



2013 IB MID ATLANTIC SUMMER ACADEMY

AUGUST 7th & 8th

at Robinson Secondary School in Fairfax, Va.

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

Vision: Educate - Participate - Lead

- IB-Mat aims to provide valuable programming for all of its members
- IB-Mat aims for meaningful participation of all members
- IB-Mat aims to be a leader among the IB Community



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SPECIAL PRE-CONFERENCE SESSIONS

Advancing Service Learning: Academic Engaging, Real - Cathryn Berger Kaye

IB and the Common Core - Mary Austin and Frangiska Lewis

Teaching for Understanding: Revisiting Pedagogy and Curriculum Design - Steve R. Hreha

MVP: The Next Chapter - Stanley Burgoyne

IB Mid-Atlantic Member Schools

Virginia

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

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

Maryland

Albert Einstein High School (DP)
Annapolis High School (MYP) (DP)
Annapolis Middle School (MYP)
Baltimore City College (MYP) (DP)
Baltimore International Academy (PYP)
Bethesda Chevy Chase High School (MYP) (DP)
Central High School (DP)
College Gardens Elementary (PYP)
Crossland High School (DP)
Edgewood High School (DP)
Francis Scott Key Middle (MYP)
Frederick Douglass High School (MYP)
Germantown Elementary School (PYP)
Hebron-Harman Elementary School (PYP)
James Madison Middle School (MYP)
John F. Kennedy High School (DP)
Julius West Middle School (MYP)
Kenwood High School (DP)
Laurel High School (DP)
MacArthur Middle School (MYP)
Manor View Elementary School (PYP)
Meade Senior High School (MYP) (DP)
Milford Mill Academy (DP)
Montgomery Village Middle School (MYP)
Neelsville Middle School (MYP)
Newport Mill Middle School (MYP)
North Hagerstown High School (DP)
Old Mill High School (MYP) (DP)
Old Mill Middle School North (MYP)

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

District of Columbia

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

Delaware

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

Pennsylvania

Pan American Academy Charter (PYP)



IB Mid Atlantic Academy

August 7-8, 2013

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Brian Bassett**
*Academy Co-Chairs, Past
Presidents*

Dear IBMA Educators,

Welcome to the fifth annual Mid-Atlantic Association of IB World Schools' (IBMA) Summer Academy! We were thrilled to see many of you at the IB Americas Annual Regional Conference (ARC), which was held July 18-22, in New Orleans. At the ARC, one of the student speakers began her speech with a quote by Thomas Edison: *Opportunity is missed by most people because it is dressed in overalls and looks like work.* She was referring to her decision to pursue the IB Diploma, while many of her friends did not. The quote is extremely applicable to IB Educators as well, and we are delighted that you have chosen to give your time to participate in this dynamic event. You have seized the opportunity to put on your overalls, roll up your sleeves, and sharpen your educational tools over the course of the 2013 IBMA Summer Academy.

We intend for the 2013 IBMA Summer Academy to be a local opportunity for IB educators to learn best practices from their peers and experts in the field. In keeping with the theme of the ARC, the sessions will stimulate your innovation and creativity. You have the opportunity to explore subject specific sessions, as well as general sessions that apply to the programme(s) in which you educate. All sessions will offer a venue for innovative leadership, courageous conversations, and creative learning among peers in the full Pre-K-12 continuum of IB programmes.

The 2013 IBMA Summer Academy aims to develop your educational practices and strengthen your understanding of IB philosophies. To that end, we have gathered organizations from around the world to present and share their expertise. Please take time to meet with the following 2013 IBMA Summer Academy sponsors during the conference:

- Cambridge University Press
- George Mason University – Fast Train
- Hodder Education
- Pamoja Education
- ManageBac - Faria Systems Inc.
- Green Light Group Tours
- IB Source
- Rubicon Atlas

Finally, We would like to extend a thank you to everyone who has dedicated precious time to attend and/or present at the 2013 IBMA Summer Academy. An immeasurable thank you also goes to Rubicon International for sponsoring our snack breaks, and to our very generous host, Robinson Secondary School (Fairfax County Public Schools), who made today possible. We hope that the 2013 IBMA Summer Academy will inspire you as you plan for the 2013-2014 school year.

Sincerely,

Laura Lane
President, Mid-Atlantic Association of IB World Schools



Welcome to the 2013 IBMA Summer Academy

PRECONFERENCE DAY

Wednesday, August 7, 2013 **Event**

9:00 am – 10:00 am	Preconference Registration and Light Breakfast Refreshments
10:00 am – 12:00 pm	Preconference Part I
12:00 pm – 1:00 pm	Lunch
1:00 pm – 3:00 pm	Preconference Part II

IBMA ACADEMY

Thursday, August 8, 2013 **Event**

8:00am – 9:00am	Registration and Continental Breakfast
9:00am – 9:30am	Welcome and Plenary Session
9:30am – 9:45am	Break/Snacks/Sponsors Gallery
9:45am – 11:00am	Subject Session I
11:00am – 11:15am	Break/Snacks/Sponsors Gallery
11:15am – 12:30pm	General Session I(a) or Lunch
12:30pm – 12:40pm	Transition Time/Sponsors Gallery
12:40pm – 1:55pm	General Session I(b) or Lunch
1:55pm – 2:00pm	Transition Time/Sponsors Gallery
2:00pm – 3:15pm	General Session II
3:15pm – 3:30pm	Transition Time/Sponsors Gallery
3:30pm – 4:45pm	Subject Session II

Sponsors Gallery Open from 8:00am – 3:30pm

IBMA Summer Academy Pre-Conference Sessions

Wednesday, August 7, 2013 10:00am – 3:00pm

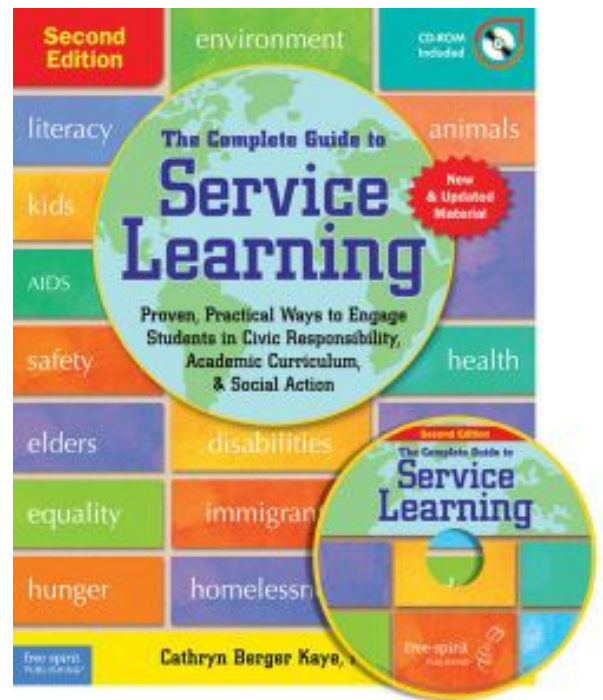
Advancing Service Learning: Academic, Engaging, Real

Room: Davala Hall – Side A

Cathryn Berger Kaye

Join this lively session and discover why service learning matters. Service learning—a powerful teaching strategy—creates a conducive environment for developing transferable skills and knowledge, high engagement, and relevance that gives meaning and purpose to school for teachers as well as students. With service learning connected to the curriculum, teachers describe how students willingly go beyond required assignments. The process allows students to reveal hidden talents, apply themselves in ways that stretch their intellect, retain what they have learned, and transfer 21st century skills and knowledge to new situations.

During this highly experiential journey, see examples of service learning applicable to units of inquiry at all levels of IB. Let service learning be a continuum that gives evidence of how the learner profile attributes become internalized. Hear ideas being piloted that infuse service learning within the extended essay, group research, and see how service learning may increase youth initiative and outcomes for PYP, MYP, and of course, CAS.



As part of this comprehensive session, receive a copy of *The Complete Guide to Service Learning: Proven, Practical Ways to Engage Students in Civic Responsibility, Academic Curriculum, & Social Action* as author Cathryn Berger Kaye leads you through a step-by-step process that includes:

- Making a Case for Service Learning
- Getting Started
- Entry Points
- Essential Elements
- 21st Century Skill and Social and Emotional Development Integration
- Transdisciplinary Curricular Mapping
- Five Stages of Service Learning
- Action Research Methods
- An In-depth Look at Reflection
- Literature Connections

Be prepared for lively conversation, thoughtful reflection, ways you can lead professional development on these concepts and practical ideas that bring learning to life.

Teaching for Understanding: Revisiting Pedagogy and Curriculum Design

Room: Davala Hall – Side B

Dr. Steve Hreha

It is a commonplace observation for teachers to recognize that students can “know” something without actually “understanding” it. Moreover, teachers are often frustrated when they grade assignments and find that students did not really understand what had been covered extensively and well in class. What to do? Often the remedy of choice is simply to do more of the same and exhort students to study more. There are, fortunately, other, more promising, responses. In this workshop participants will be introduced to the key ideas involved in *teaching for understanding*, an approach to pedagogy and curriculum designed and developed by David Perkins and Howard Gardner as part of *Project Zero*. Throughout the workshop participants will have the opportunity to apply the ideas discussed to a topic they are currently teaching and to discuss their ideas with fellow teachers. The focus of the workshop is not only to explore alternative ways of thinking about teaching, assessments and lesson planning, but also to provide teachers with opportunities to gain experience in using the ideas reviewed.



Dr. Steve Hreha was the IB Diploma Programme coordinator at Champlain Regional College in St. Lambert, Québec from 1991 until 2011 when he took early retirement. As part of the DP he taught ToK and was one of two IB philosophy teachers. He has led workshops in the Theory of Knowledge since 1998 in Canada, the United States and Europe for IB Americas and for independent providers as well as leading in-service training for school districts in Canada and the US. Dr. Hreha is a TOK examiner, consultant, site visitor for prospective IB schools, and a member of the program evaluation reading team. In 1996, he received the Association of Canadian Community Colleges (ACCC) Teaching Excellence Award, and in 2012 he was presented with the IBA Regional Director's Award. Dr. Hreha holds an MA in philosophy for Carleton University in Ottawa and a Ph.D. in interdisciplinary studies from Concordia University in Montréal.

MYP: The Next Chapter

Room: Media Center – Back Left Side

Stanley Burgoyne

Thank you for joining us for this interactive session that will shine a light on the MYP as it is now and how it is evolving. Stan will share how educators approach teaching and learning with students in relevant and inspiring ways. Learn about how changes in the MYP will increase student engagement by

- Encouraging learning and deep understanding of important concepts
- Increasing motivation for learning as students develop attributes of the Learner Profile to become lifelong learners
- Providing better alignment across all IB programmes
- Building on conceptual framework in PYP and is best preparation for DP/IBCC and further education

Stanley Burgoyne is the Global Head of MYP Professional Development the International Baccalaureate. He joined the IB in 2006 after many years as a teacher, coordinator, and administrator. He taught English and drama in the San Francisco Bay Area until 1996 when he moved to Chapel Hill, North Carolina. There he discovered the IB as part of a U.S. Education grant-funded magnet program in Wake County, North Carolina. He was an MYP and Diploma Programme teacher before becoming a coordinator at the school and then at the district level. He assumed the position of MYP manager in 2006 and later joined the global professional development team in October of 2009.

IB and the Common Core

Room: Media Center – Back Right Side

Mary Austin and Frangiska Lewis

The Common Core State Standards (CCSS) will have an impact on many IB World Schools. How will your school or district make sense of the CCSS and IB? This workshop examines how we can align the CCSS with IB's curricular aims and objectives across the IB continuum. The introduction of the CCSS presents an opportunity for schools and districts to examine the development of their curricula, as well as an opportunity to review the best practices of IB. This interactive session will allow participants to develop a plan for meaningful integration of the CCSS and IB for their school or district.

Mary Austin is the District Coordinator for IB programs in Anne Arundel County Public Schools in Maryland. She has facilitated the development and implementation of a district wide vision for the IB continuum focusing on access for all students. Currently she supervises three Diploma Programme, three Middle Years Programme and seven Primary Years Programme candidate schools. She has been involved with the IB for over 13 years as a school based MYP and DP coordinator, site visitor, workshop leader, and consultant. Ms. Austin has a B.A. in English and Secondary Education and a Masters degree in International Affairs. She was selected from a national search to represent the Fulbright Commission on International Educational Exchange as a Fulbright Teacher in Helsinki, Finland. Ms. Austin began her teaching career in Cyprus working with Arab and Greek Cypriot students as they prepared for university study in the U.S. and the U.K. She has worked and traveled extensively through Europe, Scandinavia, Russia, Estonia, and parts of the Middle East. Ms. Austin is a Navy spouse and the mother of two girls, both IB students, in the Annapolis, Maryland area.

