

Summer Academy Session Details: July 28th For all Programmes

Grit and Motivation

Jerry Chris

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

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

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

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

Sherry Levitt and Cheryl Lederle

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

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

Inquiry-provoking fragments of history provide invitations to learning that students simply can’t resist. The Library of Congress offers extensive teaching materials and millions of digitized primary sources that connect to students’ lives and resonate with their natural desire to know and understand the world. After participating in a model inquiry activity, participants will

explore the Library's resources and instructional strategies and leave with ideas for lessons and activities to enrich their classrooms.

Faces of Homelessness: Benefits in Education and Advocacy

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

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

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

Technology in the Classroom: Designing WebQuests and Creating Instructional Videos

Sarah Engel, Special Education Teacher, Robinson Secondary School

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

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

Primary Years Programme Offerings

Provoking Student Action in the Classroom

Allyson Gray, 1st grade teacher, Belvedere Elementary School

Mary Beth Dillane, 5th grade teacher, Belvedere Elementary School

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

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

Using Key Concepts to Unlock Inquiry in Mathematics

Heather Carnaghan, Elementary teacher, Monarch Global Academy

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

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

Connecting to the PYP Planner in Library

Bridget Louder, PYP Coordinator, Belvedere Elementary School

Marcie Atkins, PYP Librarian, Belvedere Elementary School

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

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

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

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

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

Stokes writes with an eye to multidisciplinary, cross-unit collaborative programming and has created numerous museum gallery guides and lesson plans integrating the arts with natural

history, astronomy, math, and environmental science in a series of exhibitions. Having published extensively in African Arts, a peer-reviewed journal, her current research in art therapy resulted in the essay “The Healing Power of Art: art work by Haitian children after the earthquake/A Case Study”, published in Museums and Social Issues: A Journal of Reflective Discourse, Wellness, v. 5, no. 2, Fall 2010, pp.269-274’. She concluded her three-year term on the Advisory Board of Art Education, Journal of the National Art Education Association at the NAEA Chicago 2016.

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

Organizing Your Unit of Inquiry is like Organizing Your Closet!

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

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

Middle Years Programme Offerings

Community Project: How to build a long lasting project

Caitlin Daniels, 8th grade History teacher, Alice Deal Middle School

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

This session will provide participants with the opportunity learn the fundamentals for a successful Community Project. Participants will also have the opportunity to collaborate with

other schools who have successfully completed the Community Project. This is the first step in creating an integrated program and a school culture of service!

MYP to DP English A: A Proposed Continuum Skill- and Knowledge Building in Literature

Kathleen Doyle, IB DP English A Literature Teacher, Department Chair, Islamic Saudi Academy

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

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

Assessment Best Practices in Individuals and Societies

Kip Malinosky, Individuals and Societies teacher, Glasgow Middle School

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

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

Using Critical Thinking and Debate Strategies to Maximize Student Engagement

Susan Reade, History teacher, Robinson Secondary School

Karen Baxter, Reading specialist, Robinson Secondary School

Susan Reade has worked for Robinson Secondary School, a large IB program, for the last 14 years as a middle school social studies teacher and department chair. During her 25 years of teaching experience, she has taught in both general education team-taught programs with special education students, and gifted/talented center-based educational programs. She previously held a position as a resource teacher for Fairfax County's K-6 gifted and talented program where she was responsible for teacher training, educational strategies, as well as direct instruction. Outside

of the public school environment, Susan Reade has been an educational specialist for a technology company where she created and presented teacher training seminars and managed a staff of teacher trainers. During the last five years, she has also supported James Madison University's student intern program as a clinical faculty member.

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

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

Connecting to the Real World: IB Assessments in Individual & Societies

Amy Benjamin, teacher, Glasgow Middle School

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

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

Implementing Project Based Learning to Increase Student Engagement and Inquiry

Nicole Wirth, Science teacher, MacArthur Middle School

Callison Sims, Science teacher, MacArthur Middle School

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

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

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

Project Based Learning and Summative Assessments: Making Math Relevant

Davida Cohen, Mathematics teacher, MacArthur Middle School

Davida Cohen has been a math teacher at an IB World School for 3 years. Her experience at MacArthur Middle School has led her to incorporate Project Based Learning to give real-world answers to the age old question of "When will we use this?"

PBL's and Summative Assessments don't have to be "another thing to do". Make your content relevant through meaningful inquiry. Come see examples of purely Math PBLs and summatives as well as cross curricular PBLs.

