







## NESA Virtual School Project Convenes with Renewed Vitality

By Kenny Paynter, NVS Project Manager

This year marked the twelfth year of meetings of the NVS Project, held during the 2013 Fall Leadership Conference, and very graciously hosted at the Lincoln School in Kathmandu.

We especially celebrated the very successful migration of our common Moodle platform to a new service provider, Marleo (with Neven Soric of Zagreb as the Director, our servers being located in a very high quality data center in Germany). With increased performance, reliability, and features, NVS schools are now confidently building and refining their local implementations. Furthermore, Marleo is offering to support a shared implementation of Kaltura, an online video production and publishing tool which can be directly integrated within Moodle courses, which will open a myriad of possibilities of use at the school and regional levels.

A declared focus this year is on increased peer interaction and support within our own group. We shared strategies with Moodle and are committed to helping each other with this. Also, an emphasis on teacher training for Moodle emerged as an issue that we plan to work on through the coming year.

Finally, with so many tech administrators in the room, our conversations also naturally widened to many other concerns beyond the NVS Project, including issues such as situational ethics and appropriate school policies, successes and failures with various software and hardware, and more. We very much value our time together.

## Mini-NESA at the American International School of Jeddah (AISJ)

By Denise A. Sullivan, Grade 7 English Teacher, AISJ



Staff members at AISJ returned from a week-long Hajj break on October 20 to a full day of professional development provided by our own teachers and administrators. We began the day with breakfast treats, then headed in to our first all-school session beginning with 10 minutes of relaxing meditation. Our curriculum coordinator, Betsy Suits, shared some timely information on interpreting MAP test data, and our superintendent, Monti Hallberg, made comments on the future direction of the school, and plans for expansion and relocation.

The next three sessions were devoted to teacher workshops. Of the more than 20 sessions offered, eight of those were "field tested" for NESA. After our delicious lunch, we met in the gym for 15 minutes of aerobic exercises before attending a session on AERO Curriculum overview given by teachers and administrators who participated in the AERO institutes in Washington, D.C. last June. During this time, teaching assistants met separately to learn about classroom management strategies.

One teacher commented that this was the best professional development day she has attended during her nine years at AISJ. Almost everyone liked the schedule, and appreciated the meditation and aerobic exercises, and of course the food. The most frequent complaint was having difficulty choosing between the many offerings, and not being able to attend more sessions.

## A Red Sash of Hope in Egypt Eternal

By Matthew Kirby, Whole School Principal, Modern English School Cairo

Ramses 11, in his chariot with bow drawn in hand, continues to watch over Egypt - in relief at any rate - at Abu Simbel. The four colossi guarding his temple ensure his strength eternal.

It is 00:55 and there are three Modern English School Cairo (MES Cairo) teachers quietly chatting and chuckling together as they jog around the school track in the moonlit darkness, one running with a red sash for some time before handing it over to another. And it will not stop being passed for another seven hours in MES Cairo's Fourth Annual 24 Hour Charity Fun Run as the whole school comes together to 'Make a Difference in Egypt'.

Beginning 17 hours before with Mrs. Sawsan Dajani, MES Cairo's Chief Executive and Managing Director, gently walking hand in hand with our school's youngest student in Foundation Stage 1 on the first and last laps, the red sash has been handed one to another, from student to student. From 3 year old to 6 year old, to 16 year old, and on to parent, and staff member and back to student hour after happy hour, walking, running, sprinting – and skipping - round and round goes the red sash an amazing 751 times. All the while, meanwhile, a live internet feed is being 'beamed' from MES Cairo's website to alumni around the world, many of whom respond with messages of support and encouragement.

The Temple of Isis at Philae, between dams at Aswan, still enthalls visitors as it did Alexander's the Great's soldiers – and those of Napoleon 2,100 years later.

Brothers and sisters, parents and their children – all wear the red sash. In the process, over LE 116,000 (US \$ 17,000) is raised to be put directly toward MES Cairo's particular charity, "Adopt a School". Donations come from both families and individual students, one of whom empties his savings box. Our adopted school, Katemaya Primary School (KPS), needs our support, with its 2,100 students, 30 classrooms,

and an average 70 per classroom. The grounds themselves, pencils and pens, notebooks, books and computers – our 'Adopted School' needs them all in order to provide as good an education in as pedagogically sound an environment as possible for its students.

