



MYP FLIBS MINUTES

Coordinator Meeting
MYP Board Meeting
February 25, 2016

Topic	Discussion	Outcomes/Needs/Questions
Welcome!	Congratulations on your retirement Debbie Canning! Welcome to Debbie Draper ☺	Thank you Susie for the cupcakes! ☺
Executive Board Updates	<ul style="list-style-type: none"> • 384 registrations so far for May workshops • September workshops are open – sign up • December Leadership Workshop – technically for DP, but PYP and MYP are welcome (Coordinators and AP's mainly) • New Course Codes in DOE for French to have them labeled MYP • Advocate for all things IB with your legislators, but make sure you know your district rules as far as political contact • Make sure you have paid your membership dues for FLIBS – those funds are important to running our organization effectively • Ad Hoc committee created to determine the topic/subject for Head of School meeting at the November/December 2016 quarterly • Lynn Erickson – Friday February 26, 2016 – Concept Based Learning 	<p>Course codes will be posted on EdModo Need a new course code added to FLDOE? Contact Karen Brown – Karen.brown@flibs.org</p> <p>HOS ideas – IB within the Marzano reality – Unit plans and observations; Community Involvement; setting/creating/maintaining a school culture of IB; Supporting the IB Curriculum in your school November 28-19, 2016; took notes and committee will collect ideas from membership for what they think Heads of School need and would draw them out for this PD.</p>

<p>Evaluating the Unit Planner</p> <p>Susie Kallan</p>	<ul style="list-style-type: none"> • Resources: <ul style="list-style-type: none"> ○ Evaluating the MYP unit planner (rubrics) ○ Unit: Let Freedom Ring MYP Year 2 ○ Individuals & Societies Guide • Civics – Year 2 Unit <ul style="list-style-type: none"> ○ Key concept, Related Concepts, Global context with specific exploration, Statement of inquiry (provide a score of 1,2, or 3 and provide feedback to the teacher) • The guide and rubrics are all in PDF • Big learning – when your teachers write a statement of inquiry they MUST USE THE EXACT WORDS from the 3 boxes above; then teach kids the vocabulary within the SoI – do not make it more “kid friendly”; do not use synonyms • The GC titles are extremely broad; the list of explorations helps narrow it down so that it can be a better take away for the students • When IB evaluates a planner, they give a lot of good feedback and are very thorough • Inquiry Questions – factual, conceptual, debatable should be directly related to the statement of inquiry <ul style="list-style-type: none"> ○ Evaluate Unit Questions with a score of 1, 2, or 3 ○ Questions should help prepare students for SUMMATIVE ASSESSMENT(S) • Summative Assessment – provide evidence for assessing student achievement using required MYP subject-group criteria • Formative assessment – provides teachers and students with insights into the ongoing development of knowledge, understanding, skills and attitude • Formative assessment should give opportunities for SELF assessment and PEER assessment • Reflection should include the DATA from the student’s SUMMATIVE assessment 	<p>Planner and Evaluation tool</p> <p>IB wants to see time in number of HOURS, not days or # of lessons. See “Evaluating Unit Planners” for rubrics to evaluate specific sections of the unit planner</p> <p>Maria will convert to Word document and post on EdModo</p> <p>Best formula is to include the actual words of the: KEY CONCEPT, RELATED CONCEPTS, and EXPLORATION (of the Global Context); do not use the actual name of the Global Context</p> <p>Danger of straying for list is that sometimes people want to list content instead of staying within context, but the explorations listed are suggested, so other explorations may be used</p> <p>Pick questions related to the Statement of Inquiry (key concept, related concept, exploration) A question may be: What is causality? (factual) Add student generated questions – qualify these question as (student generated)</p> <p>Opportunities for practice, and explicit feedback; want to see specific examples of formative assessments that will monitor and support student learning; FORMATIVE should PREPARE kids for the summative. You should KNOW that ALL YOUR KIDS will be successful on the SUMMATIVE from the FORMATIVE assessments – there shouldn’t be any students being unsuccessful with a Summative assessment if you are doing formative assessment well.</p> <p>Ask kids – what are you/are you not getting? FORMATIVE ASSESSMENTS SHOULD INCLUDE A MORE DETAILED DESCRIPTOPM OF EACH FORMATIVE ASSIGNMENT. While likely provided elsewhere, on a task sheet, inclusion in the unit planner itself should further evidence the coherence and rigor of the unit’s assessment components.</p> <p>All of the Unit evaluation docs are posted on EdModo</p>
<p>ATL Skills</p>	<ul style="list-style-type: none"> • Evaluation – you will be asked to articulate the ATL skills, with over 160 indicators • Sample template on OCC • You do not have to articulate all 160 indicators; however, each 	<p>Over the next several meetings, we will discuss how to tackle different skills within unit planning</p>

