

DP Forum

June 13, 2019

Tradewinds Island Grand

Forum called to order by Chair Krystal Culpepper. Introductions around the room.

This is our time to share and ask any questions. We will discuss in DP Coordinator meeting tomorrow, but we now will have a DP Grants Committee. If you would like to chair or be a member, please let a DP Board member know.

1. New math curriculum, where do I get the numbers? In the Course Code Directory, Karen emailed them and Karen will hand them out tomorrow.
2. About 5-year review, be in contact with Renee Ilhardt.
3. Does anyone offer Inquiry Skills course, and if you do, do you have a curriculum? Krystal Culpepper's school is considering incorporating ATL strategies. An email sheet was created. Here are people who have Inquiry Skills curricula:
masonjennifer@brevardschools.org; laurie.cotton@palmbeachschools.org;
riccark@martin.k12.fl.us; apolonk@duvalschools.org; pameladonehew@oursma.org
4. Looking for effective online Learning Lab for Spanish to give support for Language B. Vista Higher Learning textbook has an online component. Suggested to look at an option when looking at new books for the new curriculum.
5. Free online EE course.
6. [The IB Extended Essay: Managing your Research Project](#)
7. How are you offering your math courses?
 - a. Having all the kids in one class first year (school does not offer HL)
 - b. Similar, but put everyone who wants maths SL and the teacher teaches common topics. Same with HL and then students change.
 - c. Many schools are sending teachers to training, then deciding.
 - d. Applications is more statistical strand and Analysis is really more of a calculus strand.
8. Spanish listening? Emphasize to teachers that they must practice listening. Everyone had many questions about how the listening is going to work.
9. Lake Weir HS asking about how to build a program, can she have a mentor. How to offer Inquiry Skills in a six-period day. They are offering ToK only in two years

**DP Board Meeting
Florida League of IB Schools
June 13, 2019
TradeWinds Resort, St Pete Beach, FL**

In attendance	Joe Williams, Kelly George, Crystal Culpepper, Kim Barker, Laura Brewer, James Minor.
Topic	Action
Call to order	2:10 by Krystal Culpepper
Planning for General Membership Meeting	<p>Kelly will give DP Exec Board Report.</p> <p>Seek a Grants Chair tomorrow and members for committee.</p> <p>Promote Director’s Forum (Feb. 10-12) for experienced IB Educators.</p> <p>English Lit and Lang and Lit and Math—presenters will cover the changes.</p> <p>Committee Reports.</p> <p>Reminder about DP Board starting in Sept. James Minor: Chair; Krystal Culpepper: Past Chair; Alan Hamacher (Chair Elect); Kelly Riccardo (Secretary); Cathy Rutland (Member at Large); Laura Brewer (Member at Large).</p> <p>September will be counselor presentation from college reps.</p>
Exec Board Meeting Report	<p>Web developer is working on having the web site updated with member schools/non-member schools on a monthly basis.</p> <p>Board approved a process by which FLIBS will invoice your district if you have an in-district consultant. It will not count as an official IB training. It may include a service fee.</p> <p>Grants process. We will have a Grants DP Chair and Committee and have control over how funds are distributed. Whatever money not awarded will roll</p>

	<p>over to scholarships. Grants has an earlier deadline than scholarships, so now we will know how much We asked FHSAA to consider rescheduling their events because of AP, IB and AICE. No. We also asked about the state testing. It may be a District thing.</p> <p>There was a recommendation by our new university rep Sonja Wu (New College) to include wording about CP in the Counseling for Future Education Handbook. Karen will handle.</p>
Joint Plenary	<p>MYP and PYP would like a joint presentation in Feb. Ideas? Grit? Social Emotional Learning—we just had that. Maybe some ideas will come out in NOLA at the annual meeting.</p> <p>Last Feb, it was Michelle Sorba and her presentations are available on the web site.</p>
Membership	<p>The DP Board would like to request that schools are invoiced for dues. We did increase our membership for DP and CP. The DP Board made contact with non-member schools and some joined.</p>

