

**Slides presented at the
2015 NGSS Network Leadership Conference**

An Introduction to the International Baccalaureate

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An introduction to the International Baccalaureate

February 2015



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So what exactly is the International Baccalaureate?

“... The International Baccalaureate (IB) is a not-for-profit foundation, motivated by its mission to create a better world through education”



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IB History timeline



The IB Learner profile

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

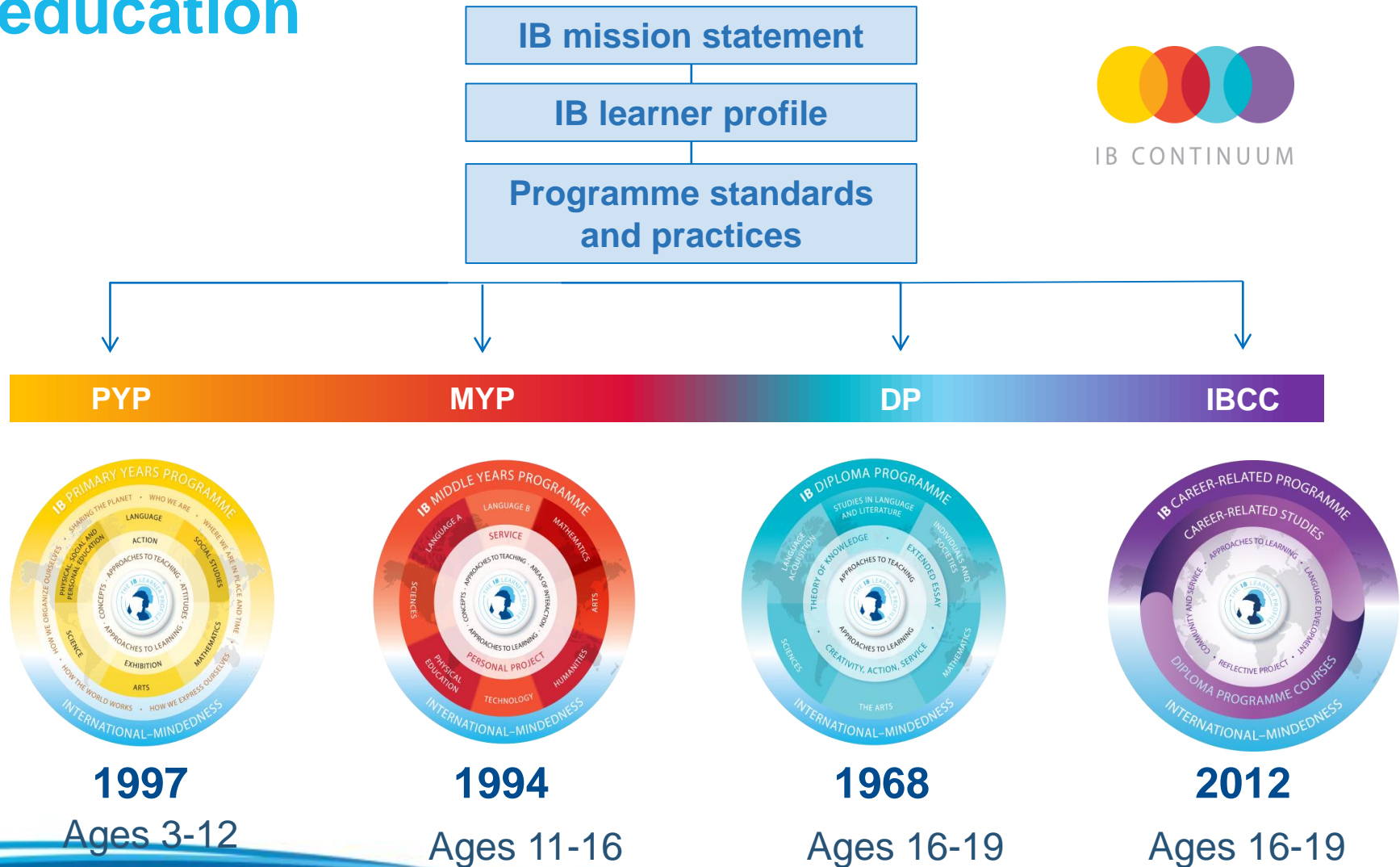
IB learners strive to be:



