



2010  
 IB Mid-Atlantic  
 Summer Academy  
 August 11th and 12th

at  
 George Mason University  
 Fairfax, Va.

Vendors with products geared towards the needs of PYP, MYP, and DP Programs

Plenary Speaker  
 Mr. Paul Campbell  
 Head of Regional Development for IB Americas

Hosted by the GMU  
 FAST TRAIN PROGRAM  
 GEORGE MASON UNIVERSITY

Professional development that covers the full IB continuum.

[www.IBMidAtlantic.com](http://www.IBMidAtlantic.com)

# **IB Mid-Atlantic Member Schools**

## **Virginia**

Annandale High School (MYP)(DP)  
Antietam Elementary School (PYP)  
Atlee High School (DP)  
Brooke Point High School (DP)  
Carlisle School (MYP)(DP)  
Clarke County High School (DP)  
Columbia Elementary School (PYP)  
Cunningham Elementary School (PYP)  
Dumfries Elementary School (PYP)  
David A. Dutrow Elementary School (PYP)  
Edgar Allen Poe Middle School (MYP)  
Ellen Glasgow Middle School (MYP)  
Ellis Elementary School (PYP)  
Fairfield Middle School (MYP)  
Featherstone Elementary School (PYP)  
Francis C. Hammond 1 Middle School (MYP)  
Galileo Magnet High School (DP) (MYP)  
Gar-Field High School (MYP) (DP)  
George C. Marshall High School (DP)  
George H. Moody Middle School (MYP)  
George Mason High School (DP)  
George Washington 2 Middle School (MYP)  
Ghent Montessori School (MYP)  
Granby High School (DP)  
Hampton High School (DP)  
Hanover High School (DP)  
Henrico High School (MYP) (DP)  
Highland Park Learning Center (PYP)  
Islamic Saudi Academy (DP)  
James River Elementary School (PYP)  
J.E.B. Stuart High School (MYP) (DP)  
Jefferson-Houston School for Arts and Academics (PYP)  
J.E.J. Moore Middle School (MYP)  
King's Fork High School (DP)  
Lafayette-Winona Middle School (MYP)  
Langston Hughes Middle School (MYP)  
Lee-Davis High School (DP)  
Lindsay Middle School (MYP)  
Lucille Brown Middle School (MYP)  
Mary Passage Middle School (MYP)  
Mary Williams Elementary School (PYP)  
Meadowbrook High School (DP)  
Midlothian High School (DP)  
Midlothian Middle School (MYP)  
Mills E. Godwin Middle School (MYP)  
Mount Vernon High School (MYP) (DP)  
Mount Vernon Community School (PYP)  
Mountain View High School (DP)  
N.B. Clements Junior High School (MYP)

Oscar F. Smith High School (DP)  
O. W. Holmes Middle School (MYP)  
Patrick Henry High School (DP)  
Paul D. Burbank Elementary School (PYP)  
Plaza Middle School (MYP)  
Prince George High School (MYP)  
Prince William Academy (PYP) (MYP)  
Princess Anne High School (DP) (MYP)  
Randolph Elementary School (PYP)  
Robert E. Lee High School (DP)  
Robinson Secondary School (DP)  
Rosa Parks Elementary School (PYP)  
Saint Mary's Catholic School (MYP)  
Saint Michael's Episcopal School (MYP)  
Salem High School (DP)  
South Lakes High School (MYP) (DP)  
Stonewall Jackson High School (MYP) (DP)  
Stonewall Middle School (MYP)  
Stuart Beville Middle School (MYP)  
Thomas Edison High School (DP)  
Thomas Jefferson Elementary School (PYP)  
Thomas Jefferson High School (MYP) (DP)  
Thomas Jefferson Middle School (MYP)  
Trinity Episcopal School (DP)  
Tuckahoe Middle School (MYP)  
Tucker High School (MYP)  
Victory Elementary School (PYP)  
Virginia High School (DP)  
Walt Whitman Middle School (MYP)  
Warwick High School (DP)  
Washington-Lee High School (DP)  
William Fleming High School (MYP) (DP)  
York High School (DP)  
Yorktown Middle School (MYP)

## **Maryland**

Albert Einstein High School (DP)  
Annapolis High School (DP)  
Annapolis Middle School (MYP)  
Baltimore City College (MYP) (DP)  
Baltimore International Academy (PYP)  
Bethesda Chevy Chase High School (MYP) (DP)  
Central High School (DP)  
Chevy Chase Elementary School (MYP)  
College Gardens Elementary School (PYP)  
Crossland High School (DP)  
Edgewood High School (DP)  
Francis Scott Key Middle School (MYP)  
Frederick Douglass High School (MYP)

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)  
Meade Senior High School (DP)  
Milford Mill Academy (DP)  
Newport Mill Middle School (MYP)  
North Chevy Chase Elementary School (MYP)  
North Hagerstown High School (DP)  
Old Mill High School (DP)  
Old Mill Middle School North (MYP)  
Our Lady of Good Counsel High School (DP)  
Parkdale High School (DP)  
Richard Montgomery High School (MYP) (DP)  
Rockville High School (DP)  
Saint James Academy (MYP)  
Seneca Academy/The Circle School (PYP)  
Seneca Valley High School (DP)  
Silver Spring International (MYP)  
Springbrook High School (DP) (MYP)  
St. Paul's School (DP)  
St. Timothy's School (DP)  
Suitland High School (DP)  
The Academy of the Holy Cross (DP)  
Thomas Jefferson Elementary School (PYP)  
Urbana High School (DP)  
Watkins Mill High School (DP)  
Westland Middle School (MYP)  
William C. March Middle School (MYP)

## **DC**

Alice Deal Middle School (MYP)  
Archbishop Carroll High School (DP)  
Benjamin A Banneker Academic High School (DP)  
British School of Washington (DP)  
H.D.Cooke Elementary School (PYP)  
National Collegiate Preparatory Public Charter High School (DP)  
Shepherd Elementary School (PYP)  
Thompson Elementary School (PYP)  
Washington International School (PYP) (MYP) (DP)  
Washington Yu Ying Public Charter School (PYP)

## **Delaware**

David W. Harlan Elementary School (PYP)  
Mt. Pleasant High School (DP) (MYP)  
Talley Middle School (MYP)  
Wilmington Friends School (DP)

# IB Mid Atlantic Academy

August 11-12, 2010

**Brian Bassett**  
*President*

**Asheeh Misra**  
*President-Elect*

**Kerri Lancaster**  
*Diploma Program V.P.*

**Frangiska Lewis**  
*Middle Years Program V.P.*

**Janet Parker**  
*Primary Years Program V.P.*

**Helen Cox**  
*Secretary*

**Dwight Wagner**  
*Treasurer*

**Carlota Shewchuk**  
*Member at Large*

**Elizabeth Rogovoy**  
*Member at Large*

**John Day**  
*Executive Consultant*

Dear IBMA members,

It was one year ago this week that we put on the first IB Mid-Atlantic Academy. A lot of significant work has taken place over that time. IB-MA has worked with Virginia legislators in Richmond to pass SB 209, we have expanded the summer academy concept, provided mini-grants for member schools, and will be hosting a college symposium in September where we will address the college credit discrepancies that continue to impact our students and programs. All of these accomplishments are the result of volunteers from member schools through out the region.

