

**DP General Membership Meeting
Florida League of IB Schools
June 17, 2022**

(Meeting papers/presentations will be available at: <https://tinyurl.com/dpfileshare>)

Topic	Action
<p>Cross-Programme Presentation: FDOE B.E.S.T Standards Overview <i>P.J. Duncan (Leader of the B.E.S.T Math Standards Project)</i> <i>Lindsey Brown (ELA)</i></p>	<p style="text-align: center;"><i>Presentation slideshow will be available on the FLIBS website.</i></p> <p>Executive Order 19-32</p> <ul style="list-style-type: none"> • Directed that by Jan. 1, 2020, the Commissioner of Education shall comprehensively review Florida’s K-12 academic standards and provide recommendations to the governor <p>History of Standards in Florida</p> <ul style="list-style-type: none"> • What are the Standards? <ul style="list-style-type: none"> ○ Student-centered expectations from which all curriculum, instruction and assessment are based. ○ Serve as the bases for curriculum, instruction and assessment. <ul style="list-style-type: none"> ▪ Curriculum: The means or instructional material by which the standards are taught (sometimes confused with “standards”) • The B.E.S.T. Standards were created by Florida educators for Florida students. <p>Florida’s B.E.S.T. Standards for K-12 ELA</p> <ul style="list-style-type: none"> • Content-rich instruction rather than skills-based approach • Explicit, systematic phonics instruction • Creating proficient readers • Reading comprehension depends more on relevant background knowledge than on mandatory reading strategies • Reading and writing standards are intertwined with text lists at every grade • Six ELA expectations, nine literary periods • Secondary foundational standards: mastery standards that will only appear only in remedial ELA courses • Glossary-gives common language for teachers to use. Includes synonyms so that teachers/students know other ways the word may be used (ex. To ‘evaluate’ may also be termed to ‘assess’) <p>Florida’s B.E.S.T. Standards for K-12 Math</p> <ul style="list-style-type: none"> • Clear and concise language • Written to allow teachers to meet students’ individual skills, knowledge and ability. • Allows student flexibility to solve problems using method/strategy that is accurate, generalizable and efficient • Written to allow for student discovery of strategies rather than teaching, naming and assessing strategy individually • Written to support multiple pathways for success in career and college • Intentional balance of conceptual understanding and procedural fluency, application of accurate real-world context intertwined within mathematical concepts for relevance. • Maintain high expectations ensuring equity and access for all • Consistency of strands from K to high school • Standards algorithm for division in grade 5 • Financial literacy embedded within K-8 and specific strand within 9-12 • K-12 glossary (to provide teachers with a common language) • Mathematical Thinking & Reasoning Standards (MTRs)

	<ul style="list-style-type: none"> ○ Gives a common language, students can use as self-monitoring tools during instruction everyday and teachers use as a guide to inform instructional practices ○ Should never be taught in isolation ○ From an IB standpoint, can connect to the learner profile ● Examples and clarifications not found in every benchmark ● Appendices (Situations involving operations, fluency and automaticity chart, K-12 glossary, properties of operations equality and inequality, and K-12 formulas) <p>Timeline for Implementation</p> <ul style="list-style-type: none"> ● BEST standards will be in place 2022-23
<p>Call to order</p>	<p>9:30am</p>
<p>DP/CP Presentation: DP and CP B.E.S.T Standards Session and Q & A with DOE Staff</p>	<p style="text-align: center;"><i>Presentation slideshow will be available on the FLIBS website.</i></p> <p>B.E.S.T Math Standards</p> <ul style="list-style-type: none"> ● No crosswalk between the MAFS and B.E.S.T. Standards for mathematics ● These benchmarks don't require unpacking, associate with any specific shifts, or have any specified Depth of Knowledge (DOK) level ● Meant to be connected and focused on throughout the whole school year ● Benchmarks built to be mastery-based ● Content meant to be taught through the lens of the MTRs <ul style="list-style-type: none"> ○ Something to think about: How does instruction through the Mathematical Thinking and Reasoning Standards relate to the IB Learner Profile? How does approaches towards fluency and pathways in the B.E.S.T. Standards compare to the IB Learner Profile? ● Want to see teachers able to make the decision about what meets the best needs of their students and when. FLDOE has been communicating this with district leaders that teachers should not have a regimented pacing guide that says teachers must be teaching a certain standard at a certain time (<i>suggestion given for a memo to be drafted from DOE to districts explaining this</i>). On the website, can find the B.E.S.T. Instructional guide for K-8 math, Alg. 1 and Geometry. Will have strategies to support tiered instruction to the guide. Showing this guidance to the district will help them to see that regimented one-size fits all curriculum maps don't work. ● Alg. 1 and Geometry EOCs have been revamped to realign to the B.E.S.T. Standards. If teaching benchmarks with fidelity and on grade level, students should be fine with the EOC. <p>B.E.S.T ELA Standards</p> <ul style="list-style-type: none"> ● Literacy is not achievable through merely skills-based approach to reading comprehension ● ELA booklists for all grade levels. Includes classic and contemporary texts (50% literary and 50% informational). ● Civics booklist ● Works to develop students in all 6 components of Reading ● Six ELA expectations...not to be taught in isolation, but is the lens that ELA should be taught through. ● Spiraled standards in a vertical progression – Can see how the benchmark progresses from K through 12 (can be used for vertical planning...for this purpose, teachers should also use the full benchmark clarifications and appendices). ● Rhetoric introduced earlier (starting in grade 6) ● Well-rounded writing curriculum.