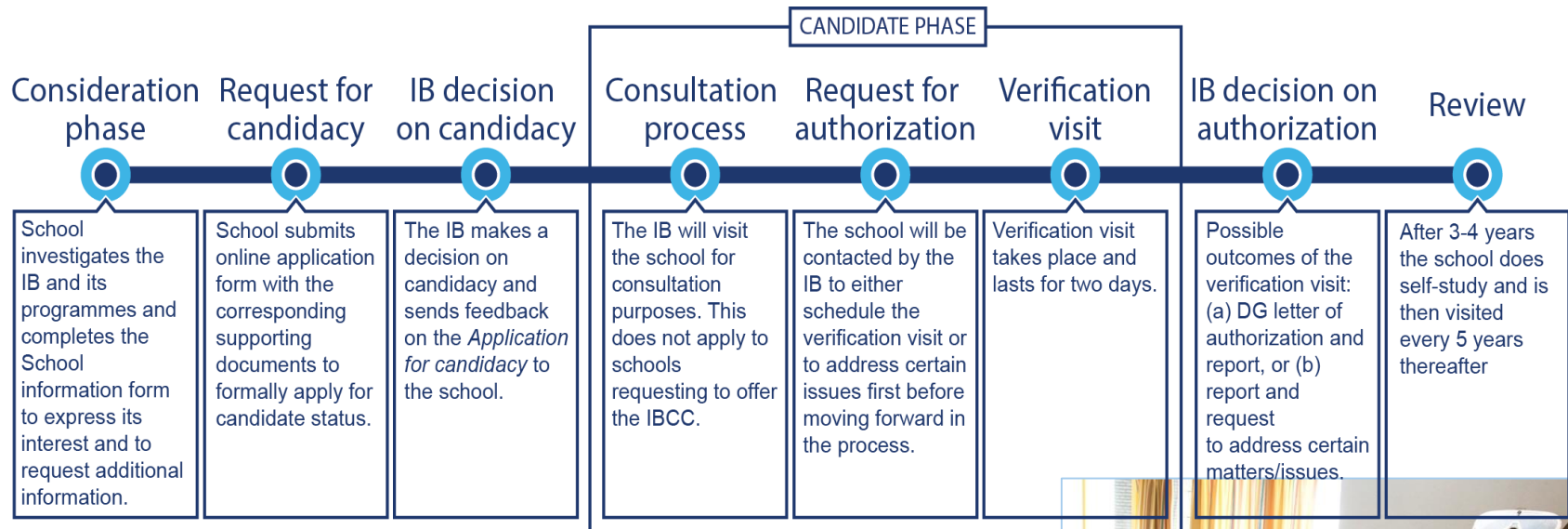
The attributes of the learner profile express the values inherent to the IB continuum of international education:

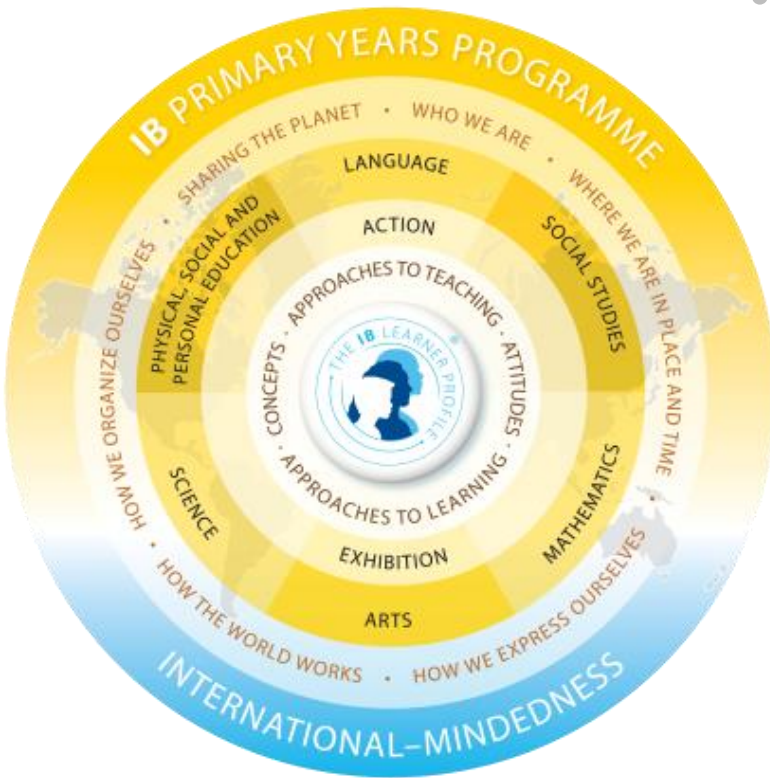
IB programmes promote the education of the whole person, emphasizing intellectual, personal, emotional and social growth through all domains of knowledge.