The Mid-Atlantic Region continues to grow with membership reaching over 166 programs in 120 schools. This region is rich in the number of IB Volunteers who serve the IB community as workshop leaders, site visitors, consultants, and examiners. The IB-MA Summer Academy has tapped into many of these IB Volunteers to offer sessions for the 2010 Academy. The IB Mid-Atlantic Academy DOES NOT attempt to serve the role of official IB teacher training. Our goal continues to be to create a professional development model for new and experienced IB teachers so that they can be exposed to resources that can be used in the upcoming school year. As school districts continue to face tough economic times, it is important that we pool our resources and talents to find creative ways to serve member schools.

The George Mason University Fast Train Program is hosting this year's Academy. They have gone above and beyond to make sure that you have access to top-notch facilities over the next two days. It is the contributions of organizations like this that helps us offer an affordable model of professional development. A big thank you to the GMU Fast Train Program for all of their hard work and negotiating skills that had helped reduce conference expenses considerably for member schools.

Finally, I would like to recognize you for choosing to spend your precious summer break with us. Without your enthusiasm and dedication, this academy would not be the success that it is. We appreciate your support and patience as we work towards building a structure that will allow this idea to continue for years to come. On behalf of the Mid-Atlantic Association of IB World Schools, we wish you a great experience at the Academy! We hope to see you again at the 2011 IB-MA Summer Academy in Anne Arundel, Maryland.

Sincerely,



Brian Bassett  
President, Mid-Atlantic Association of IB World Schools





# Welcome to the 2010 IB Mid-Atlantic Academy



<b>Wednesday - 11th</b>	<b>Event</b>	<b>Event Space Needs</b>
5:00 pm – 5:50 pm	Registration	Harris Theater
6:00 pm – 6:40 pm	Welcome/Plenary	Harris Theater
6:40 pm – 7:00 pm	<b>BREAK</b> (Beverages /Snacks)	Johnson Center
7:00 pm – 8:30 pm	General Session I	Johnson Center/Student Union II

**Exhibition Hall Open from 6:40pm – 8:30pm**

<b>Thursday - 12th</b>	<b>Event</b>	<b>Event Space Needs</b>
8:00 am – 9:00 am	Continental Breakfast	Johnson Center/Student Union II
9:00 am – 10:30 am	Subject Specific Session I	Johnson Center/Student Union II
10:30 am – 10:40 am	<b>BREAK</b> (Beverages)	Johnson Center/Student Union II
10:40 am – 11:40am	Lunch A or General Session II	
11:50 am – 12:50pm	Lunch B or General Session III	
12:50 pm – 1:00 pm	<b>BREAK</b> (Beverages)	Johnson Center/Student Union II
1:00 pm – 2:30 pm	Subject Specific Session II	Johnson Center/Student Union II

**Exhibition Hall Open from 8:00am – 2:45pm**

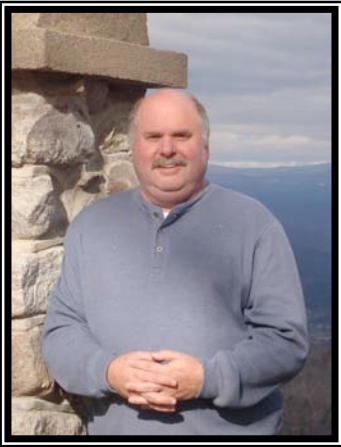
LUNCH WILL BE SERVED AT **SOUTHSIDE** DINING FACILITIES.  
PLEASE SEE PAGE 12 FOR MORE DETAILS

PLEASE SPEND SOME TIME LOOKING AT THE PRODUCTS FROM OUR VENDORS. THESE VENDORS WERE SELECTED BECAUSE MANY MEMBER SCHOOLS USE AND SUPPORT THEIR PRODUCTS AND SERVICES. THE EXHIBITION HALL CAN BE FOUND ON THE 3<sup>rd</sup> FLOOR OF THE JOHNSON CENTER.

Pamoja Education  
GMU FastTrain  
Touchstones Discussion Project

ManageBAC  
IB Source  
Caryn West – author of  
*The Trouble With the Alphabet*

**PLENARY SPEAKER – Wednesday 11<sup>th</sup> 6:00pm**  
**Paul Campbell, *Head of regional development***



Paul Campbell is head of regional development for the IB Americas. In this role, he oversees the region's work with interested schools, universities, governments, school districts, educational organizations, and associations of IB World Schools. He also oversees the IB support desk and the region's annual conference.

An IB employee since 1988, Paul has served numerous roles for the organization, most recently as the head of outreach and volunteer services at IB North America.

Prior to working for the IB, Paul was a staff writer and columnist for several daily newspapers in northern New Jersey. At the same time, he worked for two large non-profit organizations, expediting cultural exchanges between lay people from the USA and the former Soviet Union. Paul's education was

from the University of Michigan, where he studied journalism and history.



## The Mid-Atlantic Association of IB Schools...

... proudly welcomes the IBO and their families to the Washington DC Metro Area.

**UPCOMING SPONSORED EVENTS:**

- \***IB-MA PROFESSIONAL DEVELOPMENT ACADEMY**  
*August 11<sup>th</sup> 12<sup>th</sup> 2010 - George Mason University*
- \***IB-MA MODEL UNITED NATIONS CONFERENCE**  
*January 15<sup>th</sup> 2011 - Gar-Field High School*
- \***IB-MA JUST WORLD FESTIVAL**  
*February 2011 - Annandale High School*
- \***IB-MA OUR WORLD, OUR RESPONSIBILITY CONFERENCE**  
*February 2011 - Virginia Beach*

**We Are..**

- 166 **PROGRAMS**
- 120 **MEMBER SCHOOLS**
- SERVING**
- DELAWARE
- MARYLAND
- VIRGINIA
- WASHINGTON, DC

**Join Us!**  
[www.ibmidatlantic.org](http://www.ibmidatlantic.org)



# IB Mid-Atlantic Academy General Sessions

**Wednesday 11<sup>th</sup> 7:00pm – 8:30pm**

## ***Unpacking the Program Standards and Practices***

Johnson Center, Third Floor, Room A

Mary Fee

This session will focus on the standards used to evaluate the three IB programs. There will be a discussion on the practices and products that are reviewed during the authorization and evaluation visits.

## ***Touchstones Discussion Project Teacher Workshop***

Johnson Center, Third Floor, Room D

Stefanie Takacs

The Touchstones Discussion Project presentation offers hands on interaction for teachers interested in increasing student engagement and overcoming passivity through discussion-based learning. We explore how the Touchstones method and structured approach to discussion circumvents challenges such as dominance, factions, and resistance that may be encountered in traditional Socratic seminars as well as how it develops social learning and critical thinking skills. Using texts drawn from culturally diverse sources, the Touchstones Discussion method helps students become aware of the interpretive nature of knowledge and encourages the collaborative exploration of ideas in which students share leadership and assume greater responsibility for their own learning.

