

**IBMA Summer Academy 2016**

**July 27 and 28**

**Marshall High School**



*Cover design by Fathima Samsudeen*

*Glasgow Middle School*

## IBMA Member Schools

Academy for Discovery at Lakewood	George Mason High School	Mount Vernon High School	Stonewall Jackson Middle School
Albert Einstein High School	Germantown Elementary School	Mount Washington School	Strong John Thomson ES
Alexander R. Shepherd ES	Granby High School	Mountain View High School	Stuart Beville Middle School
Alice Deal Middle School	Green Run Collegiate	N.B. Clements Middle School	Suitland High School
Annandale High School	Hampton High School	National Collegiate Preparatory Public Charter High School	Sunset Elementary School
Annapolis High School	Hanover High School	Neelsville Middle School	Sussex Academy
Annapolis Middle School	Hebron-Harman ES	Newport Mill Middle School	Sussex Central High School
Antietam Elementary School	Henrico High School	North Hagerstown High School	Talley Middle School
Archbishop Carroll High School	Islamic Saudi Academy	O.W. Holmes Middle School	Tarblyah Academy
Archbishop Spalding High School	J.E.B. Stuart High School	Old Mill High School	The Academy of the Holy Cross
Atlee High School	J.E.J. Moore Middle School	Old Mill Middle School North	The Calverton School
Baltimore City College	James Madison Middle School	Oscar Smith High School	Thomas A. Edison High School
Baltimore International Academy	James Monroe High School	Our Lady of Good Counsel HS	Thomas Jefferson ES (MD)
Belvedere Elementary School	James River Elementary School	Overlook Elementary School	Thomas Jefferson ES (VA)
Benjamin Banneker Academic HS	James W. Robinson, Jr. SS	Pan American Academy Charter School	Thomas Jefferson High School
Bethesda-Chevy Chase High School	Jefferson-Houston School	Parkdale High School	Thomas Jefferson Middle School
British International School of Washington	John Dickinson High School	Patrick Henry High School	Tracey's Elementary School
Brooke Point High School	John F. Kennedy High School	Plaza Middle School	Trinity Episcopal School
Browne Education Campus	John Randolph Tucker HS	Prince George High School	Trinity Lutheran School
Buckland Mills ES	Julius West Middle School	Princess Anne High School	Tuckahoe Middle School
Central High School	Kenwood High School	Randolph Elementary School	Turner Elementary School
Chambersburg Area Senior HS	Key Middle School	Richard Montgomery HS	Twain Middle School
Chimborazo Elementary School	King's Fork High School	Robert E. Lee High School	Urbana High School
Clarke County High School	Langston Hughes Middle School	Roberto Clemente Middle School	Victory Elementary School
College Gardens Elementary	Laurel High School	Rockville High School	Visitation Academy
Crossland High School	Lee-Davis High School	Rosa Parks Elementary School	Walker-Grant Middle School
DC International School	Lucille Brown Middle School	S.G. Ellis Elementary School	Walt Whitman Middle School
Dumfries Elementary School	MacArthur Middle School	Saint James Academy	Warwick High School
Dwight D. Eisenhower MS	Manor View Elementary School	Saint Mary's Catholic School	Washington International School
Eastern High School	Martin Luther King, Jr. MS	Saint Michael's Episcopal School	Washington Mathematics Sci- ence Technology Public Charter School
Eastport Elementary School	Mary Ellen Henderson MS	Salem High School	Washington Yu Ying Public Charter School
Edgar Allen Poe Middle School	Mary McLeod Bethune Day Academy PCS	School Lane Charter School	Washington-Lee High School
Edgewood Senior High School	Maya Angelou	Seaford Senior High School	Watkins Mill High School
Eliot-Hine Middle School	French Immersion School	Seneca Academy	Waugh Chapel Elementary School
Ellen Glasgow Middle School	Meade Senior High School	Seneca Valley High School	Westland Middle School
Fairfield Middle School	Meadowbrook High School	Silver Spring International MS	Wilmington Friends School
Francis Scott Key Middle School	Melwood Elementary School	South Lakes High School	York Academy Charter School
Fred M. Lynn Middle School	Midlothian High School	South Shore Elementary	York High School
Frederick Douglass High School	Milford Mill Academy HS	Southgate Elementary School	
Friendship Public Charter School	Mills E. Godwin Middle School	Spotsylvania High School	
Galileo Magnet High School	Monarch Global Academy	Springbrook High School	
Gar-Field High School	Montgomery Village MS	St. Francis of Assisi School	
George C. Marshall High School	Mount Daniel School	St. Paul's School	
George H. Moody Middle School	Mount Pleasant High School	St. Timothy's School	
		Stonewall Jackson High School	

Dear IBMA Educators,

As teaching and learning becomes more diversified, and expectations grow even higher, we look to the collaboration that occurs at the Summer Academy and networkings at IBMA events throughout the year to help guide us through this ever-changing world. It is from each other that we can learn new ways of thinking about education and share best practices. We hope that you find the Academy to be enriching, challenging, and engaging and that it provides inspiration and motivation to face the new school year.



Oftentimes, we take on too much, say yes too often and don't take enough time for ourselves. Our opening plenary speaker Lorne Young will focus his talk on how we as educators, administrators, counselors and coordinators can be more mindful in our own practices. After all, it is usually through modeling behavior that we begin to see our students take note and make changes in their own lives. We encourage you to take time today to reflect on what you learn, provide feedback to the presenters and to us, and enjoy each other's company and ideas in between and during the sessions.

We would like to thank our generous sponsors for this year's Academy. Please visit them in the cafeteria throughout the day: Bright Light Volunteers, Hodder Education, IB Source, Kognity, ManageBAC (Faria Systems), Oxford University Press, and Pamoja Education.

Enjoy your day and don't forget to share what you learn with your colleagues!

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Welcome to the 2016 IBMA Summer Academy!

*Pre-Conference Sessions*

*Wednesday, July 27th*

*schedule*

8:00-8:30.....Registration

8:30-11:30.....AM session

11:30-12:15.....Lunch

12:15-2:30.....PM session

*Summer Academy Sessions*

*Thursday, July 28th*

*schedule*

8:00-8:30.....Registration and Exhibits

8:30-9:15.....Plenary session

9:25-10:35.....Session one

10:55-12:05.....Session two

12:05-1:10.....Lunch and exhibits

1:20-2:30.....Session three

2:50-4:00.....Session four

*Sponsors Gallery open from 8:00-3:30 on July 28th*

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## IBMA Summer Academy Pre-Conference Sessions

Wednesday, July 27th 8:30-2:30

### The Creative Classroom

*Anne-Marie Evans*

*Anne Marie Evans has an almost 50 year career in education that has taken her all over the world, starting in Iran where she worked at Iran Girls College, a university for women, and later to California where she founded the Cascade Canyon School.*



*As a consultant, she has worked with schools in Hong Kong, Ghana, the Middle East, Europe, Indonesia and throughout the United States and Canada. She has led three schools through the authorization process of the PYP. She became a School Management Advisor in Qatar at the start of the school reform project in 2003. In Dubai, she is a school inspector for the Dubai Schools Inspection Bureau. In Sri Lanka, she was the Professional Development Manager for the IB Early Childhood Care and Education project. In this capacity, she developed and implemented a two-year pilot project, training a core group of teacher trainers to pass on their skills to a network of village preschools.*

*In 2012, she co-edited the book, *Journeys in Learning Across Frontiers*. She maintains an active group of PYP teachers through facebook: "PYP Online Collaboration" and enjoys leading workshops and presenting for the World Forum on Early Care and Education and the IB Annual Regional and Heads of Schools conferences.*

*Creativity requires the courage to let go of certainties. ( Erich Fromm)*

The Creativity Workshop is an interactive, experimental workshop dedicated to help PYP teachers learn how to be more creative in their units of inquiry. It offers strategies that educators can implement to ensure that units are transdisciplinary and to help students develop their creative, collaborative, artistic, and writing skills, as well as out-of-the-box thinking, self-confidence, leadership, and respect for peers. It helps teachers identify traits and attitudes of creative classrooms and define their own creative principles through activities that cultivate a creative culture in the classroom and define behaviors that nurture creativity. It examines the roles of "tinkering" and "making" and the learning possibilities they suggest in adding opportunities for STEM or STEAM within our units of inquiry. Together we will conduct a day-long inquiry into how to create transdisciplinary units that inter-weave seamlessly the arts, science, math and technology with language arts.

## Interdisciplinary Unit Planning in the MYP

*Celina Pierrottet*

*Xavier Alire*

*Celina Pierrottet has been teaching US History II for two years in Fairfax County, VA at an IBMYP school. During this time she has gained valuable experience with the subject overviews and unit planning process, both in her content area and interdisciplinary. Celina has a Ma.Ed degree from the College of William and Mary, which helped in the preparation of rigorous and authentic assessments for special education learners to advanced academics, and everyone in between. Celina would describe her teaching style as controlled chaos, meaning that her students have structures and procedures to follow. The process is often messy, but always entertaining.*



Middle Years Programme



*After a 30-year career at IBM, Xavier retired to pursue his passion of helping to create a more scientifically literate world by focusing on youth who are still willing to give science a try. After a couple of years at George Mason University in the Masters of Science Education program he was certified and did his internship at Langston Hughes which just happened to be an IB school so he was hooked. Leaving Mason with one class to go he accepted a full-time position teaching Life Science to 7th graders and hasn't looked back. One day, he swears he'll go back and finish the action research class but hasn't found the time with all the exciting IB work at Hughes. Outside interests include backpacking, long-distance motorcycle touring and reading. His active book club combines a love of reading with exploring brewpubs in Northern Virginia.*

Participants will walk away with a realistic approach to interdisciplinary teaching and mitigating logistical problems. We will briefly demonstrate an example of how interdisciplinary teams at Langston Hughes Middle School in Reston, Virginia, accounted for time, county, and state requirements, to create a mid-year and final performance assessment that analyzed students' abilities to integrate content from their core classes in a written and oral format. By explaining the challenges we experienced with scheduling and timing, we hope to inspire teachers with similar challenges to approach realistically the idea of interdisciplinary learning.

The mid-year project focused on climate change which included the study of biomes over time; the impact of industrialization on biomes; and persuasive language as a tool to promote change. The end-of-year project focused on understanding how to examine different perspectives when considering the impacts of scientific and technical innovations on human ingenuity. Students explored new scientific advances impacting humanity and their conse-

quences (eugenics, genetic engineering), studied developments over time in science and medicine, and examined related themes in dystopian fiction. Students applied understanding of learning and texts in all classes in a Socratic seminar. Participants will understand how to align content with the IB Interdisciplinary Unit, and put it into practice. The second half of the session will be devoted to creating an interdisciplinary unit and working with choosing appropriate rubrics. In order to take advantage of the allotted time, participants are asked to bring subject area pacing guides and curriculum standards. Participants will understand the benefits of interdisciplinary learning by analyzing student testimonies and work samples throughout the year.

