FRIDAY, APRIL 4
8:30-10:00  Plenary Session
- Welcome to Delegates
- Keynote: HBEN HAYES JACOBS, sponsored by International Schools Services
10:00-10:30  Coffee Break
(exhibition area)
10:30-3:30  Specialist Four-hour Workshops & Lunch
Workshop:
- Location:
12:30-1:30  Lunch – provided by NESA
1:30-4:00  Coffee Break
(exhibition area), sponsored by Rubicon International
4:00-5:00  Teacher Workshops – Session 1
Workshop:
- Location:
5:30-7:30  Welcome Reception – Samudra Terrace/Riverside Terrace, Royal Orchid Sheraton
(please wear nametags)

SATURDAY, APRIL 5
8:30-1:00  Specialist Four-hour Workshops & Coffee Break
Workshop:
- Location:
10:30-11:00  Coffee Break
(exhibition area)
11:00-1:00  Specialist Workshops continued...
1:00-2:00  Lunch – Sponsored by The College Board
1:30-2:30  Luncheon General Interest Workshops
Workshop:
- Location:
2:00-3:00  Special Offering (3-day) Workshops continued:
AERO, Literacy K-2, Literacy 3-5, Literacy 6-8
Free Afternoon/Evening to Explore Bangkok

SUNDAY, APRIL 6
8:30-10:00  Plenary Session
- Awards Ceremony
- Keynote: KATHY COLLINS
10:00-10:30  Coffee Break
(exhibition area)
10:30-3:30  Specialist Four-hour Workshops & Lunch
Workshop:
- Location:
12:30-1:30  Lunch – provided by NESA
12:30-1:30  Luncheon “Book Talk” with JOHN COY
1:30-3:30  Four-hour Workshops continued...
3:30-4:00  Coffee Break
(exhibition area)
4:00-5:00  Teacher Workshops – Session 2
Workshop:
- Location:
7:30  Gala Evening – Royal Orchid Sheraton Ballroom – sponsored by Tricare International (please wear nametags)

MONDAY, APRIL 7
8:30-9:30  Plenary Session
- Keynote: KAREN BOYES
9:45-10:15  Teacher Workshops – Session 3
Workshop:
- Location:
10:45-11:15  Coffee Break
(exhibition area)
11:15-12:15  Teacher Workshops – Session 4
Workshop:
- Location:
12:30-1:30  Closing Plenary Session
- ALEC COUROS, sponsored by Buffalo State SUNY
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CONFERENCE SPONSORS

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

Buffalo State-SUNY (sponsor of Monday’s keynoter Alec Couros)

The College Board (Saturday lunch sponsor)

etr educational travel (lanyards sponsor)

International Schools Services (sponsor of Friday’s keynoter Heidi Hayes Jacobs)

Ruamrudee International School, Bangkok (sponsor of audiovisual equipment)

TieCare International (Gala sponsor)

Rubicon International (Friday morning coffee break sponsor)
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- **Boston, MA, USA:** February 2-5, 2015
- **San Francisco, CA, USA:** February 12-16, 2015

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---

**ROYAL ORCHID SHERATON HOTEL / MEETING ROOMS**

**HOTEL MAP**

1st FLOOR

2nd FLOOR
**PRECONFERENCE SESSIONS**

**WEDNESDAY & THURSDAY, APRIL 2-3**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event/Speaker</th>
<th>Location</th>
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<tbody>
<tr>
<td>8:30-5:00</td>
<td>• Meeting of the NESA Professional Development Advisory Committee (PDAC)</td>
<td>Riverside 1</td>
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**THURSDAY, APRIL 3**

<table>
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<tr>
<th>Time</th>
<th>Event/Speaker</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>5:00-6:00</td>
<td>• Meeting of NESA Teacher Representatives</td>
<td>Riverside 7</td>
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</table>

**FIVE-DAY ADAPTIVE SCHOOLS CERTIFICATE PROGRAM**

**THURSDAY, APRIL 3 - MONDAY, APRIL 7**

<table>
<thead>
<tr>
<th>Speaker</th>
<th>Location</th>
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<tbody>
<tr>
<td>Robert Garmston &amp; Carolyn McKidder (Pre-sign-up was required. This course is full.)</td>
<td>Pompadour 13</td>
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</tbody>
</table>

**THREE-DAY “SPECIAL OFFERINGS”**

**FRIDAY, APRIL 4 - SUNDAY, APRIL 6**

<table>
<thead>
<tr>
<th>Time</th>
<th>The Writing Project: Foundation Course in Writing</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fri: 10:30-5:00</td>
<td>• Erma Anderson &amp; Alan Phan: 3-Day AERO/Common Core Plus Workshop</td>
<td>Riverside 1</td>
</tr>
<tr>
<td>Sat: 8:30-3:00</td>
<td>Workshop – Strategies for Strengthening Formative and Summative Assessment of Mathematics Learning</td>
<td>14</td>
</tr>
<tr>
<td>Sun: 10:30-5:00</td>
<td>(Pre-sign-up was required. This section is full.)</td>
<td>Riverside 1</td>
</tr>
</tbody>
</table>

**CONFERENCE PROGRAM**

**FRIDAY, APRIL 4**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event/Speaker</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30-10:00</td>
<td>PLENARY SESSION Welcome to Delegates: DAVID CHOJNACKI, NESA Executive Director, Athens, Greece</td>
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</tr>
</tbody>
</table>

**Keynote Presentation by the International Schools Services Guest Speaker: HEIDI HAYES JACOBS, “Leading the New Literacies: Digital, Media, Global”**

Introduced by Laura Light, Director, Educational Staffing, International Schools Services

