FRIDAY, MARCH 20
8:30-10:00 Plenary Session (Convention Center Upper Hall)
- Welcome to Delegates
- Keynote: HEIDI HAYES JACOBS & BENA KALLICK, sponsored by International Schools Services

9:30-10:00 Coffee Break (Exhibition Area: Convention Center Lower Hall), sponsored by Follett International

10:00-10:30 Specialist Four-hour Workshops / Multi-day Workshops & Lunch
Workshop: ___________________ . ______________________________
Location: ____________________

12:30-1:00 Lunch – provided by NESA (Convention Center Lower Hall)
1:30-3:30 Specialist Workshops / Multi-day Workshops continued . . .

3:30-4:00 Coffee Break (Exhibition Area: Convention Center Lower Hall)

4:00-5:00 Teacher Workshops, Session 1 / Multi-day Workshops continued...
Workshop: ___________________ . ______________________________
Location: ____________________

5:30 Welcome Reception
Location: Sadirvan (sub floor -1) 
(please wear nametags!)

SATURDAY, MARCH 21
8:30-9:30 Plenary Session (Convention Center Upper Hall)
- Keynote: DYLAN WILLIAM, sponsored by NWEA (Northwest Evaluation Association)

9:30-10:00 Coffee Break (Exhibition Area: Convention Center Lower Hall)

10:00-3:00 Specialist Four-hour Workshops / Multi-day Workshops & Lunch
Workshop: ___________________ . ______________________________
Location: ____________________

12:00-1:00 Lunch – provided by NESA (Convention Center Lower Hall)
1:00-3:00 Specialist Workshops / Multi-day Workshops continued . . .

3:00-3:15 Coffee Break (Exhibition Area: Convention Center Lower Hall)

3:15-4:15 Teacher Workshops, Session 2 / Multi-day Workshops continued...
Workshop: ___________________ . ______________________________
Location: ____________________

4:30-5:30 General Interest Workshops
Workshop: ___________________ . ______________________________
Location: ____________________

7:30 Gala Evening
Istanbul Hilton Bosphorus Convention Center
(please wear nametags!)

SUNDAY, MARCH 22
8:30-9:30 Plenary Session (Convention Center Upper Hall)
- Keynote: BENA KALLICK

9:30-10:00 Coffee Break (Exhibition Area: Convention Center Lower Hall)

10:00-3:00 Specialist Four-hour Workshops / Multi-day Workshops & Lunch
Workshop: ___________________ . ______________________________
Location: ____________________

12:00-1:00 Lunch – provided by NESA (Convention Center Lower Hall)
1:00-3:00 Specialist Workshops / Multi-day Workshops continued . . .

3:00-3:15 Coffee Break (Exhibition Area: Convention Center Lower Hall)

3:15-4:15 Teacher Workshops, Session 2 / Multi-day Workshops continued...
Workshop: ___________________ . ______________________________
Location: ____________________

4:30-5:30 General Interest Workshops
Workshop: ___________________ . ______________________________
Location: ____________________

7:30 Gala Evening
Istanbul Hilton Bosphorus Convention Center
(please wear nametags!)

MONDAY, MARCH 23
8:30-9:30 Teacher Workshops, Session 3
Workshop: ___________________ . ______________________________
Location: ____________________

9:30-10:00 Coffee Break (Exhibition Area: Convention Center Lower Hall)

10:00-11:00 Teacher Workshops, Session 4
Workshop: ___________________ . ______________________________
Location: ____________________

11:15-12:15 Closing Plenary Session (Convention Center Upper Hall)
- Keynote: DEBBIE SILVER, sponsored by The College Board

CONFERENCE ADJOURNS
See you next year in Bangkok April 1-4, 2016!
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CONFERENCE SPONSORS

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

- **Buffalo State-SUNY** (sponsor of Saturday morning coffee break)
- **etr educational travel** (lanyards sponsor)
- **CollegeBoard** (sponsor of Monday’s keynoter Debbie Silver)
- **International Schools Services** (sponsor of Friday’s keynoters Heidi Hayes Jacobs & Bena Kallick)
- **Follett International** (Friday morning coffee break sponsor)
- **Robert College, Istanbul** (sponsor of audiovisual equipment)
- **NWEA (Northwest Evaluation Association)** (sponsor of Dylan Wiliam’s participation in SEC)
- **University of Kentucky** (conference program sponsor)
ISS iFair
Launching April 23, 2015

Virtual Platform + Real Connections =
An Opportunity You Can’t Miss

ISS is pleased to announce that we will be hosting our second iFair on April 23! Our first iFair, held November 13, 2014, created over 2,300 connections between schools and candidates.

The iFair combines interview sign-up with the latest technology platforms to bring interviewing directly to your phone or laptop.

Join ISS today to participate in this exciting event!

educatorcareers.ISS.edu
InternationalSchoolsServices
@IntlSchoolsSvcs
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 two-year research partnership between international schools seeking to more closely examine and evaluate a range of educational technology access, practices, beliefs and outcomes related to teaching and learning.
- Designed 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 customized research and measurement tools to systematically collect, quantity, and interpret the perspectives of students, teaching staff and parents through a series of surveys.
- Annual school reports provide a wide range of teaching and learning practices and perspectives.
- For participating schools, results provide a general audit of teacher and 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.

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

- 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?
- How do you determine if your implementation model for student computing is benefiting all classes and students equally?
- How do you determine if your investments in educational technology are helping to evolve teaching and learning practices in your classrooms?
- How do you know if your school is meeting students and parent expectations for the use of educational technology in school?
- How do the practices of your teachers and students compare to teachers and students at other international schools?
- How much consensus is there in your school community towards educational technology and 21st century learning goals

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

RESEARCH COLLABORATIVE MEMBERS

- American School of Bombay
- American Community School of Abu Dhabi
- American Community School of Amman
- American Embassy School - Delhi
- American International School of Budapest
- American International School - Chennai
- Avenues: The World School
- Cairo American College
- Frankfurt International School
- French American International School
- Graded School of Sao Paolo
- International School - Manila
- Knox Grammar School
- Lakefield College School
- Nexus International School - Putrajaya
- Qatar Academy
- Robert College - Turkey
- Singapore American School
- United Nations International School - New York
- Zurich International School
### PRECONFERENCE SESSIONS

**WEDNESDAY & THURSDAY, MARCH 18-19**

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<td>8:30-5:00</td>
<td>• Meeting of the NESA Professional Development Advisory Committee (PDAC)</td>
<td>Wed: Vista (9th floor)</td>
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<td>Thurs: Ballroom 3 (sub floor -1)</td>
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<tr>
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<td>Asya (8th floor)</td>
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### FIVE-DAY ADAPTIVE SCHOOLS CERTIFICATE COURSE

