

FLC REPORT

School Leaders Return to Athens Fall Leadership Conference October 20-23, 2011

Educational leaders from around the NESAs region and beyond attended this year's Fall Leadership Conference at the Royal Olympic Hotel in Athens – situated directly across from the Temple of Olympian Zeus and within view of the famed Parthenon on the Athenian Acropolis. It was certainly an exciting, eventful time: demonstrations, strikes, the changes in the schedule, an all-conference day trip... and a variety of opportunities for professional learning and personal connections.



After welcome remarks by US Ambassador Daniel Bennett Smith, Bea Cameron - Regional Education Officer from the Office of Overseas Schools, David Horner - President of the American College of Greece, and Stefanos Gialamas - President of the American Community Schools of Athens, Scott McLeod opened the conference with his keynote, "Two Big Shifts and One Big Problem: The growing disconnects between schools and our digital, global society". Dr McLeod explored the practical realities of preparing students for the next century and adapting our own professional practices to the new digital, global era in which we live. On Saturday, Understanding by Design guru Jay McTighe in, "Beyond Unit Design: Designing an Understanding-Based Curriculum", discussed what it means to design a curriculum from the learner's perspective that applies "backwards design" to curriculum mapping and incorporates common "cornerstone" assessments.

Prior to the conference proper, a one-day leadership retreat entitled "A Day of Reflection and Renewal for Educational Leaders" was offered, facilitated by Carolyn McKanders. During the conference, delegates took advantage of in-depth training during four-hour institutes conducted by specialist speakers Thursday, Saturday and Sunday. A three-day Business Managers institute also took place,

and more than 20 General Interest Workshops were presented by NESAs members. The following awards were given: NEASC and MSA Accreditation Awards, NESAs Virtual Science Fair Awards, and NESAs's Finis Engleman Award, which was bestowed on Erma Anderson, an international



(l-r) David Chojnacki, Erma Anderson & Kevin Schafer

science/mathematics consultant with the Office of Overseas Schools.

NESAs conferences are a blend of professional development and personal

renewal through social and cultural events. Delegates reconnected at Wednesday's poolside "Informal Meet & Greet" and enjoyed a breathtaking view of the Parthenon and the Temple of Olympian Zeus at Thursday's "Welcome Reception". Delegates spent Friday on a complimentary day tour of the ancient site of Delphi and the Byzantine Ossiou Loukas Monastery, a UNESCO World Heritage Site. Finally, the conference closed Sunday afternoon with a colorful Greek folkloric dance performance by the Dora Stratou Dancers.



A special thanks to our intrepid presenters and delegates who were with us despite challenges. And thanks, too to all who contributed to making this year's Fall Leadership Conference both memorable and successful.

The NESAs Team



David Chojnacki with the WTI's specialist speakers

FTI REPORT

Fall Training Institute 2011, Abu Dhabi

NESAs's tenth annual Fall Training Institute was held at the American Community School of Abu Dhabi — a NESAs member — October 28-29. Over 230 educators from around the region attended one of six intensive two-day 'institutes'.

NESAs thanks Superintendent, Michelle Remington and the faculty and staff of the American Community School of Abu Dhabi for their support and logistical assistance in making this Fall Training Institute a success.

American International School/Dhaka Hosts Social Business Contest with Nobel Laureate Professor Muhammad Yunus

By AIS/D Service Learning Steering Committee, Shaundele Leatherberry, High School Principal, Iftekhar Syed, Dean of Students, Peter Lincoln, Service Learning Coordinator 2010-11, Dean Brooks, Service Learning Coordinator 2011-12

In November, 2010, a committee of High School students and faculty of the American International School of Dhaka, Bangladesh (AIS/D), began planning an on-campus event featuring Professor Muhammad Yunus, the 2006 Nobel Peace Prize winner. The organizing committee thought that hearing Professor Yunus speak would motivate and inspire students to be proactive about social change. Since Professor Yunus was the global pioneer in social business, the organizing committee decided to focus the event on social businesses and organize a Social Business Contest in affiliation with the Yunus Centre in Dhaka.

Prior to the event, the Yunus Centre offered two levels of training for students in grades 8 – 12 at AIS/D and four other international schools in Dhaka. The sessions introduced students to the social business concept, informed students on how to create effective and meaningful social businesses, and featured break out sessions in which students were encouraged to evaluate numerous problems in today's society and then outline viable solutions.



Professor Yunus with the AIS/D Service Learning Steering Committee

Three finalists from the Social Business Contest - Arif Elahi and Tanner Oracheski from AIS/D, Shadman Rahman from the International School Dhaka, and Maliyat Noor from Sir John Wilson School (the winner) - presented their ideas for social businesses to the audience prior to Professor Yunus' speech.

Students found the event to be unique and full of great experiences: shaking hands with Professor Yunus, getting a book signed by him and taking pictures with him, learning about social business, and most importantly listening to him speak. He inspired all members of the community present and it was an honor to host a Nobel Laureate on our campus.

AIS/D has developed quite an extensive service learning model and this project gave students ideas of how to develop sustainable solutions to some of the social problems they have encountered. In addition, the project gave students a chance to meet and interface with a team from the Yunus Centre that is working to develop social businesses in Bangladesh. The modeling from Professor Yunus and the great energy from his young team of international interns at the Yunus Centre was inspiring!



Professor Yunus addresses the audience

AIS/D worked with the Yunus Centre to organize a "Social Business Day" on March 23, 2011, featuring the Nobel Laureate as honorary guest and keynote speaker. This event provided an impressive display of booths consisting of student-led booths from the five schools participating in the social business contest, a booth showcasing the twelve service learning projects at AIS/D and booths sponsored by the ten Grameen social businesses (Grameen BASF, Grameen Veolia, Grameen Intel, Grameen Shakti, Grameen Bank, Grameen Danone, Grameen Yukiguni Maitake, Grameen GC Eye Care Hospital, Grameen Distribution, and the Yunus Centre).

At the school booths, the students presented their business plans from the Social Business Contest and answered questions from the event participants. Contest semi-finalists were also invited to a special "Meet and Greet session" with Professor Yunus after his speech.



Professor Yunus with AIS/D finalists Tanner Oracheski and Arif Elahi.

Inspired by InspirED: Reflecting Beyond One's Teaching Practice

By Ron Fast, Counselor, American School of Bombay, India

On September 3, the American School of Bombay opened its doors for the annual InspirED Conference 2011. More than 500 teachers came from all parts of India to listen to guest speakers, exchange ideas, and share with one another their enthusiasm and passion for teaching and learning.

My own presentation at the conference was on the topic of Discipline. In particular, I spoke about alternative approaches to traditional methods of classroom management and how these strategies might lead to stronger teacher-student connections, increased compliance, and student transformation. But the workshop took an interesting turn after sharing an anecdote of an early teaching experience I had while working in the public school system in Japan—many years ago.

It was just a couple of weeks into the school term and I had already been 'warned' about one particular student who was being both oppositional and defiant. I was told to "leave him alone and let him do as he wanted in the classroom". I thought we got off to a pretty good start, but it wasn't long before we had our first and final confrontation. During one of my lessons, he was throwing a baseball against the wall at the back of the class. It was loud and disruptive. After repeatedly asking him to stop, I walked over to him, reached out for the ball, opened the window of the 5th story class, and threw the ball as hard as I could into the neighboring property. It felt good. I thought I had succeeded. I was able to control the situation—that was, until he retaliated. I never taught that class again.

Sharing this personal anecdote with my audience at InspirED was powerful, to say the least. The discussion began, as planned, around such topics



as rapport, respect, empowerment, and understanding. But what surprised me, and has now inspired me, was how the dialogue moved more in the direction of personal reactions, need for control, and personality factors affecting teacher-student connections. There are many different ways I could have responded to that boy on that day. But because of my own needs, my own unresolved issues of being controlled as a teen, my own anger—I was not able to see, so early in my career, those alternatives at that particular moment in time.

My discussion with conference delegates continued well after the presentation had ended—and into the hallways of ASB. Delegates seemed to agree that we need to consider questions such as "Do I feel personally connected with students—why or why not? Are my own feelings toward a student affecting the way I teach them? What am I teaching when I am not directly teaching content? Do I have a need to be right? Am I seeking control of specific students or control of the class? Do I feel good when I impose consequences? What kinds of things are students learning from how I am as a person? Do I bully students? Am I patient? Am I forgiving? Am I a good listener? Am I flexible?"

