

May 2012 Newsletter



AASSA

Association of American Schools in **South America**

From Your Executive Director

The Year in Review

This has been a year of continued development for AASSA on a good number of fronts. For the sake of brevity, I will briefly highlight key areas of progress:

- Membership increased by 6 schools this year; 1 school upgraded to full membership; and we have 15 new Associate Members. Both our school and associate memberships are at all-time highs.
- We are finally on a healthy financial footing and developed an investment policy and for the first year met our intended reserve target.
- AASSA's purchasing service worked with a record number of schools and handled a record amount of orders
- On the technological front, we created a new website through Finalsite (which I highly recommend!); completed major upgrades to our purchasing service program; and made upgrades to our recruiting fair program
- AASSA's direct involvement with students was re-launched after many years in the form of the first Global Issues Network Conference held at Colegio FDR in Lima and through a new AASSA Global Citizen Award (thanks to TIECARE) which was received by recipients from 5 schools.
- We held successful and well-attended professional development conferences: Business Managers, Governance and the annual Educators' Conference hosted by Academia Cotopaxi in Quito
- We launched an online PD program for schools wanting group/cohort coursework as well as for teachers remaining certified in their respective States through Knowledge Delivery Systems and JkGlobal.
- Our recruiting fair was the largest ever in terms of the number of candidates, schools and placements
- Five schools joined the World Virtual School (AASSAnet) program
- The work of three major research grants was completed and made available to all schools on:
 - Teacher Evaluation
 - International Counseling Standards
 - Reading Difficulties/Emergent Literacy

I would like to thank and recognize the AASSA Board for their commitment to the organization and their unwavering support and granting me the freedom to run AASSA. I would also like to thank the AASSA staff (Esther, Marie, Arianna, Miriam and Alex) for their work in making all that we dream to do come true.

Have a great and well-deserved summer/winter break!

Paul

A Special Thanks to Our 2011-2012 Sponsors

I would like to recognize all the organizations that supported AASSA over the past year, starting with our highest level sponsors:

PLATINUM LEVEL

SUNY Buffalo

TD Bank

TieCare International

GOLD LEVEL

Lehigh University

SILVER LEVEL

Endicott College

George Mason University

International Schools Services

K¹²

Seton Hall University

The College Board

The following organizations were also significant sponsors of our conferences:

Dymo-Mimio

Frank Crystal Inc.

Insurance Services International

Raymond James

Thank you!

Transitions

I would like to recognize the following heads of school who are leaving the region this year and thank them for their involvement with AASSA and service to the region:

American Cooperative School, La Paz, Bolivia

American School of Recife, Brazil

Escuela Campo Alegre, Caracas, Venezuela

International School Port of Spain, Trinidad

Pan American School of Bahia, Brazil

Greg Rayl

George Takacs

Jeff Paulson

Eric Larson

Dennis Klump

AASSA Educators' Conference 2012 A photo Collage of a Wonderful Moment in Time



The Year Ahead

As you will see from the list below, there is no shortage of events coming up in our region in the coming academic year. Please visit the AASSA website at www.aassa.com under the Conferences tab for specific information on each conference:

Business Managers' Conference, Miami, July 15-18, 2012

Registration deadline: July 3rd

Governance Conference for Board Members and Heads of School, Miami, September 13-15

Registration Deadline: August 30, 2012

GIN Conference, Graded School, Sao Paulo, Brazil, October 12-14, 2012

Registration Deadline: September 7, 2012

Latin American Administrators' Conference, Atlanta, November 27-29, 2012

AASSA Recruiting Fair, Atlanta, November 29-December 2, 2012

VANAS Conference, Colegio Internacional de Caracas, Venezuela, January 18, 2013

Innovate 2013: Re-imagining School, Graded School, Sao Paulo, Brazil, Jan 19-21, 2013 *new
initiative by Graded School

AASSA Educators' Conference, Lincoln School, Buenos Aires, March 13-16, 2013

AASSA Leadership Conference, Santa Cruz, Bolivia, April 11-13, 2013 *new
initiative by Santa Cruz Cooperative School

**Thank you for your support of our efforts.
Our conferences only serve their purpose if you attend!**

Children of Haiti Project

I had the opportunity to visit COHP on a recent visit to Haiti and wanted to share my thoughts and impressions in hopes that our schools might consider supporting what is a laudable undertaking.

It's hard to put into words what Port Au Prince is like two years after the earthquake, so I'll just offer random words and images: chaos, grueling poverty, tents and makeshift housing everywhere, collapsed structures and rubble, a lone crucifix standing in the wake of a completely collapsed cathedral, a largely unemployed society living in the streets, vacant eyes that on occasion come to a smile, construction everywhere, a cholera epidemic....the proverbial heart of darkness. I've lived beside a good deal of poverty in my lifetime, but nothing has left an impression on me quite like Haiti has.

In contrast, behind barbed wire and under armed guard is a small place of hope where 54 children from the surrounding tented camp come for food, medical assistance and an education thanks to the Children of Haiti Project. Within these walls, they are like children anywhere: smiling, enthusiastic, hopeful, and clearly grateful for what they do have. Dominique Pierre has made it her life's mission to run and hopefully grow the project, and just being around her was a source of inspiration for me.

The challenges are great and sustainability is a prime issue: How to support the students (K-2) who have started the program through their eventual graduation? How to take in more students and grow the program? How to upgrade to more suitable and permanent facilities?

A child may be sponsored in the Literacy Program for \$1,800 per year or the Elementary Program for \$2,500. These fees cover their schooling, two meals a day and health care for the entire year. ALL funds go directly to the costs of running the program. All board and administrative costs are borne by TIE, the PTC or individuals involved in visits or training.

If you would like to read more about the project or donate, please visit the COHP website at: <http://childrenofhaitiproject.org..>

In the meantime, a few images of the project and the children:

Children of Haiti Project



Library Database Discounts

A request was made by one of our librarians for AASSA to attempt to negotiate consortium discounts with 25 companies that provide a variety of databases used by our schools. A survey was distributed to librarians to see which databases they are currently using and which they would be interested in using. In the end, 12 of the companies agreed to some level of discount (often based upon the number of schools that order from the region):

ABS-CLIO: Modern and Ancient

Culturegrams

Enchanted Learning

Follett

Infobase Publishing

JSTOR

Newsbank

Noodletools

Our Little Earth

Teaching Books

Teen Health and Wellness/Power Kids Life Science/ Powerkids Earth

Worldbook

Specific information has been sent to all AASSA librarians.

You Are

American International School of Abuja ■ International Community School of Addis Ababa ■ American School of Asuncion ■ International School of Bangkok ■ S.A. Escuela Bella Vista ■ American School of Brasilia ■ Escola Americana de Campinas ■ S.A. Escuela Campo Alegre ■ Canadian Academy ■ Colegelo Internacional de Carabobo ■ Carol Morgan School ■ Centennial Christian School ■ Chadwick International School Songdo ■ American International School Chennai ■ The Columbus School ■ Country Day School ■ International School of Curacao ■ International School of Dakar, Senegal ■ Dallan American International School ■ American School of Doha ■ International School Eastern Seaboard ■ Escuela Americana El Salvador ■ Lincoln Community School / Ghana ■ Colegio Nueva Granada ■ American International School of Guangzhou ■ Colegio Americano de Guatemala ■ Gyeonggi Suwon International School ■ Haiti Port-au-Prince Union School ■ United Nations International School Hanoi ■ Harare International School ■ International School of Ho Chi Minh City ■ Hiroshima International School ■ Indianhead International School ■ International School of Islamabad ■ Jay Pritzker Academy ■ Karachi American School ■ Lincoln School of Kathmandu ■ International School of Kenya ■ Khartoum American School ■ The American School of Kinshasa ■ American Cooperative School La Paz ■ American International School of Lagos ■ Lahore American School ■ American International School of Lusaka ■ Lusaka International Community School ■ International School Manila ■ Marian Baker School ■ Myanmar International School Yangon ■ Asociacion Civil International School of Monagas ■ Escuela las Morochas ■ American International School of Mozambique ■ International School of Myanmar ■ American Embassy School, New Delhi ■ Nido de Aguilas ■ Northbridge International School of Cambodia ■ Pan American Christian Academy ■ Pasir Ridge International School, Balikpapan ■ Pechersk School International ■ International School Port of Spain ■ Colegio Internacional Puerto la Cruz ■ American School of Puerto Vallarta ■ International Christian School Pyeongtaek ■ Colegio Americana de Quito ■ International School of Riau ■ Escola Americana of Rio de Janeiro ■ Franklin D. Roosevelt, Lima, Peru ■ Santiago Christian School ■ Associaçao Escola Graduada de Sao Paulo-Graded School ■ Shenyang Pacific Academy ■ Saigon South International School ■ St. Mary's International School ■ Surefoot American International School ■ Taejon Christian International School ■ Thailand (ICS) ■ International School of Tianjin ■ Vientiane International School ■ International School Yangon ■ Yangon International School, ILBS ■ Yongsan International School ■ Academia Cotopaxi ■ Fukuoka International School ■ International School of Hyderabad ■ American Cooperative School of Tunis ■ KOC University ■ Marymount International School ■ Modern Knowledge Schools ■ Myanmar International School ■ Cheung Kong Graduate School of Business ■ North London Collegiate School ■ American International School Libreville ■ Branksome Hall Asia ■ The International School of Azerbaijan

We Are



**Specializing in employee benefits
for international educators
for more than 30 years.**

Health Insurance ■ Life Insurance ■ Disability Insurance

**We look forward to
serving you in 2012.**

www.TieCare.com

Escola Americana do Rio de Janeiro Receives Outstanding Service Project Award



Escola Americana do Rio de Janeiro is proud to share that the Upper School's Guanabara Chapter of the National Honor Society was selected as a 2012 Outstanding Service Project Award winner for its work with the Rocinha After-School Activities program.

The Rocinha After-School Activities (RASA) program gives underprivileged children from Rocinha, one of Latin America's largest shanty towns located across the street from EARJ, an opportunity to learn English in a small, welcoming class environment. NHS members serve as student-teachers and attend teaching workshops to ensure that children from Rocinha ages eight to seventeen receive quality instruction to develop English language skills. Any high school student can sign up at the beginning of each semester to participate, and all students serving as teachers sign an agreement as an assurance of their commitment to the program. Lessons are given two days per week after school. Students from Rocinha involved in the program are also invited to school events (e.g. Halloween and fun days), and the NHS raises money to cover the costs of these events for these children.

Created in 1994, the Outstanding Service Project (OSP) awards recognize National Honor Society chapters that have made significant service contributions to the local, national and global communities. With more than 23,000 active chapters, it is estimated that millions of hours of service are performed each year by member schools. Each project submitted for this award is judged based on their goals and organization, service impact, and level of involvement. Escola Americana do Rio de Janeiro is proud to have one of the five NHS chapters in the world to receive this prestigious award this year.



ISPS Students Clean beach in Preparation for Turtles

Maeve O Donovan
High School Science Chair



Once again the International School Community participated in the annual Matura beach Clean-up with great success. Matura is a windswept beach about two hours from the capital city of Port of Spain, in Trinidad and Tobago. There was a very large turn- out of Middle and High school students on March 4th we were extremely proud of their efforts. The Matura Beach clean- up is not just another regular cleanup. Matura is a protected Beach and also home to the second largest nesting site of the Leatherback turtle. The season has already begun and will continue until September. Our students worked relentlessly to clear the beach not only of garbage but also of any natural debris that would hinder the successful nesting of the Leatherback turtles.

Every year, students see the real benefit of this beach cleanup, when they take a second trip to Matura. In May they will return for an overnight trip in which they become conservationists with Nature Seekers. They will then be involved in tagging the turtles, patrolling the beaches and data collecting. It is a very worthwhile experience for the students who learn about the dedication of this conservation group. Founded in 1990, Nature Seekers have reduced the slaughtering of turtles on Matura beach to zero. They Patrol the Matura Prohibited Area and provide a quality guide service, educating the wider population on the importance of conservation.

We commend the teachers and parents who come out in support of this event. Their efforts are very much appreciated.



