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# Diploma Programme update

**Regional office update**



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# Diploma team – Americas

**Gloria McDowell**



**Head of School Services**

**Alicia D'Urbano**



**Diploma Programme manager**



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# The Diploma team

**Jennifer Baker**



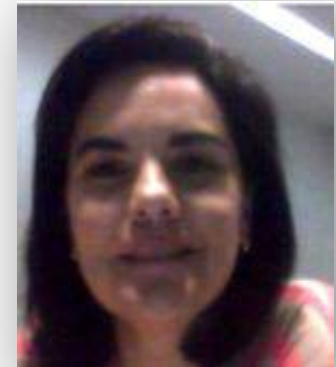
*Bethesda*

**Kelsey Day**



*Bethesda*

**Silvina Daulón**



*Bethesda*

**Verónica Pereiro**



*Buenos Aires*

**Marissa Oliver**



*Bethesda*

**Silvia Proano**



*Bethesda*

**Gustavo Palermo**



*Buenos Aires*



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# Diploma team – Americas





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# Where we work

Bethesda - Americas Global Center



The Hague – DP Development Team



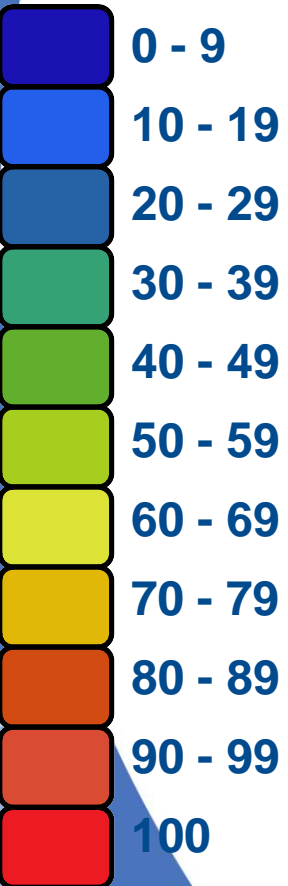
Buenos Aires Office





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**Key:**  
**Color/ # schools**



# Regional School Services

The Americas in figures





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## DP LA Authorized Schools (346 total)



Ecuador	76
Mexico	67
Argentina	47
Peru	30
Colombia	31
Chile	24
Brazil	20
Costa Rica	17
Venezuela	10
Uruguay	6
Guatemala	4
El Salvador	4
Bolivia	3
Nicaragua	2
Panama	2
Paraguay	2
Honduras	1



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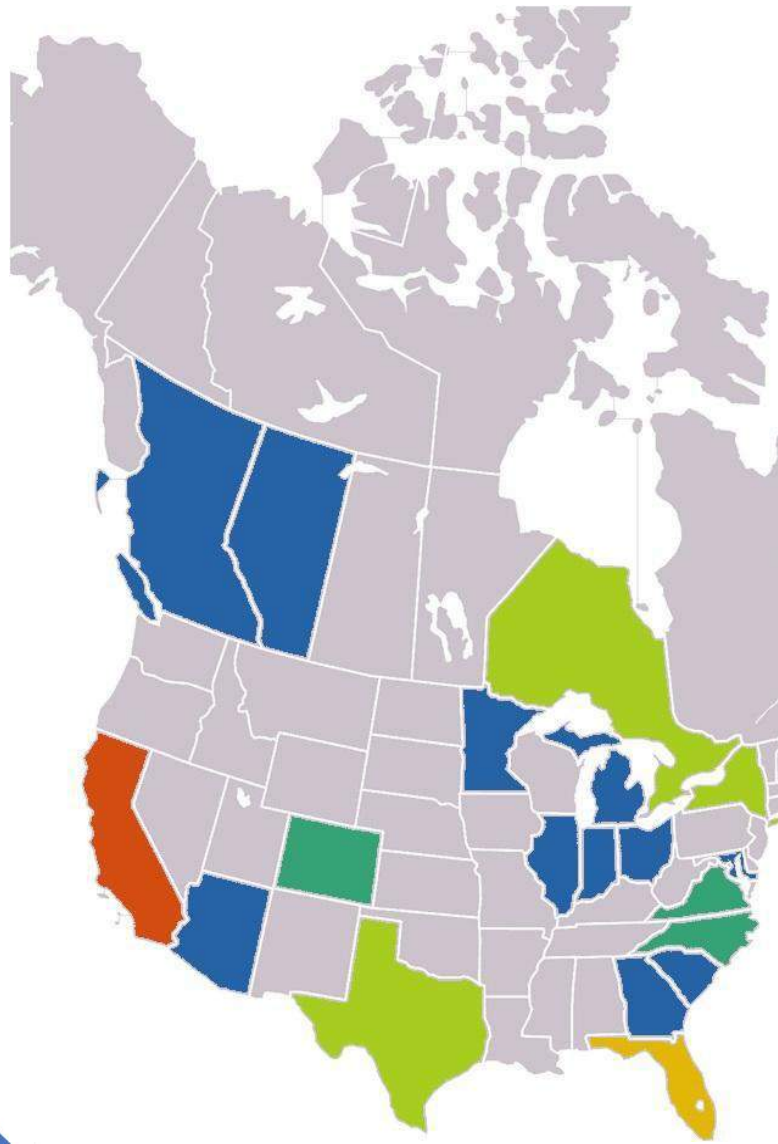
## DP LA Candidate Schools (361 total)

