

The Mid-Atlantic Association of IB World Schools

PRESENTS THE 2014

BMA SUMMER ACADEMY

August 6 - 7 at Robinson Secondary School

***IB Super
Educators
Sharing Best
Practice!***



***High Impact,
Low Cost
Professional
Development***



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The Mid-Atlantic Association of IB World Schools (IBMA)

Member Schools

Virginia

Annandale High School (MYP) (DP)
Antietam Elementary School (PYP)
Atlee High School (DP)
Belvedere Elementary School (PYP)
Brooke Point High School (DP)
Buckland Mills Elementary School (PYP)
Carlisle School (PYP) (MYP) (DP)
Chimborazo Elementary School (PYP)
Clarke County High School (DP)
Dumfries Elementary School (PYP)
David A. Dutrow Elementary School (PYP)
Edgar Allen Poe Middle School (MYP)
Ellen Glasgow Middle School (MYP)
Ellis Elementary School (PYP)
Fairfield Middle School (MYP)
Francis C. Hammond Middle School (MYP)
Fred M. Lynn Middle School (MYP)
Friendship Public Charter School (PYP)
Galileo Magnet High School (MYP) (DP)
Gar-Field High School (MYP) (DP)
George C. Marshall High School (DP)
George H. Moody Middle School (MYP)
George Mason High School (DP)
George Washington Middle (MYP)
Granby High School (DP)
Hampton High School (MYP) (DP)
Hanover High School (DP)
Henrico High School (MYP) (DP)
James River Elementary School (PYP)
James Robinson Secondary School (DP)
J.E.B. Stuart High School (MYP) (DP) (IBCC)
Jefferson-Houston School (PYP) (MYP)
J.E.J. Moore Middle School (MYP)
John Randolph Tucker High School (MYP) (DP)
Key Middle School (MYP)
King's Fork High School (DP)
Langston Hughes Middle School (MYP)
Lee-Davis High School (DP)
Lindsay Middle School (MYP)
Lucille Brown Middle School (MYP)
Mary Passage Middle School (MYP)
Meadowbrook High School (DP)
Midlothian High School (DP)
Mills E. Godwin Middle School (MYP)
Mount Daniel School (PYP)
Mount Vernon High School (MYP) (DP) (IBCC)
Mountain View High School (DP)
N.B. Clements Junior High School (MYP)
Oscar F. Smith High School (DP)
O. W. Holmes Middle School (MYP)
Patrick Henry High School (DP)
Paul D. Burbank Elementary School (PYP)
Plaza Middle School (MYP)
Prince George High School (MYP)
Prince William Academy (PYP) (MYP)
Princess Anne High School (DP) (MYP)
Randolph Elementary School (PYP)
Robert E. Lee High School (DP)
Rosa Parks Elementary School (PYP)

Saint Mary's Catholic School (MYP)
Saint Michael's Episcopal School (MYP)
Salem High School (DP)
South Lakes High School (MYP) (DP) (IBCC)
Stonewall Jackson High School (MYP) (DP)
Stonewall Middle School (MYP)
Stuart Beville Middle School (MYP)
T.C. Williams High School (MYP)
The Islamic Saudi Academy (MYP) (DP)
Thomas Edison High School (DP)
Thomas Jefferson Elementary School (PYP)
Thomas Jefferson High School (MYP) (DP)
Thomas Jefferson Middle School (MYP)
Trinity Episcopal School (DP)
Tuckahoe Middle School (MYP)
Tucker High School (MYP) (DP)
Twain Middle School (MYP)
Victory Elementary School (PYP)
Walt Whitman Middle School (MYP)
Warwick High School (DP)
Washington-Lee High School (DP)
York High School (DP)

Maryland

Albert Einstein High School (DP)
Annapolis High School (MYP) (DP)
Annapolis Middle School (MYP)
Archbishop Spalding High School (DP)
Baltimore City College (MYP) (DP)
Baltimore International Academy (PYP)
Bethesda Chevy Chase High School (MYP) (DP)
Central High School (DP)
College Gardens Elementary (PYP)
Crossland High School (DP)
Eastport Elementary School (PYP)
Edgewood High School (DP)
Francis Scott Key Middle (MYP)
Frederick Douglass High School (MYP)
Germantown Elementary School (PYP)
Hebron-Harman Elementary School (PYP)
James Madison Middle School (MYP)
John F. Kennedy High School (DP)
Julius West Middle School (MYP)
Kenwood High School (DP)
Laurel High School (DP)
MacArthur Middle School (MYP)
Mary Ellen Henderson Middle School (MYP)
Martin Luther King, Jr. Middle School (MYP)
Manor View Elementary School (PYP)
Meade Senior High School (MYP) (DP)
Milford Mill Academy (DP)
Montgomery Village Middle School (MYP)
Neelsville Middle School (MYP)
Newport Mill Middle School (MYP)
North Hagerstown High School (DP)
Old Mill High School (MYP) (DP)
Old Mill Middle School North (MYP)
Our Lady of Good Counsel High School (DP)
Parkdale High School (DP)
Richard Montgomery High School (MYP) (DP)

Roberto Clemente Middle School (MYP)
Rockville High School (DP) (IBCC)
Saint James Academy (MYP)
Seneca Academy (PYP)
Seneca Valley High School (DP)
Silver Spring International (MYP)
South Shore Elementary (PYP)
Southgate Elementary School (PYP)
Springbrook High School (DP) (MYP)
St. Francis of Assisi School (MYP)
St. Paul's School (DP)
St. Timothy's School (DP)
Sunset Elementary School (PYP)
Suitland High School (DP)
The Academy of the Holy Cross (DP)
The Calverton School (DP)
The Mount Washington School (MYP)
Thomas Jefferson Elementary (PYP)
Urbana High School (DP)
Watkins Mill High School (DP) (IBCC)
Westland Middle School (MYP)
William C. March Middle (MYP)

District of Columbia

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

Delaware

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

Pennsylvania

Downingtown STEM Academy (DP)
Pan American Academy Charter (PYP)
York Academy Charter School (PYP)



The IBMA Summer Academy

August 6-7, 2014

#IBMA14

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Dear IBMA Educators,

Welcome to the sixth annual Mid-Atlantic Association of IB World Schools' (IBMA) Summer Academy! We were thrilled to see many of you at the IB Americas Annual Regional Conference (ARC) this July in DC. What a great opportunity to have this event so close to home. I took inspiration from the opening plenary given by Andy Hargreaves. He talked about how by uplifting other people, we uplift ourselves.

In his discussion, he mentioned four specific “uplifting criteria”: do better than before, do a lot with a little, out-perform your peers and create something from almost nothing. As educators, these words hit home and bring together what we try to do each day for our students.

The 2014 IBMA Summer Academy is the opportunity for our local IB educators to learn best practices from their peers and experts in the field. In keeping with the theme of the ARC, the sessions will stimulate your ways of knowing. You will have the opportunity to explore subject specific sessions, as well as general sessions that apply to the programme(s) in which you educate. All sessions will offer a venue for innovative leadership, courageous conversations, and creative learning among peers in the full Pre-K-12 continuum of IB programmes.

The 2014 Academy aims to develop your educational practices and strengthen your understanding of IB philosophies. Our goal is that everyone leaves here with new ideas and new friends to keep in contact with throughout the year. We have gathered a wide range of vendors (page 4) that provide products and services to support your IB programme. Please take a few minutes to meet with them and see what they have to offer.

Finally, we would like to extend a thank you to everyone who has dedicated precious time to attend and/or present at the 2014 IBMA Summer Academy. We also owe our gratitude to our generous host, Robinson Secondary School (Fairfax County Public Schools), who made today possible. We hope that the 2014 IBMA Summer Academy will inspire you as you plan for the upcoming school year.

Sincerely,

Amy Woolf, President
The Mid-Atlantic Association of IB World Schools

Welcome to the 2014 IBMA Summer Academy

IBMA SUMMER ACADEMY PRE-CONFERENCE – WEDNESDAY AUGUST 6TH

PRE-CONFERENCE SCHEDULE

8:30 – 9:00	Registration
9:00 – 12:00	AM Session
12:00 – 12:45	Lunch (Provided)
12:45 – 3:00	PM Session

2014 IBMA SUMMER ACADEMY – THURSDAY AUGUST 7TH

ACADEMY SCHEDULE

8:00 – 8:30	Registration
8:30 – 9:00	Plenary Session
9:10 - 10:25	Subject Session I
10:35-11:50	General Session I
12:00 – 1:00	NETWORKING LUNCH & EXHIBITS
1:00 - 2:15	General Session II
2:25 - 3:40	Subject Session II

SPONSORS GALLERY OPEN FROM 8:00AM – 3:30PM

Please take time and support our 2014 Academy vendors!

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Post Academy notes and photos! #IBMA14

IBMA Summer Academy Pre-Conference Sessions

Wednesday, August 6, 2014 9:00am – 3:00pm

Teaching and Learning through MYP Global Contexts

Room: B108

Robert Harrison

"The heart of contextual teaching and learning is the connection that leads to meaning. When young people can connect the content of an academic subject ... with their own experience, they discover meaning, and meaning gives them a reason for learning. Connecting learning to one's life makes studies come alive." (Johnson, Contextual Learning)

This session presents the development of contextualized learning in the MYP as a key strategy for meeting the needs of students growing up in era of rapid globalization. Participants will explore how identities and relationships, orientation in space and time, personal and cultural expression, scientific and technical innovation, globalization and sustainability, and fairness and development can motivate students and help to prepare them for success in further study and life beyond school. After considering some specific examples of how global contexts can frame the curriculum, participants will develop their own explorations.

Session Objectives:

1. To locate the role of internationally-minded education in a rapidly-changing, highly-connected world
2. To explore globalization as a framework for developing engaging, relevant, challenging and significant curriculum
3. To demonstrate the importance and utility of contextualized learning in the MYP
4. To develop additional explorations of global contexts that offer rigorous learning opportunities

Robert Harrison is head of MYP development. In his previous position supporting the IB continuum, Robert led the review of the IB learner profile and promoted global engagement. Before joining the IB, Robert worked as an IB Educator in the Americas, Europe and Africa. A special educator and secondary social studies teacher by training, he holds his doctorate in Ancient Near Eastern languages and literature from Duke University. Since 2004, he has taught in the international education program at George Mason University, and currently serves as co-Editor-in-Chief of the IB Journal of Teaching Practice.



Charting New Territory: Exploring the Changes to the DP Theory of Knowledge (TOK) Course

Room: Media Center

Dr. Steve Hreha

TOK is one of the three core requirements of the DP. It is, arguably, one of the features of the DP that sets it apart from other educational programs. TOK has always sought to encourage, and enable, students to distance themselves from their own educational experiences and their engagement with the wider world around them with a view to critically assessing its content, values and the attitudes it fosters.

As the DP has evolved so has TOK and the elements comprising it. The latest iteration of the TOK course (first teaching September 2013) includes several important changes that affect both TOK teachers as well as everyone engaged in delivering the DP curriculum.

This pre-conference session will focus on presenting the details of the changes to the TOK curriculum. It is addressed to all teachers in the DP (as well as to continuum teachers who have an interest in TOK) and is intended to contribute to a better understanding of TOK. In particular it is intended to help non-TOK teachers frame approaches to embedding TOK thinking into their courses.

Dr. Steve Hreha Steve holds a Ph.D. in Interdisciplinary Studies from Concordia University, Montreal. He is an experienced IBDP coordinator, DP consultant, site visitor, Program Evaluation Reading Team member, ToK examiner and workshop developer and leader. He has been leading Category 1 and 2 workshops in ToK since 1998 as well as Category 3 workshops across North America, in Europe and most recently in China.

Apart from his work with the IB, Steve has been involved, since 2000, with the Master Teacher Program, a graduate degree program for college teachers offered through the Université de Sherbrooke. As part of the Master Teacher Program, he teaches a course in the Philosophy of Education, a course which he helped design and develop along with several other teachers from the college system.

Steve is also involved with WIDE, a distance education program offered by Harvard University. As part of this program, he coaches in the Teaching for Understanding course designed for teachers and administrators around the world. From 2001 to 2008 he served as a Community Representative on the Adult Clinical Ethics Committee of the McGill University Hospital Centre. He received the Association of Canadian Community Colleges (ACCC) Teaching Excellence Award in 1996. In July of 2011, he received the IBA Regional Director's Award in recognition of his professional commitment to further and support the goals of IB throughout the region.



The MYP Interdisciplinary Approach

Room: B109

Lisa Nicholson

The overall purpose of this workshop is to deepen understanding around how:

Interdisciplinary work fosters interaction amongst the subject groups by promoting the holistic approach of MYP.

Quality interdisciplinary understanding is measured by purposeful and meaningful discipline integration. Participants will engage in an interactive environment in order to better understand the rationale for interdisciplinary learning, along with what the requirement will mean for our own schools.

We will investigate how interdisciplinary units of study and their understandings are grounded by three traits that distinguish them from regular disciplinary units, along with the six possible forms of integration. In addition to looking at actual interdisciplinary units of work, we will also explore how the new interdisciplinary guide supports teachers with this new MYP requirement.

