Empowering and supporting all learners in the IB Diploma Programme
Schools in the United States and Canada have successfully expanded access to IB programmes to all students
“IB DP students generally described themselves as *highly motivated* and goal-oriented students; many of them described how deeply they had *internalized* strong achievement orientations. They were, in large measure, **confident in their abilities** and excited by the challenge of becoming successful college students.”

"Working to my potential.." p37 (2012)
The IB and schools partner in bridging inequity

Inspired by research and by IB equity pioneers, schools and the IB co-create high-quality education!

All students participating in the IB Diploma Programme are more likely to immediately enroll in college compared to any other student in the United States!

This includes students in other rigorous course options offered in US schools, and **Title 1 students**

Read the National Title 1 study
Many adults and students had perceptions of what DP students looked like, and that image did not include low-income students and those who had recently learned English. As a result, Rainer Beach had to get adults, including teachers and parents, to understand any biases they might have that would make them think that some students were incapable of succeeding in DP courses. The school also had to help students believe in themselves.”

- Former IB Coordinator, Colin Pierce.
The school sees its mission as preparing all students for a postsecondary education. Although not every student will go to university, exposure to the DP content provides them with benefits in the long run. The question was more like why wouldn’t we want all students to be a part of this? It’s a matter of access – we didn’t want to deny any student the opportunity to be part of something that brings them a benefit.”

- IB Coordinator, Jessica Baker.
The IB designs learning in each programme model, so students make connections and transfer their knowledge, understanding, and skills into unfamiliar contexts.

- Develop agile lifelong learners
- Challenge students to grow
- Engage student interests
- Nurture natural curiosity
- Applied learning experiences
- Flexible course arrangements
The impact of student self-efficacy

When students are encouraged and supported, they flourish in rigorous learning contexts.

How an IB education will shape your future

Watch on YouTube: https://www.youtube.com/watch?v=Do0FoCGT1y0
Educational benefits for even taking one course

Students are engaged in advanced coursework that is both rigorous and growth oriented.

Students develop and advance applied learning skills required for the future of work, in a changing world.

Teachers help students nurture creative and critical thinking, and build self-efficacy and enjoyment of learning.

Students are provided a greater range of opportunities to demonstrate their achievement through varied IB assessment strategies.

Students develop their ability to write and discover their voice through both collaborative and independent learning experiences.
Why adopt DP courses school-wide?

IB can be a foundation for teachers to

• use a common language when the collaborate and target efforts to remove specific learning barriers and increase student outcomes

• accessing a global community of practitioners who become a professional network resource

• implement globally recognized and respected coursework in ways that engage students, activate student voice and build confidence, and is tailored to the local context

• Integrate many of the resources, projects, and strategies they are currently using
Why should we take this learning journey together?

We believe all students can grow and learn.

We know an IB education is well regarded as a world-class education model.

Why shouldn’t all students have access to a world-class education?

Optimize choices
Increase opportunities
All students can benefit from the IB experience

“I didn’t have a stable housing situation during my junior year right when the IB started to get really hard. I found it really hard to focus on my studies when I didn’t know where I was going to sleep, each night. What got me through was the sense of community that the IB creates...This was such a significant factor for my success in the programme, helping me to develop perseverance and resilience even while things in my life were so unpredictable.”

Tarik received a generous scholarship to study Computer Science and Public Policy at Notre Dame University, IN

Tarik Brown
Jacksonville, FL
Read Tarik’s inspiring story
Meet Kooroush

Before he started his final two years of high school, Kooroush chose subjects that challenged him as he wanted to improve his skills and go to university.

<table>
<thead>
<tr>
<th>Year</th>
<th>Subject</th>
<th>Grade 1</th>
<th>Grade 2</th>
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<tbody>
<tr>
<td>9</td>
<td>FUND OF TECH</td>
<td>S2: A</td>
<td></td>
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<tr>
<td>9</td>
<td>SPANISH 1</td>
<td>S1: B</td>
<td>S2: A</td>
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<tr>
<td>9</td>
<td>PRE IB: ENG 9</td>
<td>S1: B</td>
<td>S2: B</td>
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<td>9</td>
<td>PRE IB: NONWEST WRL</td>
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<td>9</td>
<td>INTEG MTH II</td>
<td>S1: A-</td>
<td>S2: A-</td>
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<td>PE INDIVL / TEAM</td>
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<td>9</td>
<td>BIOLOGY HONOR</td>
<td>S1: B+</td>
<td>S2: A-</td>
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<tr>
<td>10</td>
<td>SPANISH 2</td>
<td>S1: B-</td>
<td>S2: C+</td>
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<td>10</td>
<td>CHEF SCHOOL 1</td>
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<td>10</td>
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<td>S1: C-</td>
<td>S2: D</td>
</tr>
<tr>
<td>10</td>
<td>HEALTH</td>
<td>S1: A-</td>
<td></td>
</tr>
</tbody>
</table>

Look at Kooroush’s grades before entering the DP.

With a D in Chemistry, some school counsellors would suggest that the IB wasn’t right for Kooroush…
Kooroush became a dentist and owns not one, but two practices.
Kooroush is lucky that his track record was not a barrier for his opportunity in the IB programme his school offered.
Kooroush was able to leverage his IB education in pursuit of his interests and aspirations.
Increasing engagement and opportunity

Teachers say that IB curriculum is flexible to be centered on the identities of students in the classroom.

Watch on Vimeo: https://vimeo.com/686229769
In the rapidly changing world knowing how to learn new things will define success

IB education prepares the kind of thinkers who have the skills to adapt to new contexts
• Formal IB Professional Development: How to teach the IB course work
• Networking with over 100 schools that are engaged in an IB Diploma Programme schoolwide implementation strategy
• The IB provides each school with a DP Equity and Access Advisor to support the learning journey
• Time to collaborate in subject specific teams and across departments
What will we experience as we learn together? How might this initiative provide new opportunities for our students?