

AMISA Newsletter

American International Schools in the Americas

January

2021

The Tri-Annual Newsletter of American International Schools in the Americas

www.aassa.com



AMISA's mission is to enhance the quality of education in American/ international member schools.

Connect with AMISA

please use our current site, social media and emails during the transition.

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From Your Executive Director

Dear AMISA (formerly AASSA) Friends and Colleagues,

Happy New Year! May 2021 be filled with health, love and learning for us all.

Our name change to AMISA is official. May 1, 2021 is our target date to have our new webpage done as well as our social media fully transitioned over from AASSA to AMISA. Please continue to use our current emails and visit our current webpage and blog during this time of transition.

Once again I extend a special invitation to all AMISA Heads of School to join in our weekly Thursday Zoom calls. I email the link out to all Heads of School each Tuesday. You can also receive the link to the Thursday calls by registering on our website or on the AAIE website. In addition, the link is normally in the Thursday/Friday email I forward that has the recording from the current week. In addition, please feel free to contact me with any questions about accessing the Thursday calls.

ZOOM licenses for the coming year are under consideration and we are making every effort to be able to continue offering the licenses to you for free or at a deeply discounted rate. Stay tuned for more information.

Be sure to register for our March CONNECTED featured series with Doug Fisher and Nancy Frey. The series will include time for teacher collaboration and



Visit our blog to listen to AMISA Radio. If you're interested in participating in AMISA Radio, please contact Dr. Rhoads by email at (drhoads@aassa.com) to let him know your topic.

Be Part Of **AMISA**
RADIO

connected learning. The series will run in place of our normal in-person Educator's Conference and we hope each of our member schools will participate. Register by February 5, 2021 and send a team of five teachers for just over \$100 per teacher. <https://tinyurl.com/amisafeatured>

Best regards,

Dr. Dereck H. Rhoads
AASSA Executive Director

At some point in every lesson, students should know what they are supposed to learn.
(Fisher, Frey, and Hattie, 2021, p. 83).

One to think on...

References:

Fisher, D., & Frey, N., Hattie, J. (2021). *The Distance Learning Playbook Grades K-12*. Thousand Oaks, CA: Corwin.

Better together





INTRODUCING



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Will the AASSA

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SIM YES YES YES
YES SIM YES
SÍ YES SÍ YES
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to enhance the quality of education in American/international member schools.

STAY CONNECTED

What about the AASSA webpage, blog, social media accounts and staff contacts?

Anticipated
**LAUNCH
DATE**



Please continue to use
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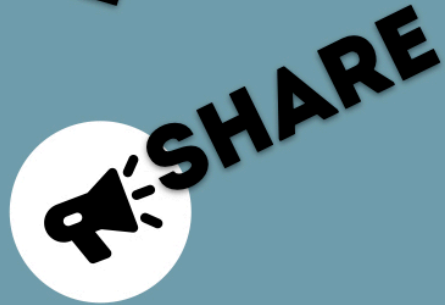
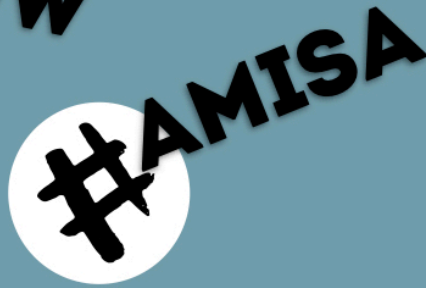


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American International Schools in the Americas



WHAT NOW?

How can current AASSA Members help?



Please follow, tag, share, like, etc. and spread the news of



The Next Wave of Learning

Over the next months, we will be offering over 18 workshops, or workshop series, to our region. All of the learning experiences encompass themes within our three Professional Learning Strands of Visionary Leadership, Progressive Learning, and Vibrant Communities.

TAPPING INTO OUR OWN EXPERTISE

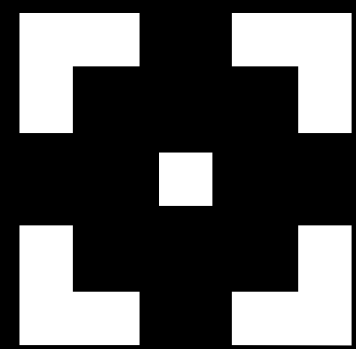
As part of our professional learning plan at AMISA, we are committed to focusing on elevating our regional expertise and expanding opportunities for our educators. We are pleased to include several AMISA educators in our next round of learning experiences for the region: Matt Hajdun, Shauna Hobbs-Beckley, Lili Borrero, Shannon Hobbs-Beckley, Alysya Perreras, and Kristen Moreland will be engaging learners through a multitude of workshops or workshop series! Elevating the expertise and experience from within our region is a key element in moving our Professional Learning Plan forward as an organization. We are excited to learn from our colleagues in the region and look forward to expanding opportunities as we grow in 2021. If you are interested in sharing your expertise, please contact me at aslaton@aassa.com.

EXPANDING AND DIVERSIFYING OUR LEARNING OPPORTUNITIES

Expanding learning opportunities for all educators of our member schools is something that we are committed to as an organization. As part of our Professional Learning Plan, we are working on diversifying our learning experiences to include opportunities delivered in Spanish and Portuguese. In this next wave of learning, we will be offering a few workshops in Spanish: El ABC de la Educación de Carácter from Lili Borrero, as well as two sessions focused on DEIJ initiatives from Dr. Derrick Gay, Diversidad e inclusión en las escuelas internacionales and Conversaciones valientes sobre el racismo en las escuelas internacionales. As we move forward, our goal is to provide more and more opportunities in Spanish and Portuguese. If you are interested in presenting in either of these two languages, or know someone who is, please contact me at aslaton@aassa.com.

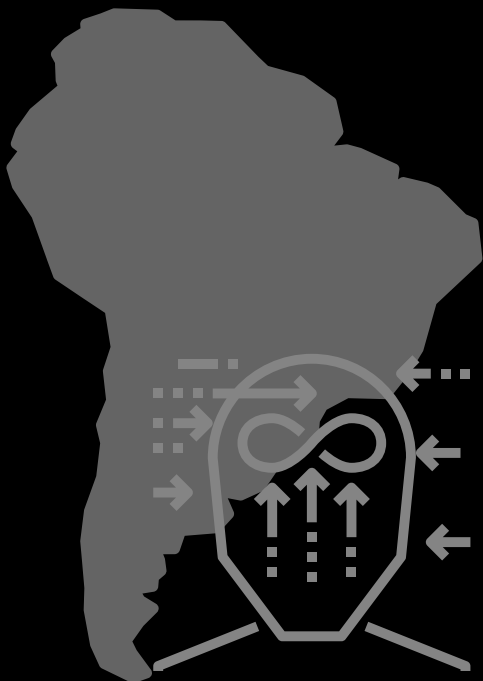
2021 FEATURED SERIES: CONNECTED LEARNING

We are excited to offer a Featured Series this spring in place of our annual Educators' Conference. Join Doug Fisher and Nancy Frey as they guide our understanding of Connected Learning in today's environment. There will also be dedicated time for educators to think-tank and network with each other around relevant topics in our region. It is poised to be an event that will provide educators with practical strategies to connect learning during ever-changing times. Register today for this learning experience and we look forward to seeing you in March!



A Renewed Focus
on Professional
Learning

By: Adam Slaton
AMISA Chief Learning Officer



Connected LEARNING



Join world-renowned authors Doug Fisher and Nancy Frey for an electrifying and interactive AMISA THREE-DAY Featured Series Event!

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 MAR 17	"SPARKING" CONNECTIONS LEARN TOGETHER 3:30-4:30PM ET 🔌 NETWORK TOGETHER 4:45-5:45PM ET
 MAR 24	"CONNECTED" LEARNING LEARN TOGETHER 3:30-4:30PM ET 🔌 NETWORK TOGETHER 4:45-5:45PM ET

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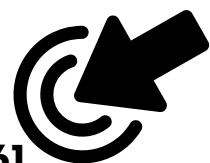
Jaime Casap

Former Chief Education Evangelist at Google
Published Author
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What problem do you want to solve?



Episode 13
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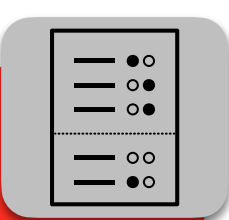
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Our Creaky Architecture



By Jeffrey Bradley, Director of the Commission on International Education at NEASC

The College Board cancels dozens of test dates across the globe. In the US, tests by the National Assessment of Educational Progress, known as “the Nation’s Report Card”, are delayed until at least 2022. Nearly 1700 college admissions offices drop standardized testing requirements. Schools and colleges toss once strict grading rubrics in favor of simple pass/fail grades. Counting “seat time” inside schools is sacrificed to keep students safe – and yet still learning.

Such bedrock elements of schooling as counting credits and testing have faced criticisms for generations. It took a global pandemic for some to crumble, or at least to stumble.

So let’s now ask ourselves, which of our once-unassailable features of schooling offer enough benefits to outweigh their drawbacks? Do they deserve to live on post-pandemic? Can we continue to tolerate the many unintended consequences of outdated systems?

Before deciding if some structures and systems have outlived their purpose, it helps to know, What was their original purpose? To be sure, much of today’s schooling architecture was erected in times and places facing vastly different conditions than we face today. It is high time to inspect this house of ours, to judge its ongoing suitability and habitability.

The College Entrance Examination Board – the “College Board” – grew out of the muddle of late 19th c. American education where individual colleges and universities issued separate admissions tests to applicants, and where the quality of high school preparation in America’s decentralized K-12 school system was uneven and unpredictable. College Board exams, so its creators argued, gave a standardized and fair opportunity to all applicants. Are they appropriate today?

These standardized, high-stakes exams faced a familiar controversy from the beginning. Nicholas Murray Butler was the first leader of what is known today as Teachers College at Columbia University, in New York City. In 1901 he assumed the presidency of Columbia University, and was also appointed Chairman of the College Board. In that same fateful year – 120 years ago – Butler revealed a worrying

impact on “normal education” (and foretold the arrival of the test prep industry) now that high school ended with high-stakes admissions tests:

[S]ome schools bring in special coaches, or ‘crammers,’ in April or May of each year, who are supposed to be specially skilled in getting pupils ready to pass the tests prescribed by a given college. While this process is going on, normal education is, of course, suspended. (Fuess, 1950)

As the US entered WWI, the Army Alpha test was administered to 2 million recruits to help military officials to hire, rank, sort and assign its soldiers and staff. That early IQ test with its coolly calculated outputs led directly to the creation of the College Board’s first SAT exam in 1926. Standardized testing and the College Board grew in proportion to the rapidly expanding American middle class and college-bound population. Confidence in efficiently organizing people and institutions gradually embedded itself in the American mindset and landscape, crossing borders as American schooling spread abroad.

The so-called Carnegie Unit, a commonly-used tool reflecting seat-time in specific courses toward meeting a required minimum of units – or credits – started as a measuring stick not for learning in schools but for teaching in universities. Philanthropist Andrew Carnegie’s enormous donation to establish a fund for retired professors depended on a reliable standard of time since only full-time professors qualified – hence, teaching time became the standard measure. Soon that same standard migrated to high schools and to the other side of the classroom where the students sat. And sat. Most student transcripts in the US and in US-style high schools around the world still count seat-time – i.e., credits (usually 20-25 over a 4-year period in a distribution of subject areas). Starting in late March 2020, many seat-time counters simply looked the other way; learning online, like much of learning it turns out, is not well measured by screen time or even by time on task.