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<tr>
<td>Time</td>
<td>Event/Speaker</td>
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<td>8:30-10:00</td>
<td><strong>PLENARY SESSION</strong></td>
<td>Convention Center Upper Hall</td>
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<tr>
<td></td>
<td>Welcome to Delegates: DAVID CHOJNACKI, NESA Executive Director, Athens, Greece</td>
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<td></td>
<td>Keynote Presentation by the International Schools Services</td>
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<td>Introduced by Laura Light, Director, Educational Staffing, International Schools Services</td>
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<tr>
<td>10:00-10:30</td>
<td><strong>Coffee Break – sponsored by Follett International</strong></td>
<td>Exhibition: Convention Center Lower Hall</td>
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<tr>
<td>10:30-3:30</td>
<td><strong>Specialist Four-Hour Workshops / Extended (Three-day) Workshops (Lunch 12:30-1:30)</strong></td>
<td>Convention Center Upper Hall</td>
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<tr>
<td></td>
<td>• Heidi Hayes Jacobs &amp; Bena Kallick: Habits of Mind for Self-Directed Learning in the Contemporary Classroom</td>
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<td></td>
<td>• Renee Couturier &amp; Jenny Canar: Standards-based Assessment in the Reading Workshop? It is possible! K-12</td>
<td>Lalezar (Lobby level)</td>
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<td></td>
<td>• Chic Foote: Going Beyond the Classroom Walls - Transferring Learning from the Classroom to the Wider World, All Levels</td>
<td>Sadirvan B (sub floor -1)</td>
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<td></td>
<td>• Lee Ann Jung: Toward Meaningful Learning Support &amp; Inclusion in International Education, PreK-12</td>
<td>Vista (9th floor)</td>
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<td></td>
<td>• Debbie Silver: Going “Outside the Lines” to Provide Every 21st Century Learner with a Reasonable Chance at Success, K-12</td>
<td>Sadirvan A (sub floor -1)</td>
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<td></td>
<td>• Johanna Straavaldsen: The Healthy Relationships Project - Building Capacity to Implement Child Sexual Abuse Prevention in Schools, PreK-8</td>
<td>Neptune (Lobby level)</td>
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<td></td>
<td><strong>Extended (Three-day) Workshops:</strong></td>
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<td></td>
<td>• Matt Glover: Three-day Literacy Workshop - Foundation Course in Writing (Day 1/3): Nurturing Young Writers from Conferences to Units of Study, K-2</td>
<td>Fatih (9th floor)</td>
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<tr>
<td></td>
<td>• Ralph Fletcher: Three-day Literacy Workshop - Foundation Course in Writing (Day 1/3): Widening the Circle in the Writing Workshop, Grades 3-5</td>
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<td>Asya (8th floor)</td>
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<td></td>
<td>• Amy King &amp; Jennifer Wilfrid: WIDA Training for ELL/EAL Teachers, K-12 (Day 1/3)</td>
<td>Ballroom 3 (sub floor -1)</td>
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<td>• John Zola: Socratic Seminars: A Leader’s Workshop, Grades 1-12 (Day 1/3)</td>
<td>Mercury (Lobby level)</td>
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<td>12:30-1:30</td>
<td><strong>Lunch (provided by NESA)</strong></td>
<td>Convention Center Lower Hall</td>
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<tr>
<td>1:30-3:30</td>
<td>**Specialist Workshops continued... / Extended (3-Day) Workshops continued. . .</td>
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<td>3:30-4:00</td>
<td>Coffee Break</td>
<td>Exhibition: Convention Center Lower Hall</td>
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<td>4:00-5:00</td>
<td>Teacher Workshops, Session 1 / Extended (3-Day) Workshops continued... (see list on previous page)</td>
<td>see page 27 for Teacher Workshops Sadirvan (sub floor -1)</td>
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<td>5:30</td>
<td>Welcome Reception</td>
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<td>Time</td>
<td>Event/Speaker</td>
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<tr>
<td>8:30-9:30</td>
<td><strong>PLENARY SESSION</strong></td>
<td>Convention Center Upper Hall</td>
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<td></td>
<td>Keynote Presentation by the NWEA (Northwest Evaluation Association) Guest Speaker: DYLAN WILIAM, “Teacher Quality: Why It Matters, What It Is, and How to Get More of It”</td>
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<td>Introduced by Jorge Navarro, Senior Account Executive - International Partnerships, NWEA (Northwest Evaluation Association)</td>
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<td>9:30-10:00</td>
<td><strong>Coffee Break sponsored by Buffalo State SUNY</strong></td>
<td>Exhibition: Convention Center Lower Hall</td>
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<td>10:00-3:00</td>
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<td></td>
<td>• Dylan Wiliam: Embedding Classroom Formative Assessment with Teacher Learning Communities, K-12</td>
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<td>• Heidi Hayes Jacobs: Becoming a 21st Century Connected Teacher Developing Digitally Literate, Media Savvy and Globally Competent Learners</td>
<td>Sadirvan B (sub floor -1)</td>
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<td></td>
<td>• Bena Kallick: Assessing and Reporting Growth with Habits of Mind</td>
<td>Sadirvan A (sub floor -1)</td>
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<td><strong>Extended (Three-day) Workshops:</strong></td>
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<td>• Matt Glover: Three-day Literacy Workshop - Foundation Course in Writing (Day 2/3): Nurturing Young Writers from Conferences to Units of Study, K-2</td>
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<td>Ballroom 3 (sub floor -1)</td>
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<td>12:00-1:00</td>
<td><strong>Lunch</strong> (provided by NESA)</td>
<td>Mercury (Lobby level) Convention Center Lower Hall</td>
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<td>1:00-3:00</td>
<td><strong>Specialist Workshops continued... / Extended (Three-day) Workshops continued...</strong></td>
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<td></td>
<td>Keynote Presentation: BENA KALLICK, <em>“Dispositions: Reframing Teaching, Learning and Leadership”</em></td>
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<tr>
<td>9:30-10:00</td>
<td><strong>Coffee Break</strong></td>
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<tr>
<td>10:00-3:00</td>
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<td></td>
<td>• Lee Ann Jung: <em>Intervention Planning and Progress Monitoring for Learning Support, PreK-12</em></td>
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<td>12:00-1:00</td>
<td><strong>Lunch (provided by NESA)</strong></td>
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<td><strong>Specialist Workshops continued... / Extended (Three-day) Workshops continued...</strong></td>
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<td>3:00-3:15</td>
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<td></td>
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<td>• Lynn Notaraini: <em>Differentiating Instruction With Technology</em></td>
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<td>7:30</td>
<td><strong>Gala Evening</strong></td>
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# CONFERENCE PROGRAM

## MONDAY, MARCH 23

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<th>Event/Speaker</th>
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<td>8:30-9:30</td>
<td>Teacher Workshops, Session 3</td>
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<td>9:30-10:00</td>
<td>Coffee Break</td>
<td>Exhibition: Convention Center Lower Hall</td>
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<td>10:00-11:00</td>
<td>Teacher Workshops, Session 4</td>
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<td>11:15-12:15</td>
<td>PLENARY SESSION</td>
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<td>Keynote Presentation by The College Board Guest Speaker: DEBBIE SILVER, “Fall Down 7 Times, Get Up 8: Teaching Kids to Succeed”</td>
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<td>Introduced by Judith Hegedus, Executive Director, International Strategy and Business Management, The College Board</td>
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CONFERENCE ADJOURNS . . .

See you in Bangkok, April 1-4, 2016!

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**CAISA**

Commission on American & International Schools Abroad

CAISA accredits more than 200 international schools through its internationally acclaimed accreditation protocol, the 8th Edition—Journey to Excellence in International Education.

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November 3 – 5, 2014, Ray Sparks

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December 5 – 7, 2014, Gez Hayden

MELBOURNE, AUSTRALIA
January 3 – 6, 2015, Nick Kerdell

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

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

LONDON, ENGLAND
January 22 – 25, 2015, Gez Hayden

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

CAMBRIDGE, MASSACHUSETTS
February 5 – 8, 2015, Jessica Magagna

SAN FRANCISCO, CALIFORNIA
February 12 – 15, 2015, Michael Williams

BOGOTA, COLOMBIA
February 20–22, 2015, Bridget McNamer

DUBAI, U.A.E.
February 26 – 28, 2015, David Cope

BANGKOK-SPRING, THAILAND
March 19 – 22, 2015, Michael Williams

LONDON-SPRING, ENGLAND
April 17 – 19, 2015, David Cope

Spanning the Globe with a Personal Touch - 19 Offices Worldwide

Launceston, Australia
Nick Kerdell

Ontario, Canada
Robert Earlas
Ray Sparks

Nanjing, China
Gez Hayden

Mijas Malaga, Spain
Dr. Barry Drake

Bangkok, Thailand
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Pennsylvania, USA
Sally Gervin
Jessica D. Magagna
John Magagna

Washington DC, USA
Dexter Lewis

Washington, USA
Michael Williams

Established in 1990
Founding Director
John Magagna
MICHAEL BOURKE is the Chief Psychologist for the United States Marshals Service and the head of the USMS Behavioral Analysis Unit. Previously, Dr Bourke worked as a clinical psychologist for the federal prison system, and was assigned to the Sex Offender Treatment Program (SOTP) and Hypersexuality Management Program (HMP) at the Federal Correctional Institution in Butner, North Carolina. Dr Bourke is also the Youth Protection Champion for the Boy Scouts of America’s National Capital Area Council.

