International Baccalaureate 101

(IBDP) Diploma Programme

January 25th, 2021

*Please Mute your microphone!

For parents, students, and teachers interested in learning about the Diploma Programme
In 2018, the International Baccalaureate (IB) celebrated its 50th Anniversary. Pioneering a movement of international education in 1968, the non-profit foundation now offers four high quality and challenging educational programmes to students aged 3-19 years old. Through a unique curriculum with high academic standards, the IB champions critical thinking and a flexibility for learning by crossing disciplinary, cultural, and national boundaries. The IB currently engages with more than 1.4 million students in over 5,284 schools across 158 countries. To find out more, please visit 50years.ibo.org.
IB Mission Statement
High quality international education for a better world

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 programs of international education and rigorous assessment.

These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.
The philosophy of IB is one that aims to develop students into life-long learners who understand the value of diverse perspectives and are equipped to cultivate a more globally-minded world.

Although IB is an academically demanding program, the IB approaches to teaching & learning support students in meeting their highest academic, interpersonal, ethical, and creative standards. IB students leave high school as students who don’t just know things, they know how to do things.
Ohio and the IB Diploma

- Princeton High School (1984)
- Akron Firestone High School (1995)
- Campus International High School (2017)
- Columbus Alternative High School (2004)
- Westerville South High School (2004)
- Springfield High School (2005)
- Tri-County International Academy (2006)
- Fairmont Kettering High School (2008)
- Dublin Emerald Campus 2008/2019
- Oberlin High School (2009)
- Shaker Heights (2010)
- Notre Dame Academy (2011)
- Worthington Kilbourne High School (2012)
- St. Edward High School (2012)
- Westlake High School (2014)
- Beaumont School (2017)
- Glen Oaks High School (2018)
- Purcell Marian High School (2019)
Diploma Curriculum Model

Group 1 - English Lang & Literature HL

Group 2 - French, German, Spanish SL, HL, ab initio

Group 3 - World History HL (Middle East & Africa)
Business Mgmt SL, HL
Psychology HL
Environ. Sys. & Society SL
World Religions SL

The Core

Group 4 - Environ. Sys. & Society SL
Sports, Exercise, & Health Science HL
Computer Science HL
Physics HL

Group 5 - Math Applications & Interpretation SL
Calculus SL
AP/AB/IB SL
AP/BC/IB HL

Group 6 - Visual Arts HL & SL*
Music HL & SL, Film SL
The Core/UA IBDP Capstone

Extended Essay (EE)
- Up to 4000 word essay, on a topic of student interest
- Provides excellent preparation for independent study at university level

Creativity, Activity, Service (CAS)
- A framework for experiential learning, involving students in new and active roles
- Develops awareness and a sense of responsibility towards the community

Theory of Knowledge (TOK)
- Critical reflection on how we know and what we know
- Develops awareness of cultural perspectives and biases
- Allows for connections to be established between disciplines
IB Diploma Programme Requirements

• Students must take at least three standard level (SL) and three higher level (HL) courses
  • Higher level
    • 240 recommended hours
    • Examinations taken in senior year
  • Standard level
    • 150 recommended hours
    • A maximum of two subjects may be taken the first year
• One course from Groups 1—5, and a 6th subject from either Group 6 or any other group
• Complete core requirements: EE, CAS, TOK
To Earn the diploma

To earn the diploma a candidate must:

• Successfully complete the extended essay, TOK, and CAS requirements

• Successfully complete the internal and external requirements of 3 SL courses and 3 HL courses

• Earn a minimum of 24 points (each subject is graded on a 1—7 scale + a maximum of 3 points for the core elements of the programme)
Diploma Validation Studies

- Study on employability skills in the International Baccalaureate Diploma Programme and Career-related Programme curricula (2020)
- Post-secondary experiences: US public schools serving students from low-income households (2017)
- An analysis of the development of positive academic mindsets in diverse International Baccalaureate World Schools (2017)
- The impact of creativity, action, service (CAS) on students and communities (2017)
- Developing academic persistence in the International Baccalaureate Diploma Programme: Educational strategies and associated personality traits (2016)

