

Meeting Notes

Browne International Baccalaureate (IB) Steering Committee
 Monday, November 5, 2012
 6:00 p.m. – 7:30 p.m.
 Phelps Architecture, Construction, and Engineering High School

Meeting had to be moved to Phelps, but will be typically be held at Browne EC

OUTCOMES:

By the end of the meeting, participants will have:

- Learned about the International Baccalaureate (IB) Program
- Discussed they timeline and work required to bring IB to Browne EC

ATTENDANCE:

Bob Smith (IB Manager, DCPS); Shanita Burney (Office of Family and Public Engagement); Dorcus Lawrence (IB Coordinator @ Eliot-Hine); Naimah Salahuddin (Principal, Browne EC); Steve Zagami (Superintendent); Michelle Smith (4th grade teacher, Browne); Tyree Wall (PTA President); Diane Riley (Assistant Principal, Browne); Kelly Raben (6th – 8th grade Social Studies teacher, Browne); Daquetta Tyree (parent); Catherine Chu (Teacher, Browne); Ben Lookner (Teacher, Browne)

Total – 12

NOTES:

| Agenda Item | Discussion Highlights |
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| <p>Welcome/Purpose/Introductions</p> | <p>Committee members introduced themselves.</p> <p>Principal shared with group:</p> <ul style="list-style-type: none"> ▪ Browne history/overview ▪ Purpose of committee (emphasized the group’s role variety reflects the need to have important voices included in the planning process moving forward) ▪ Committee should serve as ambassadors of the program with their peers and should be comfortable speaking about it |

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| <p>Planning with the End in Mind</p> <ul style="list-style-type: none"> • What do we want for our students after their 11 years at Browne EC? | <p>Committee members were grouped into 3 sets of 4-5 and asked to chart answers to the question to the left. After the brainstorm, each group, ranked the top 3 and shared with the whole group. Top 3 for each is listed below:</p> <ul style="list-style-type: none"> • Group 1; independent thinkers, reading and writing on or above grade level, and goal oriented • Group 2; adaptability/flexibility, good communicators, and nationally competitive • Group 3; coveted by every high school, competitive with their international peers, and exposed to the very best teachers <p>This group will be the advisory group for the Browne IB program that will guide the IB process and ensure we accomplish these expectations.</p> |
| <p>Introduction to the IB Program</p> | <p>Bob shared a PowerPoint presentation that provided an IB overview; highlights include the following:</p> <ul style="list-style-type: none"> ▪ 5 authorized schools currently operating in DCPS (Banneker has diploma program for grade 11 and 12; authorized MYP at Deal (whole school program); 3 PYP programs - Cook, Thomson, and Shepherd ▪ Candidate schools are Eastern with an authorization visit for the diploma program scheduled this Thursday (this will be the 1st diploma program that isn't an application school) Eliot and Jefferson are partnering to run IB at their schools and continue to Eastern...both schools going through authorization now. Both Eliot and Jefferson IB programs will be whole school ▪ Turner is going through a PYP candidate authorization process now |



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| | <ul style="list-style-type: none">• Browne will be the 1st to offer a PYP and an MYP continuum IB program• IB developed in the late 60's and wanted to use it to support making the world a better place and encourage world peace.• Critical for school to adopt the IB philosophy and work to be in line with it; if we want students to be exemplars of the profile, critical for staff to be as well; building a supportive culture in the school are key <p><u>IB Philosophy</u></p> <ul style="list-style-type: none">▪ Multilingual and interculturalism (understanding that different people with different perspectives can be open to each other; 2nd language course offered to students <p><u>7 standards and practices of IB</u></p> <ul style="list-style-type: none">• Learner profile emphasizes teaching to the whole child and not just to the cognitive component of their self. Learners strive to be inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balance, and reflective. It will be imperative for the school to buy into the standards and practices to lead toward this.• The written curriculum in the PYP model combines six themes (Sharing the planet, who we are, where we are in place and time, how we express ourselves, how the world works, and how we organize ourselves) and they work together to support the math, science, etc. This will be a different approach to teaching for |
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| | <p>teachers; big ideas, knowledge, skills is the foundation...DCPS would tell teachers what to teach and Browne teachers would wrap that in the IB model</p> <ul style="list-style-type: none"> • MYP requires students to have a minimum of 50 hours in each subject (2 languages, Humanities, Math, Arts, Sciences, PE, and Technology) represented in the learning model. When thinking of technology think of it as a problem solving course where it is not limited to computer technology - should be about solving real problems • Both programs have an capstone (end) project; PYP have an exhibition; in the MYP, the project would take place in the 8th grade • Teacher collaboration is critical and should be considering now how to integrate time for teachers to plan and collaborate |
| <p>Closure</p> | <ul style="list-style-type: none"> ▪ Superintendent Zagami reflected on the scale of information shared that evening and not to get overwhelmed. We are starting early and have plenty of time to plan. The IB Manager from Eliot emphasized how exciting it is and aligned to what teachers are already doing. The group will be there to support each other through this process and to ensure it makes sense for Browne. <p><u>Supports you will receive from DCPS</u></p> <ul style="list-style-type: none"> ▪ Fees for dues ▪ Planning and reflection ▪ PD for teacher ▪ An alternate meeting time was discussed since 6pm is late for teachers; 5pm is too early for parents/community members to attend. We decided to meet at 5:30pm in |

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| | <p>the next 2 meetings and provide a dial in number for anyone who can't attend in person.</p> <ul style="list-style-type: none"> ▪ To prep for the next meeting, if there are questions you have prior to the meeting, send them to naimah.salahuddin@dc.gov and we will ensure they get answered at the 12/3 meeting. We will also be inviting school leaders from current IB schools for guidance on their 1st steps taken to gain authorization. |
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Next Meetings:

Monday, December 3, 2012; 5:30pm – 7:00pm @ Browne EC

Monday, January 14, 2012; 5:30pm – 7:00pm @ Browne EC

Full Brainstorms for Planning with the End in Mind Activity

Q: What do we want for our students after their 11 years at Browne EC?

Group 1 Brainstorm:

Perseverance, Independent Thinkers, Problem Solvers, Productive Citizens/Community Service, Adaptability/Flexibility, Responsible/Self-starters, Technology Literacy, Motivation, Self-Aware (Strengths & Challenges), Goal-Oriented/Driven, Nationally Competitive, and Communicator (presents themselves well!)

Group 2 Brainstorm:

By 8th grade graduation, students will be independent thinkers, have critical thinking skills, reading/writing on or above grade level, empathetic citizens, culturally aware, develop system of values, proficient or advanced mathematicians, self-aware, goal-oriented

Group 3 Brainstorm:

Coveted by every high school, competitive with international peers, solid foundation in whatever area of study interests them/career, know they have options and prepared and confident to take options, willing to persevere, exposed to the very best teachers (on Browne staff), and able to make informed decisions