Ecuador	322
Argentina	11
Costa Rica	8
Mexico	6
Peru	5
Colombia	4
Brazil	2
Panama	2
Chile	1



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## DP NA Authorized Schools (1009 total)

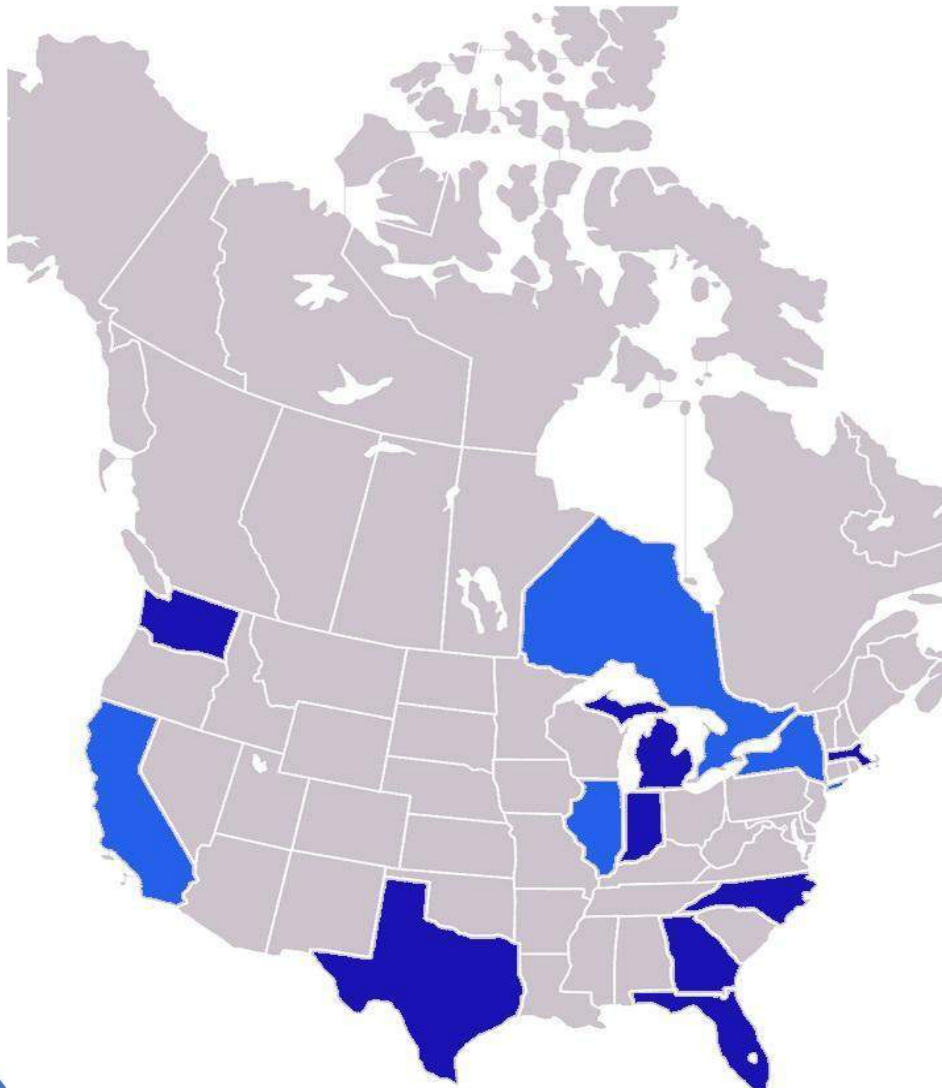


California	96
Florida	79
Ontario	62
New York	59
Texas	59
Virginia	36
Colorado	32
Michigan	31
North Carolina	31
Georgia	29
Maryland	29
Alberta	28
British Columbia	27
South Carolina	26
Indiana	22
Ohio	22
Minnesota	21
Arizona	20
Illinois	20



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## DP NA Candidate Schools (111 total)



Illinois	16
Ontario	15
California	12
Texas	8
New York	6
Michigan	5
Florida	5
Georgia	2
North Carolina	2
Massachusetts	1
Washington	1



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# Authorization process outcomes

- Improved action plans
- Improved budgets
- Better understanding of internal calendars
- Collaborative planning needs improvement
- Links to TOK needs improvement
- Basic understanding of Internal Assessment
- Information to parents needs improvement



# Do you identify these issues in need for improvement at your school?

- Collaborative planning needs improvement
- Links to TOK needs improvement
- Basic understanding of Internal Assessment
- Information to parents needs improvement



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# Standards and practices



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# Diploma Programme 5 year review

