SPRING EDUCATORS CONFERENCE

Bangkok

APRIL 1-4
2016
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| 8:30-10:00 | **Plenary Session**  
- Welcome to Delegates  
- Keynote: RICK WORMELI, sponsored by International Schools Services | **Specialist Four-hour Workshops / Multi-day Workshops & Coffee Break**  
Workshop: | **Plenary Session**  
- Keynote: KATHERINE BOMER | **9:00-10:00**  
Plenary Session  
- Keynote: STEVE BARKLEY |
| 10:00-10:30 | **Coffee Break**  
Exhibition area | | **Coffee Break**  
Exhibition area | **10:15-11:15**  
Teacher Workshops - Session 3  
Workshop: |
| 10:30-11:00 | **Specialist Four-hour Workshops / Multi-day Workshops & Lunch**  
Workshop: | **Coffee Break**  
Exhibition area | **Specialist Workshops / Multi-day Workshops continued...**  
Workshop: | **11:15-11:45**  
Coffee Break  
Exhibition area |
| Location: | | | Location: | | |
| 12:30-1:30 | **Lunch** – provided by NESA | **11:00-1:00**  
Specialist Workshops / Multi-day Workshops continued...  
Workshop: | **12:00-1:00**  
Lunch – provided by NESA | **11:45-12:45**  
Teacher Workshops - Session 4  
Workshop: |
| 1:30-3:30 | **Specialist Workshops / Multi-day Workshops continued...**  
Workshop: | **1:00-2:00**  
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Workshop: | Location: |
| 3:30-4:00 | **Coffee Break**  
Exhibition area | **1:30-2:30**  
General Interest Workshops  
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Exhibition area | Location: |
| 4:00-5:00 | **Teacher Workshops - Session 1 / Continuation of Multi-day Workshops**  
Workshop: | Location: | **3:30-4:30**  
Teacher Workshops - Session 2 / Continuation of Multi-day Workshops  
Workshop: | Location: |
| 5:30-7:30 | **Welcome Reception**  
Riverside Terrace, Royal Orchid Sheraton  
(please wear nametags!) | **2:00-3:00**  
Multi-day Workshops continued...  
Workshop: | **7:30**  
**Gala Evening**  
Royal Orchid Sheraton Ballroom –  
(please wear nametags!)  
Presentation of Haas/Hansen Student Award (sponsored by GBG / Tie Care International) | | |

**CONFERENCE ADJOURNS**

See you next year back in...Bangkok!  
March 31-April 3, 2017
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NESA would like to thank the following sponsors for their generous support:

International Schools Services
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Rick Wormeli)

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(audiovisual equipment sponsor)

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## PRECONFERENCE SESSIONS

### WEDNESDAY & THURSDAY, MARCH 30-31

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<td>8:30-5:00</td>
<td>Erma Anderson: <em>AERO Common Core Plus Workshop on High School Mathematics</em></td>
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### FIVE-DAY ADAPTIVE SCHOOLS CERTIFICATE PROGRAM

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<td>8:30-10:00</td>
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<td>Specialist Four-Hour Workshops / Multi-day Workshops (Lunch 12:00-1:00)</td>
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<td>• Mark Church: <em>Visible Thinking, K-12 (Day 3/3)</em></td>
<td>Riverside 7</td>
<td>17</td>
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<td>• Christy Curran: *Three-day Literacy Workshop - Foundation Course in Reading, K-2 (Day 3/3): “An Introduction to Reading Workshop”</td>
<td>Pompadour</td>
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<td>• Emily DeLiddo: <em>Three-day Literacy Workshop - Foundation Course in Reading, Grades 3-5 (Day 3/3)</em></td>
<td>Riverside 6</td>
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<td>• Vicki Vinton: *Three-day Literacy Workshop - Foundation Course in Reading, Grades 6-8 (Day 3/3): “Building Strong, Resourceful and Skillful Readers”</td>
<td>Riverside 2</td>
<td>17</td>
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<td>12:00-1:00</td>
<td><strong>Lunch</strong> (provided by NESA)</td>
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<td>1:00-3:00</td>
<td>Specialist Workshops continued... / Multi-day Workshops continued...</td>
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<td>3:00-3:30</td>
<td><strong>Coffee Break</strong></td>
<td>Exhibition Area</td>
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<td>3:30-4:30</td>
<td><strong>Teacher Workshops, Session 2 / Multi-day Workshops continued...</strong></td>
<td>See pages 27-28 for Teacher Workshops</td>
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<tr>
<td>7:30</td>
<td><strong>Gala Evening</strong></td>
<td>Royal Orchid Ballroom</td>
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## MONDAY, APRIL 4

| Time          | Event/Speaker                          | Location               | Page |
|---------------|----------------------------------------|                       |      |
| 9:00-10:00    | PLENARY SESSION                        | Royal Orchid Ballroom | 19   |
|               | Keynote Presentation: STEVE BARKLEY, “Creating a School Culture of Coaching” |                       |      |
| 10:15-11:15   | Teacher Workshops, Session 3           | See pages 29-30.      |      |
| 11:15-11:45   | Coffee Break                           | Exhibition Area       |      |
| 11:45-12:45   | Teacher Workshops, Session 4           | See pages 31-32.      |      |

**CONFERENCE ADJOURNS…**

See you in Bangkok, March 31-April 3, 2017!
Detailed speaker biographies and workshop descriptions are on the NESA website: www.nesacenter.org.

ERMA ANDERSON

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 Engleman Award, NESA’s highest honor, in 2011. ermaander@gmail.com

> AERO Common Core Plus Pre-Conference Workshop in Mathematics (HS): Learning Tasks to Engage Students in Mathematics
ROOM: RIVERSIDE 4
This AERO Common Core Plus Workshop will be a follow-up to the recent two-day institute in Muscat (November, 2015) on practical strategies in the high school for strengthening formative and summative assessment of mathematics learning. Employ established criteria to adapt/build rich mathematics tasks, and develop rubrics to assess student understanding. Using rich tasks and the Thinking Through A Lesson Protocol, you will collaboratively plan, critique, and revise a “concept based” lesson.

CINDY CUMMINGS

CINDY CUMMINGS is currently an instructor at Lamar University in Beaumont, Texas. Formerly an elementary and high school English language arts and reading teacher, she has also served at the district level as a director of curriculum and instruction. She is recognized for providing ways for students to integrate technology into the content areas. This year, she has worked to review, revise and expand the AERO English/Language Arts Standards and Benchmarks into the new Framework. cdcumming@gmail.com

> AERO Common Core Plus Pre-Conference Workshop in English/Language Arts: Practical Strategies for Authentic Assessment for English Language Arts
ROOM: RIVERSIDE 6
An aligned standards-based curriculum includes a strong match between standards, assessment tools, and instructional strategies. Without clear alignment between instructional strategies and assessment, both student motivation and learning can be compromised. Using the backward design process, you will create authentic assessments that allow students to demonstrate achievement of clearly communicated learning outcomes. Learn the steps to create authentic assessments that inform instruction and effect student learning.

