

**International Baccalaureate**

**AP International Diploma**

**Study Committee**



**Report to the Northville Public Schools  
Board of Education  
August, 2009**

# Charge and Committee Members

## Study Committee Charge

- Profile APID
- Profile all three levels of IB
- Facility impact
- Staffing and training costs
- Scheduling, classroom set up and materials
- Impact on current programs across the district
- Operational costs including transportation
- State funding allocation (inter-district collaboration)
- Provide an analysis of feasibility/impact to the Board of Education by June 2009

## Study Committee Members

- **Mr. Robert Watson**  
Principal, Northville High School (Co-chairperson)
- **Ms. Janice Henderson**  
Curriculum Coordinator, NPS (Co-chairperson)
- **Dr. Steve Anderson**  
Principal, Amerman Elementary School (Primary Years Program)
- **Ms. Heidi Capraro**  
Assistant Principal, Hillside Middle School (Middle Years Program)
- **Ms. Diana Hoffman**  
Assistant Principal, Northville High School (Middle Years Program)
- **Dr. Hubert Rast**  
World Language Teacher, NHS (Diploma Program)



# What Is IB?

- The International Baccalaureate® is a non-profit foundational program that offers a continuum of high-quality education that encourages international-mindedness and a positive attitude to learning.
- There are three programs for students aged 3 to 19 that help develop the intellectual, personal, emotional and social skills to live, learn and work in a rapidly globalizing world.

# The Mission of IB

- IB 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.



# IB World School Characteristics

The International Baccalaureate does not own, operate or manage any schools. Instead, they work in partnership with 2,714 IB World Schools in 138 countries who offer their programs. These schools:

- use an inquiry based approach to learning and foster critical thinking
- help students understand the interrelatedness of subjects and the relevance of subjects to the real-world
- create a sense of global citizenships by building understanding
- form a partnership with students to make them an active participant in their own learning. Students learn how to learn.
- are committed to the professional development of teachers



# IB Learner Profile

<b>Thinkers</b>	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.	<b>Balanced</b>	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
<b>Communicators</b>	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication.	<b>Reflective</b>	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.
<b>Risk-Takers</b>	They approach unfamiliar situations and uncertainty with courage and forethought and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.	<b>Caring</b>	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
<b>Inquirers</b>	They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.	<b>Open-Minded</b>	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
<b>Knowledgeable</b>	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.	<b>Principled</b>	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

# The Three Levels of IB



- Diploma Program (DP)
  - 11<sup>th</sup> and 12<sup>th</sup> grade
- Middle Years Program (MYP)
  - 6<sup>th</sup> through 10<sup>th</sup> grade
- Primary Years Program (PYP)
  - Prekindergarten through 5<sup>th</sup> grade

# THE IB DIPLOMA PROGRAM

- Is internationally recognized and available to highly motivated 11th and 12th grade students.
- Comprises a holistic philosophy of learning that seeks to address the intellectual, philosophical and social development of the student
- *Has six academic subject areas that combine rigor with international mindedness that challenges students*
- *Includes participation in the CAS (Creativity, Action and Service) Program*
- *Includes Completion of the TOK (Theory of Knowledge) course*
- *Has external assessments and examinations in each subject area*
- *The writing and submission of an Extended Essay in an area of interest to the student*



