Mid-Atlantic IB Bootcamp: CP Core

Saturday 10/3 on [Zoom](http://bit.ly/SchouZoom)

Session 2b: Reflective Project: Teaching the Reflective Project

1:00-2:30

| **Overview & Logistics** |
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| **This Session Objectives:**   * Identify the skills, content, and support needed for student success on the Reflective Project * Assess models of implementation and begin to develop own assessment plan |
| **This Session Agenda:**  **Reflective Project Skills**  **Examining Examples of Practice**  **Reflect & Apply** |

| **Reflective Project Skills, Knowledge, and Supports**  *What’s needed to do well?*   * What are the general skills for the Reflective project for students?  | Knowledge/Thinking | Research & Communication Skills | Self-Management | | --- | --- | --- | | * Using sources as evidence for their argument (analytical thinking) not just summarizing | * Conduct a search for scholarly sources (databases) * Citations   + Paraphrase   + In-text * Writing skills | * Time management (not procrastinating) -- pacing themselves and breaking apart the deadlines * Emotional support -- not something they embrace (fear) -- |  * What do adults need?   + How to assess using the rubric   + Positive attitude towards RP, IB → mindset that this is an integrated part of the entire program (rather than a separate niche thing)     - Personal area of growth for coordinator * What sort of project supports do you already do or have planned?   + Breaking apart the deadlines into smaller steps   + Opportunities for writing in earlier grades to make it less daunting across the whole school     - Weekly writing lessons at Ms. Weinberg’s previous school → maybe in 10th?   + Demystify -- strong steps and honesty of challenges and share the benefits   + AVID as a place for reflections writing (clearly builds up towards IB) -- really nice * DCI Learnings:   + Adults   + Topics     - Ethics     - Ethics mean in my field     - Stakeholder analysis   + Relationship between PPS & RP   + Order of writing   + Reflection + communication + topic = pass |
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| **Examples of Practice**  *How do we make this happen?*   * What are you doing? What have been successes and struggles?   + Steps based on other things (pacing guide for EE → adapt for RP)   + Library = support with inquiry; other folks supporting with other parts * Considerations   + Who all is involved? Who will be the supervisors? What support will *they* need?   + What’s your timeline? (50 hours!)     - Start second semester of junior year     - Goal: end of 11th grade: research is done, rough draft done   + How much and what will be done in class vs. on their own?   + What knowledge and skills do your students bring?   + How much freedom and flexibility vs. how much structure?   + How will you…     - Develop understanding of *ethics* and *ethical dilemmas* (vs. problems)     - Teach students to analyze by stakeholder interest/values/ethical theories/culture?     - Help students find topics within their field     - Teach research, citation, and managing a longer essay   + Who will grade these? What training do they need?   + How will you celebrate and make these public?   + What steps are we taking around academic honesty? * Directions: Take a look at the following examples of practice, noting observations, likes/dislikes, and questions these raise.   + Instruction     - [Self-Guided Ethics Unit](https://docs.google.com/document/d/1VWsctponGi4xpnCgwGz3sjgvXd7vNuF68W3PXHgUS4A/edit?usp=sharing)     - [Ethics Materials](https://drive.google.com/drive/folders/1E5mJ7XJMsiwUPFLM5fdxkAMMieJotacy?usp=sharing)     - [Reflective Project Skills](https://drive.google.com/drive/folders/1F1rjkGLyAQa_XsHSVDrgOGI-VY8-Nsnm?usp=sharing)     - [Daily Dilemma Archive](https://drive.google.com/file/d/1NJ2Hjg-85Jk9FSBQa-877I4xtQMCg3F2/view?usp=sharing)   + [DCI](https://sites.google.com/dcinternationalschool.org/dcilibrary/high-school/reflective-project?authuser=0) RP     - [Scoring Spreadsheet](https://docs.google.com/spreadsheets/d/1S_KQDUtbFWFjqu2lryS-qbMEHZjoaOJ59sFAoWFry7A/edit?usp=sharing)   + [Hillcrest](https://www.hillcrestpps.org/reflective-project.html) (pay attention to their proposal form)  | Name | Ideas or Observations | Likes/Dislikes | Questions | | --- | --- | --- | --- | | Chanell | How can we use our writing/tutoring center (and peer-to-peer) to support students in this? -- this can be Service Learning or a CAS project re:credit  Mindset of trial, being forgiving | I love the questions about why/why not. It makes the students think about being “good people.” I also like having the students come up with their own ethics questions that are relevant to them. |  | | Karen | A lot of work has gone into preparing all of these lessons and materials for the reflective project. | The Library page contains good resources, like the Timeline/Pacing Guide and the presentation on research notes.  I like the specific details, like you must have 30 notecards. | How much time do you have between students submitting their final Reflective Project and when the scoring needs to be completed? | | Keima | Also AVID tutors & students with a lot of credits could be interns -- potential solution to holes in your schedule |  |  | | Becca |  | 1. [Don’t write the intro first](https://docs.google.com/document/d/1dslWWt5YwMZnkw7-ZTdBijKVn4_MSvYk75FRoSzDlUU/edit) 2. Using [GoogleForm as an agenda for supervision meetings](https://docs.google.com/forms/d/e/1FAIpQLSfcSiLxXm3SAss2HGbPxXI6N4KLDtv7vTbq5OIvsVENmdAWVQ/viewform) 3. Grading (norm → two readers) [Scoring Spreadsheet](https://docs.google.com/spreadsheets/d/1S_KQDUtbFWFjqu2lryS-qbMEHZjoaOJ59sFAoWFry7A/edit?usp=sharing) |  | |
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| **Close**   * Burning Questions & Lingering Wonderings * Reflect & Apply | |
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| **Sessions Objectives**   * Identify the skills, content, and support needed for student success on the Reflective Project * Assess models of implementation and begin to develop own assessment plan | |
| **Teaching** | Capstone  Needs all five strands of PPS (teach ethics!)  Give ample time to choose a topic |
| **Leading** | Involve other people → but they need support |
| **Assessing** | IB is a hard bell curve |