The IB continuum of international education



How is a school authorized and reviewed?



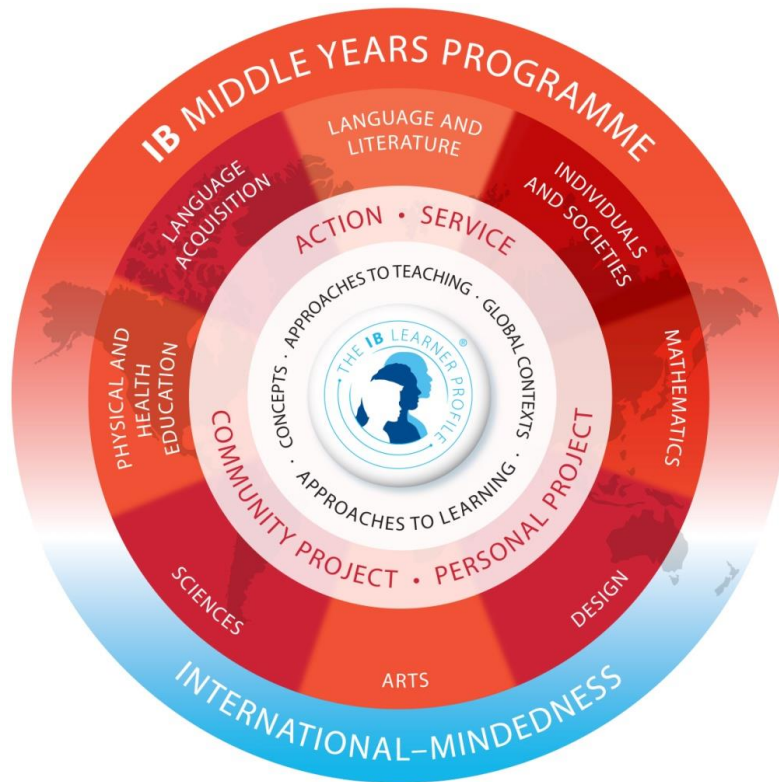


- The PYP curriculum is centred on **six transdisciplinary themes** around shared human experiences

- Who we are
- Where we are in place and time
- How we express ourselves
- How the world works
- How we organize ourselves
- Sharing the planet



A challenging framework that encourages students to make practical connections between their studies and the real world, students of all interests and academic abilities can benefit from their participation.



The MYP is a five-year programme, which can be implemented in a partnership between schools, or in several abbreviated (two, three or four year) formats.