	<p>skill category must be represented across grade levels</p> <ul style="list-style-type: none"> • The skills should be AUTHENTICALLY happening in your school • Objective strands articulate skills you will be teaching with the unit • Skills should be PRACTICED so students can be successful with summative task • Further clarification – once connection of objectives and ATL skills, select the ATL students will actually NEED to be successful with summative task <ul style="list-style-type: none"> • Focus on Affective Skills – stand by the chart with the word that is most meaningful for you <ul style="list-style-type: none"> ○ Mindfulness ○ Perseverance ○ Emotional management ○ Self-motivation ○ Resilience ○ Practice dealing with change • Since for you are choosing an ATL based on objectives, when you score the objective based on the criteria, you are grading the ATL because you are specifically tying the pieces together! 	<p>Include in the unit – Mindfulness by... related to Objectives. At workshops, participate will match ATL skills tied to the Objective Strands – 1 ATL skill per strand.</p> <p><i>In order for students to {objective strand} they must {list the indicator then category/cluster}.</i></p> <p>Choose ATL focus based on objective/strands AND that will help be successful with Summative. When you have a formative, you should connect it to the ATL skills. For each ATL skill, there should be a formative assessment that utilizes that skill to ensure that student is successful with the summative assessment where they will need to implement the ATL skill.</p> <p>Posters posted on EdModo by participants for future review</p> <p>Value of collaborative planning for teachers – one person can't develop the ideas, all need to participate in the team to make it more meaningful</p> <p>How are we specifically teaching the skills? <u>We cannot assume that students know, and we cannot expect kids to use skills with mastery if we are not teaching them!!</u></p> <p>What skill do we need to teach for kids to be successful with this particular objective strand?</p>
Give Kids the World	Organization FLIBS has chosen to partner with Worked to develop ideas for a flyer to get people excited to get schools involved so a flyer can go out in the fall.	Welcome letters to families; visit and volunteer on property
Committee Share Out	<ul style="list-style-type: none"> • Scholarships – received applications, ranked on a rubric and determine who will receive; both needs based and merit based. • Grants – A-Q applicants submitted for Grants; 1 PYP, quite a few MYp, many DP; went through all according to rubric, looked at 4 indicators and chose top 5 as a group and noticed any similarities between top 5; then discussed those that were not a unanimous decision. Successful meeting. More applications this year than in previous year. Over the last 3 years, there has been an increase in the number of grant applications received. 	
MYP Board Meeting 4:30-5:30		
Quarterly Plans	September 2016: MYP Boot Camp December 2016: Run 2 sessions: Interdisciplinary Teaching/Learning & Approaches to Learning February 2017: Guest Speaker – Harvard Project Zero; Alan November	New teachers More experienced teachers Mix of teachers Maria will get quotes for Alan November and HPZ

	<p>June 2017: TBD September 2017: TBD</p> <p>June 16-17, 2016: Coordinators sessions – 3 sessions; 1 Thursday PM; 2 Friday AM (done by noon; work session for afternoon for those who want)</p>	Thursday (work session) – Projects; Friday (Day 2) Leadership & Marketing
Membership	Lots of unpaid memberships for schools	Reach out to schools on the list to talk to them and remind them to pay dues
Grants & Scholarships	<p>Proposal for re-structuring of the way FLIBS runs Scholarships/Grants; Ideas needed for how funds are utilized. Currently \$35,000 is allocated for Scholarships/Grants FLIBS mission focuses on support of students and teachers</p>	<p>Timeline would need to be restructured for applications</p> <p>Ideas: More equitable allocation of funds; funds utilized by programme board or committee designated by programme board each year based on need (teacher v. student; grant v. scholarship)</p> <p>Email Nicole with other ideas to include in proposal</p>
\$7,000 for Quarterlies	We have used about \$5,000 of our funds, funds do not roll over to the following year	

Future Discussion Topics:

Continue to work through ATL's; Continue to discuss opportunities to work with GKTW;