With the weight of 4,500 years behind it, the temple to Amun at Karnak endures and embraces all who enter Luxor. There is hope in the air on this magical night – and that optimism is strong and steady at MES Cairo. Our Mission is Leadership Through Education: Caring, Challenging and Inspiring. That our school community cares and loves an inspiring challenge was proven beyond doubt by the great success of our 'Fun Run' which took place in the Spring of our school year just passed. All 2,200 of our students enthusiastically take part throughout the school day, with our Student Council, sports teams, and "Adopt a School After School Activity" groups forging ahead with the red sash during break times and after school.

Our IBDP 11 students, working together with the teachers, are up to the challenge of assisting with collating laps, and acting as runners during the event is on spirited display throughout the day and on into the evening.

And now MES Cairo is looking forward to the red sash again beginning its journey around our track in the coming Spring, 2014.

There are feluccas sailing on the Nile in the centre of Cairo, and to the West the Pyramids at Giza, serenely and supremely confident in their immortality, merge into the desert at sunset bathed in a molten golden haze.

## Welcome New Affiliates!

ATD-AMERICAN CO  
www.ATD.com

Hawar Int'l School WWL  
www.hawarschool.com

EduChange, Inc.  
www.educhange.com

myON  
www.myON.com

# Connecting the Dots of Creativity and Confidence

By Jeremy Willette, Head of Library Services,  
American International School – Chennai, India



This September, with over 1,300,000 participants in 84 countries, the American International School – Chennai (AISC) actively took part in International Dot Day, one of the world's largest celebrations of creativity and confidence.

Inspiration for Dot Day stems from Peter H. Reynolds' best-seller, *The Dot*. Young Vashti stares at her blank paper in art class, unable to create anything due to self-doubt. A caring teacher encourages her to "make a mark" and see where it leads. Reluctantly, Vashti draws a single dot, only to find it framed in gold the next day. Determined to create a better masterpiece, Vashti challenges herself to make many other types of dots. What begins as a dot transforms into a magnificent art show. Vashti's powerful journey of self-discovery even inspires another child in the book to be creative and take risks. He is not alone. Millions of inspired readers have been celebrating Dot Day ever since.

AISC's mission to "empower all students with the courage, confidence, creativity, and compassion to make their unique contribution in a diverse and dynamic world" is why we embrace Dot Day. Typically, just like at AISC, children and adults worldwide read the book, and do fantastical dot-related activities.

Here, decorative dot smiley faces vied to outshine the faces of the excited children who drew them. Dot flowers bloomed in an imaginative garden, tilled to the sounds of merrymaking. Ordinary dots became undiscovered planets, new animal species, magical inventions with infinite possibilities, and dream-inspired self-portraits of people our students will one day become. There were dots everywhere. In fact, if you could have observed activities at school that day as a fly on the wall, you would have had difficulty finding a place to land that wasn't a dot.

Some dots carried commitments, affirmations, and mantras to do our best every day. "I show compassion by seeing with my heart." "Good things can happen if you try." "I have confidence in my students and give them my best." Others wore dots as proud badges and reminders to take risks, try something new, and give back to others. "Got the courage to join swimming classes!" "I learned how to make a video for my dad's birthday!" "I help the environment."



While dots were Vashti's muse, they are really just a starting point for expressing creativity and confidence because our passions can take on any form. Like her teacher, we can inspire our students to look inside themselves, trust in their abilities, discover hidden talents, and find new, interesting paths to follow. What matters is how we positively make our mark. This is why our school community members also carpunt diem through music, games, fashion, discussion, presentations, and poetry.



For more information on celebrating Dot Day, please contact us at AISC. We would love to share our experiences with you in more detail. You may also wish to visit:

[fablevisionlearning.com/pdfs/fablevision\\_dot\\_day\\_handbook.pdf](http://fablevisionlearning.com/pdfs/fablevision_dot_day_handbook.pdf)  
[facebook.com/InternationalDotDay](https://www.facebook.com/InternationalDotDay)  
[twitter.com/DotClubConnect](https://twitter.com/DotClubConnect) (use hashtags #DotDay, #Makeyourmark)

When we find and explore our passions, International Dot Day shows us that possibilities are endless. And, when it comes to writing the book on our own creativity and confidence, there is no need for a period, full stop... or dot...at the end of any sentence.