DP General Membership
Florida League of IB Schools
June 15, 2018
TradeWinds Resort, St Pete Beach, FL

Topic	Action
Call to order	Krystal Culpepper, chair. Attendance sheet circulated the room. In attendance: Carlos Acosta, Kim Barker, Joan Becker, Laura Brewer, Brooks Corey, Traci Budmayr, Charlie Carver, Jo Anna Cochlin, Laurie Cotton, Krystal Culpepper, Pamela Donehew, Amy Earl, Maria Edgar, Tiffany Ewell, Shannon Farrell, Trisha Fitzgerald, Alan Hamacher, Nancy Hsu, Matthew Johnson, Missy Kennedy, Kieonna Lane, Alec Liem, Jennifer Mason, Aretha McNeil, Jill Meadow, James Minor, Jeff Morgenstein, Lisa Nehrig, Jan Patterson, Lisa Raiford, Kelly L. Riccardo, Samantha Roberts, Cathy Rutland, Jaime Sturgeon, Diana Van Wyk-Lamb, Joe Williams, David Youngman. Introductions around the room after break.
John Syvitski,	Principal Examiner for Lang and Lit. Workshop leader for Lang and Lit and Lit. There will not be as much of a difference as in the past between the two courses.

**English Lang
and Lit and
English Lit**

The changes they have made will make it harder to structure the course (there are no parts, the orals have changed).

- Holistic, conceptual, inquiry-based learning, and teaching
- Flexibility in course design and content
- A central role for international mindedness
- Autonomous and creative learning

***Please see PowerPoint John S shared in Meeting Papers—First teaching this August 2019. Anticipated year students will test under this new format.**

International Mindedness—has to mean more than reading a work written in another language.

- Different settings
- Go beyond looking at the “other” whether as similar or different
- Open the door to the cultural backgrounds of students, community and country, while recognizing other students’ cultures, communities, countries.
- Decisions as to the texts are only made after finding out who the students are.
- Equality among peers
- Multilingualism—we are what we speak

Seven Concepts

- Identity—relationship between the reader and the writer through interactions
- Culture
- Creativity
- Communication
- Perspective
- Transformation
- Representation

Prescribed Reading List has changed (PRL)

- Now online, the list is more extensive than previously
- It consists of names of authors (not texts) and genre. If they are listed as a dramatist, any play, but not a novel.
- There is more even balance between male and female authors
- Each author is classified by literary forms, period, language and place
- The list can be arranged according to each of these categories
- Six authors have been suggested as a starting point in the exploration of literature

- The maximum number of assessment components for SL will be three pieces of IB assessment; at HL, there will be four.
- No unmoderated work may be counted for final grades.
- Syllabi need to be developed to promote conceptual understanding
- Consistent course parts need to be established across the syllabi
- International mindedness

Choosing texts for assessment. The idea was to give more freedom for teachers. When they get to Paper 2, they can use any text that they have studied over the two years.

Students will be choosing what works they will do in the oral.

No text is used more than once for an assessment purpose. Teachers will have to monitor.

HL students need to read 6 works: 2 in translation from the Reading List, 2 in native, 2 free choice

LITERATURE

13 works at HL, 9 at SL. Three texts used in each area of exploration.

See details in PowerPoint

Paper 2 is the same for Lang and Lit and Lit, and HL and SL

Oral—Still going to be one-on-one with teacher. Student can select their own text. They bring in the material for the exam from what was taught. No prep time (so no second room). BUT, the teacher has to be given the material two weeks in advance. One piece of literature and one piece of non-literary (something they have been taught.). FOR LIT, see details in the PowerPoint. They will have to identify a global issue around which they will structure their discussion. 5 mins per text, 5 mins of questions by teacher.

HL Essay: For HL only. The essay can be on any text that they have studied.

