



International[®]
Baccalaureate



IBMA Networking: 1/16/13
IBCC: Considerations for Application
WMHS Room B102
9:00 – 1:00

Overview

- Why add IBCC to a school's IB fare?
- IBCC application: IB Docs....navigating the site, deadlines for the various stages.
- Stage III requirements and timeline.
- IBCC Core: ATL; RP; C&S; Language Development.
- Administrative items
- Staffing considerations
- Relationship between IB and CTE, important considerations.
- Counseling: important partnership.

IB Diploma and IBCC

- IBMA member schools are in a favorable position for considering IBCC, in that they are schools with active Diploma programs in place.
- For now, being an IB Diploma school is a prerequisite, and this will become a major blessing during the application process for IBCC.
- The opening items of the IBCC application are much the same as the Diploma application or five year review....Contact details, billing information, school details, school demographic information....followed by a section for "School Philosophy"

Preparation for the implementation of the IBCC

A: Philosophy

- ***1. Describe the contribution that the implementation of the IBCC will make to the school.***
- ***2. How will the school encourage students to take the IBCC?***

Why add IBCC to a school's IB fare?

- DISTRICT PERSPECTIVE- Benefits of bringing IBCC to a DP school.
- Local School Level
 - IB Core items benefit student learning in both their career academy courses as well as in their IB Diploma subject courses.
 - IBCC gives students the option of pursuing a career academy while retaining connection to the positive credentials of IB.
 - IBCC is a much more rewarding experience for the students than simply taking IB courses as "certificate" students.
 - IBCC students bring strength to their IB Diploma courses. These students have unique insights and reflective perspectives, and bring that to the fore in their Diploma courses.

IBCC Application: Stages I-II

(Application for Candidacy) was due in early fall (I think it was originally August 31st but we got an extension until @ Sept 30). This stage of the process included:

- Application for Candidacy: IBCC

- Update of school information
- Description of the school and its community
- Preparation for the implementation of the IBCC
 - Philosophy
 - Organization
 - Leadership and structure
 - IBCC structure
 - Pedagogical leadership

← Application for
candidacy: IBCC
(expandable Word doc)

➤ Resources and support

- 📚 Teachers and other staff who will be involved in the implementation of the IBCC
- 📚 Collaborative planning and reflection
- 📚 Information technology (IT) facilities that will support the IBCC
- 📚 Library/multimedia centre
- 📚 Student guidance on further education
- 📚 Teaching time

➤ Curriculum

- Chart 1: Diploma Programme subjects proposed for the IBCC
- Chart 2: Diploma Programme and IBCC teaching staff, qualifications and IB-recognized professional development
- Chart 3: Action plan
 - Philosophy
 - Organization
 - 📚 Leadership and structure
 - 📚 Resources and support
 - Curriculum
- Chart 4: Implementation budget

Stage II (Response to application.)

- **Response to authorization application:** In late fall (Our letter was dated 11/1) we received a "Response to Application for IBCC Authorization – Watkins Mill HS (1434)" and were required to submit a response (by 11/15) before moving on to the next stage of the application process. For us, this initial "response" item required us to specifically name the IBCC Coordinator.

Stage III Items...(15 Nov. – March 15)

- ★ • School Brochure
 - School organizational 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.

IBCC CORE

- 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.

C&S (Community and Service)

- Course outlines for community and service(C&S). Please download the document, complete it, and upload it.

↑ C&S Outline (expandable Word doc)

- Community and service: encourages service learning, emphasizes the affective development of students and concentrates on the concepts of partnership and learning.

C&S

- What is the Community and Service Programme?
- C & S Learning Outcomes
- C & S Tracking Forms
- C & S Reflection
- C & S Consultation
- C & S Project Plan
- Michigan State Univ. C&S ideas

← All docs in pdf
files in folder, C&S

Approaches to Learning (ATL)

- * ■ Course outlines for Approaches to Learning (ATL). Please download the document, complete it, and upload it.

↑ ATL Course Outline (Expandable Word Doc)

* Approaches to Learning Course Design

- Approaches to learning: emphasizes the development of transferable skills needed to operate successfully in society.

Scheduling implications: Course Design ATL

- ATL requires 90 hours: the school must decide whether to keep the course singly focused on those hours/expectations, or whether to build in more time so as to “support” the students more directly in their Language Development, Reflective Project, and C&S.
- Depending on the course design, considering the staffing outlay, especially if the course design has an odd number of semesters. (i.e. What will the teacher teach in the second semester?) Further staffing considerations with number of preps for each staff member. (i.e. If only one section, it becomes a singleton for the teacher....be sure they don't exceed period preps. per contract mandates).
- Ideally, if possible to have more than one ATL teacher, collaboration will provide for a far richer course outcome for the kids...if this is possible, further scheduling implications related to the potential allowance for the ATL teachers to have a common planning period.



Language Development

- Language Development: Please download the document, complete it, and upload it.

