



2009 Spring Educators Conference

April 4-7 — Conrad Hotel Cairo, Egypt

- Lunchtime workshops on Sunday, April 5 – see page 15.

- NOTE: Pete Bowers will replace Melvyn Ramsden.

See Mr Bowers' new institute descriptions on pages 2 and 17.

Current as of March 25, 2009.

PRECONFERENCE SESSIONS

Thursday & Friday, April 2-3

9:00-5:00 **AERO Math Workshop — ERMA ANDERSON**

9:00-5:00 **NESA Professional Learning Advisory Committee (PLAC)**

Friday, April 3

5:00-6:00 **Meeting of NESA Teacher Representatives**

CONFERENCE SCHEDULE

Saturday, April 4

8:30-10:00 **PLENARY SESSION**

Welcome to Delegates

David Chojnacki, NESA Executive Director

Brian Lahan, Superintendent, American Community School, Amman, Jordan; President, NESA Board of Directors

Monica Greeley, Superintendent, Cairo American College, Egypt; Member, NESA Board of Directors

Gail Seay, Chair, NESA Professional Development Advisory Committee; Curriculum Coordinator, American School of Doha, Qatar

Bea Cameron, Regional Education Officer, Office of Overseas Schools, US
Dept. of State

**Keynote Presentation by the International Schools Services Guest
Speaker — WILLIAM G. DURDEN**

Introduced by DAVID CHOJNACKI, Executive Director, NESAs

Pragmatism in Education—Not to Speak of 'Common Sense'!

Dr Durden will focus on three areas of schooling that he asserts have compromised the professionalism of teachers and administrators. They are the "self-esteem" movement, exclusive quantitative accountability and an either/or mentality towards instruction. As a way to liberate the profession from these distracters, Dr Durden argues that it is time for educators to boldly reclaim pragmatism and to forward that which cannot be measured by numbers as position notions for learning—indeed, as essential to a child's progress. Dr Durden asks educators to find in ambiguity an educative strength that has been systematically discredited to the disadvantage of holistic learning.

**10:00-10:30 COFFEE BREAK in the Exhibition Area
Sponsored by George Mason University-FAST TRAIN**

IMPORTANT NOTE: At this point in the schedule, delegates should attend one four-hour institute, divided into two 2-hour time blocks and separated by lunch.

10:30-12:30 SATURDAY SPECIALIST FOUR-HOUR INSTITUTES, PART 1

Literacy 101: Literacy Coaching — CARRIE EKEY and SHANNON STANTON

CLOSED INSTITUTE. Attendance by invitation only.

Getting It Write 1: Developing Word Detectives by Investigating the Sense, Order and Predictability of English Spelling – PETE BOWERS

[NOTE: "Getting It Write 2" will be presented on Monday.]

English spelling is treated as an irregular system. Teachers try to teach spelling patterns, but with so many "exceptions" (e.g. *does, love, business, sign*), it seems impossible to avoid relying on memorization. Boring spelling classes, lack of generative learning and student frustration are predictable results - with particularly negative consequences for less able students.

That familiar story can be turned on its head with accurate information revealing English spelling as an *ordered system that represents meaning*. The words listed above represent educationally rich spellings to investigate, not a frustrating list of words to memorize. Armed with accurate linguistic knowledge and teaching tools, teachers can help students learn to investigate how words really work.

This institute models a series of classroom lessons beginning with the question, "Why is there a <g> in <sign>?" Investigating the logic of this spelling teaches advanced vocabulary words, and sets off surprising discoveries about how spelling works. Participants take the role of students as Mr. Bowers uses "*structured word inquiry*" to guide the development and testing of hypotheses that explain basic facts about English spelling.

"Inquiry involves the synthesis, analysis and manipulation of knowledge, whether through play for younger children or through more formally structured learning in the primary years." The PYP Monograph (2001, p. 3)

A disordered, unreliable system could not be problem-solved in this way. This institute shows that *inquiry*, central to the generative instruction of the PYP, can be applied to the study of spelling. Structured inquiry of English spelling targets the development of *word learners*, not just accurate

spellers. This type of instruction is only possible if teachers have accurate resources and training that reveal the order of English spelling. Pictures and videos illustrating classrooms engaged in this kind of instruction can be found at www.wordworkskingston.com.

Prerequisites: A laptop would be useful, but not necessary.

Outcomes: Participants will. . .

- have dispelled the myth of supposed disorder in the spelling system
- be equipped to analyze spellings in order to identify the real orthographic structures upon which they are built
- leave with resources they can use to continue learning and teaching about English spelling with their students.

Targeted Audience: All who share writing and reading experiences with students K-12.

Level: Overview/Level 1

Mining MAP Data to Improve Instruction — KATHY STETSON

Participants will analyze their own school and classroom data and identify areas for grade and school improvement. Educators will leave with a plan for involving others in dialogue for possible school-wide improvements.

Prerequisites: This session is designed for educators who have used MAP for at least four test administrations. Participants need to bring copies of their own classroom and school reports: Teacher report, Class Roster-Online Individual Student Progress Report, Class by RIT, School and District Summary Reports. A laptop per school will be helpful.

Outcomes: Participants will. . .

- Analyze their own data
- Develop classroom improvement goals
- Review how to develop instructional ladders
- Begin to create a school improvement plan

Targeted Audience: K-12 Mathematics and Language Arts educators.

Level: Level II (Advanced - The educator has used MAP testing system for at least four test administrations.)

Learning How to Use the Continuum of Literacy Learning to Plan for and Assess Teaching (K-8) — GAY SU PINNELL and IRENE FOUNTAS

The Continuum is a tool for literacy teachers grades K-8. Learn how to use this tool as you observe read-aloud, guided reading lessons, a literature discussion group and analyze student writing samples. [DOWNLOAD HANDOUT FROM THE NESAC WEBSITE: www.nesacenter.org]

Prerequisites: None, although reading the introduction to *The Continuum of Literacy Learning: A Guide to Teaching* would be helpful.

Outcomes: Forthcoming.

Targeted Audience: K-6

Level: Level I (Beginner)

The Power of Words – It Really Is about What You Say — DEBBIE SILVER

We've all heard the adage, "It's not *what* you say, it's *how* you say it." This simply isn't true. Emerging research in the field of cognitive psychology clearly links the words and phrases used by parents, teachers, and other significant adults affect the goal orientation of students. Dr Silver will use the work of Rosenthal, Kohn, Dweck, Gladwell, Dewey, Piaget, Vygotsky, Bandura, and others to identify the effect of word choices by adults on the motivation and achievement of learners. Participants will become familiar with the concepts of attribution theory, self-fulfilling prophecy, "mind-sets," and become aware of the power of words when promoting life-long learning. Erroneous praise can do more harm than good on long-term achievement. Learn surprising insights

about your students and yourself. You may never use feedback in the same way again.

Prerequisites: None required. Please download the handout from the NESAC website (www.nesacenter.org) and bring it to the session.

Outcomes: Participants will . . .

- Understand how cognitive mind-sets directly affect student motivation.
- Recognize the long-term destructive power of inappropriate praise on student effort.
- Appreciate how mind-sets can be altered through specific words and phrases.
- Realize ways to influence student effort with appropriate feedback.
- Reflect on their own word choices and be able to plan ways to be more purposeful and intentional in the feedback they provide.

Targeted Audience: This workshop is appropriate for all levels.

Level: Beginners will receive an informative introduction to cognitive psychology concepts, and advanced participants will benefit from the most current research on attribution theory, goal orientation, and mind-sets.

Instructional Strategies in a Standards-Based Environment – FRAN PROLMAN

(This institute will repeat on Monday.)

This institute offers practical, immediately applicable instructional strategies in support of a standards-based environment for schools moving toward a standards-based environment, and/or those already implementing Project AERO. The institute will address the following essential questions:

- What are the indicators of a standards-based classroom and a school focused on student learning?
- What do I need to consider as I plan for a standards-based environment?
- What is the connection between instruction, assessment, curriculum and time in a standards-based environment?
- What are the implications for a “No Secrets” classroom and my instructional practice?
- How can I expand my repertoire of instructional strategies to support a standards-based classroom?
- What are the implications for assessment within a standards-based environment?
- What role does student evidence of learning play within a standards-based environment?

Prerequisites: Educators with an interest in expanding an instructional repertoire of practical strategies; participants wanting to expand knowledge about a standards-based school and classroom and wanting to learn more about Project AERO; Project AERO school participants.

Outcomes: Participants will. . .

- Define a standards-based classroom (as defined by Project AERO).
- Identify the indicators of a standards-based classroom and school.
- Analyze the planning process necessary for standards-based education.
- Describe the role that instruction, assessment, curriculum and time play in a standards-based environment.
- Explain how a “No Secrets” classroom supports standards-based instructional practice.
- Expand your repertoire of instructional strategies that support a standards-based classroom.
- Expand your repertoire of formative assessment strategies that support a standards-based classroom.
- Define “checking for understanding”.
- Model “checking for understanding” strategies.
- Elaborate upon the role that evidence of student learning plays in a standards-based classroom, and the strategies that support it.
- Consider how Project AERO can support your standards-based educational process.

Targeted Audience: All teachers, grade levels and content areas; all instructional leaders.

Level: This institute can easily accommodate all levels of prior knowledge (beginner and advanced)

Improving Student Learning with Standards and Assessments – THOMAS GUSKEY

Performance assessments make a real difference for students *only* when they are used as part of the instructional process at the classroom level. This institute focuses on a variety of ways to set clear learning goals, gather useful information, and document student learning progress in the context of modern classrooms. Participants learn how to use classroom assessments as effective learning tools, how to integrate performance assessments with more traditional testing and evaluation methods, how to align assessment procedures with important learning goals, and how these procedures will allow them to better meet the needs of diverse learners. [DOWNLOAD HANDOUT FROM THE NESAC WEBSITE: www.nesacenter.org]

Guskey, T. R. (1997). *Implementing Mastery Learning* (2nd ed.). Belmont, CA: Wadsworth Publishing.

Guskey, T. R. (Ed.) (1994). *High Stakes Performance Assessment: Perspectives on Kentucky's Educational Reform*. Thousand Oaks, CA: Corwin Press.

Prerequisites: None.

Outcomes: Participants will. . .

1. Learn how to integrate classroom formative assessments as a part of regular instructional activities.
2. Know the advantages of various assessment formats, both traditional and performance-oriented.
3. Develop strategies to identify and then help students remedy specific learning errors.
4. Improve their skills in extending the learning opportunities offered to fast learners through well-designed enrichment activities.
5. Develop techniques for engaging students in corrective procedures so that they develop increased responsibility for their own learning success.

Targeted Audience: Educators at all levels.

Level: Overview and Level I.

Moving Beyond Risk to Resiliency: A Protective Factor Framework for Student Well-Being and Academic Success – TIM BURNS

Ever wonder why some kids who face tough times seem to bounce back quickly and forge ahead successfully, while others remain troubled and languish? Or, why some schools succeed so well with kids who face multiple challenges and obstacles, while other schools with similar populations struggle to make any difference at all? If so, this institute can prove most helpful to you.

Over the past decade and more, the phenomenon of student resiliency has been studied and its underpinnings revealed through important social science and behavioral research. These findings can have an enormous impact on student well-being and school success. Resiliency refers to the innate capacity to bounce back from adversity and creatively adapt to stress, and while many students do experience the kind of stress or even trauma that can make them more vulnerable, research shows that many do cope successfully and become capable, competent adults.

