

Teaching and Learning

Summer Academy

Administrators

Students

IBCP

Best Practices

Marshall HS

Perspective

Tricks of the Trade

Teaching Strategies

Personal Project

Teachers

Participate

Personal Expression

IBMA

Continuum IB Source

Intention

Student Perspectives

PYP

Resources

Educate

Interdisciplinary

Lead

Exhibition

Pamoja Education

CAS

ToK

Library of Congress

Collaborate

ManageBAC

Visible Thinking

Quality Questioning

International Baccalaureate

Framework

MYP

Global

Institute of Peace

American Art Museum

National Museum of the American Indian

National Portrait Gallery

Communicate

DP

Newseum

Learner Profile

WWI Memorial Inventory

Project Inquiry

Oxford University Press

Round Table Discussions

Community Project

EF Educational Tours

Extended Essay

Hodder Education

Global Citizen



# IB Mid-Atlantic Member Schools

## **District of Columbia**

Alice Deal Middle School  
Archbishop Carroll High School  
Benjamin Banneker Academic High School  
British School of Washington  
Browne Education Campus  
DC International School  
Eastern High School  
Eliot-Hine Middle School  
Friendship Public Charter School – Wood-  
bridge  
H.D. Cooke Elementary School  
National Collegiate Preparatory Public  
Charter High School  
Shepherd Elementary School  
Strong John Thomson Elementary School  
Turner Elementary School  
Washington International School  
Washington Mathematics Science Technol-  
ogy Public Charter School  
Washington Yu Ying Public Charter School

## **Delaware**

David W. Harlan Elementary School  
John Dickinson High School  
Mount Pleasant High School  
Seaford Senior High School  
Sussex Academy  
Sussex Central High School  
Talley Middle School  
Wilmington Friends School

## **Maryland**

Albert Einstein High School  
Annapolis High School  
Annapolis Middle School  
Archbishop Spalding High School  
Baltimore City College  
Baltimore International Academy  
Bethesda-Chevy Chase High School  
Central High School  
College Gardens Elementary  
Crossland High School  
Dwight D. Eisenhower Middle School  
Eastport Elementary School  
Edgewood Senior High School  
Francis Scott Key Middle School  
Frederick Douglass High School  
Germantown Elementary School  
Hebron-Harman Elementary School  
James Madison Middle School  
John F. Kennedy High School  
John Hanson French Immersion School  
Julius West Middle School  
Kenwood High School  
Laurel High School  
MacArthur Middle School  
Manor View Elementary School  
Martin Luther King, Jr. Middle School  
Meade Senior High School  
Melwood Elementary School

Milford Mill Academy High School  
Monarch Global Academy  
Montgomery Village Middle School  
Neelsville Middle School  
Newport Mill Middle School  
North Haggerstown High School  
Old Mill High School  
Old Mill Middle School North  
Our Lady of Good Counsel High School  
Overlook Elementary School  
Parkdale High School  
Richard Montgomery High School  
Roberto Clemente Middle School  
Rockville High School  
Saint James Academy  
Seneca Academy  
Seneca Valley High School  
Silver Spring International Middle School  
South Shore Elementary  
Southgate Elementary School  
Springbrook High School  
St. Francis of Assisi School  
St. Mary's Ryken High School  
St. Paul's School  
St. Timothy's School  
Sutland High School  
Sunset Elementary School  
The Academy of the Holy Cross  
The Calverton School  
The Mount Washinton School  
Thomas Jefferson Elementary School  
Urbana High School  
Visitation Academy  
Watkins Mill High School  
Westland Middle School

## **Pennsylvania**

Chambersburg Area Senior High School  
Downingtown STEM Academy  
Pan American Academy Charter School  
York Academy Charter School

## **Virginia**

Academy for Discovery at Lakewood  
Annandale High School  
Antietam Elementary School  
Atlee High School  
Belvedere Elementary School  
Brooke Point High School  
Buckland Mills Elementary School  
Carlisle School  
Chimborazo Elementary School  
Clarke County High School  
Dumfries Elementary School  
Edgar Allen Poe Middle School  
Ellen Glasgow Middle School  
Fairfield Middle School  
Fred M. Lynn Middle School  
Galileo Magnet High School  
Gar-Field High School  
George C. Marshall High School

George H. Moody Middle School  
George Mason High School  
Granby High School  
Green Run Collegiate  
Hampton High School  
Hanover High School  
Henrico High School  
Islamic Saudi Academy  
J.E.B. Stuart High School  
J.E.J. Moore Middle School  
James Monroe High School  
James River Elementary School  
James W. Robinson, Jr. Secondary School  
Jefferson-Houston School  
John Randolph Tucker High School  
Key Middle School  
King's Fork High School  
Langston Hughes Middle School  
Lee-Davis High School  
Lucille Brown Middle School  
Mary Ellen Henderson Middle School  
Meadowbrook High School  
Midlothian High School  
Mills E. Godwin Middle School  
Mount Daniel School  
Mount Vernon High School  
Mountain View High School  
N.B. Clements Middle School  
O.W. Holmes Middle School  
Oscar Smith High School  
Patrick Henry High School  
Plaza Middle School  
Prince George High School  
Prince William Academy  
Princess Anne High School  
Randolph Elementary School  
Robert E. Lee High School  
Rosa Parks Elementary School  
S.G. Ellis Elementary School  
Saint Mary's Catholic School  
Saint Michael's Episcopal School  
Salem High School  
South Lakes High School  
Spotsylvania High School  
Stonewall Jackson High School  
Stonewall Jackson Middle School  
Stuart Beville Middle School  
Thomas A. Edison High School  
Thomas Jefferson Elementary School  
Thomas Jefferson High School  
Thomas Jefferson Middle School  
Trinity Episcopal School  
Trinity Lutheran School  
Tuckahoe Middle School  
Twain Middle School  
Victory Elementary School  
Walt Whitman Middle School  
Warwick High School  
Washington-Lee High School  
York High School

**IBMA BOARD OF DIRECTORS:**

**AMY WOOLF**

*President*

**WENDY VU**

*President-Elect*

**JEANIE AWONO**

*Diploma Programme V.P.*

**NONYE OLADIMEJI**

*Middle Years Programme V.P.*

**NICOLE BOISSIERE**

*Primary Years Programme V.P.*

**SUSAN BROWNSWORD**

*IB Career Programme V.P.*

**CARLOTA SHEW-CHUK**

*Secretary*

**HELEN COX**

*Treasurer*

**LAURA LANE**

*Past President*

**STAFF:**

**JOHN DAY**

*Executive Director*

Dear IBMA Educators,

*“ Perfection is not attainable, but if we chase perfection we can catch excellence”*

-Vince Lombardi



This quotation is at the heart of who we are and what we hope to achieve as IB educators. We all strive to give our best to our students each day and to make our schools exceptional. Our hope is that over the course of today, you will have the opportunity to enjoy a bit of the chase while finding new ways to bring excellence into what you do each day.

We welcome you to the seventh annual IBMA Summer Academy! Wendy Vu and Nonye Oladimeji have done an outstanding job in putting together a fantastic line-up of over sixty different sessions for you to attend. Our focus this year is on *Teaching and Learning in the IB*. We have brought together educators from our region, staff from the International Baccalaureate Global Centre and experts from several area museums to share their knowledge and help you to explore new ideas.

The 2015 Academy continues with the IBMA philosophy to *Educate, Participate and Lead*. We aim to develop your educational practices and strengthen your understanding of IB philosophies. Our goal is that each of you leaves here with new ideas to bring back to your schools and new friendships that will serve as a base of support. We also have our friends from IB Source, ManageBac, EF Tours, Oxford University Press, Pamoja Education and Hodder Education all here with us again this year. Make sure to stop by their tables to see what great new things they have to offer.

Finally, we would like to extend our thanks to everyone who has dedicated time from their summer vacation to attend and/or present at the 2015 IBMA Academy. We also appreciate our generous host, George C. Marshall High School (Fairfax County Public Schools) and their Principal, Mr. Jeff Litz. We hope that you leave here more inspired than you came, and ready to bring new ideas into the upcoming school year.

Sincerely,

Amy Woolf, President

The Mid-Atlantic Association of IB World Schools

# Welcome to the 2015 IBMA Summer Academy

---

## IBMA SUMMER ACADEMY PRE-CONFERENCE

WEDNESDAY, AUGUST 5TH

### PRE-CONFERENCE SCHEDULE

8:00-8:30	Registration
8:30-11:30	AM Session
11:30-12:15	Lunch
12:15-2:30	PM Session

## IBMA SUMMER ACADEMY

THURSDAY, AUGUST 6TH

### ACADEMY SCHEDULE

8:00-8:30	Registration and Exhibits
8:30-9:15	Plenary Session
9:25-10:40	Session One
10:50-12:05	Session Two
12:05-1:10	Networking Lunch and Exhibits
1:20-2:35	Session Three
2:45-4:00	Session Four

### SPONSORS GALLERY OPEN FROM 8:00-3:30

*Please take time and support our 2015 Academy vendors!*

EF Educational Tours

Hodder Education

IB Source

ManageBAC

Oxford University Press

Pamoja Education

# IBMA Summer Academy Pre-Conference Sessions

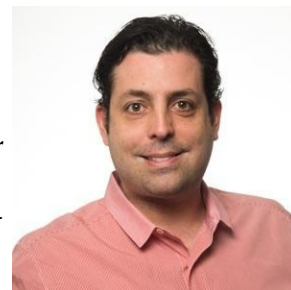
## Wednesday, August 5th 8:30-2:45

### Updates to the PYP

*Michael Clifton*

This session is for members of educational leadership teams: district leaders, administrators, teachers and other educators, who are in schools conducting a feasibility study with a view to trial implementation or who are new to authorized or candidate schools which are already implementing the programme. It is also open to those who wish to consolidate or extend their knowledge of implementation requirements. This session will also address the dimensions of the role of the administrator in implementing the programme, requirements, process and timelines for authorization/evaluation. Finally, there will be emphasis on the identifying features of the new PYP curriculum model, ways a school wide programme of inquiry might be developed, and how to assist schools in making an informed decision about the suitability of the PYP in their school.

*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 eighth year as a PYP manager, he oversees the candidacy, authorization and evaluation of PYP schools in the Americas region, and is involved with the training and ongoing support of PYP educators in the region.*



### Launching and Sustaining the IBPYP Journey – New Leaders in the IBO World

*Jarcelynn Hart and Susan Danielson*

What are the benefits of IBPYP for my school and my district? How do we lead IBPYP to maximize learning for all students? How do we promote buy-in from stakeholders? Join us as we take you on a journey on how to best launch, lead, and sustain an IBPYP community of learners. This pre-conference session will give participants an investigation into the key components of leading IBPYP, as well as the importance of collaboration between central office level and the school site. Participants will complete a draft of an IBPYP Implementation Plan that includes, funding, commitment, professional development, and more!



*Jarcelynn Hart is the Associate Superintendent of Western Elementary Schools in Prince William County, Virginia. Her IBPYP journey began in 2006 as the principal of Rosa Parks Elementary. Mrs. Hart and her school community created a culture of inquirers in the classroom and beyond. Rosa Parks Elementary is the first of three authorized IBPYP schools in Prince William County Public Schools. Mrs. Hart continues to support teaching, leading, and learning in the IB Way.*

*For the past four years Susan Danielson has been the Principal of Rosa Parks Elementary in Woodbridge, Virginia. Prior to that, she served as the Assistant Principal at Rosa Parks Elementary when it opened its doors in 2006. She holds a master's degree in Administration and Supervision from George Mason University and a master's degree in Student Personnel Services from Virginia Technological University. Ms. Danielson has had the privilege of helping to lead staff from beginning knowledge of Making the PYP Happen to authorization. She and her staff are now gearing up for re-authorization in 2016.*



## The MYP Interdisciplinary Approach

### **Bob Smith**

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

Interdisciplinary work fosters interaction amongst the subject groups by promoting the holistic approach of MYP. Quality interdisciplinary understanding is measured by purposeful and meaningful discipline integration.

Participants will engage in an interactive environment in order to better understand the rationale for interdisciplinary learning, along with what the requirement will mean for our own schools. We will investigate how interdisciplinary units of study and their understandings are grounded by three traits that distinguish them from regular disciplinary units, along with the six possible forms of integration. In addition to looking at actual interdisciplinary units of work, we will also explore how the new interdisciplinary guide supports teachers with this new MYP requirement.