Michael.Bourke@usdoj.gov

JOHANNA STRAAVALDSEN, MSW, is the Youth Sexual Abuse Prevention Manager at Prevent Child Abuse Vermont, where she works with elementary and middle school communities to implement PCAV’s child sexual abuse prevention programming. Ms Straavaldsen earned an MSW from Columbia University School of Social Work and her Bachelors of Social Work from the University of Wisconsin-Madison. See page 25 for Ms Straavaldsen’s workshop on Friday.

jstraavaldsen@pcavt.org

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

JENNY CANAR is the Elementary School Principal at the American International School-Riyadh. Internationally she has worked in Berlin, Germany; Surabaya, Indonesia; and Shanghai, China. Ms Canar earned degrees from Illinois State University and The College of New Jersey. She holds a Certificate and Masters of Education in Educational Leadership.

jcanar@aisr.org

> Addressing Child Protection in Your School: A Pre-conference for Counselors, Psychologists and School Administrators
Thursday, March 19

ROOM: ASYA (8th floor)
AGENDA:

• 8:30-10:00  **Understanding Sexual Offending: MICHAEL BOURKE**
This session will explore the psychological and behavioral characteristics of sex offenders and address the important issues for counselors, psychologists and school administrators, and others who work in education.

• 10:00-10:30  **Coffee Break**

• 10:30-12:00  **Developing and Implementing School Policies and Procedures: BRIAN MATTHEWS and JENNY CANAR**
This session will review the policy and procedural considerations related to preventing and reporting child sexual abuse in an overseas school.

• 12:00-1:00  **Lunch (provided)**

• 1:00-2:30  **Bringing Sexual Abuse Prevention to School Communities: JOHANNA STRAVALDSEN**
This session will present information on best practices in child sexual abuse prevention highlighting strategies that target educators, students, and parents. Participants will learn the components of a comprehensive, developmentally targeted approach to prevention.

• 2:30-3:00  **Coffee Break**

• 3:00-4:30  **Safeguarding Children: MICHAEL BOURKE**
This session will focus on ensuring the psychological well-being of teachers, administrators, and support personnel who work in the field of education.
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APPLY TODAY
collegeboard.org/si-intl
Five-Day Adaptive Schools Certificate Program, Thursday–Monday

ROOM: Ballroom 2 (sub floor -1)

Adaptive Schools Schedule:
• Thursday, March 19 — 8:30-4:30
  10:00-10:30 coffee break / 12:30-1:30 lunch / 2:30-3:00 coffee break
• Friday, March 20 — 8:30-5:00
  10:00-10:30 coffee break / 12:30-1:30 lunch / 3:30-4:00 coffee break
• Saturday, March 21 — 8:30-3:00
  9:30-10:00 coffee break / 12:00-1:00 lunch
• Sunday, March 22 — 8:30-4:15
  9:30-10:00 coffee break / 12:00-1:00 lunch / 3:00-3:15 coffee break
• Monday, March 23 — 8:30-12:15
  9:30-10:00 coffee break

NOTE: Pre-sign up was required to attend. Detailed speaker biographies and course description, including outcomes, are located on the NESA website: www.nesacenter.org/page.cfm?p=1403.

Brief Description:
For international schools to effectively respond to the press for accountability and provide quality learning for all students, they must simultaneously address two perennial goals: the professional development of individual educators; and the development of the organization’s capacity to learn and be adaptive. Both build the capacity for school improvement, without which reform efforts will fail.

In this Center for Adaptive Schools Foundation Training, learn how to build strong collaborative and caring work cultures, in which results-oriented faculties work together for continuous school improvement. Explore the latest practical findings in organizational development, team learning and navigating the currents of change.
Three-day Literacy Workshop - Foundation Course in Writing: Nurturing Young Writers from Conferences to Units of Study, Grades K-2
Friday-Sunday, March 20-22

ROOM: FATIH (9th floor)
We will consider small and large interactions with children that influence their identities as writers. We will examine key beliefs and strategies that support young writers during writing workshop; writing conferences; and big picture thinking about units of study. You will learn and use a process for projecting units of study that meet curricular goals and respond to individual student needs. Please bring 2-3 pieces of student writing.

Three-Day Literacy Workshop - Foundation Course in Writing: Widening the Circle in the Writing Workshop, Grades 3-5
Friday-Sunday, March 20-22

ROOM: BALLROOM 1 (sub floor -1)
In this workshop, we’ll try to deepen our knowledge of writing and teaching. Each day we’ll devote time to the workshop experience. You will choose topics, write, receive feedback, and respond to other workshop members. The afternoons will be devoted to critical issues including: writing workshop, creating boy-friendlier writing classrooms, the power of the writer’s notebook, rethinking mentor texts, teaching non-formulaic nonfiction writing, encouraging more play in student writing.
> Three-Day Literacy Workshop - Foundation Course in Writing: Creating a Top-of-the-Line Writing Workshop, Grades 6-8 (Middle School)  
Friday-Sunday, March 20-22  
ROOM: ASYA (8th floor)  
Explore topics essential to running a writing workshop that helps middle school students grow as writers. Learn about key conferring principles and how to improve your confering skills. Assessment, and how to use assessment information to guide writing conferences and mini-lessons, will also be examined. How to use mentor texts to strengthen teaching points will be highlighted. Please bring student writing samples, and any mentor texts you currently use or plan to use in units of study.

CARL ANDERSON works with writing teachers across the globe. In 1994, he joined the Teachers College Reading and Writing Project at Columbia University as a Project staff developer for eight years. He is the author of the Heinemann books: How’s It Going? A Practical Guide to Conferring With Student Writers (2000), Assessing Writers (2005), and the book series, Strategic Writing Conferences Grades 3-6 (2009). Today, Mr. Anderson works as a consultant in schools across the US and internationally. carlanderson1@mac.com

AMY SUZANNE KING has more than 20 years of experience in the field of English teaching and adult learning in the US and abroad in Slovakia and South Korea. In Banská Bystrica, she was a visiting lecturer at Mateja Bela University. In Seoul, she taught at Shin-il High School as a Fulbright English Teaching Assistant and also at the Foreign Language Institute of Yonsei University. amy.king@wisc.edu  
www.wida.us

JENNIFER WILFRID designs professional development resources and programs that support educators in improving the educational experience and academic achievement of emergent bilingual students. Ms Wilfrid has 12 years of experience in education including teaching high school, graduate courses and facilitating professional development for educators. Her current projects include developing WIDA for Teacher Education and professional learning academies, and working with new CLIMBS facilitators through the CLIMBS Institute. jennifer.wilfrid@wisc.edu

> WIDA Training for EAL/ELL Teachers, K-12 (3 days)  
Friday-Sunday, March 20-22  
ROOM: BALLROOM 3 (sub floor -1)  
This three-day workshop will cover an introduction to the Language Development Standards and using the standards and their supporting documents in differentiating instruction and lesson planning. You will also engage with the MODEL assessment and score reports to understand the possible uses of MODEL in an international school context.
JOHN ZOLA taught high school and middle school social studies for 32 years, most recently at New Vista High School in Boulder, Colorado. He developed interactive teaching materials and trained colleagues in active learning strategies and Socratic Seminars, which he used in his own classes for over a decade. He now teaches how to conduct them in K-12 classrooms and how to make the work and voice of students central in the classroom.

jzola53@yahoo.com
joh nzola.com

> Socratic Seminars: A Leader’s Workshop (3-days)
Friday-Sunday, March 20-22

ROOM: MERCURY (Lobby level)
Gain in-depth training in the skills needed to lead Socratic Seminars, which promote dispositions associated with civil discourse and thoughtful interaction around topics of shared interest. Additional topics include text selection, assessment and grading, working with second language learners, and creating a “culture” of Socratic inquiry in the classroom. Please do the readings posted on the NESA website prior to the workshop in order to engage in seminars.
SPECIALIST WORKSHOPS

Detailed speaker biographies and workshop descriptions are located on the NESA website: www.nesacenter.org.

