IB CONFERENCE OF THE AMERICAS 2015
Chicago, IL • 23–26 July
IB Counselors and Coordinators Together

Mayfair Room
July 24, 2015
2:00pm-3:15pm
Session Presenters

- **Kristen Machczynski**, IB Coordinator, Chicago Public Schools

- **Christine Eischen**, LPC College & University Advisor, Lycée Français de Chicago

- **Marie Vivas**, University Relations Manager, The International Baccalaureate
Introduction

• Who we are?

• Why this session?
William H. Taft High School

Effective working relationship between counselor and coordinator increased programme retention and # of Diplomas received.

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<thead>
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<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<tbody>
<tr>
<td>7th &amp; 8th grade retention to IB Initiative began</td>
<td>Pre-IBDP focus began</td>
<td>Scheduling of DP moved to counselor to increase access &amp; support</td>
<td>Increase counselor and coordinator support</td>
<td>3 year consistency of IB counselor and IB homeroom teachers</td>
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<td>Realization that DP 11th grade retention had been low</td>
<td>7th-10th grade counselor support</td>
<td>Coordinator and counselor &quot;tag-team&quot; scheduling &amp; retention to 11th grade DP</td>
<td>&quot;good cop/bad cop&quot;</td>
<td>3 year consistency of history course alignment</td>
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<td>Coordinator and counselor expand admissions and retention for DP</td>
<td>DP responsibilities began to move to counselor</td>
<td>Coordinator &amp; counselor support grades 7-12</td>
<td>Deeper understanding of program flow to combat stress</td>
<td>Synergy days created</td>
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<td></td>
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<td>largest class of 7/8 students continue in DP</td>
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<td>Dec &quot;wall to wall IB&quot;</td>
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<td>MYP for all &amp; coordination</td>
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<td>IB student leadership formed</td>
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Effective working relationship between counselor and coordinator increased programme retention and # of Diplomas received.

<table>
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<th>Application Year</th>
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<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<tbody>
<tr>
<td># of applications received</td>
<td>287</td>
<td>566</td>
<td>859</td>
<td>2858</td>
<td>2532</td>
</tr>
<tr>
<td># of IB enrolled in 9th grade</td>
<td>50</td>
<td>79</td>
<td>50</td>
<td>82</td>
<td>131</td>
</tr>
<tr>
<td># of IB DP candidates in 12th grade</td>
<td>25</td>
<td>51</td>
<td>35</td>
<td>60</td>
<td>98 (11th)</td>
</tr>
<tr>
<td>Student retention %</td>
<td>50%</td>
<td>65%</td>
<td>70%</td>
<td>73%</td>
<td>74%</td>
</tr>
<tr>
<td># of students receive IB Diploma</td>
<td>10</td>
<td>18</td>
<td>20</td>
<td>Class of 2016</td>
<td>Class of 2017</td>
</tr>
<tr>
<td>Diploma %</td>
<td>40%</td>
<td>35%</td>
<td>57%</td>
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Think about all of the responsibilities and components in managing a IB program. Who currently manages these responsibilities? Are they the correct person? Mark the role for who should “ideally” own the responsibility.
Identify Roles: Programming

Counselor

- Proactive scheduling (with coordinator input)
- Understand IB courses
- Open Access

Coordinator

- Management of DP Assessment requirements
- Coordination of IB exams; registration
- Include counselors in DP teacher meetings
- Advocate ownership of programming role - “let go”
Programming Together

• Consistent messaging of DP and IBCP

• Clear description of course selection in regards to academic pathways

• Know and support Academic Honesty Policy

• Tag-Team 10th grade students early for program matriculation
Identify Roles: Admissions/Orientation

Counselor
- Know IB research: Why IB, Coordinator notes, IB blogs
- Active role in IB recruitment, events
- Know how to talk about the programme to parents & students

Coordinator
- Develop plan for recruitment (include counselors in the conversation: shadow, outreach, enrollment)
- Provide IB research & resources
Admissions/Orientation Together

• Create 5 min speech, “Why IB” to create consistent mission and vision
  • Participants should discuss what components could be included in their message. (3 mins)

• Co-plan IB parent information nights for prospective students

• Know the expectations and misconception your community may have to create consistent and clear answers and motivations.
Identify Roles: College Advising

**Counselor**
- Advise on correct course placement for university admissions
- Use IB language in application support
- Understand DP components (IA, CAS, EE) in relation to university admissions

**Coordinator**
- Create IB surveys
- Allow counselors to take ownership of college reps
- College application and recommendation support
College Advising Together

• Know IB friendly universities, scholarships, credit placement & enrichment programs!

• Create one-page template for students to showcase IB work

• Co-plan college search events specific to your IB students

• IB Diploma completion celebrations

• Understand predicted grades
Identify Roles: Student Support

Counselor

- Know calendar cycle to understand group stress
- Remain mindful about IBCP students
- Remain knowledgeable about program to support students and parents

Coordinator

- Share and create awareness of deadlines
- Share teacher referrals for appropriate interventions
- Share concerns to create proactive initiatives
Student Support Together

- Co-plan IB celebrations

- Reinforce Learner Profile & IB language with staff, students and parents

- Good cop-Bad cop
Identify Roles: Teacher Support

**Counselor**
- Participate in EE advisement
- Support teachers, coordinator around IA deadline
- Increase visibility to DP teachers.

**Coordinator**
- Refer teachers for academic honesty misconducts
- Organize IB Team meetings
- Provide IB communications & programme updates
- Encourage OCC access
Teacher Support Together

• CAS participation, not just advising

• Understanding subject assessments

• Know IA deadline to support collection and efficient assessment

• Regularly communicate with teachers to know “climate” of their class and support with student class issues.
Barriers to collaboration

• Fear of “letting go”
• School district requirements/mandates not tied to IB
• Training
• IB language can be a challenge
• Caseload size and maintenance
• Unequal distribution of IB knowledge
• Administrative/programmatic duties
• Program size
• Coordinator left in their own world; need for collaborative partner
• Managing parent and students reality of programme
Best Practices

- Put yourself in the other person’s shoes!
- Know your strengths and weaknesses
  - Counselor and Coordinator meet regularly
  - Counselor should gain a deeper understanding of the coordinators IB responsibilities
  - Counselor and coordinator should observe an IB class or two
  - If there is a new counselor or a counselor not as familiar with IB-follow a couple of students through the program for the year.
  - All staff use the language of the IB and Learner Profile to create consistency and student support
Back to: Whose role is it?

• Look at your list….would you change any of your answers?

• What is one area where you can increase your collaboration?

• Questions?