Counseling in the IB (DP): Your role in building, promoting and maintaining your IB programme

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Roundtable for OAIB

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IB Pillars/Philosophy
Brief Overview

Mission Statement
Learner Profile
International Mindedness
The IB continuum of international education
IB Mission Statement
The Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Take three minutes to consider and jot down what strikes you in the mission statement.

Turn to someone near you and share with him/her.

Volunteers to share with big group?
Our responsibility

• As members of the IB community, we are each part of the overall mission and philosophy of the IB organization.

• Within our schools, we must ensure that our school mission and the IB mission align (non-negotiable).
The Learner Profile
IB programmes (the entire continuum—designed to be K-12 and beyond) aim to develop internationally minded people who are striving to become:

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring
- Risk-takers
- Balanced
- Reflective
The Learner Profile

- Originated in the PYP
- Evolved into the conceptual framework which embodies international mindedness

Attributes of the learner profile:
- Education is for the whole person
- Emphasizes intellectual, personal, emotional and social growth
- Combines knowledge, skills, independent critical and creative thinking and international mindedness

Educate the whole person for “a life of active, responsible citizenship”—will get you HIRED and FIRED! 😊

- Attributes meet counseling goals and objectives
- Should be central to your school—great place for counselors to be involved
The Learner Profile

In groups:

On your own, take the attributes of the learner profile and rank them in numerical order as you see them in yourself (top=most apparent in you, bottom=least).

Share with your group.

In your group, discuss them with regard to how they are evident in your schools.

• Top represents the attributes that are most promoted in your schools
• Bottom represents least promoted attributes in your schools

• How can the IB learner profile enhance your own understanding of your place in the IB? How can it inform your practices?

Share with the big group.
International Mindedness

Many schools struggle with this!

“The world in which you were born is just one model of reality. Other cultures are not failed attempts at being you: they are unique manifestations of the human spirit.”

~Wade Davis
Philosophy of the IB

- The IB is more than its educational programmes and certificates. At our heart we are motivated by a mission to create a better world through comprehensive education.

- We value our hard-earned reputation for high standards and for pedagogical leadership. We achieve our goals by working with partners and by actively involving our stakeholders, particularly teachers.

- We promote intercultural understanding and respect, not as an alternative to a sense of cultural and national identity, but as an essential part of life in the 21st century.
Activity

In groups:

Questions for reflection/discussion:

• Where does your own school fit into the IB timeline? Was it an "early adopter" or has it joined the IB only recently? Issues?

• How are the perceptions of the IB different when comparing the perspective of a "veteran" with that of a "novice"? Issues?

• What is your school’s DP philosophy? How does it integrate the mission statement, LP, S and P, international mindedness?

• In what ways are the IB students at your school being prepared to be the leaders and innovators of their own generations?

Share with the large group.

Line up according to IB experience…least to most. 😊

Counseling experience…least to most. 😊
Your role in building your programme

Working with the coordinator
Course offerings/student course selection
Access
Scheduling
The Counselor’s Role

- Participate in the IB community at your school and beyond (you’re here!!)
- Assist IB Coordinator
- Assist with schedule building and course selection/enrollment
- Assist with exams
- Assist with potential student recruitment
- Meet typical counseling needs of students
- Support the program at all levels—with students, parents, community, teachers, other counselors, administrators and coordinator
Coordinator and Counselor Roles

- The DP coordinator and counselor(s) MUST have a positive working relationship!
- Team approach—how do you offer **and ask for** assistance?
- Differentiating the roles—who does what?
- How do you avoid confusion?
- What is the overlap between coordinator and counselor?
- Scheduling students—who does what?
- Recruitment—who does what?
- Processes—who does what?
- Access—do all counselors keep the open access to the IB?

The IB is on a seven year curriculum cycle—things change! Be sure you and your coordinator are communicating about changes, especially if they affect scheduling/offerings.
The DP Circle
(formerly known as “the Hexagon”)

(Handout)
Selecting Courses

- Diploma candidates must study six subjects, each normally over a two-year period.

- Subjects must normally be chosen by selecting one from each of the six subject groups:
  - One subject must be from each of groups 1-5
  - Sixth subject may be from group 6 or an additional course from groups 1-5

- At least three, but not more than four, subjects at the Higher Level (HL).

- Students then take the remaining subjects at the Standard Level (SL).
Concurrenty of Learning

IB definition:

- A principle promoted in the MYP and DP. Students deal with a balanced curriculum each year in which the required subjects are studied simultaneously.
- Means teaching the curriculum in a schedule that consistently exposes the students to all of their subjects and the core, over the 2 years of the DP.

What this means for us:

- For every DP student, all HLs and at least one SL subject must be taught over the 2 years
- ToK must be taught over the 2 years
- CAS must span the 2 years
- EE must span the 2 years
Concurrency

- Are the practices of your school consistent with these guidelines?
- If not, what are some ways that you could restructure your program to be in compliance?
Assessment

• Each IB subject has multiple assessment components:
  • External Assessments—all subjects have them and most come in the form of IB exams taken in May of grade 11 or grade 12. Some groups have external assessments that are not examinations (e.g. written assignment/task, research investigation). All are externally graded by IB examiners. The external assessment is usually worth about 75% of the IB score in a subject.
  • Internal Assessments (IA)—all subjects have them and they are completed at some point within the IB courses. IAs are usually a project or paper that the teachers grade against the IB criteria and then send to IB for moderation. The internal assessment is usually worth approx. 25% of the IB score in a subject.

