CENTRAL AND EASTERN EUROPEAN SCHOOLS ASSOCIATION

CONFERENCE 2012

16 – 17 March 2012
Warsaw, Poland
WE THANK YOU.

In the spirit of advancement and commitment, we applaud the CEESA family, and are proud and grateful to be a part of this unique community of educators.

The confidence you have placed in us to care for your administrators, teachers and their families motivates us to work harder to facilitate new and better solutions for the future.

As always, if you have any questions regarding your program, a claim, or just to want say hello, give us a call.

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- Boston IRC: February 5-9, 2012
- Boston IRC, Admin Day: February 6, 2012
- San Francisco IRC: February 13-16, 2012

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Central and Eastern European Schools Association

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Welcome to the 2012 CEESA Conference

I am so excited to have you join CEESA Educators in this opportunity to learn with powerful presenters in the wonderful city of Warsaw, Poland. This city has much to offer to our participants in terms of history, culture, food and entertainment. I hope you will take time to explore Warsaw and its many splendors while you are here.

We are looking forward to seeing dear friends and making new relationships. Everyone who attends or presents at the 2012 CEESA Conference has a story to share and learning will take place in the sessions as well as in social gatherings.

The program is online this year. This will allow us to update the changes in real time. For those of you who prefer a printed version, we do have those available. We have two outstanding keynote presentations that will challenge and inspire you. Lastly, we have over 1200 sessions offered by our feature speakers and the CEESA teachers and administrators.

Many people have contributed to the organization of this conference and we wish to express our sincere appreciation to:

- The American School of Warsaw and all of their support from Tony Gerlicz and the CEESA Conference Team
- Nancy Love, Director of Program Development at Research for Better Teaching in Acton, Massachusetts
- Jane Goodall, Ph.D., Founder, the Jane Goodall Institute, UN Messenger of Peace
- All of the regular conference speakers, panel members, pre-conference presenters and sponsors who have contributed extensively to this event with their inspiration, wisdom and wit
- Keith Miller and David Cramer of the Office of Overseas Schools of the US Department of State for the generous grant in support of this conference
- Integrated Benefits, Jon Levy and Justin Reinking, for the conference bags
- ISI, Howie and Anne Kravitz, for their sponsorship of Jane Goodall’s keynote speech
- ISS, Roger Hove, for their sponsorship of Nancy Love’s keynote speech
- TieCare International, Rick Gray, for their sponsorship of CEESA’s Reception on Friday night and the CEESA Celebration on Saturday night
- The College Board, for their sponsorship of the CEESA Celebration
- SUNY Buffalo State, Carolyn Brunner, for their sponsorship of the AERO workshops with Erma Anderson and Cindy Cummings
- Lehigh University, Jill Sperandio, for their sponsorship of the internet throughout the conference
- Rubicon, Stephane Keller, for their sponsorship of a coffee break
- Exhibitors and program advisors for their financial and professional support and for bringing our attention to the latest educational materials and resources
- The CEESA Team for their tremendous dedication throughout the process of organizing this event
- And all of you, our conference delegates, who have come from far and near to learn, share ideas and experience the activities of this annual March conference

Have a great conference,

Kathy Stetson
CEESA Executive Director/CEO

For future planning, the 23rd Annual CEESA Conference will be held in Prague, Czech Republic, on March 15-16, 2013
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intlearning@buffalostate.edu or www.buffalostate.edu/ilsc
Thursday, 15 March 2012
08:00 – 09:00 Registration for Pre-Conference Participants
09:00 – 16:00 Pre-Conference Institutes
17:00 – 19:00 Conference Pre-Registration

Friday, 16 March 2012
07:30 – 08:00 Registration
08:00 – 08:30 Opening Remarks
08:30 – 09:30 Keynote I, Nancy Love, sponsored by International School Services
09:30 – 10:00 See Exhibitors during the coffee break
10:00 – 16:45 Institutes & Workshops Sessions:
10:00 – 11:00 Session 1
11:15 – 12:15 Session 2
12:15 – 13:15 Lunch (provided by CEESA)
13:15 – 14:15 Session 3
14:30 – 15:30 Session 4
15:45 – 16:45 Session 5, Interest Group Meetings
17:30 – 19:00 Reception (Exhibition Area), sponsored by TieCare International
19:00 AS Warsaw’s teachers will take you out for dinner at their favorite restaurant
(Optional / sign up sheets at the CEESA Desk on Friday morning until noon)

Saturday, 17 March 2012
08:00 – 08:15 Announcements
08:15 – 09:15 Keynote II, Dr. Jane Goodall, sponsored by Insurance Services International
09:15 – 09:45 See Exhibitors during the coffee break
09:45 – 16:30 Institutes & Workshops Sessions:
Aero Mathematics & Aero English Language Arts Institutes, sponsored by Buffalo State, SUNY
09:45 – 10:45 Session 6
11:00 – 12:00 Session 7
12:00 – 13:00 Lunch (provided by CEESA)
13:00 – 14:00 Session 8
14:15 – 15:15 Session 9
15:30 – 16:30 Session 10
16:30 – 19:00 Free time to explore Warsaw
19:15 CEESA Celebration (organized at Club Mirage), sponsored by TieCare International & College Board

Lehigh University sponsors the WIFI, which is offered on the conference floor and conference rooms on Friday and Saturday

Coffee/Tea is available in the Exhibition Hall throughout the conference
On Friday, coffee/tea break is sponsored by Rubicon International
Lunch will be provided by CEESA
A message center will be available at the registration desk

PLEASE WEAR YOUR BADGE FOR ALL CONFERENCE EVENTS THROUGHOUT THE WEEKEND
<table>
<thead>
<tr>
<th>CEESA Number</th>
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<td>Grand Ballroom E</td>
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<td>4</td>
<td>Grand Ballroom B</td>
<td>8</td>
<td>Grand Ballroom F</td>
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<td>Wisla (3rd floor)</td>
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### Thursday’s Pre-Conference Sessions

<table>
<thead>
<tr>
<th>Target</th>
<th>Title &amp; Presenter</th>
<th>Name Room</th>
<th>Room</th>
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</thead>
<tbody>
<tr>
<td>All</td>
<td>Building Teacher Leadership Capacity – Dr. Fran Prolman</td>
<td>Wavel</td>
<td>9</td>
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<tr>
<td>All</td>
<td>From Data-Driven Dialogue to Instructional Improvement: Building High-Performing Data Teams – Nancy Love</td>
<td>Syrena</td>
<td>10</td>
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<tr>
<td>All</td>
<td>Habitat for Humanity Build Day in Warsaw – Magda Kowalik</td>
<td>Meet in Hotel Lobby</td>
<td></td>
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<tr>
<td>All</td>
<td>Let the Children Speak – The Life &amp; Ideals of Janusz Korczak - Adam Gasiejewski, Tony Gerlick, Marcin Kowalski &amp; Scott Schaffner</td>
<td>Wars</td>
<td>1</td>
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<tr>
<td>AC/AD</td>
<td>NIAAA’s Leadership Training Course: LTC 504 Athletic Administration Legal Issues 1 (Risk Management) &amp; LTC 506 Athletic Administration Legal Issues 2 (Title 9, Sexual Harassment) – Steve Berseth</td>
<td>Sawa</td>
<td>2</td>
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### Friday’s Institute Sessions

<table>
<thead>
<tr>
<th>Session</th>
<th>Grade Level</th>
<th>Subject Area</th>
<th>Title &amp; Presenter</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2</td>
<td>All</td>
<td>All</td>
<td>Differentiation in the Classroom – Dr. Fran Prolman</td>
<td>6</td>
</tr>
<tr>
<td>1-2</td>
<td>All</td>
<td>Leadership</td>
<td>Designing and Facilitating Effective Meetings – Dr. Teresa Arpin</td>
<td>12</td>
</tr>
<tr>
<td>3-4</td>
<td>All</td>
<td>Mathematics, Social Studies, English Language Arts</td>
<td>Design Thinking: Genuine Epic-Scale Problem-Based Learning from Whole-School Planning, to Supporting and Measuring Learning – Ewan McIntosh</td>
<td>1</td>
</tr>
<tr>
<td>3-4</td>
<td>All, Leadership</td>
<td>All, Leadership</td>
<td>Instructional Improvement Through Collaborative Data Inquiry – Nancy Love (repeated on Saturday)</td>
<td>10</td>
</tr>
</tbody>
</table>
# Saturday’s Institute Sessions

<table>
<thead>
<tr>
<th>Session</th>
<th>Grade Level</th>
<th>Subject Area</th>
<th>Title &amp; Presenter</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>6-7</td>
<td>All</td>
<td>Mathematics, Social Studies, English Language Arts</td>
<td>Data Reveals Stories: How Open Data Can Be Tapped for Math, Politics, Language and Digital Storytelling – Ewan McIntosh</td>
<td>1</td>
</tr>
<tr>
<td>6-7-8-9</td>
<td>All</td>
<td>Mathematics</td>
<td>Aero Mathematics Curriculum Framework; Teaching Strategies for Developing and Assessing Number Sense – Erma Anderson</td>
<td>7</td>
</tr>
<tr>
<td>6-7-8-9</td>
<td>All</td>
<td>English Language Arts</td>
<td>AERO English Language Arts Curriculum Framework – Cindy Cummings</td>
<td>8</td>
</tr>
<tr>
<td>6-7</td>
<td>All</td>
<td>All</td>
<td>Instructional Strategies in Response to MAP Data – Dr. Fran Prolman</td>
<td>6</td>
</tr>
<tr>
<td>6-7</td>
<td>All</td>
<td>All, Leadership</td>
<td>Instructional Improvement through Collaborative Data Inquiry – Nancy Love (repeated session from Friday)</td>
<td>10</td>
</tr>
<tr>
<td>8-9</td>
<td>All</td>
<td>All, Leadership</td>
<td>Managing Change: Trust, Risk and the Coordination of Action – Dr. Teresa Arpin</td>
<td>12</td>
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</tbody>
</table>

# Workshop Sessions

*The workshop sessions are categorized firstly on Grade Level, followed by Subject Area and continued by Session*

