

Diploma General Membership Meeting
Florida League of IB Schools
December 1, 2015
TradeWinds Resort, St Pete Beach, FL

In attendance	
Topic	Action
Call to order	Alan Hamacher, Chair, who was appointed by the Diploma Board yesterday.
Introductions	By each coordinator
Secretary Report	Kelly L. George, Secretary. Minutes approved as submitted.
Attendance	Attendance sheet was circulated at each table for attendees to sign. In attendance: Kim Hollis, Carlos Acosta, David Youngman, Nishira Mitchell, Michael Cook, John Burton, Jackie Miglionico, Alan Hamacher, Sarah Robinson, Diana Van Wyck, Kyra Brown, Roger Tangney, Joan Becker, Negean Mohi, Tiffany Collins, David Beckman, Elie Alkobey, Brenda Hardman, Anuj Saran, Alec Liem, Darrick Buettner, Adam Lane, Kathy Fleig, Kim Barker, Brenda O'Connor, Laura Nelms Brewer, Traci Budmayr, Hilary Buckridge, Brian Hoover, Cathy Rutland, Susan Lovelace, JoAnna Cochlin, Kelly George, Robin Laber, John Imhof, Tiffany Ewell, Beth Benvenuti, Lisa Raiford, Dora Paz, Shannon Farell, Karina Rodega, Laurie Cotton, Crystal Amado Kucharski, Dawn Morrill
Scholarships	
Karen Brown, legislative liaison, Workshop Manager	<p>IBCs should look at Understanding Leadership offering. Register your people now. Some are already filled. We are having a Career Program training in September.</p> <p>Legislative. There is a movement to promote 2nd language study. The legislation proposes a biliteracy sticker for the diploma. 4 credits in the same language, 3.0 or higher and passing score on IB, AP, or AICE test. There will be an alternate way to earn it determined by the state.</p> <p>There is legislation to allow students to play sports/activities at any school, regardless of where they are going to school. They would even be able to go outside your county for extracurricular activities. Still in process. Looks likely. Seems as if it won't impact academic placement (our application process).</p> <p>Recognition for cross disciplinary courses. The SUS is governed by the Board of Governors. The ACC also has to agree to the recognition of those courses. There is an ACC credit by exam document. The Board of Governors uses that document to guide its decision. They decide about what is core. So Environmental Systems as a science might cause problems for people using it as a social studies.</p> <p>Gordon Rule Question—Even if students got credit for 1101 or 1102, they weren't getting credit for the Gordon Rule. So, our kids have credit, but not Gordon Rule credits. So it was a school by school decision. But no statewide</p>

	<p>decision has been made.</p> <p>The ACC chart still shows English A1 instead of English Lit or English Lang and Lit. Karen will follow up.</p> <p>Karen gave a packet about AICE. It is a marketing packet put together by AICE. There has been a lot of growth in AICE since the first school in 1991. They now have an office in NYC and are establishing an office in Orlando. This packet is not available unless you are looking to be an AICE school. The reality of it is that the rigor and recognition of AICE (at university) is not as good as IB. The system is based on the British Cambridge system. That is the A levels are. Karen contacted IB about what to do. They are not taking a position but have provided us with promotional materials for the IB in Florida. It always better to take the high road. Recognition is key. Everyone always asks for studies. Former UF Admissions Director, Bill Kolb did a study because professors were giving push back about accepting credit. His study showed that IB students did better in second tier courses than students who took first tier courses at UF. Karen gave us this info so we know what we are dealing with, but recommends we continue to promote our programs rather than downplay another program. If you have follow up questions, please ask Karen. Karen.brown@ibo.org</p> <p>A member school in Antigua is in need of a counseling mentor. She would provide lodging.</p>
<p>Grants</p>	<p>Joan Becker. The quality of the grants was excellent. 17 were received. We awarded 5 grants. All received about \$1000.</p> <p>Recipient</p> <p>Program & School Amount Coordinator</p> <ul style="list-style-type: none"> • Amanda Leslie PYP Heights Elementary • \$995.00 Amanda Lee • Amy Smith DP Cape Coral High School • 1,000.00 Mike Cook • Paula Beth Everhart DP Fort Myers High School • 1,000.00 Joan Becker • Major Billy Hodges MYP Sarasota Military Prep • 1,000.00 • LT COL. Pam Donehew • Todd Brown MYP Sarasota Military Prep • \$959.89 Lt. COL. Pam Donehew
<p>Scholarships</p>	<p>Roger Tangney. We offered both OpenApply and old fashioned hard copy. Committee had a hard time making decisions. There were so many good quality applicants who needed money, and the merit were also very good. There are always several who rise above the rest, not just academically but also in the multiplicity of activities in which they were deeply engaged. Rec letters make a big difference.</p> <p>Challenge Scholarship went to Lucera Ramos from Hardin, MN.</p> <p>Need Based:</p>

