The International Baccalaureate: A Continuum of international education for the 21st Century
Here comes everybody

Many governments all over the world realized they had to invest in higher education to remain competitive.

- *Increase in university student population*

- *Reevaluation of the role of high school - Was it adequately preparing students bound for university?*
Une bonne idée - a single international diploma

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 first International Baccalaureate Diploma exams were piloted in seven cities:

- Beirut
- Copenhagen
- Geneva
- Manchester
- New York City
- St. Donat's (Wales)
- Tehran
The IB works in four main areas:

- Development of curriculum
- Assessment of students
- Training and professional development of teachers
- Authorization and evaluation of schools
What is an IB Education? (2012)

Available at: http://www.ibo.org/become/resources/
Aspects which define an IB education:

• Student – centered learning

• Approaches to teaching and learning

• Global contexts

• Significant content
An IB education centers on learners

- encourages students to become active, compassionate, lifelong learners
- it is holistic in nature – focus on cognitive development, along with concern for social, emotional and physical well-being
- offers opportunities for students to become active and caring members of local, national and global communities
The IB Learner Profile
An IB education develops effective approaches to teaching and learning

• empowers young people for a lifetime of learning, independently and in collaboration with others

• aims to develop a range of competencies and dispositions that include skills for
  • Thinking
  • Working with others
  • Communicating
  • Self-Management
  • Research
An IB education develops effective approaches to teaching and learning

- prepares a community of learners to engage with global challenges through inquiry, action and reflection
An IB education works within global contexts

• Increased understanding of language and culture (multilingualism and intercultural understanding)
• Recognition and reflection on one’s own perspective, as well as the perspectives of others
• Encourages global and local engagement, including challenges in relation to:
  • The environment
  • International development
  • Conflict
  • Rights
  • Cooperation and governance
An IB education explores significant content

• Provides opportunities to develop both disciplinary and interdisciplinary understanding

• Meets rigorous standards set by institutions of higher learning around the world

• Offers curriculum frameworks and courses that are broad and balanced, conceptual and connected, and are rigorously assessed.
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
What does this mean for schools?

- **Cognitive Growth**
  - Critical thinking
  - Inquiry
  - Creativity
  - Academic Rigor
  - Relevancy
  - Life-long learners
  - Action
  - Learner Profile

- **Affective Growth**
  - Caring
  - Intercultural understanding (IM)
  - Respect
  - Collaboration
  - Reflection
  - Action
  - Learner Profile
IB CONTINUUM

programmes that promote...

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

inspiring lifelong learners who become...

INQUIRING
KNOWLEDGEABLE
THINKERS

PRINCIPLED
COMMUNICATORS
CARING

BALANCED
OPEN-MINDED

REFLECTIVE
RISK-TAKERS
Students will make \textbf{Connections} and develop \textbf{conceptual} \textbf{Understanding} to \textbf{think critically} and \textbf{work collaboratively}. They will \textbf{reflect} on \textbf{multiple perspectives} and \textbf{take action} to \textbf{construct meaning}.
**Sample PYP Central Ideas:**

**Where we are in place and time:** Knowing about our family histories enables us to discover our cultural origins and develop historical awareness.

**How we express ourselves:** People use symbols to be expressive and to communicate.

**Sharing the Planet:** Over time, living things need to adapt in order to survive.

**How we organize ourselves:** Cooperation is essential to achieve team goals.
Communication
Balanced
Research
Skills
Holistic
learning
Intercultural Awareness
Critical Thinking
Reflection
Community and Service
Sample MYP Statements of Inquiry:

**Art:** Societies around the world express their values and beliefs in a variety of visual cultures

**Language Acquisition:** Storytelling is a universal way of exploring our cultural identity and sharing who we are

**Individuals and Societies:** Businesses have to balance income generation with human resources and environmental impact

**Mathematics:** Using finite resources responsibly must be taken into consideration when designing structures
Broad

Rigorous Assessment

Balanced

Inquiry

Community Service

Flexible

Critical Thinking

Develops Research skills

Choice within structure

Pre-university

IB DIPLOMA PROGRAMME
IB Worldwide:
1,220,000 students, 3,923 IB World Schools in 147 countries

Programmes in IB Americas: 2619

- PYP: 579
- MYP: 717
- DP: 1286
- IBCC: 37
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
Access & Program Impact Research
Nine out of ten IB schools in the US are public institutions, and the majority of those are Title I eligible schools.
### DEPAUL UNIVERSITY CASE STUDY

**1st year retention rate**

- IB*: 85%
- CPS**: 84%
- DePaul: 80%

**6-year graduation rate**

- IB*: 62%
- CPS**: 62%
- DePaul: 62%

**Average ACT**

- IB: 22
- CPS: 23
- DePaul: 25

**% 1st gen college**

- IB: 58%
- CPS: 51%
- DePaul: 30%

**% minority**

- IB: 69%
- CPS: 51%
- DePaul: 18%

**% low-income**

- IB: 74%
- CPS: 62%
- DePaul: 26%

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* Does not include Lincoln Park IB students as these students do not represent CPS IB students more broadly.