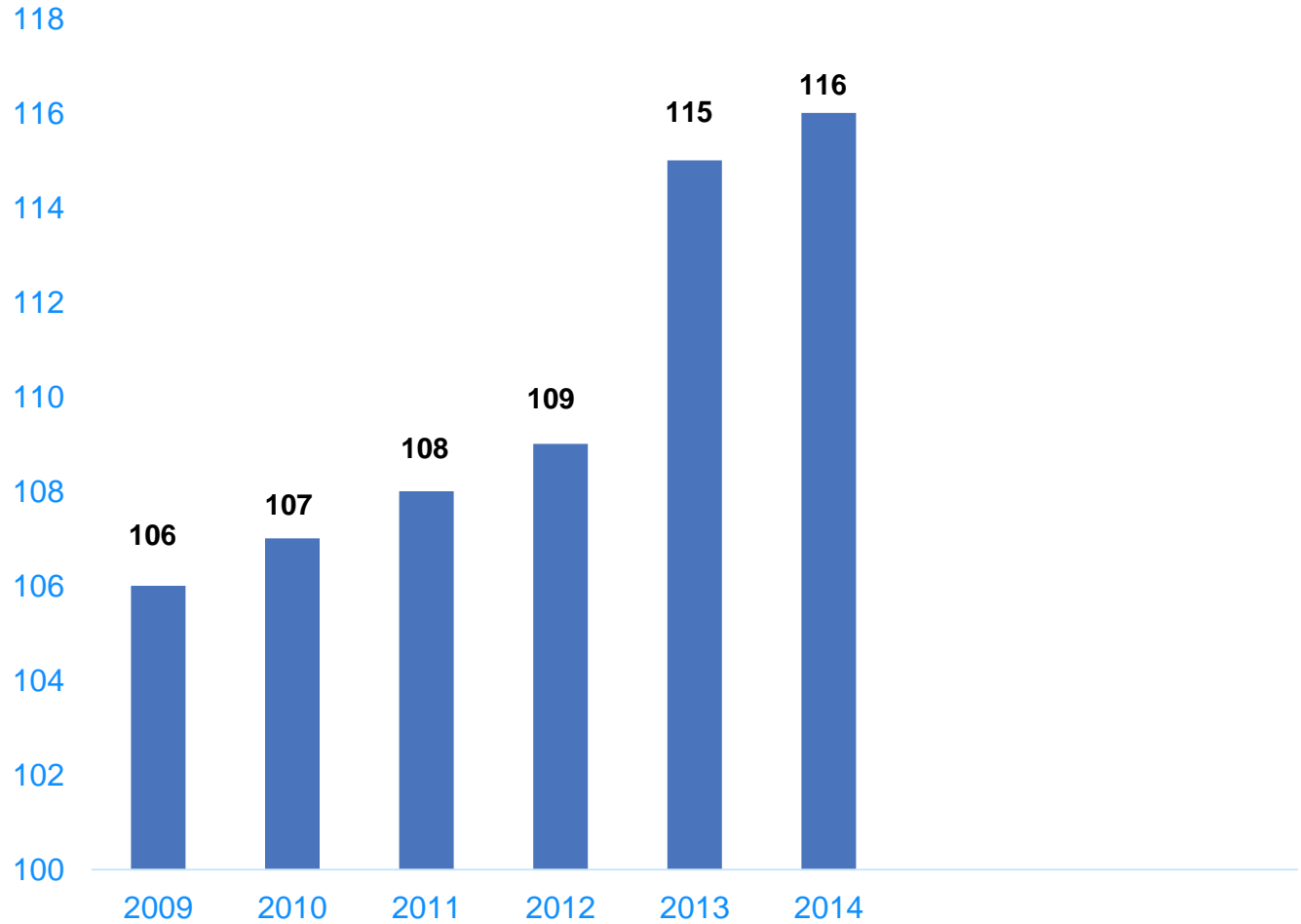




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# CAS sampling May 2014

Number of schools





# CAS sampling Nov 2013: main findings

- Schools have done a great job by relating the attributes of the IB learner profile with the proposed activities and projects of the CAS programme.
- Schools has done a good job of allowing students the opportunity to reflect on their CAS projects and activities.
