



Third Annual IB-MA Summer Academy

August 10-11, 2011
Annapolis, Maryland
Annapolis High School



AFFORDABLE PROFESSIONAL
DEVELOPMENT THAT COVERS
THE FULL IB CONTINUUM

www.IBMidAtlantic.org



IB Mid-Atlantic Member Schools

Virginia

Annandale High School (MYP)(DP)
Antietam Elementary School (PYP)
Atlee High School (DP)
Brooke Point High School (DP)
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Carlisle School (MYP)(DP)
Clarke County High School (DP)
Dumfries Elementary School (PYP)
David A. Dutrow Elementary School (PYP)
Edgar Allen Poe Middle School (MYP)
Ellen Glasgow Middle School (MYP)
Ellis Elementary School (PYP)
Fairfield Middle School (MYP)
Featherstone Elementary School (PYP)
Francis C. Hammond 1 Middle School (MYP)
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)
Granby High School (DP)
Hampton High School (DP)
Hanover High School (DP)
Henrico High School (MYP) (DP)
Islamic Saudi Academy (DP)
James River Elementary School (PYP)
J.E.B. Stuart High School (MYP) (DP)
Jefferson-Houston School for Arts and Academics (PYP)(MYP)
J.E.J. Moore Middle School(MYP)
King's Fork High School (DP)
Langston Hughes Middle School (MYP)
Lee-Davis High School (DP)
Lindsay Middle School(MYP)
Lucille Brown Middle School (MYP)
Mary Passage Middle School(MYP)
Meadowbrook High School (DP)
Midlothian High School (DP)
Midlothian Middle School (MYP)
Mills E. Godwin Middle School (MYP)
Mount 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)
Walt Whitman Middle School (MYP)
Warwick High School (DP)
Washington-Lee High School (DP)
York High School (DP)
Yorktown Middle School (MYP)

Maryland

Albert Einstein High School (DP)
Annapolis High School (DP)
Annapolis Middle School (MYP)
Baltimore City College (MYP) (DP)
Baltimore International Academy (PYP)
Bethesda Chevy Chase High School (MYP) (DP)
Central High School (DP)
Chevy Chase Elementary School (MYP)
College Gardens Elementary School (PYP)
Crossland High School (DP)
Edgewood High School (DP)
Francis Scott Key Middle School (MYP)
Frederick Douglass High School (MYP)
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 (MYP)(DP)
Milford Mill Academy (DP)
Newport Mill Middle School (MYP)
North Chevy Chase Elementary School (MYP)
North Hagerstown High School (DP)
Old Mill High School (MYP) (DP)
Old Mill Middle School North (MYP)
Our Lady of Good Counsel High School (DP)
Parkdale High School (DP)
Richard Montgomery High School (MYP) (DP)
Rockville High School (DP)
Saint James Academy (MYP)
Seneca Academy (PYP)
Seneca Valley High School (DP)
Silver Spring International(MYP)
Springbrook High School (DP) (MYP)
St. Mary's Ryken High School (DP)
St. Paul's School (DP)
St. Timothy's School (DP)
Suitland High School (DP)
The Academy of the Holy Cross (DP)
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 Mathematics Science Technology Public Charter School (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 10-11, 2011

Asheesh Misra
President

Laura Lane
President-Elect

Kerri Lancaster
Diploma Program V.P.

Frangiska Lewis
Middle Years Program V.P.

Janet Parker
Primary Years Program V.P.

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Member at Large

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Executive Consultant

Brian Bassett
Academy Chair, Past President

Dear IBMA Educators,

“Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it’s the only thing that ever has.”

-Margaret Mead

This quotation is at the heart of our work as IB educators. Our K-12 programs aim to “encourage students around the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.” To promote these ideals within well-established school cultures is hard work. We as teachers, counselors, coordinators and administrators are at the center of challenging the traditional classroom with a dynamic model of holistic education. To successfully transform our schools is to change the world.

In 2009, Brian Bassett, then President of IBMA, furthered our progress towards change by proposing the first IBMA Summer Academy. Brian understood that the IB organization relies on the high level of expertise within the mid-Atlantic region to support its objectives worldwide. Thus, IBMA needed to tap into our vast network of human resources and create a venue that allowed our teacher leaders to share best practices. Today, we celebrate the start of IBMA’s third annual Academy.

The 2011 IBMA Academy promises to further our progress towards a holistic model of education. Presentations range in diversity from a focus on internationalism in the curriculum to developing models of assessment that emphasize risk-taking. In addition, the growing partnership between IB Americas and IBMA is evident from the participation of six global IB leaders in this year’s Academy. Outside organizations, *Education First*, *Touchstones*, *Pamoja Education*, *Hodder Education*, *IB Source*, *International School Services*, *George Mason University’s FAST TRAIN Program*, and *the American Red Cross*, are present to share their leadership and expertise as well. The diversity of presenters and topics ensures that our practices will be challenged over the next two days.

This learning opportunity would not have been possible without support from our generous sponsor, Anne Arundel County Public Schools. In particular, IBMA would like to thank Mary Austin, AACPS District IB Coordinator and our hosts, Annapolis High School Principal Donald Lilley and IB Coordinators Kristina Korona and Nancy Heiles.

Finally, I would like to thank each and every educator that has dedicated precious time to join us for the third annual IBMA Academy. Our organization is only as good as the volunteer educators that are willing to take a lead in sharing and seeking continuous improvement. We hope that the 2011 IBMA Academy will inspire your work as you plan for the 2011-2012 school year.

Sincerely,

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



Welcome to the 2011 IB Mid-Atlantic Academy

Wednesday, August 10, 2011 **Event**

10:00 am – 12:00 pm	Pre-Conferences: PYP and MYP Unit Planners and DP Support
12:00 pm – 1:00pm	Pre-Conference Session Lunch
1:00 pm – 3:00pm	Pre-Conference: PYP and MYP
1:00 pm – 4:00pm	Pre-Conference: DP Developing Support Systems

5:00 pm – 5:45 pm	Academy Registration
5:45 pm – 6:45 pm	Subject Roundtables
6:45 pm – 7:00 pm	BREAK (Beverages & Snacks in Exhibition Hall and in Second Floor Science Wing)
7:00 pm – 8:30 pm	General Session I

Exhibition Hall Open from 5:00pm – 8:30pm

Thursday, August 11, 2011 **Event**

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

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

**BREAKFAST AND LUNCH WILL BE SERVED IN THE FIRST FLOOR
DINING FACILITIES. PLEASE SEE PAGE 34 FOR MORE DETAILS**

IB Mid-Atlantic Academy Pre-Conference Sessions

Wednesday, August 10, 2011 10:00am – 3:00pm

Developing Support Systems for Stressed-Out IB Diploma Candidates

Media Center (Second Floor)

Dr. Jerusha Conner

This pre-conference seminar will engage IB Diploma Coordinators and School Counselors in identifying, designing, and preparing to implement school level policies and practices that will support high school students in managing the academic stress they may experience as a result of participating in the rigorous IB Diploma Program. Workshop participants will learn about and connect the research on both academic stress and on IB students; develop an understanding of strategies they can use to collaborate with other stakeholders (administrators, teachers, parents, and the students themselves) to ensure the socio-emotional and intellectual wellbeing of these students; and construct a site-specific action plan that incorporates knowledge and tools gained in the workshop. Activities will allow participants to share ideas across sites and to build a sense of common purpose, as they work together to address the problems associated with chronic student stress at their schools. Special attention will also be paid to supporting students in undertaking the Extended Essay. Finally, participants will learn about Challenge Success, a research and intervention project, based at Stanford University, which offers resources and programs to mitigate student stress, while increasing engagement, health, and academic integrity.

Dr. Jerusha Conner is currently a professor of education at Villanova University with a focus on Educational Policy, Diversity and Inclusion and Instructional Leadership. She is an Advisory Board member for Research and Policy, Challenge Success (www.challengesuccess.org), an organization associated with Stanford University, which focuses on stress among secondary students. Dr. Conner has published her work in multiple publications such as Educational Leadership (<http://www.ascd.org/publications/educational-leadership/dec09/vol67/num04/Success-with-Less-Stress.aspx>), the Journal of Adolescent Research, and the International Journal of Leadership in Education among many others. She received her Ph. D. at Stanford University.