## Last minute scheduling problems? Online IB courses may be the solution



### All our online IB courses are:

- developed and taught by experienced IB teachers who have been specially trained in online pedagogy
- subject to the IB's rigorous online course approval standards
- designed to ensure students master the curriculum and develop 21st century learning skills
- offered in classes of 10 to 25 students from schools around the world, providing a highly interactive and truly international online IB experience

### You can still enroll your students for September 2010

Subject to individual course enrollment limits, we are still accepting enrollments for the following eight two-year courses. Classes start on September 15th.

- Business and Management SL
- Economics SL
- Economics HL
- Information Technology in a Global Society SL
- Information Technology in a Global Society HL
- Mathematics HL
- Psychology SL
- Spanish *ab initio*

In close cooperation with the International Baccalaureate®, Pamoja Education has developed a new range of online courses for the IB Diploma Programme.

For more information attend one of our breakout sessions, visit us in the Exhibitor Area, contact us by e-mail at [courses@pamojaeducation.com](mailto:courses@pamojaeducation.com) or visit our website [www.pamojaeducation.com](http://www.pamojaeducation.com).



pamoja **education**  
Extending subject choice for students in IB Schools

## **Wednesday 11<sup>th</sup> 7:00pm – 8:30pm (continued)**

### ***Integrating Areas of Interaction Seamlessly***

Johnson Center, Ground Floor, Gold Room

Raegan Ray

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

### ***The ABC's of Service Learning***

Johnson Center, Third Floor, Room C

Nicholas Martino

This session will focus on ideas and strategies to include service learning across the curriculum. "The Trouble with the Alphabet" by Caryn West will be emphasized as an integral resource in bringing global issues to life. "It challenges indifference and apathy through poetic messages delivered as if through a child's eyes; messages that cut through the rhetoric and pierce the heart and soul." It also includes "...experts and organizations that provide answers, strategies and at the very least a platform to become a giver, a doer... an activist." Examples of lessons and projects that really work will be highlighted and discussed.

### ***How to Help IB Students Cope with the Stress of Academic Demands***

Student Union II (SUB II), Room 5

Melissa Giannamore & Nancy Pomaranski

Based on the innovative study done on Stress in IB Students (Suldo & Shaunessy), research has shown that high school IB students can often use ineffective ways of coping with academic stress. In our presentation, we give an overview of the study and discuss more effective ways to help high-achieving adolescents cope with the pressure of academia. We emphasize and focus on ways faculty can encourage useful practices such as time and task-management and positive reframing and discourage ineffective habits like self-isolation and obsessing over the workload.

### ***Closing the Achievement Gap: The MYP Perspective: How can IB be utilized to close the achievement gap?***

Student Union II (SUB II), Room 6 & 7

Deke Kelly & Laura Lane

This session will provide participants with a research-based approach to effectively utilizing the IB mission to help close the achievement gap. The session will focus on the implementation of strategic teacher professional development, data based student intervention, and holistic learning to increase student achievement and close the achievement gap.

### ***Using Technology to Enhance Cross-Cultural Communication and Social Relationships***

Johnson Center, Third Floor, Room F

Jamie Schlais-Barnes

During this session we will be exploring the cultures of Algeria and Yemen. Topics will include family structure, education, religion, food, and more. Participants will engage in activities, discussions, and have an opportunity to reflect on the similarities and differences of Arabic cultures and others they have experienced.

Schools or individuals interested in learning how to use technology to enhance internationalism within their International Baccalaureate Program will benefit from this workshop.

## Wednesday 11<sup>th</sup> 7:00pm – 8:30pm (continued)

### *Integrating TOK Vertically and Horizontally*

Johnson Center, Third Floor, Room F

Carrie Henly

All new curriculum guides require Diploma Programme teachers to begin to incorporate Theory of Knowledge concepts into the regular subject areas. Middle Years teachers, particularly at the 9th and 10th grade level, strive to prepare students for the kind of thinking that they will be required to do in the Diploma Programme. As we work to integrate TOK questions and issues into the content area courses at both MYP and DP levels, one of the challenges we face is trying to help subject area teachers overcome the uncertainties that arise from their lack of previous experience in considering their own subject areas from the particular perspective required by the Theory of Knowledge curriculum. This session will provide a brief overview of the TOK curriculum and will demonstrate a strategy for coordinators and TOK teachers to use in order to help subject area teachers investigate their own subject as a comprehensive system of knowledge-making, rather than a series of independent facts and standard procedures to be imparted to students. TOK teachers will be able to use this strategy with their own students as a means of synthesizing the ideas from each TOK unit, as well as with their colleagues.

### *Teaching the World through Art : The Art of Compassion*

Student Union II (SUB II), Room 3 & 4

Caryn West – author of *The Trouble With the Alphabet*

The Trouble with the Alphabet is a book that illuminates injustices facing the children around the world. Utilizing the simplicity of the alphabet author/artist Caryn West combines, art, poetry, and short essays in a manner that leaves the reader both informed and impassioned – emotionally moved and ready to get involved. In her presentation, Caryn West will talk about her book, how it came about i.e. the journey and many ongoing challenges involved with attempting to change the status quo, but most importantly how the book is being used by educators to not only raise awareness but to inspire a greater sense of compassion and empathy between students and their peers, both at home and across the globe. Caryn is an advocate not only for those suffering at the hands of injustice but for the real meaning of literacy – the concept of learning (and teaching) more than reading, writing and computing...to “literally” understand each other and the world we live in.





## **Thursday 12<sup>th</sup> 10:40am – 11:40am**

### ***Going Paperless: Managing the IB Diploma Online***

Johnson Center, Third Floor, Room D

Theodore King

This presentation will provide an overview of the ManageBac platform and how it can help you better manage your IB program online. For the DP, we will demo our CAS, EE & ToK functions as well as our new Internal Assessment worksheets for Groups 1, 2 and 4. For MYP, we will be introducing our new online unit planners and criterion-based grade books.

### ***Internationally-Minded Learning: Connecting Culture and Curriculum through Meaningful Activities***

Ashley DeSesso

Johnson Center, Third Floor, Room E

A significant component of any IB program is the development of our students as “internationally-minded”. I have led and assisted in the facilitation of several activities at our school, including surveying students on the languages they speak and know, creating a "language quilt" featuring words in different languages, and encouraging students to share simple words in their native language with classmates. These activities have sparked a newfound interest in becoming a “global citizen” within our students. This session will focus on discussion and demonstrations of activities implemented as well as facilitate collaboration on additional programs that can be implemented in any classroom.

### ***Unpacking the Program Standards and Practices (REPEAT of the 8/11 session)***

Johnson Center, Third Floor, Room A

Mary Fee, IBMYP Coordinator Mount Vernon Pyramid

This session will focus on the standards used to evaluate the three IB programs. There will be a discussion on the practices and products that are reviewed during the authorization and evaluation visits.

