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<tr>
<th>Time</th>
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<tr>
<td>8:30-10:00</td>
<td>Plenary Session</td>
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<td>- Welcome to Delegates</td>
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<td>- Keynote: ANDY HARGREAVES, sponsored by International Schools Services</td>
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<tr>
<td>10:00-10:30</td>
<td>Coffee Break (exhibition area)</td>
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<tr>
<td>10:30-2:30</td>
<td>Specialist Three-hour Workshops &amp; Lunch</td>
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<td>Workshop:</td>
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<td>12:00-1:00</td>
<td>Lunch – Sponsored by Search Associates</td>
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<td>1:00-2:30</td>
<td>Specialist Three-hour Workshops, continued...</td>
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<tr>
<td>2:30-3:00</td>
<td>Coffee Break – Exhibition area</td>
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<tr>
<td>3:00-4:00</td>
<td>General Interest Workshops</td>
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<tr>
<td>Workshop:</td>
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<tr>
<td>4:15-5:15</td>
<td>Heads of School Introductory Session</td>
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<td>6:30</td>
<td>Welcome Event at Kumkapi: Co-sponsored by ERB (Educational Records Bureau)</td>
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<td>- For Conrad Hotel guests, buses depart from the hotel at 6:30pm for Kumkapi.</td>
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<td>- For those staying at other hotels, please refer to the Conference Bulletin for bus departure times to Kumkapi. (Please wear name tags!)</td>
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CONFERENCE SPONSORS

NESA would like to thank its sponsors for their generous support:

Buffalo State-SUNY
(sponsor of Friday’s keynoter, Ken O’Connor)

The College Board
(sponsor of Sunday afternoon’s keynoter, Audit Chakravarty)

Educational Records Bureau
(Thursday Welcome Event co-sponsor)

etr educational travel
(lanyards sponsor)

International Schools Services
(sponsor of Thursday’s keynoter, Andy Hargreaves)

Rubicon International
(Friday morning coffee break sponsor)

Search Associates
(Thursday lunch sponsor)

TieCare International
(Saturday Gala co-sponsor)

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Search Associates
(Thursday lunch sponsor)

TieCare International
(Saturday Gala co-sponsor)
INTERNATIONAL RESEARCH COLLABORATIVE

USE RESEARCH INFORMED DATA FOR SYSTEMIC REFLECTION AND MAKE INFORMED SCHOOL DECISIONS

JOIN SOME OF THE WORLD’S INTERNATIONAL SCHOOLS IN STUDYING THE ROLE COMPUTERS AND OTHER DIGITAL LEARNING TECHNOLOGIES ARE PLAYING IN TEACHING AND LEARNING.

• The international Research Collaborative is a new research partnership between a group of international schools who will explore the role of digital learning technologies in teaching and learning.
• One goal of the project is to examine and evaluate a range of educational technology tools, practices, impacts and outcomes related to teaching and learning.
• Designated primarily for international school communities that have made significant investments in student computing programs (i.e. 1-to-1 computing, BYOD, etc.) or are on the verge of implementing a new technology program to support teaching and learning.
• Each participating school is given full access, instructions and support to conduct research and measurement tools to personalize student’s output, quantify, and interpret the perspectives of students, teachers, staff, and parents through a series of surveys.
• Annual school reports provide a wide range of learning and teaching practices and perspectives.
• For participating schools, results provide a general audit of teacher student access, beliefs, and practices (with and without technology) that support learning.
• Participating schools also have the ability to compare their own results to other international schools in the Collaborative.

RESEARCH COLLABORATIVE MEMBERS

• American School of Bombay
• American Community School of Kuwait
• American Community School of Ajman
• American Embassy School - Delhi
• American International School of Dubai
• American International School - Chengdu
• American International School - Shanghai
• American International School - Jinan
• British American International School
• Canadian American College
• Exeter American School
• French American International School
• Graduated School of Sao Paulo
• International School - Hensil
• King's Grammar School
• Laxmi International School
• Nishimatsu International School - Putrajaya
• Qafes Academy
• Robert College - Turkey
• Singapore American School
• United Nations International School - Geneva
• Zurich International School

IS A MEMBER OF THE COLLABORATIVE, YOUR SCHOOL WILL BE BETTER ABLE TO ADDRESS AND ANSWER A RANGE OF QUESTIONS USING YOUR OWN DATA SOURCES. SOME OF THE QUESTIONS YOU CAN ANSWER:

1. How do you show the efficacy of your school’s educational technology investments? How do you quantify the use and value of your school's resources?
2. How do you determine if your implementation model for student computing is benefiting all classes and student groups?
3. How do you determine if your investments in educational technology are helping to evolve teaching and learning practices in your classroom?
4. How do you know if your school is meeting student and parent expectations for the use of educational technology in school?
5. How do the practices of your teachers and students compare to other national schools?
6. How much consensus is there in your school community toward educational technology and 21st century learning goals?

More information about the IRC can be found at http://www.aedbunipos.org/collaborative/

SEARCH ASSOCIATES

Celebrating 24 years of excellence in international recruiting. Over 3,000 educators placed in the last year.

HEAD OF SCHOOL SEARCHES • TEACHER RECRUITMENT • ADMINISTRATIVE SEARCHES • ADMINISTRATIVE RECRUITMENT • BOARD CONSULTING • GOVERNANCE WORKSHOPS

2014-2015 JOB FAIR SCHEDULE

LEADERSHIP, MALAYSIA
November 3 – 5, 2014, Ray Sparks

JOHANNESBURG, SOUTH AFRICA
December 8 – 10, 2014, Gail Magagna

MELBOURNE, AUSTRALIA
January 22 – 24, 2015, Alex Macdonald

BANGKOK, THAILAND
January 8 – 11, 2015, Michael Williams

HONG KONG, CHINA
January 16 – 18, 2015, Barry Drake

LONDON, ENGLAND
January 24 – 27, 2015, Geri Hayter

TORONTO, CANADA
January 30 – Feb. 1, 2015, Ray Sparks

CAMBRIDGE, MASSACHUSETTS
February 12 – 15, 2016, Michael Williams

NEW YORK, USA
April 11 – 12, 2016, David Copse

NEW LONDON, ENGLAND
April 17 – 19, 2016, David Copse

VANCOUVER, CANADA
May 4 – 6, 2016, Bridget McKeever

TBA, Ray Sparks

SENIOR ASSOCIATES

EASTON P. MAGAGNA

Dorothy Copse
PCDominguezsearchassociates.com

Harry Deasman
CDomingsueysearchassociates.com

Nick Kyeblood
NickKyebloodsearchassociates.com

Dina Kriege
Dinakesearchassociates.com

Sally Gordon
SallyGordonsearchassociates.com

Goty Hayter
GotyHaytersearchassociates.com

Jessica Magagna
JMcgagnasearchassociates.com

Micah Williams
MicahWilliamssearchassociates.com
PRECONFERENCE SESSIONS
TUESDAY-WEDNESDAY, OCTOBER 21-22

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<thead>
<tr>
<th>Time</th>
<th>Event/Speaker</th>
<th>Location</th>
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<tbody>
<tr>
<td>8:30-5:00</td>
<td>• Meeting of the NESA Professional Development Advisory Committee (PDAC)</td>
<td>Tues: M31 / Wed: Jr. Ballroom A</td>
</tr>
<tr>
<td>8:30-5:00</td>
<td>• NESA Virtual School Consortium</td>
<td>Jr. Ballroom B</td>
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WEDNESDAY, OCTOBER 22

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<tr>
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<th>Event/Speaker</th>
<th>Location</th>
<th>Page</th>
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<tbody>
<tr>
<td>8:30-4:00</td>
<td>• Mark Kessler &amp; Kathy Stetson: NWEA MAP Preconference: What Everyone Ought to Know About MAP</td>
<td>M31</td>
<td>17</td>
</tr>
<tr>
<td>9:00-4:00</td>
<td>• Michael Popinchalk: NEASC Accreditation Visiting Team Member Training Workshop (pre-registration was required with NEASC)</td>
<td>M32</td>
<td>17</td>
</tr>
<tr>
<td>9:00-12:30</td>
<td>• Kelly Christian &amp; Jackie Gilbert: MSA Self-Study Workshop, Part 1: Organizing for Self-Study (pre-registration was required with MSA)</td>
<td>M30</td>
<td>18</td>
</tr>
<tr>
<td>1:00-5:00</td>
<td>• Lynn Sawyer: Getting the Most Out of Teacher Evaluation</td>
<td>Jr. Ballroom A</td>
<td>18</td>
</tr>
<tr>
<td>1:30-4:30</td>
<td>• Kelly Christian &amp; Jackie Gilbert: MSA Self-Study Workshop, Part 2: Developing the Plan – Objectives &amp; Action Plans (pre-registration was required with MSA)</td>
<td>M30</td>
<td>18</td>
</tr>
<tr>
<td>6:00</td>
<td>NESA Welcomes You to Istanbul! Join us for cocktails to reconnect with old friends and make new ones. All participants are invited.</td>
<td>Conrad Summit Bar</td>
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## CONFERENCE PROGRAM