Single score ratings – think Grade Point Average (GPA) – arose from the early 20th century fixation with numerical rankings, mechanical efficiency, and the belief that ‘the purpose of schools was not to educate all students to the same level but to sort them, according to their innate level of talent,’ with weaker and stronger students all deviations from the all-important ‘average’ student. (Rose, 2016) Human beings are not linear creatures; nevertheless, linear

measuring tools like the 100-point scale are well suited if schooling – and the larger culture beyond school – like the clean precision promised by averages and ranks. So alas, these over-simplifying tools still hold sway.

Today, this spotty inheritance from earlier generations of educators and bureaucrats groans under the weight of a global pandemic.

Generations of students and recent research suggest that many of our closely held beliefs and structures around schools may have outlived their usefulness.

Notably, Carnegie Foundation President Henry Suzzallo publicly recognized that their vaunted standards to measure learning were impaired, writing:

None recognizes more clearly than the Foundation that these standards have served their purpose... They should give place to more flexible, more individual, more exact and revealing standards of performance as rapidly as these may be achieved. (Tagg, 2019)

When did the President Suzzallo admit this? In 1934. Old habits die hard.

To confront old habits and structures that may have outlived their purposes is to bravely face the future. Here's how we can start:

- Question our closely held assumptions, including those that powered our own (highly successful, above average!) personal educational journeys.
- Reflect on the world of today and what our non-linear students will face in the non-linear future 5, 10, 20, 30 years from now when they will have significant influence on local, national and global matters.
- Embrace pathways to “more flexible, more individual, more exact and revealing standards of performance,” as relevant an approach as when first articulated 86 years ago.
- Rethink learning's role in school. If learning – not test scores, not GPA, not seat time – is what we really value, then we should design everything at school that way. The Mastery Transcript Consortium (www.mastery.org) offers a compelling, learning-focused, individualized record of student learning recognized by more and more universities, giving teachers license to focus more on meaningful mastery than over-simplified measurements.
- Reach out. Our own community of NEASC-accredited schools pursue an accreditation protocol that puts learning at the center and invites frequent sharing and collaboration. Schools are held to clear foundational standards while seeking to live out ten Learning Principles – a format that we believe makes sense now and in the future.

A more recent President of the Carnegie Foundation, Lee Shulman, expressed the challenge we all face in moving forward, writing in 2013, “There is nothing simple about measuring the quality of learning. The reason for the robustness of the Carnegie Unit is not that it's the best measure, just that it's much more difficult than folks think to replace it.” (Silva et al, 2015)

As we power our way through a global pandemic and beyond, folks need to commit to the difficult work of redesigning for the future.

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- Claude M. Fuess, *The College Board: Its First Fifty Years* (New York: Columbia University Press, 1950)
- Todd Rose, *The End of Average* (New York: HarperCollins, 2016)
- Silva, E., White, T., & Toch, T., *The Carnegie Unit* (Washington, DC: Carnegie Foundation for the Advancement of Teaching. Available at: https://www.carnegiefoundation.org/wp-content/uploads/2015/01/Carnegie_Unit_Report.pdf)
- John Tagg, *The Instruction Myth* (New Jersey: Rutgers University Press, 2019)

BIO:

Currently the Director of the Commission on International Education at NEASC, Jeff Bradley served as a NEASC Commissioner from 2009-2015, and has conducted accreditation visits around the world. From 2008-2016, he was a partner at Educators' Collaborative, an executive search and consulting firm, assisting schools worldwide with leadership recruiting and development, strategic planning, and governance. Jeff was founding Director of School Year Abroad – Italy and served as Headmaster of TASIS-The American School in Switzerland.

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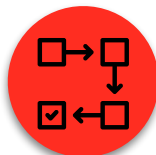
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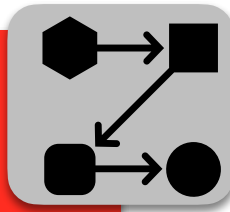


We are committed to continue to dive deeper into **Diversity, Equity, Inclusion and Justice** work as it relates to International Recruiting.



We are adapting to **changing realities, dynamics, logistics and needs** for recruiters and candidates, due to the global pandemic.

How will Schools Diversify, Innovate, and Evolve in the Future?



By Paul Montague, International Digital Learning and Curriculum Manager, Edmentum

Educational provision has been forced to evolve during the Covid-19 pandemic. Schools have adapted and adjusted to the significant challenges of maintaining health and safety, ensuring education continuity, and providing social and emotional learning and wellbeing support. Every school is unique, and each has responded differently. This unexpected, unplanned, and rapid transition to remote learning with little preparation, training, and in many cases, access issues created problems for governments, states, schools, teachers, students, and parents to resolve. Transitioning from face-to-face to remote teaching in the space of a week was a remarkable achievement but is certainly not an ideal way to develop new online teaching pedagogy.

Many experts have differing views on how schools will, and should, emerge from the Covid-19 pandemic. All would agree that it has been a catalyst for change and a disservice to our learners worldwide should we return to 'normal' without evaluating how EdTech can be used to complement, enrich, and enhance education. In an article for online magazine, Quartz, Andreas Schleicher, the OECD's director of education, commented: "All the red tape that keeps things away is gone and people are looking for solutions that in the past they did not want to see... Real change takes place in deep crisis... You will not stop the momentum that will build." Speaking during his 2012 TED Talks discussion, he also stated, "Education is not a place; it's an activity." So theoretically, it can be delivered anytime, anywhere.

What will we learn from this great global remote learning experiment? We have an opportunity to develop an educational approach that will finally service our learners' needs and strengths. It is an opportunity for education systems worldwide to reimagine learning to meet the 21st-century learner and workplace needs.

I have had the pleasure of supporting hundreds of international schools while providing planning and consultation meetings. I have watched in awe as bespoke solutions have been adopted and thousands of teachers have adapted and innovated using different combinations of our programs. With their skill, energy, and enthusiasm, educators have continued to engage students in learning as they adapt to new pedagogies, processes, systems, and technologies.

Education technology has had a positive impact on teaching and learning during the Covid-19 pandemic. Its effectiveness has varied by age group, and there is a consensus that online education for the oldest learners has been particularly beneficial. Many schools had already begun integrating technology and developing their own blended learning model, but what impact have EdTech solutions made during Covid-19?

The most successful solutions have common characteristics, which include: facilitating personalized learning underpinned by science, being pedagogically

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“To be clear, the pandemic teaching of 2020 was really not distance learning. It was crisis teaching. Now we have time to be more purposeful and intentional with distance learning.”

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BOOK RECOMMENDATION

WHAT SCHOOL COULD BE

Ted Dintersmith

“Students adverse to ambiguity (“tell me what I need to do”) struggle in a world of innovation.”

TED DINTERSMITH

BOOK RECOMMENDATION AASSA Association of American Schools in South America

RON RITCHHART · MARK CHURCH

Making Thinking Visible has the power to:

- * foster deep learning
- * cultivate engaged students
- * change the role of students and teachers
- * enhance our formative assessment practices
- * improve learning
- * develop thinking dispositions

THE POWER OF MAKING THINKING VISIBLE

PRACTICES TO ENGAGE AND EMPOWER ALL LEARNERS

RON RITCHHART | MARK CHURCH

AASSA Association of American Schools in South America

BOOK RECOMMENDATION

SHOW YOUR WORK!

10 WAYS TO SHARE YOUR CREATIVITY AND GET DISCOVERED

AUSTIN KLEON

Human beings want to know where things came from, how they were made, and who made them. The stories you tell about the work you do have a huge effect on how people feel and what they understand about your work, and how people feel and what they understand about your work effects how they value it.

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BOOK RECOMMENDATION

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Humanizing K-12 Classrooms Worldwide Through Equitable Partnerships

“Every classroom can prepare students to thrive in our world of volatility, uncertainty, complexity, and ambiguity.”

JENNIFER D. KLEIN



appropriate and aligned to curriculum standards, including elements of instruction (teaching). Progress checks and real-time formative feedback for both students and teachers driven by adaptive technology and the automatic creation of grade and mark books are also essential. A customization tool that enables teachers to add content, functions that reduce the administrative burden on teachers, and the offer of a range of lenses so that other decision-makers within the school can make informed decisions that lead to improvements in teaching and learning need to be incorporated.

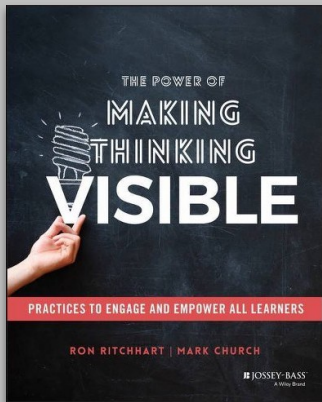
My most recent consultations have been focused primarily on evaluating the impact of our solutions, discussing both credit and learning loss recovery options, and planning education provision for a potentially non-Covid-19 affected new school year in September 2021.

Credit recovery and learning loss continue to be significant issues that schools are seeking solutions for. Our online teachers can specifically focus on credit recovery by providing a digital curriculum while the school's staff delivers on-grade-level teaching and learning. This is a powerful partnership that enables the students to recover quickly and protects their in-school teachers' wellbeing. Some schools are already looking to develop bespoke online spring break and summer schools utilizing our teachers to provide targeted support for their learners.

I am currently working with governments to help their students recover learning loss by embedding Exact Path. This solution identifies learning gaps, personalizes learning, and provides instruction, practice, and mastery opportunities that adapt to the student while continually feeding back progress and attainment data to teachers. One government is combining Exact Path with FEV Tutor, a personalized one-to-one tutoring service. Our partnership with FEV Tutor means we now have an on-demand tutoring service that can support students 24/7, ensuring engagement is maintained, and motivation increases as they experience more success and improve grades.

What lessons have we learned, and what will, could, and should schools look like in the future? Dr. Abdulla Al Karam, Director-General of the Knowledge and Human Development Authority in Dubai, sees, according to The National News, an opportunity for there to be a significant evolution in the way education is provided. Dr. Abdulla envisages that "In the future, there will be as many models of education as there are pupils with a possibility that children could attend several schools at the same time as a shift to remote learning helps usher in a new flexible era of teaching," Education in Dubai is primarily provided by the private sector and is home to some of the biggest brand names in education. Fierce competition between providers drives innovation and change in Dubai. Schools will respond to new opportunities and create new business models to meet parents' and students' changing demands and expectations.

Some international school groups, such as the Inspired Group, have already developed their own online school (King's College, which is being offered to parents at a different, reduced price point to their physical schools). Theoretically, children could enroll in this school from anywhere in



The Power of Making Thinking Visible-

Practices to Engage and Empower All Learners

by Ron Richard & Mark Church

“Making Thinking Visible has the power to:

- * foster deep learning
- * cultivate engaged students
- * change the role of students and teachers
- * enhance our formative assessment practices
- * improve learning
- * develop thinking dispositions

Why and how do these “powers” exist in visible thinking practices that help establish that power? How can teachers realize that power in their own classrooms?



Did you know?

All **AMISA** Member Schools must have

Child Protection Policies

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and engage in **Ongoing Training**?



the world. Does this suggest that provision will go even further and enable students to take math in one school, English in another, and science in another while attending a physical school for elective, technical, or option courses?

Singapore, renowned for the quality of its education provision, has plans to evolve and will ensure that institutions continue to build multiple pathways for students to develop their strengths.

