



International
Baccalaureate
of Georgia

New CAS Requirements

First Exams May 2010

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IBGA Roundtable
Riverwood High School
September 23, 2008



New CAS Requirements

- **CAS Definitions**
- **Aims of CAS**
- **Experiential Learning**
- **Learning Outcomes**
- **Reflection**
- **Documentation & Monitoring**
- **Q&A**
- **Implementation Ideas**



CAS Curriculum Review

- CAS Review Committee comprised of all Diploma Regional managers (Gloria McDowell, IBNA)
- Invitations to take part in curriculum reviews are published in the Coordinator Notes



Overview of CAS Changes

Several key differences from “old” rules

- CAS Team
- Monitoring
- Acceptable Reflection
- Not counting hours, so how do we know if a student is doing enough?
- Learning outcomes are key
- Reinforces existing best practice



New Guide

- Connects to Learner Profile & CAS aims
- Shorter than current guide
 - tighter focus, less repetition
- Aims to reduce form-filling and mechanical administration
- Emphasis on experiential learning
- Importance of reflection as part of process
- Need for team approach
- Focus on learning outcomes instead of evenly spread hours



CAS Definitions

All CAS activities must be supervised & documented

- **Creativity:** arts and other experiences that involve creative thinking
- **Action:** physical exertion contributing to a healthy lifestyle, complementing academic work
- **Service:** an unpaid and voluntary exchange that has a learning benefit for the student
 - The rights, dignity, and autonomy of all those involved are respected.
 - Seek a mutually beneficial outcome of learning and benefit for all. What happens after the students leave? Marginal benefit from brief exposure, then no follow-up
 - Example: Privileged Australian (non-IB) school who visited an Indonesian school



CAS & Religion & Politics

CAS Service

- ✓ Teach life/survival skills
- ✓ Provide nonpartisan help to community
- ✓ Clean, restore, or build homes, churches, and other property in disaster areas

Not CAS Service

- ✗ Preach or hold worship services
- ✗ Campaign for a political candidate
- ✗ Distribute material advocating a candidate, political or religious organization or viewpoint



CAS Aims

Create students who are...

- Reflective thinkers who understand their own strengths, limitations, goals and strategies for personal growth
- Willing to accept new challenges and new roles (*7 Habits of Highly Effective Teens*)
- Aware of social responsibilities
- Active participants in *sustained*, collaborative projects
- Balanced, involved in activities that are intellectual, physical, creative and emotional learning
- Averaging about 3 hrs/wk over 18 months (≈ 150 hrs)