Frangiska Lewis holds a master's degree in Curriculum and Instruction from Loyola College in Maryland and a graduate certificate in Administration from The Johns Hopkins University. She has earned an undergraduate degree in History and Classical Archaeology from the State University of Athens, Greece. Mrs. Lewis has been an educator for over 25 years. She has taught all levels, served as principal, resource teacher and IB coordinator. Currently, Mrs. Lewis is the IB Teacher Specialist at Anne Arundel County Public Schools, in Annapolis, Maryland. Mrs. Lewis works with the IB continuum and is an IB trained workshop leader, authorization and evaluation visitor, and consultant. Mrs. Lewis serves on the board of the International Mid-Atlantic Association of IB World Schools.



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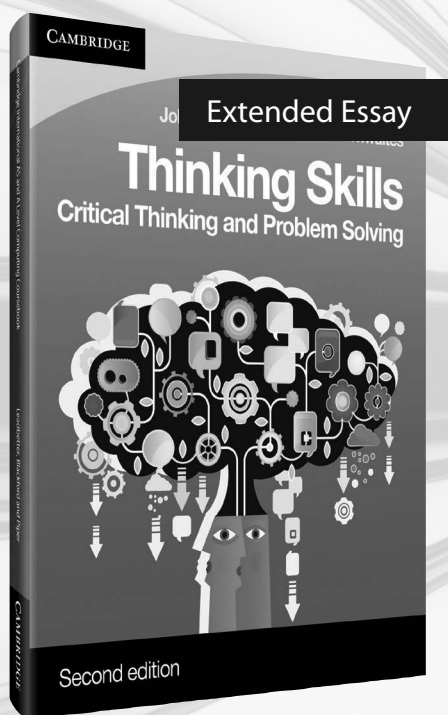
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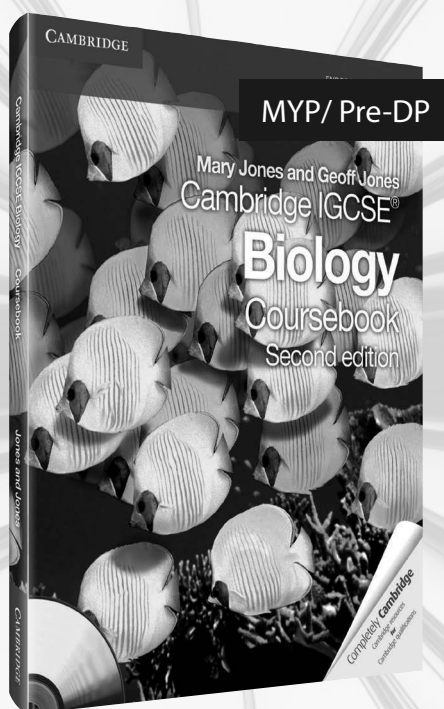
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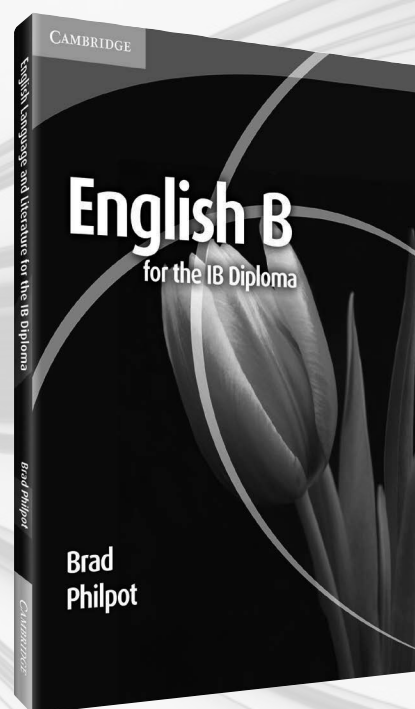
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(9th-10th go to "IGCSE", Middle School go to "Checkpoint")

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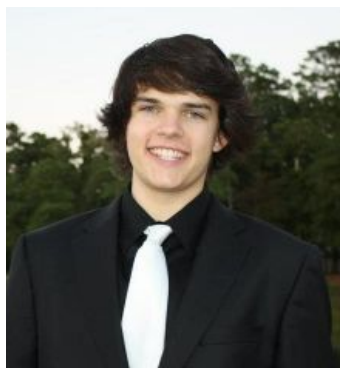
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IBMA Summer Academy Plenary Session

Thursday, August 8, 2013 9:00am – 9:30am

Reed Howard, IB Diploma Recipient from the Class of 2013 at Princess Anne High School



Reed Howard is a IB Diploma recipient from the International Baccalaureate program at Princess Anne High School in Virginia Beach, Virginia. He believes "leadership is a service" and has served the community as the Virginia Beach City-Wide Student Council President, co-founder and director of the Thoroughgood Elementary School Leadership Workshop, and has served the international community through his work with human trafficking survivors in Nepal. Reed will attend the Edmund A. Walsh School of Foreign Service at Georgetown University where he plans to study politics and international relations.

Andrew Atkinson, Director of Global School Services

Andrew Atkinson, Director of Global School Services, leads a team to design and deliver the highest quality key services of IB World School authorization and evaluation as well as new pre and post authorization services for our 3350+ schools in over 140 countries worldwide. Andy has been involved in International Education for 20 years as a teacher, head of department, head teacher, director and until 2012 headed up the Diploma Programme Development team at the IB in The Hague. He was promoted and transferred to his current Directorship in July 2012. His international experience has been in Argentina, Italy, Spain, the UK and now Holland. As a fully bilingual Spanish speaker he is often drawn to opportunities and experiences in Spain and Latin America. Andy graduated in humanities but went on to teach both language and theatre. His management and leadership experiences came early with a headship of an international school at 33 years of age and he has gone on to further positions of leadership for the last 12 years in schools, corporate offices and now with the not for profit International Baccalaureate. Andy is known for his passionate beliefs in an IB education and has experience with all four programs of the IB.



IBMA Summer Academy

Subject Session I

Thursday, August 8, 2013 9:45am – 11:00am

PRIMARY YEARS PROGRAMME OPTIONS

Creating a Community of World Language Learners

Room: B104

Meghan Carpenter, 1st Grade Teacher, Frank Hebron-Harman Elementary School

Starting world language instruction can be overwhelming. How can we help students make connections with a new language? How can we get started if we don't know the language? Come see how easy it can be to integrate a world language into a PYP classroom through morning messages, greetings, centers, routines, and more. Through connections with math, science, and social studies we'll help students (and teachers) learn another language. Participants will leave with a variety of ideas and activities they can implement on the first day and beyond.

Meghan Carpenter is a 1st grade teacher at a PYP Candidate School in Hanover, Maryland. She is a candidate for the IB Educator Certificate through Bethel University in Minnesota and has a master's degree in Teaching from Montclair State University in New Jersey. Miss Carpenter has been teaching elementary students for six years. She is passionate about integrating math into all subject areas and helping her students become life-long thinkers and inquirers.

Student Participation: Planning to Implementation

Room: B106

Christina Reeder, PYP Teacher, South Shore Elementary

Melissa Patterson, PYP Teacher, South Shore Elementary

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

Christina Reeder is a December 2001 graduate of Christopher Newport University and a 2008 graduate of Old Dominion University with graduate degrees in Early Child Psychology and Educational Leadership. Christina taught at Dutrow Elementary School in Newport News, VA from December 2001 till 2012, where she was part of the original staff that implemented the IBPYP program. She taught both 4th grade and Kindergarten during her time there. Most recently, Christina made a military based move to Maryland. She was hired by Anne Arundel County Public Schools during the summer of 2012 and is currently employed at South Shore Elementary, an IBPYP candidate school, in Crownsville Maryland. Christina is a firm believer in the IB teaching philosophy and tries to honor the quote by Benjamin Franklin "Tell me and I will forget. Teach me and I remember. Involve me and I learn", in her classroom daily.

Melissa Patterson is a 2002 graduate of Mount Vernon Nazarene University in Ohio. She holds a B.A. in Early Childhood Education. She also holds a M.A. in Early Childhood Education from the University of Phoenix. Melissa has worked at Head Start in Ohio for six years as a lead teacher, center manager, family service worker, and enrollment specialist. She moved to Virginia in 2008 and is currently teaching 1st grade at Dutrow Elementary. Melissa is a true believer in inquiry-based learning

MIDDLE YEARS PROGRAMME OPTIONS

Creative and Critical Thinking for Language A Students

Room: C115

Daina Lieberman, MYP Coordinator/English Teacher, South Lakes High School

IB asks us to teach our students to think critically and creatively in order to be prepared for college and life beyond school. Join me to learn some simple ways you can incorporate critical and creative thinking strategies into your lessons in engaging ways. These strategies are fun for teachers and students alike. They can be used at any grade level of English and with twice-exceptional and ESOL students. Participants will leave with a toolkit of strategies that are easy to weave into their existing lessons and units and that will push their students to think critically and creatively.

Daina Lieberman, a National Board Certified teacher, teaches IB and MYP English at South Lakes High School in Fairfax County, Virginia. This year, she will be their MYP Coordinator. In 2012, Daina was selected as both a PDK and an ASCD Emerging Leader. She was profiled in the February 2013 issue of The Kappan and on ASCD's InService blog in November 2012. This spring, she was interviewed for an article on teacher leadership by Scholastic Instructor, served on the 2013 PDK/Gallup Poll Advisory Council, and was shadowed by a Department of Education official during Teacher Appreciation Week. Daina participates on the FCPS Secondary and High School Advanced Academic Leadership Teams. Daina has taught for 10 years in three states and in France, in urban, suburban, private, public, and online schools. She is currently pursuing an Ed.D. in Educational Administration and Policy Studies at The George Washington University.

Language B Classroom: Use Technology and Teach Holistically

Room: Media Center – Multi-Purpose Room

Charis Cephas, IB Language B Teacher, Annapolis Middle School

Be open-minded. Utilize differentiated instruction and unique resources to reach the whole learner. Why not use authentic texts and activities in the Language B classroom to help students demonstrate mastery of the criteria? Whether you teach basic vocabulary or complex dialogue in the target language, it is important to provide students with appropriate choice, rigor and supports to help them excel. This presentation is designed to give educators an opportunity to view a colleague's successes and areas of growth in addition to sharing their own. Participants will leave the session with concrete examples to take directly into their classroom instruction.

Charis Cephas is beginning her 8th year as a certified IB Language B instructor. After receiving training in Los Angeles on the national level, she has participated in local and regional trainings to enhance her knowledge of the IB philosophy. In addition to holding an Advanced Professional teaching certificate, she is a certified trainer of Thinking Maps. She believes the latter has made a positive impact on the learning of her students. With the unit question as her guide, she utilizes differentiated instructional techniques, technology and student-centered activities to help her students become more engaged with the target language. She believes all students are capable of learning an additional language, provided the proper supports and structures are in place.

Student Led Dialogues on Current World Issues

Room: C208

Jim Ronayne, 7th Grade Humanities Teacher, Old Mill Middle School North

They want to talk, so let them. We often stifle student discussion in class in fear of where it might lead but in this session, we will discuss how you can use student led dialogues as students investigate and discuss current issues. The session will explore a number of different dialogue techniques. We will discuss being open-minded as a way to set the appropriate atmosphere and expectations that will allow for analytical dialogues. In addition, we will explore how to present information from multiple points of views to ensure culture awareness throughout your students' dialogues.

Mr. Jim Ronayne currently teaches 7th grade Humanities at Old Mill Middle School North. This is his second year teaching at an IB/MYP school. He attended Penn State University where he received his Bachelor of Science in Secondary Education. During his time at Penn State, he focused his studies in the field of Social Studies. Besides being certified in Social Studies, he also holds certification for Latin and Middle School Mathematics. Mr. Ronayne is currently working on his Masters in Environmental Education with Slippery Rock University. During the summer, he also develops and runs program for a camp that serves almost 300 youths from ages 7-21.

Tools to Scaffold the Approaches to Learning Skills for the MYP Personal Project

Room: B204

Kristina Korona, IB MYP Coordinator, Meade High School

Nan Henry, IB MYP Science Teacher, Annapolis Middle School

Jessica Padgett, IB MYP Humanities Teacher, Old Mill Middle North

This session will explain how implementing research projects in years 1-4, e.g. National History Day and science fairs, can be an effective means of scaffolding the approaches to learning skills required for the MYP personal project in year 5. We will explore how the research process can be shaped by incorporating the Design Cycle and modeling components after the MYP personal project, e.g. having students use a process journal and write a reflective report.

Teachers of all subjects, coordinators and administrators will leave this session with ideas for modeling project based learning experiences that will prepare students for the culminating Personal Project in year 5 of the MYP.

Kristina Korona holds a master's degree in Secondary English Education from University of Maryland, Baltimore County. She has a bachelor's degree in liberal arts from St. John's College in Annapolis, Maryland. Ms. Korona has been a teacher for 11 years, beginning her IB experience with the Diploma Programme as an IB English A teacher. Currently, Ms. Korona is the IB MYP Coordinator at Meade High School in Anne Arundel County Public Schools in Maryland.

