



2012
IB-MA Summer Academy

George Mason High School
Falls Church, Virginia



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IB World Schools in Delaware,
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IB Mid Atlantic Academy

August 8-9, 2012

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Brian Bassett
Academy Co-Chair, Past President

Dear IBMA Educators,

“Being creative is not only a matter of inspiration. It requires skill, craft in the control of materials and a reciprocating process of critical evaluation.”

- Ken Robinson

It is August and you are attending a professional development event. Much of the Washington D.C. metro area is on holiday enjoying the beach. We, however, have gathered together to learn from one another. None of us had to attend this event; we chose to be here. What is it about an IB education that motivated over 77 teachers, coordinators and administrators to voluntarily share their expertise with over 400 educators in August?

We are motivated by the creative and critical skills we see in our students every day. If you were anything like me at the start of your teaching career, the pedagogy that leads to intrinsic exploration among students did not come naturally. While we were all inspired to be dynamic teachers, we ourselves had not experienced an inquiry-based constructivist model of education. Ken Robinson's words above touch exactly upon the power of an IB education. Our curricular models inspire us to deepen our skills, explore our craft and continually evaluate how we inspire students. It was not until I experienced the creative challenges of an IB education that I was able to inspire a transformative educational experience.

The 2012 IBMA Academy promises to further our progress towards this holistic model of education. The dynamic pre-conference offerings aim to challenge our practices by analyzing international mindedness, access to rigorous curriculum, true service-learning and school-wide leadership. The Academy's presentations also offer a venue for challenging discussion among peers in the full K-12 IB continuum.

In addition, organizations from around the world are present to share their leadership and expertise. Please take time to meet with the following IBMA Academy sponsors during the two-day conference: *IB Source, Touchstones Discussion Project, ManageBac, Hodder Education, The American Red Cross, Green Light Group Tours, Haese Mathematics, Oxford University Press, George Mason University, Cambridge University Press, Oxford Study Courses Ltd, Pamoja Education, EF Education First and IB Publishing.*

This learning opportunity would not have been possible without support from our generous host, George Mason High School (Falls Church City Public Schools), which is celebrating its thirty-second year as an IB World School. In particular, IBMA would like to thank Dr. Toni Jones the FCCPS Superintendent.

Finally, I would like to thank each and every educator that has dedicated precious time to join us for the fourth annual IBMA Academy. Our organization is only as good as the volunteer educators that are willing to take a lead in sharing and seeking continuous improvement. We hope that the 2012 IBMA Academy will inspire your work as you plan for the 2012-2013 school year.

Sincerely,

Asheesh Misra
President, Mid-Atlantic Association of IB World Schools



IB Mid-Atlantic Member Schools

Virginia

Annandale High School (MYP)(DP)
Antietam Elementary School (PYP)
Atlee High School (DP)
Brooke Point High School (DP)
Buckland Mills Elementary School (PYP)
Carlisle School (MYP)(DP)
Clarke County High School (DP)
Dumfries Elementary School (PYP)
David A. Dutrow Elementary School (PYP)
Edgar Allen Poe Middle School (MYP)
Ellen Glasgow Middle School (MYP)
Ellis Elementary School (PYP)
Fairfield Middle School (MYP)
Featherstone Elementary School (PYP)
Francis C. Hammond 1 Middle School (MYP)
Fred M. Lynn Middle School (MYP)
Gar-Field High School (MYP) (DP)
George C. Marshall High School (DP)
George H. Moody Middle School (MYP)
George Mason High School (DP)
George Washington 2 Middle School (MYP)
Ghent Montessori School (MYP)
Granby High School (DP)
Hampton High School (DP)
Hanover High School (DP)
Henrico High School (MYP) (DP)
Islamic Saudi Academy (DP)
James River Elementary School (PYP)
J.E.B. Stuart High School (MYP) (DP)
Jefferson-Houston School (PYP) (MYP)
J.E.J. Moore Middle School (MYP)
King's Fork High School (DP)
Langston Hughes Middle School (MYP)
Lee-Davis High School (DP)
Lindsay Middle School (MYP)
Lucille Brown Middle School (MYP)
Mary Passage Middle School (MYP)
Meadowbrook High School (DP)
Midlothian High School (DP)
Midlothian Middle School (MYP)
Mills E. Godwin Middle School (MYP)
Mount Daniel School (PYP)
Mount Vernon High School (MYP) (DP)
Mount Vernon Community School (PYP)
Mountain View High School (DP)
N.B. Clements Junior High School (MYP)
Oscar F. Smith High School (DP)
O. W. Holmes Middle School (MYP)
Patrick Henry High School (DP)
Paul D. Burbank Elementary School (PYP)
Plaza Middle School (MYP)
Prince George High School (MYP)
Prince William Academy (PYP) (MYP)

Princess Anne High School (DP)(MYP)
Randolph Elementary School (PYP)
Robert E. Lee High School (DP)
Robinson Secondary School (DP)
Rosa Parks Elementary School (PYP)
Saint Mary's Catholic School (MYP)
Saint Michael's Episcopal School (MYP)
Salem High School (DP)
South Lakes High School (MYP) (DP)
Stonewall Jackson High School (MYP) (DP)
Stonewall Middle School (MYP)
Stuart Beville Middle School (MYP)
T.C. Williams High School (MYP)
Thomas Edison High School (DP)
Thomas Jefferson Elementary School (PYP)
Thomas Jefferson High School (MYP) (DP)
Thomas Jefferson Middle School (MYP)
Trinity Episcopal School (DP)
Tuckahoe Middle School (MYP)
Tucker High School (MYP)
Victory Elementary School (PYP)
Walt Whitman Middle School (MYP)
Warwick High School (DP)
Washington-Lee High School (DP)
York High School (DP)
Yorktown Middle School (MYP)

Maryland

Albert Einstein High School (DP)
Annapolis High School (DP)
Annapolis Middle School (MYP)
Baltimore City College (MYP) (DP)
Baltimore International Academy (PYP)
Bethesda Chevy Chase High School (MYP) (DP)
Central High School (DP)
Chevy Chase Elementary School (MYP)
College Gardens Elementary School (PYP)
Crossland High School (DP)
Edgewood High School (DP)
Francis Scott Key Middle School (MYP)
Frederick Douglass High School (MYP)
Germantown Elementary School (PYP)
James Madison Middle School (MYP)
John F. Kennedy High School (DP)
Julius West Middle School (MYP)
Kenwood High School (DP)
Laurel High School (DP)
MacArthur Middle School (MYP)
Manor View Elementary School (PYP)
Meade Senior High School (MYP)(DP)
Milford Mill Academy (DP)
Newport Mill Middle School (MYP)
North Chevy Chase Elementary School (MYP)

North Hagerstown High School (DP)
Old Mill High School (MYP) (DP)
Old Mill Middle School North (MYP)
Our Lady of Good Counsel High School (DP)
Parkdale High School (DP)
Richard Montgomery High School (MYP) (DP)
Rockville High School (DP)
Saint James Academy (MYP)
Seneca Academy (PYP)
Seneca Valley High School (DP)
Silver Spring International (MYP)
Southgate Elementary School (PYP)
Springbrook High School (DP) (MYP)
St. Mary's Ryken High School (DP)
St. Paul's School (DP)
St. Timothy's School (DP)
Suitland High School (DP)
The Academy of the Holy Cross (DP)
The Calverton School (DP)
The Mount Washington School (MPY)
Thomas Jefferson Elementary School (PYP)
Urbana High School (DP)
Watkins Mill High School (DP)
Westland Middle School (MYP)
William C. March Middle School (MYP)

DC

Alice Deal Middle School (MYP)
Archbishop Carroll High School (DP)
Benjamin A. Banneker Academic High School (DP)
British School of Washington (DP)
Eastern High School (DP)
Eliot-Hine Middle School (MYP)
H.D. Cooke Elementary School (PYP)
National Collegiate Preparatory Public Charter High School (DP)
Shepherd Elementary School (PYP)
Strong John Thompson Elementary School (PYP)
Thompson Elementary School (PYP)
Turner Elementary School (PYP)
Washington International School (PYP) (MYP) (DP)
Washington Mathematics Science Technology Public Charter School (DP)
Washington Yu Ying Public Charter School (PYP)

Delaware

David W. Harlan Elementary School (PYP)
John Dickson High School (DP)
Mt. Pleasant High School (DP) (MYP)
Seaford Senior High School (DP)
Sussex Central High School (DP)
Talley Middle School (MYP)
Wilmington Friends School (DP)

Welcome to the 2012 IB Mid-Atlantic Academy

Wednesday, August 8, 2012 **Event**

8:00 am – 9:00 am Pre-Conference Registration and Light Breakfast Refreshments
9:00 am – 3:00 pm Pre-Conferences – with a Lunch Break from 11:30 -12:30

3:00 pm – 4:00 pm Academy Registration/Sponsors Gallery
4:00 pm – 5:15 pm Welcome and Plenary - Auditorium
5:15 pm – 5:30 pm Break/Snacks/Sponsors Gallery
5:30 pm – 7:00 pm General Session I

Sponsors Gallery Open from 3:00pm – 7:30pm

Thursday, August 9, 2012 **Event**

8:00 am – 9:00 am Continental Breakfast
9:00 am – 10:30 am Subject Session I
10:30 am – 10:45 am **BREAK** (Beverages)
10:45 am – 11:45am Lunch A or General Session II
12:00pm – 1:00pm Lunch B or General Session III
1:00 pm – 1:15 pm **BREAK** (Beverages)
1:15 pm – 2:45 pm Subject Session II

Sponsors Gallery Open from 8:00am – 2:45pm

BREAKFAST, LUNCH AND REFRESHMENTS WILL BE SERVED IN THE CAFE.
PLEASE SEE **PAGE 46** FOR A MAP OF SCHOOL FOR MORE DETAILS

IB Mid-Atlantic Academy Pre-Conference Sessions

Wednesday, August 8, 2012 9:00am – 3:00pm

Re-culturing Schools: International Mindedness and the Learner Profile

Room TLC 1

Dr. Steve Hreha

Since the turn of the 21st century increasing attention has been devoted to the place of the IB Learner Profile and International Mindedness in the IB continuum. It is sometimes easier to discuss the Learner Profile and International Mindedness than it is to develop pedagogy and curriculum to support their development. This workshop will focus of the connection between the Learner Profile and International Mindedness. More specifically, participants will be invited to explore specific classroom strategies for fostering International Mindedness and the qualities presented in the Learner Profile. In addition, participants will consider how the school, rather than individual teachers in individual classes, can explore these key themes of an IB education.

Dr. Steve Hreha was the IB Diploma Programme coordinator at Champlain Regional College in St. Lambert, Québec from 1991 until 2011 when he took early retirement. As part of the DP he taught ToK and was one of two IB philosophy teachers. He has led workshops in the Theory of Knowledge since 1998 in Canada, the United States and Europe for IB Americas and for independent providers as well as leading in-service training for school districts in Canada and the US. Dr. Hreha is a TOK examiner, consultant, site visitor for prospective IB schools, and a member of the program evaluation reading team. In 1996, he received the Association of Canadian Community Colleges (ACCC) Teaching Excellence Award, and in 2012 he was presented with the IBA Regional Director's Award. Dr. Hreha holds an MA in philosophy for Carleton University in Ottawa and a Ph.D. in interdisciplinary studies from Concordia University in Montréal.

Supporting Diverse Learners in the English A1 Curriculum

Room D121

Paul Marble

As the IB expands its scope, teachers and schools are looking for thoughtful ways to ensure student access to a challenging curriculum. Conference attendees at this session will: probe the idea of access; examine the principles of backwards design and differentiated instruction; survey model lessons and approaches; and begin to develop their own curriculum that will allow students of varying backgrounds, abilities and motivation to engage with, and be successful in, the IB English A1 program of study.