Making a Brighter Day

Karla Gergen
Vice Principal, Middle School
Escuela Internacional Sampedrana



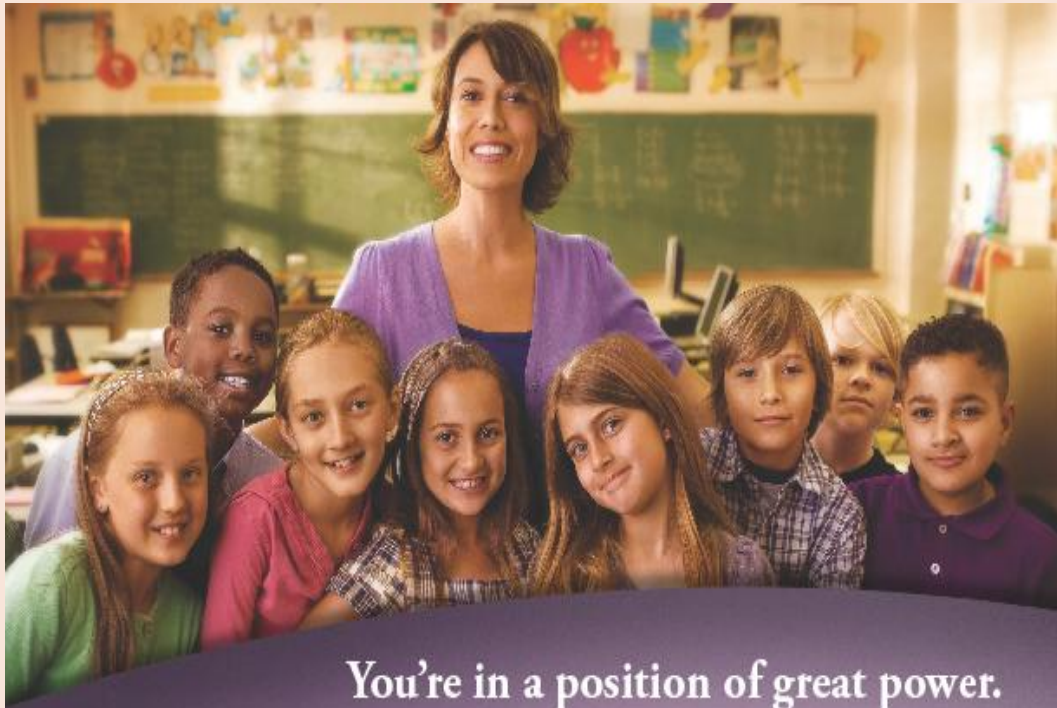
If you look closely at the picture of the new mural in the middle school caseta at Escuela Internacional Sampedrana, you can see some of the issues that are most important to the hearts of our students. The mural, designed by 6th grader Catherine Zummar, is a bright reminder every day of why we're so proud of our students here.

The river at the bottom represents the issue of water in Honduras. When we learned last year that half of our country's people don't have access to clean drinking water, the whole middle school worked together to do something about it. They raised over **100,000 lempiras (\$5,000)**, and with the help of Food for the Poor and CEPUDO, two wells were put in communities in Honduras to provide the families living there with clean drinking water.

The student in the middle of the mural is holding a baby chicken in one hand and a hammer in the other. The baby chicken represents the problem of hunger. Did you know that one in four children in Honduras suffer from chronic malnutrition? Heifer International works with poor rural families in Honduras by giving them farm animals and also the tools and education to sustain themselves and provide a source of income for their families. Again, our students were amazingly generous and raised **90,000 lempiras** for this cause in only a few months!

The students have already decided that next year they want to help somehow with the problem of housing, shown by the hammer. After their success these past two years, I can't wait to see their results. Every step of the way it's the students who have been the leaders. They've shown that they truly understand how blessed they've been and that it's up to them to take leadership and work to make Honduras the country we all want it to be.

As seventh grade students Siham, Melissa, and Yasmine write, "The future is in our hands. We're the next generation. It's our responsibility to help Honduras!"



You're in a position of great power. The power to make a difference.

ONLINE PROGRAMS

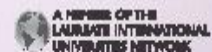
Ph.D. in Education
 Doctor of Education (Ed.D.)
 Education Specialist (Ed.S.)
 M.S. in Adult Learning
 M.S. in Early Childhood Studies
 M.S. in Education
 M.S. in Higher Education
 M.S. in Instructional Design
 and Technology
 B.S. in Child Development
 B.S. in Educational Studies
 B.S. in Instructional Design and Technology
 Endorsement Programs
 Teacher Preparation Program with a
 Master of Arts in Teaching (M.A.T.)
 Education Certificates
 Graduate Courses for Teachers

The Richard W. Riley College of Education and Leadership at Walden University offers online programs designed to help your students succeed while advancing your career. Walden is an accredited institution with more than 40 years of experience in distance learning and more than 50,000 education students and alumni. Ready to make an even bigger difference? Visit us online today.

As a member of a Walden education partner school, you may be eligible for a **20% tuition reduction.***

www.WaldenU.edu/internationalschools

The Richard W. Riley
College of Education and Leadership
WALDEN UNIVERSITY



Walden University is accredited by The Higher Learning Commission and a member of the North Central Association, www.ncahlc.org. Walden offers both state-approved educator licensure programs as well as programs and courses that do not lead to licensure or endorsements. Prospective students must review their state licensure requirements prior to enrolling. For more information, please refer to www.WaldenU.edu/educlicensure. Many countries have their own accrediting bodies, and degree recognition differs from country to country. Prospective students who reside outside of the United States are advised to review accreditation requirements for their own country to confirm recognition of their Walden program of choice. *Only one tuition-reduction benefit may be applied to tuition.

A Celebration of Writing

By Elizabeth Strootman

Escuela Bella Vista

With only his trembling hands to hint at his nervousness, sixth grader Rodrigo Flores stepped confidently to the microphone. In a clear, calm, voice, he began reading his original poem about Venezuela. “People screaming/ Buses leaving/ Cars speeding/ My heart’s beating...” As he read the last lines, the crowd erupted in ecstatic cheers, and Rodrigo, relieved to be finished, broke into a wide grin. “That wasn’t so bad,” he whispered to his English teacher before ducking off stage.

Rodrigo had just kicked off the first formal celebration of writing, the Writing Concert, at Escuela Bella Vista in Maracaibo, Venezuela. This celebration, hosted on April 17 by the English Department, lasted only 50 minutes, but left a lasting impact on staff and students alike. In an effort to help students appreciate the art of writing, and to encourage them to strive for perfection in their own writing, each secondary English teacher chose students from grades 6-11 to read samples of their writing at a short school-wide assembly. Teachers also volunteered to read their original works as well as texts written by their favorite authors. The students in the audience were captivated as they watched their peers and teachers bravely read in front of the crowd. Afterward, students who had read expressed pride in their performances, and some eager students in the audience began discussing ways to improve their writing in order to be chosen to read at the next concert.

Because writing is such an important skill, and one so difficult to hone, it has become a special focus for teachers and students at EBV over the past few years. As teachers have encouraged students to write, edit, re-write, and perfect their work, students have begun to take personal pride in their own writing capabilities. Activities like the Writing Concert help students who are chosen to read show off their best work, and encourage students in the audience to improve their own writing. Although there are no short-cuts when it comes to helping students become better writers, there certainly are unique paths to take, and a variety of ways to spark student interest. The Writing Concert does just this. It is a celebration of excellent writing, and most students can agree that it is inspiring to have your hard work celebrated!

CIPLC Middle School participates in

FedEx Express DAY!!!

The first FedEx Day at CIPLC encouraged students to spend a day working on any problem they wanted.

The idea of FedEx Day is discussed in Daniel Pink's book, "Drive". He describes three keys to intrinsic motivation as autonomy, mastery, and purpose; a key component of autonomy is time. Students were guided through a planning process and then expected to carry out their plan in one school day. They had the freedom of content, design, work location, technology, and product. This eight hour burst of freedom and creativity had some really inspirational results.



Sixth graders **Stephanie Acosta** and **Marianna Franco** found a sea urchin at the beach and brought it to FedEx day. Their goal was to dissect and research sea urchins. **Ms. Acosta** reports, *"I thought that it was a great experience because we were able to do what we always wanted to learn or focus on. I was able to identify all of the organs of a sea urchin and learn about their diet, habitat, predators and reproduction. I learned how important it was to stay concentrated to achieve what my group was working on."*



Annabella Baumann learns how to play the guitar

100th Day of School

Tania Alvarez
1st Grade Teacher
Colegio Internacional de Caracas

On February 3rd we celebrated the 100th day of school. During the morning announcements we had very creative presentations from the different classes. The presentations included singing to a guitar tune, counting fingers, and making bar graphs.

In grade 1 the students created a poster that represented how they thought they would look when they are 100 years old. The pictures were very creative and included glasses, walking sticks, and grey hairs; however there were not many wrinkles. We also created a 100 Fruit Loop necklace. Using a classifying mat, they sorted the Fruit Loops by colors into groups of 10 and wove a yarn string through them to create a necklace. The students enjoyed the activities and I am not sure if any Fruit Loops made it home.





FAST TRAIN Programs

WHERE INNOVATION IS TRADITION

Advance **YOUR** Teaching Career

Advanced IB Studies

English as a Second Language

Elementary Education

Special Education

- Licensure and Graduate Degree Programs
- Online and Intensive Summer Courses
- In-State Tuition Rates
- Serving International Teachers for 20 Years

Phone: 703-993-2794 • E-mail: fastrain@gmu.edu

Web: <http://fastrain.gmu.edu>



Academia Cotopaxi Speaks with the International Space Station!

Margot Solberg
Academia Cotopaxi
Quito, Ecuador

On April 13th, Academia Cotopaxi in Quito, Ecuador had the privilege of speaking with NASA astronaut, Don Pettit, aboard the International Space Station (ISS)...and it was a BLAST!

The opportunity was made possible through ARISS (Amateur Radio on the International Space Station), which consists of ham radio volunteers in conjunction with the support of various space agencies worldwide. The purpose of this event was to promote education in science, technology, engineering and mathematics (STEM); while utilizing amateur radio and aerospace education – specifically the ISS - as motivational tools. The initial application process involved submitting a strong proposal which, after accepted, then initiated a global teamwork process as all the pieces were put into place. Additionally, promoting educational activities within our school, to frontload our students with applicable information related to the upcoming event, was put into place as well. The wait and preparation time, from the submission of the application to the actual contact, took a year.

For Academia Cotopaxi, the educational activities that anticipated the ISS contact took many forms and at various grade levels. Some highlights included Skype chats with NASA astronaut Dr. Nicholas Patrick, as well as NASA EVA hardware test engineer, Juniper Jairala; who also happens to be Ecuadorian! As I was able to personally present at NASA's Space Exploration Educators Conference at the Johnson Space Center in February, I was also able to bring back many valuable ISS resources to share with colleagues; much of which was provided by the ISS Risk Manager at JSC. Furthermore, our students in grades 6 to 8



learned more about the ISS during their Science Day, which also involved hands-on activities which they shared with younger students. So, during our anticipation of ISS ham radio event, the students and faculty were encouraged to enrich their curriculum with aerospace-embedded themes, as applied to their standards & benchmarks at the time.

During the actual contact, we had an audience of 320 that consisted of students from 2nd to 9th grade, faculty, administrators, parents, media and personnel from the US Embassy. The audience was first treated to an entertaining and educational presentation, which included getting to know astronaut Pettit through his Angry Birds video:

http://www.nasa.gov/multimedia/videogallery/index.html?collection_id=14483&media_id=135045411&module=homepage.

Afterwards, between the ham radio coordinator in Italy and the ARISS moderator in Canada, audience members observed the preparation process that was necessary for all parties involved to be ready. Finally, when the time

approached for our 16 students to ask their questions of interest to astronaut Pettit, we...got disconnected! Fortunately, backup plans were quickly put into action and – as we were well prepared - everyone jumped right back on board. The interaction proved to be engaging for all, and you can view the video for yourself on our student blog: <http://msmargotsclass.blogspot.com/>.



Immediately following, observers of all ages shared their enthusiasm as they found it to be: “sooo exciting”, “a nique privilege”, “informative”, “an awesome experience” that “rocked” and “out of this world”. More importantly, after months of increased STEM exposure many of our students shared that they now want to be scientists, engineers or astronauts. Mission accomplished!



If you'd like to see if your school can participate in this unique opportunity, all information can be found at <http://ariss.rac.ca/oindex.htm>.

CAS at CIC: Excellence Beyond the Classroom

Onalis Velasquez
Colegio Internacional de Caracas Venezuela

The acronym CAS stands for “Creativity,” “Action,” and “Service.” CAS has been an integral part of a part of CIC for more than tve3nty-five years. With CAS the students move out of the classroom and into the surrounding community where they broaden their knowledge and develop themselves as fully participating agents in human society, whether that society be among their fellow students in after-school activities or beyond the walls of the school helping out in various local communities of Caracas.



The CAS program aims to develop students who are reflective thinkers: they understand their own strengths and limitations; they identify goals and devise strategies for personal growth; they are willing to accept new challenges and new roles; they are aware of themselves as members of communities with responsibilities towards each other and the environment; they are active participants in sustained, collaborative projects. The students demonstrate balance by enjoying and finding significance in a range of activities involving intellectual, physical, creative, and emotional experience.

As part of the “Creativity” section of the program, students explore different areas such as drama, music, the arts and Model United Nations. In terms of “Action” the students develop physically and improve skills by participating in sports such volleyball, basketball, and soccer. To help students become caring persons, the “Service” part of the program offers them the chance to be part of Ayuda y Amistad, the school's community service club. Furthermore, students are encouraged to join the wall painting group and/or the Green Club, both of which are meant to better the neighborhood and the environment in which we live.



