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IB Schools of NC

# 50 YEARS OF RELEVANCE: THE IB AND YOU

**FEB. 23, 2019**

IB SCHOOLS OF NORTH CAROLINA ROUNDTABLE  
CONFERENCE



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# CONFERENCE PROGRAM

8:00-9:00	REGISTRATION & NETWORKING Exhibits open 8:30	
9:00-9:45	OPENING SESSION-AUDITORIUM Welcome IB Graduates Keynote Speaker: Wake Forest	
10:00-11:00	BREAKOUT SESSION 1	
11:00-11:15	BREAK Please visit the Exhibits	
11:15-12:15	BREAKOUT SESSION 2	
12:15-1:15	LUNCH- CAFETERIA Networking Opportunities: Sit at designated Program Level Tables <i>Exhibits open</i>	
1:15-2:15	BREAKOUT SESSION 3	#IBSNCandYOU
2:30-3:30	BREAKOUT SESSION 4	

*Please get your CEU certificate on the way out.*

## KEYNOTE SPEAKER



**Rogan Kersh** is provost and professor of political science at Wake Forest University. He has published three books, on American political history and on health policy; a fourth edition of his *By the People: Debating American Government* (with James Morone) will be published in 2019 by Oxford University Press. His current book project is on “Millennials, Politics, & Culture”; he teaches a Wake Forest course on that topic, and has given dozens of talks on the millennial generation to audiences across the U.S. and Europe, including at TEDx conferences the past two years.

Kersh has published over 50 academic articles, and does frequent media commentary on U.S. politics, health policy, and the millennial generation. He has been a Mellon Fellow in the Humanities, a Luce Scholar, a Robert Wood Johnson Fellow, and is an elected Fellow of the National Academy of Public Administration. In 15 years’ teaching at Yale, Syracuse, and NYU he won four university-wide teaching awards.

Kersh received his Ph.D. in political science from Yale in 1996, and has professional experience in the U.S. Congress, the British Parliament, and at think tanks in Tokyo and Washington, DC. In Winston-Salem, he serves on the boards of the United Way and the RiverRun Film Festival, and chairs the Mayor’s Thought Force on Poverty.

# SESSION DESCRIPTIONS

## Session #1 Breakouts 10:00-11:00

### **Benefits of Standardization Grading within PLCs (MYP)**

#### **Room 506**

Andrew O'Neill, Piedmont Middle School, Charlotte

This presentation will engage practitioners with the practice of standardization grading. As a department or as a professional learning community (PLC) when planning common assessments and grading them, do you collaborate as a team? Standardization of grading and planning also allows for student feedback to be timely and relevant. Also, this practice will allow for instructors be consistent with grading and use of rubrics.

### **Community Project at Work: Facilitation, Expectations, and Insight (MYP) Room 507**

Sarah Graboyes, Randolph Middle School, Charlotte

Maranda Thornburg, Piedmont Middle School, Charlotte

In this session, Community Project Leadership will see the variety of methods which the Community Project has taken in multiple schools. Presenters will share how the Community Project has been managed with both large and small cohorts of Year 3 MYP students as well as the variety of communication and meeting methods the IB Coordinators have used with the teaching staff.

### **Scaffolding History Internal Assessment (DP)**

#### **Room 504**

Tripp Jeffers, Parkland High School, Winston-Salem

Ellen Cruz, Parkland High School, Winston-Salem

Explore how to prepare students for the History Internal Assessment in manageable bites. Discuss the changes in IA requirements as well as how to coordinate scheduling with Extended Essay demands as well.

### **Introduction to the Diploma Programme (DP)**

#### **Room 508**

David Brooks, Needham Broughton High School, Raleigh

This presentation is an introduction to the IB Diploma Programme for teachers or administrators who are either new to the DP or who have focused on their own subject areas and would benefit from a more holistic program overview. The presentation will focus on a variety of aspects of the program, including the mission, learner profile, approaches to teaching and learning, core, subject groups, curriculum, and assessment.

