

IBARMS meeting April 20, 2007

Roger called the meeting to order and introduced Shawn Colleary, Director of Gifted Ed in Cherry Creek School District. Shawn talked with us on relevance and rigor in programs. Handouts were given to those in attendance.

Rigor presentation summary—

The Educational Leadership article in Dec/Jan issue on what is rigor. Each school needs to clarify and define rigor. It comes down to what the teacher does in the classroom. Do we really guarantee that students are critical thinkers? We are in an era of intellectual modesty. Have students evaluate their own work. Give up the sage on the stage. Students should say” I know this is good because...”

Shawn discussed the importance of themes being brought out in each subject. He

covered the importance of looking at multiple text on subjects with multiple levels of difficulty. What rigor is NOT is a group process. Differentiate. Use inference, relation to other reading, and a level of intensity. We need to challenge and raise expectations for ALL students. Robert Kennedy “when you raise the tide, all ships go up”. There is not a random act of excellence. Kids in lecture class may be more engaged—what the topic is makes the difference as well as how interactive the class may be. Tony Wagner, of Harvard, developed seven questions to ask the students. North Carolina Rigor Rubric and district developed rubric samples were shared in the handouts.

Some possible resources are listed in the handout.

Know that thinking skills exist in State Standards. Skills used each day and on CSAP. Debra Burns wrote Parallel curriculum. Ask teachers what thinking skills they teach beyond Compare/Contrast. All should use a Thinking skills list to better help students with process and naming the skill. Ascending Intellectual Demand and parallel curriculum people are great resources. Handout has great charts to use in classrooms. Get and copy for teachers!!!! Book one is theory, two is lesson plans.

Wong—person doing the most works doing the most learning. Don’t tell students what they know. Involve the students, engage them equals less stress on teachers.

Student outcomes for IB can be used to develop a rubric and incorporated with State Standards. Attitudes incorporated. Is the bright student moving his/herself along? Work ethic should be considered.

Depth vs Breadth—Garner, physics, gave final a year later to both students who had taken the class and students who had not taken the class, mistakes were the same.

Coverage vs learning. Entrenching information not just giving it is key. Depth goes well with interest areas.

Roger reminded us all how important it is that we review in our classes and programs. A brief group discussion on how rigor is practiced in our programs followed.

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Break

Business Meeting

Introduction of guests—principals, district officials

Approval of minutes—motion by Patricia to approve and Dorsee seconded, approved

Treasurer's report--\$74,000+, \$80,000 in checks to deposit for conference registration, \$30,000 without conference consideration. Bills are still coming in at this time.

Conference Report

MYP—Level 1,2,Special Needs 370 registrations, adding Science, Register soon if you are interested.

PYP—approval gained from IB. We will begin offering in summer, 2008. Feedback is needed from members attending Level 1 and 2 trainings on quality of trainers.

Roger addressed the concern that money being generated be used to support our programs and students. He presented general ideas.

Jan Lotter represented the land mine project. Jan shared a video put together by the students. She shared how the project has grown. A luau May 11 is \$20 and all are invited. The video was shared at the IB Sub-Regional meeting in January. The Executive Board approved continued support of this program. The expectation is that all innovative programs will come to our group in the future which led us to the Student Project Committee being established.

Student Projects—Jan will organize the first meeting to get the projects committee going. Roger explained the task would be to set criteria, deadlines, etc. A list was passed around to have people sign up for committee. We have designated \$5,000 for this project

\$5000 for scholarships has been designated. Scholarship Committee ideas was brought forth by Lisa. A signup sheet is being passed around.

Legislature committee is also being formed. Lou will be organizing this group. In 2002, we did get IB diploma recognized by Colorado colleges and universities. Staff development money being given by other states to schools might be a possible focus in the future.

We still have the \$2,000 per grade level for discretionary use.

Roger spoke to development of IBARMS as a support for future goals.