KATRINA THEILMANN

KATRINA THEILMANN is currently the ES Literacy Coordinator at the American School of Doha, Qatar. She worked with Dr. Cummings to present the updated AERO Framework at the 2012 NESA SEC in Athens. Ms Theilmann has extensive training in language arts, and she was part of the NESA Literacy Coaches Cohort led by Carrie Ekey. She has also worked closely with Pete Bowers regarding structured word inquiry. ktheilmann@asd.edu.qa

> AERO Common Core Plus Pre-Conference Workshop in English/Language Arts: Practical Strategies for Authentic Assessment for English Language Arts
ROOM: RIVERSIDE 6
An aligned standards-based curriculum includes a strong match between standards, assessment tools, and instructional strategies. Without clear alignment between instructional strategies and assessment, both student motivation and learning can be compromised. Using the backward design process, you will create authentic assessments that allow students to demonstrate achievement of clearly communicated learning outcomes. Learn the steps to create authentic assessments that inform instruction and effect student learning.
CHRIS CHARNITSKI

CHRIS CHARNITSKI has been a high school life science teacher for 20 years, the first ten in Fairfax County, Virginia, and the last ten in Ecuador, Myanmar, and now in Oman at The American International School of Muscat (TAISM). He participated in writing the AERO Life Science Standards and is a National Board certified teacher. Mr Charnitski has presented at several conferences, including JOSTI and NESA.
CharnitskiC@taism.com

CAREY JOHNSON

CAREY JOHNSON has taught Middle School Science since 1997 and currently teaches Sixth and Eighth Grade Science at TAISM in Oman where she’s launched water bottle rockets, made slime and kept middle schoolers safe for eight years. Ms Johnson co-facilitated the NGSS Introduction for Educators at the AERO Summer Institute in Virginia in June 2015 and has presented at other conferences on various topics.
johnsonc@taism.com

> AERO Introduction to the Next Generation Science Standards Pre-Conference Workshop, K-12
ROOM: RIVERSIDE 5

The Next Generation Science Standards (NGSS) were developed from the Framework for K-12 Science Education published in 2012 by the National Research Council. With a focus on the practice of science and engineering, the NGSS will fundamentally change the way science is taught, learned and assessed. Gain a deeper understanding of the NGSS and the resources available to assist in implementation of an NGSS based program. This is an introduction to the NGSS and not a curriculum writing workshop.
THURSDAY, MARCH 31

PRE-CONFERENCE WORKSHOP

Detailed speaker biography and workshop description are on the NESA website: www.nesacenter.org.

WENDY GORTON

WENDY GORTON is a Google for Education Certified Innovator, Trainer, and the Program Manager for the Certified Innovator Program with Google for Education. She is a former fourth grade teacher, technology integrator, and researcher who has consulted and trained all over the world with a focus on innovative, project-based methods with collaborative technologies. wendy@edtechteam.com

> Google for Education Certification Bootcamp:
ROOM: RIVERSIDE 7

This hands-on preconference workshop will focus on the use of technology to support teaching and learning. It will explore the use of Google Apps (and other Google tools) in education. Specifically, content will focus on Google Search and the core Apps of Google Mail, Google Calendar, Google Docs, and Google Sites. Additional Google tools, including Blogger, Google Maps, YouTube and others will also be included.

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For opportunities and information, visit www.asdubai.org
ROBERT J. GARMSTON

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*. fabobg@gmail.com, thinkingcollaborative.com

CAROLYN McKANDERS

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. carolyn.mckanders@gmail.com

> Five-day Adaptive Schools Certificate Program, Thursday-Monday
ROOM: BALLROOM 1

Adaptive Schools Schedule:
- Thursday, March 31 — 8:30-4:30
  10:00-10:30 coffee break / 12:30-1:30 lunch / 2:30-3:00 coffee break
- Friday, April 1 — 8:30-5:00
  10:00-10:30 coffee break / 12:30-1:30 lunch / 3:30-4:00 coffee break
- Saturday, April 2 — 8:30-3:00
  10:30-11:00 coffee break / 1:00-2:00 lunch
- Sunday, April 3 — 8:30-4:30
  9:30-10:00 coffee break / 12:00-1:00 lunch / 3:00-3:30 coffee break
- Monday, April 4 — 9:00-12:45
  11:15-11:45 coffee break

NOTE: Pre-sign up was required to attend. Detailed speaker biographies and course description, including outcomes, are on the NESA website: www.nesacenter.org/page.cfm?p=1572.

Brief Description:

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

In this Center for Adaptive Schools Foundation Training, learn how to build strong collaborative and caring work cultures, in which results-oriented faculties work together for continuous school improvement. Explore the latest practical findings in organizational development, team learning and navigating the currents of change.
MULTI-DAY WORKSHOPS

NOTE: For coffee breaks and lunch times, please follow the main conference schedule (pp. 7-10). Multi-day Workshop participants attend the morning keynotes on Friday and Sunday, then attend their Multi-day Workshops for the rest of the day. On Monday, April 4, Multi-day Workshop participants will attend the morning keynote and teacher workshops with the rest of the conference delegates (pg. 11). Detailed speaker biographies and workshop descriptions are on the NESA website: www.nesacenter.org

> Three-Day Literacy Workshop - Foundation Course in Reading, K-2: An Introduction to Reading Workshop
Friday-Sunday, April 1-3
ROOM: POMPADOUR
This workshop is for the teacher who wants to understand how to teach reading workshop. Not only will it discuss the philosophy behind the work, but it will also give practical ways in which to get started, how to plan a year-long curriculum, and the structures and methods that are essential, including some assessment tools. You will walk away feeling empowered and excited to teach reading in this way.

> Three-Day Literacy Workshop - Foundation Course in Reading, Grades 3-5
Friday-Sunday, April 1-3
ROOM: RIVERSIDE 6
Explore structures, routines and strategies to strengthen the implementation of an upper-grade Reading Workshop. You will learn how to welcome all readers into a workshop community, ways to assess language and literacy skills, and moves to strengthen plans of units of study across the year. We will explore using informational texts and literature to develop critical reading skills through read alouds, mini-lessons and conferences.

EMILY DeLIDDO was a staff developer at the Teachers College Reading and Writing Project (TCRWP) at Columbia University for 12 years. She works as an educational consultant nationally and internationally with teachers and leaders including ISG in Saudi Arabia and schools in Mexico and the Bahamas. She co-led the TCRWP work with Queen Rania Teacher Academy in Jordan and the reading initiative, Palabras Mágicas, in Guadalajara, Mexico.
epdeliddo@gmail.com, www.languageisliving.com

CHRISTY CURRAN is an independent literacy consultant. She was a fourth grade teacher, coordinator at Writers Camp and district writing staff developer in Pinellas County, Florida, before joining the Teachers College Reading and Writing Project as a staff developer. That work, along with her work in hundreds of schools around the US and the world, became the inspiration for her blog, coachactually.wordpress.com. Christy.j.curran@gmail.com, @christy_curran

EMILY DeLIDDO

CHRISTY CURRAN
SPRING EDUCATORS CONFERENCE

VICKI VINTON is a literacy consultant and award-winning writer who has worked with districts and schools across the U.S. and abroad for over 15 years. She is the co-author, with Dorothy Barnhouse, of What Readers Really Do: Teaching the Process of Meaning Making (Heinemann, 2012), with Mary Ehrenworth, of The Power of Grammar (Heinemann, 2005), and of the novel The Jungle Law (MacAdam/Cage, 2005). Her literacy blog is To Make a Prairie.
vvinton@nyc.rr.com, tomakeaprairie.wordpress.com

> Three-Day Literacy Workshop - Foundation Course in Reading, Grades 6-8: Building Strong, Resourceful and Skillful Readers
Friday-Sunday, April 1-3
ROOM: RIVERSIDE 2
This hands-on workshop will take a deep look at the structures and components of a Reading Workshop. We’ll explore how to implement and use those components to help students become thoughtful and skillful meaning makers and readers. And along the way, we’ll touch on topics such as feedback, assessment and developing growth mindsets. Please bring with you a children's or YA book you’ve been wanting to read.

