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# NEWS

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and much more...



## New Beginnings

On April 30th at the spring NESAs Board of Trustees meeting Executive Director David Chojnacki invited me to read the NESAs Mission Statement to the Board:

*To maximize student learning, NESAs serves member schools by facilitating sustainable and systemic school improvement based on the best practices of American and international education.*

My reading of the mission in front of the organization's governing body enabled an outward and visible sign of the leadership succession.

After his 21 years of inspirational leadership, Davids endorsement and torch hand-off to me in front of the Board was a capstone moment. It followed a 12-month transition period during which I had the opportunity to shadow each NESAs event, attending NESAs conferences and institutes, Board meetings and Professional Development Advisory Committee (PDAC) meetings.

Throughout the year I was encouraged to participate in decision making with NESAs Director of Learning Bridget Doogan and the legendary NESAs Staff, Jill, Laura, Aristeia and Maria. I was able to observe office dynamics, learn about the work rhythms, gain insight into the management structure and the financial workings, and receive important introductions to regional and global partners. Further, I was able to meet fellow Regional Association Directors and their State Department representatives in Washington, D.C., and begin a close collaboration with Bea Cameron from the Office of Overseas Schools whose generous contributions sponsor projects and innovations for the NESAs Family of Schools.

Over the course of the year we were reminded again and again

that *change* is different from *transition*. NESAs had adopted 2017 as the year of transition—transition for the NESAs Center in Athens, for the NESAs Board, for members across the region, for David and for me. Thoughtfully and collaboratively we engaged with the various stages to ensure the organization and the individuals within it were prepared for New Beginnings.

At right you will find a map entitled "This is Life." The map was drawn by graphic recorder Taryl Hansen at the NESAs Heads Retreat in April. It features a sailboat with a flag named "HOPE" sailing to "A Land of New Beginnings." In this land we find stewardship of the NESAs mission, we find a welcoming, nurturing environment, we find that "Everyone has a place." The question asked as the ship sails to this Land of New Beginnings is "What wants to happen?"

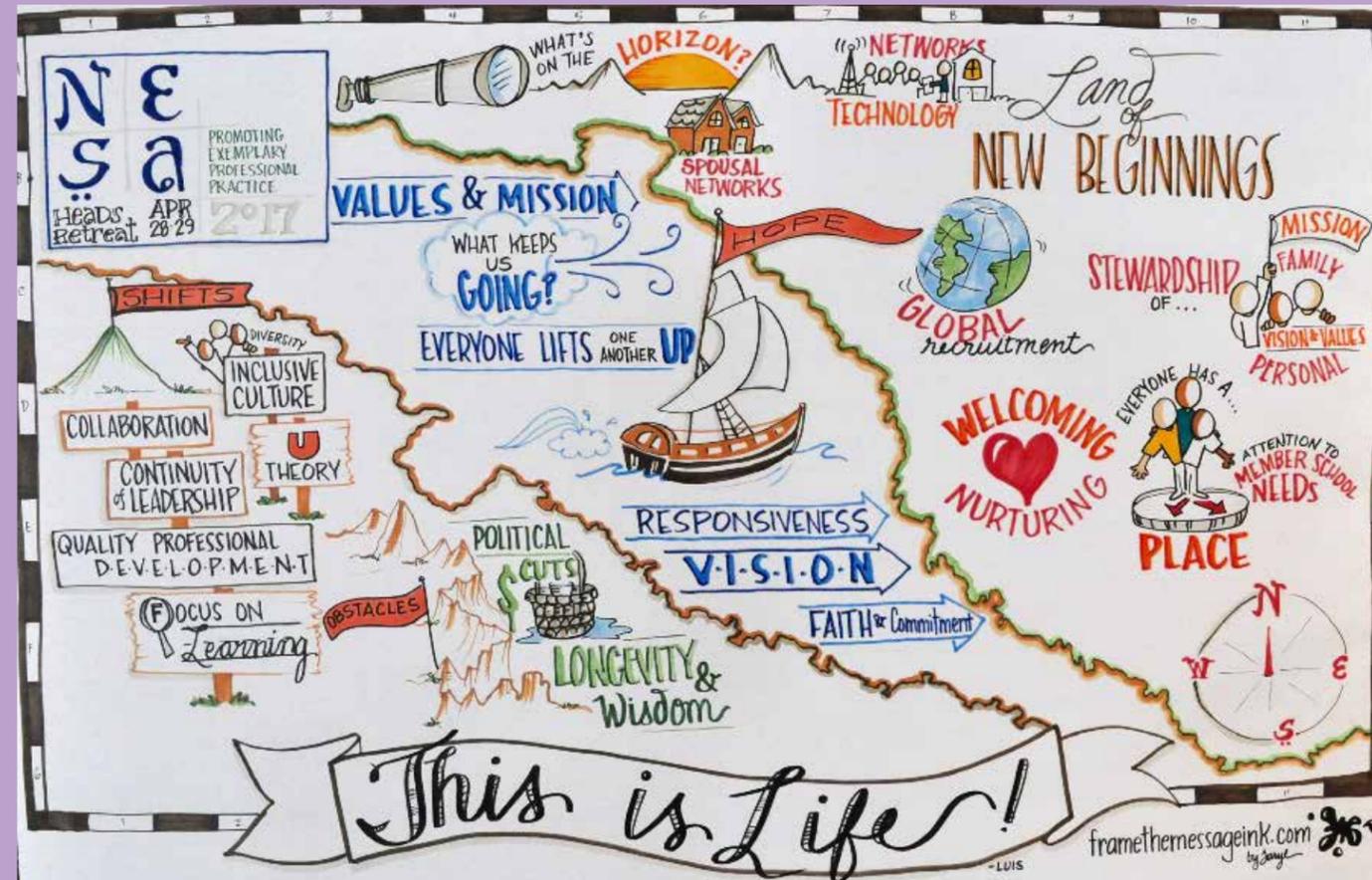
What a wonderful question!

My leadership in the coming months will facilitate new movement -- movement with the NESAs Board and Professional Development Advisory Committee as we author our plan for the future; movement with the NESAs Collaboratives we've grown; movement with coherence in our learning systems, beautifully anchored by common learning principles.

And... as always, we keep student learning at the center of all we do, while collaboration remains the cornerstone of our success.

I look forward to the coming journey with all of you.

Madeleine Hewitt  
NESAs Executive Director



Graphic recording of the NESAs Spring Heads Retreat, by Taryl Hansen.

## From the NESAs Board President:

*"Perhaps that is where our choice lies - in determining how we will meet the inevitable end of things, and how we will greet each new beginning."*

— Elana K. Arnold, *Burning*



Dear NESAs Colleagues:

On behalf of the NESAs Board of Trustees, I would like to extend a warm welcome and best wishes to Maddy Hewitt, NESAs new Executive Director. Maddy will lead our organization for its third iteration. NESAs first Executive Director, Stanley Haas, developed the organization to provide support and col-

legality to its members before the age of instant technological access via phone, Skype, What's App and the internet.

David Chojnacki's leadership for the past 21 years developed NESAs as the preeminent professional development organization for international schools. David also exemplified and achieved NESAs vision "to create dynamic, collaborative professional relationships that transcend current barriers and boundaries in order to maximize student learning."

The transition process that David and Maddy developed to sustain our organization through a change in leadership will stand as an exemplary model for other organizations. Maddy and David, in collaboration with Bridget Doogan, NESAs Director of Professional Learning, and NESAs outstanding office staff, have collaborated to organize an excellent series of conferences and institutes for the 2017-2018 school year.

I would also like to welcome three new Trustees to NESAs Board: Larry McIlvain, Superintendent of the American Community School in Amman; Wayne Rutherford, Superintendent of Cairo American College, and Mike Downs, Superintendent of Walworth Barbour American International School in Israel. The new trustees will be affirmed at our Annual Business Meeting at the Fall Leadership Conference in Abu Dhabi.

I look forward to welcoming many of you during this year's NESAs events. I also hope that all of you have a wonderful start to the upcoming school year.

Warm regards,  
Rose Puffer  
President, NESAs Board of Trustees  
Superintendent, International School of Islamabad, Pakistan



# COLLABORATIVES

## Making an Impact

By Bridget Doogan, NESAC Director of Professional Learning

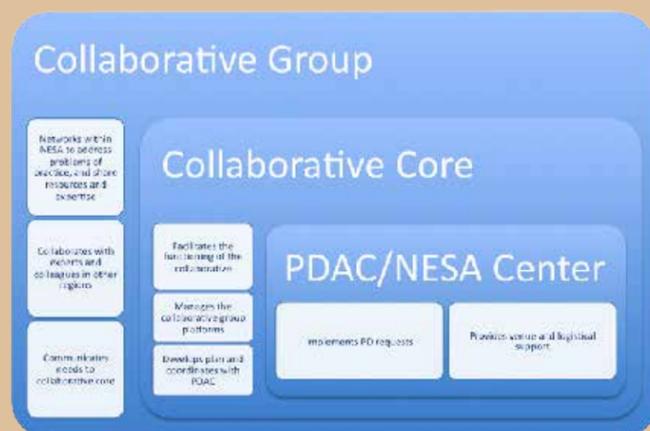
NESA Collaboratives are making an impact! Comprised of teachers and learning leaders in NESA schools, Collaboratives work with the Professional Development Advisory Committee (PDAC) to develop multi-year plans for professional learning. These plans serve to align conference and institute programs with the strategic priorities of schools, the learning intentions of teachers and leaders, and their improvement goals for students. In doing so, Collaboratives advance NESA's vision to "create dynamic, collaborative professional relationships that transcend current barriers and boundaries in order to maximize student learning in member schools." (NESA's Mission, Vision, Beliefs).