### TOK Across the Curriculum

#### Jerry Chris

*Jerry Chris, Ed.D, is the author of eight educational books and two novels. He taught for thirty-eight years in Southern California and served as International Baccalaureate Coordinator at Mission Viejo High School from 1985 until 2008. In 1991, he became the first president of the California International Baccalaureate Organization (CIBO, now CAWS), the prototype for sub-regional groups within the IB. He continues to serve as a Theory of Knowledge workshop leader and examiner. Among his many awards are California-Orange Region (GATE) Teacher of the Year, Disney Creative Challenge County Teacher of the Year, and the Crystal Apple from NBC. In 2004, he was given the "Award of Recognition" by the state of California for a lifetime of dedication to gifted education.*



Typically, subject area teachers, upon viewing the requirement of including ToK instruction in their classroom, complain that they just don't have time for additional content. Little do they realize that more than likely, they not only are fulfilling the ToK requirement already, but that these lessons are some of their favorites. Most often, students only need to be told that "this is ToK ish!" Could a history teacher give proper instruction without discussing the role of memory and emotion in the writing of history? Could the role of ethics be wiped away from the search for a scientific discovery? How would one venture into advanced mathematics without the use of deductive reason? Could a teacher of world literature avoid the importance of translated word meanings?

Additionally, subject area teachers are often unaware that the highest scoring examples ToK students will use in their final essays and presentations come not from the ToK class itself, but rather from their involvement in other studies. ToK "textbook" examples often appear overused while those culled from other classrooms usually reflect personal involvement in the subject.

Throughout the day hands on activities will be demonstrated.

## Approaches to Teaching and Learning in the DP and MYP Classroom



### Kate Hebdon, Branksome Hall

*Kate has been a teacher of Geography and TOK, coach, guidance counsellor, and DP coordinator for 19 years. She served on the ATL in the DP working group in 2011 and 2012 in The Hague which led to the ATL in the DP document and workshops and she authored a variety of support documents and presentations for IB workshop leaders to embed ATL in our subject groups. In addition, she is an IB developer and workshop leader of Coordination. Kate continues to champion the cause to bring the best practices and support structures into the academic and socio-emotional learning of our adolescent*

*community.*

With smart phones at our fingertips and access to knowledge now so readily available, we need to ensure our classrooms are dynamic spaces that use knowledge to think critically and elevate student interactions. Using the Approaches to Teaching and Learning (ATL) framework, Kate will guide participants through ideas and strategies that support best practices in our teaching and coaching of students as they learn in both MYP and DP.

## Mindfulness, Compassion and Happiness: Innovative Strategies

Lorne Young, Upper Canada College

Claudia Santos, CAS coordinator, Teacher

Continuum

*Lorne has been teaching IB Biology and Environmental Systems and Societies and has been a CAS Coordinator for over 25 years. He leads workshops in Biology, Environmental Systems and Societies, CAS and a variety of Category 3 workshops on Strategic Creativity and the Synergetic Methodology for Integrated Curriculum Design, Service Learning and the MYP-DP Continuum in Science. Lorne is the author of a teacher's course guide and student manual for the IB Environmental Systems and Societies course and an international speaker, author and presenter. His latest book "SyRF Systems, The Synergetic Redesigning of Fitness" is a synergy of the most ancient science from the East with the most recent science from the West to produce a health and fitness program that integrates mind, body and spirit. He conducts action research on this system with all of his students. Most recently Lorne has developed and is presenting a program that integrates Mindfulness, Compassion and Happiness and relates it to the IB ATL skills. Presently*





*Lorne is a Senior Examiner and Team Leader, Extended Essay Examiner in Biology, Online instructor for the Extended Essay, Biology, CAS and ESS, an IB consultant and site visitor, and teacher of Environmental Systems and Societies and Biology at Upper Canada College in Toronto.*

*Claudia Santos has been a pre-IB French and senior IB History teacher with the TDSB since 2001. In 2009, she became the IB Guidance Counselor as well as the IB CAS Coordinator at Weston Collegiate, in Toronto. She has presented during PD events & IB roundtables to teachers on 'Strategies and Techniques for Stress Management' and she also leads CAS workshops. Most recently, Claudia is presenting a program that integrates Mindfulness, Compassion and Happiness. She has presented this Mindfulness Program for future teacher candidates at the Faculty of Education (OISE & York U) as well as teacher conferences in TDSB and at the ARC. She is observing, keeping data and researching how this program improves and helps her students develop focus, compassion and gratefulness, in turn becoming more purposeful citizens of the world. She enjoys participating in service learning projects and believes in putting 'Compassion into Action'. Over the years and through the study of Reiki, Yoga, Meditation and Mindfulness, she has focused her attention in developing strategies to help students and teachers deal with stress and anxiety, inside and outside of the classroom. She is convinced of the importance of incorporating Mindful Meditation and Compassion throughout the IB curriculum.*



This workshop will present techniques and strategies that have been shown to be effective with the implementation of the ATL components of all four IB programs. Based on the most recent research in neuroscience from the west and synergetically integrated with ancient philosophies from the east, it will provide participants with experiential opportunities to explore mindfulness practices and develop strategies as to how to incorporate them inside and outside the classroom. These findings from universities such as Harvard and Stanford, show that mindfulness contributes to much more than just improvements in blood pressure, heart rate and anxiety control (that we have known for many years) but also improves focus, concentration, creativity, compassion and happiness and most recently the research even shows impacts on neuro-plasticity of the brain and impacts on DNA structure.

The goal is to help bring the qualities of mindfulness, compassion, empathy and emotional intelligence to students and teachers and in turn foster deeper contemplation, creativity, academic success and greater happiness. It includes mindfulness meditation techniques to employ in the classroom and step-by-step strategies to help cultivate and deepen compassion and true service, thereby integrating CAS across the curriculum. This can lead to improved character, resilience, perseverance and self-motivation and help develop kind-

## ***The IBMA Summer Academy at a Glance...***

**SESSION ONE: 9:25-10:35**

### **CONTINUUM AND GENERAL OFFERINGS**

- *Approaches to Learning in the IB* with Kate Hebdon, p. 13
- *Crossing Curricular Boundaries: Looking Closely with the National Portrait Gallery* with Briana White, p.13

### **PRIMARY YEARS PROGRAMME**

- *Provoking Student Action in the Classroom* with Allyson Gray, p. 14
- *Bringing the Voices of non-Western Art FUNDamentals to Elementary Classrooms* with Deborah Stokes, p. 14

### **MIDDLE YEARS PROGRAMME**

- *What are the possibilities in Visual Art? Great MYP process and product* with Kimberly Towne, p.15
- *Community Project: How to build a long-lasting project* with Caitlin Daniels, p. 15
- *Examining the Global Contexts, Using an Inquiry-based Approach* with Kim Watson, p. 15-16

### **DIPLOMA PROGRAMME**

- *IB School Counselor: Becoming an Essential Part of the Team* with Carrie Kilmes, p.16
- *What Makes for an Excellent Oral Assessment in English AI HL?* With Carolyn Henly, p. 17
- *#IBMAchat: How to Leverage Twitter for Amazing Professional Development* with Lisa Renard Spicer, p. 17
- *Choosing an IB Math SL IA Topic: Ideas to Aid Student Decisions* with Julie Hiles, p. 17-18
- *Applying Theory of Knowledge in IB History through Reflective Writing* with John Sherry, p.18
- *Incorporating Art into IB Spanish* with Lilliana Maldonado Mendez, p. 18
- *Strategies and Reflections on IB Computer Science in the New Curriculum* with Sandra Davis, p.19

**SESSION TWO: 10:55-12:05**

### **CONTINUUM AND GENERAL OFFERINGS**

- *Grit and Motivation* with Jerry Chris, p. 21
- *Irresistible Invitations to thinking and learning with Primary sources from the Library of Congress* with Sherry Levitt and Cheryl Lederle, p. 21-22

### **PRIMARY YEARS PROGRAMME**

- *Using Key Concepts to Unlock Inquiry in PYP Mathematics* with Heather Carnaghan, p. 22
- *Organizing your unit of inquiry is like organizing your closet!* With Anne-Marie Evans, p. 22

### **MIDDLE YEARS PROGRAMME**

- *Getting Your Head in the Game Without Losing Your Mind: Preparing for the MYP 5-Year Evaluation* with April Craver, p. 23
- *Assessment Best Practices in Individuals and Societies* with Kip Malinosky, p. 23

### **DIPLOMA PROGRAMME**

- *How can we best coordinate EE for student success?* With Julie Stemple-Hoover, p. 24
- *Imbedding Supplemental Activities in the IB English Classroom Routine to Improve Reading and Writing Skills and Promote Mental Wellness* with Jennifer Fulton, p. 24-25
- *Designing an IB Grading System to improve participation and IB scores* with Matt Axelrod, p. 25
- *Navigating the University Admissions Process alongside EE, IA, ATL, etc.* with Cory Miller, p.25
- *Going Deeper: Social Injustice as a Catalyst in the Language B Classroom* with Rachel Thompson, p. 26
- *Making DP Sciences more Student Centered using Visible Thinking Strategies* with Holly Cho, p.26
- *Articulation in the English department and the IB classroom: Preparing students for the oral internal assessments* with James Macindoe and Hendrick Booz, p. 27

## ***The IBMA Summer Academy at a Glance...***

**SESSION THREE: 1:20-2:30**

### **CONTINUUM AND GENERAL OFFERINGS**

- *Counseling to support IB Programs: A District-Wide Approach* with Deborah Guillen, p. 29
- *Mindfulness, Happiness and Compassion* with Lorne Young and Claudia Santos, p. 29-30
- *Expand Learning Opportunities by Collaborating with a Museum* with Callie Hawkins and Michelle Martz, p. 30-31

### **PRIMARY YEARS PROGRAMME**

- *Connecting to the PYP Planner in the Library* with Bridget Louder, p. 31

### **MIDDLE YEARS PROGRAMME**

- *The Beast: How to use the IB MYP Design Cycle for Art* with Fontaine Rogers, p. 33
- *MYP to DP English A: A Proposed Continuum Skill and Knowledge Building in Literature* with Kathleen Doyle, p. 33
- *Connecting to the Real World: IB Assessments in Individuals and Societies* with Amy Benjamin, p. 33-34

### **DIPLOMA PROGRAMME**

- *Using Disney to Teach Literary Theory and Criticism* with Cristina Foss, p.34
- *Being an Effective Pedagogical Leader* with Lisa Renard-Spicer, p. 34
- *Infusing STEM-based projects in your Mathematical Studies SL course* with Michelle Ming, p.35
- *Teaching Science with Algorithmic Thinking-Spreadsheet Modeling* with Steve Bartlett, p. 35
- *An Integrative Approach to teaching Theatre in Spanish* with Maria-Eugenia Tanos, p. 35-36
- *Ethics in Theory of Knowledge* with Carolyn Henly, p. 36

**SESSION FOUR: 2:50-4:00**

### **CONTINUUM AND GENERAL OFFERINGS**

- *Technology in the Classroom: Designing WebQuests and Creating Instructional Videos* with Sarah Engel, p. 36
- *Faces of Homelessness: Benefits in Education and Advocacy* with David Pirtle, p. 38
- *When in doubt, improvise! Creative Play and the IB Learner Profile* with Dale Placek, p. 38

### **PRIMARY YEARS PROGRAMME**

- *Updates to the PYP* with Nicole Boissiere, p. 38-39

### **MIDDLE YEARS PROGRAMME**

- *Using Critical Thinking and Debate Strategies to Maximize Student Engagement* with Susan Reade and Karen Baxter, p. 39
- *Implementing Project Based Learning to Increase Student Engagement and Inquiry* with Nicole Wirth, p. 40

