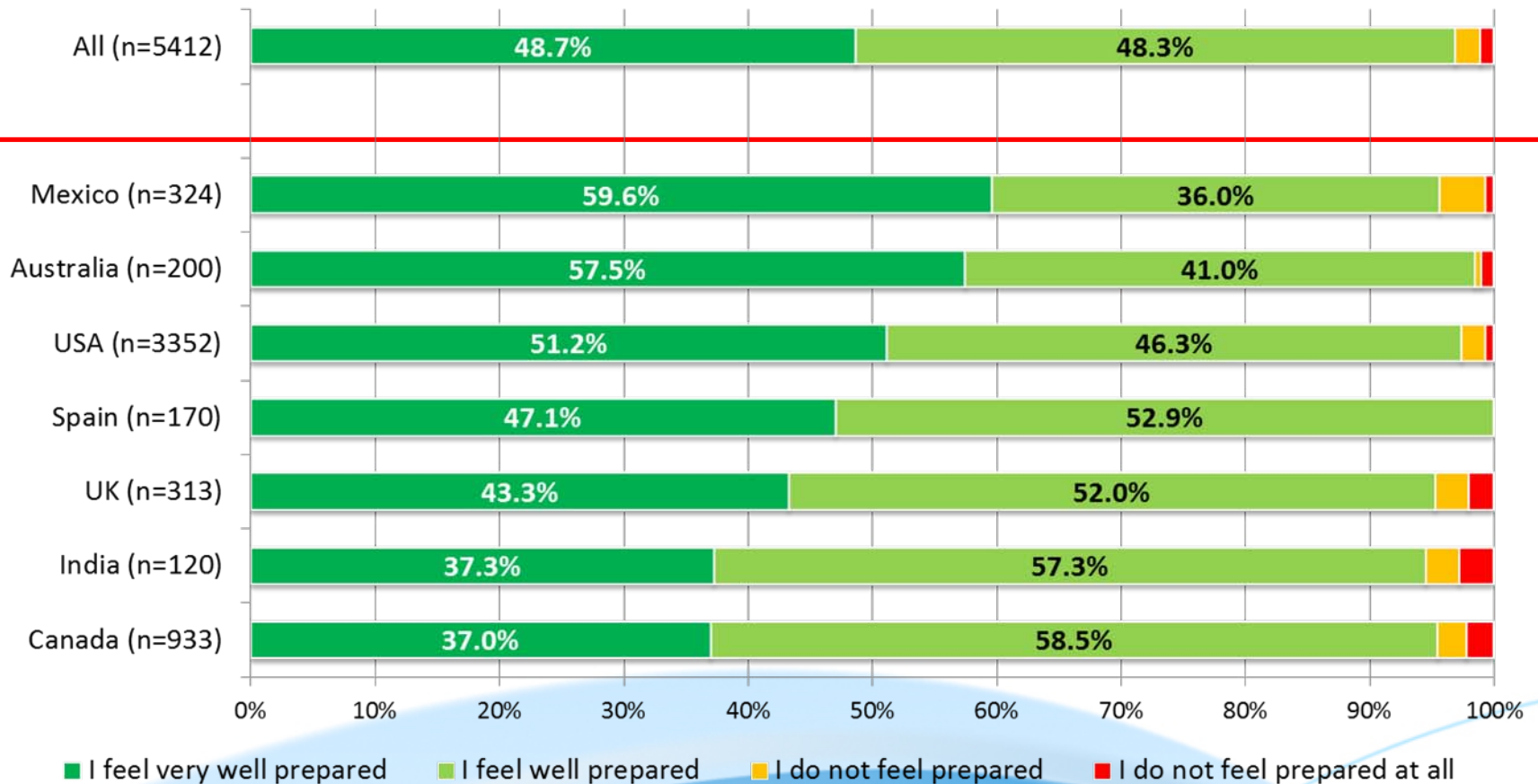
- Professional development
- Curriculum review and documents
- External assessment
- Application process
- Verification visit
- Programme evaluation
- IB District Services

## 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?





# U.S. – Acceptance Rate Comparisons

Institution	# of students applied	# of students accepted	IB student acceptance rate	General rate
Brown University	218	38	17.4%	8.7%
Columbia University	221	30	13.6%	6.9%
Cornell University	190	60	31.6%	18.0%
Dartmouth College	88	15	17%	9.7%
Duke University	187	53	28.3%	12.6%
Harvard University	218	21	9.6%	6.2%
Princeton University	168	29	17.3%	8.4%
Rice University	102	39	38.2%	18.6%
Stanford University	229	35	15.3%	7.1%
University of Pennsylvania	190	47	24.7%	12.3%
Yale University	184	35	19%	7.35%

