

**EDUC 649-Fall 2011**  
**Jennifer Colby**  
**Final Paper Presentation**

**Slide One**

**Slide Two**

Tell us the reform issue you focus on

My chosen educational reform is the International Baccalaureate Programme (IB)

**Slide Three Picture of kids and me**

Provide some sense of why you chose your topic.

Last year my home school district proposed the adoption of the program district wide to great enthusiasm and concern among teachers, parents and students. Next school year the high school will be enrolling students in the IB Programme. I am interested in this type of curriculum reform because my children go to school in this district and I found this to be an excellent opportunity to become a more informed parent. Also, as a future Media Specialist I am interested in the role I could play in an IB program.

**Slide Four Background**

Provide some background on the topic you've chosen and key questions shaping the reform agenda. You'll want to give an interested, but likely uninformed, audience a sense of what the main issues are and what's important about the reform topic you've chosen?

The goal of an IB Program is to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To do this the IB Programme has grown to offer three programs: the Primary Years Programme (PYP) for students aged 3-12 which focuses on the development of the whole child in the classroom and in the world outside, the Middle Years Programme (MYP) for students aged 11-16 which provides a framework of academic challenge and life skills through embracing and transcending traditional school subjects and the Diploma Programme (DP) for students aged 16-19 which is a demanding two-year curriculum that meets the needs of highly motivated students, and leads to a qualification that is recognized by leading universities around the world.

These three programs can provide a continuous international educational experience from early childhood to pre-university age of education and assessment to encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right. (ibo.org). I chose to focus on the International Baccalaureate Diploma Programme (IBDP).

**Slide Five-Developed**

In the 1920s and 30s as national leaders began the first tentative steps towards global cooperation after World War I the concept of an international education grew from the desire to bring nations together (a goal of the new League of Nations) by broadening and deepening the way young people thought about their cultures, their histories, and

themselves (Matthews and Hill, p.5). The concept of an international education was stalled by World War II, but later was spurred by the post World War II need of diplomats, business executives, and technicians involved in reconstruction after the war to provide their children with a rigorous high school curriculum that would be accepted at universities around the globe (Taylor and Porath, 2006). After many years of research, fund sourcing and trial the IBDP program (developed by English, French and American educators) started in

### **Slide Six-Established in United States**

Many of the first schools involved were 'ideology-driven' schools, such as magnet schools seeking a marketing niche or schools dissatisfied with the AP program (Bunnell, 2008).

It was the rising star of the NYC public high schools, but the IBDP Programme is NO LONGER AVAILABLE, it ended the IBDP Programme in the 1990s (why?) (now is 50% Asian, 25% hispanic, 15% white, 8% black)

The publication of "A Nation at Risk" by the National Commission on Excellence in Education in Education (which advocated a curriculum similar to IB) spurred the growth of the IBDP in the US. Later that year, a critical report on US secondary education identified IB as a model of educational quality. (Bunnell, 2008)

### **Slide Seven- Future Growth**

By 2000 there were 268 IBDP schools in the US (Bunnell 2008)

2,291 schools in 139 countries are currently authorized to teach the DP

743 IBDP schools in US

208 IBDP schools in UK

141 IBDP schools in Canada

50 IBDP schools in China

IB World School statistics. Retrieved December 5, 2012. (ibo.org)

By 2020 projected to be 2.5 million students at 10,000 IB World Schools (ibo.org)

### **Slide Eight- Questions**

What question(s) did you address in your paper?

- What are the challenges of establishing an IB Programme?
- What is the discourse regarding the pros and cons of establishing such a program?
- What level of involvement (by students, parents, teachers and administrators) is necessary to ensure a child's success in the International Baccalaureate Diploma Programme?
- What is the perceived value of this type of education?
- What is the actual value of this type of education?

## Slide Nine- Sources

What literature did you rely on for your analysis? What approach did you use to analyze it?

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- International Baccalaureate Organization. 2009. *Making the PYP happen: A curriculum framework for international primary education*. Cardiff, Wales: Pearson House.
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- Taylor, ML. and Marion Porath. 2006. Reflections on the International Baccalaureate Program: Graduates' perspectives. *Journal of Secondary Gifted Education*, 17(3): 149.
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## Slide Ten -hexagon

What new knowledge or interesting insights about your reform topic did your research reveal?

### Diploma Programme curriculum

Over the course of the two-year program starting in the Junior year, students:

- 1 study six subjects chosen from the six groups (three of the six subjects are studied at higher level (HL) -240 teaching hours and three subjects are studied at standard level (SL) -150 teaching hours).
  - studies in language and literature
  - language acquisition
  - individuals and societies
  - experimental sciences
  - mathematics and computer science
  - the arts (is optional- or student may choose subject from other group)
- 2 complete an extended essay which is an independent, self-directed piece of research, culminating in a 4,000-word paper.