### THURSDAY, OCTOBER 23

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<tbody>
<tr>
<td>8:30-9:00</td>
<td><strong>PLENARY SESSION</strong> Presiding: KEVIN SCHAFFER, President, NESA Board of Trustees; Director, The American International School of Muscat, Oman</td>
<td>Ballroom III</td>
<td>31</td>
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<tr>
<td></td>
<td>Welcome to Delegates:</td>
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<td></td>
<td>• David Chojnacki, NESA Executive Director, Athens, Greece</td>
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<td>• Anthony Jones, Headmaster, Robert College, Istanbul, Turkey</td>
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<td>• Beatrice Cameron, Regional Education Officer, A/OS,</td>
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<td>• US Department of State, Washington, DC: “Greetings from the Office of Overseas Schools”</td>
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<tr>
<td>9:00-10:00</td>
<td><strong>PLENARY SESSION</strong> Keynote Presentation by the International Schools Services Guest Speaker: ANDY HARGREAVES, “Professional Capital”</td>
<td>Ballroom III</td>
<td>25</td>
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<td>Introduced by Kurt Nordness, Director, Riffa Views International School, Bahrain</td>
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<tr>
<td>10:00-10:30</td>
<td>Specialist Three-Hour Workshops &amp; Lunch:</td>
<td>Ballroom III &amp; Foyer</td>
<td>31</td>
</tr>
<tr>
<td>10:30-2:30</td>
<td>• Andy Hargreaves: Building a Professional Culture in Your School</td>
<td>Ballroom I</td>
<td>25</td>
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<td></td>
<td>• Auditi Chakravarty: How the College Board’s College Readiness System &amp; the Redesigned SAT Support International Educators</td>
<td>M31</td>
<td>20</td>
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<td></td>
<td>• Jeff Clanon: Leadership and the Practice of Stance</td>
<td>R27</td>
<td>21</td>
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<td></td>
<td>• Sarah Daignault &amp; Marc Levinson: Business Managers Institute (Day 1/4) – Introductions &amp; Trends in the Business Office in 2014 / Afternoon session: Gold Mine Sessions (Hemant Dutia)</td>
<td>M32</td>
<td>23</td>
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<tr>
<td></td>
<td>• Rick Detwiler: Governance Workshop Series: Mastering the Basics of Boardmanship... Plus a Bit More [Modules 1 &amp; 2]</td>
<td>M30</td>
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<td>• Dan Feigelson: Leading Toward Student Independence: Teaching Readers to Think for Themselves</td>
<td>Jr. Ballroom B</td>
<td>24</td>
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<td>• Ken O’Connor: Effective Grading of Student Achievement: What Leaders Need to Know</td>
<td>Jr. Ballroom A</td>
<td>26</td>
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<td>• Douglas Reeves: How Can You Be Creative in a Standards-Based Environment?</td>
<td>Ballroom II</td>
<td>27</td>
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<td>12:00-1:00</td>
<td>Lunch sponsored by Search Associates</td>
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<td>1:00-2:30</td>
<td>Specialist Workshops continued...</td>
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<td>2:30-3:00</td>
<td>Coffee Break</td>
<td>Ballroom III &amp; Foyer</td>
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<td>3:00-4:00</td>
<td><strong>General Interest Workshops</strong></td>
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<td></td>
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<td>Ballroom II</td>
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<td></td>
<td>• Rick Detwiler: NESA School Board Job-Alike - An Opportunity for Networking</td>
<td>M30</td>
<td>31</td>
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<td></td>
<td>• Jacob Hendrickson &amp; Mark Sullivan: Learning Walks - Providing Targeted &amp; Formative Feedback to Teachers in Ten-Minute Visits</td>
<td>M31</td>
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<tr>
<td></td>
<td>• Bade Kucukoglu &amp; Satheesh Namasiyam: Internationalism in a World of Unprecedented Economic Disparity</td>
<td>R27</td>
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<td>• Jeffrey Platenberg: Sustainable Truths - Local Action, Global Impact</td>
<td>Ballroom I</td>
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<td>• Clive Ungless &amp; Debbie Eisenach: Learn the Latest in Website Technology, Branding and Best Practices</td>
<td>R26</td>
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<td></td>
<td>• Ricardo Urbina: Protecting Schools and Staff in a Volatile World - An Essential Guide to Safety and Risk Management</td>
<td>M32</td>
<td>34</td>
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<tr>
<td></td>
<td>• Deborah Welch, Lana Alaghbar, Brian Donaldson, Steve Leever, Gail Seay, Colin Boudreau, Alejandro Neyra Prado &amp; Jim Carpenter: Measuring the Mission</td>
<td>Jr. Ballroom A</td>
<td>34</td>
</tr>
<tr>
<td>4:15-5:15</td>
<td><strong>Heads of School Introductory Session</strong></td>
<td>Jr. Ballroom A</td>
<td>34</td>
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**Note:**
- ERB = Educational Records Bureau

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**CONFERENCE PROGRAM**

**Istanbul 2014**

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**FALL LEADERSHIP CONFERENCE**

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**Saudi Aramco Expatriate Schools**

A Learning Community Dedicated to Continuous Improvement

Saudi Aramco Expatriate Schools (SAES) is a nonprofit, pre-kindergarten to 12th grade, American curriculum school district owned and operated by the Saudi Arabian Oil Company. SAES opened its doors in 1945 as a one-room schoolhouse. Today, the district is comprised of six schools – located in four beautiful Eastern Province communities – that educate more than 3,200 children of expatriate company employees who represent more than 60 nationalities.

SAES seeks highly qualified, experienced, passionate, and collaborative educators who love to work with children, aspire to learn and grow, and are excited to embark upon a life-changing professional opportunity and personal adventure in Saudi Arabia. SAES welcomes inquiries year-round.

To learn more, please email our team at jobs@sAESlearning.com.
### CONFERENCE PROGRAM

#### FRIDAY, OCTOBER 24

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<th>Time</th>
<th>Event/Speaker</th>
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<tr>
<td>8:30-9:30</td>
<td><strong>PLENARY SESSION</strong>&lt;br&gt;President: ROSE PUFFER, Vice President, NESA Board of Trustees; Superintendent, International School of Islamabad, Pakistan</td>
<td>Ballroom III</td>
<td>26</td>
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<tr>
<td></td>
<td><em>Keynote Presentation by the Buffalo State-SUNY Guest Speaker: KEN O’CONNOR, “The Way Ahead in Communicating Student Achievement”</em>&lt;br&gt;Introduced by Brandon Kawas, Associate Coordinator/Budget Planner, International Graduate Programs for Educators, Buffalo State-SUNY</td>
<td></td>
<td></td>
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<tr>
<td>9:45-1:15</td>
<td><strong>Specialist Three-Hour Workshops &amp; Coffee Break</strong>&lt;br&gt;• Ken O’Connor: Effective Reporting of Student Achievement&lt;br&gt;• Harvey Alvy: The Visionary Leader - Aligning Teaching, Learning and Professional Development for Student and Teacher Success&lt;br&gt;• Rick Detwiler: Governance Workshop Series: Building and Sustaining the Team, While Still Mind the Store - The Board’s Challenge [Modules 3, 4, &amp; 5]&lt;br&gt;• Andy Hargreaves: Uplifting Leadership&lt;br&gt;• Jane &amp; Jim Hubert: Crisis Communications 101 - Are You Ready for Your Worst Day?&lt;br&gt;• Mike Rodman &amp; Timothy King: Business Managers Institute (Day 2/4) - Enterprise Risk Management&lt;br&gt;• Bruce Wellman: Learning-Focused Supervision - Developing Professional Expertise in Standards-Driven Systems</td>
<td>Jr. Ballroom B</td>
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<td></td>
<td>• Andy Hargreaves: Uplifting Leadership&lt;br&gt;• Jane &amp; Jim Hubert: Crisis Communications 101 - Are You Ready for Your Worst Day?&lt;br&gt;• Mike Rodman &amp; Timothy King: Business Managers Institute (Day 2/4) - Enterprise Risk Management&lt;br&gt;• Bruce Wellman: Learning-Focused Supervision - Developing Professional Expertise in Standards-Driven Systems</td>
<td>Jr. Ballroom A</td>
<td>28</td>
</tr>
<tr>
<td>11:15-11:45</td>
<td><strong>Coffee Break</strong>&lt;br&gt;sponsored by Rubicon International</td>
<td>Ballroom III &amp; Foyer</td>
<td></td>
</tr>
<tr>
<td>11:45-1:15</td>
<td><strong>Specialist Workshops continued...</strong>&lt;br&gt;<strong>Lunch – provided by NESA</strong></td>
<td></td>
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<tr>
<td>2:00-3:00</td>
<td><strong>FREE AFTERNOON/EVENING TO EXPLORE ISTANBUL</strong></td>
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#### SATURDAY, OCTOBER 25