1 Friday, March 20
> Standards-based Assessment in the Reading Workshop? It is Possible! K-12
ROOM: LALEZAR (Lobby level)
Learn how a standards-based assessment can be aligned to a readers workshop program and provide specific data on how students are meeting the expected grade level standards. With guidance, develop a reading assessment for one of your own reading units. Grade level/school teams are encouraged; individuals are welcome and will be assigned to a group. Please bring a laptop, reading unit with teaching points and grade level standards.

2 Friday, March 20
ROOM: SADIRVAN B (sub floor -1)
> Going Beyond the Classroom Walls: Transferring Learning from the Classroom to the Wider World, All levels
Explore how building personal learning networks in the wider global community can enhance the learning culture of school and examine the potential to transform curriculum and the related teaching and learning opportunities to the wider world. Develop strategies to transfer your own learning beyond the classroom and apply them to classroom.

3 Sunday, March 22
ROOM: SADIRVAN B (sub floor -1)
> Solution Seeking: Teaching for Transfer Through Backward Design, K-12
If Critical and Creative Thinking is the end in mind, how do we get there? What is required for effective transfer to occur? What curriculum design strategies and processes provide the most authentic, engaging and deeply relevant learning opportunities? We will examine the potential of rich and relevant problem-based learning approaches within a UbD (Understanding by Design) process.

RENEE COUTURIER has been the Director of Learning at the American International School Riyadh since 2009. She began sixteen-year her teaching career in Ontario, Canada, which includes MS/HS and ECE teacher, and Director of Learning. She holds a Certificate and Masters of Education in Educational Leadership from The College of New Jersey. rcouturier@aisr.org

JENNY CANAR is the Elementary School Principal at the American International School-Riyadh. Internationally she has worked in Berlin, Germany; Surabaya, Indonesia; and Shanghai, China. Ms Canar earned degrees from Illinois State University and The College of New Jersey, and holds a Certificate and Masters of Education in Educational Leadership. jcanar@aisr.org

CHIC FOOTE is a New Zealand educator with more than 40 years experience, working extensively in curriculum design and school improvement nationally and internationally. She is recognized by Heidi Hayes Jacobs as a leader in the field of Curriculum Mapping and is a member of the Curriculum 21 Faculty (http://www.curriculum21.com/). Ms Foote is also a McTighe Associate Consultant, specializing in quality curriculum design using UbD (Understanding by Design). chic.foote@helix.ac.nz

RENEE COUTURIER

JENNY CANAR

CHIC FOOTE
SPECIALIST WORKSHOPS

1 Sunday, March 22
ROOM: NEPTUNE (Lobby level)
> The Flipped Classroom: Empowering Differentiation in the Math Classroom, 7-12
Discover an instructional model for a flipped classroom implemented and enhanced over two years. You will develop your own flipped classroom lesson or unit to use in your own classroom. Target audience: any teacher interested in mathematics, the flipped classroom, or differentiation. Please bring an internet-enabled device so you may obtain web-based instructional resources.

EVAN GLAZER is the principal of Thomas Jefferson High School for Science and Technology in Fairfax County, Virginia, where he has taught leadership and mathematics. Thomas Jefferson is also the venue of the annual JOSTI conference each June that aims to support innovative technology practices in overseas schools. Between 2012-2014, Dr Glazer implemented a flipped classroom instructional approach in Algebra II/Trigonometry. emglazer@fcps.edu

2 Saturday, March 21
ROOM: SADIRVAN B (sub floor -1)
> Becoming a 21st Century Connected Teacher: Developing Digitally Literate, Media Savvy and Globally Competent Learners
• Develop strategies for helping learners create QUALITY 21st century media projects and using web resources to revise dated content, skills, and assessments.
• Employ tagging strategies to assist teachers in creating a digital tool clearinghouse tailored to each class and unit of study.
• Develop assessment types employing new media making formats from video-cast creation, to podcasting, and open source software.
See the NESA website for a complete list: www.nesacenter.org

3 Friday, March 20
ROOM: CONVENTION CENTER UPPER HALL
> Habits of Mind for Self-Directed Learning in the Contemporary Classroom (Co-presented with Bena Kallick)
Explore key characteristics of self-directed learners as they become more self-managing, self-monitoring, and self-modifying. Learn how to be intentional about the dispositions required for rigorous learning both face-to-face and virtual. Engage in active work sessions supported by successful examples of how to design curriculum and instruction integrating Habits of Mind into performance-based learning. Bring your tablet or laptop! Dr Kallick’s biography is on page 23.

JOINT KEYNOTE WITH BENA KALLICK SPONSORED BY INTERNATIONAL SCHOOLS SERVICES
Friday, March 20, 9:00-10:00am
(Welcome Remarks 8:30)
ROOM: CONVENTION CENTER UPPER HALL
> Dispositions for Deeper Learning: Staging Contemporary Inquiry
Too often project based learning does not always distinguish itself from activities. We will focus on five portals that stage the development of meaningful, contemporary queries or quests. We will examine products and performances (rather than ‘projects’) that reflect the new literacies: digital, media, and global. This is possible only by changing the dispositions of the culture and the people who work in that culture. Dr Kallick’s biography is on page 23.

HEIDI HAYES JACOBS
Recognized as an international expert in curriculum design and 21st century learning environments, HEIDI HAYES JACOBS works with schools, education organizations, software developers, and media groups. Author and editor of eleven books, her current release with Solution-Tree is a four book series on Contemporary Perspectives on the New Literacies: Digital-Media-Global. www.curriculum21.com

K Evan Glazer

K Heidi Hayes Jacobs
Friday, March 20
> Toward Meaningful Learning Support & Inclusion in International Education, Pre K-12
ROOM: VISTA (9th floor)
The curricular rigor in international education poses real challenges for schools aiming to meaningfully include students with disabilities and developmental delays. Learning support time often focuses on completing subject area assignments. But when do we use evidence-based practices to teach the critical skills these students need for long-term success? Learn three necessary components of learning support for meaningful inclusion and engage in discussion.

Saturday, March 21
ROOM: SADIRVAN A (sub floor -1)
> Assessing and Reporting Growth with Habits of Mind
Dispositions are patterns of behavior that develop over time—in fact, a lifetime! We cannot expect to use traditional methods of assessment to measure the growth of dispositions. This workshop will be filled with examples and practices that schools are using to provide feedback to students and parents about their developing Habits. Please bring a tablet or laptop.

Friday, March 20
> Habits of Mind for Self-Directed Learning in the Contemporary Classroom (Co-presented with Heidi Hayes Jacobs): Workshop description and Heidi Hayes Jacobs’ biography are on page 22.
ROOM: CONVENTION CENTER UPPER HALL

Sunday, March 21
ROOM: SADIRVAN A (sub floor -1)
> Intervention Planning and Progress Monitoring for Learning Support, Pre K-12
Learn a practical approach to designing intervention plans and measuring progress. Often, learning support resources are spent helping students complete assignments, with little time left for delivering evidence-based interventions to support skill development. Explore an intervention planning process that serves as the foundation for transforming learning support into focused intervention time to build critical skills.

Friday, March 20
> Joint Keynote with Heidi Hayes Jacobs
SPONSORED BY INTERNATIONAL SCHOOLS SERVICES
Friday, March 20, 9:00-10:00am
(Welcome Remarks 8:30)
ROOM: CONVENTION CENTER UPPER HALL
> Dispositions for Deeper Learning: Staging Contemporary Inquiry: Keynote description and Heidi Hayes Jacobs’ biography are on page 22.

KEYNOTE: Sunday, March 22, 8:30-9:30am
ROOM: CONVENTION CENTER UPPER HALL
> Dispositions: Reframing Teaching, Learning and Leadership
In Art Costa and Bena Kallick’s most recent book, Dispositions: Reframing Teaching and Learning, the focus is on the gap between what we claim is of value as educational essentials and how we assess what we value. In this keynote, Dr Kallick will offer many examples of how schools are designing assessments that focus on growth as students develop the Habits of Mind. Please bring a tablet or laptop.