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Subject Area</th>
<th>Session</th>
<th>Workshop Title</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK-2</td>
<td>Assessment</td>
<td>10</td>
<td>Using Map For Primary Grades In Early Years Classrooms - Michelle Alzamora (AAS of Moscow)</td>
<td>7</td>
</tr>
<tr>
<td>K-2</td>
<td>All</td>
<td>7</td>
<td>Games, Greetings, And Songs - Matthew Kallenberg (IS of Stavanger)</td>
<td>9</td>
</tr>
<tr>
<td>K-3</td>
<td>Reading</td>
<td>4</td>
<td>Analyzing And Evaluating Student Reading Assessment (DRA) Data To Inform Instruction - Dana LaQuay &amp; Heidi Laffay (AS of Warsaw)</td>
<td>9</td>
</tr>
<tr>
<td>K-5</td>
<td>Language Arts</td>
<td>8</td>
<td>Real Spelling-Real Meaning-Real Learning, Using Inquiry Based Learning To Understand Word Structure - Lyn Anderson (AAS Sofia) &amp; Peter Deiter (Istanbul IIC)</td>
<td>2</td>
</tr>
<tr>
<td>K-5</td>
<td>Reading Workshop</td>
<td>9</td>
<td>Using Interactive Reading To Empower Readers And Build Classroom Community - Erian Leishman (AS of Warsaw)</td>
<td>6</td>
</tr>
<tr>
<td>K-5</td>
<td>Science</td>
<td>3</td>
<td>Science Experiments To Generate Student Excitement And Learning - George Benson (AS of Warsaw)</td>
<td>3</td>
</tr>
<tr>
<td>K-5</td>
<td>Technology/Moodle</td>
<td>4</td>
<td>Moodle In The Elementary Classroom - Keegan Tosser (Kyiv IS)</td>
<td>3</td>
</tr>
<tr>
<td>K-8</td>
<td>All</td>
<td>3</td>
<td>Creating A Community Of Learners: Classroom Energizers And Activities That Build Inclusion And Cooperation - Emily Stousland of AIS of Zagreb</td>
<td>4</td>
</tr>
<tr>
<td>K-8</td>
<td>Language Arts</td>
<td>3</td>
<td>I've Handed Out The Rubric… Now What? - Jennifer Hughes &amp; Nicole Ricketts (AAS of Moscow)</td>
<td>9</td>
</tr>
<tr>
<td>K-8</td>
<td>Mathematics</td>
<td>3 &amp; 4</td>
<td>Introducing The AERO Curriculum Framework - Erma Anderson (2 hours) SPONSORED by Buffalo State, SUNY</td>
<td>7</td>
</tr>
<tr>
<td>K-12</td>
<td>Technology Integration</td>
<td>4</td>
<td>Transforming Student Learning With Technology - Cheryl Bohn &amp; Nick Kwan (AS of Warsaw)</td>
<td>8</td>
</tr>
<tr>
<td>Gr 1-5</td>
<td>All</td>
<td>10</td>
<td>Kinesthetic Classroom: Engaging Students In Dynamic Ways - Hannah Hartman-Motta (AS of Warsaw)</td>
<td>3</td>
</tr>
<tr>
<td>Grade Level</td>
<td>Subject Area</td>
<td>Session</td>
<td>Workshop Title</td>
<td>Room</td>
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<tr>
<td>Gr 1-5</td>
<td>All</td>
<td>10</td>
<td>Ebooks - Susan Matter &amp; Mary Niesluchowska (AS of Warsaw)</td>
<td>8</td>
</tr>
<tr>
<td>Gr 1-5</td>
<td>Classroom Management/Behavior</td>
<td>3 &amp; 4</td>
<td>Building Relationships In The Classroom: Classroom And Behavior Management - Charles Bellomy of AIS of Budapest (2 hours)</td>
<td>12</td>
</tr>
<tr>
<td>Gr 1-5</td>
<td>Elementary School</td>
<td>9</td>
<td>Student-Led Conferences With And Without Portfolios - Nina Buonaiuto (QSI Astana)</td>
<td>10</td>
</tr>
<tr>
<td>Gr 1-5</td>
<td>Language Arts</td>
<td>2</td>
<td>Pathway To Dyslexic - Theresa Scimemi (AS of Warsaw)</td>
<td>4</td>
</tr>
<tr>
<td>Gr 1-12</td>
<td>Critical Thinking, Problem Solving, &amp; Collaboration</td>
<td>10</td>
<td>Diving Into Destination Imagination - Jean Farrell (AIS of Budapest) &amp; Meghan King (AIS of Bucharest)</td>
<td>2</td>
</tr>
<tr>
<td>Gr 3-5</td>
<td>Language Arts</td>
<td>3</td>
<td>Poetry And The Literacy Experience - Ann-Marie Ryan (AS of Warsaw)</td>
<td>8</td>
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<tr>
<td>Gr 4-12</td>
<td>All</td>
<td>8</td>
<td>Flipping The Classroom: Using Technology To Humanize Instruction - Ron Snyder (Quality Schools International)</td>
<td>9</td>
</tr>
<tr>
<td>Gr 4-12</td>
<td>General Music/Ensemble/band</td>
<td>2</td>
<td>Classroom Guitar Teaching, Web Resources, Software, Methodology Tip - Chris Celinski (AS of Warsaw)</td>
<td>5</td>
</tr>
<tr>
<td>Gr 4-9</td>
<td>Gr 4-9</td>
<td>2</td>
<td>E For Engagement: Student Created E-Portfolios - Brett DiMatteo (Tashkent IS)</td>
<td>7</td>
</tr>
<tr>
<td>Gr 6-10</td>
<td>Language Arts, Library</td>
<td>9</td>
<td>What Are They Reading Now? - Coralie Clark (AIS of Budapest)</td>
<td>9</td>
</tr>
<tr>
<td>Gr 6-10</td>
<td>World Languages (German)</td>
<td>1</td>
<td>Teaching Through Film In The World Language Classroom - Barbara Osnowski &amp; Laura Vas (AIS of Budapest)</td>
<td>9</td>
</tr>
<tr>
<td>Gr 6-12</td>
<td>All, Foreign Languages, History, Social Studies, Technology</td>
<td>10</td>
<td>wwwAmazingRace - Doug Julien &amp; Nick Kwan (AS of Warsaw)</td>
<td>1</td>
</tr>
<tr>
<td>Gr 6-12</td>
<td>Coaches/All sports</td>
<td>8</td>
<td>Coaching Better With Technology - Susan Matter (AS of Warsaw)</td>
<td>1</td>
</tr>
<tr>
<td>Gr 6-12</td>
<td>Directors, MS &amp; HS Principals</td>
<td>10</td>
<td>Learning Now And For The Future – Kevin Page (Director of the International School of Berne)</td>
<td>10</td>
</tr>
<tr>
<td>Gr 6-12</td>
<td>English In A Non ESL Environment</td>
<td>6</td>
<td>Web Tools To Augment The Blended Classroom (Moodle And Face-to-Face) - Kim Church (Kyiv IS)</td>
<td>4</td>
</tr>
<tr>
<td>Gr 6-12</td>
<td>History Teaching Methods &amp; Internet Tools</td>
<td>6</td>
<td>Internet Tools In The History Classroom – Juliusz Lichwa &amp; Scott Schaffner (AS of Warsaw)</td>
<td>3</td>
</tr>
<tr>
<td>Gr 6-12</td>
<td>Modern Languages</td>
<td>10</td>
<td>Pushing Students To Higher Levels: Opportunities For Spontaneous Oral Response In The Modern Language Classroom - Valerie Navarro (IS of Prague)</td>
<td>4</td>
</tr>
<tr>
<td>Gr 6-12</td>
<td>Moodle/All subjects</td>
<td>10</td>
<td>How To Bring Cooperative Learning To Moodle - Robert J. Jackson (Kyiv IS)</td>
<td>9</td>
</tr>
<tr>
<td>Gr 6-12</td>
<td>Research</td>
<td>4</td>
<td>Using Library Resources To Enhance Student Research Skills – Matt Kollasch &amp; Scott Schaffner (AS of Warsaw)</td>
<td>5</td>
</tr>
<tr>
<td>Gr 6-12</td>
<td>Service Learning / Science</td>
<td>2</td>
<td>Service Learning In Science: Sustainability Fair – Diane Holloway (AAS of Sofia)</td>
<td>3</td>
</tr>
<tr>
<td>Gr 6-12</td>
<td>Social Studies/Science/Math/English</td>
<td>3</td>
<td>Games In Education - Bill MacKenty (AS of Warsaw)</td>
<td>5</td>
</tr>
<tr>
<td>Gr 6-12</td>
<td>Technology Integration/Blended Learning</td>
<td>1</td>
<td>Moodle 101 - Discovering Moodle's Potential - Daniel Hefley (Kyiv IS)</td>
<td>3</td>
</tr>
<tr>
<td>Gr 6-12</td>
<td>Coaches</td>
<td>Athletics</td>
<td>5</td>
<td>How To Reinforce Positive Sporting Behaviors In Athletes - Workshop For Coaches - Chris Mott (Istanbul IIC), Jim Matter (AS of Warsaw) &amp; Matt Schelble (IS of Prague)</td>
</tr>
<tr>
<td>Gr 8-12</td>
<td>All</td>
<td>10</td>
<td>Taking It To The Streets: Exploring The Host City In Cooperative Activity - Lance Yuen &amp; Yvonne Cross (AS of Warsaw)</td>
<td>5</td>
</tr>
<tr>
<td>Gr 8-12</td>
<td>Health, Counseling</td>
<td>10</td>
<td>SkillCards - Play Yo Your Potential - Nikolay Hersey (AIS of Vienna)</td>
<td>12</td>
</tr>
<tr>
<td>Gr 8-12</td>
<td>MUN/Social Studies/Service Learning</td>
<td>2</td>
<td>O-MUN: An Online Model United Nations Program - Constance McGuire (AS of Warsaw)</td>
<td>1</td>
</tr>
<tr>
<td>Grade Level</td>
<td>Subject Area</td>
<td>Session</td>
<td>Workshop Title</td>
<td>Room</td>
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<tr>
<td>Gr 9-12</td>
<td>HS Teachers / Curriculum Coordinators &amp; Secondary School Guidance / Career Counselors</td>
<td>7</td>
<td>AP Today: Flexibility, Creativity And Global Thinking - Judith Hegedus &amp; Silke Bletzer (College Board)</td>
<td>3</td>
</tr>
<tr>
<td>Gr 9-12</td>
<td>HS Teachers / Curriculum Coordinators &amp; Secondary School Guidance / Career Counselors</td>
<td>8</td>
<td>AP In Practice: How To Implement An Effective AP Program Within A CEESA School - Cheryl Brown (AS of Warsaw) &amp; Judith Hegedus (College Board)</td>
<td>3</td>
</tr>
<tr>
<td>Gr 9-12</td>
<td>English Language Arts (especially IB)</td>
<td>9</td>
<td>The &quot;Unseen Passage&quot; As A Reasoning Opportunity - Daniel Lamken (IS of Prague)</td>
<td>3</td>
</tr>
<tr>
<td>Gr 9-12</td>
<td>Social Studies/ History</td>
<td>1</td>
<td>Integrating Service Learning In An Existing High School Social Studies Course - Alan James (AS of Warsaw)</td>
<td>1</td>
</tr>
<tr>
<td>Gr 11-12</td>
<td>IB Diploma Extended Essay</td>
<td>2</td>
<td>Putting The Joy Back Into Extended Essays - Karen Ercolino &amp; Robert Helmer (IS of Prague)</td>
<td>9</td>
</tr>
<tr>
<td>Admin/All</td>
<td>All areas</td>
<td>7</td>
<td>From School Mission To Reality, &quot;Walking the Talk&quot; - Tony Mobbs (IS Prague)</td>
<td>2</td>
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<tr>
<td>All</td>
<td>All</td>
<td>1</td>
<td>Meet The Speaker: Nancy Love</td>
<td>5</td>
</tr>
<tr>
<td>All</td>
<td>All</td>
<td>3 &amp; 4</td>
<td>Getting Maximum Results From Our Curriculum Mapping Efforts – Roger W. Smith &amp; Stephane Keller (Rubicon International) (2 hours)</td>
<td>6</td>
</tr>
<tr>
<td>All</td>
<td>All</td>
<td>4</td>
<td>Coaching Conversations / Tricky Situations - Kristen DiMatteo (Tashkent IS)</td>
<td>4</td>
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<tr>
<td>All</td>
<td>All</td>
<td>6</td>
<td>Meet The Speaker: Jane Goodall</td>
<td>5</td>
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<tr>
<td>All</td>
<td>All</td>
<td>6</td>
<td>CEESA Collaboration And World Virtual School Project - Neven Soric AIS of Zagreb and CEESA's Webmaster</td>
<td>12</td>
</tr>
<tr>
<td>All</td>
<td>All</td>
<td>7</td>
<td>Building Effective Collaboration In International Schools - Peter Welch (Istanbul ICS)</td>
<td>12</td>
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<tr>
<td>All</td>
<td>All</td>
<td>8</td>
<td>Cyberbullying In The International School. Developing Effective Practices And Policies For Prevention And Intervention - Jill Sperandio (Lehigh University)</td>
<td>5</td>
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<tr>
<td>All</td>
<td>All</td>
<td>9</td>
<td>CEESA REP Meeting - Kathy Stetson, E.D. /CEO of CEESA</td>
<td>2</td>
</tr>
<tr>
<td>All</td>
<td>All</td>
<td>9</td>
<td>UnexpectedEd: How Psychology Research Can Transform Your School - Shary Lysy Marshall (AAS of Sofia)</td>
<td>5</td>
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<tr>
<td>All</td>
<td>All</td>
<td>10</td>
<td>Big Ideas In Curriculum Mapping – Roger W. Smith &amp; Stephane Keller (Rubicon International)</td>
<td>6</td>
</tr>
<tr>
<td>All</td>
<td>Assessment, Mathematics, English Language Arts</td>
<td>1 &amp; 2</td>
<td>Leveraging MAP Data Beyond The Basics - Ginger Hopkins (NWEA) (2 hours)</td>
<td>10</td>
</tr>
</tbody>
</table>
| All         | English Language Arts | 1 & 2   | AERO English Curriculum Framework: An Introduction - Cindy Cummings (2 hours)  
*SPONSORED by Buffalo State, SUNY* | 8    |
<p>| All         | Leadership   | 1 &amp; 2   | Risk Minimization Strategies For School Supervisors - Steve Berseth (NIAAA) (2 hours)                                                          | 2    |
| All         | Mathematics  | 1       | Mathletics - Francis Murphy (AS of Warsaw)                                                                                                     | 7    |
| All         | Mathematics, English Language Arts | 8       | MAP And MPG Basics - Ginger Hopkins (NWEA)                                                                                                     | 10   |
| All         | Music        | 8       | The Application Of Mixture Of Orff-Schulwerk Activities And Kodaly Concepts In Elementary Music Classrooms - Piotr Minasz (AS of Warsaw)       | 6    |</p>
<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Subject Area</th>
<th>Session</th>
<th>Workshop Title</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>Service Learning</td>
<td>4</td>
<td>Where’s The Learning In Service? Connecting Thinking And Action Beyond The Classroom - Margo Salamon (Habitat for Humanity)</td>
<td>2</td>
</tr>
<tr>
<td>All (emphasis on Elementary Curriculum)</td>
<td>Service Learning</td>
<td>7</td>
<td>Make A Difference In The World – Inspiring And Motivating Children To Help Others – Janice Myles (AIS of Bucharest)</td>
<td>4</td>
</tr>
<tr>
<td>All</td>
<td>Service Learning</td>
<td>9</td>
<td>Service Learning At ASW: A Tool For Leadership Education - Joanna Olczak, Ligita Stawars, &amp; Marcin Kowalski (AS of Warsaw)</td>
<td>1</td>
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<tr>
<td>All</td>
<td>Substance Abuse Prevention</td>
<td>9</td>
<td>Real Teenage Drinking - Knowing The Truth And Using It To Promote Student Health - Tim Ryan (FCD Educational Services)</td>
<td>4</td>
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<tr>
<td>All</td>
<td>Technology &amp; Second Language Acquisition</td>
<td>1</td>
<td>Digital Classrooms For Push-In Language Support Teachers - Hector Guillen (Kyiv IS)</td>
<td>4</td>
</tr>
<tr>
<td>All</td>
<td>Technology</td>
<td>1</td>
<td>Apple Distinguished Educators Lab: Notepad To iPad: Discover A New Workflow For The Classroom – Fons van den Berg (Apple Distinguished Educator)</td>
<td>11</td>
</tr>
<tr>
<td>All</td>
<td>Technology</td>
<td>2</td>
<td>Apple Distinguished Educators Lab: Using The iPad To Share, Edit And Create Classroom Resources - Oscar Stringer (Apple Distinguished Educator)</td>
<td>11</td>
</tr>
<tr>
<td>All</td>
<td>Technology</td>
<td>3</td>
<td>Apple Distinguished Educators Lab: Notepad To iPad: Discover A New Workflow For The Classroom – Fons van den Berg (Apple Distinguished Educator)</td>
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<td>All</td>
<td>Technology</td>
<td>4</td>
<td>Apple Distinguished Educators Lab: Using The iPad To Share, Edit And Create Classroom Resources - Oscar Stringer (Apple Distinguished Educator)</td>
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<td>Technology</td>
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<td>Apple Distinguished Educators Lab: Notepad To iPad: Discover A New Workflow For The Classroom – Fons van den Berg (Apple Distinguished Educator)</td>
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<tr>
<td>All</td>
<td>Technology</td>
<td>10</td>
<td>Apple Distinguished Educators Lab: TBA</td>
<td>11</td>
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<tr>
<td>All</td>
<td>US Citizens &amp; Spouses</td>
<td>3</td>
<td>Effective Strategies For Overseas U.S. Teacher Taxpayers - Jon Levy (Integrated Benefits)</td>
<td>2</td>
</tr>
<tr>
<td>All</td>
<td>US Citizens &amp; Spouses</td>
<td>7</td>
<td>Taxing Topics – Rick Gray (TieCare International)</td>
<td>5</td>
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</tbody>
</table>
DEGREES AND LOCATIONS

Normally, program participants come to one of our sites in the summer for a month to take four courses. Participants take two online courses in the fall and two online courses in the spring. Program participants then return to one of the sites during the following summer to complete their programs. The Special Needs program has an additional two online courses.

M.E.D. IN INTERNATIONAL EDUCATION

Madrid, Spain | Leysin, Switzerland | Prague, Czech Republic | Mexico City, Mexico Montevideo, Uruguay | Bangalore, India | Beverly, Massachusetts

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TO APPLY

(application materials available at www.endicott.edu/internationalmasters)

1. Please return the completed application along with a non-refundable fee of US $50.00 to the appropriate program office (listed at left).

2. Arrange to have the following information sent along with your application or under separate cover:
   a. Official transcripts of all academic work
   b. Two letters of recommendation
   c. A 250-500 word essay explaining your professional goals

Applications are accepted on a rolling admissions policy, and enrollment is closed once a cohort is full. Once an application is received, admission personnel hold a place in the program for the applicant until all application materials arrive. Please note that all information may be sent by email except for the official transcripts, which must be originals.

Endicott College is accredited by the New England Association of Schools and Colleges (NEASC).
THURSDAY’S PROGRAM SCHEDULE

✈ 07:30  Departure of Participants for the Habitat For Humanity Build Day
        (Pick up from the Hotel Lobby)

✈ 08:00 – 09:00  Registration for Pre-Conference Participants
        (On 2nd floor)

✈ 09:00 – 16:00  Pre-Conference Sessions in the Conference Rooms Wavel, Syrena,
        Sawa and Wars (on 2nd floor)
        NIAAA’s session is scheduled until 17:30

✈ 12:00 noon  Lunch

✈ 17:00 – 19:00  Conference Pre-Registration in the hotel lobby

THURSDAY’S PRE CONFERENCE SESSIONS

09:00-16:00  BUILDING TEACHER LEADERSHIP CAPACITY
Room 9  Wavel

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

Grade Level: All – Subject Area: All / Leadership

This is 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.

09:00-16:00  FROM DATA-DRIVEN DIALOGUE TO INSTRUCTIONAL IMPROVEMENT: BUILDING
Room 10  Syrena
        High-Performing Data Teams
        Acton,

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

Grade Level: All – Subject Area: All / Leadership

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. 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.
HABITAT FOR HUMANITY BUILD DAY IN WARSAW

Magdalena Kowalik, Resource Development Coordinator at HFH Poland

Grade Level: All – Subject Area: All

Habitat for Humanity is inviting participants to use the 2012 CEESA Conference pre-conference day to build with Habitat for Humanity in Warsaw, Poland. The participants will work on a construction of a home for people with mental disabilities. They are going to be involved in plastering, painting and/or constructing a 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/ceesa-conferences/ceesa-conference-2012.html

Program for the Build Day:

7:30 Transfer to the site
8:15 Safety orientation; Tour of the site
12:00 Lunch break (on site – sandwiches and salad)
14:45 Coffee break
16:30 Finish work; Transfer back to hotel

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

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

Grade Level: All – Subject Area: All

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.

NIAAA LEADERSHIP TRAINING COURSES:

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

Steve Berseth, CMAA, earned both Bachelors and Masters Degrees from North Dakota State University. Beginning in 1972, his entire career of 39 years was spent in the Brookings School District as a teacher, counselor, coach and administrator. For the last 19 of those years, Berseth was Director of Student Activities. Steve was actively involved with the National Interscholastic Athletic Administrators Association and he served on the NIAAA Board of Directors from 2008-2010

Grade Level: Grade 9-12 – Subject Area: AC/AD

LTC 504 Athletic Administration: Legal Issues I (Risk Management)

This course has in-depth coverage of all aspects of liability for sports injuries and risk management, including the duties imposed on athletic administrators, coaches, athletic trainers, and other athletic personnel, documentation requirements for an effective risk management program, and development of a strategic plan for risk management in the context of an interscholastic athletic program.
LTC 506 Athletic Administration: Legal Issues II (Title IX, Sexual Harassment)

This course has in-depth coverage of compliance issues regarding Title IX and gender equity in an interscholastic athletic program, including the methodology for a school to perform a Title IX self-audit, and in-depth coverage of the issues and strategies related to the development of an effective policy for the prevention of sexual harassment in an interscholastic athletic program.

