

The IB Program

“[IB Schools] teach for inquiry, and foster pro-active learning, and thinking. They try to create not just a culture of demand, but a culture of opportunity.” --David Perkins, co-founder of Project Zero, Harvard Graduate School of Education



What is IB?



- The ***International Baccalaureate*** is a **non-profit educational foundation** established in 1968.
- Headquarters: Geneva, Switzerland
- ***IB Americas***: headquartered in Bethesda, Maryland

IB's 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.

Where is IB?



In the World 3676 schools in 145 countries offer combinations of IB's three programs.

In the U.S. 1,469 IB World Schools

798 IB Diploma schools

1,117 IB MYP Schools

In Pennsylvania 17 IB Diploma Schools

8 MYP Schools

IB Program History in USC

DP

- **Jan 1999**

DP Authorized

- **May 2001**

First exams

- **May 2002**

First IB Diplomas

Awarded

MYP

- **Sept 1998**

Pilot Year

- **June 2002**

MYP Authorized

What are DP & MYP?

- The DP is a challenging, two-year program of international education for students in grades 11 and 12.
- The MYP is a challenging framework that encourages students in grades 5-10 to make practical connections between their studies and the real world.

IB Enrollment in USC

**Full IB Diploma
Candidates:**

Juniors: 12

Seniors: 15

MYP

**2013-2014
934 students**

**2014-2015
974 students**

**2015-2016
1,173 students**

**2016-2017
1,150 students**

**IB Diploma “Courses”
students:**

Juniors: 105

Seniors: 85



Why IB at USC?

IB provides these desirable opportunities for our students:

- A globally-focused curriculum
- A diploma that has global recognition
- Criterion-referenced assessment, conducted by examiners around the world



Why IB at USC?



The IB Program prepares students for college and career success by encouraging them to

- Learn how to learn.
- Critically reflect.
- Develop a strong sense of their own identity and culture.
- Develop the ability to communicate with and understand people from other countries and cultures.

IB Learners strive to be

InquirersPrincipled

KnowledgeableOpen-minded

ThinkersCaring

CommunicatorsRisk-takers

BalancedReflective



Training & Evaluation

- External training from the IBO, with a minimum of one teacher per discipline. All DP teachers are trained in their subject area.
- Internal training is ongoing.
- The District receives an external evaluation from IB every five years. The evaluation is based on the MYP standards and contains commendations, recommendations, and matters to be addressed.
- Prior to the evaluation, the district must complete a self-study as well as provide samples of student work in all subject areas.

Scheduling Timeline

- January 23 – High School course recommendations are due.
(Students are recommended for classes not programs)
- February 7 – 8th Graders meet with counselors (during the day)
Evening parent meeting to discuss scheduling & classes
- February 21-24 – 8th Graders schedule (decision re: MYP)
- February 21-23 – 10th Graders schedule (decision re: DP)
- March 10 – Course verifications mailed from Fort Couch
- April/May – 4th Grade MYP Enrollment Info from Boyce distributed.
- Last Day – High School Simulation Day

The MYP Coursework



The DP Coursework

“It’s possible to pair rigor and accountability with a degree of autonomy, and the IB is a good example of that.” --Daniel Pink, author of *A Whole New Mind*



IB Courses vs. Full Diploma

Students may choose from

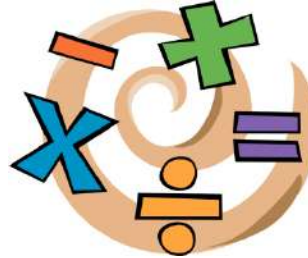
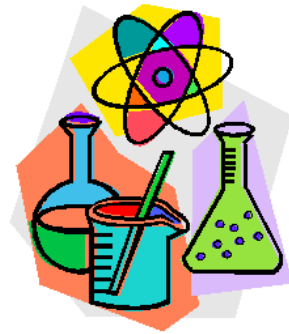
two paths in the IB Diploma Program:



IB Courses

Diploma

IB Courses Students

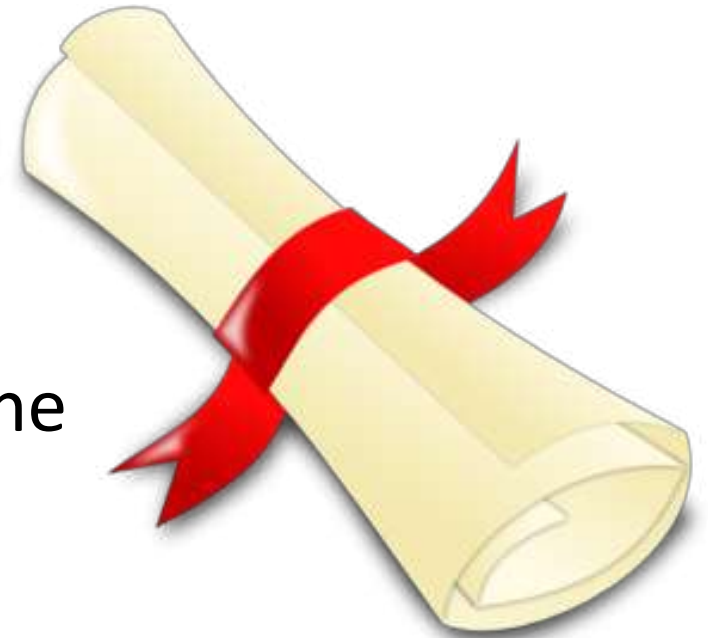


Students select 1 or more IB classes but are not pursuing the IB Diploma:

Students are required to complete all IB internal and external assessments.

Students receive certificates for courses in which they have successfully met all assessment criteria.

Full Diploma Students



Study **6 courses** selected from **six subject groups**, including both the sciences and the humanities

Includes:

3 subjects at higher level &

3 subjects at standard level

Alternate choice:

4 higher level and 2 standard level subjects

USC IB Diploma Program Courses

Group 1: **Language A: Literature**

English HL (2 yrs.)

Group 2: **Language B (2nd language)**

German HL or SL (2 yrs.)

French HL or SL (2 yrs.)

Spanish HL or SL (2 yrs.)

Mandarin *ab initio* (2 yrs.) (for new USCHS

students with no prior experience in German, French, or Spanish)

Group 3: **Individuals and Society**

History of the Americas HL (2 yrs.)

Psychology SL (1 yr.)

Economics SL (1 yr.)

Environmental Systems & Societies (1 yr.)

USC IB Diploma Program Courses

Group 4: **Sciences**

Computer Science *(1 yr.)*

Physics HL *(2 yrs.)*

Physics SL *(1 yr.)*

Environmental Systems & Societies *(1 yr.)*

Group 5: **Mathematics**

Mathematics HL *(2 yrs.)*

Mathematics SL *(2 yrs.)*

Group 6: **The Arts**

Visual Arts HL *(2 yrs.)*

Visual Arts SL *(2 yrs.)*

Prerequisites for Full DP

To be a Full Diploma Candidate, a student must

- Have successfully completed at least Algebra 2 in his/her sophomore year.
- Have successfully completed Level 3 of French, German, or Spanish.

The IB Diploma Program

Core

Theory of Knowledge

Creativity, Action, Service - CAS

Extended Essay



The IB Diploma Program

Core: *Theory of Knowledge* (TOK)

TOK focuses on:

critical thinking

the nature of evidence

the strength of judgments based on evidence

different ways of knowing

the role of knowledge in culture

the connection of knowledge to responsible action



The IB Diploma Program

Core: *Theory of Knowledge*

Sample prompts for TOK Essays:

“When mathematicians, historians, and scientists say that they have explained something, are they using the word *explain* in the same way?”

“The traditional TOK diagram indicates four ways of knowing. Propose the inclusion of a fifth way of knowing selected from intuition, memory, or imagination, and explore the knowledge issues it may raise in two other areas of knowledge.”

The IB Diploma Program

Core: *Creativity* • *Action* • *Service*

CAS Philosophy:

Students develop

- a balance between academics and extracurricular activities.
- a mindset that embraces the value of service to their community

The IB Diploma Program

Core: *Creativity* • *Action* • *Service*

Requirements:

- Completed over the 2-year period
- Documented achievement of the 8 CAS outcomes
- Participation in activities that require planning, doing, and reflecting

The IB Diploma Program

Core: *The Extended Essay*

A 4,000 word analytical research paper that...

...provides the opportunity to investigate a topic of special interest.

...acquaints students with independent, university-level research.

Titles of Recent Extended Essays

- To What Extent Has Pittsburgh Influenced Jazz Music?
- Bipolarity and Its Effects on Artistic Ability as Seen in Vincent Van Gogh
- How Has the Legacy of the Nuremberg Trials Affected the Course of International Law and the Creation of Peace After an Armed Conflict?



The IB Diploma Program: **Assessment**

Internal

External

Grades

Diploma



The IB Diploma Program

Assessment: Internal

Internal Assessment:

- created and scored by the teacher, according to IB requirements and rubrics
- grades submitted to IB for moderation by an IB examiner

The IB Diploma Program

Assessment: External

External Assessment: submitted to IB-trained examiners for evaluation

Essays: in Language A, Language B, Theory of Knowledge, and the Extended Essay

- Culminating exams: May of senior year
- (Full DP students may take up to 2 SL exams in their junior year.)