### ***Integrating Areas of Interaction Seamlessly (REPEAT of the 8/11 session)***

Johnson Center, Third Floor, Gold Room

Raegan Ray

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

### ***Strategies to make MYP teaching real in your classroom***

Johnson Center, Third Floor, Room F

Jackie and Dave Dexter Havelock Academy - Grimsby, United Kingdom

The Dexters are former VIF teachers from Prince William County in Virginia. When they returned home to the UK, they both took jobs at the Havelock Academy. Havelock serves an area of Grimsby with some of the deepest deprivation and social problems in Britain. Once home to the world’s largest fishing industry, this industry has seen a substantial decline with a quarter of adults now out of work and the area is beset by high levels of domestic violence and teenage pregnancies. The Dexters would like to share their experiences of teaching MYP and DP in a challenging, mixed ability environment where all of their students take IB courses. In the very short time of two years the school received highly positive reports from the IB authorization teams where they indicated the real successes achieved so far. These range from the students’ understanding of the Learner Profile and AOIs to interdisciplinary work with the faculties. Parents too have started to become more engaged which has traditionally not been the case.

## Thursday 12<sup>th</sup> 10:40am – 11:40am (continued)

### ***Holistic Learning and Classroom Technology in the Language B Classroom***

Student Union II (SUB II), Room 6 & 7

Charis Cephas

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

### ***The Living Museum***

Johnson Center, Third Floor, Room G

Kylie Murray and Trena Weiss-Null

In this workshop educators will explore how to use works of art and museum collections as stimuli for creating engaging theatrical projects that enhance investigation and research. Your students will be able to use theatre to explore ideas through their minds and bodies, which will allow them to delve deeper into your content area. Educators will leave with practical, classroom-ready activities that are easily adaptable for PYP, MYP and DP students and that can be applied to all content areas.

## **The Better Way to Manage your IB Programme!**

Eliminate paperwork, streamline communication and save postage & time.

### **For your Diploma Programme:**

- Create CAS, EE and ToK portfolios
- Record orals and eliminate IA paperwork with built-in forms from the IB's *Handbook of Procedures*

### **For your Middle Years Programme:**

- Collaboratively create MYP unit plans with built-in unit questions, objectives and criterion
- Assess tasks, submit MYP final grades, generate PDF report cards and keep parents informed



**"I couldn't do my job without it."**

**-Steven Elder, Rowland High School**

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Used by over  
**600 IB Schools**

## **Thursday 12<sup>th</sup> 11:50am – 12:50pm**

### ***Advancing Your Career with FAST TRAIN Program***

Johnson Center, Third Floor, Room G

Jennifer Coarts

This session will explore how all of FAST TRAIN's licensure and master's degree programs can advance teachers careers. We will also explain the IB Teacher Award program and how it can be used to become a leader in IB as well as exempt teachers from IB mandated professional development. A brief question and answer session will follow.

### ***An Orientation and Introduction to the PYP***

Johnson Center, Third Floor, Room F

Margy Pittman

This session will serve to introduce participants to the overall philosophical framework of the PYP, the standards and practices, inquiry as a teaching and learning strategy, and the timeline and IB fee structure for Candidacy through Evaluation. This presentation will also explore developing a culture that supports and encourages the PYP program school wide.

### ***New Online IB Courses for the Diploma Programme***

Johnson Center, Third Floor, Room A

Brenda O'Connor

Pamoja Education and the IB recently announced a long-term comprehensive cooperation agreement, covering the development and delivery of more than 30 online courses for the Diploma Programme. Pamoja Education's online courses allow schools to increase (or maintain) subject offerings and scheduling flexibility, while teaching students 21st century skills, which will be useful in the further education and careers. Pamoja will share experiences from its 2009-10 academic year course offerings and provide an overview of the eight new courses starting in September 2010 as well as those planned for the following year.

### ***Going Paperless: Going Paperless: Managing the Middle Years Programs Online***

Johnson Center, Third Floor, Room D

Theodore King

We will introduce our new MYP functions for unit planning, assessment and report cards. Our presentation will cover how to create unit plans online, complete vertical & horizontal planning, provide criterion-based assessment, generate MYP report cards and enhance school-to-home communication.

### ***No Boundaries: Criss-Crossing the Curriculum to Achieve Continuity***

Johnson Center, Third Floor, Room E

Angela German and Jamie Durbin

We will examine the best practices to bridging gaps between MYP middle and high school programs through team teaching and planning to promote continuity.

### ***IB Credit...Or Not: Discussing College with Students and Parents***

Johnson Center, Third Floor, Room C

Kimberley Daly

While university admissions officers often agree that IB students are well prepared for university level work, IB students and parents often have questions about credit for IB coursework. This session will discuss the issues surrounding college credit for IB, provide strategies for talking to senior students and parents, and review research concerning IB and college readiness.

# Welcome to Southside

All Southside venues offer vegetarian options. Eating a balanced diet is simple at Southside - everything one might need for a meal can be found at each location, including beverages and appropriate side dishes. Don't forget to visit After All for your last course!



## **"WITHOUT BOUNDARIES"**

This station features international cuisine. Watch your meal being prepared by one of our chefs, and don't miss our popular homestyle entrees served at this location.



## **"GOLD RUSH"**

Located on the first floor, this venue features sandwiches, made-to-order subs, salads, soups, desserts, and beverages. Take your meal to-go!



## **"4400 GRILL"**

Our chefs prepare a large variety of hot sandwiches, grilled chicken, burgers, veggie burgers, fries, and other student favorites, as well as other delicious entrees and sides.



## **"CHANGING COLORS"**

This venue features 3 stations: a Mediterranean station, an expansive salad bar and soup station, and Worldatarian - a vegetarian/vegan stir-fry station.



## **"PASTAMORE"**

This venue offers a medley of pastas, sauces, and toppings, as well as assorted gourmet thin crust pizzas cooked in the Woodstone Hearth Oven.



## **"WRAPPED UP"**

Sandwiches made-to-order with premium meats and cheeses on great breads, and an assortment of deli sides and delicious hot soups. Make your sandwich a hot one by getting it toasted!



## **"AFTER ALL"**

Our on-staff bakers will be baking your dessert favorites daily - fresh baked pastries and donuts, pies and cakes, cupcakes, cookies and Belgian waffles. Also enjoy soft serve and hand dipped ice cream.

# **IB Mid-Atlantic Academy**

## **SUBJECT Sessions**

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**Thursday 12<sup>th</sup> 9:00am – 10:30am**

### ***Summative Assessments - How to think backwards from the central idea***

Student Union II (SUB II), Rooms 6 & 7

Christina Morgan Christina and Melissa Patterson

Summative Assessment in the PYP: Application of Learning

How can your students show you what they know? We will model the possibilities for summative assessments based on the central idea and lines of inquiry...and how to work backwards from the central idea.

Session attendees are asked to bring with them a planner, so they can work in collaborative groups to come up with their own ideas.

### ***Making the Planners Flow: Weaving State-Mandated Curricula into the PYP***

Student Union II (SUB II), Rooms 2 & 4

Tessa Buchanan

When it comes to including all state-mandated curricula, do you feel like you're trying to force a square peg into a round hole? If so, this session will help you see the planners in a new light. Participants are encouraged to bring their POI, a copy of their state standards in Science and Social Studies, and a partner from their school. In this working session, participants will tweak those "stand-alone" planners and begin integrating them into a tapestry covering all relevant content.