## **Navigating the Madness of the Extended Essay (DP)**

### **Room 502**

Heather Purvis, Parkland High School, Winston-Salem

The Extended Essay is...extensive to manage. Most students have limited exposure to research synthesis and analysis, and simply the scale of the EE seems daunting for them. Providing students with the structure to make it through the whole process is essential to their ability to complete the EE and to be successful on their terms. This workshop is primarily for EE coordinators, but it may be useful to subject-area supervisors and TOK teachers as well.

## **Facilitating a Culture of Inquiry in IB Science (Continuum) Room 509**

Laura Chalfant, Smithfield-Selma High School, Johnston County

Discussion and examples of ways to prepare students to design experiments in MYP and DP science and foster curiosity and understanding of the nature of science in IB science.

## **Session #2 Breakouts 11:15-12:15**

### **Sharing the Planet: What on Earth is the problem? (PYP) Room 511**

Abi Woodson

Speas Global Elementary School, Winston-Salem

Sharing the Planet is a transdisciplinary theme 4th grade students explore during 2nd quarter. This theme provides students an inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.

While working within this theme students focus on the central idea: Living things struggle to share the earth's finite resources. Within this unit of inquiry, students complete a study of the Amazon rainforest, and the problems causing its demise. Students explore specific species of frogs which are at-risk or endanger of becoming extinct. Students also develop an understanding of human impact on the precious bio-diversity indigenous to the rain forest and make the connection of how the rainforest provides humans with many of things we use such as food and spices. The impact of this global connection (a problem in South America affects North America?) prompts students to come up with their own solutions. The IB summative was to select one problem affecting the rainforest and to offer a solution. Students had their choice of how to share their solution: 1) create a game board, 2) make a product, 3) create a video commercial, or 4) use an idea of their own.

### **Culturally-relevant MYP Unit Planners (MYP)**

#### **Room 507**

Josh Edwards, Wake County Public Schools

How can we use the IB/MYP framework to meet the needs of our increasingly diverse classrooms? How can we make sure that all of our students see themselves in our content and our teaching? How can we connect to meaningful issues and problems in the world around us and help our students see how they too fit into the "real world"? All of these questions can be answered using culturally-relevant unit planners.

### **Lateral Planning in History and English A: Literature (DP) Room 504**

Heather Purvis, Parkland High School, Winston-Salem

Tripp Jeffers, Parkland High School, Winston-Salem

Literature and history are ideal subjects for lateral planning. When teachers choose topics and texts that build on one another, students are given opportunities to stretch their thinking and make connections throughout the year. It also allows teachers to maximize class time, especially in HL courses. In this workshop, we will talk a little bit about what we do and then spend time exploring options that would work for you.

### **Understanding Language B changes (DP) Room 503**

Laurel Lokant, Parkland High School, Winston-Salem

The new Language B Guide has changed dramatically, and the session will be a roundtable discussion/sharing/collaboration session of information about the changes, and how to best implement them. All participants will engage with one another to share best practices for teaching the new curriculum and build a google doc to share ideas, websites, and activities.

### **Increasing Diploma Programme Cohort Room 502**

Loren Baron, Millbrook High School, Raleigh

The session will focus on strategies coordinators and administrators can consider to increase the size of their Diploma Programme cohort. We will examine barriers to the programme, both explicit and implicit, and we will look at outreach efforts directed at students and parents. We will discuss the notion of IB for all and how the culture and perception of a school's Diploma Programme can impact its recruitment efforts and cohort size.

### **Closing the Feedback Loop (Continuum) Room 508**

Mark Hartman, Millbrook High School, Raleigh

We all know feedback to students is one of the most important things we can do. We ALSO know it can take a lot of time and sometimes does not seem to be taken on board by students in the way we would like.

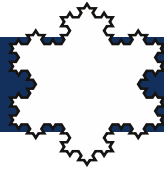
In my IB Physics classroom, we've tried to target feedback and develop a culture of revision based on a growth mindset. Come hear about several ideas we've tried and discuss new ideas from session participants to make feedback a useful tool for the amount of time you choose to spend on it.