# Creativity, Action, Service (CAS)

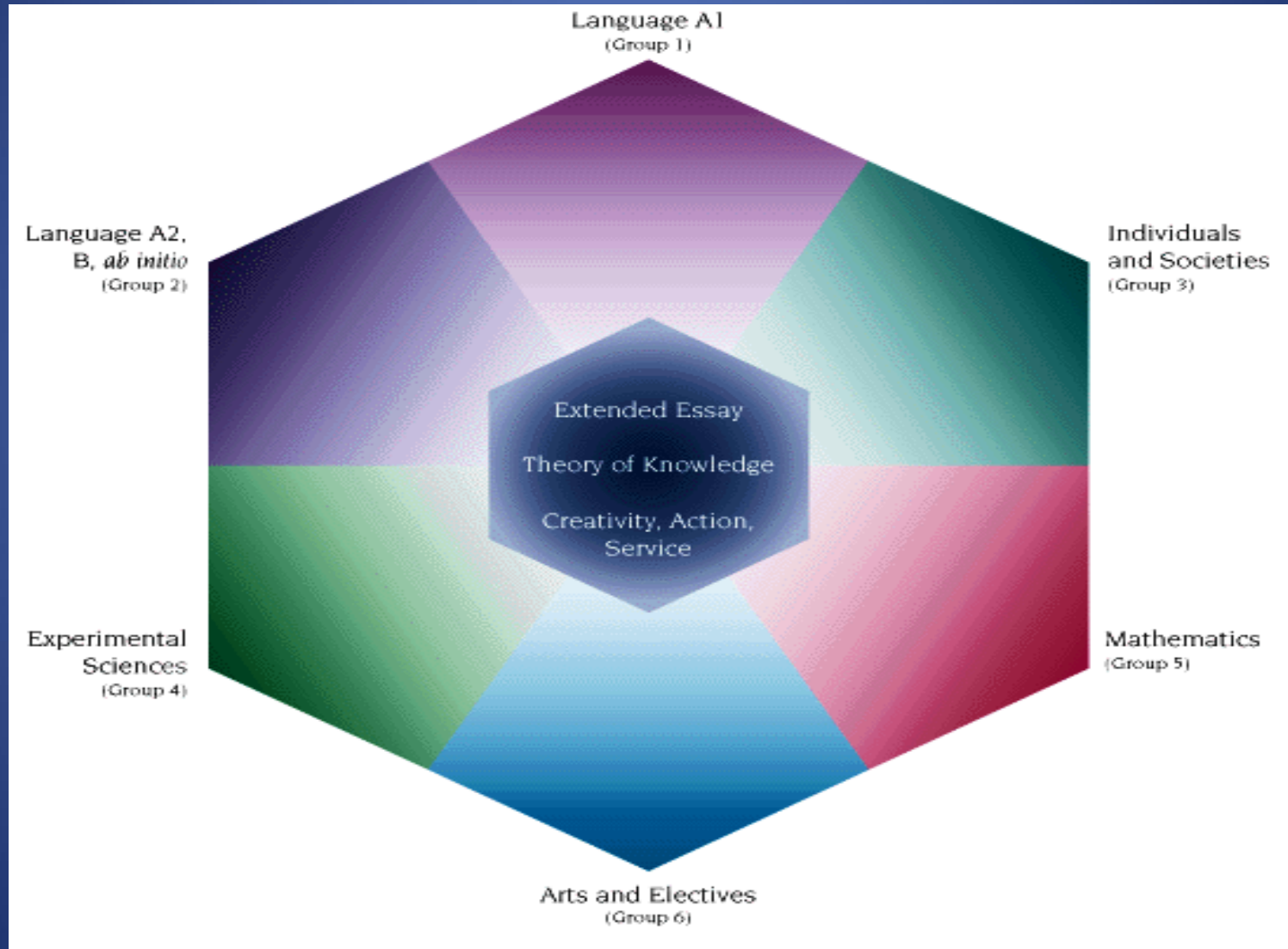
- Creativity includes a wide range of arts activities as well as the creativity students demonstrate in designing and implementing service projects.
- Action can include not only participation in individual and team sports but also taking part in expeditions and in local or international projects.
- Service encompasses a host of community and social service activities. Some examples include helping children with special needs, visiting hospitals and working with refugees or homeless people.

# Theory of Knowledge (TOK)

- Students reflect critically on the many ways of knowing and on areas of knowledge
- Considers knowledge in their own culture, in the cultures of others and in the wider world
- In addition, it prompts students to:
  - be aware of themselves as thinkers
  - recognize the need to act responsibly in an increasingly interconnected world
- Helps students make connections in learning
- Encourages student questions in a philosophical based class



# THE IB Diploma Program Curriculum



# IB Diploma Program Subject Levels

- ***SL*** – Standard Level: A course that has 150 seat hours. Students must take three SL courses.
- ***HL*** – Higher Level: A course that has 240 seat hours. Students must take three HL courses.
- *In some cases, a student may take four HL classes and two SL courses.*