MARK CHURCH is currently a consultant with Harvard Project Zero's Making Thinking Visible and Cultures of Thinking initiatives worldwide. Mr Church enjoys helping teachers examine opportunities for student thoughtfulness, and send clear expectations about the importance and value of thinking in learning. Together with Ron Ritchhart and Karin Morrison, he is co-author of the book, Making Thinking Visible: How to Promote Engagement, Understanding, and Independence for All Learners (Jossey-Bass, 2011).
church.mark@gmail.com, visiblethinkingpz.org

> Making Thinking Visible: Creating and Sustaining a Culture of Thinking in Our Classrooms, K-12
Friday-Sunday, April 1-3
ROOM: RIVERSIDE 7
In Making Thinking Visible, thinking routines are used regularly as tools and structures for deepening students’ understanding. In this interactive extended workshop, participants will have a chance to learn and practice some thinking routines. We’ll also reflect upon how teachers might work with thinking routines to support developing and deepening a rich culture of thinking for all students.
Four-Hour Specialist Workshops

Paul Andersen

Paul Andersen is an educational consultant working with schools around the world. His specialties include the Next Generation Science Standards (NGSS), educational technology, blended learning, and effective classroom design. He taught science in Montana for 20 years and has created hundreds of YouTube science tutorials. Mr. Andersen was the Montana Teacher of the Year and a finalist for National Teacher of the Year. paul@bozemanscience.com, bozemanscience.com

1 Saturday, April 2
> Unlocking the Power of the NGSS - MS/HS
ROOM: PANISEA 2
The NGSS represents the largest conceptual shift in teaching science in decades. The addition of engineering design and an increased emphasis on the practices of science could revolutionize science education. However, this revolution will only occur if teachers understand the standards and make changes in their classrooms. This workshop will guide you through the standards while giving you concrete examples that can change science classrooms immediately.

2 Sunday, April 3
> Unlocking the Power of the NGSS - ES
ROOM: RIVERSIDE 1
The NGSS represents the largest conceptual shift in teaching science in decades. The addition of engineering design and an increased emphasis on the practices of science could revolutionize science education. However, this revolution will only occur if teachers understand the standards and make changes in their classrooms. This workshop will guide you through the standards while giving you concrete examples that can change science classrooms immediately.

Warren Apel

Warren Apel was the Director of Educational Technology at the International School of Amsterdam and the American Embassy School in New Delhi, India. He is an Apple Distinguished Educator, a Google Certified Innovator, a National Board Certified Teacher and the co-founder of two EdTech startups: Ecobalot and Scholastico. In 2016, he will head to Tokyo, Japan, where he will be the Director of Technology at the American School in Japan. warren.apel@gmail.com, www.warrenapel.com

1 Friday, April 1
ROOM: PANISEA 1
> Programmable Robots and Coding in the Primary Classroom (2-5, MS Math/Science, Technology Specialists)
Take a deep dive into the world of coding and robotics! You will learn to use a simple drag-and-drop programming language to control robots. We’ll go beyond fun and games, and solve actual math and science problems, making robotics a truly integrated part of your existing classroom curriculum.

2 Sunday, April 3
ROOM: PANISEA 2
> Social Entrepreneurship: Student-Run Businesses That Can Change the World (4-5, MS Math/Communications, HS Business/Economics, Comm. Svce., Tech Integration)
Start a business with your students! Go beyond bake sales by launching a real online company that can turn your student’s creations into money. Then use your profits to support meaningful development projects that make the world a better place. You will learn how to facilitate a student-run business in your classroom, giving students a meaningful, real-life challenge.
STEVE BARKLEY is internationally recognized for his ability to facilitate change. He has more than 35 years of experience working in classrooms, schools and universities, building teacher capacity for heightened student success and is well-known for guiding school improvement through coaching, mentoring and professional development. He has worked with teachers all over the world and has presented at ECIS, MAIS, AAIE, the Alliance for International Education (AIE), LeadTurkey and NESA. www.BarkleyPD.com

KATHERINE BOMER currently teaches the graduate course, “Writing Process and Pedagogy” at the University of Texas at Austin. A former professional developer at the Teachers College Reading and Writing Project with Lucy Calkins, she currently consults to schools on their writing curriculum. The author of four books, Dr Bomer’s newest work is, The Journey is Everything: Teaching Essays that Students Want to Write for People Who Want to Read Them (2016).

KEYNOTE: Monday, April 4, 9:00-10:00
ROOM: ROYAL ORCHID BALLROOM
> Creating a School Culture of Coaching
The outcomes that we seek for our students today require educators to be team members, collaborating and innovating to create empowered learners. Coaching among school staffs opens the door to continuous improvement in teaching and learning. In many ways a coaching culture among staff models the practices that we want among students in our classrooms. How responsible are you in creating the coaching culture in your school?

1 Friday, April 1
ROOM: RIVERSIDE 3
> Coaching: Knowing Why Teachers Would Want a Coach and Should Be a Coach, K-12
Coaching must be everyone’s responsibility. Examine coaching feedback structures, identify the rewards of coaching, the resistance to coaching, and how to create the necessary trust. Explore types of coaching and create a plan for implementation as well as define the coach/principal partnership and the link between coaching and student achievement. An interactive session you won’t want to miss.

2 Sunday, April 3
ROOM: BALLROOM 3
> Coaching Conferencing Skills, K-12
Effective coaching is built upon communication/conferencing skills that engage the teacher in dialogue and self-reflective practice. In this workshop, you will observe, study, practice and reflect upon the critical coaching/conferencing verbal skills. Questioning and paraphrasing skills as well as feedback strategies are included. Opportunities to practice the skills and be coached by participants will be embedded throughout. Bring scenarios from your coaching experience to the session for Steve’s suggestions and modeling.

KEYNOTE: Sunday, April 3, 8:30-9:30
ROOM: ROYAL ORCHID BALLROOM
> The Journey is Everything: Teaching Essays that Students Want to Write for People Who Want to Read Them
When school systems seem to demand more and more dull, formulaic writing, Dr Bomer answers with a vision of essays as explorations that develop and communicate complex, engaging content inside organic, logical structures. She’ll show what happens when teachers and students study published essays (in close readings) and discover that the form can be richly haunting. It leaves readers needing to think and talk with others about the essayists’ ideas, and inspires them to write beautiful essays of their own!