- The diversity of projects and activities could be further developed along with the opportunities for participation in those with an international element.
- The tacit link with the theory of knowledge ways of knowing needs to be further developed in the students' reflection on their learning through CAS.



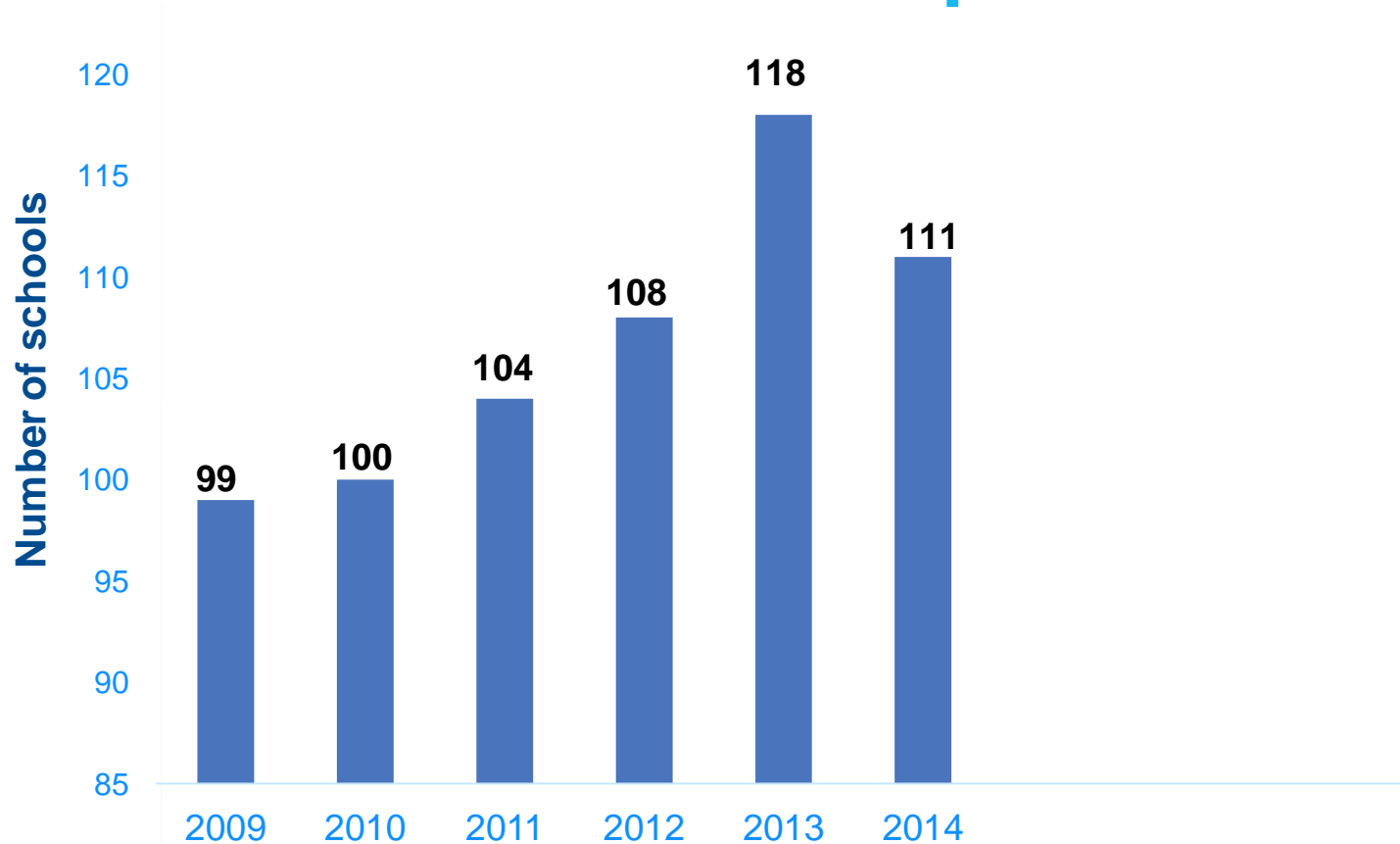
# Do you identify these issues in need for improvement at your school?