Participants will use the IDU planner to formulate ideas to take back to their own schools, including work with the IDU criteria and thinking around interdisciplinary summative task design. Concluding the workshop will be discussion of the Interdisciplinary eAssessment and its role in MYP certification.

Lisa Nicholson Lisa received her degree from the University of California, Berkeley and her California teaching credential over 30 years ago. Since then she has been involved with K – Adult education, actively teaching in suburban schools, private schools, charter schools, inner city public schools, U.S. Department of Defense overseas schools, international schools and is now in her current role as an educational consultant.

For the past eighteen years she has been involved with both the International Baccalaureate Middle Years (IBMYP) and Diploma (DP) programmes both in and out of the classroom as a teacher, administrator and coordinator. She served for many years as the MYP representative for the IB Board in California (CAWS), as well as serving as a member on the International Baccalaureate America's Middle Years Schools Committee. Currently, she works with the IBMYP global professional development department and global school services department as a curriculum designer and developer, global workshop leader.

Most of all, she is grateful for the chance to continually work alongside inspired educators who believe that there is no better profession than teaching, and that we are all accountable for educating students in order to make our world a better place.



The Mid-Atlantic Association of IB World Schools fosters a collaborative environment for all members to serve and advocate for IB World Schools throughout the region.

EDUCATE – PARTICIPATE- LEAD

The 2014 Summer Academy At-a-Glance:

Subject Specific Session I – 9:10- 10:25

Continuum

- *An introduction to Arts Integration using Artful Thinking* by Patricia Klos and Emily Miller p.11

Primary Years Programme

- *“Espresso Yourself”:*Fostering Conversations that Matter through World Café by Lyn Corneille & L. Taylor p. 11
- *Using a Collaborative Panoramic Illustration Presentation for your Unit of Inquiry* by Gary Cousins p. 12

Middle Years Programme

- *The Interdisciplinary Unit Planner* by Lisa Nicholson p. 13
- *MYP Performing Arts for Rookies: You Will Survive!* By Lynette Blackstein p. 12
- *Assessing and Reporting in the MYP* by Ray Leonard p. 13
- *MYP Strategies in Various Levels of World History II* by Lindsey Loudermilk and Michelle Cummings p. 13
- *Authentic mathematics unit design with the new MYP unit planner* by Nonye Oladimeji p. 13

Diploma Programme

- *Activities for the Math Studies Classroom* by Colleen Conwell p. 14
- *Choice Reading, Motif-Based Literature Circles, & Text Pairings in IB English* by Jennifer Fulton & L. Mirro p.14
- *English A1 Paper 2(HL): The Case for Poetry* by Carolyn Henly p. 15
- *Language B Strategies for Success* by Ana Gonzalez & Karim Morato p. 15
- *Lessons Learned from the First Computer Science Exam Administration* by John Harrison p. 15
- *Teaching Mathematics in TOK* by Julie Hiles p. 16
- *Art as a Way to Knowing: Visual Art Conceptualised in Transformative & Threshold Theory* by M. Ravenstahl p. 16
- *Improving Student Performance in the DP Core* by Julie Stemple-Hoover p. 17
- *Navigating the new IB Biology Curriculum for 2016 Testing Years* by Camilla Walck p. 18

General Session I – 10:35- 11:50

Continuum

- *Teaching Science Through Portraiture: An Interdisciplinary Approach* by Briana White p. 18
- *Improving Student Inquiry with Socratic Seminars* by Dr. Kimberly Daly p. 18
- *Vendor Presentations I: Oxford University Press and Hodder Education* p. 18

Primary Years Programme

- *Creating Active PYP Learners* by Christina Reeder p. 19
- *My Backwards Journey towards Backwards Design* by Della Thigpen p. 19

Middle Years Programme

- *Unlocking the power of MYP onscreen examinations* by Robert Harrison p. 19
- *Engaging Students in Peacebuilding* by Alison Milofsky (U.S. Institute of Peace) p. 20
- *Engaging Digital Natives through Edmodo* by Jenna Lerro p. 20
- *Getting beyond “What I Did”:* Improving Student’s Reflection in Art by Gus Guthrie p. 20
- *How can Special Education collaborate with IBMYP to bridge to the General Education setting?* by M. Peters p. 21
- *Libraries and the IB: Leveraging your library’s resources to maximize opportunity for inquiry* by M. Buck p. 21
- *Making the Unit Planner a Priority: Collaborative Planning in the MYP* by Joanna Ricker p. 22

Diploma Programme

- *Igniting the Spark: Tips & Strategies to Build Student Motivation* by Lisa Renard-Spicer p. 22
- *High IB Enrollment, High IB Success: A How To Guide for High Performance in the History Classroom* by Dean Wood & Sean Rolon p. 22
- *How to incorporate International mindedness in Your Mathematics Classroom* by Erin Crosswell
- *Scaffolding English Skills in Grades 9 – 12: Ensuring Continuity and Growth* by K. Chisolm & J. Childs p. 23
- *The IB Career Related Certificate* by Natasha DeFlorian p. 23

Subject Specific Session II – 1:00- 2:15

Continuum

- *Using the Visual Arts to Math and Language Arts Skills* by Izzie Fuqua and Lynda O’Leary p. 24
- *Primary Sources to Enhance Critical Thinking from the Library of Congress* by Sherry Levitt and Dr. Cynthia Sz wajkowski. p. 24
- *Vendor Presentations II: Cambridge University Press and IB Source* p. 30

Primary Years Programme

- *PYP Roundtable & Networking Session* led by Julie Shino p. 25
- *What a Novel Idea!* by Tangelia Terrell p. 25

Middle Years Programme

- *Developing Intercultural Awareness with a Whole-School Read-Aloud* by Michelle Beard and Chris Powell p. 25
- *“Calculator Cell Phone Plans” – IBMYP Math Class Routines Using Consumer Math* by Mary Bierwirth. P. 26
- *Round Table Discussion: A Solutions Based, Sharing Session to address the challenges of the MYP Language A Teacher* by Lisa Paddy p. 26
- *Using the Design Cycle to Create and Interdisciplinary Project-based STEM Simulation* by Angela DeHart. P. 26

Diploma Programme

- *Researching the Extended Essay: Resources and Tips from the Newseum* by Katherine Kosin p. 27
- *IB World Language Curriculum Planning* by Regina Dee p. 27
- *Embedding the Ways of Knowing in the Areas of Knowledge* by Carolyn Henly p. 28
- *The Works that Work: An English Literature Roundtable* by Susan Frenck p. 28
- *Roundtable Discussion on the New Internal Assessments in Math* by Kathryn Dirga p. 28
- *Preparation and Moderation of Individual Oral Presentations and Commentaries* by Karin Tooze & Melissa Raeder p. 29
- *Reflections on being an IB Examiner and the New Science Curriculum Assessment* by Karen McLean p. 29
- *Comprehensive Student Engagement: Incorporating Multiple Intelligences in the IB Language B Classroom* by Stephanie Becker p. 29
- *Make Your Claim! Thesis Statements and Timed Writing* by Michael Van Wambeke p. 30

General Session II – 2:25- 3:40

Continuum

- *Planning Assessment and Reporting for the IB Continuum* from ManageBac p.32
- *The Next Step in IB Teacher Development* by Ana Silva and Kathy Rainey p. 32

Primary Years Programme

- *Inquiring Minds Want to Know...and Share!* by Christina Reeder p. 33
- *Meeting all Learners’ Needs in the PYP Classroom* by Tilly Coyle p. 33

Middle Years Programme and Diploma Programme

- *Engaging the Larger School Community: How to get whole school “buy-in” for the MYP* by Nonye O. p. 34
- *Preparing for the Flip: The Nuts and Bolts of Flipping Your Classroom* by Kim Duncan p. 34
- *Globalizing the IB Curriculum* by Rebecca Eisenberg p. 33
- *Teaching Twice Exceptional Students in the IB Programme* by Daina Lieberman p. 35
- *Incorporation of the Learner Profile in Instruction, Personal Project, Extended Essay, and the School Community* by Priscilla Biddle p. 35
- *Moving from Multiculturalism to Internationalism in the IB Classroom* by Stacy Wahrman p. 35
- *New Requirements in Group IV: IA Assessment* by Megan Lee and Teresa Kitchen p. 36
- *Writing Across the MYP: Getting Students to Engage and Extend* by Jenna Lerro p. 36
- *Using Turnitin (Turnitin.com) for Editing and Revising IB Papers* by Jamie Childs & Kasey Chisholm p. 36
- *How Can MYP Assessments Work in my Classroom?* By Kip Malinosky p. 37
- *Using the IBMYP Rubrics to Drive Your Mathematics Instruction* by Monica Lang p. 37
- *IBMYP Interdisciplinary Design Project: Protecting the Watershed* by Patti Kramolisich and Cindy Boddie p. 37
- *21st Century Biotechnology in an IB Framework* by Justice Walker p. 38
- *Using Children’s Literature to Engage MYP and DP Students* by Dr. Kimberley Daly p. 38

Come and visit the Hodder Education stand to discover how we are **supporting the next chapter of the MYP**

IB Publishing, the publishing arm of the International Baccalaureate (IB), and Hodder Education are working together to deliver new resources which help students and teachers understand and implement the key features of the new IB Middle Years Programme (MYP).



www.hoddereducation.com/myp

IBMA Summer Academy Plenary Session

Thursday, August 7, 2014 8:30am – 9:00am

Ready or Not? Why Teaching Never Seems to Change

Robert Harrison

Robert is the Head of MYP Development at the IB Global Centre in The Hague Netherlands. He has been a great supporter of IBMA for many years but particularly this past year. In December he provided a special full day session on *MYP: The Next Chapter* at our Orientation seminar. Today he shares inspiration and expertise with us through the plenary address and a General Session presentation on *Unlocking the Power of MYP Onscreen Examinations* (p. 19), which is in addition to being part of our pre-conference offerings with a session on *Teaching and Learning through MYP Global Contexts*. **For Robert's full biography, see page 5.**

IBMA Summer Academy Subject Specific Session I

Thursday, August 7, 2014 9:10am – 10:25am

CONTINUUM OPTIONS

Increase Critical Thinking and Motivation with Arts Integration!

Room: C100

With Pat Klos and Emily Miller – Anne Arundel County Public Schools & Annapolis Middle School

Integrating the Arts and Artful Thinking Routines (Project Zero, Harvard) into core curriculum has been shown to provide students with the multi-dimensional 21st century skills and abilities needed for success in life: critical thinking, problem solving, collaboration, creativity and innovation. Using Arts Integration provides increased access to academic achievement: Arts Integration is brain based teaching and learning at its very best and the perfect entry point for teaching the Common Core standards and introducing the Approaches to Learning Skills.

Learn how to invigorate your lessons and your students (K-12), teach critical thinking skills and help students gain a better understanding of content standards by implementing arts integration and the Artful Thinking strategies.

Pat Klos is the arts integration specialist for Anne Arundel County Public Schools, Maryland. Previously she was the specialist for four years at Bates Middle School, a Performing and Visual Arts Magnet and model arts integration school featured on Edutopia.com's Schools That Work. She has presented at national education conferences including College Board Forum on teaching with arts integration strategies and engaging students with Artful Thinking. She holds the Arts Integration post-baccalaureate certificate from Towson University and is currently an adjunct professor for Towson, teaching the Teaching Thinking through Art and Capstone courses. Pat recently has written a weekly arts integration blog for Educationcloset.com and conducts professional development in Arts Integration for school districts nationally.

Emily Miller, a National Board Certified teacher, holds a master's degree in Secondary Education from Towson University. She earned an undergraduate degree in Studio Art from University of Maryland, College Park. She has been an educator for 10 years and has taught at the elementary and middle school level. Currently, Emily is the visual art teacher at Annapolis Middle School, an MYP school, in Annapolis, MD. She also works with the IB organization as an evaluation visitor for the MYP.

PRIMARY YEARS PROGRAMME OPTIONS

“Espresso Yourself”: Fostering Conversations that Matter through World Café

Room: Media Center (left)

Lyntisha Corneille and Laura Taylor - Anne Arundel County Public Schools

Questioning helps students become both curious and uncertain, and this is the road that opens them to the surprise of new insight and a call to action. Based on living systems thinking, *The World Café* creates dynamic networks of conversation that can catalyze students' own collective intelligence around content and related topics. In this session, participants will learn how to utilize Juanita Brown and David Isaacs' *The World Café* Seven Core

Design Principles to foster collaborative dialogue, share mutual knowledge, and discover new opportunities for action. *The World Café* provides an avenue to take student questioning beyond mere open-ended ideas and pushes them to think globally and make a contribution to the things they care about.

Lyn Corneille & Laura Taylor are resource teachers for the Advanced Learner Programs Office in Anne Arundel County Public Schools. The purpose of the Advanced Learner Programs (ALPs) is to engage all students in the learning and application of concepts and skills at levels of greater depth and complexity.

