



2016: A Year to Celebrate!

2016 marks an important milestone in the history of the Tri-Association, as we round the corner on 35 years of service and plan for the 35th Annual Educators' Conference, ***"Reinventing Today for a Better Tomorrow"***!

A special commemorative gala event will take place in the historic Hospicio Cabañas in Guadalajara, Mexico, the venue for this year's event. Our conference host for this year is the American School of Guadalajara.

Below is important information to help you plan for this year's conference. It is very important to note that conference hotels in Guadalajara are honoring the excellent rates they have given us only through **June 30, 2016**. An earlier cutoff date is the new hotel trend, making it imperative to plan earlier in order to take advantage of the discounts. Program information will be going up on the website by March 1, 2016 to support your decision-making.

CONFERENCE 2016 NUTS & BOLTS

Save the date: October 5-7, 2016

Conference Hotel and Venue: **both the Pre-Conference and Conference programs will be held at the hotel):*

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****Conference rate will be honored through June 30, 2016.***

Call for School Proposals: This year we are offering two formats for teacher presentations: ***Ignite / Talk and Teacher Labs*** to enable teachers to showcase the important work taking place in their classrooms! Please note that all school proposals must have the endorsement of the School Director.

<http://www.tri-association.org/schoolproposals>

At a glance

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NEWS FROM AROUND THE REGION

• *AdvancED Superintendent of the Year*

Emma Gutierrez from the American School of Tampico was the recipient of the 2015 AdvancED Superintendent of the Year Award. The plaque reads: *"Your administrative leadership and contributions as school director, External Review team member, consultant and supporter of AdvancED ensure that a quality standard of educational programming is offered to all students and educators."*

A graduate of the school, Emma has provided bold and courageous leadership to AST since 2000. Congratulations to Emma and the entire AST Community!



▶ Emma Gutierrez (middle), with María Ojeda and Dennis Klumpp from AdvancED.



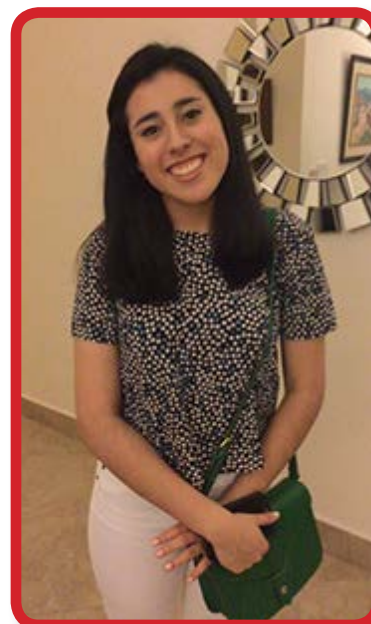
▶ Emma Gutierrez with ASOMEX Colleagues
Back L to R (Mahklouf Ouyed, David McGrath, Paul Williams, Mary Jo McGill, Andrea Terry, Nancy Marroquin).
Front L to R (Hortensia Prieto, Emma Gutierrez).

• *Tri-Association Nominee for the Margaret Sanders Scholarship Award*

Natalia Garzón, a Senior from Balboa Academy, Republic of Panama, is the Tri-Association 2016 Nominee for the Margaret Sanders Scholarship.

Besides holding one of the top GPA's, Natalia is active in all aspects of school life. She is the founding quarterback for the school's flag football team and is also a member of the basketball team. She started Balboa's first literary magazine and is currently the President of the Honor Society.

Natalia began her community endeavors as a Freshman by launching RED NOSE DAY, a campaign that raises funds to help eradicate disease. She continued to help others by co-founding the Panama Chapter of RISE Kids, a youth leadership and empowerment program that focuses on gender equality through opportunity and education for all, by raising funds to eradicate disease in developing countries.



Natalia also teaches English to 6th graders in an impoverished area of the city, and offers workshops to girls on the importance of self esteem and empowerment.

Natalia shared her work on RISE at Panama's TEDx Youth event featured below.

