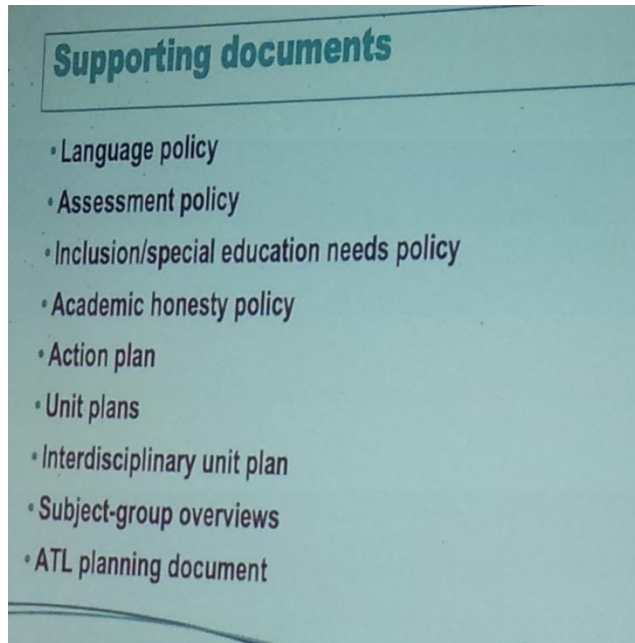


September FLIBS Quarterly Notes

Coordinators Meeting 2-4:30

Information:

- 2015 IBA regional conference – Chicago
- EoC & Civics – Pam Stewart looking at making MYP civics part of the EoC course codes so we don't have to input student names ourselves
- May 3 – 6, 2015, FLIBS IB trainings: Categories 1 & 2 in Lang/Lit; Heads of Schools/Coordinators; Individuals/Societies; Mathematics; Science; Performing Arts
- Lots of counties have required unit plan templates; Orange County's is 10 pages long with a Marzano scale required for each activity. Some schools are opting just to complete the IB Unit Planner in MYP Schools
- Overview of re-vamped IB Trainings:
 - Category 1 = philosophy and components of unit planner
 - Category 2 = stage 2 of unit planner and assessment
- Evaluation and Authorization per phone conference w/ Ted Williams & Nicole Deuter:
 - Authorization –
 - Assigned consultant needs to do a 1-day workshop with whole staff in the 1st semester (pay travel costs & fee based on # teachers ~\$3,000 for less than 50?)
 - PD requirements: one person trained in category 1 or 2 in each of 8 subjects plus Head of School and Coordinator.
 - Assigned consultant also available to do 20 hours of work (digitally or via phone) with school at no additional fee, but the school has to ask them. Suggestion: develop a timeline for supporting document creation & send these to the consultant for review



- Evaluation –
 - Same supporting documents as above
 - Don't wait until last year to revise all documents
 - Designated leaders for AtL, Community Service, etc, not mandatory but best practice
 - Students must have experience in visual and performing arts (see doc coming out w/ further clarification) recommendation: performing arts teachers integrate 50 hrs of visual arts in curriculum
 - PD requirements: one person trained in category 1 or 2 in each of 8 subjects plus Head of School and Coordinator
 - Language & Lit: "must include a world lit component" each year - see p. 15 of subject guide for additional information
 - Library needs to have books in other languages and translated books
 - Service Learning: each department should have one community action related to the curriculum
 - How do we schedule horizontal/grade level collaboration?
 - Interdisciplinary: 1 unit per grade level – use the new guide & new planner
 - Academic honesty: has to include how we educate students & teach them re: plagiarism
 - Budget has to include "IB resources"
 - IB sees Standard A Philosophy (Standards & Practices) as the most important; #9 says to participate in IB community (IBA conferences, FLIBS, etc.)
- FLIBS December 4 & 5 instead of 2 & 3
 - Bring student work samples to practice grading
 - Professional Development = Global Contexts w/ IB leader

- Principal session will be on Standards and Practices
- FLIBS February – Professional Development : David Weber on inquiry, is a math teacher, also good resource for coordinator
- FLIBS June 18 & 19 – Coordinator roundtable, no teacher roundtable

Ideas:

- Global Contexts: try showing teachers the PYP connection to help them understand (p. 19 of P 2 P). Global Contexts evolved from the Trans-disciplinary Themes in PYP.
- Personal or Community Project: have students do their presentations in format of TED talks to a live audience isn't needed
- Service
 - Each subject comes up with an idea for service learning, service connected to the curriculum; find the teachers who are good at this; it will spread!
 - Free rice.com
 - "Take Action" rather than "community service"
- School policies should be able to be handed out to people at 7-11 and everyone understands them! Use common language and make the policies friendly for all stakeholders to understand.
 - Are you policies accessible to all stakeholders? Do we need to translate our assessment guide & other docs into Spanish?

