The IB Career - related Programme

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IBMA Orientation Seminar
Edgewood HS
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The International Baccalaureate: A Continuum of international education for the 21st Century
The IB continuum of international education

- IB mission statement
- IB learner profile
- Programme standards and practices

Programme:
- PYP
- MYP
- DP
- CP

Year:
- 1997: IB Primary Years Programme
- 1994: IB Middle Years Programme
- 1968: IB Diploma Programme
- 2012: IB Career-related Programme
Students must:

• successfully complete a minimum of 2 DP subjects
• successfully complete the CP core-
  • ATL
  • Language development
  • Community & service
  • Reflective project
• successfully complete a career-related study which meets IB criteria
IBCC worldwide:

IB Americas
Authorized: 57
Candidate: 36

IB Africa, Europe, Middle East
Authorized: 26
Candidate: 2

IB Asia Pacific
Authorized: 4
Candidate: 1
CP in IBMA:

Authorized:
• South Lakes High School
• Mt. Vernon High School
• Annandale High School
• Stuart High School
• Robert E Lee High School
• Rockville High School
• Watkins Mill High School

Candidate:
• Gar-Field High School
This year Jackson High School in Massillon Ohio was the 50th school authorized to implement the IBCC in IBA. Jackson High School’s authorization is being supported by the IBCC Martha Holden Jennings grant project which was received in December 2012 to support the growth of the IBCC in the state of Ohio.
Student testimonials

- [http://ibo.org/iba/ibcc/](http://ibo.org/iba/ibcc/)
What is the CP?

The CP....

• is a holistic education that emphasizes the practical, cognitive, affective and development of the whole person.

• incorporates the educational principles, vision and learner profile of the IB into a unique programme that allows students to specialize in a career-related pathway.

• provides the freedom to schools to create and design their own distinctive career-related programmes.
College & career readiness

CP students are college & career ready because they have developed:

- a strong foundation in the study of rigorous core academics
- a strong foundation in core technical skills
- research & presentation skills
- critical thinking and literacy skills
- resilience and commitment
- an ability to work collaboratively
- confidence & values
- intercultural understanding
IB Learner Profile & the CP…

In today’s marketplace, employers look for qualified individuals who are:

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-Minded
- Caring
- Courageous
- Balanced
- Reflective
The Perfect CP student....

• The student who has chosen to take one of our academy classes which take up more than one period. This student has struggled between her desire to explore culinary arts and to take the advanced level courses that will help her get into college.
• The JROTC student who has never taken any honors/IB courses but has a passion for English and History.
• The student who has been preparing to be a full DP candidate until rising to his junior year when he decided he no longer wanted to do the DP.
Career related studies & DP subjects
CP vs DP
Career related studies

The career-related course of study must:
• Be accredited by a local or national education authority or a higher education institution or an employer organization
• Have a specific career focus
• Be studied concurrently with the rest of the CP
• Comprise a significant part of the student’s timetable
• Provide a clear pathway beyond secondary school

Delivery of the CP:
• can be done in a variety of ways, including campus-based, online and/or off campus courses
• can include work placement (for example, internship at a local business) during the last two years of secondary education when the CP is implemented
Career related studies criteria

Accreditation/recognition (one option or more)

The career related study and assessment plan is accredited/recognised by:

- a government body
- an awarding body
- an appropriate employer organization or a professional body
- a further/higher education institution

Quality Assurance:

The career related study is subject to a demonstrable form of external quality assurance

An accrediting agency sets academic and administrative standards and ensures that they are maintained by the school (e.g., through periodic accreditation or recognition reviews).
Career related studies

- Accounting
- Architecture
- Automotive Technology
- Bio medical science
- Information Technology
- Computer Science
- Culinary Arts
- Early Childhood

- Engineering
- HVAC
- Marketing
- Nursing Assistance
- Veterinary technician
CP/PLTW

https://www.dropbox.com/s/gqxnsbw7ui6kyj5/6PLTWstudents.mov?dl=0
Diploma Courses

- Each student must study at least 2 DP subjects.
- Students must take one 2 year course (SL or HL)

### Diploma Subjects

<table>
<thead>
<tr>
<th>Accounting</th>
<th>Nursing</th>
<th>Pre-engineering</th>
</tr>
</thead>
<tbody>
<tr>
<td>IB Business &amp; management</td>
<td>IB Biology</td>
<td>IB Design technology</td>
</tr>
<tr>
<td>English A: Language and</td>
<td>IB Sports exercise and health</td>
<td>IB Physics</td>
</tr>
<tr>
<td>literature</td>
<td>science</td>
<td></td>
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</tbody>
</table>

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Career related studies and DP courses

What DP subjects would best complement the following CRS:
Nursing
Computer Science
Marketing
Engineering
HVAC
Automotive Tech
Culinary Arts
Approaches to learning
CP Core

The core is a required element and is at the heart of the CP. It enables students to enhance their personal and interpersonal development, with an emphasis on experiential learning. While challenging, the core should also be enjoyable and provide students with a combination of academic and practical skills that will serve them well in their future lives.

