



# Teacher Training Center for International Educators

[www.TheTTC.org](http://www.TheTTC.org)

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# TTC

Quality Professional Development for International School Educators  
a program sponsored by the Principals' Training Center for International School Leadership

*Deborah Welch, Director*

## 2010 Institutes

### Miami

**20 - 24 June 2010**

- The Learning Brain: From Research to Classroom Practice
- Skillful Teaching for Early Childhood Educators

**26 - 30 June 2010**

- Leadership Tools for Department Heads and Grade Level Leaders
- Curriculum Writing for the International School Teacher



### London

**1 - 5 July 2010**

- Inquiry Based Learning in the International Classroom **New course!**
- Technology in the International Classroom

**7 - 11 July 2010**

- Special Needs Learning in the International School **New course!**
- Classroom Assessment Strategies

## 5-Day Workshop Experiences for International School Teachers

- Focus on the issues that are most crucial to improving learning and maximize your ability to address the needs of international students
- Work with a community of international educators to obtain practical classroom strategies that are supported by research and best practice
- Experience the impact that expert instructors can have in a highly interactive environment that emphasizes application
- Take away relevant references in a notebook with articles, examples, websites and other resources
- Listen, explore, discuss, reflect, become inspired, be empowered and have fun!

The TTC has been created to meet the unique professional development needs of teachers in international schools worldwide. We strive to provide excellent practical, effective training, designed to be immediately put to use in the classroom.

# Miami Courses

All courses are conducted in an interactive participatory learning model and are based in the context of international schools.

## Courses and accommodation:

**The Fairmont Turnberry Isle Resort & Club**  
19999 West Country Club Drive, Aventura, Florida 33180 USA  
Tel +1 305 932-6200 [www.fairmont.com/turnberryisle/](http://www.fairmont.com/turnberryisle/)

Accommodation is offered on a double rooms basis (2 TTC participants sharing) for four (4) nights with breakfast included. Unshared private rooms, if available, can be arranged for an extra fee of USD\$250/TTC course.



## The Learning Brain: From Research to Classroom Practice Miami 20-24 June 2010

Presented by **Ochan Kusuma-Powell**, co-founder and director of Education Across Frontiers. Ochan has more than 25 years experience in international education and has been actively involved in developing inclusive special education programs internationally.

There has been an explosion of research from cognitive science and neuroscience in the last two decades, and the message to educators is clear: all learning involves the brain. Research shows that student learning can be positively enhanced by adopting instructional practices that are compatible with how the brain learns. Unfortunately, research also shows the opposite to be true - that under certain conditions, the brain-and learning-shuts down. Thus, it is vital for teachers to develop expertise in understanding the brain and how we learn. This highly interactive course is for all teachers, K-12, who are interested in the implications and applications of brain research for international school teaching and learning. Specifically, we will review the research and examine practice in the following areas:

- **The Emotional Brain:** How are emotions and cognition connected? What can teachers do to foster the optimal emotional climate for learning? What does it mean to 'teach with emotional intelligence'? What are mirror neurons, and why are they important to our work as teachers? What is the influence of stress on learning?
- **The Malleable Brain:** What is neural plasticity and why is it important in the classroom? Why are traditional perceptions of intelligence out of date and actually harmful to children? How do we create an enriched environment for the brain?
- **The Active Brain:** How can exercise and movement enhance learning? What does human evolution tell us about what causes brains to thrive?
- **The Sexual Brain:** How are girls' and boys' brains different, and what are some implications for learning? How can we accommodate gender-specific learning needs in the classroom?
- **The Attentive Brain:** How do we decide what to pay attention to? Why is this critical to our learning?
- **The Forgetful Brain:** How does experience become encoded in short and long term memory? What is retrieval? What conditions and strategies enhance long and short term memory?

## Curriculum Writing for the International School Teacher Miami 26-30 June 2010

Presented by **Karen Moreau**, Assistant Superintendent for Learning at Taipei American School, international consultant and presenter.

