Mid-Atlantic IB Bootcamp: CP Core

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

Session 3: PPS, Language Development, and Synthesis

2:45-4:00/4:15

| **Overview & Logistics** |
| --- |
| **This Session Objectives:**   * Describe the requirements of and approaches to the language portfolio * Assess ways PPS can support the rest of the Core and evaluate the pros/cons * Describe connections between different areas of the Core |
| **This Session Agenda:**  **Language Portfolio**  **PPS as the Glue**  **Apply & Synthesize** |

| **Language Portfolio**  *What’s required? What’s the “spirit”? What’s the best fit for your school?*   * What’s asked   + Studying a language     - Language courses within the school       * IF one of the DP testing subjects: 50 additional hours of enrichment (yes, also Duolingo)     - Self-study or private course (yes, also Duolingo)   + Language Portfolio   + 3 Interviews (3-5 hours of support)   + Assessed:     - Checked as “complete” in IBIS     - Portfolios may be reviewed as part of reauthorization * What do you all do? What successes & challenges? * Examples of Practice   + DC International (All students test in 5 DP subjects and take language 6-12)     - Interviews [1](https://docs.google.com/document/d/1J6Z_8TX9PAy_QyAZMoLS3KpCwHmS2dYVXlgRGMPd2oo/edit?usp=sharing) & [2](https://docs.google.com/document/d/1BtJLdkIzYhASvIjmBDpy-XueOLh1BD7dIBbPPDy-j8o/edit?usp=sharing) (third is a bigger picture reflection & looking forward)       * *Interview doesn’t have to be in target language -- goal*       * *Hardest thing: students gathering the artifacts (tests; audio)*       * *Decision point: what “counts” as an artifact?*       * *Mixed classes: considering doing that with all students & formalizing summer work as part of the “50”*   + [Hillsboro](https://sites.google.com/site/hillsboroibcc/student-resources-and-forms/language-development-portfolio) (laid out in two pages with a calendar [here](https://docs.google.com/file/d/0Byq1O3iLBC8jRm1RYk1TdHNjOUE/edit))     - Asks for early reflection and a monthly language reflection   + [Minneapolis Henry](https://henry.mpls.k12.mn.us/uploads/ibcp_lang_portfolio_-_class_of_2018_forward.pdf) (Students choose their path)     - Page 5: Contract     - Page 6-7: Timelines & Expectations     - Page 19-22: Items for language learning experiences (self-study or enrichment)     - Page 24-27: Items for portfolio & reflection     - Page 29: Overall checklist of what needs to be in portfolio * Discuss/Reflect   + What do you notice?   + What makes sense for you & your students? Why?     - What language?     - What pathway for studying?     - What pathway for the portfolio?   + How can this connect to other parts of CP and be meaningful?     - Service Learning     - Career Related Study     - PPS & the Culture unit     - Reflective Project * Mini-Reflection  | Name | Takeaway (maybe as an “I used to think…. and now I think … so I will …. “) | | --- | --- | | Chanell | The IB is a forgiving organization. Even if a school completely goes in the wrong direction, the IB will give them an opportunity to fix things and re-evaluate things next year. | |  |  | |  |  | |  |  | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |

| **PPS: The “Heart” of the Core?**   * What’s Asked   + Students showing mastery in the 5 themes and 3 subthemes     - **Personal Development** (self-awareness, self-management, and relationship management)     - **Intercultural Understanding** (cultural identity, cultural diversity, and intercultural engagement)     - **Effective Communication** (interpersonal skills, self-expression, and literacies)     - **Thinking Processes** (critical thinking, creative thinking, and applied thinking)     - **Applied Ethics** (intro to ethical dilemmas, professional ethics, case studies in ethics)   + Assessed:     - Checked as “complete” in IBIS     - Curriculum may be reviewed as part of reauthorization * What challenges and successes are y’all having? * Relationship to the other aspects   + Service learning?   + Reflective project?   + Language development?   + The career-related study  | PROs of Running Core Through PPS | CONs of Running Core Through PPS | | --- | --- | |  |  |  * Approaches   + [Hong Kong](http://www.sisibcp.com/personal--professional-skills.html): By projects that map back to the themes   + [Taft High School](http://ibccatl.weebly.com/units-of-study-pps-i.html): By theme * Discussion:   + What’s standing out to you?   + What questions do you have? |
| --- | --- | --- | --- | --- |

| **Close**   * Burning Questions & Lingering Wonderings * Connections between parts of the Core * Overall takeaways & next steps  | Name | Takeaway (maybe as an “I used to think…. and now I think … so I will …. “) | | --- | --- | | Chanell | I’m happy I participated in today’s bootcamp. I have a much better understanding of the IBCP and the requirements. I also am happy to hear of the practices of other schools and how they carry out Language Development, Service Learning and Reflective Project. I just downloaded Duolingo onto my iphone, so I’m ready to try it out!!! | | Keima | It was good to get an overview of CP. I’m still learning about IB and the IB practices. Although the Reflective Project seemed daunting at first, I have a new perspective of how I can grade with the rubric and embed more writing enrichment activities. | | Karen | I’ve learned several useful tips, particularly related to the RP, but about the CP Core in general. It’s always good to hear the experiences of others who have implemented the CP program. I think I will benefit from being able to see some of the RP resources you provided as we participate in this for the first time. It’s important to remember that we can only do so much at a time and we do our best - it may not be perfect, but IB is forgiving and we can improve over time. | | Becca | These connect, and this is something that builds over time. | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Sessions Objectives**   * Describe the requirements of and approaches to the language portfolio * Assess ways PPS can support the rest of the Core and evaluate the pros/cons * Describe connections between different areas of the Core | |
| **Language** | Meaningful while manageable  Ideal world: relate it to career field  Something all language students should do? |
| **PPS** | Project driven deep learning of skills -- chance to do cool stuff!  *Should* integrate with reflective project and service learning and be rooted in the career-related study |
| **Big pIc** | All of these can interrelate  Don’t do it alone |

| **Optional Next Steps**  **Options:**   * Map out decision points, resources, and challenges * Work on teaching plan * Work on implementation calendar * Revise own plan * Plan lesson-level supports   **Share:**   * Share what you worked on (use screen share) * What questions are you puzzling through? * Group:   + Warm feedback   + Cool feedback   + Ideas |
| --- |