### ***Assessments and Learning in the Language A Continuum***

Johnson Center, Third Floor, Room A

Christy Loop

This session is created to meet the needs of all Language A teachers. Teachers will be exposed to the five year objectives and published criteria for 9th and 10 grade English and interim objectives for 6th-8th. Examples of assessments and models of vertical articulation will be provided. Teachers are strongly encouraged to bring examples of assessments as well.

### ***Language B - From Year 1 to Year 5 and Beyond***

Johnson Center, Third Floor, Room B

Maureen Hunt

In this session, participants will learn more about the moderation process and how to address student assessments throughout the program. Strategies, assessments and materials for all levels will be shared. The session will focus on speaking, writing and reading across the five-year continuum, as we increase the challenge and level of student expectations. Discussions will address the challenges faced by teachers and the skill development necessary for student achievement in the MYP program and beyond.

## **Thursday 12<sup>th</sup> 9:00am – 10:30am (continued)**

### ***Simulated Congressional Hearings in the Humanities Classroom***

Johnson Center, Third Floor, Room C

Kevin Carr

A Simulated Congressional Hearing is a performance-based assessment which allows students to demonstrate their knowledge of the United States Constitution, Bill of Rights and American history. Through research and use of the IB MYP Design Cycle, students examine how the constitution protects the basic rights of all citizens and is still relevant today. Simulated Congressional Hearings promote communication skills and community involvement. Enjoy a live student demonstration and leave this session with a plan of action for implementing a Simulated Congressional Hearing in your school or classroom.

### ***The Three C's of Science Unit Design: Content, Concept, and Context***

Science and Tech, Room: 120

Alexandra Workman

Focusing on the first stage of the MYP Unit Planner is the key to creating a successful IB Science Unit. We will look at how the three C's relate to one another and apply our understanding to craft fun and relevant science units.

### ***Effective Tasks in the MYP classroom***

Johnson Center, Third Floor, Room E

Linda Cable

Teachers will look at the mathematics classroom before and after MYP. We will specifically look at criterion B and D while examining effective tasks for use in the MYP mathematics classroom. Connections will be made to higher level thinking and goals for mathematical thinking in our classrooms

### ***DP Math Strategies***

Johnson Center, Third Floor, Room D

Ghada Jaber

This presentation will cover strategies and approaches to teaching all three levels of IB Math. Ms. Jaber has experience at all three levels and works as an examiner for the IB.

### ***How to Apply the IB Visual Arts MYP Assessment Criteria to Your Program.***

Student Union II (SUB II), VIP II

Airline Liu

This session will help visual arts teachers become comfortable integrating the assessment criteria so that the process is easily adapted. Perfect for new and experienced IB faculty.

### ***Strategies for Teaching Poetry in the IB Program***

Johnson Center, Third Floor, Room F

Lisa Green

The session would focus on several strategies used by the presenter and her colleagues to teach the work of major poets in the IB program. The session would include strategies for reading, discussion and writing (both about poetry and actually writing poetry).

### ***Economic Development in Brazil (for use in HOA)***

Johnson Center, Third Floor, Room G

Kathlyn Berry

A presentation and discussion of how history and geography have influenced the development of northern Brazil.

## **Thursday 12<sup>th</sup> 9:00am – 10:30am (continued)**

### ***Teaching the IB Biology Curriculum***

Science and Tech, Room: 124

Camilla Walck

This session will offer insight into how to effectively deliver IB content to the IB student. It will offer ideas and strategies for teaching IB biology as well overview the IB biology exam process.

### **TOK Examining: Who? What? When? Where? Why? and How?**

Johnson Center, Ground Floor, Gold Room

Carrie Henly

This session will provide participants with an overview of the process of TOK examining from submission of the essays and presentations to the award of marks. It will include discussion about how to interpret scoring criteria as well as providing some demonstration marking.

## **Thursday 12<sup>th</sup> 1:00pm – 2:30am**

### ***Creating a POI***

Student Union II (SUB II), Rooms 6 & 7

Missy Powell- Riedl

This interactive session will actively engage the participants in creating a mock POI and give them practical techniques and strategies that they can employ to develop their own POI.

### ***Inquiry? Across the Curriculum? How do I Make it Work?***

Student Union II (SUB II), Rooms 3 & 4

Tia Tabb and Kristal Shackelford

Unit of Inquiry (using your planners)

-Mapping it Out.

\*SOLs

\*Pacing guided

\*District curriculum

\*IB curriculum

-Making it relevant

Science and Social Studies Connections

-Arts & Crafts

-Integrating Technology

Language Arts Connections

-Witting/Grammar

-Literature

-Integrating technology

Math Connections

-Real life connections

Dramatic Arts Connection

-Music

-Songs/jingles/cheers

-Dance

-Theater

Community Connections

-Parent involvement

-Local & national organizations

At the completion of this seminar you will leave with a tangible idea of how to make inquiry work throughout your entire school day. This workshop will include ideas, lessons, activities, student work samples, pictures, PowerPoint, flip-charts, etc., to show how to make PYP relevant in the lives of life-long learners.

## **Thursday 12<sup>th</sup> 1:00pm – 2:30am (continued)**

### ***Kids Want To Know: Exploring Inquiry Circles***

Student Union II (SUB II), Front Ballroom

Ashley DeSesso and Mary Kay Howard

Participants in this session will explore what inquiry learning looks like in the elementary school classroom. With chapters from *Comprehension and Collaboration: Inquiry Circles in Action* (Stephanie Harvey and Harvey Daniel) serving as a guide, practical applications for introducing various stages and steps of inquiry will be modelled. The session also includes the presentation of live-from-the-classroom footage, showing students and teachers actively engaged in the inquiry process.

### ***Differentiated Instruction in the LA Classroom: Modification, Rigor, & Authenticity***

Johnson Center, Third Floor, Room A

Jenna Lerro

Do you feel pressure to help your students meet state objectives while still making curriculum meaningful? Do you find it difficult to prepare challenging lessons for the diverse students' (i.e. Special Education, ESOL, and GT) needs in your classroom? Participants will explore differentiation strategies that allow for rigorous and holistic approaches to learning in the Language A classroom. You will experience how to effectively create pre-assessments, use data to differentiate lesson, organize learning centers to meet students' needs, and implement authentic MYP assessments that allow all students to be successful. You will leave with a plethora of strategies and handouts that you can immediately implement in your own classroom.

### ***Poetry, Songs and Culture: An approach to teaching Spanish.***

Johnson Center, Third Floor, Room D

Jorge Cordoba

The session will explore how poetry is linked with songs throughout the Spanish speaking countries. At the same time we will show how songs and poems reflect important cultural elements of different countries. As an approach to teaching Spanish it will show how to involve the students in Spanish acquisition by using songs, videos, and poems. The session's vehicular language will be Spanish.

### ***Principles to Practice: MYP Humanities***

Student Union II (SUB II), Front Ball Room

Mary Fee

In this session we will unpack the MYP Unit Planner, review interim objectives, moderated criteria and required assessments tasks. If you are new to teaching MYP Humanities this session will help you understand the basics.

### ***MYP Science: Assess to Impress!***

Science and Tech, Room: 120

Alexandra Workman

In this overview of MYP Science assessment we will explore the six science criteria, how to modify them and discuss formative and summative assessment practices. We will work on designing engaging MYP assessments for your units. Please bring objectives from a unit you are currently teaching to work with.