As teachers in international schools, we often find ourselves in the position of developing curriculum or facilitating curriculum committees. Given that international schools are typically not tied to a particular set of external curricula standards, it is important that teachers understand the essential elements of a quality curriculum. This one-of-a-kind course will help teachers hone skills in this vital area, which has now become central to the job of teaching in international schools. Using actual units of study, case studies, and other practical curriculum tools, participants will develop skills in:

- analyzing the current state of curriculum in your school
- discovering the different types of curriculum models typically found in int'l schools
- determining the essential components of a curriculum that focus on quality student learning
- discovering how the teaching and learning cycle relates to curriculum and assessment
- utilizing the steps in developing a quality curriculum
- developing assessments that reflect student learning of the intended curriculum
- understanding factors that lead to sustainability of the written curriculum
- determining strategies for facilitating a curriculum development project in your school

## Skillful Teaching for Early Childhood Educators Miami 20-24 June 2010

Presented by **Madeleine Maceda Heide**, Assistant Superintendent at the American School of Bombay, former teacher, and administrator.

Teachers of young children have one of the most important jobs in the world of education! A positive experience during the early years of learning has a profound effect on a child's self-worth and future attitude towards learning. The opposite is also troublingly true. The misconception that young children are easier to teach than older children and that anyone can teach young children is eroding as school communities come to realize the power of high-quality early childhood teaching.

Skillful teaching of the youngest learners requires strong teachers who are able to meet the needs of young children by understanding their development and family culture. Early childhood educators need to utilize a repertoire of differentiated instructional and assessment strategies, and work in partnership with parents and other educators to provide caring, engaging, challenging and supportive programs. This course is for individuals who work in international schools with children ages 3-6 years old, including classroom teachers, learning specialists, EAL teachers, guidance counselors, curriculum coordinators and administrators. In the context of international schools, participants will:

- examine principles of child development and learning that inform developmentally appropriate practice
- examine guidelines for developing effective partnerships with families
- understand how to support and extend play
- explore how to scaffold language and literacy development in young children
- share authentic challenging topics or situations regarding various aspects of their experience as early childhood professionals and discuss possible solutions within the context of standards of excellence

## Leadership Tools for Department Heads and Grade Level Leaders Miami 26-30 June 2010

Presented by **Ann Straub**, Director of Curriculum and Staff Development at the International School of Bangkok, and presenter at regional conferences.

International schools worldwide have adopted an organizational model which often includes grade level team leaders and department heads. These leaders are critical to student learning and continuous improvement, yet we often fail to provide specific, practical training for the job to be well done. Appropriate for both practicing and aspiring grade level leaders and/or department heads, this course is designed to help participants understand both the complexity and importance of their roles and provide them with the essential tools for effective leadership, including:

- exploring practices that provoke learning and build ownership on teams, departments, and committees
- recognizing the stages of change and using strategies to support teams in the change process
- internalizing the characteristics and stages of development of effective teams
- taking a deep look at an appropriate job description and substantiating the rationale for these positions
- adapting tools for developing, implementing and monitoring curriculum at department or grade levels
- becoming a 'leader of learning'
- practicing specific leadership strategies and models for focusing the work of a department or grade level team on student learning
- assessing one's own leadership style
- communicating with team members and other school educators

**Earn a Certificate of International School Teaching with the completion of six (6) TTC courses. Option to complete a full Masters Degree entirely through the TTC.**

# London Courses

## Courses held at:

**City University, Northampton Square, London, EC1V 0HB, U.K.  
Tel +44 (0) 207 040 8037 Fax +44 (0) 207 040 8592  
www.city.ac.uk**

**Accommodations: Jurys Inn Islington Hotel, 60 Pentonville Rd, London, N1 9LA  
Tel +44 (0) 20 7282 5500 Fax +44 (0) 20 7282 5511** Accommodation is offered on a double room basis (2 TTC participants sharing) for 4 nights, breakfast included. Unshared private rooms, if available, can be arranged for an extra fee of USD\$340/TTC course.

## **Inquiry Based Learning in the International Classroom** London 1-5 July 2010

Presented by **Gordon Eldridge**, Curriculum Director at the International School of Brussels and **TIE** columnist.

'Inquiry-based learning' is an approach to designing coherent classroom units where the primary learning target is conceptual understanding. It has a strong, clear place in the repertoire of instructional practice for every teacher at every age level.