We are proud to have Natalia represent our region as the Margaret Sanders Nominee for this school year!

<https://www.youtube.com/watch?v=G4bH4basgjl>

• Farewell to a Wonderful Colleague!

Current and former Directors from Colombia get together in Atlanta in honor of Susan Jaramillo who will retire in June 2016 after more than 40 years with the Columbus School.



REGIONAL CONFERENCES

Join these important professional learning opportunities close to you!

Technology & Innovation: LIVE CURIOUS, GO BEYOND

Monterrey, Mexico February 19 & 20, 2016



We believe that all students can be engaged in an educational experience that compels them to "Live Curious and Go Beyond" as they discover their own "Moonshots". The Live Curious, Go Beyond Technology and Innovation in Education Conference strives to bring that to reality.



Global Issues Network

Medellin, Colombia, March 10-12, 2016

The link below created by the Columbus GIN Team, has all the information you need to register your students!

<https://www.youtube.com/watch?v=-9lwJgDr1v4>



Brave Leaders, Bold Choices

STEM Workshop hosted by Escuela Internacional Sampedrana

April 11 & 12, 2016



STEM Science, Technology,
Engineering, Mathematics

FEATURED AUTHOR

Do what degree is “failure” an important part of the learning process? Dr. Tom Guskey explores this concept in a thought - provoking article, *“Why Glorify Failure to Enhance Success”?*

(* Dr. Guskey is one of the leading researchers in the area of grading and reporting).

FEATURED PROFESSIONAL ARTICLE

In spite of conflicting reviews on the effects of professional learning on student achievement, a new study conducted by **Learning First** in cooperation with the **Center on International Education Benchmarking** provides solid evidence that collaborative professional learning that is job embedded, results in a direct and positive impact on student achievement.

The study, **“Beyond PD: Teacher Professional Learning in High Performing Systems”**, examines the manner in which four high-performing systems provide professional learning to their teachers. All four of these systems had top PISA (Programme for International Student Assessment) scores in Mathematics, Reading and Science this past year. The four systems studied were located in Hong Kong, Shanghai, British Columbia, and Singapore. Although all four delivered professional learning in different ways, the common denominator was in-depth collaborative efforts that were strategically planned, tied to student learning goals and backed up by school policies.

You can access a one page summary of the study at <http://www.ncee.org/beyondpd/>, and join the conversation with a free subscription to info@ncee.org, (the National Center for Education and the Economy, which has been researching the world’s top performing education systems since 1988).

The school articles featured in this edition highlight the positive impact of service learning on the total school experience. Be reminded that the application deadline for the two Tri-Association Awards in Community Service and Global Leadership is coming up on *February 1, 2016*.

I continue to receive questions about the services regular member schools receive from EBSCO, NAIS and NAESP. You can find detailed information on school benefits under at www.tri-association.org under the *SERVICES* tab.

Thank you to the American School Foundation of Monterrey and the American School of Puebla who contributed articles for this edition.

The deadline for our last newsletter of this school year is *March 1, 2016*.

Have a successful second semester,

Sonia Keller

Executive Director

2016 Calendar of Activities

AAIE Conference	February 8-10, 2016	Atlanta
Be Curious, Go Beyond:	February 19 -20, 2016	ASFM Monterrey, Mexico
Brave Leaders, Bold Choices, GIN Conference	March 10-12, 2016	Columbus School Medellin, Colombia
STEM	April 11 & 12, 2016	Escuela Internacional Sampedrana San Pedro Sula, Honduras
Inclusive Education Digital Badge Summer Courses	June 20-July 1, 2016	Colegio Nueva Granada Bogotá, Colombia
Differentiated & Inclusive Practices & Assessing All Learners	September 8-9, 2016	Colegio Bolivar Cali, Colombia



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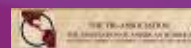
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American School of Puebla and Fundación Junto con las Niñas y Niños de Puebla (JUCONI) Team Up to Promote Literacy

*Ms. Jamie Bemis
6th grade English Teacher*

What do 6th graders at the American School of Puebla and children living in Casa JUCONI have in common? A love of literacy! When it came to choosing an action for the IB Primary Years Programme (PYP) expo 2015, JUCONI was the perfect match.