- The diversity of projects and activities could be further developed along with the opportunities for participation in those with an international element.
- The tacit link with the theory of knowledge ways of knowing needs to be further developed in the students' reflection on their learning through CAS.



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# Unannounced exam inspections





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# Unannounced examination inspections May 2014: Main findings

## May 2014 examinations: 111 schools were inspected

- High level of compliance with IB regulations

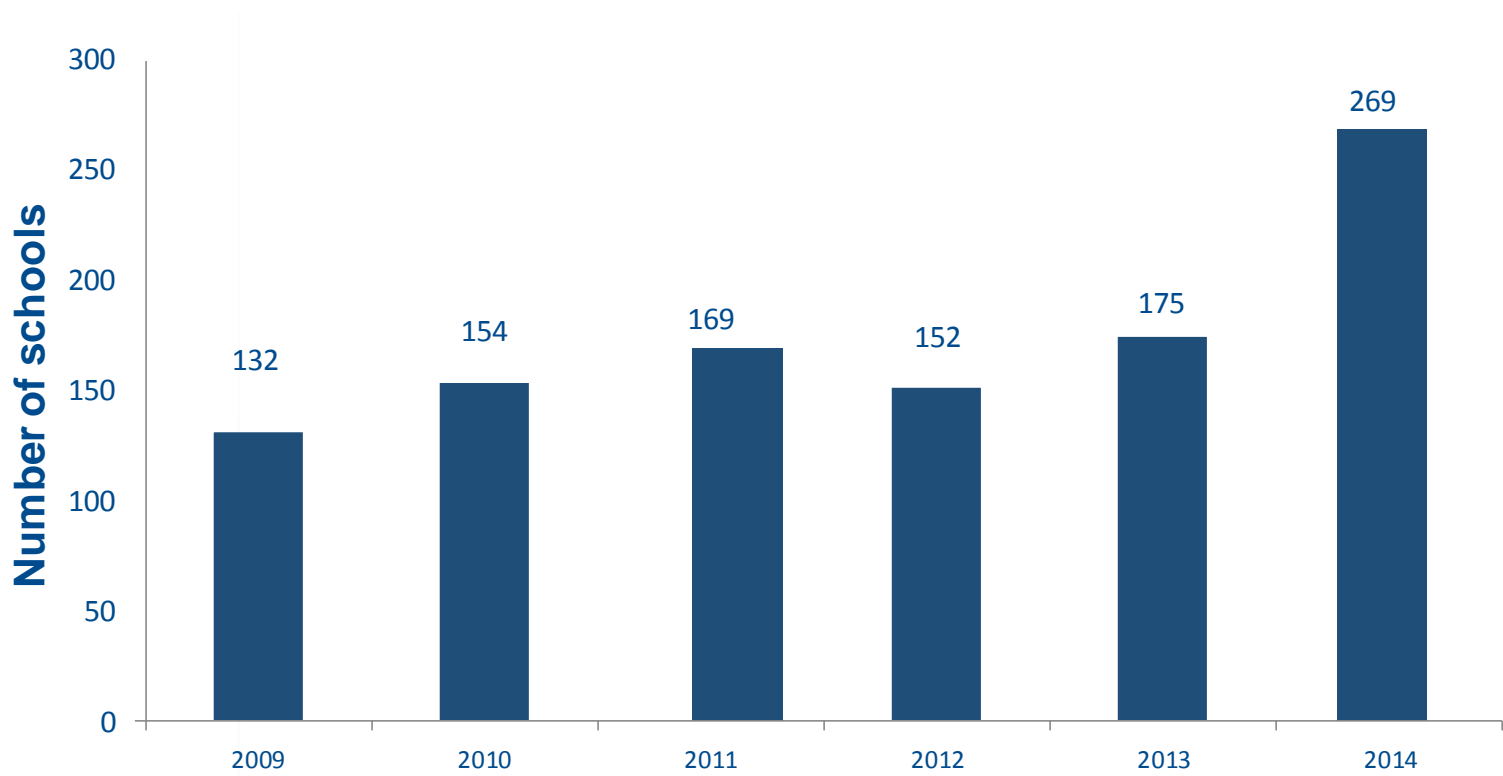
### Main flaws

- A few schools opened the exam packets prior to the candidates entering the exam room.
- The start and finish times of the examination(s) were not always written on a board/flip-chart in clear view of all candidates.
- The clock in view of all candidates was not always the one used to record time during the examination rather than another timekeeping device, such as the coordinator's watch.



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# Self-studies





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# Self-studies 2013: main findings

Most processes demonstrated a high level of compliance with IB evaluation regulations.

*Most frequent matters to be addressed:*

- *Matters related to policies*
- *Concurrency of learning (TOK offered over two years)*
- *Collaborative planning needs to be strengthened*



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# Common mistakes at evaluation

- Schools often indicate a high level of implementation which implies little self reflection.
- Reflection not based on evidence.
- Suggested improvements are a restatement of the practice rather than action oriented.
- Action plans could be more thorough and detailed.





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# Hints

- Be aware of the submission deadline and whether or not the school will receive a visit
- Begin the process early
- Review the training requirements as of 2014