Nan Henry earned her Elementary Education degree through St. John's College (Annapolis, MD) and Bowie State University. Nan has taught sixth grade science at Annapolis Middle School (Anne Arundel County Public Schools) for 20 years. During her time at AMS, she has sponsored a variety of after school clubs (including the Internet Club in the 1990's and, most recently, a film club), has raised countless terrapins in her classroom, helped earn the Green School Award, and has been an integral member of the MYP Teaching Team since its inception in 2006.

Jessica Padgett has a Bachelor's Degree in History with a concentration in Secondary Education from Salisbury University and is working on completing her Masters in Educational Technology from Loyola University. Jessica is starting her 9th year teaching at Old Mill Middle North in Millersville, Maryland and is the Humanities Department chair. She has been teaching as an MYP teacher for 5 years at Old Mill Middle North in the Anne Arundel County Public School system.

Using the IB Learner Profile in Mathematics Assessment

Room: B108

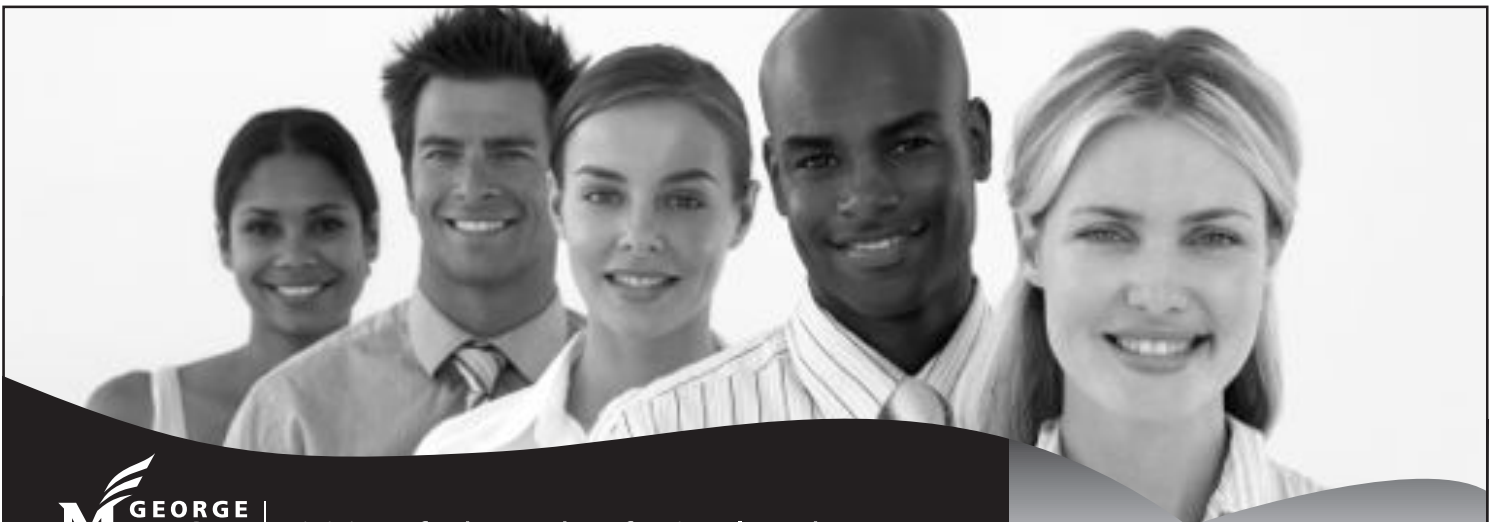
Nonye Oladimeji, IB MYP Coordinator, Glasgow Middle School

Mary Bierwirth, Middle School Math/Algebra Teacher, Glasgow Middle School

This presentation will address how the learner profile can be used in summative assessment reflection in math. Participants will view samples of student work from a mathematics classroom.

Nonye Oladimeji holds a master's degree from George Mason University in Special Education and Mathematics (K-12). She has taught math 7, 8, and Algebra in Hughes Middle School. She has been an IB educator for over 15 years. Nonye Oladimeji was also the lead mentor at Hughes for 5 years. She is an IB workshop leader and has presented both in the United States, in Europe and in Turkey. Nonye Oladimeji is currently the IB MYP Coordinator at Glasgow Middle School.

Mary Bierwirth has taught middle school math and Algebra in Oregon and Virginia. She earned her M.A.T. from Lewis and Clark University in Portland. Ms. Bierwirth is currently teaching honors math at Glasgow Middle School in Fairfax County Public Schools. She has worked with her colleagues to incorporate reflection and understanding of the IB learner profile as an essential part of the math curriculum.



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IB Visual Arts Cross-Disciplinary Approach

Room: C110

Susan Schutte, Art Teacher, Plaza Middle School, IB MYP Academy

What are the benefits of using content from other classes to teach your subject specific objectives? Do you assign problem-based learning projects? Join the Visual Arts Cross-Disciplinary approach session as we explore ideas of cross-disciplinary and problem-based lessons in addition to coordinating with colleagues in your school. This session will give examples of how the Visual Arts can enhance your subject specific curriculum as well as provide examples of how teachers work together while teaching separately.

Susan Schutte holds a master's degree in Art Education from the University of Kentucky. Mrs. Schutte earned her bachelor's degree in Studio Art from James Madison University including a semester abroad at Studio Art Centers International in Florence, Italy. After earning her teaching certificate for art in 1995, Mrs. Schutte taught art in the elementary school for 6 years and has been teaching at the middle school level for 5 years. Mrs. Schutte is currently teaching art at Plaza Middle School IB MYP Academy in Virginia Beach, VA. With her IB training and previous local and national IB workshop attendance, Mrs. Schutte teaches both MYP and non-MYP students through the IB MYP philosophy.

Creating Access to IB in the Special Education Classroom

Room: C211

Michelle Peters, Special Education Teacher, Glasgow Middle School

Join us as we explore ways to access and embrace IB in our Special Education classrooms to become leaders in our schools. In many ways Special Education professionals are typically natural IB learners and teachers. IB encourages differentiation and thinking, factual and conceptual understanding and allows us to once again focus on how kids learn--through making real and authentic connections. The IB Special Education session will give participants a view of how to make IB work in their classroom, with their collaborative team (CT) and in their school. We will explore ideas and issues that will open up our ability to access the IB practices and programs. Participants will leave with a sense of how they may contribute to becoming a leader in promoting IB in their school programs.

Michelle Peters holds a master's degree of Special Education from George Mason University. Michelle has been teaching in FCPS for over 10 years in various locations ranging from self contained ED centers to Team Taught Special Education settings. Michelle has been the IB-CAS school coordinator for the past 7+ years. She is the Language Arts 6 co-CT leader, case manager and is a team and self contained teacher for LA6 at Glasgow Middle School. Michelle has been an IB workshop leader and has attended several IB conferences around the United States. Recently Michelle submitted and had an article published by IBO describing ways to implement Community and Service Learning in class curricula while making a difference in the world . Michelle has gone to Swaziland (Southern Africa) every summer for the past 6 years working with a school for orphans and children with disabilities. While there she provides teacher training and educational support. She has involved Glasgow MS in her project by having students not only learn about the culture of Swaziland, but to also communicate with each other through technology and improve the academic materials at their school by helping create the only library in the area and provide school supplies for students and teachers.

MYP Technology: The FACS About Unit Planning

Room: C103

Angela DeHart, FACS Teacher, Lead FCCLA Advisor, Glasgow Middle School

Come to this session and explore how to create a technology curriculum that supports MYP, allows for vertical articulation, creates an easy to manage form of document organization, while still expressing your unique contribution to the differentiated needs of your classroom.

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 5 year tenure as a Fairfax County teacher. Her IB experience has focused her skills on being an IB resource person, a workshop leader at IB conferences and a skilled IB curriculum and instruction development resource specializing in designing FACS curriculum for the 21st century.

DIPLOMA PROGRAMME OPTIONS

How to construct a program for Language and Literature

Room: C209

Jan Hendrik van de Riet, IB Coordinator, Washington International School

In 75 minutes you will gain an understanding of the four parts of the program, including all assessments. We will examine Language and Literature papers 1 from different languages from May 2013 and compare Essay questions for paper 2.

Jan van de Riet has a degree in Dutch and in history. He has been teaching IB language A, and B since 1984. May 2013 marked the graduating of his first Language and Literature class. He has been the examiner responsible for Dutch language B and is currently the IB Diploma coordinator at the Washington International School. In the fall of 2010 he was part the IB workgroup that revised the teacher support materials for the World Studies Extended Essay. He is an IB trained workshop leader.



Language B Strategies for Success

Room: B216

Ana Gonzalez, IB Spanish Teacher, Robinson Secondary School

Karim Morato, IB Spanish Teacher, Robinson Secondary School

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

Ana Gonzalez holds a master's degree in Arts with emphasis in Spanish as a Foreign Language from George Mason University. She also earned an undergraduate degree in Spanish as well from George Mason University. Ms. Gonzalez has been an educator for 11 years. She has taught all levels of Spanish including IB and Spanish for fluent speakers classes. Ms. Gonzalez is a Spanish IB teacher with Fairfax County Public Schools and is currently at James W. Robinson Secondary School.

Karim Morato holds a bachelor's degree in Arts with emphasis in Spanish from George Mason University. Mrs. Morato has been an educator for 13 years. She has taught all Spanish levels and also has taught Spanish IB for 11 years, She is currently teaching for Fairfax County Public Schools at James W. Robinson Secondary School where she teaches IB Spanish.

IB History Best Practices: Focus on Skills

Room: B215

Patricia Carballo, IB/AP US History Teacher, Albert Einstein High School

Reading, writing, time management. Shouldn't our IB students come to us with these skills in place? When they don't how can we address this in the IB History classroom? When they do, how do we help to improve the skills they have? In this session you will be exposed to a variety of teaching strategies designed to improve your students' performance on the IB assessments and to send them off to college on a strong footing.

Patricia Carballo holds a bachelor's degree from Mt. St. Mary's University and a Masters of Arts in Teaching from Webster University. She is a National Board Certified Teacher. She has taught in the Department of Defense Dependents' Schools in Japan, Korea and Iceland. She taught IB History 20th Century Topics at Laurel High School in Prince Georges County, Maryland and currently teaches AP US History and IB History at Albert Einstein High School in Montgomery County, Maryland. Ms. Carballo works for the College Board as an AP US History reader. Mrs. Carballo's instructional focus is on skills-based learning, and has presented her best practices at numerous workshops including the National Council for Social Studies Conferences.

Achieving Success on the Group 4 Internal Assessment

Room: C105

Krista Gates, IB Physics Teacher, Granby High School

How do you help your students be successful in their Group 4 Internal Assessments? How do you affectively assess their work and provide meaningful feedback? Together we will unpack the IB laboratory requirements and assessment criteria and discuss specific strategies to help students rise to the challenge of actually doing science and describing the results of their work.

Krista Gates holds a Master's Degree in Teaching and a BA in mathematics and physics from Duke University. She is a Nationally Board Certified Teacher in science. She has taught mathematics and physics at the high school level for 7 years. Mrs. Gates currently teaches AP and IB Physics at Granby High School in Norfolk, Virginia.

Mathematics HL and SL: Discussion of Changes in the Curriculum and Internal Assessment Model

Room: C111

Dan Buckley, IB Mathematics Teacher, Gar-Field Senior High School

This will be a roundtable discussion intended to help teachers understand the changes to the Mathematics SL and HL curricula that go into effect for the May 2014 examination session (thus these changes will impact what is taught in two-year courses that began in the fall of 2012). It is anticipated that a large portion of this discussion will be focused on the new Internal Assessment model.

Dan Buckley earned a Bachelor of Science degree in Biology from the Virginia Military Institute and a Master of Science degree in Education from Old Dominion University, and has accumulated 49 credit hours of undergraduate-level mathematics and 24 credit hours of graduate-level mathematics. Dan has been teaching mathematics for over 13 years and has been at Gar-Field Senior High School since 2004, where he has taught IBMYP Algebra 1, IBMYP Geometry, IB Mathematics SL1 & SL2, and IB Mathematics HL1 & HL2.

IB Music: "What should I teach?"

Room: B207

Mary Hughes, Orchestra Director, IB Music Teacher, Princess Anne High School

The IB Music Guide does not include a specified curriculum. The guide includes suggested teaching hours for each syllabus component, as well as a description of student internal and external assessment requirements. During this session, participants will refer to the IB Music Subject Guide to determine what should be included in an IB Music curriculum. Possible resources and textbooks will also be discussed. If you are already teaching IB Music, please bring your syllabus/curriculum/resource ideas to share.

Mary Ann Hughes is the Orchestra Director and IB Music teacher at Princess Anne High School in Virginia Beach. She is founder and director of Strings on Fire! and MultiCelli. She received a B.M.E. and M.A. in String Pedagogy from The Ohio State University. Mrs. Hughes is a Career Teacher for Virginia Beach, Distinguished Educator for Princess Anne High School and she is a National Board Certified Teacher. Mrs. Hughes is a national workshop leader for The International Baccalaureate Middle Years Programme in Music. Mrs. Hughes teaches private cello lessons and plays cello professionally. She is principal cellist for Symphonicity, the symphony orchestra of Virginia Beach. She also plays cello in the St. James String Quartet, the Encore String Quartet and the Galliard Trio. She is an experienced workshop leader, consultant, guest clinician and guest conductor. Contact Mary Hughes at mahughes@ybschools.com for additional information.