The IB Diploma Program

Assessment: Grades

Grades:

- Final grades are awarded on a scale of 1 – 7.
- Grades are a combination of the scores on both the internal and external assessments.



Awarding of the IB Diploma:

- All assessment components must be completed.
- Scores in the 6 subject areas: no more than 1 score of a 2 in a SL subject, no more than 3 scores of a 3.
- A maximum of 3 points may be awarded for the work in TOK and Extended Essay.
- To receive the diploma, students must score a minimum of 24 points.

Curriculum Review

- Every subject in each of the 6 areas is reviewed over a 5-year period.
- Revisions occur with input from IB personnel, examiners, and teachers.

Program Evaluation by the IB

- External evaluations from International Baccalaureate occur every five years.
- The District must complete an extensive self-study as a part of this process.
- The IBO evaluation includes analysis of the self-study and a possible site visit.

The evaluation reports include:

Commendations

Recommendations

Matters to be addressed

Fees for IB Students



For 2016-17:

Registration Fee:\$168

paid by school district

Exam fees:\$116 per exam

paid by parents of IB
students

TOK, EE, CAS \$89(EE); \$45(TOK); \$10

(Fees for Non-(CAS) paid by parents of

Diploma Students)IB students

FAQ's



Q: Are only MYP students eligible for the DP?

A: No.

Q: Is the DP only for students who are not planning on majoring in math or science in college?

A: No. Some of our most successful Diploma students have majored in science or mathematics fields at prestigious universities.

FAQ's



Q: Does the DP prevent students from participating in other electives, such as performing arts or AP classes?

A: No. However, students will have to be more selective. As with all other course selections, choices have to be made.

FAQ's



Q: Are DP students in classes with the same, small group all day?

A: No. Some classes are blended; i.e., they are combined with AP or honors courses. Non-DP electives allow interaction with non-DP students. Students who choose multiple AP classes may find themselves in the same situation as DP students.

What the Research Says

- “When compared with former AP students, IB students were significantly more likely to indicate that they: felt prepared for college-level coursework involving research; had executed a research project at UVA; were proud of their research; intended to conduct future research; and found their research skills to be important to future success.”
 - University of VA Study on the Impact of the Extended Essay

What the Research Says

- Regarding the impact of CAS:
“Students and IB coordinators shared the sense that through service, students became more caring, open-minded and reflective, and developed more self-confidence and maturity. Students reported that they gained a better understanding of their place in the world and a feeling that they could make a difference.”
--Study conducted by RMC Research,
Bethesda, MD

University Recognition of IB

- “Students who have completed the entire IB Diploma Programme can earn credit for up to 8 courses toward graduation at W&J.”
--Washington & Jefferson College Website
- **Bucknell University -In Lewisburg, PA for every examination with a 5 or higher receives 6 credits (Diploma students only)**

University Recognition of IB

- Franklin and Marshall College - Lancaster, PA
IB Diploma recipients with a total score of 30 or more are awarded 8 course credits (one full year) toward a degree.
- Cornell University - Students can receive anywhere from 3 to 8 credits depending on the Higher Level subject area taken for score of 6 -7's.

IB Diploma Acceptance Rates

College/University	Overall Acceptance Rate	IB Diploma Acceptance Rate
U. of Pittsburgh	55.0%	93.8%
U. of Pennsylvania	21.0%	33.3%
U. of Virginia	39.0%	61.3%
Duke University	25.0%	39.4%
Carnegie Mellon U.	38.0%	72.2%
Penn State U.	57%	91.8%



**And now, some thoughts
from some of our best
consumers...**

USCHS ALUMNUS

"IB prepared me for college. The time management and study skills I learned throughout the program proved invaluable in making the transition to university-level work. The international focus also helped shape my career plans; I feel well-equipped to live and work abroad."

Dan Capone, Wake Forest University



USCHS ALUMNUS

"The IB Diploma Program did not simply present an opportunity for a respectable education, but rather provided me with a well-rounded academic career complemented by a camaraderie of fellow students who have since become my closest friends."



Sidney Kushner, Brown University

USCHS ALUMNUS



“The IB Program taught me to write well and communicate my ideas effectively. Further, I have learned how to read a text critically and examine its meaning in terms of its origins, biases, and implications—not just its superficial meaning.”

Matt Vernacchia, Massachusetts Institute of
Technology

USCHS ALUMNA

“The DP encourages learning in a way that the AP does not. IB exams are fully open-ended so students have the opportunity to show what they DO know through their expression and interpretation, rather than what they DON'T know based on multiple choice memorization. The TOK class is fully discussion-based, which is also a great preparation for college.”