# IB Diploma Program Assessment

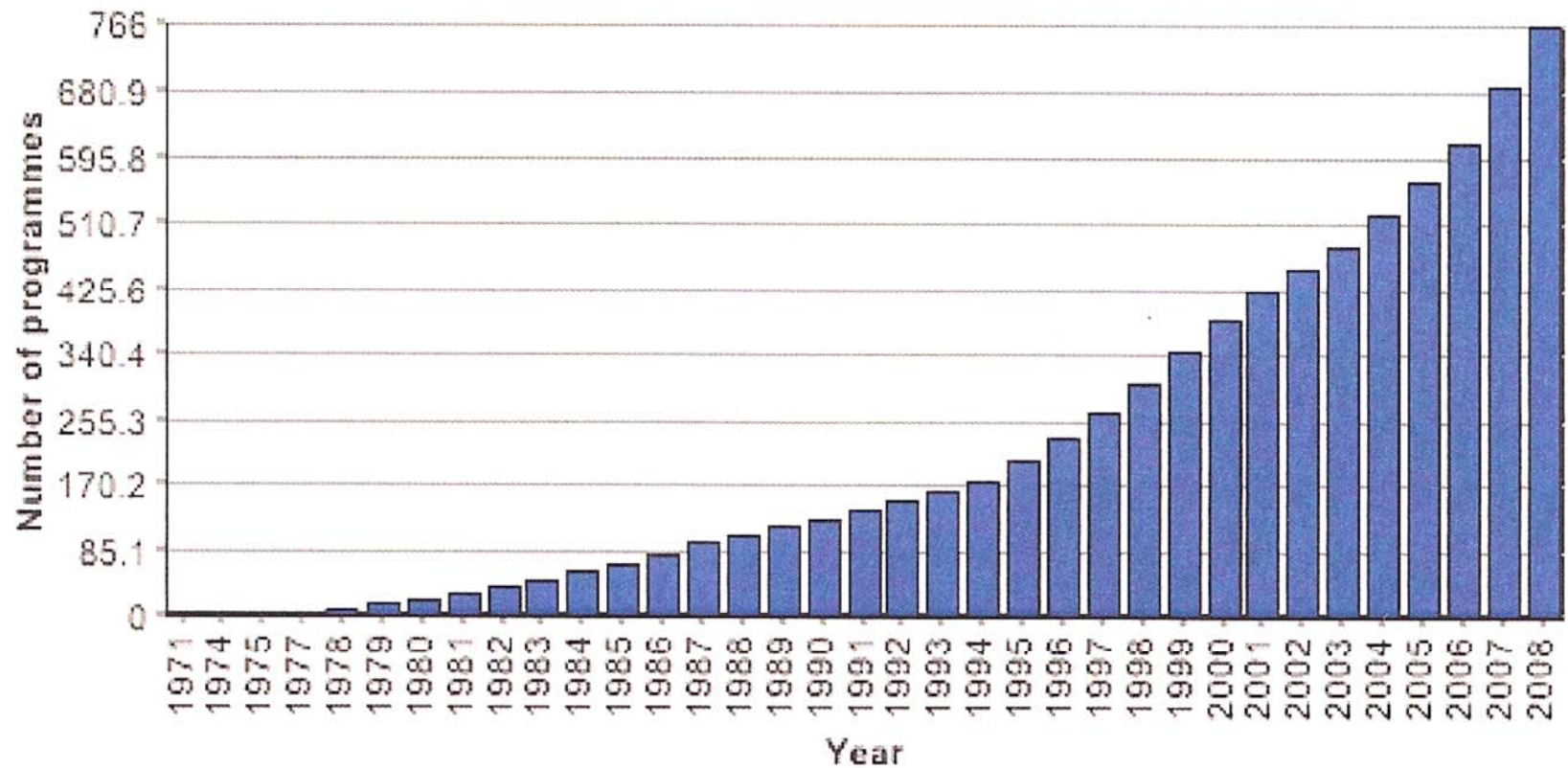
- **Internal Assessment**

In nearly all subjects at least some of the assessment is carried out internally by teachers, who mark individual pieces of work produced as part of a course of study. Examples include oral exercises in language subjects, projects, student portfolios, class presentations, practical laboratory work, mathematical investigations and artistic performances.

- **External Assessment**

Some assessment tasks are conducted and overseen by teachers without the restrictions of examination conditions, but are then marked externally by examiners. Examples include world literature assignments for language A1, written tasks for language A2, essays for theory of knowledge and extended essays.