The Beast: How to use the IB MYP Design Cycle for Art

Fontaine Rodgers, Art teacher, Westland Middle School

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

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

What are the possibilities in Visual Art? Great MYP process and product

Kimberly Towne, Art teacher, LM Brown Middle School

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

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

Examining the Global Contexts, Using an Inquiry-based Approach

Kim Watson, DP Coordinator, Frederick Douglass High School

Tiyonna Hill, MYP Coordinator, Frederick Douglass High School

Kim Watson serves as the IB Diploma Programme Coordinator at Frederick Douglass High School in Upper Marlboro, MD. She facilitated the candidacy and authorization process for both the Middle Years Programme (authorized in 2011) and the Diploma Programme (authorized in 2013). She taught French in middle school for over ten years, and then at FDHS for eight years, before becoming an IB Coordinator. Her undergraduate degree is from the University of Missouri, and her master's degree in administration and supervision is from Johns Hopkins University.

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

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

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

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

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

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

Diploma Years Programme Offerings: including CP

Adding CP to a DP School

Laurie Ainsworth, DP and CP Coordinator, Rockville High School

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

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

The Core

Ethics in the Theory of Knowledge

Carolyn Henly, ToK and English teacher, Henrico High School

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

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

How can we best coordinate EE for student success?

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

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

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

TOK in the Subject Areas--What Teachers Need to Know

Carolyn Henly, ToK and English teacher, Henrico High School

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

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

Group One

DP Language and Literature Buffet

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

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

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

Stacey Adams teaches IB Language and Literature Year 1 at Mountain View High School in Stafford, VA. Mrs. Adams earned her BA in English from Virginia Tech, her MA in English

Education from Wright State University, and her Post Masters in Educational Leadership from Mary Washington University.

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

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

Jennifer Fulton, English teacher, Robinson Secondary School

Jennifer Kathryn Fulton has been teaching IB English 1 in Fairfax County for the past nine years. She currently teaches IB English 1 and English 11 at Robinson Secondary School where she also serves as the High School English Department Chair. Prior to teaching in FCPS, she taught in Spotsylvania County Schools. She earned her B.A. in English and Secondary Education from Mary Washington, and she earned her M.A. in English Literature from George Mason University.

By imbedding supplemental activities such as “Mindful Monday,” “Museday Tuesday,” and “Free Reading Friday” into the classroom routine, IB English teachers can reflect even more on their practices and actually do more with seemingly less. We want students to develop both a reading and a writing life, and we recognize that students need to be in a healthy place mentally and emotionally before they can focus on the skills we’re teaching. These 15-20 minute supplemental activities imbedded in the classroom routine emphasize student choice, mindfulness, and reflection, while also promoting students’ well-being and confidence as well as classroom community.

Prepping for IB English Oral Exams

Jamie Childs, English teacher, Edgewood High School

Kasey Chisholm, English teacher, Edgewood High School

Laura Childs is the IB English HL 1 teacher and Department Chair at Edgewood High School, she has been teaching for 10 years at Edgewood, 5 of them with the IB Program. In addition to leading sessions about discussion techniques, enriching rhetoric, and using Turnitin.com as a tool in IB classes, she has been an IB test examiner for the past three years. She examines for Paper 1 and English Extended Essay.

Kasey Chisholm is the IB English HL 2 teacher at Edgewood High School, this is her third year with the IB Program. In addition to leading sessions about discussion techniques and using Turnitin.com as a tool in IB classes, she is an IB test examiner for Paper 2 and Written Assignment.

In this session, participants will have the opportunity to look at strategies, models, and effective uses of technology to prepare their students for the IB English Oral Exams. Specifically, strategies for the IOP, the IOC, and the Interactive Orals.

Using Disney to Teach Literary Theory and Criticism

Cristina Foss, teacher, Oscar Smith High School

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

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

What Makes for an Excellent Oral Assessment in English A1HL?

Carolyn Henly, ToK and English teacher, Henrico High School

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

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

Group Two

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

Rachel Thompson, Spanish teacher, Princess Anne High School

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

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

Incorporating art into IB Spanish

Liliana Maldonado Mendez, Spanish teacher, Washington Lee High School

Liliana was born and raised in Puerto Rico and received a Bachelor's Degree from the Catholic University of Puerto Rico, and a Master of Arts Degree in Foreign Language Education from

Syracuse University. She is a National Board Certified Teacher and has been a Spanish teacher for 27 years. She hopes to continue teaching for many more years since teaching is her passion. Liliana has taught Spanish 1,2,3,4, AP, and Fluent Speakers and is currently a teacher at Washington Lee High School in Arlington VA, which is an IB school. She has been teaching Spanish B SL and HL for four years, and Abinitio for three years. She has traveled to Spain twice with her middle school students, and to Costa Rica twice with her high school IB students as part of an exchange program.