	Merit Based:
Elections	<p>We have three positions open: Chair Elect, Member at Large (2 yr), Member at Large (1 yr)—replacing Beth Benvenuti who is retiring. Alan explained that the Chair Elect was a three year commitment. He also explained what the Member At Large position entails. He opened nominations.</p> <p>Chair Elect: Anuj Saran, Member at Large (2 year): Mike Cook, Kim Barker, Tiffany Ewell, Elie Alkobey Member at Large (1 year): Jan Patterson, Nishira Mitchell, Shannon Farrell, Krystal Culpepper, Kim Hollis</p> <p>The person voting needs to be the Coordinator and schools need to be in good standing (paid dues).</p> <p>Results: Chair Elect: Anuj Saran. Two-Year Member at Large: Mike Cook, One-Year Member at Large: Krystal Culpepper. Congratulations to all and welcome aboard.</p>
College Relations Committee	<p>Krystal Culpepper. Discussion about UF admissions decisions. There are 7 ways UF offers admissions: Fall—Top Tier, Summer B—Athletes, Innovation Academy—Spring, PACE—online for 60 credits then on campus (2,000), online by invitation only, Engineering—three semesters at Santa Fe then to UF, then transfer students. Many students didn't get in. Christina Scott from UF said the SUS chart is considered minimum. If you are not already subscribed to the guidance counselor list serve. Senior year schedule needed to be strong. And the essay is extremely important. Students compared to students in their own school. The other concern that came up was Early College programs—AA degrees. We asked that UF come to September meeting. Of the 32,000 applicants 14,000 were accepted in all the 7 ways. UF Guidance subscription: www.admissions.ufl.edu/ugrad/frlistserv.html</p>
Examiners' Panel	<p>William Hanna provided a handout.</p> <p>Darrick Buettner: ToK Examiner.</p> <ul style="list-style-type: none"> • There is no minimum word limit, but students will lose a point for going even one word over. • Should have a clear knowledge question and thesis by second paragraph. • Raise a knowledge question. At least parrot the prescribed title. • The examples students use drive the paper. Avoid hypothetical situations, give specific examples you have encountered in your life. • Fancy intros have minimal impact. <p>Spanish examiner</p> <ul style="list-style-type: none"> • Recommends microphones that are USB. He uses Quicktime, which puts the recording in MP3. • Need a quiet area, no bells, no other people. • You cannot stop or edit any of the recordings. • Build a rapport with students. Should be teacher who taught the student. • Have mock practice of what the oral is going to be like. Take students to the area where they are going to record. Try to make the students less

nervous.

Alejandro Avendano and Maruchy Haedo.

- Important that the teacher remembers to divide the presentation into equal parts. 3-4 minutes. First part student driven. They get to choose between two photos. It's OK to cut them off. They are looking for whether the student can have a conversation with another speaker on a topic.
- Second part sometimes runs into the third, but the teacher needs to interject "Interesting, but I have a few questions for you." Teacher takes the info the student has presented and asks probing questions.
- Final section of exam: Can they make connections between the topic they have chosen and a related topic of study. Say they presented on health, can they make a connection to diet and exercise or another core topic.

William Hanna. Computer Science and Engineering teacher at UConn. Moved to FL. Math Studies examiner.

- If you are offering SL or Study, it is very straight forward.
- IA is 20% of the grade.
- Students should practice using the calculator.
- Let them start it early.
- Use Testbank as practice. Practice, practice, practice.
- Tell students to answer in the space provided.

John Burton. History examiner who has examined all the components of the History Program. Deputy Chief examiner and other positions in IB grading. Extant IA ends this year.

- IB is moving clearly to best fit for marking philosophy. Even tho a student might miss one component on a higher mark, if that is the best fit, that is the mark they get.
- With any paper that has a resource base that has sources, there are usually marks given for the sources. IB is moving away from that completely. It is becoming an academic honesty issue. Now, if the format isn't correct (e.g. they didn't alphabetize the sources by last name). In future, it is only about academic honesty.
- History IA—this is last year for the current curriculum. Don't go over word count. 2,000 word paper. If they have a student who has 2050, they need to get rid of the 50 words.
- Students don't have narrow focus question. If they don't, the paper won't be good.
- Sources and resources—you need to have many and varied. There is a bias for quality sources vs. non-quality source.
- Summary of Evidence, Analysis. Make sure summary really are facts in that part, do not put analysis in that part. The new curriculum will blend the two.
- Please make sure the teachers have comments on papers, especially