Developing Meaningful Unit Planners - A Pre-conference Session for PYP and MYP Teachers

Room 203 (Science Hallway)

Frangiska Lewis, MYP Coordinator & Libby Rogovoy, PYP Specialist

Description:

Developing meaningful content within the framework prescribed by the IB and state and county requirements is one of the biggest challenges that face any teacher working in the Primary Years and Middle Years Programmes. This pre-session will focus on developing quality unit planners by identifying concepts. Concepts are considered the big idea of the unit. They bring focus and depth and lead students towards enduring understandings. Planning units in this way will make for authentic “interdisciplinary (MYP) and transdisciplinary (PYP)” connections. The first part of this session will explore concept-based curriculum and its value within the IB framework. The latter part will be devoted to working on all the stages of the PYP and MYP planners to develop powerful and meaningful units.

Mrs. Frangiska Lewis holds a master’s degree in Curriculum and Instruction from Loyola College in Maryland and a graduate certificate in Administration from The Johns Hopkins University. She has earned an undergraduate degree in History and Classical Archaeology from the State University of Athens, Greece. Mrs. Lewis has been an educator for 25 years, the last five in MCPS as a resource teacher and IB coordinator. Currently, Mrs. Lewis is the IB MYP coordinator at Springbrook High School. Mrs. Lewis teaches the Theory of Knowledge course to seniors in the IB Diploma Programme. She has coordinated MYP for four years and is an IB trained workshop leader, authorization and evaluation visitor, and consultant. Mrs. Lewis serves on the board of the Mid-Atlantic Association of IB World Schools.

Mrs. Libby Rogovoy holds a master’s degree in Administration and Supervision from Hood College. Her bachelors’ degree is in Elementary Education and a B.S. in Communications from Richard Stockton College of New Jersey. She holds a Maryland teacher certification for Grades K-8. Mrs. Rogovoy has taught in elementary and middle school classrooms. She coordinated the first Primary Years Programme in the state of Maryland for five years. She is an IB trained workshop leader, authorization and evaluation visitor, and consultant. Mrs. Rogovoy is also a board member for the Mid-Atlantic Association of IB World Schools. Currently, she is an IB Instructional Specialist in the Division of Accelerated and Enriched Instruction in Montgomery County Maryland.



Your Global Education Partner For students—and educators

EF Education First, the world leader in international education, partners with your school to provide students with unparalleled international experiences that are truly reflective of International Baccalaureate teaching and learning. EF offers a variety of international student tours that explore the world through cultural immersion, language learning and service learning. Visit eftours.com to find an opportunity for your IB students.



EF Professional Development Tours are a unique way to meet IB professional development requirements. During these IB-recognized category 3 workshops you will learn about educational practices in other countries and have the opportunity to travel with IB educators to share best practices.

EF and IB are pleased to announce two study tours for educators in 2012—IB Inquiry into China and IB Inquiry into Peru. These workshops will include educational visits to IB World Schools and cultural and historical sites. Pre- and post-tour sessions help teachers find rewarding and innovative ways to bring international-mindedness to their classrooms and communities.



*IB Inquiry into China:
Beijing, Xi'an, Hong Kong*
10 days | June 10-19, 2012
Special conference pricing \$2,495*

Educational highlights:

- Visit an IB World School in Beijing
- Great Wall of China
- Terracotta Warriors Complex
- Tiananmen Square

*Special conference pricing available until August 15, 2011

*IB Inquiry into Peru:
Land of the Inca*
10 days | June 21-30, 2012
Special conference pricing \$2,995*

Educational highlights:

- Visit an IB World School in Lima
- Machu Picchu
- Sacred Valley of the Incas
- 2 days of service learning activities

For more information visit our booth in the exhibit hall or contact EF Professional Development at 1-800-872-8439 or pdtours@ef.com.

IB Mid-Atlantic Academy Round Table Sessions

Wednesday, August 10, 2011 5:45pm – 6:45pm

Diploma Program Round Table

Facilitators: Kerri Lancaster, *IBMA Diploma Programme Vice-President*, Alicia D'Urbano, *IB Americas Regional Manager for the Diploma Programme*, Paul Campbell, *IB Americas Head of Regional Development*

Cafeteria

Middle Years Program Round Table

Facilitators: Frangiska Lewis, *IBMA MYP Programme Vice-President* & Ted Williams, *IB Americas Regional Manager for the MYP Programme*

Auditorium

Primary Years Program Round Table

Facilitators: Janet Parker, *IBMA PYP Programme Vice-President* & Michael Clifton, *IB Americas Regional Manager for the PYP Programme*, Elizabeth Rogovoy, *IBMA Member at Large*

Media Center (Second Floor)



TOUCHSTONES
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Building critical thinkers & collaborative leaders

The **Touchstones Discussion Project** method and educational curriculum align strongly with the IB Theory of Knowledge core requirements.

Touchstones discussions **build** evaluation skills, **strengthen** student engagement, **explore** presuppositions and assumptions, **develop** understanding of our own and diverse cultures, and **foster** appreciation for multiple perspectives in a dynamic and interconnected world.

Since 1984, more than a million students have experienced the interpretive nature of knowledge, investigated the relationship of the individual to community, shared examination of ideas, and practiced collaborative leadership through Touchstones discussions.

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General Session

Wednesday, August 10, 2011 7:00pm – 8:30pm

IB Americas Update: Diploma Programme New Standards and New Programme Evaluation

Room 209

Alicia D'Urbano, IB Americas Regional Manager for the Diploma Programme

This session will engage DP educators with the new IB standards and practices, the new authorization and evaluation processes and other regional changes.

*Ms. Durbano is currently the Regional Manager for the Diploma Programme. She began working for the IB in February 2002, first in the Buenos Aires office, then in New York and now in the Bethesda Global Center. Before becoming an IB staff member, Alicia was ITGS deputy chief examiner, workshop leader and IB ITGS teacher for 11 years. Alicia has a degree in Business Administration from the University of Buenos Aires and attended the specialization in educational administration at the Torcuato Di Tella university in Buenos Aires. She also taught at Buenos Aires University and co-authored a book on the application of information technology in education, published in 1985 by El Ateneo. At present, Alicia oversees the authorization and evaluation of DP schools in the Americas region and is involved with the training and ongoing support of DP educators in the region.
Room 209 (Second Floor Science Hallway)*

IB Americas Update: MYP New Standards and New Programme Evaluation

Ted Williams, IB Americas Regional Manager for the MYP Programme

Room 208

This session will engage MYP educators with the new IB standards and practices and will highlight how the new standards and practices will impact educator roles and the programme evaluation process.

Ted Williams is the Regional Manager for the Middle Years Programme at IB Americas in Bethesda, Maryland. He received a BA degree in Physical Education and his MAE degree in Education from Ball State University. Ted has worked as an educator throughout his professional career. During his teaching career he has been a classroom teacher, coach, Dean of Boys, Assistant principal, MYP coordinator and served on numerous committees and boards. Ted is now in his second year as a MYP manager, he oversees the authorization and evaluation of MYP schools in the Americas region, and is involved with the training and ongoing support of MYP IB educators in the region.

IB Americas Update: PYP New Standards and New Programme Evaluation

Michael Clifton, IB Americas Regional Manager for the PYP Programme

Room 210

In this session, we will examine the new IB standards and practices, the new authorization and evaluation processes, and other regional changes.

Michael Clifton is currently the Regional Manager for the Primary Years Programme at IB Americas in Bethesda, Maryland. He received his bachelor's degree in French Language and Literature and his master's degree in Education from the University of Florida. From 1998 to 2006 he taught French and ESL in the US, Turkey and South Korea. During his teaching career he served on several educational committees and led professional development courses for ESL teachers at international schools. Now in his sixth year as a PYP manager, he oversees the authorization and evaluation of PYP schools in the Americas region, and is involved with the training and ongoing support of PYP volunteers in the region.