- Keep your IB Docs login information readily accessible
- Read the 5-6 initial pages with leadership team
- Share and agree on final conclusions
- Upload early in case any system issues arise
- Ensure that the school's policies incorporate every IB requirement.
- If you have a visit, re-read the school's self study beforehand



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# New!

- Split deadlines for the DP self-study document submission (1 June / 1 December)
- Visit (10%, follow up visits, synchronous visits, logistics, fees)
- Training requirements beginning 2014



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# Programme evaluation

## Professional Development requirements

- Head of school (or designee), if appointed during the period under review, must participate in an appropriate IB workshop.
- DP teachers, TOK teachers, CAS coordinator and DP coordinator appointed during the period under review must participate in an IB category 1 or 2 workshop related to their subject or role.
- At least one DP subject teacher per subject/TOK teacher/CAS coordinator must participate in a relevant IB workshop if the subject or course has been reviewed during the period under review and a new guide has been published.



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# Fun facts about the Diploma Programme



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# Number of DP Schools in the Americas



North America:

**1,009** Authorized Schools  
**99** Candidate Schools

Latin America:

**346** Authorized Schools  
**361** Candidate Schools



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# Approximate Number of DP Teachers Trained – 2014

## District Workshops

North America: 43

Latin America: 0

## Regional Workshops

North America: 2,687

Latin America: 1,287

## In-School Workshops

North America: 83

Latin America: 1,294

Ecuador workshops: 2900

**Grand Total: 8,834**



# Academic Honesty

On average, the IB investigates 1100+ cases of academic misconduct during the May sessions.