### **DIPLOMA PROGRAMME**

- *Stress Management for IB Students - and Their Coordinators* with Marie Turner, p. 40
- *Incorporating IB Film Thinking into your IB Class* with Pierce Bello, p. 40
- *Using IB Performance Data to Inform Instruction* with Tim Kane, p. 41
- *DP Language and Literature Buffet* with Theresa Gaddy, p. 41
- *Math Studies Activities and Tips* with Colleen Conwell, p. 41
- *ToK in the Subject Areas-What Teachers Need to Know* with Carolyn Henly, p. 43
- *Adding the CP to a DP school* with Laurie Ainsworth, p. 43



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## Session one: 9:25-10:35

### Continuum and General Offerings

#### **Approaches to Teaching and Learning in the DP and MYP Classroom**

**Kate Hebdon**, Branksome Hall

*Kate has been a teacher of Geography and TOK, coach, guidance counsellor, and DP coordinator for 19 years. She served on the ATL in the DP working group in 2011 and 2012 in The Hague which led to the ATL in the DP document and workshops and she authored a variety of support documents and presentations for IB workshop leaders to embed ATL in our subject groups. In addition, she is an IB developer and workshop leader of Coordination. Kate continues to champion the cause to bring the best practices and support structures into the academic and socio-emotional learning of our adolescent community.*

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#### **Crossing Curricular Boundaries: Looking Closely with the National Portrait Gallery**

**Briana White**, National Portrait Gallery

*Briana oversees the National Portrait Gallery's student and teacher programs. She creates and manages in-Gallery student programs as well as leads outreach efforts into local Metro DC area schools. Inquiry and object-based learning provide the foundation for the student programs at the museum, which are facilitated by a corps of gallery educators. Briana designs and facilitates teacher workshops (both in-gallery and in school districts around the country), develops lesson plans and teacher resource guides, and collaborates with other museums to provide innovative programming for schools and teachers. By modeling learning to look strategies, for both teachers and students, and activity ideas, Briana offers ways to integrate portraiture into the classroom. Briana holds a B.A. in psychology, with a minor in art history, from the University of Virginia and a M.A.T. with a concentration in museum education from George Washington University.*

Explore portraiture's interdisciplinary connections among social studies, English language arts, and visual arts in this session with the Smithsonian's National Portrait Gallery. Practice using the visual clues found in our objects (painting, photography, drawing, sculpture, etc.) to learn about the individual featured in the artwork and the artist creating the portrait. Close reading of portraits and discussing the elements of portrayal - including pose, expression, clothing, setting, objects, and artistic style - will produce a richer, and possibly more memorable, examination of an individual.

Primary Years Programme**Provoking Student Action in the Classroom**

**Allyson Gray**, 1<sup>st</sup> grade teacher, Belvedere Elementary School

**Mary Beth Dillane**, 5<sup>th</sup> grade teacher, Belvedere Elementary School

*Allyson Gray has been a PYP teacher for three years. She has been teaching for 8 years, 3 of those years have been in a PYP school. She has worked as a member of the school's PYP Implementation team. She has worked collaboratively with her 1st grade team and IB Co-ordinator to design 6 units of inquiry.*

Teachers will have the opportunity to explore examples of student lead action and reflect on how to authentically invite students to take action within the PYP unit. We will present ways to identify opportunities to provoke student lead action throughout a unit of inquiry.

**Bringing the Voices of non-Western Art FUNDamentals to Elementary Classrooms**

**Deborah Stokes**, Curator for Education at the Smithsonian's National Museum of African Art, Head of School and Teacher Programs oversees the development of K-12 educational programs, activities, and materials for diverse school audiences and teacher development.

*Stokes writes with an eye to multidisciplinary, cross-unit collaborative programming and has created numerous museum gallery guides and lesson plans integrating the arts with natural history, astronomy, math, and environmental science in a series of exhibitions. Having published extensively in African Arts, a peer-reviewed journal, her current research in art therapy resulted in the essay "The Healing Power of Art: art work by Haitian children after the earthquake/A Case Study", published in Museums and Social Issues: A Journal of Reflective Discourse, Wellness, v. 5, no. 2, Fall 2010, pp.269-274'. She concluded her three-year term on the Advisory Board of Art Education, Journal of the National Art Education Association at the NAEA Chicago 2016.*

Demonstrate social change and celebrate the richness of a multi-cultural society in your classroom. Explore teaching strategies with non-Western art to support K-12 curriculum with minority voices and design thinking. Deborah Stokes, Curator of Education at the Smithsonian's National Museum of African Art, will share classroom projects, student artwork, and experiences working with an IB school and their World Tour program 2015 Africa. Learn how the arts can be integrated into STEM subjects and developed for the purpose of teaching for content and at the same time encouraging self-expression while nurturing our next generation of global citizens!



Smithsonian  
National Museum of African Art

**What are the possibilities in Visual Art? Great MYP process and product****Kimberly Towne**, Art teacher, LM Brown Middle School

*Kimberly Turner Towne, an MYP art teacher in Richmond Public Schools, has taught in the MYP IB program at LM Brown Middle since it was first proposed in 2001. She has attended 4 IB trainings and earned her National Board Certification in 2002, renewing in 2012. She has been a Yale National Fellow for 5 years, earned her Gifted Endorsement and an Online Teaching Certificate. She has presented over 100 presentations, many of them on her IB units, at local, state and regional art, reading and early childhood conferences. She is recognized for her outstanding teaching and has earned the Virginia Art Educator of the Year, The Virginia Middle Division Art Educator of the Year, the National Art Education Association Southeastern Region Middle Division Art Educator, the R.E.B. Teaching Excellence Award and most recently was awarded the National Middle Division Art Educator of the Year, in 2015.*

How do you balance having outstanding process with having students create superb products? This presentation will share five successful MYP IB units that show a range of techniques and strategies. Developmental workbook pages will be shared with each unit. A variety of MYP IB concepts are included service and learning, key concepts, global contexts and internationalism. In addition to sharing the units, there will be time for questions and answers.

**Community Project: How to build a long lasting project****Caitlin Daniels**, 8<sup>th</sup> grade History teacher, Alice Deal Middle School

*Caitlin Daniels is an experienced IB educator. After starting her teaching career as an 8th grade Civics teacher in Fairfax County, Ms. Daniels quickly became trained at an IB Academy to lead IB workshops, perform site visits, and consult other IB schools. Ms. Daniels is currently an 8th grade history teacher and community project coordinator at Alice Deal middle school in Washington DC.*

This session will provide participants with the opportunity learn the fundamentals for a successful Community Project. Participants will also have the opportunity to collaborate with other schools who have successfully completed the Community Project. This is the first step in creating an integrated program and a school culture of service!

**Examining the Global Contexts, Using an Inquiry-based Approach****Kim Watson**, DP Coordinator, Frederick Douglass High School**Tiyonna Hill**, MYP Coordinator, Frederick Douglass High School

*Kim Watson serves as the IB Diploma Programme Coordinator at Frederick Douglass High School in Upper Marlboro, MD. She facilitated the candidacy and authorization process*

for both the Middle Years Programme (authorized in 2011) and the Diploma Programme (authorized in 2013). She taught French in middle school for over ten years, and then at FDHS for eight years, before becoming an IB Coordinator. Her undergraduate degree is from the University of Missouri, and her master's degree in administration and supervision is from Johns Hopkins University.

Tiyonna Hill is the IB Middle Years Programme Coordinator at Frederick Douglass High School in Upper Marlboro, MD. She successfully guided the school through its first Middle Years Programme evaluation in the fall of 2014. She is the Teacher Coordinator for Individuals and Societies and taught Local/State/National Government, AP Government and Politics, and AP Psychology for over ten years. Her undergraduate degree is from West Virginia University and her master's degree in secondary education with a concentration in social studies is from Trinity University in Washington, DC

Middle Years Programme

For the majority of the session, participants will engage in an interactive model lesson in which they use relevant mathematical data to develop a series of questions relating to the data and prior knowledge. In this simulated MYP classroom, the participants will then collaborate to examine the MYP Global Contexts and determine the best fit. This model can be used to teach or provide a refresher of the Global Contexts with staff and/or students and to draw the connections to IB's Approaches to Teaching and Learning. Participants will also have an opportunity to share additional strategies that reinforce or teach the Global Contexts.

Diploma Programme

### Diploma Programme

#### **IB School Counselor: Becoming an Essential Part of the Team**

**Carrie Klimes**, School Counselor, Old Mill High School

*Carrie is the Class of 2017 advisor. She has coached Varsity girls' soccer for 10 years and JV soccer for three years. Carrie coached indoor track for two years and outdoor track for three years. She even coached JV Girls lacrosse for a year. Carrie has been to an Extended Essay Grade Award meeting in Wales and been the IB School Counselor since it has been at her school. Carrie was on the county committee for implementing the IB Diploma Programme for the county.*

Being an IB School Counselor is not just about counseling the students on stress, time management, future plans, etc. but also making yourself an essential part of the IB Team. The counselor should work hand in hand with the coordinator on things like parent nights, application and withdrawal process, scheduling, testing, and other program requirements.



## **What Makes for an Excellent Oral Assessment in English A1HL?**

**Carolyn Henly**, ToK and English teacher, Henrico High School

*Carolyn Henly is a Theory of Knowledge and English A1 (HL) teacher at Henrico High School in Henrico, VA. She has been teaching both of those subjects for 16 years, and was previously a coordinator for 13 years at Meadowbrook High School in Richmond, VA. Mrs. Henly is a long-time examiner for IB in TOK and currently examines in English A1, and she is a workshop leader for TOK. She is the co-author with Nicholas Alchin of Theory of Knowledge, a text for the current TOK curriculum. She has also published several articles on both TOK and English A1 for the IB Review magazine.*

The English A1 HL oral assessment requires of students two very different skill sets. In this session, participants will listen to sample oral assessments, commentary and interview (all on the same works), which earned scores of 5, 6, and 7, with a particular view to differentiating between them. We will identify specific features that help elevate scores, as well as specific features which keep scores from reaching the next markband. Finally, the presenter will provide some strategies for teaching students the skills necessary to earn the highest marks on this very difficult assessment.

## **#IBMAchat: How to Leverage Twitter for Amazing Professional Development**

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

*Lisa Renard-Spicer is the IB DP Coordinator at Mountain View High School in Stafford, Virginia. In addition to coordinating the DP, she has taught IB Literature in the past. She currently teaches ToK, serves as her school's EE Coordinator, is a CAS co-coordinator, and is an IB examiner for Group 1. Both of Lisa's children participated in the IB DP while in high school. Lisa holds an M.Ed. and is endorsed in K-12 Administration & Supervision as well as Gifted Education and Secondary English. Relevant to today's session, Lisa has recently participated in Category 3 training for Approaches to Learning/Approaches to Teaching. Find Lisa on Twitter: @renard\_spicer.*

Tips, How-To's & Resources for educators, administrators, coordinators & counselors who are interested in learning how to use & maximize Twitter as professional development -- for themselves or for their schools. There's a whole world out there just waiting to connect with you! Participants should already have a Twitter account and know the basics of how to use it. Please bring a laptop or mobile device.