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

*Bob Smith earned his degree from the University of California, Los Angeles, and has been an educator for the past 28 years. He has a passion for all things relating to teaching and learning, and has worked in both public and private education, suburban and urban areas, and has taught elementary, middle and high school students.*

*His latest adventure has been taking on the challenge of life on the road. Internet and cell phones prompted him to ask the question, "Could his house be mobile as well?" so he bought an RV in the Summer of 2013 and has been living and working around the USA and loving it! This allows him the opportunity to park the RV in a certain location and spend more time in schools to work, in more depth, with administrators and teachers.*



## The Community Project in the MYP

### **Ted Williams**

This session will familiarize participants with the new Community Project for MYP schools that have programmes that end in MYP years 3 or 4. It will help provide a broad understanding of requirements, support for planning, organizing and completing the community project. The session will also provide examples of good practice, including TSM resources and markschemes along with pilot projects. This session will be an interactive workshop-style format, where participants will be encouraged to ask questions and draw upon the published guidelines in the Projects guide in order to consider applicability for schools.



*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 M.Ed 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.*

## International Mindedness in the Diploma Programme

**Dr. Steve Hreha**

The theme of international mindedness is a key feature of the IB Continuum. Schools around the world are engaged in teaching for international mindedness and in fostering the development of this quality in their students. There is, however, no “right way” to approach this undertaking.

This pre-conference session will focus on some ideas of what achieving “international mindedness” might mean. More importantly, approaches to teaching for international mindedness will be discussed. The role of CAS and the IB Learner profile in fostering international mindedness will also be considered.

The aim of the session is to provide IB educators with an opportunity to explore the idea of “international mindedness” and to share best practices for approaching international mindedness in the classroom.

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

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



## Understanding the Approaches to Teaching and Learning Skills Framework

**Giles Pinto**

This session will familiarize participants with the IB’s new A.T.L. skills framework with a special focus on implementation for the MYP and DP curriculum. It will help provide a broad understanding of all five A.T.L. categories with relevant examples from school settings. This session will take an interactive workshop-style format, where participants will be encouraged to draw upon the published guidelines in order to consider applicability for all of the subject groups – as well as MYP Projects, the Extended Essay and Theory of Knowledge. Special reference will be made to resources developed and shared by Lance King, a learning skills consultant who helped to shape the new A.T.L. skills framework.



**Giles Pinto** has 15 years of experience as an educator and is currently completing an M.Ed. in Counselling Psychology at the University of Toronto. He is a certified MYP workshop leader and has taught Language & Literature in both the MYP and DP as well as Theory of Knowledge. He is currently the MYP Coordinator at Branksome Hall, a K-12 all girls' Continuum school in Toronto, Canada. He has led workshops for teachers in various subjects as well as for Heads & Coordinators in the MYP.

## Taking the Guesswork out of the 5-Year Programme Evaluation

*Melanie Morris and Amy Woolf*

In this special session, up to three participants from each school are invited to begin the conversation about how to successfully complete the major undertaking that is the 5-Year Review. Learn tips about how to begin the process, how to involve all of the stakeholders in your school, and how to negotiate conversations to create the necessary policies and documents. To encourage the teamwork that is most beneficial for the evaluation to take place, for this session only, you may sign up to three participants for the cost of one.

*Melanie Morris is the IB Diploma Coordinator at Edison High School in Fairfax County. Before tackling the Coordinator position, she taught HL and SL IB Psychology and is still an examiner for Paper 1. When not in school or taking care of her infant daughter, she tries to get into the yoga studio whenever possible.*



*Amy Woolf is the DP Coordinator at Edgewood High School in Harford County Maryland. She has served in this role prior to authorization in 2008. Originally from upstate New York, Amy has a BS in Biology, MS in Public Health and an Administrative Certificate. She is also currently serving as President for IBMA.*



### **Want more networking???**

**Looking to continue the conversations with other subject and programme teachers from around the region? Pick up new ideas for your classroom? Talk about upcoming changes to your curriculum or programme?**

**Talk to your coordinator about setting up a networking meeting this Fall! You provide the space and IBMA provides lunch and an IB Educator to run a portion of the day!**



# The IBMA Summer Academy At a Glance...

## SESSION ONE: 9:25-10:40

### **CONTINUUM AND GENERAL OFFERINGS**

- *Using Portraits as Writing Prompts*, Briana White, National Portrait Gallery, p. 12
- *Newseum Strategies and Resources for Teaching Media Literacy*, Katharine Kosin, Newseum, and Shayne Switft, p. 13
- *Peace into Action: Engaging Young Global Citizens as Peacebuilders*, Megan Chabalowski, National Institute of Peace, and Raja Ramesh, p. 13

### **PRIMARY YEARS PROGRAMME**

- *Making the Exhibition Happen*, Kelly Wong, p. 14
- *Club Time: Fostering Open-Mindedness and Risk-Taking*, Karina Colon, p. 14
- *5, 4, 3, 2, 1...Launching the PYP: Tips, Strategies and Resources*, Stephanie Barrus and Stephanie Hammel, p.15

### **MIDDLE YEARS PROGRAMME**

- *The Community Project*, Ted Williams, p. 15
- *Inquiry and the Global Citizen: Exploring the World Through Library Resources*, Margaret Buck, p. 16
- *IB MYP Assessments: Essential and Fun!* Manal Ibrahim, p. 16
- *Creating IB Assessments in Algebra and Geometry*, Karen Kowallis, p. 16
- *Teaching Language and Literature Through Artful Thinking*, Erica Sellman and Hannah Hirschfeld, p. 17
- *Climate Change: A Problem-Based Learning MYP Unit for Science*, Jeanette Thomas, p. 17

### **DIPLOMA PROGRAMME**

- *Approaches to Teaching and Learning in the Diploma Programme*, Giles Pinto, p. 18
- *IB E2: Excellence and Equity: Evaluating the Equity in Your Diploma Programme*, Asheesh Misra, p. 18
- *IB Economics SL: Tricks of the Trade*, Chris Beemer, p. 18
- *Changes to the IB History Curriculum*, Brian Letoumeau, p. 19
- *Challenging Student Perspectives in the IB English Classroom*, Julia Hanneman and Stephanie Hanson, p.19
- *How to Chew-Up and SPATT-out Language and Literature Paper One*, Theresa Gaddy, p. 19

## SESSION TWO: 10:50-12:05

### **CONTINUUM AND GENERAL OFFERINGS**

- *Embracing the Common Core with Art*, Elizabeth Dale-Deines and Phoebe Hillemann, Smithsonian American Art Museum, p. 20
- *Making Learning Vivid with the Library of Congress*, Sherry Levitt and Cynthia Szwajkowski, Library of Congress, p. 20

### **PRIMARY YEARS PROGRAMME**

- *Updates to the PYP*, Michael Clifton, p. 21
- *All Time is PYP Time– Teaching Conceptually Throughout the Day*, Kenny Shea and Christopher Klos, p. 21
- *Digging Deeper: Strengthening Inquiry Through Visible Thinking*, Stacey Komsa, p. 22

### **MIDDLE YEARS PROGRAMME**

- *Interdisciplinary Teaching in the MYP*, Bob Smith, p. 22
- *Individuals and Societies Units-Three Projects for Grades 6-8*, Chris Maddix, p. 23
- *Collaborative Consultancy: Growing Your Practice*, Jenna Lerro, p. 23
- *Next Generation Science Standards and International Baccauareate: What's the Connection?* Myrtle Brijbasi, p.24

### **DIPLOMA PROGRAMME AND CAREER PROGRAMME**

- *Next Generation Science Standards and International Baccauareate: What's the Connection?* Myrtle Brijbasi, p.24
- *Introduction to the IB Career-Related Programme*, Susan Brownsword and Berkeley McHugh, p. 24
- *CAS Blogging: An Alternative to Online DP Management*, Lisa Renard-Spicer, p. 25
- *The Power of Poetry in Part IV of the IB English Literature*, Jennifer Fulton and Linda Mirro, p. 25
- *Preparing Students for the IOC's with Student-Centered Practice*, Kathryn McLeod, p. 26
- *Language B Resources*, Regina Dee, p. 26
- *Demystifying the Internal Assessment Process for IB Math Studies*, John Schlosser, p. 26

# The IBMA Summer Academy At a Glance...

## SESSION THREE: 1:20-2:35

### **CONTINUUM AND GENERAL OFFERINGS**

- *Making the Most of Your IB Programme Authorization/Evaluation: Strategies and Perspectives for a Meaningful and Successful Evaluation*, Chris Powell, p. 28
- *Hands-on History: The World War I Memorial Inventory Project*, Mark Levitch, p. 28

### **PRIMARY YEARS PROGRAMME**

- *Thinking Through Quality Questioning*, Kimberly Smith, p. 29
- *No Rembrandts Needed! Arts Integration...Simplified*, Erika Weiss and Lorie Barnes, p. 29

### **MIDDLE YEARS PROGRAMME**

- *Unique Solutions to Individual Obstacles: The First Year of Candidacy*, Tina Kurtz and Kristen Watkins, p. 30
- *Using the Design Cycle to Create an Interdisciplinary Project-Based STEM Simulation*, Angela DeHart, p. 30
- *Work it Out- IB MYP Health and PE*, Karen Hertel, p. 31
- *IB in the ESOL History Classroom*, Lindsay Mulcahy, p. 31
- *When Math Stops Being Basic and Starts Getting REAL!* Deborah Guarniere, p. 31

### **DIPLOMA PROGRAMME AND CAREER PROGRAMME**

- *Linking Assessment Criteria to Classroom Standards to Improve Student Learning*, Matt Axelrod and Tim Kane, p. 32
- *Round-Table on Best Practices in Delivering the IBCP Core*, Susan Brownsword and Berkeley McHugh, p. 32
- *EE Process and Assessment: How Best to Guide Students to EE Success*, Julie Stemple-Hoover, p. 33
- *Moving the Writing and the Writer: Writing Workshops in the DP*, Rebekkah O'Dell, p. 33
- *Spanish B DP Written Assignment: Where do we start?* Dolores Paz Davidson, p. 33
- *Great Expectations: Accomplishing College Readiness Through the DP Experience*, Jalaika Hasan and Rabiah Khalil, p. 34

## SESSION FOUR: 2:45-4:00

### **CONTINUUM AND GENERAL OFFERINGS**

- *Hands-on Classroom Resources to Support Teaching about American Indian History and Culture*, Renee Gokey, National Museum of the American Indian, p. 35
- *EF Tours and the IB*, Stephanie Lennon, p. 36

### **PRIMARY YEARS PROGRAMME**

- *What Were They Thinking? Using Thinking Routines in the PYP Classroom*, Amy Quinn, p. 37
- *Encouraging Personal Expression through Mathematical Patterns in Nature, Text and Visual Arts*, Gary Cousin, p. 37

### **MIDDLE YEARS PROGRAMME**

- *Assessment Best Practices in Individuals and Societies*, Kip Malinosky, p. 38
- *The Elements of Dance: A Creative Approach to Learning in the MYP Classroom*, Sarah Kauffman, p. 38
- *AVID and IB: It Can Work Together*, Michelle Peters, p. 38

### **DIPLOMA PROGRAMME**

- *Integrating ToK into the IB Classroom*, Corrine Goldt, p. 39
- *Developing Students' Understanding of Literary Features Using Online Writing Assignments*, Kathleen Doyle, p. 39
- *Language and Literature Round-Table*, Darcy Hood, Maggie Webster and Peter Laub, p. 40
- *Experiential Strategies for Teaching Bilingual Psychology Students*, Cindy Waddell, p. 40
- *American Foreign Policy in the Middle East: Role Playing Opportunity*, Tom Brannan, p. 41
- *Round-Table on the Changes to the IB Business Management Curriculum and Assessments*, Susan Brownsword, p. 41

# MYP by Concept 4&5



The only series for MYP years 4 & 5  
developed with the IB



To get a sneak preview of History, Physics  
and Spanish and learn more about the series  
visit [www.hoddereducation.com/byconcept](http://www.hoddereducation.com/byconcept)



## IBMA Summer Academy Plenary Session: 8:30-9:15

*How the Primary Years Programme Leads into all Other Programmes*

Michael Clifton

Join Michael Clifton, PYP Regional Manager for IB Americas in a presentation on the fastest growing IB programme. The plenary will familiarize participants with the PYP, its role in the IB and its relationship to other IB programmes and the impact it has had on them over the years. It will provide participants with a broad overview of the history, development and major tenets of the PYP. Participants will be encouraged to ask questions throughout.

