



International Baccalaureate Program and Advanced Placement Program at Minnetonka High School

IB

By the Numbers

2003: Minnetonka School Board unanimously approved MHS' pursuit of IB

July 2004: MHS named IB School by IB Organization

48: MHS students enrolled as IB Diploma Candidates (11 in class of 2005, 37 in class of 2006)
An additional 33 MHS students are IB certificate students in 2004-05

22: MHS Teachers trained to teach IB courses

\$50: Cost to IB student for each IB exam taken

\$46,244: 2004-05 IB general fund budget includes curriculum writing, instructional materials, program coordination and staff development

Over **50%** of the start-up costs for IB have been covered by Federal Title II grant dollars.

What is IB?

The International Baccalaureate Programme (IB) was originally developed in Europe to provide an international standard of excellence and intellectual rigor for college-bound students world-wide. Students moving from one country to another (primarily children of diplomats and ambassadors) sought the kind of high quality education they otherwise wouldn't receive moving from school to school. Created in 1968, it now educates students in more than 119 countries. The vision of the IB program is that students share a well-rounded academic experience that emphasizes critical thinking, intercultural understanding and exposure to a variety of points of view.

IB is a demanding college-level course of study that leads to examinations and potentially college credit. IB is ideally suited for a highly motivated student who enjoys pondering the question, *Why?* Many advanced courses of study accelerate students through a curriculum. IB courses move at a different pace, encouraging in-depth research, inquiry, analysis, critical thinking and connections across the curriculum. The well-rounded curriculum requires students to deal with their weaknesses in subject areas as well as their strengths. Traditional accelerated programs allow students to avoid vulnerable areas. IB forces students to address them.

The IB Diploma Programme is a comprehensive two-year (13 courses) curriculum which provides a deep, thought-provoking program of study in six areas during the junior and senior year. The IB Programme is not for the faint of heart. The strengths of the IB Programme are its academic rigor and well-rounded traditional liberal arts curriculum enhanced with an extended essay, inquiry into the theory of knowledge, research, creativity, action and service.

The IB Diploma Programme also develops a smaller learning community of academically motivated students within traditionally larger high schools. IB students enroll in a core group of IB classes with other IB diploma candidates during their junior and senior years, yet have the opportunity to interact with students throughout the school during ninth and tenth grade classes, and in world language, fine arts and after school activities throughout their high school years.

The IB Diploma Programme has earned a reputation for rigorous assessment, giving IB Diploma-holders access to the leading American and international universities and college credit. For over 30 years, the IB Organization has shown that its students are well prepared for university work. The rigor of the IB Programme makes its diploma graduates among the top-tier college recruits in America and the world. It has become a symbol of academic integrity and intellectual promise. (*See page 9 for specific college information.*)

Why IB at Minnetonka?

Minnetonka High School's application to become an IB School was approved by the entire School Board in 2003. The application was one of the action plans included in the Minnetonka School District's Strategic Plan in support of ***Strategy 2: We will design and implement a framework of curricula, which allows for choice and flexibility and enables the progressive development of each student.*** The IB program is designed to provide a choice for students who wish to study an in-depth, well-rounded, rigorous, liberal arts program which connects coursework across the curriculum.

Minnetonka has many different types of learners. **IB offers a choice** that meets the needs of some learners very well. The Minnetonka School Board Vision recognizes that one-size-fits-all education does not work for all students. The Vision insists on a curriculum designed to ensure that ***all students remain engaged in school and learning, to raise student's expectations regarding their own performance, and to encourage students to access challenging course work throughout their years in the District.*** The IB Programme is one way Minnetonka High School is striving to fulfill the Board's Vision and Strategic Plan.

The IB Program at Minnetonka aims to develop inquiring, knowledgeable and caring young people eager to contribute and make our community and our world better through intercultural understanding and respect. This goal aligns with the Board's vision for curriculum and instruction that states, ***"The Minnetonka School District will insist on a curriculum designed to stretch students' minds and prepare them to thrive in American society and the world at large.... Classroom instruction will emphasize excellence, love of learning, critical thinking, cooperation, exploration, and respect for others."***

In addition to fulfilling Minnetonka's Vision, the IB and AP programs are the cornerstones of state and national efforts to improve rigor, relevance, and relationships in American high schools. It is one of President George W. Bush's top five education initiatives and is included in Governor Pawlenty's ***"Get Ready, Get Credit"*** initiative to raise student achievement in Minnesota high schools. In addition to educational journals which tout the promise and success of IB, *Newsweek* magazine develops its list of the Top 100 American High Schools based primarily on the ratio of AP and IB exams administered to the total student enrollment within a school.

Minnetonka's 2004 Minnesota Student Survey results indicate that 95-96% of our current 6th – 9th grade students plan to attend college after high school, with one-third planning graduate school. That number trails off to about 92% of 12th grade students. Both the IB and the AP programs provide college-bound students a significant advantage for college entrance and studies show that a significantly higher percentage of IB students complete college within four years than students who have not engaged in college-level coursework during their high school years. In addition, most colleges and universities consistently accept both IB and AP credit and/or award advanced placement standing. (See page 9 for more information regarding college acceptance rates and college credit.)

What About AP?