# Empowering Individuals to Transform the World as Architects of their Own Learning

By Dora Andrikopoulos, Mathematics Department Coordinator, ACS Athens, Greece



At the American Community Schools of Athens (ACS Athens), faculty members are developing curriculum around a "new education paradigm" known as i2Flex, which guides students' learning through Independent Inquiry anywhere, anytime, and in a Flexible way, through the Internet, face-to-face and experiential learning.

One of the most brilliant thinkers of modern times, Albert Einstein, once remarked that his first inkling of a new idea often came to him by intuition. "The really valuable thing is intuition", Einstein, said. "A thought comes and I may try to express it in words afterwards".

Man's highest achievements seem to stem from the successful integration of both left-brain intellect and right-brain intuition. Without the right brain, there would be no idea. Without the left brain, the idea could not be explained. Knowledge is retained longer, if children connect orally, physically and emotionally to the material presented to them.

With these thoughts in mind, my desire and commitment to my mission as a teacher, gave me the strength and confidence to create a series of math books titled, *Mathematics A Thematic Approach*, to help students consolidate, use, apply and extend their thinking in mathematics. Link to the book:

<http://www.shopmybook.com/en/Dora-Andrikopoulos/Mathematics-A-Thematic-Approach>

Through many lessons, examples, exercises, problem-solving, activities, investigations, games, and extended projects, students are given the opportunity to breathe life into their own creations and designs. They are encouraged to go beyond the walls of the classroom to enrich their knowledge.

We need citizens who can problem solve and think critically



to compete in an ever-changing technological and global society. Students must develop a deep understanding of mathematical concepts and possess a strong foundation of number sense in order to become proficient in mathematics. Instructionally, the goal of the educator translates into three components: conceptual understanding, procedural fluency, and problem solving.

Mathematics instruction must include the teaching of many strategies to empower all students to become successful problem solvers. Students need to be able to have a general understanding of how to analyze a problem and how to choose the most useful information.

Educators at all levels should seek to develop "processes and proficiencies" in their students. "Mathematics A Thematic Approach" enables students to work independently as the lessons and instructions are explicitly outlined. Through problem solving, students are given the opportunity to reason abstractly and quantitatively, model with mathematics use appropriate tools strategically and attend to precision.

## Valuable Videos: Cultural Literacy

Launch a discussion about cultural literacy or international mindedness with this five-minute video as a starting point. The video is designed to inform the world about what it means to be "Culturally Literate" and emphasizes why cultural literacy is so important for people of all ages.

<http://tinyurl.com/m5nr83s>

Thanks to Mishka Mourani, Senior VP at International College-Beirut and member of NESAs Professional Development Advisory Committee (PDAC), for contributing this link.

Unlocking the Secrets of Complex Text

## MARY EHRENWORTH



In this article in *Educational Leadership*, Mary Ehrenworth (Teachers College, Columbia University; keynoter at the 2013 NESAs Fall Leadership Conference in Kathmandu) shares some pointers on helping students engage in close reading. The following steps will help develop students' discernment, perceptiveness, and enjoyment – provided that teachers choose engaging, authentic, complex texts (Ehrenworth distinguishes between complex and difficult: a text-book can be difficult without being complex, and a high-quality nonfiction trade book can seem easier and yet be complex):

- *Reading for multiple and implicit ideas* – Students need to be taught to look for more than one message and read between the lines.
- *Promoting transfer* – Teachers need to constantly show students how they can apply their close-reading skills to other parts of the curriculum and their personal reading.
- *Analyzing craft* – “As readers learn to ask themselves what a text is teaching them, we also want them to analyze how the text is teaching them,” says Ehrenworth. What is our emotional response, and what causes that?
- *Developing critical stances* – Many students have been led to believe that nonfiction is true, fiction is not true. They need to learn that nonfiction is someone's perspective on the truth – and fiction can convey deep truths. “Ultimately, we want students to feel that they haven't really read about something if they've read only one text on the topic,” says Ehrenworth. We want them to constantly revise their thinking, reflect, and remain open to new ideas.
- *Constructing arguments* – “When students are invited to research and debate authentic arguments – arguments about search and seizure, the legal drinking age, deployment of the atom bomb, nuclear energy, or whether the class should go to the zoo or the museum for the next field trip – they tend to research with a fierceness that you don't often see in school,” says Ehrenworth. “You'll see them circling parts

of articles, combing websites, replaying newscasts, and comparing and contrasting evidence.”