*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 eighth year as a PYP manager, he oversees the candidacy, authorization and evaluation of PYP schools in the Americas region, and is involved with the training and ongoing support of PYP educators in the region.*

# IBMA Summer Academy

## Session one: 9:25-10:40

### CONTINUUM AND GENERAL OFFERINGS:

#### Using Portraits as Writing Prompts

*Briana White*

Explore the connections among social studies, English language arts, and visual arts in this session with the National Portrait Gallery. Museum educators will take a broad look at the museum's collection and will introduce ways to use portraits as writing prompts and to teach the Common Core State Standards. Utilizing an interactive approach, participants will learn how to "read" portraiture and use the art as a springboard to more in-depth discussions.

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



Smithsonian  
National Portrait Gallery  
Donald W. Reynolds Center  
for American Art and Portraiture

Located at Eighth and F Streets NW

Washington, D.C.

**NEWSEUM**  
THERE'S MORE TO EVERY STORY.

Located at 555 Pennsylvania Avenue, NW

Washington, D.C.



UNITED STATES  
INSTITUTE OF PEACE

Located at 2301 Constitution Avenue NW

Washington, D.C.

Newseum Strategies and Resources for Teaching Media Literacy*Katharine Kosin and Shayne Swift*

This interactive session will explore the Newseum’s strategies for building students’ media literacy skills. A Newseum educator and an IB Theory of Knowledge teacher will model activities that use free Newseum resources to help students examine ethical dilemmas, identify bias in primary sources and analyze how the news media’s choices affect perception. We will highlight connections to various Ways of Knowing and Areas of Knowledge, but this session applies to any class that evaluates sources and ethics. All participants will receive a packet of ready-to-use class resources.

***Katharine Kosin** is a Museum Educator at the Newseum, a museum in Washington, D.C. that champions the five freedoms of the First Amendment and allows visitors to experience the stories of yesterday and today through the eyes of the media. She teaches on-site and online classes to students in grades 3 – university, delivers teacher professional development workshops, and helps develop online educational resources. She previously taught educational field trip programs at the White House Historical Association. Ms. Kosin holds a M.A.T. with a concentration in Museum Education from The George Washington University and a B.A. in History and Spanish from Northwestern University. She is also a former IB Diploma Programme student.*

***Shayne Swift** is a Diploma Programme Coordinator, CAS Coordinator, and Site-Based Coordinator for Pamoja Education Online Classes at Parkdale High School in Prince Georges County Public School System. She has taught the Theory of Knowledge class for the last five years and is an educational technology enthusiast. Ms. Swift holds a M.S. in Curriculum and Instruction from McDaniel College, a B.A. in English with a concentration in Secondary Education from Howard University and currently attends Teachers College, Columbia University of New York to pursue a certificate in Global Competence.*

Peace into Action: Engaging Young Global Citizens as Peacebuilders*Megan Chabalowski and Raja Ramesh*

Today’s global citizens take building peace seriously. They think critically about the world around them and their place in it, appreciate multiple perspectives, and are committed to managing conflict at all levels. Come discover curriculum that challenges your IB students to explore core concepts and skills in international peacebuilding and promotes global citizenship by engaging them in peacebuilding action themselves. You will experience lessons and activities from the Global Peacebuilding Center’s free resources, including the "Peacebuilding Toolkit for Educators," and learn how a local IB high school junior adapted these lessons for Theory of Knowledge classes at his school!

***Megan Chabalowski** is a program officer in the Global Peacebuilding Center at the U.S. Institute of Peace, where she develops educational content and facilitates workshops for students and educators. As part of the Global Peacebuilding Center team, Megan engages new audiences and increases young people's involvement in and understanding of international conflict management and peacebuilding. Prior to joining the Global Peacebuilding Center, Megan served in USIP’s Congressional Relations and Intergovernmental Affairs offices and the Center for Post-Conflict Peace and Stability Operations, where she worked on Iraq, Afghanistan, the Balkans, and the European Union. She holds a B.A. from Mount Holyoke College and an M.A. in international peace and conflict resolution from American University in Washington, D.C. The primary focus of her graduate research was peace education.*

***Raja Ramesh** is a high school IB Student in his junior year at Richard Montgomery High School. At Richard Montgomery, Raja is captain of the Debate, Model Congress, and Forensics teams. He developed a week-long curriculum concerning conflict management and peacebuilding for the Theory of Knowledge (TOK) class that was taught to all IB juniors at his school in June 2015. For one of the TOK classes, he taught the curriculum himself. This summer he will be a Political Analyst at Crowdpack, a political science startup in Silicon Valley, while also working on his Extended Essay in Philosophy that covers the intersection between Girard’s theory of Mimesis, Foucault’s idea of Panopticonism, and violent conflict. In his free time, Raja works as the founder of Paradigmore, an educational software startup that just released their first app “Math Sages” which is available in the iOS app store now.*

## PRIMARY YEARS PROGRAMME OFFERINGS:

### Making the Exhibition Happen

*Kelly Wong*

The "Making the Exhibition Happen" session will provide general information on the Exhibition and how it encompasses and celebrates a child's growth and development in the PYP. The session will include the use of the five essential elements, instructional strategies, organizational tools, and other ideas to help facilitate the Exhibition with all stakeholders - teachers, parents, and students.

*Kelly Wong is currently teaching 5th grade at College Gardens Elementary School in Rockville, Maryland. Aside from teaching and leading the fifth grade team, Kelly has also taught 2nd and 3rd grades in the Chinese Immersion Program at College Gardens. Kelly has taught both counterpart roles in the immersion program - math in Chinese and reading and language arts in English. Kelly has also led and coordinated the Chinese Immersion Program.*

*Kelly attended an IB Academy in Phoenix, Arizona in the summer of 2013. The academy experience inspired her participation in co-leading an Intro to PYP workshop and participating in a reevaluation site visit at a fellow PYP public school.*

*In 2013, Kelly also completed a master's program in Educational Leadership, which provides her a different perspective in teaching and implementing the PYP.*

### Club Time: Fostering Open-Mindedness and Risk-Taking

*Karina Colon*

A child's education should not take place only in the classroom as all areas of the school campus can be invaluable settings for personal and academic growth. One way to enhance a student's school experience is through extracurricular activities such as after-school clubs. At the elementary level, these are often done before and after school, which limits the number of students that can participate due to reasons outside of their control (e.g., transportation, parent's work schedule). This session will present an alternative to after-school clubs that allows for whole-school participation while fostering open-mindedness and risk taking.

*Karina Colon is currently a PYP coordinator at Eastport Elementary in Annapolis, MD and Overlook Elementary in Linthicum, MD. She has 7 years of experience in IB-PYP and 16 years of experience as an elementary educator, 14 in North Carolina and 2 in Maryland.*

5, 4, 3, 2, 1...Launching the PYP: Tips, Strategies and Resources*Stephanie Barrus and Stephanie Hammel*

Launching the PYP can seem like a daunting task. As the only PYP school in Fairfax County, we are happy to share some lessons we learned on our journey to become an authorized PYP school. Participants will walk away with some steps and resources they can use to get started and learn about some problems to avoid.

*Stephanie Barrus holds a master's degree in Education and a bachelor's degree in English from the University of Utah. Stephanie has worked in IB schools for 8 years in several different capacities. She has taught language arts in high school and middle school, worked as an Advanced Academic Resource Teacher and participated in an instructional coaching program. She also helped to create and worked as a coordinator for a new school structure and program to support students in developing relationships and essential life skills. Stephanie is currently the IB Coordinator at Belvedere Elementary, the first PYP school in Fairfax County School District.*

*Stephanie Hammel has been an ESOL teacher in Fairfax County Public Schools for 8 years. She received her master's degree in Education from George Mason University's UTEEM Early Childhood program. Prior to teaching, Ms. Hammel managed and designed classes and workshops with teaching artists at the Wolf Trap Institute for Early Learning Through the Arts. Integrating curricular areas, including the arts; as well as, addressing issues of social justice and environmental sustainability, drew Ms. Hammel to the IB Philosophy and Belvedere Elementary, Fairfax County's first PYP school.*

**MIDDLE YEARS PROGRAMME OFFERINGS:**The Community Project in the MYP*Ted Williams*

This session will familiarize participants with the new Community Project for MYP schools that have programmes that end in MYP years 3 or 4. It will help provide a broad understanding of requirements, support for planning, organizing and completing the community project. The session will also provide examples of good practice, including TSM resources and markschemes along with pilot projects. This session will be an interactive workshop-style format, where participants will be encouraged to ask questions and draw upon the published guidelines in the Projects guide in order to consider applicability for schools.

*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 M.Ed 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.*

Inquiry & the Global Citizen: Exploring the World through Library Resources*Ms. Margaret Buck*

This session is intended for teachers, school leadership, and librarians who would like to strengthen their inquiry instruction. We will examine specific models of inquiry-based learning and discuss the role of the MYP library program in their implementation. Using inquiry-based teaching strategies grounded in the real world is a great way to both increase student engagement and build a strong foundation for students who will go on to complete their community project and/or personal project. Join us and head back to your schools to start the new year with some specific new ideas for how this can work within your curriculum!

*Margaret Buck has had the privilege and pleasure of serving as the librarian at Annapolis Middle School for 4 years and joined the IB Educator Network in 2013. Ms. Buck has presented at two previous IBMA summer academies as well as at the IB Americas conference in 2014. She holds an MLS from the University of Maryland's prestigious iSchool, and a BA from the College of Wooster. She loves her work and is truly passionate about the IB philosophy and about educating others about the impact of strong, vibrant library programs in schools. She is an avid reader and loves to learn about new technologies and how they can be used in education.*

IB MYP Assessments: Essential and Fun!*Manal Ibrahim*

The purpose of this session is to discuss the importance of IB MYP Assessments for both students and teachers. While assessments are critical for effective learning and teaching, they can also be fun! Different types of assessments will be discussed and tied together into a big picture. The presenter will show how formative assessment leads to summative assessment and ties to the end goal for every course. Participants will design a clear and helpful rubric that will help students stay on task and teachers grade fairly and effectively!

*Manal Ibrahim is an Arabic Language MYP teacher at the Islamic Saudi Academy in Alexandria, VA. She has taught Arabic to fifth and sixth grade students for seven years. Mrs. Ibrahim is a curriculum and unit plan leader and recorder for the Arabic Department and MYP teachers. She is a consistent attendee for IB training and this year, attended the IB Mid-Atlantic Workshop in Los Angeles. She currently serves on the Academy's Data Committee and is involved in the evolution of MYP at the Islamic Saudi Academy.*

Creating IB Assessments in Algebra and Geometry*Karen Kowallis*

This session is intended to provide guidance for creating IB assessments in mathematics. Examples will be shown for both Algebra and Geometry. We will also go through IB rubric to show how the assessments meet the requirements for each strand.

*Karen Kowallis earned her Bachelor's degree from Brigham Young University-Idaho in Secondary Math Education. She is currently working towards her Master's degree from George Mason University in Math Education Leadership. Karen has 6 years of teaching experience and currently teaches Algebra and Geometry at Glasgow Middle School in Fairfax County. She has been to IB training specifically for mathematics.*



Teaching Language and Literature through Artful Thinking*Erica Sellman and Hannah Hirschfeld*

Do you love fun, engaging lessons that promote higher level thinking but feel strapped for time to plan them? Artful thinking and differentiation are the way to go to make your MYP lessons reach all learners. This session will focus on strategies to get students thinking critically while also allowing you to group your students quickly and easily for high-impact, low-prep lessons.