For student development to occur, the CP core should:

- challenge students to establish and achieve meaningful goals
- provide students with flexible strategies to deal with familiar and unfamiliar situations
- involve authentic activities that allow students to develop the capacity, and the will, to make a difference
Approaches to learning

Each school must develop a 90 hour discrete “approaches to learning” course

The aims of approaches to learning are for the student to develop:

• practical problem-solving skills
• an appreciation of ethical issues relating to his or her personal, social and work experience
• an awareness of his or her own perspective as one of many perspectives, and one that has been shaped by contingent cultural factors
• intercultural awareness
• Communication skills
• personal and interpersonal skills for the workplace and beyond
• the skills of reflection and critical thinking in personal, social and professional situations
Approaches to learning

A course designed by the school to meet the needs of their particular cohort of students

Includes the development of transferable skills with an emphasis on the nature of thinking critically and ethically and communicating effectively

The four key topic areas are personal development, intercultural understanding, thinking and communication
Approaches to learning

• **Thinking**
  • Ethical thinking
  • Critical Thinking
  • Creative Thinking
  • Problem-solving
  • Lateral Thinking

• **Intercultural Understanding**
  • Your Culture
  • Other Cultures
  • Language and Culture
  • Intercultural Engagement

• **Communication**
  • Interpersonal communication skills
  • Formal writing skills
  • Presentation skills
  • Numeracy skills
  • IT skills

• **Personal Development**
  • Emotional intelligence
  • Time management
  • Interview skills
  • Process skills
Community & service
Community & service

Community and service should provide a vehicle for the foundations of a relationship between students and the community and provide students with opportunities to use their existing skills and knowledge in real-life situations while helping to develop new skills and knowledge.

The aims of community and service are to:
• provide a service that meets a community need
• develop working relationships with members of the community
• develop a sense of caring about, and a responsibility for, others
• facilitate active student reflection
• build on existing skills and develop new ones
• enhance the existing school curriculum.
Community & service

The concept of service in the CP is based on the principles of service learning.

Service learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.

- National Service-Learning Clearinghouse 2007
THE FIVE STAGES OF SERVICE LEARNING

- INVENTORY AND INVESTIGATION
- PREPARATION AND PLANNING
- ACTION
- REFLECTION
- DEMONSTRATION
Student Responsibilities

Plan
• Identify a community need
• Identify an organization that is aligned with the need
• Work with a mentor/teacher/CP Coordinator to develop a plan

Do
• Implement plan
• Adapt plan as needed
• Document and reflect on experience using weekly log
• Share experiences and log with mentor/teacher/CP coordinator

Reflect
• Question, post ideas and make comments
Community service:

Setting up a box in the hallway for canned goods

Stuffing envelopes for your local March of Dimes chapter
Community & service

**Accounting** - students work ABC Tax Inc. to organize community events to help low income families during tax season.

**Culinary arts** - students work with local shelter to prepare healthy menus

**Marketing** - students work with culinary students, graphic design students to develop a campaign to encourage local restaurants to donate unused food and supplies to local shelters

THINK/PAIR/SHARE:
1. What are the needs in your community?
2. How might students participate in ways that go beyond “hour-counting”?
3. How will you ensure meaningful reflection takes place?
Language development
Language development (50 hours)

CP language development is designed to ensure that all students have access to and are exposed to a relevant, challenging and enjoyable language programme designed to develop students’ linguistic abilities. Language development should, where possible, be appropriate for the context of the students’ career-related studies.

All CP students are required to complete language development including students studying a Diploma Programme group 2 course.

The aims of language development are to:
- enable students to understand and use the language they have studied in context
- encourage an awareness and appreciation of the different perspectives of people from other cultures
- provide students with a basis for further study, work and leisure through the use of an additional language
Language portfolio

Every CP student is required to maintain and complete a language portfolio by the end of the language development course.

The language portfolio is used to chart a student’s progress in developing language skills, intercultural experiences, and provides an opportunity for the student to develop reflective practice.