### **Making Thinking Visible: Routines for Understanding Room 509**

Harriet Regen, North Mecklenburg High School, Huntersville

Amy Pasko, North Mecklenburg High School, Huntersville

The book Making Thinking Visible by Ritchhart, Church, and Morrison offers excellent strategies for IB classrooms. How do we turn activity into learning? How can we be sure, as Church asserts, that hands-on learning is "minds-on" learning? This session will unpack what it means to "understand" and will illustrate the ways Visible Thinking Routines can be used to deepen engagement and build students' meta-cognitive awareness.

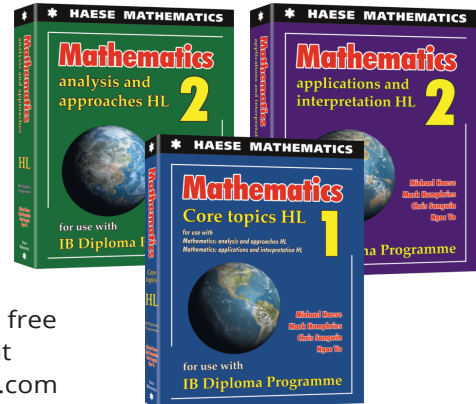
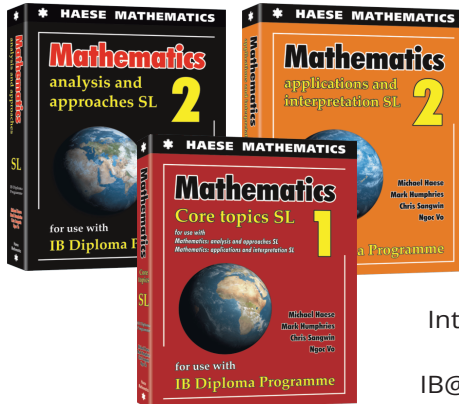


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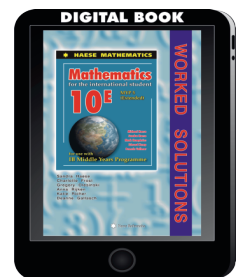
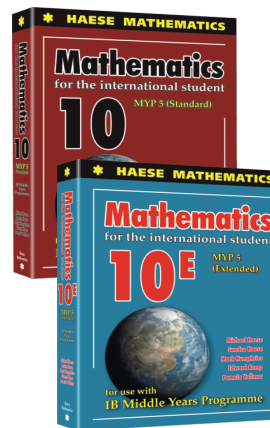
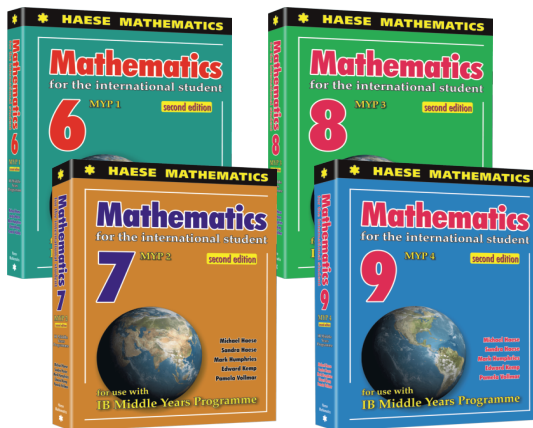
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These books have been written to accompany the framework change in 2014. We have written one textbook for each of the first four years of the programme, and a choice between Standard and Extended Mathematics for the fifth year.



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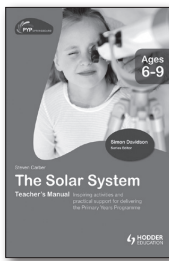
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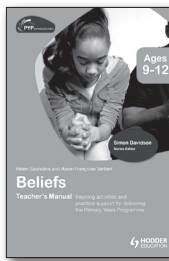
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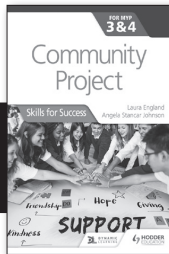
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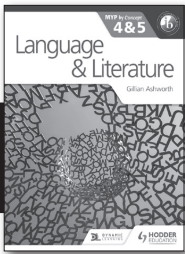
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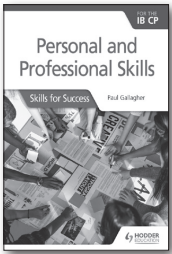
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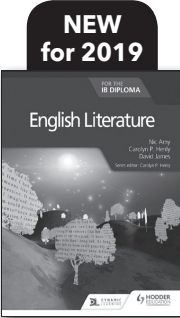
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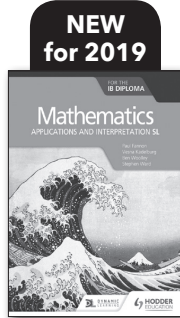


