

**2012 CEESA CONFERENCE WARSAW**  
**DRAFT LIST OF PRE-CONFERENCE SESSIONS AND CONFERENCE INSTITUTES**

**PRE-CONFERENCES ON THURSDAY 15 MARCH 2012**

**BUILDING TEACHER LEADERSHIP CAPACITY**



**Fran Prolman**, an internationally recognized consultant specializing in educational leadership, school improvement and instructional strategies as well as communication skills, critical thinking and organizational development.

**Target Audience:** All

This a full day Institute that provides a practical toolkit of skills for teacher leaders to be successful in their roles. From analyzing what leadership looks like and identifying your leadership style and strategies, to knowing what adults need to learn and grow, the institute will define and describe leadership in a practical and individualized way. The institute highlights the skill set required for teacher leaders to expand their courage and communication skills to address, confront, reveal and speak honestly to the data of underperformance or inappropriate colleague behavior. It will focus on the skill set of addressing dysfunctional teams and leading them to high functioning adults groups, and the protocols and facilitation tools required for leading adult learning and reflection in a consistent way. The institute will provide practical application based upon a research base, a repertoire of strategies for immediate application, and high energy and interaction to support your own learning.

**FROM DATA-DRIVEN DIALOGUE TO INSTRUCTIONAL IMPROVEMENT: BUILDING HIGH PERFORMING DATA TEAMS**

**Nancy Love**, Director of Program Development at Research for Better Teaching in Acton, Massachusetts



**Target Audience:** All

In this highly interactive session, participants will learn about a structured process of collaborative inquiry that is contributing to significant gains in student achievement, increased data-driven dialogue among teachers, and stronger collaborative cultures in schools nationwide. Through a data simulation, participants will experience firsthand a set of data and collaborative tools for pinpointing student-learning goals and generating and testing out solutions that improve teaching and learning. Drawing on resources in *A Data Coach's Guide to Improving Learning for All Students: Unleashing the Power of Collaborative Inquiry* by Nancy Love, Katherine E. Stiles, Susan Mundry, and Kathy DiRanna (Corwin Press, 2008), this session will demonstrate how to unleash the resourcefulness and creativity of teachers to use data to improve results.

**NIAAA LEADERSHIP COURSES:**

- \* **LTC 504 Athletic Administration Legal Issues 1 (Risk Management)**
- \* **LTC 506 Athletic Administration Legal Issues 2 (Title 9, Sexual Harassment)**

Description will follow soon.

**LET CHILDREN SPEAK – THE LIFE & IDEALS OF JANUSZ KORCZAK**

AS Warsaw's teachers, Adam Gasiejewski (Polish language and History teacher), Scott Schaffner (History teacher), Marcin Kowalski (Service Learning Coordinator) and Tony Gerlicz (Director of AS Warsaw), and in conjunction with the KARTA History Meeting House in Warsaw.

Janusz Korczak was an educator, writer, pediatrician and social activist. He was a pioneer of learning strategies for the benefit of children and one of the earliest supporters of children's rights. His writings include children's fiction as well as pedagogical works such as: *How to Love a Child*; *The Child's Right to Respect* and *Playful Pedagogy*.

Dr. Korczak worked for many years at the Jewish House of Orphans in Warsaw. When the Nazis liquidated the Jewish Ghetto he refused to leave his pupils, accompanying them to their deaths at the concentration camp in Treblinka. He dedicated his life's work, and ultimately his life itself, to children.



Participants will learn about the evolution of children's rights, child-centered pedagogies, courage and inspiration in the context of World War II and Polish/Jewish history. Participants will reflect on how, when and why values are questioned and defended.

The morning session will be run by educators from the History Meeting House, a municipal institution of culture in Warsaw, and will consist of lecture, discussion and activities. After lunch the group will tour the former Ghetto, led by the American School of Warsaw's Polish language and history teacher, Adam Gasiejewski.

*Janusz Korczak and the Children, memorial at Yad Vashem*

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**PRE-CONFERENCES ON THURSDAY 15 MARCH 2012, Cont.**

**HABITAT FOR HUMANITY BUILD DAY IN WARSAW**

*Magdalena Kowalik, Resource Development Coordinator at HFH Poland*

*Target Audience: All*

Habitat for Humanity is inviting participants to use the 2012 CEESA Conference pre-conference day building with Habitat for Humanity in Warsaw, Poland. The participants are going to work on a construction of a home for people with mental disabilities. The participants are going to be involved in plastering, painting and/or constructing fire-safety path (pavement) around the building under specialized construction supervision.