Schedule:
07:00   Course Registration outside the conference room
08:00-12:00  Course LTC 504
12:00-13:00  Lunch (provided by CEESA)
13:00   Course Registration outside the conference room
13:30-17:30  Course LTC 506

Exhibition Area
2nd floor, next to the Grand Ballroom

Open
From 08:00-16:30 on Friday & Saturday
&
on Friday from 17:30-19:00 for the
Welcome Reception
sponsored by TieCare International
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FRIDAY’S PROGRAM SCHEDULE

- 07:30 – 08:00  Registration (On 2nd floor)
- 08:00 – 08:30  Opening of the Twenty-Second CEESA Conference in Grand Ballroom
- 08:30 – 09:30  Keynote Speaker sponsored by INTERNATIONAL SCHOOLS SERVICES (ISS)
  
  Nancy Love
  “Unleashing the Power of Collaborative Inquiry: Connecting Data to Results”
  Room Grand Ballroom

- 09:30 – 10:00  See the Exhibitors during the coffee break in the Exhibition Area
  Coffee break sponsored by RUBICON INTERNATIONAL
- 10:00 – 11:00  Session 1
- 11:15 – 12:15  Session 2
- 12:15 – 13:15  Lunch in the Baltic Room (3rd floor)
- 13:15 – 14:15  Session 3
- 14:30 – 15:30  Session 4
- 15:45 – 16:45  Session 5 / Interest Group Meetings
- 17:30 – 19:00  Reception in the Exhibition Area, sponsored by TIECARE INTERNATIONAL
- 19:00  AS Warsaw’s teachers will take you out for dinner at their favorite restaurant
  (Optional / sign up sheets at the CEESA Desk on Friday morning until noon)
  (Meeting point in the hotel lobby at 19:00)

WIFI ON THE CONFERENCE FLOOR/ROOMS IS SPONSORED BY LEHIGH UNIVERSITY
FRIDAY
KEYNOTE SPEAKER
Time: 08:30 – 09:30
Grand Ballroom

Sponsored by
INTERNATIONAL SCHOOLS SERVICES (ISS)

Nancy Love

“Unleashing the Power of Collaborative Inquiry:
Connecting Data to Results”

“Imagine two shores with an ocean in between. On one shore are data—the myriad data now inundating schools….On the other shore are the desire, the intention, the moral commitment, and the mandate to improve student learning and close persistent achievement gaps. But there is no bridge between the shores with an ocean in between….Sadly, it is children who are drowning in the data gap.” —Nancy Love, “Building a High-Performing Data Culture,” in Using Data to Improve Learning for All: A Collaborative Inquiry Approach (Corwin Press, 2009).

Schools have more and more data available. And more and more schools are organizing teachers into data teams or professional learning communities. These developments, while positive, do not in themselves lead to gains in student achievement. Learn about how schools across the United States are bridging the gap between data use and results, producing significant and sustained gains in student achievement, through a structured process of collaborative inquiry. Nancy’s presentation will bring to life how to build leadership and capacity of all school staff to use data effectively, develop high-performing data teams, and tighten the link between data use, equity, and instructional improvement.

Nancy Love is Director of Program Development at Research for Better Teaching in Acton, Massachusetts, where she heads up this education-consulting group’s research and development. A leading expert in school data use and professional development, Nancy has worked with schools across the country to develop Data Coaches and high-performing Data Teams and to put research about effective professional development into practice. As former Director of the National Science Foundation-funded Using Data Project, Nancy led the design and implementation of a comprehensive professional development program to improve teaching and learning through collaborative uses of school data. Participating schools significantly increased student achievement, teacher collaboration, and uses of data to improve instruction.
Your school community is international; shouldn’t your website reflect that?

finalsite provides hand-crafted websites to schools in 40 countries worldwide. From software features for multi-language communities to support and sales staff located across the world, finalsite has the tools and people you need to transform your school’s site and engage your community.

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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

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
INTEGRATING SERVICE LEARNING IN AN EXISITING HIGH SCHOOL SOCIAL STUDIES COURSE

Alan James, teacher at the American School of Warsaw

Grade Level: High School – Subject Area: Social Studies / History

Service learning is valued by schools because it directly connects students to the world outside. Social studies, government, science, and English classes, among others, provide a window to global and local problems, and an integrated service learning program allows students to transform an intellectual conception into a physical connection. The difficulty lies in effecting this linkage logically, appropriately, and logistically. One method is to embed a service learning project into an existing social studies course. This workshop will describe an AP Comparative Government service learning project developed for tenth-graders at the American School of Warsaw, and bring in two sets of students to explain how they implemented the project.

The Compgov Action Project (CAP) was devised by the ASW AP Comparative Government teachers to wed the political concepts of the course to the service learning goals of the school. In order to be sure the curricular goals of the course worked naturally with the service learning goals, a broad definition of service learning was adopted. Students were given the option of developing or joining an existing service learning organization connected to the school, or designing a more directly political project connected to some aspect of Polish life. In either scenario, students had to develop a proposal that articulated the political implications of their action and how they would interact with the community outside of the school. A wide variety of actions emerged from this criteria.

The workshop will explain the rationale for the project concept, the criteria, and the range of results. Two student groups will then present briefly their own projects as examples. The workshop will conclude with an opportunity for questions and a brainstorming session to consider ways such a project could be modified or adapted to fit into other curricular configurations and age groups.

NIAAA – RISK MINIMIZATION STRATEGIES FOR SCHOOL SUPERVISORS – Part 1 of 2

Steve Berseth, CMAA, earned both Bachelors and Masters Degrees from North Dakota State University. Beginning in 1972, his entire career of 39 years was spent in the Brookings School District as a teacher, counselor, coach and administrator. For the last 19 of those years, Berseth was Director of Student Activities. Steve was actively involved with the National Interscholastic Athletic Administrators Association and he served on the NIAAA Board of Directors from 2008-2010

Grade Level: All – Subject Area: Leadership

The workshop will address the issues of negligence, risk minimization, legal duties and standards of care for various school personnel that are responsible for supervising students and discuss the implications during educational sports and activities programs as well as physical education classes, intramural sports, recess, field trips and public events.

MOODLE 101 - DISCOVERING MOODLE’S POTENTIAL

Daniel Hefley, Technology Specialist at Kyiv International School

Grade Level: Grade 6-12 I – Subject Area: Technology Integration

Many teachers who instruct in a blended classroom environment are familiar with Moodle, but how many really use Moodle to its full potential? How many users utilize the array of resources and activities available on Moodle? This Moodle tutorial course is designed for both novice and advanced users alike, to facilitate the creation and management of their Moodle courses pages. Learn how to edit a Moodle course, add content such as files, links and pages, and add activities such as assignments, databases, forums, lessons, quizzes, wikis, and workshops. Join me as I take you through this virtual learning environment and inspire you to get Moodle’d!

DIGITAL CLASSROOMS FOR PUSH-IN LANGUAGE SUPPORT TEACHERS

Hector Guillen, English as a Second Language Coordinator at Kyiv International School

Grade Level: All – Subject Area: Technology and Second Language Acquisition (SAL)

At Kiev International School (KIS), English language acquisition is supported utilizing a “push-in” learning approach. The result is English language support teachers having to travel from room-to-room, and in some cases from one school to another, to provide modified instruction in a co-teaching environment.

Thus, by implementing the “computing from the cloud” concept, a digital classroom can be created to assist the visiting teacher in their instruction thereby eliminating the need for carrying excess resources from one class to another. It can also serve as an additional asynchronous learning resource for individual language learners.

This presentation will demonstrate how Moodle, a free open source Course Management Software (CMS), is being used at KIS to create digital classrooms. Additionally, attendees will learn about the portability of the program so that they too can set up their own digital classrooms.
MEET THE SPEAKER: NANCY LOVE
Nancy Love will be available after the general session to answer questions and go deeper with the concepts presented in her keynote.

MATHLETICS
Francis Murphy, Middle School Mathematics at the American School of Warsaw
Grade Level: All – Subject Area: Mathematics

This session is designed to support mathematics teachers to use Mathletics as part of their current curriculum. Mathletics is an interactive e-learning resource that supports mathematics learning from grades K to 12. Mathletics has been used in middle school classes at The American School of Warsaw for two years as a means to support classroom learning by differentiating lessons for both students needing additional challenges as well as students who require additional support. Mathletics allows teachers to support teaching by gaining access to curriculums from around the world.

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AERO ENGLISH CURRICULUM FRAMEWORK: AN INTRODUCTION– Part 1 of 2
Cindy Cummings is currently employed as a clinical instructor at Lamar University in Beaumont, TX.

Her responsibilities include writing and teaching online graduate level courses. She is actively participating in a 3-year research project, The Inter/National Coalition for Electronic Portfolio Research, with a research focus on the impact of eportfolios on PK-12 student learning and educational outcomes.

Grade Level: All – Subject Area: English Language Arts

Come join us for an overview of the newly developed AERO English Language Arts Framework. During this two hour session, you will be introduced to the organization of the framework, the components of the framework, and how the framework aligns with the Common Core.

TEACHING THROUGH FILM IN THE WORLD LANGUAGE CLASSROOM
Barbara Osnowski and Laura Vas, Middle and High school German Teachers at American International School of Budapest

Grade Level: 6-10 – Subject Area: World Languages (German)

Authentic fictional movies can be a great benefit to anyone learning a foreign language – if both the teacher and students know how to go about it. With a suitable approach, age-appropriate children’s films can be successfully turned into a unique and manifold learning experience for middle school students. The first part of this workshop (in English) focuses on general methodology while preparing materials for teaching a foreign language through film (film selection, suggestions for how to break down a movie into classroom length sections, suggestions of relevant materials etc.). The second part of the workshop (in German) offers concrete examples of effective classroom uses of two authentic German films with emphasis on culture, language acquisition and media literacy. Participants will walk away with units, lesson plans and learning activities ready to be taught immediately! This workshop is designed to appeal to German teachers who teach Middle School and/or High School courses.

LEVERAGING MAP DATA BEYOND THE BASICS – Part 1 of 2
Ginger Hopkins, Senior Vice President for International Partnerships / NWEA

Grade Level: All – Subject Area: Assessment, Mathematics, English Language Arts

Just like our students, we master skills and information and are ready for new things. This session is for administrators, counselors, and teachers that have the NWEA MAP and MPG basics down and are ready to take it to the next level. We’ll look at how to use the MAP data for overall monitoring of school success, program evaluation, curriculum analysis, and more. An overview of resources currently available that you may not be utilizing will also be provided. Opportunities to schedule one-on-one time with NWEA representatives for individual consultation will be offered at this session, as well.
Session 1
APPLE DISTINGUISHED EDUCATION LAB: Notepad to iPad: discover a new workflow for the classroom
10:00-11:00
Fons van den Berg, a certified Digital Cre8or trainer, organizer of Dutch TeachMeets and other (un)conferences, speaker at conferences on topics like ACOT2 and Challenge Based Learning and blogger
Grade Level: All – Subject Area: Technology

Room 11
iPads have been acknowledged as a great tool to watch movies, read, browse the web and play; immersing users in whatever content they are consuming. This immersive experience is amazing in the classroom too. In this fast paced hands-on session participants will experience how iPads enhance productivity, interactivity and collaboration through engaging assignments. Participants will explore iPad features and apps to plan, create, present, and share their work. The session will offer resources for the teachers and the learners alike.

Session 2
INSTITUTE
11:15-12:15
DIFFERENTIATION IN THE CLASSROOM – Part 2 of 2
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.
Grade Level: All – Subject Area: All

Session 2
INSTITUTE
11:15-12:15
DESIGNING AND FACILITATING LEADING EFFECTIVE MEETINGS – Part 2 of 2
Dr. 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.
Grade Level: All – Subject Area: Leadership

Session 2
O-MUN: AN ONLINE MODEL UNITED NATIONS PROGRAM
11:15-12:15
Constance McGuire, Social Studies teacher at the American School of Warsaw
Grade Level: Grade 8-12 – Subject Area: MUN – Social Studies, Service Learning
Room 1
Model United Nations programs that offer students the opportunity to take on the role of delegates at the United Nations and debate solutions to worldwide issues at regional conferences are a wonderful way to teach students about current affairs and for them to practice their public speaking and debate skills. But many students cannot afford to travel to a conference, or can only attend one per school year. Imagine an online version of Model United Nations, where students can practice and put to use all the knowledge and skills they have developed as MUN club members, using technology to connect with other MUNers around the globe. This is O-MUN, “a social learning network for students, educators, and Model United Nations conference organizers”.

Session 2
NIAAA – RISK MINIMIZATION STRATEGIES FOR SCHOOL SUPERVISORS – Part 2 of 2
11:15-12:15
Steve Berseth, CMAA, earned both Bachelors and Masters Degrees from North Dakota State University. Beginning in 1972, his entire career of 39 years was spent in the Brookings School District as a teacher, counselor, coach and administrator. For the last 19 of those years, Berseth was Director of Student Activities. Steve was actively involved with the National Interscholastic Athletic Administrators Association and he served on the NIAAA Board of Directors from 2008-2010
Grade Level: All – Subject Area: Leadership

Session 2
SERVICE LEARNING IN SCIENCE: SUSTAINABILITY FAIR
11:15-12:15
Diane Holloway, Middle School Science teacher at the Anglo American School of Sofia
Grade Level: Grade 6-12 – Subject Area: Science, Service Learning
Room 3
Teacher oriented program to explain the process of planning and integrating a sustainability fair into the science program. Teachers will be provided with internet resources, worksheets, and rubrics to do an energy audit of their school.

March 12, 2012
What is dyslexia? What does brain research tell us about reading problems and what this information means for students, teachers and parents. This session will involve the following:

- the different parts of the brain that involve reading and writing
- visual and auditory processing
- signs of a struggling student
- the stages parents go through when finding out that their child has learning difficulties
- specific interventions to help support children with dyslexia

Teaching guitar to a large group brings up several key classroom issues. This session addresses the areas of available web-based resources, a variety of low-cost software and freeware as well as some simple methodological tips that help deal with varied skill levels.

Looking for a way to truly involve students in the metacognitive reflective process? Digital portfolios are a great way for students to combine writing, photos, and videos into a personalized and permanent archive that demonstrates a student understanding of their own inquiry and learning process.

In this workshop attendees will learn how to use Google Sites to create a template for student portfolios and how students add content to build their portfolio. Attendees will also walk through the process of digital portfolio implementation, including how digital portfolios have evolved over the last two years and the lessons learned. Finally, participants will set up their own Google Site and begin to plan a digital portfolio for a sample student.

Extended Essay can be a painful process for both students and the teachers supervising them! But it doesn’t have to be that way. Extended Essay should be a personal journey of intellectual discovery and, yes, joy. How can we structure the process to minimize the pain and maximize the joy? In this session participants will look at a model that gives structure without taking away student independence, and allows students to find the joy in academic research. This model has resulted in an almost 100% on-time submission rate to our internal deadline (!) and an improvement in student results. The role of the DP Coordinator, Librarian and IT Integrationist will be examined. There will be time to share and discuss participants’ current practices.

Leveraging MAP Data Beyond the Basics – Part 2 of 2

Ginger Hopkins, Senior Vice President for International Partnerships / NWEA

Grade Level: All – Subject Area: Assessment, Mathematics, English Language Arts
Session 2
11:15-12:15
APPLE DISTINGUISHED EDUCATION LAB: Using the iPad to Share, Edit and Create classroom resources
Oscar Stringer, divides his professional life between working in schools with students and training teachers, producing educational resources, and speaking at conferences all over the world

*Grade Level: All  – Subject Area: Technology*

Room 11
Komet

Primarily aimed at teachers, though thoroughly relevant to students, Oscar will provide a hands-on practical walkthrough for creating content in and for the classroom, how to share that to students and allow them to edit and enhance. This session is relevant to all areas of the curriculum and is a great introduction to classroom activities using the iPad as 'just another tool' available to teachers and students.

Session 3
13:15-14:15
INSTITUTE
DESIGN THINKING: GENUINE EPIC-SCALE PROBLEM-BASED LEARNING FROM WHOLESCHOOL PLANNING, TO SUPPORTING AND MESURING LEARNING

Part 1 of 2
Room 1
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.