Three years ago, the CAS program elaborated eight citizenship objectives to help the students think deeply about the impact of the extra-curricular activities on their lives and other people. These objectives are the following:

- Increase awareness of strengths and areas for growth
- Undertake new challenges
- Plan and initiate activities
- Work collaboratively with others
- Show perseverance and commitment in activities
- Engage with issues of global importance
- Develop new skills
- Consider the ethical implications of actions



During the senior year, all students get involved in CAS Integration projects. The students work out short-term projects involving the eight citizenship objectives mentioned above, as well as including the three components of the CAS program: creativity, action, service. Over the past three years, most of the projects have been developed to help the children from Rincon Infantil San Edmundo. These little kids come to our school every Wednesday for five weeks to participate in the activities designed by our students. These activities have included tennis lessons, basketball techniques, dancing skills, art design, Taekwondo and soccer practice.

Though the work with San Edmundo continues, the 2012 class has decided to add something a little different: they are focusing on the environment. The projects involve composting, improving the butterfly garden, and making an environmental awareness mural.



CAS is a very important part of student life here at CIC, since it encourages the exploration of new dimensions of being: the students become creative and more aware of the local and global community.

It has been a pleasure to see our students grow into fully developed human beings people by getting involved in the CAS program.

For International Schools... **10% DISCOUNT** on all orders!

(Excluding applicable taxes.)

Check out our new software for language, math & science!



**Designed for
interactive
whiteboards
& computers.**



Lakeshore®

products designed with learning in mind™

LakeshoreLearning.com/Software

© Lakeshore 5/14/17

To learn more, contact International Sales Director

Blaine Van Dyne

Phone 001-310-537-8600, ext. 7529

E-mail bvandyne@lakeshorelearning.com

Connect
with us.



Escuela Internacional Sampedrana

Art Middle School

San Pedro Sula, Honduras

By: Mrs. Eloisa Rodriguez Pino

Last year in the attempt to incorporate historical events that have influenced mankind in a dramatic way, a lesson on Egyptian hieroglyphics was revisited and students reproduced Egyptian cartouches writing their names with ancient hieroglyphs. This year, I decided to expand the project even further and help students see the meaning and relevance of the art in their own country.

Honduras is home of a World Heritage site, Copan Ruins, I figured it made a lot more sense to study this culture more in depth than one that took place thousands of miles away. The switch took place and both 6th graders and 8th graders were set forth on a small journey back in time to revisit their possible ancestors and their wondrous world.

Students in the 6th grade looked more closely at the Mayan Calendar and comments of this year's prophecies emerged as we met each week. Students were taught the art of metal embossing and each one of them represented their corresponding Mayan glyph in a new art form.

8th graders worked on a similar project with the same enthusiasm and even more curiosity, as we discovered how the latest Indiana Jones movie, *Indiana Jones and the Kingdom of the Crystal Skulls*, took a new interest. For those of us who watched the movie, it was just another good adventure sequel.

Nevertheless as we investigated further we realized that the legend, from which the movie took place, was actually real. Wow! Further investigation brought us to the realization that the Mayan skulls did in fact exist and had been around for many years. All the stories related to them also had a tie with the mystical prophecies for this year's final month! But we were not to worry about that. Students were to learn more how to read and write with Mayan glyphs. In the end each table came up with a sentence, written in Mayan glyphs and each student embossed their metal sheet, antiqued them, and finally pasted them unto a recycled cardboard display painted with colored stones and molded into a Mayan stele.



Further investigation brought us to the realization that the Mayan skulls did in fact exist and had been around for many years. All the stories related to them also had a tie with the mystical prophecies for this year's final month! But we were not to worry about that. Students were to learn more how to read and write with Mayan glyphs. In the end each table came up with a sentence, written in Mayan glyphs and each student embossed their metal sheet, antiqued them, and finally pasted them unto a recycled cardboard display painted with colored stones and molded into a Mayan stele.

This project made much more sense to students merely on the grounds of its relevant connection to present events and the fact that the given people studied had lived so close to them. Perhaps when they visit Copan Ruins in the future they will be able to view and experience what they see with a deeper and more holistic understanding.

Molding the Leaders of the Future

Jeff Lash
Secondary School Principal
Colegio Karl C. Parrish
Barranquilla, COLOMBIA

In early March, I had the honor and pleasure of accompanying a group of six Colegio Karl C. Parrish students on a trip to my nation's capital for the Barranquilla Chamber of Commerce's "Nueva Mision a Washington DC". The main purpose of our trip was to attend a conference at Georgetown, but the group's stay extended past the two-day event ("Making Latin America and the Caribbean a More Equitable Society") and involved trips and visits to such places as the State Department, the Library of Congress, the US Department of Commerce and the Organization of American States, among other noteworthy destinations.

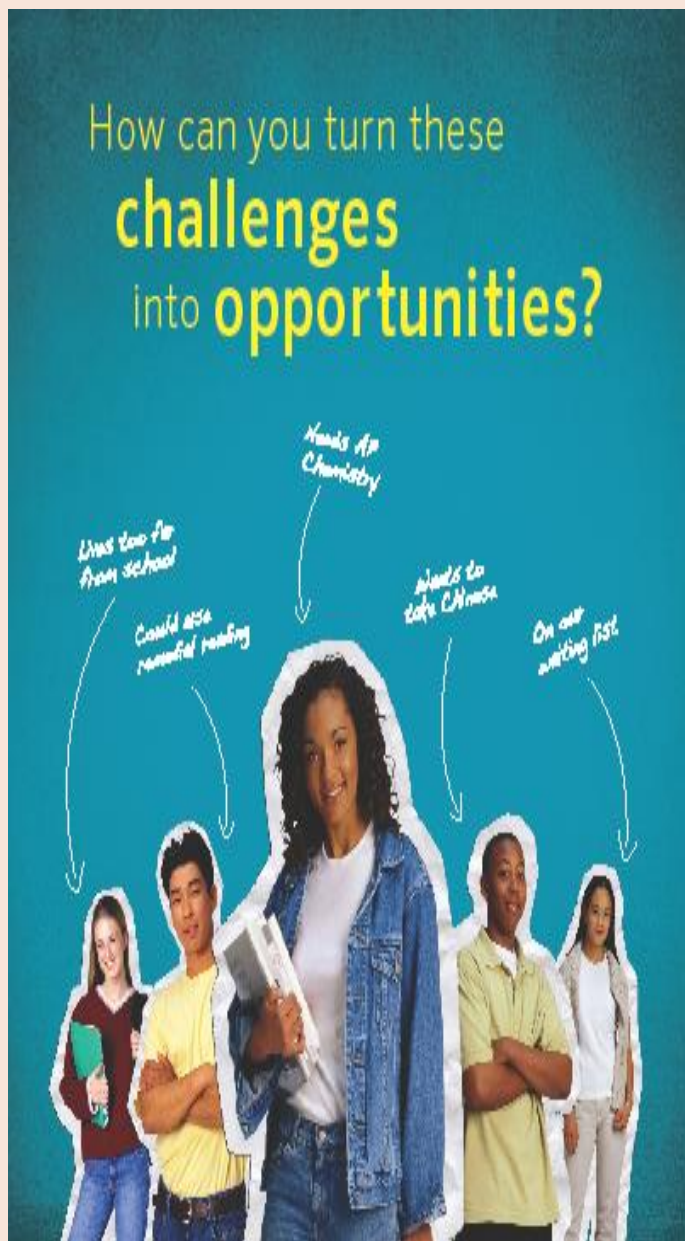
Much of the focus of the conference's panel discussions and keynote speeches was on the need for improved education in our region, specifically as it can and should apply to the potential for working, mutually beneficial partnerships between private sector enterprises and either higher education or job training efforts, all with an eye on leveling the playing field and providing potential jobs and earning potential to marginalized and at-risk populations. Guest speakers and special guests included major policy makers and leaders in both business and government, and their messages revolved to a large extent around the idea of connecting businesses in the private sector into the world of post-HS, vocational education and the job training efforts of local governments.

As a **CHARACTERCOUNTS!**© school, KCP aspires to live and breathe the values with which we hope to endow students as they embark on lives focused on setting and reaching productive, rewarding and socially responsible professional and personal goals. Three of our six **CHARACTERCOUNTS!**© core values provided a valuable connection between our experiences and the need to mold leaders who use their intellect, positions and education to effect sustainable, positive change in their world. **Responsibility, Citizenship and Fairness** link directly to the roles our best and brightest play when it comes to giving back to their communities, cities and countries as its future business, industry and political leaders.



A particularly special moment of which I was proud and thrilled to be a part involved the newly elected mayor of Barranquilla, Ms. Elsa Noguera (pictured above), KCP's six Junior girls and a group of former students, mayoral staffers and staff members of the Barranquilla Chamber of Commerce, which was the originator of the experience from the start. The Director, Ms. Vicky Ibañez, arranged for us to meet with Elsa after the first day of the conference in a Georgetown University classroom to share our thoughts, experiences and expectations in an informal, open conversation whose main focus was to inform the new mayor of our city in her initial efforts to find ways to increase city pride and usher in a new era during which Barranquilla will re-assume its position as a powerful and influential Colombian city, as the "Puerto del Oro" of South America.

All in all, the conference and the girls' whirlwind tour of big government, economic and policy-making institutions was an authentically memorable experience for all involved.



How can you turn these challenges into opportunities?

Wants to go to another school
Needs AP Chemistry
Wants to take Chinese
On our waiting list
Could use remedial reading

Learn more at K12.com/solutions. For a free consultation, please call 703.483.7210. Or e-mail solutions@K12.com and a K¹² Sales Director will contact you.

Some of your students' needs are hard to meet. Should you hire new staff? Ask more of your teachers? Increase class size? What's the best solution?

Turn to K¹², America's K-12 online education leader. As a SACS CASI-accredited provider, K¹² delivers award-winning, individualized curriculum comprised of more than 380 online courses—from core to credit recovery, honors to AP, electives to world languages.

"Parents and students love this program," says Dr. Gloria Doll, Director of the American Nicaraguan School and former Director of Country Day School. "K¹² blends well with the curriculum and objectives at both schools."

From a single course to a full-time, U.S. diploma-granting program, count on K¹² for a solution that can turn your challenges into opportunities.



Letting Go Workshop

This workshop, run by the school PTA and Life Coach Linda Strauss is designed for parents whose children are going off to university. It is a wonderful forum for sharing stories, for facing the challenges in the process of Letting Go, and for finding laughter along the way. This workshop is offered once per semester for parents of 11th and 12th graders. Parents who attend this workshop find that the support, stories and ideas that are shared are invaluable in helping them work through the process of letting go.

If you are interested in setting up this program in your school, please contact Linda Strauss at:

lstrauss@nido.cl



EMPOWERING ECC & ES STUDENTS THROUGH STUDENT LED CONFERENCES



On April 26 & 27 students from pre-kinder (age 3) through to fifth grade at the International School Nido de Aguilas participated in *Student Led Conferences* with their parents. At Nido de Aguilas we believe that children are in charge of their learning and we give them many opportunities to know that they are capable and that they can influence what happens to them. During the *Student Led Conference* process children work with teachers to assess their strengths and challenges, select work samples that illustrate their current levels of skill, ability and effort, and create an action plan for continued growth and improvement. During conferences teachers, children and parents discuss all aspects of the children's behavior and learning together with openness and transparency so that children continue to feel empowered and responsible for their behavior and learning.

Benefits of Student Led Conferences For Students...

- Accountability for their learning
- Ownership of the learning progress
- Increased commitment to school work
- Increased interaction between child and parents
- Increased independence
- Ability to self-assess
- Learning and practicing real-life presentation skills
- Increased confidence and self-esteem
- Development of leadership skills
- Fostering of organizational, communication and critical thinking skills

Benefits of Student Led Conferences For Parents...

- Active participation in their children's learning
- Better understanding of their children's learning successes and challenges
- Forum for parents to have a voice that is heard by teachers and children at the same time
- More relaxed atmosphere conducive to creating strong parent-child-teacher partnerships

- Improved communication between home and school
- The creation of a forum for parents to talk with their children productively and positively

The *Student Led Conference* format has a different look and feel than traditional parent-teacher conferences. During each 40-minute conference time slot there were 3-4 families in the classroom, creating a more relaxed environment and giving parents more time to engage in the presentation of the children's work. In ECC classrooms children and their parents rotated among three centers while teachers assisted children in demonstration and documentation of their growth and development. In ES classrooms each family chose a table and children led the conference with their parents; teachers were available to assist children as needed.

Following Student Led Conferences 88 Nido parents completed an online survey designed to help us improve the Student Led Conference experience for next year. As a result of the parent feedback, we are developing an action plan which includes:

- Sending parents the rationale and benefits of Student Led Conferences in both English and Spanish
- Using August 2012 Open House sessions to provide more information about Student Led Conferences and other ways teachers work to empower students on a regular basis.
- Including parents in the goal setting process with their children.
- Implementing an online scheduling system to allow parents to choose the conference time that best meshes with busy schedules.
- Continuing to develop strategies for parents and teachers to work in partnership in the best interests of the child; ongoing communication as well as Student Led Conferences are necessary.

What Nido Parents Shared About their Student Led Conference Experience

"The most powerful aspect was hearing my child tell me what he was most proud of and what he wants to do better. Hearing him talk about goals he has set and how I can help him reach them was great. He is learning a life skill about being reflective of what he does, evaluating it, and setting goals for future success."