The institute is divided into two parts. Using a variety of information-rich, active, and at times humorous activities, in Part One we will look closely at what school personnel may already be doing and can do to foster greater resiliency and well-being in all students. Specifically, we will explore what the single most important protective factor is, how to most fully engage it, and what the other Significant Six protective factors are that account for the largest positive outcome.

In Part Two we go beyond the latest research, shifting into a hands-on action-training format. A set of mental models, tools and activities are introduced and practiced in order to gain better insight into participants' own unique settings. The goal: to create a quick and clean plan to reduce risks, build community, and foster greater social and academic well-being for all students.

The framework has been successfully used in many school settings where the problems included such seemingly intractable issues as high absenteeism, chronic disciplinary problems, high drop-out rates, bullying, and alcohol and drug abuse.

Prerequisites: None. Please download and bring handouts! [DOWNLOAD HANDOUTS FROM THE NESACENTER WEBSITE: www.nesacenter.org]

Outcomes: Participants will be able to. . .

1. Understand the Significant Six protective factors for student well-being, related to academic success.
2. Use three specific techniques designed to enhance resilience in individual students.
3. Understand the role of what school achievement research calls "relational trust" in fostering academic achievement and school-wide success.
4. Identify specific risk situations in the participant's current school setting.
5. Perform an analysis and develop a classroom and/or school-wide plan to successfully reduce the risk- and enhance key protective-factors.

Targeted Audience: All grade levels and all subject areas.

Level: Depending on the attendee's prior knowledge, this institute can serve as introductory, beginner, or advanced.

You Have Read About It; Now Learn How To Do It. The Practical Application of Emotional Intelligence in Real Classrooms for Real Teachers — HENRY (Hank) J. NICOLS

The discussion of Emotional Intelligence issues and the application in classrooms has been ongoing and can even be tedious. What has been lacking is the practical application of EI strategies in the classroom for real teachers. This hands-on institute uses role-play and case studies to develop an understanding and a personal list of EI strategies that can be immediately applied to classrooms and to life. The institute also provides a rubric for self-assessment and continuous improvement in the development of the Emotionally Intelligent classroom. DOWNLOAD HANDOUT FROM NESACENTER WEBSITE: www.nesacenter.org.

Prerequisites: None.

Outcomes: Participants will. . .

- Understand the five elements of Emotional Intelligence
- Develop strategies for enhancing EI
- Be able to measure personal application of EI through a self study assessment rubric
- Apply EI strategies to their own lives
- Take home simple but practical lessons and strategies to teach Emotional Intelligence Strategies in their own classrooms.

Targeted Audience: While appropriate for all individuals and all grade levels, the target audience should be middle school, high school and adult. Many participants find this program useful and personally therapeutic as well.

Level: This institute will bring participants from *introduction* to advanced by providing an action plan for the development of the emotionally intelligent classroom.

Using Multiple Intelligences Thoughtfully; Differentiation at Its Best — SUSAN BAUM

For differentiation to be successful teachers need to be able to identify students' profiles of strengths and interests and build opportunities for learning based on this knowledge. Thoughtful use of Multiple Intelligences Theory offers a frame for providing differentiated learning experiences that allow students to be successful.

This institute will introduce the Pathway Model endorsed by Howard Gardner and written in consultation with him. This model consists of five authentic uses of Multiple Intelligences Theory and is excellent in providing appropriate differentiation activities to students.

The first pathway is designed to help educators recognize students' profiles of strengths and interests. The second allows teachers to differentiate process by offering a variety of instructional strategies aligned to students' strengths and bridge them to skill development. The third pathway uses MI informed choices to help students gain in-depth understandings of concepts and principles of a unit. Pathway 4 provides guidance for the development of problem-based activities where students contribute by their individual talents as they seek solutions to real problems. Lastly, the

talent development pathway structures activities purposefully designed to nurture talents and interests of students.

Finally, participants will design an action plan to begin their journey to differentiation.

Prerequisites: None

Outcomes: Participants will. . .

1. Gain an authentic understanding of application of MI theory
2. Understanding of the Pathway Approach to differentiation and instruction.
3. Recognize strengths, interests, and talents of their students.
4. Learn how to use students' strengths to bridge to literacy skills.
5. Apply MI strategies to deepen understandings of curricular goals and offer meaningful choices to curriculum..
6. Employ a MI approach for Problem Based Learning: authentic opportunity for differentiation
7. Design talent development opportunities for differentiated abilities and interests.

Targeted Audience: Classroom teachers grades K-12; special education teachers, all content areas,

Level: Level I

Promoting International Mindedness (Day 1 of 2-day institute)— RICHARD van de LAGEMAAT [Part 2 will be presented on Monday]

The aim of this two-day institute is to explore a concept of international mindedness that goes beyond the "food, festivals and flags" approach, and to look at some concrete strategies for developing a genuinely international ethos in schools. Among the topics covered will be the following:

1. What is International Mindedness?
2. The Role of Critical Thinking
3. Culture & Identity
4. Generalizations & Stereotypes
5. Values, Tolerance & Respect
6. Intercultural Literacy
7. Teaching With the World in Mind
8. Towards a Whole School Policy

The institute will be interactive in nature and will seek to combine theory and practice. Participants will also be invited to share examples of successful strategies for developing an internationally-minded environment. DOWNLOAD HANDOUT FROM NESAC WEBSITE: www.nesacenter.org.

Prerequisites: None.

Outcomes: Participants will. . .

1. Develop their own practical definition of international mindedness.
2. Gain confidence in helping students explore the various aspects of their identities.
3. Analyze the nature of prejudice and look at strategies for overcoming it.
4. Learn how to help students clarify their values and reflect on the nature of tolerance.
5. Understand the role played by critical thinking in developing international mindedness.
6. Learn how to integrate international perspectives into their everyday classroom teaching.
7. Understand how intercultural literacy can be measured and assessed.
8. Begin to frame a school wide policy on international mindedness.

Targeted Audience: All levels, all subjects.

Level: Overview.

12:30-1:30

LUNCH – provided by NESAC.

1:30-3:30

SATURDAY SPECIALIST FOUR-HOUR INSTITUTES, PART 2

3:30-4:00

COFFEE BREAK in the Exhibition Area

4:00-5:00

TEACHER WORKSHOPS, SESSION I

Literacy 101: Literacy Coaching – CARRIE EKEY and SHANNON STANTON
CLOSED INSTITUTE. Attendance by invitation only.

Differentiated and Collaborative Learning, 3-8

HORUS BOARDROOM

Develop the capacity of the teacher to teach in an attractive and effective way and adopt an interactive teaching strategy that emphasizes the essential role of active student learning through communication and interaction via organized small groups to reach a specific target at a specific time. **This workshop will be presented in Arabic.** SEHAM AL HAWA & SAMEERA AL KANG, Al-Bayan Bilingual School, Safat, Kuwait

العنوان : (التعليم المتميز والتعاوني)

تطوير قدرة المعلم على التعليم بشكل جذاب وتطبيق إستراتيجية تعليم تفاعلية تبرز الدور الأساسي لمشاركة الطالب الفاعلة في التعلم من خلال التواصل والتفاعل في المجموعات الصغيرة المنظمة للوصول إلى هدف معين في وقت معين

Working with Autistic Children (high end autism and Aspergers), K-12

AIDA

About a decade ago, the American Academy of Paediatrics estimated the autism rate among American children to be 1 in 2,500. Today, both AAP and the CDC place the autism rate at 1 in 166, or one in 80 boys. That's a growth rate of over 1500 percent!! This is not an issue unique to the United States; countries across the world have reported similar growth rates. This presentation aims to increase our understanding about autism and what we can do as educators to help. ROB GOHR, American School of Doha, Qatar

Detox for Life, 1-12/Health for Adults

BALLROOM A

Detoxification is a cleansing of the internal system of the body by flushing out the toxins through diet, rest and nourishment. This informational workshop will discuss the different types of detoxes, the reasons for detoxing and the benefits of a good detox with a full explanation of an Eight-day Detox Plan. Though our teaching lives are busy, taking time for a detox is a healthy way to kick-start you into better eating habits for life. SOFIA & MIKE PELLETIER, American International School-Riyadh, Saudi Arabia [Download handouts from NESA website: www.nesacenter.org]

A Hands-on Guided Tour Through the World of a TOK Classroom, 11-12

ISIS

Provide a real-time activity that allows IB teachers to immerse themselves in an ideal TOK classroom dynamic, but in an open-frame setting. After a brief orientation all participants choose from a selection of short pieces like "Pretty Pachyderms" and "Uncertainty and the Soul of Science", discuss and report back. PAUL SELF, American Community School of Abu Dhabi, United Arab Emirates

The Mother Tongue as a Resource for Second Language Acquisition, K-5

AMUN BOARDROOM

This workshop discusses the use of the Mother Tongue (L1) as a means of developing proficiency in the Second or additional language. Topics include:

- Teacher Survey on Use of L1 in the classroom
- Empirical Data on Literacy Development among ELL
- Rationale for L1 in the classroom

- Psycholinguistic Considerations
- BICS and CALP
- Linguistic Interdependence
- Content-Based Instruction
- Factors for L2 Acquisition (brief overview)
- Instructional Strategies
- Lesson Ideas

SALMAN AMJAD, Saudi Aramco Schools-Udhailiyah School, Saudi Arabia

Loving Literacy through Music and Movement, Early Childhood-3

BALLROOM C

Music is an incredibly powerful tool. If harnessed properly it can increase all aspects of literacy, especially for second language learners. Most importantly, music helps to keep students actively engaged, and it's fun! In this workshop you will create and receive hands-on music and literacy activities to take directly to your classroom. KATIE BIANK, American School of Bombay, Mumbai, India [Download handout from NESAC website: www.nesacenter.org]

Teaching Ideas Using the US Library of Congress Website to Access Primary Sources, K-12

NILE II

The US Library of Congress has recently added many valuable resources for teachers. Find out what resources are available, how to maneuver their complex website, and a website with lesson plans using the primary sources written by other teachers K-12. MICHELE WATKINS, Cairo American College, Egypt

Introduction to Blogging to Support Literacy, 5-12

NILE III

Classroom blogs offer an exciting approach to promoting literacy development. Taking advantage of students' love for technology, teachers can create a class blog that will motivate students to read and write, as well as improve parent-teacher communication. Come and learn how to create a blog for *your* class and walk away with new ideas and fun activities. ROBERT MARTIN, American School of Kuwait, Hawaii

International Line Dancing, K-12

SALON DIPLOMAT

Learn three different line dances from three different countries that are similar to each other. Learn the American western Freeze dance, the Lebanese Dalouna dance, and the Greek Sirtaki dance. Three different languages BUT similar steps. You don't have to speak their language, DANCE it! RIMA RAHAWI, American Community School at Beirut, Lebanon

A Beginner's Guide to Wikis, 6-12

BALLROOM B

This workshop is designed to give beginners step-by-step instructions on how to create their own classroom wiki. The goal of the workshop is for each participant to have the beginnings of a wiki, which can then be expanded on at a later date. Wikis have become a useful tool in integrating technology into the classroom. Wikis are the perfect tool for allowing our digital native students a method of working and displaying their work that is comfortable for most of them. ROBERT LA LONDE, International Schools Group - Yanbu International School, Saudi Arabia

Putting Yourself Online - Making Web 2.0 Work for You, PK-12

CLEOPATRA

This workshop will explain the jargon and history behind the latest 'internet age' and discuss practical ways to publish yourself online. We'll make a website, and show you how to work with your technology department to utilize your school's website. Laptops helpful (not required!) — participants provided with several simple tutorials. JONATHAN SMITH, Overseas School of Colombo, Sri Lanka [Handout at: <http://www2.osc.lk/nesa2009/puttingyourselfonline.htm>]

The Streaming Video Revolution, 9-12

NEFERTITI

This workshop will demonstrate the power of video and audio Internet clips to reinforce lessons based on print sources. A surprising depth of free resources is available from YouTube, Nova, the BBC, and other sites. Pay-sites and legal issues will be touched on briefly. JOHN McCUNE, The American International School in Egypt, Cairo

Read All About It, 10-12

RA BOARDROOM

Join us if you agree that young people today should be concerned with important current issues, like the environment, education, poverty, unemployment, technology and the arts. This tested hands-on workshop illustrates how we can use news articles to help our students develop their much-needed critical and language skills effectively. GEORGE VLASTARAS, Pierce College - The American College of Greece, Athens

7:00 WELCOME RECEPTION

Sponsored by GBG/TieCare International
Columbia, SC, USA

Sunday, April 5

IMPORTANT NOTE: *Today, delegates should attend one four-hour institute, divided into two 2-hour time blocks and separated by a coffee break.*

8:30-10:30 SUNDAY SPECIALIST FOUR-HOUR INSTITUTES, PART 1

Literacy 101: Literacy Coaching — CARRIE EKEY and SHANNON STANTON

CLOSED INSTITUTE. Attendance by invitation only. This institute will continue until 4:30pm.