** Chicago Public Schools

Source: Chicago Public Schools Department of Education and Student Development, 2007; DePaul University
Findings from College Readiness Study at Honors College at the University of Oregon

The single most important factor to student success, namely “the degree to which students take ownership of their learning and are allowed to do so” (Conley 2014: 73).

<table>
<thead>
<tr>
<th></th>
<th>DP</th>
<th>Non-DP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Persistence</td>
<td>n</td>
<td>n</td>
</tr>
<tr>
<td>Persisted</td>
<td>192 98%</td>
<td>1,359 91%</td>
</tr>
<tr>
<td>Did not persist</td>
<td>4 2%</td>
<td>136 9%</td>
</tr>
</tbody>
</table>

Non-academic preparation

• DP students also reported deeper understanding of the structure of knowledge, large concepts and how content connects across disciplines.

• DP students were able to take multiple perspectives on the same issues, could play the devil’s advocate, and were more comfortable with revising their positions.
Enrolling, staying and graduating

- 92% of the DP candidates graduating in 2005 enrolled in U.S. postsecondary institutions anytime between May 2005 and November 2011.

- The rate of first-year retention of DP students enrolled at four-year institutions was 98%, while the national rate was 75% (NCHEMS, 2012).

- Overall, 74% of the DP candidates graduated within four years, while the national rate was 38% in 2004.

Source: Olivia Halic, IB research department, 2013
US University Graduation and Retention Rates

Figure 3. First-year retention rates of DP students enrolled in 4-year institutions compared to national rate

Figure 4. 4-year graduation rates

Figure 5. 6-year graduation rates
• DP students generally earned higher grade point averages (GPAs) and graduated at higher rates than matched comparison group students and UC students overall.

• Performance in the theory of knowledge (TOK) and extended essay were especially correlated with college GPA.

Figure 2: UC GPA: IB students vs UC students overall. Sample: 1,547 US high school students who participated in the DP and subsequently enrolled in the University of California (UC) system between 2000 and 2002.
Studies on Academic Readiness

• Reflections of DP graduates from two Canadian high schools found that “most respondents appreciated being exposed to what they considered…a richer curriculum with a wider range of topics they could discuss in some depth. They also felt that, as a result of being in IB, they developed good critical thinking skills.” (Taylor and Porath 2006: 154).

• In a survey of all new students at the University of British Columbia at the start of their first semester, DP students were at least 20% more likely to rate the following skills as “very good” or “excellent:”
  • Research
  • Ability to read and comprehend academic material
  • Ability to make and prepare a presentation
  • Ability to write clearly and effectively.

• At the end of their first semester, DP students were also considerably more likely to have participated in student leadership activities, volunteer work, tutoring/teaching other students and student clubs/organizations (Bluhm 2011).
Global - Do you think the IB Diploma Programme has prepared you well for your future studies?

<table>
<thead>
<tr>
<th>Region</th>
<th>Very Well Prepared</th>
<th>Well Prepared</th>
<th>Not Prepared</th>
<th>Very Not Prepared</th>
</tr>
</thead>
<tbody>
<tr>
<td>All (n=5412)</td>
<td>48.7%</td>
<td>48.3%</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Mexico (n=324)</td>
<td>59.6%</td>
<td>36.0%</td>
<td>4.4%</td>
<td></td>
</tr>
<tr>
<td>Australia (n=200)</td>
<td>57.5%</td>
<td>41.0%</td>
<td>1.5%</td>
<td></td>
</tr>
<tr>
<td>USA (n=3352)</td>
<td>51.2%</td>
<td>46.3%</td>
<td>2.5%</td>
<td></td>
</tr>
<tr>
<td>Spain (n=170)</td>
<td>47.1%</td>
<td>52.9%</td>
<td>0.0%</td>
<td></td>
</tr>
<tr>
<td>UK (n=313)</td>
<td>43.3%</td>
<td>52.0%</td>
<td>4.7%</td>
<td></td>
</tr>
<tr>
<td>India (n=120)</td>
<td>37.3%</td>
<td>57.3%</td>
<td>5.4%</td>
<td></td>
</tr>
<tr>
<td>Canada (n=933)</td>
<td>37.0%</td>
<td>58.5%</td>
<td>4.5%</td>
<td></td>
</tr>
</tbody>
</table>
# 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>Base Number</th>
<th>IB Certificate Candidates</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>