"I enjoyed seeing how proud my daughter was of her work. She loves learning and she loves first grade at Nido!"

"We attended the conferences for two of our boys. The two conferences were very different. One was very successful - our son led the conference and it was encouraging to see how he grew in confidence as he led us through his work. In the case of the other, unfortunately I believe that the teacher and us as parents 'ambushed' our son and did not really let him lead the process. Clearly, when it works, it works well. When we as adults interfere too much, the process can become discouraging and destructive. The powerful aspect was seeing the contrast between the two conferences."

"WOW! My child was able to clearly articulate his learning strengths and areas to improve. I was impressed!"

"The confidence and pride of my daughter leading me through the entire conference was powerful."

"My son, in K1, was able to direct the conference. We were able to see where his recent excitement for

"writing books" originated."

"Our PK child enjoyed showing us the different areas of the classroom and what she likes to do in the classroom!"

"It was fun to have my son proudly display his work. The conference was well-organized into centers, and the students clearly had been well-prepared."

"My child was in control of communicating his learning from the last quarter rather than having it come from the teacher. He was guided to take responsibility for his learning and what he wants to learn in the future and how he'll get there. It isn't something that is being dictated by the teacher or parent."

"My child was acting as if he owned the entire school. He was leading me through the classes and feeling that he is an important part of the class."



Deadline Extended



Walden University Offers 50% Scholarship to AASSA Members

WALDEN UNIVERSITY EDUCATION CERTIFICATE SCHOLARSHIP

In celebration of the partnership between Walden University and AASSA, we are pleased to announce the creation of the Walden Education Certificate Scholarship Program to recognize exceptional teachers who are seeking to make a difference in their schools and communities.

This scholarship program awards one (1) 50% scholarship – up to \$3,600 – to teacher or administrator who is a member of AASSA, for ANY Walden certificate program, including:

Technology

- [Graduate Certificate in Integrating Technology in the Classroom](#)

P-12 Education

- [Graduate Certificate in Curriculum, Instruction, and Assessment](#)
- [Graduate Certificate in Engaging Culturally Diverse Learners](#)
- [Graduate Certificate in Professional Development](#)
- [Graduate Certificate in Teacher Leadership](#)
- [Graduate Certificate in Teaching K-12 Students Online](#)

Post-Baccalaureate Certificate

- Post-Baccalaureate Certificate in [Instructional Design and Technology \(3 specializations\)](#)

To learn more about and apply to this scholarship, please go to
www.WaldenU.edu/InternationalSchools.

WALDEN UNIVERSITY
A higher degree. A higher purpose.

Meeting the Needs of Students at the High-End of the Learning Spectrum through Online Learning

Priscila Torres (ptorres@eabdf.br)
American School of Brasilia
Middle School Principal
Advanced Services Coordinator
IB Coordinator

The American School of Brasilia has invested time and energy in developing its Advanced Services Office to offer students onsite learning opportunities, as well as, opportunities that surpass classroom walls and extend themselves beyond international borders.

In 2009 the school began the development of its Office and today the community truly benefits from the initiatives that have taken place (Figure 1).

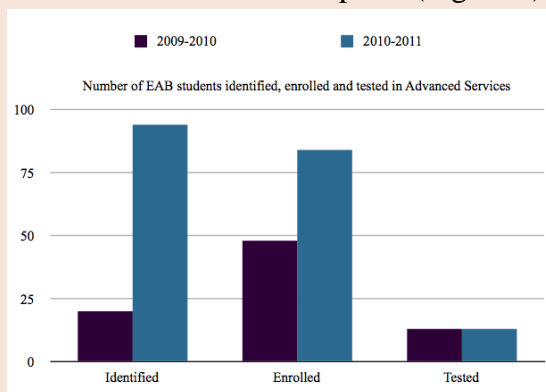


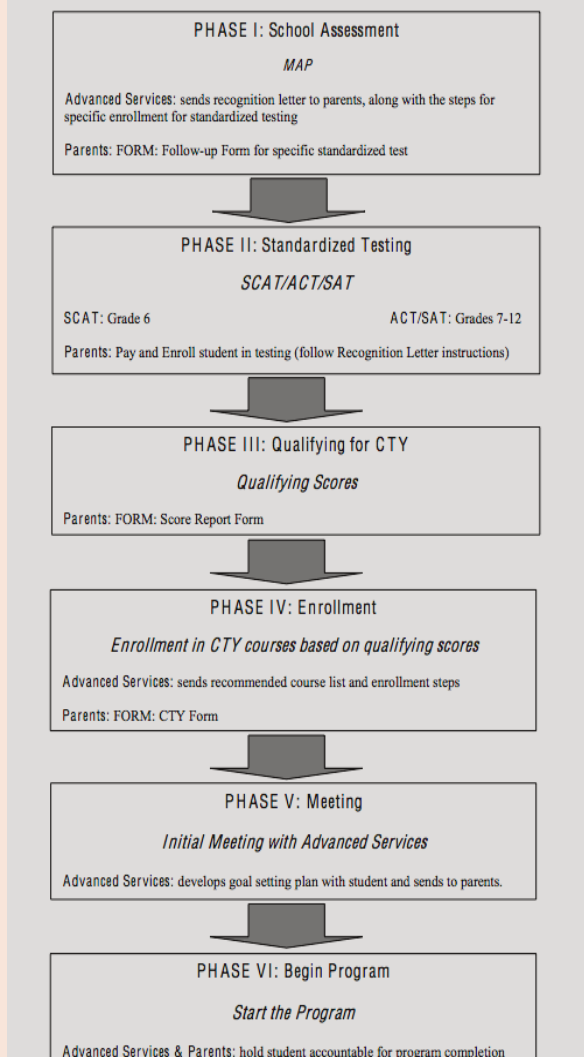
Figure 1: Comparative graph to demonstrate the growth of the Program

Besides the daily collaboration that happens on campus between K-12 classroom teachers and the office itself and its assistant, the other largest partnership has been established externally, with the Johns Hopkins Center of the Talented Youth (CTY). The purpose of the partnership is to allow students the opportunity to intellectually challenge themselves through online advanced courses that complement onsite learning and stimulate certain interests and curiosities through programs that are not offered on campus.

Students who choose to participate in CTY courses follow a rigorous process to ensure they are ready to take on this additional challenge. The process begins with the Measures of Academic Progress Assessment (MAP), where depending on their scores, students become candidates for taking specific placement tests such as the SCAT, PSAT, SAT, or ACT (grade level dependant) to qualify for CTY courses. If scores qualify, students and parents are then ready to meet with the Advanced Services Office to look at course options and scheduling logistics which may include working after school, using the study hall period to complete course requirements, and even working at home and on weekends, holidays, and vacation to complete course responsibilities (Figure 2).

The Office's mission is to celebrate the high-end academic diversity of the school's population. Its major goals are to, assist with the development of the critical thinking process, promote productive interactions, and probe the world through project based learning opportunities. The continued partnership involving students, teachers, and families help ensure the success of the Program. Parents and students alike have mostly been extremely complimentary of the courses offered by the CTY and the quality of the educators employed by the Program.

General Procedure Overview: A Visual Approach



One student was quick to share that, “Mr. Burger, my Math teacher, is really great, he is able to make learning entertaining!” Another student shared about the Language Arts Program, “*Crafting the Essay* and *Writing for an Audience* are courses that can be challenging, but I love it that I get to write and learn about writing in courses that are focused on this skill and that give me direct and very timely feedback on all the pieces I hand in. As my course comes to an end, I always have to convince my parents that I want to take another class, can you believe it?” The truth is that in many cases, because of the cost associated with the courses, which parents absorb, students really have to “convince” them about taking the next module in the sequence. The learning that happens in these classes is truly transformational and is reflected on the courses students take onsite; it provides them with a differentiated foundation and knowledge that helps contribute to the depth of discussions that happen inside the classroom environment.

Of course online learning is not an option for all students and all types of learners.

Figure 2: Step-by-Step Process to begin online learning

It requires plenty of independence and true commitment, which is sometimes hard to get when teenagers are busily fulfilling already demanding requirements from school, co-curricular activities, and trying to lead a balanced life where they want to have time to socialize, reflect, and spend time with the family. One student reports on the experience being, “demanding and very time consuming... all my friends were on vacation once and I had to continue to work through my online AP class! It wasn’t easy, but I was able to get the job done.”

With so many enrichment opportunities available, parents, students, and teachers, need to pick the best option(s) that will compliment learning, while also allowing students to lead a balanced lifestyle. Today, the American School of Brasilia is comfortable in sharing that virtual learning has become an integral part of its Advanced Services Office and hopes that it will be able to continue to expand its opportunities for student learning to best meet their needs.

Burton B. Fox Library at Colegio Karl C. Parrish: A physical and conceptual renovation

KCP's Burton B. Fox Library opened more than 30 years ago to serve a school that had been operating for half a century. This library was, for over twenty years, "THE place" where students went to seek information and take out books. But times evolved; in the eyes of our pupils, Internet replaced the library as the main source of information, the physical format of books transformed, and a wide range of skills surged to the frontlines as being essential for success in our globalized, digital society. This shift inspired us, as it did other school libraries around the world, to undergo a profound change. Hence we placed before ourselves the goal to transform our library into a 21st century laboratory for learning. The result has been a renewal both in structure and in spirit.

FIRST, OUR PHYSICAL RENOVATION

What a pleasure to welcome you to our renovated Burton B. Fox Library where we combine the welcoming traditions of a septuagenarian library with the cutting edge of a 21st century information, media, and educational technology center. Read on and become familiar with our new sections and services.

PRESCHOOL LIBRARY

Our preschool library, designed by preschool children as a product of a Reggio Emilia project, is raring to go! Besides augmenting our Big Books collection we have also added areas that will foster that love of reading and learning in our little ones.

First we have a brand new listening center! All our audio books have all been converted to digital format and our preschoolers can enjoy different books each week with our sleek novel iPod listening centers.



In the past, when story time was over, our young ones would beg to be read another story. The problem was that 20+ students would all be plaintively asking for a different story! 21st century technology palliated this problem. We proudly present to you our second new section: the AnyBook Readers. Now the storybooks that the little ones can peruse at their own leisure have special stickers on each page.

Each sticker uses a unique code which allows us to associate different recordings with every page of any given book. A child takes out a book, takes out an Any Book Reader along with it, and uses the Anybook device to hear the words on each page. Think about how this can accelerate the effective association of printed words with sounds!





We understand the importance of visual manipulatives in the early years. Next, we take a ride to our past and present to you our puppet theater where stories come to life!

ELEMENTARY LIBRARY

This section of our library is home to a beautiful aquarium installed inside a wall. We now have our very own “Read to the Fish” area!



Instead of having to supply their names when checking out books, children simply place their finger on a biometric reader and are instantly recognized by the system. So the entire check out process now lasts seconds instead of minutes. Elementary children can likewise check out Kindles loaded with classical and contemporary children literature titles. Other features include a new iPod listening center

and individual iPods loaded with special audio and video books. The Elementary Media Room serves as a reading room and audiovisual projection room, and is fully equipped with an interactive Smartboard.



SECONDARY LIBRARY

Completely revamped! We took pains to maximize our space with areas that students would find useful and enjoyable. Individual study carrels are perfect for those who need a space to think great thoughts away from distractions. We also have team study cubicles, equipped with computers, where collaborative group work can be carried out. Different reading spots allow access to the latest magazines and newspapers. We also have two listening centers that feature new selections of audiobooks and music every week. Our secondary library is fully equipped with a 30-seat computer lab. An audio/video production room is where our recently formed Burton B. Fox Podcast Team meets as they embark on their initial incursive journey into the world of podcasting. Kindles and iPods were recently added to the pool of resources that are getting younger every day.



THE NEW LIBRARY PROGRAM

While our students navigate among myriads of websites and databases in search for information, we are also working to help them develop the information skills that will enable them to sift out relevant and

valid information, generate their own conclusions and produce their own work. To help us accomplish this goal, we now have information resources available to students 24/7.

Besides migrating to a web-based library catalog, we have set up a library website –our Burton B. Fox Cybrary- with resources that students find helpful in their roles as information consumers and content producers. We mirrored selected features from some of the best available school library websites which included curated research help, a formidable collection of e-books, and links to the most relevant global, local, and scientific news communities, virtual tours to great museums, 21st century authoring tools, and other information and technology paraphernalia. As a means of fluid communication with students, the library opened its Twitter account and consequently, we now copiously tweet to the student population about library resources and news. Additionally, we have a special help module on our Cybrary site called “Ask the Information & Media Specialist.” This module offers students the option of asking us specific questions related to their schoolwork after school hours. The philosophy is to embrace a virtual structure where students could always reach out to us, hear from us, and benefit from the library’s assets. Consequently, the next item on our library program addresses our vision of producing critical, ethical users, and manufacturers of information. We have adopted an information literacy curriculum that includes topics such as information search and validation, and how to create academically valued digital footprints. Another important portion of this curriculum is the fair use of content. We aspire to form ethical cybercitizens, therefore awareness about creative commons, clarity on licensing and copyrighting, and demonstrating to students how they could license their own work all form part of our program that starts from the third grade up.