Collaboratives are open. Anyone in NESA working in a given discipline or role is considered part of their respective Collaborative. So, any math teacher belongs to the Math Collaborative; any coach to the Coaches Collaborative, and so on. Each Collaborative is led by a small team of core planners - learning leaders nominated by the Wider Circle/PDAC. The Collaborative Core develops multi-year plans, proposes institute/conference focus strands to the PDAC, and identifies speakers.

These learning opportunities draw the wider collaborative community together to connect, learn and share at conferences and institutes. Ongoing collaboration and networking is supported through NESA Facebook groups, and Twitter chats (#nesachat) in which hot topics are explored, resources and ideas shared, and professional learning networks developed.

We are grateful to the Collaboratives on the table (right) for their contributions to the 2017-2018 program. In addition, we have two new Collaboratives for Social Studies and Service Learning. Look out for news from them in the coming year.

For more information, go to [www.nesacenter.org](http://www.nesacenter.org) > Collaborative Communities > NESA Collaboratives or email: [bridget@nesacenter.org](mailto:bridget@nesacenter.org).



<b>Business Managers Collaborative</b>	FLC: Three planning and development sessions.
<b>Coaches Collaborative</b>	FLC: Sustained Systemic Transformation through Coaching — STEVE BARKLEY
<b>Early Childhood Collaborative</b>	FTI: Growing Your Instructional Practice Through Collaboration — MICHELLE RUIPER SEC: Emergent Curriculum — KRISTINE MRAZ
<b>Ed Tech Leaders Collaborative</b>	FLC: Learning Innovations - BONNIE LATHRAM FTI: DOUG JOHNSON (Combined Librarians and Ed Tech Leaders Collaboratives)
<b>Human Resource Directors Collaborative</b>	FLC: Three planning and development sessions.
<b>Librarians Collaborative</b>	FTI: Roles and Goals -Librarians are from Venus, Technologists are from Mars — DOUG JOHNSON (Combined Librarians and Ed Tech Leaders Collaboratives)
<b>Literacy Collaborative</b>	FTI: Mining a Mentor Text/Using a Mentor Text in the Classroom — MATT GLOVER SEC — Reading Extended Workshops: K-2 and 3-8 (3 days)
<b>Math Collaborative</b>	WTI - Number Talks (Mathematics) — SHERRY PARRISH SEC: Student Engagement in Math that Matters — DAN MEYER
<b>Performing and Visual Arts Collaborative</b>	WTI: Arts Curriculum Design — DENNIS INHULSEN
<b>Physical Education Collaborative</b>	FTI: Standards-Based Physical Education Curriculum: Lessons and Assessments — DEBORAH TANNEHILL
<b>World Language Collaborative</b>	FTI - Developing Proficiency-based Assessment for World Languages — CAROL COMMODORE WTI: ACTFL Oral Proficiency Interview (OPI) Assessment Training

## ACS Beirut Hosts Mini-NESA Conference for Local Schools

By Alison Skelton, Publications Manager, American Community School Beirut, Lebanon

Inspired by NESA's exemplary professional learning conferences, and in an effort to enhance training opportunities for educators across Lebanon, ACS Beirut invites local schools to attend an annual "Mini NESA" teacher-training professional development program each fall on its campus. For more than two decades, ACS has opened its doors to neighboring schools and educators-in-training interested in learning and observing best practices of American and international education.

"ACS works hard to keep up-to-date with best practices and the latest educational resources," said Curriculum Coordinator Hanadi Dayyeh. "We provide our teachers with professional development opportunities, and we want to open that up to Lebanese schools."

About 160 ACS and 80 non-ACS teachers and education students from 15 schools and top universities in Lebanon attended the mini-NESA conference, choosing from over 30 workshops facilitated by ACS faculty and staff of all grade levels throughout the day. Topics ranged from "Literacy Through Play in Early Years," "The Power of E in STEAM," "Conceptual Math through Reggio Inspired Provocation," to "The Power of Purposeful Reading," "Adventures in Flipping Classrooms," and more. Workshops varied by level, with some designated for specific grade groups such as pre-school or high school, and others for all.

ACS second grade teacher Alexa Kumbier co-lead an elementary level workshop entitled "Let's Play: Building Math Fluency with Games and Puzzles." For Alexa, the opportunity to share effective teaching strategies with fellow educators proved to be rewarding. "It was great to see fellow teachers respond in a positive way and start to implement math games in their own classrooms to foster student learning."

In addition to a focus on developing teachers, a series of self-improvement workshops were offered to provide an opportunity to non-teaching personnel, such as "Dealing with Difficult People from a Coach's Perspective," "SurveyMonkey: Create, Publish, and Analyze Professional Online Surveys," and "Don't You Like Stress? The Answer Is No."

"As part of our mission, we have a responsibility to serve not only our own faculty and staff, but to offer an opportunity for

others to witness, examine and question the way we educate," noted Greg MacGilpin, Head of School. "Our annual ACS Mini-NESA conference shares our thinking and learning with schools in Lebanon, and by sharing what we do, we inevitably learn a great deal from those who attend."

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Head of School Greg MacGilpin addresses delegates during the plenary session.

ACS educators present workshops to their peers at "Mini-NESA".



# ACS Athens: Approaches to Behavioral Interventions in the ES and MS

By **Rebecca L. Meyer**, Middle School Principal, **Sophia Moros**, Elementary School Principal, M.A., and **Dr Alessandra Sax**, JK-12 Counseling Psychologist, L.M.S.W., Ed.D., American Community Schools of Athens, Greece.

## Social-Emotional Development

Research suggests that the emotional development of a child has an impact on development in many areas. Just like learning how to read or add and subtract, social-emotional skills must also be taught if young students are to internalize these tools (Elias, 2006 as cited in Sax, 2013). Students who have positive relationships with others and feel good about themselves are more successful in school and later in life (Hoffman, 2009 as cited in Sax, 2013). Social and emotional skills are fundamental building blocks that enable children to succeed academically in a positive school climate (Committee for Children, 2007 as cited in Sax, 2013).

ACS Athens prides itself on focusing on ethos and the 'morphoses' of students across the PreK-12 institution. Therefore, we feel it is a social and ethical responsibility to educate our students as a whole, not only to redirect negative behavior and consequences, but to acknowledge and focus on the positive attributes of our students. One method of accomplishing this is by implementing PBIS (positive behavior interventions and support).

## Elementary School

At ACS Athens Elementary School there is a high level of responsibility expected from students. Throughout the year, teachers, counselors, staff, and parents unite to guide students into becoming Respectful, Responsible and Ready learners by exhibiting these characteristics and complimenting positive student actions on a daily basis. This is known as the "3R's" on campus, and it is weaved into school routines in order to model the expected character traits that guide them into becoming courteous, dependable and trustworthy citizens of our community.

### Programs/Routines in the Elementary School:

- 3R's
- Doing the Right Thing When Nobody's Watching (recognition at assemblies)
- OWL Buddy Program (for new students)
- Restorative Justice Process - Reflection Report (see sample at right)
  - o Own It
  - o Fix It
  - o Learn from it
  - o Walk Away

## Middle School

At ACS Athens Middle School our faculty contributes to a "Caught in Action" list. This initiative allows positive student behavior to be recognized.

### Teacher/PBIS Strategies in the Middle School:

- Recognition over intercom/written acknowledgement cards to individual students along with verbal praise
- Emails and/or phone calls to both student and parent with praise
- Giving a ticket to sit next to a friend when showing exemplary behavior or effort
- Principal's warm verbal acknowledgement/counselor hand shake to showcase a student's efforts of improvement
- Rewarding consistent behavior of a class by allowing a privilege (such as bringing food or drinks into the classroom)
- Certificates of improvement during academic checks with counselor
- Positive conferences/collaboration with students and parents over areas of growth

## Conclusion

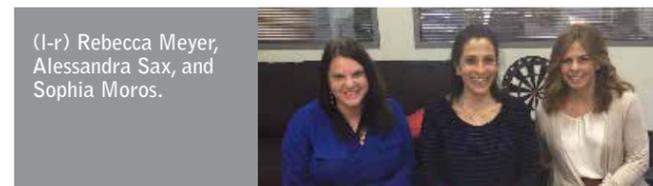
PBIS strategies are quickly becoming embedded into the functioning of our school culture. It is important to note that PBIS strategies do not have to be tangible or even expensive items on tight school budgets. The best rewards are age-appropriate items that students find valuable.