In addition to the IB Programme, the Minnetonka School District is extremely proud of its Advanced Placement (AP) Program **and is fully committed to ensuring it continues to thrive as IB grows. IB is a complement, not a threat, to the AP program.** Minnetonka intends to be a top-rated high school with high expectations for all students.

Minnetonka has one of the top AP Programs in the state, and it continues to grow. In 2004, Minnetonka produced a record number of AP Scholars (116) and its first-ever **National AP Scholars** (4). In total, 371 students took a total of 680 Advanced Placement Exams in May 2004, with an amazing 86% scoring well enough to be considered for college credit. On AP social studies exams, 94% of the students scored well enough to be considered for college credit.

The AP program offers high school students the opportunity to take one or more college level courses while they're still in high school. Students choose from 18 AP courses available at Minnetonka High School. Success on AP exams may provide students advanced college standing, college credit, or both. AP courses may be taken individually, providing students the opportunity to excel in areas of strength or interest.

AP is well suited for students who want the challenge of college-level courses in specific subjects of interest or strength or for students who want to get a head start on college work, without committing to a full program of college-level study. For example: A student who has an interest in social studies may enroll in up to five different AP social studies courses at Minnetonka High School. That same student may or may not select AP math classes, depending on interest and ability. Likewise a student who is highly motivated to complete one or more college-level courses may select an individual AP class and balance the rest of the schedule with general level courses in high school.

Exposure to rigorous AP course work helps students better prepare for college, develop stronger college-level reading, writing and study skills, and stand out in the college admission process. Research also shows that students who challenge themselves in college-level coursework during high school have an increased likelihood of graduating from college in four years or less.

AP courses were first adopted for Minnetonka High School in social studies during the early '90s. Prior to adoption, AP had been discussed and rejected twice over a ten-year period. The overwhelming objection to AP at that time was a concern that Minnetonka already offered a superior educational program and that adopting an external program, with assessment of students completed by external evaluators, might somehow compromise the strength of the existing program. Since the early '90s Minnetonka's AP program has established itself as a widely respected educational offering and point of pride for Minnetonka Schools, and there are still locally developed advanced courses, proving there is room for both externally and internally developed academic programs.

For additional information, visit <http://www.apcentral.collegeboard.com/>

Similarities between AP and IB

- ❑ Both are rigorous programs devoted to educational excellence; each uses high performance standards for students and faculty.
- ❑ Both receive additional weight in calculating GPA at Minnetonka High School.
- ❑ Both use external assessments and external evaluators to score assessments—AP exams are scored by the evaluators from the College Board. IB assessments are scored by evaluators from the International Baccalaureate Organization.
- ❑ Both involve dedicated and creative teachers committed to their students, their disciplines, and their profession. Many teachers who teach IB also teach sections of AP classes, except in world languages where Minnetonka does not offer AP courses.
- ❑ Both attract highly motivated students who wish to excel academically and attend the most selective colleges and universities.
- ❑ Both are recognized by most highly competitive US colleges and universities for consideration for college credit or advanced standing, based on exam scores.
- ❑ Both have attracted the attention of state, national and international policy-makers as ways to improve the quality of education.
- ❑ Both are included in President Bush’s top five initiatives for improving excellence in American high schools and in Governor Pawlenty’s “*Get Ready, Get Credit*” initiative.
- ❑ Both provide extensive professional development/training for teachers who desire to teach the courses.
- ❑ Both rely on objectivity and fairness in scoring and grading of assessments, removing personality and personal influence from the assessment system. Scores are based on the quality of work evaluated against a set criteria or standard.
- ❑ Both provide students with a local letter grade, assigned by a Minnetonka teacher, recorded on the Minnetonka transcript and used in computing grade point averages and class rank. In addition, both provide a numerical score, determined by an external assessment and scored by an external evaluator, which is used for consideration of college credit.

Differences between AP and IB

AP Classes	IB Diploma Programme
AP consists of 18 independent courses of study at MHS.	IB is a two-year program of study that includes 13 courses, an extended essay, and creativity, action and service requirements.
Open to all students willing to challenge themselves with college level coursework; some AP classes have prerequisites and performance standards in lower level classes.	Open to all students willing to challenge themselves with college level coursework and willing to complete additional creativity, action, and service hours. Students must have completed Higher Algebra 2 and Level 2 of a World Language before their junior year in order to enroll in the Diploma Programme.
AP promotes open access to students who may excel in only one or two academic disciplines.	IB promotes open access to students who are motivated to pursue a well-rounded education and a high level of performance in all six disciplines: English, World Language, Sciences, Mathematics, Individuals and Societies (Social Studies), The Arts and Electives. IB diploma candidates also take Theory of Knowledge, write a 4,000-word Extended Essay, and must demonstrate creativity, action and service.
AP scores are based solely on the AP exam.	IB scores are based on classroom work done over time and on IB exams.
Any student may take an AP exam; specific courses are taught but are not a prerequisite for the exams; IB students may take AP exams.	Only IB students enrolled in the IB program may take IB exams or receive IB credit.
AP exams are developed by a national development committee in conjunction with experts from the Educational Testing Service (ETS). Exams are administered locally and shipped to ETS for scoring.	IB exams are developed and scored by an international panel of examiners. Exams are administered locally and shipped to the IB Organization examination headquarters in Wales for scoring.
AP teachers work independently or within their discipline to support students.	IB teachers work as a team to support students and to connect the curriculum across disciplines.
AP classes move at a rapid pace surveying a broad spectrum of a particular discipline, similar to college entry-level survey classes.	IB courses move at a different pace, some over a two-year period, to allow time for in-depth research, inquiry and analysis.
AP students may form peer groups within individual classes or disciplines, but this is not a goal of the program.	IB seeks to create a cohort or peer group around academics.
AP recognizes high achievement on AP exams through the AP Scholars program.	Successful IB candidates receive an IB Diploma for the full program or IB certificate for individual IB courses taken.

