



Tri-Association Highlights

“A Rising Tide Lifts All Boats”

2015-16 was an excellent one for the Association!

Your high level of attendance at the Annual Educators' Conferences in the last three years is resulting in a profit margin that we using in three important ways:

- Opening of an investment portfolio with Raymond James.
- Funding for school-based professional learning initiatives.
- Adding to the Association reserve fund.

We appreciate your support and our goal is to continue to expand in these three areas.

The Association supported the following school-based professional learning initiatives and programs during 2015-16:

- Training in Olweus Bullying Prevention Program hosted by Colegio Nueva Granada, ACCAS.
- STEM Training hosted by Escuela Internacional Sampedrana- AASCA.
- Live Curious Technology & Innovation Conference hosted by the American School Foundation of Monterrey, ASOMEX.
- Inclusive Education Digital Badge – the second cohort of the Inclusive Education Digital Badge Program is being hosted by Colegio Nueva Granada, with the participation of twenty four teachers. This group of teachers will receive their Digital Badge Endorsement from the University of Kentucky in October 2016.
- Learning Support for Meaningful Inclusion and High- Quality Assessment, Grading and Feedback, hosted by Colegio Bolivar September 8 & 9, 2016. You can still register for this outstanding two-day pre-conference led by Dr. Lee Ann Jung !

For more information go to the following link:

<http://cbinstitute.businesscatalyst.com/index.html>

At a glance

- Reinventing Today for a Better Tomorrow
by Julie Villand (American School Foundation of Guadalajara)
- 2016 Award Recipients
- Live Curious, Go Beyond 2016
- A Transformational Leadership Experience
by Ines Gyga
- Featured Authors
Joellen Killion: *Learning Focused Feedback*
Zoe Weil: *What is a Solutionary, and what does Solutionary-Focused Learning look like?*
- The American Nicaraguan School Has Eyes in the Sky & Journey to Space
by Lisa Lippay
- CSI: Granadino
by Julie Stayner
- She's the First
by Gabriela Lanzas, 11th Grade Student (ANS)
- Globally Informed: Reflect. Collaborate. Inspire. A Peer-Reviewed Journal for International Educators
By: Dr. Kristen MacConnell, Founder and Editor

New Service from ISS for Tri-Association Schools

ISS Data Base - International School Services database for teachers and administrators is available to all Tri-Association schools free of charge. Hiring and placement fees apply. This excellent resource was used by many of you this past year, and will continue to be available. Our appreciation to Laura Light who made this agreement possible.

Important Deadlines Coming Up

The applications for funding of school - based conferences are due June 15, 2016.

The information can be found on the Association page under Projects & Resources.

Deadline for Annual Educators' Conference/

Guadalajara Hotel Rates: The room block for all hotels, including the Fiesta American Minerva will be released *after June 30, 2016. After this date the reduced conference rate will no longer be available.*

A very warm welcome to the schools that joined our Association this year as Regular or Invitational Members:

Regular Members

- Discovery School, Honduras (AASCA)
- International School of Port of Spain, Trinidad Tobago (ACCAS)
- St. Thomas School, Dominican Republic (ACCAS)

Invitational Members

- Fundación Colegio Bilingue Valledupar, Colombia
- Metropolitan School, Panama
- Corporación Bilingue Santa Marta, Colombia

2016 Annual Educators' Conference: REINVENTING TODAY FOR A BETTER TOMORROW

I encourage you to process registrations for the Annual Educators' Conference in Guadalajara before you leave for the summer. Spaces are filling up and since the entire program is held at a hotel we will have to cap numbers based on available presentation space.

Some schools are securing spaces and will send us their names in August. We have an outstanding program and a very special celebration in honor of the Association's 35 years of service to the region. I hope many of you will be able to take advantage of our most important professional learning event for the year.

Please contact me if you have any questions about the conference.

In closing, I want to extend my deepest appreciation to Dr. Bill Scotti from A/OS for his advocacy and to the Tri-Association Board for their support.

A very special thank you to the Advisory Council members for their ideas, feedback, and recommendations on behalf of teaching and learning in our region.