None of this, she concludes, should result in students being bogged down in too much close analysis. Reading widely remains a key goal; teachers should hone students' eye but let them loose on lots of fresh texts. It also helps if teachers are talking to each other about their own close reading of engaging texts so the practices spread throughout the school.

Here are some questions that students and adults might ask themselves as they read:

- What does this author want me to know? What does the text teach me?
- What does this piece want me to understand? What new ideas and concepts does the text suggest?
- What does the author want me to feel? What emotions does this passage stir up?
- How does it accomplish all this?
- Whose perspective is represented?
- Whose point of view is most fully explored?
- Who is honored or privileged in the text and how? Who is marginalized?
- How does the perspective in this text compare with others on this issue?
- How does the author use persuasive techniques, literary devices, or writerly craft to convey meaning?

“Unlocking the Secrets of Complex Text” by Mary Ehrenworth in *Educational Leadership*, November 2013 (Vol. 71, #3, p. 16-21), [www.ascd.org](http://www.ascd.org)

From the *Marshall Memo: A Weekly Round-up of Important Ideas and Research in K-12 Education*, No. 509, November 4, 2013, [www.marshallmemo.com](http://www.marshallmemo.com).

## Thomas Guskey on the Case Against Percentage Grades

“It's time to abandon grading scales that distort the accuracy, objectivity, and reliability of students' grades,” says University of Kentucky professor Thomas Guskey in this *Educational Leadership* article. “Despite their popularity, percentage grades are difficult to defend from a procedural, practical, or ethical perspective.”

Teachers started using percentage grades when compulsory education laws were passed in the late 19th and early 20th centuries and high school enrollment ballooned. However, as early as 1912, a study challenged the reliability and accuracy of percentage grades. Dr Guskey describes how “147 high school English teachers in different schools assigned widely different percentage grades to two identical student papers. . . .” The results were the same with a similar study using geometry papers. (In 2011, researcher Hunter Brimi replicated the 1912 studies with identical results.)

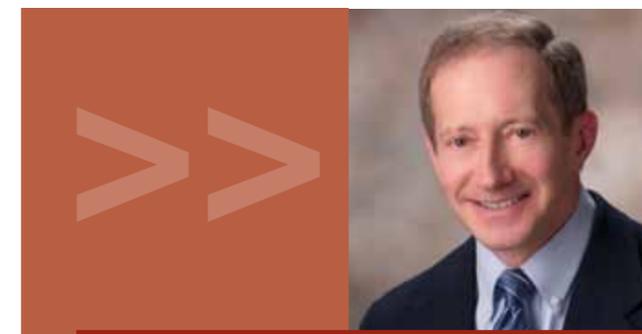
Gradually, percentages were replaced by the *excellent-average-poor* scale, and the well-known Excellent, Good, Average, Poor, and Failing scale, or A, B, C, D, and F. Dr Guskey writes, “This decrease in the number of score categories led to greater consistency across teachers in the grades assigned to student performance.”

In the 1990s, however, percentage scales made a comeback with the advent of grading software and online grade books designed by software engineers rather than educators. But instead of 50 being the average grade, 75 was average (C grade), with 60 or 65 the passing threshold. This “increases the likelihood of a negatively skewed grade distribution that is ‘heavily gamed against the student’”.

The problems with percentage grades are as follows:

- *Logistics*: Percentage grades are not logical and focus on failure. For example, if 60 is passing, then there are only 40 levels of success, and 60 levels of failure, nearly two-thirds the total, which “implies that degrees of failure can be more finely distinguished than degrees of success” – not a very constructive message for students. Also, “the choice of 100 [discernible levels of student performance] is quite arbitrary.”
- *Accuracy*: The 100-point percentage scale “offers only the illusion of precision”. The large number of grade categories and the subtle judgments needed in deciding differences among the 100 categories leaves the system vulnerable to “subjectivity, more error, and diminished reliability”.