• Performance in each of the six IB diploma subjects is graded on a scale of 1 point (minimum) to 7 points (maximum). A maximum of three additional points is awarded for combined performance in Theory of Knowledge and the Extended Essay. Maximum total is 45.
NKCHS DP Circle Requirements

**Language Acquisition (Group 2)**
- French B/German B/ Spanish B
  - Paper 1 Receptive skills: 25%
  - Paper 2 Written productive skills: 25%
  - IA Oral: 20%
  - IA Oral activity: 10%

**Studies in Language and Literature (Group 1)**
- English A: Literature
  - Paper 1 (Commentary): 20%
  - Paper 2 (Novels): 25%
  - IA Oral commentary/discussion: 15%
  - IA Oral presentation: 15%

**Sciences (Group 4)**
- Biology
  - Paper 1 (MCQ): 20%
  - Paper 2: 32%
  - Paper 3: 24%
  - IA Labs and Group 4: 24%
- Chemistry
  - Paper 1 (MCQ): 20%
  - Paper 2: 32%
  - Paper 3: 24%
  - IA Labs and Group 4: 24%
- Physics
  - Paper 1 (MCQ): 20%
  - Paper 2: 32%
  - Paper 3: 24%
  - IA Labs and Group 4: 24%
- Environmental Sys/Soc
  - Paper 1: 30%
  - Paper 2: 50%
  - IA Labs and field work: 20%

**Mathematics (Group 5)**
- Paper 1 (no calculator): 40%
- Paper 2: 40%
- Paper 3: 20%
- Portfolio: 20%

**Arts and Electives (Group 6)**
- Visual Arts
  - Studio Work: 70%
  - IA Research Workbook And Journal: 30%
- Theatre
  - Research Investigation: 25%
  - Practical Perform. Proposal: 25%
  - IA Theatre Performance and Production Presentation: 25%
  - IA Independent Project Portfolio: 25%
- Music
  - Listening Paper: 30%
  - Musical links investigation: 20%
  - IA (creating or performing): 50%
- Psychology
  - Paper 1: 50%
  - Paper 2: 30%
  - Paper 3: 30%
  - IA (Experimental Study): 20%
- Social and Cultural Anthropology
  - Paper 1: 30%
  - Paper 2: 50%
  - IA (observation, report and critique): 20%

**Assessments of the IB Diploma Programme**
- (24 Total Points Needed)

**Individuals and Societies (Group 3)**
- History of the Americas
  - Paper 1 (Prescribed subjects): 20%
  - Paper 2 (WH topics): 25%
  - Paper 3 (History of the Americas): 35%
  - IA Essay (Historical Investigation): 20%
- History
  - Paper 1 (Prescribed subjects): 30%
  - Paper 2 (WH topics): 45%
  - IA Essay (Historical Investigation): 25%

**Creativity, Action, Service**
- (8 Learner Outcomes/150 Hours)

**Extended Essay + Theory of Knowledge**
- (3 Additional Points Possible)
Program access to the diploma
Access

- Standard A/Practice 9: “The school supports access for students to the IB Diploma Programme and philosophy”

- (A) “The school provides for the full Diploma Programme and requires some of its student body to attempt the full diploma and not only individual certificates.”
- (B) “The school promotes access to the diploma and courses for all students who can benefit from the educational experience they provide.”
- (C) “The school has strategies in place to encourage students to attempt the full diploma.”
Ways to implement the DP

- Whole School IB
- School-within-a-school
- Open access programs
- Admissions criteria
- Magnet programs
- Full diploma/diploma program courses
- DP courses online
- Dedicated counselor or all share?
  - Many successful schools with thriving IB programs have one dedicated counselor for IB (and one for ELL, one for AP, one for _____ )
  - IB Counseling training—have you been??
Fee structures for DP

- School/district pays all fees ($820--$160 registration fee and $110 per subject)
- School/district pays some fees and students pay some fees
- Students pay all fees

- In the US, some reimbursement for free/reduced lunch students
- Compared to a dual credit option, IB is often a bargain!
- Compared to AP ($91), IB costs more but as diploma candidate, a student also gets possible CAS, EE, ToK awards—if AP had comparable components and charged for them, $819 😊
Induction of Students

- IB has no formal entrance requirements

- Many schools develop their own entrance requirements/guidelines

- Subject guides provide information about essential prior knowledge
Building an accessible program

- **Student selection**
  - IB World Schools are expected to encourage students to be full diploma candidates – not collectors of individual subject certificates
  - Eliminating economic barriers to the program
  - Programme is not just for the academic elite
  - Encourage students who have been historically under-represented and put support systems in place

- **Scheduling and course offerings**
  - Meet local and state requirements
  - Ensure time for extra-curricular activities
  - Wide range of choices within the 6 subject areas
  - Teachers/counselors/coordinator develop a timeline/calendar each year in order to meet all deadlines
Building an accessible program