I think it is important, as teachers, to think more deeply about our own emotional reactions and about the behaviors we model in the classroom. Indeed, it is imperative that we continue to reflect upon teaching practice, but not in the absence of observing and understanding other aspects of the Self and how we, as people, might be affecting and shaping our students.

The NESAs Virtual School Project - A Decade of Innovation, Commitment, and Hard Work

By Ken Paynter, NESAs Virtual School Project Manager

The NESAs Virtual School (NVS) Project celebrated its tenth annual meeting this year during the NESAs Fall Leadership Conference in Athens with a group of twenty-four participating schools – the largest we have ever been. We were delighted and very appreciative to have our meetings hosted at ACS Athens both days, giving special thanks to Mary Manos and her colleagues at ACS for making this happen. We also had the additional and valuable resource of Aron Sterling from Fairfax (Virginia) County Public Schools, who very capably managed an online interactive broadcast of all of our sessions which allowed several members of our group who were unable to attend to participate remotely.



The NVS contingent in Athens

Our agenda ranged from nuts-and-bolts managerial aspects of Moodle startup and configuration, to considering emergency readiness and online continuity, to best practices in teaching and learning with Moodle, to the development of new policies and practices associated with our increasing capacity and evolving opportunities to collaborate (such as the NESAs Vir-

tual Science Fair, a Video Festival, and more). We also considered various limitations and strengths of our Moodle provider arrangement and we considered issues related to upgrading from version 1.9.x of Moodle to version 2.x.

Looking outward and forward, we also focused our attention to our connection to and role within the World Virtual School Project - which, modeled in large part on the successful elements

of the NVS Project, now has activity in seven of the eight international regions. Some ideas are being developed now for truly global collaboration, including an individual sport "i-Olympiad" and a coordination site for Project AERO (multi-regional curriculum development). Please feel free to visit the NESAs Virtual School Project site (<http://nesa.wvs-geo.org>), and also to navigate the Global Community links to see this emerging world network of international schools. Questions and comments, which are always welcome, should be addressed to Ken Paynter – nvsproject@gmail.com.

Cheeseburgers and Ball Point Pens: Shadow Teachers Bond Together at ACS Athens

By Chris Perakis Evloyias, Director, Learning Enhancement Programs, ACS Athens, Greece

A shadow teacher's typical day is impressive! Accompanying a student during classes for support is just one of their responsibilities. At ACS Athens "Shadow Teachers" are skilled educators who work alongside the classroom teachers to provide academic, social, behavioral and emotional support to students with learning differences. Shadow teachers help their students adapt to the school environment and provide strategies for growth and self-management that allow them to thrive in the ACS community.

Open communication between members of the child's support system is essential to success. This year our shadow teachers met for a motivating in-service day that helped them to understand their role and to learn ways that they could be even more effective. This day is described below: Among us were new faces, an affirmation that our role is beneficial to the ACS community and the impact we have on the children we shadow. Over time we have grown within ourselves and in numbers, evolving into a solid team.



We participated in various activities that helped us to focus on our students and our goals. Team-building exercises modeled persistence and collaboration while other activities emphasized our role in ACS community. In one activity we were given a diagram of a cheeseburger. Individually, we labeled each layer of the cheeseburger according to the student's support system, later sharing them in groups. There were many approaches to arranging them, indicating each shadow teacher's strategy. Lastly, each group drew and labeled its own cheeseburger and presented it. It



was fascinating to see the different components identified of the student's support systems. Each approach displayed the flexibility and diversity of our methods.

At the day's end our supervisor put our goals into perspective with a simple metaphor. She held a Bic pen and asked who liked it. Some hands were raised. She held a better-looking pen and repeated the question. More hands went up. Then she held a third pen, an ACS pen, and everybody's hand went up. She held the Bic pen again and said, "This is OK, this is where we were three years ago". Next, she lifted the second pen, "This is good, this is where we were last year" and then, she lifted the third pen and claimed, "This is great, and this is where I want us to be this year." The clarity of this metaphor sat solidly in our minds and we left knowing that it would be a "great year".

Since this inspirational in-service day, the shadow teachers bustle around campus. In the classrooms they remain in the background, communicating subtly with their students. Shadow teachers reaffirm the student's confidence, while notifying the teachers of his/her needs. Remaining in the background allows the student to find his/her identity. Every child has a unique potential, some have difficulty realizing this. The shadow teacher, alongside the entire ACS Athens family, is there to provide a safety net while they realize this potential, so that they flourish in the world.

(Reflections and photo contributions: ACS Athens Shadow Teacher TEAM)

Language Stations

By Zai Whitaker, ESL Head of Department, Kodaikanal International School, India

Having been an ESL (English as a Second Language) teacher for about fifteen years, I have become proficient at thinking up new "whatever-works tricks". I knew that this year was going to be a special challenge because of the ability range of new students. During a tea break chat with the Language Arts teacher, it became obvious that she was also wondering how to revitalize her class. I suggested we combine our ideas and energy and come up with something new.

I turned, as I often do, to the wisdom of Ma-

dame Montessori. I was Principal of Abacus Montessori school in Chennai for two years, and had seen the magic that choice, group learning, and de-powering the teacher can do. My colleague Michelle d' Couto agreed to an experiment and we spent some holiday time working on the materials, and returned to school with sets of activity cards related to six language areas: Pre-writing, Writing, Grammar, Spelling and Vocabulary, Reading Comprehension and Research. Each of these constitutes a Station. Luckily we have a large classroom where the stations are sign-posted,

with the relevant cards stacked on tables below the sign.

We have two sections of grade 7, and the bigger one is 22 strong. There's the usual mix of abilities, motivation, and of course, hormones. It is a heart-warming sight to see our students enter, check their notebook for the station and card number they were working on, and head in the relevant direction. Some work in groups, often with one calling out the instructions. Others work in pairs, or individually, or make these decisions depending on the task at hand. There

Competition Robotics: A Coach's Perspective on Real Life Skills

By DK Hipkins, Technology Teacher, American School of Doha, Qatar

With a tremendous emphasis on STEM education (Science, Technology, Engineering, Mathematics) we need to find ways to engage students in meaningful learning experiences. Competition robotics has helped accomplish that at the American School of Doha.

One might wonder what competition robotics is, and may assume it's the battle bots competitions on television. It is much more than that. Students engage in stimulating problem-solving activities in a team atmosphere, fostering real team-building skills and a healthy dose of all four STEM components.

The science component is mostly in an understanding of physics, requiring the manipulation of moving and resting objects with mechanical creations. Math skills are enhanced by using geometry and algebra to complete tasks as efficiently as possible. Students cultivate engineering skills through the designing, building and refining process. All of this is completed using modern technology, including computers and programmable modules that control robots. Add in the programming component and students are developing logical sequential thinking skills. Finally, they must learn how to manage a project from challenge to concept to completion, operating in a team environment and learning how to collaborate effectively.

ASD has had a year-round high school robotics team since 2008, beginning with the Middle East Regional Botball Tournament. It began as a small group of students that had either taken the robotics class or had an interest in all things tech. We had the same core group for three years and had the pleasure of watching them mature into a full-fledged robotics team. Since that time, this core group has won two national or regional competitions, finished second in a regional competition, represented ASD at the world level twice, and finished second at the world level one time.

This success was not easily obtained. It was the product of hours of



time after school and on weekends during competition seasons. During those seasons, students work after school at least three days per week, and usually put in time on Fridays or Saturdays as deadlines approach. They've stayed as late as 8 o'clock, ordered dinner delivery, and literally poured themselves into their work. Their hard work has led to an incredible enthusiasm for robotics at ASD, as we've seen an increase in interest from last year's 11 students to 25 high school students and 20+ middle school students this school year. Now, students with no previous technology or robotics experience are approaching me to ask how they can get involved.

Is it worth it? It's a huge time commitment, frequent delivery dinners, and drives home after dark. But when you see how much it means to the students – they want to study robotics, computer science, or engineering after being on the team – and what they're getting out of it, I have to honestly say I wouldn't want to coach any other activity. For more information email me at dhipkins@asd.edu.qa.



is talk, and discussion, and argument. All noise is allowed as long as it's related to the work. We teachers move around, participate in discussions, explain meaning or instruction when needed. I had anticipated having to spend most of my time with the ESL students, but they've found their niche and level and are doing extremely well. The reading and writing tasks have been modified for them.

