



Career-related Programme reflective project plan

Amundsen High School	1145
<input type="text"/>	<input type="text"/>
Colleen Murray	11/29/17
<input type="text"/>	<input type="text"/>
Name of the reflective project coordinator, if different from the CP coordinator	
<input type="text"/>	
Name and category of IB reflective project workshop, if attended	Date of IB training, if attended
Not Attended—will register and have attended by the time of authorization	<input type="text"/>

The reflective project is at the forefront of the core, encapsulating the fundamental and most important elements of the International Baccalaureate Career-related Programme (CP). It is what makes the CP unique and meaningful in the context of a student's career-related study, and where a student can see the culmination and embodiment of all of their programme strands for formal assessment designed to reward these very efforts.

The reflective project is designed to draw together key elements of a student's wider scheme of study, specifically the career-related study, service learning and personal and professional skills. It is intended to promote high-level research, writing and extended communication skills, intellectual discovery and creativity through a variety of different approaches.

Career-related Programme reflective project guide (December 2015)

Please answer the following questions relating to the school's plans for implementing the reflective project.

1. Supervision

- a. Please describe the plans for supervision of the students' reflective projects.

The PPS teacher, the CRS teacher, and the CP coordinator will oversee students' reflective projects but individual teachers may also supervise reflective projects in a similar manner to what is currently being done for the DP EE. The school will utilize a classroom management system such as Google Classroom to create an electronic portfolio where students can log their experiences and reflect on their learning throughout the research process. It also allows multiple teachers to assign and to monitor students and to provide feedback. In addition, students will be assigned to an advisory with either their PPS teacher or their CRS teacher. This will allow them an additional weekly opportunity to talk and to get feedback from program staff.

- b. How many students will one supervisor typically oversee (*indicate number*)?

1-15 Students per individual supervisor. The CP/RP Coordinator, the CRS teacher, and the PPS teacher will work with the entire cohort of 30 students. As we grow the programme and as our staff develops greater expertise, we will take advantage of a greater number of staff to supervise the reflective project.

- c. Please describe the way the supervisors' oversight responsibilities have been planned, particularly in regard to other responsibilities they may have.

The RP/CP coordinator will provide weekly activities for supervisors to use with students. These activities and lesson plans will break the RP into manageable tasks that the students can accomplish step-by-step. This will ensure students are supported throughout the process and the supervisors feel empowered to support our students throughout the process. Supervisors can meet with students during advisory to have individual conferences with students and to ensure students are meeting the various RP deadlines in the CP calendar. Because the project tasks will be developed and assigned by the RP coordinator, the supervisors can focus on supervising student work and on supporting them through the process. The bulk of CP students will be supervised by the RP coordinator, the PPS teacher, and the CRS teacher. This means that they will have daily contact with students and will be able to answer questions within the context of their other duties.

- d. Do students have sufficient meeting time with their reflective project supervisors?

In addition to meeting with supervisors in class, students will have 35 minutes weekly to meet with their PPS and CRS teachers during advisory. As they will be supervising the bulk of the students during the first couple of years of our program, this will allow most students access to supervisors outside of class time. This is built into the school schedule. In addition, students can see their supervisors during, before, and/or after school. The RP/CP coordinator will also support and facilitate meeting time on early dismissal days if needed. We will also consult with our school library staff to ensure that students have access to the appropriate resources needed to complete their projects.

Stakeholder involvement

- a. How and when will teachers within the CP framework at the school be informed of the reflective project and of their related responsibilities?

Teachers who will be supporting the CP will be informed during the second semester of this year and will be provided time to meet during staff development sessions in addition to summer planning. The RP/CP coordinator, PPS teacher, and CRS teacher will attend these meetings as well. Next year, CP teacher planning will be incorporated into our existing structures which include grade-level team meetings, course-team meetings, IB team meetings, and professional development sessions on early dismissal days. Once students have selected their topics for the RP, supervisors and CP and DP teachers will be invited to join a Google classroom for the RP that will serve as a resource for teachers and that will facilitate conversation among the staff regarding common issues and questions.

- b. Describe the strategies the school will put in place to ensure that the personal and professional skills (PPS) teachers, service learning coordinator/advisors, and the career-related studies staff understand the complementary nature of their roles in supporting the students in their reflective project.

The RP/CP coordinator will support teachers by leading a professional development session on the project. Student topics will be shared with teachers via the Google Classroom so they can assist in finding specific community-based experiential learning opportunities for our students. In addition, all CP teachers will be familiarized with the criteria of the RP so that they can incorporate lessons and assessments into their courses that develop the skills students must have to successfully complete the project. The school library staff will support students, teachers and supervisors in obtaining the appropriate resources needed to successfully complete their projects.

- c. How will students be introduced to the reflective project and its requirements?

