



International Baccalaureate®
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IB Innovation and Advancing High-quality Education

An IB community initiative

IB Strategic Initiatives Innovation & Incubation
Business Development Office

#EdInnovation

An IB education focuses on developing lifelong learners

“These programmes encourage students all across the world to become active, compassionate and **lifelong learners ...**”

- IB Mission Statement



The purpose of Pre-K – 12 schooling is to develop lifelong learners

We believe **all students** can grow and learn

We know an IB education is an **outstanding world-class education**

Why shouldn't all students **have access** to a world class education?



Tarik Brown
Jacksonville, FL

[Read Tarik's inspiring story](#)

The purpose of Pre-K – 12 schooling is to develop lifelong learners

“I didn’t have a stable housing situation during my junior year right when the IB started to get really hard. I found it really hard to focus on my studies when I didn’t know where I was going to sleep, each night. What got me through was the sense of community that the IB creates...This was such a significant factor for my success in the programme, helping me to develop perseverance and resilience even while things in my life were so unpredictable.”

Tarik received a generous scholarship to study Computer Science and Public Policy at Notre Dame University, IN



Tarik Brown
Jacksonville, FL

[Read Tarik’s inspiring story](#)

DP school-wide adoption: Focus on the long term



ACCESS FOR ALL AT FRIDLEY HIGH SCHOOL

Some schools bring in an IB programme to boost educational opportunities for only the most advanced students. At Fridley High School, however, expanding the Diploma Programme was instrumental to promoting equity and excellence for all students.

Fridley High School (HS) was impressed by the rigorous college preparatory content they received four years after they began offering the Diploma Programme (DP). Administrators and coordinators were so impressed, in fact, the school decided to remove barriers to entry and make DP courses the default pathway for all students at the Minnesota school.

In the 2016-2017 school year, 877 students attended Fridley HS. The demographic breakdown of the student body that year was: 39% Caucasian, 36% African American, 10% Hispanic, 9% Asian; and 2% American Indian. Approximately 64% of the student population qualified for free or reduced meals.

The school sees its mission as preparing all students for a postsecondary education. Although not every student will go to university, exposure to the DP content provides them with benefits in the long run, says DP and Career-related Programme (CP) coordinator Jessica Baker. "The question was more like why wouldn't we want all students to be a part of this?" said Baker. "It's a matter of access – we didn't want to deny any student the opportunity [to be part of] something that brings them a benefit."

Baker and her colleagues worked with district leadership and teachers to make the DP the default pathway. They achieved this by using programme data and discussing its benefits.

"One thing we made sure to communicate was that this was for the good of all, including staff, students and the community," said Elizabeth Jensen, Fridley High School's Middle Years Programme (MYP) and DP language and literature teacher, IB leader and Advancement via Individual Determination (AVID) Coordinator.

Fridley High School (public): Grades 9-12

First offered the Diploma
Programme (DP):
2009

Total number of students:
877

Principal:
Patty Hand

DP and CP coordinator:
Jessica Baker

— “ —
*We didn't want to deny any
student the opportunity [to
be part of] something that
brings them a benefit.*

— ” —
— JESSICA BAKER,
DP AND CP COORDINATOR,
FRIDLEY HIGH SCHOOL

Fridley High School, MN

The school sees its mission as preparing all students for a postsecondary education. Although not every student will go to university, exposure to the DP content provides them with benefits in the long run. The question was more like why wouldn't we want all students to be a part of this? It's a matter of access – we didn't want to deny any student the opportunity [to be part of] something that brings them a benefit."

- IB Coordinator, Jessica Baker.

[Download the case study](#)

Meet Kooroush

Before he started his final two years of high school, Kooroush chose subjects that challenged him as he wanted to improve his skills and go to university.

9	FUND OF TECH		S2: A
9	SPANISH 1	S1: B	S2: A
9	PRE IB: ENG 9	S1: B	S2: B
9	PRE IB: NONWEST WRL	S1: B	S2: B
9	INTEG MTH II	S1: A-	S2: A-
9	PE INDIVL / TEAM	S1: A	
9	BIOLOGY HONOR	S1: B+	S2: A-
10	SPANISH 2	S1: B-	S2: C+ ←
10	CHEF SCHOOL 1		S2: C ←
10	PRE IB WORLD LIT H	S1: A-	S2: A-
10	PRE IB AP EUR HIST	S1: B-	S2: B
10	PRE IB INT MATH	S1: B-	S2: C+ ←
10	PRE IB CHEMISTRY H →	S1: C-	S2: D ←
10	HEALTH	S1: A-	

Look at Kooroush's grades before entering the DP.