We were nervous while grading the first test. This was based on a reading unit from their text book, which they had studied through a series of activity cards relating to discussion, dictionary exercises, and so on. We

were delighted with the results, which demonstrated a good understanding of the unit.

Assessment includes a daily journal, book reports, orals, and personal engagement. Quizzes are done in groups, and each one selects a name for themselves. In the last spelling quiz the Losers came first, and the Winners last. What a good metaphor for the surprises and paradoxes that accost the language teacher!

There's a lot of work ahead of us: new activities and stations, and some changes. But we have a feeling it will be worth it.

The ISG Alumni Network – Fostering Community Connections and Student Learning

by Catherine Geisen-Kisch, ISG Public Relations, Alumni and Development

International Schools Group (ISG), a district of seven accredited international schools in Saudi Arabia, is developing a new alumni program.

The ISG Alumni Network provides an opportunity to “honor, value, and celebrate the contributions of our alumni while supporting current students and schools,” explains ISG Superintendent Norma Hudson, emphasizing that “former students and staff will always be a part of the ISG educational community.”



Randall Brown presents a painting to Adel Al-Jubeir

“With over 6,000 alumni already connected online,” suggests Catherine Geisen-Kisch of ISG Public Relations, Alumni and Development, “alumni represent one of ISG’s greatest untapped resources to promote student learning.” The timing could not be better as ISG will celebrate its 50th Anniversary in 2012!

Founded in 1962, ISG District (formerly SAIS) began with six students enrolled at the Consular Academy. ISG American, British and International curriculum schools include Dhahran British

Grammar School, Dhahran Elementary/Middle School, Dhahran High School, ISG Dammam, ISG Jubail, Sara Village School, and Yanbu International School. The new Dhahran Baccalaureate Centre also offers the IB Diploma Programme.

Over 3,600 strong and representing more than 40 countries, ISG students are accepted by many of the world’s finest colleges and universities. The ISG Alumni Network provides an opportunity for students and visiting alumni interns to gain practical employment skills while making a difference.

During the first year of the program, volunteers assisted district staff with outreach, event planning, and development of a new alumni database and Facebook page with plans underway to create an interactive alumni website.

High school and IB Diploma student volunteers for the 2011-2012 academic year lend their creativity and hone technical, team-building, and leadership skills while giving back. The ISG Alumni Network has also been instrumental in strengthening linkages across the district and raising awareness regarding ISG’s global reach. ISG faces unique challenges for alumni programming. Visas to visit Saudi Arabia are largely restricted to immediate family members of current residents. While a few alumni groups have active Facebook pages and hold reunions in the United States, ISG aims to connect all schools past and present in one worldwide network and promote alumni events worldwide. Former ISG schools include Al-Batin, Abqaiq, Asir, Rahima,



Tabuk, and Taif Academies which have closed, relocated or been renamed over the years. In preparation for its 50th Anniversary, ISG is reconnecting with former students and staff. Alumni are encouraged to contact alumni@isgdh.org.

The first year of the program culminated in a successful ISG Dammam reunion and an ISG District reunion on the Dhahran Campus. In July 2011, over 150 alumni were welcomed by the Saudi Ambassador to the United States, the Honorable Ambassador Adel Al-Jubeir, for a reunion organized by Jubail Academy alumni, at the Saudi Embassy in Washington, D.C. “Reconnecting with childhood friends after more than two decades,” explains alum and reunion organizer Randall Brown, “has allowed us to renew old – and create new – friendships.”

The ISG Alumni Network is helping to create new memories for our current and former students and staff around the world!

www.isgdh.org



Photos courtesy of Nick Hardcastle and ISG alumni.

i-Olympiad

“Compete Locally and Win Globally”

By Stuart Fleischer, NVSF Project Director, WBAIS, Israel

A seed grant given by Dr. Bea Cameron allowed a fermenting idea for seven years to come to fruition. Dr. Stuart Fleischer from WBAIS Israel heard about trying to hold track and field events through asynchronous collection of data. WOW, what a fantastic idea that would allow students from schools across NESA to compete without having to physically be at the venue!

On October 9-10, the first i-Olympiad team met to draw up the rules, regulations and technical architecture to create this idea. Athanasia Kotsiani, ACS Athens and Doron Kramer, WBAIS Israel met along with Evan Bingham, ACS Tunisia and Trudy Rutherford, AS Madrid to take the idea from concept to action. Brian Turner from ACS Abu Dhabi and Jeremy Schwartz from AS Madrid are the brains behind the competition. They have created an amazing moodle based site to allow this athletic event to occur. The four teams from NESA and MAIS (Mediterranean Association of International Schools) will test out the concept and work out any kinks before the fall of 2012.

There are over 50 events in track, field and swimming for students from 5th – 12th grade. An additional competitive track called the “Ultimate Fitness”, will allow students already working on the Presidential Fitness Awards to compete and track themselves among international schools.

To learn how your school can join and embed the idea into your curriculum and participation fees, please contact Dr. Stuart Fleischer at sfleischer@wbais.net. Athanasia and Stuart will be presenting at the Spring NESA Conference on April 2. So we look forward to seeing you then!



(l-r) Athanasia Kotsiani, Doron Kramer, Jeremy Schwartz, Stuart Fleischer, Evan Bingham, Carolynne Bell and Trudy Rutherford at Caesaria, Israel

Electrifying Smiles Changing the World

By Faris Toqan, 12th Grader, American Community School of Abu Dhabi, UAE

Changing the world, one smile at a time. When I walk around my school, I see kids talking to each other, laughing and above all, smiling. What we don't realize though is that once every three minutes a child is born with a cleft palate, circumscribing their image and more importantly, their health. A smile is universal in all languages; it does not need to be translated to understand. It is an innate response to a positive occurrence, something that just happens which can change how we feel on the inside.

Operation Smile's ideas of changing the world is different than many other world-changing organizations, because it focuses on how to make people's lives easier in more consciously aware ways. Who needs all the money if they never are alive to spend it? For example, the book drive I am currently working on with the national Operation Smile group for the United Arab Emirates is aiming to raise books for these children so not only can they live more comfortable lives, but also develop their intellects. The reason I chose

to form an Operation Smile club at the American Community School of Abu Dhabi is because it is a cause that is so frequently overlooked and unnoticed, that few people realize how it can really change how people see and feel about themselves. For as little as 240 dollars, a child can get surgery that will allow him or her to be healthy and smile, while completely metamorphosing the world.

Operation Smile is only the beginning to lighting up the world through individually sparking a smile on each child's face. The world is starting to shine and prosper, constantly changing one smile at a time.

Operation  Smile

Using Drama/Role-play in the ESL Classroom

By Vasanthi T, ESL Teacher, American International School Chennai, India

I would like to share this brief article which I had read while doing my TESOL Course. It will highlight what is meant by the term 'drama' before moving onto look at why drama is a very effective weapon in the classroom. It will then add to this information a number of influential factors that will demonstrate why drama should be considered as key strategy in teaching lessons. 'In its broadest term drama covers a wide range of techniques which incorporate interaction, movement, vocal action and mental concentration'

The use of "Role Play" and real life situations similarly encourage students to organize and activate the English language in a developmental way. It is important to consider vocabulary, word order, tense, correct grammar and pronunciation yet because the communication approximates reality, the language is brought to life.

There is a Chinese proverb that reads; 'I hear and I forget, I listen and I remember, I do and I understand' (Chinese Proverb). This is in essence why

drama is a powerful classroom tool. It works through our 'experiential' senses. It sees, hears, says and does. The student is not a passive recipient but an active meaning maker. The student engages on a much deeper and personal level than simply being given information.



Therefore, Drama in the classroom makes the classroom a place where teachers and students meet as fellow players, involved with one another, ready to connect, to communicate, to experience, to respond, to experiment and discover.

In conclusion then, we have seen that Drama/Role Play, in the broadest sense of the term, is not only useful in the classroom but gives a tangible benefit to the students learning and personal growth. More specifically in teaching lessons two benefits

combine. By strengthening a student's confidence in English, you support their successful acquisition of the language. I therefore use these tools as a specific strategy to teach ESL English and History and found it to be a highly effective experiential learning approach.

www.nesacenter.org

Teacher Representatives Meet in Athens, Greece



The annual teacher rep meeting was held September 16-17 at the Athenaeum InterContinental, Athens, Greece.