Questions and Answers regarding the IB Programme

Q. How can the District consider a new program at a time they are reducing other programs?

A. The IB Programme is not being added this year. It was unanimously approved by our School Board in 2003 and began enrolling students in 2004. We are approaching the second year of full implementation. At the time the program was approved, the Board and administration were fully aware of the financial challenges the District now faces.

Even in difficult budgetary times, organizations must seek continual self-examination and improvement. If we are not investing in improved programs and methodologies, we will fail to offer our students of today, and the future, the best education possible. The IB Programme is a highly respected educational program, which raises the quality of education throughout the organization. Even students who are not enrolled in the IB Programme benefit as teachers trained in IB share new pedagogy with colleagues.

An added benefit of the International Baccalaureate Programme is the likelihood of attracting more families into the Minnetonka School District. As companies have increased their global market share, more international relocations are occurring in the Twin Cities area. Minnetonka is already an attractive community for corporate managers and executives. The IB Programme will better position our school district as a top choice for corporate relocations worldwide.

The IB Programme is also very attractive to families who reside in or near our district, but have traditionally elected to enroll in private schools and to families seeking open enrollment options for more challenging academic coursework. Students who aspire to study, travel, or pursue careers involving international relations have already demonstrated an interest in the IB Programme.

Many affluent suburban school districts have also found the IB Programme to be attractive as an open enrollment option. Littleton School District (Colorado), Millard School District (Nebraska) and Lee's Summit (MO) are just three examples of midwestern suburban districts that have attracted new students specifically for the IB Programme.

Q. Is open enrollment the reason we added IB?

A. It is not the primary or the only reason. The proposal for IB Programme was first generated through curriculum channels and was a recommendation of our Strategic Plan under Action Planning Team 2. That team was charged in January 2003 with creating action plans to fulfill ***Strategy 2: We will design and implement a framework of curricula, which allows for choice and flexibility and enables the progressive development of each student.*** Team 2 worked independently of any other action team and focused solely on investigating potential curriculums to provide choices for students within our schools.

“The IB program embodies many of the core values and principles of the District’s Vision and Strategic Plan, especially the strategic goal of ensuring a framework of curricula that provides choice and flexibility - - and in a cost-effective manner.

What IB offers is one additional, different, proven approach to education. It is a system that is growing in popularity in the USA because it is so compatible with, and complementary to, the goals and structure of our educational system. It is neutral with regard to political and sectarian issues - - one reason why IB can work so well in so many different cultures and places - - and therefore works well with students of all political and religious backgrounds.

One way to think of IB is: If Minnetonka only offered soccer and football, and then added lacrosse to our athletic offerings, that would be advantageous to students. Likewise, IB is a great complement to our current offerings in the academic arena without detracting from what we have. Minnetonka High School, by offering IB, simply adds to the choice and flexibility offered to students.

IB is a great option, one of the benefits being its growing recognition among even the finest, most competitive colleges and universities in the country. It is one way to assist our students to be ready to function in an increasingly global community. This is especially true in a school district that is ethnically homogeneous, as compared with the diversity students will encounter throughout the US and the world.”

--Dana Dreibelbis, Minnetonka Parent and Action Planning Team #2 Leader

IB is expected to positively impact enrollment, but that is because it is a highly respected academic program that provides a strong college-prep education. IB has also positively supported our School District Strategic Plan action plans calling for smaller learning communities and improving the senior year experience.

It is important to note that attracting open enrollment students into our District provides a benefit for all of our resident students. In Minnesota, state funding follows the student. When a student enters and fills a seat in an existing classroom or program, the funding for that student (approximately \$5,500) is new revenue for the School District; however, if the class or program is being held regardless of that student’s attendance, the District incurs little to no additional cost for educating that student. In fact, if 30 new students enrolled, the District would realize over \$160,000 in new revenue—much more than the \$40,00-\$50,000 required to hire additional teachers for those students would cost. The additional revenue helps support other educational programs throughout the school and the District.

Q. Isn’t this just another program for high potential and gifted kids? What about the average kids in our district?

A. No, IB is not exclusive for high potential students. The IB programme is open to any highly motivated student in our District. Enrollment is not based on IQ, grades, test scores or teacher recommendations. The most important attributes for success in the IB program are desire, interest and work ethic. IB is not for the faint of heart. It takes a lot of work. It’s most important to be highly organized and highly motivated.

As one IB graduate attending the University of Nebraska at Lincoln stated, “You don’t have to be a genius to be in the program, but you can’t be a slacker either. The biggest thing is, you have to be willing to work hard.”