Bena Kallick is a private consultant providing services to school districts, state departments of education, professional organizations, and public agencies focusing on group dynamics, creative and critical thinking, and alternative assessment strategies in the classroom. She served on the board of Jobs for the Future and is the co-founder of the Institute for Habits of Mind and the Program Director for http://Eduplanet21.com. kallick.bena@gmail.com, www.instituteforhabitsofmind.com

Lee Ann Jung, PhD, is Associate Professor and Director of International School Partnerships for the College of Education at the University of Kentucky. She has worked in the field of special education since 1994 and has served as teacher, administrator, researcher and consultant. Dr Jung is engaged with schools and districts in supporting growth in standards-based assessment, family support, IEP/IFSP development, planning intervention, and measuring progress. ljung@uky.edu, lajung.com

Lee Ann Jung

Bena Kallick
Innovative Approaches to Engaging Youth in Peace Building and Development, Grades 6-12

The United Nations is increasingly engaging with youth in the developing world to identify innovative ways of building peace, generating employment, and promoting transparent and effective democratic governance. The first part of the workshop will provide an introduction to the UN approach in engaging youth with a particular focus on Kosovo; the second part will include a mock youth engagement exercise that will provide you with hands-on experience.

**ANDREW RUSSELL** is the UN Development Coordinator and UNDP Resident Representative in Kosovo. He is a leadership and management expert with over two decades of experience in the United Nations managing programs in support of the transition from conflict to peace. He earned a Masters of International Affairs from Columbia University and taught development and peace building studies at Haverford College and Columbia University. andrew.russell@undp.org

KEYNOTE SPONSORED BY THE COLLEGE BOARD

**DEBBIE SILVER** is a retired educator with over 30 years experience as a teacher, staff development facilitator, and university professor. She wrote the best selling books, *Drumming to the Beat of Different Marchers: Finding the Rhythm for Differentiated Instruction*, and *Fall Down 7 Times, Get Up 8: Teaching Kids to Succeed* (Corwin Press). Her latest book is, *Deliberate Optimism: Reclaiming the Joy in Education*. debbie@debbiesilver.com, www.debbiesilver.com

**Sunday, March 22**

**ROOM**: LALEZAR (Lobby level)

> **Innovative Approaches to Engaging Youth in Peace Building and Development, Grades 6-12**

The United Nations is increasingly engaging with youth in the developing world to identify innovative ways of building peace, generating employment, and promoting transparent and effective democratic governance. The first part of the workshop will provide an introduction to the UN approach in engaging youth with a particular focus on Kosovo; the second part will include a mock youth engagement exercise that will provide you with hands-on experience.

**Sunday, March 22**

**ROOM**: SADIRVAN A (sub floor -1)

> **Motivation and Mastery: Teaching Kids to Persevere, K-12**

Dr Silver explores what teachers and parents must do to ensure students become the independent, resilient learners they need to be. Based on her recent book, *Fall Down 7 Times, Get Up 8: Teaching Kids to Succeed*, Dr Silver offers surprising breakthrough research to give you a better understanding of internal motivation along with ideas to help students become successful lifelong learners.

**Friday, March 20**

**ROOM**: SADIRVAN A (sub floor -1)

> **Going “Outside the Lines” to Provide Every 21st Century Learner with a Reasonable Chance at Success, K-12**

Based on her best-selling book, *Drumming to the Beat of Different Marchers*, Dr Silver answers the question, “How do we engage students who march to the beat of a different drummer?” Learn how to give students multiple opportunities to internalize information and to show what they understand, and how to use differentiated learning, technology, and common core curriculum to maximize instruction.

**Monday, March 23, 11:15-12:15**

**ROOM**: CONVENTION CENTER UPPER HALL

> **Fall Down 7 Times, Get Up 8: Teaching Kids to Succeed**

How do we get kids to motivate themselves? Based on extensive research for her recent book, *Fall Down 7 Times, Get Up 8: Teaching Kids to Succeed*, Dr Silver offers surprising new findings about fundamental ways we can change our teaching practices to help kids become self-motivated. She’ll challenge your thinking and give you strategies that help learners develop internal motivation and resiliency.
**JOHANNA STRAAVALDSEN**, MSW, is the Youth Sexual Abuse Prevention Manager at Prevent Child Abuse Vermont, where she works with elementary and middle school communities to implement PCAV’s child sexual abuse prevention programming. Ms Straavaldsen earned an MSW from Columbia University School of Social Work and her Bachelor of Social Work from the University of Wisconsin-Madison. jstraavaldsen@pcavt.org

**DYLAN WILIAM** is Emeritus Professor of Educational Assessment at University College London. He is the former Dean of the School of Education at Chelsea College, University of London (merged with King’s College London) and Deputy Director of the Institute of Education, University of London. Dr Wiliam also served as Senior Research Director at the Educational Testing Service in Princeton, NJ. His academic work has focused on the use of assessment to support learning (sometimes called formative assessment). www.dylanwiliam.org, @dylanwiliam

1 Friday, March 20
**ROOM: NEPTUNE (Lobby level)**
> The Healthy Relationships Project: Building Capacity to Implement Child Sexual Abuse Prevention in Schools, PreK-8
Take an in-depth look at best practices in school-based child sexual abuse prevention. Explore the five components of comprehensive child sexual abuse prevention and learn strategies to incorporate developmentally targeted, trauma-informed abuse prevention in school. Through interactive activities and discussions, you will develop skills to implement the research-based Healthy Relationships Project programs with school faculty and staff, parents, and students in the classroom.

**KEYNOTE SPONSORED BY NWEA (Northwest Evaluation Association)**
Saturday, March 21, 8:30-9:30am
**ROOM: CONVENTION CENTER UPPER HALL**
> Teacher Quality: Why It Matters, What It Is, and How to Get More of It
Dr Wiliam summarizes what we know about teacher quality and shows that replacing existing teachers does not increase teacher quality. The only way to increase teacher quality is to invest in the professional development of teachers already working in our schools. Moreover, those investments must focus on what makes the greatest difference to student outcomes. Research suggests that this is classroom formative assessment.

1 Saturday, March 21
**ROOM: CONVENTION CENTER UPPER HALL**
> Embedding Classroom Formative Assessment with Teacher Learning Communities, K-12
Changing classroom practice requires new kinds of teacher learning and new models of professional development. Discover why, to be most effective, formative assessment must focus on pedagogy rather than instructional data. Learn the five key strategies of formative assessment and practical techniques to implement each strategy. We will also focus on how schools can set up teacher learning communities to provide support to teachers to improve practice.
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TEACHER WORKSHOPS
SESSION 1

Friday, March 20, 4:00-5:00

> #ENGAGE, #LEARN, #GROW: Global Collaboration through Twitter Chat, PK-12
ROOM: NEPTUNE (Lobby level)
New or old to Twitter? Learn how to connect with educators globally through Twitter Chat, a great personalized PD tool. Following the workshop model, we will engage in a hands-on, international Twitter Chat focused on Visible Thinking. Please set up a Twitter account and bring your device. Let's chat! #nesasec. JEREMY WILLETTE & MEGAN McCRRINDLE, American International School-Chennai, India

> Let's Go Global: Instilling Global Citizenship in the Classroom, 6-12
ROOM: SATURN A (Lobby level)
Learn ways to shape curriculum based on instilling global citizenship in students, including various approaches, activities and easy-to-use digital tools for teachers and administrators to adopt immediately. Discover effective global collaboration platforms and professional development activities to help you increase your global collaboration expertise. ADAM CARTER, Schutz American School, Alexandria, Egypt

> Making Assessment Their Own, K-12
ROOM: LALEZAR (Lobby level)
Discover how to use co-constructed success criteria as a method of assessment as and for learning. Using exemplars, teacher and students discuss the components that make an exemplar “great,” then write them down in student language and post them in the classroom. They become the basis for the summative/product rubric and create a sense of ownership among students for their assessment. LIAM TRIMM, American International School - Riyadh, Saudi Arabia