Twenty seven teacher reps met with NESAs Executive Director, David Chojnacki to discuss their role as NESAs Rep, school developments, teacher workshops and preparations for the 2012 Spring Educators Conference which will be held on March 31-April 3 at the Athenaeum InterContinental.

Teacher Reps with NESAs David Chojnacki (center front) & Anne Marie Zafiroopoulos (far left)

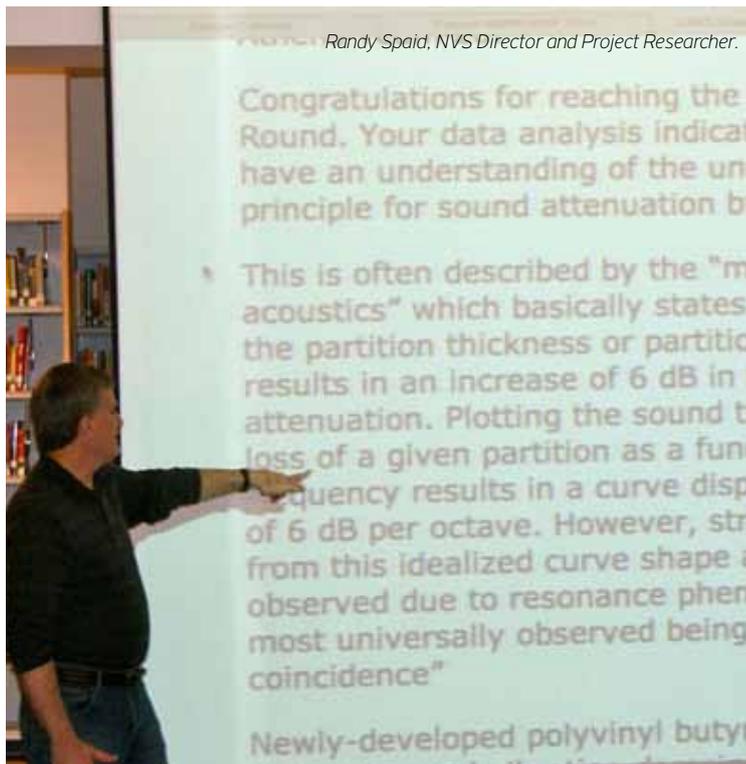
NESA Virtual Science Fair 2011-12

By Stuart Fleischer, NVSF Project Director, WBAIS, Israel

This year's NESA Virtual Science Fair met outside our region in Barcelona. The Benjamin Franklin International School of Barcelona hosted our annual meeting. There were more new faces this year than in the past. Most schools have opted to integrate the NVSF and NVSF5 concept into their curriculum creating a project that has sustainability and brings a positive outcome to student learning in fifth grade and middle school science.

There may be new faces, but mostly the same NESA schools. There are 10 schools in the NVSF5 and 14 schools participating this year from the NVSF middle school project. Moodle is the backbone of our science fair and we continually stretch the architecture to fit our needs. Nick Mitchell of AS Doha will revolutionize our online manual this year with the help of other NVSF5 Coordinators to bring more interactivity to the manual. He, along with NVSF5 Director Jimmy Leeper, have also developed a more science-friendly moodle site for the fifth graders. The fifth grade NVSF5 Researcher, Dr. Eric Brunsell, will bring the power of his university elementary science students into the effort as well. Dr. Brunsell continued on from Barcelona to Tel Aviv where he worked with K-5 teachers on developing and strengthening science in their curriculum.

On the Middle School side, teachers were amazed to see the champion's league questions the five finalists were given. ACS Athens Team #20 won the event for 2010-11. Nine scientists judged each team based on their research and how well they responded to the final question.



Podcasts Worth Listening To...

- **Talk of the Nation**, www.npr.org/programs/talk-of-the-nation/: "From breaking news, science, and education to religion and the arts, Talk of the Nation offers listeners the opportunity to join enlightening discussions with decision-makers, authors, academicians, and artists from around the world." Two hours Monday-Thursday, with Friday's show devoted to science and technology topics.

- > Check out the November 11, 2011 topics on *Science Friday*: "Rethinking How Kids Learn Science", "Meet the MythBusters", and "Steve Jobs: Profiling an Ingenious Perfectionist".

- **This American Life**, <http://www.thisamericanlife.org/>: A free weekly podcast of the award-winning radio show featuring "first-person stories and short-fiction pieces that are touching, funny and surprising". From WBEZ Chicago Public Media, distributed by Public Radio International.

- **TED Talks**, www.ted.com: TED stands for "Technology-Entertainment-Design". If you haven't yet tuned in to these fascinating short lectures (20 minutes max), you're missing out -- your students will love them too! Download the videos for free (some also in audio form). Subtitles are available in many languages.

- For teaching resources and TED talks about education, see the batch of talks in the "How We Learn" theme (72 talks total): http://www.ted.com/themes/how_we_learn.html.

- Other interesting themes: "Women Reshaping the World"; "A Greener Future?"; "What Makes Us Happy?"; "Tales of Invention"; "Design That Matters". For a list of all themes, go to: <http://www.ted.com/themes/browse>

- **A History of the World in 100 Objects**, www.bbc.co.uk/ahistoryoftheworld/: Don't forget about these amazing podcasts! Hosted by Neil MacGregor, Director of the British Museum, they present the history of the world as told through 100 objects from the British Museum. Great accompanying website (now there's a book too!)

The Power of Having Students Re-Do Disappointing Work

In this *Educational Leadership* article, consultant Rick Wormeli makes the case for having students regularly re-do below-mastery assignments and tests (whether caused by poor understanding, insufficient effort, or plagiarizing) until they meet high expectations. As it is, many teachers give low grades for poor work and move on, which has a negative effect on motivation and future effort. . .

Wormeli recommends the following steps for managing re-dos for maximum impact on teaching and learning:

- Replace the previous grade or mark with the most recent one – don't average the two. "The A that a student earns on his fifth attempt at mastery is just as legitimate as the A earned by his classmate on the first attempt," he says.
- Allow students to re-do only the portions of the assignment or test with which they had difficulty.
- Have students submit the original attempt with the re-do and write a brief letter comparing the two and saying what they learned in the process.
- Reserve the right to give alternative versions of the assessment to be re-done.
- Tell students and parents that re-dos are permitted at teacher discretion; they can't be taken for granted.
- Require parents to sign the original, poorly-done versions of assignments so they're aware that their children are being given multiple attempts to achieve the standard.
- Require students to submit a day-by-day plan of mastering the problematic material and provide evidence that they are working at it before attempting the re-do.
- If a student doesn't follow through on promised relearning steps, require a letter of apology for breaking the trust.
- If two or three re-do attempts don't result in mastery, pause for a couple of weeks to figure out what's wrong – Inappropriate content? Lack of student effort? Insufficiently creative teaching?
- If the same student repeatedly asks for re-dos, something is wrong, says Wormeli. Perhaps the content is developmentally wrong, there are issues at home, or there's an undiagnosed learning disability.
- Don't use re-dos with all assignments and tests, only those most important to core learning objectives.
- Allow re-dos for students with Bs and Cs as well as students with Ds and Fs. "Why stand in the way of a student who wants to achieve excellence?" asks Wormeli.
- If there isn't time for a re-do before report card grades are due, go with the current grade and allow the student to make up work in the next marking period and submit a grade change request.
- Consider a blackout period on re-dos just before report card time. "For eight weeks, you're Mr. or Ms. Hopeful," says Wormeli, "but for that one week, it's OK to protect your sanity and personal life."

"Redos and Retakes Done Right" by Rick Wormeli in *Educational Leadership*, November 2011 (Vol. 69, #3, p. 22-26), <http://www.ascd.org>; Wormeli can be reached at rwormeli@cox.net.

Article summary excerpted from the *Marshall Memo: A Weekly Round-up of Important Ideas and Research in K-12 Education*, No. 409, November 7, 2011. To subscribe, visit www.marshallmemo.com.

Boosting Middle-School Students' Academic Vocabulary



"When students enter middle school, they encounter increasingly difficult textbooks and instructional materials," say literacy experts Joshua Lawrence, Claire White, and Catherine Snow in this *Educational Leadership* article. "Many students begin to struggle with reading comprehension because they lack the vocabulary to understand academic text." The authors say that middle-school students need a systematic schoolwide vocabulary program if they are to become proficient at reading, writing, listening, and speaking.