For more information about Habitat for Humanity in Poland, you will find HFH Build Day's flyer on the CEESA website <http://www.ceesa.org/2011-06-01-08-57-54/ceesa-conference-2012.html>

**Program of the Build Day:**

7:30 am	Transfer to the site
8:15 am	Safety orientation; Tour of the site Build
12:00 pm	Lunch break (on site – sandwiches and salad) Build
2:45 pm	Coffee break Build
4:30 pm	Finish work; Transfer back to hotel

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**INSTITUTES ON FRIDAY MARCH 16 MARCH 2012**



**LEADING EFFECTIVE MEETINGS (2 hours in the morning)**

**Designing and Facilitating Effective Meetings**

*Teresa Arpin is an associate of Transformation Systems, Ltd., working with educational organizations both nationally and internationally since 1996. She specializes in leadership development, strategic planning and organizational transformation*

**Target Audience:** All

Have you ever celebrated when you got notice that a meeting was cancelled? As a friend of mine is fond of saying, "It takes a really great meeting to beat no meeting at all!" We use meetings to accomplish much of what is important in our organizations. Participants will learn and practice high-leverage strategies to help your meetings run more effectively and produce the results that are important to you. For those interested in going deeper on meeting practices that ensure what gets discussed-gets done, *Trust, Risk and Coordination of Action* will build on this session.

Participants will:

- Understand, analyze or apply selected elements of meeting design
- Assess previous meetings using standards for effective meetings
- Design a future meeting, including the elements of meeting design



**DIFFERENTIATION IN THE CLASSROOM (2 hours in the morning)**

*Fran Prolman, an internationally recognized consultant specializing in educational leadership, school improvement and instructional strategies as well as communication skills, critical thinking and organizational development.*

**Target Audience:** All

**This practical workshop seeks to answer the following Essential Questions:**

- What is differentiating instruction?
- How might I incorporate the principles of differentiating instruction in my classroom on a daily basis?
- In what ways can differentiation support my standards-based curriculum?
- How do I ensure an ongoing reflective process about my instruction and student learning?

**By the end of the workshop, you will meet the following objectives:**

- To define the essential characteristics and principles of a differentiated classroom
- To highlight the strategies behind managing a differentiated classroom effectively
- To crosswalk the connection and necessity between effective backward design planning and differentiation of instruction
- To expand your repertoire of strategies for differentiation of instruction in a classroom
- To build your reflective thinking capacity as you differentiate your instructional strategies



**INSTRUCTIONAL IMPROVEMENT THROUGH COLLABORATIVE DATA INQUIRY**

**(2 hours in the afternoon / back to back session Saturday morning)**

*Nancy Love, Director of Program Development at Research for Better Teaching in Acton, Massachusetts*

**Target Audience:** All

In this session, participants will add to their repertoire of tools for engaging in powerful conversations about data by applying a four-phase process of Data-Driven Dialogue to analysis of student assessment data. Through a data simulation, participants will experience firsthand how teams of teachers can use Data-Driven Dialogue to:

- Surface and critically examine their assumptions
- Create easy-to-understand visual representations
- Construct meaning of student assessment data
- Separate observations from inference
- Benefit from multiple perspectives
- Respond to data in ways that have an immediate impact on students and their learning
- Get excited about collaborative data inquiry

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**INSTITUTES ON FRIDAY MARCH 16 MARCH 2012, cont.**



**DESIGN THINKING: GENUINE EPIC-SCALE PROBLEM BASED LEARNING FROM WHOLE-SCHOOL PLANNING, TO SUPPORTING AND MEASURING LEARNING (2 hours in the afternoon)**

**Ewan McIntosh**, CEO of NoTosh Limited, a startup that works with creative industries on the one hand, and then takes the processes, attitudes and research gained from working on those projects to the world of education, providing schools, districts and Governments all around the world with ideas, inspiration and research on how to better engage teens.

**Target Audience:** All

Project-based learning has been let down in too many instances with "fake", academic, theoretical problems that need solving. The learning processes involved are at best fuzzy for most educators: what is "collaboration", "student-designed" and "student-led" learning?

- Learn from the creative practices of some of the best media and tech companies in the world, with whom Ewan McIntosh has spent the past three years.
- Find out what the independent and collaborative learning skills and processes these growing creative industries, and other business, require.

Attendees will

- Understand the process of design thinking;
- Understand how to find great problems for learners to solve, that involve the whole school curriculum;
- Learn (by using) new techniques for getting the best ideas, language use and higher order thinking out of students;
- See how design thinking can be used as a curriculum planning tool across a whole school;
- See real world examples of wholly student-led learning leading to more creative outcomes and better attainment, from kindergarten through to Higher Education;
- Know where to go, who to follow, what to read to find out more and engage their whole school in a fresh approach to teaching and learning.

**INSTITUTES ON SATURDAY MARCH 17 MARCH 2012**



**INSTRUCTIONAL STRATEGIES IN RESPONSE TO MAP DATA (2 hours in the morning)**

**Fran Prolman**, an internationally recognized consultant specializing in educational leadership, school improvement and instructional strategies as well as communication skills, critical thinking and organizational development.

**Target Audience:** All

Please join us for this timely and practical institute highlighting the use of data and instructional strategies for more focused and powerful teaching. This workshop will focus on using student data in support of teaching and Standards/Benchmarks (i.e. Project AERO). Participants will consider the role that data can play to improve student learning. Participants will also examine the specific information that MAP and other data can provide to improve learning through differentiated instruction. Participants will gain practical experience with several strategies aimed to make them more effective assessors of student learning and thoughtful planners incorporating data to inform their choice of instructional strategies. .