*Grade Level : All  – Subject Area: 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.

Session 3
13:15-14:15
INSTITUTE
INSTRUCTIONAL IMPROVEMENT THROUGH COLLABORATIVE DATA INQUIRY

Part 1 of 2 (repeated on Saturday morning)
Room 10
Nancy Love, Director of Program Development at Research for Better Teaching in Acton, Massachusetts

*Grade Level : All  – Subject Area: 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
Session 3 13:15-14:15  
**EFFECTIVE STRATEGIES FOR OVERSEAS U.S. TEACHER TAXPAYERS**

*Jonathan Levy, Tax Preparer at Integrated Benefits*

*Grade Level: All – Subject Area: US Citizens and Spouses*

**Room 2, Sawa**

This workshop explains favorable tax strategies for overseas U.S. educators. There are several benefits to working and living overseas. Your position in relation to U.S. tax laws is one of them. There are several tax strategies that can be employed to protect one’s income and invested assets more advantageously while living abroad. Reducing and eliminating taxes now and in the future are some of the objectives of this workshop. General topics of discussion will be preparation of your taxes for 2011, how to qualify for and complete Form 2555 (the Foreign Earned Income Exclusion), the Foreign Tax Credit, Roth IRA’s and why you may or may not be able to contribute to one, 403B rollovers and Roth conversions and elimination of taxes on ongoing investment gains.

Session 3 13:15-14:15  
**SCIENCE EXPERIMENTS TO GENERATE STUDENT EXCITEMENT AND LEARNING**

*George Benson, 4th Grade teacher at the American School of Warsaw*

*Grade Level: K-5 – Subject Area: Science*

**Room 3, Grand Ballr. A**

Students love hands on science experiments! When we do hands on science with our students we can be guaranteed that they include science among their favorite subjects. In this session, participants will not only participate in fun science experiments but they will also participate in developing questions of inquiry that can help guide student learning throughout a unit of study. Experiments will be demonstrated with electricity, weather, and body systems. Resources will be shared for experiments in most elementary science units.

Session 3 13:15-14:15  
**CREATING A COMMUNITY OF LEARNERS: CLASSROOM ENERGISERS AND ACTIVITIES THAT BUILD INCLUSION AND COOPERATION**

*Emily Stousland, Grade 4 teacher and Literacy coach at the American International School of Zagreb*

*Grade Level: K-8 – Subject Area: All*

**Room 4, Grand Ballr. B**

Brain researchers are noting increasingly how significantly the learning environment enhances student learning. In this fun-filled session, you will learn how to create a warm and engaging environment by doing! Build your repertoire of enjoyable and easy team-building skills and activities that students will love no matter what their age.

Session 3 13:15-14:15  
**GAMES IN EDUCATION**

*Bill MacKenty, Director of Technology at the American School of Warsaw*

*Grade Level: Grade 6-12 – Subject Area: Social Studies, Science, Math, English*

**Room 5, Grand Ballr. C**

Quivering Communist Zombie Space Death! What could possibly be educational about Communists, Zombies, space, or death?! Come in and learn how commercial, off the shelf games like Minecraft, Spore, and even text-based games can be enormously educational. We’ll cover a really brief history of games, demonstrate two games (Spore and Minecraft) and talk about a model you can use to successfully use games in your classroom.

Session 3 13:15-14:15  
**GETTING MAXIMUM RESULTS FROM OUR CURRICULUM MAPPING EFFORTS – PART 1 OF 2**

*Roger W. Smith, Managing Partner at Rubicon International and Stephane Keller, Senior Consultant at Rubicon International*

*Grade Level: All – Subject Area: All*

**Room 6, Grand Ballr. D**

Join us as we examine sophisticated forms of curriculum analysis where taught, intended and assessed curriculum come together to create meaningful experiences and learning opportunities for your students. In this hands-on workshop, we will create in depth reports and customize a personal toolbox using the Atlas Analytical Tools. These reports will serve as a vehicle to facilitate critical conversations supporting your curriculum review process.

* • Examine Atlas Analytical Tools as a platform for conducting critical curriculum analysis.
  • Utilize your curriculum mapping data to connect curriculum initiatives and standards alignment.
  • Identify your critical conversations that will advance student achievement.

Session 3 13:15-14:15  
**SPONSORED BY BUFFALO STATE, SUNY**

**INTRODUCING THE AERO CURRICULUM FRAMEWORK – Part 1 of 2**

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

*Grade Level: Grade K-8 – Subject Area: Mathematics*
The Mathematics Institute is designed to increase the capacity of K-8 teachers to lead improvements in the teaching of mathematics in their schools. The structure of the institute emerges from the research related to effective mathematics curriculum, instruction, and assessment and is designed to help schools to realize the vision of mathematics teaching and learning portrayed in the AERO Mathematics Curriculum Framework. The Institute will focus on introducing participants to the AERO Curriculum Framework and on two of the three areas that research shows are important to improving student learning: mathematics content and assessment. Resources for addressing the third area, instruction, will also be shared.

Research shows teachers need to clearly understand the demand of mathematics standards in order to design and facilitate effective instruction to support student learning. Participants will focus on increasing participants’ knowledge of the mathematics content and skills in the AERO Curriculum Framework. A goal of the Institute is to increase the capacity of participants to create a purposeful local community that supports and facilitates conversations about the teaching and learning of mathematics and leads to improvements in student learning.

Participants will:

- Learn the process and research used to articulate critical mathematics content for various grade levels in the AERO K-8 Curriculum Mathematics Framework
- Identify the relationship of the AERO Curriculum Framework to national and international standards.
- Learn a process for using the Curriculum Framework to develop an Instructional Framework
- Learn how to facilitate conversations about the AERO Framework and critical issues related to mathematics curriculum, assessment, and instruction;

Session 3
POETRY AND THE LITERACY EXPERIENCE
13:15-14:15
Ann-Marie Ryan, 4th Grade teacher at the American School of Warsaw

Grade Level: Grade 3-5 – Subject Area: Language Arts

Room 8
Writing can be a daunting and frustrating task for students...especially those who are not native English speakers. But through the power of poetry, students can become interested and engaged in literacy. This workshop focuses on the reasons for reading, writing and studying poetry. It will also give you lessons for teaching poetry, how to guide students to write poetry, create enthusiasm for poetry, resources for poetry, and how to experiment with language. (If possible, bring your laptop to this session.)

Session 3
I'VE HANDED OUT THE RUBRIC... NOW WHAT?
13:15-14:15
Jennifer Hughes, Differentiation coach, and Nicole Ricketts, Literacy coach and coordinator at the Anglo-American School of Moscow

Grade Level: Grade K-8 – Subject Area: Language Arts

Room 9
Do you use rubrics in your classroom, yet consistently find that students aren’t growing as writers? This could be due to students misunderstanding and misusing the rubric. Not only do rubrics help clarify expectations for writing, but they also can give clear and specific guidance on next steps for improvement. Make the most out of this effective tool by ensuring that students understand it. In this interactive workshop, participants will learn two simple and effective strategies that can be easily implemented in the classroom: how to build understanding of the rubric and how to assess this learning. These strategies can be easily used with all types of rubrics.

Session 3
APPLE DISTINGUISHED EDUCATION LAB: Notepad to iPad: discover a new workflow for the classroom
13:15-14:15
Fons van den Berg, a certified Digital Cre8tor trainer, organizer of Dutch TeachMeets and other (un)conferences, speaker at conferences on topics like ACOT2 and Challenge Based Learning and blogger

Grade Level: All – Subject Area: Technology

Room 11
iPad has been acknowledged as a great tool to watch movies, read, browse the web and play; immersing users in whatever content they are consuming. This immersive experience is amazing in the classroom too. In this fast paced hands-on session participants will experience how iPads enhance productivity, interactivity and collaboration through engaging assignments. Participants will explore iPad features and apps to plan, create, present, and share their work. The session will offer resources for the teachers and the learners alike.
Session 3
13:15-14:15
BUILDING RELATIONSHIPS IN THE CLASSROOM: CLASSROOM AND BEHAVIOR MANAGEMENT – Part 1 of 2
Charles Bellomy, Counselor at the American International School of Budapest
Grade Level: Grade 1-5 – Subject Area: Classroom Management/Behavior

Room 12
Wisla (3rd floor)
The first half of the course will focus on understanding the roots of behavior and self-concept. Participants will examine and discuss the development of self-concept, affective constellations, corrective emotional experiences and the role they can play in changing behaviors. The second half of the course will focus on the 4 principals of Teaching With Love and Logic and their application in the classroom. Teachers will be provided strategies for addressing behavioral issues and creating an environment where students feel empowered and accountable for their behavior.

Key concepts that participants will explore and discuss include:
- Self Concept
- Affective Constellations
- Corrective Emotional Experience
- Entropy
- The Four Principles of Teaching With Love and Logic:
  - Enhancement of Self Concept
  - Shared Control
  - Shared Thinking
  - Consequences With Empathy

Session 4
14:30-15:30
INSTITUTE
DESIGN THINKING: GENUINE EPIC-SCALE PROBLEM-BASED LEARNING FROM WHOLE-SCHOOL PLANNING, TO SUPPORTING AND MESURING LEARNING
Part 2 of 2
Room 1
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.
Grade Level: All – Subject Area: All

Session 4
14:30-15:30
INSTITUTE
INSTRUCTIONAL IMPROVEMENT THROUGH COLLABORATIVE DATA INQUIRY
Part 2 of 2 (repeated on Saturday morning)
Room 10
Nancy Love, Director of Program Development at Research for Better Teaching in Acton, Massachusetts
Grade Level: All – Subject Area: All

Session 4
WHERE’S THE LEARNING IN SERVICE? CONNECTING THINKING AND ACTION BEYOND CLASSROOM
14:30-15:30
Marg Salamon, Executive Director of Habitat for Humanity Poland
Grade Level: All – Subject Area: Service Learning

Room 2
Sawa
This interactive workshop will share practical ideas with educators for raising awareness and debate around poverty and international development in the school curriculum. The aim is to help students understand the main issues, their relevance in their lives and empower them to bring change through their attitudes and actions. The workshop will expose participants to the poverty picture around the world and focus hands-on activities and lesson plans for elementary, middle and high school learners.

Objectives:
- To share some of the challenges of poverty housing via an overview of HFH and sharing the resources in the educational pack
- To introduce the teachers to SL resources and activities that can stimulate thinking and learning pertaining to the topics of poverty
- To equip teachers with practical activities for their classes that could be incorporated in lesson plans
MOODLE IN THE ELEMENTARY CLASSROOM

Keegen Tosser, teacher at Kyiv International School

Grade Level: K-5 – Subject Area: Technology - Moodle

Moodle is typically thought of as a secondary or higher education e-learning solution. However, many of the tools can be very useful in the elementary school as well. This presentation will show some of the possible uses for Moodle and how it can be used as an effective communication tool between teachers and parents. This is not a “how-to” presentation, but a “what is possible” presentation. It is designed to show what you can do and what it looks like for teachers and parents. You can then decide what would work in your classroom and what you want to learn more about.

Potential Uses:

- Real-time grades sharing.
- Feedback to parents about their student's progress.
- Classroom news.
- Important dates calendar.
- Sharing general classroom information.
- Photo gallery.
- Online forms.
- Sharing current subject focuses.
- Links to other resources for parents and students.

Session 4
14:30-15:30

COACHING CONVERSATIONS / TRICKY SITUATIONS

Kristen DiMatteo, Elementary Principal at Tashkent International School

Grade Level: All – Subject Area: All

Room 4

Grand Ballr. B

We will look at the components of effective communication with parents, colleagues and students. Video clips and case studies will provide entertainment, a few laughs, and allow us to explore the pitfalls in communication. We will learn and practice specific techniques to use when trying to communicate in delicate situations.

Session 4
14:30-15:30

USING LIBRARY RESOURCES TO ENHANCE STUDENT RESEARCH SKILLS

Matt Kollasch, Librarian and Scot Schaffner, IB History teacher at the American School of Warsaw

Grade Level: Grade 6-12 – Subject Area: Research

Room 5

Grand Ballr. C

This workshop will share some of the tools which the ASW library has used to promote and teach research skills. How students are encouraged to assess the reliability of information in subscription databases, books and the Internet will also be discussed.

While Middle and High School teachers will find much of the material useful, particular emphasis will be on assisting HS students with Extended Essay research skills and other applicable research and writing projects at the IB level.

Session 4
14:30-15:30

GETTING MAXIMUM RESULTS FROM OUR CURRICULUM MAPPING EFFORTS – Part 2 of 2

Roger W. Smith, Managing Partner at Rubicon International and Stephane Keller, Senior Consultant at Rubicon International

Room 6

Grand Ballr. D

Grade Level: All – Subject Area: All

Session 4
14:30-15:30

SPONSORED BY BUFFALO STATE, SUNY

INTRODUCING THE AERO CURRICULUM FRAMEWORK – Part 2 of 2

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

Room 7

Grand Ballr. E

Grade Level: Grade K-8 – Subject Area: Mathematics

Session 4
14:30-15:30

TRANSFORMING STUDENT LEARNING WITH TECHNOLOGY

Cheryl Bohn, Elementary School Technology Coach and Nick Kwan, High School Technology Coach at the American School of Warsaw

Grade Level: All – Subject Area: Technology Integration
Join two technology coaches in your journey to transform student learning at the American School of Warsaw (ASW) with technology. Student learning is changing and evolving as it is shaped by collaboration, differentiation and constructivism. At ASW, the integration of technology follows the SAMR Model by Dr. Ruben R. Puentedura, which moves student use of technology into the transformational realm, rather than simply being a substitute for other learning activities and tools. Join us to learn more about the SAMR Model of technology integration, explore some concrete examples of real student projects, and reflect on your own teaching with technology.

**Session 4**
**ANALYZING AND EVALUATING STUDENT READING ASSESSMENT (DRA) DATA TO INFORM INSTRUCTION**

*Dana LaQuay and Heidi Laffay, Third Grade Teachers at the American School of Warsaw*

*Grade Level: K-3 – Subject Area: Reading*

Room 9

Have you spent a lot of time evaluating students individually on a DRA? How do you analyze that data and information to inform your instruction? In this session we will look at the DRA2, K-3, Focus for Instruction: Class Profiles for Extending Readers to collaboratively evaluate assessment data to determine patterns of student strengths and next steps to plan instruction. Participants may bring their DRA2 class profile data or a sheet will be provided with data. We will form small groups by grade levels to go through a protocol in which we will identify the learning strengths and next steps. Groups will then brainstorm instructional strategies for at least two of the evaluated next steps for students. We will collaboratively reflect on what was learned through this process as a whole group.

**Session 4**
**APPLE DISTINGUISHED EDUCATION LAB: Using the iPad to Share, Edit and Create classroom resources**

*Oscar Stringer, divides his professional life between working in schools with students and training teachers, producing educational resources, and speaking at conferences all over the world*

*Grade Level: All – Subject Area: Technology*

Room 11

Primarily aimed at teachers, though thoroughly relevant to students, Oscar will provide a hands-on practical walkthrough for creating content in and for the classroom, how to share that to students and allow them to edit and enhance. This session is relevant to all areas of the curriculum and is a great introduction to classroom activities using the iPad as 'just another tool' available to teachers and students.

**Session 4**
**BUILDING RELATIONSHIPS IN THE CLASSROOM: CLASSROOM AND BEHAVIOR MANAGEMENT – Part 2 of 2**

*Charles Bellomy, Counselor at the American International School of Budapest*

*Grade Level: Grade 1-5 – Subject Area: Classroom Management/Behavior*

Room 12

Charles Bellomy will lead a session that builds on last year’s session. He will share what he has learned at different schools and discuss how to implement classroom and behavior management strategies in his current school.

**Session 5**
**INTEREST GROUP MEETINGS**

Each Interest Group Meeting should have an agenda. Please see below what at least should be on the agenda.