General Session (continued)
Wednesday, August 10, 2011 7:00pm – 8:30pm

Moving Beyond the Five F's Toward International Mindedness

Suzanne Johnson, MYP Coordinator, Beville Middle School

Room 207

What are some practical ways of incorporating internationalism into our school? How can we avoid the dreaded five F's? This session will answer those questions and discuss how to develop more internationally minded students and staff. Participants will also be asked to share creative ways in which internationalism is already demonstrated at their school.

Using Touchstones Discussions to Build Critical Thinking and Leadership Skills

Emily Mawhinney, Upper School History Teacher, St. Paul's School for Boys & Howard Zeiderman, Professor, St. John's College

Room 206

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

Create Locally, Act Globally

Emily Miller, MYP Arts Teacher, Annapolis Middle School

Room 205

Last year, Annapolis Middle School students raised over \$1000.00 for the Haitian Relief efforts by creating artwork. Teaching students how to use their talents for the good of their local and global communities is central to building an MYP culture. Community and Service in an MYP Arts classroom encourages the positive social growth and development of students and is interdisciplinary in nature. Through creating and offering socially-minded artwork in exchange for donations, students will become caring and responsible members of the community. Participants will walk away with tips for making community connections, creating avenues for the display of student artwork, and developing ideas for community outreach in their area.

General Session (continued)

Wednesday, August 10, 2011 7:00pm – 8:30pm

From TOK to a Global Outlook

John Hawes, TOK Teacher, Annandale High School, Fairfax County Public Schools

Room 204

The session will consider a variety of ways within the TOK program to stimulate deeper student understanding and appreciation of the multiple potentially valid viewpoints current in today's global environment, through the use of readings, discussions, exercises, and film.

Pamoja Online

Brenda O'Connor, Schools Relationship Manager, Pamoja Education

Room 203

This presentation will feature an overview of Pamoja Education's online IB courses. Working in close cooperation with the International Baccalaureate®, Pamoja Education offers a wide range of top quality online IB courses. Soon commencing its third academic year, Pamoja Education serves IB students and IB World Schools® in 37 countries around the world. Pamoja Education's online Diploma courses represent the very best in online pedagogy: courses are student-centric but teacher-led, designed to promote rich student-teacher and student-student interaction.

Online IB courses



Pamoja Education continues to expand its range of two-year online IB courses, adding new courses each academic year. The following courses are for the May exam session and are planned for delivery in September 2011:

Group 2

Spanish *ab initio*

Group 3

Business & Management SL
Economics SL
Economics HL
ITGS SL
ITGS HL
Philosophy SL
Psychology SL

Group 5

Mathematics HL

Group 6

Film SL

What the students say...

'The best thing about this course was the freedom. It gave me the opportunity to learn a subject that was not offered at my school.'

Online student in IB Economics SL

'Having students from different countries allowed for greater diversity and sharing of ideas.'

Online student in IB Economics SL



Our online IB courses provide the following benefits to students and IB World Schools:

- Students have a **wider range of subject choices**
- Students can **develop 21st century learning skills and collaborate online with classmates from around the world**
- Schools have **greater scheduling flexibility**
- Schools are able to **address last-minute situations** such as unexpected **transfer students**

Pamoja Education Limited
Oxford
United Kingdom

Get course information: www.pamojaeducation.com
✉ admissions@pamojaeducation.com
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General Session (continued)

Wednesday, August 10, 2011 7:00pm – 8:30pm

Integrating Areas of Interaction Seamlessly

*Raegan Ray, MYP Grade 7 Science Teacher, Beville Middle School
Room 202*

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

PYP: “All Good Writers” Art & Illustration

*Gary Cousin, PYP Teacher, College Gardens Elementary School
Room 211*

This living unit has been established and revised collaboratively with ongoing input from students, parents and staff. It cultivates the students' ability to create a detailed coherent account of actual personal experiences by describing them verbally, in written format and through illustration. These essential media are combined in describing first hand experiences as perceived through the senses. The visual portion requires that students represent humans etc. in a setting using shapes rather than lines (stick figures). The literary portion requires related text be connected to the illustrations. This art unit facilitates a synthesis of memory, writing skills and visual representation.

2012 IB-MA College FAIR
APRIL 24, 2012
BRINGING TOGETHER IB STUDENTS FROM THREE STATES AND THE DISTRICT OF COLUMBIA
Bender Arena, American University, Washington, DC
Time: 5:30-8:30 p.m.

The Mid-Atlantic Association of IB World Schools

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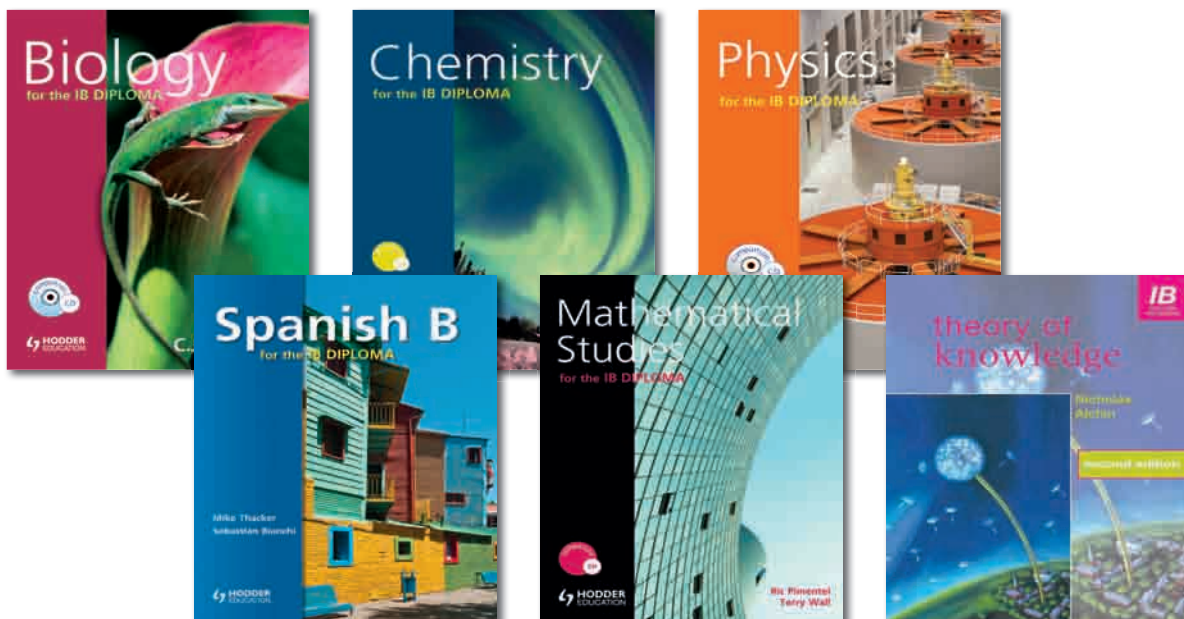
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ASSOCIATION OF IB WORLD SCHOOLS

"The IB standards demonstrate a very high degree of alignment with the Knowledge and Skills for University Success (KSUS) standards in all subject areas. In addition, many of the individual IB standards are at a level more advanced than entry-level college courses."

David Conley and Terri Ward, Educational Policy Improvement Center, Eugene, Oregon, USA

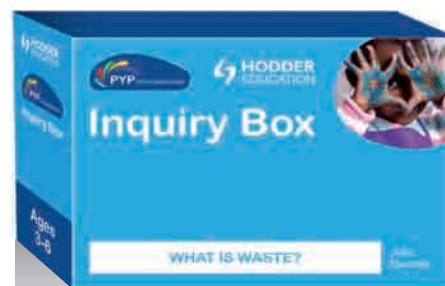
The best resources for the International Baccalaureate



PYP Springboard is a new series for teachers and students of the International Baccalaureate® Primary Years Programme. It is the best resource to help you implement the PYP successfully, and to give your students the full breadth of high quality inquiry learning. Edited by well-respected PYP expert Simon Davidson.