Other studies can be found at: http://www.ibo.org/research/outcomes-research/diploma-studies/
<table>
<thead>
<tr>
<th>University or College</th>
<th>IB Candidates acceptance rate</th>
<th>Total population acceptance rate</th>
<th>IB candidates versus total population</th>
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<tbody>
<tr>
<td>University of Florida</td>
<td>82%</td>
<td>42%</td>
<td>+40%</td>
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<td>Florida State Univ.</td>
<td>92%</td>
<td>60%</td>
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<td>Brown University</td>
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<td>Univ of Central FL</td>
<td>90%</td>
<td>47%</td>
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Other findings

• % of students attending their top choice university
  U.S.: 83.7%  Canada: 87.3%

• % of students receiving a scholarship
  U.S.: 61%  Canada: 60.8%

• % of students who plan to stay active during university years
  U.S.:  Yes - 81.6%
        I don’t know: 15.7%
        No: 2.7%
  Canada: Yes: 82%
           I don’t know: 14.4%
           No: 3.5%
More than getting into university…

Percentage of Students Graduating from Higher Education Institutions within 6 years

- All Students: 0.58
- IB Diploma Candidates: 0.8

*Source: the Integrated Postsecondary Education Data System (IPEDS) of NCES, and the National Student Clearinghouse
<table>
<thead>
<tr>
<th></th>
<th>Broad educational reform</th>
<th>Access to IB programmes for all students</th>
<th>IB teacher support</th>
<th>Integration of IB into state systems</th>
<th>Linking with state higher education</th>
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<td>Common Core adopted</td>
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*Honors diploma recognition
**Alternative pathway recognition
CPS - Comprehensive Public System
IB Standards and College Readiness

Alignment Study
• Develop and define academic content standards for the IB Diploma Program
• Align IB’s academic content standards with the Knowledge and Skills for University Success (KSUS)
• Align the IB standards with several states

Key Finding
“The results of this study clearly confirm the strong relationship between the IB Programme and standards for college readiness and success. The IB standards demonstrate a very high degree of alignment with the KSUS standards in all subject areas. In addition, many the individual IB standards are at a level more advanced than entry-level college courses. . . . In short, students who participate successfully in IB should be well prepared to succeed in entry-level college general education courses and in some cases to have already learned material covered in such courses.”

- David Conley and Terri Ward, Educational Policy Improvement Center, Eugene, Oregon
Qualities Of IB Diploma Holders

- Fluency in 2 languages
- Confidence with university texts & materials
- Capacity for independent/group research & study
- Cultivated critical & creative thinking abilities with well developed communication skills
- Ability to complete a challenging & rigorous course of studies
- Compassionate concern for others
- Well developed time management skills
Generation IB
IB Diploma Graduates from UA & Beyond

**Generation IB #IBMade**

**Nico Rosberg**  
International School of Nice—2002

**Liza Koshy**  
Mirabeau B. Lamar Senior HS—2014

**Alex Honnold**  
Mira Loma HS—2003

**Patrick Toohey**  
UAHS—  
Double major in International Relations & Spanish Literature at Colgate

**Mackenzie Martin**  
UAHS — 2015  
Law Student at the University of Michigan

**Ruth Buergenthal**  
UAHS 1019  
UCLA
Generation IB
#IBMade

Mike Krieger
The Graded School—2004

Alyssa Van Camp
UAHS—2006
PhD candidate at Vanderbilt
Chief Executive Officer of Teach Twice

Jonathan Taylor
Salem High School—2017

Lindsey Shi
UAHS—2014
Carnegie Mellon – Business Admin
and Human Computer Interactions

Vin Diesel
Anglo American School—1985

Michael Huntley
UAHS—2011
Business Planner at Microsoft
Generation IB
#IBMade

Justin Ballheim
St. Mary’s — 2000

Adam Ballheim
UAHS - 2006

Lupita Nyong’o
St Mary’s School — 2001

Dustin Moskovitz
Vanguard High School — 2002

Akihiko Hoshide
UWC SEA — 1987
Why should you do this?

- Because it is the Gold Standard in a high school education around the world
- Because the IBDP is considered a “gifted” service by the Ohio Department of Education
- Because you want to be part of this slide show!
Social Media Platforms

IB alumni network blog – blogs.ibo.org/alumni/

IB Fan Page on Facebook – www.facebook.com/IBO.org

IB Twitter feed – twitter.com/iborganization

LinkedIn group for the International Baccalaureate and subgroup for IB alumni