# IB Diploma Program Growth in North America



# IB Diploma Program Cost

Description		Amount
<b>Application A (first year)</b>	Application Form Part A (takes one year) Includes access to online curriculum center; professional development opportunities	\$8,500
	Materials that must be purchased from IB (many can be downloaded after candidate status)	\$2,000
	Staff Development (Coordinator and Principal)	\$ 3,200
<b>Application B (second year)</b>	Application Form Part B (takes one year) Includes site visit.	\$ 8,500
	Staff Development (2 English teachers, 2 math teachers, 2 science teachers, 2 social science teachers, 1 art/music teacher, 3 world language teachers)	\$ 19,200
<b>Annual Costs (Implementation and subsequent years)</b>	Materials	\$ 1,000
	Annual fee for DP (paid after authorization)	\$ 9,600
	Staff Development (2 teachers per year)	\$ 3,200
	Postage	\$ 2,500
This does not include the cost of the .5 coordinator's salary		

# The IB Middle Years Program

- It is a program of international education designed to help students develop the knowledge, understanding, attitudes and skills necessary to participate actively and responsibly in a changing world. IB World



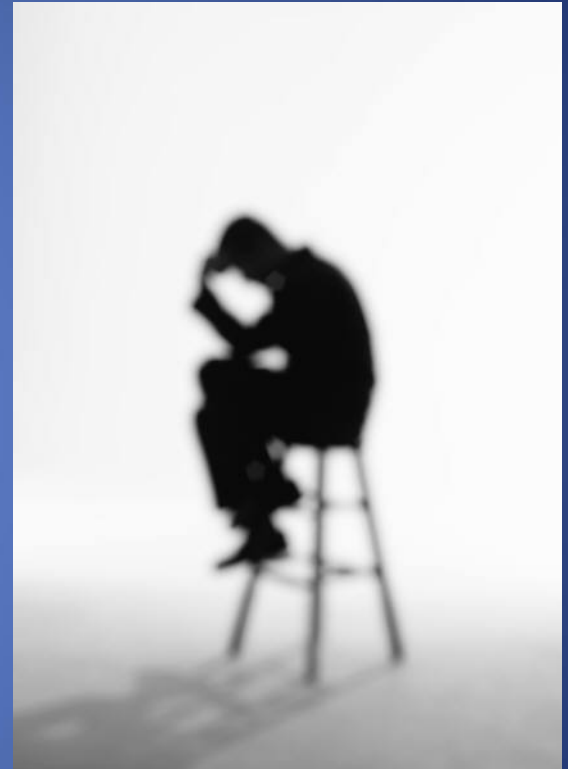
# IBMYP (cont.)



- Is concerned with the whole student
- Teaches students how to learn
- Teaches students how to evaluate material critically
- Makes connections in learning
- Takes learning to the outside world
- Encourages international mindedness

# More About IB Middle Years Program

- Is designed for students in grades 6 - 10
  - Can include only middle school students
  - Can include only freshmen and sophomores
- *Has eight subject areas that interconnect:*
  - *Language A (English), Language B (a second language) Humanities (social studies), Technology, Mathematics, the Arts, Science, Physical Education,*
- *Includes participation in AOI (Areas of Interaction)*
- *Encourages higher order thinking skills*



# Areas of Interaction (AOI)

Students study subjects from each of the eight subject groups through the five areas of interaction. They are:

- **Approaches to learning (ATL):** Through ATL teachers provide students with the tools to enable them to take responsibility for their learning
  - How do I learn best?
  - How do I know?
  - How do I communicate my understanding?
- **Community and service:** requires students to take an active part in their communities
  - How do we live in relation to each other?
  - How can I help others?
  - How can I contribute to the community?