Baker et al. (2003) suggest school practices that validate the need for relatedness, competence, and autonomy enhance children's meaningful connections to others within school, their sense of competence as learners and promote a sense of autonomy. Each of these practices has been associated with positive school attitudes and self-direction, as well as school satisfaction and academic competence (Baker et. al., 2003, as cited in Sax, 2013).

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### Helpful Resources

www.pbis.org, www.pbisrewards.com/pbis-incentives/  
For a list of references, please contact NESAs or the authors.



(l-r) Rebecca Meyer, Alessandra Sax, and Sophia Moros.

REFLECTION REPORT	
Elementary School ACS, Athens	
Name	Date
<b>Reflection Process</b>	<b>My Personal Responses &amp; Connections</b>
<b>1. Own It:</b> Start by telling the truth. Did you make a mistake or a poor choice?	<b>I chose to ....</b>
<b>2. Fix It:</b> Apologize if you hurt someone (including their feelings). How can you show your apology?	<b>I will ....</b>
<b>3. Learn from It:</b> How can you prove you learned from today's event? What are the consequences for your actions?	<b>Next time, I will...</b>
<b>4. Move On:</b> Walk away with a new outlook and something you learned.	<b>I've learned my lesson and will never repeat that behavior.</b>
My Personal Statement	
My signature: _____	
Teacher signature: _____	
Parent Signature: _____	

# Teachers Collaborate to Launch HS Readers Workshop in Amman

By **Julie Swinehart**, High School English Teacher, and **Jessica Levitt**, Secondary Teacher-Librarian, American Community School, Amman, Jordan

Fresh off of the 2016 summer holidays, and inspired by a week-long session the previous May with literacy consultant Stevi Quate (a speaker at NESAs's 2013 Fall Training Institute in Dubai), the HS English team had a lofty goal: to move ACS from a traditional "teaching literature" approach to a Readers Workshop model.

As an early adopter, the fact that Julie had the only two stand-alone English 11 classes proved to be an opportunity rather than the obstacle that can arise with stand-alone classes. Working in collaboration, Jessica and Julie committed to use *Book Love* by Penny Kittle as their guiding text. They read and discussed their thinking after each chapter, unwittingly engaging in a similar process to what their students would soon use. Their first takeaway was that most adolescents don't read enough, that it's essential for teachers to encourage and support the healthy reading lives of students.

Their second takeaway was to jump straight into implementation. In order to increase students' independent reading, Penny Kittle offers several suggestions. These four were at the heart of the shared beliefs of the HS ELA team:

- **Choice:** During the first week of September, book talks were implemented daily.
- **Vision:** Students picked their independent reading books and created 'next reads lists' based on the books promoted to the classes.
- **Expectations:** Students learned about reading rates, personal reading goals, and good habits of reading, guiding these high school students back toward the healthy reading lives many had abandoned in elementary or middle school.
- **Response:** Through 1:1 conferring, the students had the opportunity to explain why they had chosen their titles, why the books were working for them, and why they might be inclined to drop a book or add one to their next reads lists. An additional benefit to the conferring process was the healthy relationships that were built with the students.

By October, the HS reading culture was shifting. Students' positive energy and willingness to read gained significant momentum, so implementation was expanded into Julie's other English classes. Initially, students were surprised and even skeptical that they were given so much choice and voice in what they were reading, but as a whole, they were happy to be given that kind of agency. Spontaneous, student-led book talks were a persuasive force that led to the early adoption of the workshop model by the other English teachers.



ACS Amman eleventh graders, having just picked their first books, on the first day of the readers workshop, the first week of September.

A strong culture of reading at the high school has emerged. Library circulation numbers have dramatically increased, classroom libraries are constantly in use, and students and teachers alike are often overheard asking the question, "What are you reading?"

The opportunity presented by the collaborative culture of the school, and the pedagogical understanding that the readers workshop model really is the best way, allowed for authentic, teacher-led, positive change that improves the reading lives of the high school students at ACS.

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## Highlighting & Sharing Strengths for Collaboration

By David Chadwell, Curriculum Coordinator, Cairo American College, Egypt

Teachers crave opportunities to collaborate with each other. Schools seek ways to professionally develop leadership within faculty. At Cairo American College, we brought these two elements together and created a "Lab Site" professional learning experience (modelled on experiences with Readers Writers Workshop consultant and NESA speaker Christy Curran).

What were areas in our school we had been developing over time and felt like we had solid positive momentum? And, who across the school could rise to be leaders in these areas? In March 2017, we hosted educators in Cairo to have a lived experience within elementary school Readers and Writers Workshop, middle school Challenge by Choice mathematics, and high school Harkness Student Led discussions. Sixteen educators came to Cairo from France, Lebanon, Jordan, Qatar and India.

We set up a structure where participants would 'plan-watch-debrief' with teacher experts in their classes with their students. Mini-lessons between teacher expert and participants were designed to provide background knowledge, provide theory, and go deeper into the strategies and procedures. To complete the schedule, a couple social events and, of course, a trip to the pyramids were added.

Looking at a day-and-a-half schedule, three different classes were identified where participants could do 'Plan-Observe-Debrief.' Planning meant spending up to 30 minutes with the teacher expert discussing the plan for instruction, how the class would likely run and why. Then, participants observed the class, and to some degree, interacted with students. This lasted about 90 minutes. After, there was a 30-minute debrief session to talk about what happened, ask questions, and understand the process more fully. These experiences allowed participants to experience the selected teaching practices within several contexts.

On our feedback form, one participant responded, "As opposed to just taking in info and wondering how it would be in my class, I could see it in action." Another commented, "I found it very valuable to be in the classroom, experiencing the program in action and being able to talk to the students." Adding to the classroom experience, three mini-lesson sessions were designed to target key topics or issues related to the teaching practice. These tended to be 30 minutes and were led by our teacher experts.

The experience also positively affected our teacher experts. One teacher expert reflected on the experience: "It has definitely given me a better understanding of how and why we do the different parts of readers and writers workshop. It was also good to collaborate with other teachers and get new ideas that have



Top > Conferring during a class observation.

Middle > Debriefing Readers Writers Workshop.

Bottom > Lab Site participants at the pyramids.

worked for them." And another commented, "It made me reflect more deeply on my own practice and why I do things the way I do!"

Cairo American College will look to provide another opportunity to host a Lab Site. I challenge other schools to look within and see what practices they could offer to the wider community and host their own Lab Site. Let's build on the NESA collaborative cornerstone!

dchadwell@cacegypt.org



ASD-Doha's Dr Timothy Coble with St. Pius School teachers in Tanzania.

## ASD-Doha's Outreach to Arusha

By Chi-Yan Shang, IB CAS Coordinator, American School of Doha

The American School of Doha (Qatar) supports numerous adopted school projects around the world aimed at providing opportunities for ASD students and teachers to become positive, active, global citizens and also supporting education and gender equality in the countries that host these projects.

One of ASD's most extensive projects is at the St. Pius School in Arusha, Tanzania. In addition to being a part of one of ASD's learning service trips where students assist in the expansion of the school, building new classrooms and leading learning enrichment activities such as arts and crafts, sports and music, ASD students and staff have also taken an active role in providing teacher development and continuing education at St. Pius.

For the second year running, the ASD Parent Teacher Association (PTA) fully funded the cost of sending an ASD teacher to provide teacher in-servicing at St. Pius as one of their charitable initiatives. Dr Timothy Coble, World Languages Teacher and Astrolabe Coordinator, returned to Arusha this past November to continue providing training in gender based differentiation. This aligns very closely with St. Pius School's goal of furthering the education of girls in the region and improving the quality of education in general. It is hoped that this endeavor will continue well into the future as it was very well received by the St. Pius staff on both occasions.

Additionally, ASD students have started a scholarship program for members of the St. Pius community, whether it be teachers, alumni or area residents to help them continue their education beyond the secondary level, one of the glass ceilings in educational development. ASD student S. Lowe took the lead and has worked to fundraise to allow one St. Pius School teacher, Adelina Alex (Adela), to continue her education at the university level.

Due to a combination of low wages and a high cost of living, tertiary education is beyond the reach of most students as access to loans and other similar support is very limited, as was discovered by Lowe when she started working with Adela to research options. Currently, several student service groups at ASD including Girl Up!, the Global Issues Club and a number of IB CAS Projects are collaborating to help fully fund Adela's university tuition.

This focus on education is key to many of ASD's overseas service projects as it is its hallmark to help empower communities to become self-sustaining. ASD also aligns its service learning opportunities to at least one of the United Nations Sustainable Development Goals (SDGs), with *Quality Education* being one that is heavily emphasized.

Contact: Belinda Jones, bjones@asd.edu.qa

Top > One of Taryl Hansen's graphic recordings of the Heads Retreat.