*http://testprep.about.com/od/sat/f/SATFAQ_GoodSAT.htm
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.
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.
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.
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/)
Michael Leshner
Manager, Regional Development & Outreach
michael.leshner@ibo.org
iba.outreach@ibo.org
301.202.3143
Becoming an IB World School

1. School Information Form
2. Application For Candidacy
3. Application For Authorization
4. Authorization
Consideration Phase / Request for candidacy

Required activities:

• Submit School information form
• Investigate IB philosophy
• Analyze programme requirements and identify resources for implementation
• Gain support from teachers, head of school, school district/board and students
• Order IB publications
• Designate a coordinator
• Develop an action plan for successful implementation
• Head of school attends a category 1 workshop for Administrators/HOS
• Contact or visit IB World Schools offering the program
• Connect with a regional association of IB World Schools
Application For Candidacy

Activities:

✓ obtaining the relevant publications by purchasing them from the IB store - - http://store.ibo.org/

✓ examining the program’s philosophy and curriculum to determine whether these meet the needs of its students

✓ conducting a feasibility study on the possible consequences of implementing the program

✓ The head of school or designee **must** attend a category 1 workshop **prior to** the submission of the application for candidacy – **mandatory**
Candidacy Phase

Following acceptance of Application for Candidacy, the school is designated an IB candidate school.

Activities:
✓ The school is assigned a consultant to work with the school to develop a solid application for authorization.
✓ Continuing attendance at IB-approved professional development
✓ Developing curriculum planning documentation
✓ Organizing teacher collaborative planning and teaming
Candidate Fees for the PYP, MYP, and Diploma Programmes

USD 4,000* with the Application for candidacy and USD 9,500* payable annually commencing from September / March, after the submission of application for candidacy (during a normal authorization process this fee is paid twice)

What you receive:

✓ Ongoing counseling services by IB Americas
✓ Reading and feedback for applications
✓ Subscription to the online curriculum centre for all school staff
✓ A two-day on-site consultation visit
✓ The remote services of a consultant for up to 20 hours
✓ A two-day on-site verification visit

*All fees are subject to change
Candidate Fees for the IBCC

USD 8,500* with the Application for candidacy

What you receive:

✓ Ongoing counseling services by IB Americas
✓ Reading and feedback for applications
✓ Subscription to the online curriculum centre for all school staff
✓ Two seats in online IBCC Professional Development
✓ 10 hours of remote support from a consultant
✓ On-site verification visit

*All fees are subject to change
Verification Visit

Provided previous stages have been completed successfully, the school submits the Application for Authorization and the regional office arranges for the school to be visited by an IB team.

The purpose of the verification visit is to:

✓ verify that documentation submitted by the school confirms that the school is ready to be authorized as an IB World School
✓ Verify program standards and practices that must be in place with those involved in the implementation of the program
✓ evaluate the school’s preparedness to implement the program
✓ complete a report on the school’s commitment and ability to deliver the programme
### Required Professional Development

<table>
<thead>
<tr>
<th>PYP</th>
<th>MYP</th>
<th>DP</th>
<th>IBCC</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The head of school or designee must attend an IB category 1 workshop before submission of <em>Application for candidacy</em></td>
<td>• The head of school or designee must attend an IB category 1 workshop before submission of <em>Application for candidacy</em></td>
<td>• The head of school or designee must attend an IB category 1 workshop before submission of <em>Application for candidacy</em></td>
<td>• Approaches to Learning teacher must participate in an online training</td>
</tr>
<tr>
<td>• The pedagogical leadership and all faculty who work with PYP students full- or part-time must all be trained in IB category 1 workshops.</td>
<td>• At least one teacher per subject group and the MYP coordinator must attend IB category 1 workshops related to their subject areas/responsibilities</td>
<td>• All Diploma Programme subject teachers, including TOK and CAS coordinators, must attend IB category 1 workshops in their subject</td>
<td>• The IBCC Coordinator must participate in an online training</td>
</tr>
<tr>
<td>• A one-day, on-site <em>Launching the MYP</em> workshop for all MYP teachers organized through IB Americas. This workshop does not replace the previously mentioned workshops</td>
<td></td>
<td>• The Diploma Programme coordinator must attend IB category 1 Diploma Programme coordination workshops</td>
<td></td>
</tr>
</tbody>
</table>
Additional Budgetary Items