Developing a Inquiry Unit

Topic:	
Key Concept (1)	Related Concepts (2-3)
Conceptual Understanding:	
Global Context:	Global Context Exploration:
Statement of Inquiry:	
Debatable Question:	
Conceptual Question:	
Factual Questions:	

Compiled by Nicole Deuter

FLIBS, Sept 2014

Developing a Inquiry Unit	
Topic:	
<p>Key Concept (1)</p> <ul style="list-style-type: none"> - can teach any element for interdisciplinary unit - pick diff one for each unit 	<p>Related Concepts (2-3) → pick 2-3</p> <p>TAUT → Timeless Abstract Universal Transferable</p> <p>Lynn Erikson: concepts a fundamental category of existence</p>
<p>Conceptual Understanding:</p> <p>"concept" and "concept" verb "concept" OR "concept" verb "concept" and "concept"</p> <p>Keep playing w/ it until it makes sense</p>	
<p>Global Context:</p> <ul style="list-style-type: none"> - how to connect to international mindedness 	<p>Global Context Exploration:</p> <p>pick 1 or 2</p>
<p>Statement of Inquiry: "The student understands that..."</p> <ul style="list-style-type: none"> - don't have to use words from GC → can pick terms from exploration - put into kid friendly language - concept + concept verb concept/context - concept/context verb concept and concept 	
<p>Debatable Question:</p> <ul style="list-style-type: none"> - Relate to statement of Inquiry - "Do", "should", "is", "To what extent"? - provocative provocative - Level 4 - introduce these @ end of unit → once kids have lots of info - avoid yes or no questions 	
<p>Conceptual Question:</p> <ul style="list-style-type: none"> - Include your concepts - "How" or "Why" - not Google-able - Higher level 	
<p>Factual Questions:</p> <ul style="list-style-type: none"> - up to 3 of these - "What?" 	

GRASPS by Wiggins and McTighe's *Understanding by Design*

<p><u>Goal</u> Your task is... The goal is to... The problem or challenge is....</p>	
<p><u>Role</u> You are... You have been asked to... Your job is...</p>	
<p><u>Audience</u> Your clients are ... The target is.. You need to convince...</p>	
<p><u>Situation:</u> The context you find yourself in is.. The challenge involves dealing with...</p>	
<p><u>Product, Performance, and Purpose:</u> You will create a... in order to.... You need to develop... so that...</p>	
<p><u>Standards and Criteria:</u> Your performance needs to.. Your work will be judged by... Your product must meet the following standards...</p>	

Sciences

Key to the Unit Planner... The Front Page!

Topic
Unit Title: **Environmental Effects of Natural Disasters** *key is; how*

Global Context

④ next, pick the G.C. that best lends itself to your topic & C. unless
Globalization & Sustainability

⑤ Exploration: ① same w/ this
Consumption, conservation, nat. resources & public goods

pp 60-62 in FPIP

Significant Concepts

Key: ① **Change** *have to use our highlighting base*
② **Natural disasters** *look in SA guide for your*
③ **environment** *one of 2 word phrases timeless abstract, Universal*

① that flow over all 8 subj. areas over whole MVP experience
② one of 2 word phrases timeless abstract, Universal
③ still abstract, timeless & uni., but lend themselves more to content

③ Look in SA guide for your...
② Look in SA guide for your...
① Look in SA guide for your...

Statement of Inquiry *Really for teachers; kids might enter see "change" or "environment" as the way we're going to study the Japan. Tsunami*

Natural disasters create change in the environment by affecting water resources & the public good.

Inquiry (Essential) Questions *help explore your statement in greater detail*

Factual: → content-driven; fact based
How can the environment be changed by natural disasters? *Have kids create their own questions*


Conceptual: → lead to deeper understanding; big ideas
What is the relationship between the public good and adequate supplies of food & water? *can develop more as the unit progresses*