An Overview of Cognitive CoachingSM (Day 1 of two-day institute) — JANE ELLISON

Cognitive CoachingSM is a uniquely powerful approach to improving student achievement. Cognitive CoachingSM focuses on the generic thinking skills that underlie all effective teaching. This two-part institute will describe an overview of strategies to enhance teacher perceptions, intellectual functions and decisions as prerequisite to improving instruction and student learning. It includes presentation, demonstration and dialogue, and is directed towards staff developers, administrators, supervisors and teachers. (Day 2 is on Monday.) [DOWNLOAD HANDOUT FROM NESACENTER WEBSITE: www.nesacenter.org](http://www.nesacenter.org).

Prerequisites: None.

Outcomes: Participants will. . .

- Understand the essence of Cognitive Coaching
- Have increased consciousness about interpersonal skills of communication
- Understand the power of a structured conversation
- Understand Cognitive Coaching as one of four support functions

Targeted Audience: All grades, content areas and positions.

Level: Overview (introductory)

New Students; New Questions: Supporting the Classroom Teacher in an Inclusive School — NORMAN KUNC and EMMA VAN der KLIFT

(This institute will repeat on Monday.)

As an increasing number of students with disabilities are being included into regular classes, there is growing consensus among teachers about what supports need to be in place for inclusion to be manageable and successful. Based on personal experience and the input of classroom teachers, Norman Kunc and Emma Van der Klift examine five areas of support that need to be present if teachers are to welcome students with disabilities into their classrooms:

- Information
- Collaborative Planning
- Shared Agreement on Goals and Expectations
- Classroom and School Based Supports

- Classroom Assistants

This institute also addresses the question of fair and appropriate evaluation and briefly describes some ideas for supporting students with atypical or disruptive behaviour. [DOWNLOAD BACKGROUND ARTICLE FROM THE NESACENTER WEBSITE: www.nesacenter.org]

Prerequisites: None.

Outcomes: Participants will. . .

- Understand the areas of support that teachers need in order to successfully include students with disabilities into their class
- Understand what supports teachers think they need and which supports actually prove to be most helpful
- Understand the difference between treating people equally and treating people the same
- How to modify the curriculum without setting up parallel activities

Targeted Audience: All.

Level: All.

When Readers Struggle: Teaching That Works (K-3) – GAY SU PINNELL and IRENE FOUNTAS

Based on their new book and the new *Fountas and Pinnell Prompting Guide*, the presenters will show how to teach powerful leveled literacy lessons to the lowest achieving students. [DOWNLOAD HANDOUT FROM THE NESACENTER WEBSITE: www.nesacenter.org]

Prerequisites: None

Outcomes: Forthcoming.

Targeted Audience: K-3

Level: Level I (Beginner)

Using Technology to Differentiate Instruction – DEBBIE SILVER

In this institute, Dr Silver capitalizes on her background in curriculum and instruction to demonstrate effective teaching strategies along with appropriate assessment tools that make the most of students' multiple intelligences. She presents instruction and assessment as "two sides of the same coin." Free and inexpensive Web Tools and Internet Sites are examined as resources for providing every student with a reasonable chance at success. Dr Silver believes that by capitalizing on student strengths rather than emphasizing their weaknesses, teachers can elicit greater achievement gains and higher motivation among students. She discusses how to give students multiple opportunities to demonstrate what they know and understand. Participants review classroom activities designed to help students support their own learning. Loads of illustrations and ideas! Come prepared to laugh and to learn.

Prerequisites: A laptop is not necessary, but could be helpful in bookmarking suggested websites. Please download the handout from the NESACENTER website (www.nesacenter.org) and bring it to the session.

Outcomes: Participants will. . .

- Review basic strengths and teaching methods for each of Gardner's Multiple Levels of Intelligence.
- Examine Web Tools that support each level of intelligence.
- Survey an array of free and low-cost resources available on the Internet for student support.
- Be able to create assignments and assessments that capitalize on student strengths.
- Be able to offer additional assistance for students who struggle with basic skills.

Targeted Audience: This institute is most beneficial for educators involved with students in Grades 3 -12.

Level: Appropriate for all levels. Demonstrations and discussions will offer innovative information for all.

Tapping Student Effort. . .Increasing Student Achievement – STEVE BARKLEY

Increased student achievement requires increased student effort. The focus of teacher planning and decision making should be on the student behavior/choices/attitudes/work that will cause the desired achievement. Teachers don't cause student achievement — students cause student achievement.

This institute will explore the formula: EFFORT X ABILITY focused on MANAGEABLE TASKS = SUCCESS. Strategies for teaching effort and motivating effort will be explored. With highly interactive activities, participants will examine student, teacher, and leadership roles.

Prerequisites: None

Outcomes: Participants will. . .

- Define the role of student effort in student achievement.
- Examine how beliefs about ability and effort impact achievement.
- Identify strategies for differentiation to increase effort.

Targeted Audience: All

Level: All levels. Sufficient differentiation built into the session should create learning for any level participant.

Grading and Reporting Student Learning: Policies and Practices That Work – THOMAS GUSKEY

This institute outlines a variety of ways to report student learning progress to parents and the community, including report cards, alternative formats for parent conferences, newsletters, phone calls, and other reporting tools. Designing new reporting structures that better communicate and involve parents in students' learning will be highlighted, along with policies and practices that should be avoided due to their negative consequences for students, teachers, and schools. [DOWNLOAD HANDOUT FROM THE NESAC WEBSITE: www.nesacenter.org]

Guskey, T. R. (2009). *Practical Solutions to Serious Problems in Standards-Based Grading*. Thousand Oaks, CA: Corwin Press.

Guskey, T. R. (2002). *How's My Kid Doing? A Parents' Guide to Grades, Marks, and Report Cards*. San Francisco: Jossey Bass.

Guskey, T. R., & Bailey, J. M. (2001). *Developing Grading and Reporting Systems for Student Learning*. Thousand Oaks, CA: Corwin Press.

Prerequisites: None.

Outcomes: Participants will. . .

1. Understand how new forms of student assessment can be linked to standards-based report cards and how better reporting can actually lead to improvements in student achievement.
2. Know the merits and shortcomings of various standards-based reporting methods and technologies.
3. Develop a better understanding of parents' perspectives on grading and report cards, and of ways to better involve parents and students in the reporting process.
4. Improve their skills in developing and implementing fair, equitable, and educationally sound standards-based grading and reporting policies and practices.
5. See standards-based grading more as a challenge in effective communication than simply as a process of quantifying student achievement.

Targeted Audience: Educators at all levels.

Level: Overview and Level I.

Worksheets Don't Grow Dendrites – 20 Instructional Strategies that Engage the Brain – MARCIA TATE

Have teachers ever complained that their students cannot understand or recall much of the content taught after a 24-hour period? It stands to reason that if students don't learn the way we teach them, then we must teach them the way they learn! Experience 20 instructional strategies (based

on brain research and learning style theory) that maximize memory and minimize forgetting. Increase learning for students when strategies like drawing, metaphor, music, and storytelling are used to teach curriculum objectives and meet national standards. Explore research that shows why these strategies are preferable to others. Ensure that brains retain key concepts, not only for tests, but for life! This institute has been called both professionally and personally life-changing and lots of fun!

Prerequisites: None

Outcomes: Participants will. . .

- Experience 20 brain-compatible strategies for delivering an effective lesson or staff development course;
- Recall facts regarding the physiology of the brain as those facts pertain to increased comprehension and retention;
- State five factors which all teachers should use to increase long-term retention;
- Design a brain-compatible classroom environment;
- Develop teaching plans that adhere to brain research and incorporate at least three of the 20 strategies.

Targeted Audience: K-12 and across the curriculum.

Level: Overview

Brain Basics and Beyond: Integrating Brain, Body and Heart Intelligences for Enriched, Engaged Learning – TIM BURNS

Looking for an institute experience that pulls together recent and relevant findings about the learning brain, while integrating exciting discoveries about the "second (gut) brain" and the intelligence of the heart? If so, this is the institute for you. This informative, engaging, and enjoyable four-hour institute shows why and -- most importantly -- how to put these important findings into practice. Presented to thousands of educators across the U.S., as well as in Canada, Australia, and New Zealand, the institute blends research and practical application within a framework of brain-based childhood development.

Effective instruction requires ways and means to keep students physically and emotionally involved in the learning process. To do so requires both the knowledge and the skills to effortlessly gain and hold student attention, while ensuring that the learning sticks. Such an integrated approach to brain, body and heart intelligences results in threat-free, enjoyable, engaged learning that really does stick.

The four-hour institute will be both a model of the process and an action-based presentation of the concepts and tools of brain-based teaching and learning

Topics include brain basics, the four memory systems, the role of downtime, peak performance learning states, movement and the brain, enriched learning environments, tapping the intelligence of the heart, de-stressing the brain, and much more. The institute blends dozens of ideas with tools that can be used immediately in any learning setting.

Prerequisites: None. Please download and bring handouts! [DOWNLOAD HANDOUTS FROM THE NESAC WEBSITE: www.nesacenter.org]

Outcomes: Participants will be able to. . .

1. Understand the stages of human brain development, birth through early adulthood.
2. Understand the role of movement in organizing the brain and improving brain function, and be able to both practice and teach the movements.
3. Apply the research related to brain biorhythms to classroom instruction.
4. Utilize several strategies for reducing stress and enhancing the "relaxation response" to make learning and retention easier.
5. Understand the concept of "heart intelligence," and employ at least one of the techniques for balancing the nervous system.

Targeted Audience: This institute is suitable for all grade levels and all subject areas.

Level: Depending upon the attendee's prior knowledge of the subject and the various content areas, this institute can serve as introductory, beginner, or advanced.

Differentiated Instruction for Gifted and Talented Students – SUSAN BAUM

Gifted and talented youngsters have needs that are often not met by the traditional curriculum. In fact, a recent study has shown that the standards movement has had negative effects on this population of students. Because many gifted students need intellectual challenges that go beyond grade level benchmarks, teachers are often frustrated in their attempt to provide a stimulating curriculum for their brightest students.

