

**DP General Membership  
Florida League of IB Schools  
June 16, 2017  
TradeWinds Resort, St Pete Beach, FL**

<b>In attendance</b>	Attendance sheet passed around. Self introductions. In attendance: Carlos Acosta, Elie Alkobey, ValerieArendas, Gayle Baisch, Jocelyn Baldridge, Joan Becker, Donald Blackmon, Laura Brewer, Kyra Brown, Traci Budmayer, Jo Anna Cochlin, Michael Cook, Laurie Cotton, Krystal Culpepper, Stephanie DeVilling, Tiffany Ewell, Shannon Farrell, Susan Ferguson, Kelly L. George, Alan Hamacher, Brian Hoover, Alec Liem, Aretha McNeil, Jeff Morgenstein, Cathy Rutland, Anuj Saran, Jordan Schemmel, Carson Stone, Roger Tangney, Tara Tomlinson, Katelyn Uhler, Joe Williams, David Youngman.
<b>Topic</b>	<b>Action</b>
<b>Call to order</b>	Joe Williams, 8:20
<b>DP Program Evaluation</b>	<p>Cynthia Ballheim. Overview of Self Study process and reports. Evaluation was originally requested by IBCs and should be a journey of discovery.</p> <ul style="list-style-type: none"> <li>• Self-study is the IBCs responsibility</li> <li>• It's a requirement and is a service.</li> <li>• Involve all stakeholders—students, faculty, admin and parents</li> <li>• Schools may receive a visit</li> <li>• Occurs every five years.</li> <li>• Following submission (or visit) school will get a report.</li> </ul> <p>Goals</p> <ul style="list-style-type: none"> <li>• Affirmation/revision of what is done at school</li> <li>• Identification of evidence</li> <li>• Objective description of what has been read/observed</li> <li>• Action plan (from previous evaluation or authorization). Action plan is a living document. It should stem from your last visit and you should update it every year. In action plan, you use the Standards and Practices. <ul style="list-style-type: none"> <li>○ What are you going to do</li> <li>○ When and who</li> <li>○ Evidence</li> <li>○ How much \$\$</li> </ul> </li> <li>• Reader affirms what is presented in report. Then goes to website to affirm. Always looking for evidence.</li> </ul> <p>Who is involved in the process? Need to decide</p> <p>What do these audiences really want to know about your programme?</p> <ul style="list-style-type: none"> <li>• The IB</li> <li>• School Board</li> <li>• Your site admin</li> <li>• DPC</li> </ul>

	<ul style="list-style-type: none"> <li>• IB Teachers</li> <li>• Others in School</li> <li>• School support staff</li> <li>• IB Parents</li> <li>• IB Students</li> <li>• Your school community</li> </ul> <p>Use the Standards and Practices and you decide where you are</p> <ul style="list-style-type: none"> <li>• Emerging</li> <li>• Developing</li> <li>• Demonstrating</li> <li>• Excelling</li> </ul> <p>Standards and Practices. Three Sections:</p> <ol style="list-style-type: none"> <li>A. Philosophy</li> <li>B. Organization</li> <li>C. Curriculum</li> </ol> <p>What questions would you ask a school?</p> <p>Philosophy</p> <ul style="list-style-type: none"> <li>• Measure alignment between its values and those of the IB programme</li> <li>• Talk about Learner Profile, Mission, ATL <ul style="list-style-type: none"> <li>○ To know how international-mindedness is promoted among adults and students within the school community</li> </ul> </li> <li>• To know how access to the IB programme works</li> </ul> <p>Organization--questions</p> <ul style="list-style-type: none"> <li>• Ongoing commitment to the programme</li> <li>• Head of School and coordinator demonstrate pedagogical leadership aligned with the philosophy of the programme</li> <li>• The school develops policies and procedures that support the programme. There are guidelines on the OCC for writing all these policies. Make sure the policies are communicated to everyone. There is a list of bullets that must be included. (Cynthia will send this list to Ralph to distribute). <ul style="list-style-type: none"> <li>○ Academic Honesty</li> <li>○ Language Policy</li> <li>○ Assessment Policy—Just say what you are doing.</li> <li>○ Inclusion Policy</li> <li>○ Admission Process</li> </ul> </li> <li>• The school has systems in place for the continuity &amp; ongoing development of the programme <ul style="list-style-type: none"> <li>○ How do you prepare students</li> <li>○ Yearly review of the action plan, you have support from your district.</li> <li>○ Your action plan from last study has commendations and recommendations and those have to be addressed in your self</li> </ul> </li> </ul>
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study. Did you do them? Give evidence or explain what happened. You need to put items in your action plan that result from the questionnaire