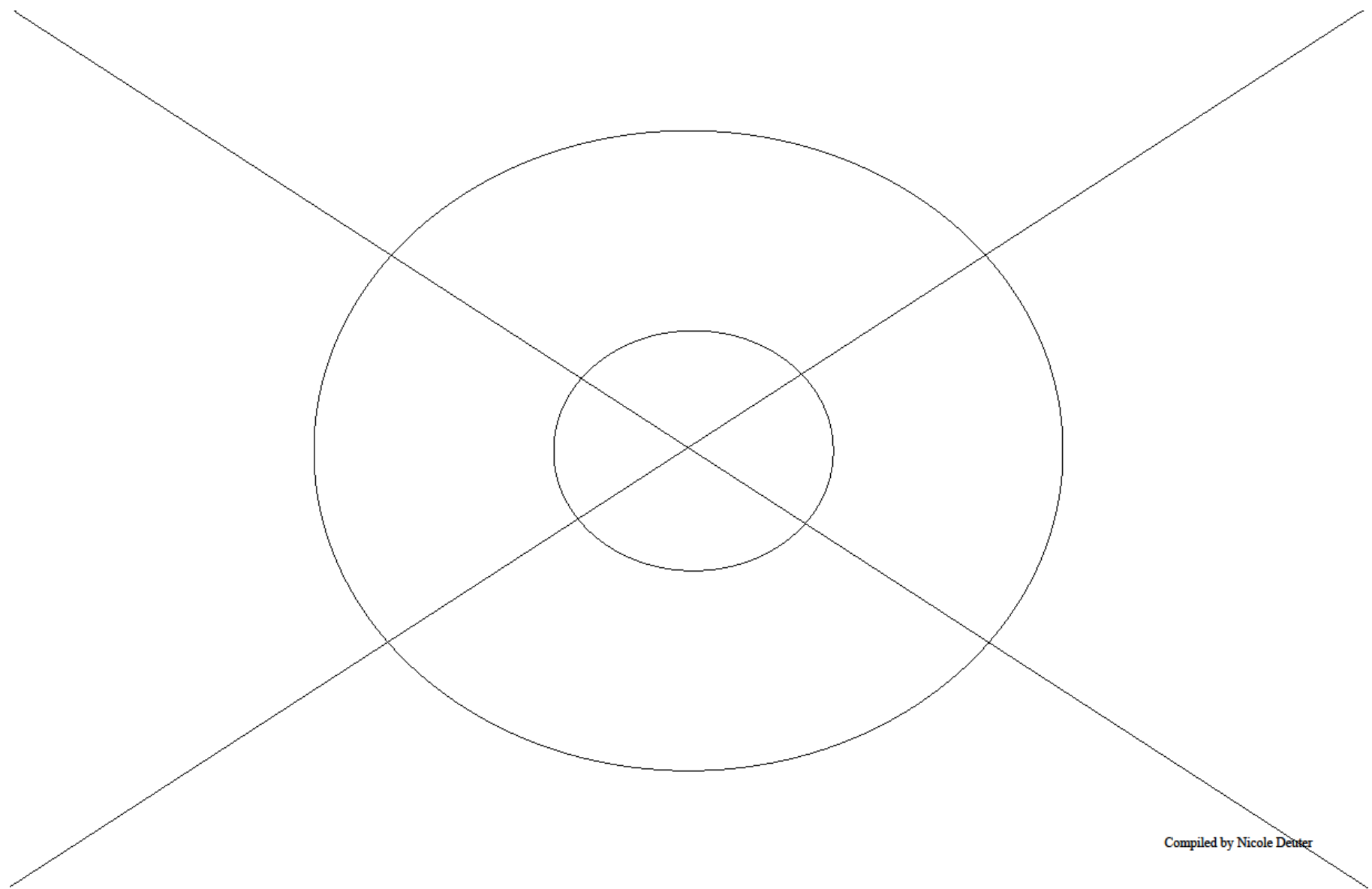
Debatable: → to explore multiple perspectives; synthesis & evaluation
Do non-affected countries have the responsibility to send water & food resources to countries affected by natural disasters? *look @ 2 others; best*

Final thought

Put all of above together to get this

GOAL: Teachers can construct with confidence an IB unit that utilizes all of the components of the new unit planning template.

Level	Scale
4	Teachers can <u>apply</u> the components found in the new unit planning template to their work in other areas of their IB instruction, i.e. in IB assessment, classroom service learning projects, etc.
3 	Teachers can <u>construct</u> with confidence an IB unit that utilizes all of the components of the new unit planning template.
2	Teachers can <u>explain</u> the process of creating an IB unit, as well as <u>describe</u> the specific elements necessary to an IB unit in their subject area. (using the new MYP model)
1	Teachers can <u>identify</u> the key components of the new IB unit planning template: significant concepts, global context, statement of inquiry, inquiry questions, subject objectives, summative assessment, ATL, subject content, reflection.



Compiled by Nicole Detter