For the culmination of the International Baccalaureate Primary Years Programme, students are required to complete an Exhibition project about global social issues. Students in group 6B and 6D decided to study Education and its issues around the world. They investigated and learned about access to education, gender inequality in education, students living in orphanages, and economic struggles of schools. The key part of the exhibition project is planning and carrying out an action to help the community. When searching for an organization to support, JUCONI was a choice because its work consists of preventing and healing the consequences of domestic violence which affects children and adolescents in marginalized families living in extreme poverty who have been in street situation.



The 6th graders learned more about JUCONI through a dynamic conference with staff members. After the initial meeting, it was decided that one of the biggest needs of this organization was books! The next step was for the students to raise the money needed to buy brand new books.

They made a plan. The students decided to raise money with an event that would benefit their own community: A student vs. teacher basketball game! They organized snacks to sell, halftime entertainment, and every other imaginable detail of the game. It was a huge success, and almost \$7000 pesos were raised! Not only did it raise money for the cause, but it brought attention to JUCONI.



With the help of the school librarians, the students ordered the books needed. It was a mix of books for different aged students to be used in a variety of causes and therapies, including even books in Braille. After labeling and packing them all, we were ready to donate!

Some staff members from JUCONI visited the Exhibition. They saw the 6th graders' presentation and witnessed all the hard work that went into their project. Great conversations were held about the rights of children both

in Mexico and in the world. The students got a sense of pride from their hard work, and brought a sense of reality to their research.

In the end, many students were benefitted, and a great bond was formed between two organizations. The experience was one that the students will always remember, and that JUCONI can always use.



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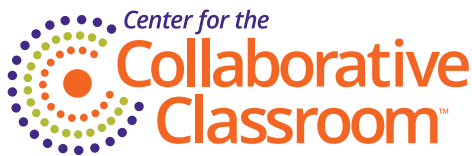
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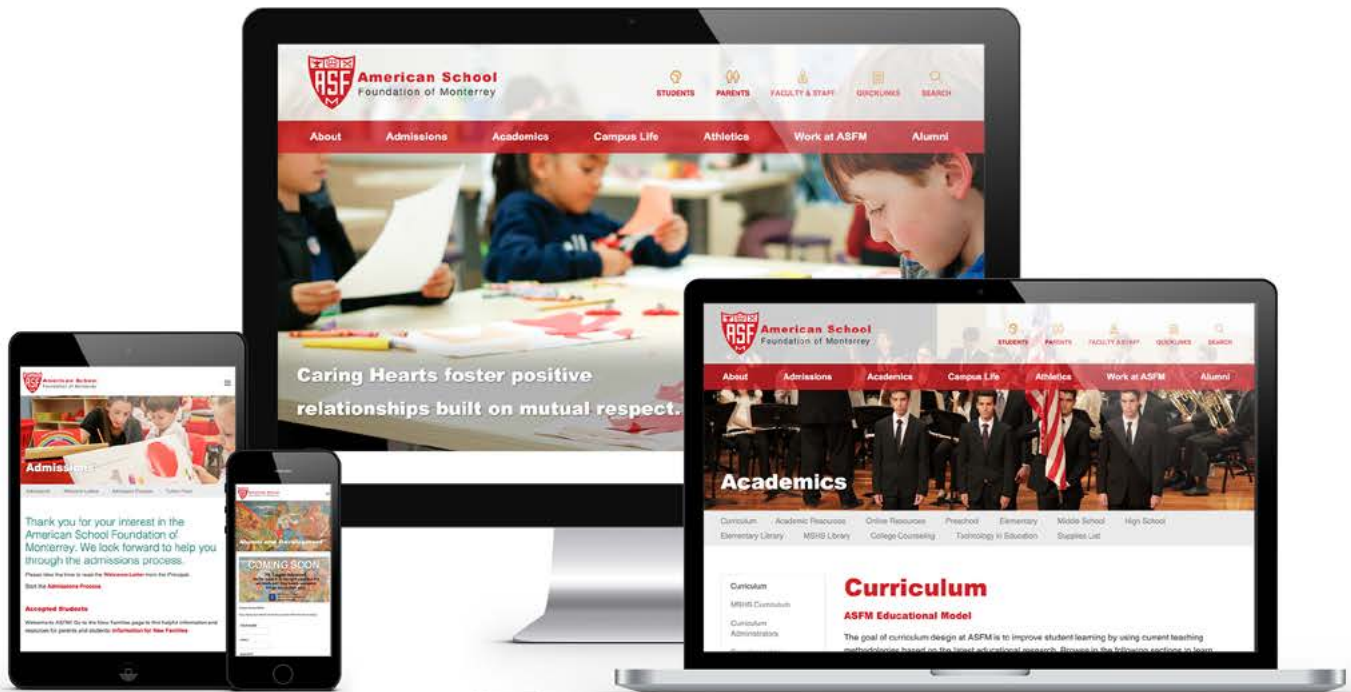
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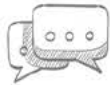
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January 20, 2016