**Interest Group Agenda:**
- Welcome and Introductions
- Identify a facilitator and note taker for this meeting.
- What are current issues relevant to our group?
- What are you doing at your school that others might want to know about?
- What topics or speakers would you like to see at future CEESA conferences or events?
- Adjourn

(Note-taker submits electronic notes to office@ceesa.org)

**Two Interest Group Meetings per room:**

- **Room 1**
  - 1: Administrative/School Assistants
  - 2: Foreign Language

- **Room 2**
  - 1: Art/Music/Drama
  - 2: Library

- **Room 3**
  - 1: Business Managers
  - 2: Math

- **Room 4**
  - 1: ELL, chaired by Mary Niesluchowska, ELL Teacher at the American School of Warsaw
  - 2: PYP-MYP
<table>
<thead>
<tr>
<th>Room 5</th>
<th>1: Elementary Principals</th>
<th>Grand Ballr. C</th>
<th>2: Counselors</th>
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<tbody>
<tr>
<td>Room 6</td>
<td>1: Middle School – High School Principals</td>
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<td>1: Elementary Grade 1 – 3</td>
<td>Grand Ballr. E</td>
<td>2: Elementary Grade 4 – 5</td>
</tr>
<tr>
<td>Room 8</td>
<td>1: Technology (Elementary – Middle and High School), chaired by Nick Kwan, High School Technology Coach and Coordinator at the American School of Warsaw</td>
<td>Grand Ballr. F</td>
<td>2: IB, chaired by Małgorzata Hydzik, IB Coordinator at the American School of Warsaw</td>
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<tr>
<td>Room 9</td>
<td>1: Science – Health</td>
<td>Wavel</td>
<td>2: Social Studies</td>
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<td>Room 10</td>
<td>1: English</td>
<td>Syrena</td>
<td>2: Special Needs</td>
</tr>
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**Session 5**

**HOW TO REINFORCE POSITIVE SPORTING BEHAVIORS IN ATHLETES – A WORKSHOP FOR COACHES**

15:45 - 16:45

*Athletic Directors Chris Mott of Istanbul International Community School, Jim Matter of the American School of Warsaw and Matt Schelble of the International School of Prague.*

*Grade Level: Middle and High School – Subject Area: Athletic Coaches*

Room 12

Sportsmanship is an important part of participation in CEESA sporting events, and often provides the most poignant “teachable moments” in a season or tournament. This workshop will focus on providing specific strategies for coaches on how to address sportsmanship with your team during the whole season.
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PH. 610.758.5737
FAX 610.758.6223
SATURDAY’S PROGRAM SCHEDULE

- 08:00 – 08:15  Announcements of the day Grand Ballroom
- 08:15 – 09:15  Keynote Speaker sponsored by
  INSURANCE SERVICES INTERNATIONAL (ISI)
  Jane Goodall
  “Making a Difference: A Morning with Dr. Jane Goodall”
  Room Grand Ballroom
- 09:15 – 09:45  See the Exhibitors during the coffee break in the Exhibition Area
- 09:45 – 10:45  Session 6
- 11:00 – 12:00  Session 7
- 12:00 – 13:00  Lunch in the Baltic Room (3rd floor)
- 13:00 – 14:00  Session 8
- 14:15 – 15:15  Session 9
- 15:30 – 16:30  Session 10
- 16:30 – 19:00  Free time to explore Warsaw
- 19:15  CEESA Celebration at the Club Mirage, sponsored by TIECARE INTERNATIONAL and COLLEGE BOARD
  Meeting point in the hotel lobby to walk to Club Mirage, a ten minute walk

WIFI ON THE CONFERENCE FLOOR/ROOMS IS SPONSORED BY LEHIGH UNIVERSITY
SUN SATURDAY
KEYNOTE SPEAKER
Time: 08:15 – 09:15
Grand Ballroom C&D

Jane Goodall, PhD, DBE, Founder –
The Jane Goodall Institute & UN Messenger of Peace

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INSURANCE SERVICES INTERNATIONAL (ISI)

Jane Goodall

“Making a Difference: A Morning with Dr. Jane Goodall”

In her speech, Making a Difference, Dr. Goodall, will first bring her audience into the world of the Gombe chimpanzees - from her early observations and experiences to the latest news and stories from the field. Dr. Goodall will also share information about the work of the Jane Goodall Institute. Today, the Institute is a global leader in the effort to protect chimpanzees and their habitats. It also is widely recognized for establishing innovative community-centered conservation and development programs in Africa, and Jane Goodall's Roots & Shoots, the Institute’s global environmental and humanitarian program for of all ages.

In Making a Difference, Dr. Goodall will provide insight into the person behind the globe-trotting international icon: a UN Messenger of Peace, Dame of the British Empire, author of many books, subject of many films and countless articles around the world. She will also discuss the current threats facing the planet and her reasons for hope in these complex times, encouraging everyone in the audience to do their part to make a positive difference each and every day.

For more information, please visit www.janegoodall.org

In July 1960, Jane Goodall began her landmark study of chimpanzees in what is now Tanzania under the mentorship of famed anthropologist and paleontologist Dr. Louis Leakey. Her work at Gombe Stream would become the foundation of future primatological research and redefine the relationship between humans and animals. In 1977, Dr. Goodall established the Jane Goodall Institute (JGI), which continues the Gombe research and is a global leader in the effort to protect chimpanzees and their habitats. Today, the Institute is widely recognized for establishing innovative, community-centered conservation and developments program in Africa, and Jane Goodall’s Roots & Shoots, JGI’s global, humanitarian and environmental youth program which empowers thousands of young people of all ages to become involved in programs to benefit their community, animals and the environment we all share now active in more than 130 countries.

Dr. Goodall travels an average 30 days per year, speaking about the threats facing chimpanzees, other environmental crises, and her reasons for hope that humankind will solve the problems it has imposed on our planet. She continually urges her audiences to recognize their personal responsibility and ability to effect changes. “Every individual counts,” she says. “Every individual has a role to play. Every individual makes a difference.”

For more information, please visit www.janegoodall.org and www.rootsandshoots.org
Visit the Pearson Stand to learn more about our fantastic resources

enVisionMATH™

Ages 5 to 11

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\frac{2}{10} + \frac{1}{10} = \frac{3}{10}
\]

Conceptual Understanding
Visualize the concept

Miller and Levine Biology ©2010

The respected author team of Ken Miller and Joe Levine are back with a new edition to inspire students to interact with trusted and up-to-date biology content.

Ages 14 to 16

Scott Foresman Reading Street

Ages 4 to 12

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www.pearsonglobalschools.com
DATA REVEALS STORIES: HOW OPEN DATA CAN BE TAPPED FOR MATH, POLITICS, LANGUAGE AND DIGITAL STORYTELLING – Part 1 of 2

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.

Grade Level: All – Subject Area: Mathematics, Social Studies, English Language Arts

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.

INSTITUTE INSTRUCTIONAL STRATEGIES IN RESPONSE TO MAP DATA TO IMPROVE STUDENT ACHIEVEMENT – Part 1 of 2

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

Grade Level: All – Subject Area: All

Please join Fran 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.

AERO MATHEMATICS CURRICULUM FRAMEWORK: TEACHING STRATEGIES FOR DEVELOPING AND ASSESSING NUMBER SENSE – Part 1 of 4

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

Grade Level: All – Subject Area: Mathematics

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.

Session 6
09:45-10:45
**AERO ENGLISH CURRICULUM FRAMEWORK : DIGGING DEEPER – Part 1 of 4**

**INSTITUTE**

**SPONSORED BY BUFFALO STATE, SUNY**

Cindy Cummings is currently employed as a clinical instructor at Lamar University in Beaumont, TX. Her responsibilities include writing and teaching online graduate level courses. She is actively participating in a 3-year research project, The Inter/National Coalition for Electronic Portfolio Research, with a research focus on the impact of eportfolios on PK-12 student learning and educational outcomes.

**Grade Level:** All – **Subject Area:** English Language Arts

This four-hour workshop offers a comprehensive look at the AERO English Language Arts Framework. Participants will examine the organization of the new framework as designed for different grade levels, considering key areas of change, and the additional emphasis on informational text. This hands-on workshop explores the learning progressions as students move through different grade levels.

Session 6
09:45-10:45
**INSTRUCTIONAL IMPROVEMENT THROUGH COLLABORATIVE DATA INQUIRY**
Part 1 of 2 (repeated session from Friday)

**INSTITUTE**

**Room 10**

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

**Grade Level:** All – **Subject Area:** 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

Session 6
09:45-10:45
**FINDING YOUR MAGIC NUMBER – DOING THE MATH ON YOUR OWN RETIREMENT**

**INSTITUTE**

**Room 2**

**Jonathan Levy** and **Justin Reinking,** Financial Planners at Integrated Benefits

**Grade Level:** All – **Subject Area:** Personal Finance

How much do you need to save for retirement? What amount should you be putting away monthly to make sure you can retire the way you envision? Most people have never sat down to do the math on what is perhaps one of the most important, long-term endeavors they will ever undertake: preparing for their own retirement. It's like preparing for a long flight in your own plane and not doing the math on how much fuel you will need to get there. Don't leave such an important calculation to guesswork. We will discuss with you the relevant considerations and show you how to calculate the amount you should be saving each month. The sooner you do the math and start saving, the lower your number will probably be.

Session 6
09:45-10:45
**INTERNET TOOLS IN THE HISTORY CLASSROOM**

**INSTITUTE**

**Room 3**

**Juliusz Lichwa** and **Scott Schaffner,** historian and educators at the American School of Warsaw

**Grade Level:** 6-12 – **Subject Area:** History Teaching Methods and Internet Tools

In this workshop you will explore ways in which Google Earth and Wikipedia can engage students in History or Social Studies classrooms. The presenters hope that this workshop will also afford teachers and/or tech integrators an opportunity to exchange other useful internet resources which they use in the classroom.
WEB TOOLS TO AUGMENT THE BLENDED CLASSROOM (MOODLE AND FACE-TO-FACE)

**Kim Church**, High School English Teacher including IB English at Kyiv International School

*Grade Level*: 6-12  
*Subject Area*: English in a non-ESL environment

We will look at three to four of these web tools in depth, specifically Wordle, Voice Thread, Prezi and the editing options of Turnitin. We will focus on different aspects of each piece of software from the point of view of development of metacognitive discourse, project options and presentation elements necessary for success generally. We will also look critically at how to set up your Moodle so that these options are available.

MEET THE SPEAKER: JANE GOODALL, PhD, DBE, Founder – The Jane Goodall Institute & UN Messenger of Peace

Dr. Jane Goodall will be available after the general session to answer questions and go deeper with the concepts presented in her keynote.

APPLE DISTINGUISHED EDUCATION LAB: Using the iPad to Share, Edit and Create classroom resources

**Oscar Stringer**, divides his professional life between working in schools with students and training teachers, producing educational resources, and speaking at conferences all over the world

*Grade Level*: All  
*Subject Area*: Technology

Primarily aimed at teachers, though thoroughly relevant to students, Oscar will provide a hands-on practical walkthrough for creating content in and for the classroom, how to share that to students and allow them to edit and enhance. This session is relevant to all areas of the curriculum and is a great introduction to classroom activities using the iPad as ‘just another tool’ available to teachers and students.

CEESA COLLABORATION AND WORLD VIRTUAL SCHOOL PROJECT

**Neven Soric**, CEESA’s webmaster and IT Teacher and Technology Systems Coordinator at American International School of Zagreb

*Grade Level*: All  
*Subject Area*: All

The CEESAnet Project has entered its fifth year of operation. Each of the participating schools has independent control of their Moodle content management system, but also network capacity for the possibility to collaborate on different projects and courses in CEESA region. At the moment CEESA has 15 schools in the CEESAnet network with collaboration possibilities for every Moodle user. Some of the topics that will be discussed are: How can we start collaborating and how can we start a project? There will also be an update on the World Virtual School Project (WVS) which is sponsored by the U.S. Department of State Office of Overseas Schools to assist participating schools and regions in terms of curriculum quality and continuity, opportunities for collaboration, progressive professional development, and resiliency in the face of natural or man-made emergencies.

DATA REVEALS STORIES: HOW OPEN DATA CAN BE TAPPED FOR MATH, POLITICS, LANGUAGE AND DIGITAL STORYTELLING – Part 2 of 2

**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.

*Grade Level*: All  
*Subject Area*: Mathematics, Social Studies, English Language Arts

INSTRUCTIONAL STRATEGIES IN RESPONSE TO MAP DATA TO IMPROVE STUDENT ACHIEVEMENT – Part 2 of 2

**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.

*Grade Level*: All  
*Subject Area*: All
Session 7
11:00-12:00
INSTITUTE SPONSORED BY BUFFALO STATE, SUNY
AERO MATHEMATICS CURRICULUM FRAMEWORK: TEACHING STRATEGIES FOR DEVELOPING AND ASSESSING NUMBER SENSE – Part 2 of 4
Room 7
Erma Anderson is currently a science/mathematics consultant with the Office of Overseas Schools AERO Project and the US High School Redesign Project.
Grade Level: All — Subject Area: Mathematics

Session 7
11:00-12:00
INSTITUTE SPONSORED BY BUFFALO STATE, SUNY
AERO ENGLISH CURRICULUM FRAMEWORK: DIGGING DEEPER – Part 2 of 4
Room 8
Cindy Cummings is currently, employed as a clinical instructor at Lamar University in Beaumont, TX.
Her responsibilities include writing and teaching online graduate level courses. She is actively participating in a 3-year research project, The Inter/National Coalition for Electronic Portfolio Research, with a research focus on the impact of eportfolios on PK-12 student learning and educational outcomes.
Grade Level: All — Subject Area: English Language Arts

Session 7
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INSTITUTE
INSTRUCTIONAL IMPROVEMENT THROUGH COLLABORATIVE DATA INQUIRY – Part 2 of 2 (repeated session from Friday)
Room 10
Nancy Love, Director of Program Development at Research for Better Teaching in Acton, Massachusetts
Grade Level: All — Subject Area: All

Session 7
11:00-12:00
FROM SCHOOL MISSION TO REALITY – “WALKING THE TALK”
Room 2
Tony Mobbs, Curriculum Coordinator at the International School of Prague
Grade Level: Administration / All — Subject Area: All
Every school has a school mission but how do they put this in practice and “walk the talk”? Tony would like to share how he has been working on this at the International School of Prague, where they are using the Mission to guide all aspects of our school, such as curriculum writing, assessments, appraisal, and development of PLCs.

Session 7
11:00-12:00
AP TODAY: FLEXIBILITY, CREATIVITY AND GLOBAL THINKING
Room 3
Judith Hegedus, Executive Director and Silke Bletzer, Consultant at International at the College Board
Grade Level: Grade 10-12 — Subject Area: Social Studies, English Language Arts, Leadership
The AP Program is changing. The College Board's Advanced Placement Program (AP) is seeking to foster greater emphasis on essential skills and deep learning: critical inquiry, synthesis and expression; independent, creative, and interdisciplinary thought; collaboration and the ability to work as part of a team; international, cross-cultural, and self reflection. This one-hour, interactive session will provide a forum to discuss the evolving, dynamic opportunities becoming available through the AP Program. Based on current models of best practice at the university level, we have significantly revised courses and exams in history, science, and world languages. We will explain why AP is the best choice for CEESA schools that are seeking to prepare students for world-class universities, and beyond. We will also discuss the development of a new multi-modal capstone credential that seeks to complement the core AP subject experience. These cutting-edge, data-driven innovations are designed to help educators prepare students worldwide for success in the 21st century.
This session, and the session “AP in Practice: How to Implement an Effective AP Program with a CEESA School” are two complementary sessions, discussing the College Board's AP Program in the context of CEESA schools, which will be offered back-to-back (presented at session 8, in the same room). Educators can choose to attend one or both.
MAKE A DIFFERENCE IN THE WORLD – INSPIRING AND MOTIVATING CHILDREN TO HELP OTHERS

Janicy Myles, Elementary Service Learning Coordinator at the American International School of Bucharest

Grade Level: All, but emphasis is on Elementary Curriculum – Subject Area: Service Learning

Room 4

Grand Ballr. B

Session 7

Planting the Seeds of Compassion in Students. How can we educate, engage and empower, while motivating our students to help those in need? Every child possesses the capacity, skills and ability to be a “change agent” and make a difference. Providing our students with opportunities to respond in meaningful ways builds an ethos or caring in the school.