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<tbody>
<tr>
<td>8:30-9:00</td>
<td><strong>PLENARY SESSION</strong>&lt;br&gt;President: BRENT MUTSCH, Treasurer, NESA Board of Trustees; Superintendent, American School of Dubai, UAE</td>
<td>Ballroom III</td>
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<td><em>Awards Presentation:</em>&lt;br&gt;• NESA Virtual Science Fair Award (“Cameron Cup”)&lt;br&gt;• Middle States Association of Colleges &amp; Schools (MSA) Accreditation Awards&lt;br&gt;• New England Association of Schools &amp; Colleges (NEASC) Accreditation Awards</td>
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<td>11:15-1:15</td>
<td><strong>Coffee Break</strong>&lt;br&gt;sponsored by Rubicon International</td>
<td>Ballroom III &amp; Foyer</td>
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<td>1:15-2:30</td>
<td><strong>Specialist Workshops continued...</strong>&lt;br&gt;<strong>Lunch – provided by NESA</strong></td>
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<td>2:30-3:00</td>
<td><strong>General Interest Workshops</strong>&lt;br&gt;• James Carpenter, Alejandra Neyra Prado &amp; Brian Bedrick: Data Analysis for Decision Making in International Schools&lt;br&gt;• David Chadwell: Working with MAP Data to See Trends, Ask Questions, and Meet the Needs of Students&lt;br&gt;• Teresa Fry: Professional Learning Communities: Explore Your Wonderings&lt;br&gt;• Jackie Gilbert &amp; Kelly Christian: Global Literacies and Other MSA Programs of Distinction</td>
<td>Jr. Ballroom A</td>
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<td>3:00-4:00</td>
<td><strong>FREE AFTERNOON/EVENING TO EXPLORE ISTANBUL</strong></td>
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<td>8:30-9:30</td>
<td>PLENARY SESSION</td>
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<td><strong>Presiding:</strong> HAROLD FLEETHAM, Secretary, NESA Board of Trustees; Director, Lincoln School, Kathmandu, Nepal</td>
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<td><strong>Keynote Presentation:</strong> DAN FEIGELSON, “Joy, Engagement, and Rigor: Teaching Reading In The Age of The Common Core” Introduced by Bridget Doogan, NESA Director of Professional Learning</td>
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<td>9:45-1:00</td>
<td>Specialist Three-Hour Workshops &amp; Coffee Break</td>
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<td>• Dan Feigelson: Setting the Stage for Powerful Reading</td>
<td>Ballroom I</td>
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<td>Instruction: Structures and Supports</td>
<td>R26</td>
<td>20</td>
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<td>• Harvey Alvy: The Power of Personal Example - Abraham Lincoln and Successful 21st Century School Leadership</td>
<td>M31</td>
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<td>• Auditi Chakravarty: Common Themes in the Development of the College Board’s College Readiness System &amp; the Common Core</td>
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<td>• Michelle Kuhns &amp; Michelle Remington: Implementing Standards-Based Grading and Reporting in the High School</td>
<td>Jr. Ballroom B</td>
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<td>• Kent Peterson: Building and Enhancing School Cultures Through Stories, Celebrations, and Leadership Practices</td>
<td>M32</td>
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<td>• Bruce Wellman: Lenses and Language - Moving Teachers from Novice to Expert Teaching Practice</td>
<td>Jr. Ballroom A</td>
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<td>• Business Managers Institute (Day 4/4) - Part 1 (Rich Watson): Software implementation at the American International School of Dhaka / Part 2: Cracker barrel session</td>
<td>R27</td>
<td>23</td>
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<td>11:15-11:30</td>
<td>Coffee Break</td>
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<td>11:30-1:00</td>
<td>Specialist Workshops continued. . .</td>
<td>Ballroom III &amp; Foyer</td>
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<td>1:10-2:00</td>
<td>CLOSING PLENARY SESSION</td>
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<td><strong>Presiding:</strong> DAVID CHOJNACKI, Executive Director, NESA, Athens, Greece</td>
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<td><strong>Keynote Presentation by The College Board Guest Speaker:</strong> AUDITI CHAKRAVARTY, “A Great Global Conversation: SAT’s Redesign and Its International Impact” Introduced by Judith Hegedus, Executive Director, International Strategy &amp; Business Management, The College Board</td>
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<td>CONFERENCE ADJOURNS. . .</td>
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<td>See you in Abu Dhabi, October 22-25, 2015!</td>
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**MONDAY, OCTOBER 27**

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<th>Time</th>
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<tr>
<td>8:30-3:30</td>
<td>Meeting of the NESA Board of Trustees</td>
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</table>
MARK KESSLER is a professional development specialist with NWEA (Northwest Evaluation Association) providing consultative support on the use of data to inform decisions. His experience involves working with international and US schools to build capacity in using data to improve student outcomes within each unique school system. Mr. Kessler is a certified elementary teacher with English specialization as well as a certified administrator for K-12. mark.kessler@nwea.org

KATHY STETSON is the Executive Director of the Central and Eastern European Schools Association (CEESA). She coordinates professional development opportunities for educators in the region and provides leadership for CEESA’s Annual Conference. Ms. Stetson was the Senior Account Executive for International Partners for NWEA in Portland, Oregon, for 12 years and pioneered NWEA’s Measures of Academic Progress (MAP) onto the global stage. kathy@ceesa.org

MICHAEL POPINCHALK has been a learning leader for diverse school communities in Tanzania, Italy, England, Trinidad, Bangladesh and Egypt. He is the first person hired by NEASC to live and work outside the US to support, connect and celebrate NEASC accredited schools. Mr. Popinchalk is based in Norway where his wife Jocelyn teaches I.B. Geography. He served on the NESA Board of Directors from 2002-2005. mpopinchalk@neasc.org

PRE-CONFERENCE WORKSHOPS

WEDNESDAY, OCTOBER 22

> NWEA MAP Preconference: What Everyone Ought to Know About Map, 8:30-4:00
ROOM: M31
For current users of NWEA’s Measures of Academic Progress (MAP) with at least one year’s worth of data. Please bring results for your classroom, grade level and school. After attending, you will be able to identify five actions for improving your instructional program. Prepare to share a key learning and application of the information gained from analyzing the NWEA student data (process, learnings, planning for improvements and hopefully, successful application).

> NEASC Accreditation Visiting Team Member Training Workshop, 8th Edition, 9:00-4:00
ROOM: 902
This workshop will train teachers and administrators to serve on NEASC Visiting Teams to international schools, familiarizing them with the NEASC 8th Edition to School Evaluation and Accreditation (Journey to Excellence in International Education). It provides hands-on practice for prospective team members and addresses logistical, procedural, and philosophical aspects of accreditation visits to international schools. Successful completion qualifies participants to serve on NEASC Visiting Teams.
KELLY CHRISTIAN is the Director of Operations for the Middle States Commissions on Elementary and Secondary Schools (MSA-CESS), where she works with the Executive Director to manage domestic and international operations, and oversees MSA’s international volunteer program that connects schools with teams of volunteers. She earned degrees at George Washington University and the University of Pennsylvania. kchristian@cess-msa.org

JACKIE GILBERT is Associate Director and the staff liaison for PK-12 Districts and Schools for the Middle States Commissions on Elementary and Secondary Schools (MSA-CESS). She is the designated associate for all overseas schools and the primary contact for accrediting associations that work cooperatively with MSA-CESS. Ms Gilbert authored the MSA-CESS World Languages Credential. jgilbert@cess-msa.org

LYNN R. SAWYER is an international educational consultant, presenting workshops and seminars on Cognitive Coaching, Learning-Focused Supervision, Facilitating Collaborative Groups, Mentoring Matters, Data-Driven Dialogue, Habits of Mind, and Coaching the Framework for Teaching. She is a Training Associate for the Center for Cognitive Coaching, the Danielson Group, MiraVia, Center for Adaptive Schools, Habits of Mind, and the ASCD Faculty. lynn.sawyer50@gmail.com

> MSA Self-Study Workshop: Organizing for Self-Study, 9:00-12:30
ROOM: M30
Prepare for and begin self-study using your chosen protocol. We will outline all phases of the self-study and team visit process, with focus on organizing for a successful experience. Gain guidance on structuring your Planning Team, reviewing your school’s foundation documents, evaluating your current realities as defined by student and organizational performance, and assessing the school against the MSA Standards.

> Developing the Plan: Objectives and Action Plans, 1:30-4:30
ROOM: M30
For Internal Coordinators and others involved in developing the plan for growth and improvement. Attendance is encouraged during the self-study phase of beginning to identify priorities for objectives and/or having drafted objectives. You will benefit from bringing your school’s self-study data, draft objectives or any priority areas for objectives under consideration by the Planning Team.

> Getting the Most Out of Teacher Evaluation: How to craft a manageable and sustainable system that assures quality teaching while promoting professional learning, 1:00-5:00
ROOM: JUNIOR BALLROOM A
Effective teacher evaluation systems have a dual purpose: Assurance of high quality teaching and promotion of professional learning. This is an opportunity for you to reflect on the evaluation process, whether already in place or just being developed. We will consider several major, essential best practices for effective teacher evaluation. Ms Sawyer will also present a three-hour workshop Saturday on teacher evaluation. (page 27)
Thursday, October 23
ROOM: M31
> How Do the College Board’s College Readiness System & the Redesigned SAT Support International Educators?
In redesigning the SAT, the College Board used research to establish an empirical backbone that anchors its College Readiness System, which links evidenced-based assessment and innovative instruction models. Learn the key changes to the SAT, including the redesigned math section and the new Evidence-based Reading and Writing section. Investigate exactly what these changes mean to international schools.