<table>
<thead>
<tr>
<th>Time</th>
<th>Event/Speaker</th>
<th>Location</th>
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</thead>
<tbody>
<tr>
<td>10:00-10:30</td>
<td>Coffee Break sponsored by Rubicon International</td>
<td>Exhibition Area</td>
</tr>
<tr>
<td>10:30-3:30</td>
<td>Specialist Four-Hour Workshops &amp; Lunch</td>
<td>Ballroom 1 12</td>
</tr>
<tr>
<td></td>
<td>• Heidi Hayes Jacobs: Digital-Media-Global Project Based Learning (PreK-12)</td>
<td>Panisea 2 17</td>
</tr>
<tr>
<td></td>
<td>• Tom Baker: Service Learning in the 21st Century Led by Nobel Peace Laureates (ES)</td>
<td>Riverside 3 17</td>
</tr>
<tr>
<td></td>
<td>• Karen Boyes: Exploring &amp; Activating the Habits of Mind (K-12)</td>
<td>Riverside 2 18</td>
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<tr>
<td></td>
<td>• Carol Carter: Creativity, Innovation, and Risk (MS/HS)</td>
<td>Riverside 4 18</td>
</tr>
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<td></td>
<td>• Mark Church: Thinking Routines - Establishing Patterns of Thinking in the Classroom (K-12)</td>
<td>Riverside 6 19</td>
</tr>
<tr>
<td></td>
<td>• Alec Couros: Understanding Digital Citizenship (K-12)</td>
<td>Panisea 1 21</td>
</tr>
<tr>
<td></td>
<td>• Richard Detwiler: Administrative Assistants Strand (Day 1/2) – Keeping Chaos at Bay - Celebrating the Administrative Assistant’s Challenges and Opportunities (Day 2 is Sunday)</td>
<td>Panisea 3 22</td>
</tr>
<tr>
<td></td>
<td>• Jim Knight: Instructional Coaching - What It Is and How To Do It (K-12)</td>
<td>Riverside 5 23</td>
</tr>
<tr>
<td>12:30-1:30</td>
<td>Lunch (provided by NESA)</td>
<td>Exhibition Area</td>
</tr>
<tr>
<td>1:30-3:30</td>
<td>Specialist Workshops continued . . .</td>
<td>Exhibition Area</td>
</tr>
<tr>
<td>3:30-4:00</td>
<td>Coffee Break</td>
<td>Exhibition Area</td>
</tr>
<tr>
<td>4:00-5:00</td>
<td>Teacher Workshops, Session 1</td>
<td>See pages 25-26</td>
</tr>
<tr>
<td>5:30-7:30</td>
<td>Welcome Reception</td>
<td>Sambal Terrace / Riverside Terrace</td>
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</tbody>
</table>

**NOTE:** For coffee breaks and lunch times, please follow the main conference schedule (pp. 7-10). On Monday, “Special Offering” participants attend keynotes and teacher workshops with the rest of the conference delegates (pg. 11).
SATURDAY, APRIL 5

8:30-1:00 Specialist Four-Hour Workshops & Coffee Break
- Mark Church: Considering Opportunities, Language, and Discourse in “Thought-Full” Classrooms (K-12)
- John Coy: Informational Texts - New and Improved Nonfiction (K-12)
- Tom Daccord: Collect-Relate-Create-Donate - Innovative Uses of Technology in English & History Classrooms (4-12)
- Cristina Doubet: Differentiating Instruction in Middle and High School - Part 1 (Instructional Strategies)
- Heidi Hayes Jacobs: Flipped Professional Development - Supporting Connected Educators (K-12)
- Jim Knight: High-Impact Instruction for Instructional Coaching (K-12)
- Nancy Love: Making Collective Sense of Data - Item and Error Analysis (K-12)
- Dana Watts: Integrating iPads in the Elementary School (K-5)

10:30-11:00 Coffee Break
11:00-1:00 Specialist Workshops continued...
1:00-2:00 Lunch sponsored by The College Board
1:30-2:30 General Interest Workshops
- Ellen Edmonds: Getting to the Core - Insight On Common Core English Language Arts
- Jayson Richardson & John Nash: Designing and Evaluating Your Digital Efforts
- Emily Ross: AP Rigor in a Global Context
- Mitos Urgel & Umaporn Pojorn: Refugee Women’s Economic Empowerment Through Fair Trade
- John Moore & Victoria So: Get Updated with Atlas
- Kari Yuen: The Faculty’s Role in Student Substance Abuse Prevention

FREE AFTERNOON/EVENING TO EXPLORE BANGKOK...
**MONDAY, APRIL 7**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event/Speaker</th>
<th>Location</th>
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<tbody>
<tr>
<td>8:30-9:30</td>
<td><strong>PLENARY SESSION</strong> &lt;br&gt; Keynote Presentation: KAREN BOYES, “Developing Independent, Self-Directed Thinkers”</td>
<td>Royal Orchid Ballroom 1</td>
<td>17</td>
</tr>
<tr>
<td>9:45-10:45</td>
<td>Teacher Workshops, Session 3</td>
<td>See pages 30-31</td>
<td></td>
</tr>
<tr>
<td>10:45-11:15</td>
<td>Coffee Break</td>
<td>Exhibition Area</td>
<td></td>
</tr>
<tr>
<td>11:15-12:15</td>
<td>Teacher Workshops, Session 4</td>
<td>See pages 32-33</td>
<td></td>
</tr>
<tr>
<td>12:30-1:30</td>
<td><strong>PLENARY SESSION</strong> &lt;br&gt; Keynote Presentation by the Buffalo State-SUNY Guest Speaker: ALEC COUROS, “Identity, Networks, and Connected Learning” &lt;br&gt; Introduced by Leah Loveless, Associate Director, International Graduate Programs for Educators, Buffalo State-SUNY</td>
<td>Royal Orchid Ballroom 1</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>CONFERENCE ADJOURNS... &lt;br&gt; See you in Istanbul, March 20-23, 2015!</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ROBERT J. GARMSTON is Co-Developer of Cognitive Coaching with Dr Art Costa, Director of Facilitation Associates, and co-developer and founder of the Center for Adaptive Schools with Bruce Wellman, now organized under the heading of Thinking Collaborative representing its relationship to Cognitive Coaching, Adaptive Schools, and Habits of Mind. Dr Garmston’s books include Lemons to Lemonade: Resolving Problems in Meetings, Workshops and PLC’s, and Cognitive Capital: Investing in Teacher Quality. tabotog@gmail.com

CAROLYN McKANDERS, MA, MSW, is an independent educational consultant specializing in individual, group and organizational development. She is Director of Organizational Culture for Thinking Collaborative - home of Adaptive Schools Seminars and Cognitive Coaching™ Seminars. Ms McKanders has 28 years of experience in Detroit Public Schools as a teacher, counselor and staff development specialist. Her expertise includes providing polarity management training that helps organizations identify and manage competing tensions inherent in social systems. cmckanders@aol.com

Support Trainer:
• CAROL SIMONEAU, Adaptive Schools Training Associate and Coordinating Consultant for Thinking Collaborative. carolsimoneau@gmail.com

FIVE-DAY ADAPTIVE SCHOOLS CERTIFICATE PROGRAM
THURSDAY - MONDAY, APRIL 3-7

> Five-day Adaptive Schools Certificate Program, Thursday-Monday
ROOM: POMPADOUR
Adaptive Schools Schedule:
• Thursday, April 3 -- 8:30-4:30 (10:00-10:30 coffee break / 12:30-1:30 lunch / 2:30-3:00 coffee break)
• Friday, April 4 -- 8:30-5:00 (10:00-10:30 coffee break / 12:30-1:30 lunch / 3:30-4:00 coffee break)
• Saturday, April 5 -- 8:30-1:00 (10:30-11:00 coffee break / 1:00-2:00 lunch)
• Sunday, April 6 -- 8:30-5:00 (10:00-10:30 coffee break / 12:30-1:30 lunch / 3:30-4:00 coffee break)
• Monday, April 7 -- 8:30-1:30 (10:45-11:15 coffee break)

NOTE: Pre-sign up was required to attend. Detailed speaker biographies and course description, including outcomes, are located on the NESA website: www.nesa-center.org/page.cfm?p=1199.