Collaborative Panoramic Illustration Enhanced with Text/Oral Presentation

Room: B108

Gary Cousins – College Gardens Elementary School

This Unit of Study is designed for all grades where whole group collaboration in creating a panoramic view of any setting/ biome: E.g. Landscape, underwater-seascape etc. through individual/group research & production, is desired. The final product which may include 3-d (dioramic) representations of organisms/objects can be exhibited with text features alone or text features may be used as reference when sharing connected knowledge orally. Learners will:

- 1) Engage in discourse while identifying, voting on and agreeing to the specific topic(s) of inquiry: Type of setting/biome to research, represent illustratively and educate others about.
- 2) Identify specific aspects of that biome that should be represented e.g. flora & fauna, geologic, etc. and delegate research responsibilities.
- 3) Collaborate to create a panoramic illustration (may be 3-d) and text features that can be integrated into the illustration or used separately for a narrated presentation which we will do.

Gary Cousins holds a Terminal Fine Art for Art Educators Master's Degree equivalent to a Doctorate and a Visual Communications BFA from the Maryland Institute College of Art. He has been an educator for 19 years, has experience teaching a variety of media and is currently a PYP art teacher who collaborates with teachers of other disciplines to continuously enhance the Transdisciplinary qualities of the IB program he writes and teaches.

MIDDLE YEARS PROGRAMME OPTIONS

The Interdisciplinary Unit Planner

Room: C202

Lisa Nicholson – Educational Consultant

The overall purpose of this workshop is to deepen understanding around how Interdisciplinary work fosters interaction amongst the subject groups by promoting the holistic approach of MYP. We will investigate how interdisciplinary units of study and their understandings are grounded by three traits that distinguish them from regular disciplinary units, along with the six possible forms of integration. In addition to looking at actual interdisciplinary units of work, we will also explore how the new interdisciplinary guide supports teachers with this new MYP requirement. *For Lisa's biography, see page 7.*

MYP Performing Arts for Rookies: You Will Survive!

Room: C207

Lynette Blackstein - Glasgow Middle School

Developmental Workbooks? Criterion Assessment? Statements of Inquiry? Is your head spinning? Do not worry! This session will break down these components and give the participants a better understanding of how they fit

into the MYP curriculum. Participants will leave with a unit plan and ideas they can implement in their classrooms.

***Lynette Blackstein** holds a Bachelors and a Master's degree from West Virginia University in Music Education and is a National Board Certified Teacher. She has been teaching music for twenty years in the elementary and middle school levels and currently is the Director of Bands at Ellen Glasgow Middle School in Alexandria, VA. In addition to teaching, Ms. Blackstein performs flute/piccolo with the Fairfax Wind Symphony. Ms. Blackstein has been involved with MYP music for the past twelve years and is now beginning the next step in her career as an MYP Music Workshop Leader.*

Assessing and Reporting in the MYP

Room: C211

Ray Leonard - Glasgow Middle School

Are you and the other members of your faculty struggling with MYP assessments? Do you have a way to report progress within the MYP to your parents? This session will show how one school has worked through this process and developed ways to regularly assess student work using MYP standards and practices and report student progress to parents.

***Ray Leonard** holds a master's degree in Curriculum and Instruction from Virginia Tech and earned an undergraduate degree in Electrical Engineering from the University of Louisville. Mr. Leonard has been an educator for over 15 years. He has taught Year 3 Sciences at Glasgow Middle School in Fairfax County Public Schools. He is currently the Instructional Technology Coach working with teachers and students in all subject areas in years 1 through 3. Mr. Leonard has previously presented at IB Mid-Atlantic conferences. Mr. Leonard is an IB trained workshop leader, authorization and evaluation visitor, and application reader.*

MYP Strategies in Various Levels of World History II

Room: C208

Lindsey Loudermilk and Michelle Cummings - Robinson Secondary School

What really is the difference between honors and standard World History classes when implementing MYP? In what ways can we use MYP to teach skills through content and content through skills? Join us as we explore the best strategies of teaching MYP in both the honors and standard classroom. This session will give participants the tools and strategies of differentiating between the two classrooms using authentic MYP lessons. Though utilizing examples from a World History II classroom, the practices apply across all social studies courses. Participants will leave the session with concrete examples to take directly into their classroom instruction.

***Lindsey Loudermilk** holds a M.A. in History from George Mason University and a graduate certificate in Curriculum and Instruction. She has earned an undergraduate degree in History with minors in Political Science and Psychology from Virginia Tech. She has been an educator for five years in Fairfax County at James W. Robinson. She has taught both standard and honors level World History II as well as IB History of the Americas and Online Personal Finance and Economics.*

***Michelle Cummings** holds an M.A.T degree from James Madison University. She has earned an B.A. degree in History with minors in Secondary Education, Political Science, and Public History. Mrs. Cummings has taught World History II Honors, World History II Standard, and Team Taught World II. She has been as educator at James W. Robinson Secondary School in Fairfax County for two years*

Authentic Mathematics Unit Design with the New MYP Unit Planner

Room: C209

Nonye Oladimeji - Glasgow Middle School

Participants will learn how to create an authentic math unit planner with emphasis on how to align the state standards with global contexts, key, and related concepts. Participants will leave a better understanding of how to write math factual, conceptual, and debatable questions.

Nonye Oladimeji holds a master's degree in Special Education and Mathematics from George Mason University. Nonye is currently a doctoral student at George Mason University in Global and Comparative Education. Nonye Oladimeji has been an IB Educator for the past 12 years. She has taught in middle school, served as a lead mentor, and as an instructional leader. Nonye is currently the IB Coordinator at Glasgow Middle School. Nonye and her school were involved in the pilot of IB science guide, interdisciplinary unit planner, and the special education guide. Nonye is a special education workshop leader, consultant, site visitor, and application reader.

DIPLOMA PROGRAMME OPTIONS

Activities for the Math Studies Classroom

Room: B219

Colleen Conwell - Robinson Secondary School

This session will address some of the topics of the IB Math Studies course and activities that can apply. These activities are designed to show students real life applications of mathematics.

Ms. Colleen Conwell has a BS in mathematics from Westminster College (PA) and a MSED in Instructional Technology from Duquesne University. She has taught both middle school and high school math. Originally from Pittsburgh, Ms. Conwell taught for 5 years in the Pittsburgh Public school system. She has been teaching in the Fairfax County school system for the past 7 years, currently teaching Algebra 2 and IB Math Studies SL at Robinson Secondary School.

Extended Essay - Shifting the Focus to Process

Room: B105

Phillip Evans - The Islamic Saudi Academy

Striking a balance between being a motivating EE leader and micro-managing the students is a challenge. How can the Extended essay process be accountable and character building though systematic planning and resourcefulness, while still engaging students in their responsibility to complete their own research? This session will approach this question sharing materials and a system that have worked to ensure students develop a process for independent research and produce essays of a high standard.

Mr. Phil Evans is the Director of Education at the Islamic Saudi Academy and has been teaching Language A and Language B English as well as being the Extended Essay coordinator over the past 6 years in IB World Schools. Mr. Evans is Australian born and educated and has over 8 years of teaching experience. His current role is focused on the continued evaluation and improvement of curriculum and instruction across all programs offered at the academy. Mr. Evans is also a trained and experienced IB Examiner.

Choice Reading, Motif-Based Literature Circles, & Text Pairings in IB English

Room: B103

Jennifer Fulton and Linda Mirro - Robinson Secondary School

Students read more to become stronger readers and writers, but the reality is the majority of our IB students are not reading much beyond core texts. Teachers will learn how to include opportunities for student choice reading while also meeting DP requirements without increasing work load. Choice reading, literature circles, and text pairings help students build bridges between texts, enabling them to create original, personally engaging topics for coursework, including the IOP. Merging choice novels with core curriculum provides opportunities for relevancy, critical thinking, and differentiation. Presenters will share models/methods for choice reading and lists of suggested titles and pairings.

Jennifer Fulton has been teaching IB English 1 in Fairfax County for the past seven years. She currently teaches IB English 1 and English 10 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.

Linda Mirro teaches at Robinson Secondary School in Fairfax, Virginia. She is excited to be teaching IB English Literature 1 (Parts 1 and 4) for the first time and completed her training last summer with Brad Coltrane. She has taught AP Language and Composition for 9 years and English 11 for the past 11 years in both Texas and Florida. Linda has a BA in English and an MA in Education with an emphasis in Literacy from Florida Atlantic University. She is working towards an additional MA in English through Morehead State University.

English A1 Paper 2 (HL): The Case for Poetry

Room: B218

Carolyn Henly –Henrico High School

Poetry is one of the least-often taught genres for exam paper 2. This presentation will offer some reasons for using poetry for Part 3, and it will demonstrate strategies both for engaging in interpretation of poetry and for preparing for exam paper 2. Participants will engage in the activities and consider how to adapt them for their own classrooms. In order to maximize the interactive part of the session, the poems used in the session have been chosen because they should be familiar to most participants. The activities, however, will work with most—or all—poems. Although the presentation will focus on poetry, most of the activities are easily adaptable to other genres, and the poetry-specific activities will be useful for the poetry in part 2 of the curriculum (in preparation for the oral commentary) as well.

Mrs. Carolyn P. Henly holds a master's degree in Curriculum and Instruction from the University of Illinois, Urbana-Champaign. She earned her undergraduate degree in Linguistics from the University of California, Berkeley. Mrs. Henly has been an educator for 29 years. For the past 15 years, she has taught IB English, IB Philosophy, and IB Theory of Knowledge. She has served as an IB Coordinator. She is a senior examiner and team leader for Theory of Knowledge, as well as a TOK Workshop Leader. She has made numerous presentations on Theory of Knowledge topics at the IBA Conference of the Americas, including presentations in 2013 and 2014 with Chris Mannix, Global Head of the Diploma Core. Her Theory of Knowledge textbook was published in April, 2014. Mrs. Henly is a past president of the Mid-Atlantic Association of IB World Schools (then called MARC).

Language B Strategies for Success

Room: B104

Ana Gonzalez and Karim Morato - Robinson Secondary School

The focus of this session is to teach and share new successful strategies that have been used in the classroom to help students succeed in the two year Language B course and to help them improve all areas of the language skills. Also these strategies focus to aim prepare the students for the oral, writing and reading areas of the IB internal and external assessments.

Ana Gonzalez holds a master's degree in Arts with emphasis in Spanish as a Foreign Language from George Mason University. She also earned an undergraduate bachelor's degree from George Mason University. Ms. Gonzalez has been an educator for 12 years. She has taught all level of Spanish including IB and Spanish for fluent speakers classes. Ms. Gonzalez is a Spanish IB teacher with Fairfax County Public Schools at James W. Robinson Secondary School where she teaches IB Spanish.

Karim Morato holds a bachelor's degree in Arts with emphasis in Spanish from George Mason University. Mrs. Morato has been an educator for 14 years. She has taught all Spanish levels and also has taught Spanish IB for 12 years. She is currently teaching for Fairfax County Public Schools at James W. Robinson Secondary School where she teaches IB Spanish.

Lessons Learned from the First Computer Science Exam Administration

Room: C103

John Harrison - Princess Anne High School

The first examinations in Computer Science under the new course guidelines were administered in May 2014. Based on the examinations, what areas of the course require more emphasis? How can we better prepare our students to succeed on the Internal Assessment and the examinations? This session will compare the examinations to the course syllabus to identify potential areas requiring additional study and discuss lessons learned from the Internal Assessment preparation and moderation. Teachers should bring their examination and internal assessment results to aid in the discussion.

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

Teaching Mathematics in TOK

Room: B225

Julie Hiles - Robinson Secondary School

In this session, participants will work through one hands-on activity to generate how knowledge is created in Mathematics. If time permits, there will also be materials to promote a discussion on the relationship between mathematics and ethics. Specifically, can mathematics be used to solve ethical problems? Are there ethical dilemmas in mathematics?

Julie Hiles holds a M.Ed degree in Curriculum and Instruction and a M.S. in Mathematical Sciences from George Mason University. She also has an undergraduate degree in Business Administration from Gettysburg College. Mrs. Hiles has been an educator for over 13 years. She has taught as a graduate teaching assistant, an adjunct professor, and is presently a high school mathematics instructor. She currently teaches IB Mathematics Standard Level II and Theory of Knowledge at James W. Robinson Secondary School.

Art as a Way of Knowing: Visual Art Conceptualised in Transformative and Threshold Theory

Room: B226

Matthew Ravenstahl –South Lakes High School

The objective of the presentation is to challenge preconceptions of art being limited to illustration or demonstration in technical skill or a simple catharsis. Instead, the presentation conceptualizes visual art within Meizrow's, Transformative theory and Meyer and Land's Threshold concepts. More specifically visual art is a means of valid and powerful learning that can result in the conceptual development of students. The presentation will focus upon work samples and interviews (with the permission) of three graduated IB students. The work and interviews demonstrate the students dealing with profound life questions and utilized the visual art making process as a means of making conceptual and personal growth in regards to these life challenges.