Friday, October 24
ROOM: JUNIOR BALLROOM B
> The Visionary Leader: Aligning Teaching, Learning and Professional Development for Student and Teacher Success
Build a repertoire of effective tools to promote learning communities and link teacher professional learning to “best” instructional practices aligned with essential student learning, curriculum and assessment factors. Learn critical strategies based on Learning Forward’s new “Standards for Professional Learning” and professional development practices highlighted in The Principal’s Companion.

Saturday, October 25
ROOM: JUNIOR BALLROOM B
> Time Management and Successful School Leadership: Aligning the Mission with Daily Actions
Explore strategies to improve one’s performance based on the premise that leadership and management responsibilities go hand-in-hand. Key issues will include: prioritizing responsibilities based on the mission and vision; “Leading and Learning By Wandering Around”; using instructional leadership strategies to visit classes; multi-tasking; using the “Tickler File”; balancing personal and professional responsibilities, among other topics.

Sunday, October 26
ROOM: R26
> The Power of Personal Example: Abraham Lincoln and Successful 21st Century School Leadership
President Lincoln’s success during the most difficult period in United States history provides 21st Century national school leaders with invaluable examples of how character and competence make a difference. By examining Lincoln’s heroic life—his words and deeds—we can gain inspiration and learn practical leadership strategies to improve our performance and make a difference for students, teachers and the community.

Sunday, October 26
ROOM: M31
> Common Themes in the Development of the College Board’s College Readiness System & the Common Core
Explore recent trends in curriculum design and their implications on the college preparatory programs of international schools. Beyond the redesigned SAT, the empirical backbone of the College Readiness System also supports the development of course frameworks and modules for grades 6–12, aligned to the Common Core. Learn about the AP Insights tool and the AP Capstone Diploma.

Sunday, October 26
ROOM: M31
> Common Themes in the Development of the College Board’s College Readiness System & the Common Core
Explore recent trends in curriculum design and their implications on the college preparatory programs of international schools. Beyond the redesigned SAT, the empirical backbone of the College Readiness System also supports the development of course frameworks and modules for grades 6–12, aligned to the Common Core. Learn about the AP Insights tool and the AP Capstone Diploma.

Jeff Clanon

Jeff Clanon is a Founding Partner of Systems Perspectives LLC and former Director of Partnership Development at The Society for Organizational Learning that evolved from the Center for Organizational Learning at MIT where Mr. Clanon was the Executive Director. He has worked extensively with heads, leadership teams and boards of American international schools in Mumbai, New Delhi, Chennai, Frankfurt and Munich, and with the boards of CIS and NESA. jclanon@solonline.org, www.systemsperspectivesllc.com/
SARAH DAIGNAULT is an instructor at the Klingen-stein Center, Teachers College, Columbia University, where she works with Private School Leadership Masters candidates in the area of school finance. She also consults with schools and associations worldwide in operations, finance and governance. Ms Daignault spent 12 years as the Executive Director of the National Association of Independent Schools (NBOA). She is this year’s recipient of NESA’s Finis Engleman Award (page 48).
sarah.daignault@gmail.com

RICK DETWILER has worked as head of five inter-national schools over the past 25 years, including three headships and one principaship at four NESA schools. He and his wife, Sandi, an ESL teacher, also support NESA as international consultants for Mason Associates, helping to place struggling teens in thera-peutic educational programs. Currently Mr Detwiler is working with NESA on its Board Development Project.
rickdetwiler2@gmail.com

BOARD OF TRUSTEES WORKSHOP SERIES
This three-workshop series is designed to enhance the knowledge and skills of board members, school heads, and others interested in effective governance. It has been developed in conjunction with the NESA Board Develop-ment Project, a new initiative focused on the NESA mis-sion to facilitate sustainable and systemic school improve-ment at all levels of school operations.

Based on the National Association of Independent Schools Principles of Good Practice for Boards and Trustees, the materials NESA is developing derive from seven Modules, each addressing an “Essential Question” regarding ef-fective governance. The workshops represent the launch of this exciting new focus of NESA’s services to member schools.

The three 3-hour sessions are as follows:

1. Thursday, October 23
   ROOM: M30
   > Mastering the Basics of Boardmanship: . . . Plus a Bit More [Modules 1 & 2]

2. Friday, October 24
   ROOM: M30
   > Building and Sustaining the Team, While Still Minding the Store: The Board’s Challenge [Modules 3, 4, & 5]

3. Sunday, October 26
   ROOM: M30
   > The Real Work: Strategic Thinking and Accountabil-ity [Modules 6 & 7]

Detailed descriptions are at: www.nesacenter.org/page.cfm?p=1314. Join Mr Detwiler for a “School Board Job-Alike” on Thursday, October 23, 3:00-4:00pm (pg. 31).

MARC LEVINSON is the Executive Director for Mid-South Independent School Business Officers (MIS-BO) – the largest regional association of independent school business officers in the US with 300 member schools. He also has his own practice consulting to independent schools primarily in the areas of finance and operations. From 2007-2011, Mr Levinson served as a Director with NBOA.
marclevinson@misbo.com

TIMOTHY KING, CPCU, is a Senior Consultant in Albert Risk Management’s Education and Financial Services Practice Group. He holds Associate in Risk Management Liability Insurance Specialist (MLIS) designations.
TKing@albertrisk.com

NICK MIRISIS is an entrepreneurial and collabora-tive strategic marketing and public affairs professional responsible for leading SchoolDude’s marketing efforts. He serves on the boards of NBOA and Public School Risk Institute (PSRI).
Nick@schooldude.com

FALL LEADERSHIP CONFERENCE
Istanbul 2014
FOUR-DAY BUSINESS MANAGERS STRAND
       Thursday, ... Currently Mr Detwiler is working with NESA on its Board Development Project. 
rickdetwiler2@gmail.com
Rick Detwiler

ROOM: M30
> Part 1 (10:30-12:00) Introductions and Trends in the Business Office in 2014: Sarah Daignault & Marc Levinson
> Part 2 (1:00-2:30) Gold Mine Sessions: Hermant Dutia from The American International School of Muscat will fa-cilitate presentations by the Business Managers Planning Committee: HR, budgeting, technology, accounting and governance.

ROOM: M32
> Enterprise Risk Management — Mike Rodman & Timothy King: Risk Management issues for international education: tools to identify internal/external risks, mitige-ng/eliminating risk via behavior changes and/or insurance coverage; reserve funds to prepare for the unknown.

ROOM: M32
> Part 1 (10:30-12:00) Preventive & Planned Main-tenance Best Practices — Nick Mirisis: Join a peer panel discussion on how preventive, capital and energy management can reduce operating expenses and return money back to your budget.
> Part 2 (1:00-2:30) Safety & Security Best Practices — Nick Mirisis: Join a peer panel discussion on crisis re-sponse and emergency preparedness, and how they save lives and support your school’s mission.

ROOM: R27
> Part 1 (9:45-11:15) Software implementation at the American International School of Dhaka: Rich Watson, CFO of AIS Dhaka, will present, followed by a panel of soft-ware vendors exploring best practice in school software.
> Part 2 (11:30-1:00) — Cracker Barrel: School re-serves and other topics of interest to attendees.

Detailed descriptions at: www.nesacenter.org/page.cfm?p=1342
Jane Hulbert has been in the communications field for 25 years. Ms Hulbert and partner Jim Hulbert, an employment attorney, started The Jane Group, a crisis communications firm that works exclusively with independent schools. The Jane Group has handled hundreds of crisis situations. Ms. Hulbert was the director of crisis media and managed hundreds of crisis situations. Through the Jane Group blog (www.thejanegroup.com), Ms. Hulbert has been a guest blogger on the blog of the National Association of Independent Schools, an article on crisis communications. She has been a keynote speaker at the National Basketball Association’s annual management meeting and on the faculty at the Independent School Management Annual Conference. Ms. Hulbert has won numerous awards for her contributions to school communications and media relations. She is a member of the International Association of Business Communicators and Independent School Executives in Action, among other organizations. She received her Bachelor of Science degree from Bryant University and her Master of Science degree from the University of Miami. Ms. Hulbert is an active volunteer in her community and is committed to the well-being of the next generation of leaders.

DAN FEIGELSON is a literacy consultant who specializes in reading and writing workshops, grades 2-8. He has been a literacy coach and teacher at both the elementary and middle school levels. He has also served as a literacy coach at the secondary level. Mr. Feigelson is currently the director of curriculum and instruction at a large urban school district. He has been a keynote speaker at numerous conferences and workshops and has presented at numerous regional and national conferences. Mr. Feigelson has also been a guest speaker at the American School of Dubai and the American School of Manama. He has written several articles on literacy instruction and has been a frequent guest on radio and television shows. He is the author of several books on literacy instruction and has been a consultant to several districts and schools.