Nancy Morse is the conference committee chair and new members are always needed. We especially need expertise in PYP. Professional Development is an ongoing concern. Please discuss roundtables and symposiums that we might develop or topics that we might address next year.

Membership and voting—

A proposal from Executive Committee for by-laws change Article 3, Section 3 “Voting will be reserved for active members only with one vote per authorized IB program, *with partnership schools designating one voter.*”

Roger explained the conversation around memberships and voting.
Motion made to accept by Dorsie, seconded by Lou and approved.

Article 3, Section 4 dues piece was amended to read: “Dues will be set by the Executive Committee *and paid by each membership program on or before the first meeting of the school year.*”

Motion to accept by Patricia, Dorsee seconded, Approved.

Invoices will be going out this spring.

We have been smaller and the issues have not arisen. We are adjusting as our size is increasing.

Steve Fleet gave an update was given on the TOK and ethics symposium October 12, 13 at DU on Ethics and Education. It came from a research committee at DU with professors and honors students. Why IB students are great to have in classrooms, etc. Dave is looking at the learner profile and how students might interact with the model more effectively. Information will go back to Cardiff. 5-7 students from each DP program are invited to participate.

Roger reflected on the need to get students at each level together. MYP summit in the summer was suggested.

Meeting dates for next year are proposed as September 21st at 11 am, November 17th full day, Saturday with teachers being involved in a single theme. Suggestions on theme or speakers should be directed to Diane Davidson ddavidson@33hotmail.com and Dan Augenstein. Spring dates being February 15 full day and April 18th 11 am business meetings. Official information will follow but these are the tentative dates.

Newsletter—coming soon, submissions to support program mission, submit to your level representative.

Website—new webmaster, photos are needed for an update, Be sure you have permission for use of pictures, send pictures and permission forms to Lori at workshops@ibarms.org or fax to 303/313-1650.

All were reminded that the new IB logo launched today. IB now not IBO.

We adjournment for lunch.

Levels will convened in breakout rooms.

DP Breakout session

Introductions were made by attendees.

Update ToK Ethics Summit at DU by Steve Fleet

Steve has met with DU a couple of times. Need about three other ToK teachers to help plan. DU is picking up the cost for facility and working on hockey tickets for Friday night. The DU group is looking for different people to be involved from the university and community at large. Steve needs to know who might be interested in attending. By early August/September, a list of interested students would be helpful. Let Steve know if you or others in your building are interested in attending. An email will go out from Patricia and she will gather information for Steve. October 12-13 are the dates being considered. Facility considerations at DU must be taken into account. Steve would like 5-7 seniors from each school. Planning will take place in May and next fall. Feedback from teachers involved and the student will create a document to be reviewed and shared.

There was a discussion around having colleges track IB students. A person from a college recommended a stamp for a transcript that flags students as being in full IB diploma program. There are confidentiality issues for the colleges as well to be taken into consideration. These would be helpful statistics that could be general in nature and helpful to high school programs.

General program discussions:

English A-1 models were discussed. Where are assessments done, do teachers follow students, etc.? Models were shared. Some had one person with all juniors and one with seniors. Paper as a junior and orals as senior were done. Some had teachers who shared teachers per grade. Thornton does World Lit first—part 4. Their teachers loop with students. Few papers are lost that way. Orals off site in January was discussed. Parents proctor prep time. Seniors do oral presentations. English department cooperation is important. Cheyenne loops English, Science, and math. World lit paper revised draft end of junior year and reviewed senior year. Orals mid-senior year. World Lit paper and oral junior year and other exams senior year for Douglas county. Susie said their building has done a variety while staff changes. Orals are done during exam period. Juniors do orals and exams. They come back end of junior year with paper in hand. Students excused May 1-23. Extended Essays are due over Halloween at Thornton and students review after Winter break senior year.