Matt Ravenstahl is currently pursuing Ed.D degree at the University of Durham, located in the United Kingdom. His research interests are located in the visual arts as a means of negotiating troublesome knowledge and liminal space. Matt received an MFA in sculpture from the University of Maryland and maintains an active exhibition record and studio practice, viewing his academic and studio work as mutually informing each other. Some exhibitions of note are; New York City, African American Museum, Exit Art and Grounds for Sculpture. Regional exhibitions include the Greater Reston Arts Center, Meat Market Gallery and the Arlington Arts Center. Matt's work has been reviewed in *Sculpture Magazine*, *New York Times*, *Washington Post* and multiple other publications. Matt has been

teaching and examining for the IB programme for more than fifteen years. He teaches and examines for both Visual Art and Theory of Knowledge. Matt also teaches in Beijing, China with some frequency over the past five years.

Improving Student Performance in the DP Core

Room: B106

Julie Stemple-Hoover – Brooke Point High School

This interactive session will examine strengths and challenges regarding student performance in participants' current DP Core components (ToK, EE, and CAS) individually and as a combined Core experience. We will discuss what support should look like in all three of the components and share ideas and best practices for each. The goal is for participants to leave the session with implementable strategies, both immediate and long-range, that are aimed at increasing student success in all three Core components – and an overview of resources they will need to do so.

Julie Stemple-Hoover holds a Master of Fine Arts degree in creative writing (fiction) from George Mason University as well as a graduate endorsement in gifted education – her undergraduate degree is a BA in English with secondary education certification from Mary Washington College. She has been an educator for over 20 years, having taught at both high school and college levels, and has been the IB/EE Coordinator at Brooke Point High School in Stafford, VA for five years, during which time she has worked closely with the CAS coordinator, a role she will take on next year.

Navigating the new IB Biology Curriculum for 2016 Testing years

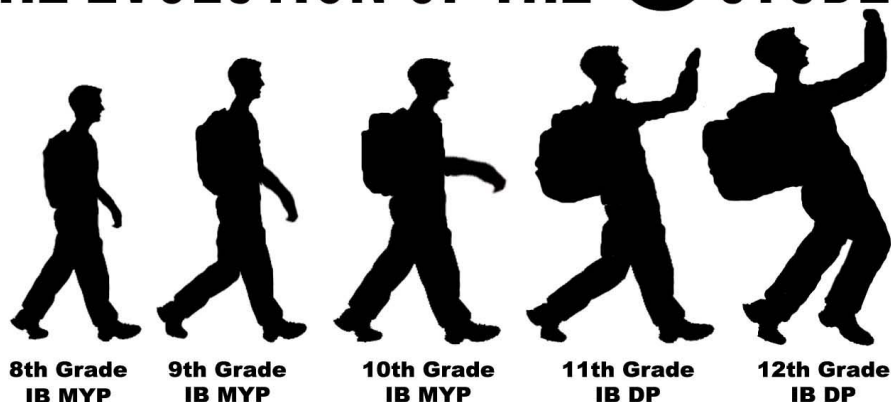
Room: C101

Camilla Walck – Princess Anne High School

This session provides an overview of the new IB biology curriculum for the first exams beginning in 2016. The session will include an emphasis on the Nature of Science connections within the curriculum. SL and HL material, as well as the new optional areas of study (A - D), will be discussed. Teaching ideas and methods will be included as the new topics are explored. The new curriculum has been substantially changed from the old one. Don't miss the opportunity to become familiar with these changes and become prepared for the incorporation of the changes into your IB biology curriculum.

Dr. Walck holds a Ph. D. in Curriculum and Instruction with an emphasis in biology from Old Dominion University. She has taught pre-IB biology, HL IB biology I and II and serves as the CAS coordinator at Princess Anne High School. Dr. Walck was invited to attend a grade awarding session in Cardiff at IBO headquarters, has presented locally and regionally on IB biology topics and pedagogy, and serves as a grader for IB biology HL exams. She is in the process of completing a contract with Barron's review writing a new IB Biology review book for both SL and HL material in line with the newly released curriculum of exams beginning in 2016.

THE EVOLUTION OF THE STUDENT



IBMA Summer Academy

General Session I

Thursday, August 7, 2014 10:35am – 11:50pm

CONTINUUM OPTIONS

Teaching Science through Portraiture: An Interdisciplinary Approach

Room: B208

Briana White – National Portrait Gallery

Have you considered integrating art into your science lessons, but don't know how? Led by educators from the National Portrait Gallery, this workshop will offer strategies for teaching science through art, social studies, and language arts. The painting "Men of Progress" will introduce inventors of the past, and be used as a springboard into examining the changing face of the inventor throughout American history. Participants will explore related hands-on activities and brainstorm about classroom applications.

Briana Zavadil White is the school and teacher programs manager at the National Portrait Gallery. She creates and manages in-gallery school programs, designs and facilitates teacher workshops (both in-gallery and in the school districts around the country), develops teacher resource guides, and collaborates with other museums to provide innovative programming for schools and teachers. 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.

Improving Student Inquiry with Socratic Seminars

Room: B220

Dr. Kimberley Daly – George Mason University

Socratic Seminars can be a great tool to improve discussion and facilitate student inquiry but often teachers aren't sure where to begin or how to solve problems that come up. This session will give strategies for incorporating Socratic seminars into your classroom including differentiating for special needs students and English language learners, tips for large classes, ideas for seminars in science and math, and seminars in elementary grades. Ways to integrate the Learner Profile and assessment will also be discussed.

Dr. Kimberley Daly teaches in George Mason University's IB Teaching and Learning Program and has been an educator for 20 years. After teaching in secondary education, she now works with beginning and experienced teachers at George Mason and as a M.Ed. Program Coordinator at Marymount University's Reston Center. Dr. Daly has also served as the College Partnership Consultant for IB-MA. She earned a B.A. in Russian from the University of Delaware, an additional Bachelor's degree in Humanities and a M.A. in Education from St. Peter's College in New Jersey and holds her Ph.D. from George Mason with a focus on IB programmes. Her research focuses on university and college recognition, IB, and issues related to English education.

Vendor presentation I: Hodder Education & Oxford University Press

Room: B213

Find out what is new from Hodder Education and Oxford University Press!

PRIMARY YEARS PROGRAMME OPTIONS

Creating Active PYP Learners

Room: B209

Christina Reeder – Germantown and South Shore Elementary Schools

Student engagement is important in all parts of a lesson. The same holds true for the Units of Inquiry, within the PYP, and through creating student leaders within an IB PYP school. Workshop participants will explore how to best include students, K-5, in the planning to implementation process of the planner and in creating student leaders who choose, reflect and act. We will investigate tools and strategies which will allow for student engagement and buy in. Personal examples will be shared by the presenters, and participants will be encouraged to brainstorm and share ideas of their own as well. Participants will leave with ideas, tips, tricks and strategies to take back to their classrooms to try out.

Christina Reeder is a graduate of Christopher Newport University & Old Dominion University, with graduate degrees in Early Child Psychology and Educational Leadership. Christina taught at Dutrow Elementary School in Newport News, Virginia from 2001-2012. She was part of the original staff that implemented the IBPYP. Christina, who is the spouse of an active duty Navy chief, made a military based move to Maryland in 2012 and was hired by Anne Arundel County Public Schools. Last year, Christina transitioned out of the classroom and into her role as PYP coordinator for Germantown Elementary (an authorized IBPYP World School) and South Shore (who underwent verification this Spring). Christina is a true believer of the IB teaching philosophy and encourages others to honor the quote by Benjamin Franklin, "Tell me and I will forget. Teach me and I remember. Involve me and I learn" in their classrooms daily.

My Backwards Journey towards Backwards Design

Room: Media Center (right)

Della Thigpen - Washington Yu Ying Public Charter School

What does it mean to plan with the end in mind? Join me in my journey as I guide you through my development and understanding of planning and implementing Backward Design in the PYP. We will explore the research behind planning with the end in mind, and how I develop and assess objectives.

Della Thigpen holds a master's degree in Curriculum and Instruction from George Mason University. She earned her undergraduate degree in Art Education from University of South Carolina. Della has experience working in international and public schools. She is currently a 1st grade teacher at Washington Yu Ying Public Charter School in Washington, DC. Yu Ying is a Chinese/English dual language immersion IB PYP public charter school.

MIDDLE YEARS & DIPLOMA PROGRAMME OPTIONS

Unlocking the power of MYP onscreen examinations by Robert Harrison

Room: B209

Robert Harrison – International Baccalaureate Organization

Robert Harrison, Head of MYP Development will demonstrate some important features of the new eAssessments that will be piloted in MYP schools in 2015. Participants will learn how the IB's industry-leading onscreen examinations are being designed to provide innovative, concept driven assessment of student achievement in the MYP. ***For Robert's biography, see page 5.***

Engaging Students in Peacebuilding

Room: B200

Dr. Alison Milofsky – U.S. Institute of Peace Global Peacebuilding Center

Young people have tremendous capacity, as individuals and as a community, to learn about and engage in international conflict management and peacebuilding. This experiential workshop will show educators how to bring peacebuilding themes and concepts into the classroom by introducing participants to resources developed by the Global Peacebuilding Center at the U.S. Institute of Peace. Participants will explore the Global Peacebuilding Center's core curriculum guide, the *Peacebuilding Toolkit for Educators*, and experience a few of the *Toolkit's* activities, so that they can better understand how to engage students on the topic. The *Toolkit* emphasizes multiple perspectives, engaging students in conversations on difficult topics that allow them to experience and learn different perspectives, and to learn how to deal with disagreement before it escalates into violence. The *Toolkit's* lessons and activities are designed to be flexible enough to be adapted for any setting, and include suggestions for assessment. Workshop participants will also be introduced to the Global Peacebuilding Center's student-oriented website, which includes additional lessons, activities, and multimedia resources, such as our Witnesses to Peacebuilding video series.

Dr. Alison Milofsky is the director of Curriculum and Training Design in the Institute's Academy where she specializes in curriculum development and teacher education as well as training design, facilitation, and intergroup dialogue. Milofsky also develops curricula and workshops for the Institute's Global Peacebuilding Center, which introduces young audiences to peacebuilding through multimedia exhibits and educational programs. Milofsky holds a bachelor's degree from McGill University and a doctorate in education policy, with a specialization in curriculum theory and development, from the University of Maryland.

Engaging Digital Natives through Edmodo

Room: Media Center (computer lab)

Jenna Lerro – Annapolis Middle School

In this digital age teachers are constantly seeking ways to engage their students in 21st century technology tools that will engage them and better prepare them for the world. In this session teachers will learn how to use Edmodo, a student-friendly, safe blogging tool, to engage their students in rigorous technologically-charged activities. Educators will leave with a number of ideas of how to integrate this into their daily instruction. All levels of technology levels are welcome, but participants must bring their own device.

Ms. Jenna Lerro holds a master's degree in Leadership in Teaching in ESOL and a graduate certificate in Administration and Supervision. She has earned an undergraduate degree in English Secondary Education with a minor in Spanish from The College of New Jersey. Her experience includes teaching literacy in New Jersey, teaching English language in Madrid, Spain and San Jose, Costa Rica, as well as Language A in Annapolis, Maryland. Currently, she is the literacy coach at Annapolis Middle, an IB World School, and works with students and teachers across all disciplines. Ms. Lerro is an IB trained workshop leader and authorization and evaluation visitor.

Getting Beyond 'What I Did': Improving Students' Reflection in Art

Room: B206

Gus Guthrie - Glasgow Middle School

How do we get students to really think about their thinking? How do we get them to analyze the choices they have made as they create a work of art? How do we get them to improve their explanations of what they have done? How can we teach them to use art to create awareness of global issues? This session will look at how to get

6th, 7th and 8th graders to get into the routine of reflecting, writing artist's statements, and building the skills they need to explain their thinking in the art-making process. Participants will write reflections, analyze their own and students' writing, and leave with strategies for improving the quality of their students' writing and thinking.

Gus Guthrie has an MFA from the University of Michigan and a MEd in Curriculum and Instruction from George Mason University. He did his undergraduate work, majoring in Painting and Drawing, at Denison University in Granville, Ohio. He has 20 years of teaching experience, starting with 6 years as a 3rd Grade classroom teacher at Bailey's Elementary School for the Arts and Sciences in Falls Church, VA. He then moved into teaching Visual Art at Bailey's. In 2005, he moved to Glasgow Middle School, where he began integrating the visual arts into other IB subject areas, working closely with Robert Harrison to design meaningful curriculum using the arts in Humanities, Science, Language Acquisition, Language and Literature, and Mathematics. Gus believes in teaching the Visual Arts as a decision-making process and focuses on developing self-awareness in his students of the choices they make and why they make them. He is interested in helping teachers create contexts in their classrooms that allow them to develop this power in their students and to use it to understand and create awareness of global human and social issues.

How Can Special Education Collaborate with IBMYP to be the Bridge to the General Education Setting?

Room: B207

Michelle Peters - Glasgow Middle School

Special Educators and Team Teachers can be a vehicle to linking IBMYP with the entire school. What are some ways we can bridge the gap between SpEd and GE using IBMYP? Why are SpEd teachers a great IB resource? How can we change our mindset from theory to application? These are all questions to be answered in this session.