But which words should be taught? Not the common words that all students know, say Lawrence, White, and Snow. Not content-specific words that students will learn in their science, social studies, and math classes. The schoolwide program should teach general academic vocabulary - words like *distribute, conclusion, proceed, logical, obtain, acquire, retain, exclude, attribute, assume, capacity, enable, perspective, relevant, perceive, component, restrict, generate, distinct, assess, alter, amend, and contrast*. Students will encounter words like these in many academic contexts across subject areas.

- A good source for such words is the **Academic Word list** – <http://www.victoria.ac.nz/lals/resources/academicwordlist/information.aspx>.
- Another list that presents the 86,800 most frequently used English words, in rank order, is **Wordcount**: <http://www.wordcount.org/main.php>.
- Two other websites that help support students' morphological skills and word learning strategies are the **Visuword Online Graphical Dictionary** – <http://www.visuwords.com/search> (this one is wild!) - and **WordSift** – <http://www.wordsift.com>.
- For information about **Word Generation**, a middle-school academic vocabulary development program, see <http://word-generation.org>.

"The Words Students Need" by Joshua Lawrence, Claire White, and Catherine Snow in *Educational Leadership*, October 2010 (Vol. 68, #2, p. 22-26); this article can be purchased at <http://www.ascd.org>. The authors can be reached at Joshua_lawrence@gse.harvard.edu, cwhite@serpinstitute.org, and catherine_snow@gse.harvard.edu.

This article summary excerpted from the *Marshall Memo: A Weekly Round-up of Important Ideas and Research in K-12 Education*, No. 354, October 4, 2010. To subscribe, visit www.marshallmemo.com.

NESA History — Athens, 1974

By John Dorbis, Former Superintendent, American Community Schools of Athens, Greece

Dr Dorbis attended the recent NESA Fall Leadership Conference in Athens, October 20-23. He was ACS Athens Asst. Superintendent from 1964, and became Superintendent in 1980.

I was extremely happy and honored to be invited to the 2011 NESA Fall Leadership Conference in Athens, which brings back to memory the days I was involved, in the early 1960s, with NESA's foundation, along with Gordon Parsons and Tom Johnson, the superintendent of the then extended school system in Tehran, where many conferences were held with Empress Soraya making the opening speech.

The present troubled days in Athens also bring back memories of the joint NESA - ECIS Conference held in Athens in 1974, during the last days of the colonels' junta. These were dramatic days. . . The conference participants had occupied both the Hilton Hotel and the adjacent Best Western, and then. . .

The colonels' team was split with severe dissensions; Papadopoulos and company were under house arrest; the opponents took over, deployed tanks and the like through Athens and declared a strict curfew, forbidding the meeting of more than five persons — all this on the day before the opening session of our conference, which now could not be held!

After long, dramatic meetings, it was decided that Gordon Parsons and I should ignore the curfew, report to Security Headquarters and request permission to convene — which we did at six o'clock in the morning. After lengthy discussions with the guards at the entrance, we were allowed in the building and asked to keep quiet in the lobby. We waited many, seemingly endless hours. . .

Finally, an officer appeared on the staircase and exclaimed in a loud voice, "Professor Dorbis, what are you doing here?" By good luck, the officer had been my student at the University of Athens' School of



John Dorbis with NESA's David Chojnacki in Athens

Economics, and we had a good rapport. Following drawn-out negotiations with his superiors, we were allowed to convene with strict conditions, one of them being to discuss only educational matters during the sessions! The other condition was that our meetings had to take place under the supervision of security guards.

I had introduced Gordon as the USA Minister of Education — a justified white lie!

I sincerely hope the Greek "indignatos", as they call them in Europe, will not hold demonstrations during our conference days and no taxi strikes. . .

NESA is always different, instructive and eventful. This is the way we like it!

jdorbis@otenet.gr

(NB: Alas, there were two days of demonstrations in Athens during the Fall Leadership Conference, plus taxi strikes. The second and third conference days were switched to accommodate delegates and speakers arriving late because of the airport shutdown. Nevertheless, the conference was a success thanks to the flexibility and perseverance of NESA delegates!)

Douglas Reeves on Dealing with Complexity



In this *American School Board Journal* article, author/consultant Douglas Reeves offers guidelines for dealing with complex issues that sometimes get reduced to sound bites. He draws on the wisdom of Albert Einstein, who said, "Make everything as simple as possible, but not simpler."

- *Don't assume causation.* "The first principle of complexity is that life is multivariate," says Reeves. "... Changes in student achievement are never the result of a single cause." For example, many assume that high student achievement is caused by high socioeconomic status, but it's more complicated than that. Effective teaching is the biggest factor in student learning, and the most experienced teachers tend to use their seniority to win positions in schools with high-SES children, supportive parents, and positive climates.

- *Measure what matters.* "Educational statistics are full of what is easiest to measure," says Reeves, "— test scores, economic status, skin color, and gender." It's harder to measure factors like leadership, teaching, character, and commitment. Decisions should be based on nuanced data

and focused on influencing the key factors within schools: how educators use time, curriculum, assessments, feedback, and the strategies that drive student achievement.

- *Set meaningful goals.* Leaders should "reach for the stars without being blinded by them," says Reeves. Schools should strive for 100 percent proficiency, but not humiliate educators or children if they don't get there. In addition, schools should inspire their students to be involved in service and contribute to their community.

"Leadership: Tackling Complexity" by Douglas Reeves in *American School Board Journal*, November 2011 (Vol. 198, #11, p. 36-37), <http://www.asbj.com>. Doug Reeves was a keynote speaker at the 2011 NESA Spring Educators Conference in Bangkok. He can be reached at dreeves@leadandlearn.com.

This article summary appeared in the Marshall Memo: A Weekly Round-up of Important Ideas and Research in K-12 Education, No. 407, October 24, 2011. To subscribe, visit www.marshallmemo.com.

Tom Guskey & Lee Ann Young on Standards-Based Report Cards



"Grades have long been identified by those in the measurement community as prime examples of unreliable measurements," say Thomas Guskey, Gerry Swan, and Lee Ann Jung of the University of Kentucky/Lexington in this *Kappan* article. They go on to describe a project to design a standards-based report card for statewide use [Kentucky]. Here are some of its key characteristics:

- There's an elementary and secondary report card; they share common features, but differ in some respects.
- Each report card's cover page has the student's photograph, name, address, grade level, teachers' names, general information about the school, and an explanation of the report card.
- Each student's achievement information is exported digitally from the school's information system.
- The top of the next page in the elementary report card has an explanation of the Standard Marks:
4 – Exemplary
3 – Proficient
2 – Progressing
1 – Struggling
N/A – Not assessed
- and of the Process Marks:
++ Consistently
+ Moderately
– Rarely

- Under Language Arts in the elementary card are the student's Standard Marks in Reading, Writing, Speaking, Listening, and Language, followed by Process marks in Preparation, Participation, Homework, Cooperation, and Respect.
- Under this, there's a boiler-plate paragraph describing the curriculum the class has been studying that marking period, and then a shorter paragraph with comments on the student's performance in ELA.
- Under Math in the elementary card, there are Standard grades in Operations and Algebraic Thinking, Numbers and Operations (Base 10), Numbers and Operations (Fractions), Measurement and Data, Geometry, and Mathematical Practices, with Process grades in Preparation, Participation, Homework, Cooperation, and Respect.
- This is followed by a paragraph on the marking period's math curriculum and another with comments on the student's performance.
- The secondary report card is similar, but each subject area has an overall Academic Achievement grade – A, B, C, D, U (Unsatisfactory) – and then Standards grades on sub-areas immediately underneath.

The new report cards are being piloted in several districts, with revisions based on feedback from families, teachers, and students. So far, the feedback is very positive: "By a wide margin, families favored the standards-based form over the traditional form," say the authors.

"Grades That Mean Something" by Thomas Guskey, Gerry Swan, and Lee Ann Jung in *Phi Delta Kappan*, October 2011 (Vol. 93, #2, p. 52-57), www.kappanmagazine.org; Drs Guskey and Jung will facilitate the "NESAC Report Card Project" in Muscat, January 26-27 (sign-ups for the Report Card Project are closed due to high demand).

This article summary appeared in the *Marshall Memo: A Weekly Round-up of Important Ideas and Research in K-12 Education*, No. 406, October 17, 2011. To subscribe, visit www.marshallmemo.com.