Mr. Lawrence Wong, Singapore Education Minister, in a recent NUS News speech, recognized "that every child is unique, and they need different approaches to help them learn and grow." However, he cautions that Singapore should be careful about taking this customized approach too far. In the past, streaming led to stigmatization and a self-limiting mindset among students from what they perceived to be a lower stream.

Our priority at Edmentum is designing learning solutions that help educators become more effective and enable students to learn wherever teaching is taking place. We are perfectly placed to support American curriculum schools as they embark on their journey toward inclusive and personalized learning and are already partnering with schools and educators to provide personalized education models. Our Cognia

accredited online school partners with existing schools to offer additional courses, provide credit recovery, and Advanced Placement courses. We also have standards-aligned digital curriculum that supports schools to deliver online, face-to-face, distance, and hybrid learning. This digital curriculum is rapidly replacing traditional textbooks and contains all the learning content a student would require. It has built-in assessments and is customizable, enabling teachers to combine material from different courses or grade levels. Exact Path, which is well known worldwide, is a supplementary adaptive tool that supports math, reading, and language arts development. Our partnership with BASE Education provides digital social-emotional and wellbeing courses. Our partnership with FEV Tutor means that any of our solutions can be supported by additional on-demand tutors 24/7.

Our partnerships with schools add flexibility to their education provision by providing age-appropriate solutions driven by adaptive technology and underpinned by learning science. We support schools to build a truly personalized provision around each learner that can be accessed anywhere, anytime. Teachers are, and will always be, critical to education. Their role may change as they become facilitators of learning, but technology will never replace them. Similarly, Daisy Christolodou (2020), in her book,

"Teachers vs. Tech," points out that "a top teacher knows when, how and why to use each of their tools and techniques and can effectively implement them in different situations and with different students." To do this, she says, "they combine science (from educational, psychological, and organizational sciences) with art and creativity to produce learning situations that are effective, efficient, and enjoyable for their students and themselves." Technology will certainly allow teachers to become more effective by relieving some of the planning, administration, and assessment burden, enabling them to focus their skills on improving the quality of learning that is taking place.

Author: *As International Digital Learning and Curriculum Manager, I partner with schools worldwide as they introduce Edmentum's curriculum and learning solutions in their school. We put educators at the center of everything we do and work with schools to improve digital teaching and learning opportunities.*

I am an experienced education professional who has worked with governments, school groups, and individual schools. The focus of my conversations is always school improvement. I have extensive experience of international schools and the UK education system and regularly speak at international conferences and write thought pieces for educational journals.

Paul.Montague@edmentum.com



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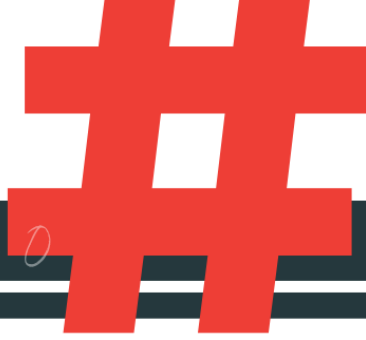
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5

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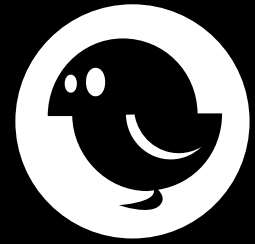


32

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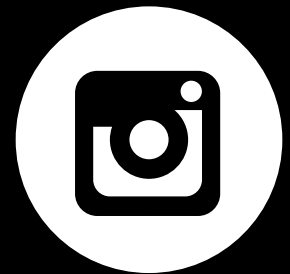
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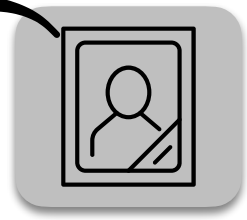


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Premortem or Postmortem in times of COVID-19?



By Juan David López (December 2020)- Perspective from a School Leader in Colombia

March 12th, 2020 was the last day we had students on our campus. Just four days later, we transitioned to distance learning, without knowing we would end the school year working and studying remotely. Those four days of preparation before opening the virtual doors of our school were probably the most challenging, frenetic, and exhausting days of our careers as school administrators.

During that period of implementation of distance learning, we did the typical stop/think/plan periodically to readjust the course of our journey and also to celebrate our successes.

In August, at the beginning of a new school year faced with the continuation of distance learning, we started a new planning process. As usual, we analyzed the previous experiences from March through

June in order to learn from them, and highlighted and celebrated our accomplishments from our previous trimester, carrying out an “autopsy” on our March-August-virtual-learning experience.

However, this time, as we looked forward to the new semester, we used a different approach. Instead of relying only on a ‘postmortem’, we decided to implement a ‘premortem’ of our learning model in high school. This may sound creepy or spooky, particularly in times of a pandemic, but the change of approach also changed the mindset of our leadership team, providing new insight into the process of planning, evaluating, and analyzing our distance learning model, and the preparation for a new hybrid program.

1. What is a premortem?

Gary Klein, famous for pioneering in the field of naturalistic decision making, is the author of the premortem protocol applied to project management (2017). A premortem is always performed during the planning phase of a project. In a premortem, all team members assume that the project has failed



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and identify the reasons for its demise. The difference between this method and the typical analysis of hypothetical risks at the beginning of a project is that in a premortem, everybody must assume that the “patient” has died; or in other words, assume that the project failed.

2. How does it work?

In August during one of our first high school leadership team meetings, I presented the following agenda item: “I have bad news for you. It is December 2020, and after several months of implementation, our distance learning program failed miserably in high school”. Now we need to think about this: “What went wrong?”, or in our premortem protocol language: “What killed our patient?” Some team members were shocked when I presented this idea. We usually begin the school year on a very positive note, rejuvenated by the summer rest, so the idea of contemplating failure and thinking about “pre-autopsies” was at first received with skepticism by some and with curiosity by others. Instead of starting an open conversation about all of the potential causes of the ‘death’ of our

distance-learning ‘patient’, we implemented a 3-step process that spanned three separate meetings. Here is what we used:

- STEP 1:** individual “brainwriting” (Paulus et al., 2015). Write down your ideas about these questions: “What went wrong with our distance learning program? What killed our patient?” As you are thinking about your ideas, remember our norms:
- Be brave, be bold (wild ideas ok)
 - Go for quantity of ideas over the quality of ideas.
- STEP 2:** Group share-out
- Group Share: each person reads all of their ideas.
 - Feedback: group members can comment, but can only build, not burn.
- STEP 3:** Action Plan. In a spreadsheet or any software you use for project management, do the following.
1. Combine and organize all ‘causes of death’ or ‘things that went wrong’ in one column. Assign one category to each idea identified above, and sort all ideas by categories.

2. Following another protocol of your choice, identify potential solutions to each one of the 'causes of death'
3. Insert three new columns: 'status of action', 'who, when', 'resources'.

Congratulations! You have an action plan.

Extra bonus: Color-code each action step.
Green (We already did this! Let's celebrate!),
Yellow (we can implement this very easily, or this is already in progress),
Red (this is important, but we haven't even started to think about it yet).
Here is the example of our initial action plan (it's not polished because it's a working document, but it will give you a clear idea of what this process looks like)

Why is it Important? How was our experience?
Performing a premortem was important to our team for many reasons, but here are the main three:
It is ok to be realistic! You're probably not pessimistic after all. Protocols are safety nets that allow us not only to be more productive but also to feel safe.

When we anticipated all the potential causes of the failure of our distance learning program, everybody had a chance to express their fears and reservations. The first time we used this method, a team of 6 people, in only 5 minutes, identified 78 reasons that explained why our distance learning program had failed. The potential causes went from logistical failures to accusations in the realm of child protection. Many people anticipate that things are going to go wrong when presented with something new. Sometimes people are vocal about their concerns and fears, but these voices are not always heard by the leaders. Quite frequently, these voices become toxic and negatively affect school climate. Performing a premortem unleashes all of those fears and turns them into something productive.

A renovated mentality for difficult times. It has become a common ground to hear from leaders: "We see failure and mistakes as opportunities for growth"; however, the organizational culture does not always "walk that talk", or allow people to experiment with wild ideas. The premortem analysis allowed us to identify mistakes we have made in the past

and turn them into real opportunities for success and growth. As leaders, sometimes we dismiss pessimistic thoughts or fatalistic thinking, but with an appropriate protocol, we not only transform the negative into positive, but also ease everybody's minds by allowing them to express how they truly feel in the face of uncertainty, without fear of being judged.

Many quick wins and one big one. As we mentioned early, we identified over 70 causes of the failure of our distance learning program. After combining all of the ideas, we ended up with 40 action steps. This seemed like a lot to begin with, but after we identified the things that we had already done, or the things that were almost done (green category), we realized that we had already accomplished more than 50% of those actions. That was our first big celebration! Lots of small wins became an incentive to tackle our new challenge. What we now call our "Premortem Action Plan" has become an ongoing project that guides our distance learning journey in the high school. The big win is that we are better at anticipating the potential problems and failures of our program and are now using the same method to tackle the new challenge ahead: implementing a sustainable hybrid system for our students.

If you have any questions, comments or would like to share your hybrid or distance learning plans, please reach out to me at jdlopez@columbus.edu.co

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Learning to Read: What Really Matters with Frank Serafini

By Jamie Downey

This article was [originally published](#) by Savvas Learning Company on their blog *Fresh Ideas For Teaching*. Read more of their content [here](#).

A couple of months ago, I spoke with Dr. Frank Serafini about providing professional development for literacy educators. During the course of our conversation, I shared an idea for a series of podcasts about “Learning to Read: What Really Matters”- where we would focus on issues that truly matter in education- such as the science of reading, culturally relevant instruction, student engagement, distance learning, ensuring students have access to high-quality texts, and more.

During the course of our conversation, Dr. Serafini mentioned the deeply held beliefs that educators have about learning- specifically literacy learning. These “hills we are willing to die on” are the non-negotiables that we believe are absolutely critical to literacy success for students.

I asked Dr. Serafini to share his “hills” and his response was as follows:

“It is important to recognize that of course we want quality education for ALL students but I think we should take this as a given. How do we educate ALL children and support ALL teachers is really what we need to get at.

To that end, here are a few of my “hills”:

1. Students need access to high-quality texts – diversity of perspective, culture, genre and formats – well written and illustrated, accurate ... in paper and digital forms
2. Students need to be immersed in the sounds of language – oral and written – through read-alouds, talk, literary discussions, book clubs etc.

3. Students need teachers that are familiar with how to facilitate 1 & 2.
4. Students need spaces and communities that support reading, writing, drawing, creativity, inquiry, etc., without fear of reprisal or humiliation

That is how I answer the first question...for ALL children.”

– Frank Serafini

I was so moved by Dr. Serafini’s response that I asked him to allow me to interview him for a podcast. During the talk, we covered many topics, including multimodal literacy, teacher growth/appreciation, and the future of teaching. I found the conversation refreshing and motivating– and I hope you do, too.

LISTEN TO THE FULL PODCAST [HERE](#).

I polled the entire *myView Literacy* authorship team on their deeply held beliefs about literacy as part of our “Learning to Read: What Really Matters” series. Stay tuned for future installments from Dr. David Pearson, Dr. Judy Wallis, Dr. Sharon Vaughn, Dr. María Arreguín-Anderson, and more.