A current MHS IB student points out: “I didn’t really apply myself during my freshman and sophomore year. As I began thinking about college, I decided I needed to really challenge myself during my junior and senior year. IB has given me the opportunity to work for college credit, even though my grades during freshman and sophomore years weren’t that great.”

IB and AP at MHS are similar in that both are open to all students. Some high schools are striving to have all students challenge themselves in at least one AP or IB course. The course may be in the traditional core subjects or perhaps AP Music Theory, AP Studio Art or AP Psychology to name a few. The important point is that the vast majority of students will benefit from experiencing at least one college-level course during their high school career, making the most the educational opportunities available to them.

As one IB/AP teacher noted: “It is much better for students to learn to ramp up their reading and study skills to a college level while in high school, than when they are paying tuition by the credit in college.”

IB and AP raise the quality of the entire school. Teachers trained in IB and AP impact all of their classes with improved teaching methods and pedagogy.

Q. Can my child enroll in the IB Programme?

- A. Yes, if that is your child’s desire. Students self-select to enroll in the IB Programme for their junior and senior years. To be successful, students must be motivated, self-directed learners willing to work hard and make the most of the academic experiences available to them in high school. If a student is looking forward to coasting through the junior and senior year, IB is probably not a good fit. Students looking forward to the IB Diploma Programme should be sure their 4-year plan includes completion of Higher Algebra 2 and Level 2 of a world language before their junior year. In addition, students should complete graduation requirements such as health and physical education during their early years in high school.

Q. How can I help my child prepare for IB courses?

- A. Students who plan to take IB or AP courses will have an advantage if they begin their preparation early, certainly by middle school. Encourage students to develop and practice good study habits and to work on organization and time management skills. The IB Diploma program requires proficiency (Level IV) in a second language by graduation, so language classes should begin early—in eighth grade or at least by ninth grade. Maintaining a serious attitude toward learning, developing independence, and encouraging self-motivation are all important factors in student success at any level.

Q. Why should I encourage my child to take IB or AP courses?

- A. Students who succeed in AP courses or the IB Programme do better than many other groups of students in university level work. IB studies indicate that IB students maintained higher grade point averages at universities and earned higher average SAT scores than students who had not attended IB schools. Clearly, the knowledge and skills obtained in an AP or IB program prepare students to succeed in higher education.

Class of 2002 IB students in the United States: (Survey of over 5000 IB students)

- 76.4% took the SAT with a combined mean score of 1279
 - *Minnetonka combined mean score is 1186 (2004); 1130 (2002)*
 - *MN combined mean score is 1180 (2004); 1172 (2002)*
 - *US combined mean score is 1026 (2004); 1020 (2002)*
- 40% took the ACT with a mean composite score of 26.7
 - *Minnetonka combined mean is 24.3 (2004); 23.1 (2002)*
 - *MN combined mean is 22.2 (2004); 22.1 (2002)*
 - *US combined mean is 20.9 (2004); 20.8 (2002)*
- 23.7% of diploma candidates were also National Merit Scholars
 - *In 2004 about 5% of Minnetonka juniors were recognized as National Merit Scholars.*

Sample University Acceptance Rates for IB (Data for incoming Freshman 2002)

<i>School</i>	<i>All Applicants</i>	<i>IB Diploma Applicants</i>
Brown University	17%	21.6%
College of William and Mary	37%	66.4%
Columbia University	12.0%	18.5%
Cornell University	28.5%	51.0%
Dartmouth College	20.7%	33.3%
Georgia Institute of Technology	53.7%	88%
Harvard University	11%	14.8%
Johns Hopkins University	35%	68.8%
Massachusetts Institute of Technology (MIT)	16.9%	26.2%
Princeton University	11.0%	13.8%
Stanford University	12.6%	18.3%
Tufts	26.6%	52.6%
United States Air Force Academy	12.1%	68.4%
United States Naval Academy	11.7%	45.0%
University of California-Berkeley	24%	53%
UCLA	24%	47.1%
University of Chicago	41.6%	59.1%
University of Michigan	49%	72.7%
University of Pennsylvania	21%	24.7%
University of Southern Cal.	30.3%	72.2%
Vanderbilt University	37.3%	73.1%
Villanova University	14.5%	89.5%
Wellesley	47%	83.3%
Yale University	13%	18.9%

Note: Acceptance rates for all applicants were provided by each respective institution. Acceptance rates for IB applicants based on self-reported survey of over 5000 IB students in the US entering colleges as freshmen during fall, 2002.

Clearly, university admissions officials expect students to take the most challenging courses of which they are capable in high school and reward those who do. Students who take IB courses develop strong study skills, college-level reading and writing skills, and critical thinking skills. They learn to see the world from a variety of perspectives, to examine different points of view, and to see themselves as part of the local, national and world community.

Q. Will my child receive college credit for IB and AP tests?

- A. Every college has its own credit policies concerning AP and IB test scores, and students should research individual college policies. No high school can promise college credit based on these test scores. However, many universities such as Harvard, Radcliffe, MIT, Yale, Cornell, Princeton, Stanford, Northwestern, Notre Dame, Marquette, Rensselaer, Cal Poly, Purdue, Wheaton College and many others across the nation offer credit and/or preferential admissions consideration to IB diploma candidates.

Examples:

University of Minnesota: The University of Minnesota-Twin Cities offers students who earn qualifying scores in (IB) subjects a head start on their University education.