In this institute we will explore three strategies for meeting their needs. The first will focus on developing tiered lessons and assignments. This includes focusing on learning outcomes that are more complex for the student who shows readiness for advanced assignments. Such strategies may be in terms of resources used, complexity of the assignment, or advanced application of skills.

The second approach is curriculum compacting, one of the finest research-based strategies that we have in gifted education. This process includes ensuring gifted students are learning new content, that they master the basic curriculum, and have time for advanced work or talent development activities.

We will also learn how to create interest centers designed to enrich curricular units for all students while offering advanced opportunities for gifted students. These centers are similar to mini-museums in your classrooms and are suitable for inviting in-depth explorations of topics of interest.

Finally, we will conclude with the idea of a continuum of services approach and the development of individual talent plans where these strategies can be identified and communicated to parents.

Prerequisites: None

Outcomes: Participants will . . .

1. Understand the needs of gifted and talented students
2. Create tiered opportunities to intellectually engage bright students
3. Be able to use curriculum compacting to offer differentiated curriculum to bright students
4. Develop interest centers to enrich the classroom experience
5. Create a continuum of service and talent plan for their gifted and talented students.

Targeted Audience: K-12 teachers, enrichment specialists; all content areas.

Level: Level 1

Dipping One's Toes in the Stream of Social Networking: An Introduction to Web 2.0 Applications and Safe Use – DOUG JOHNSON

[NOTE: A Level II institute using the Web 2.0 tools introduced here will be on Monday.]

New web-based tools are opening exciting collaborative learning opportunities for teachers and librarians. Find out how K-12 teachers and media specialists are using wikis, blogs, feed readers, social book marking sites, and other Web 2.0 tools to increase student engagement. Tips and no-cost sites for beginners will be given. Suggestions for dealing with the safe and ethical use of social networking tools will be discussed.

Prerequisites: Participants will need to bring a laptop and be able to use it to connect to the Internet. Basic web browser operation skill is required.

Outcomes: Participants will:

- Gain a basic understanding of the Read/Write web and learn a variety basic tools.
- See examples of how teachers, librarians, and students are using these resources.
- Begin to create a plan of how to help teachers begin to use the Web 2.0.
- Be able to articulate and understand the safe and ethical use of Web 2.0 tools

Targeted Audience: Library media specialists, technology coordinators, classroom teachers, Grades K-12.

Level: Level I. Participants need a basic familiarity with computer operations and using an Internet web browser. NOTE: A Level II institute using the Web 2.0 tools introduced here will be offered on Monday.

10:30-11:00 **COFFEE BREAK in the Exhibition Area**
Sponsored by Rubicon International/Atlas

11:00-1:00 **SUNDAY SPECIALIST FOUR-HOUR INSTITUTES, PART 2**

1:00-2:00 **LUNCH – provided by NESA.**

1:30-2:30 **LUNCHTIME WORKSHOPS**

If you would like to attend one of these sessions, you may lunch from 1:00-1:30, then continue on to the lunchtime workshop of your choice.

A Catalyst for Science: Changing the Way We Think About Fifth Grade Science – MIKE LEVINSON & JIMMY LEEPER

Are you a fifth grade teacher looking to expand science in your class and broaden your students' horizons in science and technology? Then please visit our Virtual NVSF^{5th} (NESA Virtual Science Fair-Fifth) Open House during lunch. Elementary school students are extremely curious about the world around them and thus by nature very interested in science. The NVSF^{5th} Project places importance on using today's powerful e-learning technologies to enhance and rejuvenate elementary science fairs using a school's own resources to support and emulate the complex NVSF e-mentor system. During the open house, we will hand out digital information on the NVSF^{5th} Project, show real time online collaborations and of course look for new schools to join the NVSF^{5th} for the 2009-2010 year. Presently there are ten NESA and AISA schools (over 600 students) collaborating on this NVSF^{5th} project.

National Board Certification Informational Meeting: Update with an Emphasis on International Schools, K-12 – ELIZABETH JAMES & DEBORAH SOLICE

This session is an overview of candidacy procedures, specifically addressing requirements and qualifications of applicants teaching in an international venue. It outlines the nuts and bolts of the certification process including: *Eligibility *Getting Started – How to apply *Fees *Certificate types and levels *"NBCT Process" – the basics *Underlying Standards and Core Propositions *Scoring *Making an informed decision – where to get information.

Atlas Curriculum Management: Building Curriculum Through Collaborative Learning – ALICIA LEWIS

In this session, we will explore how teachers as "architects" of meaningful learning can engage colleagues as they work toward excellence in instructional design using the Atlas system as a curriculum review tool. Participants should bring a favorite unit of study (or a set of related lessons) and be prepared to:

- Engage in instructional design conversations aimed at moving instructional design (curriculum mapping) to the next level.
- Experience ways to use the self- and peer-review processes to enrich discussions targeted at improving teaching and learning.
- Outline an approach for on-going curricular review at your school.
- Examine the use of tools within the Atlas system that can build stronger curricular connections within and across disciplines.
- Explore how teaching and learning are occurring in schools around the world through the Worldwide Curriculum Exemplar system.
- Learn how new features of the Atlas system are designed to support capturing quality curriculum and instructional information.

FREE AFTERNOON/EVENING TO EXPLORE CAIRO. . .

Monday, April 6

8:30-10:00 **PLENARY SESSION**

Keynote Presentation by the Buffalo State – State University of New York (SUNY) Guest Speaker – NORMAN KUNC

Being Realistic Isn't Realistic: Including Students With Disabilities In International Schools

Many international schools assume that they are unable to meet the needs of students with disabilities. But is this an accurate assessment or an expression of fear?

In a fast paced, humorous, and challenging presentation, Norman Kunc explores some of the assumptions we make when we learn that a student "has a disability." He contends that our assumptions and fears often prevent us from exploring the possible options for supporting disabled students. He also shares stories of how the inclusion of students with disabilities has often fostered kinder cultures in schools by calling forth a new "ethic of decency" among staff and students. [DOWNLOAD BACKGROUND ARTICLE FROM THE NESAC WEBSITE: www.nesacenter.org]

10:00-10:30 **COFFEE BREAK in the Exhibition Area Sponsored by The College Board**

IMPORTANT NOTE: At this point in the schedule, delegates should attend one four-hour institute, divided into two 2-hour time blocks and separated by lunch.

10:30-12:30 **MONDAY SPECIALIST FOUR-HOUR INSTITUTES, PART 1**

Literacy 101: Literacy Coaching – CARRIE EKEY and SHANNON STANTON CLOSED INSTITUTE. Attendance by invitation only.

An Overview of Cognitive CoachingSM (Day 2 of two-day institute) – JANE ELLISON

Cognitive CoachingSM is a uniquely powerful approach to improving student achievement. Cognitive CoachingSM focuses on the generic thinking skills that underlie all effective teaching. This two-part institute will describe an overview of strategies to enhance teacher perceptions, intellectual functions and decisions as prerequisite to improving instruction and student learning. It includes presentation, demonstration and dialogue, and is directed towards staff developers, administrators, supervisors and teachers.

Prerequisites: None.

Outcomes: Participants will. . .

- Understand the essence of Cognitive Coaching
- Have increased consciousness about interpersonal skills of communication
- Understand the power of a structured conversation
- Understand Cognitive Coaching as one of four support functions

Targeted Audience: All grades, content areas and positions.

Level: Overview (introductory)

Getting It Write 2: Understanding the Integrated Structure of English Spelling - Morphology, Phonology and Etymology – PETE BOWERS

[NOTE: "Getting It Write 1" was presented on Saturday.]

Part 1 of "Getting It Write" emphasized the role of morphological structure in English spelling with the help of the Real Spelling matrix (Ramsden, 2001) and word sums. Part 2 dives more deeply into the crucial roles of phonology and etymology and how they are represented with spelling patterns — but always within morphemes (bases, prefixes and suffixes).

Morphology sets grapheme boundaries: Applying the "structured word inquiry" approach again, careful juxtaposition of sets of words help us look at grapheme-phoneme correspondences and how they work within the frame of morphology:

<reach> / <react>

<happen> / <misshapen> / <mishap>

Phonology means more than common letter-sound correspondences: Investigations of spelling mistakes such as <*saycl> for <cycle> highlight the fact that teachers require in depth phonological understanding if they are going to correctly diagnose the source of children's errors and respond to them effectively.

Etymology from the start: Drawing on etymological features of spelling, we will investigate, *and come to understand* the spelling of many high frequency words that typically cause students (and teachers!) confusion and frustration with English spelling. Homophones reveal that phonology is not enough to know how to spell many basic words. Some words we will investigate include:

Homophones: <two> / <too> / <to> and <hear> / <here>

Other words that make sense — only when we understand aspects of how etymology works: <one>, <they>, <their>

Videos and images of lessons with children from kindergarten to upper elementary classrooms will be presented to illustrate examples of ways this linguistic content is being applied by teachers in schools around the world.

Prerequisites: A laptop would be useful, but not necessary.

Outcomes: Participants will see that spelling mistakes are often the result of students doing exactly what they are taught. Such mistakes are evidence that it is our instruction that is flawed, not a student's performance. It will be made clear that the first step to helping students develop a love of words and the skills to become active word learners is for teachers to understand the ordered structure of English spelling. These sessions and the resources provided will help teachers begin that journey of generative learning with their students.

Targeted Audience: All who share writing and reading experiences with students K-12.

Level: Overview/Level 1

MAP Basics-Which Reports Are Most Essential? — KATHY STETSON

Participants will be guided through five key reports and ways to use the data to design learning opportunities for students.

Prerequisites: This institute is designed for educators who have not had a lot of experience with analyzing MAP data. Participants need to bring copies of their own classroom and school reports: Teacher report, Class Roster-Online Individual Student Progress Report, Class by RIT, Dynamic Reporting Suite-Lexile Report and Student Goal Setting Report. A laptop per school will be helpful.

Outcomes: Participants will. . .

- Review 5 Key Reports
- Analyze their own data
- Identify classroom and student growth goals
- Develop instructional ladders

Targeted Audience: K-12 Mathematics and Language Arts educators.

Level: Level I (Beginning - The educator is new to a school that has used MAP.)

New Students; New Questions: Supporting the Classroom Teacher in an Inclusive School – NORMAN KUNC and EMMA VAN der KLIFT

(This institute repeated from Sunday.)

As an increasing number of students with disabilities are being included into regular classes, there is growing consensus among teachers about what supports need to be in place for inclusion to be manageable and successful. Based on personal experience and the input of classroom teachers, Norman Kunc and Emma Van der Klift examine five areas of support that need to be present if teachers are to welcome students with disabilities into their classrooms:

- Information
- Collaborative Planning
- Shared Agreement on Goals and Expectations
- Classroom and School Based Supports
- Classroom Assistants

This institute also addresses the question of fair and appropriate evaluation and briefly describes some ideas for supporting students with atypical or disruptive behaviour. [DOWNLOAD BACKGROUND ARTICLE FROM THE NESAC WEBSITE: www.nesacenter.org]

Prerequisites: None.

Outcomes: Participants will. . .

- Understand the areas of support that teachers need in order to successfully include students with disabilities into their class
- Understand what supports teachers think they need and which supports actually prove to be most helpful
- Understand the difference between treating people equally and treating people the same
- How to modify the curriculum without setting up parallel activities

Targeted Audience: All.

Level: All.

Instructional Strategies in a Standards-Based Environment – FRAN PROLMAN

(This institute is repeated from Saturday.)