18 age appropriate inquiry boxes each including:

- Approximately 15 mixed-ability fiction and non-fiction books to enable students to practise research skills and explore their own lines of inquiry within the unit
- A Teacher's Manual which gives guidance and practical suggestions on how to deliver the unit of inquiry



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frances.aizlewood@hodder.co.uk

www.hoddereducation.com

Subject Session

Thursday, August 11, 2011 9:00am – 10:30am

Introducing the IB Career-related Certificate (IBCC)

Natasha Deflorian, IB Americas Outreach Services Associate & Paul Campbell, IB Americas Head of Outreach and Development

Room 211

The IBCC incorporates the educational principles, vision and learner profile of the IB into a unique offering that specifically addresses the needs of students who wish to engage in career-related education. The IBCC enables schools to widen participation and expand access to an IB education, which prepares students for flexibility and mobility in a range of employment opportunities and stimulates lifelong learning. This session explores the nature of an IBCC education and what it means for students, teachers, schools and districts.

Using Art and Literature to Deepen Understanding in the English Classroom

Lisa Holden, IB English Teacher, Washington International School

Room 208

Visible Thinking, a program developed at Project Zero, refers to any kind of observable representation that documents and supports the development of an individual's ongoing thoughts, questions and reflections. Using Visible Thinking routines, the instructor, a high school English teacher, will demonstrate ways she has helped students in the IB A1 English Diploma program to develop thinking dispositions that foster more thoughtful reflection. The guiding question for this course is: How do you encourage students to focus on the details of a text in order to shape meaning. This exploration will include strategies for using routines to engage with a text, as well as to deepen understanding at different points in the unit, in addition to viewing samples of student work.

Changes in the IB Diploma Program - Language A

Jan Van de Riet, IB DP Coordinator, Language A and B Teacher, Washington International School

Room 210

This session will provide an overview of the changes in the Language A curriculum. Specific focus will be on the changes in the Language A Literature program.

Assessment in MYP Language A: A system for formative and summative assessment

Laura Wells, Seventh Grade MYP English teacher, Ellen Glasgow Middle School

Room 209

This session will show participants how the Language A curriculum can be used to create a coherent system of formative and summative assessment that is aligned to IB objectives as well as state standards. Participants will learn how to use the Language A assessment criteria to improve the reading comprehension and writing skills of all students and how to vertically articulate assessment tasks across grade levels. They will also get hands on practice in evaluating student work using the Language A criteria and take home examples of formative and summative assessment tasks and rubrics they can use in their classrooms.

Subject Session (continued)
Thursday, August 11, 2011 9:00am – 10:30am

Creating Meaningful Assessments for the Language B Classroom

Nicole Aga, French Teacher, Annapolis Middle School

Room 207

As globalization and technological advances are bringing the world closer together, today's World Language students need to internalize their language of study. In order for Language B classes to be considered contemporary and relevant, teachers need to create opportunities for their students to prove their linguistic competence in real-world scenarios. Come experience how Language B Aims and Objectives can be used to create meaningful assessments for your students. Low-prep, high impact formative assessments will help you gauge your students' current level of language acquisition letting you know when they are ready to advance. At the end of this session, participants will take away a myriad of strategies for making assessments meaningful and authentic.



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Subject Session (continued)
Thursday, August 11, 2011 9:00am – 10:30am

Grading without Numbers in the History Classroom – A Standards Based IB Grading System

J. Timothy Kane, IB History of the Americas & Topics in 20th Century History Teacher & Assessment Coach, George C. Marshall High School, Susan Cimburek, IB History of the Americas Teacher, George C. Marshall High School, Matt Axelrod, IB Topics in 20th Century Teacher, George C. Marshall High School, Ashley Coates and Natasha Yaqub, Rising Twelfth Grade IB Students

Room 206

Come hear a team of IB History teachers and students describe how they have developed and make use of a grading system based on performance standards that correlate to a prediction of how well students will perform on the IB History exam. This performance-based assessment system does not use numbers in the traditional sense of grading nor does it use an average to produce a student's quarterly or end-of-course grade. Since demonstrated student performance as measured against course standards is the singular indicator of success (rather than the traditional numerical averaging), students have time to develop their skills around IB's demanding History rubric.

Apply Group IV Internal Assessments Criteria

Megan Lee, IB Chemistry HL Teacher, Gar-Field High School and Kathy Villareale, IB Physics SL Teacher, Gar-Field High School

Room 202

This session will review the IA criteria and help teachers learning how to apply it judiciously. This session will include overviews of the criteria and grading example IA's in different Group IV subjects.

Discovering the Treasures of Differentiated Instruction

Kasey Poynton, Mathematics Teacher, Annapolis Middle School

Room 205

Ahoy Matey! Calling All Pirates! Come dig up the treasures of differentiated instruction in an MYP classroom. We will explore approaches to learning by incorporating flexible grouping, stations, differentiation and tiering. As engaging students in the learning process becomes increasingly difficult, we will unveil and polish the "golden coins" for students to apply and communicate their knowledge in an MYP setting. Participants will walk away with a plethora of DI strategies to use in a Mathematics classroom to promote student achievement and higher-level thinking skills. As Treasure Hunters we will strive to ensure that all children will be successful in an MYP Mathematics classroom! Argg!

The Continuum of IB Music – Middle Years to Diploma

Mary Hughes, MYP Orchestra Teacher, IB Music Teacher

Room 212A

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 Diploma Programme IB Music * How to prepare MYP music students for success in DP IB Music

Subject Session (continued)
Thursday, August 11, 2011 9:00am – 10:30am

Using visual metaphor for understanding in TOK

Priscilla Biddle, IB Coordinator/TOK teacher, Henrico HS

Room 204

Participants will explore the importance of metaphor as a manifestation of all of the ways of knowing and as a tool to help students make more meaningful connections, see knowledge issues more clearly, and communicate understanding more effectively.

Be the Change” Inspiring Student-Led CAS Projects

Deborah Wilchek, IB DP Coordinator, Rockville High School, Scott Rechler, Director and CEO, LearnServe International & Jake Sorrells, Senior, IB DP Candidate, Rockville HS

Room 215A

This workshop will introduce strategies IB coordinators and teachers can use to inspire IB DP candidates to develop CAS projects that are youth-led, team-oriented, and focus on issues of global importance. The three presenters will share their experiences -- as a student, teacher/coordinator, and non-profit professional -- in fostering a school climate of social entrepreneurship and commitment to "think globally, act locally" through the creation of Rockville High School's Young Changemakers group, developed in partnership with LearnServe International.

Computer Science’s New Home – Group 4 and Its Significance

John Harrison, IB Computer Science Teacher, Princess Anne High School

Room 231A

What are the consequences of IB Computer Science moving into Group 4 (Sciences) starting in 2012? Is your school prepared? Is your IB Computer Science Teacher prepared? This session will examine the good, bad and ugly of this shift using the existing documentation from IBO. The session is designed to raise awareness, stimulate discussion, and highlight potential problems. The session will attempt to develop a plan of action to help prepare for the transition. Attendees should consider the impact on existing IB courses, graduation requirements, and student preparation so they can contribute to the conversation.

ManageBac: Planning, Assessment & Reporting for the new IB Programme Standards & Practices

Theodore King, Co-Founder ManageBac

Room 214A

This session will review the role of ‘systems’ as described in the new Programme Standards & Practices, and how systems can support effective Planning, Assessment and Reporting across the IB Continuum.

Subject Session (continued) **Thursday, August 11, 2011 9:00am – 10:30am**

Go Fishing! Hook your students with engaging strategies

Lisa Paddy, 7th grade Language Arts Teacher, Annapolis Middle School
Room 203

Teaching students in grades 6-10 is a difficult task and keeping them engaged and thinking critically can seem impossible! In this interdisciplinary session, participants will learn how to easily incorporate many research-based strategies, including differentiated instruction and multiple intelligences, to hook students and keep them engaged. Artful thinking routines will be demonstrated to help all students think more critically and communicate their thoughts to others. Participants will leave with various lesson seeds that increase rigor, actively engage students and ultimately create better critical thinkers.