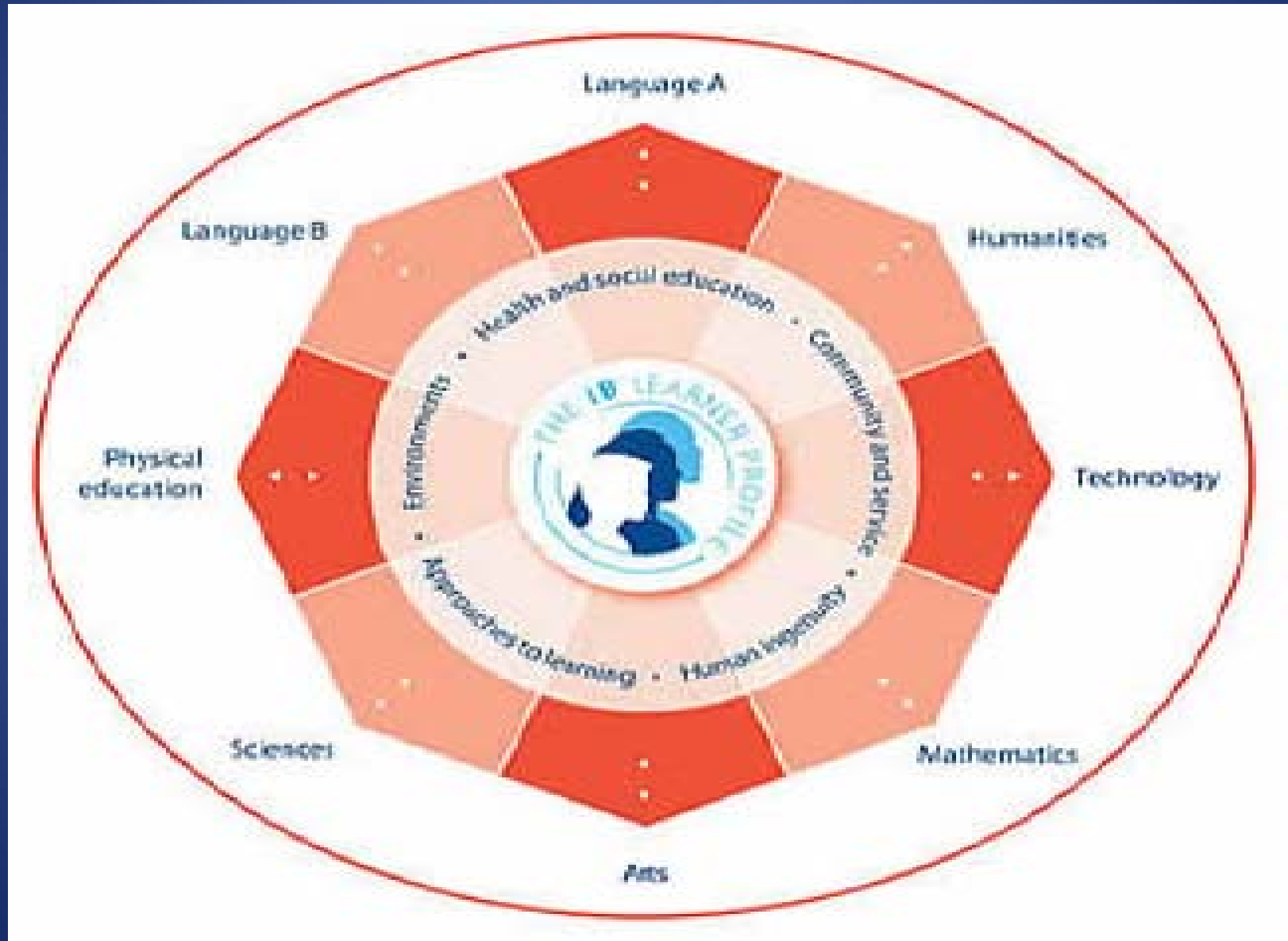


# Areas of Interaction (cont.)

- **Human ingenuity:** develop in themselves the human capacity to influence, transform, enjoy and improve the quality of life.
  - Why and how do we create?
  - What are the consequences?
- **Environments:** develops students' awareness of their interdependence with the environment.
  - Where do we live?
  - What are my responsibilities?
- **Health and social education:** deals with the development of key aspects leading to complete and healthy lives.
  - How do I think and act?
  - How am I changing?
  - How can I look after myself and others?