This institute offers practical, immediately applicable instructional strategies in support of a standards-based environment for schools moving toward a standards-based environment, and/or those already implementing Project AERO. The institute will address the following essential questions:

- What are the indicators of a standards-based classroom and a school focused on student learning?
- What do I need to consider as I plan for a standards-based environment?
- What is the connection between instruction, assessment, curriculum and time in a standards-based environment?
- What are the implications for a “No Secrets” classroom and my instructional practice?
- How can I expand my repertoire of instructional strategies to support a standards-based classroom?
- What are the implications for assessment within a standards-based environment?
- What role does student evidence of learning play within a standards-based environment?

Prerequisites: Educators with an interest in expanding an instructional repertoire of practical strategies; participants wanting to expand knowledge about a standards-based school and classroom and wanting to learn more about Project AERO; Project AERO school participants.

Outcomes: Participants will. . .

- Define a standards-based classroom (as defined by Project AERO).
- Identify the indicators of a standards-based classroom and school.
- Analyze the planning process necessary for standards-based education.
- Describe the role that instruction, assessment, curriculum and time play in a standards-based environment.
- Explain how a “No Secrets” classroom supports standards-based instructional practice.

- Expand your repertoire of instructional strategies that support a standards-based classroom.
- Expand your repertoire of formative assessment strategies that support a standards-based classroom.
- Define “checking for understanding”.
- Model “checking for understanding” strategies.
- Elaborate upon the role that evidence of student learning plays in a standards-based classroom, and the strategies that support it.
- Consider how Project AERO can support your standards-based educational process.

Targeted Audience: All teachers, grade levels and content areas; all instructional leaders.

Level: This institute can easily accommodate all levels of prior knowledge (beginner and advanced)

Facilitation: For Teaching and Leading – STEVE BARKLEY

Facilitator is one of the important roles of successful teachers generating quality learning for students. Facilitator is also a critical role for school leaders working to generate continuous improvement in school practices.

This institute will focus on questioning as a key skill of effective facilitation. Questions for Life will be modeled, trained, and practiced. Working in small groups, participants will develop questions for an upcoming lesson, meeting, or conversation.

Eleven question strategies that assist in the gathering of information, making meaning from information, creating plans, taking action, and reassessing will be included.

Prerequisites: None

Outcomes: Participants will . . .

- Examine and practice 11 questioning strategies.
- Identify how to teach critical thinking within content focused lessons.
- Identify the importance of questions in effective team/school meetings.
- Gain a process for personal problem solving.

Targeted Audience: All

Level: All levels will find value in content as they personalize into their own practices.

Shouting Won’t Grow Dendrites: 20 Techniques for Managing a Brain-compatible Classroom – MARCIA TATE

Have you ever noticed that the louder some teachers get when reprimanding students, the louder the students also become? Assist teachers in managing a brain-compatible classroom without ever raising their voices. Show them how to alleviate at least 50 percent of their behavior problems just by the way they set up the physical environment and deliver engaging lessons, another 40 percent by developing a comprehensive plan and the most challenging 10 percent by using strategies for chronic behavior disorders such as oppositional or conduct disorder. This institute has been referred to as both professionally and personally life changing!

Prerequisites: None, but it would be wonderful if they have seen *Worksheets Don’t Grow Dendrites*.

Outcomes: Participants will . . .

- Identify the characteristics of a proactive classroom manager;
- Create a classroom environment conducive to learning and a home environment which alleviates stress;
- Develop instructional activities which foster student engagement;
- Develop a management plan with rituals, celebrations, and consequences; and
- Gain confidence in dealing with the most difficult behavior challenges.

Targeted Audience: K-12 and across the curriculum.

Level: Overview

Conflict Resolution and Change Strategies for People Who Would Rather Not. Yes, That Probably Means You! — HENRY (Hank) J. NICOLS

The most common strategy for conflict resolution and change management and the least successful is avoidance. Conflict/Change avoidance is counterproductive to individual, classroom, school and organizational survival. This practical institute provides insight into the conflict and change resolution strategies of different styles of personalities and different types of people. The basic premise of this institute is that respectful conflict is not to be avoided but to be sought, encouraged and promoted. It is through conflict that change occurs. Perhaps, Charles Darwin said it best: "It is not the strongest of the species that survives, nor the most intelligent that survives. It is the one that is the most adaptable to change." DOWNLOAD HANDOUT FROM NESA WEBSITE: www.nesacenter.org.

Prerequisites: None.

Outcomes: Participants will. . .

- Understand the development of conflict and change theory
- Appreciate and understand why people resist change and conflict
- Develop strategies to encourage and to manage respectful conflict and change
- Develop personal strategies to apply to their own lives in helping manage change and conflict
- Take home simple but practical lessons and strategies to teach change and conflict management in their own classrooms.

Targeted Audience: While appropriate for all individuals and all grade levels, the target audience should be middle school, high school and adult. Many participants find this program useful and personally therapeutic as well.

Level: This institute assumes little prior knowledge and makes a foundational understanding of the development of conflict and change theory. It then provides the basic tools to respectfully manage change and conflict. The only thing missing will be the time necessary to develop experience.

Promoting International Mindedness (Day 2 of 2-day institute) — RICHARD van de LAGEMAAT

The aim of this two-day institute is to explore a concept of international mindedness that goes beyond the "food, festivals and flags" approach, and to look at some concrete strategies for developing a genuinely international ethos in schools. Among the topics covered will be the following:

1. What is International Mindedness?
2. The Role of Critical Thinking
3. Culture & Identity
4. Generalizations & Stereotypes
5. Values, Tolerance & Respect
6. Intercultural Literacy
7. Teaching With the World in Mind
8. Towards a Whole School Policy

The institute will be interactive in nature and will seek to combine theory and practice. Participants will also be invited to share examples of successful strategies for developing an internationally-minded environment.

Prerequisites: None.

Outcomes: Participants will. . .

1. Develop their own practical definition of international mindedness.
2. Gain confidence in helping students explore the various aspects of their identities.
3. Analyze the nature of prejudice and look at strategies for overcoming it.
4. Learn how to help students clarify their values and reflect on the nature of tolerance.
5. Understand the role played by critical thinking in developing international mindedness.
6. Learn how to integrate international perspectives into their everyday classroom teaching.
7. Understand how intercultural literacy can be measured and assessed.
8. Begin to frame a school wide policy on international mindedness.

Targeted Audience: All levels, all subjects.

Level: Overview.

Plunging Into the Stream of Social Networking: Using Web 2.0 Tools to Develop a Personal Learning Network and Student Activities – DOUG JOHNSON

[NOTE: A Level I institute introducing the Web 2.0 tools demonstrated here was offered on Sunday.]

Six activities using some of the social networking tools introduced in the Level I institute presented on Sunday will be completed by the participants in a hands-on institute. A short plan to use these tools to form a NESAs Library support group will conclude the session.

Prerequisites: Participants will need to bring a laptop and be able to use it to connect to the Internet. Basic web browser operation skill is required. Participants will need familiarity with the Web 2.0 tools introduced in the Level I institute presented on Sunday.

Outcomes: Participants will. . .

- Get hands on experience using six Web 2.0 tools to accomplish educational tasks.
- Establish the core of a Personal Learning Network.
- Participate in activities using Web 2.0 tools that can be duplicated in a school setting.

Targeted Audience: Library media specialists, technology coordinators, classroom teachers, Grades K-12.

Level: Level II. Participants need a basic familiarity with computer operations and using a Internet web browser. Participants will need familiarity with the Web 2.0 tools introduced in the introductory institute presented on Sunday.

12:30-1:30 LUNCH – provided by NESAs.

1:30-3:30 MONDAY SPECIALIST FOUR-HOUR INSTITUTES, PART 2

3:30-4:00 COFFEE BREAK in the Exhibition Area

4:00-5:00 TEACHER WORKSHOPS, SESSION II

Literacy 101: Literacy Coaching – CARRIE EKEY and SHANNON STANTON

CLOSED SESSION. Attendance by invitation only.

Getting Students Excited, Engaged and Working Together With Adventure Challenge Activities, 3-8

SALON DIPLOMAT

This hands-on workshop will provide an introduction to activities necessary to help energize your advisory/classroom while building a learning environment where trust, respect, fun and cooperation are the norms. This is the foundation for creating a safe learning environment in which students feel comfortable taking academic and emotional risks. JIM & RACHEL COOK, American International School/Dhaka, Bangladesh

Using Printmaking to Teach Themes, PreK-2

ISIS

This inspiring and colorful hands-on activity will give you great ideas for having fun with printmaking while teaching themes. Join this hands-on demonstration and easy-to-follow instructions to create printed masterpieces of your own. Participants will take home completed pictures. Have fun and be creative! SUNITA DA COSTA & SAADIA DARR, International Schools Group, Al-Khobar, Saudi Arabia [Download handout from NESAs website: www.nesacenter.org]

Literature Circles in a Second Language Program, 6-8**CLEOPATRA**

By implementing a "Literature Circles" program, you will motivate your students to read and speak in a second language; meet your curriculum objectives; and integrate technology into your classroom. Additionally, as part of this workshop, you will be provided with sample homework and classroom activity ideas. CHRISTINA SHALA, The American School of Doha, Qatar

Breathing Life Into and Adding Spice to Student Writing, 1-6**NILE III**

Can diagramming sentences be enjoyable? YES! Writers from grades 1-6 will become enthusiastically engaged in diagramming sentences with this hands-on method. Then, go a step further with a no-fail method of spicing up those sentences. Soon, your students will become great writers as they learn the art of powerful writing. TERRI JENKINS, American Community School, Amman, Jordan

Unlocking Literacy Through Creative Dramatics, K-5**RA BOARDROOM**

Creative dramatics motivates children to create individualized understanding of text as they explore literature. Delegates will be actively involved in the process of uncovering text through drama, music and movement. When students become active participants in their own learning, they feel a sense of ownership, making what is learned meaningful. BETH KAYE BURROWS, American Embassy School, New Delhi, India [Download handout from NESAC website: www.nesacenter.org]

What's the Right Way To Do It? Teaching Multicultural Math at International Schools, 1-8**NEFERTITI**

It looks "wrong," but there's the answer! Was it luck? Understanding cultural differences in math increases student performance, gains parental trust, and makes math more interesting. You'll see wild and wonderful alternate algorithms, and learn how moments of mathematical frustration can lead to deeper understanding. Handouts and online resources provided. ANNE RAY, International School of Islamabad, Pakistan

Connections: Supercharge Your Advisory Program by Improving Emotional Intelligence While Making Connections Between Peers and Staff, 6-12**BALLROOM B**

Participants will actively learn how to conduct an advisory meeting that improves emotional intelligence while creating a culture of caring at the middle and secondary levels. The presenter will model developmentally appropriate activities that improve leadership skills, create stronger school culture, and help students form stronger relationships with peers and adults. JOHN K. McLANDRESS, Saudi Aramco Schools - Udhailiyah School, Saudi Arabia

Teaching Research Skills Using The Big 6, 5-12**AMUN BOARDROOM**

This workshop is designed to introduce educators to a research curriculum that is focused on The Big 6. This curriculum can be tailored to meet the needs of students in grades 5-12 and is appropriate for all subject areas. JENNIFER BENSON, The American International School, Kuwait, Salmiya

'Ways of Knowing' to Enhance Scientific Literacy, 6-12**BALLROOM C**

Perception, reason, emotion, and language are commonly regarded as the main 'ways of knowing.' The purpose of this workshop is to demonstrate how simple experiments can be developed into 'discrepant events' in which these 'ways' are employed, through a constructivist approach, to enhance students' scientific literacy. NIZAR EL MEHTAR, International College, Beirut, Lebanon [Download handout from NESAC website: www.nesacenter.org]