Status Report: Middle States Virtual Accreditation Visits



AUGUST - DECEMBER 2020



Looking Ahead: SPRING 2021



Status Report: Middle States Virtual Accreditation Visits

In response to the ongoing challenges of the COVID-19 pandemic, the Middle States Commissions on Elementary and Secondary Schools made the difficult but necessary decision in May 2020 to develop a virtual accreditation visit model for schools approaching accreditation/reaccreditation in 2020-2021.

Since the launch in August, 133 schools have successfully hosted their Middle States accreditation visit virtually.

Because of continuing health and safety challenges, the Commissions decided to continue the virtual visit model through the end of the school year and more than 100 schools are scheduled to host their teams virtually.

As the final accreditation visits of the semester concluded, the team at Middle States reviewed post-visit survey data, conducted focus groups, and put in place modifications as needed for our 2021 visits.

The overwhelming feedback from schools indicated a sincere appreciation for the visiting teams, who volunteered while managing their personal and professional lives during the pandemic.

Feedback on the virtual visit included:

The process worked- the elements of the accreditation visit were able to be successfully completed virtually. The virtual visit was an efficient use of school resources to host a team virtually instead of onsite, and an efficient use of time for volunteers. Visiting teams liked working with Google Drive to receive information and collaborate on review and writing. Serving on a team became accessible to some people who would not have been able to serve on a traditional visit.

The virtual visit allowed for flexibility to visit a school, or host team members, from outside of your geographic region.

However, while chairs and school leaders overwhelmingly responded that the process worked, they also identified a number of areas for growth and improvement.

In response, the team at Middle States implemented a number of strategies to further strengthen the process, and trainings for Spring 2021 visits began in full swing in early December.

Already more than three dozen schools and volunteers attended workshops prior to the winter break to prepare for spring visits.

Google Drive folders and materials for all Spring 2021 schools were sent in November, ensuring several months of preparation time to upload evidence and organize materials before each virtual visit.

Middle States has also committed to adding an additional volunteer to each visit wherever possible to decrease the responsibilities and workload of each team member. Team Chairs have also been provided additional support webinars and materials to help them prepare to lead virtual visits. To learn more about the Middle States virtual visit model or to attend a training session, visit www.msa-cess.org.

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The Missing Link for Reading & Comprehension

Lindamood-Bell Learning Processes

Still Challenged by Reading

When a student has been diagnosed with dyslexia, extra help typically focuses on phonics or sounding out words, and spelling rules. However, many students, even those who have had years of extra help, continue to struggle.

Perhaps they sound out a word eventually—but it is slow and labored. They may take so long to sound out the word they miss the meaning of the text altogether. Or, they may substitute words when reading a paragraph. For example, they may read ‘production’ instead of ‘perfection.’

For many students, even those who have received extensive reading support, sight word recognition remains difficult. They may attempt to use phonics strategies for most words—such as reading /pee/ /oh/ /plee/ for the word ‘people.’ When they finally conquer a word, they might not recognize that same word when they encounter it in the next paragraph. Also, while a student may spell words phonetically, they are unable to remember the visual patterns of words (orthography). They may spell the word “friend” as “f-r-e-n-d.”

What is the missing connection for these students?

An important aspect of reading and spelling is symbol imagery, which underlies both phonological and orthographic processing. Symbol imagery—the ability to visualize the sounds and letters in words—is necessary for sounding out new words and quickly recognizing letters and common words. Students who read fluently, and are able to self-correct their errors, have strong symbol imagery.

Traditional reading remediation programs focus on how to sound out words and reading and spelling rules. While these activities have value, they do not affect the imagery-language connection. They do not change how a student is processing language. This is why reading may still be difficult for your dyslexic

students, even after years of extra tutoring and accommodations.

When Comprehension is a Struggle

Students with decoding issues can be easy to spot. They often miscall words, their oral reading is slow and “choppy,” and spelling is tough to master.

Unfortunately, there are many students who have a different, separate, learning issue that is often not properly identified and, therefore, never addressed. Hidden in plain sight, many students have a learning weakness that prevents them from comprehending the language they read and hear.

These students will have difficulty recalling what they’ve read. They might get parts or some details, but may have difficulty remembering a book or story as a whole. Homework and schoolwork relying on their understanding of the text will be difficult. They may not enjoy reading for pleasure.

Students with weak comprehension can be prone to poor decision making. Thinking through the implications and consequences of their actions may be challenging. Because they are only processing parts, they may not “see” the big picture. Additionally, they may have difficulty with problem-solving methods required in math and science.

Many students with language comprehension weakness may also have poor writing skills because they lack the imagery for the gestalt (whole). Without the “big picture” idea for their topic, a student will have a hard time coming up with a strong paragraph. The ability to generate the main idea, offer supporting details, make inferences, and wrap up with a conclusion that is cohesive and well organized is challenging for this student.

These students can become overwhelmed after more than one or two directions (“I’ll meet you at the car. Bring your tennis shoes. . .”). Directions from teachers and parents may appear to go in one ear

and out the other, without a connection, and they seem unable to focus on what they are told.

What's the Cause?

Problems with reading comprehension may be due to weak concept imagery—the ability to create an imaged gestalt (whole) from oral and written language. This weakness causes individuals to get only “parts” of information they read or hear, but not the whole, and can often undermine the reading and thinking process.

Evidence-based Research on Sensory-Cognitive Instruction

Reading is a cognitive act, consisting of language and imagery. Instruction must align with a theory of cognition to make a difference for students. Recent research examining the role of symbol imagery and concept imagery in a process-based instructional method utilizing knowledge from reading, neurology, cognitive psychology, linguistics, and mathematics can be accessed here: <https://lindamoodbell.com/research>

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Brilliana has been working in education for 20 years, with a background in secondary mathematics. Since 2005, Brilliana has been with Lindamood-Bell Learning Processes and has engaged in professional learning in over 40 states and 10 countries, training thousands of educators in the evidence-based programs authored by Lindamood-Bell's founders. She has facilitated a wide range of initiatives, including special education grants, second language acquisition, and dyslexia law implementation. As the Manager of International Endeavors for Schools, Brilliana collaborates with educators from around the globe on a daily basis. She currently lives in Reno, Nevada.



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Tips for Effective Virtual Facilitating



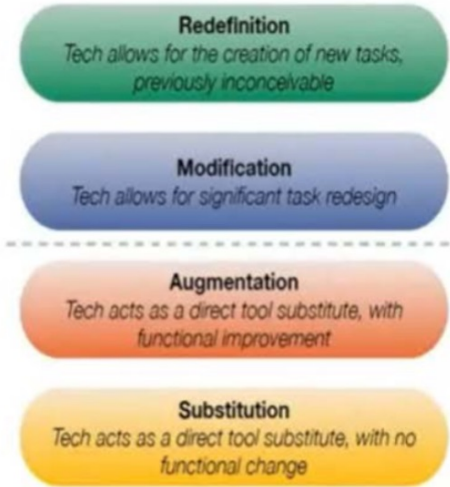

By Dana Watts, ISS Director of Research and Development

Our society has never asked more of our teachers and school leaders. They have answered this ambiguous time with agility and resilience while being stretched thin as they navigate the ever-changing landscape of education. COVID-19 has shown a light on new ways of learning, as well as the inequity of professional learning that has been offered to our teachers.

Dana Watts facilitating the World Language & EAL/ESL Educators Deep Dive

3

For extra practice in the target language, students use Lyrics Training, which allows them to view a music video and type out the lyrics according to what they hear.



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- Substitution**
Tech acts as a direct tool substitute, with no functional change

Dana Watts

ISS has hosted a number of online professional learning sessions, including Deep Dive sessions that concentrated on five main components of online learning: online pedagogy, online assessment, online engagement, online grading and reporting, and online resources. We learned so much by diving into the world of virtual facilitation and collaboration. As online teaching will undoubtedly still play a critical role in school life ahead, we hope the following takeaways and tips from our experience will support your classroom's learning needs, even in a virtual environment.

Adhere to norms: Establish rules for engagement and illustrate ways students or participants can connect and interact throughout the session (for example: chats, Q&A, parking lot, breakout groups).

Provide one-stop shopping: Create one location to find the links to anything you plan to reference throughout your class time together.

Be flexible and honest: If you are nervous when you are trying something new or complicated, don't be afraid to name it. For example, when we broke folks into 45 breakout-group rooms according to division level within a school, we told participants that we were trying something new and weren't sure if it would work smoothly. This helped participants understand our intentions and problem-solve when a few people were kicked out.

Prototype and iterate: Each time we ran a new Deep Dive session, we made changes and improvements based upon the feedback of our participants. No model is perfect. Learn as you go and iterate.

Provide Structures: In the words of Adaptive Schools, "processes given, processes received." Make sure if you are sending participants to breakout groups, there are clearly written directions for everyone to follow. Ask for a thumbs up if the directions are clear.

Be authentic and build trust: Let students know if you are trying something new and let them help you find solutions when things do not work as planned. Build knowledge for all: Realize that not all of your students will have the same background knowledge and skills. Take a few moments to ground everyone in the terminology and skills that will be utilized throughout your time together. Do not assume they all are coming from the same place. Build knowledge for all so everyone has an equal seat at the table.

Provide brain breaks: Create short brain breaks into your session as you switch between activities.

This might include a quick game of Simon Says or eye yoga. If you are running a long session, provide bathroom/snack breaks for participants.

Interact: Make your virtual classroom engaging with breakout groups and polling features to allow time to interact with the material. When breakout groups are happening, pop in and check for understanding with your students.

Support those presenting: When other participants are presenting, it can be difficult to navigate time, slide decks, and the conversation. Provide a visual cue for presenters if they happen to go over their time limit and are infringing on the time of others. We utilized a visual gesture to signal to facilitators that their time was up.

Josh Bishop, ISS Director of School Development, facilitating the Early Years Educators Deep Dive

Share: Make slide decks distributable so your participants with limited connectivity can follow along and refer back to resources at a later date.

Be patient with yourself and others: If something doesn't work the first time, such as a link, let someone know and do your best to help move forward, such as continuing a conversation in a breakout room, or recording for others. Remind yourself and your students that empathy will go a long way for everyone!

Josh Bishop, ISS Director of School Development, facilitating the Early Years Educators Deep Dive

7 Norms for Collaboration



Pause
Wait for it



Provide Data
Data supports a shared understanding



Paraphrase
So what you are saying is ...



Pay Attention to Self & Others
Be conscious & be present



Pose Questions
What might? Which? How might?



Presume Positive Intentions
Assume the best!



Put Ideas on the Table
I've got something!

bit.ly/ISS-EY



China - Josh Bishop

Let's continue to reach out and support one another, so we can continuously share our passion for learning throughout the world and navigate this new learning landscape together.

About the Author:

Dana Watts, ISS Director of Research and Development

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Dana has a broad school background in curriculum, technology, innovation, and educational leadership. She joined ISS from Hong Kong International School, where she was the Schoolwide Curriculum Leader. In addition to working in Hong Kong, India and Thailand, she has also served as Executive Director of WLead, and as the Director of Innovation at 21st Century Learning International. Dana is also an Apple Distinguished Educator, a Google Certified Teacher, and ISTE Certified Trainer.

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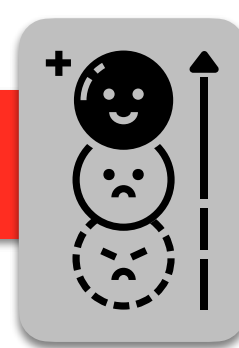
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Nurturing Social-Emotional Learning Through Numbers: 3 Easy Ways to Support SEL in Your Math Class



By Suzanne Saraya, ExploreLearning International Sales Manager

A large part of teaching math is helping students become masterful mathematicians. The greater part is helping students grow into happy, healthy adults. Teaching involves developing the whole child, so students not only learn how to solve equations but also learn how to build relationships and manage emotions.

