

Arrange for online training for
Coordination, C&S, and ATL....as
early as possible to adequately
equip them to design school
application/program

IBMA Networking: 1/16/13
IBCC: Considerations for Application
WMHS Room B104
9:00 – 1:00

I. IBMA member schools are in a favorable position for considering IBCC, being schools with active Diploma programs in place. For now, being an IB Diploma school is a prerequisite, and this will become a major blessing during the application process for IBCC. That is, the IBCC application includes “philosophical” inquiries regarding belief systems, assessment practices, internationalism, and similar “isms” in place at your school, and the site visitors were considerably interested in the level of knowledge and understanding of IB (such as learner profile, aspects of IB curriculum and assessment, role of the Core in IB ...) among the staff at large, as well as within the body of students and parents who were interviewed at the site visit. In our case, our stakeholders’ knowledge of the unique traits of IB learners, courses, and expectations became a major asset in becoming approved. (It was one of our commendations during the final site visit report.)

II. Why add IBCC to a school’s IB fare?

- a. IB Core topics (ATL) benefit student learning in both their career academy courses as well as in their IB Diploma subject courses.
- b. IBCC gives students the option of pursuing a career academy while retaining connection to the positive credentials of IB (regarding university preparation). Eventually, IB will conduct point-specific research as to the worthiness of this program in and of itself, but meantime, the kids will no doubt gain benefits from the positive reputation of IB overall.
- c. IBCC is a much more rewarding experience for the students than simply taking IB courses as “certificate” students, which frankly renders students as “outliers” among their close-knit peers who are in the full DP. IBCC’s core components enhance the students’ abilities to make connections between their IB subjects, their academy course work, and their real life career experiences. These students benefit from the strength of being in a cohort (similar to the benefits the Diploma students experience via Tok and CAS); they are exposed to IB’s broader mission (beyond academics) to become more open-minded and progressive thinking individuals, and they allow for exceptional students to remain present in other programs in the school, strengthening the school academic program at large.
- d. IBCC students bring strength to their IB Diploma courses. These students have unique insights and reflective perspectives, gained in ATL especially and reinforced in their CTE courses as well, and bring that to the fore in their Diploma courses. What’s more, these students appear to quite often have considerably more positive dispositions and energy reserves than their Diploma peers, and can actually offer a refreshing blend to the sometimes beleaguered demeanor of the classes dominated by exhausted Diploma students.

III. IB Docs....navigating the site, deadlines for the various stages.

- Application for authorization) was due in early fall (I think it was originally August 31st but we somehow got an extension until @ Sept 30). This stage of the process included:

- Application for authorization: IBCC

←Blank Pdf_e-document in IBMA folder; (submitted app. No longer available on ibdocs.)

- Response to authorization application: In late fall (Our letter was dated 11/1) we received a “Response to Application for IBCC Authorization – Watkins Mill HS (1434)” and were required to submit a response (by 11/15) before moving on to the next stage of the application process. For us, this initial “response” item required us to specifically name the IBCC Coordinator.

IV. “Stage III” was the next stage....not sure what IB considered “Stage II” but we went from the original application in the fall which I presumed to be “Stage I” directly to Stage III, which included the due date of March 15 and required the following information:

- School Brochure
- School organizational chart showing the IBCC pedagogical leadership team situation (including the Diploma Programme coordinator and IBCC coordinator designate and reporting lines.
- Statement or certificate of approval, authorization, accreditation or validation showing that the school is able to offer the career-related qualification(s) proposed alongside the IBCC, including the timescale for its review of re-authorization.
- Sample of student’s schedule for year 1 and year 2 of the IBCC. It should include the career-related qualification. If the school will offer different combinations of subjects, include more samples of student’s schedules showing those options. (Identify the Diploma Programme subjects with their IB name and include other subjects that the student will take according to other requirements.
- Course outlines for community and service(C&S). Please download the document, complete it, and upload it.
- Course outlines for Approaches to Learning (ATL). Please download the document, complete it, and upload it.
- Language Development: Please download the document, complete it, and upload it.
- Action Plan. Please download the document, complete it, and upload it.

V. IBCCCore: From 2012, all schools offering the IBCC will be required to deliver the four elements of the core for first year IBCC students. The four elements are:

- Approaches to learning: emphasizes the development of transferable skills needed to operate successfully in society.
- Reflective project: emphasizes the ethical dilemma associated with a particular issue drawn from the student’s career-related studies.

- Language development: requires all IBCC students, regardless of their choice of Diploma Programme courses, to improve their language proficiency in a target language other than their best/mother tongue language.
- Community and service: encourages service learning, emphasizes the affective development of students and concentrates on the concepts of partnership and learning.

The school is responsible for developing an appropriate core programme that will fulfill all the requirements for each component of the core. It is suggested that a minimum of about 230 hours should be set aside for the core over the two years of the certificate. The 230 hours includes, approximately, 40 hours for the reflective project, 90 hours for the approaches to learning course, 50 hours for the community and service programme and 50 hours for the language development course. It is the quality, rather than the quantity, of the core activities that is important.