1 Friday, April 1
ROOM: PANISEA 2
> Essays as Explorations: Developing Complex and Engaging Content Inside Organic and Logical Structures (Hint: it will take more than 5 paragraphs to get there!), 4-12
Learn how to help students generate sophisticated ideas for essays, to elaborate by embedding story and multiple perspectives, and to organize structures that grow organically from content. Read beautiful published examples to notice the craft of this literature. And try on small bits of writing in a comfortable, fun environment to use to model essay with your students.

2 Sunday, April 3
ROOM: BALLROOM 2
> Hidden Gems: Noticing and Naming the Brilliance in Every Student’s Writing, K-12
We can respond to our students’ writing with appreciative eyes by noticing what gifts and strengths are there and naming those gems the way writers would, using the language of craft. We will practice with real pieces of student writing of all ages and abilities. When we read for strength and beauty, students feel like real apprentices learning an art.
SUSAN M. BROOKHART

SUSAN M. BROOKHART, PhD, is an educational consultant and an adjunct faculty member in the School of Education at Duquesne University. The author or co-author of 17 books and over 70 articles and book chapters on classroom assessment, teacher professional development, and evaluation, she was named the 2014 Jason Millman Scholar by the Consortium for Research on Educational Assessment and Teaching Effectiveness (CREATE) and received the 2015 Samuel J. Messick Memorial Lecture Award from ETS/TOEFL.
susanbrookhart@bresnan.net

1 Saturday, April 2
ROOM: RIVERSIDE 3
> Designing Rubrics for Classroom Use, K-12
Rubrics are coherent sets of criteria for students’ work that include descriptions of levels of performance quality on the criteria. They are thus an excellent means for connecting formative assessment and summative assessment (grading). Learn how to create or select effective criteria for rubrics; how to write performance level descriptions for rubrics; and how to distinguish rubrics from checklists and rating scales.

2 Sunday, April 3
ROOM: RIVERSIDE 3
> Using Rubrics with Students, K-12
Rubrics are an excellent vehicle for involving students in their own assessment. This fosters student self-regulation of learning and helps develop students’ lifelong learning capabilities. Learn how to co-create rubrics with students; how to use rubrics to share learning targets with students; and how to use rubrics for student self-assessment and goal setting.

RICK DETWILER

RICK DETWILER has worked as head of five international schools over the past 25 years, including three NESA schools. He is collaborating with NESA on its Board Development Project, in conjunction with conducting board training and strategic planning workshops at schools in NESA, Europe, and Africa. Before joining the international school community in 1988, he was a Naval officer, a Peace Corps Volunteer in Botswana, and for ten years, a teacher and principal in Vermont.
rickdetwiler2@gmail.com

> TWO-DAY ADMINISTRATIVE ASSISTANTS STRAND:
Friday & Saturday, April 1-2
ROOM: RIVERSIDE 1
This two-day institute for Administrative Assistants, Executive Assistants, Secretaries, and professionals in similar positions, is all about exploring strategies and tools that can support the many-faceted work of administrative assistants.

Based on feedback from the 2014 NESA SEC Administrative Assistants Institute, we have selected major topics around which we will structure activities and discussion of best practice and the skills and experience among NESA school administrative assistants. These are participatory sessions. A list of topics is on the NESA website: www.nesa-center.org/page.cfm?p=1599. Please bring a laptop/tablet/smartphone to access readings during the institute. Not required, but it will make your life easier!
AMY McConnell Franklin

AMY McConnell Franklin is a regionally and internationally known teacher and thought leader in the field of emotional intelligence (EI). She has been a pioneer in the field and looks forward to more explicitly articulating the common ground between mindfulness and emotional intelligence as the new Director of Social and Emotional Learning and Mindfulness at the Phuket International Academy in Thailand. Her most recent position was as Adjunct Professor at the University of New Mexico-Taos.amymcconnellfranklin@gmail.com, amymcconnellfranklin.com

1. Friday, April 1
ROOM: RIVERSIDE 5
> Living and Leading from the Inside Out: Connecting Our Inner and Outer Worlds, PK-12
Join this interactive and reflective session to increase your understanding of emotional intelligence, social and emotional learning and the intersection of these disciplines and mindfulness. Walk away with skills, practices and pedagogy that help build skills in ourselves as educators and parents as well as in our students and communities so that we can collectively create a culture that is more conscientious, skillful and respectful of the internal experiences of ourselves and others, nurturing peace from the inside out.

2. Saturday, April 2
ROOM: RIVERSIDE 5
> Authentic Inclusion in International Education: Emotional Intelligence to the Rescue, PK-12
How do we co-create genuinely inclusive, respectful school communities that explicitly foster open and respectful learning about our similarities and differences across cultures? How do we create the opportunity for cross cultural relationships to flourish, building on our shared humanity and honoring our intricate interconnectedness and our intriguing diversity? Join this interactive, engaging and reflective working session to build understanding, pedagogical practices and skills applicable to any classroom and school community.

Ryan Grady

Ryan Grady is Dean of Instruction at Pilgrim School in Los Angeles, where he has worked to develop a coherent K-12 mathematics program grounded in active learning and student involved assessment. He has taught graduate level Methods of Teaching at Loyola Marymount University, where he was adjunct faculty in the Center for Math and Science Teaching. Mr Grady has also served on the Professional Services Committee for the California Association of Independent Schools.
ryanjgrady@mac.com

Megan Holmstrom

Megan Holmstrom is a Teaching & Learning Coach in K-8 Mathematics at the American School of Dubai. During her 16-year career in education, she spent 10 years teaching a variety of grade levels, before moving into curriculum and instruction and coaching. Previous to ASD, she was an adjunct faculty member at Loyola Marymount University in Los Angeles, in the Center for Math & Science Teaching working with public schools to develop teacher-leaders in elementary mathematics.
mholmstrom@asduaei.org

1. Saturday, April 2
ROOM: PANISEA 1
> Transforming the Classroom Through Active Learning, Problem Solving, & Student Involved Assessment, K-12
Designed for mathematics educators interested in transforming their classrooms or programs in order to support student engagement. Participants will engage in high-quality math tasks at varying levels, while working collaboratively to design lessons that promote active learning, strategic and persistent problem solving, and a growth mindset.
Making Students Visible, PK-12

How can we be more deliberate and systematic in letting students’ perspectives and experiences inform our planning and instruction? In this session, we will examine and discuss examples of what we can do to make our students culturally, metacognitively and academically visible. We will examine and analyze routines that attempt to move students from the edges to the center of meaning-making processes.

If School is Preparation for Life…” (MS/HS)

“If School is Preparation for Life…” (MS/HS)

How can we be more deliberate and systematic in letting students’ perspectives and experiences inform our planning and instruction? In this session, we will examine and discuss examples of what we can do to make our students culturally, metacognitively and academically visible. We will examine and analyze routines that attempt to move students from the edges to the center of meaning-making processes.