↑ [Language Development \(Expandable Word Doc\)](#)

- 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.

Further considerations: Language Development (1)

- Language Development is likely NOT something that the IBCC Coordinator can take on, unless they just happen to be a language teacher.
- Although IB has been generous in their allowances for creative implementation, designing a program relies upon either:
 - Assigning a staff member to explain and monitor the requirement, this option including a presupposition the kids will actually devote @50 hours to the study on their own.
 - Alternatively, the school might somehow enable the students to fulfill this mandate through some means during the school day. Even that option has considerations regarding how the program will be implemented and monitored and how staff assigned the task will access the students and be compensated for this component.

Further considerations: Language Development (2)

- If a language study is undertaken under supervision and at school, still the question remains as to who will monitor the student portfolios and what compensation or relief of other obligations might the school offer the teacher made to monitor them.
- Our language RT in studying the IBCC language guide as we developed a language development plan, very insightfully picked up on the increased responsibility, depending upon design, which would fall to her department in implementing and monitoring the language development piece of the IBCC.
- It is important to at least recognize this fact and consider how teachers could possibly be compensated for support of the language development piece 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.

Reflective Project (RP)

- Reflective project: emphasizes the ethical dilemma associated with a particular issue drawn from the student's career-related studies.
- Unlike the other three components of the IBCC Core, no specific plan must be submitted as a part of the application.

Action Plan

- Action Plan. Please download the document, complete it, and upload it.

↑ Action Plan Outline (Expandable Word Doc)

TRAINING

- Arrange for online training for Coordination, C&S, and ATL....as early as possible to adequately equip the staff to design school application/program
- Given timeline, consider training needs:
 - Summer to early Fall: Stage I – II
 - Late Fall to early Spring: Stage III
 - Spring: Site Visit, Matters to be addressed

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.
- Especially in the introductory phases of considering this program for your school, get the CTE folks onboard by emphasizing to them the many benefits they will begin to realize once these IBCC students begin to fill their CTE classes.
- The CTE resource teacher is as valuable if not more so than the IBCC coordinator in this realm. (Getting his/her 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) *

IB and CTE, considerations, cont. (1)

- 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.
- 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. *

IB and CTE, considerations, cont. (2)

- The career academy teachers will also be the ones to develop and support 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.
- 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 so intertwined with the CTE classes and become, a considerable responsibility 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 of RP and C&S. 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.

IB and CTE, considerations, cont. (3)

- 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 consider. i.e.....if staff will be required to supervise C&S projects, and as well, mentor and guide their cohorts of students in the Reflective Project, this will bring volumes of time outside the expectations of their normal course load, and these staff may be needing some SSE \$\$, professional leave, release from duties or teaching load, or some combination of these.
- 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. (required to demonstrate in application)
- 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.

IB and CTE, considerations, cont. (4)

- 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.



- IBCC Brochures and publications

Staffing Considerations

- **IBCC Coordinator**
- **C&S Coordinator**
- **ATL Teacher(s)**
- **Reflective Project Supervisors**
- **Language Development Supervisor**

Administrative Items

- To begin with, administration will have to handle items regarding budget. These items will encompass annual fee, staff training and professional development, as well as student support (exam fees). (Scale of fees in handbook)
- Establishing PLCs and allowing the IBCC team to function in a PLC, including funding and supporting professional development and training where possible.
- Especially in the early years of the program when numbers may be small, will administration be prepared to allow for one or more undersized sections of ATL in order to legitimately give the program a chance to develop and grow?
- At the local or central office zone, depending upon the organizational framework of your school system, securing the licensing credentials for any of the Career Academies for which you are applying for IBCC consideration.

Administrative Items, cont.

- Your successful IBCC launch may cause a bit of a dip in your Diploma numbers, depending on your school's IB Diploma program access and such, which is something for which administration must be prepared. At least in our building, the IBCC is a program for more directed and focused students, not for students who "couldn't handle the Diploma program. As such, my Diploma class this first year out is @ 20 members less than my current senior class, with 22 IBCC juniors in the mix. Based upon preliminary scheduling numbers, our IBCC cohort will very likely exceed the numbers of my Diploma class in only the second year of implementation. Administration may need to prepare for that reality and embrace it, not as a sign of a declining Diploma program, but as a more appropriately apportioned distribution of our student talent and capacities.

Counseling

- School counselors are an important partner in implementing IBCC. Counselors will need to help you properly schedule the students and they must be onboard with both the specific mandates and requirements for the IBCC, as well as savvy enough to help students navigate the decision as to whether the IBCC or the full Diploma program are a good fit.
- Strategic four year planning for students is necessary, and getting the state and local requirements out of the way in 9th and 10th grade is very helpful. Especially for students who have a passion such as music, strategic planning is an absolute must. Having your counseling team know and understand the nuances of all the IB programs available at your school will be a valuable asset in building your program and in getting the kids in the proper program.