Bottom > NESA school heads at the Spring Heads Retreat in Hydra, with facilitator Teresa Arpin (back row on right), NESA Exec. Dir. David Chojnacki, and incoming Exec. Dir. Maddy Hewitt (seated far left, second left).



## Spring Heads Retreat 2017

Heads of 19 NESA member schools attended NESA's annual Spring Heads Retreat April 28-29 on the Greek island of Hydra, a short hydrofoil journey from the Port of Piraeus. Teresa Arpin of Transformation Systems facilitated the two days of personal and professional reflection, engagement and connection, which focused in part on NESA's leadership transition that took place in late June when Executive Director David Chojnacki stepped down and passed the leadership of NESA to Maddy Hewitt.

Graphic recorder Taryl Hansen (framethemessageink.com) visually represented the discussions, as she did at NESA's 2016 Fall Leadership Conference last October in Doha, Qatar.

View more photos of the retreat and lovely Hydra on the NESA website: [www.nesacenter.org/events/galleries](http://www.nesacenter.org/events/galleries).

## Building Character & Community at the American School of Kuwait

By **Steven Caley**, Elementary Principal, ASK-Hawalli.

A parent said to me, "Community service benefits numerous parties, from schools to communities to society, but it is the students who need and acquire the most gain. It provides students with an unfathomable gap between the curriculum and their everyday lives."

At the American School of Kuwait (ASK), all Grade 5 students participate in a community-action project (CAP) to strengthen our school's community, while empowering students through an increase in self-awareness and an understanding of how their actions impact others. Grounded in our mission, "Learn for life, make a difference, and practice compassion", this experience offers students an opportunity to use academic knowledge and skills to address genuine community needs.

In its fourth successful year, the CAP project has three essential goals: first, to empower students to take ownership of their social learning by promoting responsibility; second, to help students recognize leadership qualities within themselves; and third, to develop character attributes such as responsibility, self-discipline, and citizenship.

To begin, each student identifies an area within our school that he or she wants to positively impact. In the past, these have included reading to a pre-kindergarten class, supporting Grade 1 students with their math skills, or helping out in the library. Each student is required to write a proposal letter, connecting a real-world application of their persuasive writing skills, explaining their area of personal interest and the constructive contribution they hope to have on the school's community.

After the letter is signed by their homeroom teacher and a parent, he or she meets with the elementary principal to orally



Grade 5 student reads to a PreK class for his CAP project.

present their letter for final approval. Once officially approved, students can begin their CAP. Acting as role models, they spend two to three days a week, for roughly 20 minutes, fulfilling their duties with pride.

Not only does this experience change our Grade 5 students, it affects our educators, too: "The 'big kids' have become part of our kindergarten family - they have been the teachers, mentors, brothers, sisters, and heroes for our students. Through this experience, our students have developed curiosities and questions about the 'big kids' and their world, building upon their prior knowledge of community."

At the conclusion of their eight-week project, students reflect on their learning journey, addressing the positives and the challenges. Some experiences have been quite transformational: "I used to have anger issues and very little confidence, but after meeting with the little kids my attitude has completely changed. Even though it started out slowly, my confidence grew, and I learned to be much more kind, gentle, and patient."

The CAP project allows students to personalize and individualize their learning. As a result, student engagement and motivation increases, meaningful relationships are forged and, through purposeful social interactions, the character of our most treasured asset is created and shaped.

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## Teaching a Core Social-Emotional Skill: Perspective Taking

In this *Kappan* article, Hunter Gehlbach (University of California/Santa Barbara and Panorama Education) says the current attention to social-emotional learning will have a longer shelf life than other trendy topics.

Gehlbach believes we should focus on "a single, teachable capacity that anchors almost all of our social interactions: social perspective-taking, or the capacity to make sense of others' thoughts and feelings. The motivation and ability to 'read' other people, vividly imagining their unique psychological experience, provides the compass by which we navigate our social world. This capacity allows us to interpret the motivations and behaviors of our friends and neighbors, or to see situations from the point of view of strangers, or to understand and appreciate values and beliefs that diverge from our own. Without it, we cannot empathize, engage in moral reasoning, love, or even hold a normal conversation."

He believes perspective-taking can be integrated into any class at any grade level, and suggests three precepts for teachers to keep in mind:

- **Make it a classroom expectation for students to talk about others' perspectives.** Teachers can ask questions like, "What are some possible reasons the British may have wanted to appease Hitler?" rather than "Why did the British appease Hitler?" Students can also be asked to play devil's advocate or restate a classmate's opinion before responding to it.

- **Encourage students to be social detectives, not judges.** They can be weaned away from shoot-from-the-hip characterizations/judgements by asking questions like, 'Why might she have done that?' or 'What's his version of what happened?'

- **Provide low-stakes opportunities for practice.** Perspective-taking is an unfamiliar process for many students, and it has to be okay to make mistakes as they learn.

"Learning to Walk in Another's Shoes" by Hunter Gehlbach in *Phi Delta Kappan*, March 2017 (Vol. 98, #6, p. 8-12), <http://bit.ly/2n6vzes>. From *Marshall Memo 678: A Weekly Round-up of Important Ideas and Research in K-12 Education*, March 20, 2017. [www.marshallmemo.com](http://www.marshallmemo.com)

## Middle States Programs of Distinction Are Models for Schools Worldwide



Did you know that the Middle States Association Commissions on Elementary and Secondary Schools (MSA-CESS) offers high achieving schools an opportunity to take accreditation to the next level through its Programs of Distinction initiative?

The Programs of Distinction initiative is designed to recognize high achieving schools for their ongoing accomplishments in specific areas and serve as an external validation that the program is world-class.

"These programs are models for other academic programs around the globe," says Henry G. Cram, Ed.D., president of MSA-CESS.

Middle States accredited schools are eligible to apply for Program of Distinction recognition for outstanding programs in Global Literacies, World Languages, Visual Arts, Music, Early Childhood Education, Service Learning, School Counseling and STEM Education.

The Programs of Distinction review process helps already accredited schools identify strengths and areas for growth and provides inspiration and recommendations for attaining a high-quality program.

For schools that feel their program still needs to grow and improve, this process is an excellent tool for self-assessment and external evaluation, and an effective guide toward attaining Program of Distinction recognition in the future. A detailed feedback report, including recommendations and resources, is provided.

Recent Program of Distinction recipients include:

- ACS Beirut, Lebanon: Early Childhood Education, World Languages – Arabic
- Carol Morgan High School, Dominican Republic: Music
- Saint John's School, Puerto Rico: Early Childhood Education
- Ross School, New York, U.S.: Global Literacies
- Fox Chapel Area High School, Pennsylvania, U.S.: Visual Arts
- Waldron Mercy, Pennsylvania, U.S.: Service Learning
- Saint Francis Prep, New York, U.S.: School Counseling

"At the Carol Morgan School, we believe in creating learning experiences that provide diverse opportunities for students to engage in their interests as well as to explore their talents. Music provides these opportunities while promoting the life-long skills of organization, creativity, and critical thinking," said Head of School Rhonda Norris.

To learn more about Programs of Distinction or to apply, call (1-267) 284-5000 or e-mail: [info@msa-cess.org](mailto:info@msa-cess.org). You can also visit us online at [www.msa-cess.org](http://www.msa-cess.org).



## AIS Chennai Goes Solar

In mid-February, AIS Chennai switched on 958 solar panels, which will supply up to 23 percent of the school's power needs. This significant step toward green energy is part of a concerted effort at AISC to lessen its carbon footprint and reduce dependence on fossil fuels.

India ranks third after China and the USA in primary energy consumption. Seventy percent of India's energy requirements are currently met by fossil fuels. In Tamil Nadu, one of India's leaders in the engagement of renewable energy sources (particularly wind power), fossil fuels are the source of closer to 60 percent of the state's energy consumption.

AISC is proud to be moving in the right direction, but we certainly have more work to do to reduce our collective environmental impact in south India. We will continue to update NESA on our progress as we focus on this vital process.

*This report appeared on the AISC Facebook page, facebook.com/AISChennai*



Above > AISC's solar panels.  
Left > AISC Superintendent Andrew Hoover (and NESA Board Vice President/Treasurer) switching on the solar panels.  
Below right > The AIS Chennai campus.



HELP4 REFUGEES



HELP4 REFUGEES

## Help4Refugees.Org

At the Compassion Summit that was jointly sponsored by ACS-Amman and ISG-Dhahran this past March (see the online spring NESA NEWS), one of the workshop presenters was Jordan Hattar, the co-founder of Help4refugees.org, a group that works with refugees from the conflict in Syria. After his appearance at the Summit, Jordan has subsequently spoken in a number of NESA schools.

Since Help4Refugees.org is funded by the schools Jordan speaks at, he kindly asks for a small honorarium as well as assistance with travel costs (a visit can typically be arranged when he is already in close proximity to your school) and two nights of accommodation, whether that be a spare room in a teacher's house or a hotel room.

That said, Jordan will work with whatever size donation or whatever budget constraints your school may have, as his main goal is to reach students!