Nature of CAS

For student development to occur, CAS should involve

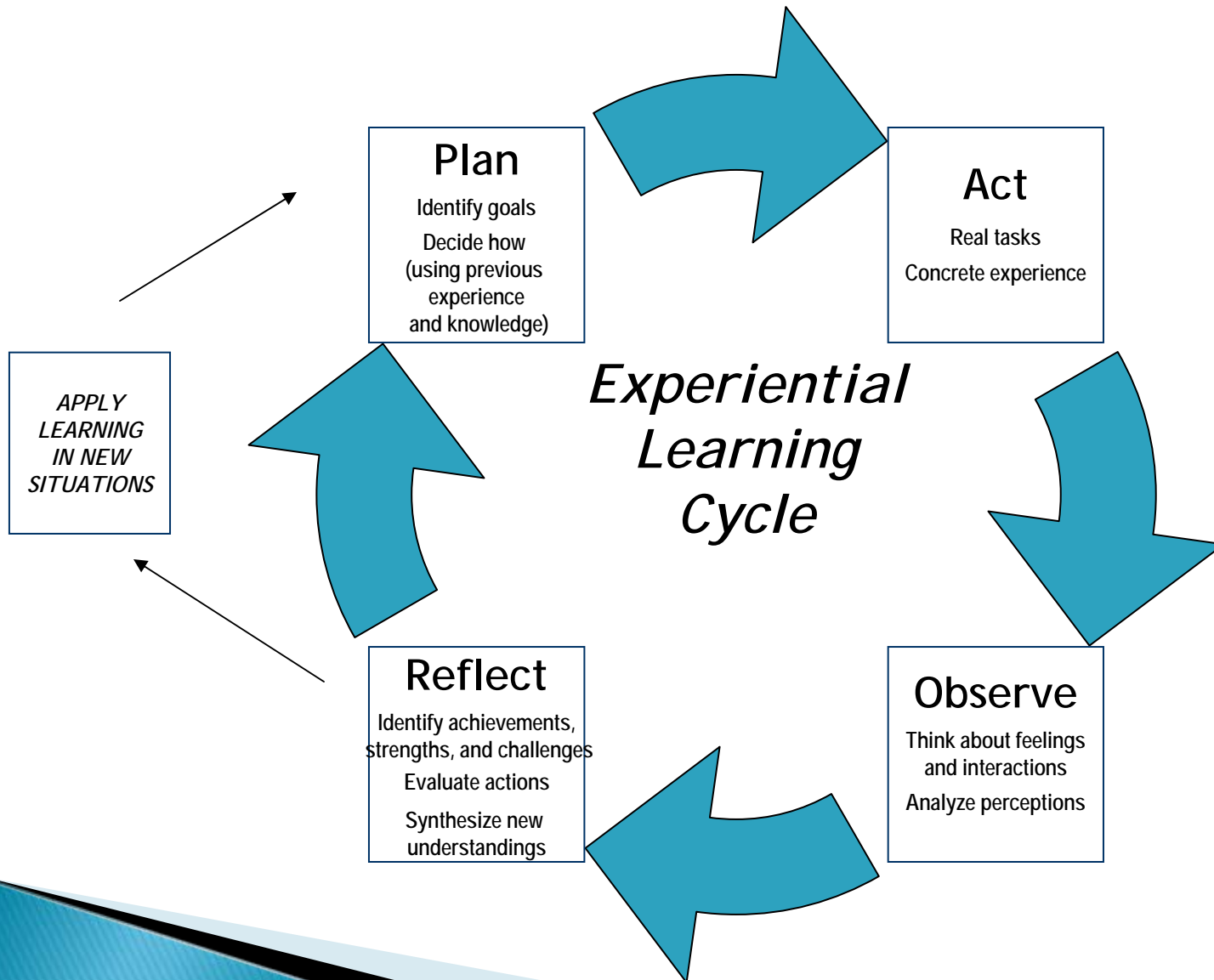
- ▶ Real, purposeful activities that student initiates, with significant outcomes
- ▶ Personal challenge: tasks must extend the student and be achievable in scope
- ▶ Repeated reference/connection to the Learner Profile
- ▶ A clear mindset that CAS is
 - education of the whole person,
 - framework for experiential learning,
 - way for student to make a difference

Experiential Learning

“the process whereby knowledge is created through the transformation of experience.” (Kolb, 1984)

- ▶ CAS is experiential learning
 - ▶ Experience is transformed to learning through reflection
 - ▶ Reflection needs to be encouraged and developed
 - ▶ Students need a “CAS advisor” to guide them, teach reflection skills
 - ▶ A team approach is essential
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Experiential Learning



CAS Learning Outcomes

1. Increase self-awareness of personal strengths and areas for growth

What are my strengths & abilities? How can I improve?

2. Take on new challenges

What will I try that's new? How will I improve an existing talent?

3. Plan and initiate activities

How can I plan, direct, and collaborate on a project?

4. Work collaboratively with others

- *At least one project that involves collaboration*
- *Involving at least two areas – C, A, or S*

Team sports? Band? Internship? Other?

CAS Learning Outcomes (cont)

5. Show perseverance & commitment

Do I attend all meetings regularly? Do I help work through difficulties when they arise in an activity?

6. Engage in issues of global importance

At least ONE project of global concern.

