



IB CONFERENCE OF THE AMERICAS 2015

Chicago, IL • 23–26 July



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IB Counselors and Coordinators Together

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



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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



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Introduction

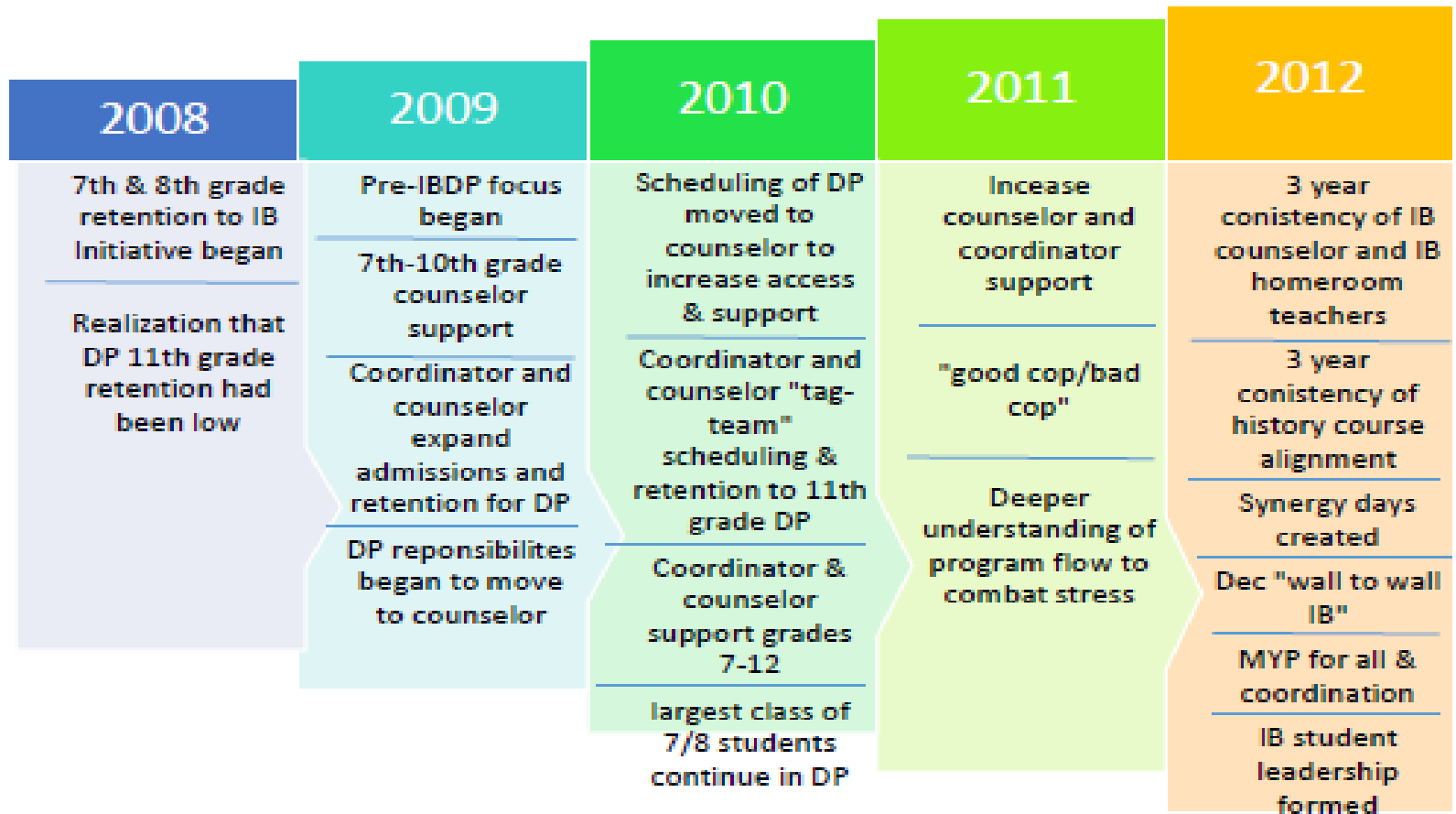
- Who we are?
- Why this session?



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William H. Taft High School

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





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William H. Taft High School

| Application Year | 2008 | 2009 | 2010 | 2011 | 2012 |
|---|------|------|------|---------------|---------------------------|
| # of applications received | 287 | 566 | 859 | 2858 | 2532 |
| # of IB enrolled in 9 th grade | 50 | 79 | 50 | 82 | 131 |
| # of IB DP candidates in 12 th grade | 25 | 51 | 35 | 60 | 98 (11 th) |
| Student retention % | 50% | 65% | 70% | 73% | 74% |
| # of students receive IB Diploma | 10 | 18 | 20 | Class of 2016 | Class of 2017 |
| Diploma % | 40% | 35% | 57% | | |

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



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Activity: Whose role is it?

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



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Identify Roles: Programming Counselor Coordinator

-Proactive
scheduling(with
coordinator input)

-Understand IB courses

-Open Access

-Management of DP
Assessment requirements

-Coordination of IB
exams; registration

-Include counselors in DP
teacher meetings

-Advocate ownership of
programming role- “let go”



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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



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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



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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.



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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



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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



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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



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Student Support Together

- Co-plan IB celebrations
- Reinforce Learner Profile & IB language with staff ,students and parents
- Good cop-Bad cop



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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



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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.



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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



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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



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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?