Poorwa Godbole, Stanford University

USCHS ALUMNA

“As a science/business major, I have an advantage because the DP has taught me to speak and write effectively. TOK teaches you how to think, a skill that you really come to value in college.”



Avisha Shah, University of Pennsylvania

USCHS ALUMNUS

“The IB Program was extremely helpful in preparing me, not only for college-level work, but also for the style of thinking required to succeed on a global level.”

Brent Heard, Carnegie-Mellon University



USCHS ALUMNUS

- “My favorite part of the IB Diploma Program, and I think an integral part of the program, was the discussions we had in all of our classes. They definitely prepared me for the level of thinking and critical analysis I encountered in most of my college classes.”

– Geethika Reddy, University of Pittsburgh

Questions?

For more information, please contact

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BEGIN MYP ONLY HERE

*What should an
MYP classroom look like?*

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The MYP Classroom

1. Evidence of an MYP Statement of Inquiry:

The MYP emphasizes the power of “the big picture.” This means that teachers work to collaboratively develop a single, central **statement** for each unit that captures and reflects what's so important about what students are learning – this is called the **statement of inquiry**.



The MYP Classroom

2. Opportunities for students to practice critical thinking:

Teachers will present focused questions and/or MYP assessment tasks that invite critical student reflection about the content of the curriculum. Students will be active participants.



The MYP Classroom

3. Real-world problem solving drives instruction:

Students are engaged in studying, developing solutions for, and creating products and systems that address critical concerns in the world. Students will be active in their pursuit of knowledge and understanding.



The MYP Classroom

4. An interdisciplinary focus where appropriate:

Holistic learning breaks down artificial barriers of different subjects commonly found in school, enabling students to discover the relationships between different knowledge areas and the real world.



The MYP Classroom

5. Evidence of Global Contexts and Approaches to Learning:

The six global contexts will be used as a lens by which the curriculum is viewed on a unit-by-unit basis each year of the program.



The MYP Classroom

6. Learner-centered:

A broad teaching approach/methodology that engages teachers in a process of looking at how they teach. It may mean replacing lectures (direct instruction) with active learning that is inquiry based, and/or cooperative group situations. Ultimately, the students becomes responsible for their own learning.



The MYP Classroom

7. Evidence of international-mindedness:

This is a process of developing students' attitudes, knowledge, and skills as they learn about their own and others' cultures.

Students develop an openness to and curiosity about the world and people of other cultures, and a strive toward a profound level of understanding of the complexity and diversity of human interactions.



The MYP Classroom

8. Criterion related assessment:

Each subject area has specific assessment tasks and related criteria that are to be used on a regular basis each year of the program. These assessment pieces are holistic in nature and give a much more honest appraisal of a student's learning than just a test. Students demonstrate their understanding of material in an authentic manner.



The MYP Classroom

9. Development of the attributes in the IB Learner Profile:

Over the course of the program, the students are engaged in becoming inquiring, knowledgeable, thinking, communicating, principled, open-minded, intellectually risk-taking, balanced, caring and reflective life long learners.



The MYP Classroom

10. Community and Service:

Teaching staff take advantage of units that are planned through Community and Service to have service learning **arise straight from the curriculum.**



*How does a student successfully earn
an MYP certificate?*

Course Offerings & Program Requirements

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Program Requirements

- Completion of Levels Four and Five (Grades 9 and 10)
- Must take all eight MYP subjects concurrently
- Complete community service component
(15 hours in grade 5 and 30 hours annually in grades 6-10)
- Personal Project – Grades 9 & 10
- Portfolio of Achievement – Grades 9 & 10
- *Completion of the MYP is denoted on the student's official transcript.*



Personal Project

- Demonstrates the students' understanding of the Global Contexts and their relationship to subjects and the world.
- Enables the students to apply the methods and techniques contained in "Approaches to Learning."
- Students are guided through the project by a faculty advisor. Some students may also need an "expert" or mentor to help guide them with the content of their research.
- Enables the students to demonstrate their personal abilities/skills and knowledge.
- Completed by April of the Sophomore year.



Examples of Past Personal Projects

- A lab research project studying microorganisms;
- A robot designed to pick fruit;
- A talent show to raise funds for charity;
- A book of student-written international poetry;
- A structured essay on environmental safety.



Questions?

For more information, please contact your child's counselor or the building principals.

Scheduling for MYP occurs through the HS Counseling Office (grade 8) or through the Boyce Middle School Office (grade 5)