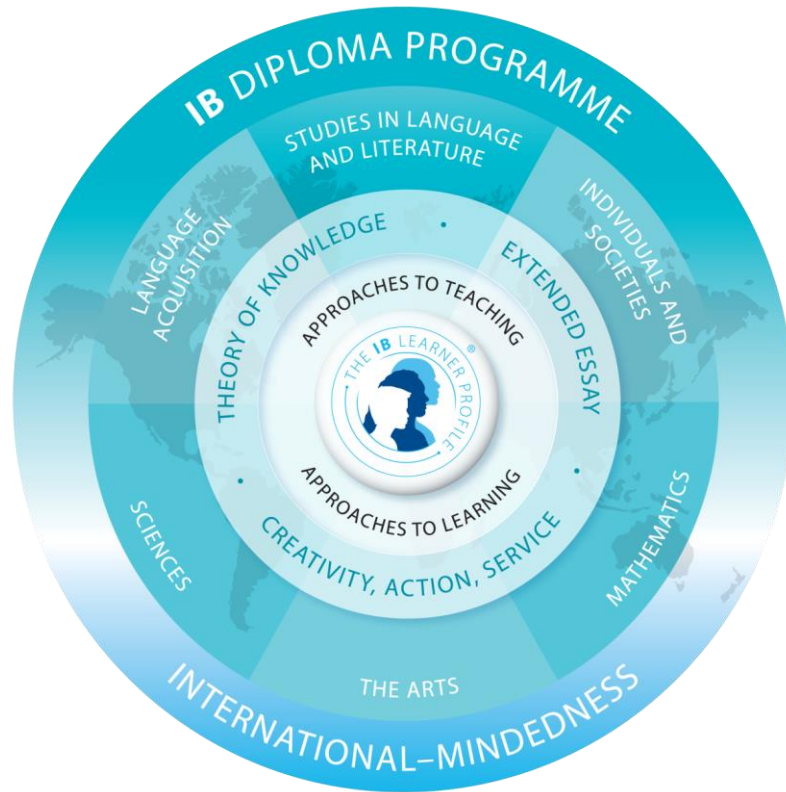
The MYP was revised in September 2014 to provide a more rigorous and highly flexible framework that powerfully integrates with local educational requirements. New on-screen examinations and ePortfolios offer exciting opportunities for reliable, robust digital assessment of student achievement.

MYP curriculum

- The MYP curriculum framework comprises **eight subject groups**, providing a broad and balanced education for early adolescents.
- The MYP requires **at least 50 hours** of teaching time for each subject group, in each year of the programme. In the final two years of the programme, carefully-defined subject group flexibility allows students to meet local requirements and personal learning goals
- **Approaches to learning (ATL)**, help students learn how to learn by developing skills for research, critical and creative thinking, communication, collaboration, and self-management
- **Key and related concepts**, help students explore big ideas that matter
- **Global contexts**, help students understand the relevance and importance of their study for understanding their common humanity and shared guardianship of the planet.

MYP- sciences

- The MYP sciences framework encourages students to investigate issues through research, observation and experimentation, working independently and collaboratively.
- As they investigate real examples of science application, students will discover the tensions and dependencies between science and morality, ethics, culture, economics, politics, and the environment.
- MYP sciences courses usually include biology, chemistry and physics, but schools may develop and offer other sciences courses that meet the subject group's aims and objectives.
- Additional courses could include:
 - environmental sciences, life sciences, physical sciences, sport sciences, health sciences, earth sciences.



The DP curriculum is made up of six subject groups and the DP core, comprising theory of knowledge (TOK), creativity, action, service (CAS) and the extended essay.

The DP is a pre-university course of study leading to examinations; it is designed as a comprehensive two-year curriculum that allows its graduates to fulfil the requirements of university entrance to universities worldwide.

DP Group 4 - sciences

Six subjects are available:

- Biology
- Computer science
- Chemistry
- Design technology
- Physics
- Sports, exercise and health science (SL only)

Interdisciplinary subject

- Environmental systems and societies (SL only) - meets the group 3 and group 4 requirements .

DP examinations

- Two year linear course. No exams in first year. Students enabled to mature during course
- Focus on skills
- Varied, rigorous, criterion-based assessment marked internally & externally.
- Students explore the concepts, theories, models and techniques that underpin each subject area and through these develop their understanding of the scientific method.
- Laboratory skills are formally assessed in science subjects.
- A compulsory group 4 project encourages students to appreciate the environmental, social and ethical implications of science. This exercise is collaborative and interdisciplinary and provides an opportunity for students to explore scientific solutions to global questions.

The Extended Essay

- Has a prescribed limit of 4,000 words
- Opportunity to investigate a topic of individual interest
- Familiarizes students with the independent research and writing skills expected at university
- Analysis in Canada, the UK and the USA found that the DP's extended essay improves students' approach to learning in higher education

Examples

The temperature dependence of the sound of flowing water

The effect of storage temperature on alkaline battery discharge time

The effects of sugar-free chewing gum on the pH of saliva in the mouth after a meal.



CP is the IB newest and fastest growing programme.

CP students undertake a minimum of two IB Diploma Programme (DP) courses, a core consisting of four components and a career-related study.