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## **Session #3 Breakouts 1:15-2:15**

### **Teaching the NC Science Standards through Collaborative, Hands-On Inquiry (MYP) Room 507**

Leslie Cosentine, J.M. Alexander Middle School

Our 6th grade science team will share their approach to teaching middle school science through MYP inquiry units that effectively address NC standards and MYP criteria. The presentation will showcase the Thermal House Energy Project, a 4-week unit that explores how scientific and technical innovation can help us transform and conserve energy. As a part of the unit, collaborative teams design, build, test, and improve their own energy efficient houses.

### **Sneaking high level learning into your IB Psychology course (DP) Room 504**

Leah Greene, Needham Broughton High School, Raleigh

This is a perfect session for a brand-new psychology teacher or a seasoned veteran! Walk away with activities that you can use on Monday morning to increase critical thinking in students, the ability to conduct research, and to reduce the fear of statistics. The labs, activities, and replications support the new revision of the IB Psychology curriculum, focusing on the biological, cognitive, and socio-cultural approaches, developmental and abnormal psychology, qualitative and quantitative research, and statistics. Participants will interact with short labs, hands-on activities, and long-term research projects that are based upon authentic research and weave in statistical analysis.

### **Supporting Whole School Diversity & Inclusion (Continuum) Room 502**

Shanniska Howard, Ranson Middle School, Charlotte

Kim Lynch, Albemarle Road Middle School, Charlotte

In today's diverse academic environment, it is imperative to keep the student at the center of it all. As educators, we are committed to creating an environment in which all students can be successful. Sometimes, this may involve individual educational pathways and differentiation. In this session you and your team will reflect on your current practices as you continue to build an inclusive program for all.

### **Reading Film as a Text (Continuum) Room 509**

Lorraine Romano, Millbrook High School, Raleigh

In my presentation I will demonstrate how I engage students to see film as a text, by taking a popular film and, using the Socratic method, having them explain what they see and what it means. As we do so, students are introduced to the vocabulary of film, as well as the textual meaning found in cinema.

### **Twitter: Helping to Answer the Question, "What's IB?" (Continuum) Room 510**

Katryna Jacober, Speas Global Elementary School, Winston-Salem

What is IB? You mean there is IB in elementary school? So how is your school different? What makes your classroom IB? Are these the types of questions you get each year? Did you know you can help your #LearningCommunity "see" the answers for themselves through twitter? Come learn how simple everyday photos and descriptions have increased awareness about IB PYP at our school, learning community and throughout our district. Disclaimer: We are teachers with teaching degrees. Everything we've learned had been through research and trial and error, so you can do this too!

## **Session #4 Breakouts 2:30-3:30**

### **The Philosophy of Superheroes, Aliens, and Robots: How To Successfully Offer IB Philosophy Course (DP) Room 504**

Tripp Jeffers, Parkland High School, Winston-Salem

The workshop will explore effective implementation of the IB Philosophy course curriculum and its application to “non-philosophical” stimuli such as superhero comics, science fiction, fantasy, and other examples of popular culture. Examine the possible structuring of a course to accommodate both HL and SL students as well as 1st year and 2nd year students simultaneously.