Paul Marble is the Associate Director of Sturgis Charter Public School, an "IB for All" Diploma school in Cape Cod, Massachusetts. Paul has twelve years of experience working as a teacher and administrator in three high schools, including a private boarding school, large urban district school, and a charter public school. Paul taught IB English (SL + HL) at Sturgis for six years, has made numerous presentations about the IB Diploma Programme and its implementation, and is an IB Level 3 Workshop Leader, helping experienced IB teachers from across the nation support diverse learners in their classrooms.

Service-Learning

Room Library

Cathryn Berger Kaye

Service learning—a powerful teaching strategy—creates a conducive environment for developing transferable skills and knowledge, high engagement, and relevance that gives meaning and purpose to school for teachers as well as students. Teachers continually describe how their students go beyond required assignments with service learning. The process allows students to reveal hidden talents, apply themselves in ways that stretch their intellect, retain what they have learned, and transfer skills and knowledge to new situations.

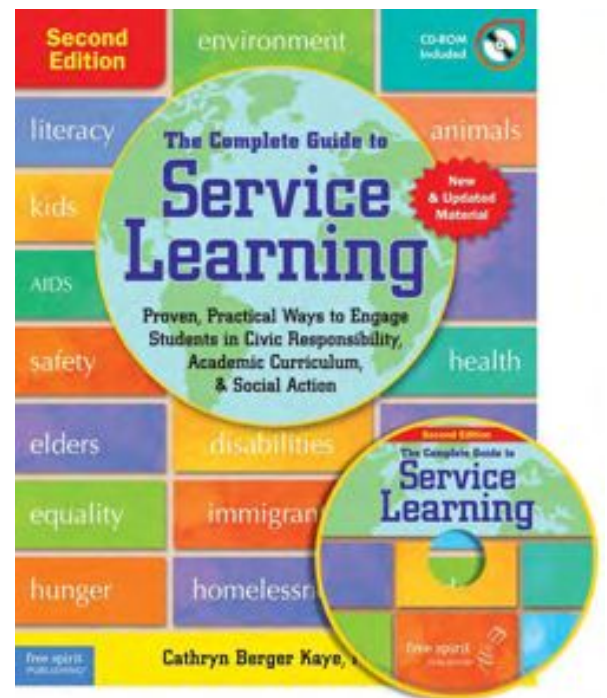
During this comprehensive session, receive a copy of *The Complete Guide to Service Learning: Proven, Practical Ways to Engage Students in Civic Responsibility, Academic Curriculum, & Social Action* as the author Cathryn Berger Kaye leads you through a step-by-step process that includes:

- Making a Case for Service Learning
- Getting Started
- Entry Points
- Essential Elements
- Transdisciplinary Curricular Mapping
- Five Stages of Service Learning
- Research Method
- Literature Connections

During this highly experiential journey, see examples of service learning applicable to units of inquiry at all levels of IB. Let service learning be a continuum that gives evidence of how the attributes of the learner profile become internalized. Consider how service learning can be part the extended essay, group research, and see how service learning may increase youth initiative and outcomes for CAS.

Be prepared for lively conversation, thoughtful reflection, ways you can lead professional development on these concepts and practical ideas that bring learning to life.

Cathryn Berger Kaye, M.A., a former classroom teacher, is president of CBK Associates—International Education Consultants. She is known for program development and highly engaging workshops and keynote addresses that inspire and promote student engagement. She has extensive experience in K-12 settings in the United States and across the globe. Cathryn's recent publication [Service Learning in International Schools: A World of Possibilities](#) on how to implement service learning in international schools is available free of charge and accessible through her Website, www.abcdbooks.org.



IB Mid-Atlantic Academy Pre-Conference Sessions

Wednesday, August 8, 2012 9:00am – 3:00pm

New Leaders in IB - sessions designed for Principals, Assistant Principals, Central Office Personnel, and others new to IB

Frangiska Lewis (MYP)

Room D125

Brian Bassett (DP)

Room D123

What are the apparent benefits of the MYP or DP for my school and district? How do we lead our IB programs to optimize the return on learning for all students? How can I quantify learning in the PYP, the MYP and the DP? Join us as we explore how best to lead and manage our IB programs in our schools and districts. The *IB School and District Level Leadership* pre-conference session will give participants a thorough investigation into tools and strategies in leading your IB program. From professional development to systemic approaches in gaining commitment for quality implementation; participants will leave with a plan of action geared towards meeting their IB program's standards and practices.

Mrs. Frangiska Lewis holds a master's degree in Curriculum and Instruction from Loyola College in Maryland and a graduate certificate in Administration from The Johns Hopkins University. She has earned an undergraduate degree in History and Classical Archaeology from the State University of Athens, Greece. Mrs. Lewis has been an educator for over 25 years. She has taught all levels, served as principal, resource teacher and IB coordinator. Currently, Mrs. Lewis is the IB Teacher Specialist at Anne Arundel County Public Schools, in Annapolis, Maryland. Mrs. Lewis works with the IB continuum and is an IB trained workshop leader, authorization and evaluation visitor, and consultant. Mrs. Lewis serves on the board of the International Mid-Atlantic Association of IB World Schools.

Brian Bassett is currently the Administrative Coordinator for the International Baccalaureate Program at Gar-Field High School in Woodbridge, Virginia. He has also served GFHS as a teacher of IB Environmental Systems, IB Biology, IB MYP Biology, Chemistry, and Earth Science. Actively involved with the International Baccalaureate Organization, Brian has been at presenter at IB conferences and serves the IB as a site visitor and consultant. In 2003, Mr. Bassett received the Washington Post Agnes Meyer Outstanding Teacher Award and was also recognized as the Prince William County Schools Teacher of the Year. He has also been named the Dale City Civic Association Teacher of the Year, and the Citizen of the Year for the Knights of Columbus John Paul I Council 7165. Bassett graduated from Gar-Field High School, Longwood College with a B.S. in Biology, and received a Master of Education in Administration from George Mason University with an endorsement in Administration and Supervision.



Free IB shipping!

As a special offer to conference attendees, the IB store is offering free shipping on all orders. Simply enter the code **USAworkshop112** when you place your order on the IB store (<http://store.ibo.org>).

Items available on the IB store include:

- Curriculum materials
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- e-books
- *IB Questionbank* series—third editions available
- *IB Prepared* series—new subjects added in 2012
- Posters for all three programmes (PYP, MYP and DP)
- IB gift items and lots more...



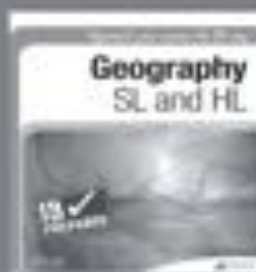
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General Session I

Wednesday, August 8, 2012 5:30pm – 7:00pm

MYP Implementation Methods in Grades 9 and 10 that Help Expand Access to the Diploma Programme

Room D121

Lindsey Wolfe, MYP Coordinator, Meade High School

Kristina Korona, MYP Coordinator, Annapolis High School

Participants will examine IB MYP implementation methods in grades 9 and 10 that help to expand access to the Diploma Programme. Participants will discuss the challenges to implementing MYP and possible strategies to overcome them, such as how to create a collaborative culture that stretches from teacher to administrator, how to support teachers in becoming reflective in their practice, and how to focus instruction around high-impact strategies.

Lindsey Wolfe is the IB MYP Coordinator and an English teacher at Meade High School, and Kristina Korona is the IB MYP Coordinator and an English teacher at Annapolis High School (Anne Arundel County Public Schools, MD). Both schools have been authorized to provide the MYP since 2010. AACPS was one of three school districts across the nation chosen to participate in the IB Access Project, a grant-funded project that seeks to expand access to the Diploma Programme for low-income and minority students. As part of the grant funded through the Bill & Melinda Gates Foundation, Lindsey and Kristina both served as the site coordinator at each of their schools, working with a cohort of teachers to reflect on their instruction. Lindsey has nine years of teaching experience ranging from English 9, English 12, Theatre Arts, Creative Writing, AP Language and Composition, and a reading program for struggling 9th graders. Kristina has been teaching for ten years. During that time, she has taught the IB DP English A1 for seven years and has been an IB MYP coordinator for three years.

IB Travel: It's All about the Questions

Faye Brenner, Advanced Academic Specialist

Room D122

IB coordinators and teachers are often bombarded with information about student tours. A "true" IB experience is not in the sites, but in the perspectives offered and the questions asked. This workshop will share strategies for making travel an authentic IB experiential educational experience, whether it is a couple of hours at the Vietnam Veterans Memorial or an extended tour in the U.S. or abroad. This is an interactive presentation that teachers can use in their classroom. Participants will receive sample student/teacher study guides as well as an extended list of resources.

Faye Brenner began her IB career teaching IB English and Theory of Knowledge before taking on the role as IB Coordinator at Robinson Secondary School. For the last three years of her IB career she served as the Advanced Academic Specialist in Fairfax County, overseeing the IB programs in all of the county IB high schools. She has also volunteered as an IB site visitor for several years. After retiring from FCPS, she became a certified tour director and tour guide. Faye now works with several student companies and develops IB curriculum for a student travel group.

General Session I (continued)

Wednesday, August 8, 2012 5:30pm – 7:00pm

Building Reflective and Cross-disciplinary Thinking through Touchstones Discussion

Howard Zeiderman, Senior Faculty, St. John's College

Stefanie Takacs, Executive Director, Touchstones Discussion Project

Room TLC 1

This presentation offers hands-on interaction for teachers interested in increasing student engagement and overcoming passivity through discussion-based learning. We explore how the Touchstones method and structured approach to discussion develops social learning and critical thinking skills while addressing group dynamics such as dominance, factions, and resistance that arise in traditional Socratic seminar environments. Using texts from culturally diverse sources, the Touchstones discussion method helps students become aware of the interpretive and cross-disciplinary nature of knowledge and encourages the collaborative exploration of ideas in which students share leadership and assume greater responsibility for their own learning.

Howard Zeiderman teaches at the all-seminar St. John's College (Annapolis, MD), known for its Great Books cross-disciplinary curriculum. Howard is also Co-founder and President of Touchstones Discussion Project, a non-profit organization dedicated to increasing engagement and collaborative leadership through discussion-based learning. He holds degrees in philosophy from St. John's College and Princeton University and completed post-doctoral work at Freiberg, Oxford, and Cambridge Universities. He has led hundreds of teacher workshops on how to use discussion-based learning to transform the classroom into student-centered environments and has published more than 25 titles on how to use the Touchstones method to develop the essential skills for a global and emerging world. Stefanie Takacs is the Executive Director of Touchstones. She has a Master of Science degree in Educational Psychology from Fordham University, where she focused on education evaluation. She graduated with a Bachelor of Arts degree from St. John's College in Annapolis. Stefanie applies her professional background in education and educational publishing and test preparation to Touchstones program evaluation and teacher training. Stefanie designs custom implementation structures for schools and provides on-going support to teachers as they develop their own discussion leadership and cooperative classroom skills. She is the published author of six non-fiction titles, including the recently published Touchstones Discussion Project's middle grades volume on civic engagement and community service.

Promoting International-mindedness with Global Children's Literature

Anna Rabin, ESOL Teacher, Prince William County Schools

Room D123

Global children's literature can help internationalize a classroom! Participants will explore how global literature is a powerful tool for promoting international-mindedness, the different kinds of global literature, how to find the best global literature, and easy ways to incorporate global literature into your units of inquiry. Participants will leave this session eager and prepared to use global literature in their classroom!

Anna Rabin has been an elementary school ESOL teacher with Prince William County Schools for the past five years. She also taught English as a Foreign Language in French public elementary schools for two years. Her school has been a candidate school for five years and hopes to be authorized this year. She did her student teaching at the International School of Paris, a PYP school. She has a master's degree in International Education from George Mason University and is currently completing an Education Specialist degree in reading at the University of Virginia.