*Erica Sellman has been a teacher in the MYP at Annapolis Middle School in Annapolis, Maryland for 9 years. She has taught Language and Literature teacher in both 6th and 8th grades. Additionally, she serves as the 8th grade Interdisciplinary Team Leader.*

*Hannah Hirschfeld has been a teacher in the MYP at Annapolis Middle School in Annapolis, Maryland for 3 years. She has taught Language and Literature 6th grade.*

Climate Change: A Problem-Based Learning IBMYP Unit for Science*Jeanette Thomas and Megan McKinley*

Climate change is an authentic, highly relevant issue with global significance. By adopting real-world roles in a simulated U.S. Senate climate change hearing, students explore this critical issue from the perspective of multiple stakeholders, to include government, scientists, economists, environmentalists, industrialists, and world citizens. Students gain an understanding of the complexities of addressing climate change and the skills required to become active and engaged participants in the global debate. Participants will leave this session with an understanding of the PBL method and the tools and scaffolds required in implementing this unit in all science classrooms (AAP through teamed).

*Jeanette Thomas earned a MEd from George Mason University and a BS in geology and English from The College of William and Mary. Mrs. Thomas has ten years' experience teaching in Fairfax County IBMYP schools, with certifications in both special education and AAP. She leads FCPS workshops and trainings on the topic of twice exceptional students.*

*Megan McKinley earned a MEd from The University of Virginia and a BS in biology from The College of Charleston. Ms. McKinley has three years of experience teaching AAP classes in Fairfax County IBMYP schools. She has co-led Problem Based Learning Enrichment opportunities for students and co-presented at FCPS workshops on Concept Based Instruction.*

## DIPLOMA PROGRAMME OFFERINGS

### Understanding the Approaches to Teaching and Learning Skills Framework

*Giles Pinto*

This session will familiarize participants with the IB's new A.T.L. skills framework with a special focus on implementation for the MYP and DP curriculum. It will help provide a broad understanding of all five A.T.L. categories with relevant examples from school settings. This session will take an interactive workshop-style format, where participants will be encouraged to draw upon the published guidelines in order to consider applicability for all of the subject groups – as well as MYP Projects, the Extended Essay and Theory of Knowledge. Special reference will be made to resources developed and shared by Lance King, a learning skills consultant who helped to shape the new A.T.L. skills framework.

*Giles Pinto has 15 years of experience as an educator and is currently completing an M.Ed. in Counselling Psychology at the University of Toronto. He is a certified MYP workshop leader and has taught Language & Literature in both the MYP and DP as well as Theory of Knowledge. He is currently the MYP Coordinator at Branksome Hall, a K-12 all girls' Continuum school in Toronto, Canada. He has led workshops for teachers in various subjects as well as for Heads & Coordinators in the MYP.*

### IB E2: Excellence and Equity: Evaluating the Equity in your Diploma Programme

*Asheesh Misra*

In 2014, IB Americas launched the Bridging the Equity Gap Project in order to build capacity within US public high schools to increase the participation and achievement of low-income students in the IB Diploma Programme (DP). This session will introduce the project's E2 Framework (which provides a strong foundation for both evaluating the level of equity in existing IB DP schools and promotes increasing success and access for low-income students) and share project research findings.

*Asheesh Misra is the current Bridging the Equity Gap Programme Manager at the International Baccalaureate. Asheesh previously taught IB History and Theory of Knowledge in both public and independent schools. Most recently, he was an IB DP Coordinator and a past-president of IBMA.*

### IB Economics SL: Tricks of the Trade

*Chris Beemer*

In this session participants will be given documents, lesson materials, and an overview of the IB Economics SL course. Special attention will be paid to the Internal Assessment process, graphs and graphing, and grading student work.

*Chris Beemer has been teaching in the IB Continuum at Gar-Field High School for the past eight years. He taught in the MYP Programme for six years and has also taught IB Economics SL for the past five years. He participated in the IB Programme as a student at Stonewall Jackson High School in Manassas before going on to Virginia Tech to earn his BA in history, an MA in American History, and a Med in Curriculum and Instruction. He recently earned his EdS in Supervision and Leadership from the University of Virginia.*

Changes to the IB History Curriculum*Brian Letourneau*

The session will cover the changes to the IB History curriculum taking effect for juniors in the fall of 2015 and to be tested in May 2017. The session will cover changes to the Internal Assessment, World History topics, HOA curriculum, and practice grading on new rubrics. Participants will be expected to share resources and best practices, and we'll review released materials from IBO to help teachers understand the new curriculum and exam structure.

*Brian Letourneau has been the HOA instructor at Hanover High School since his school became an IB world school in 2005. He has ten years teaching experience IB HOA. In addition, he was IB coordinator at his school for five years, 2006-2011. Brian currently serves as department chair for history and regularly reviews IB history-related issues for his county. He serves as a moderator for both the IA and Paper 1 (Arab-Israeli conflict). Last year, he co-hosted the Mid-Atlantic Networking session for IB history, and recently he attended a CAT-3 training on the changes to the IB History curriculum.*

Challenging Student Perspectives in the IB English Classroom*Julia Hanneman and Stephanie Hanson*

Jane loves Rochester. Rochester hates Bertha. Bertha is really Antoinette. Antoinette doesn't want to be crazy. Whicher thinks Constance is crazy. They all have mommy issues. When juniors walk into an IB English classroom, they quickly realize that the world is more complicated and interconnected than they thought; they just have to change their mindset. Two teachers from Annandale High School discuss how they ask students to challenge their way of thinking by exploring texts that have clear connections but also present different perspectives. They will share how they developed their Part 4 unit, incorporating a variety of genres and media.

*Julia Hanneman teaches IB English Language A and English 11 at Annandale High School. She also advises the Antenna yearbook, co-sponsors the Atoms Chapter of the National English Honor Society, and holds a Master's Degree from George Mason University.*

*Stephanie Hanson is an IB English Language A and English 10 teacher at Annandale High School and received her Master's Degree at George Mason University. She is also the English 10 Team Leader and Director of the Atoms Writing Center.*

How to Chew-up and SPATT-out Language and Literature HL Paper One*Theresa Gaddy*

When faced with comparative analysis of two unseen texts, students run the risk of poor time management, superficial analysis, and a loosely organized response. This interactive session will give you the opportunity to assume the role of a Lang & Lit student and use the SPATTT technique to analyze and organize a Paper One response.

*Theresa Gaddy is a 19 year veteran who has been teaching IB Literature HL and IB Language and Literature HL at Mountain View High School for the past two years.*

# IBMA Summer Academy

## Session two: 10:50-12:05

### CONTINUUM AND GENERAL OFFERINGS:

#### Embracing the Common Core with Art

Elizabeth Dale-Deines and Phoebe Hillemann



Smithsonian American Art Museum  
and the Renwick Gallery

Have you considered using art as a text in the classroom to teach the Common Core? Art museums are poised to support classroom educators as you adapt to this integrated approach. Join museum educators from the Smithsonian American Art Museum to explore connections among social studies, English language arts, and visual arts. In this workshop, participants will read objects as text-determining the main idea, identifying the purpose, and revealing the artist's point of view.

*Elizabeth Dale-Deines is Teacher Programs Coordinator at the Smithsonian American Art Museum where she facilitates object-focused, inquiry-based professional development workshops in the Museum's galleries.*

*Previously, Elizabeth served as American Art's Distance Learning Coordinator. In that capacity, she brought the Museum's collection via videoconference to 3rd-12th grade students in the States as well as dependents of military personnel around the world. She has worked with students, teachers, and lifelong learners in the museum setting as well as at-risk youth in volunteer positions. She earned her master's degree in museum education from the George Washington University.*

*Phoebe Hillemann, Teacher Institutes Educator, has been with the Smithsonian American Art Museum since 2011. She coordinates the Summer Institutes: Teaching the Humanities through Art, and has experience working with a variety of adult and youth audiences in museums. She earned her B.A. in art history from Kenyon College and is currently working toward her M.S. Ed. in Leadership in Museum Education at Bank Street College of Education.*

#### Make Learning Vivid with the Library of Congress

Sherry Levitt and Dr. Cynthia Szwajkowski



LIBRARY OF CONGRESS

Primary sources provide intriguing windows into the past. Analyzing primary sources can engage students, promote critical thinking and encourage research. The Library of Congress offers extensive teaching materials as well as millions of digitized primary source images for the classroom. After participating in a model inquiry activity, participants will explore the Library's resources and leave with ideas for lessons and activities to use with their students.

*Sherry Levitt, Executive Director, Teaching with Primary Sources, Northern Virginia. From 2005-2010, she served Fairfax County Public Schools as the High School English Specialist, working with teachers and language arts curricula. Prior to her central office position, she was English Department chair at Madison High School for many years. Since 2010, she directs the Virginia arm of Teaching with Primary Sources, a program of the Library of Congress that promotes K-16 primary source-based inquiry learning and teaching. Teaching with Primary Sources offers an excellent complement to the IB Programme.*

*Cynthia Szwajkowski, Assistant Director, Teaching with Primary Sources, Northern Virginia. Dr. Szwajkowski, who holds a Ph.D. in History has been with TPSNVA since 2011. She is a former Teaching American History Grant administrator for Fairfax County Public Schools, a West Springfield High School department chair and has extensive experience working with teachers. She has been with TPSNVA since 2011, focusing on designing professional development with an interdisciplinary approach to using primary sources in all K-16 classrooms.*

## PRIMARY YEARS PROGRAMME OFFERINGS:

### Updates to the PYP

*Michael Clifton*

This session is for members of educational leadership teams: district leaders, administrators, teachers and other educators, who are in schools conducting a feasibility study with a view to trial implementation or who are new to authorized or candidate schools which are already implementing the programme. It is also open to those who wish to consolidate or extend their knowledge of implementation requirements. This session will also address the dimensions of the role of the administrator in implementing the programme, requirements, process and timelines for authorization/evaluation. Finally, there will be emphasis on the identifying features of the new PYP curriculum model, ways a school wide programme of inquiry might be developed, and how to assist schools in making an informed decision about the suitability of the PYP in their school.

*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 eighth year as a PYP manager, he oversees the candidacy, authorization and evaluation of PYP schools in the Americas region, and is involved with the training and ongoing support of PYP educators in the region.*

### All Time is PYP Time – Teaching Conceptually Throughout the Day

*Shea Kenny and Christopher Klos*

Participants will walk away with an understanding of how to incorporate PYP throughout their entire day and acquire knowledge of methods that can be used to enhance authentic learning. Participants will be given strategies to incorporate the essential elements throughout all learning blocks and content areas.

*Shea Kenny holds a Master's degree in Instructional Technology and bachelors' degrees in Elementary Education, Psychology and Human Development. This is her fourth year teaching 3rd grade. Two of these years she taught in South Carolina and the past two years here in Virginia. Shea also spent some time in Denmark coaching basketball. Shea has attended two IB workshops and partaken in many professional development classes pertaining to inquiry and concept based learning. As a believer in a holistic approach to learning, she has enjoyed being a part of Belvedere Elementary school as it ventured into becoming an IB PYP school.*

*Christopher Klos has been a 4th grade classroom teacher for the last 3 years and served as an ESOL teacher for 1 year prior to entering the classroom. He received his bachelor's degree from St. Petersburg University and currently attends George Mason working toward his master's degree in Educational Leadership. Mr. Klos holds accreditations in the arts through the Kennedy Center, in history through the Smithsonian, and has designed curriculum programs currently being used in schools across the country. As an advocate of learning through inquiry and constructivism, Mr. Klos was drawn to Belvedere Elementary, Fairfax County's first PYP school.*

Digging Deeper: Strengthening Inquiry Through Visible Thinking*Stacey Komsa*

“We do not hear other people’s thinking... What the person says to us may sometimes sound like the whole story, but it is only half... That’s why we sometimes have to ask ourselves, “Where did that come from?” (Making Thinking Visible)

This session will demonstrate research-based strategies to help students externalize thinking. These strategies encourage meaningful, reflective inquiry that motivates students to learn. Participants will explore Harvard Project Zero’s visual thinking strategies in three categories; Introducing and Exploring, Synthesizing and Organizing, and Digging Deeper. Participants will see classroom implementation, experience strategies, locate online resources, and develop lessons collaboratively (Planner Recommended).