“Think globally, act locally”

7. Consider ethical implications of actions

What ethical concerns arise in the activities? How do I resolve them? Record your thoughts in a journal as evidence

8. Develop new skills

What new skills will I need to carry out my intended activities? Will I need a (non-IB) class for this? How will I demonstrate the new skills in a meaningful way?

Learning Outcomes

Coordinator Notes

1. *Increase their awareness of their own strengths and areas of growth*

Self review at beginning to see where student is and where they would like to be so they own their CAS program. The aim is to get student to WANT to do CAS, may take some time up front

2. *Undertake new challenges*

3. *Plan and initiate activities*

Need not be entirely new activities. Schools may already have existing relationships with outside agencies & services that students could find a way to participate in

4. *Work collaboratively with others*

Learning Outcomes

Coordinator Notes

5. *Show perseverance & commitment in their activities*

Show dedication to group/task in bad times as well as good

6. *Engage with issues of global importance*

These could be done in a local context

7. *Consider the ethical implications of their actions*

On sports field, how far can you bend the rules?

Composing music, can you take someone else's lyrics and retool them?

8. *Develop new skills*

Learn to play a new instrument or a more complicated piece

Take up a new sport or set a new goal for an existing sport

Learning Outcomes

Coordinator Notes

Learning Outcomes are the sole basis for assessing whether CAS requirements have been met

All 8 outcomes must be achieved for CAS requirements to be met for awarding of Diploma

No longer a question of “Will this count for CAS or not?” New question: “In what way will this activity help me to achieve my learning outcomes?”

The CAS Team

Student

Seeks to meet Learning Outcomes
Plans, Selects, Executes Activities
Collaborates with others
Documents & Reflects on Activities

CAS Advisor (*NEW!*)

Encourages & supports Student
Monitors Student's plans/reflections
Guides student in reflection skills
Determines if Learning Outcomes are met
Records evidence of Learning Outcomes

CAS Coordinator

Oversees CAS Program
Assures resources are in place
Supports CAS Advisors
Determines if CAS requirements are met
With IB Coordinator, reports to IBNA

Activity Supervisor

Supervises Student in activity
Monitors Student commitment, contributions
Gives feedback on student performance

Monitoring & Documentation

See p. 11–12 of the Guide

CAS completion form is still submitted to IBNA by May 1 each year (see Coordinator's handbook)

At IBNA's request, schools will also submit:

1. Progress forms (see Appendix for sample)
2. Completion form (Appendix has sample)
3. Up to 10 sample pages from the student's ongoing documentation

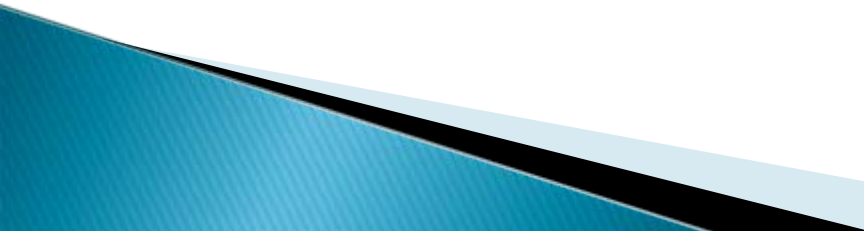
Documentation Format

Students may choose the format of their documentation

- ▶ Written diaries, journals
- ▶ Web logs, emails
- ▶ Videos, photo essays, DVDs
- ▶ Oral presentations or audio journals
- ▶ PowerPoint presentations
- ▶ Scrapbooks

- ▶ Documentation should include
 - List of principal activities undertaken
 - Evidence of planning and reflection
 - Supervisor's confirmation (not required by IB)
 - Must be possible for reader to tell what happened, why it happened, how it happened, what was the value, and what the student learned.

Reflection

- ▶ What did you plan to do? Why?
 - ▶ Briefly summarize the activity. Who else was involved in your project?
 - ▶ Did the activity proceed as anticipated? If not, what was different? Better? Worse?
 - ▶ How did you feel about the activity or project?
 - ▶ Do you agree with the supervisor's feedback?
 - ▶ What did you learn? How did this project or activity make you feel?
 - ▶ If you could start over, what would you do differently? How could you improve?
 - ▶ Who benefited? In what way?
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Reflection

- ▶ Caution students about confidentiality and child–security issues. Web logs might allow others to view names & planned locations. Online predators could target students or others involved.