- Number of diploma students
- Growth of program

Curriculum—what questions would you ask to verify that

- That collaborative planning & reflection supports the implementation of the programme
- That the schools written curriculum reflects IB philosophy
  - You do have to write curriculum for every subject. Course outlines (such as we wrote for authorization). Looking for links to ToK, EE, CAS. There are forms for this on the OCC. Learner profile, Approaches to Learning. This can be our PD this year. This can be discussed in PLC meetings, this can be their PLCs.
- That the school's teaching and learn reflects IB philosophy
  - The reader has to believe whatever you write here. If you have a visit, this is what they concentrate on. If you get a visit, this is what they are looking for. They will talk to kids and parents.
  - When do you find out if you are going to have a visit? IB must notify you 12 months in advance.
  - You worked on the self-study for 12 months. This includes thinking time. Massaging of your policy time. Informing your principal.
- That assessment at the school reflects IB assessment policy

They are looking for four vertical and four horizontal meetings and whole faculty. Meetings can be online conversations.

Section C Who completes this section? What is in this section? How will you complete this section.

- 1 member from each group, ToK teacher, CAS coordinator, IBC—Cynthia called this group the Steering Committee. She added the Principal and the EE supervisor.
- Section C is about curriculum, teaching and learning. Each group has to fill out the form. They made vertical groups and they have to come to a consensus. After the groups come to consensus, the Steering Committee comes together and comes up with a report for the school. They reviewed policies, they refined them, they voted on them, presented to admin. She and the Steering Committee did the Action Plan together.
  - Always have ToK and CAS coordinators presenting.
  - Identify evidences hat collaborative planning and reflection is taking place at your school

	<ul style="list-style-type: none"> <li>○ Has the time for collaborative planning and reflection changed since your last review?</li> <li>○ Does your ToK teacher work together with your IB subject teacher</li> <li>○ Are there regularly scheduled meetings to collaborate best practices and student success</li> <li>○ Do teachers understand the demands of the DP at your school</li> <li>○ Do teachers understand and/or participate in the CAS and EE process?</li> <li>○ How do you handle the analysis of examination results? Was any action taken as a consequence in the period under review?</li> <li>○ Will any of these answers make their way in to your Action Plan (Action Plan is what you are <i>going</i> to do)</li> </ul> <ul style="list-style-type: none"> <li>● Sticky Practices</li> <li>● Practice A4. The school develops and promotes international-mindedness and all attributes of the IB Learner Profile across the school community.</li> <li>● Practice B2.4. The school provides dedicated time for teachers' collaborative planning and reflection.</li> <li>● Practice B2.10. The student schedule or timetable allows for the requirements of the programme to be met. Say we don't have enough hours—are we using Moodle or Google classroom?</li> <li>● B2.10b—the schedule provides for the development of the ToK across two years.</li> <li>● Practice B210c—the schedule respects the concurrency of learning in the DP.</li> </ul> <p>Supporting documentation for the evaluation of the DP</p> <p>Self-study process</p> <ul style="list-style-type: none"> <li>● A description of the self-study process implemented in the school including</li> <li>● Timeline</li> <li>● Means used to gather feedback from the different stakeholders</li> <li>● Meeting schedule for the self-study</li> </ul> <p>Philosophy</p> <ul style="list-style-type: none"> <li>● School brochure that includes information about implementation of the DP or direct them to web site</li> </ul> <p>Organization</p> <ul style="list-style-type: none"> <li>● School organization chart</li> <li>● Language policy</li> <li>● Assessment policy</li> <li>● Academic Honesty policy</li> <li>● Inclusion policy</li> <li>● Sample of student schedule for Year 1 and Year 2</li> </ul>
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	<ul style="list-style-type: none"> <li>• Calendar for students of IAs and External components</li> <li>• Description of process of supervision of EEs</li> <li>• Coordinator’s job description—what you do basically besides IB, you are supposed to be part of the pedagogical team, mention program evaluation (you review the action plan every year), mention how you impact the budget.</li> </ul> <p>More supporting documents</p> <ul style="list-style-type: none"> <li>• Update of organization of teaching time</li> <li>• Update of DP teaching staff, qualification and IB training</li> <li>• Update of implement of budget or budget from the last review</li> <li>• CAS—Handbook, three samples of CAS experiences undertaken by students that demonstrate how all learning outcomes are met, student engagement in each of the three strands, how CAS experiences are initiated by students, how global issues are addressed, and the integration of one or more CAS strands in at least one project. (Student samples may be selected from throughout the five-year period).</li> <li>• Course outlines (starting in 2018)</li> </ul> <p>The IB Report</p> <ul style="list-style-type: none"> <li>• Commendations</li> <li>• Recommendations</li> <li>• Matters to be addressed</li> </ul> <p>Matters to be addressed are areas within a school’s practice that, if not addressed immediately, will jeopardize the integrity of the programme and thus the school’s entitlement to be considered an IB World School.</p> <p>The report of the self-study process is part of the school’s history, its evolution and progress.</p> <p>The self-study process is the first step of an action plan to develop the proposals for improvement. The IB report affirms the school’s conclusions with recommendations.</p> <p>Language is every teacher’s responsibility—e.g. command terms in each of the subjects.</p>
<p><b>Legislative Report and DOE</b></p>	<p>Karen Brown, Legislative Liaison. The only request she has had to add to directory was Personal Development. Karen provided a list of courses that could be “dagged” (identified to be dropped from directory). Let her know if she needs to NOT allow them to drop the courses.</p> <p>How to find the narrative (about graduation requirements) CCD narrative on her handouts.</p> <p>Appendix L review (this is what districts use to report scores to the state so we earn our money). It’s important that the codes match things on student transcripts.</p>