Coupled with this direct instruction of information skills is the guidance we offer so that our students will be able to carry out research using proven scholarly methods. We are actively seeking out opportunities to work collaboratively with students and teachers on projects that require research. As the backbone of academic support, our school library is impelled to promote pedagogy and technology that maximize the opportunities of developing 21st century skills in our students. A careful examination of the AASL (American Association of School Librarians) Standards for the 21st century learner has prompted us to promote such pedagogics through our newsletters and technology development skill sessions with teachers.

KCP’s Burton B. Fox Library will forever be evolving in its role as a 21st century information, media, and educational technology center. We are convinced that these recent renovations have been a step in the right direction.



Advanced Cloud Technology for Schools

CSCampus gives schools the power & freedom to educate.

For educators. By educators.
Point, click and add or delete services on the fly. Servers, networks, storage, services - you name it.

Clear, actionable reporting
Effortlessly get meaningful, real-time reports of all your services as HTML, PDF or Excel and automatically share them.

CSCloud usability
CSCloud gets out of your way - saving you time & resources at every step. Even the training is fast.

Industry-leading standards
CSCloud products include built-in technology best-practices based on ITIL, so you don't have to worry about the quality of your technology.

Mobile optimization
Every user deserves an ideal experience. CSCampus keeps that promise by optimizing for the latests mobile devices.

Flexible open integration
CSCampus customers mix and match components in their own way to attain the most stability and efficiency for their school.

CSCloud is worry-free, user-friendly and scalable.

Enterprise-class technology as a service is reliable, easy to buy and easy to live with. With CSCampus, you simply order your solution, we provision it and get you started, you just log in and use it. You pay based on usage, there is no minimum commitment - from one server - starting at cents per hour of usage.

- :: **Clouds** - all the servers you need
- :: **Connectors** - keep your systems synced
- :: **Fund raising** - manage your campaigns
- :: **Support** - great service from nice people
- :: **Reporting** - real-time analytics
- :: **Websites** - all the web pages you need
- :: **Admissions** - integrated web system
- :: **Records** - store student files and life
- :: **Security** - full-time protection
- :: **Monitoring** - proactive and intelligent
- :: **Services** - team of experts ready to help

1.800.889.0263 or +01.216.373.6899 outside the U.S. & Canada

INFO@CSCAMPUS.COM

Look who's powering CSCampus Cloud technology:



Drupal™



ubuntu®



PowerSchool



Plastic Pollution at the AASSA Global Issues Network Conference

Manuel Maqueda Cofounder, Plastic Pollution Coalition.

www.PlasticPollutionCoalition.org

The so called recycling of plastics is a mirage –if not a trojan horse planted in our good intentions to make our throwaway society tolerable. Plastics have little value, in practice cannot be recycled in a loop, and most plastics are not even collected or downcycled, but end up landfilled or incinerated. Yet another hulking myth busted, and another cultural belief shattered.

Plastic pollution is invisible. We are so accustomed to plastic that we don't see it anymore. We buy it and discard it without much notice. And yet the misuse of this material is compromising our health and destroying our ecosystems at a planetary level.

Plastic is a material that the Earth cannot digest. Plastics last hundreds of years in the environment, and yet we are using it to make disposable objects that we only need for a few seconds, minutes, or days. Plastic in the environment fragments into smaller and smaller pieces, which travel everywhere carried by winds and water, attract and accumulate toxic chemicals, and enter the food chain. In addition, plastics have secret formulas containing toxic chemicals, many of which are known to cause severe endocrine disruption, cancer, ADD, diabetes, heart disease, autism, obesity... and are linked to other health epidemics on the rise worldwide. Eating and drinking out of plastics may not be a good idea. In fact, almost every one of us is contaminated, and 90% of babies are born pre polluted with these chemicals in their bloodstream.

Discovering the truth of plastics is like discovering that a person very close and dear to us is an ax murderer. It changes the perception of our favorite products, stores, households, family traditions, events, and holidays. It makes us look at our bathrooms and refrigerators in horror. It makes us look at ourselves in the mirror.

My talk was punctuated with devastating images and videos, showing animal autopsies and tropical beaches polluted beyond belief. When I finished, I did not allow the public to applaud. I wanted them to stay there, feeling what they needed to feel. Not pointing fingers, but just looking at the stark reality of who we are, and what we do as a society.

But with initiation comes empowerment. The simple and liberating truth that we don't need most of this junk, and that is relatively easy to avoid most of the common single use and disposable plastics, such as bags, bottles, cups, and straws. Since this talk, many schools in several countries have started campaigns to eliminate plastics from their campuses and to educate others. Plastic pollution awareness has become a portal empowering students to find their voice and take very direct and tangible actions.

When I was asked to deliver a keynote address at the AASSA Global Issues Network Conference in Lima, Peru, I immediately felt my role was not going to be that of a speaker, but more like a shaman, making the invisible visible, and challenging conventions and beliefs firmly ingrained in our culture.

The future we will have is the one we are willing to accept. This is an invaluable teaching, and I am profoundly grateful to the AASSA GIN network for spreading it far and wide. Onward!

Teachers Teaching Teachers T3 Conference 2012

By Denise Cerrato MEd.
Escuela International Sampedrana
San Pedro Sula, Honduras

This year Escuela Internacional Sampedrana (EIS) and Escuela Internacional La Lima (EILL) celebrated our 7th annual Teachers Teaching Teachers T3 Conference right here on campus. As the conference name suggests, the foundation of the conference is teachers sharing their knowledge and expertise with fellow teachers in our community. This year's conference theme was "Building 21st century Skills" and the goal was bring awareness to local educators about the need for a shift in the way we work in schools today and to question; are school doing their job in providing students with the skills they'll need to succeed in the future?

During this conference we enjoyed the participation of international keynote speaker Dr. Marge Tye Zuba, an enthusiastic and humorous speaker who got all participants thinking about the human qualities in our profession. Most importantly, we had 95% of our presentations done by EIS and EILL teachers and principals. We had about 110 presentations, over 100 presenters, 250 EIS and EILL teachers attending and 300 attending teachers from 32 different schools from different cities: San Pedro Sula, Siguatepeque, Copan, Ceiba, Tela, La Lima, El Progreso, Islas de la Bahia, Tegucigalpa, and others. When we look at these numbers we are proud of our success in reaching our goal: to provide professional development for teachers in our area at a low cost.

For the EIS and EILL community, professional development represents a vital on-going activity that all teachers need in order to remain current in their academic disciplines. Educators must stay up-to-date on educational trends that might affect their teaching methodologies, curriculum, and student-centered considerations. For these reasons we firmly believe in the importance of this annual conference and the repercussions it has on education in our country.



The participation of teachers, teacher assistants and principals made this conference possible, as well as the contribution of the Association of Bilingual Schools of Honduras, and EIS and EILL families that contributed as sponsors of our conference. If you would like to show your support and contribute to this conference contact us at www.seishn.edu.hn

Parent Academy at PASB

Megan Maher, Elementary Principal
Pan American School of Bahia (Salvador, Brazil)

At the Pan American School of Bahia (PASB), our community of learners includes the parents of our Early Childhood and Elementary students who participate in PASB Parent Academy. Parent Academy is a series of workshops coordinated by the Elementary Counselor, Elementary Learning Specialists, Early Childhood Coordinator, and the Elementary Principal. Each month a new topic is explored through a combination of lecture, modeling, and questions and answer.

At the conclusion of the 2010-2011 school year, parents completed a survey of topics of interest. From these priorities, the Elementary team created a year-long schedule of topics, attempting to balance social/emotional themes with academic issues. During the 2011-2012 school year, Parent Academy workshops included the following:

- Setting Routines/Creating Limits
- How to Read with your Child
- Dealing with Emotions and Frustrations – Creating a Positive Decision Making Process
- The Multi-lingual Child – Language Acquisition
- How to Keep Learning Alive over Vacation – Play as Learning
- Internet Safety
- Writing – From Early Childhood to Essays
- What are Learning Differences?
- Standardized Testing and Screenings – What are they and how do they support student learning?



Each workshop included definitions, research, and best practices for schools as well as strategies for parents to support students at home. The emphasis of the workshops is that we are a team working together so that students learn better – we need to be on the same team! We share school policies, procedures, and practices, encouraging parents to use similar vocabulary at home with their child.

During the presentation, we share specific strategies that support student learning and development as well as highlight parental practices that can be counter-productive. We also provide hand-outs with articles and/or tips that summarize or extend the ideas that were discussed that day. Recently, we have made these same resources available through our school website and routinely encourage parents to visit and review these resources.

Parents who participate in these workshops regularly inquire about upcoming school activities. These same parents come to teachers and school staff with stories of how they have implemented strategies at home with their child. At PASB, we see the Parent Academy as a real way to include parents in our community of learners and to strengthen the learning environment for our students.



E-Week Schedule:

- Mon. RECYCLE – Chapel's Got Talent; Student to teacher talk
- Tues. HEALTH – Lecture on cycling
- Wed. GREEN DAY – Students wore green clothes to school
- Thurs. HEALTH – Nutritionist lecture to student-athletes
- Fri. PLANT-A-TREE DAY – FIFA Tournament; donations to SOS Mata Atlantica



"Not only fun, but also innovative. After E-Week, I am sure I am leaving NHS in good hands."

- Andre Allemann
NHS President

An Environmental Tradition

This year the National Honor Society created its second annual E-Week, five days dedicated to creating environmental awareness on the school grounds. E-Week included various activities that invited the student body to learn, donate and participate in helping the environment. Each day of the week was dedicated to a specific idea related to environmental awareness and included

events to promote these ideas. Throughout the week students were encouraged to participate in these activities keeping in mind that every action was aimed at the well-being of the environment. E-Week started in 2011, and it is a series of events that Chapel's National Honor Society (NHS) seeks to repeat yearly to increase environmental awareness among Chapel students.



Our education programs meet the highest standards. NCATE's. And yours.

Walden's Richard W. Riley College of Education and Leadership, which was identified by *U.S. News & World Report* as having the largest online graduate program in education by enrollment (May 2010), is now accredited by the National Council for Accreditation of Teacher Education (NCATE). Dedicated to enhancing educator effectiveness and student achievement, we're the choice of more than 52,000 students and alumni, including more than 60 state teachers of the year. NCATE accreditation, a recognized standard of excellence in preparing effective preK–12 educators, ensures the college has met rigorous national standards set by the profession and members of the public.

To learn more, talk to a Walden enrollment advisor today.

AASSA members are eligible to receive a 20% tuition reduction when enrolling in any Walden degree program in 2012.*

www.WaldenU.edu/internationalschools

ONLINE PROGRAMS INCLUDE

Ph.D. in Education • Doctor of Education (Ed.D.)
 M.S. in Education
 M.S. in Instructional Design and Technology
 Education Certificates



The Richard W. Riley
 College of Education and Leadership

WALDEN UNIVERSITY

A MEMBER OF THE LARGEST
 INTERNATIONAL UNIVERSITY NETWORK

Find information on costs, occupation types, completion rates, and median loan debt for these programs at www.WaldenU.edu/programdata.

The Richard W. Riley College of Education and Leadership at Walden University is accredited by the National Council for Accreditation of Teacher Education (NCATE). This accreditation covers all initial teacher preparation programs and advanced educator preparation programs. However, the accreditation does not include individual education courses offered to preK–12 educators for professional development, relicensure, or other purposes.

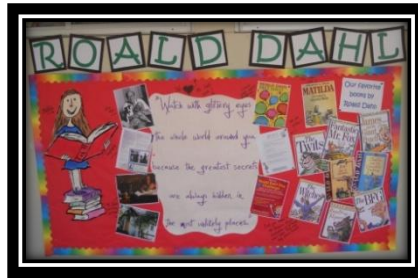
Walden University is accredited by The Higher Learning Commission and a member of the North Central Association, www.ncaahc.org.

Walden offers both state-approved educator licensure programs as well as programs and courses that do not lead to licensure or endorsements. Prospective students must review their state licensure requirements prior to enrolling. For more information, please refer to www.WaldenU.edu/educlicensure.

Many countries have their own accrediting bodies, and degree recognition differs from country to country. Prospective students who reside outside of the United States are advised to review accreditation requirements for their own country to confirm recognition of their Walden program of choice.

*Only one tuition-reduction benefit may be applied to tuition and fees.

Bringing Literacy to Life in the International School of Panama



Wow! These look like great bulletin boards! What can we learn from them?

They are part of Bringing Literature to Life! Each bulletin board features a different author and their books. With each of the thirty classes featuring a different author, there is a lot to learn. How can we make sure that students read the boards? Ask them if they have an Author in their Pocket. That's a slip of paper telling about an author who is on show. If they can tell you about an author, they get a Pod point. It's exciting!



Bringing Literature to Life Month at the International School of Panama is a literary event involving all teachers and students from Pre Kinder to

Fifth grade. This year the activities provided students with the opportunity to learn about authors, books and characters. The bulletin boards were up by the middle of March and during the last week of March we played Author in Your Pocket.