Q&A with John Cannings

- Can we now use school courses as part of CAS? (e.g., to learn new skill)
 - *Could* now use school courses (non-IB) to apply towards CAS as part of the learning outcomes (could not do this before.) You cannot double count, and it would have to be a class that addressed student-developed goals and student reflection.
- More group work vs. independent work?
 - Could be, but not required, although collaboration required for at least one project



Q&A (cont)

- Can activities (courses) that take place during school time count for CAS?
 - So long as they are not part of the IB DP process (not 6th subject or an IB course requirement), the student can explain how the project relates to the Learner Profile and meets the Learning Outcome, and the student has evidence. Teacher needs to be a reflective practitioner.
- Are we still counting hours?
 - Might still want to document hours for college apps, etc., but as long as it is clear the student is averaging ½ day per week on CAS, hours are not reported to IB.



Q&A (cont)

- Is there a prescribed format for reflection?
 - No final reflection is needed as in the old program, but each activity needs its own reflection. These could be written or recorded, but as long as the teacher signs off, no written or recorded piece is **REQUIRED** (although it will be needed in years of audits.)
- Are the reflection submissions verified by IB, or the Coordinator only?
 - Coordinator. Be prepared to explain to IB the process for reflection. Check the OCC – *What does the reflection process look like?* (See CAS forum, Maria Piaggio Mazzara) You will submit documentation during 5-year review and during occasional CAS audits.



Q&A (cont)

- For validity, is a sheet signed by a supervisor satisfactory evidence?
 - As long as the student tells you in advance (in their pre-interview) this is what they will give as documentation.
- How can I approach my staff about advisory teams? Suggestions from Minn workshop:
 1. Make a PP of IB Learner Profile and CAS Learning Outcomes & Aims to present to faculty. Ask for volunteers.
 2. Ask students during their interview, “Is there a faculty member you would feel comfortable with?”
 3. Ask teachers who do not get extended essays to be CAS advisors



Q&A (cont)

- Don't we give IB students too much to do?
 - When a student comes up with a CAS project and they are involved, it gives them a purpose, and many of them are seeking that.

Student Reflection 6

- ▶ 2 Activities: Volleyball team (Action) & Visiting Nursing Home (Service)
- ▶ Notice evidence of these Learning Outcomes:
 - Awareness of strengths & weaknesses
 - New challenge
 - New skill
 - Collaboration
 - Long-term commitment
 - Ethical considerations

Student Reflection 1 (p.7)

- ▶ One week placement in a disabled home where participants work in a biogarden (Project, Action, Service)
- ▶ Evidence of Learning Outcomes:
 - Learned to speak Swiss German – undertook a **new challenge**
 - Spent a great deal of time in isolation mowing lawn –repetitive
 - **Worked collaboratively** with others
 - Showed some perseverance – only a one-week project, no evidence of involvement in planning
 - **Global significance**
 - No evidence of ethical considerations although opportunities presented themselves
 - Grew in language and working with disabled
- Planning was done, but not evident. The child also dealt with a fellow talking about suicide, and this was not the only reflection
- Easier to identify the learning outcomes when you have a discussion with the student or you see the student in action

Student Reflection 3 (p.12)

- ▶ Prepared for and competed in Symphonic Festival (Creative)
- ▶ Evidence of Learning Outcomes:
 - Increased awareness of strengths/weaknesses
 - Persevered through the difficult beginning
 - Worked collaboratively with others (the accompanist)
 - Ethical implications – discusses her struggle between the pride in recognition and the self-reward of achievement

Experiential Learning & Ethical Education

Concrete experiences contributing to development of:

- ▶ Autonomy
- ▶ Reflection
- ▶ Capacity of dialogue
- ▶ Open-mindedness
- ▶ Commitment
- ▶ Responsible participation
- ▶ Full respect for Human Rights