The website has links to a BBC radio interview with Jordan, a short documentary about him produced by California State University-Long Beach, his story narrated by Carl Wilkens, testimonials and more information about his work.

He's a great guy doing great work. Contact him at: jordan.help4refugees@gmail.com. Tell him NESA sent you!

*To read about the Compassion Summit in the spring 2017 NESA NEWS, visit [www.nesacenter.org](http://www.nesacenter.org), under the "What's Happening" tab.*



## Math Specialists in International Schools for K-5

By Nicole Fedio, District K-12 Mathematics Coach, International Schools Group-Dhahran, Saudi Arabia

How do we learn best? What do students need to gain understanding? What core understandings do students need? During the 2016-2017 school year, elementary teachers from three NESA schools -- International Schools Group (ISG), the American International School-Riyadh (AIS-R), and The American International School in Muscat (TAISM) -- participated in AERO's **Math Specialists in International Schools (MSIS)** program to explore the answers to these questions in their mathematics classrooms.

The MSIS elementary cohort for Grades K-5, led by the beloved AERO Mathematics Consultant Erma Anderson, met in Bahrain five times over the course of the last academic year, hosted by ISG. Teachers studied Number Sense, Algebra, Assessment, Ratios & Proportions, and Geometry. Meeting with a core group of teachers from different schools over an extended period of time led to systemic and sustainable learning that will ultimately improve math education for students in these member schools.

As one participant noted in her exit ticket, *"This institute has transformed my math class and also my expectations of what students should be able to express. My students are more engaged learners and the conversations we have had in a Grade 3 class have been filled with reasoning and discussion. The students are even beginning to question each other more proficiently. This has led to more student learning. Thank you!"*

Another participant noted, *"This has been the most powerful professional development I have ever experienced. The research, the progressions, the balance of content and practice*



Above left > The MSIS ES cohort in Bahrain with trainer Erma Anderson (front row, 2nd from left).

Above right > MSIS cohort members from AIS-Riyadh.

Below left > "Floor" gallery walk.

Below right > Group work at the "number sense institute".

*and the collaboration with colleagues. I would love to take this course again and again."*

Ms Anderson commented, *"This group really formed a very strong professional community, and their comfort level of sharing and questioning was incredible."*

These three NESA schools are also part of a MSIS cohort for middle and high school math teachers running over two academic years. The MS/HS cohort met twice during the last academic year, with three more sessions planned for this school year.

The collaboration among these three schools speaks to NESA's vision to *create dynamic, collaborative professional relationships that transcend current barriers and boundaries in order to maximize student learning in member schools.*

fedio.n.08@isg.edu.sa, [www.projectaero.org](http://www.projectaero.org)



## Marrying Global Citizenship Values to Math at AIS - Riyadh

By Swati Shrotriya, Grade 7 Math/Science, American International School-Riyadh, Saudi Arabia

Where better to learn the Global Citizenship Values of creating an inclusive, sustainable and peaceful world than our own classroom? Tying it up in a mathematics unit on proportionality and data analysis turned out to be a great learning experience.

Sixty Grade 7 students at AIS-Riyadh took the "Third Culture Kids" survey and answered 12 questions related to local food, the countries they have lived in, the country they consider home, benefits and unique qualities of growing up abroad, difficulties of moving abroad and so on.

The outcome of the survey was used to develop conceptual understanding of proportionality. Students took the data collected from 60 respondents and extended it out to 100 students by applying the mathematical concepts of proportional thinking, ratios, percentages and making pie charts.

A few of the survey outcomes were discussed from a data analysis point of view. A resounding 75 percent out of 60 agreed that AISR helped them adjust to Saudi Arabia. About 15 percent have lived in the host country all their lives and only six students could not agree.

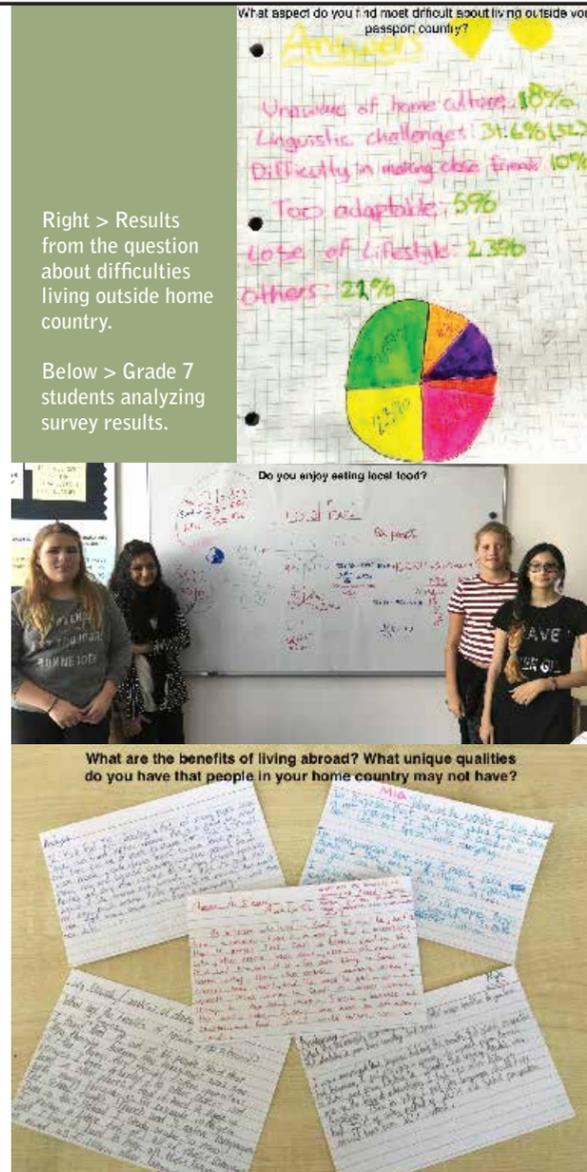
In the areas AISR can do a better job to help students, and clustering the answers, none received more than ten percent of the votes. The data showed there wasn't one specific area of concern, but some included developing cultural awareness, adapting to e-portfolios and making friends. Twenty percent said the school was already doing a great job for them.

Regarding the benefits of growing up abroad and the unique qualities a TCK student has over one living in home culture, more than one-third felt empowered with adaptability by understanding each other better and having a global perspective. About one-fifth found an advantage to learning a new language. Ten percent voted for making more friends, eight percent for having better quality of life and five percent for getting to travel more.

The most touching answer was from a student who found it interesting that about eight percent of people voted for having a better quality of life here in Saudi Arabia. While many students find shortcomings in their host country due to restrictions, he felt it offers him stability and enriches his quality of life compared to the war situation in his home country. Responses like this truly ignited empathy in me as an educator of global students.

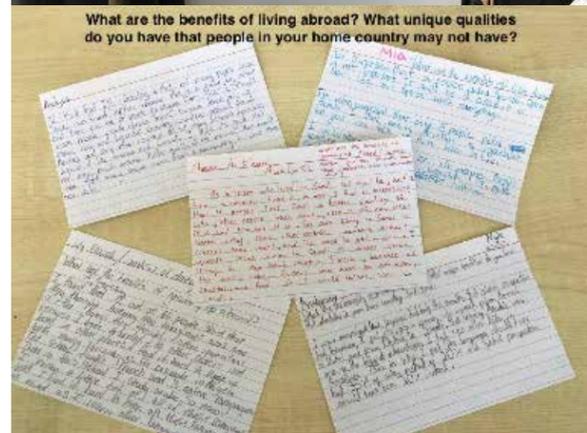
Students learned proportionality, percent calculations and how to analyze the data for even or uneven distribution of responses. In addition, the survey results reinforced global citizenship values of understanding each other culturally, learning different languages, appreciating friendships and having empathy.

sshrotriya@aisr.org



Right > Results from the question about difficulties living outside home country.

Below > Grade 7 students analyzing survey results.



## NESA Virtual School Project - Readiness at the Fore

By Ken Paynter, NESA Virtual School Project Manager

This year, our 16th annual meetings at the NESA Fall Leadership Conference in Abu Dhabi will focus more than ever on the key elements of emergency readiness for online continuity of operations.



## NESA Virtual Science Fair 2016-2017

By Dr Stuart Fleischer, NVSF Project Manager, WBAIS-Israel

Competition in the 14th annual NVSF was very challenging this year with powerhouse schools going after the top rankings once again. The NVSF (middle school) and NVSF5 had together nearly 500 teams competing for top rankings.

The American School of Bombay, a newcomer to NVSF Middle School, took first and third places, while AIS-Riyadh held onto a solid second place ranking. AIS-Kuwait took fourth place with a fraction of a point behind. All of the teams were judged by a panel of nine scientists under the direction of NVSF Co-Director Dr Randy Spaid. Congratulations to NVSF Coordinators Samuel Bourke (ASB-Bombay), Valya Leaton (AIS-Riyadh) and Jill Briand (AIS-Kuwait) for leading their teams and schools.