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**INSTITUTES ON SATURDAY MARCH 17 MARCH 2012, cont.**



**INSTRUCTIONAL IMPROVEMENT THROUGH COLLABORATIVE DATA INQUIRY**

**(2 hours in the morning / back to back session on Friday afternoon)**

*Nancy Love, Director of Program Development at Research for Better Teaching in Acton, Massachusetts*

**Target Audience: All**

In this session, participants will add to their repertoire of tools for engaging in powerful conversations about data by applying a four-phase process of Data-Driven Dialogue to analysis of student assessment data. Through a data simulation, participants will experience firsthand how teams of teachers can use Data-Driven Dialogue to:

- Surface and critically examine their assumptions
- Create easy-to-understand visual representations
- Construct meaning of student assessment data
- Separate observations from inference
- Benefit from multiple perspectives
- Respond to data in ways that have an immediate impact on students and their learning
- Get excited about collaborative data inquiry



**DATA REVEALS STORIES: HOW OPEN DATA CAN BE TAPPED FOR MATH, POLITICS, LANGUAGE AND DIGITAL STORYTELLING (2 hours in the morning)**

*Ewan McIntosh, CEO of NoTosh Limited, a startup that works with creative industries on the one hand, and then takes the processes, attitudes and research gained from working on those projects to the world of education, providing schools, districts and Governments all around the world with ideas, inspiration and research on how to better engage teens.*

**Target Audience: All**

Data is not boring. Data is not something that's just for math or science class. Since 2010 we've never had so much publicly available data about the way our lives are run, the environment, our geography, our history... But most of us don't know how to tap into the PDFs, tables, geocodes and charts to dig out the meaningful stories hidden in there. Learning how is one of the key new literacy skills our youngsters will need if they are to be fully participative members of society:

- How can Google open up hidden data?
- How can our students become gatherers of meaningful information about the world around them?
- What stories have been told using data, and can we find authentic real world problems that our students could help solve with their own open data crunching?

Participants will:

- Learn by hearing about some of the greatest uses of information to reveal secrets or inspire action to improve our environment;
- Learn by doing; we will gather some information and create our own data-based stories;
- Get exposure to or start to use Google Fusion Tables, geodata and mobile devices, Freebase, ManyEyes and other current data tools and data sets;
- Start planning their own cross-curricular projects that create, harness and tell stories from data.

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**INSTITUTES ON SATURDAY MARCH 17 MARCH 2012, cont.**



**MANAGING CHANGE (2 hours in the afternoon)**

**Trust, Risk and the Coordination of Action**

*Teresa Arpin is an associate of Transformation Systems, Ltd., working with educational organizations both nationally and internationally since 1996. She specializes in leadership development, strategic planning and organizational transformation*

**Target Audience:** All

We can only achieve so much working independently. Yet much of what we want to achieve requires us to depend upon each other. When we work with and depend upon others, we place ourselves in risk. When trust is present, that risk is diminished. This session will look at how we can build and maintain trust in our relationships with others.

Participants will:

- Understand the meaning, importance and elements of trust
- Understand the power of requests, offers and promises
- Develop skills to make and manage rigorous promises



**AERO MATHEMATICS CURRICULUM FRAMEWORK (4 hours in morning and afternoon)**

**Teaching Strategies for Developing and Assessing Number Sense**

*Erma Anderson is currently a science/ mathematics consultant with the Office of Overseas Schools AERO Project and the US High School Redesign Project.*

**Target Audience:** All

Research studies reveal that teacher mathematical knowledge is significantly related to student achievement gains. The Math Institute is designed to address this issue with a focus on ideas from the Number Sense and Operations strand of the AERO Mathematics Curriculum Framework. The professional development experience is designed to stretch and extend teacher mathematical knowledge through engagement in conversation and hands-on activities that supports learning for all students. The professional development will support teachers in deepening their own content knowledge, broadening their understanding of how students learn number concepts, develop instructional practices to support students in attaining proficiency in number sense and operations, and to examine MAP (assessment) data for differentiating instruction.

The sessions are designed around the following ideas:

- Developing student understanding of numbers and operations;
- Using assessments for designing and differentiating instruction to foster mathematical thinking.

The tools and processes used in this Institute can be replicated with the other AERO Mathematics Framework strands.

**AERO ENGLISH LANGUAGE ARTS CURRICULUM FRAMEWORK (4 hours in morning and afternoon)**

**Cindy Cummings**, *Coordinator for AERO English Standards Development*

**AERO** is a project supported by the U.S. State Department's Office of Overseas Schools (A/OPR/OS) and the Overseas Schools Advisory Council to assist schools in developing and implementing standards-based curricula. Project faculty uses the AERO standards as the basis of the professional development they provide.

**AERO** provides a framework for curriculum consistency across grades K-12 and for stability of curriculum in overseas schools, which typically have a high rate of teacher turnover. AERO's resources, workshops, and professional consultation services help overseas schools implement and sustain standards-based curricula. This effort is in alignment with research-based trends in the development of curriculum worldwide, and particularly with standards-based efforts in the U.S.

Cindy Cummings will provide information about the AERO English Standards.