**Istanbul 2014**

**SPECIALIST WORKSHOPS**

**KEN O’CONNOR** was a 23-year veteran teacher in Canada and Australia before serving as a curriculum coordinator in Scarborough and Toronto. He has been an independent consultant since 1999 and an international staff development presenter and facilitator on assessment, grading, and reporting. He is the author of The School Leader’s Guide to Grading, and How to Grade for Learning. Linking Grades to Standards, kenco@aol.com, oconnorgrading.com

**KEN PETERSON** is an Emeritus Professor at the University of Wisconsin-Madison, and the founding director of the Vanderbilt Principals Institute. Over the past two decades he has written extensively about school leadership, school culture building, and successful improvement practices. Dr. Peterson has co-authored four books with Terrence Deal that probe into the complexities and challenges of shaping strong, positive cultures, including Shaping School Culture: Pitfalls, Paradoxes, and Promises, kpetersen@education.wisc.edu

**KEYNOTE SPONSORED BY BUFFALO STATE-SUNY**

**Friday, October 24**

**ROOM: BALLROOM I/II**

> The Way Ahead in Communicating Student Achievement

After years of standards-based curriculum, instruction and assessment implementation, traditional grading practices are no longer acceptable and must be changed, especially in secondary schools. Explore the six "Musts" to make grading effective so students become independent, self-directed learners.

**Saturday, October 25**

**ROOM: JUNIOR BALLROOM A**

> Shaping Positive and Transforming Negative School Cultures in International Schools

Explore ways to assess, transform, and reinforce school culture. Examine the differences between school culture and climate and the relationship of culture to student and teacher learning. Learn to build positive school culture, engage in reflective cultural analysis and consider ways to celebrate success and address negativity. Discover the ways positive and toxic school cultures impact success because of the special context of international schools.

**Sunday, October 26**

**ROOM: M32**

> Building and Enhancing School Cultures Through Stories, Celebrations, and Leadership Practices

Learn how to build a strong, positive culture by reinforcing core values, recognizing staff contributions and celebrating success. Examine your own leadership practices, and discover how to engage in positive storytelling, design meaningful ceremonies and celebrations, reinforce and build positive energy, and how to use social media to reinforce core values.

**Thursday, October 23**

**ROOM: JUNIOR BALLROOM A**

> Assessing Creativity — A New Approach for Educators

The author of more than 80 articles and 30 books (including The Seven Virtues of Creativity in early 2015), DOUGLAS REEVES received the Contribution to the Field Award from the National Staff Development Council (now Learning Forward), and the Brock International Prize for his contributions to educational research. As the founder of The Center for Successful Leadership, Dr. Reeves provides support for a wide variety of education-related systems around the world. dreeves@changeleaders.com

**Friday, October 24**

**ROOM: BALLROOM I**

> Effective Reporting of Student Achievement

Although curriculum, instruction, and assessment are increasingly standards-based, parallel changes in grading and reporting have been slow, especially in middle and high schools. Explore guidelines for and examples of non-traditional reporting, as well as purpose, content and performance standards, learning skills/work habits, and student and parent involvement.

**Saturday, October 25**

**ROOM: BALLROOM I**

> Leading for Creativity

This multi-disciplinary approach to creativity, with the latest research and ideas from neuroscience, education, psychology, and philosophy, makes a compelling case for what leaders must do (and avoid) to nurture creativity among students and teachers, and contends that policies and practices in curriculum, assessment, and evaluation often undermine creativity.

**Saturday, October 25**

**ROOM: BALLROOM II**

> Designing Effective Systems for Teacher Evaluation and Professional Learning

Effective teacher evaluation systems have a dual purpose: assurance of high quality teaching and promotion of professional learning. Well-designed systems promote collaboration between teachers and supervisors, and result in professional learning for all. Learn guidelines to develop your system, get questions answered and consider applications and next steps.

**Saturday, October 25**

**ROOM: BALLROOM III**

> How Can You Be Creative in a Standards-Based Environment?

Educational authorities have praised creativity and decried standardization for several years. However, the daily reality is that creativity is undermined not only by standardized testing and checklist evaluations of educators, but also by curriculum and assessment practices that claim to encourage creativity. Examine these mixed messages with time for personal application.

**Saturday, October 25**

**ROOM: BALLROOM IV**

> Assessing Creativity — A New Approach for Students, Teachers, and Educational Leaders

Creativity is not immune from objective assessment. In fact, it can be assessed, but most assessment of creativity is dead wrong; it is inconsistent with the best research on the subject and actually stifles the risk, error, and failures essential to creative endeavor. Learn practical guidelines about the best (and worst) practices in assessment and apply them to your school situation.

**LYNN R. SAWYER** is an international educational consultant, presenting workshops and seminars on Cognitive Coaching, Learning-Focused Supervision, Facilitating Collaborative Groups, Mentoring Matters, Data-Driven Dialogue, Habits of Mind, and Coaching the Framework for Teaching. She is a Training Associate for the Center for Cognitive Coaching, the Danielson Group, MiraVia, Center for Adaptive Schools, Habits of Mind, and the ASCD Faculty. lynnsawyer50@gmail.com
Friday, October 24
ROOM: JUNIOR BALLROOM A
> Learning-Focused Supervision: Developing Professional Expertise in Standards-Driven Systems
Facilitating powerful learning-focused conversations lies at the heart of supervision. Learn how to apply verbal and non-verbal skills across a continuum of interaction: calibrating – consulting – collaborating - coaching; feedback methods to improve instructional decision-making; and tools and templates for planning, reflecting and problem solving one-to-one and in small groups.

Sunday, October 26
ROOM: JUNIOR BALLROOM A
> Lenses and Language: Moving Teachers from Novice to Expert Teaching Practice
Learn what expert practice is and how to listen and respond strategically to colleagues through five lenses. Explore the use of data to keep interactions learning-focused and student-centered, define and develop the supervisor-to-teacher relationship, support novice to expert teacher thinking and the shift from teaching-focused to learning-focused interactions with students.

BRUCE WELLMAN is Co-director of MiraVia LLC, where he consults with school systems, professional groups and organizations worldwide on learning-focused classrooms, learning-focused conversations for supervisors and mentors, presentation skills and facilitating and developing collaborative groups. He is the author and co-author of numerous publications, including Learning-focused Supervision: Developing Professional Expertise in Standards-Driven Systems, and Mentoring Matters: A Practical Guide to Learning-focused Relationships. Bwellman@miravia.com, miravia.com
GENERAL INTEREST WORKSHOPS
THURSDAY, OCTOBER 23, 3:00-4:00

JENNY CANAR is the Elementary School Principal at the American International School-Riyadh. Her fourteen-year career in education includes MS Math/Science, ES homeroom teacher and literacy coach, and five years in elementary administration. Her international experience includes service in Berlin, Germany; Surabaya, Indonesia; and Shanghai, China. She holds a Certificate and Masters of Education in Educational Leadership. jcanar@aisr.org

RENEE COUTURIER is the Director of Learning at the American International School-Riyadh. Ms Couturier began her sixteen-year education career in Canada, teaching various subjects in MS/HS and in the ECE classroom, and serving seven years as Director of Learning. She holds a Certificate and Masters of Education in Educational Leadership. rcouturier@aisr.org

RICK DETWILER has worked with school boards as head of five international schools over the past 25 years, including three NESA schools. Currently, Mr Detwiler is collaborating with NESA on its Board Development Project, in conjunction with conducting board training and strategic planning workshops at international schools in NESA, Europe, and Africa. Please see page 20 for Mr Detwiler’s series of workshops for Trustees at the FLC. rickdetwiler2@gmail.com

> Standards-based Assessment in the Reading Workshop? It Is Possible!
ROOM: JUNIOR BALLROOM B
How do we best assess readers while honoring their growth and achievement, the reader’s workshop model of instruction, and a standards-based curriculum? Learn how we moved from formative/anecdotal reporting to common, standards-based assessments and a standards-based report card for reading. Examine our process of assessment development, standard-alignment, parent communication, and development of reporting standards for reading.

> NESA School Board Job-Alike: An Opportunity for Networking
ROOM: M30
Get to know other board members, share your experiences, gain greater understanding of common issues confronting NESA school boards, and develop a networking connection to serve you and your board after the conference is over. The agenda is based on the needs of attendees. Bring your wisdom, your experiences, and your questions, and we will learn together!