53% are plagiarism cases

25% are collusion cases

12% are exam related cases

5% are ethical breaches

4% others

*On average:*

76% of the cases are reported by examiners

14% of cases are reported by schools

10% of cases are detected through the random sample of the IB



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# Alternative Venues – May Session 2014

The total amount of students approved for alternative venues for the May session was 134:

- 2 (Canada Science Fair)
- 1 (Canadian Computing)
- 96 (Distributive Education Clubs of America - DECA)
- 1 (Destination Imagination)
- 32 (ISEF)
- 2 (March of the Living)





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# Ecuador Project Numbers

Candidate School	316
Authorized Schools	52*
Total	368

\*26 Schools Stage 1  
26 Schools Stage 2



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# OCC Statistics

Total number of OCC users is at 80,000. There were over 10,400,000 page views in 2013.

Top five countries in the world that access the OCC:

- 1 USA
- 2 UK
- 3 India
- 4 Canada
- 5 China

Top five countries in the Americas that access the OCC:

- 1 USA
- 2 Canada
- 3 Ecuador
- 4 Mexico
- 5 Colombia



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# Exams statistics May 2014 session

Total number of exams taken: 656,081

Total number of students taking DP exams: 137,846

Diplomas awarded: 53,108

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**Academic update**



# DP courses finishing their curriculum reviews

New guides already published for first teaching 2014, first assessment 2016:

- Classical languages; Business management, Philosophy; Biology, Chemistry, Design technology, Physics; Theatre, Visual arts

New guides to be published next year for first teaching 2015, first assessment 2017:

- History, Environmental systems and societies



# DP Approaches to teaching and learning (DP ATL) project

Aims are:

- to develop and introduce a new dimension of the DP, aligned with PYP and MYP
- to improve the quality of teaching and learning across the programmes
- to support key values and principles of an IB education through developing and offering commercial and fee-covered deliverables for schools, teachers and students.



# DP ATL timeline

- **September 2013 - March 2014:** Piloting the *Approaches to teaching and learning in the DP* guide
- **November 2013 - April 2014:** Filming at selected schools in all three IB regions
- **March 2014 - December 2014:** Review, quality assurance and production of all relevant documents
- **January 2015:** Planned publication for all ATL documents; subject-specific seminars; incorporation into DP professional development
- **September 2015:** Envisioned first use of all ATL documents by schools



# DP ATL materials

To be published in **January 2015**

- Guide: *Approaches to teaching and learning in the DP*
- 26 support videos for coordinators, teachers and administrators
- 3 DP unit planner templates – a range of samples
- DP ATL reflection tool
- 8 case studies
- 6 interviews with thought leaders

To be published in **April 2015**

- *DP: From principles into practice* – updated and including ATL





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# DP Languages

- **Literature, Language and literature, Literature and performance:** Please be sure your choices of literary works comply with requirements in the guide for using the prescribed reading lists
- **Language B and ab initio:** FAQ document to be published in September providing guidance on how to conduct the new format of the written assignments
- **Classical languages:** New guide and TSM have been published for first teaching 2014, first assessment 2016
- **Next curriculum review** is underway with separate timelines:
  - Language B and ab initio for **first teaching 2018**, first assessment 2020
  - “Group 1” for **first teaching 2019**, first assessment 2021