Working with Annoying Editing Settings in Word, PK-12**NILE II**

"ARE YOU ANNOYED WORKING WITH WORD?" This workshop will teach participants how to use the built-in editing features in text editors (ex: WORD). This step-by-step workshop and handouts are designed to make the participants feel confident, comfortable, and save time in creating and publishing documents of any type. AYESHA SHAMS, The American International School of Jeddah, Saudi Arabia

Global Classroom for Global Competency, PreK-5**AIDA**

A Global Classroom comprises competent and committed global teachers and students. The purpose of this workshop is to encourage teachers to prepare students to be productive and contributing members of a democratic society and provide them with skills to function effectively in the interconnected world of the 21st century. JYOTSNA NANDA & KAMINI BRIDGLAL, American International School-Chennai, India

Revisiting Rubrics, 7-12**HORUS BOARDROOM**

This workshop focuses on using rubrics to help teachers achieve excellent teaching. Based on the concept of rubrics as a learning tool and a starting point for improving student work, we will apply this idea to improving our own lessons so that we reach our students' Multiple Intelligences. GINNY DELIGIANNIS & FERN DELIYANNIS, Pierce College - The American College of Greece, Athens

7:30 GALA EVENING

Tuesday, April 7

8:30-10:00**PLENARY SESSION****NESA Awards:****Call for Papers****Community Service Grants**

Stanley Haas/Luke Hansen Student Award — Presented by DAVID ZIMNY, Middle East Representative, TieCare/Global Benefits Group

Keynote Presentation — DEBBIE SILVER**Drumming to the Beat of a Different Marcher**

Based on her best-selling book of the same name, Dr Silver focuses on finding the strengths within every learner and using those to give every student a reasonable chance at success. In this celebration of educators, Dr Silver congratulates those who act as advocates for students who "march to the beat of a different drummer." She uses humor and sensitivity to remind audiences of how important educators are in the lives of children. Through poignant stories and hilarious characterizations, Dr Silver connects with the souls of all who have taught, who currently teach, or who hope to teach in the future. Audience members laugh and cry as they are reminded of the value of each and every student in the classroom.

10:00-10:30**COFFEE BREAK in the Exhibition Area****10:30-11:30****TEACHER WORKSHOPS, SESSION III****The Dynamic Math Classroom, 6-11****NEFERTITI**

In this workshop we will share some instructional strategies to help make the math classroom a fun, dynamic and differentiated learning place. Be prepared to participate in games and activities. Discussion will be encouraged, so please bring your favorite math activity to share. MILENA BAEFF, Al-Bayan Bilingual School, Safat, Kuwait

I'm Teaching My Heart Out; So Why Aren't They Remembering?, K-12 SALON DIPLOMAT

This presentation is based on Brain Research: what we know that helps the learning process in the classroom to enhance long-term memory. Ideas are from the latest research, differentiating techniques practiced, and understanding terms such as Executive Functioning, Information Processing and Receptive and Expressive Language Impairments. Practical tips and activities will be explored. JANE HAMILTON-FLOREA, American International School/Dhaka, Bangladesh

Informative Assessment, 6-12

BALLROOM B

Informative Assessment presents strategies for informally assessing students' learning in the classroom to assist the teacher in refining and adapting instruction to maximize student understanding. Participants will learn methods of informal assessment techniques that are short, student-focused and fun, but most importantly easily incorporated into the classroom and the lessons. ALEXIS RICHARDSON, American School of Dubai, United Arab Emirates

Technological Approaches to Foreign Language Learning, 9-12

ISIS

Modern technology using U-tube video clips, rap music with lyrics, and pictures projected using a data projector help develop motivation for learning a foreign language as well as the five skills of listening, reading, speaking, writing and comprehension. Examples from French are used but activities cater to teachers of all second languages. SHOBHITA KAPILA, Kodaikanal International School, India

Islamic Art and Projects for Students, 6-8

NILE III

This workshop is open to all teachers interested in or curious about the rich, distinct art of Islam. It will provide an overview of the fundamental characteristics of Islamic art and then will engage participants in a hands-on, how-to, you-get-to-draw creation of an interlocking Islamic design (using centuries-old technology: stylus, straightedge, and compass). This workshop is open to teachers of all subjects and grade levels. The project may be most appropriate for middle school but can be adapted for students of all ages. All are invited to Look, Learn, and Draw (no experience necessary). AARON REED, The American School of Doha, Qatar

Cross Examination Style Debating for the Classroom, 6-12

BALLROOM A

This workshop is designed to provide instructors with the knowledge and resources necessary to do cross-examination style debating in their classrooms. Each participant will come away with an electronic copy of the debate materials that can be altered for different grades. LARAMIE SHOCKEY, The American International School in Egypt, Cairo

Teaching Arabic Through Inquiry, K-5

RA BOARDROOM

Learning language is a holistic inquiry process. Children learn about language forms and functions as early as they start learning languages. Participants will be introduced to the inquiry cycle as the basis for language learning and teaching. They will discover different class activities providing the students with authentic experiences that allow them to wonder about, learn through, and acquire the Arabic language. FATIMA SHARARAH KAMMOUN, International College, Beirut, Lebanon. **This workshop will be presented in Arabic.** [Download handout from NESAC website: www.nesacenter.org]

إن تعلم اللغة هو عملية بحث تتم في نسق شمولي لأن الأطفال يتعلمون عن أشكال ووظائف اللغة دفعة واحدة. سوف يتعرف المشاركون إلى دورة بحث وأهميتها كركيزة لتعليم اللغة. سوف يستعرضون أيضاً أنشطة صافية توفر للطفل خبرات حقيقية تؤمن له الفرصة والمناخ اللازمين ليتساءل ويفكر ويتعلم اللغة وعن اللغة ومن خلال اللغة .

Mainstream Reading Groups and ESL Students, 1-6

NILE I

Leveled reading groups in mainstream primary classrooms can cause difficulties for ESL students. The presenter will lead a discussion of the rationale for leveled reading groups, the potential problems for ESL students and will then summarize which strategies specialists and mainstream teachers can use to help ESL students. HARISH KANABAR, Qatar Academy, Doha

From Instructor to Presenter: The Five Ps of Presentation, K-12

AIDA

"Speech is the mirror of soul; as a man speaks, so is he" (*Publilius sirus*). Public speaking and presentation skills have become mandatory tools to achieve success in the new millennium. This presentation offers time-tested techniques from Toastmasters International that assist teachers/instructors to be effective presenters before all kinds of audiences. SHAILA KOYA, International Schools Group-Dhahran High School, Saudi Arabia

Technology in PE – The POLAR Heart Rate Monitor Difference, K-12

BALLROOM C

Physical Education, evolving in the 21st century with the regular use of heart rate monitors (HRM), puts the students in control. Differentiated intensity and effort is possible with the use of individual HRM's and print-outs displaying the time "in-zone" or "out-of-zone" of the student through his/her action or inaction. How does it work? Come check it out! BRENT HAMILTON & KATHY McGUIGAN, Cairo American College, Egypt

Implementing Global Education for Global Change, PK-12

AMUN BOARDROOM

This workshop shares a theoretical and practical approach to integrating global education into classrooms and curriculum. Educators will have an opportunity to discuss ways in which to develop in young people a sense of responsibility that reaches globally. Participants will take part in a simulation game that exemplifies global education. VANESSA R. CHAPERLIN, American School of Kuwait, Hawalli

Reaching Kids Through Web 2.0, 1-12

NILE II

The first Web—Web 1.0—simply gave users information and only that. Now Web 2.0 has emerged which offers a chance of collaboration and connections with students in the classroom through the Internet. If you're ready to start trying out new web applications with your students, you'll see many samplings of how it's done. Web 2.0 applications like blogs, wikis, social networks, pod casts, and many more new emerging technologies will be reviewed. ANN KREMBS, American School of Bombay, Mumbai, India [Download handout from NESAC website: www.nesacenter.org]

Teaching Essay Writing as a Collaborative Activity: Planning and Assessing an Oral Group Essay, 7-12

CLEOPATRA

Teach essay writing and editing by engaging students in a collaborative process that taps into their verbal and interpersonal skills. In this oral group essay, students naturally rehearse their writing as they draft an essay with other group members. Students and teachers then collaborate on assessing the product. JOCELYN WILEY, American Community School of Abu Dhabi, United Arab Emirates

11:45-12:45

TEACHER WORKSHOPS, SESSION IV

Integrating Service Learning into the Curriculum, 6-12

NILE III

This workshop introduces teachers to service learning as defined by Nobel Peace Prize winners Marc and Craig Kielburger and social theorist James Banks. Examples of service learning initiatives in schools are provided through power point video and a dialogue driven presentation. Teachers are encouraged to brainstorm ideas for how to integrate service learning into the curriculum. KERRY OGILVIE, The American International School of Jeddah, Saudi Arabia

Odyssey of the Mind. . .Start It in Your School, K-12

BALLROOM A

Become familiar with the organization and activities of Odyssey of the Mind, a creative approach to solving problems. You can use the model for an elective class, an after-school activity or club, and decide whether or not to prepare for a competition or expo. Let's get Odyssey of the Mind up and running in NESAC! DEANA CULP, American Embassy School, New Delhi, India

Designing an Arabic Language Curriculum, 1-12

NILE I

This workshop will detail the experience of the presenter in designing a curriculum, from collecting texts to the completed units. It will give examples of the units, show how to combine pictures and

words to write poetic passages, and how to present the curriculum in class and interact with the curriculum to achieve the learning goals. MAHMOUD TAHER, Qatar Academy, Doha

Adopting and Adapting the *Positive Discipline in The Classroom* Program to the Specialist Teacher's Class Setting, PreK-5

SALON DIPLOMAT

This workshop will expose elementary specialist teachers in Physical Education, Art, Music and Library to one of the problem solving techniques offered as an activity for use with students in the *Positive Discipline in the Classroom* program. It is called *The Wheel of Choice*. Demonstration class included. KATHY SHRESTHA, Lincoln School, Kathmandu, Nepal

Intelligent Boards in Your Classroom, 3-12

NILE II

What can you do with an interactive board that you couldn't do with a static one? Well, appeal to different learning styles. Three teachers share how they enliven lessons in ways that actively engage students. Lessons from math and social studies are presented. DEBBIE HAMILTON, BONNIE LINDGREN & TINA FOSSGREEN, Cairo American College, Egypt

Teach Your Students Thinking Skills and How To Enjoy Trial and Error Learning in Arabic Language Lessons, K-12

AMUN BOARDROOM

Educational scientists confirm that the schools' mission is to teach students to think and be creative. However, Arabic language teachers have not developed the skills needed to achieve this mission. So, come along to learn how to teach thinking skills for Arabic learners. WAHEED ADLY, The Universal American School, Hawalli, Kuwait

Power Pegs – Memorizing Will Never Be the Same!, 6-12

NEFERTITI

Do you ever ask your students to memorize facts? Lists? Vocabulary? Learning how to peg will revitalize the way students learn — plus, it's a whole lot of fun! JENNIFER FEHR, The American International School, Kuwait, Salmiya

Sweet Statistics, 9-12

AIDA

Participants of this workshop will complete an activity to compare the color distribution of m&m's® with the advertised distribution. Using the "2 Goodness of Fit Test and the 1-Proportion z Test", we will determine whether there is sufficient evidence to dispute Mars, Incorporated's claimed distribution. **Participants are asked to please bring their calculators.** KELLY MARIE SULLIVAN, Schutz American School, Alexandria, Egypt [Download handout from NESAC website: www.nesacenter.org]