- Something to think about: How does instruction through the B.E.S.T. Standards ELA relate to the IB Learner Profile?
- The FAST (Florida’s Assessment of Student Thinking) will be the ELA assessment starting 2022-23.
 - FAST will be for ELA and K-8 math. Other assessments will still be in place (ex. Alg. 1 EOC, Biology EOC, etc.)
- VPK – 10th grade is when progress monitoring will take place. They are all called the FAST (3 tests) with the last one being the culminating test.
- Still intensive reading courses and those courses have been aligned to the B.E.S.T. Standards.
- Florida Organization of Instructional Leaders (FOIL) has published a presentation on assessment. **Email assessment questions to: assessment@fldoe.org**

Presentation slideshow and documents will be available on <https://tinyurl.com/dpfileshare>.

**DP/CP
Presentation: IB
Business
Management
Curriculum Changes**
(Susan Brownsword)

For first assessment will be in May 2024

Top changes:

- Will now have a paper 3 for HL (will have a social entrepreneurship focus)
- Paper 1:
 - Asses student knowledge around important contemporary business topics that could not have been anticipated when the guide was written
 - Paper 1 is the same for both SL and HL
 - Instead of a “pre-seen case study” will be a “pre-released statement” released 3 months in advance (no need to make copies for the exam)
 - Case study provided as part of exam booklet
 - Teacher advised to spend no more than 5 hours researching topics
 - For both SL and HL=30 marks, 1 hr. 30 min.
- Paper 2:
 - Based on unseen stimulus material with a strong quantitative focus requiring in-depth analysis and evaluation using business theories and tools
 - Section A & B quantitative
 - In addition to calculate or construct, comment
 - Structured exam instead of unstructured exam (will help guide student’s writing)
 - SL=40 marks; HL=50 marks
 - SL=1 hr. 20 min; HL=1 hr. 45 min
- Paper 3 (HL only):
 - About a social enterprise. Requires students to identify and describe a human need and the potential organizational challenges facing the social entrepreneur wanting to meet this need. Students are then required to recommend a plan of action as a strategic way forward for the business.
 - Qualitative and quantitative questions possible
 - One compulsory question, multiple sections.
- IA:
 - A business research project in which students apply appropriate business management tools and theories to a real organizational issue or problem using a conceptual lens
 - Same for both SL and HL
 - 1800 words
 - Based on secondary or primary resources