Kids Empowering Kids through their Actions. You will leave this workshop with useful ideas on how you can “plant seeds of caring” in your units of study and inquiry. You will take away resources to help you get started and most importantly, learn how to get the necessary buy – in from your entire community – students, teachers and parent alike.

This workshop will include topics Service Learning and curriculum integration, Roots and Shoots Club, Character Education, Read Alouds and more.

TAXING TOPICS

Rick Gray, Global Ambassador at Gobal Benefits Group – TieCare International

Grade Level: All – Subject Area: US Citizens and Spouses

Room 5

Grand Ballr. C

Session 7

Required financial reporting to the US Treasury Department (Form TD F 90-22.1)

• Who has to submit TD F 90-22.1?
• What are the rules for the new reporting requirement included with 2011 tax returns?

US Social Security Totalization Agreements

• What are they?
• What countries are included?
• Impact on regional organizations/schools operating as US nonprofits.
• “Trading” credits from US to overseas, overseas to US.
• Impact on income from self-employment.

Tax Basics

• Who, when, what forms?
• Myths about the foreign earned income exclusion.
• Foreign earned income exclusion or foreign tax credit (one, both or neither).
• Income from self-employment and self-employment tax.
• Impact on FAFSA reporting, real estate purchases in the US.
• New reporting requirements for foreign investments (IRS Form 8938).
• Individual Retirement Accounts (IRAs) – what you can do; how you can do it.
• Amnesty for delinquent filers.

GAMES, GREETINGS, AND SONGS

Matthew Kallenberg, Kindergarten Teacher at the International School of Stavanger

Grade Level: K – Grade 2 – Subject Area: All

Room 9

Wavel

Session 7

Songs, games, and greetings help build community, language, and interpersonal skills in the classroom. This session for K-2 classroom teachers will give participants an opportunity to learn a few simple games, greetings, and songs. Participants will be encouraged to share some of their own greatest hits as well. Join us to play, greet, and sing.

APPLE DISTINGUISHED EDUCATION LAB: Notepad to iPad: discover a new workflow for the classroom

Fons van den Berg, a certified Digital Cre8or trainer, organizer of Dutch TeachMeets and other (un)conferences, speaker at conferences on topics like ACOT2 and Challenge Based Learning and blogger

Grade Level: All – Subject Area: Technology

Room 11

Kometa

Session 7

iPad has been acknowledged as a great tool to watch movies, read, browse the web and play; immersing users in whatever content they are consuming. This immersive experience is amazing in the classroom too. In this fast paced hands-on session participants will experience how iPads enhance productivity, interactivity and collaboration through engaging assignments. Participants will explore iPad features and apps to plan, create, present, and share their work. The session will offer resources for the teachers and the learners alike.
Session 7  
11:00-12:00  
BUILDING EFFECTIVE COLLABORATION IN INTERNATIONAL SCHOOLS  
Peter Welch, Head of Istanbul International Community School  
Grade Level: All – Subject Area: All, Leadership  

Room 12  
Wisla (3rd floor)  
Building effective collaboration in international schools is fiendishly difficult. Extremely diverse professional communities characterize our schools. The cast of characters keeps shifting. Each new colleague can bring a different cultural perspective to the task of collaborating effectively. Drawing on the latest research on cultural theory, cultural psychology and neuroscience, Peter Welch will explore these challenges and offer some ways to close the gap between the reality of work in international schools and our aspirations to build professional learning communities.

Session 8  
13:00-14:00  
INSTITUTE SPONSORED BY BUFFALO STATE, SUNY  
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Room 7  
Grand Ballr. E  
Erma Anderson is currently a science/mathematics consultant with the Office of Overseas Schools AERO Project and the US High School Redesign Project.  
Grade Level: All – Subject Area: Mathematics

Session 8  
13:00-14:00  
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Grade Level: All – Subject Area: English Language Arts

Session 8  
13:00-14:00  
MANAGING CHANGE: TRUST, RISK AND THE COORDINATION OF ACTION – Part 1 of 2  
Room 12  
Wisla (3rd floor)  
Dr. 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.  
Grade Level: All – Subject Area: All, Leadership  

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

Session 8  
13:00-14:00  
COACHING BETTER WITH TECHNOLOGY  
Susan Matter, Elementary Librarian and High School Cross Country Coach at the American School of Warsaw  
Grade Level: Grade 6-12 – Subject Area: Coaches / All sports  
Room 1 Wars  
In this session coaches will see the following:  
• How to set up and organize a wiki that students can access to view team and individual statistics, as well as videos and links showing proper sport techniques and how to prepare for competition  
• How to use a Facebook user’s group to provide day-to-day information for students, and help motivate and create a cohesive team  
• Using apps on the iPad and iPhone, as well as other smart devices to film and analyze technique, keep track of statistics, and more  
• Use of augmented reality and QR codes to help students individualize training and train independently
REAL SPELLING - REAL MEANING - REAL LEARNING, USING INQUIRY BASED LEARNING TO UNDERSTAND WORD STRUCTURE
Lyn Anderson, Elementary Teacher at the Anglo-American School of Sofia and Peter Deiter, Elementary Teacher at Istanbul International Community School
Grade Level: K – Grade 5 – Subject Area: Language Arts

Have you ever wondered why <love> is spelt the way it is; or why <two>, <twice>, <twine> and <between> are actually part of the same word family? Or maybe what <write>, and <wrist> have in common? In these workshops, two practitioners, one lower elementary and one upper elementary, from two different CEESA schools, aim to give you a ‘snapshot’ of some ‘inquiry led’ activities to develop a deep understanding of ‘how’ and ‘why’ words are spelt the way they are. This approach models the use of in depth investigations, through hypothesizing, problem solving and good questioning skills. Through the session you will see why English really does have order and structure; you will learn how to conduct interesting word investigations and most of all will come away with a new found enthusiasm for spelling and an armory of tools to tackle word study anew.

AP IN PRACTICE: HOW TO IMPLEMENT AN EFFECTIVE AP PROGRAM WITHIN A CEESA SCHOOL
Cheryl Brown, High School Counselor and College Advisor at the American School of Warsaw and Judith Hegedus, Executive Director, International at the College Board
Grade Level: Grade 10-12, plus Administrators, Curriculum Coordinators, Secondary School Guidance
And Career Counselors– Subject Area: All

This session, which is intended to complement the earlier session (AP Today, Flexibility, Creativity and Global Thinking), offers an opportunity for CEESA educators to learn about the advantages and application of AP, the world’s leading college-preparatory program, from the perspective of a practitioner. This interactive session will feature a discussion between Judith Hegedus, who leads the College Board’s international initiatives, and Cheryl Brown, a seasoned international educator based at a prominent CEESA member school; both presenters are intimately familiar with the AP Program, as well as with IB’s Diploma Programme and the offerings of Cambridge International Examinations (CIE). The conversation will invite audience feedback and will consider a range of issues important to CEESA schools, including:
• A review of the curricular framework and development model of AP, emphasizing the practical application within CEESA’s network of schools
• A comparative look at the AP assessment and feedback structure compared to other offerings
• Advantages AP offers for college admissions, credit, and placement.

SIMPLE LINGUISTICS – TEACHING THE NEW LANGUAGE A COURSE: LANGUAGE AND LITERATURE
Mitchell Maddox, DP/MYP English Teacher at the Istanbul International Community School
Grade Level: Grade 11-12 – Subject Area: IB Language A1: Language and Literature

Just as poetic devices describe how “literary” language creates meaning, linguistics terminology describes how “non-literary” language creates meaning. In this workshop, Mitchell will cover how simple linguistics describes how language “works” and how students can easily identify what an author or speaker’s intentions are. He will look a range of written and visual texts, from the news to political rhetoric to advertisements, and he will cover how to present these texts in class, including how to assess them according to IB assessment criteria.

CYBERBULLYING IN THE INTERNATIONAL SCHOOL: DEVELOPING EFFECTIVE PRACTICES AND POLICIES FOR PREVENTION AND INTERVENTION
Jill Sperandio, Associate Professor, Educational Leadership Program, College of Education, Lehigh University
Grade Level: All – Subject Area: All

Cyberbullying can have a devastating effect on targeted students and faculty, and challenges on many levels a school’s efforts to provide a safe environment for its teachers and learners. By its nature, cyberbullying is difficult to track down and presents unique problems for school policy development and response. This session will present the results of a survey of international schools’ experiences and responses to date, and an opportunity for participants to share their perceptions of the magnitude of the problem and best practice in meeting it in their own schools.

THE APPLICATION OF MIXTURE OF ORFF-SCHULWERK ACTIVITIES AND KODALY CONCEPTS IN ELEMENTARY MUSIC CLASSROOM
Piotr Minasz, Elementary Music Specialist at the American School of Warsaw
Grade Level: K-12 – Subject Area: Music
Piotr Minasz has made more musical progress since the completion of Orff-Schulwerk and Kodaly Certificate training programs than at any other stage of his education. Also his students have made great strides in their performance and understanding of music since he has started teaching them using the mixture of the two. Orff and Kodaly have a lot to give to each other. Kodaly has a definite order, but it needs the Orff element of creativity that can draw music out of the children. Orff-Schulwerk needs the Kodaly element of structure to sequence musical learning into a curriculum. Thanks to the mixture of the Orff-Schulwerk Approach and Kodaly Method, Piotr can teach with more pleasure than ever before. He would like to share how he uses these two philosophies of teaching music that is both inspiring and effective in many aspects.

Session 8
13:00-14:00
**FLIPPING THE CLASSROOM: USING TECHNOLOGY TO HUMANIZE INSTRUCTION**

Ron Snyder, Director of Virtual Learning at Quality Schools International

*Grade Level: Grade 4-12 – Subject Area: All*

Flipping the classroom allows educators to finally realize the often touted adage of being a guide on the side instead of a sage on the stage. Why waste the valuable resources of a teacher on presenting the same information to five different groups when a machine can do it? Technology has now progressed to the point where content delivery can be automated, freeing up teachers to do what no machine can do-work with people. In the flipped classroom, content is delivered via technology to the student as homework. If they are having difficulty with a concept, they can review the lesson as many times as they want. Then, when the student comes into class, s/he is ready to transform that information into knowledge through social interactions with peers and teachers, who create authentic assessments and projects to lead the students to higher order thinking skills.

We will look at such innovative programs as the Khan Academy and the University of Colorado’s *The Flipped Classroom* and discuss various implications for K-12 instruction in an international context.

Session 8
13:00-14:00
**MAP AND MPG BASICS**

Ginger Hopkins, Senior Vice President for International Partnerships / NWEA

*Grade Level: All – Subject Area: Mathematics, English Language Arts*

Are you considering adopting the NWEA computer adaptive assessment suite? Are you a current MAP user, but still fairly new to the system? Then this session is for you. An introduction to NWEA and your resources will be provided. We’ll talk through how to be thoughtful about the choices you make when implementing the system to make sure it best satisfies your interests. An overview of the products and services you already have will be provided with information about how to access them easily. And, we’ll go through what we believe are the best five reports for starting out and how to make the most of that information. Opportunities to schedule one-on-one time with NWEA representatives for individual consultation will be offered at this session, as well.

Session 8
13:00-14:00
**APPLE DISTINGUISHED EDUCATION LAB: Using the iPad to Share, Edit and Create classroom resources**

Oscar Stringer, divides his professional life between working in schools with students and training teachers, producing educational resources, and speaking at conferences all over the world

*Grade Level: All – Subject Area: Technology*

Primarily aimed at teachers, though thoroughly relevant to students, Oscar will provide a hands-on practical walkthrough for creating content in and for the classroom, how to share that to students and allow them to edit and enhance. This session is relevant to all areas of the curriculum and is a great introduction to classroom activities using the iPad as ‘just another tool’ available to teachers and students.

Session 9
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*Grade Level: All – Subject Area: Mathematics*
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Grade Level: All – Subject Area: English Language Arts

Session 9
14:15-15:15
MANAGING CHANGE: TRUST, RISK AND THE COORDINATION OF ACTION – Part 2 of 2
Dr. 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.

Grade Level: All – Subject Area: All, Leadership

Session 9
14:15-15:15
SERVICE LEARNING AT THE AMERICAN SCHOOL OF WARSAW (ASW): A TOOL FOR LEADERSHIP EDUCATION
Joanna Olczak, Ligita Stawarz and Marcin Kowalski, Service Learning Coordinators and CAS Coordinators at the American School of Warsaw

Grade Level: All – Subject Area: Service Learning

Session 9
14:15-15:15
CEESA REP MEETING
Kathy Stetson, Executive Director/CEO CEESA

Grade Level: All – Subject Area: CEESA Reps

Session 9
14:15-15:15
THE ‘UNSEEN PASSAGE’ AS A REASONING OPPORTUNITY
Daniel Lamken, English Language Arts Teacher at the International School of Prague

Grade Level: Grade 9-12 – Subject Area: English Language Arts (especially IB)

A key competency in IB coursework is the ability to read and render ‘unseen passage’. 25% of the total IB score for Language A courses is based on this skill, and students encounter in their other courses as well. If they see the passage ‘cold’ and without context, students can develop intrinsic resources by which they read, decode, annotate and strategize their response. And the exercises teachers extend in the classroom can be fun and indelible.

This session aims to encourage deductive and inductive reasoning in an approach to unseen passages. While the focus is literary – from poetry to prose, fictional and non-fictional – the process of being detectives (deductive reasoning) and increasing thematic possibilities (inductive reasoning) carries over to Theory of Knowledge and Group 3 courses. To this end participants will have access to an interactive design.
REAL TEENAGE DRINKING – KNOWING THE TRUTH AND USING IT TO PROMOTE STUDENT HEALTH

**Tim Ryan**, Senior Prevention Specialist and Regional Officer at FCD Educational Services

**Grade Level**: All  
**Subject Area**: Substance Abuse Prevention

We know that not all kids drink alcohol, and that kids who do drink alcohol do not all drink in the same way. While this knowledge may get us thinking about student alcohol use and the prevention of substance abuse, it also leaves us asking further questions: When it comes to teenage drinking, what is the current reality? How do we identify students who are at higher risk for developing a problem? What can we do to help teenagers make healthy choices about alcohol and other drug use?

As educators, we are constantly seeking information and skills that we can employ to keep our students healthy and thriving. One of the most effective things schools can do to prevent student substance abuse is to ensure that school culture, policies and procedures are aligned with reality and are promoting student health.

Please join FCD Senior Prevention Specialist and European Regional Officer Tim Ryan as he discusses the realities of teenage drinking in Europe. He will present data from the most recent European school Survey Project on Alcohol and other Drugs (ESPAD) report, as well as data from the FCD Student Attitudes and Behavior Survey (SABS). Using this research alongside FCD’s vast experience working with European international schools, Mr. Ryan will discuss how to identify students at higher risk and how to best help them. We will also explore how European international schools can support the large number of students who choose not to drink alcohol or use other drugs.

Established in 1976, FCD has been working with European international schools for the past two decades. This foundation has afforded us countless hours of prevention-based discussion with students, parents, faculty members and administrators. These experiences, coupled with our understanding of the most recent statistics regarding teenage alcohol and other substance use, have allowed FCD to develop a prevention approach based on best practices and research. We have helped hundreds of schools to evaluate their prevention efforts, and to put programs, policies and procedures in place that promote a healthy climate for students and their communities.

UNEXPECTED: HOW PSYCHOLOGY RESEARCH CAN TRANSFORM YOUR SCHOOL

**Shary Lyssy Marshall**, Curriculum Coordinator at the Anglo-American School of Sofia

**Grade Level**: All  
**Subject Area**: All, Leadership

As educators, our work depends on the effectiveness of our communication skills. We spend our days talking with children, interacting with colleagues, and telephoning parents to help them support student learning. We think we’re pretty good at it. But what if we’re getting it wrong?

A growing body of research by Stanford University psychology professor Carol Dweck suggests that people often speak with children – and each other – in ways that undermine the learning process. We organize our schools and classrooms in ways that suppress the very learning gains we hope to achieve. And in our attempt to encourage students' best efforts, we plant the psychological seeds that sometimes discourage them from trying at all.

