

Career-related Programme reflective project plan

Name of the school	School code
Central High School	000727
Name of the CP coordinator	Date completed
Joshua McCorkle	1/19/23
Name of the reflective project coordinator, if different from the CP coordinator	
Glenn Harman	
Name and category of IB reflective project workshop, if attended	Date of IB training, if attended
Reflective Project (Cat. 2)	3/1/23 - 4/1/23

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.

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.

CRS teachers are the primary supervisors, followed by DP teachers, CTAE teachers, advisement teacher, RP coordinator, and IB DP/CP coordinator

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

3 students

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

Supervisors will have three formal meetings regarding the Reflective Project, along with informal meetings in October of Year 2. These meetings will take place during advisement or after school by appointment. Monthly supervision of the Reflective Project by the Reflective Project Coordinator beginning in March of Year 1 will also occur during PPS Class.

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

Yes, students will meet with their supervisor for the three mandatory sessions plus informal session as necessary. These meetings can be done during advisement period or after school with their supervisors by appointment. For CRS teachers who are advisors, students will meet during the long HCCA scheduled block during non-instructional time.

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 will be informed of their supervised students by late spring of the Junior Year. New supervisors will be trained in their respective roles, including the roles/guidance of the Reflective Project Supervisor, the three required reflection sessions and completion of the RPPF form. The IB Coordinator, in conjunction with the Reflective Project supervisor will oversee the selection and training of advisors. Teachers will have access to the Reflective Project Handbook which will lay out all the requirements for the Reflective Project.

- 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.

We will hold continual collaborative meetings, RP training, and explain the entire RP process to improve the understanding of roles, deadlines for CRS staff, PPS teacher, DP Teachers, Service-Learning Coordinator, etc. In Service Learning they are reflecting on the learning objective. As students are researching an ethical dilemma, they may investigate or find an authentic need for service learning within that chosen career field. Within Personal and Professional Skills, the Applied Ethics unit will be integral to understanding the importance of what constitutes an ethical dilemma. We will begin having ethics conversations with 9th graders during advisement and Pre-CP coursework to help students think critically about real-life situations. The Reflective Project will be introduced after the Applied Ethics unit has been introduced in the personal & professional skills course. As seen in the IB Learner Profile, students will demonstrate the ability to express themselves confidently and creatively in more than one language through the language development part of the CP Core. The reflective project complements all parts of the CP Core.

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

During pre-CP, students will be introduced to research skills, formatting, and the writing process. Beginning fall Junior Year, students will be given a overview of the Reflective Project, as a required component of the Career-related Programme. Students will be given an orientation in the Media Center with the Media Specialist and be exposed to school resources. The PPS class will begin Spring of the Junior Year. The PPS course will focus on Applied Ethics during the month of March, which will be the perfect time to introduce to the Reflective Project, requirements, and explain what makes an ethical dilemma different from an ethical issue. The Reflective Project Coordinator will join the Personal & Professional Skills class at this point and introduce the Reflective Project to the CP students.

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

The Reflective Project will be introduced during March of the Junior Year (Semester B Year 1). See timeline below for full Reflective Project Calendar.

IB REFLECTIVE PROJECT TIMELINE

<u>Due Date</u>	<u>Task/Event</u>
March 25-29, 2024	Specific guidelines for the RP will be introduced in PPS. Students begin initial research on the RP. You should begin by deciding what subject interests you most and about things in that subject that have made you curious. Begin gathering resources.
April 8, 2024	Brainstorm Sheet Due to PPS teacher. You MUST complete some preliminary research on the topics you propose on your Brainstorm Sheet. You will receive feedback in a timely manner. Be prepared to resubmit as soon as possible if none of your initial topics are appropriate.
April 8-12, 2024	RP Workshops. There will be a series of workshops in PPS to introduce/instruct in different research tools that you will be required to use for your paper. You will have research time to begin producing material that you can use for your paper during these sessions.
April 22, 2024	Research Proposal & Annotated Bibliography Due. Proposal and annotated bibliography with <i>at least</i> SIX sources are due to be submitted through CANVAS by 11:59 PM. You will receive feedback by April 26. You may have to resubmit if this version is deemed inadequate.
April 28, 2024	FINAL Research Proposal & Annotated Bibliography Due. Proposal and annotated bibliography are due to be submitted through CANVAS by 11:59PM. Contact your desired supervisor to set up a meeting to review your proposal and <u>request</u> that they be your OFFICIAL supervisor.
May 3, 2024	RP Agreement & Approved Proposal Due. Agreement is due to your PPS Teacher. This MUST be signed by you, a parent, AND your RP supervisor. The proposal you submitted must be initialed by your supervisor and submitted with the agreement to your PPS Teacher.
May 3-17, 2024	Mandatory meeting with supervisor to discuss research process & begin refining your focus. You should discuss further types of resources you need to seek out and use and whether or not your focus is on the right track. This meeting MUST be documented on the RP Progress and Planning Form , both of which should be submitted through CANVAS by 11:59 PM on May 17.

Summer 2024 Continue searching for resources and take notes in order to better understand and further refine your topic. You should be working on annotating each source so you will have an adequate annotated bibliography before school begins. Consult your RP Supervisor as needed. If you are experiencing difficulties contacting your supervisor, contact Mr. McCorkle for assistance at Joshua.McCorkle@bcsdk12.net or 478-779-2294.