VI. Relationship between IB and CTE; Important considerations.

- Relationship between IB and CTE must be collaborative. Both programs will benefit greatly from the new energy IBCC can bring to the school community....emphasize to staff the many ways in which both programs will be made stronger via the alliance in IBCC.
- Especially in the introductory phases of considering this program for your school, get the CTE folks onboard by emphasizing to them the many benefits they will begin to realize once these IBCC students begin to fill their CTE classes.
- The CTE resource teacher is as valuable if not more so than the IBCC coordinator in this realm. (Getting his/her own team onboard, arranging for training of CTE teachers in ATL.

↑ Arrange for online training for CTE teachers in ATL to enable them to reinforce core content, and to better enable them to participate in the other elements of the core: (Reflective Project; C&S) [subfolder, show example projects]

- The career academies need to really be as involved in the recruiting process as the IBCC Coordinator. That is, they need to imbed IBCC in all publications, and talk up the IBCC at any opportunity they have (whether talking to parents or students). These folks also, in most cases, already have relationships with the students, and their recruiting efforts are pivotal as a result. An IBCC coordinator standing alone while the career academy teachers sit back hoping to reap the benefits (or hoping that IBCC will go away, as the case may be) will not result in students and their parents feeling aware and confident that this new program is a worthwhile endeavor.
- The role of the Career Academy teachers in implementation of this program is pivotal.
 1. Career academy teachers ideally must, first of all, learn **ATL** and imbed the concepts in all career academy courses. Even though ATL will likely be delivered by another staff

member other than a career academy course teacher, having the kids see ATL in the working curriculum of their career academy courses is of great importance.

2. The career academy teachers will also be the ones to develop the **C&S** program for each cohort of IBCC students: researching community needs in their career academy subject area, developing student plans for C&S projects, and quite likely will engage in on site supervisory aspects of implementing the cohort C&S plans as well.
 3. Career academy teachers will also be pivotal in helping students to properly identify ethical dilemmas in their field of study and developing the **Reflective Project** ideas with the student cohorts within their respective career academies.
- IBCC Core items are so intertwined with the CTE classes and become, frankly, the “cross to bear” for the career academy teachers more so than anyone else. While the IBCC Coordinator can encourage students and teachers, set up time tables and schedules for all program participants to honor, and organize processes to be as efficiently implemented as possible, only the career academy teachers will have the content expertise to actually support the kids effectively in the Core components of RP and C&S. All this causes much forethought as to how this can all be achieved, especially if the career academy component is not in one’s own building.
 - Beyond that, considering how to support/compensate staff who will have outside obligations to supervise students, at least in the C&S project implementation, is a worthy item to have resolved in the outset. i.e.....if staff will be required to supervise C&S projects, and as well, mentor and guide their cohorts of students in the Reflective Project, this will bring volumes of time outside the expectations of their normal course load, and these staff may be needing some SSE \$\$, professional leave, release from duties or teaching load, or some combination of these.
 - Organizing a schedule for PLCs between IB Diploma, IBCC Core, and CTE teachers will facilitate student success in both components of the IB and the CTE courses themselves.

NOTE: While this may seem a bit much to thrust upon the career academy teachers upon first perusal, once they are accustomed to these processes and establish routines, the outlay will be less considerable. Beyond that, having committed, balanced, academically talented students with whom to work both at school and in the community at large should prove to be a considerable blessing in the end as opposed to the new processes being seen as burdensome and without return rewards.

VII: Staffing considerations:

- **IBCC Coordinator:** will it be the DP Coordinator's job to take this on? Is the DP Coordinator in a position to effectively take on the added responsibilities? If not the DP Coordinator, then who? Will this person have release from teaching to take on this task? How much of a release will be allocated and supported by the principal/funding source?
- **C&S Coordinator:** someone will have to manage C&S...will it be the IBCC Coordinator? Will it be perhaps one and the same as the CAS Coordinator? How will C&S be monitored and by whom? Beyond that, how will individual staff be compensated, if at all, for the work they will be responsible for re. the C&S project implementation (when the kids actually carry out their plan)...i.e. although some of the @ 50 C&S hours will be planning stages conducted within the school day, the actual implementation will very likely be beyond the hours of the school day....and having supervisors on site is of utmost importance.
- **ATL Teacher(s):** personally, I believe that the more charismatic and engaging the ATL teacher, the greater the likelihood of peopling the class, especially in the opening round. If by chance the ATL teacher has a connection to kids in 9th and/or 10th grades, all the better still for them to establish relationships with prospective students. In our case we have been fortunate to have two teachers delivering ATL in this first round, and the opportunity for them to collaborate to design the course and to conduct reflective analysis of how things are working for future refinement cannot be understated. Ideally your ATL teachers need to be engaging, charismatic, knowledgeable....not linear thinkers.
- **Reflective Project Supervisors:** This year we have 50 DP candidates all of whom have teacher mentors for the Extended Essay. Next year we will have @40 DP students needing EE supervisors, but we'll also have 22 Reflective Projects needing a direct supervisor. Finding adequate numbers of committed, informed, and hard-working staff to work with growing numbers of IB students and now differentiating among the volunteers the different expectations of the DP EE vs. the IBCC RP will be a considerable challenge.
- **Language Development:** While many of the obligations of the IBCC can fall upon the IBCC Coordinator, for better or for worse, the one that is likely NOT something that the coordinator can take on, unless they just happen to be proficient in a language other than English, preferably at least tri-lingual with English, French and Spanish proficiency at the least. That is, although this requirement can indeed be fulfilled through a wide array of manners and IB has been generous in their allowances for creative implementation, designing a program relies upon either a presupposition the kids will actually devote @50 hours to it on their own, or a responsibility by the school of requiring them to somehow fulfill this mandate through some means during the school day. (taking a language course, even an IB language course, so long as it's not one of the two IBCC courses, as "doubling up" is not permitted, denying the student the capacity to use his DP language class as both one of the 2 DP classes as well as fulfill the language development