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

In this Center for Adaptive Schools Foundation Training, learn how to build strong collaborative and caring work cultures, in which results-oriented faculties work together for continuous school improvement. Explore the latest practical findings in organizational development, learn learning and navigating the currents of change.
THREE-DAY “SPECIAL OFFERING” WORKSHOPS
FRIDAY - SUNDAY, APRIL 4-6

NOTE: For coffee breaks and lunch times, please follow the main conference schedule (pp. 7-10). On Monday, April 7, “Special Offering” participants attend keynotes and teacher workshops with the rest of the conference delegates (pg. 11). Detailed speaker biographies and course descriptions are located on the NESA website: www.nesacenter.org

> AERO/Common Core Plus: Strategies for Strengthening Formative and Summative Assessment of Mathematics Learning
ROOM: RIVERSIDE 1
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. This three-day workshop 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.

> The Literacy Initiative: Foundation Course in Reading, Grades K-2
ROOM: BALLROOM 3
Growing Readers Within Reading Workshop: Teach Children to Read With Power, Intention, and Joy, K-2

Hear the latest research-based best practices for teaching reading inside of a reading workshop, and how to help children think deeply, talk well, and respond in alternative ways to their texts. We will balance sharing methods to teach children to read powerfully and conditions that support children to read joyfully. NOTE: See the NESA website for a list of prerequisites! Pre-sign up was required. Only those who signed up may attend.

> The Literacy Initiative: Foundation Course in Reading, Grades 3-5
ROOM: BALLROOM 2
Getting Reading Workshop Up and Running: Creating Lasting Structures to Ensure Your Workshop Really Works in an International School (3-5)

Explore the structures, routines and strategies that strengthen a middle school Reading Workshop. Learn ways to assess language and literacy skills, and moves to strengthen plans of units of study across the year. Use informational texts and literature to develop critical reading skills through read-alouds, mini-lessons and conferences. Examine ways to weave reading instruction across the day to support language and literacy.

> The Literacy Initiative: Foundation Course in Reading, Grades 6-8
ROOM: RIVERSIDE 7
Getting Reading Workshop Up and Running: Creating Lasting Structures to Ensure Your Workshop Really Works in an International School (6-8)

Explore the structures, routines and strategies that strengthen a middle school Reading Workshop. Learn ways to assess language and literacy skills, and moves to strengthen plans of units of study across the year. Use informational texts and literature to develop critical reading skills through read-alouds, mini-lessons and conferences. Examine ways to weave reading instruction across the day to support language and literacy.

ERMA ANDERSON is a former high school physics and mathematics teacher. She has worked with the National Science Teachers Association, the Council for Basic Education’s Schools Around the World project, Modern Red Schoolhouse, Educational Field Studies, Kidsnet, school districts, and states. Currently she is a science/mathematics consultant with various groups including the Office of Overseas Schools. Ms Anderson was awarded the Finis G. Epling Award, NESA’s highest honor, in 2011. ermaander@gmail.com

ALAN PHAN is a former middle school mathematics teacher in public schools in California and Washington, DC. He has also worked in international schools in Mexico, Belgium, England and Spain. At present, he is pursuing his doctorate at the University of Bath in England, and is the Middle School Principal at the American International School-Chennai in India. He continues to teach mathematics to students and teachers in his administrative role. palan@aisch.org

KATHY COLLINS is a former first grade teacher in Brooklyn, New York. She works with teachers to develop high-quality, effective literacy instruction in the elementary school grades. The author of Reading for Real: Teach Children to Read With Power, Intention, and Joy in K-3 Classrooms and Growing Readers: Units of Study in Primary Classrooms, Ms Collins has worked closely with the Teachers College Reading and Writing Project at Columbia University. kcollins15@mac.com

EMILY DeLIDDO has worked as a staff developer at Columbia University’s Teachers College Reading and Writing Project (TCRWP) for more than a decade. She works with educators in Bogotá, Mexico and the Bahamas. Ms DeLiddo co-leads the TCRWP work with Queen Rania Teacher Academy in Amman, Jordan, and co-wrote the article “Becoming Jordan’s Writers: Developing Powerful Writing Instruction in the Middle East” in NCTE’s Voices From the Middle (September 2010). emilydeliddo@readingandwritingproject.com, www.languageisliving.com

CARLA ESPANA is a staff developer at Teachers College Reading and Writing Project (TCRWP) at Columbia University. She has taught at TCRWP institutes and, in addition to national work, guides schools in Guadalajara, Mexico, and Bogotá, Colombia. Currently a doctoral student in Urban Education at the Graduate Center, CUNY, Ms España’s research interests include bilingualism, critical literacies, culturally relevant pedagogy, multiculturalism, and arts integration. carla.espana@readingandwritingproject.com
TOM BAKER is the Head of International Program Development at the PeaceJam Foundation, the world’s largest youth development organization led by Nobel Peace Laureates. He has 35 years of experience as a school leader and teacher in the US and internationally in Finland, Tanzania, Thailand, and Norway where he was Head of School at Oslo International School from 2009 to 2013. tom@peacejam.org, peacejam.org

SPECIALIST WORKSHOPS

1. Friday, April 4
   ROOM: PANASSA 2
   > Service Learning in the 21st Century Led by Nobel Peace Laureates (ES)
   PeaceJam is the world’s largest youth development organization led by Nobel Peace Laureates. Students study the lives and work of the Laureates, build age-appropriate awareness of global issues, develop leadership and 21st century skills, and create service projects addressing root causes of community and world problems. Learn best practices in service-learning and global issues in education and gain training to implement the PeaceJam Juniors (ages 5-11) program.