On the final day, everyone dressed up as a character from a book for the parade. Certainly, it was an opportunity for creativity! One entire fourth grade class escaped from Hogwarts. Pre Kinder Gruffalos roamed the halls. Twenty Kinder kids wore blue striped David shirts. The Admin team turned into Snow White and the Seven Dwarfs. Katniss arched her bow in the 5th grade. The Art department became mice from Mouse Paint. The atmosphere was full of fun for our learning activity.

We included our host country language this month by holding a Scholastic Spanish Book Fair. The proceeds from the sale bought Spanish books for our sister school nearby.



Visual Art and TOK at Lincoln School in Argentina

By Gina Sicotte
High School Visual Art



Catalina Winitzky, *Impressions 2011*

To what extent does the existing culture influence the artist working within it?

Creative Inspiration

IB Art students, at Lincoln School in Buenos Aires, contemplated this IB Theory of Knowledge (TOK) guiding question. We narrowed the question to focus primarily on all types of “visual” culture. The students contemplated this question and used it as their inspiration to respond to their own cultural surroundings in a major work of art.

Creative Preparation

In their research to prepare for their major work, these IB students began to investigate other artists who have taught us the importance of responding to visual culture - Warhol, Rauschenberg, Sherman, Kruger, and even street artists (such as graffiti artists), were drawn upon as inspiration. These artists have deconstructed and presented art in novel ways that contradict the world of “high culture art” (the set of artistic products held in the highest esteem by the elite in a culture). These artists also explored multiple cross-overs between art techniques and design, advertising and fashion, and popular media images.

Creative Investigation

Students continued their research by considering some of the following points which gave them a better understanding of what “Visual Culture” means and how it affects them:

- "Visual culture" recognizes the predominance of visual forms of media, communication, and information in the postmodern world.
- There has been a social and cultural shift to the visual - when compared to the verbal and textual - in the past 50 years, and that shift has accelerated in recent decades.

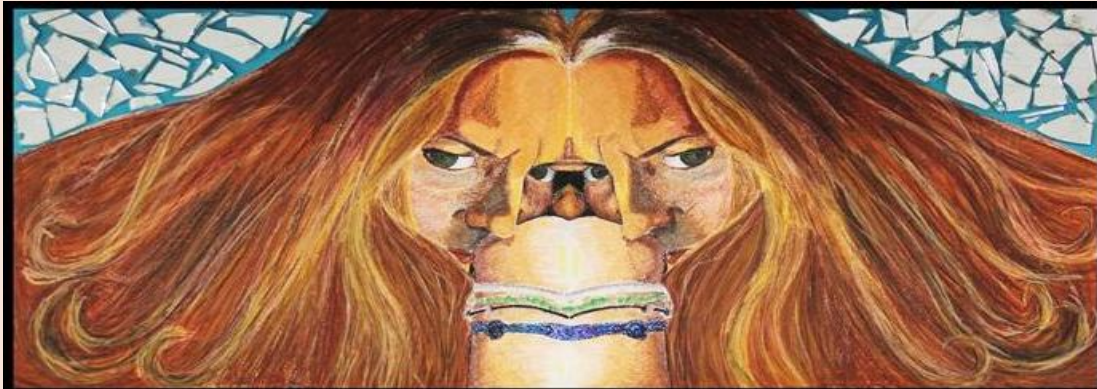
- The forms of visual culture are many, and are inter-connected, and they include:
 - print images and graphic design
 - TV and cable TV
 - film and video in all interfaces and playback/display technologies
 - computer interfaces and software design
 - Internet/Web as a visual platform
 - digital multimedia
 - advertising in all media (a true cross-media institution)
 - fine art and photography, fashion
 - architecture, design, and urban design

Creative Problem Solving

In their Investigation Workbooks (sketchbooks), the students had to describe, analyze, and reflect on the work of others; they were challenged to explore how other art connects to their own thoughts on visual culture. The Investigation Workbooks are always a valuable and beautiful representation of the development of their own creative ideas.

Creative Solutions

For students who live in an image-saturated world, this unit gave them an opportunity to critically consider the visual world around them and respond to it in ways that are personally relevant. Here are the results:



Agustina Marquez, *Imperfect Symmetry* 2011

- Responding to the concepts of the media's impression of "perfect" beauty.



Oscar Ramirez, *Inspirations* 2011

- Responding to the overstimulation of possible ways to be inspired.



Henry Samson, *Faceless Book*, 2011

- Responding to the false perception of being “connected” on Facebook.



Ines Gurovich, *Hide and Seek*, 2011

- Responding to the disparity of wealth.

Resources:

Source: <http://www9.georgetown.edu/faculty/irvinem/visualarts/intro-visualculture.html>

Reflections on Repertoire

Matthew Wiest, Grade 3

Lincoln School, Buenos Aires

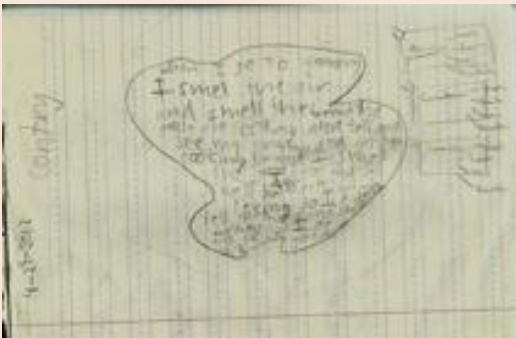
I had sensed that something was different this year. There was more of that “stickiness” that all teachers crave. It could be the group of children, the luck of the draw. It could be that after ten years I finally did something right. It could be my teaching was more constant with their second grade teachers. It could be any combination of any thousand daily variables. One thing is for sure though; this year showed me much more deeply the transformational power of a repertoire approach to teaching and learning.

It became obvious during the second day of our April poetry unit. I typically begin my poetry unit by looking at poems and poetic crafts as a whole, noticing line-break, shape, white-space, figurative language, rhythm and rhyme and so on. After whole-group investigations I would challenge the children to give-it-a-go. Days one and two of this year were no different.

These two days served as immersion but also as a quick assessment of what the students already knew about poetry and were capable of doing independently. The young poets went off to write, excited and apprehensive. I circled as I always do, meeting with writer after writer. After my third conference something occurred to me. In years past at this point, many of the poets were stumped or raising their hands for assistance. This group was different. They approached their writing with the same strategies and skills they had applied to their personal narratives, functional writing, literary responses, and non-fiction writing. They were confidently (and competently) pulling from a repertoire of strategies that they had been growing all year.

Up to now we had only read and discussed poems and poetry. I had not taught, re-taught, or even suggested the following three examples of different ways students unexpectedly used their repertoire strategies.

First, as so often happens, one of my young poets faced the blank page. He pulled from his repertoire and split his page into fourths titling each quadrant best times, worst times, dangerous times, and exciting times. Then, he listed a couple of moments in each. This provided him with subject matter to proceed.



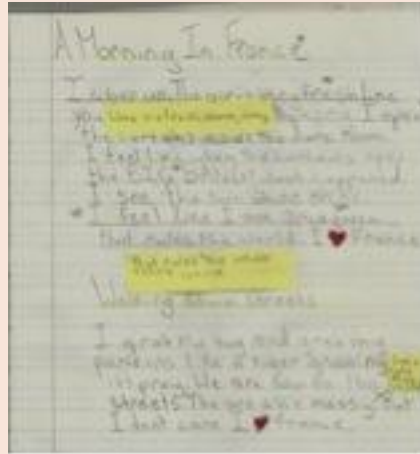
Next, there was a poet who knew what he wanted to write about but was having difficulty developing his meaning. Using an organizational structure that he had learned and added to his repertoire during our unit of study in non-fiction, he separated his poem into scenes (stanzas in this case) and made sure he had parallel parts in each stanza, creating a coherent structure, and ultimately helping him to clarify his meaning.

Then I met with a poet who was not happy with the words she had chosen and the image those words were creating. She decided to revise her writing by pulling a strategy from her repertoire that she had added in our very first unit of study on personal narratives, adding details. She chose words that she felt helped better create an image in her reader's head and then added those descriptive words where she felt appropriate.

Before:



Revised:



After having those three (among other) eye-opening conferences I stopped and reconsidered my approach. I had a decision to make; I could proceed with my poetry and subsequent units in the same direction I had grown accustomed, comfortable with and worked with (I thought well), or I could take a risk, and embrace and continue what the juxtaposition with poetry revealed, a more “true” repertoire approach to my teaching. Having seen the work they were doing and the choices they made, I chose the latter.

We continued our poetry unit not starting “fresh” as I had done so many times before, but by extending our repertoires of the same writing process and strategies we had been adding to all year long.

Essentially repertoire teaching and learning is generating a checklist of possible strategies, another common metaphor being a toolbox full of tools, with which to approach varying trials. Over time this repertoire grows and becomes internalized. This repertoire work *can* and requires application across lessons, units, genres, subjects, and years. That it can is what I *thought* I understood. My students this year taught me how these skills and strategies are much more transferable than I ever had imagined (non-fiction strategies in poetry?).

They have also shown me how important it is to link any newly added repertoire strategy to both today and beyond. If the students were not able to see the future usefulness of these newly added strategies and eventually test them, I would never have seen what I saw (“stickiness”) being used during my first poetry conferences.

As always I look forward to a summer of reading, travelling, visiting family and friends but I also carry the sadness that comes with leaving yet another group of wonderful children. This year however, I leave with something else, a deep sense of gratitude to my students for showing me the power of carrying a repertoire. As obvious as it may seem, questioning and reflecting on the process by which we create and use repertoire as both teachers and students can reinvigorate and transform our teaching and learning. It did for me.



ENDICOTT COLLEGE 376 Hale Street • Beverly, Massachusetts

SUMMER AND ONLINE PROFESSIONAL DEVELOPMENT

Earn your M.Ed. degree in 13 months, or over an extended time to meet your personal needs.

MADRID, BEVERLY, AND MEXICO PROGRAMS Northern Hemisphere Calendar

First Summer: July 2 – July 27, 2012
First Fall Online:
September 10 – December 7, 2012
First Spring Online: January 14 – May 4, 2013
Second Summer: July 1 – July 26, 2013

LEYSIN, PRAGUE, AND BANGALORE PROGRAMS Northern Hemisphere Calendar

First Summer: June 25 – July 20, 2012
First Fall Online:
September 10 – December 7, 2012
First Spring Online: January 14 – May 4, 2013
Second Summer: June 24 – July 19, 2013

MONTEVIDEO PROGRAM

Southern Hemisphere Calendar
First Summer: January 9 – February 3, 2012
First Fall Online: March 12 – June 21, 2012
First Spring Online: July 9 – October 19, 2012
Second Summer: January 7 – February 1, 2013

FOR PROGRAM, HOUSING, AND APPLICATION INFORMATION, CONTACT:

Spain, Switzerland, India, Czech Republic, and Beverly, MA Programs

Endicott College
Attn: Richard Pacheco, Dean
Calle Velazquez 140
28006 Madrid, Spain
Tel: +34 91 563 67 40
FAX: +34 91 561 25 10
E-mail: rpacheco@endicott.edu

Mexico and Uruguay Programs

Endicott College Mexico
Attn: Dr. Joyce Luján Martínez, Dean
Campos Eliseos no. 385,
Torre A, Piso 1
Col. Polanco Chapultepec
C.P. 11560 Mexico City
Tel. +5281-2446, 5281-2624
Email: jmartinez@endicott.com.mx

www.endicott.edu/internationalmasters

M.ED. IN INTERNATIONAL EDUCATION

Madrid, Spain | The College for International Studies Campus
(www.cis-spain.com)

Leysin, Switzerland | Leysin American School Campus (www.las.ch)

Prague, Czech Republic | Open Gate School (www.opengate.cz)

Mexico City, Mexico | Endicott College Mexico Campus (www.endicott.edu/mexico)

Bangalore, India | Bangalore International School (TAISI <http://taisindia.org>)

Montevideo, Uruguay | Montevideo location

Beverly, MA, USA | Endicott College Van Loan School of Graduate and Professional Studies (www.endicott.edu/gps)

Learning Outcomes

Upon completion of the program students will:

- Discover and articulate a personal philosophy of leadership.
- Develop a repertoire of strategies to communicate with individuals who represent various cultural groups.
- Identify and interpret research and theories that provide a framework for assessing and addressing issues in an international school setting.
- Implement a broad variety of curriculum theory, design, and successful practices.
- Describe multicultural, multilingual issues that deal with teaching and social changes in schools that have linguistically, culturally, and ethnically diverse populations.
- Identify and analyze future trends and issues related to the functions and roles of practicing leaders in international school settings.

PROGRAM OF STUDY

Summer I

IED 582: Research Methods
IED 511: Strategies for Change in International Schools
IED 581: Technology in Education
IED 580: Innovative Practices in Education

Fall Online Courses

IED 504: Theories in Curriculum Design
IED 574: Final Research Project

Spring Online Courses

IED 510: Leadership in International Education
IED 572: Clinical Experience in International Education

Summer II

IED 509: Language Diversity in Education
IED 524: Child and Adolescent Psychology
IED 522: Intercultural Communication
IED 573: Reflective Seminar: International Education

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).