- Language options and supports
  - Instruction in students’ mother-tongue is best – but not always possible
  - Because all learning requires language, all teachers are language teachers
    - Promote a climate that welcomes and embraces diversity
    - Value and use diversity of culture and perspectives to enhance learning
    - Establish a mother-tongue program for all learners
    - Collaborate with parents to achieve shared goals
  - It can take up to 7 years for students to attain academic language proficiency in a language that is not their mother-tongue
  - Supports must be in place for students who are not studying in their mother-tongue

- Students with Special Needs
  - School should actively promote the program to students with special needs
  - IB will grant accommodations for assessments for students with special needs
Building an accessible program

• Ongoing support for teachers and students
  • Collaboration time is essential for teachers/staff
  • Appropriate professional development for teachers (even those who are part time)
• Student support systems
  • Tutorials
  • Monitoring progress
  • Stress management
  • Advocates (Advisory/Hornet 2.0)
Accessibility

Make the DP accessible to as many students as possible.

- Curriculum choices—what would YOUR HL/SL options be? 😊
- Student selection processes
- Language options
- Course offerings/availability—by broadening your Diploma Programme, it will become more accessible to a greater number of students
- Enhanced skill acquisition
- Scheduling
- Special Needs Support / differentiating the curriculum (OCC)
- Assessment practices
- Eliminate economic barriers
- Support/celebrate students
Keys to Creating Better Access to the DP

- Preparation in years prior to DP
- Choice of subjects
- Selling the philosophy that success is not determined by exam scores
- Structure: A schedule that supports the DP and “feeder” schools/programs that support the DP
- Addressing needs of students of various language backgrounds and students with special needs
- IBCC?
- Counseling, counseling, counseling
Curriculum Choices

- By broadening your Diploma Programme, it will become more accessible to a greater number of students.

Case Study – Halifax Grammar School
- Math Studies & HL Mathematics
- Spanish ab initio
- Self-taught Language A
How do we enhance skill acquisition

- “Pre-IB courses”—can use the term as long as you do NOT have an MYP program and you insert your school’s name in front (“NKCHS Pre-IB”).

- Scaffolding: breaking up learning into chunks and then providing a tool, or structure, with each chunk.

- Backwards mapping (MYP)

- Approaches to Teaching and Learning
Access

In groups, evaluate your Diploma Program in terms of access:

- Does your program provide (or intend to provide) opportunities for a wide variety of students to participate and be successful?
- What are some changes you can make to increase access?
- What might some possible barriers be and how might you eliminate them? Does your counseling assignment/division support access for all students?
Scheduling courses

• IB Coordinator MUST work with the counselor(s) and “scheduler!” . Remember concurrency!!

• “Scheduler” must understand the importance of the diploma offerings—can’t jeopardize the diploma for the student.

• Determine the IB combinations (e.g. with AP), if necessary.

• After determining the number of sections, start with the IB courses FIRST. Lock them as non-negotiables. Include teachers!

• Start with grade 12 student needs and hand schedule each student. Then follow the same process for grade 11.

• Layer in other singleton/exception courses and then all student requests.

• Your ideas?
### Sample S3 Student – Term 1

<table>
<thead>
<tr>
<th>Time</th>
<th>One</th>
<th>Two</th>
<th>Three</th>
<th>Four</th>
<th>Five</th>
<th>Six</th>
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<td><strong>S3M Math HL-4 (8:30) Physics Lab</strong></td>
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<td><strong>S3A Eng 1 Pavilion 2</strong></td>
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<tr>
<td>9:19</td>
<td><strong>Physics ILC 2 Physics Lab</strong></td>
<td><strong>S3A Eng 1 Pavilion 2</strong></td>
<td><strong>S3M Math HL-4 (9:19) Physics Lab</strong></td>
<td><strong>S3A Eng 1 Pavilion 2</strong></td>
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<td><strong>Chem 3-D Chem Lab</strong></td>
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<tr>
<td>1:40</td>
<td><strong>TOK 2R-C Seminar Room</strong></td>
<td><strong>Chem 3-D Chem Lab</strong></td>
<td><strong>TOK 2R-C Seminar Room</strong></td>
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### Examples of school schedules

<table>
<thead>
<tr>
<th>IB Year 1</th>
<th>IB Year 2</th>
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<tr>
<td><strong>Semester 1</strong></td>
<td><strong>Semester 2</strong></td>
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<tbody>
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<tr>
<td>Day 1</td>
<td>Day 2</td>
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<td>Math SL</td>
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<td>French HL</td>
<td>French HL</td>
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<tr>
<td>History SL</td>
<td>History SL (exam)</td>
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<tr>
<td>Biology SL</td>
<td>Biology SL (exam)</td>
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Creative! TOK over two years - better from the start?