The truth is that many math skills, like problem-solving and decision-making, apply to far more than just addition and subtraction. They are social-emotional skills—crucial life skills needed to approach real-world problems.

Support your students' growth by incorporating social-emotional learning competencies into your daily math routine. And watch students develop the self-confidence they need to succeed in school, home, and beyond.

What is Social-Emotional Learning (SEL)?

Social-emotional learning (SEL) is the process of developing intra- and interpersonal social and emotional skills.

There are five SEL competencies:

Self-awareness involves recognizing emotions and thoughts and how they influence behavior.

Self-management refers to effectively managing emotions, thoughts, and behaviors in different situations.

Social awareness is the ability to empathize with others from diverse backgrounds and cultures.

Relationship skills involve establishing and maintaining healthy and rewarding relationships with diverse individuals and groups.

Responsible decision-making refers to making constructive and respectful choices in regards to personal behavior and social interactions.

People with strong social-emotional skills are better equipped to navigate daily challenges, collaborate with others, and make informed decisions.

How to Integrate Social-Emotional Learning into Your Math Class

Build a Community Through Collaboration

Encourage students to create positive relationships through collaborative math projects. Have different students take on different roles with each project, so students can understand how each person plays an important part in the team. Group projects and activities also allow students to talk through their thinking and participate in discussions when they agree or disagree with each other. Board games and center activities are great ways to foster teamwork.

Solve Real-World Problems

Problem-solving is a key skill in math success, but it is also a social-emotional skill students use in everyday life. Have students solve real-world math problems, like managing a schedule or purchasing groceries. Doing so will prepare students to face real-life challenges in the future.

Promote a Growth Mindset

Help students approach math with a growth mindset. When students have a growth mindset, they believe in their own abilities to learn new things through practice and hard work. If students find a particular question challenging, encourage them to persist, and try a different strategy. Reflect on errors and have students ask questions or share their ideas. This way, students won't see mistakes as a failure but an opportunity to learn.

Help students thrive in the classroom and in life by incorporating SEL into your math instruction.

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Shelly Love
Math Coach/Gifted Program Coordinator
The Metropolitan School of Panama



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AND NANCY FREY FOR AN **ELECTRIFYING** AND
INTERACTIVE AMISA THREE-DAY
FEATURED SERIES EVENT!



MAR
10

"AMPED-UP" LEARNING

LEARN TOGETHER | 3:30-4:30PM ET

⚡ NETWORK TOGETHER | 4:45-5:45PM ET



MAR
17

"SPARKING" CONNECTIONS

LEARN TOGETHER | 3:30-4:30PM ET

⚡ NETWORK TOGETHER | 4:45-5:45PM ET



MAR
24

"CONNECTED" LEARNING

LEARN TOGETHER | 3:30-4:30PM ET

⚡ NETWORK TOGETHER | 4:45-5:45PM ET

2021 AMISA FEATURED SERIES



NETWORKING CIRCUIT:

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OUR LEARNING EXPERIENCE

MARCH 10 | "AMPED-UP LEARNING"

CONNECT with Doug Fisher as he guides your thinking about relevant and trending strategies for learning that will amp-up your classroom learning experience!

MARCH 17 | "SPARKING" CONNECTIONS

CONNECT with Nancy Frey around important approaches and considerations to take in order to spark connections in learning between students, teachers, leaders, and your learning community!

MARCH 24 | "CONNECTED" LEARNING

ENGAGE with Doug, Nancy, and a series of panelists around topics of interest that you choose through an offering of featured networking experiences.

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MARCH
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PROFESSIONAL LEARNING STRANDS

VISIONARY LEADERSHIP

PROGRESSIVE LEARNING

VIBRANT COMMUNITIES



Marla Hunter

Workshop Series:
Diversity, Equity and Inclusion in Early Childhood and Elementary Programs

Workshop Dates | 1/25, 2/1, 2/8, 2/16
Workshop Times | 5:00-6:00pm ET



Lindsey Moses
Matt Hajdun

Workshop Series:
Adapting and Amplifying Literacy Instruction for Early Years in Varying Models

Workshop Dates | 2/1 & 2/8
Workshop Times | 5:00pm - 6:15pm ET



ICMEC

Workshop :
ICMEC Child Protection and Risk Management for Senior Leaders

Workshop Dates | 1/26
Workshop Times | 4:00pm-5:30pm ET



Shauna Hobbs-Beckley

Workshop:
Making Space when there is No Space

Workshop Dates | 2/2
Workshop Times | 5:00pm - 6:15pm ET



ICMEC

Workshop :
ICMEC Child Protection and Risk Management for Senior Leaders
*repeated from 1/26

Workshop Dates | 1/28
Workshop Times | 4:00pm-5:30pm ET



Douglas Walker

Workshop:
Impacts of Child Traumatic Stress on Learning

Workshop Dates | 2/2 & 2/9*
Workshop Times | 5:30pm-7:00pm ET

**Synchronous meeting is 2/9*



Ian Symmonds

Workshop Series:
Creating Resilient Learning Enterprises for the Future

Workshop Dates | 1/27, 2/3, 2/13, 2/25
Workshop Times | 3:30pm-6:30pm ET



Jaime Casap

Workshop Series:
MINDSHIFT Conversations with School Leaders

Workshop Dates | 2/3, 2/17, 3/3, 3/17
Workshop Times | 10:00am ET

REGISTER HERE FOR ALL WORKSHOPS

PROFESSIONAL LEARNING STRANDS

VISIONARY LEADERSHIP

PROGRESSIVE LEARNING

VIBRANT COMMUNITIES

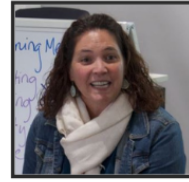


Lili Borrero

Taller:

El ABC de la Educación del Carácter

Fechas de Talleres | 3 de feb & 17 de feb
Hora | 5:00pm - 6:30pm ET



Kristen Moreland

Workshop Series:

Renewing your "Soul" Purpose: Self Care for Teachers and Leaders

Workshop Dates | 2/22, 3/1, 3/8
Workshop Times | 4:00pm-5:00pm ET



Shannon Hobbs-Beckley

Workshop Series:

Cultivate Your Coaching: A Community of Practice for Instructional Coaches

Workshop Dates | 2/4, 2/11, 2/25, 3/4, 3/11
Workshop Times | 4:30pm - 6:00pm ET

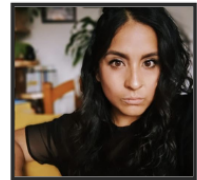


Darnell Fine

Workshop:

Racial Microaggressions and Implicit Bias

Workshop Dates | 2/24
Workshop Times | 5:30pm ET



Alysa Perreras

Workshop Series:

The Work of DEI in Privileged Space (Series for Teachers)

Workshop Dates | 2/9, 2/16, 2/23, 3/2, 3/9
Workshop Times | 4:30pm - 6:00pm ET



Shauna Hobbs-Beckley

Workshop:

Pillars of Joy in the Classroom

Workshop Dates | 3/10
Workshop Times | 5:00pm - 6:15pm ET



Brandon Boston
Tanya Lynch



Workshop Series:

Designing Assessment Schemes FOR Learning

Workshop Dates | 2/11
Workshop Times | 5:00-6:30pm ET



Brandon Boston
Tanya Lynch



Workshop Series:

Strategies to Support Neurodiverse Learners

Workshop Dates | 3/16
Workshop Times | 5:00pm 6:30pm ET



Rosalind Wiseman
Charlie Kuhn



Workshop:

Creating a Culture of Dignity

Workshop Date | 2/17
Workshop Time | 4:15pm-5:30pm ET



Douglas Walker

Workshop:

Common Mental Health Challenges in Adolescents

Workshop Dates | 3/3 & 3/11*
Workshop Times | 5:30pm-7:00pm ET

*Synchronous meeting is 3/11



Derrick Gay

Taller:

Diversidad e inclusión en las escuelas internacionales

Fechas de Taller | 18 de feb
Hora | 4:30pm-5:45pm ET



Derrick Gay

Taller:

Conversaciones valientes sobre el racismo en las escuelas internacionales

Fechas de Taller | 3 de Marzo
Hora | 4:30pm-5:45pm ET

[CLICK HERE](#)

REGISTER TODAY FOR OUR PARTNER WEBINARS

- Lessons Learned through Virtual Learning | ISS | 1/26 @ 8:00am ET
- Essential School Marketing Tips for Creating Compelling Content in a Noisy World | Finalsite | 1/27 @ 1:00pm ET
- Recruiting in a Changing World | ISS | 1/29 @ 9:00am ET
- Teaching and Designing for Online Learning | Queen's University | 2/1 @ 2:00pm ET
- Collaborating Today, Thriving Tomorrow: Growing Your Professional Learning Culture | Confianza | 2/2 @ 4:30pm ET
- Identifying and Closing Learning Gaps with Edmentum | Edmentum International | 2/3 @ 11am ET
- The WIDA Global Network: Discover What Your Multilingual Learners Can Do | WIDA | 2/4 @ 4:00pm ET
- Prioritizing Standards Based on Student Performance Results | Faria Education | 2/9 @ 11am ET
- Cultivating the Leadership Pipeline and Fostering Diversity in Leadership | ISS | 2/10 @ 8:00am ET
- In Class or at Home: How do we keep them talking mathematics? | Curriculum Associates | 2/15 @ 2:00pm ET
- MTSS Solutions for International Schools: A Lindamood-Bell Overview | Lindamood-Bell Learning Processes | 2/23 @ 4:00pm ET
- Discourse at a Distance | Curriculum Associates | 3/10 @ 2:00pm ET



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learning,
change
and growth.



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AMISAconnect

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OUR LEARNING WILL NEVER BE FINISHED.





Join Ian Symmonds from Ian Symmonds & Associates in

Creating a Resilient Learning Enterprise for the Future

Meeting Dates:
1/27, 2/3, 2/13 & 2/25

Meeting Times:
3:30-6:30pm ET

Audience:
School Heads, CFO's,
Senior Leaders

- This experience is designed for cohorts of school teams
- EXTREMELY LIMITED SPACE
- Cost covers registration for up to 4 school team members - click "Register Here" for pricing information and details

COURSE OVERVIEW

Join us for a deep learning experience in the key components of strategy development and financial planning in a new post pandemic normal. This four week, online intensive class has been created and customized as a deep professional development experience. Our online intensive will focus on the following key components of resiliency, strategy development and fiscal planning:

- (1) New delivery systems, price points, and financial models;
- (2) Changing competitive realities;
- (3) Rethinking assessment and credentialing models;
- (4) Redesigning our use of time, schedule, and facilities;
- (5) Leveraging technology to personalize and expand learning;
- (6) Strategic partnerships to expand school footprint and learning opportunity.



[REGISTER HERE](#)



Adapting & Amplifying Literacy Instruction for Early Years in Varying Models

Meeting Dates:
Feb. 1 & Feb. 8

Meeting Times:
5:00-6:15pm ET

Audience:
Early Years Educators,
Teacher leaders, Coaches,
Principals

Matt Hajdun, Workshop Facilitator



Matt is currently the Language Development Coordinator at The Columbus School (TCS) in Medellín, Colombia. Matt was previously an instructional coach, classroom teacher, and the Teaching and Learning Data Specialist at the International School of Brussels (ISB). At the American School of Brasilia (EAB), Matt served as the Lower School Director of Teaching and Learning and an instructional coach. Matt also worked as an elementary school teacher in the United States (Grades 3-6), and worked as a Principal at a small, private school in rural Honduras. Matt has a Bachelor's and Master's in Education. His passion is praxis (particularly with language acquisition, literacy, and conceptual mathematics) helping teachers apply current research in practical ways within the classroom.