NITASHA CHAUDHURI is Elementary School Associate Principal at the American School of Bombay, responsible for the instructional leadership of the Early Years, Kindergarten and Grade 1. Ms Chaudhuri has 15 years experience teaching lower elementary students and a Masters Degree in Curriculum and Teaching from Boston University. She chaired a faculty search committee whose work led to the hiring of the Elementary School Principal. chaudhurin@asbindia.org

> NITASHA CHAUDHURI is Elementary School Associate Principal at the American School of Bombay, responsible for the instructional leadership of the Early Years, Kindergarten and Grade 1. Ms Chaudhuri has 15 years experience teaching lower elementary students and a Masters Degree in Curriculum and Teaching from Boston University. She chaired a faculty search committee whose work led to the hiring of the Elementary School Principal. chaudhurin@asbindia.org

Nitasha Chaudhuri
KATIE SHEFREN is Middle School Associate Principal at the American International School of Bombay. She has extensive experience teaching MS social studies in a 1:1 laptop environment. Ms Shefren is currently pursuing her second Masters Degree in Educational Leadership and School Administration from Lehigh University. She has successfully chaired two faculty search committees whose work led to the hiring of two successful principals. shefrenk@asbindia.org

JACOB HENDRICKSON is High School Principal at the American International School of Jeddah in Saudi Arabia. His 20 years of experience include public schools in California and Washington at the middle and high school levels prior to his current role in Jeddah. He prioritizes classroom visibility through observations and formative “Learning Walks” which drive instructional change. jhendrickson@aisj.edu.sa

CRAIG JOHNSON is Superintendent of the American School of Bombay. He returned to India after 15 years as High School Principal at Graded School in Sao Paulo and Headmaster of the American School of Brasília. He is a regular presenter and workshop facilitator on a variety of Leadership and School Improvement topics. johnsonc@asbindia.org, Twitter: @c_alan_johnson

MARK SULLIVAN is the MS/HS Assistant Principal at the American International School of Jeddah. His 19 years of experience in international schools include several roles at Cairo American College. Mr Sullivan has found Learning Walks a great way to break out of operations and discipline and provide context for conversations with teachers about student learning and instructional practices. msullivan@aisj.edu.sa

Katie Shefren
Jacob Hendrickson
Craig Johnson
Mark Sullivan

> Faculty Search Committees in Recruiting School Leadership
ROOM: BALLROOM II
How can your faculty help recruit new principals and heads of school? Why involve faculty in this crucial decision-making process? Learn from the American School of Bombay that recently hired three new principals using this model. Explore a new template for hiring a school leader. This workshop is appropriate for senior school leaders.

> Learning Walks: Providing Targeted & Formative Feedback to Teachers in Ten-Minute Visits
ROOM: M31
Learn how to use ten-minute classroom visits to give feedback and collect data that create meaningful professional development for teachers. The data is then used to inform instruction (PD). Teachers immediately receive targeted feedback that is very specific and makes them reflect on instruction. This has been an amazing protocol that has driven our work as school leaders in a positive way.

> Internationalism in a World of Unprecedented Economic Disparity
ROOM: B37
In the 1800s, slaves and owners never met in a co-learning environment; in the 1900s, the division was boys and girls. The world might be a different place had these boundaries been crossed earlier. With nearly four billion people below two-dollar-a-day incomes, the defining international division of this century is ever-widening economic disparity. Discover what learning can occur when rich and poor students come together, even for a week.

> Learn the Latest in Website Technology, Branding and Best Practices
ROOM: R26
Explore new trends and strategies in school website technology: Online Learning Platforms, Responsive Design, data integration, social media and website analytics. Explore rebranding efforts and best practices, as these are key components for engaging parents, students, prospective families and faculty. Gain ideas and inspiration for your school’s website and incorporate the latest technology.
JEFFREY PLATENBERG is the Assistant Superintendent for Fairfax County Public Schools, and serves on the Climate, Energy and Environment Policy Committee. He is a Licensed General Contractor, Certified Educational Facility Planner and was the 2012 Education Week Leader to Learn From. Mr. Platenberg is an Educational Leadership Policy Fellow and School Leader Executive Institute, Center for Creative Leadership program graduate. jiplatenberg@fcps.edu

JEFFREY PLATENBERG

> Sustainable Truths: Local Action, Global Impact

From students’ soft voices and staff member passion to large organizational initiatives, learn easy-to-initiate steps to conserve energy and increase funding, and discuss real world examples of organizations conserving energy while enhancing the educational environment. We will incorporate different facets of sustainability beyond energy management, recycling and building design, showing how we all can take conscientious action.

JEFFREY PLATENBERG

> Protecting Schools and Staff in a Volatile World: An Essential Guide to Safety and Risk Management

Turbmoil, increasing conflict, kidnappings and most recently life threatening disease, raise concerns for international school safety. Join Clements Worldwide to discuss Safety and Risk Management. Topics include: • Crisis Management: Before, during and after an incident • Minimize Risk: Empower staff with preparation and knowledge • Policies and Procedures: Ensure organizational safety with comprehensive international insurance • Case Studies.

JEFFREY PLATENBERG

> Measuring the Mission

Do mission and vision statements make a difference for students? Are they really a part of the everyday life and learning culture? What is meaningful and appropriate evidence we are achieving our guiding statements for students? How can they be measured? Learn the story of the American School of Doha’s quest to measure success, including how every faculty member is involved in goal setting that advances the mission.

JEFFREY PLATENBERG

DEBORAH WELCH is the Director of the American School of Doha (dwelch@asd.edu.qa). Lana Al Aghbar (lala@ahbri@asd.edu.qa), Brian Donaldson (bdonaldson@asd.edu.qa), Steve Leever (sleever@asd.edu.qa) and Colin Boudreau (cboudreau@asd.edu.qa) are the Principals of the four divisions. Gail Seay (gseay@asd.edu.qa) is the Director of Teaching and Learning, Jim Carpenter (carpenter@asd.edu.qa) is the Deputy Director of Finance and Operations, and Alejandra Neyra Prado is a Data Analyst at ASD (aneyraprado@asd.edu.qa).

DEBORAH WELCH

Ricardo Urbina is Director of Sales-International Education at Clements Worldwide, a multi-line insurance brokerage. Mr. Urbina holds a BS in Finance, an MBA, and is working toward a Risk Management Certification. His more than eight years experience with international schools gives him unequaled understanding of risk management needs and employee benefits structures.

Ricardo Urbina

> Measuring the Mission

ROOM: JUNIOR BALLROOM A

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Ricardo Urbina

Ricardo Urbina
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**FRIDAY, OCTOBER 24, 2:00-3:00**

**GENERAL INTEREST WORKSHOPS**

**Is Your Strategic Plan Making an Impact?**

ROOM: R27

Is your school’s strategic plan guiding you in the right direction? How are you executing it? What impact has it had on your school’s performance? We will share two case studies from schools that used an integrated strategic planning and data measurement process. Learn how data became an integral part of planning, challenges and successes. Co-presenter: Dr. Stephen Holmes, The Knowledge Partnership.

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www.finalsites.com/quotes

**KELLY CHRISTIAN** is the Director of Operations for the Middle States Commissions on Elementary and Secondary Schools (MSA-CESS), where she works with the Executive Director to manage domestic and international operations, and oversees MSA’s international volunteer program that connects schools with teams of volunteers. She earned degrees at George Washington University and the University of Pennsylvania.

kchristian@cess-msa.org

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**JACKIE GILBERT** is Associate Director and the staff liaison for PK-12 Districts and Schools for the Middle States Commissions on Elementary and Secondary Schools (MSA-CESS). She is the designated associate for all overseas schools and the primary contact for accrediting associations that work cooperatively with MSA-CESS. Ms. Gilbert authored the MSA-CESS World Languages Credential.

jgilbert@cess-msa.org

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**Is MSA Accreditation Team Training**

ROOM: M32

The Middle States Association accredits more than 3000 schools in the US and in more than 90 other countries. A vital part of the process is the peer-to-peer evaluation (team visits), excellent professional development for volunteers and invaluable for schools preparing for accreditation. Learn more about Middle States activities and joining our network of volunteers. Geared to both experienced and first-time volunteers.

**MARY BETH FORTON** is the director of publications and communications for Northeast Foundation for Children, developer of the Responsive Classroom approach. She is a coauthor of Rules in School: Teaching Discipline in the Responsive Classroom, and has taught in elementary and middle schools, specializing in working with students with learning difficulties.

marybeth@responsiveclassroom.org

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**BRIAN BEDRICK** is Managing Director of Interactive Data Partners (IDP), which provides data dashboards that help schools use data more effectively. Previously, Mr. Bedrick was a nuclear engineer for the US Department of Defense, Director of Internet Transformation at AT&T, and Vice President of E-Commerce at General Electric. He has Mechanical Engineering and MBA degrees.

brian@interactivedatapartners.com

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marybeth@responsiveclassroom.org
ALICE YANG is the associate director of publications and communications for Northeast Foundation for Children. She has spent her career writing and editing for organizations devoted to children’s well-being. She is a co-author of the Responsive Classroom book, Parents and Teachers Working Together. alice@responsiveclassroom.org

> Responsive Classroom: An Introduction
ROOM: JUNIOR BALLROOM A
Responsive Classroom is a research-based educational approach used by K-12 teachers throughout the US. It is associated with greater teacher effectiveness, higher student achievement, and improved school climate. View a video of the approach, and get an overview, including teacher competencies this approach builds, research on student outcomes, and Responsive Classroom professional development services.