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February 8 - 10, 2016 • *Atlanta, GA, USA*

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Why Glorify Failure to Enhance Success?

Education Update | June 2015 | Volume 57 | Number 6

Thomas R. Guskey

Recent social media posts by standards-based advocates extol the virtues of failure: "Failure is success in progress." "Failure is an initial attempt at learning." "Failure is the best way to learn."



Statements like these give the impression that failure is a good thing—maybe even an essential thing—in the learning process. In order to succeed, you must experience some level of failure. But is that really true?

There is an important difference between an error or mistake and failure. Errors and mistakes involve inaccuracies that require adjustment or misunderstandings that need to be corrected. Failure implies a complete breakdown, disaster, and disappointment. Failure cannot be remedied with an easy solution or quick fix. Failure requires recovery.

This distinction was noted by Thomas Edison when he described his many unsuccessful attempts to create the light bulb. "I never failed," he said. "I just found 1,000 ways that didn't work."

When toddlers are learning to walk, for example, few achieve immediate success. But no one looks upon their stumbles and falls as failures. Instead, we see them as missteps that need to be adapted or modified. Similarly, when children learn academic skills, we don't think of their mistakes and misunderstandings as failures; we consider them to be learning errors that need to be resolved.

Failure implies the ultimate level of nonsuccess. Failed peace talks are an example. So are failed marriages, failing a grade level, and failing a test. It's not just a mistake or minor misunderstanding. Failure implies not coming close. It's missing the target by a mile. It's not even being in the game.

Learning is never a smooth, uninterrupted process. Acquiring new knowledge or skills always involves errors, mistakes, and occasional setbacks, especially when learning challenging material or complex tasks. But to see these setbacks as failures invokes unnecessary negativity and pessimism. In addition, there is an important qualitative difference between "I made a mistake" and "I failed." The first suggests, "There's a problem, but it can be fixed." The second intimates, "I bombed. I crashed and burned. I flunked!"

Benjamin Bloom recognized this point when he applied the term *formative* to assessments of student learning nearly 50 years ago. Bloom stressed that the primary purpose of formative assessments is to identify learning errors and mistakes so that they can be corrected before they accumulate and become major learning problems and failures. According to Bloom, if formative assessment is done right, the results of a culminating summative assessment should be self-evident and almost always positive. There should be no "failures." If there are, then something was terribly amiss in the formative process.

Taking Personal Responsibility

We certainly want students to endure occasional slip-ups and persist in their learning efforts. We want them to develop perseverance, resilience, and grit so that they can move past blunders and mistakes. We also want all teachers to develop practical and efficient strategies for offering students multiple opportunities to demonstrate proficiency on specific learning goals so that they don't see learning success as a one-chance endeavor.