# DP Individuals and societies

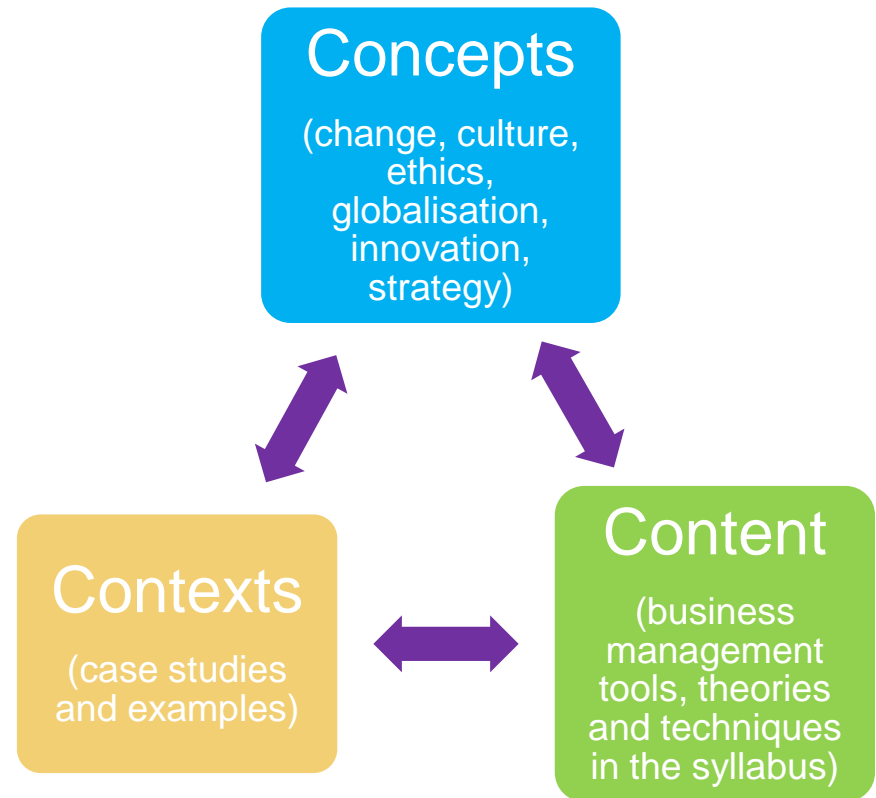
## Business management

New guide for first teaching 2014, first assessment 2016

Six key concepts aim to develop understanding of business problems

Triangular model in which business tools, techniques and theories are rooted in case studies and examples

New essay task that brings together the concepts – contexts – content of the triangular model





# DP Individuals and societies

## Philosophy

New guide for first teaching  
2014, first assessment 2016

Core theme retained, but  
updated and renamed “Being  
Human”

New optional themes:  
“Philosophy of science” and  
“Philosophy and  
contemporary society”

Set text list revised to include  
texts by philosophers such as  
David Hume and Martha  
Nussbaum





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# DP Individuals and societies

## Global politics

- Currently a pilot course, will be a mainstream course starting 2015
- Explicitly focused on concepts such as power, liberty, sustainability and conflict
- Four core units:
  - Power, sovereignty and international relations
  - Human rights
  - Development
  - Peace and conflict



- IA: engagement activity—  
e.g. Model UN, internship at an NGO, gaming – followed by a written report on a political issue embedded in the activity
- HL extension: oral presentation of two detailed case studies on global political challenges



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# DP Sciences and mathematics

New guides in Physics, Chemistry, Biology and Design technology for first teaching 2014, first assessment 2016

New IA criteria in those guides

New pilot course, “Nature of Science”, for first teaching 2015

Mathematics courses have just had their first assessment (May 2014)





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# DP Arts

- New guides in Visual arts and Theatre for first teaching 2014, first assessment 2016
- In the Music course, changes have been made to the listening paper for May 2015; an explanation of these changes is now available on the OCC



# DP Core

- The new Theory of Knowledge (TOK) guide will have its first assessment in May 2015
- Extended Essay (EE) will have a new guide published for first assessment in 2016
  - Assessment criteria reduced from 11 to 5
  - Much greater emphasis on critical thinking
  - Three mandatory, taped supervisor sessions (including the *viva voce*)
  - A Reflections on Planning and Progress Form RPPF to be completed
  - World Studies Extended Essay (WSEE) is now a mainstream offering (no longer a pilot)



# DP Core

- CAS will have a new guide published in 2015 for application starting in August/September 2015
- Overview of changes
  - CAS renamed Creativity, Activity, Service
  - Learning outcomes reviewed, reduced from 8 to 7 and rewritten
  - Emphasis on ‘think global, act local’
  - Introduction of a ‘CAS cycle’ for CAS planning