- 3 follow a theory of knowledge course (TOK) which is a seminar-type course that explores the links between IB subject area courses. **It is part existential, philosophical, psychological and metaphysical.** It will span the junior and senior years and students will complete a minimum of 100 hours of instruction. Students must fulfill an oral presentation requirement and author a reflective paper in order to successfully complete the course.
- 4 participate in creativity, action, service (CAS) and document 150 hours of after-school activities which take place during the junior and senior years. The activities can be split among creative, action, and service oriented endeavors or a single overarching project. Students will discuss their personal growth through a culminating project upon completion of the 150 hour requirement. **Every student has a CAS Advisor, and reflects on his or her personal growth from the effort**

### **Slide Eleven- School**

#### **Slide Twelve- concern**

- acceptance by community
- teacher training requirements
- adequate staff
- effect on other programs
- cost

"I don't argue that IB is a valuable program; I argue that it isn't a good fit for Dexter in this fiscal environment," she said. "I'm concerned about educators coming up with new programs and us hopping on the trend or the fad of AP, and then IB and then what comes after IB when IB doesn't work anymore?" **Bonnie Everdeen**

"DEXTER: Board of education votes to continue pursuit of International Baccalaureate program" **The Dexter Leader. Heritage Newspapers. Friday, August 19, 2011**

#### **Slide Thirteen- enthusiasm**

- Innovation in market
  - makes school more appealing to prospective students
- Raises school curriculum standards
- Prevents "white flight" in urban schools
- Option for gifted secondary students
- School culture improves due to higher expectations from the IB Programme (Pound, 36)

#### **Slide Fourteen- Parent**

#### **Slide Fifteen- concern**

- Cost for school
- Cost for individual- \$102 per exam (usually paid by student)
- Time
  - one to four hours of homework per night
- Sacrifice

concerns of ability to participate in extracurricular activities  
-Stress

### **Slide Sixteen- enthusiasm**

-college acceptance

Considered the most rigorous curriculum in the states

IB diploma=6 AP and 4 yrs of language (UofM admissions counselor) Maura Poe

-college credit

Credits granted by colleges can vary widely, from none to over 50 credits

-college scholarships

Completion of the IB Diploma makes students more attractive

### **Slide Seventeen- Student**

#### **Slide Eighteen- google video**

concern- "I hate IB"

YouTube search: "I hate IB" retrieved 9 results

Google search: retrieved about 91,200 results

#### **Slide Nineteen- quote**

**During the program:**

-students are tired and stressed- the rewards seem distant and perhaps unattainable

-students feel pressure to meet scholastic expectations of parents, peers, and teachers

-students lose confidence in their academic abilities

-students question its value (Taylor and Porath, 2006)

#### **Slide Twenty- enthusiasm- "I love IB"**

YouTube search: retrieved nine results

Google search: retrieved about 49,600 results

(student enthusiasm aligns with parent enthusiasm)

-college acceptance

Considered the most rigorous curriculum in the states

-college credit

Credits granted by colleges can vary widely, from none to over 50 credits

-college scholarships

Completion of the IB Diploma makes students more attractive

#### **Slide Twenty-one- Improve Opportunities**

How (if at all) is the reform you focus on related to the long-standing agenda to improve educational opportunity for disadvantaged students?

#### **-Number of students participating in IBDP?**

Though the IBDP states that it is not a program merely for gifted students only

10-15% attempt the full diploma in US, but

50-70% of students will take one or two IB classes

### **-Public vs. private schools?**

The IBDP can provide more demanding educational opportunities in urban schools by offering an established rigorous curriculum. In 2002 92% of IB World schools in the US were state funded which is quite different from many other parts of the world where most schools offering the IBDP are private (Bunnell, 2008).

### **-Prohibitive application process for disadvantage schools?**

Yes- the process to become an IB school is long, arduous and expensive. It normally takes a full-time coordinator (with full cooperation of all stakeholders) 2-3 years to complete (ibo.org).

### **Consideration Phase**

Before starting the application process to become an IB World School, the school conducts a feasibility study in which it analyses the IB philosophy, programme structure and requirements, compares its findings with the situation of the school and defines what needs to be done in order to implement the programme. The school participates in an IB workshop to become familiar with the IB programme and the authorization process.

### **Request for Candidacy \$4,000 fee**

After completing the consideration phase, the school will decide whether to start the authorization process by requesting to become a candidate school. The Application for candidacy (a 22 page form) shows that the school has carried out a preliminary analysis of the programme and of the consequences of its implementation and that, as a result, plans have been developed reflecting the commitment of the school to make the necessary adjustments to become an IB World School.

### **Candidate Phase and request for authorization: \$9,500 fee**

Following acceptance of application for candidacy the school is recognized as an IB candidate school. During this period the school will take the actions necessary to address the IB requirements for authorization and fill out a 43 page Application for Authorization. Special attention should be given to the implementation of the professional development plan as early as possible to ensure that teachers will be duly trained in IB-recognized professional development activities.