## **Choosing an IB Math SL IA Topic: Ideas to Aid Student Decisions**

**Julia Hiles**, Math teacher, Robinson Secondary School

*Julie has taught IB Math SL and Geometry and James Robinson Secondary School for 8 years. She also taught TOK for two years, which was a challenging, but rewarding experience. In past summer academies, she gave presentations on incorporating math content into the TOK course. Recently, she went to training for Category 2 Math SL instructors in Portland, Oregon. All three of her children are IB Diploma graduates.*

*This has given her valuable insights regarding time management for students, student acquisition of the material, and appropriate methods of assessment and instruction.*

This session will provide ideas on appropriate choices for students on which to write their Math SL Internal Assessment. Presenter will share successful student papers, cover types of feedback to give to students, and discuss what worked and what didn't work. She will also provide rubric ideas and information provided at recent IB training in Portland, OR.

**Applying Theory of Knowledge in IB History through Reflective Writing**

**John Sherry**, History and ToK teacher, Robinson Secondary School

*An IB History and TOK teacher at Robinson Secondary School since 2011, Mr. Sherry previously worked as congressional staffer specializing in environmental issues and foreign affairs, including U.S.-Georgia relations.*

Teachers will learn oral and written assessment strategies for linking Theory of Knowledge into IB History and practicing the reflective writing component of the new Internal Assessment. Assessment strategies will focus on building metacognitive understanding of how the individual practices history and makes his own decisions about constructing knowledge in the discipline.

Diploma Programme

**Incorporating art into IB Spanish**

**Liliana Maldonado Mendez**, Spanish teacher, Washington Lee High School

*Liliana was born and raised in Puerto Rico and received a Bachelor's Degree from the Catholic University of Puerto Rico, and a Master of Arts Degree in Foreign Language Education from Syracuse University. She is a National Board Certified Teacher and has been a Spanish teacher for 27 years. She hopes to continue teaching for many more years since teaching is her passion. Liliana has taught Spanish 1,2,3,4, AP, and Fluent Speakers and is currently a teacher at Washington Lee High School in Arlington VA, which is an IB school. She has been teaching Spanish B SL and HL for four years, and Abinitio for three years. She has traveled to Spain twice with her middle school students, and to Costa Rica twice with her high school IB students as part of an exchange program.*

I have developed a unit where the students learn about art while developing their language skills. In this unit they read and discuss a fragment of a novel, research painters and art movements, learn art vocabulary, visit an art gallery, write a report or interview, present and explain a painting, and recreate part of it in a tile. The students practice the language, use their creativity and have fun. This falls under Social Relations, and the options of Customs and Traditions, Cultural Diversity and Leisure.

## Strategies & Reflections on IB Computer Science in the New Curriculum

**Sandra Davis**, Math and Computer Science teacher, South Lakes High School

*Ms. Davis is in her ninth year of teaching at the high school level. She currently teaches the IB Computer Science Higher Level course at South Lakes High School in Reston, VA and has also taught IB Standard Level and introductory CS courses. Prior to teaching Ms. Davis worked in the consulting industry for seven years as a software architect. Ms. Davis has a bachelor's degree in Computer Science and a master's degree in secondary math education.*

It has been three years since a new curriculum was implemented for IB Computer Science, which included a move to Group 4. This session is meant to be a collaborative discussion. Questions addressed will be: How can the Paper 1 topics be effectively taught using both theoretical and practical programming assignments? Which options are teachers choosing for Paper 2, and what are effective ways to teach the content? How are teachers presenting the case study? How are schools including CS students in the Group 4 project? How are teachers structuring the IA process for maximized student learning and success?

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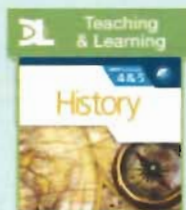
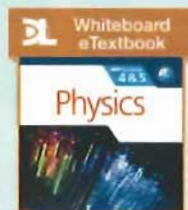
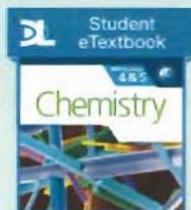
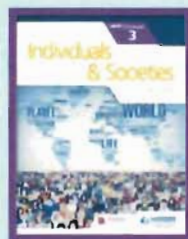
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## Session two: 10:55-12:05

### Continuum and General Offerings

#### **Grit and Motivation**

##### **Jerry Chris**

*Jerry Chris, Ed.D, is the author of eight educational books and two novels. He taught for thirty-eight years in Southern California and served as International Baccalaureate Coordinator at Mission Viejo High School from 1985 until 2008. In 1991, he became the first president of the California International Baccalaureate Organization (CIBO, now CAWS), the prototype for sub-regional groups within the IB. He continues to serve as a Theory of Knowledge workshop leader and examiner.*

*Among his many awards are California-Orange Region (GATE) Teacher of the Year, Disney Creative Challenge County Teacher of the Year, and the Crystal Apple from NBC. In 2004, he was given the "Award of Recognition" by the state of California for a lifetime of dedication to gifted education.*

This workshop will focus on the difference between internal motivation and external enticements, with an end goal of providing teachers with methodology that will assist students in "learning for learning's sake," rather than for a short-term payoff. With "Grit" as a cornerstone, students will look at challenges, such as difficult math problems, with a positive outlook that suggests these obstacles can and will be overcome. For PYP/MYP/DP.

#### **Irresistible Invitations to Thinking and Learning with Primary Sources from The Library of Congress**

##### **Sherry Levitt and Cheryl Lederle**

*Sherry Levitt is executive director of Teaching with Primary Sources, Northern Virginia (TPSNVA). Teaching with Primary Sources is a national program of the Library of Congress providing professional development and unparalleled digital resources for K-12 teachers. Prior to her current work, Mrs. Levitt was an English Language Arts curriculum specialist for Fairfax County Public Schools where she worked with FCPS's extensive IB programs. She holds an advanced degree in English with 25 years of experience as an English teacher and department chair.*

*Cheryl Lederle has worked as an Educational Resources Specialist at the Library of Congress since December of 2003. She has advanced the Library's educational mission by providing professional development, both in person and via webinar. She has also played a significant role in shaping the Library's online repository of classroom materials and resources for teachers, loc.gov/teachers, and continues to contribute to the development of those materials. She has fifteen years' experience teaching English at both the high school and community college levels.*



Inquiry-provoking fragments of history provide invitations to learning that students simply can't resist. The Library of Congress offers extensive teaching materials and millions of digitized primary sources that connect to students' lives and resonate with their natural desire to know and understand the world. After participating in a model inquiry activity, participants will explore the Library's resources and instructional strategies and leave with ideas for lessons and activities to enrich their classrooms.

### Primary Years Programme

#### **Using Key Concepts to Unlock Inquiry in Mathematics**

**Heather Carnaghan**, Elementary teacher, Monarch Global Academy

*Heather Carnaghan is currently an innovative teacher specializing in unlocking students' creative potential at Monarch Global Academy. MGA is a contract school in Laurel, Maryland, which worked toward authentication this year. Heather has taught Kindergarten through 7th grades for 12 years in public schools in Maryland, West Virginia and Massachusetts. Her background has included a wealth of inquiry-based programs including many years in project based learning and Expeditionary Learning. Heather's passion is for helping students link ideas and understandings to create deeper meaning.*

Does math feel like a stand-alone subject? It doesn't have to be! In this session, we will learn to build a "Grapple Lesson", or a mini-math inquiry that encourages students to use existing mathematical language and concepts to create new understandings. We will discuss how to use the key concepts seamlessly when developing and facilitating these mini-inquiries so that the Grapple lesson links to a particular central idea or line of inquiry. Participants will leave this session with a Grapple Lesson tailored to their grade level and chosen unit of inquiry in addition to a collection of mini-math inquiries created by the other participants in the group.

#### **Organizing Your Unit of Inquiry is like Organizing Your Closet!**

**Anne-Marie Evans.** *Anne Marie Evans has an almost 50 year career in education that has taken her all over the world, starting in Iran where she worked at Iran Girls College, a university for women, and later to California where she founded the Cascade Canyon School.*

The biggest headache in the classroom is the feeling of being out of control. We have too much to cram into a unit and pretty soon our carefully planned 6-week unit has spilled into a seventh and eighth week and the nightmare continues until the final weeks of school arrive and the teacher realizes s/he has only four weeks left with one unit untaught and another barely complete! But help is at hand! I have developed a 5 Week Unit Timeline to help teachers struggling with the open ended structure of inquiry. Using this timeline, your next year has a clear pattern and both you and the students are comforted with regular check-in points and a timeline that includes strong links with the math program and with specialist subjects. Your inquiry units are no different from your closet and just like your closet, they benefit from having a sense of flow, special places for different outfits (stages). And the best benefit of all, student reflections and portfolio work is built-into the 5 week plan as are responding to the teacher reflections that go onto the grade level planner.

### Getting Your Head in the Game without Losing Your Mind: Preparing for the MYP 5-Year Evaluation

**April Craver**, IB Programs Educational Specialist, Henrico County Public Schools

*April Craver is a National Board Certified Teacher and the Educational Specialist for International Baccalaureate Programs with Henrico County Public Schools, Virginia. She oversees the implementation of the Middle Years Program (MYP) and Diploma Program (DP) in the county's five IB World Schools and serves as a member of the district's Division of Instruction. As the liaison between central office, the schools, students, and families, she plays a critical role in supporting the school community's development and implementation of IB principles. She holds her Bachelor of Arts in Social Sciences and Master of Teaching in Secondary Education from Virginia Commonwealth University, and has enjoyed an 18-year career teaching and leading in the MYP and DP. As a member of the IB Educators Network (IBEN) since 2001, she continues to lead workshops in MYP Individuals and Societies and serves on school authorization and evaluation teams for IB Americas.*

Whether you have offered the MYP for five, ten, or twenty years, the five-year evaluation from IB is a big undertaking. This session will help site coordinators and members of their teams build a timeline, initiate the self-study, revisit the action plan, involve stakeholders, and prepare the site visitation logistics.

### Assessment Best Practices in Individuals and Societies

**Kip Malinosky**, Individuals and Societies teacher, Glasgow Middle School

*Kip Malinosky has been an IBMYP educator of Civics and Economics for 11 years at Glasgow Middle School. He has had led several IBMYP Networking sessions for Individuals and Societies for both new teachers and experienced teachers. Recently, he helped visit schools across the country to help determine if they are ready for authorization as an IBMYP school. Kip has been on an assessment committee at his school that helped pilot and then implement IBMYP assessment practices. He has also led several IBMYP workshops focused on assessment in Individuals and Societies.*

The purpose of this session is for Individuals and Societies (Social Studies) teachers and administrators to learn about best practices in IBMYP assessment. The objective is for every participant to walk away with an IBMYP assessment ready for the classroom with a service learning component. We will look at the IBMYP criteria with several examples of assessed student work. Furthermore, we will examine how to balance the tension between state/local assessment practices and IBMYP practices. Then we will have an opportunity to create your own IBMYP assessment that can soon be put into practice.

Diploma Programme

**How can we best coordinate EE for student success?**

**Julie Stemple-Hoover**, DP Coordinator/EE Coordinator/ToK teacher, Brooke Point High School

*Julie Stemple-Hoover holds a Master of Fine Arts degree in creative writing from George Mason University as well as a graduate endorsement in gifted education from Mary Washington University and a BA in English with secondary education certification from Mary Washington College. She has been an educator for over 25 years, having taught English and Composition at both high school and college levels, and has been the IB/EE Coordinator at Brooke Point High School in Stafford, VA for seven years (and now has a year of ToK under her belt as well). She was an IB Examiner for Group 1 EEs for the May 2015 and May 2016 exam sessions.*

Diploma Programme

There's a reason why the title of this session is a question -- much of it will be interactive in nature wherein participants will share best practices (and perhaps some advice on what not to do) regarding various aspects of the EE process, including: What's the best time line? How can we motivate students; should there be grades attached to deadlines? How are supervisors chosen – and how should they be “trained”? We all have past experiences as well as ideas for next year – let’s collaborate. In addition to those practical topics, in this session we will take some time to discuss three specific aspects of the EE: (1) using the EE rubric as a guiding force in instruction for the EE (from an examiner’s standpoint), (2) reflections on the new Reflections on Planning and Progress form, and (3) the advantages of the World Studies EE and using it as a model for subject-specific EEs. Both new and experienced EE coordinators and supervisors are encouraged to attend to provide a variety of perspectives for discussion, although coordinators who have attended official IB EE training at least will probably get the most out of this session.