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General Session I (continued) **Wednesday, August 8, 2012 5:30pm – 7:00pm**

The Learner Profile - No Longer Just a Poster On the Wall

Mary Jo West, Visual Performing Arts Chair/IB Music

Jamie Scharff, IB TOK and Social Studies

*Steve Hreha, Former IB TOK Teacher, Coordinator and current international education consultant
Room D105*

After a workshop last year, the GMHS faculty found that examining the Learner Profile using innovative methods resulted in reflections that had profound results as the group established a unified sense of purpose, a shared vision of a common vocabulary for all subjects, as well as established basic principles for assessing our practices and guiding our planning with clearly articulated common goals. This session will attempt to demonstrate the potential the Learner Profile has for inspiring a positive vision as well as providing a forum for sharing ideas on how to make these ideals a more essential part of IB school culture.

Mary Jo West is active in the IB DP as long time IB Music examiner, workshop leader, site visitor, and host of the IBMA music networking session. She is currently authoring an online workshop for IB music teachers. She has been teaching for 27 years in a variety of educational settings both in the U.S. and in Japan. Jamie Scharff has taught IB DP courses for 23 years. His experience includes Theory of Knowledge, Social and Cultural Anthropology, and 20th Century World History. Dr. Steve Hreha was the IB Diploma Programme coordinator at Champlain Regional College in St. Lambert, Québec from 1991 until 2011 when he took early retirement. He has led workshops in the Theory of Knowledge since 1998 in Canada, the United States and Europe for IB Americas and for independent providers as well as leading in-service training for school districts in Canada and the US.

General Session I (continued)

Wednesday, August 8, 2012 5:30pm – 7:00pm

Uncivil Wars Past and Present: A Humanitarian Perspective

Alicia Guajardo, Senior Associate, International Humanitarian Law Dissemination, American Red Cross
Mary Holman, Samuel Clemens High School, IB TOK teacher, Journalism/Communications, Gifted and Talented/AP Programs Coordinator
Room Library

War has been around a long time. So have rules to limit the suffering caused by violent conflict. Yet a majority of young Americans are not familiar with the rules that limit warfare. When given a chance to learn more, 80% of youth indicate a strong interest in further education. Inspire and motivate your students to become compassionate and reflective global citizens. This hands-on session introduces Exploring Humanitarian Law, a free Red Cross program taught in over 50 countries. Empower your students to navigate complex global realities and help them become tomorrow's critical thinkers and problem solvers. Lessons included..

Alicia Guajardo is the program lead for the Exploring Humanitarian Law program for the American Red Cross National Headquarters in Washington, D.C. She is responsible for coordinating and conducting professional development trainings for educators. Her experience includes several years as an ESL teacher and trainer. She holds a Master's degree in Social Work. Mary Holman teaches at Samuel Clemens High School in Schertz, TX. She teaches Theory of Knowledge and has developed an Ethics unit based on the EHL curriculum. She teaches Journalism and Communications, and is the Coordinator for the Gifted and Talented and Advanced Placement Programs. She is also an EHL Master Educator, conducting workshops and trainings for other educators on the use of EHL.



Exploring Humanitarian Law

A Practical Guide for Teachers

The American Red Cross offers the EHL toolkit to teachers. EHL is an international education program that explores the principles of respect for life and human dignity. It offers high-quality materials to engage students in developing 21st century skills to understand when conflict intersects with people's rights and protection. Students can view complex issues from multiple perspectives, and dilemma analysis to become informed global citizens. It helps teachers connect the past to real-world events. The EHL toolkit can be used with the PYP, MYP and DYP, in addition to the three core requirements—TOK, Extended Essay, and CAS.

<http://ehl.redcross.org/>

"It is essential to understand and respect the rule of law because that defines what we are about as a nation and the leader of the free world. When others do not respect or follow the law, it is even more important that we remember who we are and what we stand for as a country. The American Red Cross EHL program helps young people understand not only what is legal, but also what is right."

– Brigadier General Patrick Finnegan
Dean of the Academic Board

United States Military Academy at West Point

General Session I (continued)

Wednesday, August 8, 2012 5:30pm – 7:00pm

The IBCC: The Fourth Programme

Natasha Deflorian, IBCC Associate Manager, IB Americas

Room D125

The IBCC incorporates the educational principles, vision and learner profile of the IB into a unique programme that specifically addresses the needs of students who wish to engage in career-related education. The IBCC supports career and technical students in striving for college and career readiness. Come learn about the IBCC and how you can increase access to an IB education in your school or school district.

Natasha Deflorian joined the International Baccalaureate in August 2010 after teaching in both North and South America. She has taught English as a second language in Chile and for the Arlington County Adult Education program. Natasha graduated from James Madison University in 2004 with two Bachelors of Arts in International Affairs and Spanish. Natasha has experience working with all four IB programmes and now serves as the IBCC Associate manager for IB Americas.

Teaching with Primary Sources from the Library of Congress

Sherry Levitt, Director, Primary Source Learning

Room D126/D Lab

Participants will consider how digital resources and activities from the Library of Congress can promote critical thinking and observation skills. After engaging in a model inquiry exercise using a primary source, participants will document their own learning and discuss ways to create primary source-based experiences. They will learn how to access the powerful teaching resources from the Library of Congress and TPSNVA (Teaching with Primary Sources, Northern Virginia).

Sherry Levitt is currently the executive director of Teaching with Primary Sources, Northern Virginia, a program of the Library of Congress. She served as the High School Language Arts Specialist for Fairfax County from 2005 - 2010 and as department chair for Language Arts at Madison High School for 25 years. Sherry has a M.A. in Literature and over 30 years of teaching experience.

More IB resources than ever before!



<http://education.cambridge.org>



Subject Session I

Thursday, August 9, 2012 9:00am – 10:30am

PYP Assessments ~ There is more to it than meets the eye!

Christina Morgan, Lead Teacher, Dutrow Elementary

Room D121

Participants will take a closer look at how to involve students in the planning process in order to create authentic learning experiences. Discuss how to move from a central idea to a summative assessment and vice versa. Participants will also learn how student led conferences can provide the most informative assessment data, especially in the primary grades.

Christina Morgan is a December 2001 graduate of Christopher Newport University, with a graduate degree in Early Childhood Psychology. She earned a master's degree in Educational Leadership from Old Dominion University in December 2008. Christina has been teaching at Dutrow Elementary in Newport News (VA) since January 2002 where she was part of the original Dutrow staff that implemented the IB program. She taught 4th grade for six years and currently loves teaching Kindergarten. Christina is a firm believer in the IB teaching philosophy and tries to honor the quote by Benjamin Franklin in her classroom daily: "Tell me and I forget. Teach me and I remember. Involve me and I learn." Melissa Patterson is a 2002 graduate of Mount Vernon Nazarene University (OH). She holds a B.A. in Early Childhood Education and an M.A. in Early Childhood Education from the University of Phoenix. Melissa worked at Head Start in Ohio for six years as a Lead Teacher, Center Manager, Family Service Worker and Enrollment Specialist. She moved to Virginia in 2008 and is currently teaching 1st grade at Dutrow Elementary. Melissa is a true believer in inquiry-based learning.

Subject Session I (continued)

Thursday, August 9, 2012 9:00am – 10:30am

"I Spy With My PYP Eyes"... 5 Essential Elements

Erin Foxmann, AACPS- Southgate ES, Michael Foxmann, PYP Coordinator, AACPS- Germantown ES, Tilly Coyle, PYP Coordinator, AACPS- Manor View ES

Room D122

Hone in on the summative assessment, and review other activities planned for your PYP units of inquiry with a critical eye. The essential elements should manifest in the formative and summative activities of the PYP units. This PYP session will provide the participant with the opportunity to develop planner(s) fully and to better reflect the five essential elements of the PYP curricular framework. Several planner examples will be shared to model the "I Spy With My PYP Eyes," and some workshop time will be devoted to developing your own school's POI.

Now part of the budding PYP team in AACPS, Tilly Coyle, Erin Foxmann and Michael Foxmann are facilitating the candidacy of the first three (of twelve!) PYP schools in Anne Arundel County Public Schools (MD). Tilly Coyle brings her science background, her DP teaching experience, and her Masters in IB Curriculum work together in her role as PYP Coordinator. The Foxmanns have worked at IB World Schools around the world. From Casablanca to Durham, North Carolina, they have experience with all three IB programmes. Erin has been a teacher in MYP and PYP schools, as well as a PYP Coordinator. Michael had been a teacher, coordinator, consultant, and site visitor in the DP, and is currently acting as PYP Coordinator.

Vertical Planning and Share Session for MYP English 8, 9, and 10 and DP 12

Angela German, MYP English 8, Plaza Middle School

Beth Camper, MYP and DP English Teacher

Room D123

This session is geared toward English teachers in MYP English 8, 9, 10, or DP 12. Presenters will share assignments based on MYP philosophies and assessment criteria. Best practices for vertical collaborative planning will be shared.

Angela German has been a MYP teacher for the past ten years, and she is currently teaching 8th grade English at Plaza Middle School. She has a master's in Literature, has taught MYP English 9, and has experience as an MYP lead teacher, Personal Project coordinator and mentor, and Extended Essay advisor. Beth Camper has taught MYP English 10 and DP 12 and has twelve years experience in the IB program at Princess Anne High School. She has a master's of Education and has earned her National Board Certification. She is currently pursuing her master's of Literature. Beth has experience as an Area of Interaction leader, Personal Project coordinator and mentor, and Extended Essay Advisor.

Subject Session I (continued)

Thursday, August 9, 2012 9:00am – 10:30am

Stage 1 of the Unit and Beyond in Language B

Charis Cephas, Lead Language B Teacher/Spanish Levels 1A, 1B, 2 Instructor, Annapolis Middle School Room D125

Learn how to appropriately utilize the Stage 1 process of the MYP Unit Planner to help guide your instruction. Understand how the technology, common core standards, and district guides you must use are compatible with the IB MYP. Participants will also examine how the use of Thinking Maps, games, and differentiating instruction can increase engagement. This session is geared toward those who are new and intermediate teachers to the IB MYP. While the session will focus on Language B in the IB MYP, all subjects are welcome.

Charis Cephas is beginning her 7th year as a certified IB Language B instructor. After receiving training in Los Angeles on the national level, she has participated in local and regional trainings to enhance her knowledge of the IB philosophy. In addition to holding an Advanced Professional teaching certificate, she is a certified trainer of Thinking Maps. She believes the latter has made a positive impact on the learning of her students. With the unit question as her guide, she utilizes differentiated instructional techniques, technology and student-centered activities to help her students become more engaged with the target language. She believes all students are capable of learning an additional language, provided the proper supports and structures are in place.

IB MYP Assessment in the Humanities with Examples

Christopher Malinosky, Humanities Teacher, Glasgow Middle School Room D127

This session will briefly explore the theory behind formative and summative assessments and then delve into concrete examples. Participants will grade sample assessments using the IB MYP rubrics, and then create their own assessments.

Christopher Malinosky has been an MYP Humanities Teacher at Glasgow Middle School for seven years. While at Glasgow, he joined an assessment committee to change the students are assessed in order to do what is best for kids and to be fully consistent with IB MYP best practices. During this time, he researched and worked with a team of teachers and administrators to create a new assessment policy at Glasgow. He was one of the teacher leaders to present the new assessment policy, which included formative and summative assessments, with all summative assessments being graded upon criteria based and task specific rubrics. Christopher has lead four IB MYP workshops dealing with assessment in the Humanities.

Subject Session I (continued)

Thursday, August 9, 2012 9:00am – 10:30am

MYP Science: Authentic Assessment - Got GRASPS?

*Kurt Long, MYP Science Teacher, Francis Scott Key Middle School
Room D128*

Participants will learn how to use the fundamental concepts of assessment in the IB to plan and teach provocative, thoughtful, engaging, dynamic assessment performances that meet the needs of a variety of different learning styles. In this workshop the principles of assessment in the MYP will be examined to support and encourage effective teaching and learning in the classrooms. Assessment in the IB is aimed to determine the learners' levels of understanding. Therefore, it is essential that teachers determine from the beginning what kind of assessment will allow learners to show that understanding.