component of the IBCC) But even if the course work is mandated and tangible such as this, still the question remains as to who will monitor the student's portfolios and what compensation or relief of other obligations might the school offer the teacher made to monitor them. Thus, the decision must be made as to how to satisfy the language development component effectively. Technically a local language teacher could explain the requirement, assign it to the kids, and monitor it somehow, but realistically, that's a longshot on the kids actually engaging in the activity on their own time, and as well it becomes an unfunded mandate for the local language teachers. Our language RT very insightfully picked up on that truth and "put it out there" for us in the sense that she was defending her department adamantly in not accepting this potentially vast burden without at least putting up a strenuous fight to either avoid it or to have it compensated somehow through either release from other teaching responsibilities or financial compensation for the extra hours of work such monitoring would entail. Certainly the larger a school's IBCC cohort, the greater the challenge at hand. So we found a solution made possible by 1. Our taking a big chunk of the kids time to do the IBCC Core (1 full year, one semester of senior year) and our plan to have the kids complete the language component largely IN ATL in the second semester of this year.

VIII. Administrative items:

- To begin with, administration will have to handle items regarding budget. These items will encompass annual fee, staff training and professional development, as well as student support (exam fees).

↑ Scale of Fees (\$1,000.00 annual fee) for Diploma schools

- Scheduling implications: Course Design ATL:
 - ATL requires 90 hours: the school must decide whether to keep the course singly focused on those hours/expectations, or whether to build in more time so as to "support" the students more directly in their Language Development, Reflective Project, and C&S.
 - Depending on the course design, considering the staffing outlay, especially if the course design has an odd number of semesters. (i.e. What will the teacher teach in the second semester?) Further staffing considerations with number of preps for each staff member. (i.e. If only one section, it becomes a singleton for the teacher....be sure they don't exceed period preps. per contract mandates).
 - Ideally, if possible to have more than one ATL teacher, collaboration will provide for a far richer course outcome for the kids...if this is possible, further scheduling implications related to the potential allowance for the ATL teachers to have a common planning period.

- Establishing PLCs and allowing the IBCC team to function in a PLC, including funding and supporting professional development and training where possible.
- Especially in the early years of the program when numbers may be small, will administration be prepared to allow for one or more undersized sections of ATL in order to legitimately give the program a chance to develop and grow?
- Your successful IBCC launch may cause a bit of a dip in your Diploma numbers, depending on your school's IB Diploma program access and such, which is something for which administration must be prepared. At least in our building, the IBCC is a program for more directed and focused students, not for students who "couldn't handle the Diploma program. As such, my Diploma class this first year out is @ 20 members less than my current senior class, with 22 IBCC juniors in the mix. Based upon preliminary scheduling numbers, our IBCC cohort will very likely exceed the numbers of my Diploma class in only the second year of implementation. Administration may need to prepare for that reality and embrace it, not as a sign of a declining Diploma program, but as a more appropriately apportioned distribution of our student talent and capacities.
- At the local or central office zone, depending upon the organizational framework of your school system, securing the licensing credentials for any of the Career Academies for which you are applying for IBCC consideration.

IX. Counseling:

- School counselors are an important partner in implementing IBCC. Counselors will need to help you properly schedule the students and they must be onboard with both the specific mandates and requirements for the IBCC, as well as savvy enough to help students navigate the decision as to whether the IBCC or the full Diploma program are a good fit.
- Design an process for developing planning sheets for every student from 9th -12th, and partner with the counselors in helping them to understand the scheduling needs unique to the IBCC...pathway trajectory for these kids is of utmost importance as ignoring small details can render a student's IBCC prospects diminished to unavailable. (For example, our Child Development academy had four students who have expressed strong interest in the IBCC w/ Child Development as their academy of choice. However, the counselor, in the absence of this recognition, did not schedule the academy class for semester two but rather scheduled health. Unless corrected, these four youngsters would have a compromised option to consider the academy for they would not reach the level necessary for their internship and program completion with this delay in completing the first course.)

- Strategic planning for students to enable them to effectively get the state and local requirements out of the way in 9th and 10th grade is pivotal. Especially for students who have a passion such as music, strategic planning is an absolute must. Having your counseling team know and understand the nuances of all the IB programs available at your school will be a valuable asset in building your program and in getting the kids in the proper program.