But learning from a mistake or misunderstanding is one thing; learning from failure is quite another. Learning from failure is a far more complicated process than many perceive it to be. With failure, it's not about simply overcoming letdown and disappointment, although that's important. It's also about taking personal responsibility.

When people fail, they immediately identify a cause for that failure. In most cases they either blame the outcome on external circumstances or take personal responsibility for it. Students, for example, may blame the teacher for their failure ("She didn't explain that to me very clearly") or blame the assessment ("Those were really hard questions"). Or, they may consider the fault to be theirs. Researchers refer to this as the *attribution of responsibility*.

Studies have shown that students who take personal ownership for their failure are much more likely to learn from it. In other words, it's better to take personal responsibility for learning disasters than to blame others or the assessment itself. But here's where things get tricky.

Research by Carol Dweck shows that personal attributions can be attached to stable, fixed factors or to alterable, growth factors. Students who attribute failure to personal fixed factors believe they simply lack the intelligence, talent, or ability to do better. In other words, they take personal responsibility for the failure but feel helpless to do much about it. Students who attribute failure to personal growth factors, however, think that talents and abilities are alterable and can be developed through hard work. Therefore, they believe they have the power to get better and improve their performance.

So it's not just taking personal responsibility that matters; it's taking the right kind of personal responsibility. Students with growth orientations are likely to learn from their failures and continue to work on the learning goal following an unsuccessful experience.

*Failure implies not coming close.
It's missing the target by a mile.
It's not even being in the game.*

Preventing Minor Mistakes from Becoming Major Failures

What does all this mean for us as teachers? There are three important actions we can take to help students avoid failure.

First, when planning instruction and designing curriculum, we need to anticipate the learning difficulties students are likely to have so that they can be addressed directly. When approaching any learning goal, experienced teachers typically know the misunderstandings students are likely to have and the kinds of errors they are likely to make. The key is not to wait for these problems to be verified through an assessment but to build lessons around them. This will help make our lessons more relevant, more meaningful, and far more effective.

Second, we need to use regular formative assessments to identify unanticipated misunderstandings and difficulties as early as possible in the learning process. Then, we must take specific steps to remedy these difficulties by carefully designing corrective activities that present concepts and engage students in new ways. Regular formative assessments paired with structured, high-quality corrective activities can prevent minor errors from becoming major learning problems and failures.

Finally, we must help our students understand that the conditions for success are within their control and that we will help them remedy their learning errors when they occur. In other words, we, as teachers, must have a growth orientation to learning, and we must help our students develop the same orientation. As Dweck reminds us, a growth orientation creates motivation and enhances productivity. When shared by both teachers and students, it also builds positive relationships.

If we help students recognize their learning errors and then guide them in correcting those errors before they become major problems, all students will see that academic success is within their grasp. As a result, we may never have to worry about helping them recover from failure. **EU**