DID YOU KNOW?

The IB works with 3,629 schools in 146 countries to offer the four IB programmes to approximately 1,115,000 students. (source IBO.org)

HL Computer Science, Internal Assessment and the Case Study

Room: C212

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

What do you know about the Internal Assessment and the Case Study? The IA is identical for the SL or HL course – no more mastery factors, documentation includes video evidence of success, and it is submitted electronically. The Case Study is only for the HL course and consists of 30 hours of research on a specific topic. Knowledge of the case study will be assessed on Paper 3 where students must provide specific evidence to back up their answers. This session will explore both of these topics, highlighting the changes and the impact on how the HL course is taught.

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

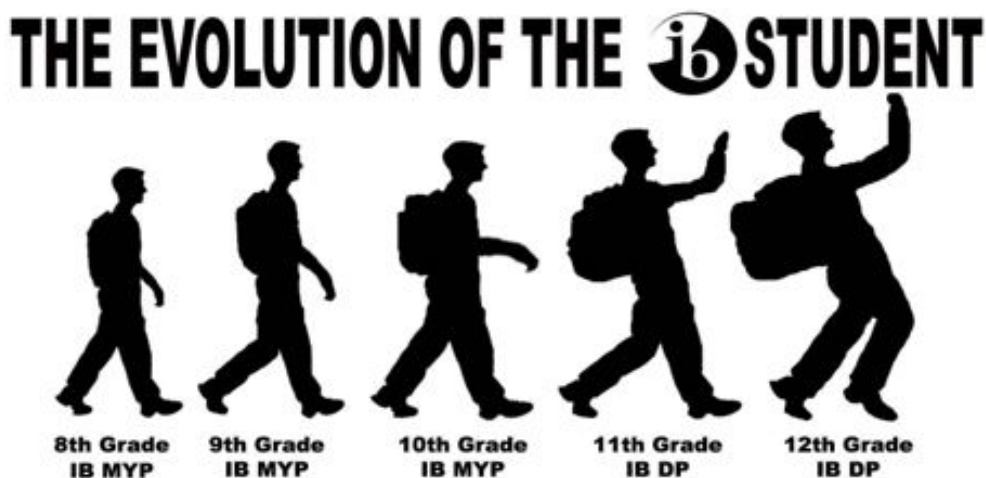
ToK Creativity Projects: Connecting Knowledge Issues to the Subconscious

Room: Media Center-Back Right Side

Lynn Miller, IB ToK Teacher, Brooke Point High School

How do we get high school students to accept ambiguity, and to see that tolerance is more significant than being right/wrong? How do we help them see that our inner voice has significant power? Join us as we explore how trash helps us tap into our inner voice and reflect on knowledge. We will make a "trash project," and all participants will be provided with additional creative projects with which to help students table their judgments, and recognize the value in asking questions.

Lynn Miller holds a master's degree from the University of Mary Washington and is Nationally Board Certified in English. She has taught IB Theory of Knowledge for three years at Brooke Point where TOK is taught over two years. Mrs. Miller has been an educator for 25 years in Stafford County. She has taught all levels of English, and serves as an adjunct professor at Germanna Community College, the University of Mary Washington, and George Mason University. Currently, Mrs. Miller teaches Dual Enrollment English and IB TOK in Stafford, Virginia.



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IBMA Summer Academy

General Session I (A)

Thursday, August 8, 2013 11:15am – 12:30pm

Introduction to Teaching for Understanding

Room: C111

Steve Hreah

It is a commonplace observation for teachers to recognize that students can “know” something without actually “understanding” it. Moreover, teachers are often frustrated when they grade assignments and find that students did not really understand what had been covered extensively and well in class. What to do? Often the remedy of choice is simply to do more of the same and exhort students to study more. There are, fortunately, other, more promising, responses. In this workshop participants will be introduced to the key ideas involved in teaching for understanding, an approach to pedagogy and curriculum designed and developed by David Perkins and Howard Gardner as part of Project Zero. This session will introduce participants to Teaching for Understanding.

Dr. Steve Hreha was the IB Diploma Programme coordinator at Champlain Regional College in St. Lambert, Québec from 1991 until 2011 when he took early retirement. As part of the DP he taught ToK and was one of two IB philosophy teachers. He has led workshops in the Theory of Knowledge since 1998 in Canada, the United States and Europe for IB Americas and for independent providers as well as leading in-service training for school districts in Canada and the US. Dr. Hreha is a TOK examiner, consultant, site visitor for prospective IB schools, and a member of the program evaluation reading team. In 1996, he received the Association of Canadian Community Colleges (ACCC) Teaching Excellence Award, and in 2012 he was presented with the IBA Regional Director’s Award. Dr. Hreha holds an MA in philosophy for Carleton University in Ottawa and a Ph.D. in interdisciplinary studies from Concordia University in Montréal.

Teaching with Primary Sources from the Library of Congress

Room: Media Center-Back Left Side

Cynthia Sz wajkowski, Ph.D Assistant Director, Teaching with Primary Resources, Northern Virginia, a Program of the Library of Congress

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

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

Using Art and Portraiture to Teach 21st Century Literacies

Room: B211

Suzannah Niepold, Teacher Programs Coordinator, Smithsonian Art Museum

Briana Zavadil White, School and Teacher Program Coordinator, National Portrait Gallery

How do we define literacy in the 21st Century? In this session, participants will use art and portraiture to examine various forms of literacy and discuss how to encourage their development in the classroom. Educators from the National Portrait Gallery and the Smithsonian American Art Museum will use objects in their collections to introduce the following types of literacy: Read, Speak, Listen, Write, Perform, and Share. Participants will then work in groups to brainstorm classroom applications.

***Suzannah Niepold** is the Teacher Programs Coordinator at the Smithsonian American Art Museum. Suzannah has been a museum educator at the Smithsonian American Art Museum since 2004. As Teacher Programs Coordinator she designs professional development experiences for educators that demonstrate how to use American art to teach a variety of subjects and grade levels. In addition to teacher programs, Suzannah coordinates a school partnership program funded by the Hearst Foundation. Each year, eighth graders from up to four schools spend a semester immersed in American art, culminating in a reception where students read their final responses to featured artworks. Suzannah has also worked for the United States Holocaust Memorial Museum and the Pennsylvania Academy of Fine Arts. She studied the history of art with a minor in history at Bryn Mawr College and earned a masters degree in Museum Education at The George Washington University.*

***Briana Zavadil White** is the School and Teacher Program Coordinator at the National Portrait Gallery. Briana oversees the National Portrait Gallery's school and teacher programs. She creates and manages in-Gallery school programs as well as leads outreach efforts into local Metro DC area schools. Inquiry and object-based learning provide the foundation for the school 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

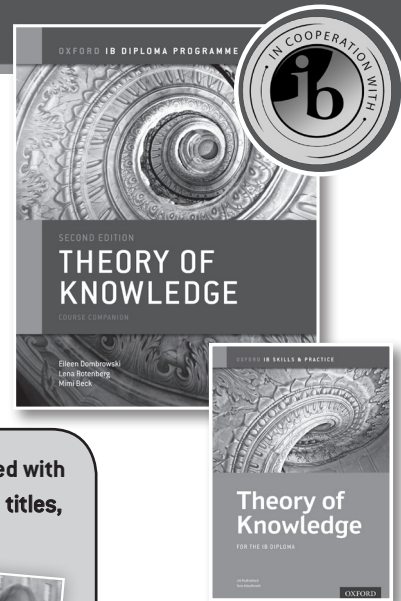


Smithsonian American Art Museum
and the Renwick Gallery

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The Honest Truth About Academic Dishonesty in our Schools

Room: B203

Brian Bassett, Administrative Coordinator of IB, Gar-Field High School

This session will challenge our preconceptions about dishonesty in our schools and urges participants to take an honest look at themselves by asking questions like: Why do students cheat, even when they believe it's morally wrong? Does the chance of getting caught affect how likely students are to cheat? How do schools/teachers pave the way for dishonesty? Does collaboration make students more honest or less so? Do educators hold themselves and each other to the same standards we ask of our students? We will also identify what keeps students honest, pointing the way for achieving higher ethics among the students and teachers in our schools.

Brian Bassett is currently the Administrative Coordinator of IB at Gar-Field High School in Woodbridge, Virginia. He has also served GFHS as a teacher of IB DP Environmental Systems SL, IB HL Biology, MYP Biology, Chemistry, and Earth Science teacher. He has participated in the authorization of IB Diploma and Middle Years schools, both as a teacher and as a coordinator. In 2003, Mr. Bassett received the Washington Post Agnes Meyer Outstanding Teacher Award and was also recognized as the Prince William County Schools Teacher of the Year. From 2009 through the spring of 2011, he served as President of the Mid-Atlantic Association of IB World Schools. He takes pride in his work with the organization's Summer Academies that provide staff development to over 400 educators each summer. He has earned a degree in Biology and a master's degree in Education Leadership. He also volunteers as an IB Middle Years site visitor and consultant.

Building Reflective and Cross-disciplinary Thinking through Touchstones Discussion

Howard Zeiderman, Senior Faculty, St. John's College

Stefanie Takacs, Executive Director, Touchstones Discussion Project

Room TLC 1

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

Howard Zeiderman teaches at the all-seminar St. John's College (Annapolis, MD), known for its Great Books cross-disciplinary curriculum. Howard is also Co-founder and President of Touchstones Discussion Project, a non-profit organization dedicated to increasing engagement and collaborative leadership through discussion-based learning. He holds degrees in philosophy from St. John's College and Princeton University and completed post-doctoral work at Freiberg, Oxford, and Cambridge Universities. He has led hundreds of teacher workshops on how to use discussion-based learning to transform the classroom into student-centered environments and has published more than 25 titles on how to use the Touchstones method to develop the essential skills for a global and emerging world.

Stefanie Takacs is the Executive Director of Touchstones. She has a Master of Science degree in Educational Psychology from Fordham University, where she focused on education evaluation. She graduated with a Bachelor of Arts degree from St. John's College in Annapolis. Stefanie applies her professional background in education and educational publishing and test preparation to Touchstones program evaluation and teacher training. Stefanie designs custom implementation structures for schools and provides on-going support to teachers as they develop their own discussion leadership and cooperative classroom skills. She is the published author of six non-fiction titles, including the recently published Touchstones Discussion Project's middle grades volume on civic engagement and community service.

Creating Meaningful Research Opportunities for All K-5 Students

Room: B207

Anna Rabin, ESOL Teacher, Ellis Elementary School

How can you ensure that all of your students, including ESOL students and struggling readers, are engaging in meaningful research during your units of inquiry? We will explore how to find a variety of texts that are accessible to everyone and then expand beyond the written word by creating "inquiry sets" that include science and social studies manipulatives and primary source photos and artwork. We will also examine how Tony Stead's Reading and Analyzing Non-fiction (RAN) charts help students plan, organize and reflect on what they are learning. You will leave this session eager and prepared to implement these strategies.

Anna Rabin has been an elementary school ESOL teacher with Prince William County Schools for the past six years and also taught English as a Foreign Language in French public elementary schools for two years. Her school was a candidate school for five years and was authorized in 2012. She did her student teaching at the International School of Paris, a PYP school. She has a master's degree in international education from George Mason University and is the mother of a daughter who will be bilingual once she learns to speak.

Help, I'm New! Steps to Teaching MYP Successfully

Room: Media Center Multi-Purpose Room

Charis Cephas, IB Language B Teacher, Annapolis Middle School

Is this your 1st or 2nd year as an IBMYP teacher? Do you feel overwhelmed with the requirements? Do you want to know what makes IBMYP so different? This session should help teachers new to IBMYP become more familiar with terminology while they ascertain how to streamline the IBMYP philosophy into instruction and lesson planning. Let's have a candid conversation about what is (or isn't) happening in your IBMYP classroom. Participants will leave this session with tangible ideas of how to implement IBMYP more confidently and consistently. While most examples will be from a foreign language teacher, all IBMYP practitioners are welcome.

Charis Cephas is beginning her 8th year as a certified IB Language B instructor. After receiving training in Los Angeles on the national level, she has participated in local and regional trainings to enhance her knowledge of the IB philosophy. In addition to holding an Advanced Professional teaching certificate, she is a certified trainer of Thinking Maps. She believes the latter has made a positive impact on the learning of her students. With the unit question as her guide, she utilizes differentiated instructional techniques, technology and student-centered activities to help her students become more engaged with the target language. She believes all students are capable of learning an additional language, provided the proper supports and structures are in place.

Conceptual Teaching: Building an MYP Conceptual Unit Based on Your Curriculum

Room: C118

Jennifer Scavullo, IB MYP Coordinator, Neelsville Middle School

The MYP unit plan session will allow participants to work with the new MYP unit planner. Participants will see the new planner and learn to work through the new and exciting changes that IB has created with the new planner. During the session participants will experience and understand how the new planner is organized for conceptual teaching and learning in context. The purpose is to write a unit plan based on the new unit planner.