CRAIG JOHNSON is Superintendent of the American School of Bombay. He returned to India after 15 years as High School Principal at Graded School in Sao Paulo and Headmaster of the American School of Brasilia. He is a regular presenter and workshop facilitator on a variety of Leadership and School Improvement topics. johnsonc@asbindia.org. Twitter: @c_alan_johnson

> Issues Around Child Protection: A Panel Discussion
ROOM: BALLROOM II

FIONA REYNOLDS is the Director of Teaching and Learning at the American School of Bombay. She has worked in Brazil, India, the Ivory Coast, Mexico, and Poland. Her current foci are bringing 21st Century habits to student learning and supporting teacher professional learning and institutional change. She is working on her doctorate in international education leadership. reynoldsf@asbindia.org

> Differentiating Instruction With Technology
ROOM: JUNIOR BALLROOM B
Learn how classroom technology (hardware, software, and the Web) offers ways to teach the same concepts to multiple learners with different abilities at the same time. Topics include: • Strategies for differentiating instruction in diverse classrooms • Tips and tactics for differentiating instruction with common classroom technologies • Methods for building differentiated instruction into daily lesson plans.

SHABBI LUTHRA has worked for over two decades in international schools in the field of educational technology. Currently Director of Research and Development, and Technology at the American School of Bombay, she works with stakeholders to study, prototype, research, and develop new schooling designs for the 21st century. luthras@asbindia.org. Twitter: @shiluthra

> Data Analytics: Application in Schools
ROOM: BALLROOM I
At the heart of learning analytics lies the data conversation, which in a school context means it permits reflection. Learn novel ways the American School of Bombay looks at school data to facilitate conversations around different types of data. We will share the web-based visual data interfaces we have developed to understand and interact with data, and to support decision-making.

SUJOY CHAUDHURI is an ecologist and software developer who worked with the Aster team at NASA’s Jet Propulsion Lab to create Terralook (http://terralook.sourceforge.net) a GIS toolkit for browsing and manipulating their vast archives of satellite imagery. Currently, he’s enjoying creating apps that help tell stories with data. chaudhuri.sujoy@gmail.com

Moderator:
BRIAN MATTHEWS is the Superintendent of the American International School-Riyadh. He has worked in the UAE, Saudi Arabia, the Philippines, Canada and the US as a teacher, curriculum director, principal, superintendent and adjunct professor. He earned a doctoral degree in Organizational Leadership from the University of San Diego, and holds degrees from Queen’s University, Canada. bmatthews@aisr.org

> Internationalism and Interculturalism: What Does it Look Like?
ROOM: R24
The NEASC 8th Edition Accreditation protocol provides a compass for continuous school improvement. One key standard challenges accredited schools to demonstrate a commitment to internationalism and interculturalism (cultural understanding). Explore the importance of situational leadership when implementing this complex concept. Share your school’s success in this process while reflecting on the diverse approaches taken by schools globally.

LYNN NOTARAINNI is International Sales Manager at Curriculum Associates, LLC. Previously, at Mimio Interactive Technologies she served schools in Latin America and the Caribbean. She created Simply Teach Tech in 2012, which combines interactive teaching technologies supported by high quality professional development and teacher training. lnotarainni@cainc.com

> Issues Around Child Protection: A Panel Discussion
ROOM: BALLROOM II

Fiona Reynolds

Fiona Reynolds
Based in London, Clive Ungless is Director of International Operations for Finalsite. Educated at Royal Holloway College, London University and the Royal College of Music, he began as a musician in baroque ensembles. Mr. Ungless has worked for over 20 years in international education as a history and humanities teacher, Dean of Students, Webmaster, IT Director, and Communications Director. clive.ungless@finalsite.com

Kelby Zenor

Kelby Zenor, a Senior Associate at Rubicon International, coordinates and presents professional development programs on curriculum review, analysis and process, and offers workshops via the Atlas Education Centre. She plays a major role in the implementation and training of international schools, particularly in Asia and Australia. kzenor@rubicon.com

Steve Roberts

Steve Roberts is an Education Associate at Rubicon International and plays a lead role in the integration of Atlas with emerging technologies. He taught in Haiti and Korea, and directed technology programs and implemented 1:1 learning environments at AIS-Dhaka, Walworth Barbour AIS in Israel, and Cairo American College. Mr. Roberts was also part of NESA Virtual School. sroberts@rubicon.com

> Behind the Password Protected Portal: How to Better Engage Your Constituents

ROOM: M30
See behind the password-protected portal and how you can better engage constituents with a centralized communication point. Portals also serve as a gateway to other systems with seamless data integration with student information systems and single sign on, making your website the core to communications. Learn about Finalsite LMS and how to create a connected environment for your community.

> What’s New with Atlas?

ROOM: M31
Explore how the latest features and functions in Atlas can provide you with easy tools to analyze, communicate, revise and review your curriculum development process. Bring your laptop to explore:

- ways schools use Atlas to support curriculum fidelity.
- school messaging, discussions, saving and sharing reports.
- collaborative planning in the unit template.
- new ways to integrate Atlas with your process and other tools.

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—Dr. Timothy S. Stuart, executive director of R&D and strategic programs, Singapore American School

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- Choose from a variety of options: on-site training, interactive web-conferencing, and more.
- Discover strengths and learn to navigate challenges unique to your school.

Online Tools
- Support collaborative teams with tools to define learning targets, build assessments, and align data.
- Access hundreds of idiots and resources from top authors.
- Receive personalized virtual coaching from PLC experts.

Streaming Events
- Experience engaging webinars and breakdowns from the comfort of your school.
- Have an on-site travel and front expert.
- Enjoy personalized guidance from an onsite PLC at Work™ associate.

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**GENERAL INTEREST WORKSHOPS**

**SATURDAY, OCTOBER 25, 3:00-4:00**

**JAMES CARPENTER** is the Deputy Director at the American School of Doha (ASD), serving as Chief Financial Officer, managing facilities, security, operations, admissions, human resources, development, and analytics. ASD’s analytic function introduces data analysis into decision making, Board reporting and instructional strategies. Mr Carpenter holds degrees from Harvard University’s Kennedy School and the University of California, Berkeley.  

**jcarpenter@asd.edu.qa**

**ALEJANDRA NEYRA PRADO** is a Data Analyst at the American School of Doha. She gathers, manages and analyzes data related to student learning, professional development and financial management by applying different quantitative and qualitative techniques. Ms Prado has degrees from Hochschule für Technik und Wirtschaft (University of Applied Science for Technology and Economics), Germany, and Mount Holyoke College, USA.  

**aneyrprado@asd.edu.qa**

**BRIAN BEDRICK** is Managing Director of Interactive Data Partners (IDP), which provides data dashboards that help schools use data more effectively. Previously, Mr Bedrick was a nuclear engineer for the US Department of Defense, Director of Internet Transformation at AT&T, and Vice President of E-Commerce at General Electric. He has Mechanical Engineering and MBA degrees.  

**brian@interactivedatapartners.com**

> **Data Analysis for Decision Making in International Schools**

**ROOM: JUNIOR BALLROOM A**

The American School of Doha (ASD) and Interactive Data Partners (IDP) will share case studies in data mining and analysis to drive data informed decisions that impact student performance and operational aspects of the school. They will provide an overview of the methodology, process and tools used to obtain, manipulate and display data for an expert and non-expert audience.

**JACKIE GILBERT** is Associate Director and the staff liaison for PK-12 Districts and Schools for the Middle States Commissions on Elementary and Secondary Schools (MSA-CESS). She is the designated associate for all overseas schools and the primary contact for accrediting associations that work cooperatively with MSA-CESS. Ms Gilbert authored the MSA-CESS World Languages Credential.  

**jgilbert@cess-msa.org**

**Jackie Gilbert**

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GENERAL INTEREST WORKSHOPS

**KELLY CHRISTIAN** is the Director of Operations for the Middle States Commission on Elementary and Secondary Schools (MSA-CESs), where she works with the Executive Director to manage domestic and international operations, and oversees MSA’s international volunteer program that connects schools with teams of volunteers. She earned degrees at George Washington University and the University of Pennsylvania.

* kchristian@cesmsa.org

**Teresa Fry** is the Director of Teaching and Learning at the American International School of Dhaka. An educator for 23 years, she earned her Masters in Educational Leadership in 2007. Ms. Fry has presented on and written about Teacher Inquiry, Collaboration, PLC’s, Teacher Autonomy, Leadership and Workshop Facilitation Skills for the British Columbia Teachers Federation, American Education Research Association, and school districts.

* tfry@aisdhaka.org

**David Chadwell** is Curriculum Coordinator at Cairo American College. He has worked as a teacher, government official, administrator and consultant to schools. Mr. Chadwell has analyzed MAP data for many years, assisting administrators to raise questions and see trends, presenting school-wide implications to parents, and working with teachers to use data to better meet the needs of students.

* DChadwell@G-Caesarea.org

**Reuven Lewis** is the Sr. VP of International Sales at Achieve3000. After 22 years of classroom teaching, Mr. Lewis changed direction and entered the educational software arena. His interests lie in proving the ability of teachers to effectively use software in their classrooms.

* reuven.lewis@achieve3000.com

**Selcuk Can Guven** holds a PhD in molecular neurobiology. His main research interest is physiology of learning, with a special focus on genetic and neurobiological foundations of the learning process. He is collaborating with e-learning companies and teachers to translate the findings of medical research into usable data in K-12 classrooms.