## U.S. - SAT and ACT scores comparisons

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

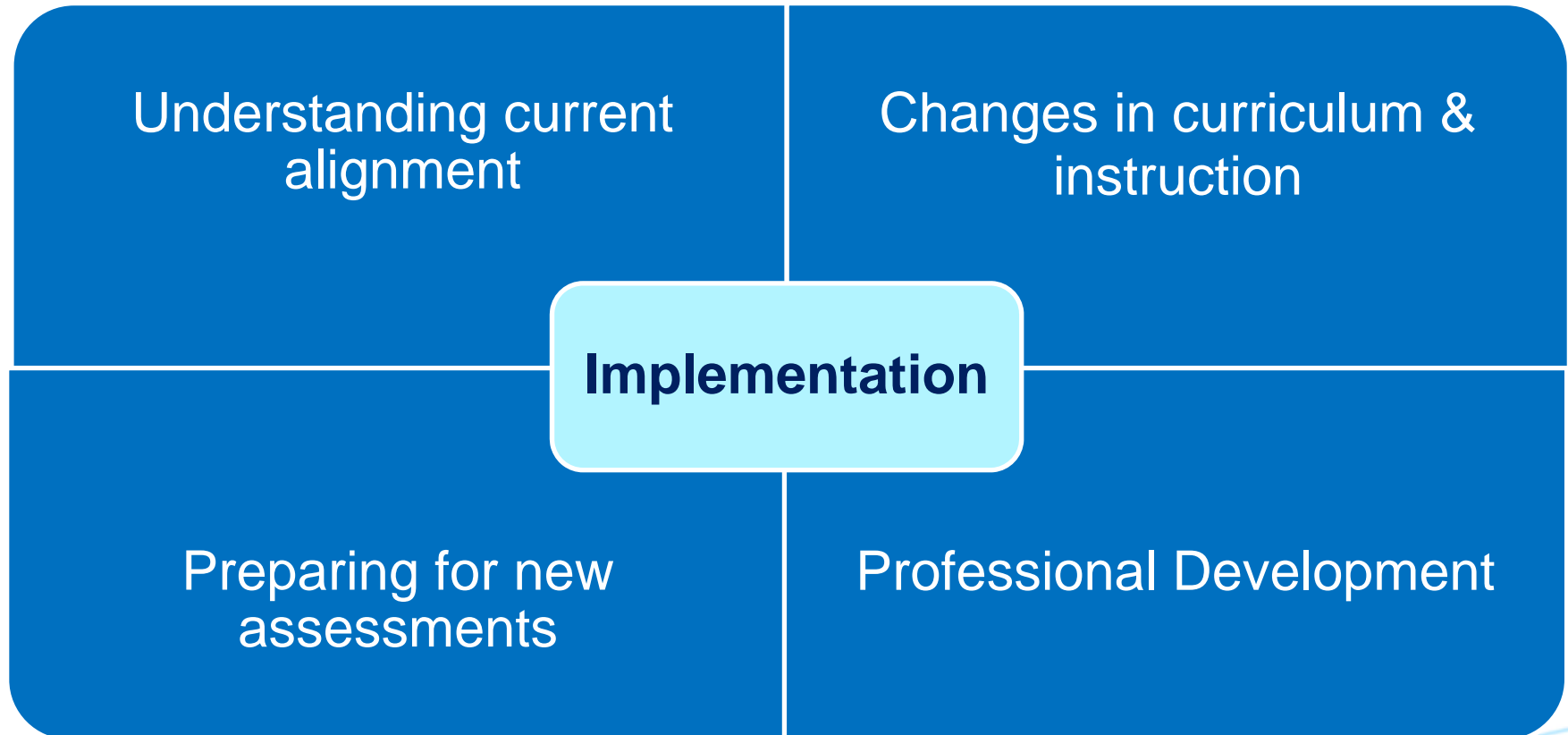
\*[http://testprep.about.com/od/sat/f/SATFAQ\\_GoodSAT.htm](http://testprep.about.com/od/sat/f/SATFAQ_GoodSAT.htm)