Create a Positive and Inclusive Climate for Learning, PreK-8

Discover how to create a learning environment throughout your school that is joyful, inclusive, respectful, and engaging by using the Responsive Classroom approach to K-8 education. Gain a broad overview of this research-based approach and learn how the four domains of effective teaching—positive community, engaging academics, effective management, and developmentally appropriate practices—can enhance teaching and learning throughout your school.
TOM SCHIMMER is an independent education consultant from Vancouver, BC. He is an internationally recognized leader and expert in the areas of assessment for learning, sound grading practices, RTI, and educational leadership. He has worked directly with schools and school districts throughout Canada, the United States, Vietnam, China, and Myanmar. Mr. Schimmer is the author of *Ten Things that Matter from Assessment to Grading* (Pearson, 2013) and *Grading from the Inside Out* (Solution Tree). tschimmer@live.ca, www.tomschimmer.com

Friday, April 1
ROOM: BALLROOM 3
> Accurate, Balanced, and Hopeful Assessment
Learn how assessment can be used to build hope and efficacy, as well as the assessment processes and practices that create a balanced and accurate system. First, the focus will be on having students see assessment as an opportunity to learn and where their optimism about potential success thrives. Then, the focus will shift to how teachers can ensure their assessments yield accurate, useful information. Finally, we will highlight the need for a seamless relationship between formative and summative assessment practices.

Saturday, April 2
ROOM: BALLROOM 3
> Instructional Agility: Blurring the Lines Between Assessment and Feedback
Being instructionally agile is about making seamless instructional adjustments at a moment’s notice. Rather than creating assessment events that require teachers to stop teaching in order to conduct formative assessment, the focus is on the more organic process of infusing assessment experiences into any activity or strategy. Learn also how to maximize the opportunities for self-assessment and how students can fully invest to self-regulate their own learning.

One of the first Nationally Board Certified teachers in America, RICK WORMELI brings innovation, energy, validity and high standards to his presentations and his instructional practice, which includes 37 years teaching math, science, English, physical education, health, and history, and coaching teachers and principals. He is a columnist for *AMLE Magazine* and a frequent contributor to ASCD’s *Educational Leadership* magazine. He’s authored over 300 articles and best selling books, including, *Fair Isn’t Always Equal*. rwormeli@cox.net, www.rickwormeli.com

KEYNOTE SPONSORED BY INTERNATIONAL SCHOOLS SERVICES: Friday, April 1, 9:00-10:00
ROOM: ROYAL ORCHID BALLROOM
> What We Could Do If We Were Brave Together
Liberating and affirming, and pushing all of us closer to the kinds of teachers we always wanted to be, we examine the school culture that cultivates pedagogical courage best. Radical to some, validating to others, and all based in the latest pedagogy, this address is updated monthly with specific bold actions we can take today that lead to better instruction for students.

Friday, April 1
ROOM: BALLROOM 2
> Differentiated Instruction: Walking Through a Lesson from Scratch, 3-12
We will briefly review major differentiation principles, then put up a blank computer screen and carefully move through each step in the process of creating a differentiated lesson from scratch, exploring ways to move beyond the template in order to meet the needs of teachers’ specific realities. Don’t miss this chance to finally understand differentiated lesson designs!

Saturday, April 2
ROOM: BALLROOM 2
> Educating Young Adolescents: Principles and Practicabilities, 5-10
Join us as we explore what is and is not developmentally appropriate for teaching young adolescents according to the latest research and practitioner common sense. Working with rapidly morphing human beings is among the most intellectual and compassionate of professions, requiring expertise, humor, mental dexterity, and dedication. Get up to speed on what works!
Over the past six decades, we have placed over **40,000 educators**; started and managed over **90 schools** on **six continents**; developed **standards-based language curriculum** and supported other curricular innovations; connected over **2,000 supply vendors** with schools worldwide; and managed **75 school foundations**.

**UPCOMING ISS RECRUITMENT CONFERENCES**

- **May 11, 2016**
  - Spring iFair®
- **December 2016**
  - Washington, DC IRC
- **January 2017**
  - Bangkok IRC
- **February 2017**
  - San Francisco IRC with AAIE

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> GIFs for Learning, K-12  
**ROOM: RIVERSIDE 3**
Create visual rubrics that deepen student learning, create powerful visual feedback, and help students analyze their own areas of strength and weakness. Visual rubrics take learning to a new level by allowing students to see exemplars in action. Students can gauge their own performance visually and see areas for improvement. Bring a laptop/tablet.
**DAVID COLE, American School of Dubai, UAE**

> Evaluating Pedagogical Content Knowledge in Science, K-12  
**ROOM: RIVERSIDE 4**
Learn how to evaluate your pedagogical content knowledge (PCK) using a rubric based on Shulman’s 1987 PCK framework. We will practice pinpointing strengths and weaknesses of a fictional teacher’s sample lesson plan on the greenhouse effect. Gain solutions to more efficiently integrate all PCK dimensions when teaching any topic.
**FARAH YOUSSEF EL CHAMAA, Al-Bayan Bilingual School, Safat, Kuwait**

> Making It Stick!, 4-12  
**ROOM: RIVERSIDE 1**
Strategies to use the latest brain research in a practical way in the classroom to help teachers help students study more effectively. This will be a participatory workshop.
**SYLVIE ESRAWEE & ROBERT OGLE, American School of Doha, Qatar**

> Reading & Writing Workshop in Arabic Classes, 1-6  
**ROOM: PANISEA 2**
The goal of this workshop is to introduce the practical steps of the Reading & Writing Workshop in Arabic. We will share strategies and tools as well as materials and formats that we are currently applying in our classes. We will also discuss leveled books and stories used in reading. (Handouts will be distributed).
**SALWA WARDEH MADBAK & JINAN HASHASH DINNAWI, The American Community School at Beirut, Lebanon**

> Using Schaffer to Organize and Clarify Student Writing, 5-12  
**ROOM: PANISEA 1**
The Jane Schaffer writing program is designed as a scaffolding technique to foster and enhance the clarity and organization of student writing. Students often struggle with the “blank page” and the Schaffer structure offers them a tangible and straightforward basis for clear, concise and insightful writing.
**MIRIAM MORNINGSTAR, American International School - Riyadh, Saudi Arabia**

> Reading (and Writing!) Musically, PK-5  
**ROOM: RIVERSIDE 5**
As educators, we know that music enhances learning. There is a depth of research on the “why” of music, but less material on the “how” to include music in your classroom. Come to learn easy ways to enhance your language arts curriculum using music. These activities are user-friendly - no musical background knowledge is required!
**MARY SOPHIA PENA, The American International School of Jeddah, Saudi Arabia**

> PBL, Not Projects, 6-12  
**ROOM: BALLROOM 2**
Explore the differences among classic school projects, project-based learning, and problem-based learning. Learn how the 4 C’s (critical thinking, collaboration, communication, and creativity) are implemented through PBL. We will set the stage for technology integration with PBL. The session will end with creating PBL prompts for our own classes using relevant material.
**BRIAN SISCO, The American International School of Jeddah, Saudi Arabia**

> Making Sense of Sensory Needs, PK-8  
**ROOM: CALANTHE**
Sensory processing is the ability to take in information through the senses, process this information and respond in a meaningful way. We will present how to view students through a sensory processing lens, how to support students with sensory struggles and how to make the classroom a sensory friendly environment.
**ANGELLE THIBODEAUX & PRIYANKA D’COSTA, American School of Bombay, India**
> Introduction to Visible Thinking in the Classroom, K-12
ROOM: BALLROOM 3
This workshop provides an introduction to Visible Thinking strategies that can be used in any classroom K-12. You will inquire into Visible Thinking through direct application and will walk away with activities and resources to enhance your teaching. Please bring a laptop/tablet.
ANDRIA C. VISSER, American International School Kuwait, Salmiya

> The Power of Positivity, K-12
ROOM: PANISEA 3
Positivity can uniquely revitalize relationships, transform schools and reshape lives. This workshop will discuss research about Positivity and the Positive-to-Negative Interactions Ratio that can predict performance with remarkable accuracy. Tools and guidelines will be presented to establish school environments that are proactive and preventive, leading to academic and behavioral gains.
DINA AL-HIDIQ ZEBIB, Qatar Foundation Schools, Doha

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BANGKOK 26
**Developing Academic Conversations in the Classroom, 5-12**
*Room: Ballroom 2*

How might the developing and using ‘conversational moves’ in classroom discussions/seminars lead to increased learning, critical thinking, and the deepening of understanding? This workshop will model conversational moves, share student feedback techniques and address the importance of developing academic conversations.