2. Sunday, April 6
   ROOM: PANASSA 2
   > Service Learning in the 21st Century Led by Nobel Peace Laureates (MS/HS)
   PeaceJam is the world’s largest youth development organization led by Nobel Peace Laureates. Students study the lives and work of the Laureates, build age-appropriate awareness of global issues, develop leadership and 21st century skills, and create service projects addressing root causes of community and world problems. Learn best practices in service-learning and global issues in education and gain training to implement the PeaceJam Leaders (ages 11-14) and Ambassadors (ages 14-19) programs.

NOTE: It would be helpful for participants to have an internet device at both workshops.

KAREN BOYES, CSP, is an expert in effective teaching, learning and living. She turns research into practical and simple-to-use techniques that create success. She is the Founder of Spectrum Education, an author, publisher of Teachers Matter Magazine and an Affiliate Director of the International Institute for the Habits of Mind. karen@spectrumeducation.com, www.spectrumeducation.com

Keynote: Monday, April 7
ROOM: ROYAL ORCHID BALLROOM
> Developing Independent, Self-Directed Thinkers
Teachers make every other profession possible and, in a dynamic teaching environment, deciding what to include and leave out of the curriculum is important. We will explore five important keys for teaching: 1) Understanding how the brain learns; 2) Teaching contextualized content; 3) Hook learners with authentic learning; 4) Never work harder than your students; 5) Assessing for Learning.

Friday, April 4
ROOM: RIVERSIDE 3
> Exploring & Activating the Habits of Mind (K-12)
Efforts to teach powerful thinking will prove futile unless the school environment shows signs that the development of intellectual and cooperative decision making are the school’s basic values. We will examine the introduction and implementation of the Habits of Mind into a school and how to sustain long term use of some key habits through development of a school-wide culture.
**SPECIALIST WORKSHOPS**

**1. Friday, April 4**
**ROOM: RIVERSIDE 2**
- **Creativity, Innovation, and Risk (MS/HS Counselors, Librarians)**
  
  Learn how to engage students to explore and create as learners and doers. Build skills to go beyond “curriculum delivery” into content creation, discovery, and ownership, as students connect their learning to their personal and professional skills, perspectives, and passions. Rediscover the classroom as a thriving environment that fosters both strategic and adaptive thinking.

**2. Sunday, April 6**
**ROOM: PANISEA**
- **Coaching Students on Risk and Reward (MS/HS Counselors, Librarians)**
  
  Schools continue to focus on the development of students’ analytical skills at the expense of their practical skills. Explore tools to help students develop early the imagination, vision, creativity, and wherewithal to take risks emotionally, socially, academically, and professionally. Learn how to emphasize the soft skills students need to succeed and lead by showcasing what they know, and what they can do.

**3. Keynote: Sunday, April 6**

**ROOM: ROYAL ORCHID BALLROOM**
- **In Search of Significance in Times When Everything is High Priority**
  
  Every school year or new administrator seems to usher in fresh initiatives, new mandates, and higher expectations. While this creates opportunities for learning and engagement, it can also lead to teacher burn-out and cynicism. Ms. Collins encourages leaders to critically examine the language and discourse patterns that are used to construct and disseminate their messages and are easily spread. Via information sharing and activities, we will develop strategies for dealing with and understanding such issues through a positive framework that moves toward the development of learner digital identities.

**4. Sunday, April 6**
**ROOM: RIVERSIDE 4**
- **Introduction to Personal Learning Networks & Connected Learning (K-12)**
  
  Problem-solve issues such as cyberbullying and sexting, and student access to inappropriate content in an era where access to information is ubiquitous, and digital messages are easily spread. Via information sharing and activities, we will develop strategies for dealing with and understanding such issues through a positive framework that moves toward the development of learner digital identities.
most importantly, extend your learning about this vital topic beyond the workshop.

NOTE: Participants are invited to bring their devices (laptops, tablets, etc.) to both workshops

**John Coy** is the author of the picture books *Night Driving, Strong to the Hoop*, *Vroomaloom Zoom*, *Two Old Potatoes and Me, Around the World*, *Hoop Genius: How a Desperate Teacher and a Rowdy Gym Class Invented Basketball*. He has received a Marion Vannett Ridgway Award for best first picture book and an American Library Association Notable designation, among other honors. johncoy@mac.com, www.johncoy.com

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**TOM DACCORD** is an international educational technology speaker, instructor, and author. He has produced online courses on Web 2.0 and iPad integration, 21st century school leadership and classroom assessment and has organized a series of sold-out “iPad Summits” in the US. Mr. Daccord was invited to Singapore by the Ministry of Education as “Outstanding Educator-in-Residence” to support 21st century learning. tom@edtechteacher.org, edtechteacher.org

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

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**Kristina J. Doubet** is an associate professor in the College of Education at James Madison University in the Department of Middle, Secondary, and Mathematics Education where her scholarship focuses on assessment and differentiation. She works with K-12 schools and districts implementing initiatives in Understanding by Design and differentiated instruction. She also serves as consultant and faculty member for the Association for Supervision and Curriculum Development (ASCD). doubetk@jmu.edu, https://sites.google.com/site/kjdoubet

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**Heidi Hayes Jacobs**

**K KEYNOTE SPONSORED BY INTERNATIONAL SCHOOLS SERVICES**

**Friday, April 4**

**ROOM: ROYAL ORCHID BALLROOM**

> Leading the New Literacies: Digital, Media, Global

Three new 21st century literacies require integration in curriculum and teaching. Do you seek to engage faculty and students in DIGITAL LITERACY activities? How do we help students critique and create MEDIA that prepares...
them for future careers and college? Do you want to GLO-
BALIZE your classroom? Dr Jacobs shares her newest
model to identify the literacies and defines where they in-
tersect via dynamic projects using web 2.0 tools.

Friday, April 4
ROOM: BALLROOM 1
> Digital-Media-Global Project Based Learning (Prek-12)
Help learners create QUALITY 21st century media projects
and open source software to meet the CCSS standards.
Develop project-based assessments via new media formats, video podcasting,
and open source software to meet the CCSS standards.
Examine interdisciplinary focus areas such as sustainability,
media literacy, and globalization. Time will be provided
to design and work on your curriculum with feedback.

Saturday, April 5
ROOM: BALLROOM 1
> Flipped Professional Development: Supporting Con-
nected Educators (K-12)
How can we apply the flipped classroom concept to our
own PD? Explore a model based on upgrading traditional
purposes and approaches to PD. Key is when and how to
promote the Big Four in your school, including observation
strategies, known as the Big Four. Receive resources to
practice instructional coaching and describe how coaches should act to have
maximum positive impact on teaching and learning. Learn
about this research and the practical “nuts and bolts” of
instructional coaching and how it fosters good teaching.
Explore the content while discussing videos of instruc-
tional coaches working in schools and collaborating with
teachers.