Central themes of the institute will be:

- aligning pedagogy and assessment with a vision of teaching for understanding
- using inquiry to teach learners specific strategies that will help them become independent learners

This session will use an 'inquiry cycle' as a framework for unit planning. Participants will use this framework to design a tightly connected series of constructivist learning experiences aimed at guiding students towards conceptual understanding. The cycle includes practical strategies for:

- tapping into current understanding
- gaining new knowledge and perspectives
- making meaning from the knowledge gained
- clarifying and testing new understandings
- demonstrating understanding
- taking action based on what was learned

Participants will explore the theory and research supporting these stages, and will learn a broad range of practical classroom activities that can be used at each stage. By the end of the institute, participants will walk away with a unit designed using the inquiry cycle.

## **Classroom Assessment Strategies**

London 7-11 July 2010

Presented by **Melissa Schaub-Diaz**, Elementary Principal at the American International School of Bucharest, and **Matthew Parr**, Secondary School Principal at Saint Maur International School.

Research from a variety of countries in the last decade has demonstrated the powerful impact of particular classroom assessment strategies in improving student learning. These strategies are effective because they provide the meaningful link between curriculum, assessment and instruction - they serve as instructional tools as well as vehicles for providing specific and useful feedback to students and teachers. In this course we will examine and apply a variety of classroom assessment techniques that have emerged from this research and explore how formative and summative assessment can be integrated to empower students to be full participants in their own learning. In addition, the critical role of collaborative dialogue, within the framework of both assessment design and instructional planning, will be studied in terms of its impact on student learning. Participants will:

- examine how to use classroom assessment to build student ownership and understanding of their own learning
- be exposed to a variety of examples of effective classroom assessments from different grade levels and subject areas
- develop and evaluate classroom assessments and rubrics that exhibit characteristics of effective design
- understand how the review of assessment tasks, and the student learning data derived from those tasks, can feed back into the cycle of instructional design
- be able to apply a variety of assessment strategies to provide feedback to students and inform instruction
- explore practical methods of grading and reporting



## **Technology in the International Classroom** London 1-5 July 2010

Presented by **Mary Jeanne (MJ) Farris**, Head of Educational Technology at the International School of Brussels and former teacher in international schools worldwide.

Research from many sectors points strongly to the positive impact of the use of technology on student learning. International schools are well positioned to optimize the benefit of educational technology. This course assists participants to become skilled at using computer technology in the classroom both as a tool for instruction and at assisting students to enhance their own learning. Specifically, participants will learn and practice how to:

- implement technology standards in the classroom
- plan for student learning using technology, including differentiation strategies
- select the appropriate technology to improve learning
- assess software and internet related resources to teach concepts
- assess technology learning effectively
- keep current on the use of technology in the classroom
- make the best use of a one computer classroom, mobile lab, and drop in/teaching lab



Participants in this course are required to bring a laptop computer with wireless internet capability.

## **Special Needs Learning in the International School**

London 7-11 July 2010

Presented by **Barbara Parker**, Director of an ISS school in Behai, China and a former elementary principal, curriculum coordinator, and K-12 teacher.

International schools often enroll students who need more support than the standard curriculum can offer. Many of these schools do not have the resources or the specialized personnel that national systems may offer and struggle with how to best meet the needs of these learners.

It is essential that classroom teachers in the international school have a robust repertoire of strategies to identify and address students' needs, and to respond to cultural differences. Learning for those with special needs can be optimized through developing professional working relationships to diagnose needs, assess progress and select effective instructional strategies and interventions - including for those who need to be stretched and challenged academically. This course is designed to help classroom teachers and specialists address the needs of students with identified, or previously unidentified, learning needs. Strategies for working with parents will also be explored. Participants will:

- learn to identify individual student learning needs and develop strategies to optimize learning for that student, as well as how to apply those same strategies for other students
- practice with tools for working with parents of special needs students
- develop strategies for planning and classroom management which incorporate special needs learners
- design and practice with assessments for special needs students (diagnostic, formative and summative)
- develop concrete plans for implementation of assessment, management and instructional strategies within the mainstream classroom
- explore the role of class community and emotion and perception in learning and what that looks like in the classroom

## Daily Schedule

**Day 1** TTC check-in/registration from 1:00pm-3:00pm  
*Miami* hotel check-in from 4:00pm  
*London* hotel check-in from 2:00pm  
Courses begin at 4:00pm  
Required banquet in the evening for all participants

**Days 2-4** 8:00am-3:30pm Workshop Sessions  
3:45pm-5:30pm Reflection Sessions

**Day 5** Courses end at approximately 1:00pm

**Training is intensive.** Little free time is available during the day for off-site activities.

Participants must complete the full institute in order to receive a certificate of completion. Those who arrive late or depart early will not receive confirmation of participation.

