

### Position statement

The International Baccalaureate (IB) recognizes that the implementation of the Common Core State Standards (CCSS) has had a significant impact on public schools in the US and in IB schools worldwide following a US programme of study.

Since its inception in 1968, the IB has been identified as a leader in the development of high-quality educational standards. IB schools have a distinct advantage when adopting the CCSS. The CCSS represent a shift in teaching from covering a wide breadth of content to a greater focus on depth of understanding and interdisciplinary approaches to teaching and learning. These are some of the same distinctive characteristics that have made an IB education highly relevant, rigorous and engaging for close to 50 years. The shift in thinking and practice that many IB schools make on their journey to become IB World Schools is often a similar shift that schools have made in transitioning to the CCSS. The CCSS has adopted many practices already in place in the IB.

### IB programmes and the CCSS

The IB and the CCSS share many goals, including their mutual emphasis on career and college readiness. IB schools are well positioned to incorporate the principles of the CCSS into existing and prospective IB programmes. All IB programmes provide a model for schools in meeting, indeed exceeding, the principles of the CCSS standards in the following ways.

- The framework for delivery of all IB programmes, the teaching practices, and the added curricular content of the DP courses provide a proven model for schools in meeting CCSS.
- Teaching and learning in IB programmes is inquiry based and challenges students to use higher-order skills such as critical and creative thinking.
- IB assessment practices include varied, authentic, relevant tasks that measure student success against cognitive skills learned.
- The IB supports teachers and school leaders by offering a wide variety of high-quality *professional development* courses that expand teachers' knowledge and skill in leading students to success.
- The IB's *Programme standards and practices* for schools, teachers and administrators creates an entire pedagogical framework to maximize student learning and growth.
- Many—if not all—CCSS are in practice in IB World Schools.

The IB, additionally, offers a balanced career programme (IB Career-related Programme—CP) that shares the same objective of the CCSS, namely, that students should not only be college ready but also career ready.

IB programmes offer added value to the CCSS in the following ways.

- The IB continuum of international education for students aged 3–19 years offers a developmentally appropriate educational philosophy across its four programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme (DP) and the CP.
- Central to all IB programmes is the learner profile, which describes the attributes and outcomes of education for international-mindedness. IB learners strive to become inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective. These attributes support the CCSS goal of better preparing students for college success.
- All IB programmes require students to learn another language.
- Approaches to learning (ATL) is a central component to teaching and learning in IB programmes. Driven by inquiry, action and reflection, IB programmes aim to develop a range of skills and dispositions that help students effectively manage and evaluate their own learning.
- An IB education empowers students to be active learners who are committed to service within the local community. Action in IB programmes may involve service learning, advocacy and educating self and others.
- IB students demonstrate what they know and can do through unique consolidations of deep learning, culminating with the PYP exhibition, the MYP personal project, the DP extended essay and the CP reflective project.
- IB programmes provide opportunities to develop disciplinary, interdisciplinary and transdisciplinary understanding that meets rigorous standards set by institutions of higher learning around the world.
- IB schools are part of a networked global community where students and teachers have opportunities to collaborate beyond their local communities.

## The road ahead

- The IB is closely following the Next Generation Science Standards (NGSS) and, in collaboration with key organizations and individuals, it is exploring the best ways of supporting schools with the shifts in teaching the new science standards in the classroom.
- The IB will continue to engage in discussions with organizations integral to CCSS and NGSS development and implementation, including Achieve and the two assessment consortiums Smarter Balanced Assessment Consortium (SBAC) and Partnership for Assessment of Readiness for College and Careers (PARCC).
- The IB will continue to offer informative sessions and presentations to groups such as Associations of IB World Schools, school districts and other stakeholder groups in the IB/CCSS relationship.
- The IB has conducted college readiness research studies with the Educational Policy Improvement Center (EPIC) that address key questions related to the implementation of the new CCSS standards and assessments.
- The IB will continue to draw upon school reform initiatives across the globe—such as the CCSS—to ensure that the IB leads the way in providing pedagogically current international education based upon research in education and best practices available.

## Summary

The IB, as a highly experienced, successful, global education provider, is more than its educational programmes. It is motivated by a mission to create a better world through education, with a hard-earned reputation for quality, high standards and pedagogical leadership.

The IB welcomes the CCSS as a state-led initiative to enhance student success beyond high school. The IB continues to work with its community of schools to meet the high expectations of the CCSS. It also engages with CCSS experts, advocates and practitioners to keep up to date and closely involved in this important initiative.

We actively encourage IB educators and others to engage with the IB's work on the CCSS. (A list of informational resources is provided below.) Please share your thoughts and suggestions using the dedicated email account [CommonCore@ibo.org](mailto:CommonCore@ibo.org).

For more information please visit  
[Connecting IB to the Common Core](#)

## Information for target audiences

For school leaders and researchers

- In 2011 the IB was included in a study conducted by EPIC: [Lining up: The relationship between the Common Core State Standards and five sets of Common Standards](#)
- [CCSS fast facts](#)
- [IB fast facts](#)
- [Research](#) plays a central role in the development, quality assurance, and assessment of impact of IB programmes and services

For coordinators and teachers

<http://www.ibo.org/iba/commoncore/>

- Mathematics: Relationship Studies: Resources to inform curriculum alignment
- English language arts: Relationship Studies: Resources to inform curriculum alignment
- CCSS resources from IB Americas Annual Regional Conference 2012
- CCSS standards for Mathematics and English language arts

For universities and governments

- <http://www.ibo.org/en/university-admission/recognition-of-the-ib-diploma-by-countries-and-universities/>
- <http://www.ibo.org/research/policy/programmevalidation/index.cfm>
- [IB research studies](#)—programme validity studies
- US student destinations survey