Lindsey Moses, Workshop Facilitator



Lindsey Moses is an associate professor, speaker, staff-developer, and professional development residency provider. A former elementary teacher, Lindsey works with classroom teachers across the country and internationally supporting the implementation of effective literacy instruction in diverse settings. She is an associate professor of literacy education and the program coordinator of the M.A. in Literacy Education at Arizona State University. She conducts ongoing classroom-based research on supporting language and literacy development in diverse classroom settings. Lindsey brings her classroom and research experience together to provide practical, research-based instructional ideas for teachers in her books *Comprehension and English Learners* with Michael F. Opitz, *Supporting English Learners in the Reading Workshop*, and *What Are All the Other Kids Doing? Fostering Independence in the K-2 Reading Workshop* with Meridith Ogden.

WORKSHOP OVERVIEW

In this current reality, flexibility is key. While the current global climate has caused modes of instruction to shift, there are some practices for early years that remain tried and true. In this mini-series, we will explore the importance of integrating the language domains in order to support engaging and interactive learning experiences. These presentations will include practical strategies with examples to make virtual and in-person content comprehensible. Topics will include examples of intentional oral language supports, translanguaging, contextualized phonics, and play-based language and literacy instruction. Participants will engage in reflection and strategy sharing to ensure series take-aways can be implemented immediately in any learning environment.

[REGISTER HERE](#)



Designing Assessment Schemes FOR Learning

Meeting Dates:
February 11, 2021

Meeting Times:
5:00-6:30pm ET

Audience:
K-12 Educators

Brandon Boston, Workshop Facilitator



Brandon Boston is the Director of Eagles Landing International of Eagles Landing Camps, where he coordinates the development of emerging markets and an international summer camp that offers school-aged students (7-18) the opportunity to experience targeted academic programs, global leadership development, and exposure to an authentic Northeastern camping experience. Brandon is the founder of The Boston Group, where he consults for school communities, delivers faculty workshops, and counsels families on school choice at both the K-12 and higher education levels. Brandon is a strong advocate for all students and families and has been committed to supporting students in multiple capacities for more than a decade.

Tanya Lynch, Workshop Facilitator



Tanya Lynch currently serves as the High School Principal at North Broward Preparatory School, a Nord Anglia Education School, in South Florida, and collaborates with The Boston Group; where she consults for school communities and delivers professional development workshops for faculty and staff. Tanya channels her vision and passion for education into deliberate and well-planned actions that yield effective and notable results. She is a self-starter, as well as a driver of positive change, and she motivates and inspires those around her. In her 17 years as a classroom teacher, Assistant Principal, Principal, and education consultant, Tanya has developed both her own expertise and the capacity of other educators in their abilities to foster, grow and sustain school-wide cultures centered around high quality instruction, critical thinking, communication and collaboration.

WORKSHOP OVERVIEW

It is widely understood that Standards-based Learning (SBL) is the process of using a set of learning targets (standards) to drive teacher planning and instruction; to drive assessment of student achievement; to drive the specific, descriptive, timely feedback given to students; and to inform the grading and reporting of student achievement. Many schools who embark on an SBL journey make adaptations to best fit the needs of their respective school communities. However, most maintain the understanding that assessment schemes should inform instructional planning for individuals and groups of students, and feedback is instrumental in the improvement process. Participants will explore the importance of developing Assessment Schemes FOR Learning, and the role that feedback plays in ensuring students reach optimal levels of success.

REGISTER HERE



Strategies to Support Neurodiverse Learners

Meeting Dates:
March 16, 2021

Meeting Times:
5:00-6:30pm ET

Audience:
K-12 Educators

Brandon Boston, Workshop Facilitator



Brandon Boston is the Director of Eagles Landing International of Eagles Landing Camps, where he coordinates the development of emerging markets and an international summer camp that offers school-aged students (7-18) the opportunity to experience targeted academic programs, global leadership development, and exposure to an authentic Northeastern camping experience. Brandon is the founder of The Boston Group, where he consults for school communities, delivers faculty workshops, and counsels families on school choice at both the K-12 and higher education levels. Brandon is a strong advocate for all students and families and has been committed to supporting students in multiple capacities for more than a decade.

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WORKSHOP OVERVIEW

The landscape of education is ever evolving, and with that so is the makeup of our classrooms and schools. Students come to us with varying levels of abilities in all aspects of academic and non academic endeavors. They have differentiated strengths and weaknesses. As we become more aware of the neurodiversity of our population, general education teachers have a responsibility to meet the needs of all of the learners in their classrooms. By developing empathy, and building an increasing awareness of the vast diversities of the students sitting in our classrooms, educators will leave this workshop with very specific and actionable strategies to support students in managing everyday reading, writing, and listening challenges and in developing compensatory academic independence skills.

[REGISTER HERE](#)



CONNECT Workshop Series

Join Alysa Perreras for Personalized Diversity,
Equity, Inclusion and Justice Training in:

Beyond Performance: The Work of Equity and Justice in International Schools

Meeting Dates:

Session 1: February 9, 2021

Session 2: February 16, 2021

Session 3: February 23, 2021

Session 4: March 2, 2021

Session 5: March 9, 2021

Meeting Times:

4:30-6:00pm EST

Audience:

Classroom Teachers

**Limited to 30 participants*

Alysa Perreras | Workshop Facilitator



Alysa Perreras is a multilingual educator and facilitator focused on constant learning and consistent engagement in the work of abolitionist teaching and dismantling systems of injustice in hopes of radical liberation for all. As a woman of Color and a child of Colombian and Filipino immigrants to the United States, she learned, on a both a personal and institutional level, how systems of oppression operate. As a cisgender, US passport holding, native English speaker, amongst others identity markers, she also experienced ways in which privilege grants opportunity and access. This intersectional lens is brought into all the work she does as an educator and equity consultant. Dismantling the systems of oppression around her, even the ones that grant her unearned privilege, is both a deeply personal passion and professional pursuit. Over a decade in education, her work includes six years of classroom teaching, curriculum and course design, adult learning and coaching, strategic planning and consulting, all through an antibias, antiracist and justice centered lens. She has presented on the work of justice and equity education at various conferences both in the USA and in Latin America. She has a master's degree from SUNY Buffalo and is currently pursuing her PhD in Education for Social Justice through the University of San Diego. Alysa currently works as the Diversity, Equity, Inclusion and Justice coach at The Columbus School in Medellin, Colombia.

SERIES OVERVIEW

A 5-week diversity, equity, inclusion and justice (DEIJ) workshop series designed to examine where your institution is in the work of DEIJ. The workshop series focuses on interrogating and dismantling the performance of allyship that derails justice and placing systemic change and healing as the center of DEIJ. Specifically, participants will be provided with understanding, frameworks and tools to first examine their own individual understanding and roles in systemic oppressions. Then, the series creates spaces to examine how institutional practices uphold systemic oppression, how to confront those practices, and how to make shifts in their organization towards shaping a world that honors and values the liberation and humanity of all.

REGISTER HERE



CONNECT Workshop Series

Join Marla Hunter in Promoting Equity, Diversity, and Inclusion in Early Childhood and Elementary Curriculum

Workshop Dates:

January 25, 2021
February 1, 2021
February 8, 2021
February 16, 2021

Meeting Times:

5:00-6:00pm EDT

Audience:

Early Childhood &
Early Elementary (K-2)
Teachers & Leaders



Marla Hunter | President, Live.Love.Teach!

Marla is the founder and president of Live.Love.Teach!, LLC, a global education consulting firm. She has worked with many global organizations, and presented to numerous leaders, to help create more inclusive organizations. Marla is an expert in providing training in: DEI (Diversity Equity & Inclusion) with a focus on unconscious bias, cultural competence, inclusive leadership, women's advancement, authentic leadership, and allyship; EdTech; Teacher Selfcare; and Math Talks. She is also an avid curriculum developer and instructional designer. Marla is a firm believer in the use of EdTech & a lover of Maths. She has participated and facilitated several math initiatives in Tennessee and Mt. Holyoke University: SITES-M School (Strengthening Instruction in Tennessee Elementary Schools) - Focus on Mathematics, Summer Math for Teachers Working with Data: DMI Training/ DMI Facilitation Training, Summer Math for Teachers Geometry:Examining Features of Shape DMI Training/ DMI Facilitation Training, and SITES-M DMI Training for Teachers Number and Operations, Part 1 Building a System of Tens: Calculating with Whole Numbers and Decimals. She also provided quarterly Parent PD (Early Childhood Parent Sessions) in Reading, Math, andSTEM/STEAM at the International School of Abuja. She has had a successful career of teaching and leadership in both public and private education in Nashville (TN), Memphis (TN), Orlando (FL), and currently San Jose (CA). Marla has taught, mentored and been in leadership internationally in the following places: China (Shenzhen), Nigeria (Abuja), and the UAE (Al Ain). When she's not being an Secondary Instructional Coach and Induction Mentor, you can find her on the Board of the San Jose Women's Club as the Director of Membership and Inclusivity, working with Downtown College Prep's DEI Committee, and at the pool coaching private swim lessons, working with educational companies developing curriculum for their programs, and living a "Life of Yes".

SERIES OVERVIEW

Early Childhood deals with the holistic development of a child's social, emotional, cognitive and physical needs. The concept of diversity, equity and inclusion takes various forms and it is extremely important to educate our students from an early age on the importance of culture, respect, compassion, and awareness of self and other.

Session 1:
Preparing the Stage for Cultural Diversity

Session 2:
What's the C.U.R.E.?

Session 3:
How to Teach Tolerance

Session 4:
Care and Share

Sessions will cover tips, strategies, and ideas around DEI work in an Early Childhood and Early Elementary Environment.

REGISTER HERE



Join Shauna Hobbs-Beckley in

Making Space When There is No Space!

Workshop Date:
February 2, 2021

Meeting Time:
5:00-6:15pm EDT

Audience:
K-12 Educators



Shauna Hobbs-Beckley | Workshop Facilitator

Shauna is currently the Director of Analytics, Innovation, and Research at Graded, The American School of Sao Paulo, Sao Paulo Brazil. Prior to 2018, she was Director of Teaching and Learning at Graded. She has been a school administrator across the US and internationally for the past 20 years. Her experience includes leading professional development, principal coaching, curriculum design, materials adoption, student supports and grant-funded initiatives. In addition to the Director of Teaching and Learning, she has served as Executive Director of Curriculum, Assessment & Instruction of Seattle Public Schools from 2013-2016. Previously, she led preschool and elementary principals and staff in their professional work as PK-5 Instructional Services Director for City Schools of Decatur, Georgia, from 2007 to 2010. Shauna also has served as a principal in Washington, Georgia and Tennessee. Her training includes Stanford University, LGBTQ Executive Leadership, National School Reform Critical Friends, Carnegie Institute, Continuous Improvement, Solution Tree, Professional Learning Communities, Georgia Institute for School Improvement, Principal Coaching, Cognitive Coaching. She has an Ed.S. from Walden University and an M.I.T. and B.A. from The Evergreen State College in Olympia, Washington.