*Stacey Komsa is a founding teacher at Monarch Global Academy, a brand-new IB PYP candidate school in Laurel, Maryland. Currently teaching fourth grade, Stacey also has experience as a middle school language arts teacher. Ms. Komsa is passionate about the PYP belief to develop life-long inquirers that connect what they learn to real world experiences. Throughout Ms. Komsa’s experience, she has held leadership positions such as the Monarch Leadership Team, which makes school wide decisions on PYP policy and implementation, as well as observes and coaches colleagues on best practices. She has also maintained an active role as both teacher and learner through ongoing professional development in areas such as Project Based Learning, a Visible Thinking Book club, and backward design approaches to curriculum.*

**MIDDLE YEARS PROGRAMME OFFERINGS:**The MYP Interdisciplinary Approach*Bob Smith*

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

Interdisciplinary work fosters interaction amongst the subject groups by promoting the holistic approach of MYP. Quality interdisciplinary understanding is measured by purposeful and meaningful discipline integration.

Participants will engage in an interactive environment in order to better understand the rationale for interdisciplinary learning, along with what the requirement will mean for our own schools. We will investigate how interdisciplinary units of study and their understandings are grounded by three traits that distinguish them from regular disciplinary units, along with the six possible forms of integration. In addition to looking at actual interdisciplinary units of work, we will also explore how the new interdisciplinary guide supports teachers with this new MYP requirement.

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

*Bob Smith earned his degree from the University of California, Los Angeles, and has been an educator for the past 28 years. He has a passion for all things relating to teaching and learning, and has worked in both public and private education, suburban and urban areas, and has taught elementary, middle and high school students.*

*His latest adventure has been taking on the challenge of life on the road. Internet and cell phones prompted him to ask the question, “Could his house be mobile as well?” so he bought an RV in the Summer of 2013 and has been living and working around the USA and loving it! This allows him the opportunity to park the RV in a certain location and spend more time in schools to work, in more depth, with administrators and teachers.*

Individuals and Societies Units - Three Projects for grades 6 – 8*Chris Lewis Maddix*

Cuneiform Project - Grade 6 - Year 1. The ancient Mesopotamians were the first society to create a common language and a set of universal laws. The Mesopotamians wrote in cuneiform, and their king, Hammurabi, used this language to create a set of laws. Attendees at this conference will be asked to start working on a language and brainstorming few laws to be shared with the larger group.

Grade 7 Year 2 - World Cultures. Students investigate every continent on earth using 3 perspectives – geographic, cultural, and historic. Students move from 6th grade projects to a deeper level of analysis. The selected project that will be demonstrated in this presentation is entitled, “How and Why Did They Build That?” The progression here is from universal applications for society (cuneiform, laws) to addressing specific needs.

Grade 8 Year 3 World History the Renaissance, to modern times. In 6th grade students created a language and a set of laws; in 7th grade students analyzed why structures were built; in 8th students describe what is wrong with a procedure, an organization, or a product.

Students learn that when we want to change someone's mind about something, or convince others to take action, we have to take a stand. In the early 1900s, crusading journalists routinely voiced their opinions about issues in an effort to change opinions or cause action. In this exercise, you will pretend that you are a journalist who wants to incite action. Think of an issue that is important to you, and write about it in such a way that readers are forced to react.

*Chris Lewis Maddix has taught nearly all subjects in the middle school, from drama, Algebra II, ancient history, to English in MYP for seven years, and enjoys them all. Currently, Chris teaches grades 6 - 8 Humanities/Individuals and Societies at St. James Academy in Maryland.*

Collaborative Consultancy: Growing Your Practice*Jenna Lerro*

Do you feel like there is an area in which you would like to grow as an MYP teacher, coordinator, or administrator? Do you feel like there are particular Standards and Practices for which you and your school can improve? This session will allow for meaningful reflection and invite educators to participate in a collaborative consultancy. Using a structure framework, each participant will share their goals and area of weakness in small groups and elicit feedback from other practitioners. Participants will leave with action steps sure to make their year a successful one. All levels of experience are welcome and encouraged.

*Currently a literacy coach at Annapolis Middle School in Maryland, Jenna Lerro taught Language and Literature for 7 years. She is an IB Educator and serves as a workshop leader, site visitor, and application reader.*

Next Generation Science Standards and International Baccalaureate: What's the Connection?*Myrtle Brijbasi*

Next Generation Science Standards (NGSS) and International Baccalaureate (IB). What's the connection? Do they share similar standards, principles and practices to promote Academic Excellence? Let's have a lively discussion on identifying these connections, their uniqueness, and how they can be reinforced in classroom instruction. Join the conversation!

*Myrtle Brijbasi*, IB DP Coordinator and Biology Teacher at Suitland High School, Forestville, Maryland, holds a BS in Biology, BEd in Science Education from Lakehead University, Ontario, Canada; MEd in Educational Leadership, with a concentration in Gifted and Talented Education and Science Education, from Howard University; Graduate Certificates in Biology, Environmental Science from University of Maryland System, and Biotechnology/Molecular Biology from Princeton University and the National Institutes of Health. She is also a Woodrow Wilson Fellow for Biotechnology and the recipient of several State and National Educator Awards in Science, including National Science Foundation 'Teachers Experiencing The Arctic Program' that facilitated a research experience in Prince William Sound, Alaska, assessing the environmental impact of the Valdez Oil Spill. Myrtle currently serves as a Maryland State Department of Education Master Teacher for Next Generation Science Standards (NGSS), and an IB Consultant/Site Visitor.

Middle Years Programme

**DIPLOMA PROGRAMME AND CAREER PROGRAMME OFFERINGS:**Introduction to the IBCP*Susan Brownsword and Berkeley McHugh*

What is the IB Career-related Certificate and what can it do for your students and school? Come learn the details of this new IB program offering, including elements of the IBCC Core and the Approaches to Learning curriculum itself from teachers who have "been there - done that..."

*Berkeley McHugh* holds a master's degree in Education and a bachelor's degree in English with curricular work in Business courses from Old Dominion University. She is certified to teach English, Business and Marketing and has been teaching for over 25 years.

*Mrs. McHugh* has taught classes in all these curricular areas in grades 6-12 in Texas, Oklahoma, Germany (with the Department of Defense Schools), and Virginia. She was appointed to the curriculum development team responsible for implementing the pilot IBCC program in four Fairfax County Public High schools and has been working to build the program. Currently, Mrs. McHugh teaches at Mount Vernon High School and is the IBCC Coordinator, the Career and Technical Education Department chairperson, a liaison with Apple Federal Credit Union, and teaches IB Business and Management and Accounting. She is the president of BETA, the Business Education Teacher's Association of Fairfax County Public Schools.

*Susan Brownsword* earned her B.S. in Accounting from Bryant College in Rhode Island. In her first career Susan spend eighteen years as a Certified Public Accountant working in both public and private industry. In 2006, Susan completed the Career Switcher Program and went on to earn her M. Ed. from Regent University; she is certified in Business & Information Technology and Marketing. She began her teaching career at the middle school before moving to her alma mater, South Lakes High School. Susan started the IB Business & Management course at South Lakes in 2008 and developed the curriculum materials for that course used by Fairfax County teachers. In addition, she is now a diploma examiner for the subject. Currently, in addition to teaching SL and HL IB B&M, she is the school's IBCC Coordinator and the Approaches to Learning teacher to the first cohort of students participating in the program.

Diploma Programme



CAS Blogging: An Alternative to Online DP Management Systems or Binders*Lisa Renard-Spicer*

Still using binders to track your CAS program? Or, do you use a pre-packaged online CAS tracking system, but want to explore other online methods? This session will present our school's method of recording and monitoring CAS using Edublogs, a free (or nearly-free) online educational blogging platform. At MVHS, we've found it to be a useful way to promote the experiential learning cycle and encourage meaningful student reflection, while significantly cutting down on the amount of time Coordinators and Advisers spend monitoring students. It can be adapted and personalized to your school's needs. Come find out how. Take-aways will be shared via Google Drive.

*Lisa Renard-Spicer is the IB DP Coordinator at Mountain View High School in Stafford, Virginia. She has taught in an IB classroom (literature), and worked as a CAS Coordinator. In addition to coordinating the DP, she currently teaches ToK, serves as her school's EE Coordinator, and is an IB examiner for Group 1 assessments. Both of Lisa's children participated in the IB Program while in high school, as well, providing a parent's perspective on the IB experience.*

The Power of Poetry in Part IV of IB English Literature*Jennifer Fulton and Linda Mirro*

Studying poetry in Part IV (school's free choice) of the IB English program supports poetry study in IB2, allows for teacher and student choice, and provides flexibility. Poetry in Part IV helps students build bridges between texts, enabling them to create original, personally engaging topics for coursework, including the IOP.

Presenters will share approaches to teaching poetry as well as provide a model for incorporating poetry in Part IV which includes pairing poetry with choice reading to help students further develop their skills.

*Jennifer Fulton has been teaching IB English 1 in Fairfax County for the past eight years. She currently teaches IB English 1 and English 10 at Robinson Secondary School where she also serves as the High School English Department Chair. Prior to teaching in FCPS, she taught in Spotsylvania County Schools. She earned her B.A. in English and Secondary Education from Mary Washington, and she earned her M.A. in English Literature from George Mason University.*

*Linda Mirro teaches at Robinson Secondary School in Fairfax, Virginia. She is excited to be teaching IB Literature 1 (Parts 1 and 4) for the second year. She has taught AP Language and Composition for nine years and English 11 for the past 12 years in both Texas and Florida. Linda has a BA in English and an MA in Education with an emphasis in Literacy from Florida Atlantic University.*

Preparing Students for the IOCs with Student-Centered Practice*Kathryn McLeod*

In this session, teachers will gain applicable strategies for how to prepare students for the demands of close reading for the unseen poem of the IOC as well as hear how to provide students will practical IOC experience in the classroom by alternating between being 'teachers' and 'students.'

*Ms. McLeod is a currently the 2nd year IB English Literature teacher at Seneca Valley High School in Germantown, Maryland. This will be her 4th year teaching the 2nd year students. Prior to teaching IB English at Seneca Valley, Ms. McLeod taught the 1st year IB English Literature course at another high school in Montgomery County. She has a total of 8 years of IB experience and has taught all 4 Units of Study.*

Language B Resources*Regina Dee*

This session will give Language B teachers the opportunity to explore resources for the Language B classroom with their peers. These resources include websites for the American Associations of Language Teachers, television and radio stations. Music videos as well as unused chapters of lower level materials can also be adapted to IB classes. Magazine websites are an excellent resource for illustrations needed for the spoken portion of the exam. Participants should bring their laptops to share their expertise.

*Regina Dee first visited Mount Vernon High in 2001 while teaching AP French and writing the original IB French Curriculum for Annandale High School. She has been teaching French for more than 20 years. This year will be her ninth year teaching IB French and her seventh year teaching this subject at Mount Vernon. She also taught AP French for five years at various high schools in Fairfax County. Ms. Dee has given presentations at county wide in-services, regional GWATFL and national AATF meetings. They include Music in Language Classrooms, The Importance of Poems and Proverbs in French Culture and Famous Franco- Americans. As DC/NOVA Regional Secretary for the American Association of French from 2001 to 2006, she informed area French Teachers of meetings and local cultural events. Ms. Dee has visited Canada, Switzerland, Martinique and France. She has also given presentations at the 2012 and 2014 IB Mid-Atlantic Conferences.*

Demystifying the Internal Assessment Process for IB Math Studies*John Schlosser*

Having taught IB Math Studies SL for almost a decade, I have found that the internal assessment(IA) is the most challenging part to teach. In this session, I will share my strategies and best practices for helping students successfully complete the IA. I will also share what I have learned about how to grade the IA accurately.

*Mr. John Schlosser has a BS from Rensselaer Polytechnic Institute and a Masters of Education from George Mason University. He has been teaching mathematics at South Lakes High School in Reston Virginia for the past thirteen years. He has taught IB Math Studies SL for the past nine years.*



**Together we can build a home for IB Educators...**

Become a Content **Contributor**.

Become the **Change** you want to see in the **IB Community!**

Sign up today at  
***www.ibvoice.com***

To become part of our BETA testing team!

Available from August 2015



Helping the Growing  
Community of IB Schools

# IBMA Summer Academy

## Session three: 1:20-2:35

### CONTINUUM AND GENERAL OFFERINGS:

#### Making the Most of Your IB Programme Authorization/Evaluation - Strategies and Perspectives for a Meaningful and Success Evaluation

*Chris Powell*

IB Program Evaluation is an opportunity to reflect and strengthen a school's IB Program(s). This session will offer strategies for keeping the IB authorization/evaluation process manageable and meaningful. Discussion will focus on how to get the most out of your IB program evaluation while gaining positive momentum with program practices. This session will take into account program evaluation from the perspectives of school leaders, coordinators and teachers.