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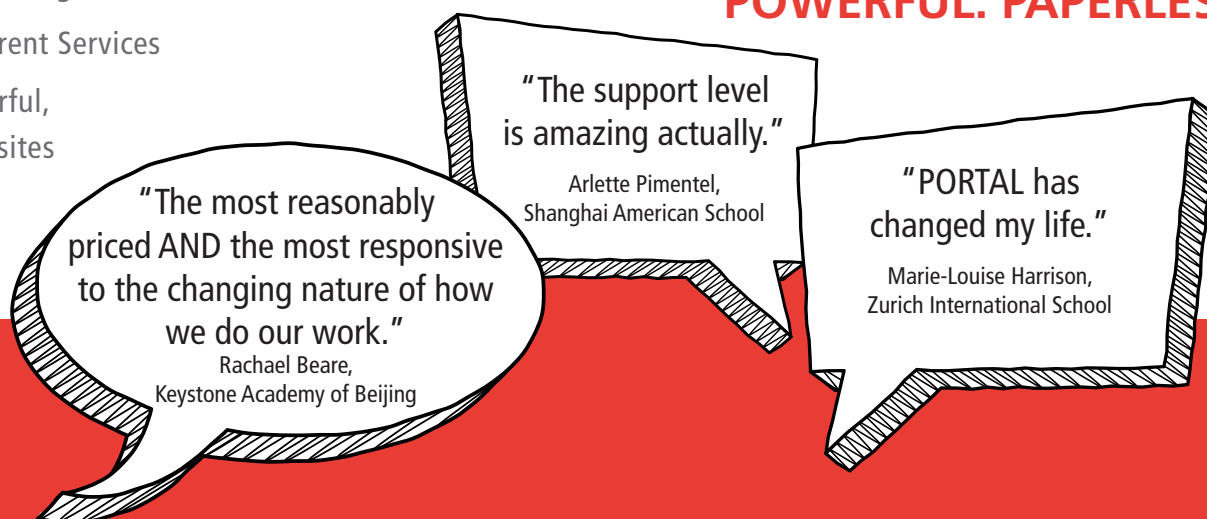


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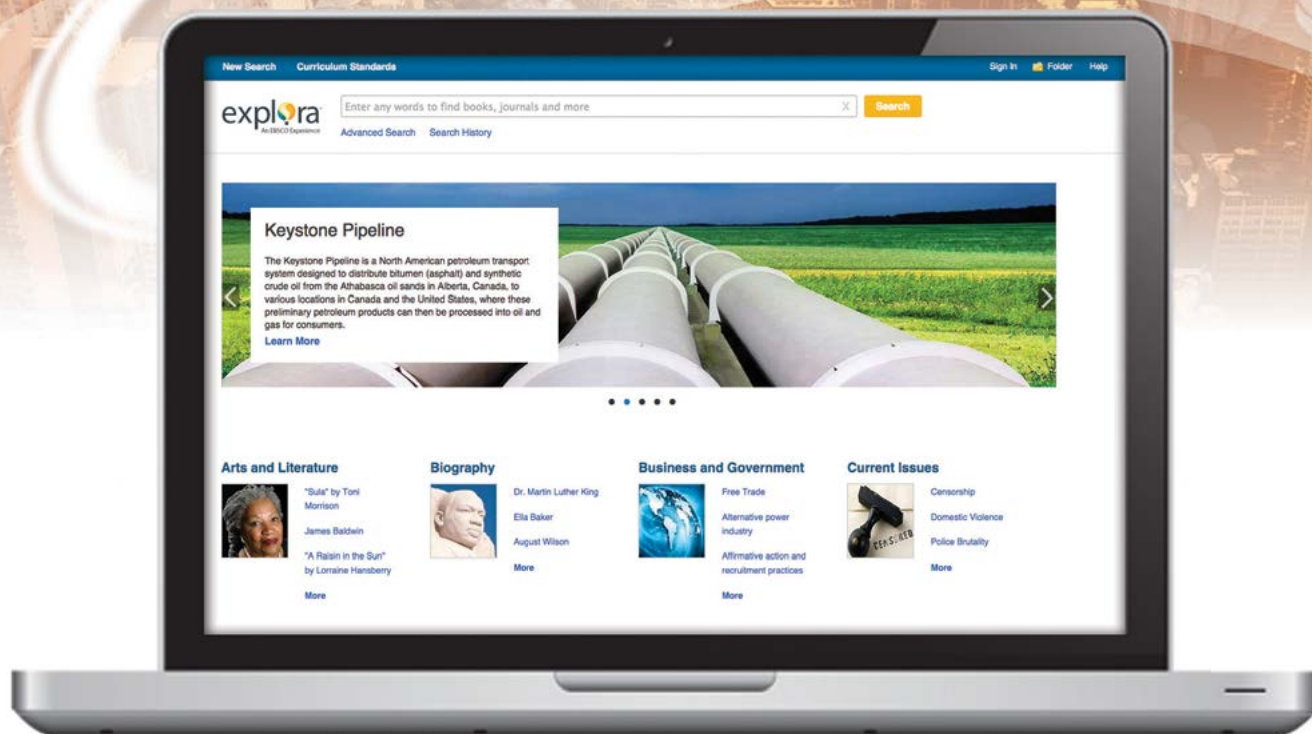
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NHS: A Mind-Enriching Legacy