In this session we’ll look closely at Dweck’s research, offering specific anecdotes and findings from her 40 years of work with K-12 students and teachers. And we’ll talk about how her findings can be used to empower students and make the adults around them more effective. In an age where everyone is focusing on data and structural reforms, we’ll look at the science behind the most important thing we do as educators: talk with people.

USING INTERACTIVE READING TO EMPOWER READERS AND BUILD CLASSROOM COMMUNITY

**Erian Leishman**, Assistant Principal and Literacy Coordinator at the American School of Warsaw

**Grade Level**: K-Grade 5  
**Subject Area**: Reading Workshop

According to Mem Fox in her book *Reading Magic*, “The fire of literacy is created by the emotional sparks between a child, a book, and the person reading.” In interactive reading, students are active participants in the read aloud experience. They hear the teacher model the deep thinking that occurs during reading and then share their own insights, predictions, and inferences with the whole class or in partnerships. This interaction turns just listening to a story into an active social opportunity that allows students to not only share ideas about the characters and plots but also combine their thinking with others to develop a deeper understanding of the text. In this session, the presenter will share some of her favorite read aloud books and will model effective processes for implementing interactive reading in an elementary classroom. Instructional strategies to help teachers use the class read aloud text as a mentor to support reading and writing mini-lessons and individual conferences will also be shared. Participants will get a chance to try out techniques and develop plans that they can immediately use in their own classrooms.
Session 9  
**WHAT ARE THEY READING NOW?**  
14:15-15:15  
**Coralie Clark**, Middle & High School Librarian at the American International School of Budapest  
*Grade Level: Grade 6-10 – Subject Area: Language Arts, Library*  

Room 9  
Wavel  
This session introduces some recent fiction titles popular with Middle and High School students. Participants will be invited to share titles, which are current favorites with their students, thereby helping us all to build and maintain classroom and school libraries which tempt students to read.  
This will include light popular reads to hook reluctant readers, as well as more "worthy" titles. You don't know what they WOULD read if you haven't got it, and students need to build up their "reading stamina" before they can read classics. By keeping abreast of reading trends, we will have more success in creating a culture of reading in our schools.

Session 9  
**STUDENT-LED CONFERENCES WITH AND WITHOUT PORTFOLIOS**  
14:15-15:15  
**Nina Buonaiuto**, 3rd Grade Teacher at the Quality School International Astana  
*Grade Level: Grade 1-5 – Subject Area: Elementary School*  

Room 10  
Syrena  
The Student-Led Conferences presentation shows how students use the portfolios they have created over the year to lead their conference. Nina has pictures of the activities her class does to prepare for conferences. She discusses the benefits of this type of conference and she goes into detail about how to really prepare students to do them for the first time. She will also discuss the various styles of student-led conferences and how a school should start in order to have successful conferences from the beginning.  
Student-led conferences can also be done without portfolios, just with samples of work from the year, or demonstrations of classroom skills, so people who want to do this type of conference, but do not have portfolios, would still learn how to go about starting them.

Session 9  
**APPLE DISTINGUISHED EDUCATION LAB: Notepad to iPad: discover a new workflow for the classroom**  
14:15-15:15  
**Fons van den Berg**, a certified Digital Cre8or trainer, organizer of Dutch TeachMeets and other (un)conferences, speaker at conferences on topics like ACOT2 and Challenge Based Learning and blogger  
*Grade Level: All – Subject Area: Technology*  

Room 11  
Kometa  
iPad has been acknowledged as a great tool to watch movies, read, browse the web and play; immersing users in whatever content they are consuming. This immersive experience is amazing in the classroom too. In this fast paced hands-on session participants will experience how iPads enhance productivity, interactivity and collaboration through engaging assignments. Participants will explore iPad features and apps to plan, create, present, and share their work. The session will offer resources for the teachers and the learners alike.

Session 10  
**WWWAMAZINGRACE**  
15:30-16:30  
**Nick Kwan**, High School Technology Coach and Coordinator and **Doug Julien**, Middle and High School German Teacher at the American School of Warsaw.  
*Grade Level: Grade 6-12 – Subject Area: All (Foreign Languages, History, Social Studies and Technology)*  

Room 1  
Wars  
What do you get when you combine the Amazing Race with the World Rally Championships? Find out by grabbing a partner and a laptop (or another mobile internet device) and come to this hands-on workshop. You will go on a trip around the world, which will test your deductive reasoning, internet research and observation skills. You will be guided through a timed activity that was originally created as a technology-based hands-on student UN Day Workshop. After getting a taste for the race, the different ways will be discussed of this exciting and challenging concept that can be adapted for different disciplines and purposes.

Session 10  
**DIVING INTO DESTINATION IMAGINATION**  
15:30-16:30  
**Jean Farrell**, Grade 2 Classroom / DI Coordinator at the American International School of Budapest and **Meghan King**, PK-Grade 5 Learning Support and Gifted Coordinator / DI Affiliate Director for Romania at the American International School of Bucharest  
*Grade Level: Grade 1-12 – Subject Area: Critical Thinking, Problem Solving, and Collaboration*
Session 10 15:30-16:30

KINESTHETIC CLASSROOM: ENGAGING STUDENTS IN DYNAMIC WAYS

Hannah Hartman – Motta, Grade 3 Teacher at the American School of Warsaw

Grade Level: Grade 1-5  – Subject Area: All

Room 3  Grand Ballr. A

It is no secret that children perform better in school when they are engaged. Incorporating movement is a key way to engage students. In this session teachers will learn a variety of ways to incorporate movement in their classrooms in meaningful and effective ways.

Teachers will learn protocols they can use to facilitate in-class discussions that are fun and allow students to be active. Teachers will also be given a variety of “icebreakers” and games that can be adapted to meet their classroom needs. Participants will have an opportunity to be active in discussions where they can share successful activities they currently use in their practice and learn ideas from others. These activities are easy to do and they will help teachers to build a strong classroom community of team builders and problem solvers. Teachers will leave this session with ideas and resources that can be put into practice in classrooms immediately.

Session 10 15:30-16:30

PUSHING STUDENTS TO HIGHER LEVELS: OPPORTUNITIES FOR SPONTANEOUS ORAL RESPONSE IN THE MODERN LANGUAGE CLASSROOM

Valerie P. Navarro, Ph.D., Middle School Spanish Teacher at the International School of Prague

Grade Level: Grade 6-12  – Subject Area: Modern Languages adaptable for teachers of Chinese, French, German, Japanese, Russian and Spanish

Room 4  Grand Ballr. B

This workshop will first provide a brief background on the European Council Proficiency Guidelines and then will walk teachers through a series of oral response tactics and activities to lead students from keepers of vocabulary to speakers of the language. Through the inclusion of personalized, spiraling question formats, teachers will empower students to assimilate pertinent grammatical concepts and patterns while performing at increasingly higher levels. The workshop will serve to inform teachers of the most important functional differences between beginning, intermediate and advanced level skills. In addition, teachers will leave the workshop with grids and samples of class discussions that are fun and allow students to be active.

Session 10 15:30-16:30

TAKING IT TO THE STREETS: EXPLORING THE HOST CITY IN COOPERATIVE ACTIVITY

Yvonne Cross, 8th Grade Language Arts Teacher and Lance Yuen, 8th Grade Science Teacher at the American School of Warsaw

Grade Level: Grade 8-12  – Subject Area: All

Room 5  Grand Ballr. C

As a year-end activity, the grade 8 students are placed in teams and race each other through central Warsaw to acquire the most points in the course of one school day. Provided with a list of locations and planning time prior to the Scavenger Hunt Day, students strategize routes and a grand plan. Then, on the day, armed with their city maps, a bus pass, decent walking shoes, a chaperone and their wits, the students explore Warsaw in a whole new way. They learn not only a little more about the city but about teamwork as well.

The presenters would appreciate it if participants bring their laptops.

Session 10 15:30-16:30

BIG IDEAS IN CURRICULUM MAPPING

Roger W. Smith, Managing Partner at Rubicon International and Stephane Keller, Senior Consultant at Rubicon International

Grade Level: All  – Subject Area: All
As curriculum becomes transparent through mapping, teachers have the opportunity to collaborate in new ways.

This workshop will look at the power of web-based management tools that bring new insights to the taught curriculum and support learning communities that are centered on focused conversation. The foundation of the discussion will be the "6 Big Ideas" that make up curriculum mapping as you discover best practices from schools around the world that have embarked on the journey.

**Session 10**

**USING MAP FOR PRIMARY GRADES IN EARLY YEARS CLASSROOMS**

15:30-16:30

Michelle Alzamora, Kindergarten Teacher at the Anglo-American School of Moscow  
*Grade Level: PK-Grade 2 – Subject Area: Assessment*

The session will focus on how teachers can use Map for Primary Grades (MPG) to enhance instruction in early elementary classrooms. The participants will look at what the different components of MPG assess and how to use the results to plan for instruction. Participants will also explore ineffective uses for the data. In addition, some ideas will be shared about how to utilize classroom resources to take best advantage of the skills checklist tests throughout the school year.

**Session 10**

**EBOOKS**

15:30-16:30  
Mary Niesluchowska, ELL Classroom Inclusion Teacher and Susan Matter, Elementary Librarian at the American School of Warsaw  
*Grade Level: Grade 1-5 – Subject Area: All*

In this session teachers will learn about:

- The current status of Ebooks
- How Ebooks can be used in the classroom
- Free Ebook sources
- Using Ebooks with ELL students
- Using Ebooks for differentiation

**Session 10**

**HOW TO BRING COOPERATIVE LEARNING TO MOODLE**

15:30-16:30  
Robert J. Jackson, Educator at Kyiv International School  
*Grade Level: Grade 6-12 – Subject Area: Moodle/All subjects*

Moodle is certainly an efficient way to distribute information and assignments between teachers and students, yet in many cases it seems to lack a social and cooperative atmosphere. This prevents Moodle from being a place where students come to share and learn together.

In this presentation Robert intends to show teachers how to use Moodle as a cooperative learning instrument. His approach will be to establish clear goals and procedures in the classroom, then to use Moodle as a platform where students share ideas and engage in meaningful learning activities.

His approach includes three general areas of social learning: modeling online etiquette such as by contributing his own posts and comments to reading logs; discussion forums in which students engage in purposeful tasks such as peer review; and communication for ongoing projects and service clubs that involve students from different classes.

**Session 10**

**LEARNING NOW AND FOR THE FUTURE**

15:30-16:30  
Kevin Page, Director of the International School of Berne  
*Grade Level: Grade 6-12 – Subject Area: Directors, MS & HS Principals*

eLearning, online learning, flex and hybrid schools are in the news with many schools either examining various approaches or working towards on of these means of broadening the reach and opportunity for students and wanting to incorporate 21st century learning into their program.

Hear how online programs can help your school and the approaches you can take to include them in your program as well as the challenge of connecting students through a virtual experience.

**Session 10**

**APPLE DISTINGUISHED EDUCATION LAB**

15:30-16:30  
*Grade Level: All – Subject Area: Technology*
In this session, participants will be introduced to a highly successful method for tapping into students' potential as they develop a highly personalized skills inventory that will be useful for them as they begin to articulate their future direction. Students age 14 and older are typically confronted by well-meaning adults (parents, teachers, counselors) and asked to start making decisions now that will affect their personal and professional lives later. Characteristics for this age group include a dearth of experience and lack of vocabulary for identifying their own strengths and the core attributes they already possess or wish to attain as they proceed with their education while pursuing their dreams beyond the safe haven of school.

Using SkillCards, a playful and engaging method of unveiling talent, ambition and skill attributes, students and their instructors can identify and document perceived and desired strengths, thereby generating a personal road map for further education and training that will serve the student as he/she matures within the context of school and family life.

SkillCards have traditionally been implemented within corporate and agency contexts and have now been retooled by a team of experienced educators, coaches and counselors for application in school and university settings with teenagers and young adults. Counselors, Health teachers and Administrators should find this process particularly appealing as a viable alternative to costly, time-consuming and confusing (as well as "boring") assessment programs supposedly designed to provide guidance for internal as well as post high school studies and career path choices.

Join us for **CEESA's Celebration Dinner and Dance** at the Klub Mirage in the basement of the **Palace of Culture and Science**, Saturday, March 17 from 19:15. (Meeting point in hotel lobby to walk to Klub Mirage). Here is a little history of the building:

**Stalin's Empire State**

This gargantuan, Gotham City-like tower shoots up from the centre of Warsaw. Raised after the Second World War during the era of Soviet domination, it remains one of the most controversial buildings in Poland, and it was only a whisker away from being pulled down when the Berlin Wall fell in '89.

Built between 1952 and 1955 as Joseph Stalin's "gift" to Warsaw, it was to resemble the Seven Sisters of Moscow, although to frustrated Varsovians it merely resembled the ugly reality of Soviet domination. After the "thaw" of 1956, the name of the building dropped Stalin's moniker and became merely the Palace of Culture and Science (Palac Kultury i Nauki), though it was occasionally referred to as "Peking" (from the Polish abbreviation, PKiN). Today, the Palace of Culture (Palac Kultury) still stands as the tallest structure in the city, as well as in all of Poland. With 42 floors and over 234 metres (with 43 metres of spire alone), this epic still has the upper hand on all of its modern neighbours. At the moment, the building serves as an exhibition hall and office complex, as well as an FM and television broadcasting centre and cinema, theatre, museum, bookshop, and conference hall fitting 3,000 people.

Perhaps the highlight of the Palace of Culture for tourists is its observation deck on the 30th floor, from which you can see the whole city and the Vistula on a clear day. An old joke goes that the best views of Warsaw are available from the building - it's the only place in the city from where it could not be seen. In case you're having difficulty finding this megalith on Marshal Street (don't know how you could!) try asking for Plac Defilad (Plahts deh-FEE-lahd) - the largest square in Europe.

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Ski-Language Programmes in French, German and English

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BIOGRAPHIES

Cindy Cummings

Cindy Cummings began her educational career twenty years ago as an elementary teacher where she taught English Language Arts and Reading. Early in her career she served as the Chapter 1 Reading and Dyslexia Program Coordinator and the faculty representative for the Meadows Literacy Program. In addition to her elementary experience, Ms. Cummings taught all four levels of high school English. During this time, she developed a junior level English class where students created web pages that served as an eportfolio to showcase writing assignments and self-reflections as a learner. Ms. Cummings, along with her students, presented this project at conferences where she gained local and state recognition.

In 2000, Ms. Cummings was named the Mirabeau B. Lamar Teacher of the Year Award. This award is presented annually to educators who strive for excellence in teaching and learning. Ms. Cummings was presented the award for her dedication to her students and their successes.

Ms. Cummings continued her career as a central office administrator. During her service as director of curriculum and instruction, Ms. Cummings implemented a district-wide curriculum where she provided professional development and ongoing support during the implementation. She was responsible for developing and implementing a response-to-intervention program with a strong focus on reading and math.

In addition to her work with classroom teachers, Ms. Cummings has extensive experience with providing professional development for school leaders. She worked with Texas principals and superintendents in a Technology Leadership project funded by the Bill and Melinda Gates Foundation. She was instrumental in establishing the Brazos-Sabine Connection Principal Academy whose goal was to provide school leaders with the skills needed to support effective teaching and learning.

Currently, Ms. Cummings is employed as a clinical instructor at Lamar University in Beaumont, TX. Her responsibilities include writing and teaching online graduate level courses. She is actively participating in a 3-year research project, The Inter/National Coalition for Electronic Portfolio Research, with a research focus on the impact of eportfolios on PK-12 student learning and educational outcomes.

Ms. Cummings has presented at local, state, national, and international conferences. She currently has three papers approved for future publication. In addition to her expertise in English Language Arts, she is recognized for her expertise in technology and its integration in content areas. In 2010-11 she served on a Texas Education Agency committee to revise technology curriculum standards. Also, she has developed the American Education Reaches Out (AERO) English Language Arts framework. She will continue to work with the international schools in the AERO project during the 2012-13 implementation.

At this time, Ms. Cummings is writing her dissertation and has an expected defense date of March 2012.