'One Size Doesn't Fit All'-Differentiating Language Arts Instruction to Improve Reading Comprehension, 1-5

RA BOARDROOM

Different aspects of the L.A. curriculum will be addressed to meet student and curriculum needs: content, process, and products. The stages of language processing will be reviewed, plus strategies geared to each area will be shared. Take home a treasure chest of ideas and activities for immediate classroom application! LOIS FINANGER & APRIL POWELL, Saudi Aramco Schools-Dhahran Hills School, Saudi Arabia

The Fourth "R" In Education: Robotics, 6-12

BALLROOM C

Robotics is the fourth "R" in Education, Industrial Arts for the 21st century. An educational Robotics system and accompanying curriculum meets the requirements of a cross curriculum technology integration initiative and incorporates productive pedagogies. This workshop is based on LEGO Mindstorms NXT and the *Introduction to Mobile Robotics: Robotics Engineering* by the Carnegie Mellon Robotics Institute. DARRELL HARDMAN & CHARLES HARRIS, The American International School in Egypt, Cairo

Propaganda in the Great Wars and Beyond, 6-12

BALLROOM B

Essential to military victory is the winning of "hearts and minds". Given that premise, this workshop will examine the propaganda war effort during World Wars I and II, including recruitment, the raising of funds, and the mobilization of the populace for the war. In addition, understanding the

purposes and techniques of propaganda will allow students to extrapolate to other 20th and 21st century wars. BETH KAPNER, American School of Dubai, United Arab Emirates

Classroom Environment According to the Reggio Emilia Philosophy, Nursery-2

CLEOPATRA

Through an interactive workshop, inspired by the Reggio Emilia philosophy of education, participants will explore the pros and cons of two classroom environment approaches: The traditional versus the constructivist. SUMMER CHARARA & ROULA HADDAD, American Community School at Beirut, Lebanon

Online Portfolios and the Use of Blogs, 5-12

ISIS

Many schools require students to maintain a portfolio of work. Through the use of blogs, this reflective process is made so easy. Students, teachers and parents all agree, blogs work so well for this project! The portfolio becomes simple to create, maintain, edit and share. This workshop will demonstrate our steps to create, maintain and share this project in a school year. TRACY BOSCH, International Schools Group-Dhahran Elementary/Middle School, Saudi Arabia

1:00

CLOSING

CONFERENCE ADJOURNS

SPEAKER BIOGRAPHIES FOLLOW. . .

SPEAKER BIOGRAPHIES

ERMA ANDERSON is a science and mathematics consultant working with several schools and organizations including BEST (Building Engineering and Science Talent), the Biotechnology Institute, High School Redesign project, Modern Red Schoolhouse Institute and America's Choice. Prior to her consulting work, she was the National Science Teacher's Association's Director of International Programs and Program Manager for Teacher Mentoring Initiative e-Mentoring for Student Success (eMSS). Additional NSTA projects include the development and implementation of the Teacher Center, a series of summer workshops for teachers of middle school on implementation of the National Science Education Standards, development of the National Standards Awareness kits, development of sciLINKS (www.sciLINKS.org) and Project Manager of *Scope, Sequence and Coordination of Secondary School Science*. Prior to NSTA, she was an Einstein Fellow in the United States Senate and a Senior Program Officer with the National Research Council assisting in the development of the National Science Education Standards. Ms Anderson was Assistant Project Director of the Council for Basic Education's Schools Around the World (www.s-a-w.org) project and facilitated the development of several state and district curriculum frameworks. She worked with Education Trust to review the alignment of state exit standards to college entrance exams and in the evaluation of teacher education exams (report entitled, *Not Good Enough*). She taught high-school science and mathematics and has considerable experience developing and facilitating workshops with formal and informal science education entities. <ermaander@gmail.com>

STEVE BARKLEY is internationally recognized for his ability to facilitate change. His dynamic energy and focus provide a model for the skills necessary for effective change. Mr Barkley began his career in education 35 years ago as an elementary school teacher. For the past 25 years he has served as a consultant to school districts, teacher organizations, state departments, international schools, and colleges. He has designed and conducted short- and long-term professional development for both teachers and administrators. Mr Barkley also has extensive experience guiding districts through the process of school restructuring and the development of Professional Learning Communities. He has authored, *Quality Teaching in a Culture of Coaching*, *Wow! Adding Pizzazz to Teaching and Learning*, and *Tapping Student Effort. . .Increasing Student Achievement*. Mr Barkley is a highly motivational and riveting speaker who is extraordinarily knowledgeable about life in the classroom. A catalyst for growth — he is a true role model who practices what he teaches. <sbarkley@plsweb.com>

SUSAN BAUM, PhD, is co-director of the International Center for Talent Development and Director of Professional Development at Bridges Academy, a school for twice exceptional students. Professor Emeritus from The College of New Rochelle, Dr Baum is a leading expert in the field of gifted students with learning and attention issues. She is widely published in the areas of twice exceptional students, primary-aged gifted students, and social and emotional factors affecting gifted students. Her books include *Creativity 1,2,3; Chi square, pie charts and me; and To be gifted and learning disabled: Strategies for helping gifted students with LD, ADHD and more*. She is co-editor and author of several chapters in *Nurturing the gifts and talents of primary grade students* and is co-author of a book entitled, *Toolkit for Teens: A guide for helping adolescents manage stress*. Dr Baum is also one of three authors of the popular book, *Multiple Intelligences in the Elementary Classroom: A teacher's toolkit*, written in collaboration with Howard Gardner. Dr Baum consults extensively in schools world-wide focusing on differentiation and talent development. She served on the Board of Directors of the National Association for Gifted Students and as secretary. She is the past president and co-founder of the Association for the Education of Gifted Underachieving Students (AEGUS). sbaum@cnr.edu

PETE BOWERS was a classroom teacher (Grades 3-6) for 10 years at international schools in Ecuador, Romania and Indonesia. While teaching Grade 4 in Indonesia he encountered Melvyn Ramsden's *Real Spelling*. For the first time, Mr Bowers' passion for encouraging critical thinking and structured inquiry met accurate facts about how spelling works. This combination generated a community of learners eager to study how spelling structure uncovers links of meaning between words. Returning to Canada, Mr Bowers earned an MEd at Queen's University. His intervention

study using lessons built on Real Spelling won the 2006-2007 Queen's Thesis Prize. The results of this research have been presented in scientific conferences in the US, Canada and Europe. Mr Bowers continues this work as a PhD student. He founded the WordWorks Literacy Centre in 2006 and has conducted workshops for schools and conferences in Africa, Indonesia, the Caribbean, the US and Canada. Examples of that work can be found at: www.wordworkskingston.com. The three-day summer WordWorks Workshops Mr Bowers and his wife, Susan, run on Wolfe Island (near Kingston, Ontario), where they live, bring educators from around the world. <peterbowers1@me.com>

TIM BURNS is an educator and author whose background includes over 30 years of experience as high school teacher, counselor, First Offender Program facilitator, adolescent and family drug-treatment program director, university instructor, and staff development consultant. Since 1986, he has taught graduate and undergraduate courses for the Division of Extended Studies, Adams State College, Alamosa, Colorado. He taught for four years as a member of the Alcohol and Drug Abuse Studies Institute faculty at the University of New Mexico, while serving as program director at St. Vincent Hospital Family Recovery Center in Santa Fe, New Mexico. Over the years, Mr Burns has provided professional development workshops and given presentations to over two thousand schools, agencies, and organizations throughout the United States, Canada, New Zealand, and Australia, and is a frequent conference speaker and keynote presenter. He offered two workshops at the 2007 NESA Spring Educators Conference in Bangkok. He is the author of three books and several resource manuals and curricula, some of which will be made available for purchase at the conference. <Tim@TimBurnsEducare.com>, www.TimBurnsEducare.com

WILLIAM G. DURDEN has been president of Dickinson College in Pennsylvania since 1999. Prior to this position, Dr Durden was a member of the German Department at the Johns Hopkins University and Executive Director of the Center for Talented Youth (CTY) for 16 years. He also served for 11 years as a senior education consultant to the US Department of State and chaired the Advisory Committee on Exceptional Children and Youth. Dr Durden currently serves as chair of the advisory board of the Council for the International Exchange of Scholars (the Senior Fulbright program) and as a member of the board of trustees of the Institute of International Education (IIE). He also chairs the selection committee for the German Chancellor's Scholarship Program of the Humboldt Foundation. Dr Durden is a board member and chair-elect of International Schools Services and a board member of Walden University. During 2007-2008, he chaired the subcommittee of the Annapolis Group (120 leading US liberal arts colleges) tasked with offering an alternative to the U.S. NEWS rankings. Dr Durden has published widely on topics such as literary criticism, gifted and talented education, foreign language study, technology and instruction, US and international education policy and theory, and leadership. After graduating from the Johns Hopkins University, he was a Fulbright Scholar at the University of Basle, Switzerland, and also studied at the University of Freiburg and the University of Muenster, Germany. urden@dickinson.edu

JANE ELLISON is Co-Director of the Center for Cognitive CoachingSM. She provides consultation to school districts and other organizations in the areas of change and transition, Cognitive CoachingSM, The Adaptive School: Developing Collaborative Groups, quality professional and organizational development, curriculum development, effective instruction, supervision, facilitation and group development. Dr Ellison was the Director of Elementary Education for Douglas County School District Re. 1, Colorado, the fastest growing county in the nation, from 1992-1998. In that position, Dr Ellison was responsible for the development of elementary standards and curriculum, the monitoring of instruction and the supervision of principals. She also facilitated elementary principal search committees. Dr Ellison was a principal for 15 years: four in Douglas County, Colorado and 11 in Tinley Park, Illinois. Her teaching experience is in the primary grades and at the graduate college level. She holds a B.A. in Elementary Education and Social Sciences from SMU, an M.Ed. in Elementary Supervision from the University of North Texas, and an Ed.D. in Administration from VPI&SU, Blacksburg, Virginia. She is licensed as an administrator in Colorado and Illinois, and as a supervisor in Texas. <ccsjane@gmail.com>, www.cognitivecoaching.com

IRENE FOUNTAS directs a comprehensive school reform project in the School of Education at Lesley University. She has been a classroom teacher, language arts specialist, and consultant in

school districts across the US and abroad and has received numerous awards for her contributions to literacy. Ms Fountas and co-author Gay Su Pinnell have published several books with Heinemann, including *Teaching for Comprehending and Fluency: Thinking, Talking, and Writing about Reading* (Grades K-8), *The Continuum of Literacy Learning, Grades K-8: Behaviors and Understandings to Notice, Teach, and Support*, the *Fountas and Pinnell Benchmark Assessment System, Grades K-8*, and *When Readers Struggle: Teaching That Works*. <ifountas@lesley.edu>

THOMAS R. GUSKEY is Distinguished Service Professor, Educational Measurement and Evaluation at Georgetown College in Kentucky and is widely known for his research in education reform, assessment, grading practices, and mastery learning. A graduate of the University of Chicago, he has taught at all levels, served as an administrator in Chicago Public Schools, and was the first Director of the *Center for the Improvement of Teaching and Learning*, a national educational research center. His books have won numerous awards, and his articles have appeared in prominent research journals as well as *Educational Leadership*, *Kappan*, and *School Administrator*. He served on the Policy Research Team of the *National Commission on Teaching & America's Future*, on the Task Force to develop the *National Standards for Staff Development*, and recently was honored by NSDC with the «Best Staff Development Evaluation for 2008» award for his work with high school teachers to develop strategies for teaching reading skills in content classes. He co-edits the *Experts in Assessment Series* for Corwin Press and was featured on the National Public Radio program, "Talk of the Nation." Most recently, he edited the book, *Practical Solutions for Serious Problems in Standards-Based Grading* (Corwin Press). <GUSKEY@UKY.EDU>