With a **D** in Chemistry, some school counsellors would suggest that the IB wasn't right for Kooroush...



Remember Dr. Kooroush Mansourzaheh?

Kooroush is now a dentist and owns not one, but two practices.


Kooroush went to an IB high school that did not set any limits for students who wanted to set high expectations for themselves.



DP school-wide adoption: Shifting perceptions



School success stories



THE TRANSFORMATION OF RAINIER BEACH HIGH SCHOOL

In 2011, the graduation rate at Rainier Beach High School was 53 percent. Then the school was authorized to offer the Diploma Programme—which it made available to all juniors and seniors—for the 2013-2014 school year. In 2016, it reported a graduation rate of 81.5 percent.

Rainier Beach High School in south Seattle, Washington, was built to accommodate 1,200 students. In 2011, about 300 students—mostly African American, Asian and Hispanic—were attending the school, and roughly half the senior class graduated on time. The Seattle school district was considering closing Rainier Beach down.

Instead, however, the school community successfully argued for bringing in the Diploma Programme as an opportunity for all juniors and seniors. The idea was to use it as a tool to motivate and challenge students.

Now, about 700 students—still mostly from minority backgrounds—attend Rainier Beach, and its graduation rate for 2015 was 84 percent. But numbers do not tell the whole story.

A number of obstacles stood in the way of implementing the programme, says DP coordinator Colin Pierce, who helped start up the DP at the school and had experience as a coordinator. Many adults and students had preconceptions of what DP students looked like, Pierce says, and that image did not include low-income students and those who had recently learned English. As a result, Pierce says, Rainier Beach had to get adults, including teachers and parents, to understand any biases they might have that would make them think certain groups of students were incapable of succeeding in DP courses. The school also had to help students believe in themselves.

Financial resources were another issue. The programme costs more than the school district provides, so Rainier Beach has had to look for grants and donors. The school's parent-teacher-student association doesn't have deep pockets, and the alumni foundation is fairly new.

To get the participation ball rolling, Pierce and his colleagues focused on getting parents and community members involved and educated on what was different and challenging about the DP. "We wanted to help eliminate the anxiety about participating and show the benefits," Pierce says.

Rainier Beach High School (public); Grades 9-12

First offered the Diploma Programme (DP): 2013


Total number of students: 700

DP coordinator: Colin Pierce

Principal: Keith Smith

— “ —
In many low-income schools, the perception is that students don't measure up to higher-income students. But these kids are just as capable as their more affluent peers.
— ” —

— COLIN PIERCE, DP COORDINATOR, RAINIER BEACH HIGH SCHOOL



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Rainier Beach High School, WA

“Many adults and students had perceptions of what DP students looked like, and that image did not include low-income students and those who had recently learned English. As a result, Rainier Beach had to get adults, including teachers and parents, to understand any biases they might have that would make them think that some students were incapable of succeeding in DP courses. The school also had to help students believe in themselves.”

- Former IB Coordinator, Colin Pierce.

[Download the case study](#)