Vital that student learning continues
<table>
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<th>Block 2A</th>
<th>Block 3A</th>
<th>Block 4A</th>
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<th>Block 2B</th>
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<td>Nessa</td>
<td>Slater</td>
<td>McKinnis/Reed</td>
<td>Maslowski</td>
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<td>PIB Span 3</td>
<td>Physics HL</td>
<td>Precalculus</td>
<td>NKCHS PIB Germ 3</td>
<td>Calculus</td>
<td>ToK-2</td>
<td>Biology HL-1</td>
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<tr>
<td>McCullough</td>
<td>Mahoney</td>
<td>Physics SL-2</td>
<td>Fitch</td>
<td>Germ SL-1</td>
<td>McCullough</td>
<td>Heller</td>
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<td>French SL-1</td>
<td>Lower</td>
<td>Heller</td>
<td>Fitch</td>
<td>Moore</td>
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<td>Lower</td>
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<td>Spanish SL-1</td>
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<td>Hatfield</td>
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<td>English HL-1</td>
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</tbody>
</table>

2012-2013 NKCHS IB Schedule
Your role in promoting your programme

Working with the coordinator
Recruitment
University recognition
Access
Support
Activity

In groups:

How do/can YOU support the DP coordinator?

How does/can the DP coordinator support you?

Share with the large group.
The Gatekeepers

- Counselors can be the gatekeepers of the IB, so how can you support your DP Programme?
Recruitment and selection of students
Recruitment and selection of students

- Determine and articulate your program’s philosophy of selection
- Visiting schools in the catchment area (They visit you, too?)
- Preparing promotional materials
- Arranging information meetings for parents and prospective students
- Processing applications (if applicable 😊) and keeping records
- Interviewing and assessing student applicants for the DP
- Advising students and the parents of prospective students
- Student course selection
  - Essential that students pursuing the diploma have the option to earn it!
Student Agreement of Understanding

As a student of the International Baccalaureate Programme of North Kansas City High School, I understand the following program components listed below and agree to adhere to them:

• I agree to be a full diploma program candidate and participate in all parts of the International Baccalaureate Diploma Programme curriculum through grades 11 and 12. I know that I must pass all my classes and will be removed from the program if I do not. I know that students are not allowed to take singular IB courses.

• I know that I must have at least a 90% attendance rate in each IB course.

• I agree to engage in reading and academic dialogue about concepts, issues and life philosophies that may be different from my own. The IB requires an intercultural understanding of and respect for varying global perspectives.

• I agree to complete all required assessment components.

• I agree to participate fully in all required IB activities, both inside and outside the classroom.

• I accept that a significant amount of work will be independent of my classes at North Kansas City High School.

• I will always be able to sign my name to the following statement: On my honor, I promise that I have neither given nor received help on this assignment/examination, nor will I pass on information to others. I am not submitting the work of others as my own, nor have I used a computer translator. I will take appropriate action in the following ways to initiate investigation of a perceived violation: confront my peer, tell my teacher and inform the IB coordinator so we can all guard against malpractice within the program.

• I know that I will be removed from the program if I commit an act of academic dishonesty (see above).

• I agree to follow the guidelines of the North Kansas City High School CAS (Creativity, Action, Service) program, be familiar with the CAS program guidebook and complete the expected requirements.

• I know I will be obligated to repay any incurred IB fees if I withdraw from the program and/or do not complete exams.

__________________________      ____________________________________        ____________________________________
Student Name (printed)       Student Signature       Date

As the parent/guardian(s) of an IB student, I (we) understand that my (our) son/daughter accepts enrollment in the IB Diploma Programme recognizing there will be requirements (academic and otherwise) which are inherent to the program and steadfast at North Kansas City High School.

I give my permission for use of my student's picture/name in promotion of the program and for participation in all officially recognized activities in the classroom and beyond. I have read the student section listed above.

_______________________________________ _________________
Parent/Guardian(s) Signature(s)  Date
“It’s the journey, not the destination”

- Many students and parents see the IB program in terms of numbers—
  - How many college credits will I get?
  - How much scholarship money will I get?
  - How many college acceptances will I get?

- LOTS more to the IB program than that! 😊

- Is this a problem at your school? How does your school handle it? Ideas for changes?
Student Recruitment

- In groups:
  - Identify what your groups thinks is important in recruiting students. In other words, why IB?
  - Brainstorm a list of ideas to recruit students for the DP…what would be the key elements to your “elevator” speech?
  - Share with the big group.
University Recognition
And
IB Research
The Philosophy

“It’s the journey, not the destination”

IB DP allows students to:
- Demonstrate independent study skills
- Develop a broad range of academic skills
- Engage in interdisciplinary ideas
- Reflect on the nature of human knowledge in an international context
- Take part in social, physical and creative pursuits beyond the classroom

What college would not want these students??
The Reality

- Many students and parents see the IB as a means for university admission, scholarships and focus on advanced placement/credit, rather than the benefits of the best preparation available for whatever comes after high school.
Philosophy and Reality Merged

- Helping students find colleges that value the IB

  - Highly selective colleges demonstrate value via admissions
  - Many other schools demonstrate value through credit by examination/scholarship money
  - Schools with philosophies/mission statements that align with IB can also be a good fit
  - Helping students advocate for themselves
HGS College Admissions Plan

- **Grade 9** – begin talking with parents and students about backwards planning, keeping doors open

- **Grade 10** – Course Selection – increase emphasis on possible university path (will students need two sciences for admission?)