*Chris Powell has been a part of the greater International Baccalaureate (IB) educational community for over a decade. He has served as a teacher, coordinator and most recently, a district administrator and IB Specialist for Fairfax County Public Schools. Chris is active in the IB Educator Network (IBEN) and has held numerous positions as an IB practitioner including a site visitor, workshop leader, examiner, senior moderator and school consultant. He has also served on the Physical and Health Education Subject Guide writing committee and collaborated with colleagues from other regions on developing The Next Chapter of the MYP.*

#### Hands-on History: The World War I Memorial Inventory Project

*Mark Levitch*

The World War I Memorial Inventory Project aims to assemble an online inventory of all World War I memorials in the United States. From simple honor rolls to grandiose architectural complexes, these memorials--numbering in the thousands--are often hiding in plain sight, and many are in need of conservation.

The Project relies on volunteers, including students, to locate and document each memorial and to research the story both of the memorial itself and whom it commemorates. Students will learn about the war; public commemoration; historic preservation; and how to conduct historical research using digital and traditional resources.

*Mark Levitch, PhD, is a writer at the National Gallery of Art, Washington, DC, and founder and president of the non-profit World War I Memorial Inventory Project. He is the author of Panthéon de la Guerre: Reconfiguring a Panorama of the Great War (University of Missouri Press, 2006) as well as several essays and articles on aspects of World War I art and visual culture. After graduating from Yale (BA, political science), Levitch worked as a State Department intelligence analyst for European affairs for nine years before attending graduate school for art history at the University of Pennsylvania (MA; PhD).*



**For more information, please visit: <http://wwi-inventory.org/>**

**PRIMARY YEARS PROGRAMME OFFERINGS:**Thinking Through Quality Questioning*Kimberly Smith*

"Imagine your classroom being alive with students who confront new academic challenges by accessing and assessing personal knowledge and experiences related to the content at hand." (Thinking Through Quality Questioning)

In this session, participants will learn how to make this vision for student learning a reality in their classrooms. Participants will explore the components of quality questions, then collaboratively plan how to engage students with higher level thinking and reflection. Participants will receive resources and practical training in quality questioning. Please come prepared with a current unit of study.

*Kim Smith is a 2nd grade teacher at Monarch Global Academy, IBPYP Candidate School, in Laurel, MD. Prior to MGA, she taught for 3 years at an IB World School in Fort Meade, Maryland. Kim has written, taught, and implemented PYP units for 1st grade, 2nd grade, and 4th grade. Throughout her experience, she has continued to develop in-depth inquiry through effective reflection and quality questioning.*

*MGA's mission statement claims "We are lifelong learners inspiring lifelong learners." To this end, Kim holds a B.A. in Childhood Education from SUNY New Paltz, and is working towards an M.S. in Literacy from Goucher College, where she continues to reflect on quality teaching.*

No Rembrandts Needed! Arts Integration...Simplified*Erika Weiss and Lorie Barnes*

Art is not just for the Art Teacher. Neither does it need copious amounts of paint, glue, and pastels. With a little bit of technology, paper, pencil, and an enthusiastic mindset, you can enrich the minds of the next generation. During this session, simple arts integration techniques, strategies, and activities will be shared and experienced. In addition, models for Arts Integration Teams will be reviewed and discussed to show just how easily the arts can continue to flourish with in your IB school. Please bring a unit with you for group collaboration and immediate application of techniques and strategies.

*Erika Weiss is the Art Instructor for Monarch Global Academy, in Laurel, Maryland which opened for its inaugural year this past fall. Erika has attended numerous professional development opportunities focused on IB, Arts Integration, and Transdisciplinary Learning. This includes the Summer Teacher Institute with the National Portrait Gallery and the 21st Century Arts Integrated Learning Summer Institute. In addition, she has co-led professional development for teachers on how to implement the arts within the general classroom with a global focus as a result of receiving the Crayola Champion Creatively Alive Children Grant this year. Erika is also on the Curriculum Writing Team for Art in Anne Arundel County Public Schools, is a volunteer at the Walters Art Museum in Baltimore, and has spoken at Towson University regarding global perceptions of Artemis in Ancient Greek Artwork.*

*Lorie Barnes, Assistant Principal and Dean of Academics at Monarch Global Academy Public Contract School is a life-long learner. Lorie has been in education for 9 years and has experience in traditional public school models, Expeditionary Learning School and the Primary Years Program. At Monarch Global Academy she supports teachers in teaching inquiry based lessons that reflect student voice. Lorie holds a B.A. in Elementary Education from Towson University in Baltimore, Maryland and a masters in Leadership and Policy studies from the University of Maryland.*

## MIDDLE YEARS PROGRAMME OFFERINGS:

### Unique Solutions to Individual Obstacles: The First Year of Candidacy

*Tina Kurtz, Michele Hochstrasser and Kristen Watkins*

Navigating the initial candidacy year is challenging on many levels. Piloting the programme as an independent school carries additional incumbent concerns. Frequently left to feel isolated and alone, independent schools offer a unique lens into problem solving which can be applied at any grade level and within any school district. Tina, Kristen, and Michele will share three key components to developing a strong, grassroots approach to implementing the IB MYP. Each will share from their content area specialty. Each embody multiple roles on campus and will suggest key components for schools to administer what could work BEST for your school. Together, Tina, Kristen, and Michele will present the unique solutions Visitation Academy created to arrive help navigate the first year of candidacy as a small, independent, and relatively isolated school.

*Tina Kurtz, IB MYP Coordinator Visitation Academy, Frederick, MD, a candidate school. Tina has led the team of faculty as Visitation Academy begins the journey towards authorization and beyond. In addition to the role of coordinator, she also serves as the Language and Literature teacher, PowerSchool Administrator, Faculty Liaison, and Instructional Coach. Her roles at the small, single gender school have helped her to target the sensitive issues of isolation candidate schools can experience. Based in her experience guiding faculty who often teach multiple content areas, Tina will share how managing a team of single teacher departments creates unique dilemmas and offers multiple problem solving strategies.*

*Michele Hochstrasser is an Individuals and Societies and Health and Physical Education Teacher, at Visitation Academy, Frederick, MD. Michele's facilitates the collaborative inside the classroom and on the field. Her unique roles as teacher and coach offer students the opportunity to experience real world examples of life lessons learned in the classroom.*

*Kristen Watkins is a Design Teacher, at Visitation Academy, Frederick, MD. Kristen comes to education through the business world as a retail manager focused on training and leadership development. Her approach to developing leaders offers students a unique perspective collaborative endeavors and problem solving.*

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

*Ms. Angela DeHart*

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

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

Work it out - IB MYP Health and PE*Karen Hertel*

Session will give specific examples of IB MYP planning and assessment in Health and Physical Education. Strategies for incorporating student centered learning and intercultural awareness in the larger classes of HPE will be shared and demonstrated. Participants should dress to be active and possibly outdoors during activity demonstrations.

***Karen Hertel** is the IB MYP coordinator at Mount Vernon HS in Alexandria, VA. She has over 20 years' experience in Health and Physical Education, including 11 years with the IBMYP program. She has been a workshop leader and site visitor for IB since 2006.*

IB in the ESOL History Classroom*Lindsay Mulcahy*

In this session participants will learn how to adapt curricula to meet the unique needs of emergent English learners while maintaining the rigor and high expectations of the IB Middle Years Programme. Strategies to be explored include academic conversation frames, role play and integration of technology, among others. Though the content covered is specific to Individuals and Societies (US History I), the strategies and approaches for reaching English learners in the IB classroom are applicable across content areas.

***Lindsay Mulcahy** is an English for Speakers of Other Languages (ESOL) teacher at Glasgow Middle School, an IBMYP school in Fairfax County. Ms. Mulcahy has been teaching at Glasgow for 3 years. She teaches US History I, which covers early United States history through the Civil War, in both team-taught and self-contained environments. Ms. Mulcahy modifies history lessons to meet the complex needs of ESOL students, while addressing content standards and maintaining lesson rigor. Ms. Mulcahy also serves as a co-coordinator and mentor for Glasgow's On-Time Graduation Committee, a program that implements interventions to support students at-risk of not graduating high school on time. This committee emphasizes the development of meaningful relationships between staff and students, and helps students build positive views of school and long-term learning.*

When Math Stops Being Basic and Starts Getting REAL!*Ashley Shannon*

Have you ever had a student ask the age-old question in class "When am I ever going to use this in the real world?" An advantage of teaching math in an MYP school is our opportunity to incorporate real world connections in our instruction. But how do we do this effectively and with purpose? Participants in this session will experience examples of effective units incorporating Criterion D. Through collaboration, ideas will be shared on how to continuously make real world connections. In this session we will also present ideas of how to differentiate in inclusive classrooms. Participants should come with a unit in which they would like to incorporate Criterion D as time will be given for reflection and planning.

***Ashley Shannon** has her Bachelor's degree in Mathematics and Secondary Education from SUNY College at Oneonta and is working on completing her Masters in Educational Technology. Ashley has completed her first year teaching at Annapolis Middle School in Anne Arundel County Public Schools, with previous experience teaching middle school in New York. Throughout her first year at an IB World School, she has played a key role in creating eighth grade mathematics MYP assessments and rubrics.*

## DIPLOMA PROGRAM AND CAREER PROGRAMME OFFERINGS:

### Linking Assessment Criteria to Classroom Standards to Improve Student Learning

*Matt Axelrod and Tim Kane*

Administrators, Coordinators, and teachers will reach a greater understanding of how IB scores (1-7) are determined. Through greater understanding and use of IB Assessment Criteria, schools can devise assessment and grading models that will lead to greater student enrollment AND greater student performance.

*Matthew Axelrod is the IB Diploma Co-Coordinator and IB History Teacher at George C. Marshall High School in Falls Church, Virginia. He has taught IB History since 2009 and has been IB Diploma Coordinator since 2012.*

*J Tim Kane is the Marshall Assessment Coach and an IB History Teacher at George C. Marshall High School in Falls Church, Va. He has taught IB History since 2000 and has a deep understanding of IB Component data.*

### Round-table about Best Practices Delivering the IBCP Core

*Susan Brownsword and Berkeley McHugh*

This session is suited to both coordinators and Approaches to Learning Teachers, participants will have the change to share ideas and experiences in completing elements of the Core, including the reflective project, the ATL course, language development and community and service.

*Berkeley McHugh holds a master's degree in Education and a bachelor's degree in English with curricular work in Business courses from Old Dominion University. She is certified to teach English, Business and Marketing and has been teaching for over 25 years.*

*Mrs. McHugh has taught classes in all these curricular areas in grades 6-12 in Texas, Oklahoma, Germany (with the Department of Defense Schools), and Virginia. She was appointed to the curriculum development team responsible for implementing the pilot IBCC program in four Fairfax County Public High schools and has been working to build the program. Currently, Mrs. McHugh teaches at Mount Vernon High School and is the IBCC Coordinator, the Career and Technical Education Department chairperson, a liaison with Apple Federal Credit Union, and teaches IB Business and Management and Accounting. She is the president of BE-TA, the Business Education Teacher's Association of Fairfax County Public Schools.*

*Susan Brownsword earned her B.S. in Accounting from Bryant College in Rhode Island. In her first career Susan spend eighteen years as a Certified Public Accountant working in both public and private industry. In 2006, Susan completed the Career Switcher Program and went on to earn her M. Ed. from Regent University; she is certified in Business & Information Technology and Marketing. She began her teaching career at the middle school before moving to her alma mater, South Lakes High School. Susan started the IB Business & Management course at South Lakes in 2008 and developed the curriculum materials for that course used by Fairfax County teachers. In addition, she is now a diploma examiner for the subject. Currently, in addition to teaching SL and HL IB B&M, she is the school's IBCC Coordinator and the Approaches to Learning teacher to the first cohort of students participating in the program.*



Extended Essay Process and Assessment: How best to guide students to EE Success?*Julie Stemple-Hoover*

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 regarding various aspects of the EE process, including: What's the best time line? Should there be grades attached to deadlines? How are supervisors chosen? In addition to the open discussion, in this session we will take a hard look at 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) the implications of the new Reflections on Planning and Progress form, and (3) the World Studies EE. Both new and experienced EE coordinators and supervisors are encouraged to attend to provide a variety of perspectives for discussion.