Download the *Marshall Memo's* summary of Tom Guskey's article, "Five Obstacles to Grading Reform" at: http://www.nesacenter.org/uploaded/projects_resources/Marshall_memo/GuskeyGradingObstacles.pdf

Resources for Standards-based Grading

This *Educational Leadership* item has three links for grading support:

- Kirk Robbins's blog: <http://teachscience4all.wordpress.com>
- The Anchorage School District: <http://www.asdk12.org/depts/cei/SBAR>
- Tara Richerson's standards-based grade book: <http://blog.whatitslikeontheinside.com>

"Help for Standards-Based Graders" in *Educational Leadership*, November 2011 (Vol. 69, #3, p. 9)

This resource suggestion appeared in the *Marshall Memo: A Weekly Round-up of Important Ideas and Research in K-12 Education*, No. 409, November 7, 2011. To subscribe, visit www.marshallmemo.com.

Of Interest. . .

Short Items:

- Literacy coaching tools – This website created by the International Reading Association – <http://www.literacycoachingonline.org> – has a coach self-assessment tool, full-text articles, booklists, coaching protocols, and more.
"Tools for Coaches" in *Educational Leadership*, October 2011 (Vol. 69, #2, p. 9)
- Math computer games – This National Council of Teachers of Mathematics website has enrichment videos: <http://illuminations.nctm.org>
"Tell Me About a Memorable Coaching Experience" in *Educational Leadership*, October 2011 (Vol. 69, #2, p. 90)

Websites:

- Teacher videos – <http://bit.ly/rc3yAC> has 100 teaching videos organized by category, including classroom management, science, and inspirational clips.
Spotted in *Educational Horizons*, October/November 2011 (Vol. 90, #1, p. 4)
- Global knowledge quiz – <http://www.iew.state.gov/quiz.cfm> has continent, cultural geography, and physical geography quizzes drawn from the National Geographic Society's Bee competitions. Tough questions!
"Celebrate International Education Week" in *The Language Educator*, October 2011 (Vol. 6, #5, p. 53)

Online video lessons:

- LearnZillion <http://www.learnzillion.com> has hundreds of short video lessons on a variety of topics. Worth checking out!

The above resources appeared in the *Marshall Memo: A Weekly Round-up of Important Ideas and Research in K-12 Education*. "Short Items": No. 405, October 10, 2011; "Websites": No. 406, October 17, 2011; "Online Video Lessons": No. 404, October 3, 2011. To subscribe, visit www.marshallmemo.com.

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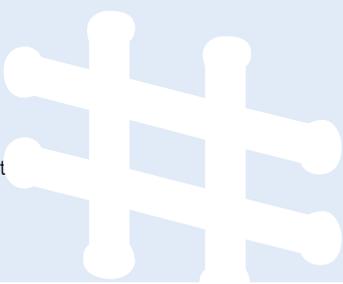
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(l to r) Anne Marie, Brionna, Laura, David, Jill and Aristea

NESA's most significant professional development events are its annual conferences. Internationally-known education experts at the top of their profession lead in-depth, interactive seminars and workshops. Conferences and institutes take place in hotels with modern conference facilities in exotic locales or at member schools throughout the region.

2012 Winter Training Institute > January 26-27, Muscat

2012 Spring Educators Conference > March 31 - April 3, Athens

2012-2013 Events:

Fall Leadership Conference > October 18-21, 2012 (Dubai)

Fall Training Institute > November 2-3, 2012 (Dubai)

Winter Training Institute > January 25-26, 2013 (Doha)

Spring Educators Conference > April 5-8, 2013 (Bangkok)

Winter Training Institute

Near East South Asia
COUNCIL OF OVERSEAS SCHOOLS

WINTER TRAINING INSTITUTE JANUARY 26-27, 2012

Muscat

The 2012 Winter Training Institute will take place on the campus of NESA member **The American International School of Muscat, Oman, January 26-27**. This two-day conference is designed around a variety of topics of interest to specialists. The program is based on an "extended institute design" so delegates and presenters are together for the entire conference. This format allows time for skill development, in-depth exploration and the establishment of partnerships/networks.

NESA 'GOING GREEN': In the interests of environmental sustainability, NESA no longer prints a WTI program or institute handouts. The WTI schedule, institute descriptions and handouts are posted on the NESA website: www.nesacenter.org.

- **Instruction Strategies** — MARCIA TATE, consultant and author of, *Worksheets Don't Grow Dendrites: 20 Instructional Strategies that Engage the Brain*, and *Sit & Get Won't Grow Dendrites: 20 Professional Learning Strategies that Engage the Adult Brain*, among other books.
- **Inquiry & Questioning Units for Social Studies in a Multi-cultural Environment (MS/HS)** — ROB PIERCE, Teacher, Grafton



Gates to the old section of Muscat

High School, Yorktown, Virginia; former member of the AERO Social Studies standards cohort, and NAOMI WOOLSEY, Director of Project AERO, sponsored by the US Department of State's Office of Overseas Schools.

- **Math in the Middle School (gr. 5-9): Bringing Rigor to the Middle** — ERMA ANDERSON, science/mathematics consultant with the Office of Overseas Schools AERO Project and the US High School Redesign Project.
- **Units of Study, Grades K-5 (Reading): Deepening Work (Developing a Successful Year-Long Plan in Reading Workshop)** — MAGGIE MOON, former Staff Developer for The Reading and Writing Project at Teachers College, and director of the Literacy Coaching Asia Institute out of Hong Kong International School and Shanghai American School.
- **ESL (Building English Learners' Identities of Competence)** — VIRGINIA ROJAS, ASCD faculty member and independent ESL and ELL consultant; author of *Educating English Language Learners: Connecting Language, Literacy, and Culture*.
- **SPECIAL OFFERING - Advanced Placement Institute: Economics (macro/micro)** — PATTI BRAZILL, Advanced Placement Economics (macro/micro) teacher at Irondequoit High School in Western New York; AP Economics Exam Reader, AP Table Leader, presenter at the AP Annual Conference, and member of the AP Development Committee for the Advanced Placement Macroeconomics exam.
- **SPECIAL OFFERING - 21st Century Thinking: "Habits of Mind" Certificate Program, Session 2** — GRAHAM WATTS, Associate Director of the Institute for the Habits of Mind for the UK and Europe; author of *Personal, Learning and Thinking Skills*, and *Developing Habits of Mind in the Elementary & Secondary School* [Note: Session 1 took place at the Fall Training Institute in Abu Dhabi, October 28-29, 2011]

For complete details, visit the NESA website: www.nesacenter.org.
To register for the WTI please contact: conferences@nesacenter.org.



Brain Friendly Instruction Strategies

Presented by MARCIA TATE

DAY 1 — Designing and Delivering a Brain-compatible Lesson: 20 Instructional Strategies that Engage All Students:

As a sequel to *Worksheets Don't Grow Dendrites*, which Dr Tate presented at a previous NESAC conference, this session will teach how to take the 20 brain-compatible instructional strategies taught in *Dendrites* and incorporate them into an unforgettable lesson! Learn how to have students storytelling, singing, drawing, and role playing their way to increased academic achievement.

By the end of this institute, participants will be able to do the following:

- Teach vocabulary while modeling four of the 20 strategies;
- State the rationale for using strategies which actively engage the brain;
- Experience more than 20 cross curricular sample lessons that incorporate the 20 strategies;
- Plan and share a brain-compatible lesson that addresses all four learning modalities.

DAY 2 — Assessment: How Do We Know They're Learning?:

It stands to reason that if students don't learn the way we teach them, then we must teach them the way they learn! Whether you refer to them as intelligences (as Howard Gardner does) or gifts, students come with different ways of knowing. Experience 20 brain-compatible strategies for unlocking those gifts, strategies such as role play, drawing, graphic organizers, or music. Learn over 50 ways to determine if those strategies are making a difference in student achievement through such assessment tools as checklists and rubrics. This workshop has been called professionally life-changing and lots of fun!

marciata@bellsouth.net



Units of Study, Grades K-5 (Reading):

Developing a Successful Year-Long Plan in Reading Workshop

Presented by MAGGIE MOON

Participants will spend time learning about how a year can unfold in a Reading Workshop, through Units of Study that young readers most benefit from. Each grade level (K-5) will be examined closely for distinctions and parallels, giving all teachers not only the ability to know what to teach their own grade level, but to also know what comes before and after. Some time will also be spent looking more carefully at the essential elements of a daily Reading Workshop as well as role-playing and practicing together. Topics to

be covered will include but not be limited to: mini-lessons, conferences, small group work, reading partnerships and book clubs. Participants will have time to write and plan mini-lessons for some of their upcoming units, within small groups.