- **Section 1- Profile**
  - Personal language and cultural profile
- **Section 2- Experiences**
  - Engage in reflection on the target language
- **Section 3- Evidence**
  - Document achievement using examples of tasks and assessments
Options for fulfilling Language Development (ALL STUDENTS MUST COMPLETE A Language Portfolio)

• **Non-DP Language Course Students**
  • Enroll in school based (non IB) language course
  • Enroll in an external online course
  • Work with a language teacher/CTE teacher to develop a self study language program (i.e. development of technical terminology as it relates to the student’s chosen pathway)
  • Work with community member to monitor self-study

• **DP Language Course Students**
  • Students must complete an additional 50 hours of LD. The 50 hours must serve as an extension of the DP language course topics and materials. NO DOUBLE DIPPING ALLOWED
Duolingo:

- Download app
- How would you be able to use this program to support Language development?
- Which languages are available that might be of interest to your students?
Reflective project
Reflective project

The reflective project is at the forefront, and the heart, of the core because it encapsulates the fundamental and most important elements of the CP. It is what makes the CP unique and meaningful in the context of the student’s career-related studies.

The aims of the reflective project are to allow students to:
• produce an extended piece of work
• engage in personal inquiry, action and reflection on a specific ethical dilemma
• develop research and communication skills
• develop the skills of critical and creative thinking
In developing the reflective project, students should:

- identify an issue
- show an awareness of an ethical dilemma regarding the issue
- engage in critical discussion of the ethical dilemma of the issue, which necessarily means examining differing viewpoints
- develop a personal and relevant evaluation of the ethical dilemma of the issue.

**Ethical dilemma**: An ethical dilemma is a choice between two (or more) conflicting moral perspectives where neither choice provides a perfect solution.
# Reflective project

## Student options

<table>
<thead>
<tr>
<th>Format</th>
<th>Maximum length</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay/dialogue/short play</td>
<td>3,000 words</td>
</tr>
<tr>
<td>Short film</td>
<td>10 minutes in length accompanied by a 750-word written report/essay</td>
</tr>
<tr>
<td>Radio play/interview</td>
<td>10 minutes in length accompanied by a 1,500-word written report/essay</td>
</tr>
<tr>
<td>Web page</td>
<td>5 single images accompanied by 2,500 words of written material</td>
</tr>
<tr>
<td>Microsoft PowerPoint® presentation</td>
<td>10 single slides accompanied by a 1,500-word written report/essay</td>
</tr>
<tr>
<td>Storyboard/photographic presentation</td>
<td>15 single images accompanied by a 1,500-word written report/essay</td>
</tr>
</tbody>
</table>
The reflective project is assessed by the school and moderated by the IB.

- In line with its general assessment philosophy, the IB does not take a norm-referenced approach to assessment for the reflective project; instead it uses a criterion-based approach.

- Teachers must use the assessment criteria published in the guide to assess student work internally.

RESOURCES:
(found on the OCC)

- CP Core guide
- Reflective project teacher support material
- Reflective project: Student guide
Is the Quick Service Industry’s Promotion of Fast Food to Children Ethical?
Reflective project:

Samples:
• Is product placement ethical?
• Would ending child labor in India negatively impact the economy?
• Is the fast food restaurant industry contributing to childhood obesity?
• Should architects cut corners to save money for clients in their design?

Using your assigned career pathway, come up with RP topics that could be mistaken for actual ethical dilemmas:

Example: Sports - Would the introduction of video refereeing improve the modern game of football?
Application process
Authorization Process

Consideration Phase
- School submits online Expression of Interest form

Request for Candidacy
- School submits Application for Candidacy

Request for Authorization
- School begins working with remote consultant (10 hours)
- School submits Application for Authorization
- Verification site visit
Authorization fee

USD 8,500* due with the submission of the Application for candidacy

What you receive:

- Ongoing counseling services by IB Americas
- Reading and feedback for applications
- The remote services of a consultant for up to 10 hours
- 2 free seats in the online professional development workshops
- A one-day on-site verification visit

Annual fee: $1370

*All fees are subject to change
Professional development:
Approaches to learning – required (online)

IBCC Coordinator- required (online)

Reflective project- optional (online)

Launching the CP- optional (face to face – in school)
# CP student fees

<table>
<thead>
<tr>
<th>Fee</th>
<th>USD</th>
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<tbody>
<tr>
<td>Candidate registration fee</td>
<td>160</td>
</tr>
<tr>
<td>Candidate subject fee</td>
<td>110</td>
</tr>
</tbody>
</table>

*An additional late fee will be incurred for a DP subject registration, reflective project registration or amendment to a subject, level or language after the first registration deadline. The late fee increases again after the second deadline.*

**Schools receive the following services**
- A comprehensive coordinator’s handbook.
- Access to IB Answers by telephone or email
- Access to the IB information system (IBIS) for tasks necessary to administer student assessment
- A range of teacher feedback, including subject reports for each examination session
Join us in Chicago next year!
Q & A

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