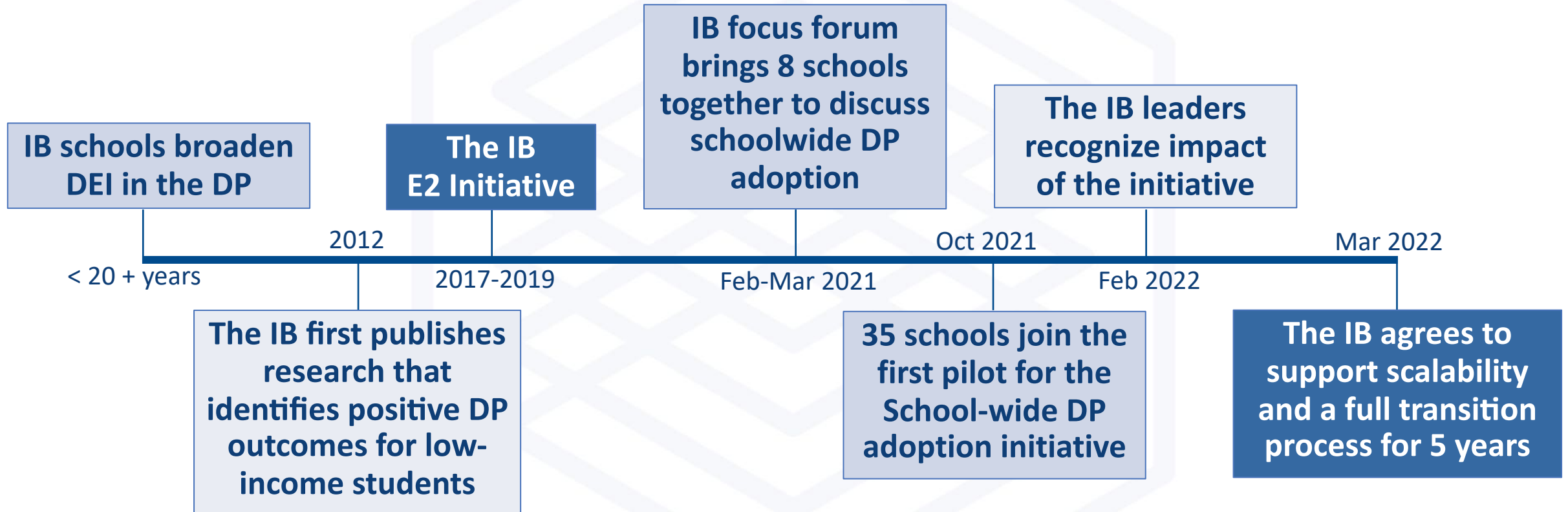


**School-wide Adoption
of DP Courses**

First steps toward more inclusive IB Diploma Programmes

School-wide adoption of DP courses: Language and Literature

Origination of the initiative



Educational benefits for all students



To engage students in advanced coursework that is both rigorous and growth oriented

To support all students to develop and advance skillsets required for the future of work, and apply them across subject areas

To increase curiosity, nurture creative and critical thinking, and to build self-efficacy and enjoyment of lifelong learning

To provide students with more opportunities to demonstrate their achievement through varied assessment strategies

To value student voice and identity by engaging their interests through both collaborative and independent learning experiences

“

“I believe that the Language and Literature course is one of the most accessible courses in the IB Diploma Programme in terms of prior knowledge as well as the range of content that is left of a teacher to select.”

”

- MATTHEW GONZALEZ, PHD, PRINCIPAL, MOUNT VERNON HIGH SCHOOL, NY

IB Language and Literature Course for All

Teachers share their experience as they introduce the course
to all students in their schools

Watch on Vimeo: <https://vimeo.com/686229769>

Areas of focus: Reoccurring themes



Institutional bias – *“who is an IB student?”*

Implementation – *“who is an IB education for?” “what is rigor?”*

Leadership support – uninformed / informed but disengaged /
informed and engaged

School counselling – rigid definitions of student success

Community ownership – organizational learning & learning networks

Systems of support – ATT & ATL, inclusion, SEL, collaboration

School choice – *“what is the purpose of K-12 education?”*

Messaging – curated distribution of IB programme information &
ongoing development of attitudes to lifelong learning

Gathering insights from schools



There were 35 schools in the pilot cohort. 33 reported top challenges in terms of greatest impact on student participation:

Programme understanding – 52%

Student & Teacher readiness – 52%

Support from leaders – 33%

Competing curriculum options – 27%

Resources – 21%

Integration in existing school improvement

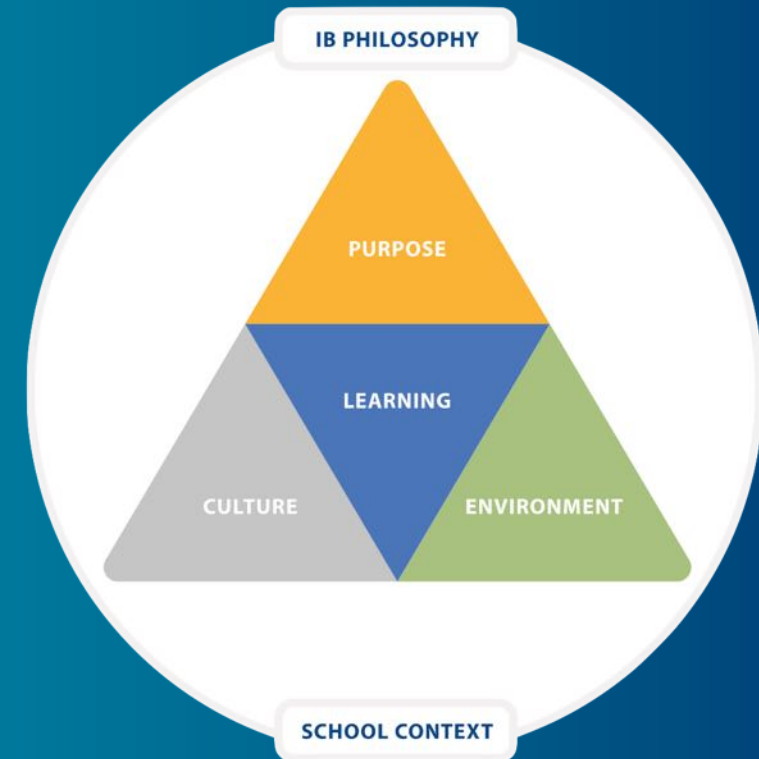


Environment

Student support 4.1: The school implements and reviews systems and processes to provide advice and guidance to students on programme choices, careers and/or additional education opportunities as they move further in their learning. (0202-04-0100)

Learning

Coherent curriculum 3.2: The school ensures that all teachers and pedagogical leadership teams have access to relevant communities that support the development of the programme(s). (0401-03-0200)



The IB and schools learning together



During the life of this initiative, the IB provides partner schools:

- a qualified and experienced designated school support consultant to help define and develop an implementation strategy
- training for teachers who are teaching the course for the first time
- a series of six networking sessions to facilitate interschool resource exchange and community support access to a new microsite containing a suite of resources schools can use to prepare the community and for first teaching


FREE OF CHARGE!

What are the resources the IB provides?



- Communications resources to help generate community ownership and support
- Themed professional learning resources to help prepare faculty who are unfamiliar with IB approaches to teaching and learning
- Successful school implementation models that can provide insight into the range of strategies and lessons learned by open access IB schools and districts
- Alignment to IB Programme Standards and Practices and the IB Excellence and Equity Framework

Resources designed to share the vision



ib Diploma Programme
School-wide Adoption of DP Courses

ADOPTING DIPLOMA PROGRAMME (DP) LANGUAGE AND LITERATURE FOR ALL STUDENTS

The DP Language and Literature course is deliberately designed to be flexible, empowering students, teachers and schools to personalize an education that is appropriate to their culture, context, needs, interests and learning ability.

Why is an IB education beneficial for any student?

The IB philosophy is centered in the belief that all students should engage in learning experiences that:

- connect their prior learning to their real-world
- build understanding and appreciation of how rigorous experiences promote personal and professional growth
- increase their curiosity, self-efficacy, and enjoyment of lifelong learning
- nurture empathy and inspire them to act and make a difference in their community
- empower and support them to take responsibility for their own learning and development
- move beyond knowledge transfer to knowledge use, analysis and innovation.

With this solid academic foundation, the IB educates students with transferable, future-ready skills.

What will students experience?

Beyond the expected skill development in any Language Arts curriculum, the DP Language and Literature course enables students to:

- engage in a range of texts, in a variety of media and forms, from different periods, styles and cultures and respond to them in a variety of ways
- advance skills in interpretation, analysis and evaluation
- cultivate the appreciation of relationships between texts and a variety of perspectives, cultural contexts, and local and global issues
- develop an understanding of the connection between studies in language and literature and other disciplines

communicate and collaborate confidently and creatively to foster a lifelong interest in and enjoyment of language and literature.

value assessment as a reflective practice that accelerates growth with support and quality feedback from the teacher

In an IB context, students are valued for how far they have progressed in their learning and development and a greater sense of empowerment to strive to advance themselves.

How will school-wide adoption of one DP course elevate teaching and learning?

IB teachers are valued as thinkers and designers who approach the needs of all learners through extensive professional learning opportunities, peer support networks and collaborative practices. Teachers will be proud to deliver an education that gives them the flexibility to design and innovate in partnership with learning specialists in their school.