By Estefania Castillo Villarreal, 10th Grade

The Sister School Library is a project that has been keeping “NHSers” busy for the past year. After months of arduous work collecting money, contacting sponsors, and gathering books, the results are seen in the nearly-finalized construction of the library. We are thankful for all the support we received when looking back at how our project started taking shape. It began with the careful planning and coordination with sponsors, in order to have the appropriate materials like bricks, cement, structural steel and paint to build the library. The project then flourished once we were able to hire construction workers and supervise the building of the library periodically.

During these visits, many NHS members were able to visualise the NHS dream of leaving a mind-enriching legacy. Hoping to keep this excitement present within the student group, NHS accepted the help of volunteers during a visit to the Sister School to paint the library walls. This five hour visit reminded many members and non-members the importance of giving back to the community, and also lead them to reflect on the projects that also took place during this school year.

Apart from the building of the Sister School Library, “NHSers” have been kept busy by the Supply Drive, Easter Egg Hunt, Bioparque Estrella visit, and Appreciation Day. The combination of these projects have ensured the constant productivity and

individual growth amongst members, enforcing one of our most important pillars: Character.

As the school year comes to an end, NHS is proud to say that a mind-enriching legacy is being left behind in the Lic. Miguel Aleman #38 Public School by the endless effort inputted by dedicated students. We extend our excitement in the welcoming of new members into our student group, knowing that they are going to make an interesting and exemplary addition to our united and hardworking community.



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Every Prayer Has Worth

By Samantha Kane and Cristina Sada, 11th Grade

One of the main components of cultures everywhere is religion. Often times, a society shares a belief system, and inculcates its doctrines to their citizens' everyday lives. Because religion is so relevant in our daily routine, the Multicultural Club allowed the Bach 2 World Religions class to participate in the International Fair, infiltrating the stands with posters, games, artifacts, and presentations to captivate the Middle School audience, with the superordinate goal of teaching them about the differences in religious entities and the importance of developing the value of tolerance in our twenty-first century.