• *Percentage Grades vs Percentage Correct*: The percentage of correct answers is equated with the percentage of the material or skills a student has mastered. But this is rarely true since assessments vary widely in their design (ie, their level of difficulty). So, students who have mastered the material may still answer correctly a low percentage of questions, making their score meaningless. Dr Guskey advises



that, “Setting cutoffs must combine teachers' judgments of the importance of the concepts addressed and consideration of the cognitive processing skills required by the assessment items or tasks.”

- *The Distortion of the Zero*: Some US states have passed legislation barring minimum-grade policies (ie, lowest grade of 50), which districts adopt to avoid the devastating effects of a zero in a percentage grading system. Dr Guskey observes, “The grading system should not punish students in ways that make recovery from failure impossible. In a percentage grading system, assigning a grade of zero does exactly that.”

**The Alternative:** Dr Guskey proposes the integer system, a scale of 0-4, where 1 is a passing grade. Recovery is possible because students don't need to climb from zero to 60. The integer grading system is widely used to calculate grade point average (GPA), and most US colleges and universities use it. Also, integer grading eliminates the need to convert percentage grades into a four- or five-point GPA; it aligns with the four-point assessment rubrics many teachers use; and with some training and experience, teachers reach general agreement in assessing the same student work. Combining an integer grade with a narrative description or a standards checklist makes it even more meaningful.

*Thomas Guskey is Professor, Department of Educational, School, and Counseling Psychology, College of Education, University of Kentucky, Lexington. Dr Guskey is a presenter at NESAs upcoming Winter Training Institute, January 24-25 in Muscat, Oman.*

“The Case Against Percentage Grades”, *Educational Leadership*, September 2013, Volume 71, No. 1 (Resilience and Learning), pp. 68-72. [www.ascd.org](http://www.ascd.org).

# NESA Virtual Science Fair Winter Update

By Stuart Fleischer, NVSF Project Manager, WBAIS Israel

The 9th Annual NESA Virtual Science Fair 2013 meetings were held in Athens at ACS Athens. Twenty-one science and 5th grade teachers attended the two-day workshop. This year's theme was to "Complexify" the level of projects. Randy Spaid, Eric Brunsell and Sharon Schleigh all ran mini workshops to help teachers raise the bar on the NVSF projects that reflect more critical thinking, reflection and developing scientific habits of the mind among our students.

Sharing of best practices has been a cornerstone of the NVSF meetings since 2004 and the NVSF meetings have become a mini-science conference rich in ideas and best practices. Paul Miller, Director of Global Initiatives attended the meetings along with the NAIS Virtual Science Fair Director, Whitney Elmore. NAIS has been shadowing and implementing NVSF best practices that have allowed to their successful virtual science fair projects now running in the U.S. and Korea.

This year, each NVSF school will match students with NAIS students and Virtual Science Fair – Deutschland students to create a new international strand where students design and collaborate on rich research questions together within a virtual environment. The concept was beta tested in 2012 and the two students from WBAIS – Israel and the Chapin School in Manhattan conducted a research project that won both the NAIS Championship and the NVSF Championship.

We want to thank Christina Bakoyannis at ACS Athens, Admin and Staff that made our 9th annual meeting one of the best. The schools that participated in the training this year were: ACS Athens, WBAIS Israel, AIS Zagreb, ACS Amman, AS Doha, ISOI, AIS Riyadh, AS Kuwait, AIS Kuwait and AIS Chennai. A total of 25 schools are participating in the NVSF and NVSF5 projects.

Next year, the NVSF 2014 will celebrate its 10th Anniversary. Already, close to 10,000 middle and 5th grade students have participated in this powerful science initiative sponsored by the U.S. State Department's Office of Overseas Schools and NESA.



## Spring Educators Conference

### NESA's Vision is...

...to create collaborative professional relationships with the ultimate goal of maximizing student learning in member schools. This year's fourth and final NESA event is the **Spring Educators Conference at the Royal Orchid Sheraton in Bangkok.**

> **REGISTER ONLINE:** [www.nesacenter.org](http://www.nesacenter.org)  
Early bird registration deadline: March 1.  
> **Hotel room reservations** are made directly with the Sheraton via the NESA website. Go to [www.nesacenter.org](http://www.nesacenter.org) for a link to a room reservations form.

