Mid-Atlantic IB Bootcamp: CP Core

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

Session 1: Core Overview & Service Learning

9:00-11:00

| **Introductions**  Please share:   * Your name * Your role, both within CP & in general * What parts of the core are you involved in? * 3 details about your school that are important to know (demographics, IB, approach to right now) * What career path would have enticed your high school self to join CP? |
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| **Overview & Logistics** |
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| **Today**   * Structure   + Session 1: Intro/Service Learning   + Session 2 (split): Reflective Project   + Session 3: Language Development, PPS, and Plans * Results: Every person rated a different thing as their highest priority |
| **This Session Objectives:**   * Explain the elements of the CP Core and how they fit into the CP Program * Explain the requirements for and spirit of the Service Learning requirement |
| **This Session Agenda:**  **Introductions** [15 min]  **Overview & Logistics** [5 min]  **Situating the Core & Self Study** [10 min presentation + 10 minutes writing]  **Service Learning Workshop** [65 min]  **Session Close** [10 min]  *15 minute break -- we can adjust these throughout the day as needed* |

| **Presentation & Self Study: Situating the Core**  *Why does IB do the Core? Where are we as a school in terms of implementation?*     | **DP** | **CP** | **Purpose** | **Oversight** | | --- | --- | --- | --- | | TOK | PPS | Develop skills & explore issues | None; curriculum materials reviewed in authorization | | Extended Essay | Reflective Project | Research & craft an argument | Internally assessed; externally moderated | | Creativity/  Activity/Service | Service Learning | Experiential Learning | None; your selected portfolios may be reviewed at reauthorization | | Language learning mandatory | Language Portfolio | Demonstrate mastery & reflect on learning | None; your selected portfolios may be reviewed at reauthorization | | 6 DP Classes | 2 DP Classes | Rigorous academic experience | External exams & internal | | 1 “elective” in academic subject | Career Related Study | Develop skills in area of interest | . | | Approaches to Learning | | Transdisciplinary skills (research, communication, social, thinking, self-management) |  | | IB Learner Traits | | What an “ideal” learner has |  | | Approaches to Teaching | | Inquiry, concepts, specific contexts, teamwork, differentiated, data-driven |  |   ✫✫ Common misstep: negative framing of the core! ✫✫  “You have to do this…” / “IB makes you do this…” / “This extra piece…”  ✫✫ Common cause: under-resourcing the Core✫✫  Organising Information: The SWOT Analysis - Andy Eklund   | Students | Other Adults | Realities | Other Resources | | --- | --- | --- | --- | | Target student?  Career Pathways?  Strengths?  Gaps or weaknesses? | CP courses? DP courses?  Staffing levels?  Knowledge of CP Core?  How available are folks? | Time  Funding  School culture  Other requirements  COVID | Non-instructional staff  Community partners  Equipment  Support/enthusiasm | | Strength: very interested and invested in career path options  Gap/Weakness: Not into the “extra” CP stuff  Fear of being uncomfortable -- not as used to struggle or doing “extra” -- seeing it as a “more”  Seeing personal responsibility in learning | Strength: DP/CP have a pretty united team. CTE has a nice “family” -- bringing together & on the same page  Many staff members have gone to workshops -- developing comfort in participation in CP BUT not universal (new) or even  Ms. Owens creating space for team & communicating  Teachers are overwhelmed (especially in transition to IB)  Trying to do a bigger shift aligned with IB | Principal: “We’re not changing”  TIME !!!  Need to prioritize and focus  PPS is a regular two-year class | Strength: Strong pathways (Project Lead the Way, Johns Hopkins, Cisco)  CTE teachers have partnerships (Black and Decker)  Lots of great opportunities in Baltimore+  Public library  Wegmans (intern) | |
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| **Service Learning Workshop**  *What’s required for Service Learning? What are we trying to accomplish?*     * Overview:   + Community service vs. service learning   + Why include service learning in a career program? * What IB requires   + 50 hours   + 3 interviews (planning/check-in/demonstration)   + Some evidence of completion of the learning outcomes     - Strengths & growths     - ✫✫“Engage in Service Learning” → Show initiative and planning✫✫     - Collaboration     - Global engagement     - Ethics of choices & actions * Decision Points   + Who is in charge? Are we also going to use advisors?     - Naturally gravitate to the teachers in CTE classes based on comfort/other adults?       * how will you build staff knowledge so they can do this?       * How will you track it?     - Some students won’t do this -- how will you match up?       * Strong relationships (buy-in) -- reluctant to initiate these relationships or participate in those conversations (need instruction on how to use an advisor relationship)     - First instinct: let students choose & train adults as needed   + How much are we going to direct students?   + What additional guidelines and norms are we going to establish?     - Dividing up among types of service?     - How narrowly defining “service”?     - Internal deadlines and checkpoints?     - What counts as “evidence” for each Learning Outcome?   + How much time will we devote in PPS?   + What do we expect in the portfolio?     - How can we get old stuff?     - Schoology can do it * Examples of practice   + What do you all do? What successes and challenges?     - All in PPS; launching more officially later (Schoology folders)   + DCI’s interview [1](https://docs.google.com/document/d/1JJNljaHsqkNEvx3UAs0Iocu1b15TiOw-4HxPWvTH3Lg/edit?usp=sharing)/[2](https://docs.google.com/document/d/1cGmJaAqAlUrZTlMVKjf-p2qs1GqxWk1k15Y5uqKk4fo/edit?usp=sharing)/[3](https://docs.google.com/document/d/1-M07INOvbakS182jFefXWfC_AMkGxf_sAS27tlzvmVw/edit?usp=sharing) script, and [distance CAS list](https://docs.google.com/document/d/1z9WJmDKMW6wN2UO8iDA1ZUjmVooch1_mtR24CJS_Bd8/edit)     - Previously: launched with a self study + “service learning consultancy”   + Patrick Henry’s [student-facing guide](https://drive.google.com/file/d/1DXILgUD96wha5Dgc0mgMTnbZm3iHaWcU/view?usp=sharing) (non-ManageBac portfolio)   + Hong Kong (some service occurs through classwide PPS projects)     - [Fashion 4 Good](http://www.sisibcp.com/pps-project-fashion-4-good.html)     - [Les Jeux Olympiques](http://www.sisibcp.com/pps-project-les-jeux-olympiques.html)   + Hillcrest World School (service tied with career; does portfolio as website)     - [Nursing Portfolio](https://graceservicelearning.weebly.com/)     - [EMT Portfolio](https://emilyalazaro.weebly.com/)     - [Main website](https://www.hillcrestpps.org/service-learning.html)  | **Name** | **Notice** | **Like/Dislike** | **Questions** | | --- | --- | --- | --- | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |
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| **Reflection**  *What’s the role of reflection in the Core? What does it look like?*  IMMOOC Week 4 – Time for Reflection – Reflections of an Instructional Coach   * Reflection in the Core & IB → analytical & evaluative   + WHAT > SO WHAT > NOW WHAT   + Describe/evaluate/analyze/apply * Samples of Reflection   + [Reflection for Class Project](https://docs.google.com/document/d/1M2GNwMXPTEuJJfypyvPtZVP46tnS080dGs4muicEo7Q/edit?usp=sharing)   + [Student Reflection by Learning Outcome](https://docs.google.com/document/d/1hbriZ0uM31rP6uZC2NaKT-3gPBZ6kE7-12IhmsPGHao/edit?usp=sharing)   + [Student Reflection -- Log Style](https://docs.google.com/document/d/1qPeDsdXx2DBqQ7XEfqZ6HvU1FgPlf5RPPOA05M7wh9U/edit?usp=sharing)   + [Examples of Non-Written Reflections](https://docs.google.com/document/d/1wuODhml0mOhkAriyG9g9hgOYzeSknaGLCLkRXnB2ywU/edit?usp=sharing)   + [5 Stages Reflection](https://drive.google.com/file/d/1OjLE1zWSUNgocchyCnqQShmctFZmV2dd/view?usp=sharing)   + [What/So What/Now What Reflection](https://cetl.uconn.edu/what-so-what-now-what-model/) * For Reflection (in general)  | **Name** | **I should … keep** | **I want to …. start** | **I should … stop** | | --- | --- | --- | --- | | **Chanell** | Keep CP & DP aligned with service learning and CAS | Allow the PPS teacher the option to give students direction(s). Some students may need more guidance and structure than others. | Assuming that all teachers at my school are aware of the parts of the CP and DP core. \*remember to include this information in our staff meetings | | **Karen** | Continue to challenge students by asking them to dig deeper with their reflections. Ask them “Why?”  May need guiding questions to facilitate reflection. | Offer students choice in the way to do reflections. I like the reflections with structure because it fits my personal learning style. |  | | **Keima** | Embedding reflection opportunities/HOT throughout lessons - virtual or F2F | Using more non-written reflections |  | | **Becca** |  | Continuing to push my students to use other forms of reflection  Working more systematically with other teachers to teach strong reflection |  | |
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| **Close**   * Burning questions & lingering wonderings * Reflect & Apply   + How does Service Learning support the career study/Learner Profile?   + How can we implement them? | |
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| **Sessions Objectives**   * Explain the elements of the CP Core and how they fit into the CP Program * Explain the requirements for and spirit of the Service Learning requirement * Plan to implement or strengthen Service Learning at our school | |
| **CP Core Overview** | Positive framing  Interconnected  Personal, evaluative, and analytical reflection |
| **Service Learning** | Both *service* and *learning*  Flexibility and freedom  Leverage career study |