Ms. Michelle Peters holds a Master's Degree in Special Education from George Mason University. She has earned her Bachelor of Arts degree from Virginia Wesleyan College. Ms. Peters has been an educator in Fairfax County for almost 15 years and has taught in multiple Special Education settings and has taught self-contained, team taught and heterogeneous grade classes. She has been on the IBMYP leadership team at Glasgow since 2003. Ms. Peters is also the co-CLT leader for the Language Arts 6 and the Rotary Interact Club chair for her school. Ms. Peters has presented at various IBMYP trainings in FCPS and at national venues. She has recently published an article in one of the IB books on Service Learning and is the IB Community Service Learning Leader for the entire school.

Libraries and the IB: Leveraging your Library's Resources to Maximize Opportunities for Student Inquiry

Room: B211

Margaret Buck - Annapolis Middle School

What are the un-missable opportunities for collaboration with the school library program in the MYP and DP? Many teachers enter the classroom with little knowledge of how they can partner with their school library programs, or how their library staff can facilitate, support, or deliver instruction around the inquiry process. Learn when and how you can - and should! - reach out to your school librarian; what resources they can make available; and what services the school library program can provide. Because librarians are your building-level experts on the inquiry (or research) process, and because they are responsible for developing a library collection that supports your instructional needs, you can dramatically improve your students' inquiry skills and greatly simplify the implementation of inquiry-based lessons through collaboration with your librarian. This workshop will show you how!

Ms. Margaret Buck holds a master's degree in School Library Media from the University of Maryland's iSchool, and a Bachelor of Arts in English from the College of Wooster. She worked in the nonprofit and private sectors, and brings both leadership experience and a customer service mentality to her approach to school librarianship. Ms. Buck is a trained IB workshop leader, authorization visitor, and consultant.

Making the Unit Planner a Priority: Collaborative Planning in the MYP

Room: B215

Joanna Ricker - Annapolis Middle School

How can I use the MYP unit planner more effectively in order to meet school and district objectives? Join us as we discuss interactive planning sessions that place the MYP unit planner at the center of discussion. We will describe planning challenges from the point-of-view of a principal, coordinator and department chair and provide strategies for overcoming these obstacles. Additionally, we will give participants the opportunity to view collaborative planning sessions “in action”. This session will help your school further align its daily practices with the IB Standards and Practices.

Mrs. Joanna Ricker holds a master's degree in Instructional Leadership from National University and a certificate in Arts Integration from Towson University. She earned an undergraduate degree in Elementary Education with an emphasis in mathematics from University of Maryland, College Park. Mrs. Ricker has been an educator for 8 years. She has taught kindergarten, first and fifth grade, been the acting PYP Coordinator at an elementary school on the Fort Meade base and an MYP Coordinator in Annapolis, MD. Mrs. Ricker was a founding teacher at an Expeditionary Learning school in Maryland, where she helped to develop inquiry-based curriculum. She has attended HOS/Coordinator Category I training for both PYP and MYP and is a member of the International Mid-Atlantic Association of IB World Schools.

Igniting the Spark: Tips & Strategies to Build Student Motivation

Room: b216

Lisa Renard-Spicer - Mountain View High School

Ever face a room full of highly capable students who seem somewhat apathetic? Ever wish your students were just more motivated to learn? This session will focus on discovering and discussing ways to tap into your students' intrinsic desire to learn and excel based on an understanding of factors that affect human motivation.

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

High IB Enrollment, High IB Success: A How to Guide for High Performance in the Classroom

Room: B210

R. Dean Wood and Sean P. Rolon –George C. Marshall High School

High Enrollment, High Success will provide a guide for IB History teachers to achieve both high enrollment numbers in their classes and a high success rate for students in those classes. Instead of trying to identify top students to take your class, learn how to turn every student into a top performer. This session will detail skills-based grading systems, essay norming, remediation procedures, and the workload for all involved.

Mr. R. Dean Wood holds a Master of Arts in Teaching from Loyola Marymount University in Los Angeles. His undergraduate work was done at James Madison University in Harrisonburg, Virginia, and he has taught in such disparate school systems as the Chicago Public Schools, and the Los Angeles Unified School District. He has spent the last 3 years teaching IB History of the Americas at George C. Marshall High School, after having taught AP US History for 12 years in L.A.

Mr. Sean Rolon holds a Master's Degree in Education from James Madison University in Harrisonburg, Virginia, where he also completed his undergraduate studies. Sean began teaching at George C. Marshall High School immediately after completing his Master's Degree, and has served as Marshall's Curriculum Team Leader for United States and Virginia History. He has taught IB History of the Americas for three years, and has also been instrumental in making positive changes to the HoA curriculum at Marshall.

How to Incorporate International Mindedness in Your Mathematics Classroom

Room: B201

Erin Crosswell - Mountain View High School

This session will explore the different ways that International Mindedness can be integrated in the mathematics classroom, without taking time away from the curriculum. Participants will walk away with ideas that they can implement in their classrooms in the fall. By the very nature of International Mindedness, the workshop will also have elements of Theory of Knowledge as they apply to mathematics.

Erin Crosswell graduated Magna Cum Laude from the University of Pittsburgh and earned a BS and BA respectively in Mathematics and Social Studies Education. She is a National Board Certified Teacher with over 13 years of teaching experience. Mrs. Crosswell has taught all levels of math, as well as computer programming and AP Computer Science. She is currently the Mathematics SL/ HL teacher at her school.

Scaffolding English Literature Skills in Grades 9 - 12: Ensuring Continuity and Growth Throughout Students' English Careers

Room: C213

Kasey Chisholm and Jamie Childs – Edgewood High School

What can schools do to ensure their Diploma candidates reach their full potential on their English Literature assessments in their junior and senior years? How can a school achieve continuity for its IB students throughout their secondary English careers as they move from teacher to teacher? Join us as we discuss practical ideas, lessons, and expectations intended to scaffold students from grades 9-12 to achieve maximum success in their IB English course. We will discuss the skills that students should be capable of as they advance from year to year as well as strategies to ensure student growth and success.

Mrs. Kasey Chisholm holds a master's degree in Secondary English Education from Towson University, as well as undergraduate degrees in English Literature and Theater. Mrs. Chisholm is currently teaching in the IB program at Edgewood High School in Harford County, Maryland in the English A: Literature course. Mrs. Chisholm is also a certified IB Examiner for the English A: Lit paper 1.

Jamie Laura Childs holds a master's degree in Humanities from Towson University in Maryland. She has earned an undergraduate degree in Secondary Education and English from Towson University. Mrs. Childs has been an educator for eight years. She has taught 9th through 12th grade and CC, Regular, Honors, Electives, AP, and IB. Currently, Mrs. Childs is an IB English Junior Year teacher in Harford County Public Schools in Maryland. Mrs. Childs has presented in the Academy previously and works as a test examiner for English Paper 2 and for the Extended Essay.

An Overview of the IB's Newest Programme: The IB Career Related Certificate

Room: B213

Natasha DeFlorian – International Baccalaureate Organization

The IB Career related certificate (IBCC) is the IB's fourth programme which provides students with a range of possibilities and pathways in order to truly promote college and career readiness. The IBCC incorporates the educational principles, vision and learner profile of the IB into a unique programme for students who are engaged in career-related education. Please join us for this interactive session where you will learn how you can increase access to an IB education at your school and or school district.

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

IBMA Summer Academy

Subject Specific Session II

Thursday, August 7, 2014 1:00pm – 2:15pm

CONTINUUM OPTIONS

Using the Visual Arts to Math and Language Arts Skills

Room: B210

Izzie Fuqua and Lynda O’Leary – Philadelphia Museum of Art

Works of art provide a rich context for students to practice verbal and written language skills and math processes. This session will showcase the world-renowned collection of the Philadelphia Museum of Art through the innovative and engaging world of Distance Learning. The session will include a brief program overview, demonstration of the technology, and sample connections that can be made across the curriculum. Museum educators will then co-present, virtually, teaching strategies to use in the English and Math classroom. Participants will gain new ideas for using the visual arts to support core subjects and discover how to bring one of the greatest art collections in the country right into their classroom using a laptop and a webcam!

Izzie Fuqua studied at James Madison University graduating in 2009 with a BA in Fine Art, a minor in Art History, and a specialization in Art Education. After teaching U.S. history in Richmond, VA for a short time she entered graduate school. Ms. Fuqua received her Master’s degree in Art History with a concentration in Museum Studies from Virginia Commonwealth University in 2012. Prior to joining the Division of Education in Philadelphia, Ms. Fuqua coordinated teen programs at the Virginia Museum of Fine Arts. Currently working as a virtual and gallery educator, Ms. Fuqua presents lessons and teacher workshops that are both engaging and challenging for students and teachers.

Lynda O’Leary has worked in the Distance Learning Program at the Philadelphia Museum of Art since 2003 and is currently the program’s coordinator. Lynda received her Bachelor of Arts in Art History from Temple University in Philadelphia, Pennsylvania.

Primary Sources to Enhance Critical Thinking from the Library of Congress

Room: B209

Sherry Levitt and Cynthia Szwajkowski, Ph.D. Assistant Director, TPSNVA, Virginia

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

Sherry Levitt was appointed executive director of Teaching with Primary Sources, Virginia in 2010. 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. She served as department chair and English teacher at James Madison High School for many years and is particularly interested in literacy, the humanities and the intersection of diverse curricula around primary sources and inquiry learning.

Dr. Cynthia Szwajkowski currently serves as Assistant Director of the Teaching with Primary Sources, Virginia, a program of the Library of Congress. She managed a Teaching American History grant program for Fairfax County and taught Advanced Placement U.S. History, Government and Comparative Government in Fairfax for over twenty years. Cynthia holds a Ph.D. in Modern European History from George Washington University, a B.A. in History from Northwestern University and an M.A. in History from St. Louis University.

PRIMARY YEARS PROGRAMME OPTIONS

PYP Roundtable & Networking Session for Coordinators and Administrators

Room: C213

Julie Shino –Harlan Elementary School, IBMA PYP Vice President

This session is an opportunity to connect with each other to discuss how PYP is working holistically at your school. Get tips and make contacts to help you prepare for PYP implementation in the coming school year. The session is facilitated by Julie Shino (formerly Cassel) the IBMA Vice President for PYP, a longtime coordinator at Harlan Elementary School and is IB Educator through the IB Educator Network (IBEN).

What a Novel Idea!

Room: Media Center (left)

Tangelia Terrell-Anne Arundel County Public Schools

Have you ever thought: “How do we effectively integrate novel studies into our PYP units?” Here’s the session for you! Session participants will learn and dialogue about the integration of novels into PYP units of study! Participants will walk away with ideas that they can use, immediately, in their schools! Each session participant is encouraged to bring a unit of inquiry and a novel that they have read, which they would like to infuse within the unit. Also bring with you an open mind and a spirit of collaboration as we work together to create a unit of “novel ideas!”

Mrs. Tangelia Terrell holds an Education Specialist’s Degree from Capella University in Leadership in Educational Administration. She also holds a Master’s Degree from the University of Phoenix in Curriculum and Instruction, Specializing in Adult Education. She has earned a Bachelor’s Degree from Alabama State University in Elementary Education. She has been an educator for 16 years and has taught at levels PreK-6. She has also taught in several types of schools, including public schools, charter schools, private schools, and as an online teacher for a charter school for students in grades K-6. Currently, Mrs. Terrell is a Lead 4th grade teacher with Anne Arundel County Public Schools in Annapolis, Maryland.

MIDDLE YEARS PROGRAMME OPTIONS

Developing Intercultural Awareness with a Whole-School Read-Aloud

Room: B207

Chris Powell - Fairfax County Public Schools

Michele Beard - Langston Hughes Middle School

In this session, you'll learn how one middle school has aligned with the IB philosophy to promote international-mindedness and all attributes of the learner profile across the school by developing school-wide read aloud lessons. All teachers and students have participated in young adult novel read-alouds and engaging lessons which help to build literacy strategies and critical and creative thinking skills. The learner profile attributes and ATL skills were in mind when planning the lessons, and lessons were also developed in order to reach all students. The school has used the books *La Linea*, *Iqbal*, and *A Long Walk to Water* to help students to connect with global issues and the shared and divergent experiences of young adults.

Chris Powell has been a part of the greater International Baccalaureate (IB) educational community for over a decade. He has served as a teacher, coordinator and most recently, a district administrator and IB Specialist for Fairfax County Public Schools. Chris has been involved with the IB Educator Network (IBEN) since 2007 and has held numerous positions as an IB practitioner including a site visitor, workshop leader, examiner, senior moderator and IB school consultant.

Ms. Michele Beard holds a master's degree in Education from Old Dominion University and certification in gifted instruction from the University of Virginia. Ms. Beard currently serves as the IB MYP coordinator at Langston Hughes Middle School in Reston, Virginia. At Hughes, she has also served as an instructional coach and as a teacher. She has also taught in IB schools in Prince William County, Virginia. Ms. Beard also serves as a workshop leader and site authorization and evaluation visitor for the IB organization. Her husband, also an IB MYP coordinator, and she have five children, including a current Diploma Programme candidate.