*Julie Stemple-Hoover holds a Master of Fine Arts degree in creative writing (fiction) from George Mason University as well as a graduate endorsement in gifted education – her undergraduate degree is a BA in English with secondary education certification from Mary Washington College. She has been an educator for over 20 years, having taught 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 five years. She was an IB Examiner for Group 1 EEs for the May 2015 exam session.*

Moving the Writing and the Writer: Writing Workshop in DP Literature*Rebekah O'Dell*

Diploma Programme literature courses draw writers with wide ranging abilities -- those who are brilliant literary critics and those who are still emerging as writers sit side-by-side. With the demands of the DP, how can we effectively teach the needs of all these writers? How can we merge the vitality of a writing workshop and the intellectual rigor of the IB programme within a single course? This session will provide participants with an overview of writing workshop, sample units, a calendar for teaching writing throughout the year, and interviews with IB students who have experienced this new way of conceiving writing instruction within the IB program.

*Rebekah O'Dell has taught IB English HL for eight years in both public school and independent school contexts. She has also served as an IB Examiner for six years. She is the co-founder of movingwriters.org, and the author of Writing with Mentors (Heinemann 2015).*

Spanish B DP Written Assignment: Where do we start?*Dolores Paz Davidson*

When and how do we start preparing our students for the written assignment? If you have wondered this since the new changes were introduced to this assignment in 2015, you are not alone. Sra. Davidson has been working hard to prepare her students for this assignment and would like to share her ideas, worksheets and experience with you. She will tell you how she prepares her students for a successful written assignment, and would love to hear your ideas and opinions as well.

*Dolores Paz Davidson was born and grew up in Buenos Aires, Argentina, where she attended an English bilingual school since Kindergarten and acquired a passion for languages. She obtained a BA in Teaching English as a Second Language and taught English at various levels for 12 years. In 1992, she decided to travel through Europe, South East Asia and Australia for a couple years and experienced firsthand the importance of speaking more than one language. In 1995 she settled in Northern Virginia, and started teaching Spanish as a Foreign Language. She obtained her Masters in Teaching Spanish as a Second Language from the University of Jaen, Spain, in 2013. She has been working for Clarke County Public Schools since 2008 and has been teaching IB Spanish B DP for four years at Clarke County High School.*

## Great Expectations: Accomplishing College Readiness through the DP Experience

*Jalaika Hasan and Rabiah Khalil*

Are your high school seniors prepared by DP curricula to matriculate into top-tier colleges and universities? This workshop discusses the congruence between IB's Approaches to Teaching and Learning skills and the expertise demanded of incoming freshman at post-secondary institutions. Jalaika Hasan, an IB educator with roughly five years of DP teaching experience, and Rabiah Khalil, a professor of Linguistics at Johns Hopkins' Graduate School of Education, team up to discuss the bridge instructors can build between the IB DP and the university classroom. Through visual and auditory materials, engaging activities, and a few context-specific examples, presenters will seamlessly connect the IB sphere and higher education.

*Jalaika Hasan is an IB Diploma Coordinator and Theory of Knowledge teacher at the Islamic Saudi Academy. She is an IB certified educator pursuing her M.Ed. in Curriculum & Instruction with a concentration on Advanced Studies in Teaching and Learning IB at George Mason University's College of Education and Human Development, and she holds a B.S. from the University of Maryland. Jalaika is dedicated to inspiring young people and her cultural competence is demonstrated in part by her Certification in Intermediate Arabic language from UDC. She is trained as a lead evaluator with AdvancED-Southern Association of Colleges and Schools Council on Accreditation and School Improvement and has served as an evaluator on school accreditations.*

*Rabiah Khalil teaches at Johns Hopkins University where she is a doctoral candidate in the School of Education. She holds a Master's degree in Education from Johns Hopkins University and a Master's degree in Linguistics from Georgetown University. She earned her undergraduate degree in English at the University of Maryland. She has eight years of experience teaching in higher education and one year as an IB DP English instructor at the Islamic Saudi Academy.*



Schools and teachers through data-driven leadership and instructional support.  
We empower students by offering them greater opportunities and personalized learning in a global environment while placing the attributes of the IB Learner Profile at the heart of our teaching model.



# IBMA Summer Academy

## Session four: 2:45-4:00

### CONTINUUM AND GENERAL OFFERINGS:

#### Hands-on Classroom Resources to Support Teaching About American Indian History and Culture

*Renee Gokey and Robert Alexander (Kiowa Tribe of Oklahome)*

The presentation will familiarize International Baccalaureate teachers with educational resources available from the National Museum of the American Indian, including some foundational tools and strategies that teachers can employ that will enable them to more confidently present educational resources about the Native Peoples of the Western Hemisphere. Resources discussed include the new quarterly teacher eNewsletter, its lesson plans and links to related outside resources, an annotated Index of Resources that includes NMAI online exhibitions, posters, video, websites, and other media organized by geographic region. Additionally, teaching materials developed by the museum for use in schools that are listed by region or tribe and by theme under Classroom Lessons will be discussed. A 10-minute Q and A period will conclude the presentation.

*Renée Gokey (Student & Teacher Services Coordinator at the NMAI) is an enrolled member of the Eastern Shawnee Tribe of Oklahoma and is also Shawnee, Sac-n-Fox and Miami from her paternal Grandparents. She attended the University of New Mexico, where she received a degree in Anthropology and Native American Studies. She has been working with cultural and art museums for 15 years, beginning at the National Museum of the American Indian in 2000 as a fall intern. She has helped care for, house, and move American Indian collections from the Western Hemisphere for over 6 years and worked in the Museum Education field since 2004. She is keenly interested in early childhood education and literature, connecting Native and non-Native people with cultural collections, and continuing to uncover differences in Indigenous ways of teaching and learning (through art, culture and language) with Western forms.*

*Robert Alexander is a former University of Oklahoma National Merit Scholar who supports outreach for NMAI's National Education Initiative, which strives to dramatically improve what is taught about Native people in K-12 classrooms across the United States. His responsibilities include networking with organizations in support of the Initiative, facilitation of educator workshops, technical layout for the museum's teacher e-Newsletter, along with related contracting and procurement. Additionally, Alexander is responsible for logistics related to the museum's traveling exhibits and has worked from the museum's collections center in Maryland since 2005.*

## NATIONAL MUSEUM OF THE AMERICAN INDIAN

**Located on the National Mall between the Air and Space Museum and the U.S. Capitol Building in Washington D.C.**



EF Tours and the International Baccalaureate: Going Places

Stephanie Lennon

Bring your IB curricula to life with experiential learning through EF Education First! Bring your students on immersive experiences that span the range of IB courses from Languages, Social Studies, Sciences, Arts, and Mathematics. Our newest programs include Language Immersion, Service Learning, and Global Student Leaders Summits. Come learn about these unique opportunities and how we will cover the cost for you and your chaperones. Educational tours show your students the world!

*Stephanie Lennon has been in education in Virginia since graduating from UVA in 1998. She taught all levels of Spanish including AP and IB at Patrick Henry High School in Ashland, Powhatan High School, and Cumberland Elementary and High School. She has served as an Assistant Principal at Lee-Davis High School and ITRT in Cumberland specializing in learning management systems and e-portfolios. Stephanie's experiences and studies abroad in places like Spain, the Dominican Republic, and England lead her to her current position consulting with educators to bring their curricula outside the classroom and into the world!*



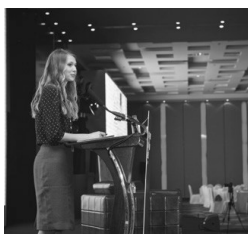
# OPENING THE WORLD THROUGH EDUCATION

For fifty years EF has been working toward one global mission: Opening the World Through Education. Together with educators worldwide, we provide 21st century learning experiences that promote critical thinking, problem solving, collaboration and global competence. Teaching these skills is essential—teaching them in London, Paris or Beijing is transformative.

Continuum

BEGIN BUILDING AN INTERNATIONAL PROGRAM  
 Stephanie Lennon, Tour Consultant  
 stephanie.lennon@ef.com | 804-980-6819

**GLOBAL STUDENT LEADERS SUMMITS**



These extraordinary events combine educational tours and a two-day leadership conference, tackling significant global issues in places where they come to life. Students learn from experts such as Al Gore and Jane Goodall, and work together to design and present solutions.

**SERVICE LEARNING TOURS**



Work side-by-side with locals on community-driven projects in Africa, Asia or the Americas. EF partners with established non-profits and NGOs to make sure your contributions are both meaningful and sustainable.

**EDUCATIONAL TOURS**



Take students out of their comfort zones and into an experience that makes them more open-minded and confident. Your Tour Director will be with you every step of the way and expert local guides will explain the significance of the world's most amazing locations.

**LANGUAGE IMMERSION TOURS**



To learn a new language, it helps to fall in love with where it's from. Our Language Immersion Tours combine authentic cultural experiences with lessons taught at EF International Language Schools or out on the road. Each day's theme connects the day's lessons to hands-on activities and conversations with locals.

## PRIMARY YEARS PROGRAMME OFFERINGS:

### What Were They Thinking? Using Thinking Routines in the PYP Classroom

*Amy Quinn and Della Thigpen*

Involving you in Visible Thinking Routines through direct learning experience and hands on collaboration, Amy and Della will introduce you to strategies that develop critical thinking and inquiry skills in students from age 3 and up. Developed by the leaders of Harvard University's Project Zero, Visible Thinking Routines can help a PYP teacher to develop a culture of thinking throughout each day in the classroom. Della will show examples of her own work in 1st Grade, Amy will show examples of routines throughout the PYP levels. Both Amy and Della will involve you in VTR!

Session goal: Engage in Visible Thinking Routines in order to develop understanding of how and when to use these inquiry strategies in your own classrooms.

*Having had an international education as a child, Amy Quinn took herself back into international education after receiving an MS Ed. in Curriculum and Instruction, specialty in Early Literacy Practices from the University of Kansas. Her 25+ year career has taken her all over the world and teaching across the elementary grade levels, starting in Italy and currently in Washington, DC where she co-founded Washington Yu Ying PCS and now works as PYP Coordinator for the IB World school. Amy has been interested in IB education since her own DP days, but has been a passionate educator since her introduction to ISCP (International Schools Curriculum Project) in 1991, has taught and/or been an administrator in 5+ PYP schools and is a qualified workshop leader and site visitor.*

*Since 2007, Amy has been attending Project Zero workshops and trainings on Visible Thinking Routines and developing a culture of thinking in the classroom. She has worked with her teaching staff to use the VTR to further inquiry and critical thinking.*

*Della is a 1st grade English Teacher at Washington Yu Ying Public Charter School where she has taught for 5 years. She has also taught English as a Foreign Language in Shanghai, China and Art to PreK-8 graders in DC Public Schools. She has a Bachelor of Fine Arts from the University of South Carolina in Art Education and a Masters from George Mason University in Curriculum and Instruction with a focus on the Primary Years Program.*

### Encouraging Personal Expression through Mathematical Patterns in Nature, Text and Visual Arts

*Gary Cousin*

This Art unit of inquiry is designed for all grade levels including opportunities for Music and PE to integrate lessons. The golden ratio, like visual art, has connections to everything including movement and music. Also called the Fibonacci sequence, mathematical ratios can be observed everywhere all the time. Kinetic, musical and literary rhythms can be based on it: 1,1,2,3,5,8,13... This lesson begins by creating a matrix inspired by the 1,1,2,3,5... pattern, then typography techniques are applied to create a sequential literary composition fitting the pattern. The composition can be enhanced w/ the addition of various art elements such as color & texture. Other extensions include superimposing a tessellation pattern to add another visual and contrasting rhythmic structure. As closure, a group critique/analysis of artworks produced might explore how mood is communicated with participants as they analyze aesthetic qualities of artworks produced.

*Gary Cousin earned his Terminal Art for Art Educators Master's of Fine Arts Degree (equivalent to a Doctorate) and Visual Communications bachelor of Fine Arts from the Maryland Institute College of Art. He holds a Maryland State teaching Certification where he has been an art educator for 20 years, teaching a variety of media. He is currently teaching at College Gardens ES, an IBO authorized world school and is a candidate for national board teaching certification. Facilitating student discourse and debate has become a more emphasized aspect of his teaching.*

## MIDDLE YEARS PROGRAMME OFFERINGS:

### Assessment Best Practices in Individuals and Societies

*Kip Malinosky*

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. 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.