Benefits for educators include:

- leverage a common language for learning, teaching, and assessment that empowers collaborative innovation, curriculum review and improvement
- professional development and support from the IB to implement the new course
- foster a lifelong interest in and enjoyment of language and literature
- Increase creative input into the scope of the course, design of learning engagements and formative assessments

“I believe that the Language and Literature course is one of the most accessible courses in the Diploma Programme in terms of prior knowledge as well as the range of content that is left to the teachers to select”

— MATTHEW GONZALES, PHD, PRINCIPAL MOUNT VERNON HIGH SCHOOL



ib Diploma Programme
School-wide Adoption of DP Courses

First steps toward a more inclusive IB Diploma Programme

School-wide adoption of DP courses: Language and Literature

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ib Diploma Programme
School-wide Adoption of DP Courses

SCHOOL-WIDE ADOPTION OF THE IB INCREASES STUDENT ENGAGEMENT

A spirit built on a legacy of innovation

Originally known as Indianapolis High School, the state of Indiana's first free public high school was opened in 1864 and led by Abram C. Shortridge, a progressive superintendent who started a high school for city pupils, and admitted the first African American student to secondary education in Indiana.* It's been a long and chequered history, but the pioneering spirit has continued and the school's decision to embed the Indiana state curriculum English class in the IB model for all its 1,077 students is a distinctive example of that ethos.

Shortridge's current Principal Dennis Thomas said: "Introducing the Language and Literature IB course for all students not only gives every learner the opportunity to experience the IB framework, but it also allows them to comprehensively explore a much wider range of literary forms and non-literary texts."

It is an approach that fits perfectly with the school's mission to *Educate young adults to think freely, demonstrate intellectual vitality and address needs and realities greater than themselves.* The school has been offering IB programmes since 2012, with the first Middle Years Programme (MYP) cohort of students in grade 9, in 2014. Five years later, the Career Programme (CP) was added and currently students in grades 11 and 12 complete the studies of either the Diploma or the Career Programme with the IB Language and Literature course taken by all students, a shared experience which has improved the learning of a diverse student community with a wide range of learning needs.

The flexibility to grow and adapt

Shortridge really stands by the IB learner profile characteristics. Students are centrally placed and are invited to be critical thinkers, to contribute with their ideas and objections to the concepts explained in the classroom. Melody Coryell was the Diploma Program Coordinator from 2014 to 2021 at Shortridge High School

* <https://myps.org/shortridge/general-info/our-history/>



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Trevor MacKenzie

The Inquiry Mindset

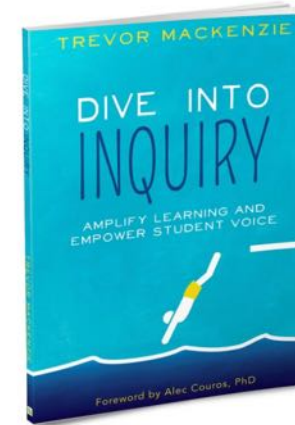
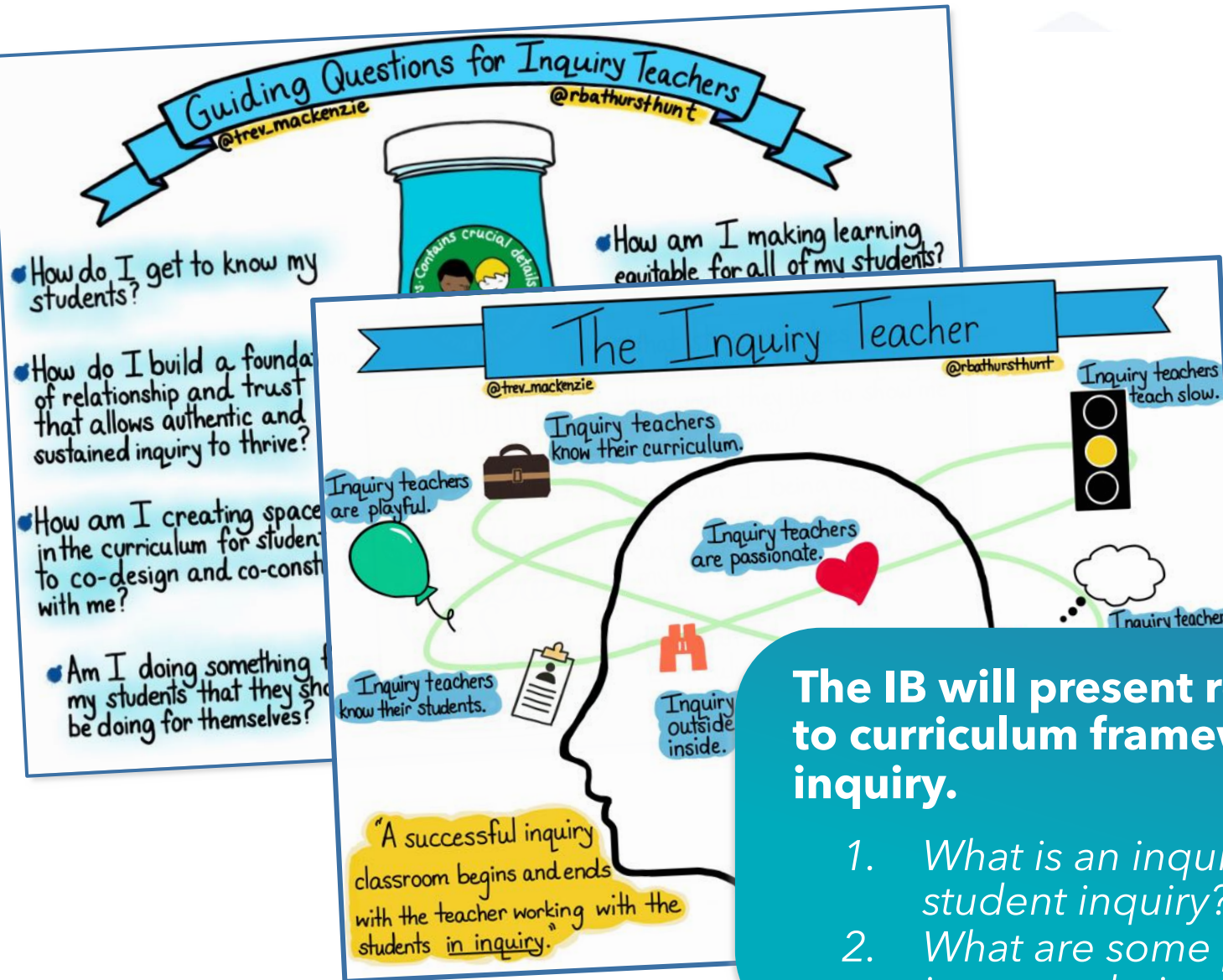
Facilitating the educator shift from direct instruction to inquiry-driven mindsets.