The NVSF5th grade project saw familiar faces in the top three spots this year. Grade 5 Teachers Kelly Rusch and Salome Verghese from AIS Chennai guided their students to First Place. ISOI-Islamabad and Fatima Shah took Second Place while Howard Bartlett III and the WBAIS-Israel team held off numerous other teams to take Third Place. These teams were judged by Dr Eric Brunsell and a cohort of science educators from the University of Wisconsin.

**NVSF Winning Team: ASB-Bombay Team 03 - Saloni Dalal, Alice Algostinelli**

Research question: *Can water purification using thermal energy derived from solar improve Mumbai's water purification in underprivileged communities?*

Among other activities, we will engage in "tabletop" exercises which will identify areas of institutional strength and areas that clearly pose challenges to our abilities to fully support our constituencies in times of emergency. We will share knowledge and strategies to help each other improve our infrastructure, policies, and practices towards this end.

Technology resources are continuously changing, and their effective usage needs ongoing and thorough inspection. As always, we are most appreciative of the spirit of cooperation and innovation that each of the NVS schools brings to the project for the mutual benefit of all of its participants.

nvsproject@gmail.com



Left > AIS Chennai NVSF5th Grade Team 01 (I-r): Kelly Rusch, Karan Chakravarthy, Yash Adukia, Rajiv.P. Krishna, Salome Verghese.

Right > ASB-Bombay NVSF Middle School Team 03 (I-r): Samuel Bourke, Saloni Dalal and Alice Agostinelli.

**NVSF5 Winning Team: AIS Chennai 01 - Karan Chakravarthy, Yash Adukia, Rajiv.P. Krishna**

Research question: *What is the impact of bigger and faster waves on the amount of energy generated from an oscillating water column?*

The NVSF is an NGSS-inspired science fair which affords opportunities to engage in self-driven research. It is also the intention of the NVSF to support all students in inquiry-based learning. Students in the NVSF develop "conceptual learning, techniques, manipulative skills, investigative skills, and affective outcomes such as improved attitudes toward science."

The 2017-2018 NVSF may become the NVSEF or "NESA Virtual Science and Engineering Fair". The Next Generation Science Standards (NGSS) represent a commitment to integrate engineering design into the structure of science education. Raising engineering design to the same level as scientific inquiry when teaching science disciplines is essential to encouraging optimum growth within the NVSF community.

If you are interested in joining the grades 5-8 NVSF Projects, please contact Dr Stuart Fleischer for more information. Training will be held in the Fall with a site TBD soon.

sfleischer@wbais.net



Above > NVS system administrators on the American School of Doha campus, October 2016.



# EVENTS

## Promoting Exemplary Professional Practice

NESA's mission is to support sustained, systemic school improvement by offering high-quality professional learning opportunities. Each year, NESA organizes two conferences and two intensive training institutes. Education experts at the top of their profession lead in-depth, interactive workshops. Take a sneak peek at our offerings for 2017-2018 in this issue of *NESA NEWS*, and on our website, [www.nesacenter.org/events](http://www.nesacenter.org/events).

### 2017-2018 EVENTS

Fall Leadership Conference  
October 19-22, Abu Dhabi

Fall Training Institute  
November 3-4, Doha

Winter Training Institute  
January 26-27, Muscat

Spring Educators Conference  
March 30-April 1, Athens



NESA school leaders will return to the InterContinental Hotel in Abu Dhabi for the FLC. Heads of school, principals, curriculum coordinators, trustees, business managers and others in leadership roles will attend keynotes, three-hour specialist workshops and general interest sessions.

### PRECONFERENCES — October 18:

- **Advancement: The Essentials of a Development Program** – JENNY CHIANG
- **Principals Preconference** – TERESA ARPIN & RON LALONDE
- **Middle States Association Self-Study Preconference Workshop**

**WORKSHOP DESCRIPTIONS AND SPEAKER BIOS** at: [www.nesacenter.org/events](http://www.nesacenter.org/events)

### SPECIAL OFFERINGS: Three-day Sessions

- **Board Trustee Development** – RICK DETWILER
- **Business Managers, Finance Personnel, Facilities Managers** — HEMANT DUTIA (with the NESA Business Managers Collaborative)
- **Human Resources Professionals** — N.C. MOHAN (with the NESA HR Directors Collaborative)

**Conference Registration  
InterContinental  
Reservations** } **Go to:  
[www.nesacenter.org](http://www.nesacenter.org)**

**> FLC Early Bird Registration deadline:  
September 15, 2017**



## SPECIALIST SPEAKERS



### PRECONFERENCE, October 18 - Advancement 101: How to Develop Your Ideal Program

JENNY CHIANG, Education Consultant to international schools, former Assistant Head for Advancement at National Cathedral School.

Bring your school team to interactively learn about advancement, to audit your school's needs, and to define an action plan for your ideal advancement program with Ms Chiang and these experienced panelists: NESA School Heads Mike Downs (WBAIS-Israel) and Wayne Rutherford (CAC-Egypt), and Directors of Advancement Kirsten Welbes (AISC-Chennai) and Julia Martinez (ASD-Dubai). Please submit questions and suggestions in advance to [jennychiang5@gmail.com](mailto:jennychiang5@gmail.com).

### WORKSHOP: Advancement is More than Asking for Money – It Provides Strategic Oversight that Can Impact Mission Achievement

Let's examine the advantages and challenges of fundraising and answer these questions: What is advancement? What can we be doing to better position our schools for success? How do we define success? Who needs to be part of these conversations? What are the key questions to answer? What are the skills, traits and roles needed? What resources are necessary? How do we begin? \*

### WORKSHOP: Invest in Engaging Our Alumni through Relationship Building

We will discuss elements of an ideal Alumni Relations program: strategic plan, program goals, benefits, priorities, strategies, research, services, events, reunion, volunteers, staffing, fundraising, and outcomes. Then, working in small groups, we will assess the potential in our school programs, followed by brainstorming to help each other to plan, launch, and enhance an alumni program appropriate for each school.\*

\*A panel of NESA school advancement directors will participate in the workshops. You are encouraged to submit areas of interest/questions to [jennychiang5@gmail.com](mailto:jennychiang5@gmail.com).



### PRINCIPALS PRECONFERENCE, October 18 - Finding Simplicity within Complexity

- TERESA ARPIN is President of Transformation Systems, and has consulted throughout the NESA region and with the NESA Board. [tslteam.com](http://tslteam.com)  
- RONALD LALONDE is the Middle School Principal at the American School of Dubai, UAE.



How do we identify priorities among competing initiatives in trying to leverage system changes? Is there space for innovation while being mindful not to overload our teams? Our goal is for participants to observe the complexity of their schools from new perspectives, allowing for new ways of operating. We will create a space to reflect together, to learn from one another, and to contribute to an emerging understanding of how to find simplicity and coherence within the complexity of our schools.

*Dr Lalonde will also present a workshop entitled, "Personal Transformation as the Key to Successful 21st Century Teaching and Learning".*

### WORKSHOP: Measuring What Matters

— TERESA ARPIN

The skills and dispositions of collaboration, design, and innovation—to name a few—are critical to our students' success, and they require fundamentally different approaches both to learning and to assessment. We will grapple with performance assessment as a means to understand how learning is unfolding. You will create tools, learn from each other and understand the essential elements in powerful performance assessment.



### Creating a Culture of Thinking

MARK CHURCH, Consultant with Harvard Project Zero's Making Thinking Visible and Cultures of Thinking initiatives; co-author (with Ron Ritchhart & Karin Morrison) of *Making Thinking Visible*. [visiblethinkingpz.org](http://visiblethinkingpz.org)

Mr Church will revisit the principles of Cultures of Thinking and challenge schools to foster thinking dispositions in students in service of deep understanding. Schools engaged in building such cultures have been invited to share their intentions and their journey. Mr Church will facilitate a sharing of pictures of practice from these schools.



### KEYNOTE: What Makes for Human Flourishing? Creating a Culture of Wholeness in Schools

CAROLYN McKANDERS, Director Emeritus, Thinking Collaborative and Consultant, Liberation, LLC

Wholeness is realized through recognizing and reconciling life's dualities: self and group; intellect and intuition; wisdom and compassion; head and heart. We will revisit our commitment to wholeness supported by research; examine the forces behind the enculturation of poor practices; and commit to reconciling the incongruence between espoused and lived values. You will engage in a guided experience, exploring holistically the tensions and possibilities of rigorous and rewarding outcomes through nurturing wholeness.

### WORKSHOP: Polarities of Wholeness - Balancing and Leading Head-Heart Tensions in Schools

Wholeness is achieved through attending to and reconciling seemingly opposing dualities called polarities - intellect and intuition, relationship and rigor, head and heart. We will engage in identifying significant polarities and ways to lead and manage these tensions to strengthen and sustain holistic learning communities for both students and adults.