Students in IB programs receive eight semester credits at the University of Minnesota for each higher-level subject passed with a grade of five or higher. We encourage IB students to earn the full IB diploma. Those who earn the full IB diploma with 30 or more diploma points receive eight semester credits for each higher level subject with grades of four or higher, and up to two semester credits for each standard level subject with grades of four or higher. In other words, the diploma program amounts to about one full year of University work! Source: <http://admissions.tc.umn.edu/Academics/ib.html>

Massachusetts Institute of Technology (MIT): International Baccalaureate (high level only)...credit is granted consistent with the practices described for the Advanced Placement tests. College credit may be obtained in biology, mathematics, physics, humanities, arts and social sciences. Source: <http://web.mit.edu/firstyear/2008/subjects/intl.html>

Bob Jones University: The University does recognize AP and IB credits subject to certain limitations.... IB credit is based solely on higher level exams. IB scores must be 5 or above. Only three semester hours of credit in English Composition may be earned by any combination of AP/IB/CLEP credits. The total credits earned through AP, IB and CLEP is limited to 30 semester hours. Source: <http://www.bju.edu/admissions/transfer.html>

Stanford University: The best indicator of academic success at Stanford is success in a rigorous high school curriculum. While we do not have a required curriculum for admission, we encourage students to pursue courses that promote a healthy and vigorous intellectual curiosity, energy, passion for ideas, and the ability to understand ambiguity and complexity. Stanford does offer some credit and/or placement for successful completion of several Advanced Placement or International Baccalaureate exams. We do this not because we want you to get a head start on getting your college credits out of the way, but because we believe that the best indicator of success in our rigorous curriculum is success in a rigorous high school curriculum. Source: http://www.stanford.edu/dept/uga/applying/1_2a1_acaprep.html#Credit

Q. The IB sounds like a great deal of work. What are the advantages of taking an IB curriculum?

- A. There are numerous advantages to taking the IB curriculum. First, the IB curriculum was originally designed to insure a cohesive, comprehensive education for students, no matter where they lived in the world. Today, that goal is still at the forefront of the IB mission.

Students who complete this program are preparing not only for success in college, but for success in life. Students gain a broader world view; follow in-depth approaches to the academic disciplines; and develop time management, problem-solving, research, and organizational skills that will remain with them long after the IB experience is over.

Creativity-Action-Service requirements provide opportunities for student involvement in the larger community beyond classroom walls.

An additional benefit is that student work is assessed over a two-year period using internationally accepted performance standards. Student achievement is assessed in a variety of ways: on examinations that are developed and scored by international examiners; on oral language demonstrations in both the student's native language and a modern second language; and on science laboratory notebooks, art portfolios, computer science dossiers, essays, and other projects. These activities all count for a percentage of the student's final score in each subject and allow the classroom teacher to have input to the student's scores. Of course, in addition to the external final score, Minnetonka students also receive a letter grade which is assigned by the classroom teacher and appears on the Minnetonka transcript.

The IB Programme also allows for student flexibility in choosing areas of academic interest for student research on the Extended Essay. Each student has the opportunity to investigate a topic of special interest. The essay requirement acquaints students with the kind of independent research and writing skills expected by universities. The Extended Essay aligns with Minnetonka's Vision for opportunities for self-directed learning and promotes "progress outside the confines of traditional grade levels and classroom work."

Q. Some individuals are concerned the IB Programme could be a threat to the AP program at Minnetonka High School. Is this true?

- A. The Minnetonka School District continues to strongly support both AP and IB programs as rigorous academic opportunities for students at Minnetonka High School.

Individuals who cite a possible threat to AP often reference Woodson High School in the huge Fairfax School District (VA). Almost a decade ago, the Fairfax County School Board made a policy decision that required all of its 26 high schools to choose either IB or AP. Fairfax has smaller high schools and could not fully support both programs due to a smaller student population. As a large school district, Fairfax chose to use the AP and IB programs in defining the specialties of each high school and correspondingly defined attendance areas. When Woodson High School's principal arbitrarily chose IB over AP, it created concerns among students and parents in the AP program and the administrator's decision was later reversed.

As a one-high school district with over 2,400 high school students, many of whom are highly motivated students, Minnetonka High School does not face the same issues as Fairfax. In fact, many high schools and school districts in the United States are facing significant challenges of many low performing students, unlike Minnetonka. We are fortunate to have a community of well-educated parents and citizens who have high expectations for their children and our schools. We are fortunate to attract and retain highly qualified teachers who inspire our students to attain high levels of achievement—

even those students who struggle. If our teachers needed to focus on getting 40 or 50% of our students over the bar on state tests, like many high schools, it might be unlikely that our student enrollment could support two highly rigorous college-level programs. If our school were smaller than 1800 students, our ability to fully enroll students in two high level programs might be in question. However, in only our second year of implementation we will have more than 45 students enrolled in the diploma program. At the same time, a record number of students have registered to take Advanced Placement Exams this May (a **25% increase over last year**—which was also a record year.) Minnetonka students are excited to challenge themselves academically. There is no reason to suspect that the trend of rising student achievement will not continue.

Both IB and AP will continue to be supported at MHS through staffing, testing, curriculum development, staff development, materials selection, and budget. Minnetonka has enough students interested and enrolled in both programs to maintain and grow both programs in coming years. Having both programs and other high quality programs at the high school attracts students who seek excellence and are motivated to do well.