WORKSHOP OVERVIEW

How do you provide students with innovation and STEM opportunities when you do not have the dedicated space? Maker space isn't always about the location. The projects and creativity that occurs is what makes the space. This session will help participants think about how to develop environments in classrooms, libraries and other spaces that promote creative thinking, collaboration, and engagement. The workshop will include Project Lead the Way hands-on activities that participants can replicate in the classroom.

[REGISTER HERE](#)



Join Shannon Hobbs-Beckley in

Cultivate Your Coaching: A Community of Practice for Instructional Coaches

Workshop Dates:

February 4, 2021
February 11, 2021
February 25, 2021
March 4, 2021
March 11, 2021

Meeting Time:

4:30-6:00pm EDT

Audience:

Practicing Instructional Coaches
(any grade level or content area)



Shannon Hobbs-Beckley | Workshop Facilitator

Shannon Hobbs-Beckley has been an educator for 25 years working in both international and US public school settings. Currently, she is the Director of Teaching and Learning at Graded - American School of Sao Paulo, Brazil. She has served in both district and building leadership roles including Pre-K-12 Instructional Leadership and Professional Learning Coordinator, elementary principal, elementary associate principal, instructional coach/curriculum coordinator, and classroom teacher. While working in US public schools, she led the development and implementation of a district-wide instructional coaching program, supporting instructional coaches and building administrators in 40 schools from Pre-K through grade 12. In 2008, in tandem with Bonnie Campbell-Hill and Carrie Ekey, she began work as the co-facilitator of the NESAs Literacy Coach Cohort, which later expanded to the CEESA region. She has presented on coaching and leadership at international conferences for NESAs, CEESA, AASSA, and in the United States. She is a member of Learning Forward and former Executive Secretary for the Washington State Affiliate. As an educator her expertise and interests lie in adult learning, leadership, organizational and systems approaches to improvement, and literacy instruction. Shannon holds a Master of Educational Leadership from the University of Washington - Bothell, a Master's Degree in Teaching, Learning, and Assessment from Lesley University, and a Bachelor's Degree in Interdisciplinary Child Development from Western Washington University. When she is not working, she enjoys travelling, trying new activities, cooking, reading, and spending time with her family.

WORKSHOP OVERVIEW

You spend your days guiding reflection, actively listening, intentionally collaborating, and skillfully facilitating the learning of your colleagues and the students in your school. Now, it's your turn! Join this dynamic group of your peers from across the region to pause, think, share, practice, grow, and learn together. In this 5-session course for practicing coaches, you will join together in the spirit of learning and collaboration to practice your craft in real-time. You will explore the latest research and information on best practices for instructional coaching, share case studies from your own work, practice your coaching skills, receive feedback from your peers, and build a toolkit of resources. Participants can replicate in the classroom.

REGISTER HERE



Join Shauna Hobbs-Beckley in

Pillars of Joy in the Classroom

Workshop Date:
March 10, 2021

Meeting Time:
5:00-6:15pm EDT

Audience:
K-12 Educators



Shauna Hobbs-Beckley | Workshop Facilitator

Shauna is currently the Director of Analytics, Innovation, and Research at Graded, The American School of Sao Paulo, Sao Paulo Brazil. Prior to 2018, she was Director of Teaching and Learning at Graded. She has been a school administrator across the US and internationally for the past 20 years. Her experience includes leading professional development, principal coaching, curriculum design, materials adoption, student supports and grant-funded initiatives. In addition to the Director of Teaching and Learning, she has served as Executive Director of Curriculum, Assessment & Instruction of Seattle Public Schools from 2013-2016. Previously, she led preschool and elementary principals and staff in their professional work as PK-5 Instructional Services Director for City Schools of Decatur, Georgia, from 2007 to 2010. Shauna also has served as a principal in Washington, Georgia and Tennessee. Her training includes Stanford University, LGBTQ Executive Leadership, National School Reform Critical Friends, Carnegie Institute, Continuous Improvement, Solution Tree, Professional Learning Communities, Georgia Institute for School Improvement, Principal Coaching, Cognitive Coaching. She has an Ed.S. from Walden University and an M.I.T. and B.A. from The Evergreen State College in Olympia, Washington.

WORKSHOP OVERVIEW

What is the nature of joy and how do you develop that in the classroom?

Based on The Book of Joy and the teachings of the Dalai Lama and Desmond Tutu, this series will explore some of the pillars of joy and how you can apply them in the classroom. The first in the series will explore the idea of joy and how to foster joy within your students.

What are some ways to support students to overcome obstacles to joy such as anger and fear?

[REGISTER HERE](#)



Join Darnell Fine in

Racial Microaggressions & Implicit Bias

Workshop Date:
February 24, 2021

Meeting Time:
5:30-6:30pm ET

Audience:
K-12 Educators



Darnell Fine | Workshop Facilitator

Darnell is an experienced facilitator of adult learning focusing on curriculum & assessment, diversity, equity, inclusion, and culturally responsive teaching. He has led sessions for national and international conferences, numerous US public, independent and international schools, as well as the Pew Center and the US Department of Education. In addition to facilitation, he serves as a curriculum consultant, reviewing manuscripts and curricula for publishing companies, national arts organizations, and universities. After earning his Bachelor's in Africana Studies and Education at Brown University, Darnell obtained his Teacher Support Specialist Endorsement through Georgia State University and his Master's in Creative Writing in London. He is currently an instructional coach and chairs the faculty Diversity, Equity, and Inclusion (DEI) planning team at Singapore American School. He is also a doctoral candidate at the University of Southern California, studying educational leadership through a lens of equity and social justice. Darnell is a 2012 recipient of the Teaching Tolerance Award for Excellence in Culturally Responsive Teaching and a former advisory board member with Teaching Tolerance.

WORKSHOP OVERVIEW

In this session, participants will explore how implicit biases and microaggressions are formed and the ways they impact people of color. All community members have biases and those biases can turn into racial microaggressions that harm people of color. It is important that we examine these biases so that we can learn to stop them. Recognizing them also gives us a window into larger structural problems.

[REGISTER HERE](#)



CONNECT

Workshop Series

Join Kristen Moreland in

Renewing your 'Soul' Purpose: Self Care for Teachers and Leaders

Workshop Dates:

February 22, 2021
March 1, 2021
March 8, 2021

Meeting Times:

4:00-5:00pm ET

Audience:

K-12 Educators



Kristen Moreland | Workshop Facilitator

With more than two decades of experience in education around the globe, Kristen Moreland is committed to bringing humanity back to education. In addition to training in Cognitive Coaching, Adaptive Schools and Facilitative Leadership, Kristen holds a Bachelor's degree in English literature from the University of Colorado and Masters degrees in Social Work and International Development from the University of Denver. A lifelong learner, she is now pursuing the Certificate of Advanced Educational Leadership from Harvard University. A former adjunct professor for the Denver Teacher Residency, she has taught masters level classes in Urban Education, Culturally Responsive Pedagogy, and Literacy for Secondary Math and Science Teachers. She is currently serving as an Instructional Coach at the Pan American School of Porto Alegre, Brazil, where she is leading the schoolwide initiative to become a more culturally responsive and inclusive community. You can follow her on Twitter @kmorekin and on Instagram @educatorsforhumanity.

SERIES OVERVIEW

Distance Learning. Synchronous or asynchronous or hybrid - or a combination of all three? Zoom fatigue. Always on, always accessible. Haven't had a vacation in weeks....And so on, and so on. When 'teaching from the distance,' to-do lists become never-ending filled with new, competing 'non-negotiables.'

'Burnout' feels more like an inevitability than a passing idea. With all of this, it is easy to lose sight of the reasons we do this work and the inherent joy within. Join Kristen for four, interactive sessions to guide you through a revitalization process that examines four pillars for any educator: 1) Show up everyday – physically, mentally and emotionally. 2) Hold high standards – for yourself and your students. 3) Love your students unconditionally. 4) Know your 'why' for each day. Together, we will share stories, find inspiration, and identify healing practices to support the soul of every educator.

[REGISTER HERE](#)



Join Kristen Moreland in

Renewing your 'Soul' Purpose: Self Care for Teachers and Leaders

Workshop Dates:

February 22, 2021
March 1, 2021
March 8, 2021

Meeting Times:

4:00-5:00pm ET

Audience:

K-12 Educators



Kristen Moreland | Workshop Facilitator

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El ABC de la Educación del Carácter

Fechas de talleres:

3 de febrero 2021

17 de febrero 2021

Hora:

5:00-6:30pm ET

Dirigido a:

**Administradores,
profesores y consejeros**



Lili Borrero | Presentadora

Liliana Borrero es Directora Asociada de los Programas de Aprendizaje del Colegio Nueva Granada (CNG) en Bogotá, Colombia. En este cargo, ella es responsable de la coordinación y supervisión del plan de estudios de K4-12º grado, el proceso de enseñanza, el sistema de evaluación y el desarrollo profesional del cuerpo docente. Antes de este cargo y también en el CNG, Liliana trabajó en el Centro de Aprendizaje (Learning Center) como especialista en lectoescritura y como Coordinadora de los Colegios de Excelencia. Liliana tiene un pregrado en Psicología de la Universidad de los Andes, una Maestría en Educación de la Universidad de Alabama y un Certificado en Liderazgo Docente de la Universidad de Lehigh. También es maestra de alfabetización temprana certificada por la NBPTS (National Board for Professional Teaching Standards) y traductora e intérprete oficial de inglés - español. Liliana tiene amplia experiencia en educación especial y desarrollo profesional. Es autora de "Enseñando a Leer: Teoría, práctica e intervención", un libro publicado en 2008. En 2018, Liliana tradujo al español los 11 Principios de la Educación Efectiva del Carácter y se certificó a través de Character.org en el Marco de los 11 Principios del Carácter. Se ha desempeñado como miembro de los equipos de acreditación de AdvancED/Cognia en Colombia, Guatemala y Curazao y pertenece al equipo de liderazgo de acreditación de Cognia del CNG.

RESUMEN DE LOS TALLERES

Estos talleres brindarán a los participantes una visión general sobre la educación del carácter y su relevancia en el mundo de hoy y de mañana. También ofrecerán una carta de navegación para convertirse en un Colegio del Carácter de acuerdo con los protocolos de Character.org.

Taller Numero 1

El Qué y el Por Qué de la Educación del Carácter

Taller Numero 2

¿Cómo convertirse en un Colegio del Carácter?

Regístrate hoy



CONNECT

Workshop Series

Join Douglas Walker in the

Impact of Child Traumatic Stress on Learning

Workshop Dates:

February 2, 2021 (asynchronous)
February 9, 2021 @ 5:30-7:00pm ET

Audience:

K-12 Educators
Counselors & Psychologists



Dr. Douglas Walker | Workshop Facilitator

Dr. Douglas Walker, Chief Programs Director, Mercy Family Center Dr. Walker has worked with the international school community for fourteen of his last twenty-three years of practice as a clinical psychologist. He received his doctorate from the University of North Texas where he participated in the emerging field of Psychoneuroimmunology, studying the impact of stress upon the human immune system. In response to Hurricane Katrina, Dr. Walker created Project Fleur-de-lis, New Orleans's largest school-based mental health program devote to students struggling emotionally and academically in the years following the storm and destruction. Dr. Walker has served as technical advisor to the US State Department's Office of Overseas Schools and Guyana's Ministry of Health to assist in the dissemination of trauma focused, evidence - based practices.