> Using Metacognition to Develop Stronger Readers in all Content Areas, K-12
ROOM: VISTA (9th floor)
The purpose of metacognition is to guide developing readers through thinking about their thinking as they read – consistently using reading strategies and thinking about why/how those strategies are being used. Learn an approach to incorporating metacognition in order to develop stronger readers who naturally and consistently use reading strategies. ERIC TRICHE, The American Community School at Beirut, Lebanon

> Solving Challenges Using Inquiry and Design Thinking, K-5
ROOM: ORMAN PARK (sub floor -2)
This hands-on workshop examines two critical thinking approaches in grade one: inquiry which seeks expanding meaning and design thinking. The context is solving challenge problems. An overarching element is availability of technology in this process through chromebooks for research and digital fluency. The synthesis of these approaches enhances critical thinking. SAMUEL LIBERTO & PRASHANI GAMAGE, Overseas School of Colombo, Sri Lanka

> Using Conversation in the ES Math Classroom: The Mathematically Proficient Student, On-going Assessment Model, and Guided Lessons, PK-5 (6-8 Welcome)
ROOM: SATURN B (Lobby level)
Learn how guided-instruction that leads students into conversations (written or spoken) can be used as on-going assessment-for-learning. We will look at student work focused on “talk” in the math classroom including student math journals (mPads), an assessment tool (Open Response), and student work samples connected to general classroom practices. Please bring a laptop or tablet. MEGAN HOLMSTROM, American School of Dubai, UAE

> Learning Disability, Learning Difficulty, or Learning Habits? Identifying Learning Concerns, 4-12
ROOM: JUPITER (Lobby level)
Using an elimination process that begins with a Student Interview, teachers can correctly identify student learning concerns as a learning disability, learning difficulty, or learning habits. We will create and share a Student Interview for your classrooms. SUSAN HAGADONE, American School of Doha, Qatar

> Teaching Abstract Painting, 1-8
ROOM: CONVENTION CENTER UPPER HALL
This hands-on workshop presents an easy-to-follow method for teaching abstract painting to es and ms students. The purpose of the method is to promote students’ creative thinking and risk taking in a fun and non-threatening way. You will create and interpret abstract paintings in the manner of student-artists. LAUREN FONDA, Saudi Aramco Expatriate Schools, Dhahran, Saudi Arabia
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> Levelling the Playing Field (Language Strategies for All Learners), K-12  
**ROOM:** SADIRVAN B (sub floor -1)  
Explore how a combination of purposefully chosen language strategies, the 20-60-20 lesson delivery design model and the teaching of academic vocabulary, can improve the academic achievement for all students. You will leave this session with practical solutions to everyday classroom situations! PAULA PETERS FRAMPTON & ANDREA MORRIS, American International School-Chennai, India

> Mission Possible: How to Guide a Self-Pace Classroom, 5-12  
**ROOM:** SATURN (Lobby level)  
Learn how to guide your student-centered class to a level that previously seemed unreachable. Discover how to pace on a day-to-day, week-to-week, and semester time frame. See examples from all grade levels and learn how to guide your students to a higher level of learning. This system can be adapted to any classroom. ERIC WILSON, The American International School of Jeddah, Saudi Arabia

> Harnessing the Power of Google for Collaboration, 3-12  
**ROOM:** VISTA (9th floor)  
You know that Google tools can save YOU time, now learn how they can transform your classroom and school. Drive, Calendar, Sites, Groups - you'll be ready to start using them with your students, school and classrooms around the world. Please bring a laptop. LISSA LAYMAN, The American International School of Kuwait, Salmiya

> Take Action! Improve Instruction through Action Research, K-12  
**ROOM:** NEPTUNE (Lobby level)  
Classroom-based Action Research helps teachers hone their teacher-researcher skills in order to solve problems or answer questions. This practical workshop will teach the steps of Action Research and explore uses of this tool in the classroom. We will examine participants’ own questions in order to construct an Action Research Plan. LINDSAY LYON, American International School - Riyadh, Saudi Arabia

> Working Collaboratively in a Math Classroom, 6-10  
**ROOM:** ORMAN PARK (sub floor -2)  
Students learn best when they work together. This workshop aims at helping Math teachers build collaborative learning communities in their classrooms. It includes:  
- Strategies and tools for building a safe environment in our classrooms  
- Application of the new strategies to enrich group work in a Math classroom  
ROLA YOUNES SLEIMAN, International College, Beirut, Lebanon

> Creating with Technology, K-6  
**ROOM:** JUPITER (Lobby level)  
This workshop will introduce you to several apps and websites, which allow your students to CREATE products to share their understand and knowledge with technology. Tools are applicable for a variety of content areas. A laptop/tablet is recommended for the interactive component. MAREENA KOHTALA, Qatar Academy, Doha

> Kagan Strategies and Teaching Using Active Engagement, 6-12  
**ROOM:** SADIRVAN A (sub floor -1)  
This is a hands-on, active session. Learn to use and practice active engagement strategies that are effective in reinforcing and building knowledge in a way that promotes student involvement and minimizes students “opting out” of education. This session is sure to have something you can use in your classroom! JENNIFER POOL, American School of Kuwait, Hawalli

> Mindfulness in the Classroom, K-12  
**ROOM:** LALEZAR (Lobby level)  
Students are told to pay attention countless times during their academic experience, but they are rarely given any practical training on how to do it. Join us to discover how this evidence-based approach can improve attention, emotional self-regulation and stress in students and teachers. JUAN-DIEGO ESTRADA, American International School – Riyadh, Saudi Arabia
Monday, March 23, 8:30-9:30

> Growth Mindset: Reset Your Mind, K-12
ROOM: BALLROOM 1 (sub floor -1)
Growth mindset is a way to help students reset their beliefs and perceptions of what they can accomplish in the academic setting and in life. In this workshop, participants will gain a foundational understanding of the growth mindset and some tangible applications for implementing it in the school setting. HEIDI PIERCE, The American International School of Kuwait, Salmiya

> Hooked on Mathematics, 6-12
ROOM: ORMAN PARK (sub floor -2)
“The valuable thing is intuition! The intuitive mind is a sacred gift!” The i^2 flex model allows students to use their intuition as divergent and creative thinkers. Explore a plethora of hands on and web based activities, investigations and projects that allow flexibility in blended teaching and learning. Laptop or tablet recommended but not required. DORA ANDRIKOPOULOS & MATINA KATSIYIANNI, American Community Schools of Athens, Greece

> Creating a Globally Connected Classroom, K-12
ROOM: BALLROOM 3 (sub floor -1)
We live in a small country, but there’s a big world out there. Learn how to break down the walls of your school by connecting to other classrooms around the globe. Bring an open-mind, and we’ll help you get started! It would be beneficial to bring a laptop. LISSA LAYMAN & ABBY MOORE, The American International School of Kuwait, Salmiya

> Quirky, Creative Ideas for Memory Retention and Processing, 7-12
ROOM: FATIH 2 (9th floor)
Increase student curiosity and memory retention using fun, interactive teaching techniques. Utilizing Information Processing Strategies and brain-based research, explore tools and ideas to get students thinking outside the box. Discover new ways of looking at kinesthetic, tactile, artistic, visual, and innovative studying strategies. Bring a laptop or tablet. SARAH KLEVEN, International Schools Group, Al-Khobar, Saudi Arabia

> iPads for Creation vs Consumption, K-6
ROOM: SADIRVAN A (sub floor -1)
Explore three go-to-apps that increase the rigor, engagement, and differentiation within your classroom. There are many apps out there for games and drills, but the true power of the iPad is what it allows children to create. Apps we will look at: Book Creator, Explain Everything, and Popplet. (Please pre-download these apps.) EMILY GRAVES, American School of Doha, Qatar

> Technology Infused Classroom, 6-12
ROOM: VISTA (9th floor)
This workshop is designed to show teachers how to infuse technology in the classroom to the benefit of themselves and their students. Teaching with technology gives students the confidence and experience to use it correctly and progressively in the future. Bring a laptop/tablet. SHAHREEN RAO, Lahore American School, Pakistan.