Q. Are AP teachers shifting over to IB?

- A. Many of our IB-trained teachers also teach AP courses. In most instances, MHS will have one period of an IB course, leaving four periods for IB teachers to teach other classes, including AP.

The following teachers teach both AP and IB courses, in addition to other courses.

Kim Carlson	(AP/IB)	Hans Ott	(AP/IB)
Cheryl Duncan	(AP/IB)	Polly Patrick	(AP/IB)
Lana Golembeski	(AP/IB)	Sue Sinkler	(AP/IB)
Ann Hersman	(AP/IB)	Ann Swanson	(AP/IB Coord.)
Doug Kennedy	(AP/IB)	Gwynneth Wacker	(AP/IB)
Dawn Norton	(AP/IB)		

Additionally, the following teachers are **trained in IB, but not AP**.

Hilary Anthamatten*	Jan Nelson
Pat Choffrut*	Gretchen Ortenzio*
Michiko Dressen*	Peiju Ruan*
Jeff Erickson*	Tom Tomashek
Beth Flickinger	Barbara VanPilsun
Louise Miles	

*World Language—Minnetonka High School has never offered AP World Language classes, although some students have taken AP world language exams. With the addition of the IB Programme students with a strength or interest in World Language will have a better opportunity to successfully achieve college credit for World Language.

Finally, the following teachers are **trained in AP, but do not teach IB classes**.

Tim Laughinhouse	Miles Mortensen
Cherryl Sigler	Michael Varverakis

MHS is also sending about 10 teachers to additional AP training this summer to ensure that AP offerings will remain strong beyond any one teacher's tenure in the district.

Q. Some individuals have asserted that the IB Programme is anti-American.

- A. IB specifically requires “all students to relate first to their own national identity—their own language, literature, history and cultural heritage, no matter where in the world this may be.”

Some individuals in our community have suggested that because IB has an international perspective, it is, therefore, anti-American. They have suggested that because it does not include American History, it is, therefore, anti-American. However, all students enrolled in the IB Programme as juniors will already have a solid foundation in American History after completing Minnetonka’s U.S. History curriculum which is taught in grades 5, 8, 9 and 10.

Both our federal and state governments are supporting the growth of IB programs as a mechanism for improving American high school education. In fact, both AP and IB are within President Bush’s top five education initiatives and promoted within Governor Pawlenty’s “*Get Ready, Get Credit*” initiative to improve high school achievement. Neither President Bush nor Governor Pawlenty is known for supporting efforts that are “anti-American.”

Accelerating Student Achievement with Advanced Placement and International Baccalaureate

The President’s support for advanced placement programs will not only encourage the growth of AP and IB courses, but also serve as a mechanism for upgrading the entire high school curriculum.

Source: <http://www.whitehouse.gov/infocus/education/>

The IB mission focuses on intellectual rigor and high academic standards, emphasizing international understanding, responsible citizens and students who are critical and compassionate thinkers and respectful of others. Our School District Vision advocates for both an abiding appreciation for the rights, privileges and values of America’s system of government and global awareness. The two ideas are not mutually exclusive.

Q. Why doesn’t the IB Programme include American History?

- A. Minnetonka’s social studies curriculum teaches American History to all students in grades 5, 8, 9 and 10. All IB students will have completed an American History sophomore class prior to taking any IB courses. In fact, most IB students will complete the AP US History course for which Minnetonka High School had a 93% success rate on the AP exam in 2004. The IB Programme is taken during the junior and senior years, at which time most students at Minnetonka High School are studying European and World History, which IB students study as well.

Q. What is the Theory of Knowledge class and why does there seem to be some controversy surrounding it?

- A. The Theory of Knowledge course is an enquiry into the ways of knowing and different types of knowledge. The course is inquisitive versus acquisitive in nature, as the students explore and question the limits of the bases of knowledge (Areas of Knowledge) and the process by which they gain and utilize new knowledge (Ways of Knowing). The course

places its focus on the knower and the relationship not only to knowledge but to other knowers as well. The students will be able to develop an understanding of why critical assessment of knowledge is an important aspect of their intellectual development, especially in regards to academic and intellectual honesty.

Theory of Knowledge provides a vehicle for students to draw connections between disciplines and discuss ethical issues. Throughout the course, the students will develop the skills and capacity to identify and then critically evaluate belief and knowledge claims, including cultural and ideological biases, and cultural perspectives. The course presents opportunities for reflection and exploration into the origins and limitations of what they learn in other diploma programme courses and in their academic life beyond the curriculum. Students also hone their written and oral communication skills through journal writing and three in-class presentations.

Theory of Knowledge is similar to lower level college philosophy courses. It defines the constructs or types of knowing. It asks students to reflect on “how they know what they know.” One of the key aims of knowledge theory is to identify values, beliefs, and biases underlying judgments and knowledge claims pertinent to issues. The class discusses difficult questions for which there are not absolute right or wrong answers.

The course materials include both Theory of Knowledge texts and writings thought by many to be controversial (i.e. Carl Sagan), which students critically analyze and dissect. Individuals who have objected to this course have asserted that seniors in high school are not intellectually mature enough to be exposed to writings that may be contrary to their own thinking or belief system. It is important to note that the course does not teach the content of the controversial material, but instead uses the material as a tool to teach students to be critical consumers of information and knowledge assertions.