ELIZABETH JAMES is a National Board Certified teacher currently teaching fourth grade at the American School of Doha in Qatar. Ms James has continuously taught in the elementary classroom in both Florida and Arizona. Her experience includes organizing and presenting informational trainings for district National Board Candidates as well as mentoring teachers throughout the years in various certification areas. She has also scored candidate Writing Portfolios for the National Board for Certified Teachers. <ejames@asd.edu.qa>

DOUG JOHNSON has been the Director of Media and Technology for the Mankato (MN) Public Schools since 1991 and has served as an adjunct faculty member of Minnesota State University since 1990. His teaching experience has included work in grades K-12 both here and in Saudi Arabia. He is the author of four books: *The Indispensable Librarian*, *The Indispensable Teacher's Guide to Computer Skills*, *Teaching Right from Wrong in the Digital Age* and *Machines Are the Easy Part; People Are the Hard Part*. His regular columns appear in *Library Media Connection* and on the Education World website. Mr Johnson's Blue Skunk Blog averages over 50,000 visits a month, and his articles have appeared in over 40 books and periodicals. He has conducted workshops and given presentations for over 130 organizations throughout the United States as well as in Malaysia, Kenya, Thailand, Germany, Qatar, Canada, Chile, Peru, the UAE and Australia and has held a variety of leadership positions in state and national organizations, including ISTE and AASL. <doug0077@gmail.com>, www.doug-johnson.com

NORMAN KUNC and EMMA VAN der KLIFT have spent the last 25 years working to ensure that people with disabilities are able to take their rightful place in schools, workplaces, and communities. Although they are well known advocates within the disability rights community, they prefer to think of themselves as modern day storytellers, continuing the long held tradition of using humor and narrative to initiate self-reflection and social change. Born with cerebral palsy, Mr Kunc attended a segregated school for children with physical disabilities; then, at age 13, he was integrated into a regular school. From there, he went on to complete a Bachelor's degree in Humanities and a Master of Science degree in Family Therapy.

Ms Van der Klift is a mediator who received training and certification in third party dispute resolution and negotiation at the Justice Institute in Vancouver, B.C. and is currently working on a Master's degree in Conflict Analysis and Management at Royal Roads University. Prior to joining forces with Norman, Ms Van der Klift worked as a Labour Relations Director for a non-profit organization on Vancouver Island. <nkunc@telus.net>

JIMMY LEEPER is a fifth grade teacher at the American School of Doha, Qatar, where he has been teaching for almost six years. His first three years at ASD he was an eighth grade science teacher, and in his final year was instrumental in bringing the NVSF (NESA Virtual Science Fair) program to the middle school. Upon transferring to fifth grade, Mr Leeper became the e-mentor/project coordinator for the new NVSF^{5th} project which started with three schools and has now grown in its third year to 10 schools with over 600 fifth grade students and 150 mentors from 10 different countries throughout the Middle East, Asia, and Africa. Along with coordinating for the NVSF^{5th} project, Mr Leeper also reviews data analysis and does teacher training at ASD for the data collected from the NWEA MAP Testing project.

MICHAEL LEVINSON, Elementary School Principal at the Walworth Barbour AIS in Israel for the past five years, has been a school administrator since 1979 with over 35 years of experience in almost every position from teacher to director, in public, private and international schools, and working with students from a multitude of ethnic, racial and socioeconomic backgrounds. His postings included High School Math Teacher, Math Department Head, and K-12 District Math Supervisor at the Franklin Township Public Schools; Director of Computer Services, High School Principal, and Assistant Headmaster at Rutgers Preparatory School, New Jersey; Middle & High School Principal at the International School Bangkok, Thailand; High School Principal at the Cairo American College in Egypt, and School Director at the American Cooperative School of Tunis, Tunisia. Mr Levinson has a Bachelor of Engineering from the State University of New York in Stony Brook, New York, and a Masters Degree in Educational Administration and Supervision from Rutgers University in New Jersey. He also has a Black Belt in Goju Ryu Karate.

ALICIA LEWIS served on the NESA AERO Music curriculum writing cohort and has led numerous on site and online professional development initiatives. Prior to teaching at the K-16 level, Ms Lewis completed two degrees at the University of Michigan. She also holds an MEd in Leadership from the University of Cincinnati. Ms Lewis currently works for Rubicon International/Atlas, an educational consulting and technology firm recognized by ASCD and many other educational institutions for its leadership in the field of curriculum development and management and assessment systems. Rubicon works with leading schools in more than 90 countries in implementing best practices and strategies in curriculum that improve the teaching and learning process. ATLAS, Rubicon's web-based curriculum management program, allows teachers, administrators and parents to collaborate, share best practices and align curriculum to school, national and international standards. <alewis@rubicon.com>

HENRY (Hank) J. NICOLS, a former high school Social Studies Teacher, Military Police Officer, Police Officer, Hostage Negotiator, Police Chief, Hospital Director, and Adjunct Professor, is co-director of the International Center for Talent Development and a consultant to international schools around the world. His workshops focus on differentiated instruction, emotional intelligence, stress and time management, communications, and violence intervention. Mr Nicols was a recipient of an Office of Overseas Schools grant to study social and emotional issues in adolescents in American International schools. He is co-author of the internationally distributed, *Tool Kit For Teens: a Guide To Helping Adolescents Manage Stress*, funded by the US Department of State. In 2006, Mr Nicols completed a six-month sabbatical solo hiking 2,174.9 miles from Georgia to Maine on the Appalachian Trail in the eastern United States. He is a founder and director of the Henry Nicols Foundation, a not for profit AIDS education and support group named for his son Henry who had hemophilia. Mr Nicols has published a memoir of the life of his son, entitled *Henry For President*. <hjnicols@yahoo.com>, <http://internationalcenterfortalentdevelopment.com/>

GAY SU PINNELL is a professor in the School of Teaching and Learning at The Ohio State University. Her professional work focuses on literacy education of children and ways to support teachers of reading, writing, and language arts. She has written many articles and has received several prestigious awards for her work. She has co-authored numerous books and articles related to language and literacy teaching with Irene Fountas. Their latest publications are the *Teaching for Comprehending and Fluency: Thinking, Talking, and Writing about Reading (Grades K-8)*, *The*

Continuum of Literacy Learning, Grades K-8: Behaviors and Understandings to Notice, Teach, and Support, the Fountas and Pinnell Benchmark Assessment System, Grades K-8, and When Readers Struggle: Teaching That Works.

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FRAN PROLMAN is an internationally recognized consultant specializing in educational leadership, school improvement and instructional strategies as well as communication skills, critical thinking and organizational development. Dr Prolman earned her doctorate in teacher training and international education from George Washington University and a masters degree in educational administration and curriculum and instruction from the University of Pennsylvania. She has been a two-time Fulbright Scholar in India and Israel, and brings 30 years of educational experience as a teacher, staff developer, administrator, graduate university instructor and author. Much of her time is spent in multifaceted work with school systems throughout the US focusing on teacher training methodology and administrative supervision and evaluation skills. She facilitates leadership retreats for teachers and administrators, delivers system-wide keynote speeches and workshops, and coaches administrators in the building of professional learning communities, instructional supervision, evaluation systems and the change process. Dr Prolman also facilitates workshops for teachers focusing on differentiated instruction, formative and summative assessment, classroom application of instructional strategies that enhance student achievement, critical thinking, and curriculum design for a standards-based classroom. Dr Prolman is an independent consultant in Great Falls, VA, a Senior Consultant with Research for Better Teaching, and Vice President for Training for the Center for Arts in Basic Curriculum. DrFranny@aol.com

DEBBIE SILVER is truly a "teacher's teacher!" She is an award-winning educator with 30 years experience as a classroom teacher, staff development instructor, and university professor. Her numerous recognitions include being named the Louisiana State Teacher of the Year. Along the way she has taught almost every grade level and most every kind of student. Dr Silver has been an invited author for several educational journals and has given keynotes at state, national, and international conferences in 49 states, Canada, Europe, the Middle East, and Asia. She has been a featured teacher for the *PBS OnLine Teacher Chat* and for KDS Knowledge Delivery Systems. Dr Silver's books include: *Drumming to the Beat of Different Marchers: Finding the Rhythm for Differentiated Learning*, *Because You Teach*, and *Middle School Matters*. Songs she co-wrote with Monte Selby are featured on his latest CDs. Dr Silver is one of the most popular keynoters and in-service presenters in the United States. Audiences everywhere respond to her use of humor and sensitivity to remind them of how important teachers are in the lives of children. Through research-based theory, poignant stories, and hilarious characterizations, she connects with the souls of all who are involved in education. <dsilver@bayou.com>

A children's author and National Board certified teacher, **DEBORAH SOLICE** is currently teaching first grade at the American School of Doha in Qatar. Her experiences include organizing and presenting informational meetings/trainings for National Board Candidates in several U.S. states as well as mentoring teachers in various certification areas throughout the years and across the curriculum. She has served as a school-to-district liaison and a specialist in several academic disciplines. While supporting the NB certification process, Ms Solice served for several years as an assessor for National Board Portfolios. <dsolice@asd.edu.qa>

KATHY STETSON is Senior Account Executive for International Partners at NWEA (Northwest Evaluation Association) in Portland, Oregon. She is responsible for coordinating enrollment and professional development activities, as well as providing project management services for international schools. Ms Stetson also facilitates meetings for school improvement efforts with member schools' leadership teams and conducts introductory workshops on assessment and accountability. She has a broad background in education, consulting and professional development. <kathy.stetson@nwea.org>

MARCIA L. TATE, EdD, is the former Executive Director of Professional Development for the DeKalb County School System, Decatur, Georgia. During her 30-year career with the district, she has been a classroom teacher, reading specialist, language arts coordinator, and staff development

director. She received the 2001 Distinguished Staff Developer Award for the State of Georgia and her department was chosen to receive the Exemplary Program Award for the state. Dr Tate received her bachelor's degree from Spelman College, master's degree from the University of Michigan, specialist degree in educational leadership from Georgia State University, and her doctorate in education from Clark Atlanta University. She is currently an educational consultant and has taught over 250,000 administrators, teachers, parents, and business and community leaders throughout the world. Dr Tate is the author of four best-sellers: (1) *Worksheets Don't Grow Dendrites: 20 Instructional Strategies that Engage the Brain*, (2) *Sit & Get Won't Grow Dendrites: 20 Professional Learning Strategies that Engage the Adult Brain*, (3) *Reading and Language Arts Worksheets Don't Grow Dendrites: 20 Literacy Strategies that Engage the Brain*, and (4) *Shouting Won't Grow Dendrites: 20 Techniques for Managing a Brain-compatible Classroom*. Dr Tate uses the 20 strategies outlined in her books to actively engage her audiences. <marciata@bellsouth.net>

RICHARD van de LAGEMAAT is a graduate of Oxford University with a PhD in Philosophy. Dr van de Lagemaat is the founding director of *InThinking* (www.inthinking.co.uk), an educational consultancy service that provides quality training for teachers and administrators and promotes critical thinking skills across the curriculum. With 25 years experience in international education, Dr van de Lagemaat has run workshops for schools and organizations in 50 countries. His book *Theory of Knowledge for the IB Diploma* (Cambridge University Press) has sold more than 30,000 copies. <richardvl@inthinking.co.uk>