Full descriptions at:

[www.nesacenter.org/events](http://www.nesacenter.org/events)



### Being Generationally Savvy: Working Effectively Across Generations

JENNIFER ABRAMS, Communications Consultant and author of *Having Hard Conversations*, and *The Multigenerational Workplace: Communicate, Collaborate & Create Community*. @jenniferabrams, jenniferabrams.com

Are you hearing of communication challenges between colleagues of different ages? Do more employees want a life-work balance vs. a work-life balance? Generational factors might be coming into play. Who are these four generations in our workplaces? What are their strengths and needs? What structures and communication protocols should we design to work well with them all? Gain tools and resources on this increasingly intriguing topic.

### Having Hard Conversations

What do we know about the best strategies for situations where difficult topics must be addressed? What questions should we ask ourselves before we speak, and what environments are best? Based on her book, *Having Hard Conversations*, and her work with conflict and interpersonal communication, Ms Abrams will provide action plans and scripting tools for having these hard conversations.



### Monitoring the Assessment Process

NATALIE BOLTON, Associate Professor, Department of Education Sciences and Professional Programs, College of Education, University of Missouri-St. Louis.

Assessment is a constant cycle of improvement. Monitoring four steps of the assessment process to achieve the goals of assessment will be discussed. Additionally, participants will learn about and engage with informal and formal tools that can be used with a variety of stakeholders to monitor each step of the assessment cycle.

### Exploring the Role of Leaders in the Creation and Critique of High Quality Learning Tasks

Enhance your knowledge on designing and critiquing four types of assessments using an assessment development cycle. The specific role leaders should play within the assessment development cycle to enhance student learning and improve programs will be discussed. Several assessment tools will be shared with and used by participants to actively apply the workshop content.



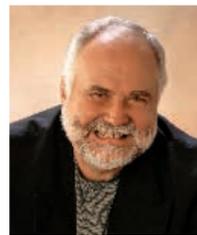
### Coherence in Education Systems: Schools of Human Flourishing – A Focus on Vision

CHRIS WRIGHT, Director of Education, The Woodard Corporation, an education provider with 50 schools in the UK. [www.woodard.co.uk](http://www.woodard.co.uk)

Leaders are a school's chief storytellers. You will have reflection time to re-consider your chief story. Learn how a clear vision and mission can provide a focus for the energies and direction of a school. To what extent is your mission compelling to all stakeholders? Do you lead with a passionate sense of vision? How do you ensure that all teachers live out this vision with passion?

### Coherence in Education Systems: Schools of Human Flourishing – A Focus on Developing Our Culture

How do you, as a school leader, develop a school culture that celebrates human flourishing, that educates both the heart and mind of all students and staff? What do you value and promote? How do you embed your school's mission in its culture? These questions go to the heart of systems thinking: how to build schools that enable human beings to flourish through all that they do: policies, processes, practices and people.



### KEYNOTE: The Impact of Coaching

STEVE BARKLEY, Executive Vice President, PLS 3rd Learning, and international consultant on coaching, mentoring and professional development. [BarkleyPD.com](http://BarkleyPD.com)

Coaching should be part of every educator's experience...both as a provider and receiver. Coaching among educators should lead to increased student success. Explore how to use peer, instructional and administrator coaching to generate teacher learning that impacts student learning. Assess the value of starting or deepening coaching in your practice and your school culture.

### WORKSHOP: Coaching to Deepen Student Learning

Deeper student learning is created by changes in student learning production behaviors: students cause student learning. Teachers as designers create the environment and processes for learners. Coaching supports teacher and student learners. Examine how to use a backwards design model for planning and implementing continuous improvement in learner outcomes.

### WORKSHOP: Building Quality Coaching Conversations

The dialogue that occurs in coaching conversations creates the reflection and insights that promote teacher learning to impact student learning. In this session you will identify, observe, and practice communication skills to build your peer, instructional, or administrator coaching effectiveness.

*These sessions are planned in coordination with the NESAs Coaching Collaborative.*



### KEYNOTE: An Ethic of Excellence

RON BERGER, Chief Academic Officer for Expeditionary Learning Education, instructor at the Harvard Graduate School of Education, and author of *An Ethic of Excellence*, and *A Culture of Quality*. [eleducation.org](http://eleducation.org)

Our most important work as educators is to build and maintain school cultures that cultivate an ethic of excellence in students: forging a commitment to high standards for quality work, thinking, and character. When we unite scholarship and character—and students demonstrate courage, compassion and perseverance in creating beautiful work that contributes to a better world—school becomes a different place.

### WORKSHOP: Beautiful Work

Imagine the power of schools centered on creating beautiful work together—beautiful work in mathematics, history, science, literature and the arts; beautiful acts of service, kindness and consequence. We will look at models of beautiful student work and consider the conditions that made that work possible, and explore resources and practices that move students toward quality.

### WORKSHOP: Student-Engaged Assessment

We need to shift assessment from something done to students to something students embrace and lead. Learn strategies to put students in leadership roles to own and track their goals and present evidence they are reaching them. We will examine structures like student-led conferences, presentations and exhibitions, and analyze the foundation of those structures in student-owned learning targets and standards-based instruction.



### Learning Innovations

– BONNIE LATHRAM

Bonnie Lathram is Director of Professional Learning & Strategic Partnerships at Global Online Academy (GOA). She was formerly Learner Experience Manager at Getting Smart, and co-authored the book *Smart Parents: Parenting for Powerful Learning*. Her workshops will explore aspects of GOA's mission to reimagine learning, enabling students and teachers to thrive in a globally networked society. In her first workshop, she will work with edtech leaders to illuminate shared insights across schools and plan towards future collaboration. In her second workshop, rethinking place, path, pace, and planning in the era of modern learning--online and in person--will be explored.

*These sessions are planned in coordination with the NESAs Ed Tech Leaders Collaborative.*



## Fall Training Institute November 3-4, 2017

VENUE: American School of Doha, Qatar

A two-day conference focused on topics of interest to teachers. The "extended institute design" allows delegates and presenters to work together for the entire FTI. This format allows:

- Time for skill development
- In-depth exploration of focused strands
- Establishment of partnerships/networks

REGISTER ONLINE: [www.nesacenter.org/events](http://www.nesacenter.org/events)

>>> FTI Early Bird Registration deadline: October 1.

Hotel information, detailed institute descriptions & speaker bios are at: [www.nesacenter.org/events](http://www.nesacenter.org/events)



## CHOOSE FROM AMONG 8 TWO-DAY INSTITUTES...



### Developing a Maker Mindset

KRISTOPHER ("Linus") VELEZ, Director - Maker Learning (@LinusMakes), and SHABBI LUTHRA, Founder & CEO, Consilience. @shluthra, consiliencelearning.org

The Maker Mindset refers to a mindset that values playfulness, experimentation, failure, iteration, collaboration and community engagement as ways of learning, growing and connecting. This workshop will focus on the educational theories and practices that support learners in developing a Maker Mindset, methods of assessment, and practical approaches to use Making to empower learners to develop a Maker Mindset.



### Standards-based Physical Education

— DEBORAH TANNEHILL

Dr Deborah Tannehill is an Emeritus Senior Lecturer in the Department of Physical Education and Sport Sciences at the University of Limerick, Ireland. She has published over 50 articles, 24 book chapters, co-authored four textbooks, and given over 90 presentations at the state, district, national, and international level.

This institute will support the development of a standards-based PE curriculum by developing goals that are based on a sound philosophy and reflect a teacher's own beliefs and values. Participants will explore assessment and the importance of documenting how students in PE are progressing toward achieving the standards.

*This institute is planned in coordination with the NESAs Physical Education Collaborative.*



### Proficiency-Based Assessments in the World Language Classroom

— CAROL COMMODORE

Carol Commodore, a consultant in assessment and world languages, will assist participants in her institute to examine and unpack ACTFL's Can-Do Statements in order to create authentic assessments that measure and motivate proficiency-based language learning. Engaging in these activities will assist teachers in clarifying their understanding of the kinds of experiences students need in each proficiency-based level of language learning. [leadlearnassess.com](http://leadlearnassess.com)

*This institute is planned in coordination with the NESAs World Languages Collaborative.*



### Roles and Goals - Adaptive Challenges for iLearning Professionals

— DOUG JOHNSON

Doug Johnson is Director of Technology in the Burnsville-Eagan-Savage (MN) Schools and a professional writer and speaker on library media and technology. This institute for librarians and technology educators will offer a forum to explore their shifting roles, educational purpose and methodology through well-researched reasoning, practical examples, and insightful questions.

*This institute is planned in coordination with the NESAs Librarians and Ed Tech Leaders Collaboratives.*



### Early Childhood Educators: Growing Your Instructional Practice Through Collaboration

— MICHELLE RUPIPER

Michelle Rupiper is Assistant Chair and Associate Professor of Practice in the Department of Child, Youth and Family Studies at the University of Nebraska-Lincoln. Her beliefs are that children deserve well-prepared, competent teachers who understand how children learn and are equipped to meet their needs, and that professional collaboration is core to achieving this outcome.