> The Four Cs in the Classroom: Critical Thinking, Collaboration, Creativity and Communication, K-12
ROOM: ASYA (8th floor)
We will explore the behaviors that model 21st Century skills: collaboration, communication, critical thinking and creativity. We will examine practices that support and improve student learning and identify strategies to incorporate digital-age skills into your lessons. KATRINA LEHMAN, International Schools Group, Al-Khobar, Saudi Arabia

> Google Drive & The Paperless Classroom, 6-12
ROOM: SATURN A (Lobby level)
This workshop will provide practical and easy strategies to use Google Drive to create a paperless classroom. We will focus on formative and summative assessments as well as parent and student communication. You should have a personal or professional Twitter account, plus the Google Drive and Docs apps on your phone or tablet. SCOTT MULLER, American School of Kuwait, Hawaii
> Teaching & Learning in a Choice Based Classroom, 6-12

**ROOM:** NEPTUNE (Lobby level)

Learning in a choice-based environment is known to improve student learning. However, it can be difficult for teachers to relax our grip on what has traditionally been a top-down arrangement: “I instruct; you do.” In this workshop, we will develop ideas on how to implement choice in our curricula. NATHAN WALKER, American School of Kuwait, Hawaii

> The Best of the Situation or The Best Situation?, 6-12

**ROOM:** JUPITER (Lobby level)

We teach an interdisciplinary class that is a combination of grade 9 honors students, standard-level students, ESL learners, and students with special needs. We’ve found this is actually the best possible situation because it requires student-centered approaches. This workshop will explore using enhanced web-based technology to differentiate instruction. Bring a laptop or tablet. MARGARITA GOURNARIS & CAITLIN PHILLIPS, American Community Schools of Athens, Greece

> Early Childhood Writing to Reading, PK-1

**ROOM:** SADIRVAN B (sub floor -1)

Using a melding of developmental pathways in writing, you will learn about taking an early learner from drawing to writing. Beginning with strategies for writing motor activities to writing “All About” books, you will walk away with concrete tools to implement early childhood writing in your classroom. RAMONA CARTER, Lahore American School, Pakistan

> Continuity and Differentiation in Real Analysis, 11-12

**ROOM:** FATIH 1 (9th floor)

Explore the simple and rigorous proof of the Nested Intervals Theorem, which is the key for the proofs of the Intermediate Value Theorem, the Extreme Value theorem (on a closed bounded interval), Rolle’s and Generalized Mean Value Theorem and L’Hospital’s rule. These topics have recently been introduced in the Calculus option of IB Math HL program. MOHAMAD MENHEM, International College, Beirut, Lebanon

> Inside a Creative Mind, K-12

**ROOM:** MERCURY A (Lobby level)

Feeling uninspired? Inject creativity into your classroom and your life. ACS Beirut’s Atelierista (Artist-in-Residence) will give you a dose of current research on creativity and the brain, focusing on how to nurture creative thinking and behavior by redesigning the physical and emotional environment of the classroom. JESSE SCHLABACH, The American Community School at Beirut, Lebanon

> Effectively Teaching Our Millennials and Homelanders, K-12

**ROOM:** LALEZAR (Lobby level)

Overall pedagogical approaches need change for our current and future students. The Millennials and Homelanders are causing a dire need for instructional review. Learn about current research, global views, technology use, personal bias, and effective ideas for instruction. Leave with ‘use tomorrow’ ideas and resources for the future. SHERRY & JIM FORKUM, Schutz American School, Alexandria, Egypt

> Implementing Gifted Education Programs in International Schools, 4-12

**ROOM:** MERCURY B (Lobby level)

This workshop focuses on implementing Gifted and Talented Education programs in international school settings. We will focus on identification, evaluation, format options and service provision. Central themes defining the program include developing international-mindedness, global awareness and social responsibility as well as addressing the social-emotional needs of gifted learners. ANITA CHURCHVILLE, American School of Doha, Qatar

> Harnessing the Power of Video to Explore Teaching, K-12

**ROOM:** MERCURY C (Lobby level)

A preview of “Focus on Teaching: Using Video for High-Impact Instruction” by Jim Knight. Our primary focus is to examine how videos of teachers demonstrating instructional techniques can be used for development and how this “Video PD” can impact learning and engagement in the classroom. DAVID WEBB, The American International School of Jeddah, Saudi Arabia

> Teaching Rhetoric to High School Students, 9-12

**ROOM:** SATURN B (Lobby level)

With recent shifts in SAT and AP level content, high school students are now required to critique and analyze an author’s intent, style, tone, and purpose. Steering away from mere reading comprehension strategies, this workshop provides practical, hands-on techniques to teaching SOAPS (Speaker-Occasion-Audience-Purpose-Subject) to secondary students. SHERINE ABOELEZZ, Universal American School, Kuwait
Monday, March 23, 10:00-11:00

> Google Tips, Tricks and Treasures, K-12
ROOM: BALLROOM 1 (sub floor -1)
Through analyzing Google apps for education, participants will develop a resource list that will immediately benefit themselves and their colleagues upon their return to the classroom. Learner outcomes include, but are not limited to, developing their knowledge on Google Apps for Education, and broadening their ability to effectively use Google Apps. Please bring a laptop or tablet. DAN LARSON-KNIGHT, The American International School of Jeddah, Saudi Arabia

> TPRS Storytelling, K-12
ROOM: ASYA (8th floor)
This session will demonstrate the TPRS storytelling process and ways that it is used to help students get engaged in the foreign language classroom. This method helps students commit information to long-term memory and reproduce the target language through the use of repetition, circling, and movement. SIMON HAIRSTON, Cairo American College, Egypt

> Enhancing Academic Language in the Classroom, 6-12
ROOM: FATIH 2 (9th floor)
Research has shown that academic language is one of the major issues causing the “achievement gap” between high- and low-performing students. This workshop will provide practical pedagogical methods to help teachers target the development of academic language in their students. The presentation will be supplemented with classroom video footage. JARED PEET, The American Community School at Beirut, Lebanon

> How Many Ways Can You Make an “A”? Building Letter Knowledge Through a Reggio Emilia-Inspired Mini Project, KG
ROOM: MERCURY A (Lobby level)
A group of KG1 and KG2 children worked collaboratively on a project to make an alphabet chart. This session will present the development of the project and outline how the children’s interests guided the learning process in order to render it meaningful, contextual, and visible. MAHA FAISAL & JENNIFER BAKER, The American Community School at Beirut, Lebanon

> Classroom Accommodations and Strategies for English Language Learners, K-12
ROOM: SADIRVAN A (sub floor -1)
This workshop will assist content teachers with strategies and accommodations for ELL students. Using the WIDA “Can-Do” Descriptors, teachers will be able to differentiate instruction and assessments. You will be guided to design lessons that address the academic and linguistic needs of English learners and all students. ROULA ARSLAN & DENISE SULLIVAN, The American International School of Jeddah, Saudi Arabia

> Inquiry Based Discussion Methods, 6-12
ROOM: VISTA (9th floor)
Through active inquiry, you will be exposed to a variety of inquiry-based discussion methods and leave with the ability to use them in your classrooms immediately. For students and teachers, inquiry based discussions are authentic, engage critical thinking, and allow students to be in control of their own learning. ABBY FRANKS, The American International School of Kuwait, Salmiya

> The One Pointed Mind: How Meditative Psychology Impacts Teaching and Learning, K-12
ROOM: SATURN A (Lobby level)
The key to learning is a one-pointed mind, as is the ability to prove what is known. By understanding the psychosocial, psychological and physiological factors impacting attention educators assist both their and their students’ abilities to find success through the cultivation of a meditative stillness from which genius arises. STEVE LAWRENCE, Qatar Academy, Doha