**When:**  
April 4-7, 2014

**Who:**  
Educators of all grade levels, subjects and disciplines, plus administrative assistants

**What:**  
4 keynote presentations  
25+ half-day specialist workshops  
45+ teacher-produced workshops  
general interest sessions  
2 social events: Welcome Reception & Gala Evening  
professional development & personal renewal

#### SPECIAL OFFERINGS:

- **ROBERT GARMSTON & CAROLYN McKANDERS** (Five-Day "Adaptive Schools" Certificate Program - April 3-7): *We're sorry, but enrollment for this course is now full; we are unable to accept new sign-ups. Thank you for your understanding.*
- **ERMA ANDERSON** (Three-day AERO/Common Core Plus Workshop - Strategies for Strengthening Formative and Summative Assessment of Mathematics Learning - April 4-6): Science/mathematics consultant with the Office of Overseas Schools AERO Project and the US High School Redesign Project, and the 2011 recipient of NESA's prestigious Finis Engleman Award.
- **ADMINISTRATIVE ASSISTANTS STRAND:** A two-day workshop designed around topics suggested by school administrative assistants: Speaker TBA
- **KATHY COLLINS** (Three-day Reading Workshop for K-2 Teachers - April 4-6): Author of *Growing Readers: Units of Study in the Primary Classroom*, and *Reading for Real*. *We're sorry, but enrollment for the Grades K-2 course is now full; we are unable to accept new sign-ups. Thank you for your understanding.*
- **EMILY DeLIDDO** (Three-day Reading Workshop for Grades 3-5 Teachers - April 4-6): Staff Developer at Columbia University's TCRWP.
- **CARLA ESPANA** (Three-day Reading Workshop at the Middle School Level - April 4-6): Staff Developer at Columbia University's TCRWP.

## KEYNOTE SPEAKERS:



• **KAREN BOYES** (*Creating a Culture of Mindfulness*) Creator of *Teachers Matter Magazine* and Teachers Matter Conferences; author of *Creating An Effective Learning Environment* and *Developing the Habits Of Mind in Elementary & Secondary Schools*.

• **KATHY COLLINS** (*Literacy: Reading*): Author of *Growing Readers: Units of Study in the Primary Classroom*, and *Reading for Real: Teach Children to Read With Power, Intention, and Joy in K-3 Classrooms*; co-author with Lucy Calkins of *Resources for Upper Grade Writing*.

• **ALEC COUROS** (*Personal Learning Networks & Connected Learning / Digital Citizenship*): Professor of Educational Technology & Media at the Faculty of Education, University of Regina, Canada.

• **HEIDI HAYES JACOBS** (*Leading the New Literacies: Digital, Media, Global*): President of Curriculum Designers Inc.; Executive Director, Curriculum Mapping Institute; author of *Curriculum 21: Essential Education for a Changing World*.

The keynoters will also each present two 4-hour workshops, except for Kathy Collins, who will present three workshops as part of the 'Literacy: Reading Focus' Special Offering.

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

## SPECIAL OFFERING:

**Three-day AERO/Common Core Plus Workshop: Strategies for Strengthening Formative and Summative Assessment of Mathematics Learning — April 4-6**

ERMA ANDERSON, Science/mathematics consultant with the Office of Overseas Schools AERO Project and the US High School Redesign Project, and the 2011 recipient of NESAs prestigious Finis Engleman Award

The AERO Common Core Plus Standards emphasize the growing importance and impact of formative assessment practices and the inclusion of assessment of the Mathematical Practices. We will examine how assessment of the AERO Common Core Plus Mathematics Standards is an integrated and dynamic part of the teaching and learning process and how the value of any assessment is only as good as the use of the assessment data. Participants should have a working knowledge of AERO CommonCore Plus Math and MAP.



## SPECIALIST SPEAKERS (4-hour workshops):



### Service-Learning in the 21st Century Led by Nobel Peace Laureates

TOM BAKER, Head of International Program Development, PeaceJam Foundation; former Head of School at Oslo International School.