Erma Anderson

Erma Anderson is a former high school physics and mathematics teacher and Albert Einstein Distinguished Fellow in the United States Senate. She was a Senior Program Officer with the National Research Council assisting in the development of the National Science Education Standards and a Christa McAuliffe Fellow with the National Foundation for the Improvement of Education. She has worked with the National Science Teachers Association on several projects including, the Mentoring Initiative e-Mentoring for Student Success (eMSS), development of sciLINKS (www.sciLINKS.org) and Project Manager of Scope, Sequence and Coordination of Secondary School Science, a science curriculum reform project of NSTA. She was a consultant and advisor to the Council for Basic Education's Schools Around the World (www.s-a-w.org ) project, developing and implementing the Evidence to Excellence protocol and a series of professional development activities that use student work from nine participating countries to enhance the teaching and learning of mathematics and science. She worked with the Council in the writing of state and district curriculum frameworks and benchmarking state standards to NAEP and Japanese Standards, and designing a tool for reviewing state science frameworks. She has considerable experience developing and facilitating workshops with formal and informal science education entities such as Educational Field Studies; National Institute of Medicine; United States Forestry Service; National Park Service, Kidsnet, school districts, and states. Currently she is a science/ mathematics consultant with the Office of Overseas Schools AERO Project and the US High School Redesign Project. She was granted the 2011 Enis Fingleman Award by the Near East South Asia Schools (NESA).
Ewan McIntosh

Ewan McIntosh is 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.

McIntosh was a French and German High School teacher, before moving from the classroom into technology research and leadership as Scotland’s first National Advisor on Learning and Technology Futures. He later helped set up one of the most ambitious investment funds from a public service broadcaster in the UK, the $100m 4iP Fund from Channel 4 Television.

His latest creative project was co-directing the digital side of the Scottish National Party's re-election campaign, resulting in a historic landslide majority win that technically "wasn't possible". Education projects are many and varied, working with schools on design thinking and developing leadership, helping create the world's first TEDx event by and for eight year olds, and turning the textbook on its head through our interactive developments.

Ewan and his team are all about engaging people, whether they're voters, customers or kids in a classroom. How did NoTosh help an Adelaide school transform its approach to learning through design thinking? Read their summary: [http://bit.ly/Ab0QL2](http://bit.ly/Ab0QL2)

Fons van den Berg

Fons van den Berg (Apple Distinguished Educator) has been a secondary languages teacher for 12 year. In his years being a teacher he got involved in many technology pilots. That sparked his interest for professional development. In 2005 he started working as an freelance edtech specialist working with schools and teachers that are looking to explore how creativity, technology, new (social) media and innovation combined can lead up to schools and a curriculum that are focused on learning instead of teaching. Together with teachers I try to develop authentic learning that challenges both students and teacher to really engage in learning and to fully explore real world problems using all the technology that is out there. Fons became an ADE in 2007 and has since contributed to professional development tracks on several Dutch 1:1 schools, he is a certified Digital Cre8or trainer, organizer of Dutch TeachMeets and other (un)conferences, speaker at conferences on topics like ACOT2 and Challenge Based Learning and blogger.

Fran Prolman

Dr. Fran Prolman is an internationally recognized consultant specializing in educational leadership, school improvement and instructional strategies as well as communication skills, critical thinking and organizational development. She is known for her depth of knowledge coupled with high energy and practical application of content. Dr. Prolman incorporates a variety of training approaches: small group discussion, video tape analysis, demonstrations and dynamic interchange through her work. Fran earned her doctorate in teacher training and international education from George Washington University and a masters degree in educational administration and curriculum and instruction from the University of Pennsylvania. She has been a two-time Fulbright Scholar in both India and Israel, and has presented numerous papers and workshops nationally and internationally.

Dr. Fran Prolman brings 30 years of educational experience as a teacher, staff developer, administrator, graduate level university instructor and published author. Much of her time is spent in multifaceted work with school systems throughout the United States focusing on teacher training methodology and administrative supervision and evaluation skills. She facilitates leadership retreats for teachers and administrators, delivers system-wide keynote speeches and workshops, and coaches administrators in the building of professional learning communities, instructional supervision, evaluation systems and the change process. Fran also facilitates workshops for teachers focusing on differentiated instruction, formative and summative assessment, classroom application of instructional strategies that enhance student achievement, critical thinking, and curriculum design for a standards-based classroom.

Over the last fifteen years, she has made numerous presentations at state, national, and international conferences on topics such as mentoring beginning teachers, curriculum design, instructional strategies that enhance student achievement, how to build professional learning communities, assessing school culture, and administrative observation, supervision and coaching skills. She is a frequent presenter for the European Council of International Schools, The Central and Eastern European Schools Association, the Association for Supervision and Curriculum Development and the Near East South Asia Association of International Schools.

Dr. Prolman is an independent consultant in Great Falls, VA, a Senior Consultant with Research for Better Teaching, and Vice President for Training for the Center for Arts in Basic Curriculum.
Jane Goodall

In July 1960, Jane Goodall began her landmark study of chimpanzees in what is now Tanzania under the mentorship of famed anthropologist and paleontologist Dr. Louis Leakey. Her work at Gombe Stream would become the foundation of future primatological research and redefine the relationship between humans and animals.

In 1977, Dr. Goodall established the Jane Goodall Institute (JGI), which continues the Gombe research and is a global leader in the effort to protect chimpanzees and their habitats. Today, the Institute is widely recognized for establishing innovative, community-centered conservation and development programs in Africa, and Jane Goodall’s Roots & Shoots, JGI’s global environmental and humanitarian youth network, which has almost 50,000 members in 110 countries.

Dr. Goodall travels an average 300 days per year, speaking about the threats facing chimpanzees, other environmental crises, and her reasons for hope that humankind will solve the problems it has imposed our planet. She continually urges her audiences to recognize their personal responsibility and ability to effect change. “Every individual counts,” she says. “Every individual has a role to play. Every individual makes a difference.”

Dr. Goodall’s scores of honors include the Medal of Tanzania, the National Geographic Society’s Hubbard Medal, Japan’s prestigious Kyoto Prize, Spain’s Prince of Asturias Award for Technical and Scientific Research, the Benjamin Franklin Medal in Life Science, and the Gandhi/King Award for Nonviolence. In April 2002, Secretary-General Kofi Annan named Dr. Goodall a United Nations Messenger of Peace, and she was reappointed in June 2007 by Secretary-General Ban Ki-moon. In 2004, in a ceremony at Buckingham Palace, Dr. Goodall was invested as a Dame of the British Empire, the female equivalent of knighthood. In 2006, Dr. Goodall received the French Legion of Honor, presented by Prime Minister Dominique de Villepin, as well as the UNESCO Gold Medal Award.

Dr. Goodall’s list of publications includes Hope for Animals and Their World: How Endangered Species are Being Rescued from the Brink, two overviews of her work at Gombe – In the Shadow of Man and Through a Window – as well as two autobiographies in letters, the bestselling autobiography Reason for Hope and many children’s books. The Chimpanzees of Gombe: Patterns of Behavior is the definitive scientific work on chimpanzees.

Dr. Goodall has been the subject of countless television documentaries and is featured in the large-screen format film Jane Goodall’s Wild Chimpanzees (2002). There have been many specials made by National Geographic and Discovery Animal Planet and the current award-winning documentary feature film, Jane’s Journey, is short-listed for the Oscars.

Nancy Love

Nancy Love is Director of Program Development at Research for Better Teaching in Acton, Massachusetts, where she heads up this education consulting group’s research and development. A leading expert in school data use and professional development, Nancy has worked with schools across the country to develop Data Coaches and high-performing Data Teams and to put research about effective professional development into practice. As former Director of the National Science Foundation-funded Using Data Project, Nancy led the design and implementation of a comprehensive professional development program to improve teaching and learning through collaborative uses of school data. Participating schools significantly increased student achievement, teacher collaboration, and uses of data to improve instruction.

Nancy has authored and edited several books and articles, including bestsellers A Data Coach’s Guide to Improving Learning for All Students: Unleashing the Power of Collaborative Inquiry with K. E. Stiles, S. Mundry, & K. Diranna (2008, Corwin Press) and Using Data to Improve the Learning for All: A Collaborative Inquiry Approach (ed. Love) (2009, Corwin). Her most recent book is Designing Professional Development for Teachers of Science and Mathematics: Third Edition (Corwin, 2010) with S. Loucks-Horsley, K. E.Stiles, S. Mundry, and P. Hewson. A dynamic and engaging presenter, Nancy is in demand as a motivational keynote speaker and workshop leader. In 2006, she was awarded the Susan Loucks-Horsley Award from the National Staff Development Council in recognition of her significant national contribution to the field of staff development and to the efficacy of others.
Neven Soric

Neven Soric is in his eleventh year as the Technology System Coordinator at American International School of Zagreb and he is in his fifth year as the Central and Eastern European Schools Association’s representative in World Virtual School project. Neven has a degree in Business Informatics and a Masters in Informational Sciences. Neven is currently in a PhD program at the University of Zagreb. Over the last five years Neven has been CEESAnet project coordinator for shared Moodle server and services in the CEESA region.

Oscar Stringer

Oscar Stringer (Apple Distinguished Educator) has been working creatively in education for over fifteen years. He divides his professional life between working in schools with students and training teachers, producing educational resources, and speaking at conferences all over the world. In schools, Oscar works with students of all ages and abilities using Stop Motion Animation and Digital Video as a way of bringing areas of the curriculum to life and giving students an opportunity to create their own digital content. The resources Oscar has created cover areas of video production for educational authorities and corporations; the BBC, Learning Teaching Scotland and many software companies. Oscar also spends time speaking at conferences all over the world sharing his experience, passion and understanding of digital creativity in education as well as training teachers to use technology creatively to bring the curriculum to life. Currently he has his first iPhone on the app store, iStoryboard, designed to help teachers and students plan their film projects, making digital creativity easier, fun and more accessible.

Robin Whitacre

Education:
- University of Missouri-Columbia BSEd Elementary Education 1991
- Lindenwood University (Missouri) MA Elementary School Administration 1998

General Experience:
- Teacher - 7 years
- Taught grades 2,5 and 6
- Teaching and administrative experience in California, Missouri and Colorado. Worked on district team as a teacher to write and implement District Performance Assessments

- Middle School Assistant Principal-1year
- Elementary School (K-5th) Principal – 7 years
- As an administrator, implemented multi-age classrooms, looping configuration and a Transitional Assistance Program for homeless children
- Currently Certified in Colorado as a teacher and principal
- Non-profit Program Director –Institute for Educational Equity, Denver, CO
- Program Facilitator for Front Range BOCES in Denver, Colorado
- Case Development Director- New Leaders for New Schools- New York
- Certified POWERful Leadership Coach through “The Change Place”-Boulder, CO
- 4 years experience as a School Change Coach and Leadership Coach with schools in Colorado, South Dakota, New Mexico and in the Bureau of Indian Education

NWEA Experience:
- Supporting schools in using NWEA data with students to set personal academic goals
- Supporting schools in using NWEA data as part of a system to set goals for school improvement/reform, and evaluate those efforts
- Supported school leaders in using NWEA as part of a system to budget resources for instructional materials and plan for professional development
- Qualified Facilitator for all NWEA MAP Workshops and modules as well as for Consultative Days
Roger W. Smith

Roger Smith is Managing Partner at Rubicon International and has been involved in the educational arena for more than 25 years. He has extensive experience in helping set strategic directions for key academic processes of any number of successful schools around the world. Mr. Smith has worked with schools in over 100 countries and is a frequent speaker at national and international conferences on breakaway best practices in curriculum development and assessment. He has been widely recognized for his work in leading the development of web-based curriculum mapping processes. He is on the Board of Directors for the Rubicon/Atlas Charitable Foundation, which supports initiatives around the world. Its focus is to build educational capacity and provide education for children whose opportunities have been severely limited by crisis.

Stephane Keller

Stephane Keller, Senior Consultant at Rubicon International and frequent speaker on curriculum mapping strategy, has presented at NESA, AFSA, EARCOS, ELMLE, CAIS, ECIS and Rubicon’s Atlas Education Centre. Mr. Keller’s work in monitoring trends in educational standards, IB schools, overseas American schools and schools following a combination of international and national curricular enables him to bring a unique international experience to numerous technology projects involving schools in Europe, Asia and the Middle East. Mr. Keller taught English as a foreign language overseas prior to joining the Rubicon team.

Steve Berseth

Steve Berseth, CMAA, earned both Bachelors and Masters Degrees from North Dakota State University. Beginning in 1972, his entire career of 39 years was spent in the Brookings School District as a teacher, counselor, coach and administrator. At various times, he coached football, basketball and track & field. For the last 19 of those years, Berseth was Director of Student Activities.

In addition to facilitating athletics, fine arts programs and student organizations, Steve planned and supervised the construction of several athletics facilities. He also hosted SDHSAA State Tournaments in the sports of basketball, volleyball, gymnastics and golf.

His primary influence on interscholastic sports was contributing to professional development programs for coaches and athletic administrators. During his career, Steve had the opportunity to serve both state and national sports organizations.

At the state level, Steve was a member of the boards of the South Dakota Interscholastic Athletic Administrators Association, South Dakota High School Activities Association and South Dakota High School Coaches Association. He was a member of the SDIAAA Executive Committee for 17 years, serving as President and Professional Development Coordinator. His term on the SDHSAA Board of Directors included three years as Vice Chair or Chairperson.

Steve Berseth was also actively involved with the National Interscholastic Athletic Administrators Association. He joined its National Leadership Training Faculty in 1999 – primarily teaching legal issues courses. He also served for seven years on the National Certification Committee, including three years as chairperson. Berseth was a member of the 1st Strategic Planning Committee and served on the NIAAA Board of Directors from 2008-2010. And he was also a member of the National Athletics Trainers Association Professional Practices & Disciplinary Committee for six years.

As a result of his contributions to educational sports, Steve has been recognized by several organizations. He was a recipient of the SDHSCA Athletic Director of the Year Award and Distinguished Service Awards from the SDHSAA and NIAAA as well as the NFHS Citation Award. Steve was honored as 2010 NHSACA National Athletic Director of the Year, and inducted to the SDHSCA Hall of Fame in 2011.
Dr. Teresa Arpin is an associate of Transformation Systems, Ltd., having worked with educational organizations both nationally and internationally since 1996. She specializes in leadership development, strategic planning and organizational transformation.

Dr. Arpin earned a Bachelor of Philosophy from Thomas Jefferson College and a Masters in Curriculum and Instruction from Michigan State University. Her doctorate is in Educational Leadership from Eastern Michigan University. She is also certified by Newfield Network, an international program for the development of life coaches.

Dr. Arpin worked for the Grand Rapids Public Schools from 1978 through 2007 serving in a variety of instructional and administrative capacities. Most recently she served as the Executive Assistant to the Superintendent and the Chief of Accountability and System Wide Planning. She has also worked as a special education teacher and consultant, and a staff developer. Dr. Arpin has worked in various capacities in the area of research and evaluation, including Program Evaluation Specialist, Supervisor of Research and Executive Director of Information and Planning Services. She served as the internal coordinator for the district’s strategic planning process for eleven years.

In her role with Transformation Systems, Ltd., she has conducted leadership development programs, facilitated strategic planning processes and helped schools measure the impact of their strategic plans. She has worked with boards of education, schools and school districts large and small across the United States and in the countries of China, Poland, France, Czech Republic, Malaysia, India, Nepal, Pakistan, Puerto Rico, Russia, Japan, Singapore, Turkey, and the United Arab Emirates. Her work has also included facilitating strategic planning processes for three international regional education associations, which include NESA, CEESA and EARCOS.

Dr. Arpin is certified as an ASA Strategic Planner, a NASSP Assessor and a Xerox Quality Trainer. She is an expert in program evaluation and assessment and is proficient in large scale project planning and management.
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<td>Steve Williams</td>
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<td>Holly Nicholls &amp; Kathleen Mackey</td>
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<thead>
<tr>
<th>TieCare International</th>
<th>Insurance Services International</th>
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<tbody>
<tr>
<td>1200 Main ST, Ste. 716, Columbia, SC 29201, U.S.A.</td>
<td>P.O. Box 2239, Princeton NJ 08543-2239, U.S.A.</td>
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<td>Rick Gray &amp; Diane Cramer</td>
<td>Lorraine Mercandetti &amp; Jim Geremia</td>
</tr>
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