Pedagogical Leadership in the PYP

Albert DuPont, Strong John Thomson Elementary School, District of Columbia
Room 213A

This workshop is designed to support experienced or new PYP administrators and coordinators who are responsible for leading and supporting the implementation of PYP in their school. It is specifically planned to be attended by both the administrators responsible for the PYP and the PYP coordinator in the school.



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and Doors.**



Subject Session (continued)
Thursday, August 11, 2011 9:00am – 10:30am

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

Missy Powell-Riedl, Kindergarten Teacher, Burbank Elementary
Room 230A

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

Aligning State Standards with the Trans-disciplinary Themes

Amy Hicks, Third Grade Teacher, James River Elementary School
Room 229A

In this session participants will work collaboratively to examine the written curriculum focusing on the transdisciplinary theme descriptors. Using this knowledge we will then align state standards with the transdisciplinary themes. This will lead to the development of the central idea and lines of inquiry.

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Subject Session (continued)
Thursday, August 11, 2011 9:00am – 10:30am

Uncivil Wars Past and Present: A Humanitarian Perspective

Room 228A

Jaye Starr, Red Cross Community Educator

War has been around a long time. So have rules to limit the suffering caused by violent conflict. Yet a majority of young Americans are not familiar with the rules that limit warfare. But when given a chance to learn more about global issues 8 out of 10 youth indicate a strong interest in further education. Inspire and motivate your students to become compassionate and reflective global citizens. This hands-on session introduces Exploring Humanitarian Law, a free global Red Cross curriculum. Empower your students to navigate complex global realities and help them become tomorrow's critical thinkers and problem solvers.



Exploring Humanitarian Law

A Practical Guide for Teachers

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

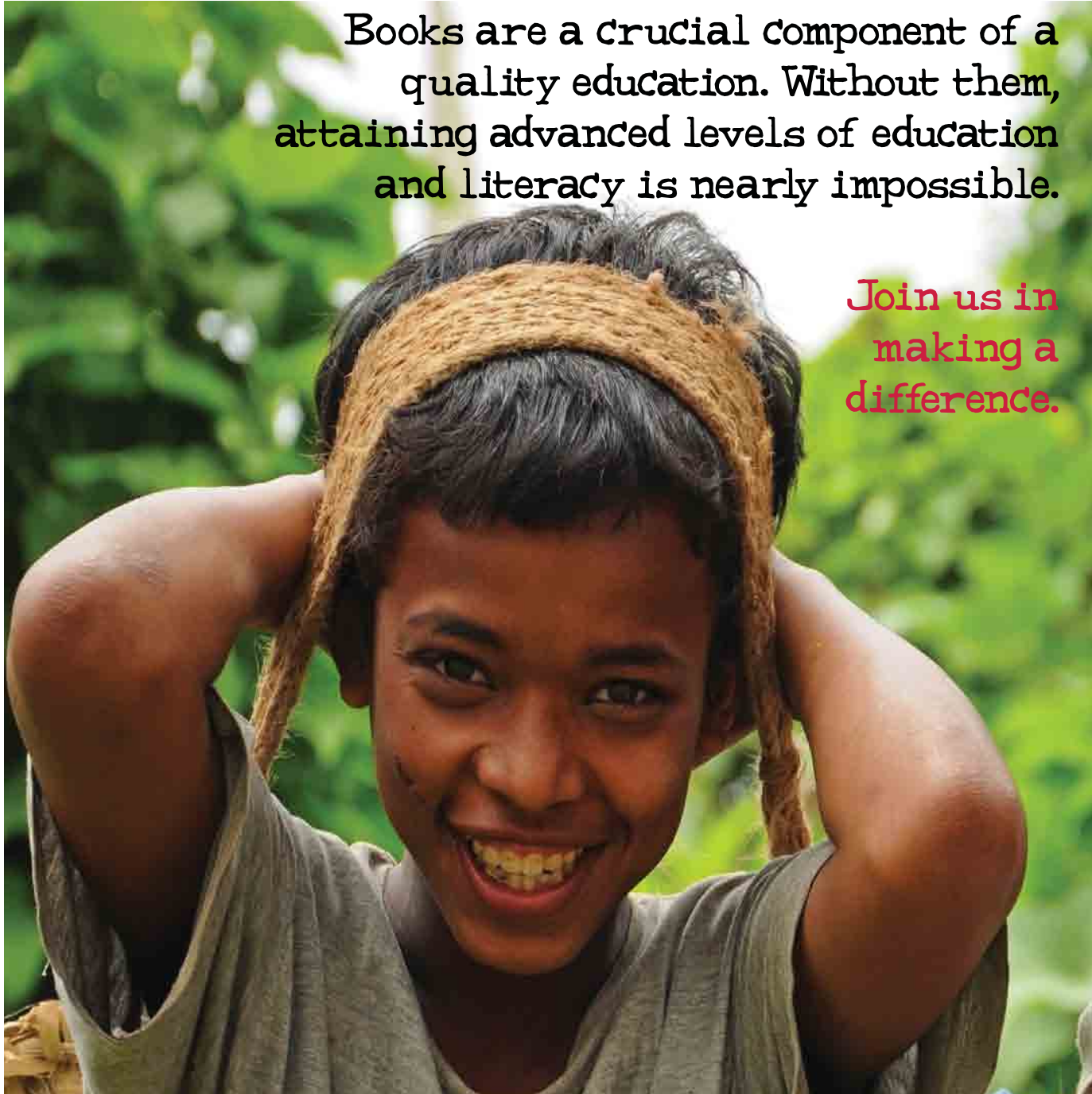
<http://ehl.redcross.org/>

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

– Brigadier General Patrick Finnegan

Dean of the Academic Board

United States Military Academy at West Point



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General Session (Lunch Shift A)

Thursday, August 11, 2011 10:45am – 11:45am

IB Diploma and College Acceptance

Manlai Cheng, IB University and Government Policy Manager on the Global Recognition Team
Room 207

A top priority at the IB is to improve the recognition of the Diploma Programme worldwide. Although IB teachers, coordinators, heads of IB school, students, alumni understand the value of the Diploma Programme, not everyone in the general public does, including some universities and government officials. To improve recognition, we need to provide adequate research data and communication material to those who are unfamiliar with the IB. In this session, the Global Recognition Team will share with the results of 2 major projects over the past year. The preliminary results of the 2011 DP Graduates Destinations Survey will be shared. There will be an overview of the new recognition communication material, including 22 subject briefs, testimonials, etc. Reports of the 2011 IB Coordinator and IB Alumni Surveys will also be distributed.

Objectives Based Education Using Student Experts

Joy McManus, IB Chemistry Teacher, Mount Vernon High School and Linda Townley, IB Educator
Room 206

What does a 75% on a test really mean? Break your assessments down into scores by objective giving students more focused feedback. Then learn to take advantage of your student experts to help others achieve higher mastery levels. This student-centered process meets the needs of a diverse student population. Specific concrete tools will be shared to facilitate this process in your classroom.

Portfolios and Student-Led Conferences

Melissa Patterson, 1st Grade Teacher, Dutrow Elementary & Teri Sanguinetti, 1st Grade Teacher, Dutrow Elementary
Room 205

Two of the hardest parts to wrap your mind around when it comes the PYP often are portfolios and student led conferences. Participants will talk and inquire about these topics and share and brainstorm ideas together.

Empowering students to think critically and creatively

Nonye Oladimeji, IB Coordinator, Glasgow Middle School/Fairfax County Public Schools
Room 204

This session will provide teachers with the tool to teach students at all ages to think critically and creatively. If we as educators world wide embrace the idea of teaching critical and creative thinking in a global education setting, our students will learn the importance of diversity, empathy, and fair-mindedness.