* selcuk@global.co

**Bruce Mills** is a former U.S. State Department Senior Regional Security Officer (RSO) with over 26 years experience providing security assistance and crisis management for government, corporate, NGOs and international schools worldwide. His post-government career was in senior executive and consultative positions at major international corporations. Mr. Mills is a Certified Protection Professional (CPP), awarded by ASIS International.

* pmills@clearpathepm.com

**Kate Manning** is Business Development Manager at Teach Away Inc. where she develops working relationships with key personnel within government and private organizations to proffer recruitment solutions for projects of any size. As a qualified secondary math and science teacher, Ms. Manning identifies the importance of active engagement, scaffolding and student-centered lessons in the classroom.

* kate@teachaway.com

**ASH PUGH** is Recruitment Manager at Teach Away Inc, an award-winning international teacher recruitment agency. His experiences advising teacher hiring highlighted the absence of high-quality, accessible TEFL training for international educators. This led to Teach Away’s collaboration with the University of Toronto’s Ontario Institute for Studies in Education (OISE) and the creation of UofT TEFL Online.

* ash@teachaway.com

**The Future of ESL Instruction in International Teaching**

* Room: Junior Ballroom B

International educators require specific training to address the unique needs of students from varied linguistic backgrounds. Via case studies and world-class research, University of Toronto TEFL Online will explain how professional development in TEFL has become essential in the international classroom, and demonstrate how accessible these skills can be with industry-leading online learning.
> Portable Digital Media - A Diet for Your Backpack!

**ROOM:** R26

Over-sized backpacks not only cause physical problems for students, they also indicate a lack of access to more portable digital media that engage and inspire students. Explore exciting, new ways to provide students unlimited access to just-right media resources on digital devices, and learn how this helps ELL students in their acquisition of the English language.

**NATE SWENSON** is Middle School Principal at The American International School of Jeddah. His education experience ranges from federal programs administrator, district assessment coordinator, and curriculum director. He was a classroom teacher in grades K, 3, 4, and 6 in Minnesota and has been a principal for ten years. nate@nateswenson.com

**KELBY ZENOR**, a Senior Associate at Rubicon International, coordinates and presents professional development programs on curriculum review, analysis and process, and offers workshops via the Atlas Education Centre. She plays a major role in the implementation and training of international schools, particularly in Asia and Australia. kzenor@rubicon.com

**STEVIE ROBERTS** is an Education Associate at Rubicon International and plays a lead role in the integration of Atlas with emerging technologies. He taught in Haiti and Korea, and directed technology programs and implemented 1:1 learning environments at AIS-Dhaka, Walworth Barbour AIS in Israel, and Cairo American College. Mr Roberts was also part of NESA Virtual School.

sroberts@rubicon.com

> Managing Curriculum in Atlas

**ROOM:** M31

Experience The Adopted Curriculum tools in Atlas curriculum management system that allow publication of consensus curriculum to teachers, ensuring some parts of the curriculum remain the same while allowing teachers freedom to design specific learning plans. The goal is to provide a similar learning outcome for course level curriculum while allowing teachers flexibility to meet student needs.
The NESA Board of Trustees is pleased to announce that this year’s recipient of NESA’s Finis Engleman Award is SARAH DAIGNAULT, the founding Executive Director of the National Business Officers Association (NBOA), an now an instructor at the Klingenstein Center at Teachers College, Columbia University.

This award, named for an outstanding educator and a founding father of NESA, is presented to an individual who has made a significant, long-term contribution to international education. Given Sarah’s work with NESA and with the wider international educational community, she is certainly deserving of this singular honor.

Sarah has been a fixture at the NESA Fall Leadership Conference for the past 12 years. In fact, her first conference was with us the last time we were in Istanbul — also at the Conrad Hotel. So, although we hate to see her leave us (this is her last conference), it’s fitting that her farewell will be “where it all began”.

Her service to NESA has included being a presenter at the business officers strand at the Fall Leadership Conference for the past ten years; doing organizational audits for NESA; and consulting with individual member schools. In the wider sphere of international education, she has also presented at other regional conferences and served as a consultant to a number of international schools.

NESA is proud to present this award to Sarah Daignault in recognition of her long and outstanding service to the NESA organization, to individual schools and to independent education worldwide.

SARAH DAIGNAULT is an instructor at the Klingenstein Center at Teachers College, Columbia University in New York City. She teaches Master’s candidates about independent school finance and also has a consulting practice working with schools and associations in the areas of operations, finance and governance. Ms Daignault spent 12 years as the founding Executive Director of the National Business Officers Association (NBOA) that is dedicated to serving independent school business officers by providing professional development and information on independent school finance and operations. Prior to founding NBOA, she was the Business Officer at Friends School of Baltimore and at Bryn Mawr School for Girls.

In addition to her experience in school finance and operations, she has extensive school board governance experience. During her 19-year tenure on the Board of Directors of the Madeira School in Virginia, Ms Daignault was the President of the Board for eight years. She also chaired Madeira’s capital campaign and the head search process. She currently serves on the boards of the National Coalition of Girls’ Schools (NCGS) and the Association of Independent School Admission Professionals (AISAP), and has also served on the board of the National Association of Independent Schools (NAIS).

During the FLC, Ms Daignault is co-presenting the four-day workshop series for Business Managers (page 23), and on Saturday, will co-present (with Marc Levinson) a three-hour workshop entitled, “Education and Governance Transformation: The Pillars of School Sustainability” (page 22).

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NESA AWARDS

Stanley Haas/Luke Hansen Student Award: In the spirit of Dr Stanley Haas, the late executive director of NESA, and Luke Hansen, a remarkable student who died in an accident, this award recognizes middle school students at NESA member schools who are a credit to themselves and their schools and who have consistently and significantly contributed to the welfare of others. Three finalists receive cash awards of $500 each. The top finalist attends NESA’s Spring Educators Conference (with an accompanying adult) and briefly addresses conference delegates. Last year’s (2013-2014) winners were: Karen Grace Hassanien (American International School of Riyadh), Hayden Leever (American School of Doha) and Olivia Wright (American International School of Kuwait).

Margaret Sanders International Schools Scholarship: The late Margaret Sanders established a scholarship fund to help graduates of international schools attend college. Four scholarships of $4,000 are granted to applicants who demonstrate, through school activities and community involvement, persistence and motivation, resourcefulness, and acceptance of other cultures and points of view. NESA submits one regional candidate from among its member schools for consideration by the Margaret Sanders Foundation. Last year’s NESA candidate, Meghna Sarah Thomas from the Walworth Barbour American International School in Tel Aviv, was one of the four winners! Application deadline: December 1

Finis Engleman Award: Dr Finis Engleman was an outstanding educator of international stature and the moving force behind the birth of NESA. The NESA Board of Trustees established this award, which is bestowed on an individual or group that has provided outstanding and sustained service to the NESA region and beyond. The Board presents the 2014 award to Sarah Daignault, founding Executive Director of the National Business Officers Association (NBOA), and currently an instructor at the Teachers College Klingenstein Center. See page 48 for more information.

For more information about NESA awards, please visit: www.nesacenter.org/page.cfm?p=352.

NESA HISTORY PROJECT

The “NESA History Project” was launched last fall to commemorate the 40th anniversary of its annual conference for teachers, now known as the “Spring Educators Conference”. The History Project is a collection of memories posted on the NESA website in blog form. It is important for us to document our history as a way of fostering a sense of continuity and educating newer NESA members about the extraordinary region in which we live and work.

To read ‘NESA memories’ contributed by international educators (like you!) past and present, and to learn how to submit your own memories, visit the “NESA History Project” page under the “About NESA” tab: www.nesacenter.org.

The program cover for NESA’s first administrators’ conference in Istanbul, 1987.
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Mission (our ‘niche’)
To maximize student learning, NESA serves member schools by facilitating sustainable and systemic school improvement based on the best practices of American and international education.

Vision (what we want to become)
NESA will create dynamic, collaborative professional relationships that transcend current barriers and boundaries in order to maximize student learning in member schools.

Core Values (our ethos)
NESA, a community of schools, strives to create a sense of belonging and identity, diminish feelings of professional isolation and foster a culture of mutual support and professional engagement.

We believe:
• individuals and organizations thrive only through continuous, transformative learning;
• diversity strengthens us, enriches us, and prepares us for an increasingly complex world;
• respect, integrity and trust are essential to create and sustain learning communities.

Collaboration is the cornerstone of our success.

Schools in about 80 countries currently use the International Schools’ Assessment (ISA) to assess over 70,000 students. The ISA makes it possible to monitor your students’ performance over time and to confirm that your internal assessments are aligned with international expectations of performance.

Are your students performing to international standards?

Features of the ISA Pencil & Paper assessment:
• Mathematical Literacy, Reading and Writing assessments for Grades 3 to 10
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• Based on the internationally endorsed mathematical literacy & reading frameworks of the OECD Programme for International Student Assessment (PISA)
• Comparison of Grade 8, 9 and 10 students’ results with PISA country results
• Administered over 2 months in October or February

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