### **Chefs for Change: Incorporating Global Perspectives and Social Entrepreneurship into Spanish Classes (Continuum) Room 506**

Bethanie Drew, Needham Broughton High School, Raleigh

R.L. Andrews, Needham Broughton High School, Raleigh

Chefs might not be the first example people think of when they consider leaders in social change, but they are game changers who are at work in NC and abroad. We will demonstrate how we built a unit using authentic Spanish language resources and community involvement that explores social entrepreneurship and volunteering locally and internationally. Through this unit students demonstrate an increasing awareness of global issues--especially the UN Sustainable Development Goals--as well as creative approaches to addressing them. They use their developing language skills to examine and compare initiatives locally and globally and take their knowledge with them as they apply their skills in a service project. Although this project was carried out in Spanish classes, it is easily adaptable to myriad other disciplines.

### **Leadership Panel- Whole School Model, Initiatives from your District, & Marketing Your Program (MYP) Room 502**

Sarah Graboyes, Charlotte-Mecklenburg Schools

This presentation will provide insight into how a large district supports IB, role of the coordinator, and marketing ideas for your school.

### **Preparing MYP students for DP mathematics courses (MYP,DP) Room 507**

Samantha Freiberg, East Mecklenburg High School, Charlotte

In this session, we will consider the skills that MYP students need to build in order to be successful in DP level mathematics courses. We will examine the syllabi for the DP math courses (in particular the new courses that will begin in 2019-2020) to discuss horizon content knowledge and vertical alignment of the curriculum. In addition to content, we will highlight mathematical skills and habits that teachers can help students develop in MYP Math 1, Math 2, and Math 3 in order to be prepared for advanced mathematics courses. Both MYP and DP math teachers will have the opportunity to contribute to the discussion and help shape the ideas of what skills are important for IB mathematicians and how teachers can help cultivate these skills.

## Using Improvement Science to Understand Issues and Solve Problems (Continuum) Room 509

Mark Hartman, Millbrook High School, Raleigh

Learn to use the basics of Improvement Science to identify, understand and move toward effectively solving a problem that has arisen in your classroom or program. You'll step through the process of unpacking a problem, referencing examples like "Students don't persevere in a meaningful way with the activities presented," "Most IB physics students are not demonstrating their thinking process for problem solving in a clear way," and others. Ideally, you'll come with a team interested in the same issue. The protocol and tools learned here will help groups identify, plan for and enact change with regards to student achievement, behavior or program-wide issues.

## Time and Relationships (Continuum) Room 508

Tamara Coburn, Winston-Salem/Forsyth County Schools

This session presents a cultural framework for time and relationships in the classroom, with a focus on developing international-mindedness among teachers in response to diverse student populations. Participants will individually rate statements about time and relationships, collaboratively categorize expressions about time as flexible or precise time and participate in a Micro-Lab Protocol in response to a brief excerpt about cultural mindfulness. By incorporating a perspective of cultural relativity into our classroom management styles, we model the concept of international-mindedness for all our students. After laying a foundation of cultural theories and anthropological models, we will consider classroom applications

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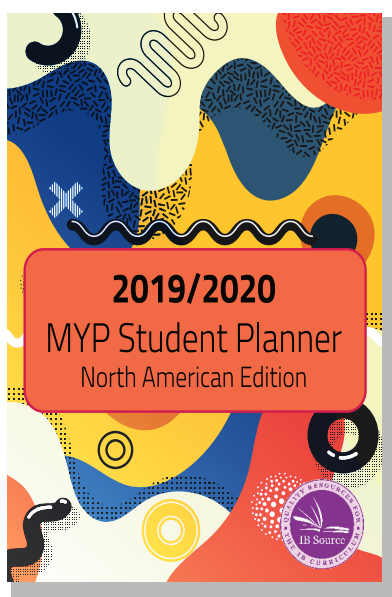


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# SESSION OFFERINGS AT A GLANCE