	<ul style="list-style-type: none"> ○ SL=30%; HL=20% ● Curriculum <ul style="list-style-type: none"> ○ Integration of the tools is up to the teacher; suggestions but not prescriptive. ○ Content hours: SL=from 135 to 125; HL=from 210 to 180 ● How can coordinators help Business Management teachers: <ul style="list-style-type: none"> ○ Ensure teachers this is a transition year (for May 2023 will still be testing the old curriculum) ○ Connect business management teachers with math teachers (as applicable) ○ Advocate for later exam date (it would be helpful if IB had business management later in the examination session because the majority of students testing this subject in the US are anticipated or course candidates. Will allow for more time to prep students). ○ Advocate for college credit ○ Make sure teacher understands that IB is returning to the “normal” format (will be the full curriculum and not things removed). Show them examples from May 2019 (Paper 1 HL: 20 mark question returns; Paper 2 SL/HL-CUEGIS question returns).
<p>DP/CP Forum Review</p>	<p>Ease of contacting IB during exams</p> <ul style="list-style-type: none"> ● Schools mentioned that IB did an excellent job helping school deal with various issues during exams. <ul style="list-style-type: none"> ○ Example from school: had to apply for non-exam pathway due to mental health and COVID issues. Both situations had a very quick turn around from IB for how to handle. <p>Language B and ab initio Listening Paper</p> <ul style="list-style-type: none"> ● Seemed easier than expected ● Recommend having students test in different groups/cycles (ex. HL test at one time, SL test at a different time, etc.) <p>Email from IB about piloting open book exams.</p> <ul style="list-style-type: none"> ● Means that the subject will have a data/formula booklet or some other resource provided ● Schools present still not sure about participating <p>Email about IB piloting online courses</p> <ul style="list-style-type: none"> ● Will allow for schools to do full DP online or supplement IB courses that the school can't offer. <p>ManageBac has brought Pamoja</p> <ul style="list-style-type: none"> ● (\$35/student starting price) ● Question: To see if the Pamoja curriculum can be something used to replace Kognity. Alan had access from Pamoja (through ManageBac) for the TOK curriculum but found it difficult to use. <p>Group 4 projects: Places schools go for helping students with group 4 projects</p> <ul style="list-style-type: none"> ● Local rivers (ex. testing algae), the beach, state parks <p>Provisional IB Exam Schedule</p> <ul style="list-style-type: none"> ● Now available on the IB website
<p>DP/CP Business Meeting</p> <p>Don Blackmon DP Chair Donald.blackmon@ocps.net</p> <p>(Meeting run by Don Blackmon, DP Chair)</p>	<ul style="list-style-type: none"> ● FLIBS DP/CP shared drive: <ul style="list-style-type: none"> ○ https://tinyurl.com/FLIBSDPsignin (will be using this now for attendance) ○ https://tinyurl.com/dpfileshare (documents from presentations will be here) ● CP meeting after the DP meeting (will continue doing this after the DP meeting at each quarterly). <p>Reaching out</p> <ul style="list-style-type: none"> ● Boyd Anderson HS, Miami Beach Senior HS, and Plantation HS and – Have not been a FLIBS member in years and we are looking to reach out. If any coordinator has contact with them, please contact Don.

<p>Presentation by Karen Brown karen.brown@flibs.org</p>	<p>Workshop Manager Report</p> <ul style="list-style-type: none"> • Numbers are growing for workshop participation • November is a new workshop session – will have something offered for all programs • February 2023 will be a FLIBS PD event – will be practitioner-based • New subjects for 2022 with training available=Digital Societies (ITGS), Business Management <ul style="list-style-type: none"> ○ Note: Only 4 workshop leaders in North America for Digital Societies and only 3 in the Americas for Business Management. • New subjects for 2023 with training available=Biology, Chemistry, Physics, Computer Science, Philosophy (will start new curriculum workshops in June 2023) • Be sure to register early! (June 2023 dates will be available on FLIBS website by end of July) <p>Governmental Liaison Report (see additional handouts)</p> <ul style="list-style-type: none"> • <i>Bright Futures for c/o 2022</i>: Bright Futures has decided <u>not</u> to allow the November 2022 exam session to count towards earning the FAS or FMS (there is no Emergency Order in place granting testing deadline extension or service hour exemptions or any deviation from the requirements). • <i>ACC/CBE Equivalences in progress</i>: Karen has submitted a request 4 times for reviews. Paul Burns (DOE rep on the Executive Board) and Karen will continue working on this. Board of Governors meets in August, so there is still time to get the proposed changes pushed through in time for c/o 2023. MYP-just added 3 new graphic design courses (one for HS courses). Not designated CTE at this point. • <i>Appendix L Review and Update</i>: District people look at this for testing name and testing code for IB exams. This is put into survey 5 (determines funding received). “Spanish HL/SL” has been change back to “Spanish B”. Double check with data clerk for the school district so they understand that these are the same. • <i>Counseling for Future Education Handbook</i>: Update due by July 2022 • <i>Calculating how much money students earn</i> <ul style="list-style-type: none"> ○ The statute is clear in stating that the money goes back to the school (at least 80%...district can hold 20% to help the rigor of other students to prepare them). ○ Go to FLDOE website, click Finance-→Funding and financial information-→Funding for Florida School Districts – will find the DCD (district cost differential) and the BSA (base student allocation) ○ Example using Hillsborough County <ul style="list-style-type: none"> ▪ $BSA (4372.91) \times DCD (1.0047) = 4393.46$ (number for Hillsborough) ▪ Take $4393.46 \times .16=702.95$ (multiply this by number of passed exams). In this exam, for every exam passed, the school should receive \$702.95 ▪ For diplomas, take $4393.46 \times .30=1318.04$ (for every diploma earned, get \$1318.04) ▪ It is out of all of the above that your teacher bonus money comes from (statute is clear on what money can be spent on)
<p>Meeting Adjourned</p>	<p>12:45pm</p>