_Walter Basnight, American International School, Chennai, India_

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**Problem-Based Learning to Drive Math Instruction, K-8**
*Room: Calanthe*

View math through the eyes of students and gain a sense of how a Problem-Based approach in the math classroom triggers critical thinking, in-depth discussion, collaboration, engagement and purposeful mathematical learning. We will discuss how using a Problem-Based approach will both challenge students and establish ‘growth mindset’.

_Rob Desormeaux, American International School - Riyadh, Saudi Arabia_

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**Using Graphic Organizers as a Strategy for Teaching Arabic Reading Comprehension, 1-6**
*Room: Paniseca 2*

This workshop aims at deepening teachers’ understanding of the use of Graphic Organizers as a strategy to increase students’ reading comprehension in Arabic. Using graphic organizers as a reading response helps students organize their ideas and allows the teacher to differentiate based on individual needs.

_Rana El Kourani & Roba Hamdan, Qatar Foundation Schools, Doha_

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**Preparing for Global Collaboration, 6-12**
*Room: Paniseca 3*

Explore Global One to One, a unique program that uses one-to-one connections between students globally to build intercultural understanding. The program has three components: (1) Connect One to One, an international one-to-one letter exchange; (2) Engage One to One, school-based UNESCO clubs, and (3) Innovate One to One, an international robotics collaboration.

_Roman Holmes, The Universal American School, Khalidiya, Kuwait_

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**Infusing Music into Early Childhood Curriculum, KG-1**
*Room: Riverside 3*

Current brain research has shown music can help wire the brain to process higher level thinking, especially in the areas of language development, spatial reasoning and social development. This hands-on workshop will give early childhood educators engaging and practical applications for incorporating music into their curriculum.

_Charlotte Kluever, The Universal American School, Khalidiya, Kuwait_

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**Standards-based Grades in Traditional Gradebooks, K-12**
*Room: Riverside 4*

Gain specific strategies for applying the theory of standards-based-grades to the reality of traditional gradebooks and report cards. Regardless of your subject area or your school’s platform, you can set up your gradebook to reflect content standards and get students asking questions about their learning instead of their grades. Please bring either your electronic or paper gradebook.

_Margaret McCarron, American School of Bombay, Mumbai, India_

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**How to Successfully Host a Socratic Seminar in the 21st Century, 6-12**
*Room: Paniseca 1*

Learn how to successfully implement a Socratic Seminar, including pre-reading and post-writing activities that will enhance students’ presentational and interpersonal speaking skills. You will learn how to use technology such as Padlet, polleverywhere, blendspace, and canava to bring your seminar into the 21st century.

_Susan Menand, Qatar Foundation Schools, Doha_
> Tiny Toy Tales: Encouraging and Enhancing Oral Language and Emergent Reading Behaviors Through Storytelling, PK-2
**ROOM: RIVERSIDE 5**
Go on a magical adventure as the speaker uses a container with small objects to tell a big story, *A Tiny Toy Tale: The Three Little Sea Turtles* by Sean Layne. We will discuss how this and other stories you can adapt, or have your students create, can encourage and enhance oral language and early reading behaviors.
**JENNIFER TUSTIN PARK, The American Community School at Beirut, Lebanon**

> Visible Thinking as a Specialist Teacher, K-12
**ROOM: RIVERSIDE 1**
Join in an overview of Visible Thinking Routines that are easily adaptable to different grade levels and subject areas. Teachers of all subjects will take away activities that can be directly used in the classroom. Participants will learn by doing and observing the routines during the workshop.
**HARMONY RITCHIE, American International School Kuwait, Salmiya**

> Music Supports All Learning, K-5
**ROOM: BALLROOM 3**
Singing and moving even two or three minutes in class will refresh both mind and body, allowing your students to refocus and be more productive learners. This hands-on workshop will demonstrate how to lead songs and dances regardless of your own musical ability.
**SANAE YAMAURA, American School of Doha, Qatar**

> Paperless Classroom, K-12
**ROOM: CATTLEYA**
This workshop will explore the benefits of using online tools like Zaption, Thinglink, Coachbase, Flubaroo and Google Classroom in your classroom with special emphasis on how we used these tools for coaching.
**ANTONY RAPPAI, American School of Doha, Qatar**
TEACHER WORKSHOPS - SESSION 3

> Teaching Writing: A Scaffolded Approach for Struggling Writers, 5-12
**ROOM: RIVERSIDE 1**
This session will focus on a strategy to help students with special needs, language deficiencies, and/or gaps in education improve their writing skills. The strategy will demonstrate how teachers can help students with the sentence, paragraph, and multi-paragraph levels of writing. Templates and student exemplars will be provided.
**JASON ARDUSER, Qatar Foundation Schools, Doha**

> Pickaxe and Cobblestone: Redefining Learning Using MinecraftEdu, 2-12
**ROOM: BALLROOM 2/3**
Move from teacher-driven to student-driven learning. Explore types of learning students are experiencing and creating using MinecraftEdu across the curriculum. See the server software's back-end capabilities and tips to manage students and their environment. Observe audience volunteers navigate through a simulated challenge or two in a new and exciting world.
**KARA COLE & LARRY KUHNS, American School of Dubai, UAE**

> I’m a Literacy Coach! Now What? Building a Program and Organizing Your Time, K-12
**ROOM: PANISEA 1**
Literacy coaching is a quickly growing field, but support and mentors are difficult to find. If you are a prospective or new literacy coach, this session will guide you in establishing an effective coaching program based upon recognized standards of success.
**CHRISTINE BENDER EL-JERBY, The American International School of Jeddah, Saudi Arabia**

> Building Number Sense Through Number Talks, K-12
**ROOM: POMPADOUR**
Students rarely describe math as a joyous or creative endeavor. “Number Talks” can turn that around — it’s a simple routine to build number sense and growth mindsets. This workshop will give you enough knowledge to get started right away and reference to more detailed information.
**JENNIFER KANG, The American Community School at Beirut, Lebanon**

> Blogging Bravely: Students Explore, Publish, and Collaborate within a Global Community, PK-12
**ROOM: RIVERSIDE 5**
Thrill your students with a taste of publishing by creating a blogging community that circles the globe. Preschoolers with class blogs through twelfth graders with individual blogs will grow through this experience. Learn step-by-step how to create a blogging community with an online resource that includes the AERO/Common Core Plus standards.
**KATE HALL, The American International School of Jeddah, Saudi Arabia**