*This institute is planned in coordination with the NESAs Early Childhood Collaborative.*



### How to Grade for Learning

— KEN O'CONNOR

Ken O'Connor is an independent consultant and author who is acknowledged as a leading expert on how to grade and report effectively. He specializes in issues related to the communication of student achievement, especially grading and reporting. He is the author of *A Repair Kit for Grading: 15 Fixes for Broken Grades*. This Institute will focus on his guidelines for standards-based grading. [oconnorgrading.com](http://oconnorgrading.com)



### Mining Mentor Texts in the Classroom

— MATT GLOVER

Matt Glover is a nationally known literacy consultant and author on topics related to nurturing writers and supporting children's intellectual growth and development. This institute will address key ideas for teaching writing with a focus on choice and the use of mentor texts throughout writing workshop.

*This institute is planned in coordination with the NESAs Literacy Collaborative.*



### Assessment 2.0: Grading from the Inside Out

— TOM SCHIMMER

Tom Schimmer is an independent education author, speaker, and consultant from British Columbia. He is recognized as a leader and expert in the areas of assessment for learning, sound grading practices and leadership. This institute will explore and refine a standards-based mindset, anchored on the non-negotiable that summative assessment is a necessary and productive part of a balanced assessment system.

Full descriptions at:

[www.nesacenter.org/events](http://www.nesacenter.org/events)



### SPEAKERS & TOPICS:

- **Cultures of Thinking** – MARK CHURCH
- **Designing Quality Rubrics** – SUE BROOKHART
- **Copanning and Coteaching** – KIM BANE & PAULA PETERS-FRAMPTON
- **Arts Curriculum Design** – DENNIS INHULSEN  
(in coordination with the NESAs Performing & Visual Arts Collaborative\*)
- **Communities of Practice** – JOELLEN KILLION
- **Number Talks (Mathematics)** – SHERRY PARRISH  
(in coordination with the NESAs Mathematics Collaborative\*)
- **ACTFL Oral Proficiency Interview (OPI) Assessment Training** – CARL OTTO  
(in coordination with NESAs World Language Collaborative\*)



### SPECIALIST SPEAKERS:

- **The Innovator's Mindset** – GEORGE COUROS
- **NGSS Inquiry** – PAUL ANDERSEN
- **Collaborative Inquiry into Data: Learning from Student Work** – LAURA LIPTON & LYNN SAWYER
- **Leveraging Design Thinking Across PK-12 Settings / Contemporary Teaching & Learning Practices** – JOHN BURNS
- **Learning to Serve** – CATHY BERGER-KAYE
- **Student Engagement in Math that Matters** – DAN MEYER  
(in coordination with the NESAs Mathematics Collaborative\*)
- **Socrates Now** – YIANNIS SIMONIDES
- **Emergent Curriculum (Early Childhood)** – KRISTINE MRAZ  
(in coordination with the NESAs Early Childhood Collaborative\*)
- **Building Teacher Leadership Capacity** – FRAN PROLMAN & GAIL SEAY
- **Target, Method, Match: The Power of Learning Targets** – KIM ZEIDLER-WATERS

### MULTI-DAY SESSIONS:

- **Advanced Adaptive Schools Certificate Course (4-Days)** – CAROL SIMONEAU & JIM ROUSSIN
  - **Positive Discipline in the Classroom (3 days)** – JOY MARCHESE
  - **Literacy – Reading, K-2 (3 days)** – EMILY DeLIDDO
  - **Literacy – Reading, 3-8 (3 days)** – VICKI VINTON  
(The Literacy workshops are planned in coordination with the NESAs Literacy Collaborative\*)
- \* NESAs Collaboratives have worked with NESAs Professional Development Advisory Committee (PDAC) to plan this year's institutes/workshops. They have identified learning priorities, suggested speakers, and are coordinating with those speakers to tailor their focus to educators' needs. For more information, go to [nesacenter.org/collaborative-communities/nesa-collaboratives](http://nesacenter.org/collaborative-communities/nesa-collaboratives). See article on page 4.

## CALENDAR 2017-2018

### SEPTEMBER 15, 2017

DEADLINE: Fall Leadership Conference  
'Early Bird' online registration

### OCTOBER 1, 2017

DEADLINE: Fall Training Institute  
'Early Bird' online registration

### OCTOBER 15, 2017

DEADLINE  
NESAs NEWS submissions winter issue

### OCTOBER 19-22, 2017

Fall Leadership Conference  
InterContinental Hotel, Abu Dhabi, UAE

### NOVEMBER 3-4, 2017

Fall Training Institute  
American School of Doha, Qatar

### DECEMBER 1, 2017

APPLICATION DEADLINE for:  
• Haas/Hansen Student Award  
• Margaret Sanders Int'l Schools Scholarships

### DECEMBER 20, 2017

DEADLINE: Winter Training Institute  
'Early Bird' online registration

### JANUARY 26-27, 2018

Winter Training Institute  
The American International School of Muscat, Oman

### MARCH 15, 2018

DEADLINE  
NESAs NEWS submissions spring issue (online only)

### MARCH 30-APRIL 1, 2018

Spring Educators Conference  
InterContinental Hotel, Athens, Greece

### MAY 20, 2018

DEADLINE: NESAs NEWS submissions fall issue

## Keys to Happiness

"[W]ell-being consists not merely of feeling happy (an emotion that can be fleeting) but of experiencing a sense of contentment in the knowledge that your life is flourishing and has meaning beyond your own pleasure."

— Julie Scelfo

"The Happy Factor: Practicing the Art of Well-Being" by Julie Scelfo in *The New York Times Education Life*, April 9, 2017, <http://nyti.ms/2nxK615>. From the *Marshall Memo 681: A Weekly Round-up of Important Ideas and Research in K-12 Education*, April 10, 2017, [www.marshallmemo.com](http://www.marshallmemo.com)

## Welcome New Heads of School!

**Mike Emborsky:** American Cooperative School of Tunis, Tunisia (was MS Principal at ACS Abu Dhabi)

**Jim Laney:** American Embassy School, New Delhi, India

**Eddie Liptrot:** International Schools Group, Al-Khobar, Saudi Arabia

**Seamus Marriott:** Dostyk American International School, Kazakhstan

**Bonetta Ramsey:** Lincoln School, Kathmandu, Nepal

**Paul Richards:** American School of Dubai, UAE (moved from ISG-Dhahran)

**Mike Smith:** Saudi Aramco Expatriate Schools, Dhahran, Saudi Arabia

## NESA BOARD OF TRUSTEES

**PRESIDENT: Rose Puffer**  
International School of Islamabad  
Islamabad, Pakistan

**VICE PRESIDENT/TREASURER:  
Andrew Hoover**  
American International School Chennai  
Chennai, India

**SECRETARY: Robin Heslip**  
American Community School of Abu Dhabi  
Abu Dhabi, UAE

### TRUSTEES AT LARGE:

**Mike Downs**  
Walworth Barbour American Int'l School in  
Israel  
Even Yehuda (Tel Aviv), Israel

**Craig Johnson**  
American School of Bombay  
Mumbai, India

**Brian Matthews**  
American International School-Riyadh  
Riyadh, Saudi Arabia

**Larry McIlvain**  
American Community School  
Amman, Jordan

**Wayne Rutherford**  
Cairo American College  
Cairo, Egypt

**Kevin Schafer**  
The American International School of Muscat  
Muscat, Sultanate of Oman

**Ex-Officio: Beatrice Cameron**  
Regional Education Officer,  
Office of Overseas Schools  
US Department of State

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## Welcome New Affiliates!

**Affiliate School:**  
**Clarion School**  
Dubai, UAE  
www.clarionschool.com  
Dr Kandace Williams,  
Superintendent

**Affiliate Organizations:**  
**WE (Me to We)**  
Toronto, Canada  
www.we.org  
Contact: Nora Griffiths, Head of  
ME to WE Engagement  
nora.griffiths@we.org

**ASCD Student Growth Center**  
Alexandria, Virginia, USA  
www.goalworks.org  
Dr Lee Ann Jung, Chief  
Academic Officer  
info@goalworks.org

## 2017-2018 NESA Events



• **Fall Leadership Conference:**  
October 19-22, 2017  
(venue: InterContinental Hotel,  
Abu Dhabi)



• **Fall Training Institute:**  
November 3-4, 2017  
(venue: American School of Doha)



• **Winter Training Institute:**  
January 26-27, 2018  
(venue: The American Interna-  
tional School of Muscat)



• **Spring Educators  
Conference:**  
March 30-April 1, 2018  
(venue: InterContinental Hotel,  
Athens)

## CONTRIBUTE TO NESA NEWS

NESA members and affiliates are invited to submit articles, news items, announcements and events. Specifications: 500 words maximum, photos as high resolution (300dpi) jpg or pdf files with captions. Deadlines: October 15 (winter), March 15 (spring - online only), May 20 (fall). Email to Laura Canellopoulou: [laura@nesacenter.org](mailto:laura@nesacenter.org). See specs and past issues at: [www.nesacenter.org/whats-happening/nesa-news-magazine](http://www.nesacenter.org/whats-happening/nesa-news-magazine).

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