## **Morning**

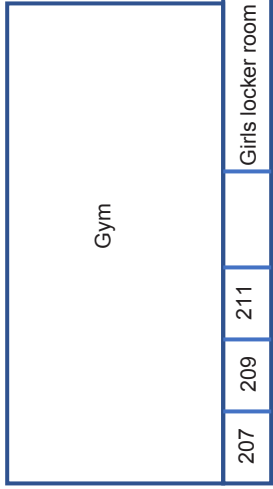
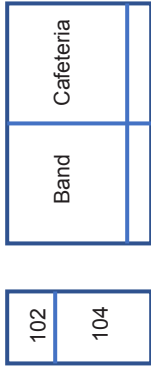
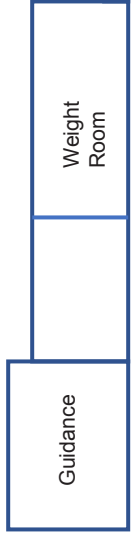
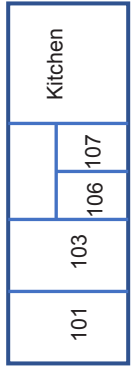
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Facilitating a Culture of Inquiry in IB Science	Cont	509
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Culturally-relevant MYP Unit Planners	MYP	506
Lateral Planning in History and English A: Literature	DP	504
Understanding Language B changes	DP	503
Closing the Feedback Loop	Cont	508
Making Thinking Visible: Routines for Understanding	Cont	509

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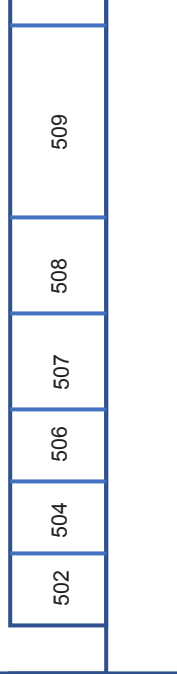
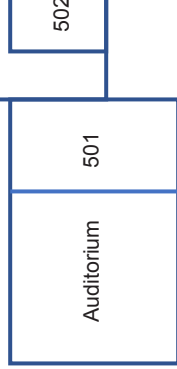
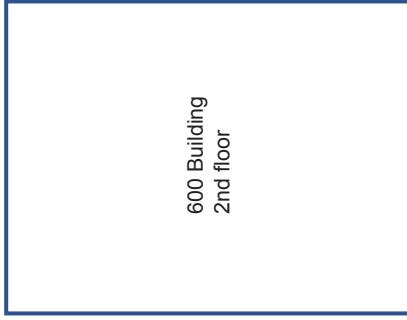
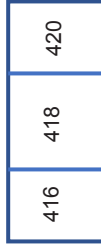
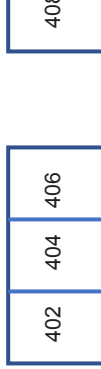
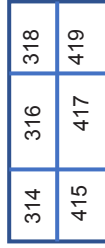
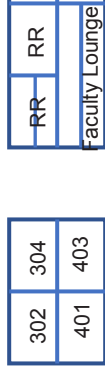
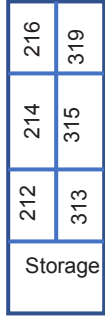
## **Afternoon**

<b>Session 3</b>	<b>Programme</b>	<b>Room #</b>
Teaching the NC Science Standards through Collaborative, Hands-On Inquiry	MYP	507
Supporting Whole School Diversity & Inclusion	Cont	502
Sneaking high level learning into your IB Psychology course	DP	504
Reading Film as a Text	Cont	509
Twitter: Helping to Answer the Question, "What's IB?"	Cont	510
Inquiry-based Teaching in the PYP Classroom	PYP	506
<b>Session 4</b>	<b>Programme</b>	<b>Room #</b>
The Philosophy of Superheroes, Aliens, and Robots: How To Successfully Offer IB Philosophy Course	DP	504
Chefs for Change: Incorporating Global Perspectives and Social Entrepreneurship into Spanish Classes	Cont	506
Using Improvement Science to Understand Issues and Solve Problems	Cont	509
Leadership Panel- Whole School Model, Initiatives from your District, & Marketing Your Program	MYP, Continuum	502
Time and Relationships	Cont	508
Preparing MYP students for DP mathematics courses	DP, MYP	507

Bus Ramp



**Main Entrance**



# HANDS-ON IB STRATEGIES



**NOVEMBER 4-5, 2019**  
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