Diploma Program: Using IB Data and Feedback to Set Student Achievement Goals

Amy Conner, IB Diploma Coordinator, Albert Einstein High School
Room 203

Through guided practice, participants will learn to use IB exam scores, subject reports and component grades to target areas for improvement and develop student achievement goals. Participants should bring copies of all these reports for their course(s) to the session.

General Session (Lunch Shift A) (continued) **Thursday, August 11, 2011 10:45am – 11:45am**

ManageBac: Planning, Assessment & Reporting for the new IB Programme Standards & Practices

Theodore King, Co-Founder ManageBac

Room 202

This session will review the role of 'systems' as described in the new Programme Standards & Practices, and how systems can support effective Planning, Assessment and Reporting across the IB Continuum.

Making the MYP Framework Most Effective with Brain-Based Strategies

Jeannine Necessary, Language A Teacher, Annapolis Middle School/AACPS

Room 208

Learn how to maximize the effectiveness of the MYP in your classroom with proven brain based strategies. Discover how to use the Areas of Interaction and Unit Questions to tap into the power of transfer as we teach our students to make meaningful connections that will improve retention and ultimately increase achievement. Also, get practical applications for using other brain based strategies which support the fundamental concepts of the MYP and will help our students meet and exceed the standards in any subject area. These strategies include arts integration, brain breaks, Socratic questioning, collaboration, chunking, novelty, and simulations.

Pamoja Online: Discover possible solutions to scheduling issues with online IB courses

Brenda O'Connor, Schools Relationship Manager, Pamoja Education

Room 211

This presentation will feature an overview of Pamoja Education's online IB courses. Working in close cooperation with the International Baccalaureate®, Pamoja Education offers a wide range of top quality online IB courses. Soon commencing its third academic year, Pamoja Education serves IB students and IB World Schools® in 37 countries around the world. Pamoja Education's online Diploma courses represent the very best in online pedagogy: courses are student-centric but teacher-led, designed to promote rich student-teacher and student-student interaction.

Partnering with the Media Specialists for Success with IB Research

Karen Dietz IB Media Specialist, Edgewood High School

Media Center (Second Floor)

Because of the independent nature of the IB research projects, there is a gap between research instruction and final production. The media specialist is the natural bridge at this point in the IB experience because developing information literacy is a primary goal of the library program. This session will address the question of how to begin to tackle the assessments by partnering with the SLMS to obtain instruction on using the Big6 Research Model and other resources that are available to students, including Questia, a recommended database for the IB program.

Teach Overseas!

Laura Light, Director Educational Staffing, International School Services

Room 210

From Aruba to Kazakhstan, and from Congo to Indonesia, ISS provides the finest American and International schools with only the world's most qualified international educators. Each year hundreds of English language-based American and international schools around the world team with ISS to find the best teachers, administrators, librarians, and counselors to fill positions in their schools. Educators who appreciate diverse cultures, have a high level of professionalism, and have a dedication to their careers are encouraged to become a candidate with International Schools Services. Come find out about the opportunities that exist around the world!

General Session (Lunch Shift B)

Thursday, August 11, 2011 12:00pm – 1:00pm

Review and Reflect: The new 2011 Programme Standards and Practices

Janet Parker, PYP Coordinator, James River Elementary School

Room 203

This interactive session will address the rationale for the 2011 changes and walk you through the standards for all programmes and the specific requirements for PYP, MYP and DP. The IB standards and practices were revised in December 2010 and are now published on the OCC. You will collaborate with programme alike colleagues to review the standards and practices and reflect on how the changes will impact your programme. This session is for new and experienced participants who want to become familiar with the standards and practices for authorization and programme evaluation.

Grading without Numbers in the IB Classroom – A Standards Based IB Grading System

J. Timothy Kane, IB History of the Americas & Topics in 20th Century History Teacher & Assessment Coach, George C. Marshall High School, Susan Cimburek, IB History of the Americas Teacher, George C. Marshall High School, Matt Axelrod, IB Topics in 20th Century Teacher, George C. Marshall High School, Ashley Coates and Natasha Yaqub, Rising Twelfth Grade IB Students

Room 204

Come hear a team of IB teachers and students describe how they have developed and make use of a grading system based on performance standards that correlate to a prediction of how well students will perform on the IB History exam. This performance-based assessment system does not use numbers in the traditional sense of grading nor does it use an average to produce a student's quarterly or end-of-course grade. Since demonstrated student performance as measured against course standards is the singular indicator of success (rather than the traditional numerical averaging), students have time to develop their skills around IB's demanding History rubric.

High-Stakes Testing and Teacher Burnout

Gail Tucker, IB Chemistry Teacher, CAS Coordinator, Annapolis High School

Room 205

Demands associated with high-stakes testing such as IB DP exams can contribute to the risk of teacher burnout. A challenge today is keeping teachers' stress levels in check so they teach most effectively leading to their students learning most effectively. Identifying situations conducive to change can foster an environment where changes required to increase student performance might be more forthcoming. This session will explore burnout models, high-stakes testing, and ways to address challenges of teaching an IB DP course.

MYProject – an Inquiry Based Culminating Activity for Eighth Grade Students

Patrice Lambusta, Library Media Specialist, Mary Passage Middle School & Jessica Webb, 8th grade Language A teacher, Mary Passage Middle School

Room 206

Two years ago, Passage Middle School decided to have students work on a six month culminating activity of their choice which centered on some form of Pop Culture. We will demonstrate how to guide your students through an inquiry-based research unit. Our students rotated through interactive stations to build background knowledge and make connections. As the unit unfolded, students developed their own guiding questions and created digital research note cards. Students kept reflection journals on the process of creating their final product. We will share ideas for monitoring and assessing this unit as well as the materials used.

General Session (Lunch Shift B) (continued)

Thursday, August 11, 2011 12:00pm – 1:00pm

Will I Get Credit? Discussing IB with Students and Parents

Kimberley Daly, IBMA College Partnership Consultant

Room 207

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 students and college readiness. The underlying issues concerning credit for AP over IB will also be discussed.

AVIDly working with MYP

Caitlin Murchie, AVID Coordinator, Annapolis Middle School

Room 208

Do your students struggle with academic self-management? Do they resist working collaboratively? Do they lack effective communication skills? Do they need improvement using self-evaluation tools? Do they need help making the connections from their classrooms to the real world? In this session, participants will analyze examples of successful alignment between AVID strategies and the MYP Approaches to Learning expectations. The importance of Cornell Note taking will be highlighted, as this strategy promotes organization, information literacy, reflection, and thinking. In addition, participants will experience how Socratic Seminars support student growth in the areas of collaboration, communication, reflection, and thinking. The session will conclude with the completion of Learning Logs to demonstrate reflection and transfer of knowledge. Teachers, counselors and administrators will experience and walk away with ready-to-implement strategies that will increase students' responsibilities for their own learning. This session is based on the MYP: From principles into practice and the IB Learner Profile.

International Service Learning for IB Students and Teachers

Daniel Paccione

Room 209

The Creativity, Action and Service guide quotes Alec Peterson, who says, "...if you believe in something, you must not just think or talk or write, but must act." International service learning experiences provide a platform for global action, deepening a student's understanding of global and intercultural issues. Come hear from EF, the world leader in international education, about how you can incorporate international service learning tours that meet the Diploma Programme's eight CAS learning outcomes and connect to the MYP through the areas of approaches to learning and community and service. The presenters will facilitate a discussion how your students can get involved and how IB educators can explore service first-hand through EF's category of professional development workshop to Peru in 2012.

Brand new and unique resources designed to implement the PYP

Jo Arnold, International Schools Consultant for Hodder Education

Room 210

An opportunity to explore resources specifically designed by PYP practitioners, and led by the PYP expert Simon Davidson, to reflect the philosophy of the IB, PYP and inquiry-based learning. The 18 Springboard Inquiry boxes provide a selection of appropriate fiction and non-fiction books and a teacher's guide offering support and practical suggestions on how to deliver each unit of inquiry.