Saturday, April 5
ROOM: PANISEA 2
> High-Impact Instruction for Instructional Coaching
(K-12)
Which teaching practices show the greatest potential to
improve student learning and engagement? Researchers
at the Kansas Coaching Project at the University of Kansas
have developed High-Impact Instruction: A Framework for
Great Teaching. Learn the framework’s high-yield teaching
strategies, known as the Big Four. Receive resources to
promote the Big Four in your school, including observation
forms and coaching checklists.

Saturday, April 5
ROOM: PANISEA 3
> Instructional Coaching: What It Is and How To Do It
(K-12)
Researchers have conducted studies to define instruction-
al coaching and describe how coaches should act to have
maximum positive impact on teaching and learning. Learn
about this research and the practical “nuts and bolts” of
instructional coaching and how it fosters good teaching.
Explore the content while discussing videos of instruc-
tional coaches working in schools and collaborating with
teachers.

Sunday, April 6
ROOM: RIVERSIDE 6
> Making Collective Sense of Data: Student-Work
Analysis (K-12)
Through a data simulation, you will experience how to
make sense of data via in depth analysis of student work.
You will dig into student work samples, using a protocol
for first experiencing cognitive empathy by doing the task
yourself and then by analyzing student work for evidence
of the knowledge and skills required by the task. Explore
how to take critical next steps after student work analysis.

Friday, April 4
ROOM: RIVERSIDE 5
> Integrating iPads in the Middle School & High School
(6-12)
Explore age appropriate apps that enhance learning and
discuss methods for evaluating apps that move learners
into using the higher order thinking skills in Bloom’s tax-
onomy for learning. Review opportunities to create mean-
gful ways to integrate iPads into your curriculum with
specific attention to the IB learner profile. Review cross-
curricular applications as well as a multitude of curriculum
specific applications.

Saturday, April 5
ROOM: RIVERSIDE 5
> Integrating iPads in the Elementary School (K-5)
Explore age appropriate apps that enhance learning and
discuss methods for evaluating apps that move learners
into using the higher order thinking skills in Bloom’s tax-
onomy for learning. Review opportunities to create mean-
gful ways to integrate iPads into your curriculum with
specific attention to the IB learner profile. Review cross-
curricular applications as well as a multitude of curriculum
specific applications.

*NOTE: Please bring a laptop or tablet to each workshop.
TEACHER WORKSHOPS
SESSION 1
FRIDAY, APRIL 4, 4:00-5:00

> Teaching 21st Century Digital Early Learners, PreK-5
  ROOM: RIVERSIDE 6
  Discover creative ways to incorporate technology into your preschool-elementary classroom. Using a variety of media devices (iPad, Smart Board and Elmo Document Camera), to engage students interactively, enhance and support instruction. Introducing a selection of iPad Apps (English, Arabic, Math, Art), sites and software to show how easily they can be integrated into the class to enrich and enhance the curriculum. KATERINE ALBARELLOS, Al-Bayan Bilingual School, Safat, Kuwait

> Video Games in Education: MinecraftEdu and the World of Humanities, 6-9
  ROOM: PANISEA 3
  Using virtual learning environments (educational video games) to supplement student learning can cause significant increases in student engagement, understanding, and constructivist interactivity. This workshop will present both MinecraftEdu and a Humanities-themed virtual learning environment, and will start attendees on the path to using these resources in their own teaching practice. ERIC WALKER & DAVID REMPEL, The American International School of Kuwait, Salmiya

  ROOM: RIVERSIDE 2
  The idea of Third Culture Kids (TCKs) is well researched, but EdKids, the children of international school educators, have largely been ignored. This presentation explores research on this group of kids, and gives educator parents and schools insight into what they can do to assist them. GEETHA G., GEORGE BACH & KEVIN HALL, American International School-Chennai, India

> Brain Games, 1-12
  ROOM: PANISEA 2
  This workshop offers various brain games to make teaching more engaging and better suited to the growing brains of students. Enjoy some of the games with us while adding resources to your teaching techniques. This is a fun and interactive session; be ready to be engaged! DANIA KARAME, American Community School at Beirut, Lebanon

> Creating Cognitive Hooks, 6-12
  ROOM: RIVERSIDE 5
  Differentiation, drawing on previous knowledge and active learning, are the highlights of this interactive workshop. Help your ELL students thrive with amazing learning activities and by drawing on knowledge of their L1. JOANIE LANG, International School of Islamabad, Pakistan

> Using the “Flipped Classroom” Method in Social Studies Classrooms, 6-12
  ROOM: PANISEA 3
  This workshop will provide a practical overview on how social studies teachers can use the Flipped Classroom method to create an engaging classroom environment. It will specifically focus on in-class strategies to stimulate higher-order thinking and ideas to keep students accountable with their video assignments. SCOTT MULLER, American School of Kuwait, Hawalli

> Dropping the F-Bomb in Class, 2.0: Using Facebook in Education, 9-12
  ROOM: RIVERSIDE 3
  This workshop will explore ways teachers can use Facebook as a learning management system (LMS) while still keep-
An equation for differentiated Mathematics Teaching and Instruction: Measure and add up student assessments. / Divide into equal ability groupings. / Subtract wasted efforts. / Multiply your results. JOSEF KAUFHOLD, Qatar Academy, Doha

ROOM: VANDA

> Numeracy: Assess and Progress, K-5

If you want students who think critically, work collaboratively, behave ethically, ask and answer high-level questions, support their ideas and evaluate and assess their own work, then try Spider Web Discussion. It asks students to lead and assess and teachers to observe and coach. ALEXIS WIGGINS, American International School-Riyadh, Saudi Arabia

ROOM: RIVERSIDE 4

> A Beginner’s Guide to Using Technology to Promote Literacy in Young Children, PreK-2

Based on the research of Carol Dweck, the growth mindset theory argues that all students can get smarter through hard work and dedication. By adopting this mindset, students will come to embrace challenges as learning opportunities. This workshop will give teachers practical methods to create this kind of classroom environment. JARED PEET, American Community School, Amman, Jordan

ROOM: VANDA

> The One Pointed Mind: How Meditation Psychology Impacts Teaching and Learning, K-12

One-pointed means a state of unified focus, like a laser. Recent studies show a mind one-pointed produces an improved state of well-being (physical and mental), resilience, and memory. Through classroom/curricular design and lesson delivery, learn the impacts one-pointedness has on the neural development and emotional well-being of students. STEVEN STANEK & STUART FLEISCHER, Walworth Barbour American International School in Israel, Even Yehuda