Mrs. Jennifer Scavullo holds a master's degree in Curriculum and Instruction and certification in Administration from McDaniel College in Maryland. Her undergraduate degrees are from Grove City College in Pennsylvania and Mrs. Scavullo holds a bachelor of arts in Spanish and bachelor of science in elementary education. Mrs. Scavullo has been an educator for 12 years. She has been a classroom teacher of Spanish for 11 years and 7 of those years were at an IB World School. Mrs. Scavullo also has been trained as an IB site visitor and workshop leader. Currently, Mrs. Scavullo is the IB MYP Coordinator for Neelsville MS in Montgomery County, Maryland. The school is in its candidacy phase and will be authorized in the spring of 2014.

DID YOU KNOW?

The Middle Years Programme (MYP) for students aged 11 to 16 started in **1994** and is now offered by **1,010 IB World Schools**. (source IBO.org)

IBMA Summer Academy

General Session I (B)

Thursday, August 8, 2013 12:30pm – 1:45pm

Using Turnitin.com for Editing and Revising IB Papers

Room: B225

Laura Childs, IB English Teacher, Edgewood High School

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

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

Librarianship: The Role of Libraries in the IB

Room: Davala Hall

Margaret Buck, School Librarian, Annapolis Middle School

Like the IB, school library programs exist to promote inquiry, specifically concerning themselves with the effective use of information. What role do libraries play in supporting the IB program? How can we develop our students' information literacy skills consistently across content areas and grade levels? What technologies and resources exist in libraries to broaden and enrich your curriculum? How can we develop our students' awareness of other cultures through reading? We will discuss specific strategies for collaborating with your librarian in order to develop students' effectiveness as inquirers. Learn more about how this synergistic relationship can benefit students.

Margaret Buck holds a master's degree in School Library Media from the University of Maryland's iSchool, and a bachelor's degree in English from the College of Wooster. Ms. Buck is now the librarian at Annapolis Middle School, a schoolwide MYP school, and has participated in IB training for middle school librarians. She serves on the board of the Educational Media Association of Anne Arundel County.

School Writing Centers and the IB Learner Profile

Room: C106

Susan Frenck, IB English Teacher, Robinson Secondary School

Deborah March, IB English Teacher, Robinson Secondary School

Writing centers are no longer just for colleges. High schools have increasingly turned to these peer-centered spaces to promote collaborative learning and create a school culture emphasizing writing as part of the learning process. For an IB school, writing centers present unique opportunities to support the development of IB Learners. In this session we will share our experiences creating a writing center at our IB school. We will highlight how writing centers promote the IB Learner Profile and challenges we faced in the process. Resources and discussion time will be provided for participants interested in establishing writing centers at their schools.

Susan Frenck has been teaching since 1994, first at the college level then as a high school teacher. She earned a Ph.D. in Linguistics with a concentration in sociolinguistics from the University of Illinois in 1999. Her areas of research included world varieties of English and women's studies. Susan has been teaching in the IB programme for four years at Robinson Secondary School, including three years of IB English 1 HL and one year of 2 HL. She has also taught AP English Literature for five years at Robinson and in California. Susan currently teaches IB English 2 HL and English 11. She founded and is a Director of the Robinson High School Writing Center.

Deborah March holds a doctorate in American Studies and African American Studies from Yale University. She earned her undergraduate degree in English literature from the City College of New York, CUNY, where she first developed her interest in peer-centered composition pedagogy as a research assistant to the Writing Across the Curriculum program. Currently, Dr. March teaches IB World Literature 2 HL and co-directs the Writing Center at Fairfax County's Robinson High School.

Student-Led Conferences: Development and Implementation

Room: C108

Amy Quinn, IB Coordinator, Washington Yu Ying PCS

What are Student Led Conferences? Why would I want to have my school do conferences this way? We will explore the many tools and strategies in the implementation Student Led Conferences in a PYP setting. Participants will develop an action plan as they engage in the various ways to empower students discussion of their own learning.

Amy Quinn holds a master's degree in Curriculum and Instruction from the University of Kansas and is an ABD in International Education from George Mason University. She has been an educator for over 25 years. Ms. Quinn was involved in the pilot program of the International Schools Curriculum Project – the predecessor to the PYP – while working in Milan, Italy. She has taught in 10 international schools around the world. Currently, Ms. Quinn is the IB Coordinator for Washington Yu Ying PCS, in Washington, D.C. Yu Ying is a Chinese/English dual language immersion IB PYP public charter school that became authorized in April of 2013. Having founded the school and worked to develop the IB program, Ms. Quinn is now eager to become an IB trained workshop leader.

DID YOU KNOW?

The Primary Years Programme (PYP) for students aged 3 to 12 started in **1997** and is now offered by **1,060 IB World Schools**. (source IBO.org)

Collaborative Answers to ‘How do I...’ Questions

Room: C103

Angela DeHart, FACS Teacher, FCCLA Advisor, Glasgow Middle School

How do I differentiate in and between my classes? How do I build a rubric? How do I integrate technology into my lessons? How do I build thinking into my class activities? How do I STEM and IB at the same time! I have spent the last 5 years, and countless hours, building curricula from the ground up. Let me share how I addressed these challenges. Then, let’s brainstorm on how you could incorporate/personalize some of these ideas for your students through your lesson plans. Bring a lesson/unit with you and let’s transform it!

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 5 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.

Social Media to Promote IB Programs

Room: C105

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

This session explores methods for using Internet social media platforms to reach students and their families. We will discuss the pros & cons of social media use, how to use social media responsibly and professionally, and tips for maximizing employment of social media to inform and promote.

Lisa Renard-Spicer is the IB Diploma Programme Coordinator at Mountain View High School. She holds a M.Ed. with endorsement in Gifted & Talented Education. She taught honors and advanced-level language arts classes, including AP English and DP English, for thirteen years prior to becoming the IB DP Coordinator. In addition, Lisa’s daughter is an IB Diploma graduate of MVHS.

Increasing Student Centered Learning Through Flipping the Classroom

Room: C107

Sherri Story, IB HL Biology Teacher, King’s Fork High School

Increasing student centered learning can be enhanced through the paradigm of “flipping the classroom.” With this model of classroom instruction, students are able to practice building knowledge based on conceptual learning practices, such as: white boarding, modeling and simulations, storytelling, case studies, and collaborative group inquiry. Flipping the classroom also provides the time that every science teacher is looking for to provide students with extra laboratory hours. It’s a great innovative pedagogy that allows for creative expressions of learning and instruction for both the student and teacher. Come and explore this outside box option the 21st century classroom.

Sherri Story holds a master’s degree in Divinity from Regent University in Virginia Beach, Virginia. She has earned an undergraduate Bachelor of Arts degree from Wartburg College in Waverly, IA. She has been an educator for thirty years, teaching both in the public schools and the private, parochial setting. She has taught all levels of high school biology including IB TOK, IB HL Biology and AP Biology. She is a private business owner, has served as pastor of education in a variety of church settings, and currently serves as one of three liaison lead teachers in science for the Suffolk Public School system.

IBMA Summer Academy

General Session II

Thursday, August 8, 2013 2:00pm – 3:15pm

Learner Profile Atomic Theory Flip Book

Room: C102

Shruti Sanghavi, Science Teacher, Godwin Middle School

Rhonda Parker, Science Teacher, New Directions High School

People who attend this presentation will leave with easy to use, adaptable activities to use in their own classrooms. The first activity focuses on helping the students to identify what type of learner they are. This can be adapted for all grade levels and subject areas. The second activity focuses on using photocopies of a hand print to teach the Atomic Theory to 8th grade students. These activities have been tried and tested with ELL and SPED populations successfully. You will find that the two activities we present will be able to be adapted to different curricula.

Shruti Sanghavi holds two bachelors of Science degrees, one in Secondary Science Education, the second in Biology, both from the University of Maryland, College Park. Mrs. Sanghavi is a new teacher, in that she switched careers in 2006 from being a Biologist at the Environmental Protection Agency, and began her teaching career. Mrs. Sanghavi works at Godwin E. Mills Middle School in Woodbridge, Virginia. Currently, Mrs. Sanghavi is an 8th grade Physical Science Teacher who thoroughly enjoys teaching using the IB philosophy.

Rhonda Parker has been teaching for 22 years. She holds a degree in Pre-K through 8th grade with an emphasis in science. She has taught almost every, grade including being a director of Keiki Korner Preschool for ten years. She is currently teaching 7th grade Life Science at Godwin Middle School. Science is her passion which stems from her experiences from being a military wife and living in different countries. Her exciting science experiences include seeing live volcanoes in Hawaii, tectonic plates of Europe and North America and Iceland, and diving off a variety of reefs around the world. She wants students to love science and experience STEM every day. She is excited to begin her third year of teaching IBMYP at Godwin and to have her students experience hands on learning in a holistic learning environment.

Visual Arts Cross-Disciplinary Approach

Room: C110

Susan Schutte, Art Teacher, Plaza Middle School, IB MYP Academy

What are the benefits of using content from other classes to teach your subject specific objectives? Do you assign problem-based learning projects? Join the Visual Arts Cross-Disciplinary approach session as we explore ideas of cross-disciplinary and problem-based lessons in addition to coordinating with colleagues in your school. This session will give examples of how the Visual Arts can enhance your subject specific curriculum as well as provide examples of how teachers work together while teaching separately.

Susan Schutte holds a master's degree in Art Education from the University of Kentucky. Mrs. Schutte earned her bachelor's degree in Studio Art from James Madison University including a semester abroad at Studio Art Centers International in Florence, Italy. After earning her teaching certificate for art in 1995, Mrs. Schutte taught art in the elementary school for 6 years and has been teaching at the middle school level for 5 years. Mrs. Schutte is currently teaching art at Plaza Middle School IB MYP Academy in Virginia Beach, VA. With her IB training and previous local and national IB workshop attendance, Mrs. Schutte teaches both MYP and non-MYP students through the IB MYP philosophy.

Service Learning as a Pedagogical Teaching and Learning Strategy

Room: B108

Nonye Oladimeji, IB MYP Coordinator, Glasgow Middle School

This session will help participants in both the Middle Years Programme and Diploma Programmes understand how to use service learning as an instructional strategy to incorporate global awareness, responsibility, and differentiation of instruction for all students. Participants will leave understanding how service learning can help build interdisciplinary and area content knowledge.

Nonye Oladimeji holds a master's degree in Special Education LD/ED and a gifted education endorsement from University of Virginia and a IB Teacher Certificate from George Mason University. She is currently a doctoral candidate in Global Education Comparative from George Mason University. Nonye Oladimeji has been a workshop leader, a site visitor and a consultant for the past 10 years. She is currently the IB Coordinator at Glasgow Middle School in Alexandria, Virginia.

Behind the Scenes Look with IB Staff

Room: C100

Linda Winch, IB Educator Network Manager, IB Americas Office

Allie McKay, Acquisitions Editor, IB Americas Office

Merav Yuravlivker, Examiner Recruiter and Training, Associate Manager, IB Americas Office

Would you like to contribute more to the International Baccalaureate? A trio of IB staff from the Bethesda office will present opportunities for educators to become more involved with the organization. You will get more information about becoming workshop leaders, consultants, examiners, and contributors to IB publications. You will leave with more knowledge about the positions that we have available for educators and how to apply to them.

Linda Winch joined the IB in April 2010 to manage the IB Educator Network in the Americas. Her responsibilities include the recruitment, training and support of over 1800 IB educators across the region. These educators work with IB as consultants, site visitors and workshop leaders. Linda came to the IB after 18 years of teaching and leadership at International Schools in Japan, Hong Kong, the Bahamas and the United States. She was also very active as a workshop leader, consultant and site visitor in the Americas region.

*Allie McKay is the acquisitions editor for professional development resources in IB Publishing. Since joining the IB in September 2010, Allie has commissioned and developed various commercial publications to support IB teachers, including books (such as *Ways to Learn Through Inquiry* by Jo Fahey and *Did You Ever Wonder?* by John Barell) as well as online and multimedia products (such as *Inside IB Classrooms* and the *IB Journal of Teaching Practice*). She is based in the IB Americas Global Centre in Bethesda but enjoys working with IB teachers around the world to create new and exciting publications. Merav Yuravlivker joined the IB in 2012 and is an examiner recruiter and trainer based out of the Bethesda Global Center. She is an IB Diploma alumna and her responsibilities include recruiting and working with teachers to grade over a million IB exams and papers a year.*

Merav Yuravlivker has also implemented a program that allows teachers to receive professional development credits, and is currently working on expanding that program globally. Merav grew up in the Washington, DC area, but has lived internationally. She enjoys connecting with teachers across continents, as well as local educators.



Improving Discussion and Assessing Student Thinking with Socratic Seminars

Room: C109

Kimberley Daly, Adjunct Professor, George Mason University

Sometimes encouraging discussion in classrooms is not always easy. Students often worry that they need to have a perfectly correct, formulated answer before they raise their hand. Join this session to learn strategies to make discussions more meaningful. Learn how a Socratic Seminar can be used across disciplines and grade levels to discuss texts, analyze historical documents, and review scientific and ethical problems. Strategies for organization, assessing critical thinking, and connections to the Learner Profile will be discussed. Participants will leave with tools to implement better discussions in their classrooms.