Inclusive education values the needs of every learner. These needs are hard to meet in the traditional educational model. What do we need to understand about the educator learning journey in order to support this transformative shift in practice.

Trevor MacKenzie specializes in how to cultivate healthy learning environments for developing young and adult lifelong learners.



Thought leader



Amplify learning and empower student voice.

Want to make learning more meaningful in your classroom? Looking to better prepare your students for the world of tomorrow? Keen to help learners create authentic connections to the world around them?

Bring Dive into Inquiry to your classroom!

Ideal for the middle and high school educator and a must-read for pre service teachers and programs!

The IB will present resources that help teachers to acclimate to curriculum framework that is designed to activate student inquiry.

1. *What is an inquiry mindset and how do teachers facilitate student inquiry?*
2. *What are some professional goals teachers might set to increase their capacity*



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Julie Stern

Learning that Transfers

Preparing students for a future they cannot see though making connections and awakening conceptual understanding.

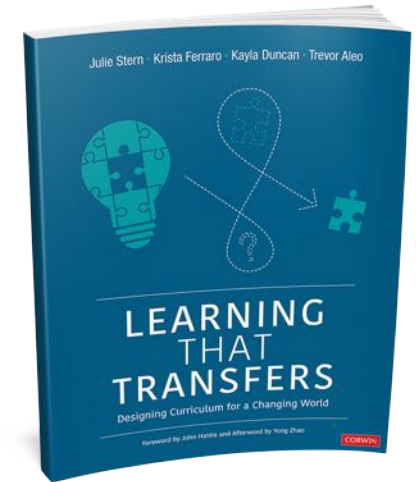
Empowering teachers to design learning engagements that transfer withing familiar and unfamiliar context is essential for developing lifelong learners.

Julie Stern designed resources to engage educators in transformative curriculum planning that challenges students to apply learning transferably to solve novel problems.



Thought leader

Acquire	Connect	Similar Transfer	Dissimilar Transfer	Student Action
 <p>Anchoring Concepts:</p> <p>Identity Culture Narrative</p> <p>Create 3 experiences for students to acquire understanding of each concept.</p> <p>Resources: Concept Attainment SEEI or Frayer Model Game show</p>	 <p>What is the relationship between identity, culture and narrative? (link to stems)</p> <p>How do stories impact our understanding of culture and self?</p> <p>Thinking Tool: Provide a thinking tool such as CLICK and BOLT</p> <p>Resources: I Didn't want to lose my identity Digital Resources</p>	 <p>What effect do identity & culture have on narrative texts?</p> <p>Thinking Tool: Return to BOLT or CLICK</p> <p>Resources: Link n in Digi</p>	 <p>How does culture and identity impact the way we tell stories?</p> <p>Thinking Tool: Return to BOLT or CLICK</p> <p>Resources:</p>	 <p>Apply understanding to our writer identity</p> <p>Write a poem inspired by your own culture and identity.</p> <p>Task sheet and</p>



The IB will present resources that explain and equip teacher driven curriculum planning for dynamic and relevant learning that transfers

1. What is concept-based learning and what role does it play in learning transfer?
2. What does transferable learning look like in a Language Arts context?