PeaceJam is the world's largest youth development organization led by Nobel Peace Laureates including the Dalai Lama, Desmond Tutu, and Aung San Suu Kyi, among many others. The PeaceJam Program provides service-learning curriculums where students study the lives and work of the Laureates, build age-appropriate aware-

ness of global issues, develop leadership and 21st century skills, and create and implement service projects. Learn about current best practices in service-learning and global issues education and gain the training needed to implement the PeaceJam Juniors (ages 5-11), Leaders (ages 11-14) and Ambassadors (ages 14-19) programs in your school.

### KEYNOTE: Identity, Networks, and Connected Learning

ALEC COUROS, Professor of Educational Technology & Media at the Faculty of Education, University of Regina, Canada



### WORKSHOP: Introduction to Personal Learning Networks & Connected Learning

ALEC COUROS

For the first time in history, learners now have the technical ability to learn anywhere, anytime, and with anyone. Yet, transitioning away from our industrial model of education will not be easy, and leaves us with many questions. This presentation will outline our new technological reality, feature examples of how social media and mobile devices can transform learning environments and guide participants in examining the potentials and pitfalls of 21st Century learning.

Learn how educator networks are transforming practice through the development of Personal Learning Networks. Discover the most commonly used tools and techniques to support teaching and learning through social media. Gain the capability to extend and enhance your learning about this vital topic beyond the duration of the workshop. Please bring an electronic device (laptop, tablet, etc).

### WORKSHOP: Understanding Digital Citizenship

ALEC COUROS

Cyberbullying, sexting, and student access to inappropriate content are important issues for schools in an era where access to information is ubiquitous, and digital messages are easily spread. We will develop strategies for dealing with and understanding such issues through a positive framework, one that moves toward the intentional development of learner digital identities. Please bring an electronic device (laptop, tablet, etc).

## INFORMATIONAL TEXTS: New and Improved Non-fiction

JOHN COY, Author of the picture books, *Night Driving*, *Strong to the Hoop*, *Vroomaloom Zoom*, *Two Old Potatoes and Me*, among others

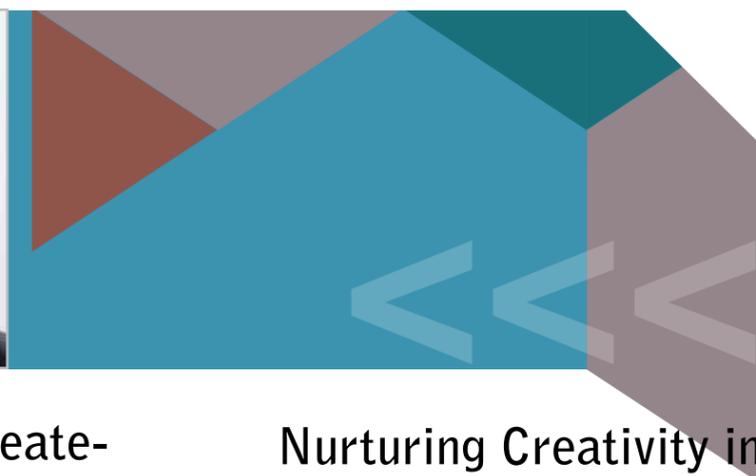


Under the new Common Core standards, there is a renewed emphasis on informational texts. Explore the process writers use when creating these books concentrating on research. Examine the creativity and originality of some recent informational text and uncover the connections it has with many of the traditional elements of storytelling. We will expand our definitions of fiction, informational text, and reading. For K-12 teachers, library media specialists, and literacy coaches.

### The Secret to Teaching Writing: Seeing Ourselves as Writers

JOHN COY

We will examine how writing was taught to us and how different the expectations are now for how we teach writing. You will deepen your sense of who is a writer and what things good writers do. We will thus discover new ways to see ourselves as writers, means to model strong writing techniques, and how to become more effective and confident teachers of writing.