For CP students, DP courses provide the theoretical underpinning and academic rigour of the programme; the career-related study further supports the programme's academic strength and provides practical, real-world approaches to learning.

The programme leads to further/ higher education, apprenticeships or employment..

5 Categories of ATL Skills:

Thinking Skills

Communication Skills

Self Management Skills

Research Skills

Social Skills

6 Approaches to Teaching:

Based on inquiry

Focused on
conceptual
understanding

Developed in local
and global contexts

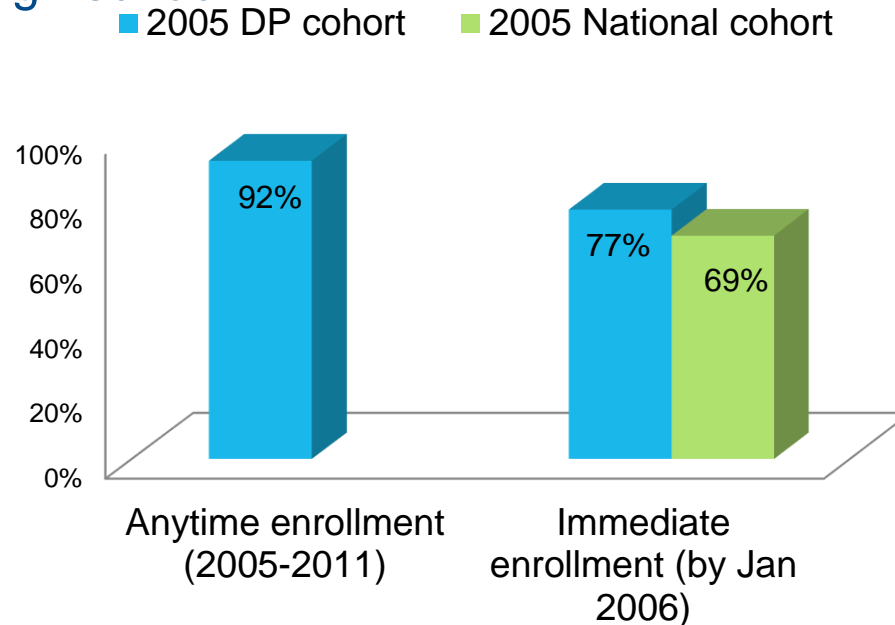
Focused on
effective
teamwork and
collaboration

Differentiated to
meet the needs of
all learners

Informed by
assessment
(formative and
summative)

Enrollment in university

- 92% of the DP graduates enrolled in US postsecondary institutions anytime between May 2005 and November 2011, and 77% enrolled directly from high school.