Over the past decade, he has held a close relationship with the Association of International Schools in Africa (AISA), functioning as a technical advisor and trainer for the implementation of trauma-informed treatment, crisis response and programming. With the support of AISA, Dr. Walker worked alongside other child protection experts to create the Child Protection Handbook, now in its second edition. In 2016, Dr. Walker completed a Fulbright Specialist Scholarship in Fukushima City, Japan where he conducted lectures in disaster mental health, and collaborative research into peer-to-peer support post 2011 Tohoku earthquake, tsunami and level 7 meltdown at the Fukushima Daiichi Nuclear Power Plant. He functions as an Affiliated Consultant for the Council of International Schools (CIS), is a member of the International Task Force on Child Protection and contributes to the efforts of The Centre for Missing and Exploited Children (ICMEC) as a member of their Rapid Response Team.

SERIES OVERVIEW

Child traumatic stress (CTS) occurs when children are exposed to traumatic events, and when this exposure overwhelms their ability to cope with what they have experienced. While some children "bounce back" after adversity, traumatic experiences can result in a significant disruption in their development and have profound long-term consequences. Repeated exposure to traumatic events (also referred to as Adverse Childhood Experiences or ACEs) can affect the child's brain and nervous system and increase the risk of low academic performance, engagement in high-risk behaviors, difficulties in peer and family relationships, and life-long chronic disease and illness. Thankfully there is a growing body of literature to guide adults in recognizing the signs and symptoms of CTS and effective school and community treatments to address those children who are experiencing CTS.

**REGÍSTRATE
HOY!**



CONNECT

Workshop Series

Join Douglas Walker in

Common Mental Health Challenges in Adolescents

Workshop Dates:

March 3, 2021 (asynchronous)

March 11, 2021 @ 5:30-7:00pm ET

Audience:

K-12 Educators

Counselors & Psychologists



Dr. Douglas Walker | Workshop Facilitator

Dr. Douglas Walker, Chief Programs Director, Mercy Family Center Dr. Walker has worked with the international school community for fourteen of his last twenty-three years of practice as a clinical psychologist. He received his doctorate from the University of North Texas where he participated in the emerging field of Psychoneuroimmunology, studying the impact of stress upon the human immune system. In response to Hurricane Katrina, Dr. Walker created Project Fleur-de-lis, New Orleans's largest school-based mental health program devote to students struggling emotionally and academically in the years following the storm and destruction. Dr. Walker has served as technical advisor to the US State Department's Office of Overseas Schools and Guyana's Ministry of Health to assist in the dissemination of trauma focused, evidence - based practices.

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SERIES OVERVIEW

Worldwide 10-20% of children and adolescents experience mental disorders. Half of all mental illnesses begin by the age of 14 and three-quarters by the mid-20s. Common adolescent conditions that make up these significant statistics include depression, anxiety, suicidal thinking, eating disorders, addiction and trauma. If untreated, these conditions severely influence children's development, their educational attainments and their potential to live fulfilling and productive lives. Children with mental disorders face major challenges with stigma, isolation and discrimination. This workshop will focus on the most common conditions seen across international school communities, providing an overview on the identification, treatment and school-based management of depression, anxiety, suicidal thinking, non-suicidal self-injury and trauma.

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CONNECT

Workshop Series

Join Jaime Casap in our

MINDSHIFT SERIES

*SHIFTING the Culture of Education through
Challenging our Understandings of Education*

Workshop Dates:

February 3, 2021
February 17, 2021
March 3, 2021
March 17, 2021

Workshop Dates:

10:00am ET

Audience:

Heads of School &
Senior Leaders



Jaime Casap | Education Evangelist

Jaime Casap served as the Chief Education Evangelist at Google for more than 14 years and was the second member of the Google for Education team. In that time, Jaime launched Google's GSuite tools into higher education and K12. He also launched Chromebooks into education and was the creator of the Google for Education Transformation Framework, a holistic approach to education transformation. Now Jaime is partnering and collaborating with higher education institutions, school systems, and businesses around the world, helping them build transformational policies and practices to elevate education and bring equity, diversity, and inclusion into their policies and practices. He speaks on education, digitalization, diversity and inclusion, generation z, and the future of work at events around the world. You can follow and reach him on Twitter at @jcasap and watch his YouTube career advice videos at www.youtube.com/jaimecasap.

SERIES OVERVIEW

Join us as a thought-partner with Jaime Casap, Education Evangelist, as we focus on MINDSHIFT - Shifting the Culture of Education

SESSION 1:

Dismantling our Notion of Education

SESSION 2:

Generation Z and Digitalization

SESSION 3:

The Need for a Cultural Shift in Education

SESSION 4:

Planning for the Future

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CONNECT

Workshop Series

Join Rosalind Wiseman and Charlie Kuhn in

Creating a Culture of Dignity

Workshop Date:

February 17, 2021 @ 4:15-5:30pm ET

Audience:

**K-12 Educators
Counselors & Psychologists
School Leaders**

Please join Cultures of Dignity, the Tri-Association and the Association of American Schools of South America to learn more about this unique and invaluable professional development opportunity for member schools. Cultures of Dignity is offering a multi-session professional development delivered online to a cohort of Tri and AASSA member schools. One of the most crucial skills we can model for the young people in our lives is emotional intelligence and management. However, many of us were not explicitly taught emotional regulation skills and often feel like we are at the mercy of the many emotions swirling throughout our homes. Based on building social and emotional learning on a foundation of dignity, this professional development program will bring member schools together in strategic cohorts to develop effective SEL programs for their individual schools. We will learn from each other and with each other as we create systemic SEL programming that best fits your school. Wherever your school is in the development of SEL into the school's curriculum, this is an opportunity to learn from and with our colleagues. Each school must include key stakeholders who will then have the opportunity to work alongside their colleagues in other member schools to achieve the following:

- Integrate emotional regulation and social emotional skills within each school's curriculum
- Build on best practices for faculty engagement around adolescent issues
- Create a culture of dignity between students and faculty
- Support parents to in turn support the social, emotional, and educational needs of students while giving parents much-needed guidance for their own well-being.
- Develop best practices for faculty/advisory delivery of SEL

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CONNECT

Workshop Series



Rosalind Wiseman | Workshop Facilitator

From where we learn to where we work, Rosalind Wiseman fosters civil dialogue and inspires communities to build strength, courage and purpose. She is the founder of Cultures of Dignity; an organization that shifts the way communities think about our physical and emotional wellbeing by working in close partnership with the experts of those communities--young people, educators, policy makers, and business and political leaders. Rosalind's most recent publications include the Distance Learning Playbook for Parents: How to Support Your Child's Academic, Emotional and Social Learning in Any Setting published by Corwin in October 2020 and Owning Up Curriculum, published in July 2020; a comprehensive social and emotional learning program for grades 4-12 which is in widespread use across the world. She is the author of two New York Times Best Sellers: Queen Bees and Wannabes: Helping Your Daughter Survive Cliques, Gossip, Boyfriends, and the New Realities of Girl World--the groundbreaking, best-selling book that was the basis for the movie and Broadway Musical Mean Girls, and in 2016 was fully revised for a third edition. And Masterminds & Wingmen: Helping Our Boys Cope with Schoolyard Power, Locker-Room Tests, Girlfriends, and the New Rules of Boy World, which addresses the social lives of boys and was awarded Best Parenting Book by Books for a Better Life in 2014. National media regularly depends on Wiseman's expertise on ethical leadership, conflict, media literacy, youth culture, parenting, and bullying prevention. She has been profiled in The New York Times, People, Los Angeles Times, the Chicago Tribune, The Washington Post, and USA Today. Wiseman is a frequent guest on national media like The Today Show, CNN, and NPR affiliates throughout the country. Wiseman has served on many federal and local advisory boards and speaks throughout the US and abroad including, South by Southwest, Microsoft, The Royal Society for the Arts, the Association for the Advancement of International Education, the American School Counselors Association, the Game Developers Conference, the American Association of School Administrators, at the White House many times and numerous schools, governments, organizations, and corporations throughout the US and abroad. She lives in Colorado with her husband and two sons.



Charlie Kuhn | Workshop Facilitator

Charlie Kuhn is the Co-Founder & CEO of Cultures of Dignity. He is a social educator, facilitator, and education consultant. He loves the intricacies of learning, people, and system thinking. Outside of strategy and development, he currently consults with national and international school communities on school culture. He has presented and consulted with a diverse group of schools and educational associations including; the American School of Paris, International School of Prague, Association for Middle-Level Educators, Game Developers Conference, American School Counselors Association, International School of Amsterdam's Centre for Development, Learning & Technology, Association for the Advancement of International Education, European League of Middle Level Education and The United States Library of Congress. In addition to his work at Cultures of Dignity, he served on the board of Attention Homes, a non-profit organization serving youth experiencing homelessness for the past six years and is currently on their Strategic Planning Committee as Special Appointee to Denver, CO. He's inspired by water, his mother, and cold weather.



CONNECT

Workshop Series

El Dr. Derrick Gay presenta

Conversaciones valientes sobre el racismo en las escuelas internacionales

Fecha :
3 de marzo 2021

Hora:
4:30-5:45pm ET



Dr. Derrick Gay | International Education Consultant

Dr. Derrick Gay is an international educational consultant with 22 years of experience as an educator and consultant. A sought after facilitator and keynote, Dr. Gay has partnered with over 500 schools and businesses around the world. In this capacity, he collaborates with schools and organizations to cultivate intercultural competency, promote empathy, and deepen inclusion.

Fluent in English, Spanish, French, Italian, and proficient in Portuguese, Dr. Gay is a recognized expert in Global Education, often speaking and writing about Intercultural Competency and Global Citizenship. He delivered the 2015 keynote at the Association for the Advancement of International Education; the 2016 Education First Global Conference Keynote in Lima, Perú; and he recently delivered the 2017 keynote at the Association des Ecoles Francaises en Amerique du Nord and the 2017 keynote La Mission Laique Conference in Deauville, France. In 2019, he facilitated workshops at Association of American Schools in Latin America, in addition to his work supported clients in Latin America.

RESUMEN

La muerte de George Floyd ha aumentado la conciencia sobre la injusticia racial tanto en los Estados Unidos como en el resto del globo. En todo el mundo, los colegios internacionales están teniendo que lidiar con tener que abordar problemas de raza y etnicidad en contextos nacionales que no reflejan los marcos y recursos centrados en los Estados Unidos. Durante este seminario web, el Dr. Derrick Gay guiará a los participantes a través de la introspección, aprovechando el Marco de Competencia Intercultural y estrategias para que los colegios de AASSA fomenten entornos inclusivos dentro de sus comunidades escolares internacionales y estrategias para empezar tener conversaciones importantes en su comunidad escolar.

**REGISTRÁTE
HOY**



El Dr. Derrick Gay presenta
**Diversidad e inclusión en las
escuelas internacionales**

(El taller se impartirá en español)

Fecha :
18 de febrero 2021

Hora:
4:30-5:45pm ET



Dr. Derrick Gay | Consultor Internacional

Dr. Derrick Gay es un consultor de educación con más de 22 años de experiencia trabajando en el sector internacional. Dr. Gay ha trabajado con más de 500 escuelas y empresas de todo el mundo. En esta capacidad, él colabora con escuelas y organizaciones para cultivar competencias intercultural, promover la empatía y profundizar la inclusión. Ha recibido varios reconocimientos por su trabajo y está reconocido como un experto en la educación global

RESUMEN

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[CLICK HERE TO REGISTER](#)