"Calculator Cell Phone Plans" - Class Routines Using Consumer Math

Room: B213

Mary Bierwirth - Glasgow Middle School

This presentation will address how everyday consumer math can be used as the foundation of classroom routines. Participants will view samples of student work from my classes this year.

Mary Bierwirth has taught middle school math and Algebra in Oregon and in Virginia. She holds a master's degree from Lewis and Clark University on Portland. Ms. Bierwirth currently teaches honors math at Glasgow Middle School in Fairfax County Public Schools. She works with her colleagues to incorporate reflection and understanding of the IB learner profile as an essential part of the math curriculum. This year, Ms. Bierwirth promoted basic number sense in the classroom by operating the class as a business and using daily routines to practice consumer math and reward positive behavior.

Round Table Discussion: A Solutions Based, Sharing Session to address the challenges of the MYP Language A Teacher

Room: B211

Lisa Paddy - Annapolis Middle School

MYP Language A teachers are invited to a Round Table Discussion on how to successfully implement the MYP in the Language A classroom, while also meeting the requirements of your county. Let's discuss key elements needed to implement the MYP with fidelity and how to create a captivating Language A classroom climate. What challenges do you face and what great successes have you experienced? What tools does IB offer to the Language A teacher? Join practitioners just like you in an honest and productive discussion about MYP and Language A.

Lisa Paddy is a Language and Literature teacher at Annapolis Middle School, an MYP school. She graduated with honors from Salisbury University with a degree in Elementary Education, a member of Kappa Delta Pi, and is certified for Middle School Language Arts. She recently became a certified member of the IB Educators Network, earned a Masters in Curriculum and Instruction with a concentration in Leadership from McDaniel College and completed an Administrative Internship this past school year. In addition to these certifications, she is also working towards National Board Certification. She has received training in differentiated instruction, arts integration, artful thinking, AVID and the MYP pillars of instruction. As a member of our schools MYP Leadership team, and a team leader, she often helps teachers adapt their curriculum to meet the needs of their county provided curriculum while meeting the rigorous standards of the MYP program. She will be sharing best practices, interdisciplinary lesson ideas and facilitate solution based discussions of the challenges Language A teachers face.

Using the Design Cycle to Create an Interdisciplinary Project-based STEM Simulation

Room: Media Center (Computer Lab)

Angela DeHart - Glasgow Middle School

IB asks us to create a holistic learning environment that teaches students how to apply school-based lessons to the “real” world. As a matter of course math and science teachers often use FACS-based examples to illustrate their subject matter topics. What would happen if there was a focused cross-disciplinary approach to this process? What if the FACS, math and science department used the design cycle to reinforce the STEM concepts embedded in their subject matter? This presentation is designed to give educators an opportunity to view a colleague’s successes and areas of growth. Participants will leave the session with ideas and strategies for using the Design Cycle as the basis of an interdisciplinary approach to classroom instruction.

Ms. Angela DeHart is a Family and Consumer Science (FACS aka Home Economics) teacher for Glasgow Middle School in Alexandria, Virginia. Ms. DeHart is a career switcher whose previous employment experience includes leading a manufacturing business through a successful application for the Malcolm Baldrige ISO 9001 Quality Assurance award as well as authoring in house employee manuals and organizational development trainings. Ms. Angela DeHart holds a master's degree in Organizational Development from Johns Hopkins University. She earned her undergraduate degree in Sociology from The College of Wooster in Wooster, Ohio. Ms. DeHart is certified to teach both FACS and Business classes and has taught both during her 6 year tenure as a Fairfax County teacher. Her IB experience has focused her skills on being an IB resource person, a workshop leader at IB conferences and a skilled IB curriculum and instruction development resource specializing in designing FACS curriculum for the 21st century

DIPLOMA PROGRAMME OPTIONS

Researching the Extended Essay: Resources and Tips from the Newseum

Room: C101

Katharine Kosin

As your students begin conducting research for their extended essays, do they know how to identify the best sources to use? This session explores ways you can help your students evaluate the merits and trustworthiness of sources. We will go over six "consumer questions" they should always keep in mind, and share activities in which students can practice identifying bias in primary sources using free Newseum online resources. Participants will leave with these media literacy strategies as well as familiarity with the range of historical primary sources available on the Newseum’s website for student use in their research.

Katharine Kosin holds a master’s degree in Museum Education from The George Washington University and a bachelor’s degree in History and Spanish from Northwestern University. She has been a teacher at the Newseum since October 2012, where she educates students in grades 3 – university, conducts teacher professional development workshops, and helps develop online educational resources. She also teaches educational field trip programs at the White House Historical Association. Ms. Kosin is a former IB Diploma Program student.

IB World Language Curriculum Planning

Room: C103

Regina Dee - Mount Vernon High School

This presentation will be in English with French examples. It will give teachers a chance to explore IB World Language Curriculum Planning. A sample two year curriculum including Practice Tests for The Internal Evaluation, Research Paper and Interactive Activities will be included. Participants will be given the opportunity meet with teachers of their target language to develop ideas for their own classrooms.

Regina Dee first visited Mt. Vernon High in 2001 while teaching AP French and writing the original IB French Curriculum for Annandale High. Her IB French students include fluent French speakers from the French Antilles, The Former French Indochina and Africa. This will be her eighth year teaching IB French and her sixth year teaching this subject at MVHS. She has been teaching French for more than 20 years. Ms. Dee has given presentations at county-wide in-services, regional GWATFL and national AATF meetings. They include Music in Language Classrooms, The Importance of Poems and Proverbs in French Culture, and Famous Franco-

Americans. As DC/NOVA Regional Secretary for the American Association of French from 2001 to 2006, she also informed area French Teachers of local cultural events. Ms. Dee has visited Canada, Switzerland, Martinique and France. She attended IB Training sessions in San Diego in 2000 and at Rice University in 2010.

Embedding the Ways of Knowing in the Areas of Knowledge

Room: B218

Carolyn Henly - Henrico High School

The new TOK curriculum emphasizes integration of the ways of knowing and the areas of knowledge and de-emphasizes the compartmentalization of the various elements of the curriculum which leads to weak essays. This presentation will demonstrate lessons which explore the role of some of the ways of knowing in areas of knowledge. The presentation will focus particularly on the role of imagination in mathematics, faith in the natural sciences, and reason in the arts. Participants will engage in the activities and consider how other ways of knowing might be similarly developed. Finally, the presentation will illustrate a method of comparing the roles of the ways of knowing across different areas of knowledge. **For Carolyn's Biography, see page 15.**

The Works that Work: An English Literature Roundtable

Room: B203

Susan Frenck – Robinson High School

This roundtable is designed for teachers of IB English Literature who would like to consider new literary works for their classes. Participants will engage in informal discussions about authors and titles that are effective in preparing students for IB assessments. Each of the four parts of the IB English course will be considered in the conversation, and ideas for implementing the works will be included. Participants are encouraged to bring recommended author and title information or copies of texts to share during the session.

Dr. Susan Frenck earned a Ph.D. in linguistics with certification in Second Language Acquisition and Teacher Education and a master's degree in applied linguistics from the University of Illinois, Champaign-Urbana. She earned a B.A. in anthropology and linguistics from the State University of New York at Albany. Dr. Frenck has been teaching since 1995, including courses at the University of Illinois in rhetoric and linguistics. In 2000, she started her career as a high school teacher in San Diego, California. Dr. Frenck is in her 5th year of teaching in the IB program at Robinson Secondary School in Fairfax, Virginia. She currently teaches IB English II HL and has previously taught IB English I HL.

The New Internal Assessment for SL and HL Math

Room: B215

Kathryn Dirga - Robinson Secondary School

Now that teachers have had the opportunity to mark the first round of these new open ended IA's, we will have a round table discussion about best practice. Sample IA's will be provided for discussion of the criteria and how marks might be awarded. Attendees will also brainstorm a bit about generating topics for the IA, breaking down the assignment in to manageable parts for students and how best to provide feedback for student drafts. The focus will be on how we can best improve student work and teacher efficiency simultaneously.

Mrs. Kate Dirga earned a Bachelors of Arts in Mathematics at West Virginia University and a Master's in Secondary Mathematics at Virginia Tech. She has been teaching for 15 years, 12 of which have included one or more levels of IB Math. Mrs. Dirga achieved National Board Certification in Mathematics in 2009. She has taught all levels of IB math for multiple years and has attended several workshops and networkings at the SL and HL levels. She has also hosted and facilitated one SL networking session and two HL networking sessions. Mrs. Dirga is currently teaching IB Math HL 1 and 2 at Robinson Secondary School in Fairfax County.

Preparation and Moderation of Individual Oral Presentations and Commentaries

Room: B216

Karin Tooze and Melissa Raeder –George Mason High School

Are you a DP teacher of English SL/HL Literature looking for ways to approach and improve your students' performances on IOPs and IOCs? Do you want to understand how to accurately evaluate your students' scores to avoid moderation from examiners? We will present teaching strategies for preparing students for the assessments. Additionally, we will discuss how we use our past IOC scores to inform our scoring practice and work to moderate commentaries during the process to ensure accuracy between our scores and those of the examiners. This session will involve hands-on activities, opportunities to share ideas and time for questions.

Karin Tooze started her career as an English teacher at Concord High School in Elkhart, Indiana. She is currently an English teacher at George Mason High School in Falls Church, Virginia, teaching on level, college preparatory, and International Baccalaureate English. Karin has taught IB courses for four years and is currently teaching eleventh grade IBHL English Literature. She earned her Bachelors of Science from Taylor University and her Masters of Art from George Mason University.

Melissa Raeder began her career in Virginia Beach, Virginia, and is currently in her fifteenth year of teaching. Since attending IB training in 1999, Melissa has taught IB courses for seven years and is currently in her fourth year of teaching twelfth grade IBHL English Literature at George Mason High School. She has experience teaching all grades 9-12 at various levels; additionally, she has taught English and Education courses at the college level. Melissa earned her Bachelor of Arts in English degree from George Mason University, Master of Science degree in Education from Old Dominion University, and her Master of Arts in English degree from Marymount University.

Reflections on being an IB Examiner and the New Science Curriculum Assessment

Room: C203

Karen McLean – Robinson Secondary School

Teachers will be given an introduction as to how being an IB Examiner will help them help their students. In addition time will be spent looking at the new IB Science curriculum (Biology, Chemistry, and Physics) and the assessment details. Teachers will spend time in subject specific groups working on writing exam questions to see how they might be designed for their new curriculum using new objectives from each subject area and the new set of IB Command terms.

Dr. Karen McLean holds a PhD in Chemistry from Virginia Commonwealth University and a teaching certificate from George Mason University. She earned her undergraduate degree in Chemistry from Virginia Tech. She has been teaching at Robinson Secondary School for 15 years where she has had experience teaching every level of IB Chemistry and has been the Science Department chair for 8 years. Dr. McLean has worked with the IB continuum for several years in and has been an IB assistant examiner, team leader and is now a senior examiner. In addition, Dr. McLean was on the most recent IB Curriculum team for the new Chemistry Curriculum and has participated in setting IB Chemistry Exams.

Comprehensive Student Engagement: Incorporating Multiple Intelligences in the IB language B classroom

Room: B206

Stephanie Becker – Oscar Smith High School

Do you want all of your students to feel successful and comfortable in your classroom? Reach all of your smart students through activities planned to reach all 8 of the Multiple Intelligences in your classroom.

Mrs. Stephanie Becker is an IB Spanish teacher in Chesapeake, Virginia. She has 21 years teaching experience with 8 years teaching IB. Mrs. Becker teaches both higher and standard levels and is wildly popular. She was a presenter last year at the summer academy.

Make Your Claim! Thesis Statements and Timed Writing

Room: C100

Michael Van Wambeke – Robinson High School

This lesson is designed to provide educators with a framework for getting students to quickly and consistently craft argumentative essays in a timed setting. Through the use of both student examples and a demo lesson, participants will receive materials that can easily be incorporated into their own classes. The emphasis will be on thesis construction and essay outlining, although chocolate will also come into play. The content of the lesson will be pulled from the American Civil War, but examples and discussion are applicable to Papers 1-3 in the History curriculum.