IA is Individual Oral. He suggests you do the commentary in the junior year, at the end. You have to do something in the junior year. Either the HL essay or the oral have to be done in the junior year. Whichever one you don't do in the junior year, you do in the first semester of the senior year.

Changes:

- The move from tightly defined “parts” to broad “Areas of Exploration”
- The new relationship between the “areas” of the course and assessment

	<ul style="list-style-type: none"> • The way texts are prescribed and allocated in the course • The location of translated texts in the course • The interaction between the three <p>Learner Portfolio: Connect, challenge, extend (see PowerPoint). You could be asked to submit students' learner's portfolios. May be in traditional or digital form. Students will use this to get them ready for HL essay and IA, as well as to prepare for P1 and P2. (It is like a journal, but they are calling it Portfolio). A place for students to explore and reflect. There will be a chart that lists all their works and where they use it in assessment. *See details in the PowerPoint. Provides evidence of course coverage, academic honesty and authenticity. You will keep them until October. Teachers can monitor for completion. They can be set up any way they want.</p> <p>Areas of Exploration Readers, writers and texts Time and Space Intertextuality: Connecting texts</p> <p>They do not have to be taught in any sequence.</p> <p>HL essay: 1200-1500 words. Penalty for 1501 words. Penalty for going over. (Same as EE)</p> <p>Individual Oral Must be on a global issue. The UN has 17 Sustainable Development Goals which could be used as a starting point for students. They must include global issues in their portfolio before choosing one issue for the oral. The student should be free to make that choice. Examine the ways in which a global issue of your choice is presented through the They can come in with 10 bullet points as an outline. It will be on a form.</p> <p>Teachers cannot select for the student. Not for what is in the portfolio or what global issue.</p>
<p>Peter Hamar-Hodges Math</p>	<p>Maths trainer. He set up IB Maths at what is now the Dwight school. He then taught at UNIS for four years. Then he taught at United World Colleges in Montezuma, NM for 27 years. Then Atlanta International Schools. He is an Examiner. Leading workshops for 20+ years.</p> <p>The changes taking place in maths are the most radical he has seen. This time they have thrown everything out and replaced it with two new programs. Most recent stats from 2016, 17 and 18:</p> <ul style="list-style-type: none"> • Further Level was less than 200 globally for years. Jumped in the last two years. It is no longer offered.

- 13,000-15,000 out of 90,000 globally are taking HL Maths. Numbers have always been low.
- Early 2000s, about 10% got 7s. It jumped to 13% in 2017 and 18. In 2017, they made a 20% cut in quantity of examination. That would explain the improvement in scores in 2017.

Subject Specific Seminars: Math ([Look for the PowerPoint in Meeting Notes](#))

Anticipated students will be starting this new program.

New Two Courses:

Applications and Interpretations—Applied course. Heavy in stats and use of technology. Studs kids will end up doing Apps and Interpretations. Weaker math students may struggle. He thinks the syllabus is more demanding than the current Studs course. It is going to depend on how it is assessed. He is confident it will be assessed appropriately.

Analysis and Approaches—Pure course.

HL Maths does not change much.

SL the big change is that there is less content.

Why the changes:

- Greater choice for students
- Changing needs of the world and universities
- Increasing emphasis on use of technology
- Encourage HL Maths
- Alignment and parity of maths in the DP
- Perception issues with Math Studs SL
- Offer schools flexibility in the way they schedule classes
- Offer teachers flexibility in the way they teach the content

The content has been cut. He thinks teachers will be done with new content by February, leaving time for mock exams, review and revision.

The Guides give a chart of how many hours to teach what content. (Suggested)

There is 60 hours of common content between analysis and applications courses.

10 hours of class time is recommended for IA work.

There has been a reduction of content by 20 hours. What to do with the extra time? Approaches to teaching and learning. How to use mathematical modeling, how to do investigations.