**Imbedding Supplemental Activities in the IB English Classroom Routine to Improve Reading and Writing Skills and Promote Mental Wellness**

**Jennifer Fulton**, English teacher, Robinson Secondary School

*Jennifer Kathryn Fulton has been teaching IB English 1 in Fairfax County for the past nine years. She currently teaches IB English 1 and English 11 at Robinson Secondary School where she also serves as the High School English Department Chair. 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 earned her M.A. in English Literature from George Mason University.*

By imbedding supplemental activities such as “Mindful Monday,” “Museday Tuesday,” and “Free Reading Friday” into the classroom routine, IB English teachers can reflect even more on their practices and actually do more with seemingly less. We want students to develop both a reading and a writing life, and we recognize that students need to be in a



healthy place mentally and emotionally before they can focus on the skills we're teaching. These 15-20 minute supplemental activities imbedded in the classroom routine emphasize student choice, mindfulness, and reflection, while also promoting students' well-being and confidence as well as classroom community.

### **Designing an IB Grading System to improve participation and IB Scores**

**Matt Axelrod**, DP Coordinator, Marshall High School

**Tim Kane**, Assessment Coach/Teacher, Marshall High School

**Sean Rolon**, Assessment Coach/Teacher, Marshall High School

**Dean Wood**, Teacher, Marshall High School

*Matthew Axelrod is an IB DP Coordinator and IB History Teacher at Marshall High School. He has been teaching for 12 years and served as DP Coordinator for 5 years.*

*Dean Wood is an IB History Teacher at Marshall High School. He previously taught in Los Chicago and Los Angeles. Sean Rolon is an Assessment Coach and US Government Teacher (previous IB History Teacher). Tim Kane is an assessment coach and IB History teacher who has taught in Fairfax County schools for 28 years.*

If your goal is to improve IB scores and IB participation rates, come to see how Marshall High school has used IB data to design grading systems that allow for both to happen simultaneously. Our session will cover how we have designed standards-based grading systems based on IB data, and how we have vertically aligned those standards from Grades 9-12.

### **Navigating the University Admissions Process alongside EE, IA, ATL, etc.**

**Cory Miller**, University Counseling Coordinator, Branksome Hall

*Cory Miller is the University Counselling Coordinator at Branksome Hall, an IB girls' school in Toronto. She has been involved with the IB Diploma and Middle Years Programs for the past 15 years as a guidance counselor, CAS coordinator and MYP/DP French B teacher.*

*Cory formerly worked in IB international schools in Singapore, Turkey and Brazil. She has extensive experience placing students in US, UK, European and Canadian universities. Cory is currently an executive board member of NACAC and the International Association of College Admissions Counselling and presently serves on NACAC's Student-Athletes Advisory Committee. She is a workshop facilitator at the annual IACAC summer conference and has attended the IB Conference of the Americas. Cory brings thorough knowledge of how to support students through the university admissions process and connect IB graduates to the next step in their academic careers.*

This session will familiarize participants with the parallel university application process students navigate while in the midst of a rigorous IB diploma program. This workshop will provide an overview of application timelines and how they coincide with the IB workload, partnership opportunities for IB teachers and college counselors, awareness of IB-relevant

post-secondary opportunities globally, and highlights of how to make IB stand out in a student's university application. This session format will be interactive in style, whereby participants will be encouraged to ask questions and deepen their understanding of how best to support an IB student's university planning journey.

### **Going Deeper: Social Injustice as a Catalyst in the Language B Classroom**

**Rachel Thompson**, Spanish teacher, Princess Anne High School

*Rachel Thompson is an IB Spanish B teacher at Princess Anne High School in Virginia Beach, VA. She has taught all levels of Spanish I-VI as well as International Baccalaureate courses at the Ab Initio, Standard, and Higher Levels. In addition to her teaching, Rachel leads bi-yearly cultural immersion trips for her students to Costa Rica and Peru.*

Are you ready to inspire your students to take ownership of their learning, while maintaining a rigorous curriculum? This session will demonstrate how to create thematic units for Language B classes focusing on environmental and social justice crises that provoke student inquiry. Come learn how to activate your students' natural curiosity and raise the level of discourse in your SL and HL Language B courses.

### **Making IB DP Sciences More Student-Centered Using Visible Thinking Strategies**

**Holly Cho**, DP Coordinator and Biology teacher

*Holly Cho has been teaching IB Biology HL for the past nine years in Fairfax County. She has served in the capacity of an MYP Coordinator and is now one of the IB DP Coordinators at Robinson Secondary. In her role as an IB DP teacher as well a coordinator she has collaborated on planning and executing multiple professional development sessions for teachers as well as actively experimenting in the classroom with students. Holly focuses on balancing rigorous science content with rich student discussion and active participation. She earned a B.S. in Natural Science Education from University of Nebraska-Lincoln and B.A. in Advanced IB Studies from George Mason University.*

This session will provide a background of visible thinking strategies which have been developed by Harvard's Project Zero. Participants will learn how to apply them in IB Sciences which are sometimes viewed as traditionally content based classes. Visible thinking strategies help students understand how they learn and provide a framework for enriching student discussion. Visible thinking routines will be modeled with participants as well as real classroom examples from a DP Biology class will be shared. The role of visible thinking routines as a framework for the Nature of science initiatives as well as Approaches to Teaching and Learning (ATL) skills will also be addressed.

**Articulation in the English department and the IB classroom: Preparing students for the oral internal assessments**

*Hendrick Booz has taught English SL and HL 2 for twelve (12) years total and been part of George C. Marshall's TOK team for the last seven (7) years. Following his undergraduate and graduate studies at the University of Virginia and the Curry School of Education, he worked at J.E.B. Stuart High School, where he began its SL program, gradually building its numbers. In accepting his current position as the HL 2 teacher, Mr. Booz has begun to work toward better vertical articulation with the 9th through 11th grade teachers and their programs.*

*James Macindoe comes to FCPS and George C. Marshall High School from Colorado. He has worked on the IB English HL team for six (6) years, most recently as its team leader. He is also the co-director of the GCM Writing Center and the sponsor of the National English Honor Society.*

Over the past few years, we have seen our IOP and IOCD scores rise. We attribute this increase to our focus on students' abilities to present earlier in their high school careers, i.e. in 9th and 10th grade, so that their arrival in IB English SL or HL 1 will not shock them. Today's session focuses on strategies to both prepare teachers in your department and students in the program. We will focus on specific classroom strategies as well as a more pedagogical approach to public speaking in the high school classroom. Additionally, we will offer methods to improve students' comfort levels speaking in class and in the demanding one-on-one fashion of the IOCD during their final year of the IB program.

**Have you been teaching IB so long you remember when you thought the last curriculum/programme change was too challenging?!**

**Do you already have a calendar planned for the year with all of your practice assessments and major units?**

**If you answered yes to either of these questions, we need your help!**

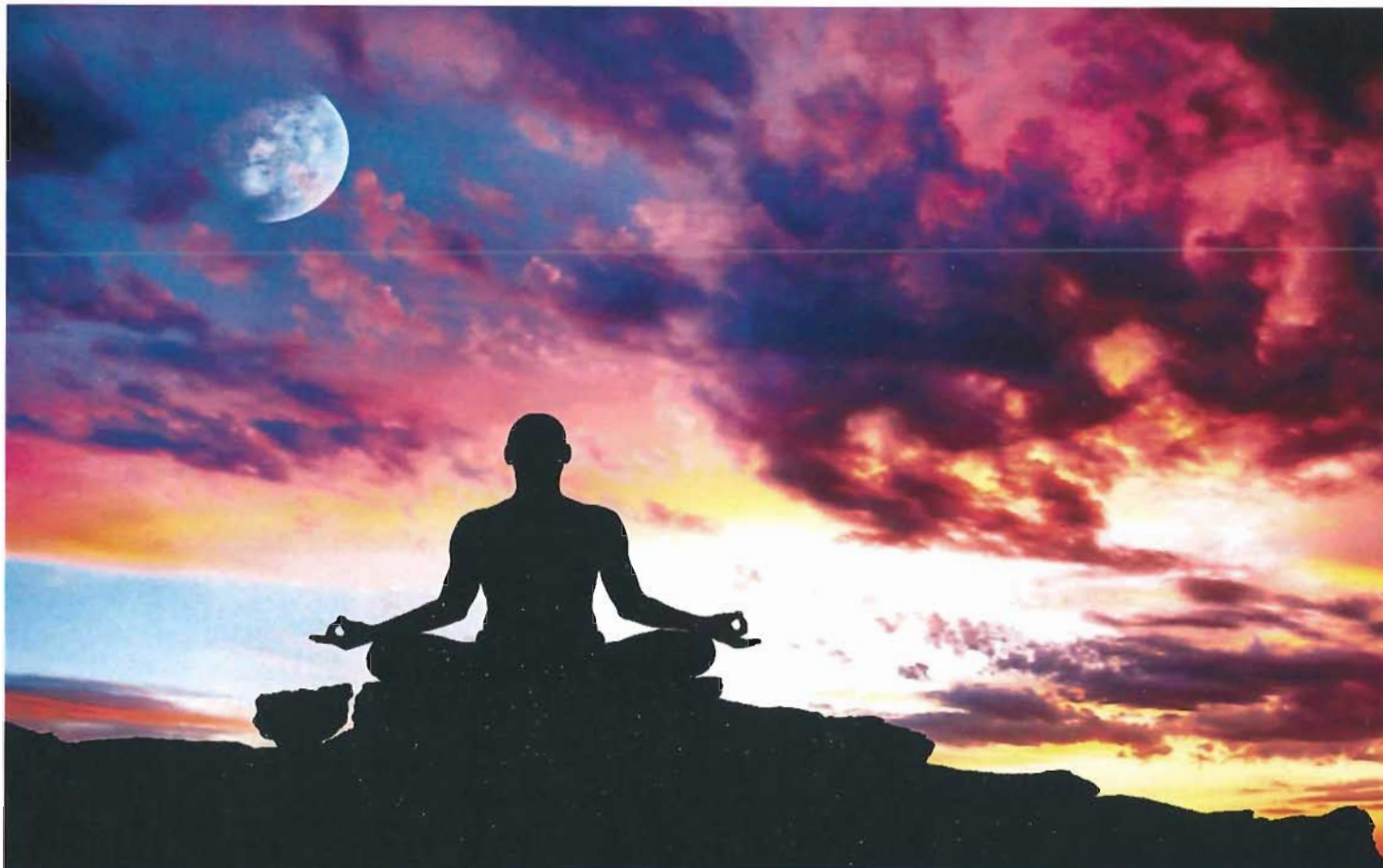
**On Saturday, October 15, the IBMA will offer one-day focused subject orientations for new teachers.**

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**Session three: 1:20-2:30****Continuum and General Offerings****Counseling to support IB Programs: A district-wide approach****Deborah Guillen**, Director of Student Services, Thomas A. Edison High School**Erin Sikes-Thurston**, Assistant Principal, Lee High School

*Deborah Guillen has been involved with the IB Diploma and Middle Years Programs for the past 15 years both as a counselor and as an administrator. In her past position, she was the counselor for all full-IB Diploma candidates and supported the implementation of the IB Middle Years Program. In her current position, she has supervised both the MYP and Diploma programs. As a Director of Student Services (DSS), she supervises the counseling office, ensuring open access to all IB programs. She supports her counselors in encouraging risk-taking by students to enroll in IB courses while making sure all pre-requisites and graduation requirements are met. She participates in the IB DSS MYP collaborative team which provides a format for the DSSes to “tackle individual challenges together”.*

*Erin Sikes-Thurston was the High School Specialist for Advanced Academics in Fairfax County Public Schools. She was the district administrator that supported the FCPS IB Schools’ Directors of Student Services through facilitating their collaborative learning team. She delivers district wide professional development supporting critical and creative thinking which supports IB standards and practices. She has attended IB Conference of the Americas and the IBMA networking session.*

Participants will learn about the FCPS model of supporting Directors of Student Services in IB Schools. Through the collaborative process program needs have emerged, which lead to identification of ways that the district could further support the IB schools and build capacity in each building. In this session, participants will learn about the format of the group, the common needs and the solutions that have been created. Participants will leave with materials used within the DSS collaborative group and for the district wide solutions that have been implemented.

