From Idea to Implementation: IBCC in Lee’s Summit, Missouri Schools

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  Lee’s Summit North High School

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Lee’s Summit R–7 Schools Overview

• District is located in suburban Kansas City, Missouri, last suburb out on southeast side of metro area
• LS R-7 has won numerous awards and is considered a leader in education in Missouri
• District encompasses 117 square miles
• School District population about 100,000
• Student Enrollment approximately 17,500 K-12, at one point district enrollment was increasing almost 600 students/year
• 3 high schools and Summit Technology Academy
Lee’s Summit High School

- Oldest high school in the district
- Student enrollment approximately 1750
- IB World School since 1987
Lee’s Summit North High School

– 2nd high school in LS R-7 district
– Student enrollment approximately 1950
– IB World School since 1995 opening
Lee’s Summit West High School

– 3rd high school in LS R-7 district
– Student enrollment approximately 1800 +
– IB World School since 2004 opening
Summit Technology Academy is a pre-professional learning environment that prepares college bound students for a 21st century workforce.
STA Snap Shot

• 375 students
• 3.41 GPA
• 96% attendance
• 60% female 40% male
• 75% Caucasian, 15% African American, 5% Hispanic, 2% Asian, 3% Other/Multi
STA Program Offerings

• Project Lead the Way:
  – Digital Electronics
  – Computer Integrated Manufacturing
  – Engineering Design and Development
  – Medical Interventions/Biomedical Innovations
  – Computer Software Engineering (pilot)

• Information Technology/Network Essentials
• Pre-Professional Nursing
• Pre-Professional Educator Cadet
• Pre-allied Health Academy
• Digital Media Technology
• International Studies Academy
• IB Information Technology in a Global Society
• IB Approaches to Learning
IBCC: The Idea

• **Spring 2010** — LSN Principal Dr. David Ulrich asked DP Coordinator, Diane Weeda to investigate IBCC
  – Roosevelt High School in Minneapolis and North Community School in Minneapolis were contacted about their IBCC Pilot programmes.
  – Both schools felt IBCC was a great fit with Project Lead the Way and other Career Education Courses
  – Comment from Missouri Science & Technology University about IBCC being a good fit for LS R-7 high schools since we had established IB and PLTW programs

• **Spring 2011** -- LSN submits Interest Form to IB

• **August 2011** — Decision to have all 3 high schools apply for IBCC is made and application process begins.
IBCC Application Process

• Application for Candidacy was due October 1, 2011
• Application for Authorization was due March 31, 2012
• Collaboration with Summit Technology Academy to work on IBCC Application
• Examined Summit Technology course of study to evaluate possible career pathways
• Reviewed IB course offerings
• Started planning for IBCC Core
• Asked current students about IBCC
What were some challenges encountered during the application process?
Challenges at the high schools

- Understanding that there is no ONE right way to offer IBCC. Finding what works best for our situation—still a process
- IBCC could be thought of as IB Diploma “lite”
- CTE courses not widely understood. Teachers saw STA as totally separate school, “them”.

- Teacher Skepticism
  - Increased work load for all teachers the previous year
  - Educating teachers about IBCC, why start “another program?”

- Scheduling courses with commute to STA
- Who will be responsible for IBCC Core?
- How will IBCC impact Diploma Programme?
- How to educate/recruit students and parents?
- Coordinating with guidance
Challenges at Summit Tech

• **Logistics of IBCC**
  – STA is physically separated from all 3 high schools. LSN is closest to STA at 2 miles, LSW at almost 5 miles away, transportation issues
  – Only capstone courses are taught at STA, foundation courses are taught at each high school

• Increasing communication and understanding between teachers at STA and each high school.

• Incorporating IB mission, philosophy, Learner Profile into STA courses.
  – No STA teachers had been to IB training.
  – Making connections between current practice and IB pedagogy.
  – Aligning STA course work with IB principles and practices.
How did we address these challenges?
• COMMUNICATION
  – Presentations about IBCC and application process to each high school staff, fall 2011
  – Visits of PLTW teachers from each school to STA to see programs etc. Fall 2012
  – Meetings with STA teachers and IBCC Coordinator designate 2011-12 school year
  – Time for all 3 IBCC Coordinator designates to meet, email about application
  – Shared server, easy to share information between schools
  – Training for STA teachers, ATL and Reflective Project

• Support from District Office
  – Financial—application fees, curriculum time
  – Time
IBCC Program Details

How is the IBCC being Implemented?
Typical IBCC Student

• No typical IBCC student exists at LS R-7 schools

• Class of 2014
  – 6 IBCC students at LSN, 4 PLTW Biomedical Innovations, 1 in Cisco Networking, 1 PLTW Engineering
  – 1 IBCC student at LSW, PLTW Biomedical Innovations
  – Each student’s course of study is unique
  – Generally good students; average weighted GPA is 3.98 for LSN students
  – 3 LSN students switched from IB Diploma to IBCC
  – Students are VERY happy with IBCC’s combination of rigorous academics and STA courses, also enjoy ATL course
  – Didn’t have to choose between IB and STA

• Class of 2015—should be larger than 2014
Typical IB Courses for IBCC Students

• IBCC students may take any 2 IB courses offered
• Many take IB English HL due to graduation requirement of 4 years of English
• IB Biology HL often paired with PLTW Medical Interventions
• IB Math with PLTW Engineering
• Most IBCC Students are taking IB Spanish SL, IB German SL or IB French SL
• IB Psychology SL or HL
Information Technology

- Cisco Networking Academy curriculum
- Two-year courses; IT Essentials and Network Essentials
PLTW Medical Interventions

- Two-year courses; Medical Interventions and Biomedical Innovation
PLTW Biomedical Innovation

• Second year course and the capstone course for biomedical science pathway
PLTW Engineering

- Select a course from engineering electives, such as Digital Electronics, Computer Integrated Manufacturing, or Civil/Arch Engineering for 11th grade.
Second year (12th grade) course and the capstone course for engineering pathway
How we offer the IBCC Core

• **Approaches to Learning**
  originally we planned to teach this much like TOK, 0 hour , 2-3 days a week at Summit Technology Academy, spring junior year and fall of senior year

• problem because of start time—was going to start at 6:15 AM to allow commute time to high schools for students not at STA junior year

• **New Plan**
  1 hour/week in class during other schools collaboration time
  1+ hour/week on line via blackboard
Reflective Project

• Discussion begins during Approaches to Learning Ethics unit
• IBCC Coordinator meets with each student to discuss possible topics
• Reflective Project Supervisor will be one of STA teachers who have had IBCC Reflective Project training
• Timeline by IBCC Coordinator
Community & Service

• Begin brainstorming with IBCC Coordinator and STA teachers during junior year
• Plan developed by students, IBCC Coordinator and PLTW/Cisco teachers during junior year
• Community & Service completed during senior year
Language Development

• Language development will be over both years of IBCC

In conjunction with each high school’s modern language department

• Majority of IBCC students will test in SL Group 2 language so extension of Group 2 course is necessary

• 4 LSN students in Spanish and Biomedical Innovations who are completing Medical Terminology in Spanish activities
Future Plans for Expanding Career Options for IBCC

Offered at Summit Technology Academy

• Nursing
• Pre-professional Educator—expand current program
• PLTW Computer Software Engineering—new IB Courses, Design Technology?

Offered at other Vocational/Technical Facilities

• Firefighting
• EMT
QUESTIONS???