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IB CONFERENCE
OF THE AMERICAS 2013
NEW ORLEANS 18th - 21st JULY



International Baccalaureate®
Baccalauréat International
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IBCC: a school's reflection on implementation

Prosser Career Academy Chicago, IL

Presenters

Kenneth L. Hunter, Principal

Jessica Stephenson, IBDP Coordinator

Erin Walach, IBCC Coordinator

Brian Spittle, Depaul University Assistant Vice
President for Access and Attainment

Contributor: Kathleen Tieri Ton, ATL Instructor

Philosophy

The school's educational beliefs and values reflect the IB Philosophy

- Prosser Career Academy Introduction
- History of the growth of IBDP/IBCC programme at Prosser
- Encouraging staff & students to support IB

Philosophy

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Implementation and Construction of the IBCC

- Chaos working to our Benefit
- Bridging the IB / CTE divide
- Instilling the philosophy that IBCC is IB

Philosophy

The school's educational beliefs and values reflect the IB Philosophy

Forging Partnerships:

Brian Spittle, Depaul University Assistant Vice President for Access and Attainment

- DePaul's partnership with IB in Chicago
- Rethinking Prosser's vision for the 21st century
- Will universities 'get it'?

Organization

Leadership & Structure

The school's leadership & administrative structures ensure the implementation of the IBCC.

IBCC Coordinator Selection

Professional Development for CTE Staff

1. Learner Profile
2. IB Overview / Philosophy
3. IB Diploma Course Requirements
4. IBCC Requirements

How IBCC benefits CTE

Organization

Leadership & Structure

The school's leadership & administrative structures ensure the implementation of the IBCC.

- Updating DP Policies to accommodate IBCC
 - Academic Honesty
 - Language Policy
- OCC training and account management
- Organizing for growth of DP courses

Organization

Resources & Support

The school's resources & support structures ensure the implementation of the IBCC

- IB Teacher Training:
 - Teacher training
 - ATL teachers to Theory of Knowledge training
 - Teacher support
 - Results analysis and goal setting
- Financial Resources:
 - Extended day funds for Extended Essay, Reflective Project, and Written Assignments
 - Substitutes for internal assessments (completion and grading)

Curriculum

Collaborative Planning

Collaborative planning and reflection supports the implementation of the IBCC

Non traditional ways of Collaborative planning:

- google docs
- edmodo
- tag team teaching

Keeping close contact with IBCC DP teachers- quarterly meeting of teachers

Curriculum

Written Curriculum

The school's written curriculum reflects IB Philosophy

IBCC Choices of DP Classes:

First Cohort: English & Visual Arts

Second Cohort: English, Math Studies, Visual Arts,
Psychology, ITGS

Curriculum

Written Curriculum

The school's written curriculum reflects IB Philosophy

Utilizing Approaches to Learning (ATL)
as the core of IBCC:

- cohort model
- progress checks
- shared group experiences
- Speaker Series



Chicago Hostel International Community Walls Project



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Friday Speakers Series- Speaker Marilyn Katz



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Curriculum

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ATL Layout

Weekly layout:

Monday: Reading

Tuesday: Research

Wednesday: language

Thursday: Reflection

Friday: Speakers & Sharing

**Year 1 Topics: Personal Development and Thinking: *Self as Learner*,
Communication: *Communication and Technology Across Contexts*, Intercultural
Understanding: *Culture & Engagement***

**Year 2 Topics: Communication: *Communication for Learning*, Intercultural
Understanding: *The Anthropology of Work*, Personal Development: *Learning
Portfolio to Career Portfolio***

provided by Kathleen Tieri Ton

Curriculum

Written Curriculum

The school's written curriculum reflects IB Philosophy

Language Development:

Individualized- students choose language

Technological- students utilize internet resources

Portfolio based- students showing growth

LANGUAGE PORTFOLIO ACTIVITY GUIDE

NAME Yvette Arroyo LANGUAGE Japanese

Basics	Notes Completion	Comments
Basic Expressions	✓	In Vocabulary section
Alphabet	✓	In the kana/kanji section
Pronunciation	✓	In Grammar section
Gender	✓	In grammar section
Number Colors	✓	In vocabulary section
Numbers 1-100	✓	In vocabulary section
Days of the week	✓	In vocabulary section
How to tell time	✓	In vocabulary section
Age	✓	In vocabulary section
Seasons & Weather	✓	In vocabulary section
Calendar/Months/Date	✓	In vocabulary section



Pronunciation Notes

Sometimes the I and U aren't pronounced.
Occurs usually between voiceless consonants
(p, t, k, ch, f, h, s, sh) or at the end
of a word following a voiceless consonant.

Example: Sukiyaki (Skee-yah-kee)

Remember ei = eh (eigo = eh-goh)

Japanese Vowel	English Equivalent	Example
A	as in Father	akai (ah-kah-ae)
E	as in Men	ebi (eh-bee)
I	as in see	imi (ee-mee)
O	as in boat	otoko (oh-toh-koh)
U	as in food	Uma (oo-mah)

Japanese Vowel	English Equivalent	Example
ā	as in Father but lengthened	bataā (bah-fah)
ei	as in men but lengthened	eigo (eh-goh)
ii	as in see but lengthened	iiharu (ee-hah-roo)

Past tense

The conjugation of Group 1 verbs varies with the consonant of the last syllable on the dictionary form. Group 2 verbs all have the same conjugation pattern.

Group 1

Formal Replace ~u with ~imashita: kaku → k-kimashita

(1) Verb ending with ~ku: kaku → kita
replace ~ku with ~ita: kiku → kita

Informal (2) Verb ending with ~gu: isogu → isida
replace ~gu with ~ida: oyogu → oyida

(3) Verb ending with ~ru, ~tsu, and ~ru: replace them with ~tta
utau → utatta
matsu → matta
karru → katta

(4) Verb ending with ~ru, ~bu, and ~mu: replace them with ~nda
shinu → shinda
asabu → asanda
nomu → nonda

(5) Verb ending with ~su: replace ~su with ~shita
hanasu → haneshita
jasu → jashita

Group 2

Formal Take off ~ru, add ~mashita: miru → mimashita
taberu → tabemashita

Informal Take off ~ru, add ~ta: miru → mita
taberu → tabeta



Curriculum

Teaching & Learning

Teaching and Learning reflects the IB philosophy

Reflective Project Development:

- Career Pathway Survey & Research
- Introduction to Ethical Dilemmas
- Round table brainstorming
- Research plans
- Guidance plan
- Connecting format with ethical issue



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Questions?

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