- **Grade 11** – PSAT, American University Meetings, IB DP or not? Parent/student meeting re: American University application process (focus on selective colleges/common application), one-on-one consultation with students re: university plans, *Strong Interest Inventory*

- **Grade 12** – University class, application support, scholarship support, one-on-one consultation
College Admissions at NKCHS

- Grade 10 PLAN test (Pre ACT)
- On-going 9-12 career cruising (online tool for future preparation—interest inventory, skills inventory, values assessment, etc)
- On-going 11-12 college readiness meetings (First Friday coffees)
- Grade 11 PSAT
- Grade 11 (spring)—parent/student meeting: Unlocking the college search mystery (part I)
- Grade 11 (May)—pre-grade 12 meeting with students
- Summer—college visits encouraged
- Grade 12 (September)—parent/student meeting: Unlocking (part II)
- Grade 12 (September/October)—student information packet/common application
- Grade 12 (on-going)—individual meetings with parent/student
- Grade 12—anything else!!
Scholarships for IB students

- Some colleges and universities offer scholarships specifically designed for IB DP candidates

- Many IB DP candidates will qualify for competitive scholarships

- Students should look for scholarships that are specific for “leadership,” “community service,” “research”
College Admissions

- What are your practices for helping students through this process?
- Do you have a school IB profile that is sent with applications?
- What about students who want to study internationally?
Many North American universities have developed recognition policies that reflect their understanding of the depth and breadth of the IB curriculum and their strong desire to aggressively attract IB Diploma candidates to their campus. Policy summary charts are available representing key post-secondary institutions in Canada, and in 37 US states.
The IB Diploma Programme: Preparation for University in the 21st century

• University Recognition: Canadian and American recognition policies by school

• What is IB doing to improve recognition the US?
  – The focus is on the Diploma students
  – Less focus on credit, rather want universities to look at DP students and everything that means.
  – In some cases students can get better credit for AP courses, IB working on creating better equity between AP and IB credit, but the focus is to really push the DP and then it is not being compared to AP.
  – Get things like: sophomore standing, first choice for course selection, designated scholarship, other perks…
Studies supporting IB DP student’s university success

- CURC endorses the document titled: Some College Admissions Assumptions
- Why should universities recognize the IB Diploma?
- Diploma Program Studies: Research
Going International

How to Apply to Canada, the UK, Europe—Conference of the Americas 2014 presentation (available in the archives):


- Study in the UK:
  - www.ucas.com

- Study in Europe:
  - www.study-in-europe.org

- European University Association:

- Bologna process:

- What are your experiences with students applying outside the US?
Documents supporting IB DP

Model Policies for US & Canada:

- http://www.ibo.org/recognition/resources/establish/

Brochure on setting an IB recognition policy


Understanding the IB Diploma Programme Scores


IB Students bring a passion for learning to your campus

Documents supporting IB DP (cont)

IB Diploma Programme: A strong predictor for success (Recent research on the performance of students in the IB Diploma Programme)

•  http://www.ibo.org/recognition/resources/recognizediploma/documents/StudentPerfBrochure1.9.pdf

Recognition Policies


Curriculum Briefs

•  http://www.ibo.org/recognition/resources/curriculum/

Why should universities recognize the Diploma Programme?

http://www.ibo.org/recognition/resources/recognizediploma/index.cfm#increaseaccess

Good News Letter—sign up at iba.recognition@ibo.org
IB Diploma Graduates in University

Percentage of students graduating with a bachelor’s degree within 6 years of entering university

IB Diploma graduates: 88%
All Students Entering University: 58%

IB Diploma graduates are 50% (or 1.5 times) more likely to graduate from university within 6 years.

Source: US Census, the Integrated Postsecondary Education Data System (IPEDS) of NCES, and the National Student Clearinghouse.
Tracking post-secondary performance
US students taking 1+ IB exam in 2000-2001

Certificate Candidates: 67.5% 64.9%
Diploma Candidates: 80.4% 79.6%
Diploma Recipients: 84% 83.5%

Data Sources:
1) National Student Clearinghouse, http://www.studentclearinghouse.org
2) International Baccalaureate exam data
# University Admissions Findings – U.S.