**Mindfulness, Compassion and Happiness: Innovative Strategies****Lorne Young**, Upper Canada College**Claudia Santos**, CAS coordinator, Teacher

*Lorne has been teaching IB Biology and Environmental Systems and Societies and has been a CAS Coordinator for over 25 years. He leads workshops in Biology, Environmental Systems and Societies, CAS and a variety of Category 3 workshops on Strategic Creativity and the Synergetic Methodology for Integrated Curriculum Design, Service Learning and the MYP-DP Continuum in Science. Lorne is the author of a teacher’s course guide and student manual for the IB Environmental Systems and Societies course and an international speaker, author and presenter. His latest book “SyRF Systems, The Synergetic Redesigning of Fitness” is a synergy of the most ancient science from the East with the most recent science from the West to produce a health and fitness program that integrates mind, body and spirit.*

presenter. His latest book *“SyRF Systems, The Synergetic Redesigning of Fitness”* is a synergy of the most ancient science from the East with the most recent science from the West to produce a health and fitness program that integrates mind, body and spirit. He conducts action research on this system with all of his students. Lorne is a Senior Examiner and Team Leader, Extended Essay Examiner in Biology, Online instructor for the Extended Essay, Biology, CAS and ESS, an IB consultant and site visitor, and teacher of Environmental Systems and Societies and Biology at Upper Canada College in Toronto.

*Claudia Santos has been a pre-IB French and senior IB History teacher with the TDSB since 2001. In 2009, she became the IB Guidance Counselor as well as the IB CAS Coordinator at Weston Collegiate, in Toronto. She has presented during PD events & IB roundtables to teachers on ‘Strategies and Techniques for Stress Management’ and she also leads CAS workshops. She has presented this Mindfulness Program for future teacher candidates at the Faculty of Education (OISE & York U) as well as teacher conferences in TDSB and at the ARC. She is observing, keeping data and researching how this program improves and helps her students develop focus, compassion and gratefulness, in turn becoming more purposeful citizens of the world. She enjoys participating in service learning projects and believes in putting ‘Compassion into Action’.*

This condensed version of the pre-conference workshop will present techniques and strategies that have been shown to be effective with the implementation of the ATL components of all four IB programs. Based on the most recent research in neuroscience from the west and synergetically integrated with ancient philosophies from the east, it will provide participants with experiential opportunities to explore mindfulness practices and develop strategies as to how to incorporate them inside and outside the classroom. These findings from universities such as Harvard and Stanford, show that mindfulness contributes to much more than just improvements in blood pressure, heart rate and anxiety control (that we have known for many years) but also improves focus, concentration, creativity, compassion and happiness and most recently the research even shows impacts on neuro-plasticity of the brain and impacts on DNA structure.

### **Expand Learning Opportunities by Collaborating with a Museum**

**Callie Hawkins, Michelle Martz, Program Coordinators, President Lincoln’s Cottage**  
*Callie Hawkins is the Associate Director for Programs with the National Trust for Historic Preservation at President Lincoln’s Cottage in Washington, DC. A staff member since 2009, Callie develops education programs and professional opportunities for an international audience of students and teachers. Additionally, she supervises the front-line interpretive staff, develops the site’s public programs and exhibits, and has spearheaded projects that won national and international recognition, including awards from the American Association for State and Local History and the American Alliance of Museums. Before her tenure at President Lincoln’s Cottage, Callie worked for the education departments of the National Park Service, Colonial Williamsburg Foundation, and the Jamestown Yorktown Foundation. She has a BA in English from Clemson University and an MA in American Studies*

from the College of William and Mary.

*Michelle Martz is the Program Coordinator with the National Trust for Historic Preservation at President Lincoln's Cottage in Washington, DC. As staff member since 2012, Michelle coordinates school group programs, group tours, and other educational programs. She works closely with educators and administrators to create learning experiences for students at President Lincoln's Cottage. In addition, Michelle assists the Associate Director for Programs to train front-line staff and coordinate public programs. She has a BA in Historic Preservation and a BA in History from the University of Mary Washington and an MA in Museum Studies from The George Washington University.*

Explore the vital role that informal learning environments can play in reinforcing classroom objectives and enhancing student understanding of civic engagement and cultural heritage. Engage with two museum educators who work to develop learning opportunities for elementary, middle, and high school students at President Lincoln's Cottage, in Washington, D.C. that relate Lincoln's ideas to contemporary struggles to challenges faced by today's youth. Additionally, attendees will discuss the benefits of field trips, brainstorm ways to work with a historic site, and learn from case studies that demonstrate successful collaborations between museums and educators.

### Primary Years Programme

#### **Connecting to the PYP Planner in Library**

**Bridget Louder**, PYP Coordinator, Belvedere Elementary School

**Marcie Atkins**, PYP Librarian, Belvedere Elementary School

*Bridget Louder is the PYP coordinator at Belvedere Elementary School in Falls Church, VA. She previously taught five years in first grade, two of which were within a PYP school. Bridget has been on the PYP journey with Belvedere from the candidacy phase through authorization. She holds a Master's from George Mason University and a Bachelor's from Virginia Tech.*

*Marcie Flinchum Atkins is a PYP librarian at Belvedere Elementary. Having grown up in Southeast Asia and attending international schools, she is thrilled to be teaching at a PYP school. Her experience includes 18 years as an elementary educator including 2nd, 3rd, 4th grades and library. She holds a M.A. and M.F.A. in Children's Literature and writes children's books in the wee hours of the morning. You can learn more about her writing at: [www.marciatkins.com](http://marciatkins.com) and more about her PYP library at: <http://mfatkins.wix.com/belvederelibrary>.*

Specialists can help students make connections in library and other specials by helping students explore PYP concepts, attributes and attitudes, and still teach the skills needed in that special. Specialists attending will see concrete examples of how the PYP is extended in library.

# DP resources developed directly with the IB

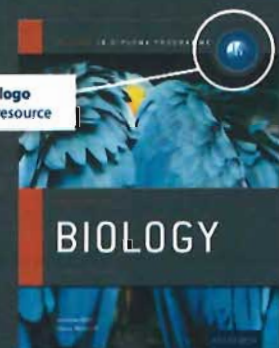


IB is about more than knowledge acquisition – and IB resources should progress learners *beyond* factual understanding.

## Fully immerse learners in the IB approach:

- Strengthen critical awareness, equipping learners to process complex ideas
- Develop globally-aware perspectives that enable learners to **apply knowledge** to the world around them
- Get expert support from leading IB practitioners

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### IB Diploma resources



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Middle Years Programme**The Beast: How to use the IB MYP Design Cycle for Art****Fontaine Rodgers**, Art teacher, Westland Middle School

*Fontaine Rodgers is a cum laude graduate of the Maryland Institute, College of art and has been an IB MYP art teacher at Westland Middle School in Bethesda, Maryland for the past 10 years. She is particularly interested in cross-curricular intergration in the art room and the use of the IB Design Cycle to create a better, more thoughtful work of art. Ms. Rodgers students have won numerous awards for their artwork.*

Learn how the IB MYP Design Cycle can be applied in the art room to create a unique and quality piece of art. With over 25 examples, see how each individual student can create a unique drawing in pen and black colored pencil. Many have won awards with this project which focuses on texture and shading, and gives students full control to think creatively and draw an imaginary animal. This workshop demonstrates a systematic approach that works for all students from grade 6 and up. The lesson includes the IB Learner Profile, investigative drawings, rough draft, a simplified journal and final reflection.

**MYP to DP English A: A Proposed Continuum Skill- and Knowledge Building in Literature****Kathleen Doyle**, IB DP English A Literature Teacher, Department Chair, Islamic Saudi Academy

*Ms. Doyle has been teaching English to native speakers and to those acquiring the language for over 25 years in a variety of settings and contexts. Since 2009, she has taught English A courses at the Diploma level at the Islamic Saudi Academy in Alexandria, VA. She has served as an IB examiner since the May 2015 exam session and first presented at the IB Mid-Atlantic Summer Academy in August 2015.*

In examining DP English A: Literature assessments, core skills and knowledge can be identified that are necessary for successful performance. These requirements are best developed throughout high school, rather than waiting until students enter the Diploma Programme. In this session, a targeted plan for building specific skills (for example, formulating thesis statements) will be presented that allows students to prepare for the demands of the DP course during the last two years of the MYP program.

**Connecting to the Real World: IB Assessments in Individual & Societies****Amy Benjamin**, teacher, Glasgow Middle School

*Amy Benjamin has taught 8th grade Civics at an IBMYP school in Fairfax County Public Schools since 2009. She received her B.A. in history and education from the University of Mary Washington and is currently working on her M.A. in history at George Mason University. She attended an IB Americas conference in MD last summer and has presented about implementing Google Classroom at FCPS workshops*

Investigate fragile states, pitch a business idea to the Shark Tank, and hold a scored discussion about controversial topics. Grab your students' attention by connecting your assessments to the outside world. The purpose of this session is to explore assessment ideas that incorporate curriculum content, current events, and IBMYP practices. Explore projects that focus on investigation, critical thinking, communication and collaboration skills. We will look at examples of project instructions, student work, and IB rubrics.

### Diploma Programme

Middle Years Programme

#### **Using Disney to Teach Literary Theory and Criticism**

**Cristina Foss**, teacher, Oscar Smith High School

*Cristina Foss is a National Board Certified teacher who has taught a variety of IB and AP courses for the past 13 years. She currently teaches IB English and Theory of Knowledge at Oscar Smith High School in Chesapeake Virginia.*

This interactive workshop provides practical teaching strategies and resources to help students better understand literary theory and effectively use these frameworks in their interpretation of texts. Using short clips from popular animated films, participants will explore how Feminist, Post-Colonial, Marxist, and Psychoanalytical literary criticism can be used to enrich their thinking of a text - or, as Deborah Appleman notes, as lenses "to bring out what is already there but what we often miss with unaided vision."