Anytime and immediate enrollment

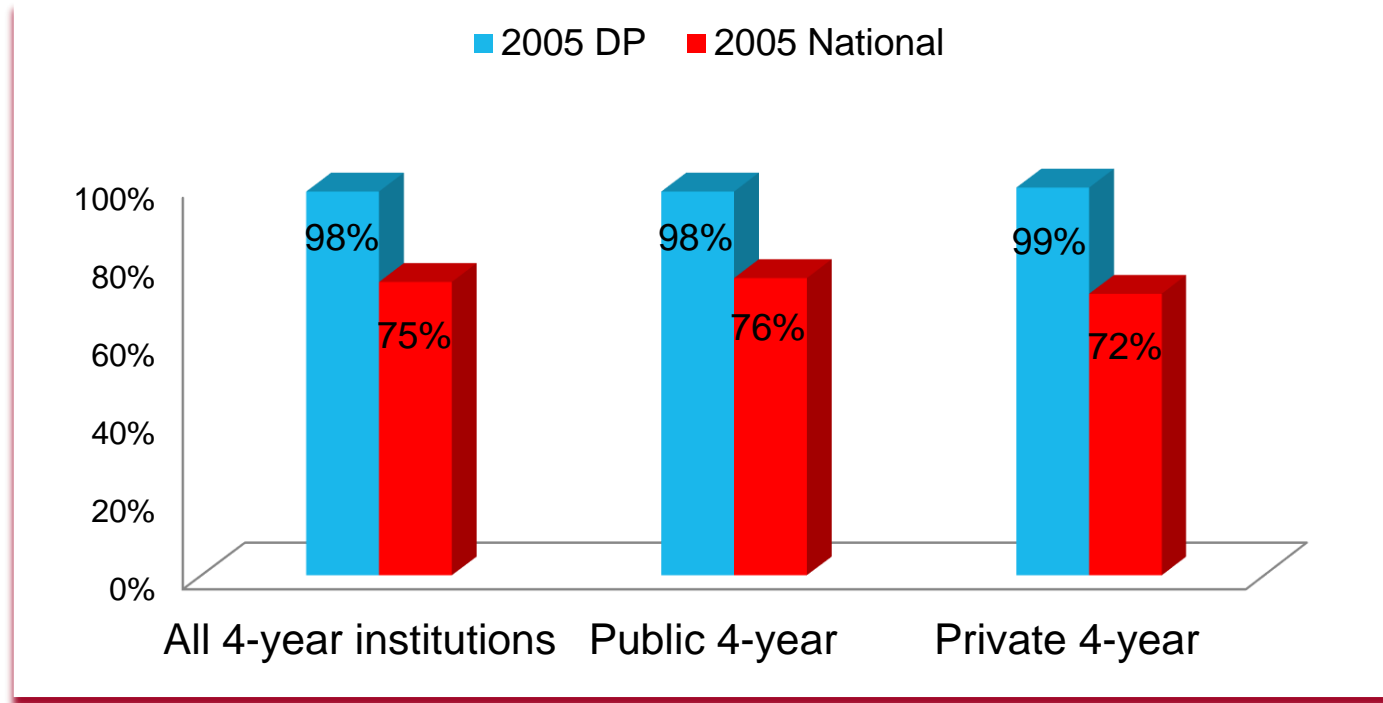


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Organization 2014

University retention rates



First year retention rates



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Organization 2014

IB and the Common Core



Two relationship studies defining the linkages between the IB and the Common Core State Standards (CCSS)



“The IB and CCSS share many goals, the foremost of which is the emphasis on career and college readiness. These studies are powerful tools to assist IB educators in the process of rewriting curriculums and changing instructional delivery methods to best accommodate the move to Common Core national standards,” - Drew Deutsch, Director, IB Americas

IB / NGSS Pathways

1. Achieve and IB began discussion in the fall of 2014 on a partnership to develop new resources on NGSS for IB schools.
2. These resources are intended to help schools and districts understand the similarities between the NGSS and the IB programme and provide guidance on how the NGSS and IB programme can work in tandem to support advanced coursework in science.
3. Focus groups with state supervisors and teachers.
4. In-depth meeting in D.C. with a small group of science educators

IB presence in NGSS states

Programme	Authorized	Candidate	Interested	Grand Total
Diploma	216	28	31	275
CP			9	9
MYP	116	67	59	242
PYP	91	41	52	184
Total	423	136	151	710

By state & DC

CA	291
DC	26
DE	10
IL	120
KS	11
KY	12
MD	88
NV	21
OR	53
RI	5
VT	2
WA	71
Grand Total	710