IB Music and Economics online was brought up by Susie. The cost is rather high. There is confusion over who is able to take the course. Some schools use as a sixth for students. The internal assessment piece is done by one school for AP students. Psychology IB and

AP do not match was one comment. Patricia commented that their IB students do better on AP exam. Economics is offered by some groups. Dorsie brought up that it is an access question for students to have online courses. Steve brought up the idea of technology and the ethics conference. Brian brought up the thought that IB promotes personal interaction. The B10 form is the Escape program form which helps pay for exams. We should all be using this opportunities whenever possible.

Music models were discussed. Many run through Music Theory classes. Many are doing every other year with AP one year and IB the next year or combined. Performance is covered in other areas. AP/IB don't mix well.

When districts have two high schools, the students still need to take ALL courses in their own school. Unless schools apply that way, schools may not cross over. This seems to be an access issue. IBARMS may want to seek clarification from IB or IBNA. Changes may be coming was one comment.

Brian brought up a question about new schools being open in a district and transferring of IB programs. Districts need to understand that programs are not able to just be moved. New schools would have to apply separately. If schools are being torn down, are programs able to move? Paperwork needs to go in to IBNA.

Most programs present to eighth graders and their parents. Some districts do not provide transportation but others do depending on public transportation access.

IBARMS support for experienced instructors such as Nancy Lee was discussed. What type of support do we have for those who have been through training but can't really afford to go to other trainings was discussed. Again, please get on website and share information on trainers you may have in your building or really solid teachers who might be resources for others. Roger suggested that information be posted on the website. We need to be careful that people are not bombarded by others. Most of these people should be paid and may best be used in roundtables. The idea of the November meeting to give teachers time to talk might be the answer to this concern. Watch information on IBNA site and group projects.

Roger stated that we might want to update what is offered at each school as a resource to each of us. This is probably better than listing specific people. This would be DP program information.

Symposium ideas for November where we bring teachers together are needed. Susie talked about how there was originally a state conference. Conversations around a general topic that could bind us all together such as internationalism was discussed. Roundtables have been successful this year. This is a good connection for teachers. We need to be sure to meet people's needs. Roger's question was do we want to do the conference in conjunction with roundtables or in addition to roundtables. Dorsee brought up the "world café" concept. Having a general presentation that brings all together may be the best way to go.

The Learner Profile is coming in the guides. This may be a piece that is new and of interest to teachers as well as hearing how others are incorporating concepts. It was suggested that a presenter be brought in. Cindy at UWC doing "Inside the hexagon" was suggested as valuable. There was a sharing of how the Learner Profile is used in different programs and how it is important to use the vocabulary and have students use the terminology. Some introduce the profile with the CAS introduction to sophomores. Some are talking about how traits are being evaluated in students. Patricia incorporated in to a staff meeting and shared with parents how the Learner Profile relates to the daily activity of the students. Good PR for staff and parents. Student Leadership team at Douglas County writes up information on how LP information relates to them for their newsletter.

Other possible topics for symposiums and roundtables were brought up.

Susie had a question about how students are prepared for the research project. Smokey person has a counselor who does four mini-workshops for juniors during lunchtime. They need to complete all four sessions. What is a good research question? What are some research sources? They do an EE workshop as well. Contact for information mkleve@cherrycreekschools.org.

The new EE guide is coming out for 2009. There is an extended workshop at DU the last week of July. Smokey teachers run it. Students enroll and come with solid rough copy of their paper. Charge is \$100. The workshop is three full days and a half day with a presentation and international meal the last day.

Patricia shared an article with us on Lifelong Learning: International Baccalaureate.

Susie reminded us about the courtesy of calling other schools if visitors show up during exam time. Check to be sure that all has been prepared correctly. They interview students on how they found out about information, etc. Be sure students are aware that an observer may show up. They generally come for one morning or one afternoon. They carry a meter stick to measure between students. They want to see conduct of exams posted in the test room and classrooms. This should be the same as what appears in the Vade Mecum. They will ask you about your procedures as well.

The meeting was adjourned.
A great summer to all.