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

Creating Authentic Assessments

Angela German, MYP English Teacher, Plaza Middle School and Jamie Carpenter, MYP Biology Teacher Room 211

Too often we create an assessment “just to get it done,” but we do not really see the benefit for us or the students. We believe that if the assessment is authentic and creative, it can do a great job emphasizing information and assessing student knowledge in an alternative form. Currently working in an MYP program where we are separated by Middle and High school, we have the experience and knowledge to help MYP teachers, grades 6-10 with their assessments. Teachers will see sample MYP criterion-based assessments and have an opportunity to create the foundations for an assessment to use the following school year.

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Subject Session

Thursday, August 11, 2011 1:15pm – 2:45pm

Literature Assessments: The Written Assignment and the IOC

Lisa Renard-Spicer, IB Diploma Programme Coordinator, Mountain View High School
Room 209

For teachers of Language A Literature, this session will focus specifically on the new requirements of the revamped Written Assignment (previously known as World Literature Assignments 1 & 2) associated with Part 1 of the syllabus and the Individual Oral Commentary associated with Part 2 of the syllabus. Participants will review new requirements and discuss various methods for making them work well in the IB Literature classroom. MYP Language A teachers will benefit from the knowledge gained from the changes in skills and emphasis in this course that is vertically aligned with the MYP assessment tasks in Language A and the Internal Assessments in the Language A Diploma course.

Differentiated Instruction in the Language Arts Classroom: Modification, Rigor & Authenticity

Jenna Lerro, MYP Language A Teacher, Annapolis Middle School, AACPS
Room 210

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 differentiated 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 lessons, 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.

Art From the Spanish Speaking World: Cultural History, Social Commentary and Storytelling with IB

Carol Middlebrook, Teacher of Spanish, Springbrook High School – Montgomery County Public Schools
Room 231A

Taught in Spanish, this course presents art as a lens for interpreting and comprehending socio-cultural context. Furthermore, paintings are used as inspiration for storytelling.

Get in the Zone! Empowering Creative Screenagers in the Language B Classroom

Jeanne Downey-Vanover, PhD, Chair, World Languages Department, Academy of the Holy Cross
Room 204

Facing a classroom full of digital natives accustomed to multi-tasking can be somewhat disconcerting to a language educator. Using a "ZONE" based approach and classroom technology, a template for how to engage screenagers in multi-sensory and multi-modal language learning activities will be proposed and exemplified. Participants will have the opportunity to experiment with the suggested ZONE activities related to the theme of SOCIAL MEDIA, as well as generate an original plan for an alternate theme to take back to your own classroom.

Subject Session (continued)

Thursday, August 11, 2011 1:15pm – 2:45pm

Motivate and Inspire: Teaching with Primary Source Documents

Lee Ann Potter, Director of Education and Volunteer Programs, Center for the National Archives Experience, National Archives and Records Administration

Room 211

Primary sources—letters, maps, photographs, and more—are extraordinary teaching tools. They allow us and our students to touch the past and connect with those who came before us. They help explain why things are the way they are; and they guide us into the future. They have an amazing ability to motivate and inspire students. In this session participants will engage in document analysis activities related to a wide range of subjects; be alerted to the online resources of the National Archives; and be inspired by service learning projects that involve documents.

Best Practices in IB Physics and Chemistry

Megan Lee, IB Chemistry HL Teacher, Gar-Field HS & Kathy Villareale, IB Physics SL Teacher, Gar-Field HS

Room 202

Presenting and sharing best practices in chemistry and physics including demonstrations, labs, ICT, and topic specific presentations. Please bring a contribution to share with the group and a flash drive to receive other's best contributions.

From Inception to Fruition: IB Film Production

Jeff Baker, IB Film Teacher/Career Academy Coordinator, Seneca Valley High School

Room 229A

"From Inception to Fruition: IB Film Production" will document the first year film process for IB students. By brainstorming, students move through themes and storylines to create a treatment that will spawn a script. The process takes students through production, editing and postproduction analysis and evaluation. Students discover in the learning process that creativity produces three films simultaneously: there is the film you want to make, do make and wish you had made. Student award winning films will also be part of the presentation.

The IB Computer Science Dossier - Managing Stress and Student Achievement

John Harrison, IB Computer Science Teacher, Princess Anne High School

Room 228A

How do you prepare your students for the Computer Science Dossier? Are they successful? The Computer Science Dossier is one of the most demanding IB Internal Assessments, requiring a comprehensive grasp of many computer science concepts, good coding skills, and an in-depth evaluation of the entire process. This session will explore methods of preparing students for the dossier and managing the dossier process with the goal of enhancing student success. Participants should be ready to discuss their process and be ready to engage in a conversation on methods to reduce student and teacher stress while enhancing the overall product.

Enhancing Learning & Promoting Inquiry Through Developmental Copybooks

Jennifer Earle, MYP Art Teacher, Springbrook High School, MCPS

Room 212A

Sharing a plan of how to make a Developmental Copybook that students can personalize; provide samples of MYP art units and samples of students' Developmental Copybooks.

Subject Session (continued)

Thursday, August 11, 2011 1:15pm – 2:45pm

Integrating Areas of Interaction Seamlessly

Raegan Ray, MYP Grade 7 Science Teacher, Beville Middle School

Room 208

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

IB MYP Philosophy as a powerful tool to eliminate the Achievement Gap

Monique Jackson, Principal, Annapolis Middle School, Dennis Kelly, Assistant Principal, Annapolis Middle School & Laura Lane, MYP Coordinator, Annapolis Middle School

Room 214A

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

Learning is Living! Unifying IB Models and TOK

Byron Hoover, IB Psychology Teacher, Mountain View High School

Room 203

This presentation will feature an original model that unites the IB Hexagon Model, The Learner Profile, and the Traditional ToK Model in an innovative and **functional** way. Participants will synthesize various IB and ToK concepts and evaluate the usefulness of the model. Also, participants will brainstorm ways they can use the model to explain theories within their own particular subject area. This presentation is intended to be useful for any IB, Diploma Program teacher or coordinator, but has a particular emphasis on ToK and to a lesser degree IB Psychology.

Introducing the IB Career-related Certificate (IBCC)

Natasha Deflorian, IB Americas Outreach Services Associate and Paul Campbell, IB Americas Head of Outreach and Development

Room 207

The IBCC incorporates the educational principles, vision and learner profile of the IB into a unique offering that specifically addresses the needs of students who wish to engage in career-related education. The IBCC enables schools to widen participation and expand access to an IB education, which prepares students for flexibility and mobility in a range of employment opportunities and stimulates lifelong learning. This session explores the nature of an IBCC education and what it means for students, teachers, schools and districts.

Subject Session (continued)

Thursday, August 11, 2011 1:15pm – 2:45pm

Working in an MYP School – What counselors need to know

*Gail Fribush, MYP Coordinator, Julius West Middle School-Montgomery County Public Schools
Room 215A*

This session will provide an overview of MYP information most relevant to school counselors. Topics to be addressed include: What it means to be an IB World School -Explaining MYP to parents and students - Reinforcing IB learner profile attributes in the school counseling program -Scheduling implications - Encouraging/supporting students to take challenging classes -IB v AP -MYP Personal Project/Culminating activity

Planning and Implementing a MYP Interdisciplinary Unit

Barbara Buck, MYP Coordinator, Mary Passage Middle School & Holly Boyd, MYP Coordinator, J.E.J. Moore Middle School

Room 201

This session will focus on creating and implementing meaningful interdisciplinary units of instruction for a MYP classroom. Participants will use information from the MYP Guide to Interdisciplinary Teaching and Learning to gain a better understanding of quality instructional units. Examples of MYP units that make connections across subjects will be shared. Participants will also walk away with an idea for their own interdisciplinary unit.

Making the Planner Happen – A Guide to Planner Development

Missy Powell-Riedl, PYP Teacher, Burbank Elementary School

Room 230A

Part II: This session will engage the participants in creating a mock POI based on the Common Core Standards and give them practical techniques and strategies that they can employ to develop their own POI. Participants are encouraged to bring their own state-standards.