Dr. Kimberley Daly holds a doctoral degree in Education from George Mason University with a specialization in international education. She earned a Master's degree in Education and a Bachelor's degree in Humanities from St. Peter's College in New Jersey. She holds an additional Bachelor's degree in Foreign Languages and Literatures – Russian from the University of Delaware. Dr. Daly has 19 years of teaching experience in secondary and university settings. She currently teaches in George Mason University's IB Teaching and Learning Program and has served as the College Partnership Consultant for the Mid-Atlantic Association of IB World Schools. Dr. Daly's research focuses on IB programmes, university and college recognition, and issues related to English instruction.

Teaching with Primary Sources from Library of Congress

Room: Media Center-Back Left Side

Cynthia Szwajkowski, Ph.D Assistant Director, Teaching with Primary Resources, Northern Virginia, a Program of the Library of Congress

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

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

DID YOU KNOW?

The Diploma Programme for students aged 16 to 19 started in **1968** with first examinations in 1970 and is now offered by **2,453 IB World Schools**. (source IBO.org)

Even Wars Have Limits: A Humanitarian Perspective

Room: B220

*Alicia Guajardo, Senior Associate, International Humanitarian Law Dissemination, American Red Cross
Ibe Crawley, IBMYP Coordinator, Whitman Middle School*

War has been around a long time. So have rules to limit the suffering caused by violent conflict. Yet a majority of young Americans are not familiar with the rules that limit warfare. When given a chance to learn more, 80% of youth indicate a strong interest in further education. Inspire and motivate your students to become compassionate and reflective global citizens. This hands-on session introduces Exploring Humanitarian Law, a free, standards-aligned curriculum taught in nearly 60 countries. Empower your students to navigate complex global realities and develop them into strong critical thinkers and problem solvers. Sample lessons included.

Alicia Guajardo is the program lead for the Exploring Humanitarian Law (EHL) program for the American Red Cross National Headquarters in Washington, DC. EHL is an international curriculum being taught in nearly 60 countries and translated into 40 languages. She is responsible for coordinating and conducting professional development trainings for educators at the state, national and international level. Her experience includes several years as an ESL teacher and trainer. She holds a Masters in Social Work.

Ibe Crawley, a 25 year veteran teacher, works as the IB/MYP Coordinator at Whitman Middle School in Fairfax County Public Schools. Prior to receiving a Master's Degree in Special Education, her early career focused on social justice. In her role as a counselor, she developed a greater commitment to human dignity. Ibe uses storytelling, she performed across the state of Virginia via a grant from NEA, as a means of connecting with people of all ages. Two years ago, she participated in Exploring Humanitarian Law (EHL) Summer Institute at the Red Cross. This was the experience that tied together her early family experiences in the 1963 Civil Rights Movement and her commitment to character education. Ibe uses the EHL curriculum modules as she guides IB teachers in developing concepts and unit questions that address big, real world issues and international human rights ideas.

10 Lesson Plans for Teaching the Learner Profile

Room: C208

*Jessica Valasquez, IB PYP Coordinator, Antietam Elementary School
Margaret Stout, Autism Teacher, Antietam Elementary School*

How can I help my students understand the Learner Profile attributes? Join us to share 10 (or more!) lesson plans, one for each attribute. Lessons include materials such as rubrics and templates, and many focus on technology integration. In addition to lesson plans you will receive an annotated bibliography, with Lexile information, of books appropriate for each attribute. Each lesson plan is available on a wiki that participants will have the opportunity to join in order to continue sharing lesson plans and ideas long after the Academy is over!

Jessica Velasquez has an undergraduate degree in Anthropology from the College of William & Mary and a Masters in Education from the University of Mary Washington. Mrs. Velasquez worked for 8 years as an Instructional Technology Resource Teacher in Prince William County before taking on the position of PYP Coordinator at Antietam Elementary School in 2011. Antietam is just beginning on the journey to Authorization and has spent the last year focusing on the Learner Profile.

Margaret Stout is a teacher of students with autism. She has taught general education and special education classes, in the public and private settings for over 9 years. She is new to the IB program and is part of the IB steering committee at her school, Antietam Elementary, which is currently a candidate for the IBPYP programme.

Implementation of a Research Model through Collaborative Planning with the Media Specialist

Room: C211

Lisa Schlickemeyer, IB PYP Coordinator, Burbank Elementary School

Jami Parsons, Media Specialist, Burbank Elementary School

Jodi Funkhouser, 4th Grade Teacher, Burbank Elementary School

“The outcome of any serious research can only be to make two questions grow where only one grew before.” – Thorstein Veblen. In this session, we will share how our school improved its approach to learning through the use of a school-wide research model. We will discuss our journey, beginning with the adoption of the AGOPPE model, and continuing through its implementation. We’ll show how classroom teachers, collaborating with the media specialist, can facilitate student inquiry through research.

Lisa Schlickemeyer holds a master’s degree in education from Old Dominion University, and a bachelor’s degree in Spanish from Christopher Newport University. She has taught Spanish at the the university, high school and elementary school level for 17 years. She is currently the Spanish specialist and PYP coordinator at Burbank Elementary in Hampton, Virginia. Ms. Schlickemeyer presented at the IBMA summer academy in 2009.

Jami Parsons holds a master’s degree in Elementary Education with a specialization in Library Science and Media from Old Dominion University. She earned her bachelor’s degree in Anthropology from the University of Arizona. She is currently the Media Specialist at Burbank Elementary in Hampton, VA, where she has worked for five years. Ms. Parsons is on the IB committee at Burbank and heads the Information and Communication Technology committee.

Jodi Funkhouser holds a bachelor’s degree in Interdisciplinary Studies from Old Dominion University, and is currently working toward a master’s degree in education from ODU. Ms. Funkhouser is a first year, fourth grade teacher at Burbank Elementary in Hampton, Virginia. Before teaching, she worked as teacher’s assistant in a pre-school special needs class.

MYP: Building a Middle Years Program

Room: B109

Carol Hazam, English Teacher, Robinson Secondary School

From examining the foundational role of the MYP within the overall IB program, to designing essential questions and unit plans, participants will gain an understanding of the anatomy of concept-based teaching, comprehend the process of designing essential questions that are related to key concepts, and develop an awareness of how to approach unit planning. Additionally, participants will engage in a discussion about the role of the Learner Profile when designing units and lessons. Participants will examine a sample unit plan, and leave with at least one essential question.

Carol Hazam holds a degree in English Literature from Widener University, in Pennsylvania, and a degree in Clinical Psychology from Boston University, completing her clinical internship at the Child and Family Services Clinic at the 97th General Hospital in Frankfurt, Germany. Additionally, she completed Gifted and Talented coursework at the University of Virginia, as well as a certificate in Instructional Technology. Ms. Hazam began her teaching career in Columbus, Georgia, in 1973, and she has spent the past 40 years alternating between her teaching career and her career as a psychologist, for a total of 27 years in the classroom. In 2001, Ms. Hazam earned her National Board Teacher Certification. She has taught English 8 in a center-based Gifted and Talented program, Pre IB English 9, Pre IB/MYP English 10, and Language A Higher Level. Ms. Hazam is also an IB trained exam examiner, scoring both Oral Commentaries and Paper 1.

IBCC: What's it all about?

Room: B103

Joy Shannahan, IBCC Coordinator, IB Business and Management Teacher, JEB Stuart High School

Berkeley McHugh, IBCC Coordinator, IB Business and Management Teacher, Mt. Vernon High School

Susan Brownsward, IBCC Coordinator, IB Business and Management Teacher, South Lakes High School

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....”

***Joy Shannahan** earned her Masters of Business Administration at University of West Florida, and her undergraduate degree in Communication from the University of Delaware. Her teaching career spans multiple ages and subjects from undergraduates at the University of Dayton in Ohio to homeschooling two of her children. She is currently endorsed to teach Business and Information Technology and Marketing. She has taught IB Business and Management at Stuart High School in Falls Church, VA since 2005, and has served as business co-operative internship (BCI) coordinator and CTE department for Stuart and is currently IBCC coordinator for the school. In addition, she is Virginia Business Education Association regional representative and past president and board member of the FCPS Business Education Teachers Association (BETA). 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.*

***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 Brownsward** 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.*

DID YOU KNOW?

The first IB Diploma Programme was authorized in 1971 at the United Nations International School, a private school in New York. In 1978, Jerome I. Case International School, Rufus King High School and Wausau East High School, all in Wisconsin, became the first public schools to implement the DP, together with Withrow International High School in Ohio.

The first IB Primary Years Programme (PYP) was authorized in 1998 at the Dwight School, a private school in New York, followed in 1999 by the public Academy International Elementary school in Colorado.

Over the past five years, the total number of IB programmes in the US has doubled. The MYP and PYP have expanded exponentially since 2005, and the DP has also continued growing at a fast pace. (source IBO.org)

IBMA Summer Academy

Subject Session II

Thursday, August 8, 2013 3:30pm – 4:45pm

PRIMARY YEARS PROGRAMME OPTIONS

Inquiring Minds Want to Know

Room: B106

Christina Reeder, PYP teacher, South Shore Elementary

Melissa Patterson, PYP teacher, South Shore Elementary

The role of PYP teachers is to expose young learners to skills and attitudes that permit them to seek resolutions to questions and issues while they construct new knowledge. How do we accomplish this in an elementary classroom? Session participants will create, discuss and share ways to incorporate developmentally appropriate inquiry activities into the classroom.

***Christina Reeder** is December 2011 graduate of Christopher Newport University, with a graduate degree in Early Childhood Psychology. She also earned a second master's degree in Educational Leadership from Old Dominion University in December 2008. Christina taught at Dutrow Elementary School in Newport News, VA from December 2001 to June 2012, where she was part of the original Dutrow staff that implemented the IBPYP program. She taught both 4th grade and Kindergarten during her time at Dutrow. Most recently, Christina made a military based move to Maryland, where she is currently residing. She was hired by Anne Arundel County Public Schools during the summer of 2012 and is currently employed at South Shore Elementary, an IBPYP candidate school, in Crownsville Maryland. Christina is a firm believer in the IB teaching philosophy and tries to honor the quote by Benjamin Franklin in her classroom daily; "Tell me and I will forget. Teach me and I remember. Involve me and I learn."*

***Melissa Patterson** is a 2002 graduate of Mount Vernon Nazarene University in Ohio. She holds a B.A. in Early Childhood Education. She also holds a M.A. in Early Childhood Education from the University of Phoenix. Melissa has worked at Head Start in Ohio for six years as a lead teacher, center manager, family service worker, and enrollment specialist. She moved to Virginia in 2008 and is currently teaching 1st grade at Dutrow Elementary. Melissa is a true believer in inquiry-based learning.*



MIDDLE YEARS PROGRAMME OPTIONS

Implementing the MYP: Discussion and Roundtable

Room: B214

Sandra Lamb, IB MYP Co-Coordinator, Robinson Secondary School

Katherine Naughton, IB MYP Co-Coordinator, Robinson Secondary School

Implementing new programs in schools today asks much of students, teachers, and administrators. Discuss key elements needed to create an enthusiastic school community and brainstorm ideas to overcome specific challenges facing quality implementation in your school.

Sandy Lamb and Katherine Naughton have been co-coordinators leading Robinson Secondary school through the consideration phase and into the candidacy phase of the MYP. Ms. Lamb teaches 8th grade civics and holds a master's degree in gifted education from UVA. Ms. Naughton has taught several courses within the social studies department including TOPICS and HOTA and holds a master's degree in special education from GMU. Together they are the perfect team to insure that the implementation of MYP meets the needs of all learners.



Round Table Discussion: Challenges and Celebrations of the MYP Language A Teacher

Room: B218

Lisa Paddy, 6th Grade Language A Teacher, Annapolis Middle School

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

Lisa Paddy is a Language A teacher at Annapolis Middle School, an MYP school. She graduated with honors from Salisbury University with a degree in Elementary Education, a member of Kappa Delta Pi, and is certified for Middle School Language Arts. She recently became a certified member of the IB Educators Network, finished her coursework for the Administration Graduate Program at McDaniel College and is working towards National Board Certification. She has received training in differentiated instruction, arts integration, artful thinking, AVID and the MYP pillars of instruction. She will be sharing best practices, interdisciplinary lesson ideas and facilitate solution based discussions of the challenges Language A teachers face.

DID YOU KNOW?

There are currently 1,207 IB World Schools in the U.S., 1,100 (91%) of which are public. All of these schools are implementing 1,367 IB programmes (given that some schools implement several at once). (source IBO.org)

Comprehensive Student Engagement: Incorporating Play in the MYP/DP IB Language B classroom

Room: C103

Stephanie Becker, IB Spanish Teacher, Chesapeake Public Schools

In this session, the participants will be engaged as “students”. Mrs. Becker will demonstrate learning techniques and strategies through the focused use of play; writing, dancing, singing, and open creation with the language. These strategies support high levels of student engagement, while integrating the set of skills (listening, writing, speaking, and reading) needed to be proficient in the language.