Michael Van Wambeke: *While his first choice of vocation at the age of four was to be a garbage man, Michael Van Wambeke has instead taken on the profession of teaching history at Robinson Secondary School. A graduate of both the University of Michigan and William and Mary, Michael has been teaching in Fairfax County for seven years, and has been part of the IB program for five of them. He enjoys the challenge of improving student writing and analytical skills, while still looking for ways to be creative in the classroom. When not teaching, Michael enjoys brutally long hikes in both the Mid-Atlantic and abroad, and debates the merits and drawbacks of getting a dog.*

Vendor presentation II: Cambridge University Press and IB Source

Room: C210

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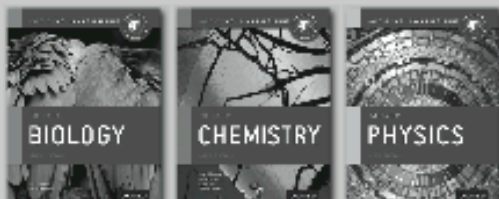


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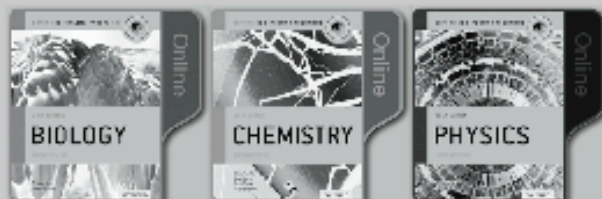
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OXFORD

IBMA Summer Academy

General Session II

Thursday, August 7, 2014 2:25pm – 3:40pm

CONTINUUM OPTIONS

ManageBac - Planning, Assessment and Reporting for the IB Continuum

Room: B206

C118

Angelica Nierras – ManageBac

ManageBac is the leading planning, assessment and reporting system for IB world schools. This presentation will cover best practices for effective implementation and programme management, the role of ‘systems’ as described in the Programme Standards & Practices, and a review of key challenges facing schools alongside practical solutions.

Angelica Nierras is the Managing Director of Faria Systems Inc., an educational software company committed to eliminating paperwork and increasing efficiency globally. The company was founded in 2006 by three former IB students, and its flagship service ManageBac now supports over 1,400 schools worldwide in 90+ countries. Angelica has over five years of experience in education and technology. She graduated from Harvard College in 2009 with a degree in Social Studies.

The Next Step in IB Teacher Development

Room: B225

Ana Silva and Kathy Rainey – George Mason University

Advance your teaching career with a Mason Certificate in Advanced IB Studies. Learn about professional development opportunities in IB education and how to advance your teaching career. Hear about how George Mason University’s IB graduate certificate and master’s programs will bring more depth the breadth to the IB continuum. Learn how you can gain licensure renewal points and prepare to sit for the National Board Certificate test.

Ana Silva holds a master's degree in education from Texas A & M International University. She has been an English as a Second Language educator in Texas and is a Foreign Service spouse. Ana works as an Outreach Coordinator for George Mason University in the Advanced Studies for Teaching and Learning Center for International Education.

Kathy Rainey holds a master's degree in Counseling and Guidance from University of West Alabama. She has worked in the international airline industry prior to her work in education. Kathy works for George Mason University in the Advanced Studies for Teaching and Learning Center for International Education.



Globalizing the IB Curriculum

Room: B219

Rebecca Eisenberg – South Lakes High School

Are you interested in connecting your curriculum to the global community? Have you thought about doing lab shares with classrooms in South America or conducting Socratic Seminars with classrooms in the Middle East? This session will teach educators ways to connect their curriculum to the world at large in real time, essentially making the world an integral part of their classroom. It will also discuss the value of globalizing curriculum, particularly in the context of developing 21st century skills.

Ms. Rebecca Eisenberg earned an M.A. in History with an emphasis on Sub-Saharan Africa in the Cold War from Portland State University and an M.A. in Secondary Education from Pacific University in Forest Grove, Oregon. She also holds an undergraduate degree in History and Political Science from the University of Oregon. Ms. Eisenberg has been a social studies teacher for eleven years. Currently, Ms. Eisenberg is a teacher at South Lakes High School in Reston, Virginia. She presently teaches IB 20th Century Topics and US/ VA History Honors and has previously taught AP Government, Street Law, and Sports Psychology. She holds the distinction of being selected as a State Department Teachers for Global Classrooms Fellow in 2013-2014 and a Nike Teacher Leader in 2011-2012. She has also been selected to attend Gilder Lehrman Institute and Foreign Policy Research Institute Seminars.

PRIMARY YEARS PROGRAMME OPTIONS

Inquiring Minds Want to Know...and Share!

Room: Media Center (right)

Christina Reeder – Germantown and South Shore Elementary Schools

The role of PYP teachers is to expose young learners to skills and attitudes that permit them to seek resolutions to questions and issues while they construct new knowledge. How do we accomplish this in an elementary classroom? Session participants will create, discuss and share ways to incorporate developmentally appropriate inquiry activities into the classroom. Discussions will also cover how to share learning and knowledge gained with others. *For Christina Reeder's Bio, see page 19.*

Meeting all Learners' Needs in the PYP Classroom

Room: B109

Tilly Coyle – Educational Events Specialist, IBMA

In an inquiry classroom each student's understanding of the world develops and grows in ways that are unique to each learner. How do we create the right classroom dynamic to maximize individualized learning? How can international-mindedness and the Learner Profile help develop an inclusive and dynamic learning community? In this session we will explore these questions and review differentiation principles and co-teaching models that the savvy PYP practitioner can bring back to their classroom in the fall.

Tilly Coyle earned a B.S. in Biology from James Madison University and a graduate certificate in Advanced International Baccalaureate Studies from George Mason University. She began her teaching career in the Northern Neck of Virginia and went on to teach abroad in Switzerland where she had her first experience working in an IB school. She took a break from teaching to 'Save the Bay' working as an oyster Biologist and then by supporting Chesapeake Bay restoration through various non-profits. Her enthusiasm for IB and desire to work in schools again brought her back to education as the PYP Coordinator at Manor View Elementary School in 2011. At IBMA her non-profit experience and IB enthusiasm merge to support the growth and development of the organization through great events such as the Summer Academy!

MIDDLE YEARS AND DIPLOMA PROGRAMME OPTIONS

Engaging the Larger School Community - How to get Whole School “Buy-in” for the MYP.

Room: C209

Nonye Oladimeji - Glasgow Middle School

The overall purpose of this presentation is to help school leaders and MYP coordinators understand

- how to create an inclusive whole school MYP Program
- the benefit of having a whole school MYP Program
- what is required to lead the change for creating an inclusive whole school MYP Program
- how to generate maximum buy-in required to create a an inclusive whole school program
- how to sustain an inclusive MYP Program
- what a whole school MYP Program looks and sounds like

Participants will leave with ideas to take back to their schools, including looking at IB resources and policies that support whole school MYP program. *For Nonye’s Bio see page 13.*

Preparing for the Flip – The Nuts and Bolts of Flipping Your Classroom

Room: B226

Kim Duncan – Flint Hill Academy

Flipped Learning is getting a lot of press, but exactly what is it? This presentation will offer a broad overview of a flipped classroom from the perspective of a chemistry teacher who was the "sage on the stage" for her entire career. WHAT is flipped learning and WHAT does a flipped classroom look like? WHO benefits from flipped learning – can it apply to all grade levels and disciplines? HOW is flipped learning different than the more traditional classroom? HOW do you make the flip? WHY should you flip? WHEN is the method appropriate? Moving beyond the basics we will discuss the benefits of additional classroom time and increased student responsibility for learning that are just two of the benefits of flipped learning. The last part of the presentation will focus on the “nuts and bolts” of flipping your classroom. Participants will learn how to streamline content, be given a short overview of how to make their own videopodcasts, create hands on support activities, and increase one-on-one interaction with and feedback to students.

Kim Duncan is a science teacher at Flint Hill School in Oakton, Virginia. She flipped her Honors Chemistry classes during the 2011-2012 school year after attending the Flipped Learning Conference in Woodland Park, Colorado. The change in student engagement in the learning process was remarkable – and a record number of students enrolled in the AP-level course the next year. She flipped the AP-level classes during the 2012-2013 school year at the request of the students moving into that class from the Honors classes. This is her third year using Flipped Learning with Honors Chemistry classes and the second year with AP Chemistry. She has created all of the videos and support materials for both classes. Kim has given presentations about Flipped Learning at the Flipped Learning Annual Conference (Chicago, 2012), Flipped Learning Regional Workshop (Fairfax, 2012), the Virginia Association of Independent Schools Annual Conference (Richmond, 2012), and the National Association of Independent Schools Annual Conference (Philadelphia, 2014).

Teaching Twice Exceptional Students in the IB Programme

Room: B106

Daina Lieberman - South Lakes High School

Many of our students are identified as twice exceptional: gifted academically, but also negotiating learning disorders, emotional disabilities, or attention difficulties. For these students to access the IB Programme successfully, teachers need to understand and accommodate their needs. Through demonstrations of 21st century

skills, critical and creative thinking strategies, and way of taking socioemotional learning into account, this session will illustrate ways of working with 2e students to ensure they reach their potential.

***Daina Lieberman** is a National Board Certified teacher, MYP Coordinator, and English teacher at South Lakes High School in Fairfax County, Virginia. In 2012, she was selected as both a PDK and an ASCD Emerging Leader. In November 2013, she published *Ten Tips for Teaching Twice Exceptional Students* in ASCD's *Education Update*; in April 2014, she published *Connect. Risk. Ask. Share. Lead!*—an article on teacher leadership—in *Phi Delta Kappan*. She served on the 2013 PDK/Gallup Poll Advisory Council and has presented at multiple national conferences in education. Ms. Lieberman participates on the FCPS Secondary and High School Advanced Academic Leadership Teams. She has taught for 11 years in three states and in France, in urban, suburban, private, public, and online schools. She received her MAT in Secondary English from Brown University and is currently pursuing an Ed.D. in Educational Administration and Policy Studies at The George Washington University.*

Incorporation of the Learner Profile in Instruction, Personal Project, Extended Essay, and the School Community

Room: B103

Priscilla Biddle - Henrico High School

How do we make the Learner Profile more than IB window dressing? This session will lead participants through practical methods by which the Learner Profile can be more meaningfully incorporated into IB programs and IB World Schools. Participants will examine writing subject specific Learner Profiles and discuss how this activity can lead IB faculty to a more thorough inclusion of the LP in instruction. This session will also provide an investigation into strategies to incorporate the Learner Profile as a starting point for both the Personal Project and the Extended Essay. Finally, participants will create plans for how the LP can infiltrate a whole school, whether that school is IB "whole school" or not.

***Mrs. Priscilla Biddle** holds a Master of Liberal Arts from the University of Richmond. She earned her Bachelor of Arts in English at Florida State University. Mrs. Biddle has also been an National Board Certified Teacher in Language Arts since 2003. Mrs. Biddle is a thirty-three year veteran teacher, having taught all levels of English in Florida and Virginia. Currently, she is the MYP and DP coordinator at Henrico High School and teaches Theory of Knowledge. Ms. Biddle is also an IB trained workshop leader, authorization and evaluation visitor and consultant.*

Moving from Multiculturalism to Internationalism in the IB Classroom

Room: B104

Stacy Wahrman - John F. Kennedy High School

While internationalism is one of the major goals of the IB program, it is sometimes difficult for teachers to know how to integrate this study in an organic and meaningful way. The session is intended to give teachers models and suggestions for integrating international perspectives in to both enhance the class discussion and promote critical thinking skills. Teachers will participate in a model lesson and receive handouts with suggestions for additional activities and lessons. Participants will discuss ways to apply mastery objectives for internationalism to enrichment activities for across subject areas in ways appropriate to multiple age levels.

***Stacey Wahrman** holds a Master's degree in English from The University of Maryland at College Park and in Education from Western Maryland College. She earned a BA in Literature, Medieval Studies, and Art History from The State University of New York at Binghamton, and is currently in a Ph.D. program at Capella University. Ms. Wahrman has been an educator for 17 years, at the middle school, high school, and college levels, and has taught multiple levels of English, public speaking, debate, theater, and creative writing. She has also acted as an educational consultant and textbook reviewer. She is currently the IB Diploma Coordinator and Theory of Knowledge teacher at John F. Kennedy High School, in Silver Spring, Maryland.*

Writing across the MYP: Getting Students to Engage and Extend

Room: C211

Jenna Lerro – Annapolis Middle School

As states across the nation transition to integrating the Common Core Standards and prepare students for the demands of new nation-wide assessments, MYP teachers are asking themselves, “How will this affect me and my students?”. This session will focus on the transition to an increase in writing across all contents and how MYP teachers can take advantage of this opportunity through their disciplines. Teachers will walk away with specific strategies to help students engage in research-based strategies that align with their MYP objectives. Regardless of their state’s commitment to CCSS, all teachers will be able to add new writing tools to their toolbox in this hands-on workshop.

Ms. Jenna Lerro holds a master’s degree in Leadership in Teaching in ESOL and a graduate certificate in Administration and Supervision. She has earned an undergraduate degree in English Secondary Education with a minor in Spanish from The College of New Jersey. Her experience includes teaching literacy in New Jersey, teaching English language in Madrid, Spain and San Jose, Costa Rica, as well as Language A in Annapolis, Maryland. Currently, she is the literacy coach at Annapolis Middle, an IB World School, and works with students and teachers across all disciplines. Ms. Lerro is an IB trained workshop leader and authorization and evaluation visitor.

New Requirements in Group IV: IA Assessment

Room C203

Megan Lee and Teresa Kitchen – Garfield High School

As you can see by reading the new curriculum guide the IA rubric has changed dramatically. Our goal is to show you how we will implement these new requirements in our classroom and give ideas for maintaining the focus on inquiry and investigation. We will begin by viewing the new rubric, discussing how to use these the course in order to prepare the students for the end of course assessment and then end by analysis of graded samples.