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Heather Garcia

Learning for Living

Transition institutions and organizations that operate from the top-down, to a flat structure that is people driven.

It is not always easy for leaders to know how to remove barriers to student performance or participation in rigorous coursework.

Heather Garcia works with leaders who are eager to influence necessary change for adults, so they can do what they need to do for young people. She has identified that when organizations don't know how to invest in the people in the position to impact learning, everything they try to create, doesn't work.



Thought leader



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Leonie Hull

Psychological SAFETY

Adopting Psychological SAFETY to create dynamic environments for high performing teams.

The greatest resource schools and school systems have are their human resources. Education leaders strive to solve complex challenges to best prepare young people for the rapidly changing world, and can increase impact by minimizing the-threat of change and empowering ingenuity and creative problem solving.

Leonie Hull is the CEO of Brain Leadership. A neuroscience innovator at the forefront of transforming organizational culture.



Thought leader



[Watch the Intro to SAFETY video](#)

The IB will present resources that help school leaders to bring segregated school teams together, minimize the threat of change, and inspire creative problem solving.

1. *What is psychological SAFETY and what does it have to do with learning environments?*
2. *Where are we in relation to Psychological SAFETY in practice?*



Colin Pierce



Advancing equity in public education

Turning around low-performing schools is a community driven process.



Heather Michael



Inclusive reflective practice

When learners can identify their own growth areas, we equip them with active learning strategies



Mark Wahlstrom



Leading the learning for all students

School leaders who build strong, creative, and collaborative teams enable growth

**Thought
Leaders**

**Lead IB
educator**



Festival of Hope
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Matthew Stepnowski



Communicating the IB education

Advancing understanding of the value of IB education for targeted stakeholder groups



Tim Leistkow



Understanding Diverse Learners

Identifying and understanding the needs of diverse learners and empowering self-regulated learning



Maram Sweis



Investing in School Quality

Developing innovative systems that inspire school and programme development to increase quality

**Thought
Leaders**

**Lead IB
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Marie Vivas



The role of school counsellors

Equipping school counsellors to build student self-efficacy and discover the true potential



Robert Kelty



Change management

Effectively planning for change in complex contexts in uncertain and challenging times



Jenny Gillet



Understanding DP Assessment

Supporting and preparing students to set their own goals and succeed in IB assessment

Thought Leaders

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Guillermo Duff



Curriculum planning

Developing units of inquiry for high school students that activate students' interests



Dr. Michèle Rice



Diversity equity and inclusion

Creating safe spaces for all learners through community action and engagement



Stan Burgoyne



Professional learning organizations

Designing collaborative and personalized learning engagements to activate adult agency