August 1, 2024 **Annotated Bibliography Due.** You MUST submit your annotated bibliography through 2024 CANVAS by 11:59 PM on 1 August. ***You must meet the following minimum standards, or your program status may be in jeopardy:***

- Properly formatted entry for each source, in standard format (MLA, APA, Chicago, etc.)
- THOROUGH annotation for each source, following the guidelines provided in PPS
- A MINIMUM of TWELVE sources.

Aug. 1 – Sept. 2, 2024 Meet with your supervisor as needed.

August 30, 2024 **Detailed Outline Due.** You MUST submit a detailed outline for your Reflective Project through Canvas by 11:59 PM on 1 September. There will be minimum standards that must be met, and a sample outline will be provided as a model.

Sept. 4 – 30, 2024 Meet with your supervisor as needed.

October 1, 2024 **FIRST DRAFT DUE.** Submit your draft through CANVAS. This MUST be a complete draft and submitted on time or your Career-Related Candidate status may be in jeopardy. This draft must:

- Be within 25% of the full word limit (**this is 3000 words**)
- Be properly formatted (spacing, font, margins, title page, table of contents, headings, etc.) □
- Include proper in-text citations
- Include a full bibliography of sources used

If you do not meet these requirements or this deadline, you will be placed on contract to begin your senior year and risk removal from the IBCP and potential withdrawal from Central.

October 14-31, 2024 **Mandatory** revision meeting with RP Supervisor. The student is responsible for arranging the meeting and developing specific questions for your supervisor. Your supervisor may only comment generally and address your questions regarding this draft. You will upload a copy of your meeting notes through CANVAS. **YOU SHOULD NOT USE THE OFFICIAL REFLECTION FORM.**

Oct. – Nov 21, 2024	Work to revise your RP based on supervisor meeting. Meet with your RP supervisor as needed.
Nov. 22, 2024	Submit your 1st OFFICIAL Draft through CANVAS by 11:59 PM. This is the ONLY full draft on which your RP Supervisor may comment in total, so it is crucial that it be as close to a final draft as possible. If you have not met minimum requirements as stipulated in the October 1 draft at this point, you risk being removed from the program with potential financial repercussions.
Dec. 2 – Dec. 20, 2024	Mandatory meeting with RP Supervisor to address any specific questions about the final draft. This meeting MUST be documented on the RP Progress and Planning Form which should be submitted through CANVAS by 11:59 PM on December 23.
January 28, 2025	Final RP due. You should submit this draft through Canvas. Career-Related Candidate Status awarded ONLY to students who have submitted their Reflective Projects.
February	Mandatory meeting with RP Supervisor to complete the Viva Voce. It is the responsibility of the student to contact the supervisor and set up this meeting. It is at this meeting that your supervisor will authenticate your work. This meeting MUST be documented on the RP Progress and Planning Form which should be submitted through CANVAS by 11:59PM on 28 February.

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

The RP will be introduced to parents and other stakeholders during Magnet Open House, IB Parent Information Nights, and Hutchings College & Career Academy Information Nights. Reflective Project information will be placed on the IB website, and important deadlines will be discussed in the IB Newsletter.

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 first support will come from the Personal & Professional Skills Course in the Applied Ethics Unit. Students will look at case studies and debate about professional ethics. Students will look at expectations and standards of professional behavior. The PPS teacher & Reflective Project Supervisor can lead a PL within our IB Collaboration over ethics, and dilemmas. This will help all DP/CP staff have a better understanding of ethics to better support CP students.

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

Up front, students will have access to grading rubrics and exemplar reflective projects. Supervisors will be on hand to meet both informally and formally with students to help them better understand the assessment criteria. As a reflection component, students will self-assess themselves by the assessment criteria before they meet with their supervisors. Supervisors will work with students to help students understand the Reflections on Planning and Progress Form and its importance on the assessment rubric.

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

The Reflective Project Handbook will be made available to students both online and in-person to provide reference to the entire reflective project process. It will lay out the roles and responsibilities of both students and teachers and give the assessment criteria. The handbook will contain the RP timeline, and a checklist of items to complete along the way.

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

All students are required to sign the IB Academic Honesty Policy when they start the program. The IB Coordinator will speak with CP students frequently about the academic honesty and the role of an IB Learner as “principled”. This will be continually reinforced when the Reflective Project is introduced, and throughout the process. Teachers will reinforce and support academic honesty through their DP and CRS courses, with both formative and summative assessments.

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.

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

Assessment for the reflective project will take place both throughout the project and at the end of the project. Students are required to meet with their supervisor three times, once in the beginning, once at the mid-point, and once at the conclusion of the project. They will document and reflect on the process at these meetings on the RPPF form. Student's Reflective Projects will be submitted to an internal plagiarism check before submission to IBO. Teachers will collaboratively moderate the Reflective Project and give a predicted grade for the student's Reflective Project across the five criterion. The Supervisor will sign off and submit the Supervisor Report on the student's RPPF. Their reflections will be assessed as part of the overall RPPF score. The IB DP/CP Coordinator will submit the Reflective Projects for external moderation by the International Baccalaureate Organization.

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.