**Certificate of International School Teaching** The TTC offers participants in the annual institutes the opportunity to earn the **Certificate of International School Teaching**.

**Requirements:** Complete six institute courses, with or without graduate credit.

**Required Preparation** The TTC has earned a reputation for providing highly effective practical training for international school educators. Participants can expect a high level of professionalism in each course and should be prepared to work intensely and collaboratively with their colleagues who come from international schools around the world.

- **Pre-Reading Materials and Preparation Assignment:** All registrants will receive pre-reading materials and a preparation assignment by early May via email.
- **Written Preparation:** All participants are asked to bring a written description of one teaching issue and any other professional issue to be discussed with colleagues. These will be used as discussion material in the Reflection Sessions.

Assignments will also be available on the TTC website at [www.TheTTC.org](http://www.TheTTC.org)

**Graduate Credit** Those interested in earning graduate credits will complete application forms and make payment for credits onsite, during the institutes. A representative from Buffalo State SUNY will be available during the TTC courses to advise and assist with the application process. TTC participants will receive 3 credits upon completion of a TTC course and an extended project. Cost is \$325 per TTC course payable to *The Principals' Training Center* during the institutes. Participants are able to pursue a full Masters Degree through the TTC and Buffalo State SUNY. Complete details for this program can be found on the TTC website.



### Reflection Sessions

Each afternoon, all participants meet in small groups to plan presentations, exchange ideas and discuss professional issues and concerns.



## Registration

Registration deadline is **1 May 2010**. You must pay in full at the time of registration to secure your classes.

You may register via

**Online** at TTC website [www.TheTTC.org](http://www.TheTTC.org)  
**Fax** +1 508 790-1749 **Phone** +1 508 790-1748  
**Mail** to TTC at PO Box 458 Cummaquid MA 02637 USA

**Space in all courses is limited. Early registration is recommended.**

### Payment

Forms of payment accepted are:

**Check** \$US Dollar check drawn on a USA bank and made payable to "Principals' Training Center"

**Credit Card** VISA, Mastercard, American Express, Discover

**Bank Wire** Direct bank wire details available upon request

**Paypal** Available only when you register online

**Cancellations Before 1 May 2010:** \$500 of total cost per course is non-refundable. **After 1 May 2010:** \$500 plus half the remaining fee (per course) is non-refundable.

**Additional Information** Fees DO NOT include accommodation the days before, after or between courses.

Participants needing accommodation before, after or between institute dates must make arrangements directly with the hotel. Rooms will be offered on a space available basis. Extra nights booking information will be provided in the registration confirmation and on the TTC website.

Accommodation is not offered to non-participants. TTC participants should not plan to have family members or others accompany them.

**'With Accommodation' Fee Includes** Four nights accommodation

- Four breakfasts • Two refreshment breaks daily • Banquet dinner on the first evening • All course material

**'No Accommodation' Fee Includes** Two refreshment breaks daily • Banquet dinner on the first evening • All course material

### Save 10% - Become a PTC Member School

The TTC is part of a constellation of professional development services provided under the umbrella of The Principals' Training Center (PTC). All international schools are invited to become a PTC member school and enjoy these benefits:

- A 10% reduction in program fees for all PTC, TTC, CTC or BTC programs
- Access to PTCnet: a list-serve for principals, assistant principals and curriculum directors
- Priority registration for all programs
- A 10% reduction in consultant and training fees
- Regular mention as a PTC sponsor on our websites and in TIE
- Complimentary listings of principal and assistant principal vacancies on the PTC website (provided the listing also appears in TIE)
- Access to a searchable database of educational research

**Contact TTC now to become a member school and save 10% on 2010 Institutes.**

**Details about TTC trainers including biographies and photos are available on the TTC website at [www.TheTTC.org](http://www.TheTTC.org)**