ROOM: BALLROOM 4

> Mini-Earth in the Classroom, K-12

Learn how to build a self-sustaining fish jar or “mini-earth” with minimal resources to enliven science teaching at every grade level. Students or teachers can build these jars that can last a school year with no special care. We will also discuss lessons and resources that use these systems to teach many concepts. PAUL EID, American Community School, Safat, Kuwait

ROOM: RIVERSIDE 4

> Play Based Learning, PreK-Lower Elementary

The aim of this workshop is to explore the importance of play in the lives of young children. It focuses on how educators can make links to curriculum outlines and learning outcomes through a balance of open-ended play and adult supported work in small groups. MAYADA LOWMAN, American International School of Kuwait, Salmiya

ROOM: PANISEA 1

> The Learning Brain: Growth Mindset and Effective Effort in the Classroom, 6-10

Learning from short video clips. It involves note-taking, note-swapping, note revision, risk-taking, collaborative and individual research. Other disciplines may find applications. Language of presentation: English. TIMOTHY COBLE, American School of Doha, Qatar

ROOM: BALLROOM 1

> The Poetry Café: An International Showcase of Student Expression & Achievement, K-12

The Poetry Café is a showcase of student expression and achievement through language arts and technology integration. Students can create and submit (upload) videos in which they recite, illustrate, interpret, animate, etc, original poems or published poetry. The Poetry Café is open to all K-12 teachers. Learn more about us and how to participate. MELISSA STANEK & STUART FLEISCHER, Walworth Barbour American International School in Israel, Even Yehuda

ROOM: BALLROOM 1

> Listening As If Your Life Depended On It, 8-12

‘One-pointed’ means a state of unified focus, like a laser. Recent studies show a mind one-pointed produces an improved state of well-being (physical and mental), resilience, and memory. Through classroom/curricular design and lesson delivery, learn the impacts one-pointedness has on the neural development and emotional well-being of students. STEVEN LAWRENCE, The American International School of Jeddah, Saudi Arabia

ROOM: BALLROOM 4

> A Beginner’s Guide to Using Technology to Promote Literacy in Young Children, PreK-2

This workshop is for PreK-2 teachers who want to learn simple and effective ways to develop their students’ literacy skills

ROOM: RIVERSIDE 4

> Jazz IT Up! Dynamic Presentations to Engage Learners, 6-12

This session will provide examples of how to integrate technology in our educational approach, and focuses on facilitating classroom collaboration. Learn about tools such as Socrative, Prezi and Camtasia that stimulate the imaginations of students and connect with them inside and outside of the classroom. ANAS SHUMMALLI, Al-Bayan Bilingual School, Safat, Kuwait

ROOM: RIVERSIDE 3

> Numeracy: Assess and Progress, K-5

This workshop will give teachers practical methods to create this kind of classroom environment. Learn about tools such as Socrative, Prezi and Camtasia that stimulate the imaginations of students and connect with them inside and outside of the classroom. ANAS SHUMMALLI, Al-Bayan Bilingual School, Safat, Kuwait

ROOM: PANISEA 3

> The Learning Brain: Growth Mindset and Effective Effort in the Classroom, 6-10

Based on the research of Carol Dweck, the growth mindset theory argues that all students can get smarter through hard work and dedication. By adopting this mindset, students will come to embrace challenges as learning opportunities. This workshop will give teachers practical methods to create this kind of classroom environment. JARED PEET, American Community School at Beirut, Lebanon

ROOM: VANDA

> A Beginner’s Guide to Using Technology to Promote Literacy in Young Children, PreK-2

This workshop is for PreK-2 teachers who want to learn simple and effective ways to develop their students’ literacy skills

ROOM: PANISEA 3
using technology. Observe a demonstration of how integrating technology can be an important tool to help achieve the goals of the Common Core State Standards (CCSS). JESSICA CHRIST, American School of Kuwait, Hawalli

> Creativity Comes Alive, K-8
ROOM: RIVERSIDE 5
See how student work can come alive using fantastic (and free) apps! Watch magic happen when art students use Morfo and Aurasma to bring their self-portraits to life in augmented reality. Gain advice and reflections from a teacher who had a blast learning along with her students. AMY GARRETT, American School of Bombay, Mumbai, India

> Intelligent Improvisation: How to Use Improvisation to Teach Skills and Boost Learning Across the Curriculum, K-12
ROOM: PANISEA 2
This workshop will provide improvisational techniques that can be adapted across the curriculum to make instruction come alive. I combined my acting and teaching experience to leverage the power of play and to enhance children’s confidence, creativity and critical thinking. Learn how to apply these techniques in your class! MARY PETROUTSA, American Community Schools of Athens, Greece

> Coaching in the Classroom, K-6
ROOM: CALANTHE
How can you get the best out of your students (and colleagues)? Strategies will be shared that demonstrate coaching techniques to help build rapport, resolve conflict and lead to student achievement. Engagements include: matching and mirroring; responsive behaviors (pausing, probing, paraphrasing); acknowledge, summarize, shift thinking. HARISH KANABAR, Qatar Academy, Doha

> Reinforcing Mathematics Skills through Activities, Loops and Networks, 6-10
ROOM: RIVERSIDE 6
Students need regular reinforcement of skills such as working with expressions, integers, factoring and symbol manipulation. Four activities will be presented to expand your tool chest of activities to reinforce these skills. ROBERT ANDRE, International Schools Group, Al-Khobar, Saudi Arabia
> Get Engaged! The Power of Accountable Talk and Book Clubs, K-12
ROOM: RIVERSIDE 2
We will explore the use of accountable talk and book clubs to promote student engagement for all learners in any content area. Learn about different types of book clubs and take away a toolkit of resources for building accountable talk in your classroom. MEGAN McCRINDLE, American International School-Chennai, India

> Anger Management, K-12
ROOM: RIVERSIDE 1
Using a multi-sensory approach, students will actively engage in a writer's workshop that incorporates the glossing sheets with a mini-lesson and peer review to see how they can work in the classroom. ERIN JOHNSON, American School of Kuwait, Hawalli, Kuwait

> Using Blogger to Encourage Independent Student Writing, 4-12
KATHRYN HALL, American Community School, Amman, Jordan

form that includes links to a wealth of online resources useful for developing critical thinking skills using Web 2.0 tools.