## **Thursday 12<sup>th</sup> 1:00pm – 2:30am (continued)**

### ***Secrets of a Successful 10-Year IB Math SL/HL Program***

Johnson Center, Third Floor, Room E

Judy Greenblum and Tommie Champ

Teachers from George C. Marshall High School in Fairfax County, Virginia, have a highly successful IB Math program with scores that usually beat the world average. They will share their secrets about curriculum and vertical teaming in a Professional Learning Community, instruction and assessment, and will discuss many of their proven techniques including: how to make sure the students are correctly placed, preparing students (and parents) for adjustment to IB rigor and method, insuring that topics are covered and consistently reviewed, constructing assessments, adjusting the grading scale, conducting practices shortly before the exam and finding resources.

### ***The Continuum of IB Music-Middle Years to Diploma***

Student Union II (SUB II), VIP II

Mary Hughes

It is difficult to know how to teach music classes incorporating Middle Years Programme (MYP) objectives and principles, and still prepare ensembles for superior performances. It would be great if we were able to insure that our MYP music students are set-up to be successful in the Diploma Programme (DP) IB Music classes. This session is designed to help music teachers create a continuum for music in IB schools:

- How to teach band, orchestra, chorus and music appreciation courses “MYP”
- How to teach DP IB Music
- How to prepare MYP music students for success in DP IB Music

### ***Teaching for a Better World: Social Justice in IB English***

Student Union II (SUB II), Back and Middle Ball Room

Kimberley Daly

Citizens in a democratic society should be reflective, moral, and active citizens in a global world (Banks, 2004). Participants in this session will learn about an IB English curriculum developed around social justice and international-mindedness. With each text students build critical reading and thinking skills until after completing IB exams, they are asked to apply what they have learned to self-chosen global issue and then bring it back to a local context, potentially ending in a service experience.

### ***Preparing for the Language A1 Oral Presentation***

Johnson Center, Third Floor, Room F

Jessica Fout

In this session teachers will cover the process to prepare students for Oral Presentation.

The presenter will discuss and share materials related to:

- teaching the scoring rubric
- teaching students how to develop an analytical oral presentation
- guiding students through developing worthwhile topics
- having students prepare and present a full-length practice Oral

Presentation

- teaching students to use peer feedback and self-assessment as they develop their Oral Presentations

Participants will participate in interactive activities to develop sample Oral Presentation topics and give each other feedback.

## **Thursday 12<sup>th</sup> 1:00pm – 2:30am (continued)**

### ***Thematic Approach to Teaching Language Classes***

Johnson Center, Third Floor, Room G

Carolyn Ostermann-Healey and Emily Massey

In this session the presenters will share their experiences using thematic units to combine vocabulary and grammar review while preparing students to approach texts on different topics. They will also explain how their students choose a topic and prepare for the oral IA. In addition, they will discuss how they use vertical articulation in the language classes. Examples will be in German, but concepts can be implemented in all language B classes.

### ***Differentiation Techniques for Use in History Classes***

Johnson Center, Third Floor, Room C

Linda Hughes

A variety of traditional and non-traditional techniques will be discussed for use primarily in history classes although some can be adapted to other disciplines. Sample lessons concentrating on different learning styles will be provided on topics relevant to HOA and Topics classes.

### ***Group 4 Internal Assessments: Structuring Students for Success!***

Science and Tech, Room: 124

Mike Ahern

This session will review the current IB criteria for assessment of the chemistry and Group 4 experimental programme, provide examples of laboratory exercises designed to meet the criteria, and share “best practice” strategies for helping students achieve success in their laboratory IA scores. The session will include lecture, demonstration, discussion among attendees, and practical exercises in assessment. Attendees should gain a better understanding of how to design and assess laboratory activities that will reinforce the curriculum, develop student skills in the IB criteria, and improve teacher/student success in the moderation process. Although the session will be targeted toward IB DP Chemistry teachers, concepts will be applicable to the Group 4 sciences as a whole.

### ***We Are Here/Estamos Aqui: Mapping Our Past and Future***

Student Union II (SUB II), Room 5

Chas Foster

A self-portrait can be a map not only of a face, but of the experiences and aspirations behind it. This presentation offers lessons and resources for guiding students in the creation of a self-portrait that examines their cultures and environments, as well as the basic elements and principles of visual design.

Using examples from contemporary artists who blur the boundaries between map making and fine art, participants will be asked to question their definitions of a self-portrait, and to pay attention to aspects of their everyday lives that yield new ways of representing their past, present, and future selves.

### ***What Do We Teach in TOK Anyway***

Johnson Center, Ground Floor, Gold Room

Carrie Henly

This session will explore the question of just what is the core content of TOK. It will provide one model for understanding the goals of the course and for organizing the content. This session will be useful both for teachers and administrators interested in knowing more about why TOK is one of the core elements in a successful IB program.

**Thursday 12<sup>th</sup> 1:00pm – 2:30am (continued)**

***IB French: Writing Assessments based on Current Francophone Events***

Johnson 2nd Floor 243 Session II

Lori Waugh

This presentation will provide a framework for developing teaching strategies for creative writing techniques of those registers seen most frequently in Language B Paper 2 Assessments. In addition, teachers will have an opportunity to explore francophone subject themes of interest to their own students with an emphasis on development of real and authentic applicable classroom instructional resources.