	<p>moderated papers. It helps to understand the score given. Some teachers put it on a separate sheet.</p> <ul style="list-style-type: none"> • In terms of other components, students who come in having practiced particular questions. Make sure they answer the question that is asked. They need to read and choose questions carefully. • They need to support what they say with specific details. <p>David Youngman. Biology examiner.</p> <ul style="list-style-type: none"> • Remember that they are communicating to an overworked teacher. Try to write neatly. If he can't decipher it, he can throw it up to the leader. • In science, there are command terms. Students need to know what they indicate. Especially compare. That means compare and contrast. It can't just be a list of the first and a list of the second. It has to be "Process 1 has this, and Process 2 has this." • In bio, there are 11 diagrams that they have to be able to draw and label. They will be asked to do one. • If the question says three points, give them three sentences. • Examiners are looking for ways to give students marks. HL expects a little more sophistication. • Ask students to use classic examples. The examiner should be able to recognize it. • Order back the papers so you can see the marks. You can use it as a teaching tool. <p>Judy Castillo. English examiner of written assignment and paper 1. Written assignment.</p> <ul style="list-style-type: none"> • Trends she is seeing in papers—they need to know about what literary terms means. Speaking the language of literary analysis. They need to use the terms into the papers. (e.g. register). • Kids had trouble incorporating the quotes. The quotes and the comments don't match. • Students are disorganized in their thinking. • They have a weak thesis statement. • They have trouble with the reflective statement. They don't know what "culture in context" mean. The written assignment is a work in translation paper. • She has them do literary response journal. She gives them a prompt—discuss characters, gender inequality, discuss symbolism—they write about it. • Socratic discussions where they learn to speak the language of literary analysis. • Rephrase "we are going to write an essay" to "write a quick write." • What is appreciating author's purpose—kids aren't good at it. Set it up for them. E.g.—What does the author effect when he does this? • Work on the organization. Give them concrete feedback—you use this quote, but you don't make clear what your purpose or point is. • Give them shorter written work often. More writing is better than
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	<p>longer writing.</p> <ul style="list-style-type: none"> • Use the interactive orals for understanding the culture and context the writer is writing in. <p>Margaret Carlock. English Paper 2 and EE.</p> <ul style="list-style-type: none"> • Being an examiner is the best training a teacher can have. Be an examiner. • Make sure the oral recording is good quality. • Source documentation. In EE this is critical. Students need to give credit to ideas and words. • Review the categories students can write EEs on. If they want to category 3, it has to be about literary topics. • Paper 2 Assessment. • A lot of success depends very strongly on the curriculum. Don't get lost in plot summary. Author's technique, author's intention. You are better off comparing and contrasting two works instead of three. Tell them once they write the essay, they can make amendments, just make your intentions clear. <p>Question/Answer period.</p> <p>English—world lit paper and EE. How important are secondary sources to those? WL paper should focus only on the text. The EE, secondary sources are important, but used only as support.</p> <p>ToK—Should we use specific knowledge questions that are phrased as a question or stating is as a knowledge issue. As long as the student's intent is clear, he doesn't care whether it is a question or a statement. The more clear the student makes it, the better.</p> <p>English—Written assignment. It seems that many of the exemplars are argumentative. Is that the preferred form? No. But, if they have a good idea, they must prove it. The author's purpose is satisfied through X, Y, Z.</p> <p>ToK—How long should they take defining terms? It's critical on how you are going to argue. When they define, they need to tie it to the argument. When defining terms are important to the argument, that ends up being a good paper. Define the terms in a paragraph or two.</p> <p>Mathematics—Can you give us more feedback on the Math Studies IA? 5 criteria. 1. Clear title. 2. Collection of data. Data has to be good in quality and quantity. Quality means relative to Make sure they are collecting the kind of data that applies to their topic.</p> <p>Spanish. Have you encountered mother tongue students and if so, what do you do about it? If they pass a test, they have to take a different</p>
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	<p>language.</p> <p>History and Bio—Moderation of the IA? He has appealed and won the appeal, which makes him question the moderation. IB is moving to dynamic sampling which should help this. It has been an issue. The new</p> <p>History—On the IA and EE, what is the balance between primary and secondary sources? There is no rule that there has to be a particular split between the two. Just make sure they are quality sources. The question itself might dictate whether they are primary or secondary.</p> <p>Second question—His teacher does great on paper 1 but paper 2 seems a cruel punishment. Paper 2—We get a lot of multipart questions in paper 2. Students must address all the parts. Need to practice understanding what is being asked. It's a 20th c world history paper. It's very broad. Paper 3 is specific to the region.</p> <p>ToK—Oral presentation. Real life situations—what is this? He has found real life situations in their lives. Maybe something that comes out of CAS.</p> <p>With 10 minute time limit—should we cut them off? He has every student do a practice one. He gives feedback on the practice. You have to keep the kids to the time limit. We don't share IA scores with students.</p> <p>History—How much specificity do you need and how bad is it if they get a fact wrong? One time is ignored. They are looking for relevant, accurate information. There are a few one specific thing that will kill you, e.g. Josef Stalin was a right wing dictator. Or a student who writes on Paper 3—assess the impact of the Great Depression on one country in the region and they write about Germany (when the region is the Americas).</p> <p>Handwriting—How much of an impact does that really have? We have the 504 and IEP accommodations, but what about the kids who don't have that? If the examiner can't read it, he can't award marks for it.</p> <p>History EEs—Students are starting to use personal pronouns. Is that acceptable? That has no bearing. As an examiner it has no bearing. Reflection is now in everything, so you are almost telling them to use personal pronouns.</p> <p>Biology—the new bio criteria. As far as the individual paper they have to write, the guide is clear that it should be the student's choice. Her teacher gave a list of acceptable topics from which to choose. Is this going to be a problem? Work with the teacher. It is going to come down to the resources your school has. You do</p>
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	need to guide your students a little.
Adjournment	Adjournment at 12:15