> Establishing an Organic Garden in Schools, K-6
ROOM: RIVERSIDE 6
We will share our experiences establishing and running a school gardening program highlighting its value to the school community. It encompasses an organic garden, gardening club, and tunnel greenhouse. We will demonstrate how students benefit from the organic garden and how they can work together to create a productive learning environment. AMY SWENSON, The American International School of Jeddah, Saudi Arabia

> Using Toys in the Science Classroom, K-12
ROOM: BALLROOM 3
An easy and fun way to teach science concepts using toys and how you can make science students’ favorite class using guided discovery. Practical demonstration: Teach first class levers, scientific method and how to balance an equation in one simple lab. ROZ EZRA & NAOMI KVIAITEK, Walworth Barbour American International School in Israel, Even Yehuda

> Strategies to Promote Discourse and Engagement in Math, 3-8
ROOM: RIVERSIDE 7
Research agrees that social interaction increases the ability to learn ideas and to integrate them well into their existing cognitive structures. Therefore, students need to work and talk together. As teachers, we need to provide structure to these discussions. Learn strategies that will allow this social interaction to occur. CAROL & ALAN LITTLE, American School of Doha, Qatar

> Reading Incentive Program in the Digital Age, K-5
ROOM: PANISEA 1
Examine ways to encourage students to read through reading incentive programs. We will look at necessary elements of a successful program. The process and story line of the KAS Reading Ranger reading incentive program will conclude the workshop. Participants will be free to use all the Reading Ranger material. MELANIE & DONOVAN DORNING, Karachi School of Doha, Pakistan

> Third Culture Kids Explained, 6-12
ROOM: BALLROOM 2
Third Culture Kids, or children who have been raised in a culture other than their own, fill our international school classrooms everyday. As teachers, we must learn about this TCK culture, attempt to understand their lives and cultural identities, and develop strategies to teach TCK’s effectively. LINDSEY PEAK, Qatar Academy, Doha

> Fun With Phonics, PreK-2
ROOM: RIVERSIDE 5
During parent conferences, many parents expressed a wish that their kids practice writing at home. My students have created their own personal blogs. Participants will set up an account on Blogger, learn how to add photos and videos, and create their own posts. We will view shared and individual blogs. CAROLYN JEZIORSKI, Cairo American College, Egypt

> Reading Incentive Program in the Digital Age, K-6
ROOM: PANISEA 2
...
TEACHER WORKSHOPS
SESSION 4
MONDAY, APRIL 7, 11:15-12:15

> Please, May We Do Problem Solving Today?, 2-5
ROOM: PANISEA 1
This workshop will present a strategy to use with students for solving math problems. Attendees will participate in problem solving and comparing traditional strategies to bar modeling. The use of this strategy can turn problem solvers into math success stories. LAURA WAITE, American International School-Chennai, India

> Planning Thematic Units in Social Studies/History, 9-12
ROOM: RIVERSIDE 3
Learn about the research and our personal experience with shifting from Chronological to Thematic planning and units in Social Studies/History. We will compare both types of units and look at how the culminating assessments allow students to truly demonstrate their understanding. TELL SHAPPLEY & PAUL KEENE, American International School-Riyadh, Saudi Arabia

> Expanding Oral Language Complexity, K-3
ROOM: RIVERSIDE 1
We will examine the development of complex syntax in young children with a focus on increasing the quantity and quality of our verbal interactions with them (during play, book reading, snack time). Most applicable to early elementary with a focus for assistants who spend time talking with children. KATHY ADAMS, Cairo American College, Egypt

> Integrating the Dramatic Arts into the Common Core, 6-12
ROOM: BALLROOM 2
As more schools turn to the Common Core, words like creativity and engagement are increasingly becoming part of classroom culture. This interactive workshop, geared toward humanities teachers, focuses on integrating movement and creativity into existing curriculum. It will be divided into three parts featuring warm-up activities, tableaux, and shadow plays. CONNIE RUDD & LORA HAWKINS, American School of Kuwait, Hawalli

> Innovation in Student Centered Exploratory Programs, 6-8
ROOM: RIVERSIDE 2
This workshop will describe the process at Lincoln School to establish an exploratory class program and the development of innovative experiences focused on student interests. We will explore the project approach and how to tie in several strands or goal areas to help teachers extend and enrich their classes. PETER HENNIGAR, Lincoln School, Kathmandu, Nepal

> Engaging Students Through Critical Dialogue, 5-12
ROOM: PANISEA 2
Paideia Seminar, as defined by the National Paideia Center, is a collaborative, intellectual dialog facilitated with open-ended questions about a text. It is a method for sustainable learning as it develops skills that allow students to achieve not only in the classroom, but also in our global society. GRETCHEEN BADE & MICHAEL SIMMONS, American Community School at Beirut, Lebanon

> Purposeful Instruction: Frameworks for Teaching Big Ideas, 4-10
ROOM: RIVERSIDE 4
A variety of instructional frameworks and strategies promote big idea thinking across the content areas. Participants will understand how to use big ideas to frame instruction; identify big ideas standards in the Common Core and connect them to their current practice; and, review strategies that develop big idea thinking skills. DARYL STEVENS & LISA (Andrea) COOKE, Saudi Aramco Schools, Dhahran, Saudi Arabia

> Visible Thinking In Action, PreK-5 (presented in Arabic)
ROOM: BALLROOM 1
Please bring a laptop, tablet or smartphone. AHLAM ABDEL ALIM, Qatar Academy, Doha

> Differentiation for Deeper Learning with Google Apps, K-12
ROOM: RIVERSIDE 5
This workshop will present how to use various Google Apps to differentiate instruction and deepen student learning and engagement. FADY TABBARA, American International School Dhaka, Bangladesh

> Feel It, Sing It, Play It!, PreK-5
ROOM: BALLROOM 3
"Tell me, I’ll forget. Show me, I’ll remember. Involve me, I’ll understand." In this session participants will experience the Orff approach to music education through singing, saying, moving, and playing. SANAE YAMAURA, American School of Doha, Qatar
As Director of International Implementation at the College Board, EMILY ROSS is responsible for leading implementation efforts for a variety of external programs as well as managing internal departmental activities. Prior to joining the College Board’s Advanced Placement Program three years ago, Ms Ross worked at International Baccalaureate Americas for five years as a Regional Head of Professional Development. emross@collegeboard.org

> Refugee Women’s Economic Empowerment Through Fair Trade

ROOM: RIVERSIDE 6

Learn how conflict and displacement have affected the lives of Burmese women and children and how a local NGO -- WEAVE -- supports and strengthens development efforts of women’s organizations along the Thai-Burma border. WEAVE empowers women to become self-reliant, enabling them to actively participate in their family and community life. WEAVE will be selling handicrafts in the exhibit.