Each individual should be educated so as to have at his/her disposal as wide a range of ethical resources as possible

Ideas: Organizing Group Projects

▶ Suggestions

- Minimum team of four (could be more)
- Must combine 2 of the areas, work collaboratively
- ½ day to come up with a project, access in the library, present a project proposal including timeline, supervisor, contact info, Learner Profile and CAS Learning Outcomes, each person's role in the activity. Project begins in October year 1 and must be completed in February year 2
- Starting in October, CAS coordinator would meet with each team monthly to give update to Coordinator (½ hour during lunch), check they are following the timelines, reflecting on progress/impact
- Spring celebration of CAS projects
- Position as a week in an unfamiliar environment
- Students could/should participate in other groups' CAS Projects to fulfill other aspects of their CAS required Learning Outcomes.


Ideas: “What will CAS look like?”

- ▶ Share w/faculty
- ▶ Team building
 - Student presentations
 - Journals, diaries – for plans and reflections
- ▶ CAS–TOK vehicle
 - Ethics
 - Help kids understand how their current interests & talents can contribute to CAS
- ▶ Rubric (not met, met, exceed) and written proposal (Criteria– benefit to others, planning, CAS as a life–style,...)
- ▶ Check–off sheet for advisors &/or supervisors
 - Can use non–IB classes for “new skills” and “growth”
 - Long– and short–term activities; required a min # of long and short, plus diversity of program
- ▶ Monitoring documentation must be addressed – concrete descriptions of activities (see last two models at end of guide)
- ▶ 10–minute monthly one–on–one interviews
 - Begin by ranking on the Learner Profile and the CAS Learning Outcomes

“What will CAS look like?” (cont)

- ▶ Students will journal in composition book, but will have an entrance interview before beginning activity, student must keep current, sign-off by supervisor (not required by IB)
 - Portfolio approach, include verification of activities (certificates, photos, videos, letter of appreciation, website/blog reference)
- ▶ Pre-, During, and Post- activity
 - Homeroom teacher (10-12 students) is the natural CAS team structure
- ▶ IB advising system – Coordinator oversees team of teachers who advise a group of students
- ▶ Use club sponsors and coaches also as CAS advisors
 - Record discussions between advisor & student on the computer
- ▶ IB student union – like a student council, just IB – students would identify CAS opportunities, make students responsible for all of this, connect to TOK, but they cannot assess whether Learner Outcomes have been achieved
- ▶ Release time
- ▶ CAS celebration, banquet? CAS Fair

Keep The End in Mind

- ▶ Be clear about the aims and the means. Become preoccupied more with the aims, not so much with the means (hours counting & forcing into a category, as in the past).
‘How are you trying to grow?’ vs. ‘Are you getting in your hours?’
 - ▶ A valuable CAS activity allows for students to be involved in planning and making decisions about the activity.
 - ▶ The point is to get out of the student’s comfort zone
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Projects

- Seniors Fashion Show
- Seniors Christmas Dinner
- Christmas Brunch for the Homeless
- HSC Toy Drive
- Daffodils for Smiles
- Earth Day Project
- Invisible Children Awareness (Uganda)
- World Vision
- New Humane Society
- Recycling
- HSC Book Market
- Prince Edward Literacy Project
- The Great Escape
- Environmental Band Concert
- Jazz Night
- Intergenerational Video
- Fame & High School Musical
- Key Club Projects
- Youth in Philanthropy
- MMC School Magazine
- Global Awareness
- Hospice – Fashion Show, Trees of Love, *Scrapbook Intergenerational Legacy, Lifetime Legacies*
- Big Brothers and Sisters
- American Red Cross
- Soup Kitchens
- Libraries, Children’s Literacy
- Bead for Life
- Sole Seekers
- Medical missions
- Habitat for Humanity
- Beach Clean up
- ESOL
- Ronald McDonald
- Save the Music
- YMCA Mentor
- Swim Coach
- Wrestling Coaching



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