# TEACHER TRAINING CENTER *for International educators*

## 2010 INSTITUTES REGISTRATION

**Mail :** PTC, PO Box 458, Cummaquid, MA 02637 U.S.A **Courier:** 110 Breeds Hill Road, Unit 2, Hyannis MA 02601, USA  
**Fax:** +1 508-790-1749 **Email:** ttcorg@aol.com or **Register Online:** www.ThePTC.org

**Miami & London  
Fees per course**

**Regular Fee:  
PTC School Member Fee:**

**With accommodation \$1675  
With accommodation \$1495**

**No accommodation \$1400  
No accommodation \$1220**

### MIAMI Fairmont Turnberry Isle Resort

#### 20-24 June 2010 (choose one)

- The Learning Brain: From Research to Classroom Practice  With Accommodation  NO Accommodation \$ \_\_\_\_\_
- Skillful Teaching for Early Childhood Educators  With Accommodation  NO Accommodation \$ \_\_\_\_\_

#### 26-30 June 2010 (choose one)

- Leadership Tools for Department Heads and Grade Level Leaders  With Accommodation  NO Accommodation \$ \_\_\_\_\_
- Curriculum Writing for the International School Teacher  With Accommodation  NO Accommodation \$ \_\_\_\_\_
- Private room accommodation for an additional fee of \$62.50 per night for 4 nights = \$250 per course \$ \_\_\_\_\_
- Shared room accommodation as included in fees Roommate request \_\_\_\_\_

### LONDON City University (Accommodation: Jurys Inn Islington)

#### 1-5 July 2010 (choose one)

- Inquiry Based Learning in the International Classroom *(New!)*  With Accommodation  NO Accommodation \$ \_\_\_\_\_
- Technology in the International Classroom  With Accommodation  NO Accommodation \$ \_\_\_\_\_

#### 7-11 July 2010 (choose one)

- Special Needs Learning in the International School *(New!)*  With Accommodation  NO Accommodation \$ \_\_\_\_\_
- Classroom Assessment Strategies  With Accommodation  NO Accommodation \$ \_\_\_\_\_
- Private room accommodation for an additional fee of \$85.00 per night for 4 nights = \$340 per course \$ \_\_\_\_\_
- Shared room accommodation as included in fees Roommate request \_\_\_\_\_

### PAYMENT

Full payment due at time of registration. Cancellation policy: Before 1 May 2010 - \$500 of total cost per course is NON-REFUNDABLE. After 1 May - \$500 plus half of remaining course fee (per course) is NON-REFUNDABLE.

US\$ DOLLAR CHECK (Drawn on US bank only - payable to PTC) ENCLOSED, CHECK # \_\_\_\_\_ AMOUNT \_\_\_\_\_

WIRE TRANSFER: Email or call 508-790-1748 for details.

VISA  MASTERCARD  AMEX CARD# \_\_\_\_\_ Exp. Date \_\_\_\_\_ Security Code \_\_\_\_\_

Name on card \_\_\_\_\_ Billing address \_\_\_\_\_

Billing phone \_\_\_\_\_

Authorized amount to charge \$ \_\_\_\_\_ Cardholder authorized signature \_\_\_\_\_ (All credit cards are processed in US\$ Dollars)

### PERSONAL INFORMATION

Full Name \_\_\_\_\_

Nickname (for nametag) if different \_\_\_\_\_

School \_\_\_\_\_

Nationality \_\_\_\_\_ Gender \_\_\_\_\_

Position \_\_\_\_\_

Your school email \_\_\_\_\_

Please specify: Teacher, Coordinator, Dep't. Head, other. Include level (i.e. K-12, Elem, Sec.) and subject

Personal email \_\_\_\_\_

Mailing Address \_\_\_\_\_

- I require a vegetarian banquet meal.  I am new to the TTC.
- I will complete my sixth course with TTC this year and will be a TTC graduate.

\_\_\_\_\_

Emergency contact name and telephone number \_\_\_\_\_

Telephone (include country code) \_\_\_\_\_

Fax \_\_\_\_\_

Other Information: \_\_\_\_\_

**Register  
Early!**

**Courses  
fill quickly.**

Accommodation is double room hotel occupancy paired with another TTC participant with the option of a private room for an additional fee (IF SPACE IS AVAILABLE)