### **Verification visit: \$9,500 fee**

Upon acceptance of the *Application for authorization*, a visit to the school will be carried out to verify the school's claim that it has taken all the necessary actions and is prepared to become an IB World School. The purpose of the visit is to ensure that the educational principles, standards and practices on which the IB programme is founded will be maintained and furthered. Following authorization, schools will go through an evaluation process that takes place on regular basis to ensure that the standards and practices of the programme are being maintained.

[http://www.ibo.org/iba/become/newprocess/documents/DPAug-SeptEng\\_002.pdf](http://www.ibo.org/iba/become/newprocess/documents/DPAug-SeptEng_002.pdf)

Total Application fee (spread over 2-3 years) is \$23,000

[http://www.ibo.org/iba/become/newprocess/documents/DPAug-SeptEng\\_002.pdf](http://www.ibo.org/iba/become/newprocess/documents/DPAug-SeptEng_002.pdf)

Requires an annual renewal fee of \$10,000 (Kim Lund)

Scalability is a problem- it takes great effort to become an IB school, it costly to do so and only 10-15% of students at an IB school are enrolled in the program.

### **Slide Twenty-two- Challenge Perspectives**

How does your analysis relate to themes/topics we've considered in the course? Does it analyze in greater depth or from a different perspective, a topic we discussed in class, does it take up an issue that we have not considered in the course? Does it challenge or raise questions about any of the perspectives we've considered?

-does it provides a standard curriculum?

Yes, but only for those students who are in the Diploma Programme.

Though the influence of the program extends into the existing school curriculum as most teachers who instruct IB courses also instruct courses outside of the Diploma Programme.

Concerns that the breadth of the curriculum sacrifices the depth of curriculum especially in math and the sciences (Taylor and Porath, 155)

-is it a marketing tool?

**5 IB World Schools have been ranked in the top 10 of Newsweek's 2011 list of "America's Best High Schools"** (score is comprised of six components: graduation rate (25%), college matriculation rate (25%), AP tests taken per graduate (25%), average SAT/ACT scores (10%), average AP/IB/AICE scores (10%), and AP courses offered (5%).

The schools are:

**Stanton College Preparatory, Jacksonville, FL (4) (public magnet school)**

17% Asian, 25% Black, 7% hispanic, 48% white, 15% reduced school lunch

(Source: [http://www.duvalschools.org/reseval/Schools/SchoolResearchData.asp?](http://www.duvalschools.org/reseval/Schools/SchoolResearchData.asp?School=153)

[School=153](http://www.duvalschools.org/reseval/Schools/SchoolResearchData.asp?School=153))

**Jefferson County IB School, Birmingham, AL (6) (public)**

1300 students 48% White, 35% Black, 6% Hispanic, 8% Asian students, and 3%

multi-racial students. [http://www.palmbeach.k12.fl.us/suncoasths/main\\_about.html](http://www.palmbeach.k12.fl.us/suncoasths/main_about.html)

**Signature School, Evansville, Indiana (7) (public charter school)**

327 students- chosen by lottery-waitlist <http://www.signature.edu/CollegeReps.html>

**Suncoast Community, Riviera Beach, FL (9) (public magnet high school)**

**North Hills Preparatory, Irving, TX (10) (public charter school)**

Number of students: 1,360 Waiting List: 1,905

<http://www.uplifteducation.org/2113201119151125497/site/default.asp>

A total of 18 IB World Schools are in the top 100.

-can it help to maintain integration in schools?

It could, but image of IB has to become more inclusive and not just seen as a program for gifted students. Individual IB certificates could be emphasized, much like individual AP courses- because consideration of entire Diploma Programme is daunting.

**Slide Twenty-three- So...is it worth it for students?**

What was your main conclusion?

-Meeting the requirements

“resultant stress leads students, parents and teachers to ask if the pressures and challenges” are worth the final results (Taylor and Porath, 2006) p. 155

-Preparation for college

Students who have taken IB courses report that their involvement with IB has given them the tools needed to successfully continue their education and to make the most of their university experience. In particular, students comment on their sense of preparedness, their self-confidence, their research skills, their ability to manage their time, and their willingness to be actively engaged in their own learning. They have developed a sense of the world around them, their responsibility to it, and the skills with which to embrace the complexities of life. (Taylor and Porath, 2006) p. 155

-College acceptance

Common App (in use since 1975- now has 456 member institutions that accept it in US, France, Germany, Italy, Scotland and Switzerland

Coursework box

University acceptance rates- Overall acceptance rate v. IB Diploma v. IB Certificate

[http://dasd-sharepoint.dasd.org/Schools/STEMAcademy/Documents/IB\\_University\\_Acceptance\\_Rates.pdf](http://dasd-sharepoint.dasd.org/Schools/STEMAcademy/Documents/IB_University_Acceptance_Rates.pdf)

**Slide Twenty-four**

Questions?