The Theory of Knowledge class aligns with the Minnetonka Vision that insists on “ a curriculum designed to stretch students’ minds.” It ensures learning is “connected from grade level to grade level and from subject to subject.” It “transcends skill development or mere knowledge transfer...and emphasizes excellence, love of learning, critical thinking, cooperation, exploration, and respect for others.” It provides both teachers and students with an understanding of “how attitudes, prior knowledge, habits of mind, and relevance all impact the learning process.”

Q. I've never heard of the International Baccalaureate before. Is it an organization?

- A. The International Baccalaureate Program is governed by the International Baccalaureate Organization in Geneva, Switzerland and administered by the International Baccalaureate Curriculum and Assessment Center in Cardiff, Wales. The organization originated over thirty years ago in Europe as an effort by international schools to assure quality educational standards for students, regardless of where they lived. Today, the organization uses the talents of educators around the world to continuously update curriculum, train teachers, assess student work, and evaluate the program.

Q. Is the International Baccalaureate connected to the United Nations?

A. IB and UN have no governance connection, but may share a similar goal of having all the world's children educated. IB does not take an official stand or promote any political, governmental, or international positions—including those of the United Nations. IB is neutral—one reason that IB can be successful in many different countries with many different cultures and political systems.

The International Baccalaureate Organization is governed by a 16-member Council of Foundation, which sets the strategic direction of the organization, makes policy, and oversees the IBO's financial management. The Council's members include heads of IB schools and representatives from throughout the world.

IB has provided educational expertise for some curriculum projects for the Global Teaching and Learning Project division of the UN in New York. However, the UN has no authority or influence over the IB Organization.

Q. *Does the IB curriculum promote or teach Earth Charter or UNESCO objectives?*

A. No. Minnetonka teachers who have attended IB training have never heard this discussed as part of the IB Programme or curriculum. It is not found in curriculum materials.

Q. *Does IB promote disarmament and advocate anti-war sentiment?*

A. The Mission of IB is to develop inquiring, knowledgeable and caring young people who will help to create a better and more peaceful world through intercultural understanding and respect. Like our President and most world leaders, the IBO mission envisions a future with a more peaceful world—and they believe that can be accomplished by educating the world's children. However, IB does not take an official stand or promote any political, governmental, or international positions relating to war.

In our current political climate *seeking a more peaceful world* is sometimes misconstrued to mean anti-war. Consider, however, that President Bush was seeking a safer, more peaceful world, free of weapons of mass destruction when he decided the United States would declare war on terrorism. Desiring a more peaceful world does not necessarily mean one promotes an anti-war sentiment.

The IBO curriculum encourages thoughtful reflection of multiple perspectives, but does not pass judgment on political decisions. Minnetonka teachers who have attended IB training have found no mention of promoting disarmament or advocating of anti-war sentiment in their trainings or the curriculum materials.

Q. *Some individuals claim that IB is more of a form of indoctrination than education.*

A. Nothing could be farther from the truth. The IB Programme is a highly respected college-preparatory education that prepares students to be reflective and critical thinkers. The mission of IB is to develop inquiring, knowledgeable and caring young people. The IBO curriculum encourages thoughtful reflection of multiple perspectives. One of the reasons that the IB Programme has been successful in so many countries with many different

cultures, religions, and political systems is that IBO is neutral with regard to political and sectarian issues. IBO objectives are the opposite of indoctrination.

Q. Are IB classes running with only a handful of students and ignoring standard enrollment/staffing minimums?

- A.** During the first year of the IB Programme (2004), the District did not obtain approval for the program until July, five months after students registered for courses. About twelve students registered for the Programme that year. In some cases, IB classes ran with twelve students—the first year. In some cases the IB class was combined with another class and the teacher covered both curriculum objectives. Classes were combined in world language, psychology, and art.

For the 2005-2006 school year, there are over 45 students enrolled in the IB Programme and most classes will run near capacity. One exception is the IB Higher Level Math class, in which only four students are enrolled. The IB Higher Level Math class will be combined with one section of the accelerated AP Calculus BC class. The combination provides a significant advantage for non-IB students who excel in math and desire greater challenge. Currently, the BC curriculum covers material necessary to succeed on the BC exam. However, there are gaps in that curriculum for those students going on in mathematics. The IB Higher Level Math covers the AP Calculus BC curriculum and adds statistics, matrices and vectors. Students who complete IB Higher Level Math are prepared to take the IB Math HL exam and the AP Calculus AB & BC exams. Minnetonka High School will also run sections of the AP Calculus BC class independent of the IB content. Both courses are taught by the same teacher who is trained in both AP and IB.

Q. Was the change in world language offerings at the middle school from an exploratory program to a full year of world language as an 8th grade elective a result of IB requiring a fifth year of a language?

- A.** No, IB does not require a fifth year of a language. Students must be able to complete Level II before the junior year and Level IV to earn the IB diploma. However, the fifth year of a language is an advantage in students' preparation for the higher level world language assessment. In fact, the fifth year will be a benefit to any student (IB and non-IB) who desires both written and verbal fluency in a world language or who hopes to test out of entry level language requirements in college.