Kurt Long currently teaches Investigation in Science 6 at Francis Scott Key. This is his 5th year teaching at an Middle Years Programme School in Montgomery County, Maryland. He is currently finishing his masters in Special Education at Towson University.

MYP Math Assessment

*Nonye Oladimeji, IB Coordinator, Glasgow/Fairfax County Public Schools
Room D131*

The focus of this session will be to focus on math assessment criteria and math aims and objectives. We would also talk about different formative and summative assessments as well as how to revise math rubric for MYP levels 1 through 4.

Nonye Oladimeji is an IB Diploma recipient and has only worked in IB schools during her education career. She has served the IB organization in several different capacities: as a workshop leader for the past eight years in both North America and Europe, as a consultant for the past six years, and as a site visitor for school authorization and evaluation visits. Finally, Nonye has served with different teams in developing position papers for the IB organization.

The Developmental Workbook in the MYP Arts

*Mary Hughes, Orchestra Director, IB & MYP Music Teacher, Princess Anne High School
Room D107*

Using the MYP Arts Guide, From Principles into Practice, and The Arts Teacher Support Material on the Online Curriculum Center, participants will discover the purpose of the Developmental Workbook. Participants will discuss why the Developmental Workbook is necessary and why it is a good idea. Explore forms the Developmental Workbook can take, best practice examples, and closely examine the content of the Developmental Workbook. Participants will walk away with a better understanding of the Developmental Workbook, ideas for what format might work best for their students, and free, ready-made hand-outs.

Mary Hughes is the Orchestra Director and IB Music teacher at Princess Anne High School, an IB school in Virginia Beach (VA). She also teaches 5th grade beginning strings at Malibu Elementary School. Mary holds a Bachelor's degree in Music Education and a Master's degree in String Pedagogy from The Ohio State University. She has served as adjunct cello professor at Otterbein and Kenyon colleges in Ohio. She is a member of a committee of music teachers who are designing the new secondary music curriculum for Virginia Beach Schools, and she has also written the IB Music curriculum for Princess Anne High School. She has been hailed as a master teacher, a Career Teacher for Virginia Beach, Distinguished Educator for Princess Anne High School (2007 and 2008), and received National Board Teacher Certification in 2011. She is a national workshop leader for IB MYP Music, and she has led other cello and teaching workshops throughout the United States. She is a member of Music Educator's National Conference and American String Teacher's Association.

Subject Session I (continued)
Thursday, August 9, 2012 9:00am – 10:30am

MYP PE---How do we do what we do?

*Karen Hertel, Health and Physical Education Teacher and MYP Coordinator, Mount Vernon HS/FCPS
Room D106*

A session focusing on lessons and activities that work both the body and the mind. Engaging students in activities that develops require inquiry and critical thinking skills. Our goal is a student centered classroom, with our teaching style being more facilitative rather than directive. Wear your comfortable clothes....we will be moving around!

Karen Hertel FCPS Heath and Physical Education Teacher since 1994 IB MYP Coordinator at MVHS since 2009. Experience with the IB MYP Program since 2000. IB Workshop Leader and Site Visitor since 2007, delivering official IB workshops across the United States and conducting authorization and evaluation visits in the US and Canada.

Create a class that is fun, MYP compliant and more!

*Angela DeHart, FACS Teacher, Glasgow MS/FCPS
Room D130*

Come to this session and explore how to create a technology curriculum that supports MYP, allows for vertical articulation, meets or exceeds department/school criteria while still expressing your unique contribution to the differentiated needs of your classroom. Sounds too good to be true? It might take a few hours of work after school to pull off, but then it pays for itself. Learn how to create an easy to manage form of document organization, create a tool that will give your students and parents a solid overview of the class, and coordinate your paper and electronic documents.

Angela DeHart is a career changer that is certified to teach Family and Consumer Sciences and business. Since she began to work for Fairfax County, she has had experience teaching both subjects. Her specialty is developing the IB technology curriculum that satisfies not only the criteria established by the technology department(s) but brings IB to life in a way that students get a solid dose of its practical application. Just starting to branch out as a seminar presenter, Angela is already gaining a reputation for bringing beauty, rigor, fun, and IB concepts together in a way that kids enjoy learning as their apply their knowledge to the challenges embodied in the 21st century classroom.



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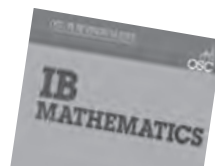
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Subject Session I (continued)

Thursday, August 9, 2012 9:00am – 10:30am

Student-Centered Teaching and Learning in the MYP

Holly Boyd, Barbara Buck,
Room C106

Recognizing that student-centered learning is at the heart of IB, participants will discover ways for motivating and engaging students in the MYP. Participants will be introduced to problem-based learning, project-based learning, simulations and inquiry as a means of making instruction relevant and meaningful for students. Specific examples will be shared.

Since 2006, Holly Boyd has been the MYP coordinator in Prince George, Virginia. Prior to 2006, she served as the gifted resource teacher at J.E.J. Moore Middle School. Holly has received IB training for Heads of School/Coordinators, Areas of Interaction and Personal Project. She completed the IB Academy in 2010 and has since been involved with site visits and as an IB workshop leader. Barbara Buck is currently teaching Civics and Language A at Passage Middle School in Newport News (VA). She was coordinator at Passage for over eight years, where she was IB trained in Head of School/Coordination, Areas of Interaction, and Personal Project. Recently, Barbara successfully completed the IB Academy and is qualified as a site visitor and workshop leader. She has also completed on-line Humanities training to become a workshop leader.

Subject Session I (continued)

Thursday, August 9, 2012 9:00am – 10:30am

ASSESSING YOUR MYP TO INCREASE PARTICIPATION AND SUCCESS

Frangiska Lewis, IB Teacher Specialist, Anne Arundel County Public Schools
Room D105

This session is designed for MYP leaders who are seeking strategies and evaluation tools to take their programme to the next level. If you are seeking ways to help your school determine the greatest strengths and greatest needs in order to identify the focus and strategies as you move ahead, this workshop is for you.

Mrs. Frangiska Lewis holds a master's degree in Curriculum and Instruction from Loyola College in Maryland and a graduate certificate in Administration from The Johns Hopkins University. She has earned an undergraduate degree in History and Classical Archaeology from the State University of Athens, Greece. Mrs. Lewis has been an educator for over 25 years. She has taught all levels, served as principal, resource teacher and IB coordinator. Currently, Mrs. Lewis is the IB Teacher Specialist at Anne Arundel County Public Schools, in Annapolis, Maryland. Mrs. Lewis works with the IB continuum and is an IB trained workshop leader, authorization and evaluation visitor, and consultant. Mrs. Lewis serves on the board of the International Mid-Atlantic Association of IB World Schools.

IB English - New Curriculum: Lessons Learned and Future Directions

Jennifer Kathryn, English teacher, IB English Teacher, Robinson Secondary School
Dr. Susan Frenck, IB English AI Team Leader, Robinson Secondary School
Room A114

Our IB 1 team has experienced a year of growth and learning as we implemented the IB1 curriculum changes (Parts 1 and 4). This presentation highlights the changes to the curriculum and shares some of the biggest challenges and successes faced during the first year of implementation. Discussion on the modifications we have made for the upcoming year in light of our experiences will take place, including some time-saving ideas. Finally, participants will be invited to discuss and share their ideas. The presentation is recommended for new and experienced IB1 teachers but also teachers of English Honors 10 and IB English 2.

Susan Frenck has been teaching since 1994, first at the college level, then as a high school teacher. She earned a Ph.D. in Linguistics from the University of Illinois in 1999, focusing on world varieties of English and women's studies. Susan has been teaching in the IB programme for three years at Robinson Secondary School. She has also taught AP English Literature for five years at Robinson and in California. Susan currently teaches IB English 1 and English 11. Jennifer Kathryn Fulton has been teaching IB English I in Fairfax County for the past five years. She currently teaches IB English I, English 10, and Speech Communications at Robinson Secondary School where she also coaches the Speech & Debate Team. She is currently the IB English I team leader. Prior to teaching in FCPS, she taught in Spotsylvania County Schools. She earned her B.A. in English and Secondary Education from Mary Washington, and she graduated with her M.A. in English Literature from George Mason University in May 2012.

Subject Session I (continued)

Thursday, August 9, 2012 9:00am – 10:30am

Instructing and Assessing With the New Language B Curriculum

*Claudia Cosimano, Spanish teacher, World Languages Dept Chair, Princess Anne High School
Room C102*

This session will provide an overview of the most challenging aspects of the new curriculum: creating thematic units, managing the extended writing, and handling the individual oral. Suggested materials to support the thematic topics, for Spanish will be presented, with participants adding additional resources. How to manage the extended writing for both SL and HL will also be addressed. Ideas for helping students through the individual oral with a list of specific strategies will be included.

Claudia Cosimano has 17 years experience teaching IB Spanish Language B. She has taught IB Spanish 4 and 5. She has guided her department IB teachers, helping to instruct and guide new teachers who come to the department in IB curriculum and assessment.

Communicating IB Student Profile Characteristics: Language B

*Regina Dee, IB French Teacher, Mount Vernon High
Room A112*

This session will give participants an opportunity to plan the communication of IB Student Profile Characteristics to their students. It will provide a framework as well as examples of student visual presentations. These presentations give students the ability to articulate the vocabulary of IB philosophy in their Target Language and incorporate it into their assessments. As recommended in IB Teacher training sessions and as evidenced in student scores, the articulation of vocabulary relative to these characteristics, gives students the ability to perform successfully on both internal and external IB assessments.

Regina Dee first visited Mount Vernon High in 2001 while teaching AP French and writing the original IB French Curriculum for Annandale High School. She has been teaching French for more than 20 years. This year will be her sixth year teaching IB French and her fourth year teaching this subject at Mount Vernon. She also taught AP French for five years at various high schools in Fairfax County. Ms. Dee has given presentations at countywide in-services, regional GWATFL and AATF meetings. They include Music in Language Classrooms and the Importance of Poems and Proverbs in French Culture. As DC/NOVA Regional Secretary for the American Association of French from 2001 to 2006, she also informed area French Teachers of meetings and local cultural events. Ms. Dee has visited Canada, Switzerland, Martinique and France. She attended IB Training sessions in San Diego in 2000 and at Rice University in 2010.

Subject Session I (continued)

Thursday, August 9, 2012 9:00am – 10:30am

American Civil War: Humanitarian Acts and Rules of War

Alicia Guajardo, Senior Associate, International Humanitarian Law Dissemination, American Red Cross
Mary Holman, IB TOK teacher, Journalism/Communications, Gifted and Talented/AP Programs Coordinator,
Samuel Clemens High School
Room - Library

This interactive session introduces free, ready-to-use lessons and primary sources that highlight American contributions to the development of humanitarian standards to protect the wounded and sick on the battlefield, prisoners and civilians. Develop students' critical thinking and empathy by exploring first-person bystander stories, humanitarian acts, and dilemmas from multiple perspectives. Learn about key laws developed by President Lincoln, which pre-date the first Geneva Convention of 1864. Engage students in exciting hands-on activities including a re-design of Andersonville and Elmira POW camps. Discover how to connect American history to contemporary laws and develop your students into caring, global citizens. Lessons included.

Mary Holman teaches at Samuel Clemens High School in Schertz, TX. She teaches Theory of Knowledge and has developed an Ethics unit based on the Exploring Humanitarian Law curriculum. She teaches Journalism and Communications, and is the Coordinator for the Gifted and Talented and Advanced Placement Programs. She is also an EHL Master Educator, conducting workshops and trainings for other educators on the use of EHL. Alicia Guajardo is the program lead for the Exploring Humanitarian Law program for the American Red Cross National Headquarters in Washington, DC. She is responsible for coordinating and conducting professional development trainings for educators. Her experience includes several years as an ESL teacher and trainer. She holds a Masters in Social Work.

