

1. Welcome and Introductions
2. Requests/submissions from other MYP Coordinators:

<p>a. From Jen Simms at Heritage MS, Longmont "Simms Jennifer" Simms_Jennifer@stvrain.k12.co.us</p>	<p>1.) "We're preparing for our evaluation visit this year and one task we haven't done yet is write course descriptions. I don't like what our staff did in the past—they were long, wordy and not very useful—and I'd love to collect ideas and samples from other schools as to how they constructed their course descriptions (either for authorization or for evaluation visit). I'm hoping to come up with a template that's easy for teachers to complete and is actually useful for staff and parents."</p> <p><i>Shawn Reed-Parsons has a form she uses for course descriptions and will share with the group.</i></p> <p>2.) "I'm planning to take maternity leave next May and am considering extending it into a few months next fall if I can find someone to fill in for me as IB coordinator. I wanted to ask if anyone in IBARMS knew of someone (perhaps someone recently retired or staying at home) who has experience as an IB coordinator or IB teacher who might be interested in such a position."</p>
<p>b. From Lisa King at Poudre HS "King, Lisa - PHS" lisak@psdschools.org</p>	<p>An informational article to share re: AVID and Approaches to Learning. This may be of interest to those schools that offer the AVID program. See attachment sent on earlier in Jan. email.</p>
<p>c. From Stephanie Gronholz at Westminister HS SGronholz@adams50.org</p>	<p>"The U.S. Fund for UNICEF and the Daniels Fund announce the BE UNICEF educator workshop to take place in Denver, CO, on Saturday, January 29. The one-day workshop for high school teachers will focus on global issues that affect children worldwide and how to facilitate discussion of those issues in the classroom. To register, visit www.surveymonkey.com/s/9YRWH97. For more information, contact David Donaldson at ddonaldson@unicefusa.org."</p> <p><i>Information from the Teaching East Asia group at CU.</i></p>
<p>d. "Jordi Owens" Jordi.Owens@dcsdk12.org</p>	<p><i>Debbie Getzel is the speaker coordinator for the MYP Student Summit and will talk with Jordi about her student leading a session or being a speaker at the MYP Student Summit on 4/15/2011.</i></p>

3. MYP Summit 2011 – Report from group as per the 1/14/11 am. meeting.

Friday, April 15th, 2011 at Century Middle School in Thornton

Schools can bring about 20 students.

The summit will be held in a conference format. Sessions will focus on the book, *The Diary of Ma Yan*, and the culture of China.

The summit theme is: Education is your ticket to the world.

Unit Question: How does where you come from influence where you go?

Area of Interaction: Health and Social Education

Start making travel arrangements!

What resources do you have that can help teach about the culture of Asia or China? Students, staff members or community members are welcome. Send all contacts to Debbie Getzel, speaker coordinator.

There will be a teacher training component about teaching international-mindedness

See additional attachment with further information.

4. Standards based grading systems discussions: Various coordinators responded and/or will have some systems to show and tell about... I will list those here who offered to share about their schools at our mtg. This was a very informative discussion. Please open the various attachments connected to each school's grading system.

Jason Malone at Poudre HS jmalone@psdschools.org

High School uses traditional grading system. Two teachers (science and Spanish) are piloting standards based grading at their school. Poudre HS doesn't currently use a grading program, but is planning to pilot Managebac is a software program created by former IB students. It will eventually tie to IBIS to submit DP grades. There will be features for PYP through DP. You can ask for information on how they communicate to parents and how to convert standards based grades to traditional grades. "The curve" on the conversion chart is lower first semester.

In MYP Science courses, 5 or 6 opportunities to score on each criteria during each semester.

They're still sorting out what to do with students who don't complete their assessments. Possibly need a required number of assessments completed for teachers to give an accurate assessment of achievement. Give an incomplete to students who don't produce enough evidence.

Q: How you "weight" formative and summative assessments? A: The only thing that should matter are the summative scores. Formative assessments are not valid for final scores.

Bethany Lambrecht at Summit HS BLambrecht@summit.k12.co.us

Brought two handouts: 1 page rubrics and an article called "No More A's for Good Behavior."

Summit School District is transitioning to standards based grading.

