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

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

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 21\textsuperscript{st} 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
Curriculum

Written Curriculum

*The school's written curriculum reflects IB Philosophy*

Utilizing ATL as the core of IBCC:

- cohort model
- progress checks
- shared group experiences
- Speaker Series
Friday Speakers Series- Speaker Marilyn Katz
Curriculum

Written Curriculum

The school's written curriculum reflects IB Philosophy

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
<table>
<thead>
<tr>
<th>Basics</th>
<th>Notes Completion</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Expressions</td>
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<td>In Vocabulary Section</td>
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<tr>
<td>Alphabet</td>
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<td>In the Kanji/Kanji section</td>
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<tr>
<td>Pronunciation</td>
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<td>In Grammar section</td>
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<tr>
<td>Gender</td>
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<tr>
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<tr>
<td>Numbers 1-100</td>
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<tr>
<td>Days of the week</td>
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<td>In vocabulary section</td>
</tr>
<tr>
<td>How to tell time</td>
<td>✓</td>
<td>In vocabulary Section</td>
</tr>
<tr>
<td>Age</td>
<td>✓</td>
<td>In vocabulary section</td>
</tr>
<tr>
<td>Seasons &amp; Weather</td>
<td>✓</td>
<td>In vocabulary section</td>
</tr>
<tr>
<td>Calendar/Months/Date</td>
<td>✓</td>
<td>In vocabulary section</td>
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</tbody>
</table>
### 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:** Suki-yaki (Skee-yah-kee)

**Remember:** ei = eh (eigo = eh-goh)

<table>
<thead>
<tr>
<th>Japanese Vowel</th>
<th>English Equivalent</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>as in Father</td>
<td>akai (ah-kah-ee)</td>
</tr>
<tr>
<td>E</td>
<td>as in Men</td>
<td>ebi (eh-bee)</td>
</tr>
<tr>
<td>I</td>
<td>as in See</td>
<td>imi (ee-mee)</td>
</tr>
<tr>
<td>O</td>
<td>as in boat</td>
<td>otoke (oh-teh-koh)</td>
</tr>
<tr>
<td>U</td>
<td>as in food</td>
<td>Uma (oo-mah)</td>
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</tbody>
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<tr>
<td>A</td>
<td>as in Father, but lengthened</td>
<td>batai (bah-fah)</td>
</tr>
<tr>
<td>ei</td>
<td>as in men, but lengthened</td>
<td>eigo (eh-goh)</td>
</tr>
<tr>
<td>ii</td>
<td>as in see, but lengthened</td>
<td>iiheru (ee-hoo-rou)</td>
</tr>
</tbody>
</table>

### 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 -meshiha:

1. Verb ending with -ku:  Kaku → K-Kameshiha
   - Kaku → Kita
   - K-Ku → Kita

2. Verb ending with -gu:
   - replace -gu with -ita
   - Oyogu → Oyita

3. Verb ending with -yu:
   - Utayu → Uta-ta
   - -tyu and -ru: replace -ta with -ta
   - Uta-ta + -ta → Uta-ta + -ta
   - Keera → Keeta

4. Verb ending with -ru:
   - Shinru → Shin-da
   - -ru and -ma: replace -ru with -ma
   - Shin-da + -ma → Shin-da + -ma

5. Verb ending with -su:
   - Hanasu → Han-Shiha
   - replace -su with -shiha
   - Han-Shiha + -shiha → Han-Shiha + -shiha

**Informal**

- Take off -ra, add -mashiha:
  - Miru → Mimaschiha
  - Tekera → Tekemaschiha

- Take off -ra, add -la:
  - Miru → Mila
  - Tekera → Mila
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
Curriculum

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Reflective Project Development:

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Questions?

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