Group IV Internal Assessment Procedures

Megan Lee, IB HL Chemistry Teacher, Gar-Field High School
Katherine Villareale, IB SL Physics Teacher, Gar-Field High School
Room A118

This session will review the Internal Assessment criteria and help teachers learn how to apply it judiciously. Participants will learn how to choose appropriate tasks for the Internal Assessments in each discipline.

Megan Lee has been teaching IB HL Chemistry for seven years, four years at Gar-Field High School (VA) and three years in Tacoma, Washington. She has also taught MYP Chemistry for the last six years. Katherine Villareale has been teaching IB SL Physics for four years at Gar-Field High School (VA), with fifteen years total teaching experience. She has also taught Physics, Astronomy, and Earth Science.

Subject Session I (continued)
Thursday, August 9, 2012 9:00am – 10:30am

The New Standard and Higher Level Mathematics Textbooks

Steven Ward, Cambridge University Press Mathematics Author and Mathematics Teacher

Danny Kolker, Education Specialist, Cambridge University Press

Room A116

The co-author of the new Mathematics for the IB Diploma series for Cambridge University Press will present various approaches to the new IB mathematics curriculum. Through computer technology he will interact from his base in the UK with IBMA participants. Learn how to receive a free download of the books and/or a sample copy.

Steven Ward is co-author of the new Mathematics for the IB Diploma series for Cambridge University Press. He is a full-time educator, currently Head of Sixth Form at Lancing College in West Sussex (UK) where he is also responsible for the Gifted and Talented Programme for Mathematics. Danny Kolker is Education Specialist for North America for Cambridge University Press.

Bringing the National Gallery of Art into your Classroom

Julie Springer, Senior Educator & Manager of Teacher Programs, National Gallery of Art

Elisa Patterson, Senior Educator & Manager of High School & Community Programs

Room TLC 2

Explore the educational resources and programs for teachers and students offered by the National Gallery of Art. Learn about the wealth of online resources available through the "NGA Classroom." On-site programs include teacher workshops, a summer institute, a high school seminar, studio workshops, and an AP art history program.

Both Julie Springer and Elisa Patterson, senior educators and program managers at the National Gallery of Art, have over 20 years of experience teaching youth and adults and planning programs that integrate art into classroom instruction.

Subject Session I (continued)

Thursday, August 9, 2012 9:00am – 10:30am

IB Computer Science is now a Science. Is your school ready?

*John Harrison, Computer Science Teacher, Princess Anne High School
Room TLC 3*

It's official! IB Computer Science is now a Group 4 course with the first exams in the new curriculum in May 2014. The 2012 – 2013 school year marks the end of the current curriculum. There are significant changes in the content and assessments in computer science, is your school ready? How will the change affect your students' course selections? This session will provide a brief overview of the new course with an emphasis on resources for instruction and the requirements of the internal assessment. Participants will also discuss ideas for incorporating Computer Science into the Group 4 project.

John Harrison has taught IB Standard Level Computer Science since 1999 and Higher Level Computer Science since 2003. He served as an Online Faculty Member in Computer Science on the Online Curriculum Centre for four years, moderating discussions and reviewing materials for IB Computer Science. He has presented workshop sessions at the local, state and national level in computer science, including two IB Computer Science networking sessions. He was on the Board of Directors of the Computer Science Teachers Association from 2008 – 2010, a member of the NSF sponsored Computational Thinking Grant Steering Committee from 2009 – 2011, and is the High School Liaison for SIGCSE 2012. John strongly believes that all high school students should be exposed to Computer Science and that Computational Thinking is an essential skill for the 21st century.

Teaching the Mathematics Unit in TOK

*Carolyn Henly, IB Teacher, former Coordinator, Henrico High School
Room A110*

Because Theory of Knowledge incorporates content from six different subject areas, every TOK teacher has at least one area that is a source of angst. For many teachers, that area is Math. This presentation will offer one approach to teaching Math in TOK. It will offer suggestions for key concepts, useful materials, and effective activities. The presenter has taught TOK for 13 years, but is not a math teacher. She will offer a perspective on how to deal with math for people who are not mathematicians and may, therefore, find dealing with math in the TOK curriculum to be particularly problematic.

Carolyn Henly has been involved with the IB since 1998. She has served as an IB Coordinator, an IB teacher of Theory of Knowledge, English A1, and Philosophy, and as an IB examiner for TOK. She is currently serving on the TOK Curriculum Review Committee. Carolyn has taught IB English and TOK for 15 years, and has taught IB Philosophy in three different years. She holds a Bachelor's degree in Linguistics from the University of California, Berkeley, and a Master's degree in Secondary Education, Curriculum and Instruction, from the University of Illinois, Urbana-Champaign. She was also the first teacher in Chesterfield County to earn National Board Certification, and she recently became the first teacher in Chesterfield County to renew her NBC. She currently teaches at Henrico High School in Henrico, VA.

Subject Session I (continued)

Thursday, August 9, 2012 9:00am – 10:30am

The World Studies Extended Essay

*Jan Hendrik van de Riet, IB Coordinator, Washington International School
Room C112*

The World Studies Extended Essay has gone mainstream for 2013. In this session, participants will look at the specific requirements for the World Studies essay. Specifically, participants will explore the local-global and the interdisciplinary aspects of the WS EE. Explore the extensive support material and address the Researcher Reflection Space and the marking of the WS EE. Lastly, participants will identify the responsibilities of the coordinator and the advisors of a WS EE.

Jan van de Riet has been teaching language A, A-2 and B all at HL and SL in the IB. He has been the examiner responsible for Dutch language B. He is currently the IB Diploma coordinator at the Washington International School. In the fall of 2010 he was part the IB workgroup that revised the teacher support materials for the World Studies Extended Essay. This Spring he attended the Language A Literature Workshop in New Orleans.

Helping IB Students Create Effective CAS Projects

Laura Lacey, Teacher: History and Learn and Serve, CAS Coordinator, Brooke Point High School
Room D102

This session will explore how to make Creativity Action & Service (CAS) important and relevant to students. CAS can be especially difficult because of the lack of graded component. How do you convince student that CAS adds value to the CORE of their learning? How do you integrate CAS in the larger IB curriculum? Examples of projects, and how one high school conducts its CAS program will be examined.

Laura Lacey earned undergraduate and graduate degrees in liberal arts and history from the University of Mary Washington and the University of Texas at Arlington respectively. She currently teaches at Brooke Point High School and is an adjunct professor at Germanna Community College. Teaching students the value of service is her passion -- whether as the Learn and Serve instructor or as the CAS coordinator. She was the 2009 Stafford County Teacher of Year, and has received numerous educational awards. She has been a guest lecturer for National Conference of Service and Volunteering, the National Service Inclusion Conference, and for the Department of Education.

Subject Session I (continued)

Thursday, August 9, 2012 9:00am – 10:30am

Cultivating Reflective Thinking & Collaboration through Touchstones Discussions

Howard Zeiderman, Faculty/Professor - St. John's College

Stefanie Takacs, Executive Director, Touchstones Discussion Project

Emily Mawhinney, IB Coordinator, St. Paul's School for Boys, Baltimore

Room TLC 1

This presentation offers hands-on interaction for teachers interested in using seminar to explore the ways of knowing and the inter-disciplinary nature of knowledge. Using texts from culturally diverse sources, we look at how the Touchstones method and structured approach develops greater awareness of ideologies and bias; addresses group dynamics such as dominance, factions, passivity, and resistance that typically hinder traditional Socratic seminar environments; and encourages authentic discussion and collaborative leadership. Through Touchstones' multi-dimensional approach to learning, students reflect actively on their own thinking, access and appreciate diverse perspectives, and assume greater responsibility for their own learning.

Howard Zeiderman teaches at the all-seminar St. John's College (Annapolis, MD), known for its Great Books cross-disciplinary curriculum. Howard is also Co-founder and President of Touchstones Discussion Project, a non-profit organization that uses discussion-based environments to foster students' higher level thinking skills and collaborative leadership. He attended Dartmouth and St. John's colleges and Oxford, Cambridge, and Princeton universities and has led hundreds of teacher workshops on how to transform the classroom through discussion. Stefanie Takacs is a published author of six non-fiction books, including Touchstones' community service volume for middle years. As Touchstones' E.D. and an educational psychologist, Stefanie provides teachers with training and implementation support to achieve optimal program gains. Emily Mawhinney is the IB coordinator and Model UN Coach at St. Paul's School for Boys in Brooklandville, MD. In addition to her state certification, she carries certificates in Simulation Facilitation, All Kinds of Minds, and Multi-Track Diplomacy.

General Session II (Lunch Shift A)

Thursday, August 9, 2012 10:45am – 11:45am

So what does Action look like?

Missy Powell-Riedl, kindergarten teacher, Burbank Elementary

Room D121

This session will help participants encourage and recognize student-driven, spontaneous connections to learning in and out of the classroom. Using the central idea of a planner as our guide, participants will anticipate possible student actions and create ideas to help promote student-initiated participation in the action cycle.

A native of Arkansas, Missy Powell-Riedl lived in Germany before settling in Hampton, Virginia, where she is a kindergarten teacher at Burbank Elementary. She has been an educator for twenty years and has been involved with the IB PYP since its inception. Passionate about the PYP and its possibilities, Missy is a consultant and site visitor, and she enjoys sharing the PYP with others. For her, the PYP is not just a curriculum, but a way of life.

General Session II (Lunch Shift A) continued

Thursday, August 9, 2012 10:45am – 11:45am

“I Want The Truth!” Tools for ToK Integration

*Byron Hoover, IB Psychology and TOK teacher, Mountain View High School
Room D122*

Using scenes from “A Few Good Men,” this session will demonstrate how TOK concepts can be both found and infused in all IB classes. This session is appropriate for all Diploma Programme Teachers including TOK teachers who want a new way to present TOK to their faculty. Participants will be arranged by their “Area of Knowledge” and use graphic organizers to network and make practical applications to their own content areas. The sometimes confusing TOK terms will be clearly organized so that you CAN handle the Truth!

Byron Hoover is entering his ninth year of teaching. He has taught IB Psychology for three years and Theory of Knowledge for one year at Mountain View High School in Stafford County (VA). He was also a TOK workshop leader last year.

Integrating Areas of Interaction Seamlessly

*Raegan Ray, Seventh Grade Science Teacher, Beville Middle School
Room - Library*

The session will help participants design interdisciplinary lessons using any Area of Interaction (AOI) as a focus lens. Information is relevant for both new and experienced IB MYP teachers. The session can be molded to any current international issue relatable to all subject areas. This is a hands-on session in which participants move through centers to get a student’s perspective of AOI. Participants will leave with tangible classroom activities that will be available at the session, as well as can be accessed electronically. The goal of this session is to spark new ideas on how to incorporate AOIs in the classroom.

Raegan Ray is a 7th grade science teacher at Beville Middle School in Woodbridge, VA. She has been a past presenter at the IBMA Summer Academy. She has also presented her hands-on AOI workshop at many middle schools.

General Session II continued (Lunch Shift A)

Thursday, August 9, 2012 10:45am – 11:45am

Thriving- Yes You Can! As a 1st Year DP Teacher

*Elaine Shute, IB Environmental System and Societies Teacher, Seneca Valley HS
Room D126*

Thriving- Yes You Can! As a 1st Year DP Teacher session is intended for teacher who will either begin their first year as a Diploma Program teacher or may be considering becoming one. The session will focus on strategies to employ to have a stress- less first year as well as resources to utilize. The lessons will come from firsthand experience of a new Diploma Program teacher.

Elaine Shute, MEd IB Environmental Systems and Societies Teacher Seneca Valley High School, Germantown MD Elaine Shute has taught science for 12 years to a variety of students. She taught 4th grade science at St. John's Episcopal in Olney, Maryland for 5 years before scaling back her schedule to be home with her children. To keep herself current she taught biology and chemistry to home schooled children through Chieftain Institute. Mrs. Shute returned to fulltime teaching with Montgomery County Public Schools at Springbrook High School and currently at Seneca Valley High School. Before moving to Maryland, Mrs. Shute resided in Pennsylvania where she was the Director of Infection Control at a 500 bed teaching hospital. Mrs. Shute was president of her professional organization, the Association for Professionals in Infection Control and Epidemiology.