Diploma Programme

#### **Being an Effective Pedagogical Leader**

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

*Lisa Renard-Spicer is the IB DP Coordinator at Mountain View High School in Stafford, Virginia. In addition to coordinating the DP, she has taught IB Literature in the past. She currently teaches ToK, serves as her school's EE Coordinator, is a CAS co-coordinator, and is an IB examiner for Group 1. Both of Lisa's children participated in the IB DP while in high school. Lisa holds an M.Ed. and is endorsed in K-12 Administration & Supervision as well as Gifted Education and Secondary English. Relevant to today's session, Lisa has recently participated in Category 3 training for Approaches to Learning/Approaches to Teaching. Find Lisa on Twitter: @renard\_spicer.*

A helpful session for brand new coordinators or experienced coordinators looking to grow and develop as teacher leaders. IB calls on coordinators more-and-more to function as a "pedagogical leaders" in their schools -- especially with the enhanced focus on Approaches to Learning/Approaches to Teaching. Many coordinators move from their own classrooms to this role of leading other teachers without much training in how to go about it. This session will provide ideas, strategies, tips, and resources to help coordinators be effective and confident as educational leaders in their schools.

#### **Infuse STEM-based projects in your Mathematical Studies SL course**

**Michelle Ming**, Math teacher, Archbishop Carroll High School

*Michelle Ming began teaching in 1987 and then left traditional classroom teaching to pursue Software Test Engineering (STE) in 1994 and non-traditional classroom experiences. Return-*

ing to the traditional classroom in the Fall 2011 after gaining experience as an STE, corporate trainer and Technology Coordinator, provided Ms. Ming with the basic understanding of how to integrate Science, Technology, Engineering and Math (STEM) ideas. After Ms. Ming received Project-Based Learning (PBL) training from Carnegie Mellon University instructors, Ms. Ming developed STEM-based projects using past work experience and training. Ms. Ming received training in STEM from the Naval Academy SET Sail Teacher Development summer program and IB Category MS SL training in New Mexico; both in the summer of 2014. She has been teaching IB Mathematical Studies for 3 years.

Make mathematics come alive for your students by infusing your Mathematical Studies SL course with Science, Technology and Engineering concepts and projects. There will be demonstrations of different project, class participation, sample projects to take with you and a raffle prize.

### **Teaching science with algorithmic thinking - spreadsheet modeling**

**Stephen Bartlett**, IB Physics and Computer Science teacher, Robinson Secondary School  
*Mr. Bartlett entered the classroom after more than 20 years as a research engineer in the aerospace arena. While an engineer, he led early Research in the development of microsatellite systems and Virtual Reality applications for industry. He also published several technical articles on digital wireless communications theory for trade magazines and IEEE journals. Since starting his encore career as a teacher, he has won teaching grants from NASA for deep sky astronomy, A Fulbright Teach India Summer program in New Delhi, and an NRAO teacher research grant to study pulsars. During his ninth year of teaching, Bartlett was selected to serve as an Einstein Fellowship Teacher at the National Science Foundation, where he researched ongoing projects in enhanced brain learning techniques and STEM teaching.*

Mastering critical thinking is a key element in both the IB learning profile and 21st century learning. One effective strategy to enhance this ability in our students is to guide them through the process of solving unfamiliar problems using simple algorithms derived from logical steps. Asking students to annotate a task into a smaller, simpler set of tasks is the root of teaching algorithmic thinking. In this presentation I demonstrate how I have transferred the core computer science concept of algorithmic thinking into my HL physics classroom using spreadsheets to code simple and complex physics simulations from student derived algorithms.

### **An Integrative Approach to Theater in the Spanish B Classroom**

**Maria-Eugenia Tanos**, Spanish teacher, Washington-Lee High School  
*Maria Eugenia Tanos is an IB Spanish Teacher in Washington-Lee High School, in Arlington, VA. A native of Argentina, she spent most of her childhood in Cataluña, Spain. Ms. Tanos holds a Master's degree from George Mason University, and is passionate about literature. She has been teaching at the high school level for eight years. This is her second year involved in the IB Programme, and she loves it! Ms. Tanos is currently a Spanish Language and Literature IB teacher and AP language and literature teacher. In her IB class, Ms. Tanos incorporates the students' creativity to the literary analysis process.*

## An Integrative Approach to Theatre in the Spanish B Classroom cont'd

This presentation will focus on a comprehensive approach to the literary study of theater plays, particularly two plays studied at the HL level: "Casa de muñecas" and "La casa de Bernarda Alba." The integrative study of these two plays includes exploring poetry and music related to the theme of the plays, pictorial representations, and a debate about the role of women in society. The culminating work is a creative written task in which students impersonate one of the characters and write a letter, note, or diary from the point of view of that character.

## Ethics in the Theory of Knowledge

**Carolyn Henly**, ToK and English teacher, Henrico High School

The misuse of ethics as an area of knowledge is an all-too common problem in TOK essays and presentations, and it often results in reduced--sometimes drastically reduced--marks. This session will explore the nature of ethics as an AOK, with a particular aim of differentiating ethics as an AOK from ethical decision-making in the world at large. Participants will explore aspects of ethics that students need to understand, and share lessons and exercises for teaching them. We will also consider the role of ethics within the other AOKs as well as the ethical implications of knowledge making in general.

## Session Four: 2:50-4:00

### Continuum and General Offerings

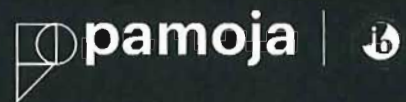
#### **Technology in the Classroom: Designing WebQuests and Creating Instructional Videos**

**Sarah Engel**, Special Education Teacher, Robinson Secondary School

*Sarah is entering her 10th year teaching at Robinson Secondary School. She began teaching Category B students, and earned her Master's Degree in Special Education from George Mason University. Most recently she became endorsed in Middle School Science, and she is entering her second year teaching all team-taught and self-contained Science 8 classes. She is currently working on a Master's Degree at George Mason in Designing Digital Learning in Schools which focuses on digital literacy and integrating technology into the classroom.*

Technology in the Classroom will provide information and detailed instructions of how to enhance current lesson designs by implementing two types of technology into your classroom. A WebQuest is an inquiry-based lesson design, which learners research information and complete the entire lesson, including submission of assignments using the web. We will cover the fundamentals of the types of lesson designs that can be enhanced through the use of a WebQuest, and how to create your own WebQuest using Google Sites. I will demonstrate ways to capture video and turn images into Instructional Videos using YouTube and other Google applications.

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**David Pirtle**, Public Education Coordinator, National Coalition for the Homeless

*David Pirtle has worked with the National Coalition for the Homeless for ten years, serving a speaker, board member, and currently coordinating public education programs for the organization. Formerly homeless himself, he believes no conversation about the issue of homelessness is complete without the input of those who have experienced it.*

Speakers from the National Coalition for the Homeless educate between 10 and 20 thousand young people every year in the Mid-Atlantic region and elsewhere by putting a human face on the issue of homelessness. Find out why NCH believes that education is one of the most important forms of advocacy.

**When in doubt, improvise! Creative play and the IB Learner Profile**

**Dale Placek**, DP Coordinator, Film and Theatre teacher, The Academy of the Holy Cross  
*Dale Placek is the DP Coordinator at The Academy of the Holy Cross in Kensington, Maryland. In addition to his coordinator duties, he is also the DP Theatre and DP Film teacher. He has previously served as the Academy's Director of Theatre, Technical Director, and Performing Arts Department Chair, and has developed and taught courses in Film Studies, Public Speaking, Technical Theatre, and Improvisation. He was previously a presenter at the 2013 IB Mid-Atlantic Summer Academy (Teaching Theatre and Film: A Holstic Approach), and is honored to be able to share with you this summer about the endless possibilities for learning, student engagement, and the development of the IB Learning Profile that improvisational games and exercises across all subject areas can provide. BFA Theatre, Boston University; M.Ed. Teacher Leadership (Arts Integration Emphasis), University of Maryland, College Park.*

More and more, business executives, therapists, and leaders of community or youth organizations are realizing the powerful potential of using improvisational games and exercises to build communities that work, learn, and laugh together in meaningful and productive ways. In this session, teachers of any grade and of any subject area are invited to learn about the cognitive, socio-emotional, and physical benefits of creative play, as well as to experience how they might use improvisational games and exercises to engage students intellectually, emotionally, and physically; and at the same time help them to develop all traits of the IB Learner Profile.

**Primary Years Programme**

**Updates to the PYP**

**Nicole Boissiere**, PYP Coordinator, Rosa Parks Elementary School  
*Nicole has been the PYP Coordinator and gifted education teacher at Rosa Parks Elementary in Woodbridge, VA for the past eight years. She helped Rosa Parks become the first PYP school in Prince William County. She is a National Board Certified teacher and currently the PYP Vice-President for IBMA.*

Did you ever have a chance to attend the Annual Regional Conference to hear the updates to the programme given by the PYP programme director from IB? We did this year and are coming back to share with you what was learned. Join us for this session to hear what's coming up for the PYP, what changes they are considering, and how they feel the changes are going so far. There will be time for us to discuss the updates and share ideas about how to meet the new expectations. It is sure to be a lively conversation.

### Middle Years Programme

Middle Years Programme

#### **Using Critical Thinking and Debate Strategies to Maximize Student Engagement**

**Susan Reade**, History teacher, Robinson Secondary School

**Karen Baxter**, Reading specialist, Robinson Secondary School

*Susan Reade has worked for Robinson Secondary School, a large IB program, for the last 14 years as a middle school social studies teacher and department chair. During her 25 years of teaching experience, she has taught in both general education team-taught programs with special education students, and gifted/talented center-based educational programs. She previously held a position as a resource teacher for Fairfax County's K-6 gifted and talented program where she was responsible for teacher training, educational strategies, as well as direct instruction. Outside of the public school environment, Susan Reade has been an educational specialist for a technology company where she created and presented teacher training seminars and managed a staff of teacher trainers. During the last five years, she has also supported James Madison University's student intern program as a clinical faculty member.*

*Karen Baxter has worked for Robinson Secondary School, a large IB/MYP program for the last 11 years as a middle school reading teacher- both general education and special education, in teamed classes and self-contained settings. In addition she taught in an elementary school and was lead teacher for social studies. She has led teacher training in educational strategies, team teaching, and reading strategies. In addition she has been a mentor to IB students for their extended essays for six years.*

This session will focus on the instructional usage of a variety of classroom debate strategies to help students to expand their understanding of the different historical perspectives of controversial topics and events. Through these strategies, the students gain confidence in taking risks and supporting contrasting opinions. Critical Thinking skills are developed for a differentiated classroom structure, meeting the needs of students with a broad spectrum of abilities. Several different debate models will be shared and demonstrated.

**Implementing Project Based Learning to Increase Student Engagement and Inquiry**

**Nicole Wirth**, Science teacher, MacArthur Middle School

**Callison Sims**, Science teacher, MacArthur Middle School

*Nicole Wirth is a sixth grade science teacher at MacArthur Middle School located in Fort Meade, Maryland. She has taught at MacArthur, an IB MYP School, for 7 years. Nicole attended the Category II IB Training for MYP Sciences in the summer of 2014. She graduated from Towson University with a B.A. in Elementary Education.*

*Callison Sims graduated from UMBC with a B.S. in Biological Sciences, B.A. in Dance, and secondary education certification in 2014. This is her second year teaching sixth grade science teacher at MacArthur Middle School located in Fort Meade, Maryland. Callison attended the Category II IB Training for MYP Sciences in the summer of 2015.*

Middle Years Programme

Do you teach a unit that historically has had low student engagement and achievement? In this session, participants will gain an understanding of how to implement Project Based Learning and increase student engagement through the use of inquiry, technology for research, modeling, and collaboration. Presenters will share how they used project based learning to redesign a MYP Sciences unit on Rocks, the components of a PBL unit, and provide strategies which can be implemented in all science classrooms.