> A Successful Mission Driven School Sports Program, K-12
**ROOM: RIVERSIDE 2**
This workshop will focus on common characteristics of a successful mission driven athletics program, along with providing exemplars to achieve schoolwide results. We will conclude with time for collaboration and sharing of ideas to further integrate participants’ missions and values into their school sports programs.
**NATHANIEL HUDSON, Cairo American College, Egypt**

> Extending the Walls of the Elementary Classroom, K-5
**ROOM: RIVERSIDE 3**
We will discuss ways to extend and assess learning done outside the classroom. We will use Google Tools, such as Google Forms, as well as introducing useful Web 2.0 apps. With these tools, teachers can successfully flip a classroom, or just more easily assess work done at home. Please bring a laptop/tablet.
**CRAIG ISLEN & ILZE AIVARS, American School of Kuwait, Hawalli**

> Unleashing the Genius in Us: Genius Hour for Students and Teachers, K-12
**ROOM: RIVERSIDE 4**
Genius Hour encourages creativity, self-directed learning, and reflection. This session will offer step-by-step lessons to help you implement Genius Hour in your classroom. Learn how Genius Hour can be used as a model for professional development, so that teachers can explore a professional passion project of their own.
**JANCEY CLARK, American International School Riyadh, Saudi Arabia**
**NGSS Starter Kit for High School Science Teachers, 9-12**

**ROOM: RIVERSIDE 6**

This workshop is intended for high school science teachers who have not yet begun, or are in the early stages of implementing the NGSS. The workshop is a brief introduction to the standards, and explores the science practices and unit design. Please bring a laptop/tablet.

MARIA MANACHERIL, American School of Doha, Qatar

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**Concept-based Inquiry, K-12**

**ROOM: RIVERSIDE 7**

In our inquiry driven world, concepts guide how we can help life-long learners become independent, critical thinkers. This workshop will require participants to put on their “conceptual lenses” and jump into concept-based inquiry that can be used with students and teachers alike, causing one to explore deeper-level thinking and questioning.

ELIZABETH SIEGEL, American International School Kuwait, Hawalli

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**The I Wonder Project, 6-8**

**ROOM: PANISEA 2**

This technology-infused session will introduce you to the implementation of project based learning in middle grades language arts and will provide you with resources to bring PBL to your own classroom. The presenter will share her own experience transitioning to PBL with the “I Wonder” Project. Please bring a laptop/tablet.

JILLIAN ZAPPIA, The Universal American School, Khalediya, Kuwait

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edtechteam.com/request
> Gallery Walks, K-12
ROOM: RIVERSIDE 5
The outcome of this workshop is for participants to consider alternative ways to engage students in the classroom. You will learn what a gallery walk is, when to use it and how to incorporate this instructional technique in your classroom throughout the school year.
CECIL DWYER & LUKE ZAYA, American School of Kuwait, Hawalli

> Creating Effective Student Groups Using Tribes Learning Communities, 6-12
ROOM: RIVERSIDE 3
Do your students “divide and conquer” when it comes to group work? How can they learn effective collaborative skills with limited time and a lot of content to cover? This program using the Tribes model is designed to create strong collaborative class groups that become their own learning communities.
DENISE CRLENJAK & BRITTANY CHAMBERLAIN, American School of Dubai, UAE

> Making Independent Reading Work for You, K-12
ROOM: RIVERSIDE 4
Explore practical, teacher-tested strategies to implement an efficient, productive, student-centered Independent Reading program in your classroom. Explore options for classroom set-up, student and teacher record keeping, conferencing strategies and the growth of passionate, skilled readers at any level. Leave with strategies to modify for your own teaching style or school needs.
SARAH HARGER & BECKI PHILIPS, American School of Dubai, UAE

> Games and Simulations to Enhance Student Learning in the Social Studies Classroom, 4-12
ROOM: PANISEA 1
Learn practical games and simulations that can be adapted to your own classroom. Demonstrated games and simulations will cover multiple grade levels and subjects, but will be focused on social studies. Please bring a laptop or other internet capable device to this presentation.
TIM LIVINGSTON, The American Community School at Beirut, Lebanon
**Sketchnotes and Visual Learning, 3-12**
**ROOM: PANISEA 2**
“We learn and remember things best through pictures, not through written or spoken words” (John Medina). Educators can incorporate art and visuals into the classroom to increase understanding, creativity and the retention of concepts and knowledge. We will use visuals to stimulate student interest and support differentiation within your lessons.

ROBERT PENDLEBURY, Qatar Foundation Schools, Doha

**Apps for Individualized EAL Learning, 4-10**
**ROOM: RIVERSIDE 6**
Discover how mobile devices and apps can be used to support English language learning for EAL students. Specific apps that have demonstrated successful support of developing reading, writing, speaking and listening skills, for both beginner and intermediate students, will be shared. Bring along your own device for hands-on exploration. Please bring a laptop/tablet.

SAMANTHA PETREE, American School of Bombay, Mumbai, India

**Project Matrix - A Cross Curricular Design, K-12**
**ROOM: RIVERSIDE 2**
Conceptualizing a truly cross-curricular instructional design that optimizes 21st century learning skills is a challenging task. Catering to every individual learner type when teaching the same lesson is also difficult to do. Discover a tool that will help you tackle these feats simultaneously. Please bring a laptop/tablet.

ROBERT COBBS, The American International School of Jeddah, Saudi Arabia

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[ci.neasc.org](http://ci.neasc.org)
GENERAL INTEREST WORKSHOPS

SATURDAY, APRIL 2 > 1:30-2:30pm

BUSHRA GHANNAM

BUSHRA GHANNAM has been working as a senior educational consultant at Follett Schools Services since 2012. Ms Ghannam has experience in libraries management, educational technologies, and IB Librarians practices. She lives and works in Jordan but travels extensively across the Middle East.
bghannam@follett.com

PAULA MASAD

PAULA MASAD has been with Follett International for seven years working as a consultant in the UAE and Qatar. She holds a BS in Education and a MS in Information Media/Library Science. Prior to joining Follett she worked as a librarian and classroom teacher. As a former enthusiastic Follett customer, she is excited to share her knowledge about their products and services with you.
pmasad@follett.com

ALISON DAVIS

ALISON DAVIS is a highly respected keynote speaker and engaging workshop presenter on quality instructional strategies and school improvement. She has been a principal, curriculum director, coach and classroom teacher for over 40 years. Ms Davis is committed to turning the most current educational research into implementation for leadership and the classroom. alison.davis52@gmail.com, ABCmouse.com

> Getting It Right in the Early Years
ROOM: PANISEA 2
In this workshop, we will discuss the essentials for success in Early Years education. This interactive session will explore:
- Developmentally appropriate content
- Classroom environment that supports curiosity
- Instructional strategies to challenge all learners
- Print and digital resources that support critical thinking

ALISON DAVIS is a highly respected keynote speaker and engaging workshop presenter on quality instructional strategies and school improvement. She has been a principal, curriculum director, coach and classroom teacher for over 40 years. Ms Davis is committed to turning the most current educational research into implementation for leadership and the classroom. alison.davis52@gmail.com, ABCmouse.com