A growing list of innovators and thought leaders



Krystal Culpepper – Inter-departmental collaboration

Paxon School for Advanced Studies, Florida, US

Kelsey Day – Reading intervention and student success

International Baccalaureate, Colorado, US

Tim Kane – Authentic data driven planning

IB School Improvement, Virginia, US

Laura Lane – ATL skills adoption for teachers new to the IB

International Baccalaureate, Washington D.C., US

Brian Bassett – Shaping students' vision for their futures

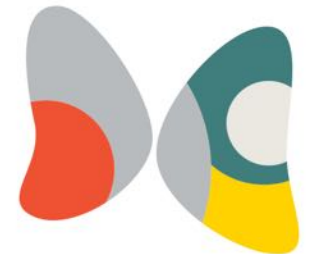
Gar-Field High School, Virginia, US

Erik Brandt– Peer feedback using comparative judgement

Harding High School, Minnesota, US

Thought
Leaders

Lead IB
educator



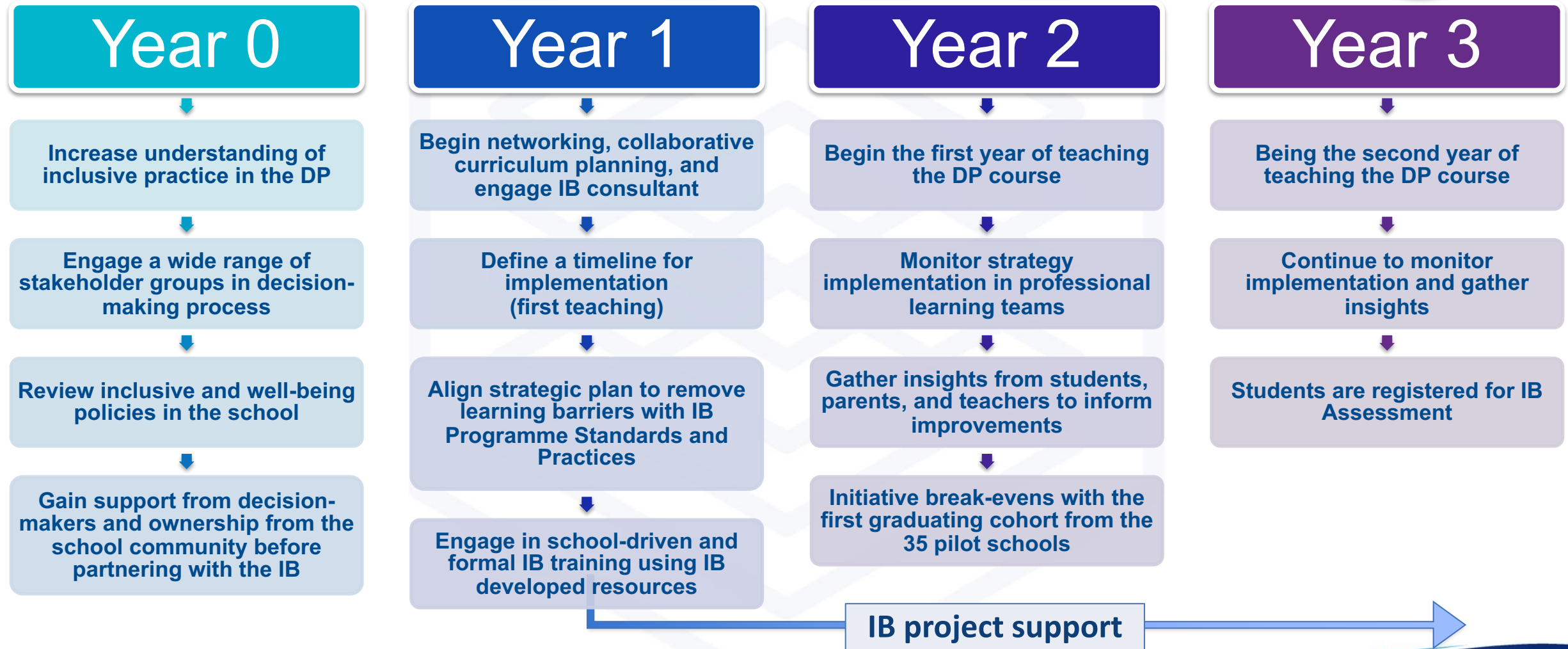
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How will can we best prepare our community?



- identify an inclusive core team of representatives from a range of relevant departments and in learning support leadership roles, to drive the strategic planning process
- assess school policies that either optimize or inhibit the way students and adults perceive an IB education and/or whether these policies open access to the whole school, or limit access to certain student groups
- consider the collaborative planning opportunities that bring both subject area educators and those with inclusion or language acquisition specializations, together
- reflect on the school's resources and services available to advance students success and examine how these align to the type of learning support students will need in the DP coursework and identify any opportunities to enhance or integrate these supports
- explore the IB assessment model with all teachers and engage them in creative ideation of how core competencies can be isolated into smaller areas to inform curriculum planning

Project implementation outline



The IB invites schools to partner in the project



Working together to co-create high quality education for all students

Dec – Jan IB INVITATION SENT TO SCHOOLS - WEBINAR

Jan – Feb SCHOOL INTAKE BY EXPRESSION OF INTEREST

Mar THE IB INFORMS SELECTED SCHOOLS

Jun & Sept CAT 1 TEACHER TRAINING

Sept LAUNCH OF THE YEAR OF PLANNING

Taking Action

First steps toward inclusive Diploma Programmes

What will be your
first steps?



School-wide Adoption of DP Courses



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