> AP Rigor in a Global Context

ROOM: RIVERSIDE 5

The College Board’s Advanced Placement Program (AP) continues to evolve, emphasizing essential 21st century skills and critical thinking in a flexible format to meet different schools’ needs. Learn about program updates and the AP Course Redesign; the AP Capstone Program, an innovative multi-modal diploma credential; the AP International Diploma; and resources for implementing the program and enhancing classroom teaching and learning.

JOHN MOORE, a Partner at Rubicon International, has led technology initiatives in Taiwan, China, Japan, Thailand, Western Europe and other regions in the education and corporate sectors. He is skilled in bringing together diverse groups to focus on common strategic objectives. Mr Moore has taught at the university level and has presented on organizational strategies and technology project management. jmoore@rubicon.com

VICTORIA SO earned a B.S. in Foreign Service from Georgetown University. She taught ESL and worked in the Offices of Bilingual Education and International Programs in the D.C. Public Schools. Through Teach For America, Ms So taught in the St. Louis Public Schools. Her professional experiences span from the US to Jordan, Egypt, and Hong Kong, with Arabic and Cantonese proficiency.

> Get Updated with Atlas

ROOM: RIVERSIDE 2

Discover the depth and diversity of your curriculum connections with Rubicon Atlas! Customize your personal Curriculum Dashboard in Atlas to access the reports most critical to your curriculum process. Explore ways to discuss and share curriculum work with colleagues. Then, take the time to examine the connection of your curriculum to key academic standards.

UMAPORN POJORN is responsible for WEAVE’s overseas support marketing. She has been involved in WEAVE’s work to advance the rights and dignity of refugee women and children for eight years. Her parents are Karen from Burma, and she is passionate about alleviating human suffering and the poverty of displaced ethnic minorities. mong@weave-women.org
KARI YUEN is a Senior Prevention Specialist and Regional Officer at FCD. She has worked in wilderness therapy programs for teens and young adults struggling with substance abuse and other behavioral disorders. She is involved in Bridging the Gap, which helps individuals transition from treatment facilities into home environments. Ms Yuen is pursuing a Masters in School Counseling and Clinical Mental Health, schools@fcd.org

> The Faculty’s Role in Student Substance Abuse Prevention
ROOM: PANSEA 1
Explore the faculty’s role in effective substance abuse prevention planning. Topics will include:
• Student substance use and attitude trends
• Issues facing Third Culture Kids
• Common language to promote prevention
• Recognizing risk factors and warning signs of student use
• How to talk with kids about alcohol, tobacco, marijuana and other drugs
• The social norms approach to prevention
• Sustaining prevention practices and culture in school.

John Coy is the author of the picture books Night Driving, Strong to the Hoop, Vroomaloom Zoom, Two Old Potatoes and Me, Around the World and Hoop Genius: How a Desperate Teacher and a Rowdy Gym Class Invented Basketball. He has received a Marion Vannett Ridgway Award for best first picture book and an American Library Association Notable designation, among other honors.

JOHN COY

SUNDAY, APRIL 6, 12:30-1:30

SUNDAY LUNCHTIME
"BOOK TALK"

SUNDAY LUNCHTIME
"BOOK TALK"

SUNDAY LUNCHTIME
"BOOK TALK"

The Joy of Making Books: Idea to Publication
ROOM: CALANTHE
This session will follow the path of a book from idea to draft through multiple revisions and rejections to finished book. We will explore all of the people that work together to make a book, and we will also discuss ways to take your idea and turn it into a book.

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NESA AWARDS

Stanley Haas/Luke Hansen Student Award: In the spirit of Dr Stanley Haas, the late executive director of NESA, and Luke Hansen, a remarkable student who died in an accident, this award recognizes middle school students at NESA member schools who are a credit to themselves and their schools and who have consistently and significantly contributed to the welfare of others. Three finalists receive cash awards of $500 each. The top finalist attends NESA's Spring Educators Conference (with an accompanying adult) and briefly addresses conference delegates. This year’s (2013-2014) winners are: Karen Grace Hassanieh (American International School of Riyadh), Hayden Leever (American School of Doha) and Olivia Wright (American International School of Kuwait). As the winner, Karen is here in Bangkok, at NESA’s invitation, to accept the award. Application deadline: December 1

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

NESA Community Service Awards: Funds raised through a charity raffle at each Spring Educators Conference are matched up to $1500 by the NESA Board and are available for grants toward service projects sponsored by NESA member schools. Grants range from $500-$750 depending on that year’s raffle income. NESA Teacher Reps will be selling raffle tickets at the Spring Educators Conference – check out the great prizes in the exhibition area and support worthy community projects at NESA schools!

Finis Engleman Award: Dr Finis Engleman was an outstanding educator of international stature and the moving force behind the birth of NESA. The NESA Board of Directors established this award, which is bestowed on an individual or group that has provided outstanding and sustained service to the NESA region and beyond. At the 2013 Fall Leader Conference in Kathmandu, the Board presented this year’s award to the Wal-barbour American International School in Tel Aviv, was one of the four winners! Application deadline: December 1

NESA HISTORY PROJECT

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

To read ‘NESA memories’ contributed by international educators (like you) past and present, and to learn how to submit your own memories, visit the “About NESA” page under the “About NESA” tab: www.nesacenter.org.
ABA - An IB World School, Muscat, Oman ................................. Mereditth Harbord
Al Bayan Bilingual School, Hawalli, Kuwait ................................ Tahani Hashem
American Community School of Abu Dhabi, UAE ......................... Sarah Robison
American Community School, Amman, Jordan .............................. Lisa Mancuso
American Community Schools of Athens, Greece .......................... David Nelson
The American Community School at Beirut, Lebanon ...................... Robert Iyer
American Embassy School, New Delhi, India ................................. Charu Gulati, Cecilia Shrivastava
American International School-Chennai, India ............................... Jeremy Willette
American International School Dhaka, Bangladesh ....................... Michael Birdwell, Jackie Johnson
The American International School of Jeddah, Saudi Arabia ............ Denise Sullivan
The American International School of Kuwait, Salmiya ..................... Jeff Lowman
The American International School of Muscat, Oman ...................... Sharon McGowan
American International School-Riyadh, Saudi Arabia .................... Alexandra Schellenberger
American School of Bombay, Mumbai, India .................................. Karen Fish
The American School of Doha, Qatar ............................................ Mary Edward, Stephanie Moy
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  LOCATION: Doha
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