	<p>Paper 3 of the HL is no longer the option. It is a 1-hour problem solving/sustained reasoning paper—two scaffolded problems, beginning with a syllabus item and building to either a generalization or interpretation of the problem. Specimen papers have been written.</p> <p>Final version of the Guides came out in February of this year. Teachers need to read the Guide from cover to cover. There is also lot of Teacher Support Material. It is on My IB PRC.</p> <p>There are going to be common questions between SL and HL papers in the same courses. This is a result of the common 60 hours.</p> <p>Q: Has IB communicated these changes to universities? HL courses would be acceptable to university admissions.</p>
September Meeting	8-9 will be a speaker on Eating Disorders. Then, we will have our regularly scheduled meetings.
Legislative/DOE Update	<p>Karen Brown provided Course Code Directory Additions, Changes and Deletions (Can be found in FLIBS Meeting Papers)</p> <p>Keeping IB PreCalculus</p> <p>English course names and numbers have not changed. She will gather information on the content of the new courses and advocate for ENC 1101 and 1102 for both courses. The credit by exam committee has not made a decision. They have access to the guides and they do go through it line by line. They do attempt, she believes, to give maximum credit.</p> <p>As to what credits they will receive in college, remember that IB is not about college credit. What you can assure parents of is that when their child goes to college they will have proper preparation.</p> <p>What about admissions? For Florida, it will be set by the DOE.</p> <p>Q: Will the names on FL Course Codes change? No. She does not anticipate any issues of colleges not giving credit. Kids may even pursue HL more.</p> <p>Q: what other changes are coming to BF other than the increased SAT and ACT for Class of 2021? None that she knows of. Turn over in BF is fast and furious. If you have a student whose record is flagged bc their group 3 does not say “history” or group 5 does not say “math”, their record will be reviewed individually. You can call Karen if you have a question.</p> <p>Karen emphasizes if a student is eligible for an IB Diploma, they are eligible to graduate. They don’t have to have 4 credits of English, world history or any other</p>

	<p>specific course. Definition of successful completion: at the day of graduation, is the student eligible for an IB Diploma. This does not mean the SUS will recognize that. They could be rescinded. This is outlined in Statute XXXXX. It's on our advocacy links.</p> <p>Appendix L is the document that your District should be using to report your scores for enhanced FTE.</p> <p>Karen reminds us that as a public or private school in the USA, if an IEP is written, the school follows it. If the student is an IB program, you use the IEP to apply for accommodations. It is not automatic. You must test the student according to what IB says. IB recently sent information about accommodations and you need to read it and know it.</p>
<p>Workshop Update</p>	<p>Workshops have grown since 2017. This June's workshops are the largest we have ever had. She was able to open new sections of English and Math. IB noted to her after the May workshop that she was one participant over the limit.</p> <p>Everything offered in June for Math and English is offered in December, too.</p> <p>The Director's Forum registration is open on the web site now. Anthony Tait, Karen Phillips, Jerry Chris, Bob Poole will participate. Please register. This was designed to provide PD to experienced, successful coordinators who wanted to grow. Not about curriculum or assessment. Designed to be enriching, engaging and positive.</p> <p>Cancellations for Florida Schools: She always tells us to register, even with a TBA. But you have to have a unique email. Use your home email, spouse's email etc. BUT, in doing that, you need to remember you have it there. You will have to pay for it if you don't use it.</p> <p>Feedback on workshops have been glowing regarding the staff of FLIBS as well as Tradewinds.</p> <p>Karen.brown@flibs.org</p>
<p>Grants</p>	<p>There will be a DP Grants committee that will award grants to DP/CP program. We need a chair and committee members. Funds not awarded will roll over to scholarships. JoAnna Cochlin, Kelly Riccardo, Jan Patterson, Jill Meadow will serve as the committee. There will be a meeting in September.</p>
<p>College Relations</p>	<p>They met yesterday. College/University panel again in September. Counselor roundtable in September. Rice has committed. Pomona perhaps. Perhaps West Point. Working on a Florida school.</p>
<p>Executive Board Report</p>	<p>See notes from DP Board meeting.</p>