



MYP FLIBS MINUTES

Coordinator Meeting

MYP Board Meeting

November 30, 2015

Topic	Discussion	Outcomes/Needs/Questions
Committee Members	Grants: Wanda Alvarado & Renee Caplinger-Ford Scholarships: Pam Donahue College Relations: Kristie (Crystal) Hardy	Thank you for volunteering to serve FLIBS on these committees!
Executive Board Updates	Record numbers for DP workshops for December Registrations are looking great for May workshops Government Liaison Report -2.76% overall increase in funding proposed HOS meeting – will occur again November/December 2016 Grants Committee: Excellence Grants Application for 16-17 are available now! Apply for a Grant – applications due in January	Possible topics for HOS: How does IB work in other districts? Sharing session – support system (creating a foundation, Title 1, schedule, etc.) How to create safe, collaborative environments for teachers (structure and time for collaboration, norms for how collaboration works) Role of Principal in an IB School/leadership in an IB School – communicating vision and mission; professional development plans Mini-trainings in subject areas or other areas of interest (perhaps in breakout sessions to learn about different aspects for personal PD/differentiation) How to handle IB funds in a budget Evaluation expectations Assessment in the IB and how to support teachers in what assessment should look like for summative assessments – what does homework look like in an IB School Standards & practices to understand what programme encompasses and what must be in place – with clarification of what this might look like in a school Community Project/Exhibition/Extended Essay/CAS Marketing of programmes Crosswalk between standards and MYP aims Articulation cross continuum – similarities/differences of the continuum of IB programmes Unit Planning Consistency of Scales with MYP Criterion Authorization and Evaluation expectations Why become an IB school? What does it look like to become a full school programme, especially in Title 1 schools?
February Quarterly	Lynn Erickson – Concept Based Curriculum & instruction for the thinking classroom	Sign up for the February Quarterly!
MYP By-Laws	Vote to accept modifications to By-Laws	Majority Vote to approve MYP By-Laws
Handbooks of Procedures Highlights	Personal Project Moderation – page 30 (10 th grade, new requirement for 2016, no additional fee) Academic Honesty – page 34 Inclusive Assessment Arrangements – page 35 Awarding the MYP Certificate – page 43 (year 5)	Document is posted on MYP FLIBS EdModo Your school may issue an MYP completion certificate school based (not official) – must be clearly stated it is issued by school and not IB - suggested to place requirements in place to earn (complete Community Project, participate in service opportunities, etc.)

	students only who complete eAssessments and portfolios)	
Standards and Practices: The Self-Study and Action Plan	Document: Programme evaluation guide and self-study questionnaire; Self study will normally occur the year prior to the evaluation visit Study C2 (Written Curriculum) and C4 (Assessment) – write questions, concerns, wonderings, needs that come to mind Could use SMART goals to create Action plan that should encompass 5 years – who, what, where, when – should be ongoing	Action plan should be reviewed and revised on a yearly basis with a committee, and all staff members should be aware of the action plan and the steps being taken to meet the standards Action plan is required and is a fluid document
Q&A Documents required for authorization and evaluation	All helpful documents are available on http://ibo.org/en/become-an-ib-school/useful-resources/resource-library/#myp or the OCC Teacher Support Materials per subject group	Examples of school based charts will be posted on EdModo
Give Kids the World	We would like schools to submit how they are supporting Give Kids the World	Some coordinators asked for an official FLIBS/Give Kids the World flyer/solicitation for Florida IB schools to support the initiative. We need to ask Ralph if he will work on this. If not, Joyce has volunteered to develop one for MYP schools.
MYP Board Meeting Future Professional Development Plan	<p>February 2016:</p> <ul style="list-style-type: none"> Day 1: Coordinators – Work through the new MYP document “Evaluating MYP Unit Planners”, standardize using the rubrics on a sample unit., practice providing feedback on a unit plan, review the MYP annotated unit planner Day 2: Concept-Based Learning with Lynn Erickson <p>June 2016: Coordinators and Principals only (no teachers please)</p> <ul style="list-style-type: none"> Day 1: Coordinators – The role of ATL in your school and how to vertically articulate the ATL, follow up on Give Kids the World projects Day 2: Coordinators – Coordinators share best practices for the projects, ATL, international mindedness, Inquiry, Concepts and Global Contexts, Action and Service Learning, and other topics. Develop an action plan for 2016-17. 	<p>September 2016</p> <ul style="list-style-type: none"> Day 1: Coordinators – Strategies for differentiating instruction to become more innovative; visible thinking routines to help teachers focus instruction on student centered learning Day 2: MYP Boot Camp. Send new teachers to learn about the MYP philosophy and be introduced to the unit planning process and template. <p>December 2016</p> <ul style="list-style-type: none"> Day 1: Coordinators – Inquiry strategies Day 2: Assessment 2.0 for experienced MYP teachers

Future Discussion Topics:



MYP FLIBS MINUTES

December 1, 2015

Topic	Discussion	Outcomes/Needs/Questions
Welcome and Introductions	Activity: Write name and subject you teach on one side of nametag, and the subject you would teach if you could teach something else on the other side; share out with the group to give everyone a voice as we'd like to do for our students	
Why Interdisciplinary Teaching and Learning? MYP Aims of Interdisciplinary teaching and learning	Life is not lived in isolation Develop a deeper understanding of learning skills and apply them in meaningful contexts Inquire into challenging issues and challenges Integrate conceptual learning, ways of knowing and methods of inquiring from multiple disciplines	
Ways of integration: Concepts and Global Context	Concept – Each discipline connects via the same key concept or related concepts Global Context – Provide a more concrete perspective for inquiry Content – multi-faceted topics that allow for multiple perspectives	Participants worked on beginning to write an interdisciplinary unit (using guide pages 18-20) by focusing on purpose of integration 1 key concept, 2 related concepts (from each subject area)
Interdisciplinary requirements	There must be one interdisciplinary unit taught per year of the programme.	

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