'<http://www.act.org/newsroom/data/2011/trends.html>

## 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?



# 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**

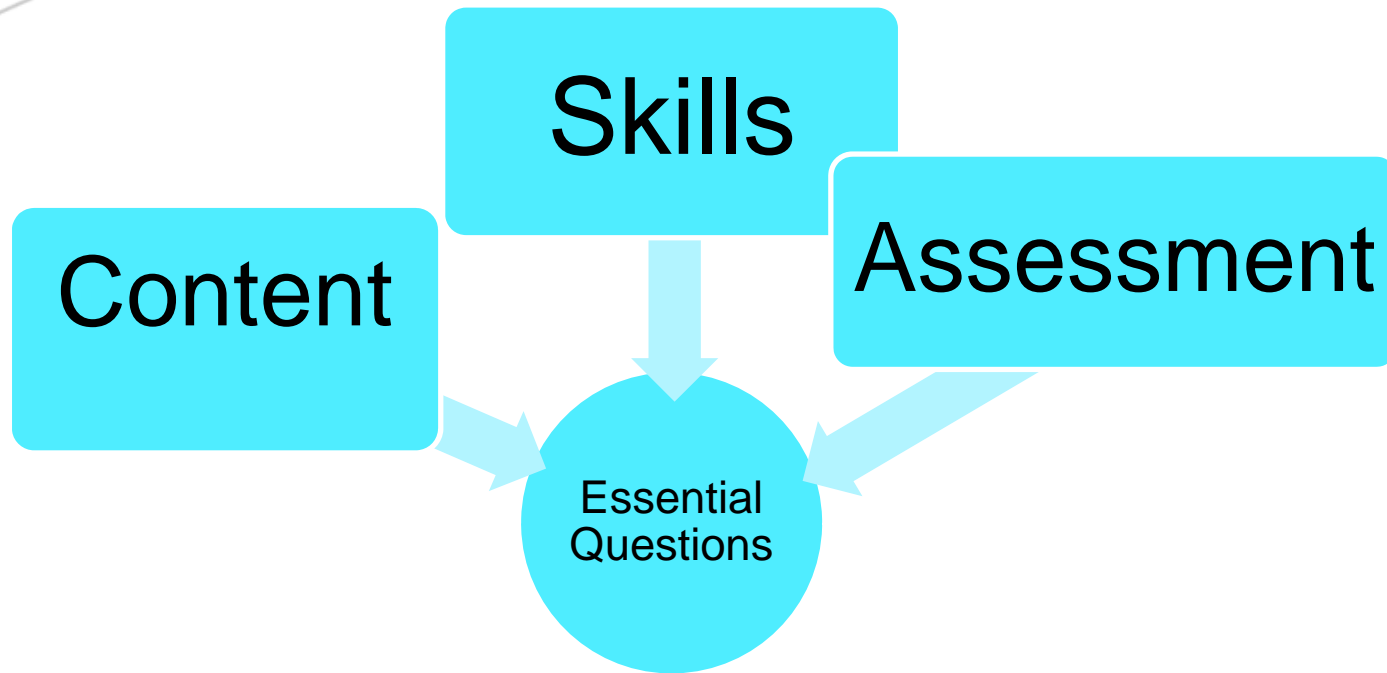
## Mathematics

- **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.