During the 3rd quarter of sophomore year, students will attend an informational session about the CP and will be invited to apply to the program. During that presentation, students will be introduced to the requirements of CP including the RP. The PPS teacher will dedicate substantial class time to supporting student learning around the RP, leading them through case studies and providing them opportunities to

analyze and reflect upon ethical dilemmas. By collaborating with the career-related teacher, the PPS teacher will give students a situational interest inventory to get them thinking about possible ethical dilemmas they would like to research for their RP. The inventory will be focused on specific dilemmas faced in the career-related field. In addition to the PPS teacher focusing on the details of the RP, students will have time to discuss the RP during their career-related course. All students, staff, and parents will be presented with a calendar at the beginning of 11th grade that has specific guidelines and deadlines for the RP. This calendar will scaffold the construction of the RP into smaller parts in order to ensure students get the support they need throughout the process.

- d. At what point during the CP will this take place? Please provide the timing of this event in relation to the school calendar.

3rd Quarter (2017-18) Informational Session for Sophomores and Open House for Parents
4th Quarter (2017-18) CP Fair for Parents and Students to Meet CP Staff, Career-related providers, Service Learning Partners, and Career-Related Partners

- e. What steps will be taken to inform parents and other stakeholders regarding the reflective project?

10th grade parents will attend an open house event to learn about the CP. Once their child has been accepted into the program, they will attend a CP Fair where parents and students can meet with CP program staff and career-related partners to provide a detailed overview of the RP. This will provide parents the opportunity to develop relationships with the people that are going to be involved creating their child's overall CP experience. There will also be regular updates about CP and RP information posted on our school website. At the end of 12th grade, students will showcase their RP's to other students, faculty, parents and community stakeholders as part of the next CP Fair.

Please upload information (including timelines) the school has distributed to students, parents and staff regarding the reflective project.

Guidance, support and assessment

1. What support and strategies will supervisors and/or teachers provide to students to ensure that they understand ethical dilemmas?

The PPS teacher will dedicate substantial instructional time to introducing and teaching students about the RP, leading them through case studies and providing them opportunities to analyze various ethical dilemmas and reflect on how they would handle themselves in those specific cases. By collaborating with the career-related teacher, the PPS teacher will give students a situational interest inventory to get them thinking about possible ethical dilemmas they would like to research for their RP. The inventory will be focused on specific dilemmas faced in the career-related field.

- What support and strategies will supervisors and/or teachers provide to students to ensure that they understand the reflective project assessment criteria?

The PPS teacher will dedicate substantial instructional time to introducing and teaching students about the RP including the assessment criteria. Other teachers, especially the CRS teacher, will incorporate aspects of the RP criteria into their formative assessment so that students gain experience with the criteria. Finally, each individual supervisor will review the assessment criteria in their meetings with students over the reflective project. In this way, it will be assured that students have an opportunity to ask questions and to develop the skills that they will need to perform well on the rubric and successfully complete the RP.

- How will the student guide to the reflective project be used?

The student guide to the reflective project will be used by the PPS teacher, by the CRS teacher, and by the supervisor to create lessons and to provide resources so that students understand the aims and objectives of the RP, the requirements of the RP, the variety of choices available to students within the RP, and the criteria by which the RP will be assessed. Moreover, it will serve as a reference whenever any student or staff has questions about the RP.

- What support and strategies will supervisors and/or teachers provide to students to ensure that they understand academic honesty and the reflective project?

Students are informed of the school's academic honesty policy by teachers at the beginning of every academic year. The policy is also posted on our school website. We also utilize Turnitin.com to ensure the integrity and authenticity of all written work submitted in fulfillment of IB requirements in accordance with our school policy and IB requirements.

Does the school anticipate any additional resources, including possible language support, will be required for students undertaking the reflective project?

Yes

No

If so, please describe how this support will be provided.

Some students will likely need language support to complete the project. Students that require language support will have support staff and teachers who will work with them to ensure access and to remove barriers to completing the project. Our library, and the Chicago Public Library, has resources in many languages so that students can complete research. Finally, the diversity of our local community means that our students can be paired with outside stakeholders that can support them academically, linguistically and culturally.

Please describe the assessment procedures for the reflective project, including the responsibilities of all stakeholders (student, supervisor, school).

Assessment in our school follows the assessment policy and IB requirements. With respect to the RP, teachers will use the RP criteria to assess students formatively so that students understand the criteria. Students will meet with their supervisors where they will review recent assessment feedback on various components of their RP. During this time of reflection, students will have an opportunity to revisit, revise, and resubmit portions of their RP. Students are responsible for completing all tasks that are assigned and for taking the initiative to meet with their supervisors. Supervisors are responsible for ensuring that students understand the assessment criteria, for making sure that students select an appropriate subject for their project, and for monitoring and providing feedback on student work. The school is responsible for supporting this process by creating opportunities for students and supervisors to meet, by ensuring access to resources, and for creating a structure that enables students to successfully meet project requirements.

Are support materials and other resources available in sufficient quality, quantity and variety to give effective support to the aims and methods of the reflective project?

Yes

No

If not, briefly describe the plans are in place to make needed changes.