Level: Intermediate (previous experience)

moonpie414@yahoo.com



Advanced Placement Economics (Macro & Micro)

Presented by PATTI BRAZILL

The goal of this institute is for each participant to come away better prepared to teach AP Economics. This objective will be achieved through the following steps:

1. We will engage in an intensive review of specific content, as listed in the *Acorn Book*, published by the College Board. Lessons on more difficult concepts will be modeled.
2. Participants will study the design of the currently available FRQs and learn the use of rubrics in the grading process.

3. A session will be dedicated to setting up the course, either for a single semester or for a year. Various texts and ancillary materials will be available for evaluation.

4. Each participant will be responsible for sharing a lesson.

5. Finally, we will establish a network of support for teachers seeking help in any content area.

Please bring a laptop to this institute.

Patti_Brazill@westiron.monroe.edu



ESL: Building English Learners' Identities of Competence

Presented by VIRGINIA ROJAS

The origins of traditional ESL programs grew from a deficit model where English learners were perceived as 'problems' needing to be fixed by specialists in order to function in mainstream classrooms. Rethinking and redefining this orientation is leading educators to figure out ways to design high-challenge, high-support learning environments in which English learners gain a sense of their own competence through academic literacy and achievement.

Outcomes include:

- the development of a professional knowledge base on language and learning issues in K-12 settings, including understanding the role of English learners' mother tongue proficiency and usage;

- an understanding of best practices in responsive schooling for English learners;
- an understanding of how to utilize standards-based and assessment-driven backwards planning to design high challenge, high support learning environments in K-12 classrooms;
- practice in how to use specific instructional strategies so English learners can do with support what teachers want them to know and do; and
- how classroom and ESL specialists can work together to differentiate instruction and assessment equitably.

vprojas@aol.com

Inquiry & Questioning Units for Social Studies in a Multicultural Environment (MS/HS)

Presented by ROBERT PIERCE & NAOMI WOOLSEY

For teachers to be effective today, at least part of their instructional approach should be inquiry-based. This need is especially important because of the pressures of standards-based learning (SBL). Although unquestionably lifting students' achievement along many measures, SBL subtly pressures teachers away from inquiry-based learning. This two-day institute is intended to clarify what inquiry-based learning is and how teachers can use it to good effect in a standards-based multi-cultural environment.

Participants will consider the place of inquiry and questioning units in high school and middle school instruction. The

approach will guide participants to understand the philosophical underpinnings of inquiry (about learner and subject matter) and to examine their own bias toward this approach. The final phase of the workshop will examine some of the conceptual and practical limits of inquiry-based learning. When teachers are aware of those limits, they can then more easily identify the places in their curriculum and instruction where inquiry is appropriate and possible.

Please bring a laptop to this institute.

rpierce@ycsd.york.va.us,
nswoolsey@gmail.com



Math in the Middle (gr. 5-9): "Bringing Rigor to the Middle"

Presented by ERMA ANDERSON

This institute will explore the various ways to achieve the rigor expected of middle school students (grades 5-9) in the AERO Mathematics Framework. Using Norman Webb's Depth of Knowledge levels (Wisconsin Council of Educational Research and Institute for Science Education), participants will examine the rigor of their math curriculum and assessments, formative and summative, comparing it to the rigor defined by the Framework. Research-based instructional strategies, resources, and assessments which

can be used to complement the expected rigor of the Framework will be shared.

Prerequisites: Participants should be teachers of mathematics (grades 5-9), and are required to bring or have access to one unit from their curriculum. Each participant must bring three hard copies of a summative assessment from that unit.

ermaander@gmail.com

Spring Educators Conference



NESA educators will gather in historic **Athens** at the **Athenaeum Inter-Continental Hotel, March 31-April 3, 2012**. NESA has worked with its Professional Development Advisory Committee (PDAC) and Teacher Representatives to plan an outstanding program.

Early bird registration deadline: February 15.
Register online: www.nesacenter.org

Hotel room reservations are made directly with the Athenaeum InterContinental Hotel. Please download a room reservation form from the NESA website, as well as the conference schedule and speaker handouts.

SPECIAL OFFERINGS:

- **Two-day Preconference (March 29-30): Using Depth of Knowledge (DOK) to Increase Rigor of Classroom Instruction and Assessments (math & science)** – ERMA ANDERSON, science/mathematics consultant with the Office of Overseas Schools AERO Project and the US High School Redesign Project, and recent recipient of NESA’s prestigious Finis Engleman Award.

- **Five-day “Developing Adaptive Schools” Certificate Program (March 30-April 3)** – ROBERT GARMSTON, co-developer, & CAROLYN McKANDERS, co-director, Center for Adaptive Schools.



FOUR-HOUR INSTITUTES:

- **Executive/Administrative Assistants Strand** – POLLY DONALD, former Head of School, Friends School, Boulder, Colorado.

- **Technology Infused Project Learning** - NEIL McCURDY, Assistant Principal, Coleman Tech Charter High School, San Diego, California.

- **Having Hard Conversations** – JENNIFER ABRAMS, consultant and author of *Having Hard Conversations*, and contributor to Costa and Kallick’s, *Learning and Leading with Habits of Mind: 16 Essential Characteristics for Success*.

- **Literacy, MS/HS: Revision that Works (A “Teacher Toolbox”)** – GEORGIA HEARD, founding member of the Teachers College Reading and Writing Project at Columbia University; author of *A Place for Wonder: Reading and Writing Nonfiction in the Primary Grades*.

- **Science Teaching Strategies (offered in Arabic)** – SAOUMA BOUJAOUDE, Professor in the Department of Education, and Director of the Science and Mathematics Education Center (SMEC), American University of Beirut. (www.aub.edu.lb/fas/smec)



- **Conceptual Math Resources (K-6)** — LOUANN LOVIN, Co-Director, Center for STEM Education and Outreach, & Associate Professor, Middle, Secondary and Mathematics Education, James Madison University (www.jmu.edu/stem/outreach/)

- **Internet Safety: Interacting Online/Informed Parents** – DAVID MILES, Director-Europe, Middle East & Africa, Family Online Safety Institute. (www.fosi.org, www.fosigrd.org)

- **“7 Habits of Highly Effective People” / “True Colors”** — MARCIA TATE, educational consultant and author of *Worksheets Don’t Grow Dendrites: 20 Instructional Strategies that Engage the Brain*; and most recently, *Preparing Children for Success in School and Life*.

- **Differentiation in Middle School and High School** – KRISTINA DOUBET, Assistant Professor of Middle and Secondary Education at James Madison University; co-author (with Carol Tomlinson) of, *Smart in the Middle: Classrooms that Work for Bright Middle Schoolers*.

- **MS/HS Literacy: Focusing on the Boys** – DAVID BOOTH, Professor Emeritus, Curriculum, University of Toronto; Research Chair in Literacy, Nipissing University, North Bay, Ontario.

- **Building Character and Resiliency** – RUTH HARGRAVE, consultant on

Restitution/Control Theory, Developmental Teaching, Theraplay, and Student Leadership.

- **Building Literacy in the Early Years** – MATT GLOVER, consultant and speaker; author of *Engaging Young Writers, Preschool-Grade 1*.
- **Health & Wellness as Elements of Your School's Culture & Curriculum** – TIM BURNS, presenter, educator, consultant, and author of

Brain Gain/Brain Drain: Teaching Students to Build a Better Brain; and Our Children, Our Future.

- **Grading: Do's and Don'ts** – KEN O'CONNOR, consultant in assessment, grading and reporting and author of, *How to Grade for Learning: Linking Grades to Standards*.

Special Offering:

2-Day Preconference: Using Depth of Knowledge to Increase Rigor of Classroom Instruction and Assessments (math & science)

Presented by ERMA ANDERSON

This two-day preconference (March 29-30) will present a system for analyzing content complexity of standards, instruction and assessments in **mathematics** and **science**.