# IB Middle Years Curriculum

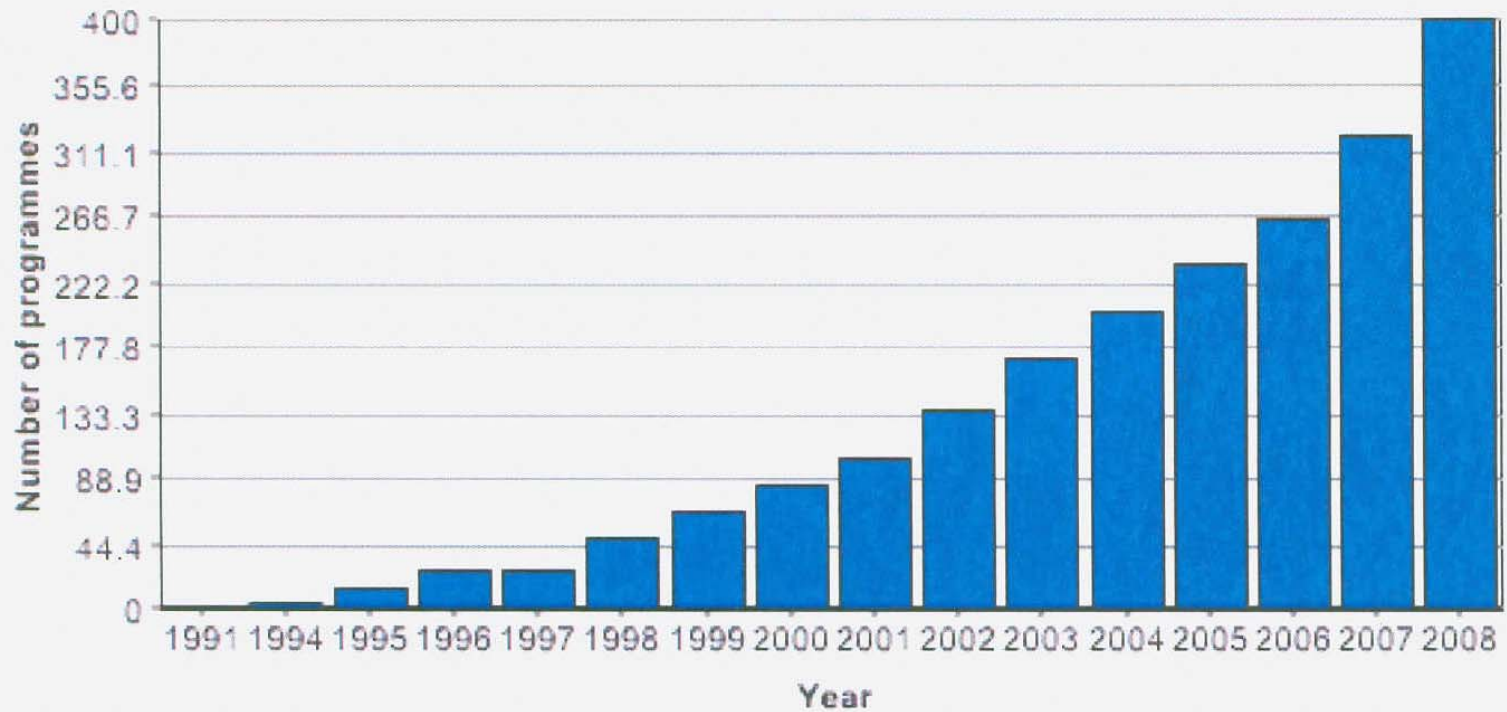


# IB Middle Years Program Assessment

- *Encourages valid assessment tasks (including tests and examinations) that demonstrates achievement according to the objectives for each subject group. These include:*
  - *open-ended, problem-solving activities*
  - *investigations*
  - *organized debates*
  - *hands-on experimentation*
  - *analysis and reflection.*
- Includes self-evaluation practices
- Includes a personal project whereby 10<sup>th</sup> graders demonstrate their understandings and skills developed throughout the program.



# IB Middle Years Program Growth in North America



# IB Middle Years Program Cost

	Description	Amount
<b>IBNA/IBO fees:</b>	Application Form Part A (takes one year) Includes online curriculum center access; consultant; professional development opportunities Application Form Part B (takes one year) Annual fee for MYP (paid after authorization) Materials that must be purchased from IB (many can be downloaded after candidate status)	\$8,500 \$8,500 \$8,000 \$ 250
<b>Training fees Application Part A:</b>	One teacher in each subject area for Level 1 (8 X \$595) Coordinator Principal Other (flight, meals, lodging, subs, transfers, etc.) per person	\$4,760 \$595 \$595 \$1,400
<b>Training fees Application Part B:</b>	Optional: Per teacher in core subject classes for Level 1 continued Coordinator, Level 2 training Team leaders Level 2 training Other (flight, meals, lodging, subs, transfers, etc.) per person	\$595 \$595 \$595 \$1,400
This does not include the cost of the .25 coordinator's salary		

# IB Primary Years Program

- Is designed for students in prekindergarten through fifth grade
  - Can include only preschool students
  - Can include only elementary aged students
- Focuses on the whole child as an inquirer both in the classroom and in the world outside
- *Has six subject areas that interconnect*
  - *Language (English Language Arts), Social studies, Mathematics, the Arts, Science, and Personal, Social and Physical Education*
- *Groups subjects around six transdisciplinary themes of global significance:*



# IB Primary Years Program Six Interdisciplinary Themes

- 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



# IB Primary Years Program

## Five Essential Elements

- gain knowledge that is relevant and of global significance
- develop an understanding of concepts, which allows them to make connections throughout their learning
- acquire transdisciplinary and disciplinary skills
- develop attitudes that will lead to international-mindedness
- take action as a consequence of their learning.