	<p>Karen will provide to us in September a document that shows the subject, course code, exam and test code.</p> <p>Legislature. Biggest item was HB 7069 calls for removal on caps for bonus money. So no more \$3,000 cap. Technically, this goes in to effect July 1, so it will be up to the district interpretation as to whether to apply it to May 17 exam session. Good news for teachers. No Alg 2 EOC.</p> <p>List of legislators who led fight to remove caps on bonus money. Suggest teachers write thank you notes.</p> <p>As part of Negron’s focus on post-secondary Ed, there was a Bright Futures sections that put BF at 100% tuition and fees and \$300 for books and could be used for summer. Governor Scott vetoed that bill. That same language is in SB 2500, so it is probably a go for 2017/18. She called BF office this a.m. They don’t know anything and won’t until July 1 when they open their website for info. She thinks there will be no way for them to pull back and that this will go through.</p> <p>Make sure you document their service hours on your school info system.</p>
<b>Forum</b>	Document posted with minutes.
<b>Workshop Update</b>	<p>Karen Brown. Already has registrations for December, so if you know you need training, please address as soon as possible. If you cancel 15+ days before the start of the workshop, you don’t owe the \$50 cancellation fee. Less than 15 days, you still incur 50% of the registration fee because FLIBS has already spent \$\$.</p> <p>However, if you want to transfer the registration, you can do that if you pay immediately. They try to accommodate changes. After the plenary, they are doing a “Training 1.5” to avoid Level 1 questions in Level 2 sessions.</p>
<b>Learning for Legs</b>	<p>Trevor, from the charitable organization. They partner with schools across the nation to provide meaningful CAS experiences. This coming year, they are focusing on fitting students because if students can walk, they can walk to school. They provided more than 200 legs around the world last year. One fundraiser is SockTober. They are also starting Learning for Water. You can still do SockTober, and have it fund a well on school property in Uganda. Also a name your own cause campaign. So, kids can have their own idea. Every pack of socks sold means one pair you can donate.</p>
<b>Exec Board Meeting</b>	<p>\$30,000 given out in scholarships. Committee is going to work on letting member schools know sooner and more often.</p> <p>Two service projects happening at ARC. Personal items for homeless shelters, and making mats out of Publix shopping bags. They will be done at the ARC itself, not at the preconference.</p> <p>74% of IB schools in FL are members. Seeking to increase membership. Exec Brd members are calling schools that are not members. It is well known that FL supports IB, but CA has more schools. FL has highest % of schools participating in DP (out of all high schools in FL, 12% have DP programs.)</p>
<b>Grants</b>	Seeking more members. Give Joan Friedrich an email or call if interested.
<b>Scholarships</b>	Roger Tangney. Working on making Open Apply more user friendly.
<b>September Meeting</b>	Krystal Culpepper. College and university panel. Mount Holyoke and Florida Southern have committed. Seeking FAMU, UPenn. Our September Quarterly is

	the same date as NACAC conference. Chair position is open. Email Krystal Culpepper if interested.
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