<table>
<thead>
<tr>
<th>Institution</th>
<th># of students applied</th>
<th># of students accepted</th>
<th>IB student acceptance rate</th>
<th>General rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brown University</td>
<td>218</td>
<td>38</td>
<td>17.4%</td>
<td>8.7%</td>
</tr>
<tr>
<td>Columbia University</td>
<td>221</td>
<td>30</td>
<td>13.6%</td>
<td>6.9%</td>
</tr>
<tr>
<td>Cornell University</td>
<td>190</td>
<td>60</td>
<td>31.6%</td>
<td>18.0%</td>
</tr>
<tr>
<td>Dartmouth College</td>
<td>88</td>
<td>15</td>
<td>17.0%</td>
<td>9.7%</td>
</tr>
<tr>
<td>Duke University</td>
<td>187</td>
<td>53</td>
<td>28.3%</td>
<td>12.6%</td>
</tr>
<tr>
<td>Harvard University</td>
<td>218</td>
<td>21</td>
<td>9.6%</td>
<td>6.2%</td>
</tr>
<tr>
<td>Princeton University</td>
<td>168</td>
<td>29</td>
<td>17.3%</td>
<td>8.4%</td>
</tr>
<tr>
<td>Rice University</td>
<td>102</td>
<td>39</td>
<td>38.2%</td>
<td>18.6%</td>
</tr>
<tr>
<td>Stanford University</td>
<td>229</td>
<td>35</td>
<td>15.3%</td>
<td>7.1%</td>
</tr>
<tr>
<td>Texas A&amp;M University - College</td>
<td>71</td>
<td>55</td>
<td>77.5%</td>
<td>69%*</td>
</tr>
<tr>
<td>University of Pennsylvania</td>
<td>190</td>
<td>47</td>
<td>24.7%</td>
<td>12.3%</td>
</tr>
<tr>
<td>University of Texas - Austin</td>
<td>139</td>
<td>102</td>
<td>73.4%</td>
<td>47%*</td>
</tr>
<tr>
<td>University of Florida</td>
<td>354</td>
<td>291</td>
<td>82.2%</td>
<td>42%*</td>
</tr>
</tbody>
</table>
Your role in maintaining your programme

Working with the coordinator—exams?
Staying current
Access
Stress management—everyone!
Support
Examinations/post examinations

How does/could the conduct of the examination session look in your school? Discuss!!
The “Math” of the IB Diploma (from September 2014)

All assessment components for each of the six subjects and the additional Diploma requirements must be completed in order to qualify for the award of the IB Diploma, except under the conditions stipulated in articles 18 and 19 of these regulations.

The IB Diploma will be awarded to a candidate provided all the following requirements have been met:

a. CAS requirements have been met.
b. The candidate’s total points are 24 or more.
c. There is no “N” awarded for theory of knowledge, the extended essay or for a contributing subject.
d. There is no grade E awarded for theory of knowledge and/or the extended essay.
e. There is no grade 1 awarded in a subject/level.
f. There are no more than two grade 2s awarded (HL or SL).
g. There are no more than three grade 3s or below awarded (HL or SL).
h. The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
i. The candidate has gained 9 points or more on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).

A maximum of three examination sessions is allowed in which to satisfy the requirements for the award of the IB Diploma. The examination sessions need not be consecutive.
How do I earn the diploma?

- Decide which of the five students (if any) earn the diploma and why.

- Decide which of the five students (if any) do NOT earn the diploma and why.
How do you stay current with the IB?

MUST communicate with coordinator regularly!
Curriculum Changes

- Seven year cycle for all subjects, including CAS, ToK and EE
- Coordinator Notes on the OCC
Approaches to Teaching and Learning (ATL)

- New effort/project in the DP

- The **aim of the ATL project** is to introduce and develop a new dimension of the DP, aligned with PYP and MYP, to improve the quality of teaching and learning across the programme and support key values and principles of an IB education through developing and offering commercial and fee-covered deliverables for schools, teachers and students.
Approaches to learning skills...can be learned and taught

- The five categories of **IB Approaches to learning** skills are:
  - Thinking skills (metacognition, reflection, critical thinking, creative thinking, transfer)
  - Research skills
  - Communications skills
  - Social skills
  - Self management skills (organization, affective skills)
The IBCC framework is built around three interconnected elements:

- At least two Diploma Programme courses
- An IBCC core that includes approaches to learning, community and service, language development and a reflective project
- An approved career-related study.

The IBCC enables schools to widen participation to an IB education. Schools retain the ability to choose the career-related courses that are most suited to local conditions and the needs of their students. Schools gain the added flexibility in direct curriculum development as well as the IBCC core to create an educational pathway that puts a strong focus on individual student needs.
10 Reasons
why the IB Career-related Certificate (IBCC) is the ideal programme for students looking to pursue a range of pathways

1. It encourages you to think about others
   - The programme inspires students to make a positive difference in the world.

2. Explore, understand and engage in real world issues
   - The IBCC programme immerses students in authentic real-world experiences.

3. It integrates academic and practical learning
   - The IBCC programme combines academic classes with hands-on learning experiences.

4. It allows you to do what you really want to do
   - The IBCC programme enables students to pursue their passions.

5. Learn about different cultures
   - The programme exposes students to diverse cultures and perspectives.

6. It gives you more career options
   - The IBCC programme enhances students' employability.

7. Build friendships and connections
   - The programme fosters strong interpersonal relationships.

8. Explore and apply your creativity in innovative ways
   - The IBCC programme encourages creative thinking and innovation.