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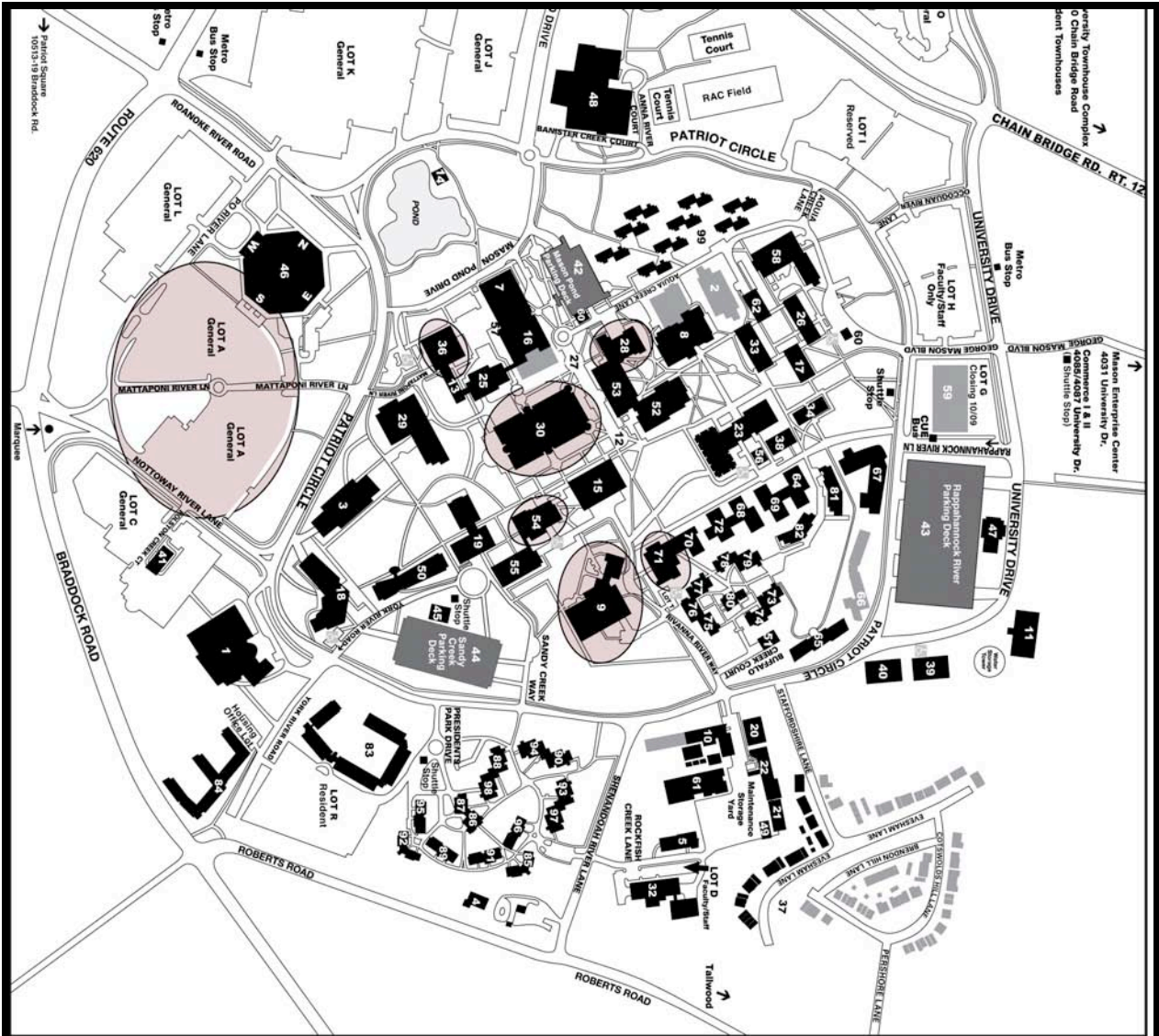
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# MAPS



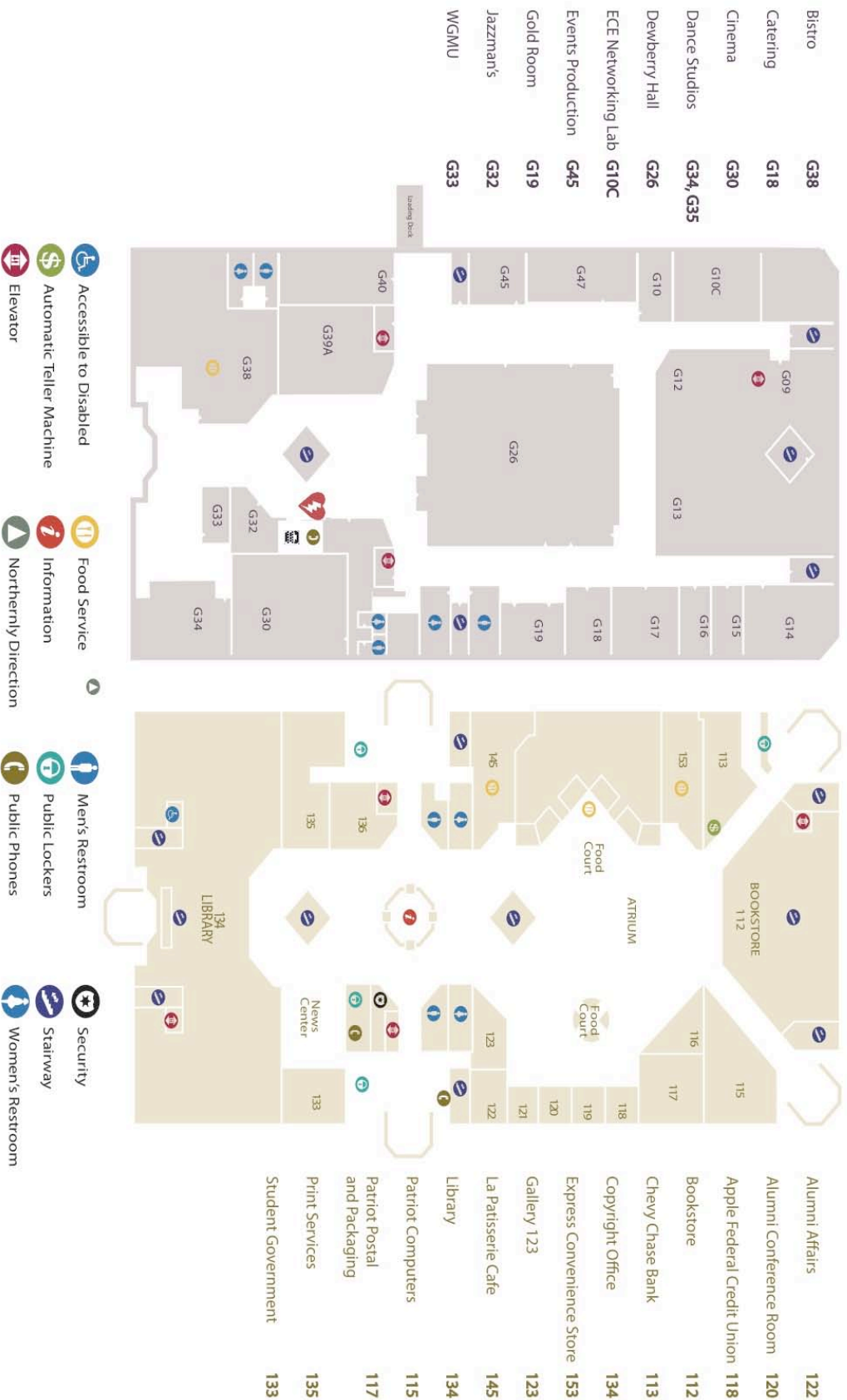
- FAIRFAX CAMPUS MAP KEY**  
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- |   |                                   |
|---|-----------------------------------|
| 1 Aquatic and Fitness Center                      | 51 Rivanna Module                 |
| 2 Aquia Building                                  | 52 Robinson Hall A                |
| 3 Art   | 53 Robinson Hall B                |
| 4 Buchanan House                                  | 54 Science and Tech I             |
| 5 Carow Hall                                      | 55 Science and Tech II            |
| 6 Carry House                                     | 56 South Chesapeake Module        |
| 7 Center for the Arts/Concert Hall                | 57 Theaterspace/Black Box         |
| 8   | 58 Thompson Hall                  |
| 9 Student Union II (SUB II)                       | 59 University Hall                |
| 10 Central Heating and Cooling Plant              | 60 Visitor Information            |
| 11 Child Development Center                       | 61 Warehouse                      |
| 12 Clock  | 62 West Building                  |
| 13 College Hall                                   | 63 West PE Module                 |
| 14 Cross Cottage                                  |                                   |
| 15 David King Hall                                | <b>Residential</b>                |
| 16 de Laski Performing Arts Bldg.                 | Chesapeake                        |
| 17 East Building                                  | 64 Blue Ridge                     |
| 18 Engineering Building                           | 65 Eastern Shore                  |
| 19 Enterprise Hall                                | 66 Hampton Roads                  |
| 20 Facilities Administration                      | 67 Northern Neck                  |
| 21 Facilities Mgmt. Archives                      | 68 Piedmont                       |
| 22 Facilities Management, Customer Service Center | 69 Shenandoah                     |
| 23 Fenwick Library                                | 70 Skyline Fitness Center         |
| 24 Field House and Module                         | 71 Southside Dining               |
| 25 Fine Arts Building                             | 72 Tidewater                      |
| 26 Finley Building                                | <b>Commons</b>                    |
| 27 George Mason Statue                            | 73 Amherst                        |
| 28 Harris Theater                                 | 74 Brunswick                      |
| 29 Innovation Hall E                              | 75 Carroll                        |
| 30 Johnson Center E                               | 76 Dickenson                      |
| 31 Kelley II                                      | 77 Essex                          |
| 32 Krasnow Institute                              | 78 Franklin                       |
| 33 Krug Hall                                      | 79 Grayson                        |
| 34 Lecture Hall                                   | 80 Hanover                        |
| 35 Mason Inn                                      | 81 Commonwealth                   |
| 36 Mason Hall                                     | 82 Dominion                       |
| 37 Masonvale                                      | 83 Liberty Square                 |
| 38 North Chesapeake Module                        | 84 Potomac Heights/Housing Office |
| 39 Northeast Module                               | <b>Presidents Park</b>            |
| 40 Northeast Module II                            | 85 Adams                          |
| 41 Nottoway Annex                                 | 86 Eisenhower                     |
| 42 Parking Deck, Mason Pond River                 | 87 Eisenhower Extension           |
| 43 Parking Deck, Rappahannock                     | 88 Harrison                       |
| 44 Parking Deck, Sandy Creek                      | 89 Jackson                        |
| 45 Parking Services                               | 90 Jefferson                      |
| 46 Patriot Center                                 | 91 Kennedy                        |
| 47 Police and Safety Hdqtr. Complex (RAC)         | 92 Lincoln                        |
| 48 Recreation and Athletic                        | 93 Madison                        |
| 49 Recycling Center                               | 94 Monroe                         |
| 50 Research I                                     | 95 Roosevelt                      |
|   | 96 Truman                         |
|   | 97 Washington                     |
|   | 98 Wilson                         |
|   | 99 Student Apartments             |