Explicitly Teaching the Approaches to Learning

*Ibe Crawley, IB Coordinator, Whitman Middle School/FCPS
Room A112*

The Approaches to Learning facilitates comprehension of the unit question, the content concepts, and the Area of Interaction. Explicitly teaching organizational skills is the key to dissecting complex questions. The ability to organize leads to access of information and integration of relevant relationships. This session will provide the rationale, structure and pathway for students to take responsibility for developing their Approaches to Learning in each unit of instruction. Teachers will evaluate their instructional environments, unit presentation and assessment practices using a variety of graphic organizers.

Ibe Crawley is a middle school IB MYP Coordinator in Fairfax County Public Schools. The IB program makes sense to this 25 year veteran teacher. Her experience working with special needs students, second language learners and high performing students, confirmed the significance of the learner profile, Approaches to Learning, and professional collaboration in planning for teaching and learning. As a school leader, Ibe has learned that teaching is a practice. Selecting appropriate resources, researching, organizing, and reflecting on achievement through assessments are the tools through which teachers and students grow. Ibe is committed to demonstrating strategies and skills for success in all of the subject areas.

General Session II continued (Lunch Shift A)

Thursday, August 9, 2012 10:45am – 11:45am

Exam Skills - Taught or Caught?

Rosanna Montalbano, IB Schools Liaison, Oxford Study Courses Ltd
Room D128

‘Revision’ is often the last thing on student’s minds three months before the exams. ‘Exam preparation’ is often deemed to be a question of simply doing past papers; ‘exam skills’ are felt to be embarrassing if included as class content. Good teachers don’t have to teach to the test. Consciously teaching students what works, however, (and the wide reaches of what doesn’t) could increase a Diploma score by several points in just the last few weeks of work. Packed into this short presentation, then, is the accumulated experience and some of the best tips of teachers who do this consciously.

Rosanna is Oxford Study Courses’ (OSC) IB Schools Liaison. She visits over 150 IB schools and attends conferences worldwide, transferring her IB skills and experience through pedagogical presentations. Rosanna has taught the IB DP for 14 years: English A1, Spanish A1, Spanish B and TOK. She has been a CAS Coordinator and is a US College Counselor. She has taught on OSC’s IB Revision Courses for 14 years, mentors new teachers who join OSC and is an integral part of OSC’s classroom quality control. Rosanna has taught AP Spanish, English and has an MA in Hispanics and BA in Italian Studies.

The IBCC: The Fourth Programme

Natasha Deflorian, IBCC Associate Manager, IB Americas
Room TLC 1

The IBCC incorporates the educational principles, vision and learner profile of the IB into a unique programme that specifically addresses the needs of students who wish to engage in career-related education. The IBCC supports career and technical students in striving for college and career readiness. Come learn about the IBCC and how you can increase access to an IB education in your school or school district.

Natasha Deflorian joined the International Baccalaureate in August 2010 after teaching in both North and South America. She has taught English as a second language in Chile and for the Arlington County Adult Education program. Natasha graduated from James Madison University in 2004 with two Bachelors of Arts in International Affairs and Spanish. Natasha has experience working with all four IB programmes and now serves as the IBCC Associate manager for IB Americas.

General Session II continued (Lunch Shift A) **Thursday, August 9, 2012 10:45am – 11:45am**

IB Student Travel to Domestic Destinations - Green Light Group Tours

Apryl Black, Tour Coordinator, Green Light Group Tours

*Faye Brenner, Professional Tour Director, Former IB Coordinator for Fairfax County Public Schools
Room A110*

Please join us to learn more about traveling with your IB students. We will explore the itineraries for New York City, Chicago and Washington, D.C. and describe how student travel can enhance the IB experience.

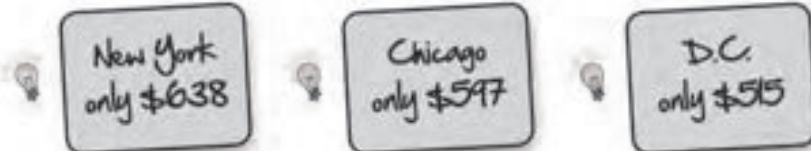
Apryl Black is president of Green Light Group Tours and was once an IB Student at JEB Stuart High School in Fairfax County, VA. Green Light Group Tours specializes in domestic student group travel that compliments the IB curriculum. Faye Brenner began her IB career teaching IB English and TOK before taking on the role as IB Coordinator at Robinson Secondary School. For the last three years of her IB career she served as the Advanced Academic Specialist in Fairfax County, overseeing the IB programs in all of the county IB high schools. She also has volunteered as an IB site visitor for several years. After retiring from FCPS she became a certified tour director and tour guide and works with several student companies and develops IB curriculum for a student travel group.



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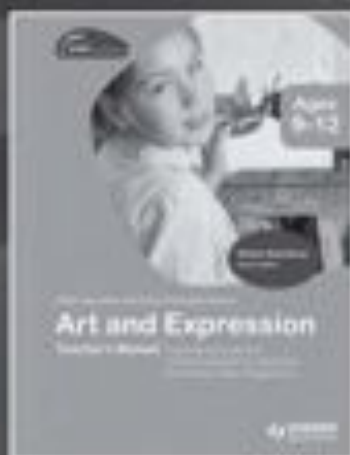
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General Session III (Lunch Shift B) **Thursday, August 11, 2011 12:00pm – 1:00pm**

Integrating the Arts into the Units of Inquiry

Juls Rathje, Thomas Jefferson Elementary

Room A118

This presentation will feature an overview of arts integration strategies and examples of lessons in which the arts are incorporated into the Units of Inquiry. Participants will walk away inspired and filled with strategies as to how to incorporate the arts into their own Units of Inquiry!

Mrs. Juls Rathje holds a master's degree in Art Education from the Ohio State University and she earned her undergraduate degree in Fine Art and Arts Education from Ohio Dominican University. She is also a National Board Certificated Teacher. She has been an educator for twelve years at the elementary and middle school level, as well as two years teaching at the college level. Currently, she teaches second through fourth grade at Thomas Jefferson Elementary in Falls Church, Virginia. Her experience with the IB programme involves site visits and arts integration committees focused on incorporating the arts throughout the school curricula.

One School, One Book

Patrice Lambusta, Library Media Specialist, Passage Middle School

Janelle Spitz, Head of School, Principal

Room A116

Learn how Passage Middle School used the novel Bystander by James Preller to address the topic of bullying. Through a novel study accompanied by engaging lessons students were empowered to make a change in the culture of our school and community. Presenters will share unit planner, lessons, assessments, and student products.

Patrice Lambusta has been a middle school library media specialist for four years. Prior to that, she was a 6th and 7th grade Language A teacher. She has had Level 1 and 2 training for media specialists and Level 3 training for personal projects. Patty has presented at Virginia Educational Media Association, Virginia Association of Teachers of English, IBMA Summer Academy (2011), and IB Americas Conference in San Antonio (2011). Janelle Spitz has been a middle school educator for eleven years. She was a 6th, 7th, and 8th grade Language A teacher, assistant principal, and currently serves as Head of School. She has had Level 2 training for Language A, Level 3 training for Heads of Schools, and has attended multiple workshops and networking sessions. She has presented at numerous conferences and workshops.

General Session III continued (Lunch Shift B) **Thursday, August 11, 2011 12:00pm – 1:00pm**

Exploring the New Group 1 English Course: Language A: Language & Literature

Lisa Renard-Spicer, IB DP Coordinator, Mountain View High School

Room TLC 1

This session is aimed participants involved with the Diploma Programme who are considering offering the new Language & Literature class (in English) as a Group 1 course. Come learn more about the course, including how it differs from the original Language A: Literature course, and join in discussion about the possible merits of adding this course to your school's offerings.

Lisa Renard-Spicer is the IB Diploma Programme Coordinator at Mountain View High School. She holds a M.Ed. with endorsement in Gifted & Talented Education. She taught honors and advanced-level language arts classes, including AP English and DP English, for thirteen years prior to becoming the IB DP Coordinator. In addition, Lisa's daughter is an IB Diploma graduate of MVHS.

Using Areas of Interaction to Teach Economics and Personal Finance

Chris Beemer, History Teacher, Gar-Field High School

Room D123

The current freshmen must take the new Economics and Personal Finance class as required by the state of Virginia. This session will walk participants through two student-centered lessons (one on economics and one on personal finance) that teach core content through the lenses of the MYP Areas of Interaction.

Christopher Beemer is a former IB student from Stonewall Jackson High School in Manassas, VA. He has earned a B.A. in History, a M.A. in American History, and M.Ed. from Virginia Tech. He has been teaching in the MYP and DP programmes at Gar-Field High School for the past six years.

The Extended Essay: A Collaborative Conversation

Amy Woolf, IB Coordinator, Edgewood High School

Room A114

This session is designed to be a sharing of best practices in regards to the Extended Essay. Come share what you are doing that works and get suggestions for improvements and answers to your questions.

Amy Woolf is the IB Coordinator at Edgewood High School. She led Edgewood to be Authorized as an IB World School in 2008. Amy is also a lead member of the IBMA College Credit Task Force. She led the first ever IBMA College Fair to great success as its chairperson and manager.

General Session III continued (Lunch Shift B) **Thursday, August 11, 2011 12:00pm – 1:00pm**

Teaching with Primary Sources from the Library of Congress

*Sherry Levitt, Director, Primary Source Learning
Room - Library*

Participants will consider how digital resources and activities from the Library of Congress can promote critical thinking and observation skills. After engaging in a model inquiry exercise using a primary source, participants will document their own learning and discuss ways to create primary source-based experiences. They will learn how to access the powerful teaching resources from the Library of Congress and TPSNVA (Teaching with Primary Sources, Northern Virginia).

Sherry Levitt is currently the executive director of Teaching with Primary Sources, Northern Virginia, a program of the Library of Congress. She served as the High School Language Arts Specialist for Fairfax County from 2005 - 2010 and as department chair for Language Arts at Madison High School for 25 years. Sherry has a M.A. in Literature and over 30 years of teaching experience.



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General Session III continued (Lunch Shift B) **Thursday, August 11, 2011 12:00pm – 1:00pm**

TOK - What are your gripes?

*Melanie Everett, International Sales Manager - Europe and The Americas, Oxford University Press
Room D102*

For many teachers TOK represents the biggest challenge. With the syllabus changing this year, this session offers you the opportunity to share your experience. It's your chance to have your say and influence the resources we are producing for you, your opportunity to tell us what you like, what you don't like, what you need and crucially your ideas to help us support you.

Melanie has worked within International Publishing for the past 5 years. She has visited schools from every continent, meeting with Ministries, School groups and teachers; striving to establish individual needs and requirements. As part of Oxford University Press, the only publisher affiliated with the IB, Melanie's experience has provided her with a truly International IB awareness. All information gained is fed back to the International team and is vital for our future publishing plan and addressing the people who are at the heart of what we do, the Teacher.

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Subject Session II

Thursday, August 9, 2012 1:15pm – 2:45pm

PYP: Making the Planner Happen – A Guide to Planner Development

Missy Powell-Riedl, Kindergarten Teacher, Burbank Elementary
Room D121

This session will provide participants with a step-by-step guide to completing individual planners. Using the bubble planner as a guide, participants will work through the planner, gaining a better understanding of the documentation of teaching and learning in a PYP classroom.

A native of Arkansas, Missy Powell-Riedl lived in Germany before settling in Hampton, Virginia, where she is a kindergarten teacher at Burbank Elementary. She has been an educator for twenty years and has been involved with the IB PYP since its inception. Passionate about the PYP and its possibilities, Missy is a consultant and site visitor, and she enjoys sharing the PYP with others. For her, the PYP is not just a curriculum, but a way of life.