As World Religions students, our participation in the

International Fair was the perfect opportunity

to put to all the knowledge we have

learned this year to good use. Middle

schoolers - from a predominantly

Catholic society - have little to

no exposure to religions that are

not of a Christian discipline; this

was our perfect audience. The

purpose of the 11th grade World

Religions course is to create

awareness of global religions

(and non-religions) to eliminate

ignorance and be able to appreciate

different cultures at a deeper level. It

made perfect sense to conjugate the

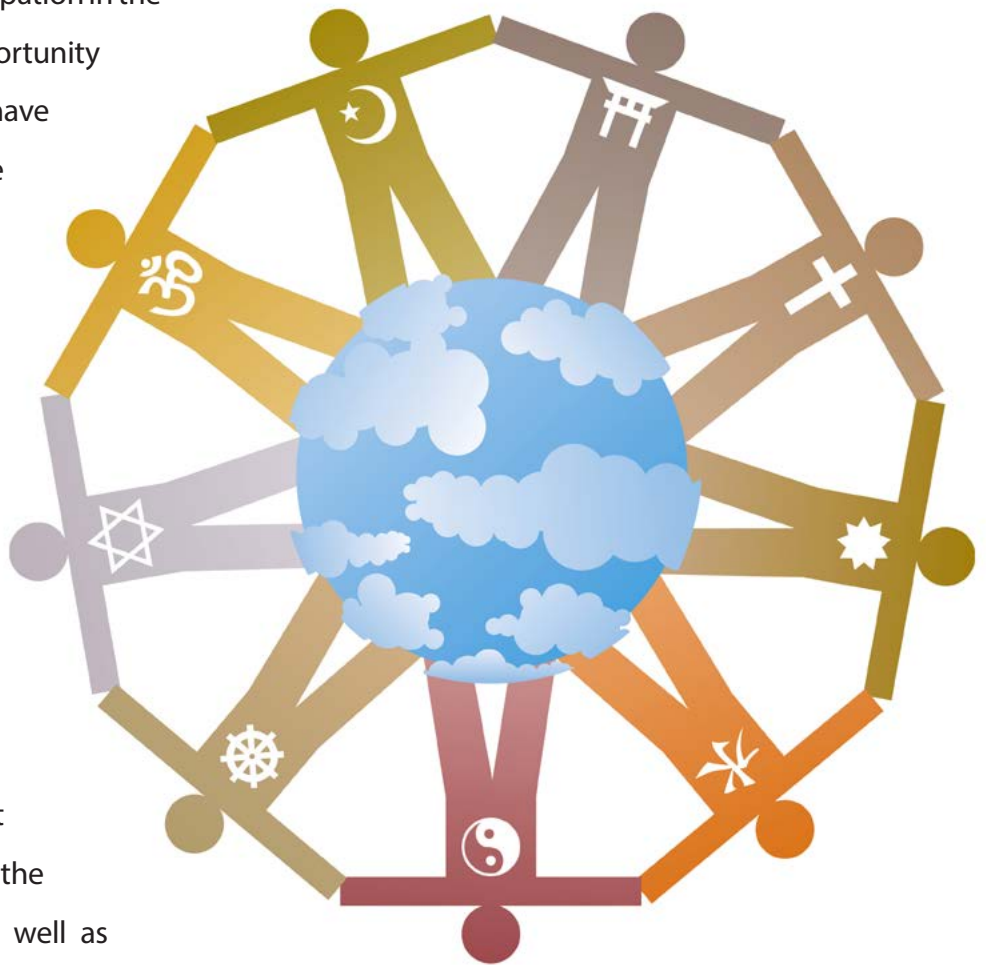
five major religions of the world, as well as

Atheism/Agnosticism/Non-beliefs systems, with a

large variety of countries. The best part was to actually see

kids come up and ask questions about the different facets of different religions, look up and just go, "Ohhhhhh."

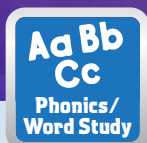
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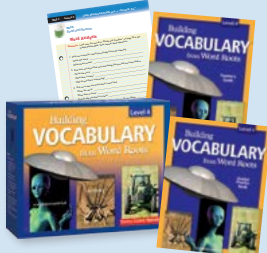
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Colombian Evening: What a Party!



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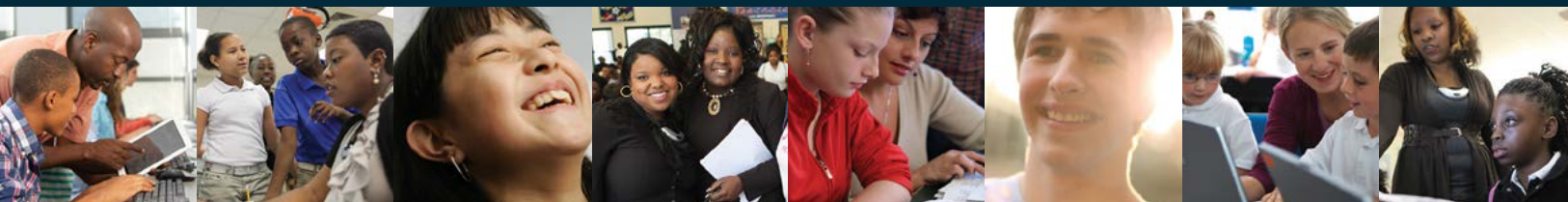
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- Spring Newsletter:
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