Stephanie Becker holds a master's degree in Education from Winona State University. She earned her bachelor's degree from the University of Northern Iowa and has taught Spanish for 20 years. Currently, Mrs. Becker is teaching IB Spanish at Oscar Smith High School in Chesapeake, Virginia.

IB MYP Assessments for Humanities Teachers

Room: B209

Christopher Malinosky, Humanities Teacher, Glasgow Middle School

How do we make IBMYP assessments work with our regular state schooling systems? How do we create strong, specific rubrics? Please join us to help answer these questions and more. We will go through the IBMYP rubrics and determine ways they can look in our classes. The goal is for everyone to leave with great ideas about how to implement IBMYP Assessments in the classroom. Several examples will be shown and hopefully we will all have better ideas for how to start the next school year.

Christopher Malinosky has master's degree in Teaching Arts from Earlham College. He has earned a Bachelors Degree with a major in Politics. He has taught for 9 years at Glasgow Middle School in Fairfax County, which is an IBMYP school. As a teacher leader, he helped develop Glasgow's Assessment Plan to ensure that the school has IBMYP assessments in all subjects and grade levels. He has led several workshops for teachers about IBMYP assessments across the Mid-Atlantic region.

MYP Science: One World Essay

Room B215

Gail Tucker, MYP and DP Chemistry Teacher/CAS Coordinator, Annapolis High School

Preparing students to write and document the One World Essay and assessing Criteria A and B are critical components of MYP Science. A scaffolding activity to teach research and citation skills will be presented, and MYP descriptors will be clarified with indicators that set students up for success and aid teachers with assessment. If you are new to MYP science or struggle with Criteria A and B, this session is for you. If you have a successful MYP Science program in place, please attend and share your ideas about One World and Communication in Science.

Gail Tucker, Ed.D., is adjunct chemistry faculty at Anne Arundel Community College and teaches MYP and DP Chemistry and is the CAS Coordinator at Annapolis High School in Annapolis, Maryland. She began her involvement with IB as part of the IBO application team in 2004 and by developing the DP Chemistry curriculum for Anne Arundel County Public Schools (AACPS) in 2006. Beginning in 2009 Dr. Tucker became an IB examiner and in 2011 presented at IB-MA. She helps lead IB science professional development for AACPS and is a model IB chemistry lesson presenter. Dr. Tucker earned her B.S. in nutrition and chemistry from Virginia Tech in 1985, her M.A. in liberal arts from St. John's College in 1993, and her Ed.D. in teacher leadership from Walden University in 2009.

MYP/DP - Using Activities to Enhance Student Learning in the IB Mathematics Classroom

Room: C113

Julie Hiles, IB Mathematics Teacher, Robinson Secondary School

In a fast-paced learning and living environment, it is beneficial to pause to allow students to discover how mathematics applies to the real world or how mathematicians create knowledge. During this session attendees will participate in a few activities demonstrating practical applications of mathematics which can be used in a DP/MYP classroom. The instructor will also share her experiences on using difficult problems in class to encourage risk-taking when solving problems, as well as holding an online discussion board regarding Pascal's Wager.

Julie Hiles holds a M.Ed degree in Curriculum and Instruction and a M.S. in Mathematical Sciences from George Mason University. She also has an undergraduate degree in Business Administration from Gettysburg College. Mrs. Hiles has been an educator for over 12 years. She has taught as a graduate teaching assistant, an adjunct professor, and is presently a high school mathematics instructor. She currently teaches IB Mathematics Standard Level II at James W. Robinson Secondary School and is looking forward to teaching Theory of Knowledge for the first time this coming school year.

MYP Performing Arts: Meaningful Assessment Tasks

Room: B207

Mary Hughes, Orchestra Director, IB Music Teacher, Princess Anne High School

Using the MYP Arts Guide and From Principals into Practice, we will identify appropriate assessment tasks you can use in your Performing Arts class that meet the MYP requirements and don't take a lot of time away from rehearsing for performances. Bring your performing arts class curriculum. This session will be informative and utilize the 21st Century Skill of collaboration.

Mary Ann Hughes is the Orchestra Director and IB Music teacher at Princess Anne High School, an International Baccalaureate school, in Virginia Beach, Virginia. Mrs. Hughes is a member of a committee of music teachers who are designing the new secondary music curriculum for Virginia Beach Schools. The new curriculum is designed to promote a higher level of music understanding, improving student musicianship. She has also written the IB Music curriculum for Princess Anne High School. The IB Music class curriculum encompasses music history, world music, music theory, sight-singing & dictation, composition and performance. The orchestra classes at PAHS are IB Middle Years Programme classes; the skills and concepts PAHS orchestra students are taught prepare them for a successful IB Music experience. Mrs. Hughes is a national workshop leader for The International Baccalaureate Middle Years Programme in Music, and has led other cello and teaching workshops throughout the United States. She received National Board Teacher Certification in 2011.

DID YOU KNOW?

The states with the largest number of IB World Schools are California (120), Florida (114), Texas (102), Colorado (79), Virginia (73), New York (63), Georgia (57) and North Carolina (55). More than 55% of all U.S. IB World Schools are located in these eight states. California has the largest number of DP, while Virginia has the most MYP and Texas has the most PYP. (source IBO.org)

DIPLOMA PROGRAMME OPTIONS

Language A Course Design: Reaching Mastery Through Revision and Authentic Assessment

Room: B225

Melissa DiEnna, IB English Teacher, Robinson Secondary School

Heather Browne, English Teacher, Robinson Secondary School

How can educators know that students are learning? How can educators make expectations clearer? How can educators shift students' focus from grades to learning? Language A Course Design: Reaching Mastery through Revision and Authentic Assessment examines a course structure that maximizes mastery. The focus of the workshop is two-fold: First, presenters share a philosophy that emphasizes rubric design for authentic assessment. Second, presenters share proven strategies for managing multiple revisions and sustaining an expectation of mastery. Participants also learn to create assessments that are practical for student revision. Goodies include cohesive plans that work with any unit!

Melissa DiEnna teaches English at Robinson Secondary School in Fairfax County and holds a Master's Degree in Writing, Master's Degree in Education, and a Bachelor of Arts in English and Secondary Education. A college adjunct professor of composition, Melissa has been formally trained in Authentic Assessment and as a teacher consultant for The National Writing Project. She has also participated in formal training for International Baccalaureate Language A, Theory of Knowledge, and Extended Essay mentorship. Melissa's depth and breadth of experience in teaching and planning for all levels of English contribute to her foresight and insight when it comes to structuring a course and its assessments so that the delivery and content of the material nurture in students a love for education and determination to perform.

Heather Browne teaches English at Robinson Secondary School in Fairfax County and holds a Master's Degree in Curriculum and Instruction and a Bachelor of Science in Psychology. The juxtaposition of inclusion courses to advanced academic courses on Heather Browne's professional repertoire has contributed to her vision of education: Students will exceed our expectations as long as we provide a clear path and multiple opportunities to reach learning goals. Heather's vision is met through rigorous yet streamlined planning and an insistence on authentic assessment, concise rubrics, and workshop/revision sessions.

Comprehensive Student Engagement: Incorporating Play in the MYP/DP IB Language B classroom

Room: C103

Stephanie Becker, IB Spanish Teacher, Chesapeake Public Schools

In this session, the participants will be engaged as "students". Mrs. Becker will demonstrate learning techniques and strategies through the focused use of play; writing, dancing, singing, and open creation with the language. These strategies support high levels of student engagement, while integrating the set of skills (listening, writing, speaking, and reading) needed to be proficient in the language.

Stephanie Becker holds a master's degree in Education from Winona State University. She earned her bachelor's degree from the University of Northern Iowa and has taught Spanish for 20 years. Currently, Mrs. Becker is teaching IB Spanish at Oscar Smith High School in Chesapeake, Virginia.

Language B: Mastering the New Exam Requirements

Room: C115

Claudia Cosimano, World Languages Department Chair, Princess Anne High School

This session will deal with the new Language B exam, particularly the Written Assignment and the new Internal Assessment. Ways to effectively manage these two new components will be presented, including how to organize and implement an effective process for each of these. Examples will be given primarily in English, with occasional specific examples in Spanish.

Claudia Cosimano holds a bachelor's degree in Spanish from William and Mary, a master's degree in Spanish from the University of Wisconsin and an Educational Specialist degree from William and Mary in higher education. She has been an educator for over 38 years. She has taught all levels of Spanish and currently teaches SL IB Spanish at Princess Anne High School in Virginia Beach, Virginia where she also serves as department chair. She was a workshop presenter for IBMA in 2012.

Even Wars Have Limits: A Humanitarian Perspective

Room: B220

*Alicia Guajardo, Senior Associate, International Humanitarian Law Dissemination, American Red Cross
Ibe Crawley, IBMYP Coordinator, Whitman Middle School*

War has been around a long time. So have rules to limit the suffering caused by violent conflict. Yet a majority of young Americans are not familiar with the rules that limit warfare. When given a chance to learn more, 80% of youth indicate a strong interest in further education. Inspire and motivate your students to become compassionate and reflective global citizens. This hands-on session introduces Exploring Humanitarian Law, a free, standards-aligned curriculum taught in nearly 60 countries. Empower your students to navigate complex global realities and develop them into strong critical thinkers and problem solvers. Sample lessons included.

Alicia Guajardo is the program lead for the Exploring Humanitarian Law (EHL) program for the American Red Cross National Headquarters in Washington, DC. EHL is an international curriculum being taught in nearly 60 countries and translated into 40 languages. She is responsible for coordinating and conducting professional development trainings for educators at the state, national and international level. Her experience includes several years as an ESL teacher and trainer. She holds a Masters in Social Work.

Ibe Crawley, a 25 year veteran teacher, works as the IB/MYP Coordinator at Whitman Middle School in Fairfax County Public Schools. Prior to receiving a Master's Degree in Special Education, her early career focused on social justice. In her role as a counselor, she developed a greater commitment to human dignity. Ibe uses storytelling, she performed across the state of Virginia via a grant from NEA, as a means of connecting with people of all ages. Two years ago, she participated in Exploring Humanitarian Law (EHL) Summer Institute at the Red Cross. This was the experience that tied together her early family experiences in the 1963 Civil Rights Movement and her commitment to character education. Ibe uses the EHL curriculum modules as she guides IB teachers in developing concepts and unit questions that address big, real world issues and international human rights ideas.

DID YOU KNOW?

In terms of economic background, 16% of IB Diploma candidates came from a low-income family in 2009, as measured by their eligibility to receive a free/reduced lunch at school. (source IBO.org)

Making Social Studies Relevant Through the Use of the Demographic Transition Model

Room: C107

Drew Foster, IB Geography Teacher, Robinson Secondary School

This session will help IB History teachers link both optional and core themes to the DTM. We will discuss how the use of population statistics can help students understand other concepts in curriculum.

Drew Foster holds a Bachelor's Degree from Albion College(MI) and a Master's Degree from The George Washington University in Educational Leadership and Administration. He is currently pursuing an Advanced Academics Certification through FCPS. Drew has taught at the high school level for ten years where he has taught World History, Psychology, Sociology and IB Geography.

Chemistry in Context: Helping Students to See the Big Picture

Room: C205

Kimberly Nelson, IB Chemistry Teacher and Team Leader, Robinson Secondary School

Do your students get so caught up in the details of learning material for a particular unit or project that they lose sight of the big picture? If so, then this session is for you! Participants will learn & discuss approaches to teaching chemistry contextually in an effort to help students make meaningful connections between topics and deepen their understanding. Additionally, differentiation strategies will be addressed for adapting the curriculum & its goals to changing student populations—all with the purpose of helping your students “see the forest for the trees.”

Kimberly Nelson completed her undergraduate studies at Penn State University and earned a master's degree in Curriculum & Instruction from George Mason University. She is currently teaching IB Chemistry I and IB Chemistry II SL at Robinson Secondary School in Fairfax, VA. Throughout her eight years of teaching in the IB Program, she has also taught IB Chemistry II HL and MYP Chemistry. As the IB Chemistry Team Leader, Mrs. Nelson is currently leading the charge to restructure first-year chemistry classes at Robinson as the school adopts the MYP curriculum.

First Year Foray into Math Studies

Room: C205

Colleen Conwell, IB Math Studies Teacher, Robinson Secondary School

Participants will look at IB Math Studies through the eyes of a first time IB teacher. This session will discuss the failures and successes experienced, as well as plans and goals for the future.

Colleen Conwell has a bachelor's of science in mathematics from Westminster College in PA, as well as a master's degree in Instructional Technology from Duquesne University. Ms. Conwell has been teaching for 11 years, 5 years in the Pittsburgh Public Schools, and 6 years in the Fairfax County Public Schools. Ms. Conwell has just completed her first year of teaching an IB curriculum.