Rev. 1/10

# GEORGE W. JOHNSON CENTER

## GROUND FLOOR

## FIRST FLOOR

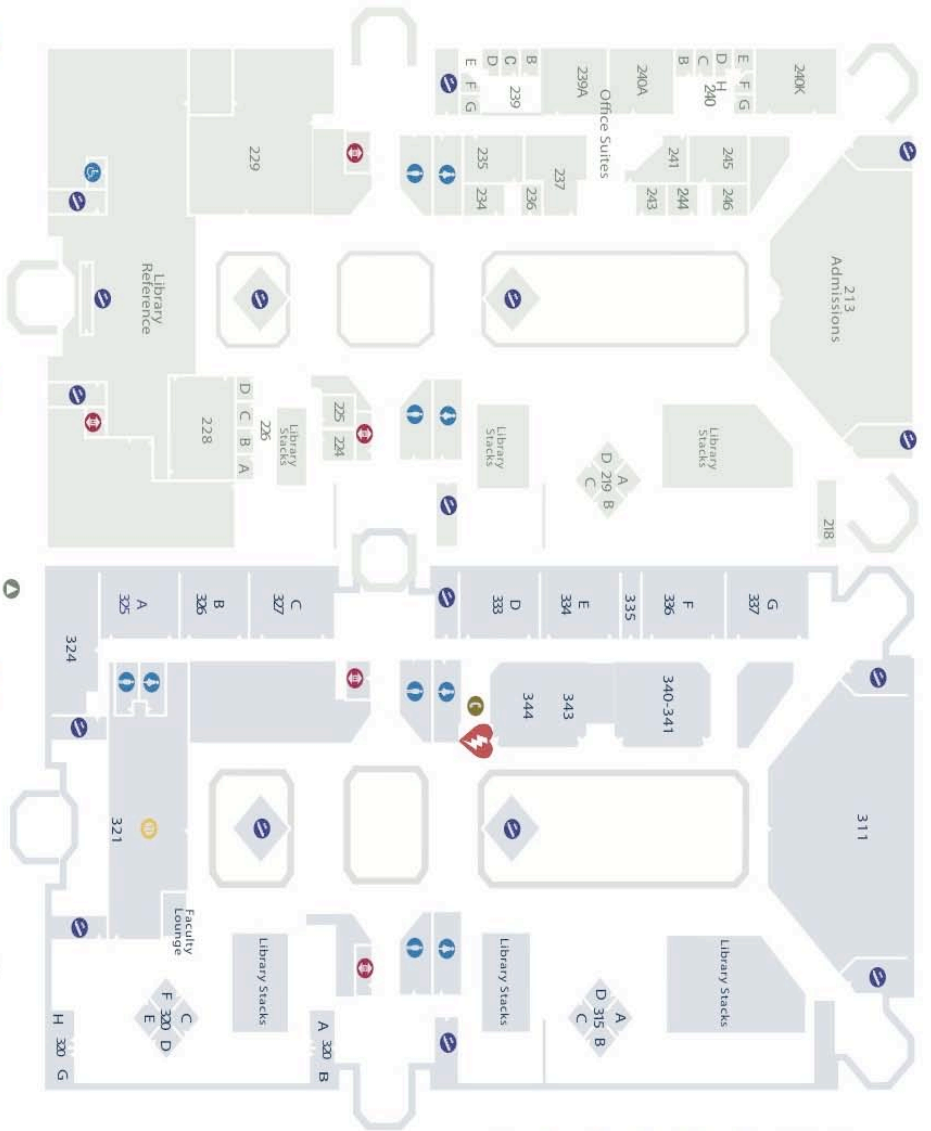


# GEORGE W. JOHNSON CENTER

## SECOND FLOOR

## THIRD FLOOR

- Admissions 213
- African American Stud. Res. Ctr. 240A
- Center for Teaching Excellence 241
- Global Education Center 235
- Paul Robeson Room 240A
- Program Board 237
- STAR Lab 229
- Student Academic Affairs 245
- University Life Programs 239E
- University Scholars 245
- Women's Resource Center 240K



- Collaborative Learning HUB 311
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- Group Study Rooms 315
- Group Study Rooms 320
- Math Learning Center 344
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- Student Centers 324

- Accessible to Disabled
- Automatic Teller Machine
- Elevator
- Food Service
- Information
- Northernly Direction
- Men's Restroom
- Public Lockers
- Public Phones
- Security
- Stairway
- Women's Restroom

# THIRD FLOOR



# STUDENT UNION II DIRECTORY

- |                          |                |                  |                  |
|--------------------------|----------------|------------------|------------------|
| Accessible to Disabled   | Men's Restroom | Security         | Dinning Services |
| Automatic Teller Machine | Public Lockers | Stairway         | Information      |
| Elevator                 | Public Phones  | Women's Restroom |                  |

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