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

An Integrative Approach to Theater in the Spanish B Classroom

Maria-Eugenia Tanos, Spanish teacher, Washington-Lee High School

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

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

Group Three

Applying Theory of Knowledge in IB History through Reflective Writing

John Sherry, History and ToK teacher, Robinson Secondary School

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

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

Group Four

Teaching science with algorithmic thinking - spreadsheet modeling

Stephen Bartlett, IB Physics and Computer Science teacher, Robinson Secondary School

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

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

Strategies & Reflections on IB Computer Science in the New Curriculum

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

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

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

Group Five

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

Julia Hiles, Math teacher, Robinson Secondary School

Julie has taught IB Math SL and Geometry and James Robinson Secondary School for 8 years. She also taught TOK for two years, which was a challenging, but rewarding experience. In past summer academies, she gave presentations on incorporating math content into the TOK course. Recently, she went to training for Category 2 Math SL instructors in Portland, OR. All three of her children are IB Diploma graduates (a credit to them more than her!). This has given her valuable insights regarding time management for students, student acquisition of the material, and appropriate methods of assessment and instruction.

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

Infuse STEM-based projects in your Mathematical Studies SL course.

Michelle Ming, Math teacher, Archbishop Carroll High School

Michelle Ming began teaching in 1987 and then left traditional classroom teaching to pursue Software Test Engineering (STE) in 1994 and non-traditional classroom experiences. Returning to the traditional classroom in the Fall 2011 after gaining experience as an STE, corporate trainer and Technology Coordinator, provided Ms. Ming with the basic understanding of how to integrate Science, Technology, Engineering and Math (STEM) ideas. After Ms. Ming received Project-Based Learning (PBL) training from Carnegie Mellon University instructors, Ms. Ming developed STEM-based projects using past work experience and training. Ms. Ming received training in STEM from the Naval Academy SET Sail Teacher Development summer program and IB Category MS SL training in New Mexico; both in the summer of 2014. She has been teaching IB Mathematical Studies for 3 years.

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

Math Studies Activities and Tips

Colleen Conwell, Math teacher, Robinson Secondary School

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

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

Group Six

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

Dale Placek, DP Coordinator, Film and Theatre teacher, The Academy of the Holy Cross

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

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

Incorporating IB Film Thinking into Your IB Class

Pierce Bello, Film teacher, Marshall High School

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

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

DP General

Designing an IB Grading System to improve participation and IB Scores

Matt Axelrod, DP Coordinator, Marshall High School

Tim Kane, Assessment Coach/Teacher, Marshall High School

Sean Rolon, Assessment Coach/Teacher, Marshall High School

Dean Wood, Teacher, Marshall High School

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

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

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

#IBMachat: How to Leverage Twitter for Amazing Professional Development

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

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

training for Approaches to Learning/Approaches to Teaching. Find Lisa on Twitter: @renard_spicer.

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

Being an Effective Pedagogical Leader

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

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

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

Counseling to support IB Programs: A district-wide approach

Deborah Guillen, Director of Student Services, Thomas A. Edison High School

Erin Sikes-Thurston, Assistant Principal, Lee High School

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

Erin Sikes-Thurston is the High School Specialist for Advanced Academics in Fairfax County Public Schools. She is the district administrator that supports the FCPS IB Schools' Directors of Student Services through facilitating their collaborative learning team. She delivers district wide professional development supporting critical and creative thinking which supports IB standards and practices. One of her main roles in her current position is to support schools as they provide open access to the International Baccalaureate program through data analysis and student

program implementation. She has attended IB Conference of the Americas and the IBMA networking session.

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

IB School Counselor: Becoming an Essential Part of the Team

Carrie Klimes, School Counselor, Old Mill High School

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

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

Stress Management for IB students -- and their Coordinators

Marie Turner, DP Coordinator, South Lakes High School

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

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

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

Cory Miller, University Counseling Coordinator, Branksome Hall

Cory Miller is the University Counselling Coordinator at Branksome Hall, an IB girls' school in Toronto. She has been involved with the IB Diploma and Middle Years Programs for the past 15 years as a guidance counselor, CAS coordinator and MYP/DP French B teacher. Cory formerly worked in IB international schools in Singapore, Turkey and Brazil. She has extensive experience placing students in US, UK, European and Canadian universities. Cory is currently an executive board member of NACAC and the International Association of College Admissions Counselling and presently serves on NACAC's Student-Athletes Advisory Committee. She is a workshop facilitator at the annual IACAC summer conference and has attended the IB Conference of the Americas. Cory brings thorough knowledge of how to support students through the university admissions process and connect IB graduates to the next step in their academic careers.

This session will familiarize participants with the parallel university application process students navigate while in the midst of a rigorous IB diploma program. This workshop will provide an overview of application timelines and how they coincide with the IB workload, partnership opportunities for IB teachers and college counselors, awareness of IB-relevant post-secondary opportunities globally, and highlights of how to make IB stand out in a student's university application. This session format will be interactive in style, whereby participants will be encouraged to ask questions and deepen their understanding of how best to support an IB student's university planning journey.