# The mission, rather than the standards drives the curriculum



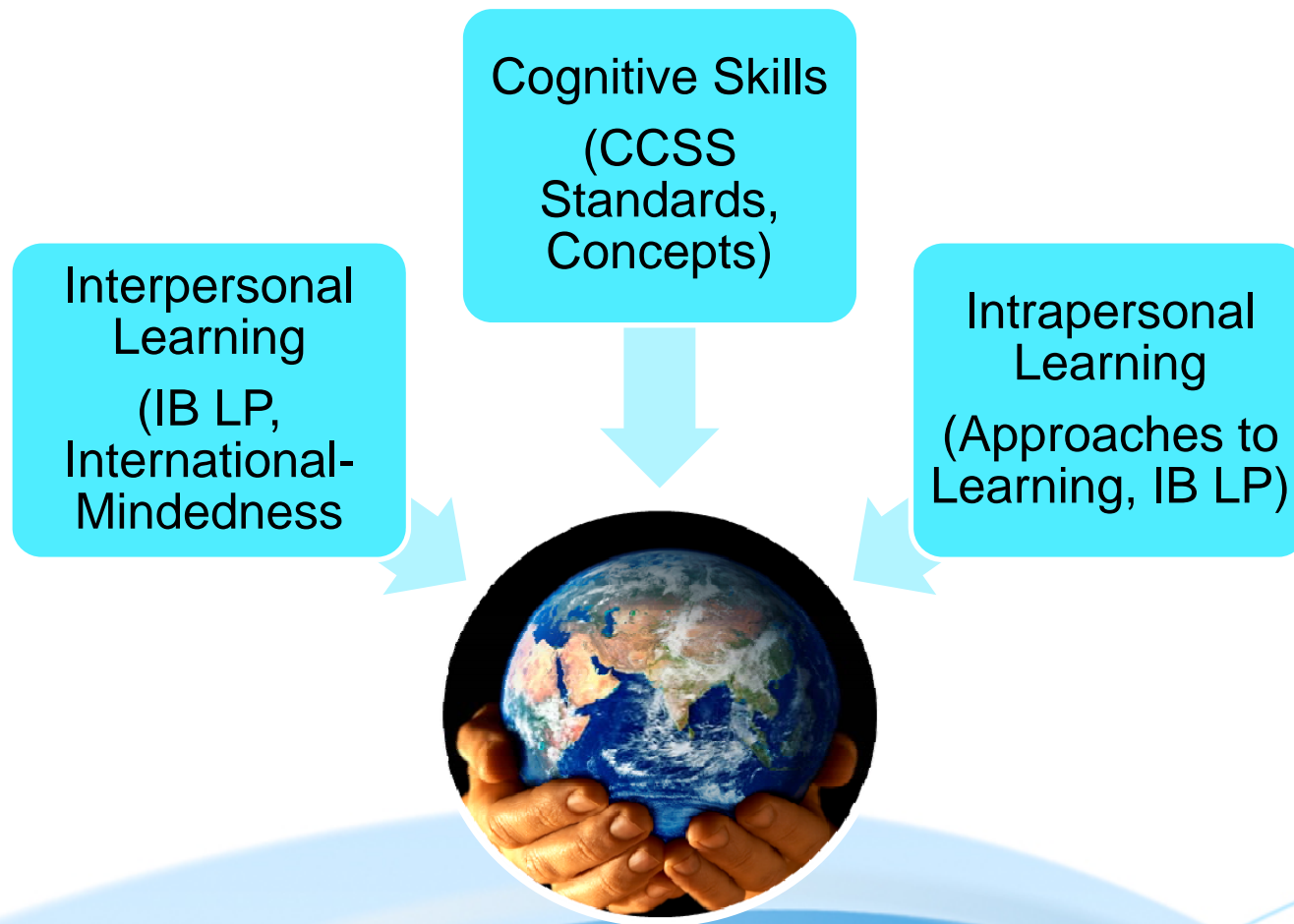


## Five Big Ideas: Wiggins & McTighe

- 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



## 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

## Cognitive Competencies

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Reflective

## Dispositions & Attitudes

- Principled
- Open-Minded
- Caring
- Balanced
- Risk-Takers

-Towards a continuum of international education  
(2008)



International Baccalaureate®  
Baccalauréat International  
Bachillerato Internacional

## 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 21<sup>st</sup> 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



## Excerpt from: “*An IB position paper on the Common Core State Standards CCSS*”

<http://www.ibo.org/iba/commoncore/documents/IBCommonCorePositionStatement.pdf>

### **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/>)



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### Find an IB World School

#### Programme(s)

All programmes

#### Country

All countries

#### State/province

All states/provinces

#### The IB in

Please select

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### Primary Years Programme

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]



### Middle Years Programme

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]



### Diploma Programme

#### IB mission statement

The IB is motivated by a mission to create a better world through education.

#### IB learner profile

A set of ideals that can inspire, motivate and focus the work of schools and teachers.

#### IB standards and practices

A set of criteria that measures success in the implementation of the three programmes.

#### Overview of our three programmes

The three programmes form a coherent sequence of education.

#### Workshops and conferences

Find out what's happening where and register.



innovate  
educate  
create

IB CONFERENCE  
OF THE AMERICAS 2013  
**NEW ORLEANS 18<sup>th</sup> - 21<sup>st</sup> JULY**



International Baccalaureate  
Baccalauréat International  
Bachillerato Internacional

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