Inquiring Minds Want To Know! A K-2 perspective on inquiry in the classroom

Christina Morgan, Lead Kindergarten Teacher, Dutrow Elementary School
Melissa Patterson, 1st Grade Teacher, Dutrow Elementary School
Room D123

"Tell me and I forget, show me and I remember, involve me and I understand." The role of primary teachers is to expose young learners to skills and attitudes that permit them to seek resolutions to questions and issues while they construct new knowledge. How do we accomplish this in a K-2 classroom? Participants in this session will discuss and discover how to make authentic, inquiry based learning part of the daily classroom routine in a primary classroom. Session participants will create, discuss, and share ways to incorporate developmentally appropriate inquiry activities for the primary classroom.

Christina Morgan is a December 2001 graduate of Christopher Newport University, with a graduate degree in Early Childhood Psychology. She earned a master's degree in Educational Leadership from Old Dominion University in December 2008. Christina has been teaching at Dutrow Elementary in Newport News (VA) since January 2002 where she was part of the original Dutrow staff that implemented the IB program. She taught 4th grade for six years and currently loves teaching Kindergarten. Christina is a firm believer in the IB teaching philosophy and tries to honor the quote by Benjamin Franklin in her classroom daily: "Tell me and I forget. Teach me and I remember. Involve me and I learn." Melissa Patterson is a 2002 graduate of Mount Vernon Nazarene University (OH). She holds a B.A. in Early Childhood Education and an M.A. in Early Childhood Education from the University of Phoenix. Melissa worked at Head Start in Ohio for six years as a Lead Teacher, Center Manager, Family Service Worker and Enrollment Specialist. She moved to Virginia in 2008 and is currently teaching 1st grade at Dutrow Elementary. Melissa is a true believer in inquiry-based learning.

Subject Session II (continued)

Thursday, August 9, 2012 1:15pm – 2:45pm

"Unpacking" the Exhibition

*Stephen Herman, Fifth grade teacher, Dutrow School of International Studies
Room D125*

This session will explore and unpack the PYP Exhibition. PYP teachers, coordinators, administrators, and other 5th grade stakeholders will gain a comprehensive understanding of the requirement and the processes involved in this culminating student project.

Steve Herman is currently working at Dutrow School of International Studies as a fifth grade teacher where he has taught for fourteen years. The school has been authorized for seven years, and Steve has facilitated the 5th grade Exhibition during this time period. He has acted as a site visitor to other PYP schools for the last four year, and he is actively engaged in the PYP as a lead teacher and as an assistant to the PYP coordinator. He recently earned his master's degree in Educational Leadership.

A MYP Evaluation Conversation

*Suzanne Johnson, MYP Coordinator, Beville Middle School
Cindy Boddie, MYP Coordinator, Godwin Middle School
Della Gordon, MYP Coordinator, Gar-Field High School
Room D127*

Is your school going to be evaluated soon? Through their experience with the evaluation process last school year, presenters will share how they organized, disseminated, and collected evaluation materials. They will also discuss how vertical articulation occurred between all three schools. Participants are invited to ask questions and share ideas in the conversation about the evaluation process.

Suzanne Johnson is the IB MYP Coordinator and a Language A teacher at Beville Middle School (VA). Cindy Boddie is the MYP Coordinator and Family and Consumer Science teacher at Godwin Middle School (VA). Della Gordon is the MYP Coordinator and a Grade 10 English teacher at Gar-Field High School (VA). Suzanne, Cindy and Della worked together to lead their schools successfully through the MYP Evaluation Process. Most recently, they held an IBMA networking session on the process.

Subject Session II (continued)

Thursday, August 9, 2012 1:15pm – 2:45pm

Holistic Learning and Classroom Technology in the Language B Classroom

Charis Cephas, Lead Language B Teacher/Spanish Levels 1A, 1B, 2 Instructor, Annapolis Middle School Room D128

When considering meeting the needs of students in the Language B classroom, we must be open to utilizing differentiated instruction and unique types of technology to help them become holistic learners. Whether you are teaching basic vocabulary or encouraging more dialogue in the target language, it is important to provide students with appropriate choice and rigor to help them excel. This presentation is designed to provide teachers with an opportunity to view a colleague's successes and areas of growth in addition to sharing their own. Participants will leave the session with concrete examples to take directly into their classroom instruction.

Charis Cephas is beginning her 7th year as a certified IB Language B instructor. After receiving training in Los Angeles on the national level, she has participated in local and regional trainings to enhance her knowledge of the IB philosophy. In addition to holding an Advanced Professional teaching certificate, she is a certified trainer of Thinking Maps. She believes the latter has made a positive impact on the learning of her students. With the unit question as her guide, she utilizes differentiated instructional techniques, technology, and student-centered activities to help her students become more engaged with the target language. She believes all students are capable of learning an additional language, provided the proper supports and structures are in place.

Student-centered lessons in World History

Christopher Beemer, Pre-IB World History & IB Economics Teacher, Gar-Field High School Room D131

This presentation will introduce participants to student-centered lesson plans that meet the Virginia SOLs while also addressing the MYP Areas of Interaction.

Christopher Beemer is a former IB student from Stonewall Jackson High School in Manassas, VA. He has earned a B.A. in History, a M.A. in American History, and M.Ed. from Virginia Tech. He has been teaching in the MYP and DP programmes at Gar-Field High School for the past six years.

Subject Session II (continued)

Thursday, August 9, 2012 1:15pm – 2:45pm

MYP Science Seminar

Raegan Ray, Seventh Grade Science Teacher, Beville Middle School

Room - Library

The seminar is for both experienced and new IB MYP science educators. We will focus on sharing and discussion about service learning projects, assessments, and interdisciplinary lessons. We will also include brainstorming ideas on how to improve networking both vertically and horizontally in science.

Raegan Ray is a 7th grade science teacher at Beville Middle School in Woodbridge, VA. She has been a past presenter at the IBMA Summer Academy. She has also presented her hands-on AOI workshop at many middle schools.

MYP Math Networking Opportunity

Room D135

MYP Mathematics teachers will have the opportunity to continue their conversation from the morning subject session or begin exploring additional concepts that emerged from their morning session.

MYP Physical Education: Session 2 The ENcore to the cores

Karen Hertel, Health and Physical Education Teacher and MYP Coordinator, Mount Vernon HS/FCPS

Room C112

Groups will work together to identify cross curricular connections and link them to our lessons. Everyone should leave with a renewed perspective on PE and its critical connection to ALL of our subject groups. Dress comfortably...we WILL be moving around!

Karen Hertel FCPS Health and Physical Education Teacher since 1994 IB MYP Coordinator at MVHS since 2009. Experience with the IB MYP Program since 2000. IB Workshop Leader and Site Visitor since 2007, delivering official IB workshops across the United States and conducting authorization and evaluation visits in the US and Canada.

Approaches to learning as building block in the MYP

Nonye Oladimeji, IB Coordinator, Glasgow Middle School/Fairfax County Public Schools

Room C106

Approaches to Learning serves as a tool to teach students how to manage day-to-day school tasks to enable them be successful. Participants will explore the link between executive functioning skills and the MYP Approaches to Learning.

Nonye Oladimeji is an IB Diploma recipient and has only worked in IB schools during her education career. She has served the IB organization in several different capacities: as a workshop leader for the past eight years in both North America and Europe, as a consultant for the past six years, and as a site visitor for school authorization and evaluation visits. Finally, Nonye has served with different teams in developing position papers for the IB organization.

Subject Session II (continued)

Thursday, August 9, 2012 1:15pm – 2:45pm

Teaching Students to Revise their Writing

Carolyn Henly, IB Teacher/Former Coordinator, Henrico High School
Room A114

One of the problems faced by English A1 teachers is how to teach students to make effective revisions to their essays rather than simply tinkering with the vocabulary or the punctuation. This presentation will offer several strategies for assessing the effectiveness of the overall structure of an analytical essay and of the internal structure of analytical paragraphs. It will also provide suggestions for teaching students to write effective introductions and conclusions. Participants will have the opportunity to try a sample activity and they will receive lesson handouts and samples.

Carolyn Henly has been involved with the IB since 1998. She has served as an IB Coordinator, an IB teacher of Theory of Knowledge, English A1, and Philosophy, and as an IB examiner for TOK. She is currently serving on the TOK Curriculum Review Committee. Carolyn has taught IB English and TOK for 15 years, and has taught IB Philosophy in three different years. She holds a Bachelor's degree in Linguistics from the University of California, Berkeley, and a Master's degree in Secondary Education, Curriculum and Instruction, from the University of Illinois, Urbana-Champaign. She was also the first teacher in Chesterfield County to earn National Board Certification, and she recently became the first teacher in Chesterfield County to renew her NBC. She currently teaches at Henrico High School in Henrico, VA.

Group 2 Networking Discussion/Roundtable

Linda Johnsen, K-12 World Languages CIRT, Falls Church City Public Schools
C102

This session will give participants the opportunity to discuss plans and share resources related to the implementation of the new Group 2 curriculum/assessment, including: • the internally administered/externally assessed written assignment, including sources/texts that teachers must supply for these • the new picture-based oral examination • core and optional topics and how they relate to different sections of the examination • literary works for Higher Level

Linda Johnsen taught French at George Mason High School from 1987-2007, including Ab Initio, Standard and Higher Level French B as well as A1 and A2 French. She now serves as the K-12 World Languages CIRT (Curriculum and Instruction Resource Teacher) for Falls Church City Public Schools.

Subject Session II (continued)

Thursday, August 9, 2012 1:15pm – 2:45pm

Building teacher knowledge/skills to lead classroom discussion on human rights

*Joseph Brannan, IB History/IB TOK/Honors Government Teacher, George C. Marshall HS
Room A118*

Since 1988, Brown University's Choices Program has supplied secondary school teachers with curriculum materials on substantive international content. The Choices curriculum unit -- "Competing Visions of Human Rights: Questions for US Policy" -- will be the focus of this session, examining the history of human rights, human rights issues around the globe, and multiple viewpoints on U.S. foreign policy regarding human rights. Participants will receive a copy of the Choices from the summer 2012 Choices Summer Institute.

Joseph T. (Tom) Brannan entered teaching in 1999 after careers in newspaper journalism, regional planning, and city management. He has taught IB History II and has developed local curriculum for IB History I and II since coming to George C. Marshall H.S. (Fairfax County, VA) in 2000. He also teaches Theory of Knowledge and Honors US/VA Government. He was selected to attend the Choices Summer 2012 Leadership Institute at Brown University on "Competing Visions of Human Rights: Questions for US Policy" which explores the history of human rights, human rights issues around the globe, and multiple viewpoints on U.S. foreign policy regarding human rights. He has also served as faculty sponsor and advisor to the Model United Nations Club since 2000. The Marshall HS MUN Club has sponsored an annual Model UN training conference "My First MUN" for high school and middle school students interested in learning about Model UN.

Group IV Internal Assessment Grading Criteria

Katherine Villareale, IB SL Physics Teacher, Gar-Field High School

Megan Lee, IB HL Chemistry Teacher, Gar-Field High School

Room A116

This session will review how to apply the grading criteria correctly. We will also spend time grading example IA's from the different Group IV subjects.

Katherine Villareale has been teaching IB SL Physics for 4 years Gar-Field High School in Virginia, with 15 years total teaching experience. She has also taught Physics, Astronomy, and Earth Science. Megan Lee has been teaching IB HL Chemistry for 7 years, 4 years at Gar-Field High School in Virginia and 3 years in Tacoma, Washington. She has also taught MYP Chemistry for the last 6 years.

Discussion of curriculum/assessment changes in Mathematics HL & SL

Dan Buckley, IB SL and HL Math teacher, Gar-Field High School

Room D106

This will be a roundtable discussion intended to help teachers understand the changes to the Mathematics SL and HL curricula that go into effect for the May 2014 examination session (thus these changes will impact what is taught in two-year courses beginning in the fall of 2012). It is anticipated that a large portion of this discussion will be focused on the new Internal Assessment model.