VINCENT JANSEN

VINCENT JANSEN has served as Director of Information Services and Technology Director at the college level, and in schools in Belgium, Kenya, Scotland and the Philippines. He has worked with project teams as consultant/business analyst to develop a vision that leverages technology solutions, including 1:1 programs. Mr Jansen holds an MEd in Administration and Certification of Emerging Technology in Learning. vincent.jansen@finalsite.com

> Finalsite Learn (LMS): Enhance the Academic Experience
ROOM: RIVERSIDE 4
Keeping up with daily tasks can take teachers away from teaching. Learn about Finalsite’s online learning management system, Finalsite Learn. Discover how Learn makes it possible to streamline workflows and centralize communication about grades and attendance, as well as integration with your SIS, all while saving a ton of paper, and more importantly, time.
> Student Growth Works! A Software Package for Measuring Growth of Students with Learning Differences

**ROOM: RIVERSIDE 3**

In this session, learn about goal attainment scaling and a software package, Student Growth Works, that supports data collection and analysis for individualized goals for students with learning differences.

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

> Differentiation in the Age of Common Core

**ROOM: RIVERSIDE 5**

The workshop will begin with a brief historical overview of pedagogical practices designed to differentiate learning from the 19th century to the present. Strategies examining individual differentiation as well as modern day instructional practices will be discussed. Ultimately, we will address the assessment of core concepts and skills, and use of the data derived from these assessments.

**LYNN NOTARAINNI**'s experience in international education began with her own schooling in Brazil, and then transitioned to educational publishing after graduation from the University of Florida. In the 21st Century, she went digital, like your classrooms, with Mimio interactive tools. Her digital path recently merged with Curriculum Associates and their exciting adaptive diagnostic and instruction program, i-Ready. lnotarainni@cainc.com

> Let’s Get Virtual: Exploring Google Cardboard and Virtual Reality in the Classroom

**ROOM: PANISEA 1**

Experience a hands-on exploration of Google Cardboard and a sneak-peek of Google Expeditions, free virtual field trips for your students. We'll be giving away two free Google Cardboards at the workshop — join us!

**WENDY GORTON** is the Google for Education Certified Innovator Program Manager and the Director for Global Community at EdTechTeam. She is a Certified Trainer and loves global collaboration and authentic projects using interactive tools and methodologies in the international school classroom! wendy@edtechteam.com, www.edtechteam.com

> Refugee Women’s Economic Empowerment Through Fair Trade

**ROOM: PANISEA 3**

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.

**MITOS URGEL** is the Executive Director of the WEAVE Foundation (Women’s Education for Advancement & Empowerment), supporting refugee women on the Thai-Burma border in education, health and income generation. Ms Urgel earned a degree in Rural Development Studies at Ateneo de Davao University, Philippines. She is currently a member of the Network of Advisers for the Global Fund for Women (GFW). mitos@weave-women.org

**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
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Alison Davis
Rilla Roessel

Council of International Schools (CIS) .................. Ilse Huijskens

Curriculum Associates ............................. Lynn Notarainni

EdTechTeam ........................................ Wendy Gorton

Educational Travel Asia by Buffalo Tours ................ Graham Harper

Endicott College ...................................... Sue Collins

etr educational travel ................................... Andrea Cotting
Greg Godar

Finalsite ............................................... Vincent Jansen

Follett .................................................. Bushra Ghannam
Paula Masad

Horouf .................................................. Malak Obeid

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Tietax / TieCare / GBG ................................ Lance Roberts
Linda McCabe Roberts

TrueTeaching.com ..................................... Kevin Tyro

University of Kentucky ................................. Lee Ann Jung
Ellie Holliday

Village Camps ......................................... Nick Tranter

WEAVE ................................................ Mitos Urgel
Umaporn Pojorn
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 (2015-2016) winners are: Olivia Efird (American International School, Riyadh), Anthony L. Wong (American Community School, Amman), Valeria Andrea Gutierrez (American School of Doha). As the winner, Olivia is here in Bangkok, at NESA’s invitation, to accept the award at Sunday evening’s Gala. The Haas/Hansen Award is sponsored by GBG/Tie Care International. 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. Application deadline: December 1

FINIS ENGLEMAN AWARD:

Dr Finis Engleman was an outstanding educator of international stature and the moving force behind the birth of NESA. The NESA Board of Directors established this award, which is bestowed from time to time on an individual or group that has provided outstanding and sustained service to the NESA region and beyond. The Board presented the last award at the 2014 Fall Leadership Conference in Istanbul to Sarah Daignault, founding Executive Director of the National Business Officers Association (NBOA), and currently an instructor at the Teachers College Klingenstein Center.

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

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JOIN SOME OF THE WORLD’S INTERNATIONAL SCHOOLS IN STUDYING THE ROLE COMPUTERS AND OTHER DIGITAL LEARNING TECHNOLOGIES ARE PLAYING IN TEACHING AND LEARNING.

THE INTERNATIONAL RESEARCH COLLABORATIVE is a two-year research partnership between international schools seeking to more deeply examine and evaluate a range of educational technology access, practices, beliefs and outcomes related to teaching and learning.

Designed primarily for international school communities that have made significant investments in student computing programs (e.g., 1:1 rollouts, BYOD, etc.), the IRC is the result of implementing a new technology program to support teaching and learning.

Each participating school is given full access, instructions and support to customized research and measurement tools to systematically collect, quantify, and interpret the perspectives of students, teaching staff and parents through a series of surveys.

Annual school reports provide a wide range of teaching and learning practices and perspectives.

For participating schools, results provide a general audit of teaching and student access, benefits, and practices (with and without technology) that support learning.

Participating schools also have the ability to compare their own results to other international schools in the Collaborative.

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

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

More information about the IRC can be found at www.ircollaborative.org

RESEARCH COLLABORATIVE MEMBERS

- Academia Cotopaxi American International School
- American Community School of Abu Dhabi
- American Community School of Amman
- American Embassy School - Delhi
- American International School of Budapest
- American International School - Chennai
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- International School - Manila
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- Nexus International School - Putrajaya
- Qatar Academy
- Robert College - Turkey
- Singapore American School
- United Nations International School - Hanoi
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- Vienna International School
- Zurich International School
Mission (our ‘niche’)  
To maximize student learning, NESA serves member schools by facilitating sustainable and systemic school improvement based on the best practices of American and international education.

Vision (what we want to become)  
NESA will create dynamic, collaborative professional relationships that transcend current barriers and boundaries in order to maximize student learning in member schools.

Core Values (our ethos)  
NESA, a community of schools, strives to create a sense of belonging and identity, diminish feelings of professional isolation and foster a culture of mutual support and professional engagement.

We believe:  
• individuals and organizations thrive only through continuous, transformative learning;  
• diversity strengthens us, enriches us, and prepares us for an increasingly complex world;  
• respect, integrity and trust are essential to create and sustain learning communities.

Collaboration is the cornerstone of our success.
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HONG KONG, CHINA
January 15 – 17, 2016, Barry Drake
LONDON, ENGLAND
January 21 – 24, 2016, Gez Hayden

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