The decision to offer world language as a full-year elective was both a result of the move to a six-period day at the middle schools and a recommendation of the world language curriculum review committee to improve the rigor of middle level world language. The exploratory world language program will now be offered through Minnetonka Community Education and Services.

Q. Some individuals have suggested that the IB Programme should be cut in order to save other reductions, such as the six-period day at the high school or specific art classes.

- A. The additional cost of the IB Programme is less than \$50,000 (see budget below) and far less than the \$425,000 projected reduction for moving to a six-period day at the high school. In coming years, the IB Programme will attract more students into the school district, which will bring more funding into the school district. If only 10 new students enroll in Minnetonka Schools because they are interested in the IB Programme, the program will have paid for itself. IB has already attracted open enrollment and traditionally private school families into our middle and high school, even though those children are too young to enroll in the IB Programme.

When it was suggested that IB be considered for elimination during the School Board's budget deliberations, there was no discussion of cutting IB to save another area. There was no proposed trade-off; elimination of IB would not have saved another proposed budget cut.

Some individuals have mistakenly assumed that the elimination of IB could free up funds to reinstate some low-enrollment courses that will not be offered next year. However, those courses are not being offered because too few students registered for them, not because of the IB Programme. In some cases when a small number of students may elect to take a course in any one year, the high school will begin offering the courses every other year to increase that likelihood of reaching the required minimum enrollment.

Q. What is the budget for the IB Programme.

A. General Fund Budget Allocation for 2004-2005	
Cost of replacement teacher for	\$24,694.
IB Coord. - Includes Fringe Benefits	
Curriculum Development	2,200.
Postage	4,000.
Professional Development	3,200
Textbooks and Workbooks	1,000.
<u>Dues and Memberships</u>	<u>11,150.</u>
Total	46,244.

In addition, Federal Title II Grant dollars also supported IB professional development and curriculum writing during the 2003-2004 and 2004-2005 school years. Over 50% of the start-up costs for the IB program were funded by Federal Title II Grant funds.

Q. What about the cost of the teachers?

- A. There is no added staffing cost to the District for a teacher in an IB class as opposed to an AP class or any other class. All students have to be in a class. For example, if the students were enrolled in AP English or English G instead of IB, the cost of the instructor would be the same. The title of the course is irrelevant in budgetary terms. If we have a group of 30 students, there will be a teacher assigned for each group for each hour of the day, regardless of the title of the class. Therefore, the cost of the teacher is not attributed to a specific programme budget.

Q. What is the cost for AP and IB Training?

- A. Teacher training for either IB or AP typically costs between \$1,000 and \$1,500 depending on the length of the training and location of training. AP training is typically a five-day training as opposed to a three-day training for IB. IB training is required for teachers to teach an IB class; therefore, teachers receive a staff development stipend (\$13.97/hour by contract) for attending training sessions. AP is not required to teach an AP class; therefore AP teachers do not receive the staff development stipend.

Q. What if I have more questions?

- A. We welcome your questions. Please contact Dr. Ann Swanson, IB Coordinator at 952-401-5789; Ms. Claudia Risnes, Executive Director for Teaching and Learning at 952-401-5010; or Dr. Dennis Peterson, Superintendent at 952-401-5004.

School district officials are aware that there are some outrageous rumors which have begun to circulate regarding this program. In many cases, they can be tracked back to Web blogs and special interest groups Web sites which may perpetuate a rumor, even if it cannot be substantiated as fact. There have been allegations of comments made by IB teachers and curriculum teachings which would be inappropriate and unacceptable if true. None of the rumors, however, relate to a Minnetonka teacher or to teachings at Minnetonka High School. To attribute a statement—which may or may not be accurate, made by someone who may or may not be whom they claim to be on a blog or Web site that may or may not be affiliated with the group it claims to represent—to be representative of a Minnetonka teacher or class is poor judgment at best. We teach our students to be discerning consumers of information, especially web-based information. As adults, we need to do the same.

If you hear anything about our schools that causes you concern, we encourage you to give us a call and ask questions before assuming it is the truth.

Acknowledgements

- ❑ *IB & AP* brochure published by the International Baccalaureate Programme and the College Board
- ❑ *International Baccalaureate Program Information – Marietta High School*, www.marietta-city.k12.ga.us
- ❑ *IBO Diploma Programme - PowerPoint presentation – IBO 2002*
- ❑ *2002 IBNA Student Survey – IB North America, 2003*
- ❑ *Slackers Need Not Apply*, Sunday World Herald, Omaha, NE. Jan, 2002.
- ❑ *Getting a jump on their college classes – Buffalo News, Buffalo NY. Aug, 2001.*
- ❑ *IB Programme PowerPoint*, by Dr. Ann Swanson, Minnetonka High School, 2004.
- ❑ *Proposed K-12 Social Studies Scope and Sequence*, Presented to the Minnetonka School Board. Nov, 2004.
- ❑ Various university and college Web sites – policies on advanced standing, advanced placement, admissions, and acceptance of IB, AP, and CLEP credit.
- ❑ Web sites directly quoted are referenced in the body of this document.
- ❑ Minnesota Department of Education, www.education.state.mn.us
- ❑ Questions raised by citizens via e-mail, telephone and public meetings.