

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. For now, being an IB Diploma school is a prerequisite, and this will become a major blessing during the application process. Specifically, IB site visitors were very interested in the level of knowledge and understanding of IB (such as learner profile, aspects of IB curriculum and assessment role of the core courses...) 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 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 aspects of IB (regarding university preparation)
- 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.

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

IV. Item one below (Application for authorization) was due in early fall (@ Sept 30?) and included:

- Application for authorization: IBCC

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

In late fall we received a "Response to Application for IBCC Authorization– Watkins Mill HS (1434)" and were required to submit a response before moving on to the next stage of the application process.

V. "Stage III" was due March 15 and required the following information:

- School Brochure
- School organization 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.

VI. IBCC Core: 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.

VII. 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.
- CTE resource teacher is as valuable if not more so than the IBCC coordinator. (Getting his 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) Share examples in IBMA subfolder, ATL.

- 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 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. 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.
- 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.

VIII: 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.