Dan Buckley has taught Mathematics at Lake Ridge Middle School 1999-2004 and more recently at Gar-Field Senior High School 2004-present. He currently teaches IB Mathematics HL 1, HL 2, and SL 2 Previously taught IB Mathematics SL 1, IBMYP Geometry, & IBMYP Algebra. Dan has participated in Level 2 and 3 Math workshops at UWC-USA, Montezuma, NM, 2005, 2006, 2012.

Subject Session II (continued)
Thursday, August 9, 2012 1:15pm – 2:45pm

Be the Curator: An Interdisciplinary Approach

Suzannah Niepold, Teacher Programs Coordinator, Smithsonian American Art Museum

Briana Zavadil White, School and Teacher Program Coordinator, National Portrait Gallery

Room TLC 1

Museum curators communicate ideas through exhibitions. Join educators from the National Portrait Gallery and the Smithsonian American Art Museum for a session on incorporating exhibitions into interdisciplinary lessons. Discover how curators make their decisions—including selecting artworks on a certain theme, arranging them to tell a story, and writing labels to accompany them. Participants will then place themselves in a curatorial role and create their own exhibition, using works in both collections. Participants will also receive teaching resources.

Suzannah Niepold is the Teacher Programs Coordinator at the Smithsonian American Art Museum. Suzannah has been a museum educator at the Smithsonian American Art Museum since 2004. As Teacher Programs Coordinator, she designs professional development experiences for educators that demonstrate how to use American art to teach a variety of subjects and grade levels. Suzannah also coordinates a school partnership program funded by the Hearst Foundation. Each year, eighth graders from up to four schools spend a semester immersed in American art, culminating in a reception where students read their final responses to featured artworks. Suzannah has also worked for the United States Holocaust Memorial Museum and the Pennsylvania Academy of Fine Arts. She studied the history of art with a minor in history at Bryn Mawr College and earned a master's degree in Museum Education at The George Washington University. Briana Zavadil White is the School and Teacher Program Coordinator at the National Portrait Gallery. Briana began her career with NPG in 2002, while still in graduate school, by facilitating outreach programs in schools and other community venues and leading interactive tours for the Gallery's traveling exhibitions. In her current role, Briana creates and manages in-gallery school programs, designs and facilitates teacher workshops (both in-gallery and in the school districts around the country), develops teacher resource guides, and collaborates with other museums to provide innovative programming for schools and teachers. In 1997, Briana earned her undergraduate degree in psychology, with a minor in art history, from the University of Virginia. She then received her master of arts in teaching with a concentration in museum education from the Museum Education Program at George Washington University in 2003.



Smithsonian
National Portrait Gallery

Subject Session II (continued)

Thursday, August 9, 2012 1:15pm – 2:45pm

IB Computer Science is now a Science. Is your school ready? Part II

*John Harrison, Computer Science Teacher, Princess Anne High School
Room TLC 3*

It's official! IB Computer Science is now a Group 4 course with the first exams in the new curriculum in May 2014. The 2012 – 2013 school year marks the end of the current curriculum. There are significant changes in the content and assessments in computer science, is your school ready? How will the change affect your students' course selections? This session will provide a brief overview of the new course with an emphasis on resources for instruction and the requirements of the internal assessment. Participants will also discuss ideas for incorporating Computer Science into the Group 4 project.

John Harrison has taught IB Standard Level Computer Science since 1999 and Higher Level Computer Science since 2003. He served as an Online Faculty Member in Computer Science on the Online Curriculum Centre for four years, moderating discussions and reviewing materials for IB Computer Science. He has presented workshop sessions at the local, state and national level in computer science, including two IB Computer Science networking sessions. He was on the Board of Directors of the Computer Science Teachers Association from 2008 – 2010, a member of the NSF sponsored Computational Thinking Grant Steering Committee from 2009 – 2011, and is the High School Liaison for SIGCSE 2012. John strongly believes that all high school students should be exposed to Computer Science and that Computational Thinking is an essential skill for the 21st century.

Knowledge Issues in Understanding the Rise of China

*John Hawes, Social Studies Teacher, Annandale High School
Room D130*

The rise of China presents a classic Theory of Knowledge "knowledge issue," i.e. the importance of different frames of reference in structuring our interpretations of situations and events. The presentation will consider a variety of conceptual frameworks for assessing the economic, political, philosophical, and strategic implications of the rise of China. To that end it will use and discuss a variety of written and multi-media materials, which would support such analysis by high school students.

John Hawes has been teaching at Annandale High School for twelve years. He has taught Theory of Knowledge, IB Geography, and Comparative Government.

Subject Session II (continued)
Thursday, August 9, 2012 1:15pm – 2:45pm

The Learner Profile - No Longer Just a Poster On the Wall

Mary Jo West, Visual Performing Arts Chair/IB Music

Jamie Scharff, IB TOK and Social Studies

Room D105

After a workshop last year, the GMHS faculty found that examining the Learner Profile using innovative methods resulted in reflections that had profound results as the group established a unified sense of purpose, a shared vision of a common vocabulary for all subjects, as well as established basic principles for assessing our practices and guiding our planning with clearly articulated common goals. This session will attempt to demonstrate the potential the Learner Profile has for inspiring a positive vision as well as providing a forum for sharing ideas on how to make these ideals a more essential part of IB school culture.

Mary Jo West is active in the IB DP as long time IB Music examiner, workshop leader, site visitor, and host of the IBMA music networking session. She is currently authoring an online workshop for IB music teachers. She has been teaching for 27 years in a variety of educational settings both in the U.S. and in Japan. Jamie Scharff has taught IB DP courses for 23 years. His experience includes Theory of Knowledge, Social and Cultural Anthropology, and 20th Century World History.

Subject Session II (continued) **Thursday, August 9, 2012 1:15pm – 2:45pm**


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Brenda O'Connor, Regional Development Consultant, Pamoja Education


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Room A112

Brenda O'Connor left the face to face environment to be with the online IB courses via Pamoja Education in 2009. As Regional Development Consultant, Brenda assists schools in the exploration and enrollment phases of utilizing the online IB courses. She is an experienced Diploma Coordinator, Site Visitor, and Consultant with the IB.



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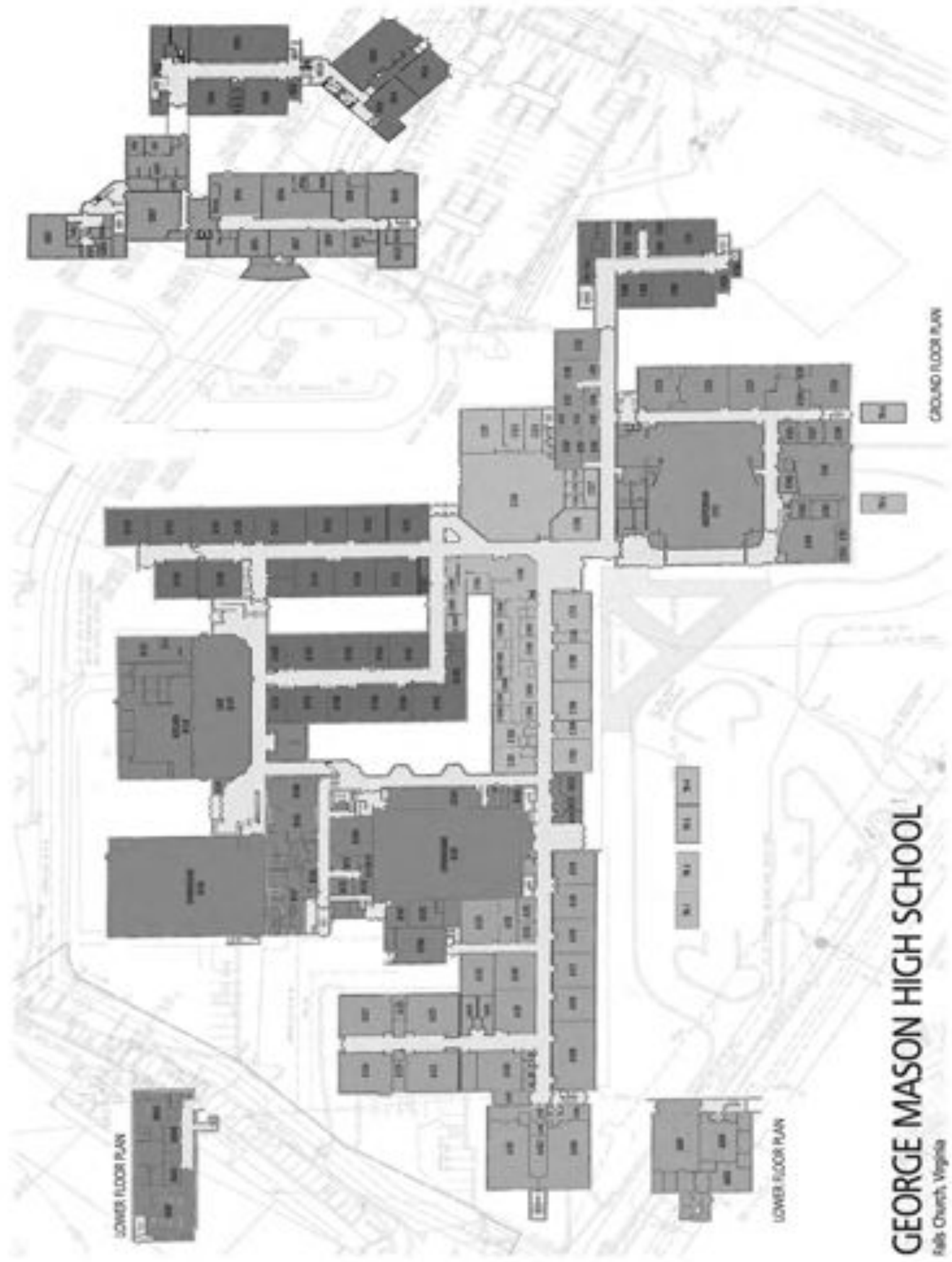
September 2012 DP online course offerings:

<p>Group 3 Business and Management SL Economics SL Economics HL ITGS SL ITGS HL Philosophy SL Psychology SL</p>	<p>Group 2 Mandarin ab initio Spanish ab initio</p> <p>Group 5 Mathematics HL</p> <p>Group 6 Film SL</p>
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February 2013 DP online course offerings:

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Wednesday, August 8, 2012 5:30pm – 7:00pm

**Building Reflective and Cross-disciplinary Thinking through Touchstones
Discussion
Room TLC1**

Thursday, August 9, 2012 9:00am – 10:30am

**Cultivating Reflective Thinking & Collaboration through Touchstones
Discussions
Room TLC1**

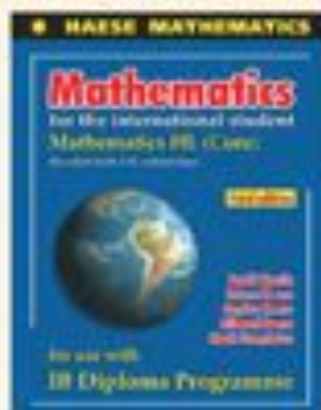


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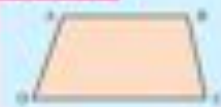
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Example 8 **Self Tutor**



In the given figure, $\angle A\hat{B}B = \angle C\hat{D}D$ and $\angle A\hat{D}C = \angle B\hat{C}D$.
Show that $\angle A\hat{B}B$ is equal to $\angle B\hat{C}D$.



Let $\angle A\hat{B}B = \angle C\hat{D}D = a^\circ$ and $\angle A\hat{D}C = \angle B\hat{C}D = b^\circ$.
Now, $a + a + b + b = 360$ (angles of a quadrilateral)
 $\therefore 2a + 2b = 360$
 $\therefore a + b = 180$ (dividing by 2 throughout)
 $\therefore \angle A\hat{B}B = \angle B\hat{C}D$
(as co-interior angles add to 180°)

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