Summative Assessments: How to think backwards from the central idea

Christina Morgan, PYP Teacher, Dutrow Elementary School & Melissa Patterson, PYP Teacher, Dutrow Elementary School

Room 212C

How do you go from the central idea to the summative assessment? Is there a format or a formula? Is there a right or wrong answer to what the summative assessment for a unit of inquiry should be? Participants will inquire about these questions and take away new knowledge about what a summative assessment should be and how to formulate an effective summative assessment from a well written central idea. Group participants are encouraged to bring examples of summative assessments they have written, to share and work on.

Subject Session (continued)

Thursday, August 11, 2011 1:15pm – 2:45pm

PYP: “All Good Writers” Art & Illustration

Gary Cousin, PYP Teacher, College Gardens Elementary School
Room 200

This living unit has been established and revised collaboratively with ongoing input from students, parents and staff. It cultivates the students’ ability to create a detailed coherent account of actual personal experiences by describing them verbally, in written format and through illustration. These essential media are combined in describing first hand experiences as perceived through the senses. The visual portion requires that students represent humans etc. in a setting using shapes rather than lines (stick figures). The literary portion requires related text be connected to the illustrations. This art unit facilitates a synthesis of memory, writing skills and visual representation.

Uncivil Wars Past and Present: A Humanitarian Perspective

Jaye Starr, Red Cross Community Educator
Room 205

War has been around a long time. So have rules to limit the suffering caused by violent conflict. Yet a majority of young Americans are not familiar with the rules that limit warfare. But when given a chance to learn more about global issues 8 out of 10 youth indicate a strong interest in further education. Inspire and motivate your students to become compassionate and reflective global citizens. This hands-on session introduces Exploring Humanitarian Law, a free global Red Cross curriculum. Empower your students to navigate complex global realities and help them become tomorrow’s critical thinkers and problem solvers.

Creating Authentic Assessments

Angela German, MYP English Teacher, Plaza Middle School and Jamie Carpenter, MYP Biology Teacher
Room 206

Too often we create an assessment “just to get it done,” but we do not really see the benefit for us or the students. We believe that if the assessment is authentic and creative, it can do a great job emphasizing information and assessing student knowledge in an alternative form. Currently working in an MYP program where we are separated by Middle and High school, we have the experience and knowledge to help MYP teachers, grades 6-10 with their assessments. Teachers will see sample MYP criterion-based assessments and have an opportunity to create the foundations for an assessment to use the following school year

Using iMovie to Create Video in the PYP Classroom

Colette Chaliar, Teacher-Librarian, Washington International School
Room 213A

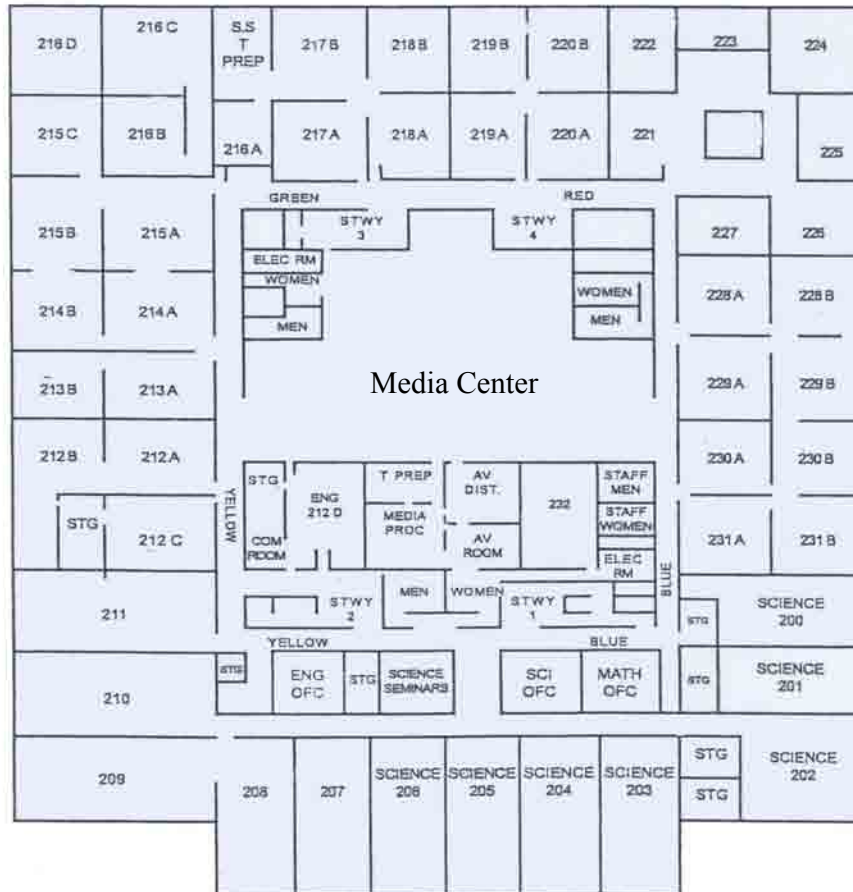
Using video can enhance and enliven the PYP library programs--for teaching, storytime, event promotion, assemblies, and more.

ANNAPOLIS HIGH SCHOOL FLOOR PLAN

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August 10th and 11th 2011

DATE

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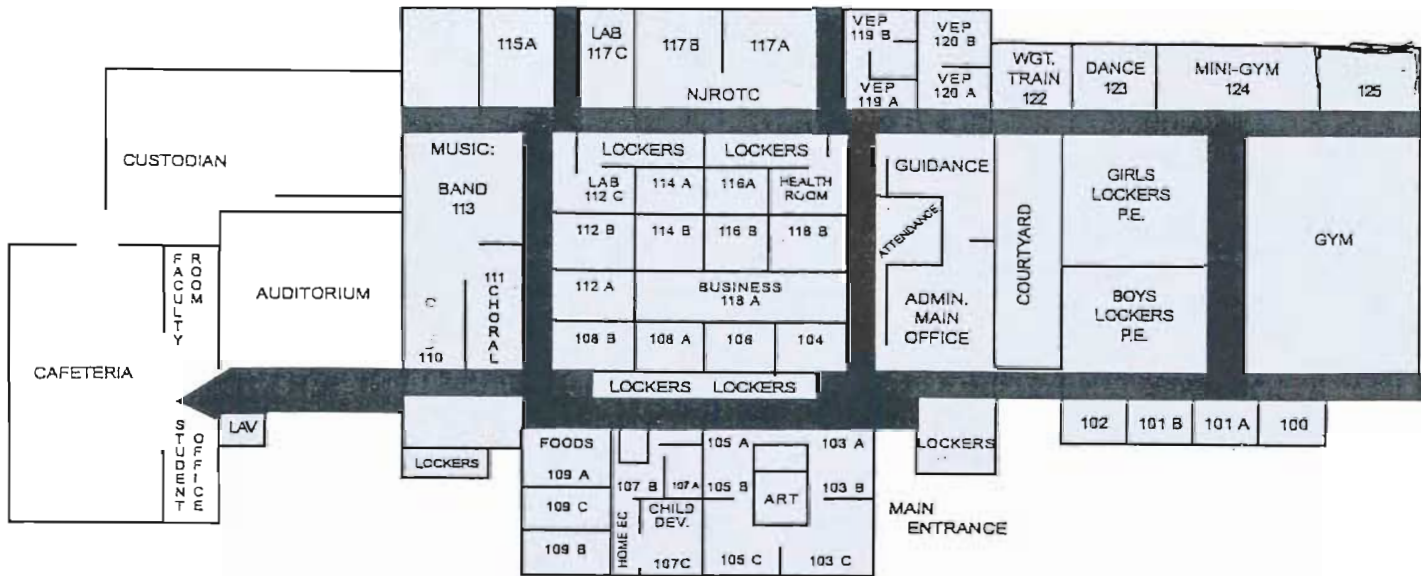


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