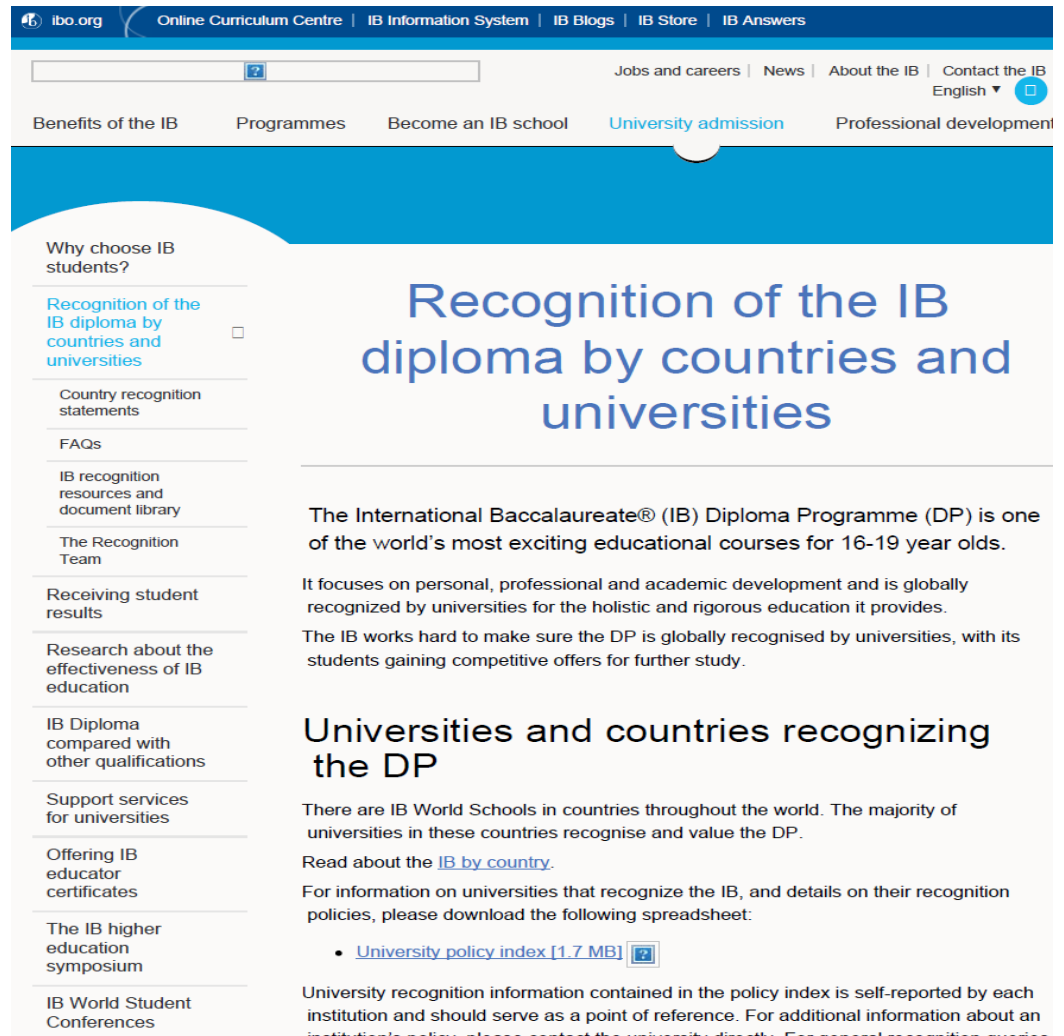


Contact us

Angela.hopkins@ibo.org

IB public website

ibo.org



The screenshot shows the IB public website. The header includes the IB logo, the URL 'ibo.org', and navigation links: 'Online Curriculum Centre', 'IB Information System', 'IB Blogs', 'IB Store', and 'IB Answers'. A search bar is located in the top right. Below the header, there are links for 'Jobs and careers', 'News', 'About the IB', and 'Contact the IB' (with an 'English' dropdown). The main navigation bar includes 'Benefits of the IB', 'Programmes', 'Become an IB school', 'University admission' (highlighted), and 'Professional development'. The main content area features a large heading 'Recognition of the IB diploma by countries and universities'. To the left is a sidebar with a list of links: 'Why choose IB students?', 'Recognition of the IB diploma by countries and universities' (selected), 'Country recognition statements', 'FAQs', 'IB recognition resources and document library', 'The Recognition Team', 'Receiving student results', 'Research about the effectiveness of IB education', 'IB Diploma compared with other qualifications', 'Support services for universities', 'Offering IB educator certificates', 'The IB higher education symposium', and 'IB World Student Conferences'. The main text area contains the following content: 'The International Baccalaureate® (IB) Diploma Programme (DP) is one of the world's most exciting educational courses for 16-19 year olds. It focuses on personal, professional and academic development and is globally recognized by universities for the holistic and rigorous education it provides. The IB works hard to make sure the DP is globally recognised by universities, with its students gaining competitive offers for further study.' This is followed by a section titled 'Universities and countries recognizing the DP' which states: 'There are IB World Schools in countries throughout the world. The majority of universities in these countries recognise and value the DP. Read about the [IB by country](#). For information on universities that recognize the IB, and details on their recognition policies, please download the following spreadsheet:

- [University policy index \[1.7 MB\]](#)

 University recognition information contained in the policy index is self-reported by each institution and should serve as a point of reference. For additional information about an institution's policy, please contact the university directly. For general recognition queries