Megan Lee has taught IB HL chemistry for eleven years in Washington State and Virginia. She has also taught IBMYP chemistry for five years. Ms. Lee has presented at the IBMA academy in previous years covering the current IA curriculum. She has attended Level 3 IA training and during the 2012-3 school year Ms. Lee served on the IB's new rubric committee. She saw the evolution of the new 2016 evaluation cycle IA rubric and hopefully has some insight into the new grading process.

Teresa Kitchen is a graduate of University of Virginia and received her master's in Zoology from University of Miami Cincinnati. She has been teaching in Virginia schools since 1985. Ms Kitchen is chair of the science department and has taught HL Biology and MYP Biology since 2008.

Using Turnitin.com for Editing and Revising IB Papers

Room: Media Center (Computer lab)

Jamie Childs and Kasey Chisolm - Edgewood High School

What are the benefits of using Turnitin.com for my DP school? How do we teach our students to use Turnitin.com for a peer editing and self-revising tool? Join us as we explore how to best help our students in the revision and editing process of their IB papers – no matter the subject area. In this session, participants will leave with the knowledge of how to use Turnitin.com as a tool in your classroom and a model lesson plan to aide your students in using Turnitin for their papers. *For Jamie and Kasey’s Bio please see page 23..*

How Can IBMYP Assessments Work in my Classroom?

Room: C208

Kip Malinosky - Glasgow Middle School

The purpose of this session is to help teachers and administrators who are looking for better ways to implement IBMYP assessments in their classrooms and schools. We will examine the Next Chapter of IBMYP focusing on assessment in Individuals and Societies. This session will give an overview of the challenge to connect IBMYP to school/district policies and look at specific examples in assessment. We will look at the IBMYP criteria, summative assessments, rubrics and how it all translates into a grade. Sample assessments and rubrics will be provided. The goal is that everyone leaves with a vision of what IBMYP assessments looks like and next steps to get started.

Kip Malinosky holds a master's degree in teaching arts from Earlham College in Indiana. He earned an undergraduate degree also from Earlham College. He has been teaching for 9 years at Glasgow Middle School, an IBMYP school in the Fairfax County Public Schools. Mr. Malinosky has served on his school's committee to implement IBMYP assessment philosophy in a consistent fashion with the policies of a public school in Virginia. He is also a trained IB workshop leader, authorization and evaluation visitor, and consultant. workshop leader, authorization and evaluation visitor, and application reader.

Using the IBMYP Rubrics to Drive Your Mathematics Instruction

Room: C202

Monica Lang

How can I use the IBMYP rubrics to drive instruction? How can you use the rubrics to grade almost every assignment or task? How does grading on a rubric provide more insight and feedback vs. traditional grading? Using the UbD curriculum model we will evaluate student work; look at HOW to grade ANY mathematics assignment on a rubric quickly and effectively; participants will leave with a concrete example/model for grading a unit test and a Problem Based Task as well as other quick and extremely effective strategies for collecting, evaluating and reflecting on student's writing.

Mrs. Monica Lang holds a master's degree in secondary mathematics education from Old Dominion University. She has earned a bachelor's degree in secondary mathematics from Florida State University, and has been an educator since 1992. She has taught a range of levels in mathematics from Pre Algebra, Algebra, Geometry, MYP Geometry, Trigonometry, Algebra II, Algebra II Trigonometry to MYP Algebra II Trigonometry. Over her career, Mrs. Lang has served on a variety of curriculum writing committees, presented at local and state conferences for mathematics and reading, lead and taught citywide professional development on UbD and assessment, and assisted the VBCPS mathematics coordinator with citywide vertical planning.

IBMYP Interdisciplinary Design Project: Protecting the Watershed

Room: C207

Patti Kramolisich and Cindy Boddie – Brooke Point High School

What are the effects of human population upon the Chesapeake Bay watershed? How can I communicate my ideas to raise awareness about a topic? Can people make a difference through their actions? How do people make a difference on the Chesapeake Bay's watershed? These are the questions that 8th grade students at Beville Middle School explored during their "R U Geo-literate?" unit. The unit was collaboratively planned by the 8th grade Science, Civics, Math and Lang & Lit teachers, as well as the IB coordinator, school librarians, Tech Ed and Instructional Resource teachers. Student learning experiences included film making and a field trip to the area's watershed (Leesylvania State Park), research and writing (Lang & Lit), graphing and data collection (Sci & Math), civic responsibilities (Civics) and creation of a public service announcement (Design).

Mrs. Patricia Kramolisch holds a bachelor's of science in Science Education from Bob Jones University. Mrs. Kramolisch has been an educator 25 years. She has taught all levels of middle school and high school science. Currently, Mrs. Kramolisch teaches IBMYP Physical Science and serves as science department chair at Beville Middle School in Woodbridge, VA.

Cindy Boddie holds a master's degree in New Professional Studies from George Mason University and an undergraduate degree in Family & Consumer Sciences from Virginia Tech. She has been in education for 16 years and has taught in both private and public elementary and middle schools. She has served as IB Middle Years Coordinator for the past 7 years at Godwin Middle School in Prince William County VA

21st Century Biotechnology in an IB Framework

Room: B105

Justice Walker – The Islamic Saudi Academy

MYP and DP provide a multifaceted curriculum framework that drives student inquiry using interdisciplinary approaches to learning. The Biotechnology industry represents a preeminent trend in the science industry as it takes this same approach to investigating real-world. Participants will consider a curriculum unit titled, "From DNA to Industry" which draws from skills developed in Literature, Individuals & Societies, Mathematics, Design and Physical & Health Educations to facilitate student learning about the Biotech industry. This unit provides teachers and students an opportunity to learn how scientists discover & report novel ideas in science and apply those ideas to solve challenges. We will employ the design cycle to research, test, report and reflect on ideas to reach a culminating task that can be aligned across the IB continuum. The session will carry out these objectives using the MYP Next Chapter Unit Design.

Mr. Justice Walker holds a master's degree in Engineering Biotechnology from the University of Pennsylvania School of Engineering and Applied Sciences in Pennsylvania. He earned an undergraduate degree in English Literature and Biology from the University of Miami, Florida. Mr. Walker had been an educator for 6 years and has taught all levels of language and academic levels in Public, Charter and Private settings. Also, Mr. Walker has significant experience as a participant and manager of summer academic programs at Brown University, Johns Hopkins University and the University of Pennsylvania. More recently, Mr. Walker served as a summer program instructor with the Johns Hopkins Center for Talented Youth and currently serves as Health Office Manager. Currently, Mr. Walker is a DP Biology Instructor and MYP Coordinator at the Islamic Saudi Academy in Fairfax County Virginia. He is particularly experienced developing inquiry-driven curriculum experiences aligned with local, state and IB curriculum objectives.

Using Children's Literature to Engage Students

Room: B220

Dr. Kimberley Daly –George Mason University

How can children's literature be used in upper grades and disciplines? This presentation will describe how children's literature can be used to explore topics including identity, culture, human rights, and philosophy outside of the elementary grades and why stories can offer students different ways to make sense of their experiences and think more critically. Participants will leave with a book list of children's literature that they can take back to use in their classrooms. *For Dr. Kimberley Daly' Biography, see page 18.*



“Education is all a matter of building bridges” – Ralph Ellison

The Mid-Atlantic Association of IB World Schools would like to thank all 2014 Academy presenters and participants for the bridges built today. Keep in touch with us and each other. Good luck this fall!

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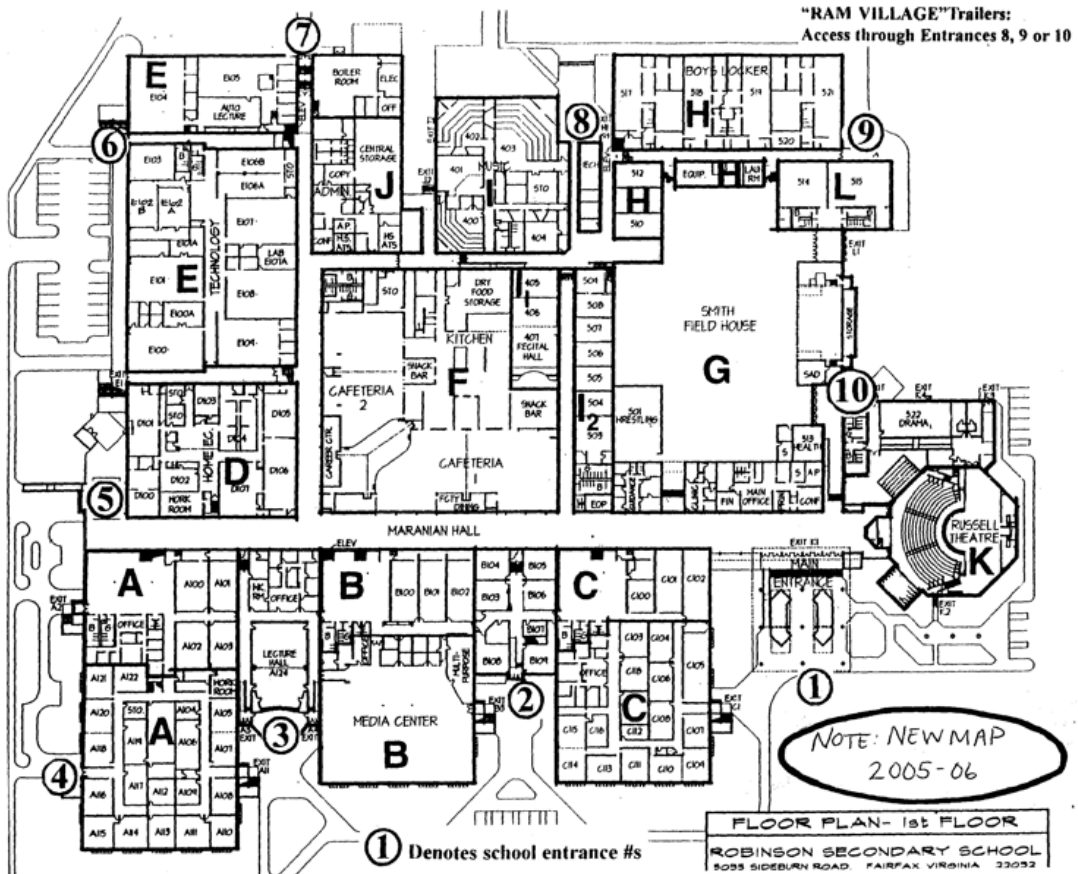
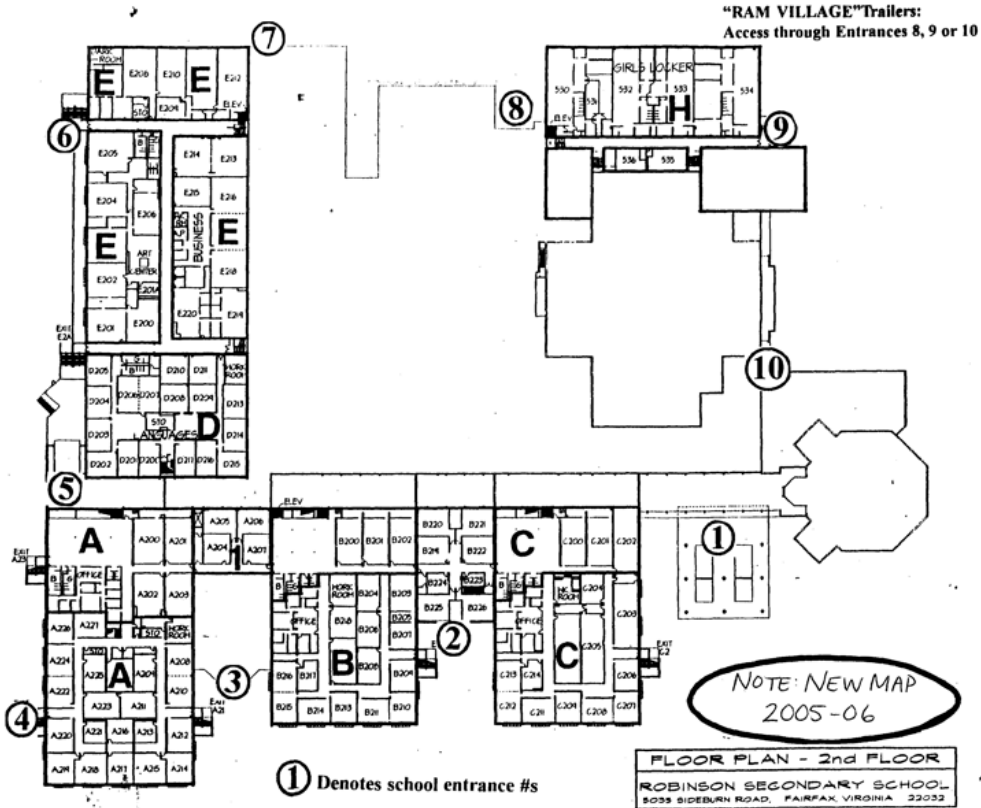
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ROBINSON SECONDARY SCHOOL MAP



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