IB Theatre and Film-A Holistic Approach

Room C109

Dale Placek, Director of Theatre, Performing Arts Department Chair, The Academy of the Holy Cross

Theatre and film have both been often described as “the most collaborative art form.” But what is the best way for students to master the individual elements of theatre and film in a way that still celebrates the collaborative nature of these art forms? What approaches to teaching Theatre and Film allow for students to experience aspects of the syllabus (Theatre-in-the-world, theatre-in-the-making, theatre-in-performance / film analysis, film theory/history, film production) simultaneously? In what ways can the classroom be structured so that the interaction between students during learning mirrors the interaction between collaborators during the creation of theatre and film?

Dale Placek is the Performing Arts Department Chair and Director of Theatre at The Academy of the Holy Cross, an all-girls private Catholic high school in Kensington, MD dedicated to educating young women of courage, compassion, and scholarship. Since beginning at the Academy three school years ago, Mr. Placek has taught news broadcasting, stagecraft, theatrical design, improvisation, public speaking, film studies, and IB Theatre. In the fall, he will be teaching AHC’s inaugural IB Film class. As Department Chair, he supervises AHC’s Performing Arts Club, Guitar Club, Improv Team, Dance Team, and 3 Honor Societies, and as Director of Theatre, he oversees all aspects of AHC’s 10+ production season, which generally includes a musical, a play, dance concerts, music concerts, improv performances, an IB Theatre showcase, and an end-of-year gala. Mr. Placek holds a BFA in Theatre Design from Boston University’s School of Theatre.

SL Computer Science, Group 4 Project, and the IA

Room: C212

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

Among the many changes to the Computer Science curriculum, two of the more significant are the requirement for Computer Science students to participate in the Group 4 project and the complete revision of the Internal Assessment. How will you integrate your Computer Science students into the Group 4 project and what is required for the Internal Assessment. Do you know that the IA must be submitted electronically? Did you know there is a 2000 word limit? What else do you need to know for your students? Share your ideas with the group at this session.

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

The Changes in ToK: Key Points for ToK Teachers

Room: C100

Julie Webster, Education Consultant, Oxford University Press

Are you ready for the major changes taking effect in Theory of Knowledge for the May, 2015 exam session? This session will review the changes that have taken place and ideas for implementing these changes. Information will be shared to help teachers integrate multiple subjects into TOK. By the end of this session, new as well as experienced TOK teachers will feel comfortable moving forward with the TOK subject changes, and will have some ideas to get the year off to a great start!

Julie Webster holds a Masters Degree in Gifted Education, as well as a school administration license. She spent the last 12 years coordinating IB Diploma Programmes in Colorado. Ms. Webster is also a trained IB Educator, participating in site visits and consulting with schools new to the IB Diploma Programme. She was on the board for IB ARMS (Rocky Mountain Association of IB World Schools) for several years as the DP Representative. This summer Ms. Webster took a position with Oxford University Press as their United States Education Consultant, specializing in the IB. Having close connections with IB authors, Ms. Webster looks forward to sharing pertinent information associated with IB.

The Extended Essay. How to guide students through their EE process

Room: C209

Jan Hendrik van de Riet, IB Coordinator, Washington International School

Now that the EE has been opened up to IB Course students, we need to examine the benefits of writing an EE. How can we ensure student success for the EE? In this session we'll share experiences, resources and best practices to prepare students for the EE. We will focus on communication, and structuring the process of the Extended Essay. We'll also explore the World Studies Extended Essay.

Jan van de Riet has a degree in Dutch and in history. He has been teaching IB language A, and B since 1984. May 2013 marked the graduating of his first Language and Literature class. He has been the examiner responsible for Dutch language B and is currently the IB Diploma coordinator at the Washington International School. In the fall of 2010 he was part the IB workgroup that revised the teacher support materials for the World Studies Extended Essay. He is an IB trained workshop leader.

Using Art and Portraiture to Teach 21st Century Literacies

Room: B211

Suzannah Niepold, Teacher Programs Coordinator, Smithsonian Art Museum

Briana Zavadil White, School and Teacher Program Coordinator, National Portrait Gallery

How do we define literacy in the 21st Century? In this session, participants will use art and portraiture to examine various forms of literacy and discuss how to encourage their development in the classroom. Educators from the National Portrait Gallery and the Smithsonian American Art Museum will use objects in their collections to introduce the following types of literacy: Read, Speak, Listen, Write, Perform, and Share. Participants will then work in groups to brainstorm classroom applications.

***Suzannah Niepold** is the Teacher Programs Coordinator at the Smithsonian American Art Museum. Suzannah has been a museum educator at the Smithsonian American Art Museum since 2004. As Teacher Programs Coordinator she designs professional development experiences for educators that demonstrate how to use American art to teach a variety of subjects and grade levels. In addition to teacher programs, Suzannah coordinates a school partnership program funded by the Hearst Foundation. Each year, eighth graders from up to four schools spend a semester immersed in American art, culminating in a reception where students read their final responses to featured artworks. Suzannah has also worked for the United States Holocaust Memorial Museum and the Pennsylvania Academy of Fine Arts. She studied the history of art with a minor in history at Bryn Mawr College and earned a masters degree in Museum Education at The George Washington University.*

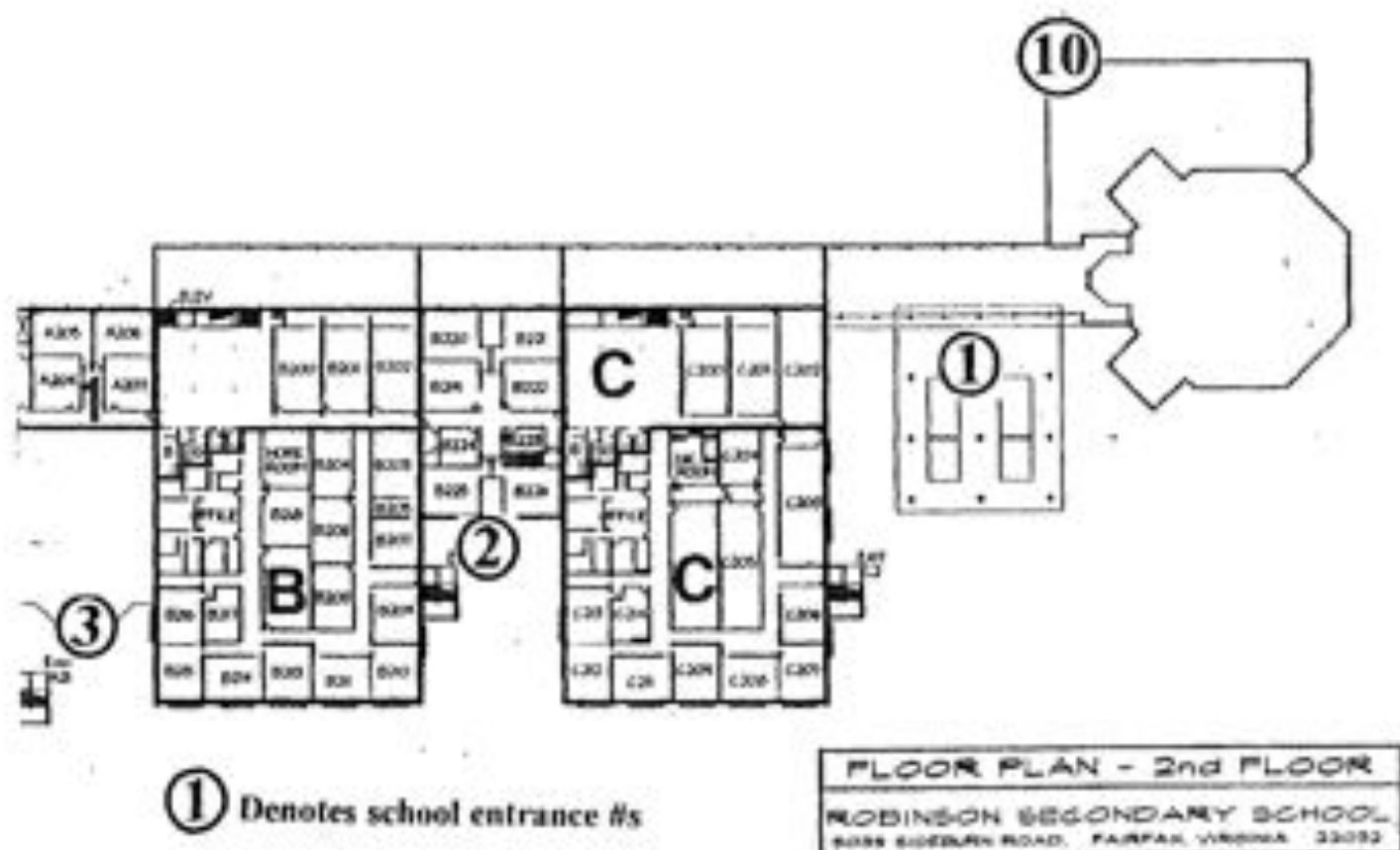
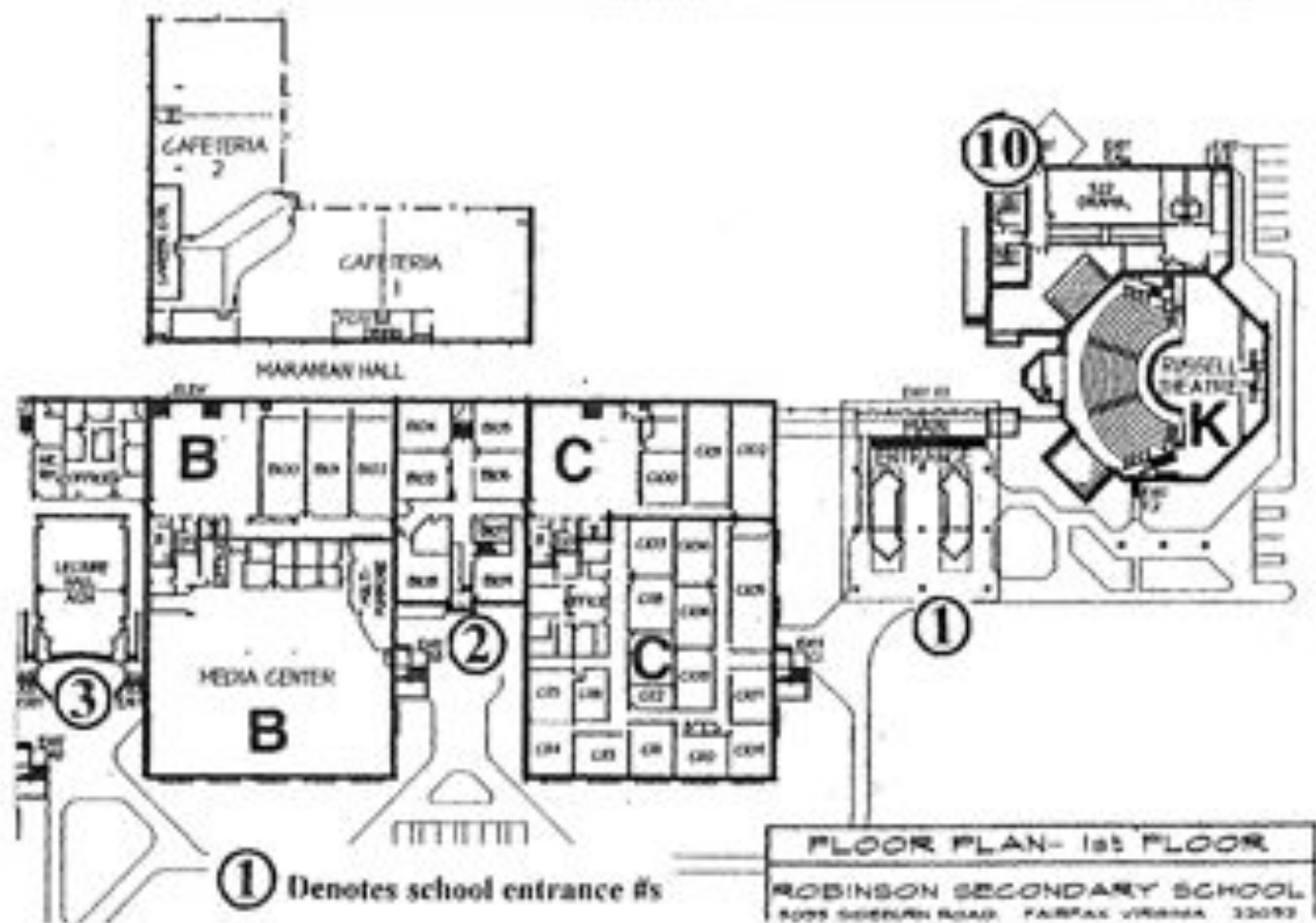
***Briana Zavadil White** is the School and Teacher Program Coordinator at the National Portrait Gallery. Briana oversees the National Portrait Gallery's school and teacher programs. She creates and manages in-Gallery school programs as well as leads outreach efforts into local Metro DC area schools. Inquiry and object-based learning provide the foundation for the school 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.*



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National Portrait Gallery



Smithsonian American Art Museum
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