9. Develop essential life skills
   - The programme equips students with critical skills for life.

10. Become an independent learner
    - The programme promotes self-directed learning and personal responsibility.

www.ibo.org/en/ibcc
IB Counselor Communications

- IB Facebook group: “ibcounselors…”

- University relations blog:
  - ibo.org—”Blogs” at the top

- Good News Letter—sign up at iba.recognition@ibo.org
  - Archives available through the university relations blog

- Self-guided Tutorials:
  - ibo.org/iba:
    - IB 101
    - Evaluating an IB File
Student stress
Managing Student Stress

- Time management: Chunk tasks into smaller ones
- Recognize symptoms of stress
- Balance & prioritize

"It makes no sense to worry about things you have no control over because there's nothing you can do about them, and why worry about things you do control? The activity of worrying keeps you immobilized." - Wayne Dyer

- Exercise! Sleep! Eat Well!
- Support network – friends, family, etc...
- Grade 11 retreat?
### Important Dates for the IB DP Class of 2015

<table>
<thead>
<tr>
<th>IB Component/Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>IB Senior Lunch</td>
<td>05 September 2014</td>
</tr>
<tr>
<td>NKCHS IB College Planning Night</td>
<td>09 September 2014</td>
</tr>
<tr>
<td>Group 4 Project Stream Team field trip</td>
<td>12 September 2014</td>
</tr>
<tr>
<td>NACAC College Fair (KC Conv. Center)</td>
<td>05/06 October 2014</td>
</tr>
<tr>
<td>Psychology HL IA</td>
<td>Due 07 October 2014</td>
</tr>
<tr>
<td>Extended Essay Rough Draft #2</td>
<td>Due 15 October 2014</td>
</tr>
<tr>
<td>Theory of Knowledge presentations</td>
<td>Due by 17 November</td>
</tr>
<tr>
<td>Group 4 Project</td>
<td>25 November 2014</td>
</tr>
<tr>
<td>Language A: Literature HL Oral</td>
<td>02-05 December 2014</td>
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<tr>
<td>Math HL IA</td>
<td>08-12 December 2014</td>
</tr>
<tr>
<td>Math Studies IA</td>
<td>08-12 December 2014</td>
</tr>
<tr>
<td>IB Reunion—during lunch</td>
<td>09 January 2015</td>
</tr>
<tr>
<td>Extended Essay Final Copy/chocolate fountain</td>
<td>Due 22 January 2015</td>
</tr>
<tr>
<td>CAS</td>
<td>Due by 01 February</td>
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<tr>
<td>Theory of Knowledge Essay</td>
<td>Due 05 February 2015</td>
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<tr>
<td>Language B written assignment</td>
<td>Due by 17 February 2015</td>
</tr>
<tr>
<td>History IA</td>
<td>Due 18/19 February 2015</td>
</tr>
<tr>
<td>Social and Cultural Anthropology IA</td>
<td>Due 20 February 2015</td>
</tr>
<tr>
<td>Psychology SL IA</td>
<td>Due 26/27 February 2015</td>
</tr>
<tr>
<td>Science IA</td>
<td>Due 13 March 2015</td>
</tr>
<tr>
<td>French B Oral</td>
<td>25/26 March 2015</td>
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<tr>
<td>IB Grade 12 End-of-the-Year</td>
<td>26 March 2015</td>
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<td>Student/Parent Meeting</td>
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<td>Spanish B Oral</td>
<td>26/27 March 2015</td>
</tr>
<tr>
<td>German B Oral</td>
<td>30 March 2015</td>
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<tr>
<td>Music SL IA</td>
<td>01 April 2015</td>
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<tr>
<td>Theatre HL</td>
<td>01 April 2015</td>
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<tr>
<td>Visual Art HL</td>
<td>01 April 2015</td>
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<tr>
<td>IB Senior Banquet</td>
<td>23 April 2015</td>
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<td>Honors Program</td>
<td>03 May 2015</td>
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<td>Baccalaureate</td>
<td>13 May 2015</td>
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<tr>
<td>Graduation</td>
<td>15 May 2015</td>
</tr>
<tr>
<td>IB Exam Scores</td>
<td>06 July 2015</td>
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</table>
## Important Grade 11 Dates for the IB DP Class of 2016

<table>
<thead>
<tr>
<th>IB Component/Event</th>
<th>Date</th>
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<tbody>
<tr>
<td>Group 4 Project Stream Team field trip</td>
<td>12 September 2014</td>
</tr>
<tr>
<td>NACAC College Fair (KC Conv. Center)</td>
<td>05/06 October 2014</td>
</tr>
<tr>
<td>KU Field Trip—History</td>
<td>07/10 November 2014</td>
</tr>
<tr>
<td>Group 4 Project</td>
<td>Due 25 November 2014</td>
</tr>
<tr>
<td>Theory of Knowledge Presentations</td>
<td>Due by 11-12 December 2014</td>
</tr>
<tr>
<td>Math Studies IA</td>
<td>Due 08-12 December 2014</td>
</tr>
<tr>
<td>Language A: Literature oral presentation</td>
<td>Due by 19 December 2014</td>
</tr>
<tr>
<td>IB Reunion—during lunch</td>
<td>09 January 2015</td>
</tr>
<tr>
<td>Extended Essay research question</td>
<td>Due 14/15 January 2015</td>
</tr>
<tr>
<td>Social and Cultural Anthropology IA</td>
<td>Due 20 February 2015</td>
</tr>
<tr>
<td>History IA</td>
<td>Due 18/19 February 2015</td>
</tr>
<tr>
<td>Extended Essay references</td>
<td>Due 18/19 February 2015</td>
</tr>
<tr>
<td>Psychology SL IA</td>
<td>Due 26/27 February 2015</td>
</tr>
<tr>
<td>Extended Essay intro paragraph</td>
<td>Due 10/11 March 2015</td>
</tr>
<tr>
<td>Science IA</td>
<td>Due 13 March 2015</td>
</tr>
<tr>
<td>Extended Essay first draft</td>
<td>Due 31 March/01 April 2015</td>
</tr>
<tr>
<td>Unlocking the College Search Mystery student/parent meeting</td>
<td>14 April 2015</td>
</tr>
<tr>
<td>Language A: Literature written assignment</td>
<td>Due 15/18 May 2015</td>
</tr>
<tr>
<td>IB Exam Scores</td>
<td>06 July 2015</td>
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</table>
# Academic Calendar