# IB Primary Years Program Curriculum Model

- the written curriculum—what do we want students to learn?
- the taught curriculum—how best will students learn?
- the assessed curriculum—how will we know what students have learned?

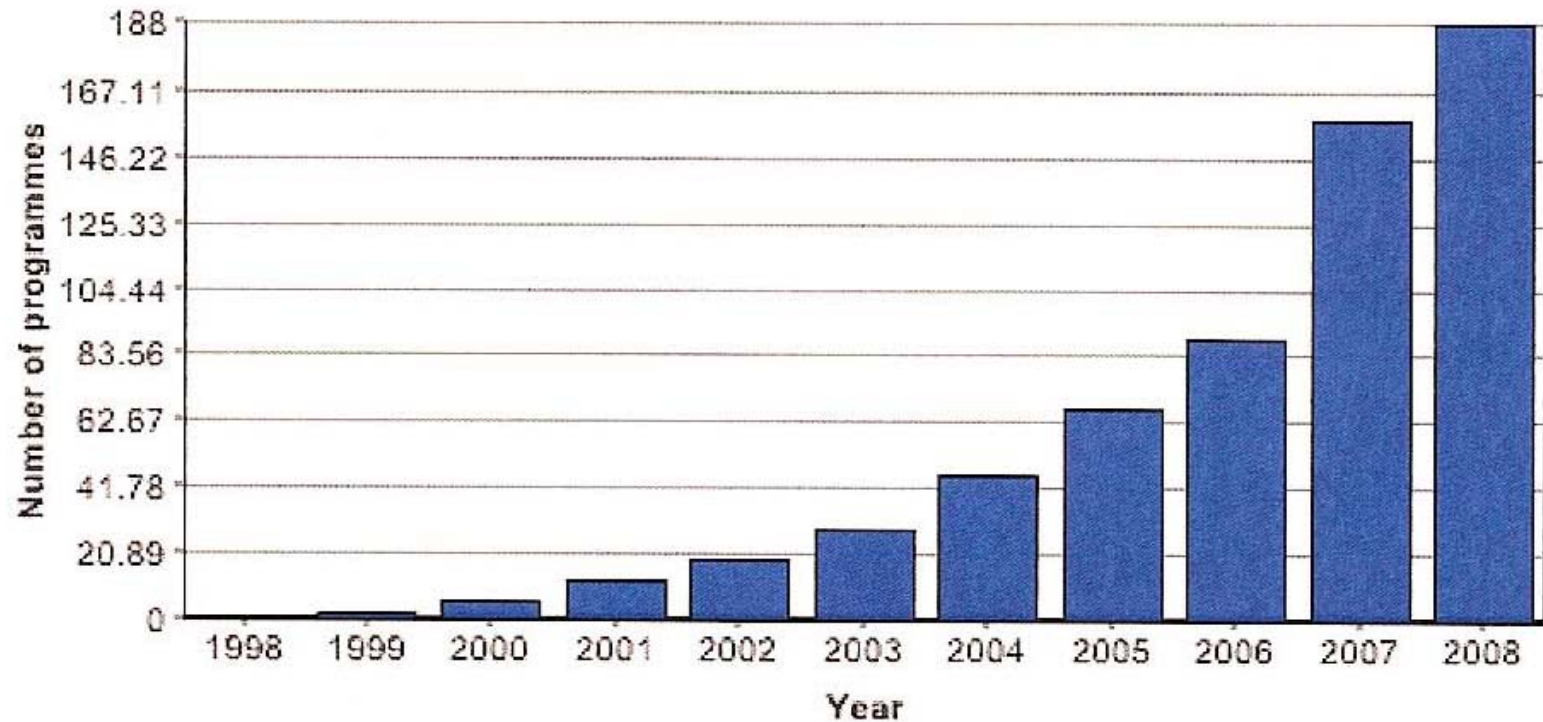
# IB Primary Years Curriculum



# IB Primary Years Program Assessments

- Teacher created internal assessments
- The prime objective of assessing students' learning and performance is to give feedback to:
  - students—to encourage the start of lifelong learning
  - teachers—to support their reflection on what to teach and how to teach it
  - parents—to highlight their child's learning and development.