Parent Academy at PASB

Megan Maher, Elementary Principal
Pan American School of Bahia (Salvador, Brazil)

At the Pan American School of Bahia (PASB), our community of learners includes the parents of our Early Childhood and Elementary students who participate in PASB Parent Academy. Parent Academy is a series of workshops coordinated by the Elementary Counselor, Elementary Learning Specialists, Early Childhood Coordinator, and the Elementary Principal. Each month a new topic is explored through a combination of lecture, modeling, and questions and answer.

At the conclusion of the 2010-2011 school year, parents completed a survey of topics of interest. From these priorities, the Elementary team created a year-long schedule of topics, attempting to balance social/emotional themes with academic issues. During the 2011-2012 school year, Parent Academy workshops included the following:

- Setting Routines/Creating Limits
- How to Read with your Child
- Dealing with Emotions and Frustrations – Creating a Positive Decision Making Process
- The Multi-lingual Child – Language Acquisition
- How to Keep Learning Alive over Vacation – Play as Learning
- Internet Safety
- Writing – From Early Childhood to Essays
- What are Learning Differences?
- Standardized Testing and Screenings – What are they and how do they support student learning?



Each workshop included definitions, research, and best practices for schools as well as strategies for parents to support students at home. The emphasis of the workshops is that we are a team working together so that students learn better – we need to be on the same team! We share school policies, procedures, and practices, encouraging parents to use similar vocabulary at home with their child.

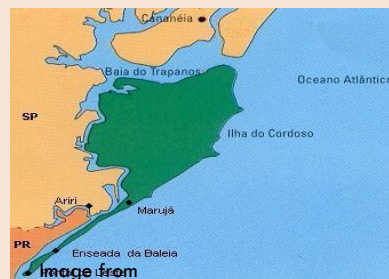
During the presentation, we share specific strategies that support student learning and development as well as highlight parental practices that can be counter-productive. We also provide hand-outs with articles and/or tips that summarize or extend the ideas that were discussed that day. Recently, we have made these same resources available through our school website and routinely encourage parents to visit and review these resources.

Parents who participate in these workshops regularly inquire about upcoming school activities. These same parents come to teachers and school staff with stories of how they have implemented strategies at home with their child. At PASB, we see the Parent Academy as a real way to include parents in our community of learners and to strengthen the learning environment for our students.

Students Learning through Service: A Study of the Ilha do Cardoso Group at Graded School

Lauren Pool
High School Science Teacher
Graded School, São Paulo

When most people think of São Paulo, Brazil they likely think of a jam-packed city with nearly 20 million people living in the metro area. They probably don't consider the rest of São Paulo state. They almost certainly don't think of a small, fishing community called Pontal de Leste located on the island, Ilha do Cardoso off the coast of Sao Paulo; but the students at Graded school did.



www.cananet.com.br/pontaldoleste

The connection between the school and community began with a school trip in 2002. It was an effort to get students out of the city and into an ecosystem they certainly don't see among the São Paulo city streets. The trip served its purpose of tourism but it didn't feel authentic to teachers Myriam Doro and Cleber Costa who chaperoned the trip. They spoke to locals about how difficult life on the island can be; yet students weren't getting this side of the story. It seemed like a learning opportunity wasted. Upon return to the school, Doro and Costa formed a group of interested high school students to study the problems on the island and to see how they could help. It began with food and clothing donations and soon grew into a study in economics and social responsibility. As the donations were passed on it became obvious that this kind of aid wasn't sustainable for the community or for the students. Research shows that "service activities should be designed, not just for modest, one-time contributions of assistance, but for more sustained and impactful change," (Chupp & Francis, 2010). As it turned out, the students did not have to look far for suggestions - the women on the island had some plans of their own. The group known as the Association of Fisherman's Wives (Associação das Mulheres dos Pescadores) had already decided that opening a restaurant to serve the passing boaters would help them help themselves. Armed with the idea the students at Graded school began working on funding. A connection between the school and Deutsche Bank came through in a big way and provided the kitchen utensils and appliances needed to start a restaurant. The other funds were collected from the school community through fund drives. Within just a few years of knowing the Pontal de Leste community the students had made this restaurant pipedream a reality.

It wasn't long before further needs emerged within the community. The island is overrun with invasive Giant African Land snails, which destroy any agriculture grown on the island. When medical doctor and teacher, Amaral Cunha Jr. visited the island he noticed that the Giant African Land snails were creating further health problems for the locals; without access to fresh fruits and vegetables they were citing health problems largely caused by nutrient deficiencies. In addition, he questioned why there was no medical care available and he was told there was no place for a doctor to see patients. This evolved into an idea for a community center where locals would not only have a place to see a doctor or dentist, but also there would also be a place to gather and for the community to hold meetings.

The root of these problems was not disregarded; students developed nets and barriers to keep the invasive snails off of locally grown vegetables. Their efforts have reduced the snail population and allowed locals to develop their own vegetable gardens – vegetables which are used in the restaurant so this victory extends outside the community.

Although the creation of the restaurant was a challenge, the creation of a community center would be one far greater. Construction presented high costs, so students enlisted the cheapest labor they could find – fellow students. Specifically, the group of students who had partnered with Habitat for Humanity in construction projects in years past. Historically this group had worked with communities in the distant Northeast of Brazil, for one year they would work to construct this community center closer to home. In January 2012 a group of 18 students and 2 teachers went to Ilha do Cardoso to begin construction on the community center. They worked for one week to lay the foundation and to construct the outlying walls. These students are certainly not construction experts but by the end of the week there were competitions to see who could lay the straightest row of bricks. This is a skillset we don't teach them back in São Paulo. They could not have completed with project without the help of hired professionals and architect Marcos Figueiredo and engineer Claudia Galvão (who both donated their time). The construction will continue while school is in session with the goal to have the center completed and inaugurated in 2013.

While bettering an overlooked community is noble, the true beauty of this partnership is that it's win-win. The students say they benefit as much, if not more than the island community. They are developing leadership skills, autonomy and confidence, all outside of the classroom. Student Kyle Bissell remarked, "I have come much more comfortable with leadership since joining the group two years ago." These students are learning about citizenship and the cycle of poverty, right before their eyes. Selder et al, (2011) argue that when students learn more about the causes and consequences of poverty then they can increase support for these causes. Student-leader Alexandre Carvalho-Dias agrees. Ale has risen through the ranks to become the student coordinator of the group and his perspective on everything has changed, "I gained a greater appreciation for some things that I have always taken for granted, such as my house, my education, my health, and all of the resources that I have at my disposal. I connected with many people who taught me about what really matters in life; people who helped me see that happiness is not necessarily found in consumption and material gains. I have become a more conscious citizen and for that I am very happy that I joined this amazing project." Service research goes to show that students who learn to manage real-world projects such as these are more likely to continue volunteering throughout their lives (Parker, et. al, 2009). What school wouldn't want students to become lifelong volunteers?

The Ilha do Cardoso program is working on a grand scale with construction and big donors. It doesn't mean that smaller service programs can't have the same impact on learning. Scales et. al (2006) found that service learning programs can help decrease the gaps in achievement between lower and higher-income students. When students are put in the position to think about large-scale social problems they develop problem-solving and civic skills as documented in research by Levesque-Bristol et. al (2010). Another "Ilha" student, Maria Diaz-Abella shared, "I saw a way of life there that I have only seen on TV and movies. It made it clear how easy I have it here in the city. It showed me that my way of doing things is not 'right' or 'better' - just different." These high school students didn't learn life lessons from building a restaurant or a community center; they learned them by leaving their comfort zones and building relationships with another community, a community without even a high school of its own.



A resident with nets designed to keep the snails from eating the vegetables. (Courtesy of Antonio Amaral Cunha Jr.)



The construction group in front of their week's work (Courtesy of RJ Jensen).



Day 1: Students on the future site of the Community Center. (Courtesy of RJ Jensen)

**IN THE FACE OF
HUMAN TRAGEDY
DOING NOTHING IS
NOT AN OPTION.**



Join the international school community and contribute to the Children of Haiti Project. Log on to www.childrenofhaitiproject.org and find out how your help can change the lives of children in Haiti right now.



Do something today.
www.childrenofhaitiproject.org

The Children of Haiti Project
110 Breed's Hill Road #2
Hyannis, MA 02601
+1 508 790 1990
info@childrenofhaitiproject.org

COHP 
The Children of Haiti Project

Digital Pathways to Enhance Academic Language and Motivate Digital Citizens

By Sherina Isolica and Maxine Rendtorff Baines

maxiner@uol.com.br

sisolica@yahoo.com.br

Pueri Domus, Sao Paulo

"If we teach today as we taught yesterday, we rob our children of tomorrow."
John Dewey

How the world communicates changes daily. Classroom blogs and sites allow and facilitate information sharing, inter-operability and collaboration on the web. We at Pueri Domus in the Global Brazilian American Program have discovered that the use of blogs and sites as educational tools in classrooms are very effective not only in enhancing the development of academic language but also to increase student motivation, engagement and performance in their learning processes.

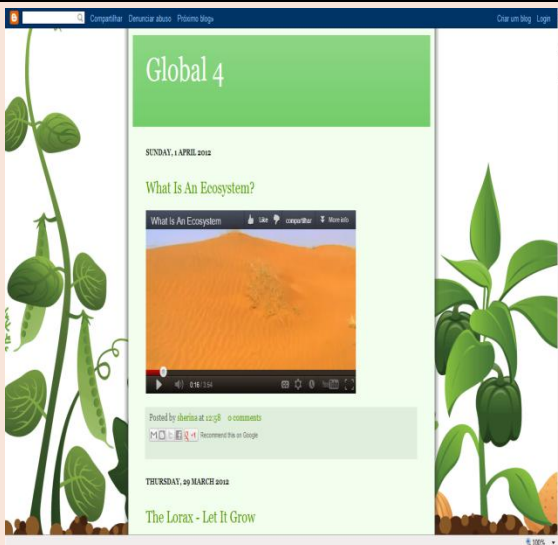
The use of blogs and sites is becoming more attractive to educators because it is a tool which involves students in their learning processes. However, teachers must take into consideration the following areas before creating their digital platform.

Regardless of what pathway a teacher uses it must always be intentional, and aligned with the curriculum learning expectations. For the students to understand what is expected, the educator needs to expose students to different examples of sites and blogs and collectively elaborate digital etiquette class contracts before starting a blog or site. Ongoing discussions on what it means to be a digital citizen are also essential to create a respectful and trusting digital community.

The decision on whether students will be allowed ‘free writing’ or whether they will be expected to proofread and revise their work before posting must be made beforehand and also with much care. Feedback from a survey that was conducted with our students showed that students do care about their posts being revised and edited. They don’t want their blog or site with spelling or grammatical mistakes. However, free writing provides an opportunity for us to become more attentive to the problems found in our student’s writing.

Constantly reflecting over whether learning is taking place is a crucial component not only through the posts, but also through class discussions and dialogue. In general, the expectations are high and we have learned that we must continuously reinforce our belief in the student’s potential to satisfy and even transcend their expectations (growth mindset) and value this digital process.





The importance of evaluating the learning taking place and whether students are achieving the expected outcomes requires careful analysis of student output in the blogs and sites, helping us as teachers to identify the strengths as well as what need to be improved in learning, in teaching as well as the blog/site. For this reason, rubrics are highly recommended to maintain objectivity.

Rubrics can be used to assess, for example:

- i. coherence of ideas
- ii. understanding
- iii. Writing and spelling
- iv. Relevance of comment
- v. quality of blog/site

A **blog** can be considered to be a more linear pathway which usually focuses upon a main theme and is updated regularly. It can be used to extend content language into the home and creates a bridge between home and school. A typical blog combines and sends texts, images, videos and links to other blogs. Readers are also allowed to comment and interact with the author.

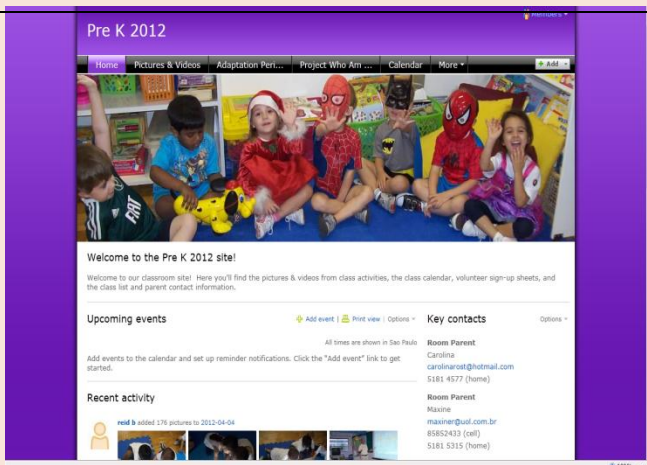
A blog encourages the building up of knowledge within a class and offers an opportunity of participation and sharing of knowledge to all students. It can be a platform to create projects, discuss books that have been read and express ideas about several themes as well as sharing and discussing current affairs.