## Grade 11 student

<table>
<thead>
<tr>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sep 30</td>
<td>History Test BROCK &amp; BUTT WI causes Chem II - quiz #2</td>
<td>12:00 AM butt s2 hl... Chem II - lab #2 due</td>
<td>Biology 1 Test SL Math Test - Bou...</td>
<td>S2 HL Math Quiz - ...</td>
<td>History essay topic &amp; research essay</td>
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<tr>
<td>7</td>
<td>Chemistry 2 test History SL Essay topic and research</td>
<td>SL Math Quiz - Bou...</td>
<td>S2 HL Math Quiz - ...</td>
<td>Geography QUIZ</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>ENG Individual Oral Presentations</td>
<td>History - Essay Planning Outline</td>
<td>SL Math Test - Bou...</td>
<td>S2 HL Math Quiz - ...</td>
<td>Geography QUIZ</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>ENG Individual Oral Presentations</td>
<td>S2 French presentations</td>
<td>SL Math Quiz - Bou...</td>
<td>S2 HL Math Quiz - ...</td>
<td>Spanish C Test 2</td>
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# Academic Calendar

## Grade 12 student

<table>
<thead>
<tr>
<th>Date</th>
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<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
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<tbody>
<tr>
<td>Sep 30</td>
<td></td>
<td>ENG Individual Practice Oral Commentary</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>1</td>
<td>S3 HL Math Quiz - ....</td>
<td>S3 SL Math Test - Bl 9:00 AM</td>
<td>ENG IIiad Reading</td>
<td>Chem II - lab #2 due</td>
<td>Geography 2 test - Settlement</td>
<td>S3 SL Math Quiz - M...</td>
</tr>
<tr>
<td>2</td>
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<tr>
<td>7</td>
<td>(Cnd.)</td>
<td>ENG Individual Practice Oral Commentary</td>
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<td>S3 SL Math Quiz - B... 9:00 AM</td>
<td>History SL Essay topic and research question</td>
<td>Biology 3 Test</td>
<td>History test - Causes of</td>
<td>S3 SL Math Quiz - M...</td>
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<td>Chem II - lab #4 due</td>
<td>S3 SL Math Test - Bl...</td>
<td>History - Essay Planning Outline</td>
<td>9:00 AM</td>
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<td>9:00 AM</td>
<td>S3 Math Studies</td>
<td>Chem III - lab #4 due</td>
<td>S3 SL Math Quiz - M... 12:00 AM</td>
<td>S3 History HI</td>
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Discussion

How do you help your students relieve IB stress?
YOUR balance—self-care!

- We all preach it…but do we do it??

Activity: With someone sitting near you, discuss:

- What are some ways you maintain balance and take care of yourself?

- How can you set boundaries at school to protect yourself?
Working with others in the school community
Working with others in the school

- Head of School
- Teachers
- Other counselors (middle schools?)
- Advocating for students
- Scheduling
- Champion the students’ cause—for example, if they are overwhelmed, can you help facilitate a conversation/solution?
- Keeping the IB DP philosophy at the center of school-wide decisions
- Your leadership within the school and beyond—can you help make sure IB has a voice at the decision table?
Working with others in the school community

- School community members
  - Support the program both inside and outside the community—counselors often work with ALL staff…
  - Never pass up a chance to support the IB!

- Parents
  - Maintain good communication
  - Recognize two possible types—”out of the loop” and “helicopter”

- Students (they are pretty important! 😊)
  - Academic advisement
  - Future planning (career counseling)
  - Personal/social counseling
    - Personal issues
    - Time management
    - Stress management
  - Crisis intervention
  - Relationship building (Woo and Warm Fuzzy Girls)
  - Retention
Communicating With Parents
Communication with parents

- Informing parents about the DP, its regulations and the importance of complying with deadlines
- Enlisting parental support for achieving academic honesty
- Obtaining information about students with special education needs
- Helping parents understand the demands of the DP
- Informing parents of students’ work and CAS requirements
- Enlisting the support of volunteers to help with activities
Parents

How do YOU see the role of parents in the program?

Find someone with whom you have NOT yet worked and discuss.
Worth it?

- Youtube:
  - Life vest inside - kindness boomerang – One Day

- Upworthy.com
  - Malala (from Jon Stewart show)

- Clint Smith—poet
  - 2014 Conference of the Americas archive
The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.
Thank you!
Set up e-mail list of participants

GOOD LUCK!!
Feel free to contact me:

Jane Reed
Jane.reed@nkcschools.org