*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 Elements of Dance: A Creative Approach to Learning in the MYP Classroom

*Sarah Kauffman*

Are you looking for ways to get your adolescent students up and moving? This interactive session will explore how the elements of dance and the arts can bring creativity and higher-level thinking to your MYP classroom. Teachers will use movement strategies to help bring a deeper understanding to students' learning. Attendees of this session will be given time to explore and create a lesson using the elements of dance to enhance creativity and learning.

*Sarah Kauffman holds a Bachelor's Degree in Dance Education from Radford University. She has led in school and county professional learning opportunities for teachers and school leaders on incorporating movement into instruction. She is currently the director of the dance program at Annapolis Middle School, an IB MYP World School, in Annapolis, Maryland. She has been an teacher for four years.*

### AVID and IB: It can work together!

*Michelle Peters*

Many schools have both AVID and IB programs. Each has its requirements that are surprising similar and support each other. I would like to share how we "married" our programs so they support each other and add value and strength to our AVID and IB programming and student development. We will also share ideas and examples of how you can develop both programs by collaborating and seeing how they can thrive together.

*Michelle Peters is an AVID and Special Education teacher at Glasgow Middle School which is an authorized IBMYP school and AVID National Demonstration Site. She is also the IBMYP Community and Service Learning leader in which she organizes school-wide and curriculum supported CASL projects. She has a passion for travel and global education. For the past 7 years she has led volunteer educator and health service teams to Southern Africa to work in schools to support at risk, orphaned and disabled young people.*

## DIPLOMA PROGRAMME OFFERINGS:

### Integrating ToK into the IB Classroom

Corrine Goldt

Integrating TOK into the IB classroom can have its challenges but by harnessing the qualities of the learner profile, educators can present their content and engage the TOK state of mind. This session will include best practices for integrating subject material into TOK and tips for integrating TOK into the IB classroom.

*Corrine Goldt currently teaches at Meade High School in Anne Arundel Public Schools. She sits on the county assessment and curriculum committee, has taught Theory of Knowledge for two years, IB DP French for five years and MYP French and Spanish for three years. She has an Advanced Professional Certificate, is IB trained, and IB educated, having received her IB diploma from the International School of Paris. She is also a member of the New York and DC Bar and is fluent in French and Portuguese.*

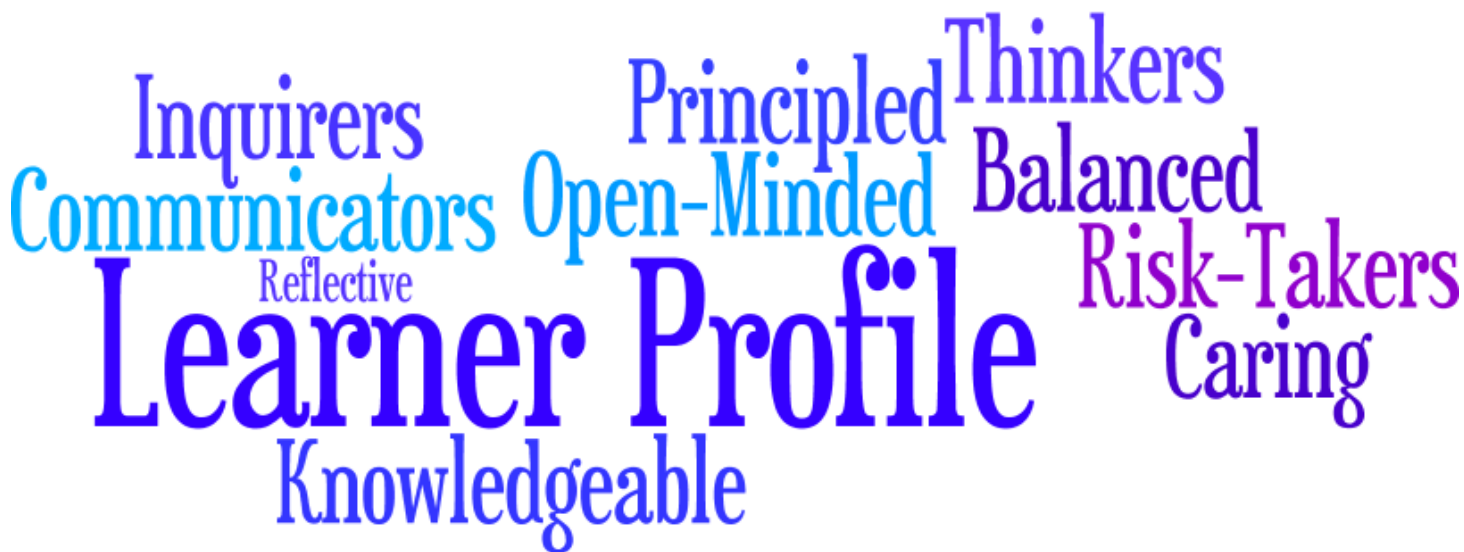
### Developing Students' Understanding of Literary Features Using Online Writing Assignments

Kathleen Doyle

Students may be able to define literary terms such as irony and figurative language, but they need to move beyond definitions to understand the effects of these features in the works they study. Two assignments that compel students to examine these effects more closely are writing blogposts and completing interactive online graphic organizers. In this session, the details of these assignments will be presented, along with examples of HL and SL Literature student writing that demonstrates new insight into how literary features work.

*Kathleen Doyle has taught IB English A at the Islamic Saudi Academy since the IB Programme was introduced in 2009. As department chair, she has overseen curricular development of both DP and MYP English A courses. Since 2013, Ms. Doyle has also taught English B. In the coming year, she will also be responsible for development of the MYP English language acquisition curriculum. Ms. Doyle is also a trained and experienced IB English A: Literature examiner.*

Diploma Programme



## Language and Literature Roundtable

*Darcy Hood, Maggie Webster and Peter Laub*

In this session, instructors of Language and Literature will share experiences, ideas and concerns. This round table will be an opportunity for educators to share what has worked well, what hasn't worked so well, and some things they would like to try. This is also a great opportunity for schools who are considering adding Language and Literature to their curriculum to hear from those who are already teaching it.

***Darcy Hood** began her teaching career as an MYP teacher at Poe Middle School in Fairfax County. After several years, she moved to the high school level, teaching IBSL Literature at Robinson Secondary School.*

*She moved to Massachusetts for one year and taught at Sturgis Charter Public School, an all IB School, again teaching IBSL Literature. She currently teaches IBSL Language and Literature at George Mason High School. She has been trained in IBSL Literature and is scheduled to be trained in IBSL Language and Literature this summer. She has participated in various IB workshops, including an IB roundtable in Bedford, NH, and is currently an IB Examiner.*

***Maggie Webster** teaches IBSL Language and Literature at George Mason HS in Falls Church City. She has a B.A. in English Education, an M.A in Literature from George Mason University, and an M.Ed from UVA. She has been an educator for over 30 years, and taught at several private schools and Northern Virginia Community College before coming to GMHS 16 years ago. She was trained in IB Literature in 2005 and IB Language and Literature in 2011. This will be her fifth year teaching parts 2 and 4 of the course.*

***Peter Laub** teaches 12th graders English at George Mason High School in Falls Church, Virginia. He currently teaches parts 1 and 3 of the IBSL Language & Literature course. He has also taught IBHL and IBSL Literature. This is his sixth year of teaching, all of which have included the teaching of the IB programme. He generally prefers contemporary literature, but his favorite book is Heart of Darkness.*

## Experiential Teaching Strategies for Bilingual Psychology Students

*Dr. Cindy Waddell*

This session will allow participants to get ideas about hands-on learning to get students more involved, showcase visual learning practices, share schematic memory results and take a look at simplified research for use in IB Psychology courses.

***Dr. Cindy Waddell** has ten years of experience in the mental health field. She has 15 years of experience teaching Sports Psychology at the university level and is a certified Sport Psychology Consultant. She has taught mixed classes of Language A and B learners in both SL and HL Psychology and has achieved high percentages of students electing to take the IB exam in an optional system.*



American Foreign Policy in the Middle East*Joseph T. Brannan (Tom)*

Session will explore opportunities for integrating role play and the new CHOICES Lesson Unit on “The Middle East in Transition, Questions for US Foreign Policy” into IB History, IB Geography and IB Politics courses, specifically the development of and appreciation for multiple perspectives.

*Joseph T. (Tom) Brannan has taught IB History "Topics" for 14 years at George C. Marshall High School (Fairfax County, Virginia) and has given presentations on IB History, the CHOICES curriculum and on Model United Nations to teacher organizations at the local and regional levels. He serves as co-sponsor of the Marshall Model United Nations Club and is the co-author of Coaching Winning Model United Nations -- A Teachers' Guide (2014, University of Nebraska Press). He is also faculty advisor to the George C. Marshall Museum Project at his high school.*

Round Table Discussion about Changes to IB Business Management Curriculum and Assessments*Susan Brownsword*

Participants will have the opportunity to brainstorm ways to implement the changes incorporating CUEGIS concepts and changes to the internal and external assessments. To make the most of the time, please bring a copy of the Business management Guide and be familiar with the changes.

*Susan Brownsword earned her B.S. in Accounting from Bryant College in Rhode Island. In her first career Susan spend eighteen years as a Certified Public Accountant working in both public and private industry. In 2006, Susan completed the Career Switcher Program and went on to earn her M. Ed. from Regent University; she is certified in Business & Information Technology and Marketing. She began her teaching career at the middle school before moving to her alma mater, South Lakes High School. Susan started the IB Business & Management course at South Lakes in 2008 and developed the curriculum materials for that course used by Fairfax County teachers. In addition, she is now a diploma examiner for the subject. Currently, in addition to teaching SL and HL IB B&M, she is the school's IBCC Coordinator and the Approaches to Learning teacher to the first cohort of students participating in the program.*

## A Special Thank You To This Year's Vendors...

EF Educational Tours

Hodder Education

IB Source

ManageBAC

Oxford University Press

Pamoja Education

**...And to George C. Marshall High School for Hosting This Year's IBMA Academy!**

# CERTIFICATE OF ATTENDANCE



AWARDED TO

IN RECOGNITION OF PARTICIPATION IN THE

*IBMA 2015 Summer Academy*

*Greg Wood*

*8/6/15*

IBMA President      DATE

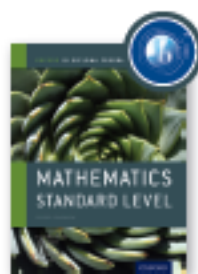
# IB education is about more than knowledge acquisition.

## And IB resources should progress learners beyond factual understanding.



### Fully immerse learners in the IB approach with Oxford Course Books developed directly with the IB:

- Strengthen critical awareness, equipping learners to process and articulate complex ideas
- Build higher level comprehension, shaping reflective, lateral thinking skills
- Develop outward-looking learners who can transfer and apply knowledge and skills to the world around them
- Benefit from expert support from leading IB practitioners, including workshop leaders and syllabus consultants



[www.oup.com/academic/ib](http://www.oup.com/academic/ib)

OXFORD



## Try the New ManageBac this Fall 2015

REDESIGNED, INTEGRATED AND BETTER THAN EVER

Learn more about some of our key updates in 2015.



### New CAS Guide

Redesigned activity portfolios & reflections with built-in support for the new 7 learning outcomes.



### e-Coursework

As the developer of the new e-Coursework system, we are delighted to finally offer integration from ManageBac for May 2016. Easily organize and submit portfolio coursework from ManageBac to EC3 without manually downloading and re-uploading files.



### Spanish language

Full end-to-end Spanish translation of ManageBac including forms from the Handbook of Procedures.

Plus a few other key updates:



### Collaborative unit planning

Enhanced accordion style planner allows for collaborative real-time editing and improved resource & file sharing.



### IB Student Registry

Showcase ManageBac student portfolios to the world's leading universities via a curated public profile. Browse over 200+ IB University recognition policies.



### LaunchPad Single-Sign-On

Move seamlessly between ManageBac, OpenApply, Finalsite and our partner integrations.