We will focus on Webb's Depth of Knowledge (DOK) model for determining the rigor of instruction and assessment. It is designed to ensure that instruction and assessment are aligned with both the content (standard) and the depth (cognitive level) specified in the Standards.

The sessions will provide a process for interpreting and as-

signing DOK levels to mathematics and science formative and summative assessments. The definitions for the DOK levels will be explained along with their application. There will be ample practical opportunities to apply the DOK levels in analyzing curriculum standards and assessment items.

For more details, visit:
www.nesacenter.org/page.cfm?p=888

ermaander@gmail.com



Having Hard Conversations

Presented by JENNIFER ABRAMS

Jennifer Abrams is a trainer and coach of teachers, administrators, nurses, hospital personnel and others on successful instructional practices, new employee support, supervision and evaluation, generational savvy, having hard conversations and effective collaboration skills. From 2000-2011, she was lead coach for the Palo Alto-Mountain View-Los Altos-Saratoga-Los Gatos Consortium's Beginning Teacher Support and Assessment Program. Her publications in-

clude *Having Hard Conversations*, and a chapter in Costa and Kallick's, *Learning and Leading with Habits of Mind: 16 Essential Characteristics for Success*. Her upcoming book with Valerie Von Frank is titled, *Generational Savvy: How to be Effective with Educators of All Generations* (Corwin Press 2013).

jennifer@jenniferabrams.com

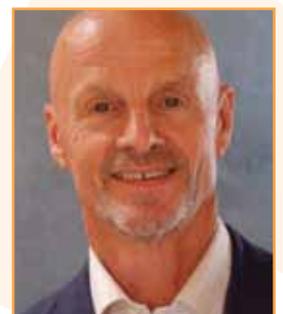
Health & Wellness in School Culture & Curriculum

Presented by TIM BURNS

Tim Burns is an educator and author whose background includes over thirty years' experience as high school teacher, counselor, First Offender Program facilitator, adolescent and family drug-treatment program director, university instructor, and professional development specialist. He was a member of the Alcohol and Drug Abuse Studies Institute faculty at the University of New Mexico, while serving as

program director at St. Vincent Hospital Family Recovery Center in Santa Fe, New Mexico. Mr Burns is the author of *Our Children, Our Future*; and *From Risk to Resiliency*, as well as several popular resource manuals and curricula, most recently, *Brain Gain/Brain Drain: Teaching Students to Build a Better Brain*.

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Special Offering: 5-Day “Developing Adaptive Schools” Certificate Program

Presented by ROBERT GARMSTON & CAROLYN MCKANDERS

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. Participants will learn practical frameworks and tools for developing collaborative groups that bring collective responsibility in student learning.

This experience consists of five days of on-site training/consulting/coaching for your team at the Spring Educators Conference (1 day pre-confer-

ence March 30, plus four days during the conference, March 31-April 3), PLUS access to coaching during a one-day follow-up session online (date TBD).

NOTE: This institute is limited to 40 participants in teams of at least two persons. Separate registration is required to attend - sign-up online: www.nesacenter.org.

For more details, visit: <http://www.nesacenter.org/page.cfm?p=793>

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Building Character and Resiliency

Presented by RUTH HARGRAVE

What is Restitution/Control Theory?

Created by Diane Gossen, Restitution originates from William Glasser’s work on Reality Therapy and Control Theory that he developed in the 1960’s.

Restitution means to create the conditions for a person to fix his/her mistake and return to the group strengthened. When we consciously plan to create conditions for fixing mistakes, we set the stage for success, for learning, and for being humane as a community of learners. Restitution is about behaving intrinsically for values/beliefs rather than for the rules, becoming solution-focused and finding more effective ways to meet our needs without disrupting others’ needs.

Restitution teaches children the following:

- To be responsible for their own behavior rather than blaming others

- To be responsible for their own learning
- To self-manage behavior by understanding why we behave as we do
- How to fix their mistakes and return to the group strengthened
- Conflict resolution strategies
- How to meet their needs in up and clean ways rather than down and dirty ways, hence, less need for bullying!
- Teamwork and relationship building
- To set goals, create plans and self-evaluate
- How to become intrinsically motivated to learn and be the kind of person they want to be
- To make an agreement with their class about how to treat each other and how to learn together
- To agree upon a job description for themselves and the teacher

When students learn the above strategies, teachers/parents de-stress and become more energized and successful.

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Building Literacy in the Early Years

Presented by MATT GLOVER

Matt Glover is a full-time educational consultant, co-author with Katie Wood Ray of *Already Ready: Nurturing Writers in Preschool and Kindergarten* (2008), and the author of *Engaging Young Writers, Preschool-Grade 1* (2009). Mr Glover is a frequent presenter on topics related to nurturing young writers and supporting children’s intellectual

growth and development. He has been an educator for over 20 years, including 12 years as the principal and instructional leader of Creekside Early Childhood School, a school of 900 preschool, kindergarten, and first grade students.

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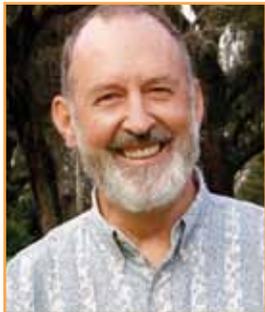
Internet Safety: Interacting Online/Informed Parents

Presented by DAVID MILES

For the past 25 years, David Miles has had a wide range of leadership roles in the technology and telecommunications sector. A former executive at Motorola, Packard Bell and Compaq, and IBM in 1998 David Miles became IBM's Marketing Director for Europe, Middle East and Africa for its Consumer Division. He is currently the Family Online Safety Institute's Director for Europe, Middle East and Africa. He also oversees the organization's website, its Global Resource and Information Directory (GRID) and wider on-line strategy. Mr Miles is based in the UK and is a member

of the United Nations ITU Child Online Protection Working Group, the UK Council for Child Internet Safety (UKCCIS), and Norton's Family Safety Advisory Council. He is FOSI's representative on Egypt's Cyber Peace International Executive Board. Both parties signed a two-year Memorandum of Understanding at the Internet Governance Forum (IGF) in Sharm El Sheikh on November 18, 2009.

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Grading: Do's and Don'ts

Presented by KEN O'CONNOR

Ken O'Connor is an independent consultant on assessment, grading and reporting. He has been a staff development presenter and facilitator in 42 states in the USA, nine provinces in Canada, and in 12 countries outside North America. His 23-year teaching career included experience as a geography teacher and department head at six schools in Toronto and Melbourne (Grades 7-12) starting in 1967. Mr O'Connor was a curriculum coordinator responsible for Student Assessment and Evaluation and Geography for the Scarborough Board of Education (and then the Toronto

District School Board) 1990-1999. He also worked as a consultant on Secondary Assessment at the Ontario Ministry of Education, 1998-1999. He is the author of *A Repair Kit for Grading: 15 Fixes for Broken Grades* (ETS/ATI, 2007) and *How to Grade for Learning: Linking Grades to Standards, Third Edition* (Corwin, 2009). His articles have appeared in the *NASSP Bulletin*, *Educational Leadership*, *Changing Perspectives* and *Orbit*.

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7 Habits of Highly Effective People

Presented by MARCIA TATE

The *7 Habits of Highly Effective People* by Stephen Covey has been on the *New York Times* best-seller list since the 1980s because its content is just as valuable today as it ever was! This institute is based on that book and acquaints participants with seven principles that effective people attempt to practice daily in both their personal and professional lives. While actively engaged in the institute, you will learn to be proactive, not reactive; to identify and prioritize

your life with the things that really make the most difference; to improve your ability to understand where others are coming from so that you might help them to achieve goals which are mutually beneficial to you both; and to work for mental, spiritual, physical, emotional, and social balance in your life. You will walk out of this session a person changed for the better!

True Colors: Understanding Personality and Temperament

Presented by MARCIA TATE

Have you ever questioned why some people in your workplace are more difficult to get along with than others? Have you ever wondered why your spouse or significant other is different from you in ways that sometimes drive you crazy? Have you considered whether your children are really yours or whether they were switched at birth? Regardless of race, religion or national origin, people come in four personality types. Hippocrates called them *Phlegmatic*, *Choleric*, *Sanguine*, and

Melancholic. Don Lowry called them *Gold*, *Blue Green*, and *Orange*. The more you understand the differences in human temperament, the easier it becomes to understand and get along with the important people in your world. This institute is great for building an effective team in the workplace. Find out your personal preferences and the preferences of others as well!

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