> Unit Design and Student Feedback: Promoting a Growth Mindset, 6-12
ROOM: SATURN B (Lobby level)
Designing transparent units of work that provide effective feedback is the most influential way to improve motivation to learn and promote self-efficacy. Those using Standards Based Grading systems can discuss what makes feedback effective and explore a research-based model that promotes student self-regulation when understanding, recording and reflecting on their next steps in learning. Bring a laptop/tablet. KIRSTY PANZA, American School of Dubai, UAE
> **Checking for Understanding in Quick and Engaging Ways, 3-10**  
**ROOM:** SADIRVAN B (sub floor -1)  
This hands-on workshop will model eight short, interactive classroom activities that serve as easy, engaging formative checks. These five-minute strategies will help to inform you as the teacher, as well as send a clear message to students about the importance of monitoring their own learning and understanding. **JACQUELINE THOMAS & LUKE ZAYA,** American School of Kuwait, Hawalli

> **Engage Their Minds through Genius Hour, 5-12**  
**ROOM:** NEPTUNE (Lobby level)  
Have you ever asked your students what THEY want to learn? Modeled after Google’s “Genius Hour”, our Genius Hour challenges and engages students. This happens when content is interesting and relevant, when students can be autonomous and have choice, and when learning is authentic. **BECKY GEORGE,** Schutz American School, Alexandria, Egypt

> **A How-To Guide for Teaching Mathematics Conceptually, 6-12**  
**ROOM:** JUPITER (Lobby level)  
This workshop explores the variety of factors at play as students engage in the “why” of mathematics. Learn teaching and planning strategies that guide students to deeper understanding. Support will be drawn from psycho-educational research and secondary classroom experience. **BRITTON RIEHM,** Overseas School of Colombo, Sri Lanka

> **Word Study: From Management to Self-Reflection, K-6**  
**ROOM:** MERCURY B (Lobby level)  
Educators will be provided with an overview of Words Their Way and given practical tips on how to take your word study program to the next level. This session is designed for beginners and experts to share their knowledge and experience in word study. **ALEX RAY,** American School of Dubai, UAE

> **Using Neuroscience to Engage Students, K-12**  
**ROOM:** LALEZAR (Lobby level)  
How does new learning move from the RAS to the Prefrontal Cortex? What factors inhibit learning from being embedded in long-term memory? What strategies can we use to promote the movement of new learning through the brain? **ZOE GARE,** American School of Doha, Qatar

> **Individualized Google Sites, K-12**  
**ROOM:** BALLROOM 3 (sub floor -1)  
Embedding Individual Student Websites offers teachers the luxury of private communication, a home for e-portfolios and differentiated instruction. With an e-portfolio, students can take their work with them if they move. Learn how to create these websites and the various tools that can be used within them. Please bring a laptop/tablet. **DOLLY SHALABY,** Cairo American College, Egypt

> **Using Social Science in the Classroom, 7-12**  
**ROOM:** MERCURY C (Lobby level)  
This workshop explores behavioral, learning and performance strategies based on the latest social science research. The implications of numerous peer-reviewed journal articles are applied to the classroom, the teacher, and the students in order to create the most conducive atmosphere for learning. **ERIC WOODARD,** The American International School of Jeddah, Saudi Arabia

> **How iPads Can Spark Learning, K-12**  
**ROOM:** FATIH 1 (9th floor)  
We will discuss big ideas in education: the future of learning, pedagogy, educational philosophy, the need for student-led learning and how iPads in the classroom can help teach 21st century skills. iPads are a contemporary tool that spark content creation, creativity and the love of learning - iLearning. Bring a laptop/tablet. **SEAN WALMSLEY,** American International School - Riyadh, Saudi Arabia
Together we inspire a love of learning, empowering all students with the courage, confidence, creativity and compassion to make their unique contribution in a diverse and dynamic world.

AMERICAN INTERNATIONAL SCHOOL - CHENNAI

www.aisch.org
GENERAL INTEREST WORKSHOPS

SUNDAY, MARCH 22, 4:30-5:30pm

WENDY GUTENKAUF worked as an IB English teacher in international schools in Chile, Japan and Pakistan, and then as a librarian in Dubai for seven years before she joined Follett International as a consultant in 2005. As the regional sales manager, Ms Gutenkauf is responsible for the Middle East and North Africa. She currently lives in Nepal. wgutenkauf@follett.com

MOEZ HAMAMI is the Independent sales consultant and certified trainer for Follett in the Middle East. Mr Hamami was a librarian for many years at the American Community School at Beirut, where he proved to be exceptionally Follett-friendly. He currently lives in Beirut and covers schools in Saudi Arabia, Lebanon, Iraq and Yemen. mhamami@follett.com

PAULA MASAD started working as a Follett consultant in 2010, covering Oman, Qatar, Bahrain, United Arab Emirates and Yemen. Originally from Wisconsin, she has lived in Dubai for 16 years. She holds a BS in Education and an MS in Information Media/Library Science. Prior to joining Follett, she was a librarian and a classroom teacher in the UAE. pmasad@follett.com

> Promoting and Utilizing Digital AND Print Books

ROOM: SATURN (Lobby level)

Does your library have any ebooks on its virtual shelf? We’re betting it does, but you may not know what titles, where they are, or how to use them. Plus, you probably still have lots of print books you love. Don’t choose! Let us show you how print and ebooks can complement each other!

More General Interest Workshops on page 36.
JUDITH HEGEDUS is executive director for International Strategy and Business Management for The College Board. She has a bachelor’s degree in economics and a master’s degree in international policy studies from Stanford University and an MBA from Columbia University. As a native of Hungary and former international student, Ms Hegedus has a strong interest in global education. adejesus@collegeboard.org

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

> AP Capstone: Promoting Skills-Based Learning to Ensure University Success
ROOM: JUPITER (Lobby level)
AP Capstone is an innovative diploma program built on two foundational courses: AP Seminar and AP Research. This rigorous, university-level program enables students to develop analytical, collaboration, and communication skills necessary for an increasingly interconnected global environment. A panel of AP Seminar teachers from NESA member schools will provide practitioners insights into Capstone’s impact on their schools’ curriculum and students.

> Differentiating Instruction With Technology
ROOM: NEPTUNE (Lobby level)
We all know that students learn in different ways. The question is: how do we teach the same concepts to multiple learners with different abilities? Classroom technology offers teachers various avenues for reaching multiple learners with different abilities at the same time. Find out how hardware, software, and the Web enable educators to personalize instruction while enhancing learning.

Judith Hegedus

Lynn Notarainni

Saudi Aramco Expatriate Schools
A Learning Community Dedicated to Continuous Improvement

Saudi Aramco Expatriate Schools (SAES) is a nonprofit, pre-K to grade 9, 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.
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<td>Council of International Schools</td>
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<td>NESA Twitter Help Desk</td>
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<td>SUNY Buffalo State</td>
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<td>University of Kentucky</td>
<td>Ellie Holliday, Lee Ann Jung</td>
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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 NESAs Spring Educators Conference (with an accompanying adult) and briefly addresses conference delegates. This year’s (2014-2015) winners are: Abhi B. Sharma (American School of Doha), Mariam Sabry (The American International School of Kuwait), Seo Young Park (American International School - Chennai). As the winner, Abhi is here in Istanbul, at NESA’s invitation, to accept the award at Sunday evening’s Gala. Application deadline: December 1

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. This year’s NESA candidate, Molly Brouns from the American International School - Chennai, was chosen as the alternate winner of a scholarship. 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 Directors established this award, which is bestowed on an individual or group that has provided outstanding and sustained service to the NESA region and beyond. At the 2014 Fall Leadership Conference in Istanbul, the Board presented this year’s award to Sarah Daignault, founding Executive Director of the National Business Officers Association (NBOA), and currently an instructor at the Teachers College Klingenstein Center.

For more information about NESA awards, please visit: www.nesacenter.org/page.cfm?p=352.
Istanbul 2015

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Athens, Greece
Tel : +30 210 600-9821
www.nesacenter.org
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.
IDEAS TO THINK ABOUT – STRATEGIES TO IMPLEMENT