## Collect-Relate-Create-Donate: Innovative Uses of Technology in English & History Classrooms

TOM DACCORD, Director, EdTechTeacher, an international leader in iPad integration

In *Leonardo's Laptop*, Ben Shneiderman provides a powerful framework, Collect-Relate-Create-Donate (CRCD), for designing innovative student-centered learning opportunities using computers. In CRCD projects, students research information, work collaboratively to create a meaningful product that demonstrates their learning, and contribute that project to a larger learning community. Experience targeted web or app exploration after each "mini" lesson. (Grades 4-12)

## Nurturing Creativity in the iPad Classroom

TOM DACCORD

Via a 'collect-relate-create-donate' framework, discover creative educational uses of the iPad and how to employ it to develop purposeful activities and as a portable media creation device. Cultivate a 'culture of innovation' with "Evergreen Apps": iMovie, Garage Band, Explain Everything, Book Creator, and Doodlecast are non-subject apps useful for speaking, writing, listening, drawing, annotating, curating, collaborating, sharing, and more. (Grades 3-10)

Please bring an iPad, and download Explain Everything and Book Creator in advance.

## Making Collective Sense of Data: Item and Error Analysis

NANCY LOVE, Program Director, Research for Better Teaching in Acton, MA; author of *Using Data to Improve the Learning for All: A Collaborative Inquiry Approach*



Engage with tools and frameworks to unleash the power of data in order to improve teaching and learning. Experience firsthand how teams of teachers make sense of data by conducting two kinds of analysis: item analysis (identify strengths and needs based on performance on individual assessment items) and error analysis (uncover confusion via frequently missed items). Learn next steps, including making F-I-R-M-E plans in response to the data (Feedback, Investigation/Intervention, Re-teaching, Moving On, Extension). (K-12)

## Making Collective Sense of Data: Student-Work Analysis

NANCY LOVE

Engage with tools and frameworks to unleash the power of data in order to improve teaching and learning. Dig into student work samples, using a protocol for first experiencing cognitive empathy by doing the task and then by analyzing individual pieces of student work for evidence of the knowledge and skills required by the task. Learn next steps after student work analysis, including F-I-R-M-E. (K-12)

## Differentiating Instruction in Middle and High School: Instructional Strategies

KRISTINA DOUBET, Consultant and Associate Professor, Department of Middle, Secondary, and Mathematics Education, James Madison University, VA

This two-part workshop will equip you to systematically implement differentiation in your classroom. Glean practical strategies to use during instruction to build a community of learners and to monitor student grasp of learning goals. Explore means of using these results to tailor your teaching to students' differing readiness and interests as revealed by formative assessment. (MS/HS, all content areas)

## Differentiating Instruction in Middle and High School: Performance Assessments

KRISTINA DOUBET

This two-part workshop will equip you to systematically implement differentiation in your classroom. Examine ways to design differentiated performance assessments with the goal of capturing the attention and understanding of students with differing readiness, interest and learning-profile needs. Learn three-dimensional concepts of assessment and differentiation along with a variety of practical implementation strategies.



## Integrating iPads in the Elementary School

DANA SPECKER WATTS, Author of *iPads for Learning* (free at iBooks store); Coordinator of International Outreach, University of Kentucky; educational technology facilitator at The American Embassy School, New Delhi

Is the iPad the device we have all been waiting for to help us through the transformative changes happening in education? Join us to understand how other elementary school teachers are integrating iPads into their classrooms. Discover age appropriate apps that enhance learning and discuss methods for evaluating apps that move learners into using the higher order thinking skills of Bloom's taxonomy for learning. Apply and create meaningful ways to integrate iPads into your curriculum with specific attention to the IB learner profile. (K-5, Technology Coaches)

NOTE: Ms Watts will present a second workshop on "Integrating iPads in the Classroom" focused on the *Middle and High School Levels* (grades 6-12, Technology Coaches)



## ADDITIONAL SPECIALIST SPEAKERS

- **CAROL CARTER** (*Coaching Students on Risk and Reward / Creativity, Innovation and Risk*): President, LifeBound, a student success and transition company; developer of the college-level Keys to Success series.
- **MARK CHURCH** (*Making Thinking Visible*): Consultant for Harvard University Project Zero's Making Thinking Visible & Cultures of Thinking initiatives; co-author of *Making Thinking Visible: How to Promote Engagement, Understanding, and Independence for All Learners*.
- **JIM KNIGHT** (*Instructional Coaching*): Director of the Kansas Coaching Project; research associate, University of Kansas Center for Research on Learning; author of *Instructional Coaching: A Partnership Approach to Improving Instruction*.

REGISTER ONLINE by MARCH 21: [www.nesacenter.org](http://www.nesacenter.org)

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