Diploma Programme

**Diploma Programme**

**Stress Management for IB students – and their Coordinators**

**Marie Turner**, DP Coordinator, South Lakes High School

*Marie Turner taught IB Computer Science before moving to her current position as the IB DP Coordinator at South Lakes High School in Reston, Virginia.*

Learn techniques for helping your students handle stress and neutralizing some of the key stressors they encounter in the IB program.

**Incorporating IB Film Thinking into Your IB Class**

**Pierce Bello**, Film teacher, Marshall High School

*Mr. Pierce Bello has been teaching English and film studies courses for ten years. He introduced the IB Film Study curriculum to Marshall High School where he has been teaching the class for the past six years. In addition to teaching, he serves as an IB Film examiner for both the oral commentary and production portfolio assessments.*

Learn how to supplement your instruction and build a cross-curricular bridge between your IB class with what students learn in IB Film. Attendees will briefly learn about the IB Film curriculum and how to make subject-specific class activities with media more active and engaging.



### Using IB Performance Data to Inform Instruction

**Tim Kane**, IB History Teacher and Assessment Coach, Marshall High School

*Tim Kane is the IB History of the Americas Team Leader and Assessment Coach at George C. Marshall High School. Tim has worked to develop deep understanding around IB Assessments and how students achieve a particular score to provide both teachers and students with detailed feedback to inform practice and learning.*

IB provides detailed data of individual student's exam performance across all exam components in their CVS files. Come see how to extract this data and use it to provide feedback to students and teachers regarding performance. Using this data can significantly improve student learning and performance.

### DP Language and Literature Buffet

**Theresa Gaddy**, IB Language and Literature teacher, Mountain View High School

**Stacey Adams**, Language and Literature teacher, Mountain View High School

*Theresa Gaddy teaches IB Language and Literature HL Year 2 at Mountain View High School in Stafford, VA. Mrs. Gaddy earned her BA in English and Theater Education from the University of Maryland at College Park.*

*Stacey Adams teaches IB Language and Literature Year 1 at Mountain View High School in Stafford, VA. Mrs. Adams earned her BA in English from Virginia Tech, her MA in English Education from Wright State University, and her Post Masters in Educational Leadership from Mary Washington University.*

Join us as we share ideas regarding course organization, lesson ideas and resources, and best practices for exam prep. This session is ideal for MYP teachers who'd like to know what the expectations of DP English are, for IB Lit teachers who are interested in how Lit and Lang & Lit compare, and current Lang & Lit teachers who have lessons and ideas of their own to share.

### Math Studies Activities and Tips

**Colleen Conwell**, Math teacher, Robinson Secondary School

*Colleen Conwell has been teaching multiple levels of mathematics for the past 14 years. For 4 years, she has been teaching IB Math Studies SL at Robinson Secondary School. She has a Bachelor's Degree in Mathematics and a Master's Degree in Instructional Technology.*

This session will include activities for preparation for IAs as well as activities you can use throughout the year, including a fun activity for exponential decay.

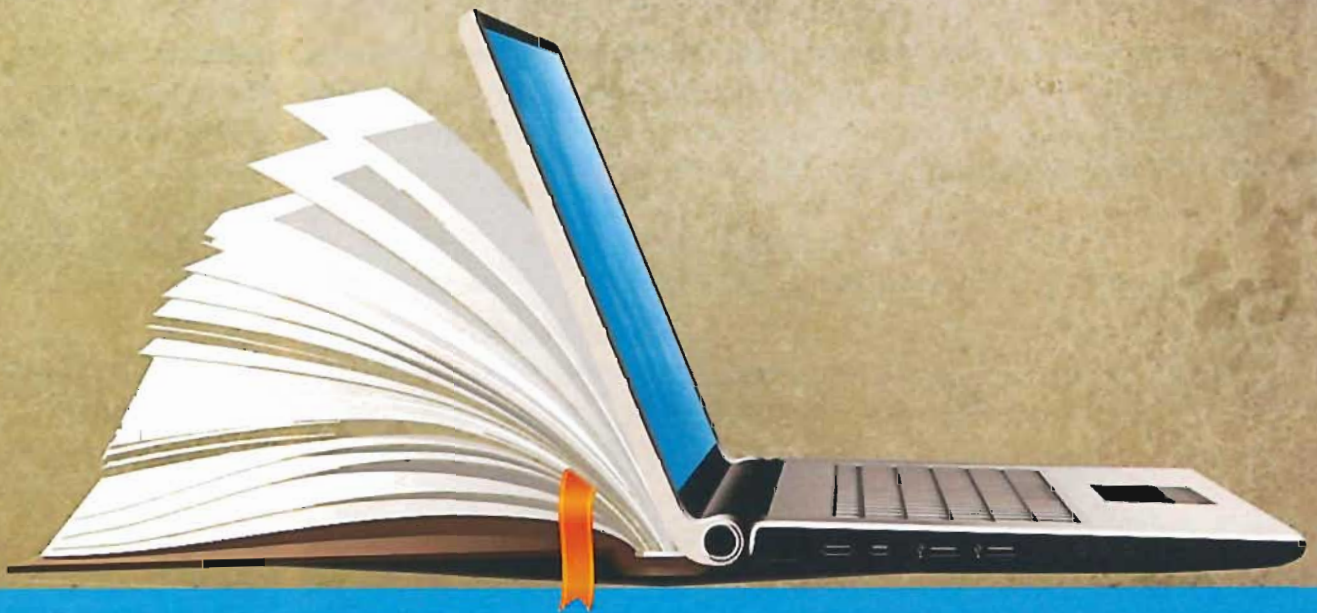
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**TOK in the Subject Areas—What Teachers Need to Know**

**Carolyn Henly**, ToK and English teacher, Henrico High School

*Carolyn Henly is a Theory of Knowledge and English A1 (HL) teacher at Henrico High School in Henrico, VA. She has been teaching both of those subjects for 16 years, and was previously a coordinator for 13 years at Meadowbrook High School in Richmond, VA. Mrs .Henly is a long-time examiner for IB in TOK and currently examines in English A1, and she is a workshop leader for TOK. She is the co-author with Nicholas Alchin of Theory of Knowledge, a text for the current TOK curriculum. She has also published several articles on both TOK and English A1 for the IB Review magazine.*

This session will highlight some of the key features of the TOK curriculum to help content area teachers understand what happens in TOK. It will then provide teachers an opportunity to investigate their own subject area from a TOK perspective, and will provide some sample activities, questions, and resources that can be used to help embed TOK concepts into the content area curriculum.

**Adding CP to a DP School**

**Laurie Ainsworth**, DP and CP Coordinator, Rockville High School

*Laurie is the IB Coordinator at Rockville High School in Montgomery County , Maryland. She has been involved in IB education for seventeen years as a teacher, examiner and coordinator. She launched the IB Career Program at Rockville and continues to add career pathways to allow more students to access the program.*

Learn from two experienced DP coordinators what it means to add the CP to your school. From authorization through registration and testing find out what changes occur when the CP is added to your school. Presenters bring two different perspectives as one is a CP/DP combined coordinator and the other has two standalone coordinators. If you've newly added the CP or are even just thinking about bringing it to your school this is a good opportunity for you.

Diploma Programme

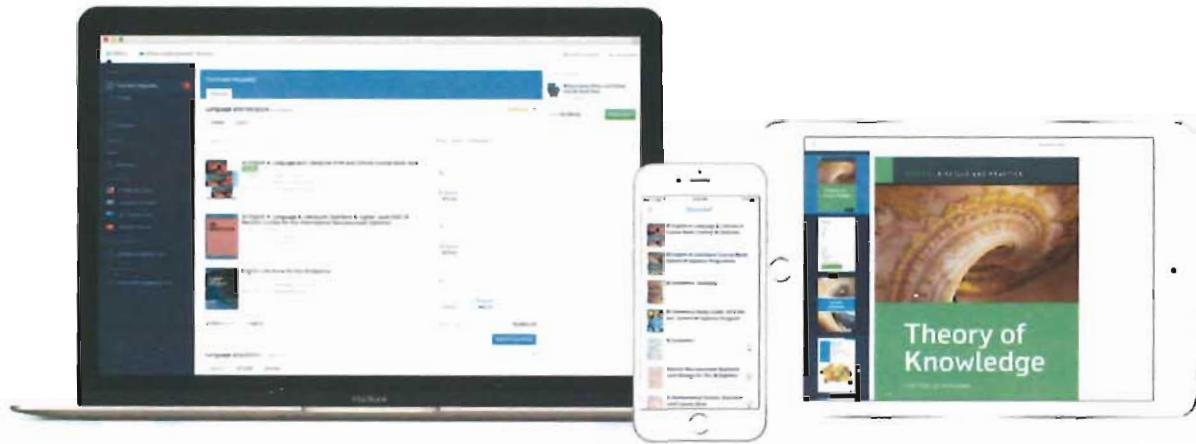
**We encourage you to share photos, ideas and thoughts about today’s sessions using the hashtag #IBMAAcad16 on Twitter and Facebook. See insert for more information!**

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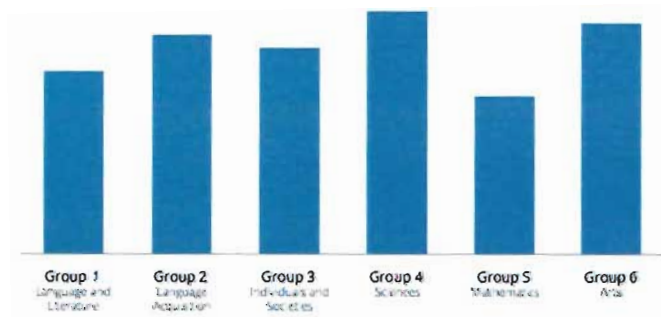
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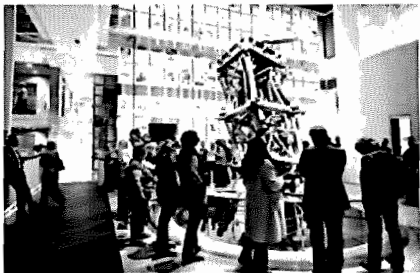
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### 9/11 Gallery Sponsored by Comcast

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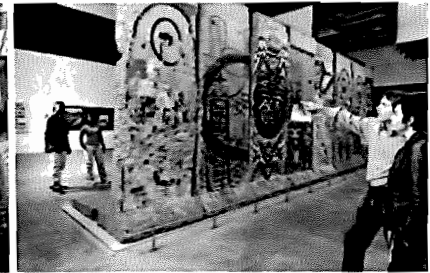
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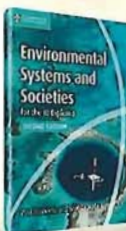
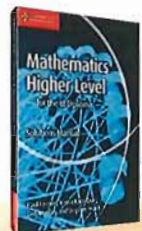
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