# IB Primary Years Program Growth in North America



# IB Primary Years Program Cost

Description	Number and Unit Cost	Total Cost
<b>Training</b> Initial Level 1 Training- 1 teacher per grade level, 1 humanities teacher, 1 coordinator/principal Remainder of training could be offered on site. Fee unknown. Schedule during a PD Day for cost saver.	9 staff X \$1400	\$12,600
Additional Level 1 training for remainder of faculty: Consultant \$300 X 4 days Registration fees for remaining faculty	\$250/person \$250/person	TBD TBD
<b>Fees</b> Authorization fee Annual fee		\$8500 \$6600 USD

This does not include the cost of the .25 coordinator's salary.

# Advanced Placement International Diploma

The Advanced Placement International Diploma (APID) is a certificate for students with an international outlook who have qualifying scores on AP exams in a variety of defined categories.

The APID is available to students attending secondary schools outside the United States and to U.S. resident students applying to universities outside the country.

Students need to have qualifying scores on five AP Exams with at least a 3 in the following areas: English and/or World Languages, Mathematics, Sciences, one course “offering a global perspective,” such as World History, and one or two History/Social Sciences and the Arts.

Cost: Students need to pay the AP Exam fee for each test taken. The cost of the APID has been waived.

# Differences between AP and IB

Advanced Placement Courses	International Baccalaureate
National standards of excellence	International standards of excellence
College-level courses taken in the student's area(s) of strength only	Comprehensive curriculum of college-level work; all subjects taken at the IB level, weaknesses as well as strengths
Courses taught in isolation from one another.	Interdisciplinary approach in course work, the TOK course & Extended Essay.
Content driven: courses represent freshman level college courses requiring assimilation of large quantities of information.	Process driven: students learn "how to learn" & engage in more independent projects.
Course assessments emphasize multiple-choice (at least 50% of each exam) and essay-question formats. AP scores are based solely upon external graders.	Course assessments emphasize essay and oral formats; multiple-choice format used little. IB scores are based upon a combination of internal grading of required assessments by classroom teachers & external grades determined by 3,500 qualified examiners worldwide.

# Study Committee's Analysis of APID

In the Study Committee's analysis:

- o APID does not appear to require or offer any curricular coherence, it does not provide any feedback for teachers or students beyond a numeric grade, nor does it have any apparent relevance in university admissions at this time.
- o Based on the committee's investigation, it seems that the APID is neither a viable alternative to the IB Program nor is it in itself a significant improvement over existing practices. The APID does not address instructional and assessment practices that are integral to the IB Program nor does it promote intercultural understanding as its central mission.

# University Recognition of IB

- The educational sophistication that students develop through an experience in an International Baccalaureate Program will serve them well at Michigan and other institutions that attract serious students. Other advantages include an increased degree of self-confidence that comes from classroom experience with college-level academic material, a sharing of intellectual activities with the best students of the school, better time management, more experience with independent study, and a unique experience in “learning how to learn” through the *Theory of Knowledge* course.

Cliff Sjogren, Director of Admissions,  
University of Michigan

- IB is the best secondary curriculum in the world--bar none.

Elizabeth Vermey, former president of the  
Ivy League Coalition of Colleges

- We would much prefer the IB diploma candidate. It is the "best" high school preparatory curriculum an American school can offer.

Marilee Jones, Dean of Admissions,  
Massachusetts Institute of Technology

# Professor Bain's, School of Education, Department of History, University of Michigan, Assessment of IB

**Most states have adopted “world class” standards, but few have followed through on the curriculum, the assessment tools, or the programs of professional development needed to reach the standards. Crafting standards without improving curriculum, assessments or professional development is school reform on the “cheap.” Certainly such could be said of Michigan’s new content expectations.**

I think that IB excels by offering schools international standards and curriculum guides, assessment regimes, and professional development – all of which have stood the test of time.

IB’s diploma for students is supported by a coordinated program of curriculum, assessment and professional development for teachers and schools. It connects teachers to outstanding materials, assessments and teaching colleagues.

IB’s emphasis upon writing and portfolio-type assessment has impressed me, particularly in a world where one-time multiple-choice and short-answer tests too often define high stakes accountability.

As a former high school teacher with 26 years teaching in public schools, as a scholar who studies teaching and learning, and as a professor who works in teacher education and with schools across the country, I think the International Baccalaureate’s diploma program is one of the best and most successful projects– if not the best – for providing public schools a coherent, rigorous curriculum for its students and offering a smart model for professional development for its teachers. Indeed, I have long thought that IB meets four enduring challenges for public schools: curricular coherence, rigor, valid accountability, and effective professional development.