Successful Outcomes for using Blogs in the class

- can be used for specific content areas
- promotes high student interest
- provide high student participation
- support high student high performance in assessments/evaluations
- improve home connection
- offer opportunities for differentiation

A classroom **site** on the other hand, offers a wider range of possibilities, which can be an advantage, but also brings the challenge of keeping it simple and focused on the initial learning expectations. Apart from being similar to a blog for it provides a platform to post videos, links, photographs, files and comments, classroom sites offer the opportunity for more student participation and interaction through message boards, journals, forums and polls.





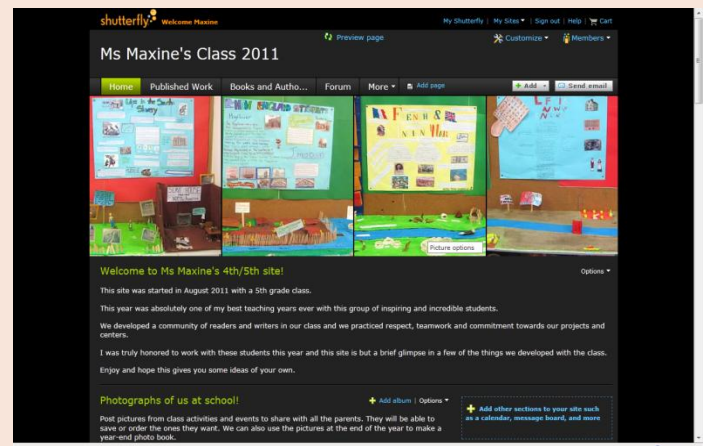
Pre-school teachers at our school choose to use the site more as a showcase for parents, including photographs and videos of student's work. In upper elementary level sites we can already expect a certain degree of student output which increases as we go into middle school. We have been exploring new ways of attempting to show evidence of progress and growth in student's written outcomes through journals and ongoing self-evaluation texts.

Classroom sites also seem to contribute towards creating a sense of group identity, where the students feel that they belong to a community of respect and can communicate with their peers using the digital pathways that they feel so comfortable with. Students who don't usually interact in the classroom find an opportunity through the site to connect in new ways which promote self-esteem and discovery.

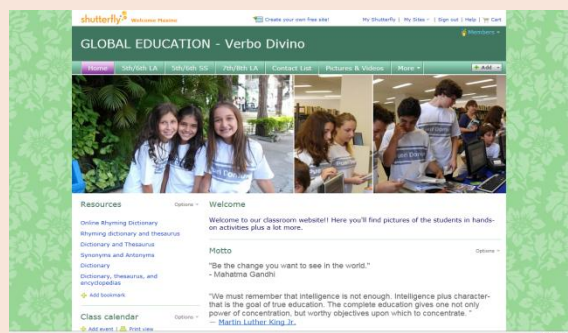
We have found in our experience that following Peter Elbow's 'Free Writing' advice (1981) to "use the power of an audience to our benefit instead of letting it get in the way" in class sites has worked very well. Students began to understand that grammar, punctuation, the choice of words, of style, voice and syntax is not something that only the teacher demands, but also is important for effective communication. Common mistakes and frequent misspellings are addressed in class and used in mini-lessons as feedback to plan next steps in class instruction. In this way, the community of blogs and sites guides the learning process of language into a creative, exploratory and joyful experience.

Successful Outcomes for using a Classroom Site

- improve home connection
- promote high interest/motivation
- enhance positive interactions among students
- provide opportunities for differentiation
- be a platform for student output and teacher feedback and intervention



These modern educational tools demand enthusiasm from all participants as well as regular updates. They are both highly efficient when intentionally integrated pedagogically. For language across the curriculum, blogs and sites create platforms that can be used in several different ways to involve students in exploration, discussion and discovery.



Grade 7 CAS

Colegio Franklin D. Roosevelt, Lima, Peru

How far you go in life depends on your being tender with the young, compassionate with the aged, sympathetic with the striving and tolerant of the weak and strong. Because someday in your life you will have been all of these.

-George Washington Carver

Wednesday mornings during April and May, the students in grades 6-8 at Colegio Roosevelt, participate in community service. Students are encouraged to look beyond the classroom to reflect on the needs of their school and the local community. The service activities allow students to become engaged and empowered to act in response to these needs.

The 7th graders have been visiting the elderly women at Asilo Maria de Marillac, a nursing home in Lima. Before they begin their service, the students are given an orientation so they know what to expect. They practice how to interact with residents who may not hear or see well. Students are prepared to look for signs indicating depression. They learn how to escort, guide and support residents as they walk and get in and out of chairs.

As the students enter the halls of the nursing home, residents smile, wave hello and begin to spread the word, "Colegio Roosevelt is here." The nuns who run the nursing home tell us that our visit is the highlight of their week. Each student is partnered with a lady. Their first session together is spent getting to know each other. The students conduct an interview with the lady about her life and then write their story or compose a poem for them. The students also help the women to improve their fine motor skills as they draw and cut together making crafts.

On the bus ride back to school students laugh and sometimes cry as they share the experiences and life histories of the women they have come to know. As noted in the IB learner profile, caring and responsible global citizens strive to show empathy, compassion and respect towards the needs and feelings of others. These opportunities to serve the elderly help our students to become more caring and make a positive difference in the community.



"All that glitters, is not gold"

Allana Rumble, IB Environmental Systems and Societies Coordinator
Colegio Roosevelt School, Lima, Peru

Below is a piece written in reflection after a 6 day, 5 night educational adventure to the Tambopata Nature Reserve and Research Center in remote Peruvian rainforest along with twenty eager Gr. 11 IB Environmental Systems and Societies students in May of 2011. All photos by Allana Rumble

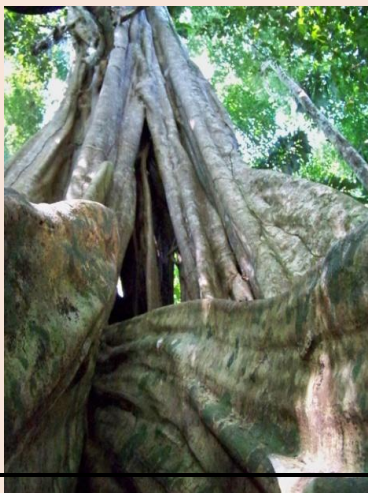
In the dawn light the river shines a silky gold, it's edges a mottled pink mirroring the skies' first flush, the clouds first blush of excitement at seeing the sun once more. I wait on the shore of the Tambopata River, an Amazonian fingerling, a silver artery in the beating, green heart of the world.

I am here as a teacher supporting a group of students, ready to be reshaped by this experience, meandered like this river. Our learning this morning will be with an illegal gold miner. Borian is clean shaven; his dark hair is short and styled. His brown skin is the color of tanned Brazil nut. He has been working with or within the jungle since he was sixteen years old. He started as a hunter of bush meat, chasing sharp toothed peccaries through the jungle soup for a price of as little as \$2.50 a kilo. Now he hunts for Jungle gold for as much as \$40 a gram.



What makes his actions lawless? The criminal is quick silver, mercury, the magical metal of lore. Borian explains how mercury makes his fortune while he turns a burnished metal bowl in his hunter's hands. He bends his compact frame and scoops into the river bank with the bowl. He stands up swirling river water and sand rhythmically. His eyes sparkle and his teeth smile in the reflection. He points down and draws us in. Amongst the grains of sand are bright flecks of gold, numerous points of light spread like constellations in the jungle night sky.

Mercury is a metal that can move. When Borian adds mercury to this swirling mass it will take these individual flecks and unify them. I imagine Borian looking over the cauldron that is the Universe adding mercury drop by drop and swirling all the stars, our sun, into a singular golden orb...a beautiful, valuable prize for him. ..but what would that mean for us?



Therein lies the dilemma. Costs are often hidden, hiding behind the shine. For every gram of gold produced illegally in the Amazon, twice as much mercury is used. This quicksilver injection is sinister in ways that could cause even Lady Macbeth to shiver. It is the elemental elephant and the body does not quickly forget it. Mercury moves up a food chain as well as a strangler fig slowly grows down and around it's host tree, tightening its grip with the patience of death itself. Mercury in the river

means metal plants, metal tadpoles, metal fish....metal us. This is the price paid. Is it worth it? Sometimes we only notice something by its effect. Nature's systems are a Rube Goldberg apparatus that even Deep Blue and Bobby Fischer combined would have difficulty deciphering.

The tragedy of the financial commons is that wealth for some often means poverty for many. When Borian is asked if he understands the health costs of mercury he says he has heard, but he does not believe. I think that enchanting orb of gold may be distracting. He sees the water roil, but he does not look for the beast beneath.



In the warm embrace and entangled arms of the jungle that afternoon I see a thousand leaf-cutter ants carrying shards of green glass illuminated like holy windows by a rebellious beam of light. Piece by piece they break apart the majesty of life for their own gain. They follow the path laid out for them, but they are blind. I wonder if there is ever one, of the many, that wants to break free, to see.

We need to perceive as chess masters might, contemplating the consequences of our actions step-by-step till we are at the fringes of the true consequences. Maybe then with enhanced vision what we value will change.

The Power of Collaboration and Passion



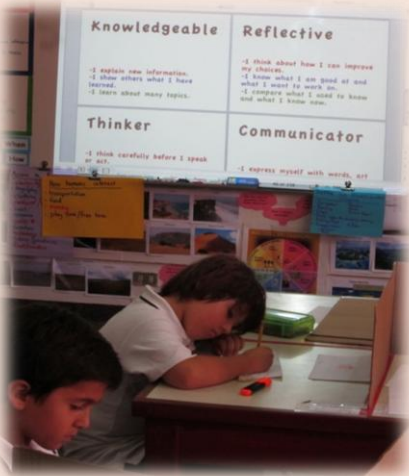
As part of our focus to move the primary school further along the PYP continuum we have created here at Colegio Franklin Roosevelt a PYP leadership team. This team is made up of competent, and experienced PYP teachers as well as the primary leadership team.

The group has a dual role. Firstly in their leadership role they meet on a regular basis to develop strategies and action to address identified needs in our PYP program. These may be related to recommendations from the evaluation report or improving specific elements of the program. This semester our focus has included developing effective portfolios and student led conferences, ongoing reviewing and revision of the Program of inquiry, inquiry-based instruction in units of inquiry and stand-alone units as well as developing our own inquiry cycle.

Secondly each member is given an opportunity to work either collaboratively or independently on a passion or interest they have in a particular part of the program. A UBD planning format was used to present their initial proposals. Once their proposals were finalized they developed an action plan and timeline for the year. This yearlong project was shared on an ongoing basis with the primary faculty and many of the projects required faculty input and feedback.

These projects have included

- a) Developing a scope and sequence outline for teaching thinking skills across the primary school
- b) Developing a differentiated approach to the descriptors of the learner profile. Each grade level has specific language that relates to each learner profile attribute. The descriptor for each grade level is added to in a spiral approach through the program. Also in conjunction with this, universal symbols are developed by the students to reinforce the meaning of the learner attribute.
- c) Cross-referencing and mapping of the national Peruvian curriculum (OPP) with our revised program of inquiry.
- d) Reviewing the primary Information Technology plan based on the Role of IT in the PYP document.
- e) Mapping of the transdisciplinary skills and in particular the research skills and process with the first steps program
- f) Applying Blooms' taxonomy of thinking to develop more effective summative assessments tasks.



In December 2010, we announced the first Walden International Schools Scholarship Program. The FULL Scholarship was open to any AASSA member who enrolled in one of Walden's Richard W. Riley College of Education and Leadership Master's or Doctoral degree programs.



We are happy to have received this impactful update from AASSA winner-**Mark Osborn**, an eighth-grade math teacher at Colegio Nueva Granada, Bogotá, Colombia. Mark is enrolled in the [M.S.Ed. program with a specialization in Mathematics, Grades 6–8](#).

I would like to take this opportunity to update you on my progress in completing my Walden Masters Degree and my overall impression of my Walden experience. I am currently in the process of completing my ninth course and will complete my tenth and final course on August 19, 2012. It has been a long and arduous journey that has greatly enhanced my teaching knowledge and expertise.

My Walden experience has turned out to be more than I could have ever imagined. From the beginning stages of working with an international advisor to get setup in the program, to the professional courtesy portrayed by course professors, my experience has been outstanding. Throughout the past 15 months, every Walden representative I have had the pleasure of working with has portrayed the exemplary characteristics and qualities that have made Walden the respected university it is today.

I have found the courses in the Master of Science Education – Mathematics Grades 6-8 program to be of the highest quality. These courses have challenged my way of thinking about the teaching of mathematics and education in general. Collegial interactions through Discussion Board activities have provided the platform for an excellent Professional Learning Community. Moreover, the level of professional support provided by each instructor has both encouraged and sustained me during the learning process.

The decision to pursue my Masters through Walden University has been one of the greatest decisions of my professional career. I could not be more pleased with the growth I have experienced as a professional during my time at Walden University. My Walden experience has left me with the utmost respect and admiration for everyone I have had the pleasure of working with at Walden University.

Warm Regards,
Mark Osborn

The end...
Have a great break!