- Started by ensuring that teachers were using the rubrics.
- ALL assignments are scored using the IB rubrics.
- They do use formative and summative assessments to determine the final score.
- No more averaging grades
- They have created a conversion chart to translate the IB score into a letter grades/percentages
- Students keep a chart of their progress on each standard
- Their grading program is Power School

Problems: getting parents on board (sent out a letter to parents at the beginning of the school year.)

Jordi Owens at Mesa MS Jordi.Owens@dcsdk12.org>

100% of teachers have standards based grade books and they're moving toward using the IB criteria

Uses infinite campus

Gives a score of "U" for students who don't turn in enough work to determine a content knowledge score

They give a "work habits" score and a "content knowledge" score. On the grade report, both scores are reported.

Jordi has noticed that as a result, students don't care about deadlines, unless sports eligibility is in question.

The district has sent up a percentage conversion into a letter grade. Their scores are currently averaged. To adjust for this, Jordi "grays out" scores and drops them from the calculation so that the scores that show the students most consistent performance are the only ones that remain.

They use a 4, 3, 2, 1 scoring scale.

Julie Fishman at Summit Cty. MS jfishman@summit.k12.co.us

Brought example of the IB grade book using the Power School program.

MYP teachers don't want to give up the "life skills" part of grading, so Julie is creating an ATL rubric for use in all subjects to score students on these skills. She's happy to share when it's finished. (You can add in other criteria to your course, just don't try to mix it into the existing MYP criteria.)

If teachers get hung up on the subjectiveness of the "professional judgment" piece of giving final scores, but Julie reminds us that a percentage grade is subjective as well.

Teachers need to hand enter final scores for each criteria and a final course percentage as well.

Charlotte Martinez at Corwin International charlotte.martinez@pueblacityschools.us

High School:

- 1) Created rubrics based off of interim objectives
- 2) Write summative tasks to address objectives
- 3) Infinite campus: create "task groups" for each of the criterion (non weighted)
- 4) Teachers give a traditional grade and then also a score on the IB rubric
- 5) Teachers have found they'd rather score with the rubric first and then convert back to traditional
- 6) Will post all rubrics on the school website

Middle School:

- 1) The school uses all criterion-referenced (standards based) scoring
- 2) At the end of each week, teachers give "snapshots" which convert the IB rubric score into a percentage
- 3) Gave teachers the task of sorting the assignments in the grade book by the criteria to see what they might be scoring that doesn't actually fit the MYP criteria (like points for being in class on time)

- 4) They wrote two additional criteria for math homework and PE dressing out
- 5) Something they need to do is standardize the way infinite campus grade books are set up
- 6) Entering MYP grades on infinite campus is more labor intensive than traditional grading
- 7) Suggest using the “sandbox” feature in infinite campus to practice setting up grade books

Charlotte will share conversion charts with us via Anne – see one of the attachments.

5. One issue not revisited but still on the agenda for the IBARMS Executive Board:

a. “We should possibly look at forming a committee to meld the new state standards with IB objectives. All IB schools involved with IBARMS could then share that one document as long as it gelled with their school's objectives too.” Shawn Reed Parsons – MYP Coordinator, Mtn. Ridge MS
shawn.reed@asd20.org

- This is a GREAT idea.
- We may need to wait to do this until the State decides if we’ll adopt the new State Standards or the National Standards.
- What’s the purpose of the meeting? Creating a final document? More process driven?
- A more process driven approach would allow people to learn skills to bring back
- Should this be a sub-committee of our MYP / IBARMS group?
- Could we create a place where we can share our documents?
 1. Could this be a something supported by IBARMS? Hire a person to manage this virtual space for all levels
 2. Lou Marchesano suggested Rubicon. The company may be willing to create something for IBARMS.
 3. Other tech solutions tossed out: e-pals, wiki, Google docs.

The board did not have the chance to talk about this at the January meeting. It's an issue that should be discussed again in the future.

6. Anne Frazier will be stepping down from the MYP Coordinator Representative position on the IBARMS Executive Board for the 2011-12 school year. If you are interested in running for the position, send your name to Jan Lotter jrlotter@aps.k12.co.us before the April IBARMS meeting.

Job description:

- Meet before the IBARMS meeting for two hours with the IBARMS board.
- Run the breakout sessions
- Attend the Keystone training as a volunteer (free lodging!!)
- Contact person for other MYP coordinators