

General Members Forum

November 28, 2016

Facilitated by Joe Williams, Chair

Introductions around the room.

1. English A HL: My teacher wants to do the IOPs to all the classes together. Everyone does it in the class that the student has.
2. Does anyone do Lang and Lit? Some schools just started it. Some schools are having the conversation. It is hinging on whether they get ENC 1101, and IB Lit doesn't get ENC 1101 on the state table. We need to talk to Karen Brown about that tomorrow.
3. Has anyone started using SmartBacc and what is the feedback? Joe Williams has gotten good feedback. We have a presentation from SmartBacc tomorrow. Two other schools use it and they like it. One school cautioned that Math HL and Physics HL was not where it needs to be. It's an online revision course. Students go in and work on their own pace. Teachers can track how they are doing, it's like a Baron's online review book. The quote one school go for 380 students was \$1,000.
4. How is Kognity different? Kognity has more textbook type information. SmartBacc is more for review, Kognity is designed to replace a textbook.
5. Mike Cook—is anyone using the reports feature on Managebac? That is a report card type thing. No one uses it. It does allow you to upload the IB rubrics.
6. For schools offering the CP program, how far in advance did you recruit for students? One school had 2 CP grads last year and 40 this year. Bringing it in depends on the CTE programs you have, the school and district philosophy. In one school, students who were doing CP and didn't have Pre Diploma training were lost the first year. Now, they are going to run them through the Pre Diploma courses. Carlos from Atlantic said that they start the CP program in grade 9. If you have strong career programs, it is a good place to start. You have to start them in grade 9. Their elective become their CTE programs. CP school number is growing at an exponential rate. We don't have data on how the students do after graduating from the CP. From Atlantic, all have gone to college.
7. Ralph Cline introduced Paul Campbell, IBA Head of Development, and David Hawley, Chief Academic Officer of IBO.
 - a. Paul Campbell: He'll talk about Annual Regional Conference at breakfast tomorrow.
 - b. David Holley: He oversees the academic team in The Hague of about 55 people. He invites questions. He notes that he meets with the Heads tomorrow. He noted we were discussing the CP. The study they did of 500 students who went through CP showed that 80% went to university. They are doing a review of the entire IB diploma. Considering two different pathways: a refinement pathway and another one.
 - c. Have you found trouble with the no minimum word count? He doesn't have enough info to give us a good answer, but admits that if we have to ask the question, maybe there needs to be more conversation. The idea is to avoid "filler."

- d. Study going on about the workload. Students say that university is harder than IB. So why are we having kids do it? They've done a quick study of diploma requirements around the world, objectively is IB more demanding? No, IB is not an outlier, objectively. The place we are higher is in external assessment. The early study shows that doing the IB has intrinsic value. He has asked that all curriculum review reduce content by 30-50% and assessment by 30%. The new history course shows much more concentration on concepts. The Maths course will be around 10 of the 12 concepts that exist in the middle years program. Much more focus on big ideas and big concepts. Same with biology. They are looking at can they teach biology in five big concepts. In the new Language A course, they are going to two external assessments and one internal assessment. The pilot study showed that the degree to which parents are involved equals lower stress. Students with parents who don't have degrees struggle more, girls report more stress, although they do better. Internal calendars need to be managed by the faculty. Can you find ways with your teachers to do things in a synergistic way? Can we read novels in English from the history period? The #1 refinement and review they are working to better align the MYP and the DP.
- e. Students are deciding where they want to go next year. Students are going for AICE instead of her program. Stanford videos are very helpful that IB has online. Paul says they do have videos coming out from other universities. More and more universities are willing to say that IB students are more successful over time.
- f. How are they working with universities? Two weeks ago they had a session with admissions officers. There is also data online about student success. Alumni network is available, there are testimonials on the site and data on the site. You have to train students and parents to ask good questions during tours. The question to ask is what is the success rate of IB kids? AP kids? AICE? DE? One thing that would help would be some social media advertising. The more they see IB athlete, IB volunteer.
- g. Is one thing you are considering allowing anticipated students take HL exams? Yes. The trend is toward individualized learning. Our philosophy is concurrency of learning, but we want to keep up with current trends. One IBC asks that November exams be only one or two.
- h. Paul Campbell asks us to consider what we want IB to bring in the future.
- i. Mike Cooks asks for a program that serves grades 9 and 10. Mr. Holley is quite aware that the middle years program is not built for our four-year high schools. Or Mexico's three-year high schools. Why is the DP two years? Why not three years?
- j. Carlos brings up the Sisyphean nature of our jobs. IB makes things rigorous and tailors to the kid. He advocates for purist IB. He compares IB to Apple. Doing IB is buying into an experience.
- k. About the assessments: One thing IB does right is the variety of kinds of assessments that students do in each subject. So she understands looking at the assessments and working at not being over-assessed, there is value to the diverse kinds of assessments. One of the things they are thinking about in ToK is having all students do a mini TEDtalk, or drop a knowledge question into a group of students and videoing them. They are trying to get authentic in the assessment of what we say is important.
- l. Looking at Making Caring Common. Google it. Do fewer things well.
- m. What is the future of cross disciplinary courses and also performance based assessments. Where do you see IB going in terms of biotechnology? Musicology? Interdisciplinary study is fundamentally missing in the diploma. That is not where we think the world is going. We have two courses now, they want to add more. He wants any new courses to be interdisciplinary. The Nature of Science, or the Nature of Science and Creativity. Or, to require an interdisciplinary study be done by the student.

- n. Just got done with self-evaluation. She needs a framework for deeper conversations between the group teachers, group 1 and group. Mr. Hawley says that rather than doing 6 IAs, you would do 3 IAs, but they would all have to do interdisciplinary. He said they thought about mandating that everyone do a World Studies EE. He suggests that we could require everyone do a World Studies EE.