



PTCNET SURVEY RESULTS - 2021

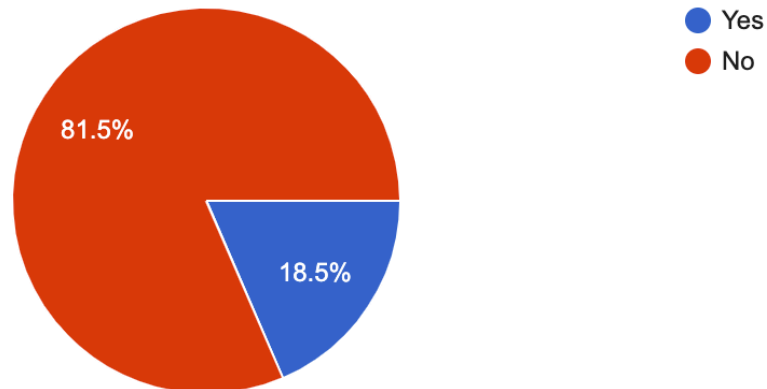
Topic: DP Teaching Standards	Date conducted: 01-28-2021
Number of responses: 27	Submitted by: Greg River

Questions

1. Do you apply external standards in your IBDP program? (YES/ NO)
2. If you do apply standards, which ones have you chosen to best suit the various IB Groups/courses? (short answer)
3. If you have not applied standards to the DP program, why not? (short answer)
4. If you have applied standards to the DP program, what were the main challenges? (short answer)

Do you apply external standards in your IBDP program?

27 responses



Brief Summary & Written Responses

81.5% respondents do not apply standards in the DP. Of respondents that do, most were mandated to do so by their US governing body and therefore applied their respective National and State Standards. One non-US based school listed the Standards they apply with their opinion about the relevance to the IB courses.

The Majority of the "No" respondents cite the rigor and established internal standards in the DP syllabuses. Also, the relevance and need for overlaying of standards in the DP are questioned. Respondents mention preferring teachers to focus on using the existing structure in the DP guides with ATL's, IB learner profile, CORE etc for teacher unit planning instead of standards.



Of the respondents of "Yes", which standards are used and what issues are faced?

1	We have to meet all of them, and if we don't students cannot obtain a high school diploma, which is more beneficial to many than the IB diploma, depending on university goals. It's a huge pain in the ass matching the sciences, which are locally by year (like all students take biology when 16, chemistry when 17, and physics in the final year) to IB where students specialize in science. We lie a bit on government paperwork when it come to this and have a series of prepared lessons in case officials come in for observations. We do however have to have term-long national history and government classes for all students, which puts a burden on their timetables. Sucks, but they have to pass the local exams to graduate.
2	Theoretically we use Common Core/Aero for most subjects, self-developed standards for Group 4, CEFR (Common European Framework of Reference) for Group 2. But really the only standards that actually exist are Common Core/Aero for Lang-Lit, and they're not really actually used. The biggest issues are that some standards not relevant for the IB program. For DP the curriculum is set so I'm not sure what the added benefit of having standards is (unless it's a state/national requirement)
3	It depends on the course. We are an extremely large US school district, so we use both IB and district standards depending on what we're told we must use. It just takes time to figure out what fits and have staff willing to do it.
4	South Carolina US History & HL History, AP Micro/AP Macro & HL Economics, AP Psychology & HL Psychology, AP Government & SL Global Politics. Problem is the overlapping curriculum.
5	National and State Standards. Our courses were built in our standards first, we just became an IB World district a few years ago.

Of the respondents of "No", with reasoning.

1	MYP and PYP are frameworks. Therefore, they require curriculum standards to give vertical articulation. DP is a curriculum; it does the job of standards already. There is a difference.
2	IB sets the learning outcomes. They are rigorous and thorough and there's just no time or reason to add anything on top.
3	Ibdp if taught and delivered correctly is challenging and time consuming enough, it is not required by our school or governing body. Not sure what the added value would be.
4	It's too much - the DP already provides something sufficiently comprehensive. Standards are useful in helping you get to your destination - the DP IS the destination. We're implementing AERO standards for K-10 and ensuring alignment that way.
5	It is not required for IB.
6	prefer teachers to focus on planning quality units using IB syllabus rather than trying to fit standards



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7	Prefer to focus on supporting teachers to plan quality units, however we are beginning to discuss implementing some ourselves. I would be curious to see your results.
8	Not required and doesn't make sense to
9	We only offer the IBDP - full or DP Course - and so there is no need to be applying other standards and practices and better to focus on quality of planning and clarity of understanding of IB terminology and ethos. We are however a CIS school and therefore have to be 'bilingual' in terms of awareness of multiagency terminology when collating evidence for accreditation evaluation reporting and visits.
10	IB only standards (assuming this means the IB already has standards built in to the DP Curriculum)
11	We have in the past had to prepare students for a national curriculum exam (Indonesia). However, our thinking was that the IB curriculum sufficiently prepared them for that exam. We therefore only had a couple of sessions to familiarize students with format etc. This year onwards the national exam requirement has been removed and so we do not have to reconsider this.
12	Not required and at this point in our school's development (1st 5 years of DP), we want to make sure we are doing DP right.
13	Focus on IB syllabus would hit most standards any way
14	We are not beholden to the national standards in the country where we are located. Thus we solely focus on developing and implementing the IB Curriculum and related components, such as the Core, ATLs, Learner Profile, etc.
15	Prefer focusing on teaching the syllabus
16	not required
17	DP has it's own standards
18	Some teachers tried but it doesn't work. Matching is artificially created by teachers. Teachers professional judgement needs to match DP standards. Language of ind standards can be useful for formative feedback
19	I have led standards-based movements in several IB schools. We have built in standards in the PYP and MYP, but have not done it in the IB. If one takes the clear and specific criteria of the DP courses (sometimes too specific) and purposefully embed the ATLs, we thought the time is better served that way. I prefer teachers focus on planning quality units using the DP course guides and the ATLs rather than adding standards. On record, I am a fan of standards and how they inform instruction and strengthen the PYP and MYP.
20	One respondent answered "No" though detailed how their past international school (non-USA) approached this. We took the Grade Descriptors of a level 5 for each DP group, and then broke the paragraph down into sentences and then removed some of the adjectives and adverbs. Each sentence then became a reporting standard. We then went back into the course content and mapped where each reporting standard was assessed and identified if it was assessed at least 3 times per reporting cycle. Ones that weren't were not included on the report card. The biggest struggle was to decide on how to report an overall grade to the transcript.