✓ Ongoing teacher professional development at IB workshops
✓ Regular collaborative planning time for teachers (including media specialists, librarians)
✓ IB publications for teachers (see the publications catalogue on the IB website, http://store.ibo.org/)
✓ The position of the program coordinator, which must include non-teaching time
✓ Resources for inquiry, second language teaching and international-mindedness

Diploma Programme

✓ The position of the CAS (community, activity, service) coordinator
✓ Extended essay and CAS supervision
✓ Postage for examination mailings
Annual Fees

PYP: USD 7,910* payable annually upon authorization
MYP: USD 9,055* payable annually upon authorization
DP: USD 10,820* payable annually upon authorization
IBCC: USD 1,370* payable annually upon authorization

What you receive:

✓ Creation and development of curriculum materials and teacher support guides
✓ Subscription to *IB World magazine*
✓ Subscription to the online curriculum centre for all teachers and school staff
✓ Ongoing counseling services

*All fees are subject to change*
Student Assessment Fees

*Diploma Programme and IBCC*

Student Registration Fee
USD 160* for each student

Subject Fee
USD 110* per assessed subject

What you receive:

- Moderation of internal assessments
- External assessments (exams)
- Transcripts of results and diplomas
- Reports on subject areas

*All fees are subject to change*
Programme Evaluation Fees

Programme Evaluation Visit Fee
USD 3,700* payable five years after the date of authorization and every five years thereafter. An additional USD 370 for each partner school if a two or more schools are in a partnership

What you receive:
✓ The two-day on-site evaluation visit (three days if an MYP partnership) for PYP and MYP
✓ Feedback on the self-study questionnaire and supporting documentation

*All fees are subject to change
## Minimum Duration of the application timeline

<table>
<thead>
<tr>
<th>School information form (no fee) before application for candidacy (Aug-March)</th>
<th>Submit Application for candidacy and the application fee</th>
<th>Notification of candidacy status to take effect 1 September</th>
</tr>
</thead>
</table>

### Academic Year 1

**Consideration Phase**

- Submit candidate fee and begin working with appointed consultant

### Academic Year 2

**Candidate Phase**

- Submit Application for authorization (no fee)
- Host verification visit (Feb-May)
- Receive notification of status (June-Aug)

### Academic Year 3

**Request for Authorization**

- Authorization
# Minimum duration of the application timeline

## Academic Year 1

### Consideration Phase
- Submit **School information form** (no fee) before application for candidacy (Aug-March)
- Submit **Application for candidacy** and the application fee
- Notification of candidacy status to take effect 1 September

### Request for Candidacy
- Submit **Application for authorization** (no fee)

## Academic Year 2

### Candidate Phase
- Submit candidate fee and begin working with appointed consultant
- Host verification visit (Sept-Dec)
- Receive notification of status (Feb-April)

### Request for Authorization
- Prepare for implementation as an IB World School to take effect the following year

## Academic Year 3

### Candidate Phase continued
- Authorization

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## Minimum duration of the application timeline

<table>
<thead>
<tr>
<th>January</th>
<th>February</th>
<th>March</th>
<th>April</th>
<th>May</th>
<th>June</th>
<th>July</th>
<th>August</th>
<th>September</th>
<th>October</th>
<th>November</th>
<th>December</th>
</tr>
</thead>
</table>

- **Submit Expression of interest form (no fee) before submission of Application for candidacy: IBCC**
- **Submit Application for candidacy: IBCC and the authorization fee (1 April)**
- **Notification of candidacy status and begin working with remote consultant**
- **Submit Application for authorization: IBCC (no fee) 1 October**

<table>
<thead>
<tr>
<th>January</th>
<th>February</th>
<th>March</th>
<th>April</th>
<th>May</th>
<th>June</th>
<th>July</th>
<th>August</th>
<th>September</th>
<th>October</th>
<th>November</th>
<th>December</th>
</tr>
</thead>
</table>

- **Host verification visit (Jan-Feb)**
- **Receive notification of status and prepare for implementation as an authorized IB World School**
- **Begin implementation IBCC Submit annual school fee (1 Sept)**
For Additional Information

Got Questions?
We’ve Got Answers!

Contact the IB Outreach Desk by phone at (301) 202 3000 or by email at iba@ibo.org