Please send me articles and pictures for the first edition of the Newsletter for 2016-17 by August 15, 2016.

Best wishes for a safe and relaxing summer!

Sonia Keller
Executive Director



The College Board's **Summer Institute**

for International Counselors at NYU



Why should you attend?

For over 40 years, our Summer Institute has provided comprehensive, interactive training for counselors at international secondary schools and advisers from not-for-profit educational organizations.

► **NYU New York City | June 19–24, 2016**

Session Topics

- Holistic and multifactor admission in the U.S.
- Concept of best fit
- International student applications
- Financial aid for non-U.S. citizens
- Guiding English language learners
- College essays and writing letters of recommendation
- and much more!

For more information,
visit collegeboard.org/si-intl

Resident Faculty

Chief enrollment officers from diverse U.S. colleges and universities:

- New York University
- University of California, Berkeley
- Columbia University
- University of Pennsylvania
- Wesleyan University

Leaders in the K–12 international college counseling field from:

- Shanghai American School
- The American School in Japan



SUMMER 2016

Responsive Classroom® Workshops for K–8 Educators



**Learn powerful practices
that will lead to:**

- An inclusive school community
- Stronger academic achievement
- Stronger social & emotional skills
- Greater teacher effectiveness
- Improved school climate



**Coming to three
international locations:**

Rome, Italy

June 21–24, 2016

Marymount International
School of Rome ■ \$799

London, England

June 21–24, 2016

The American School
in London ■ \$799

Johannesburg, South Africa

August 29–September 1

St. Peter's School ■ \$665

Plus over 35 U.S. locations!

FOR MORE INFORMATION AND TO REGISTER:

www.responsiveclassroom.org, or call +1-413-863-8288

800-360-6332 (U.S. based calls only) ■ registration@responsiveclassroom.org

Reinventing Today For A Better Tomorrow!

By Julie Villand, Director of Instructional Programs, ASFG (American School Foundation of Guadalajara)

Like you, the American School Foundation of Guadalajara faces a myriad of complex daily choices regarding teaching and learning. In our search for answers we often turn to our northern neighbor to learn about effective practices and current trends and innovations in the field of education. This October we have the unique opportunity to turn to our southern neighbors and colleagues in the Tri-Association, and to expand ASFG's circle of learning by establishing a networking platform with similar international schools.

This year we are honored to host the Tri-Association's 35th Anniversary Educators Conference the week of October 3 to 7, 2016. Fifteen years have passed since ASFG last hosted a Tri-Association Conference, so we are looking forward to welcoming over 800 educators from the region to our beautiful and historic city of Guadalajara once again!



The conference program features a combination of relevant topics and themes set against the backdrop of an urgent and compelling message: ***Reinventing Today for a Better Tomorrow***. Humane education, design thinking, experiential & project based learning, technology & innovation and compassionate global engagement come together with more familiar topics to engage us in professional learning experiences and conversations facilitated by trailblazers in the field.

The conference theme, ***Reinventing Today for a Better Tomorrow***, shines the spotlight on the need for sustainability and innovation. We know that our educational institutions are crucial players in raising awareness, creating knowledge, and taking action towards a sustainable future. The quest for sustainability is transforming the way in which we view our world. Perspectives seen through the lenses of environment, economy, and society are all necessary ingredients if we are to build a healthy future for each one of our schools and communities. Innovation challenges us to *doing something better* while sustainability *drives the process* by addressing needs appropriately within the context of a healthy environment, economy, and society.

Through the conference program and our collective energy and engagement, this year, ASFG hopes to offer our region the conversations and tools each school requires to better prepare their most important clients: our next generation.

Celebrate Your Memories!



Balfour revolutionizes the way yearbooks are created through technological innovation, team-based manufacturing and extraordinary customer care.



Terye Myers

Senior Representative, Latin America

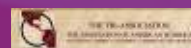
+1.214.632.8731

Skype: terye.myers

terye.myers@balfour-rep.com

balfour[®]
balfour.com

Balfour provides the complete yearbook experience.
Contact me for more information.
I'll help you and your staff make the most of your school's memories.

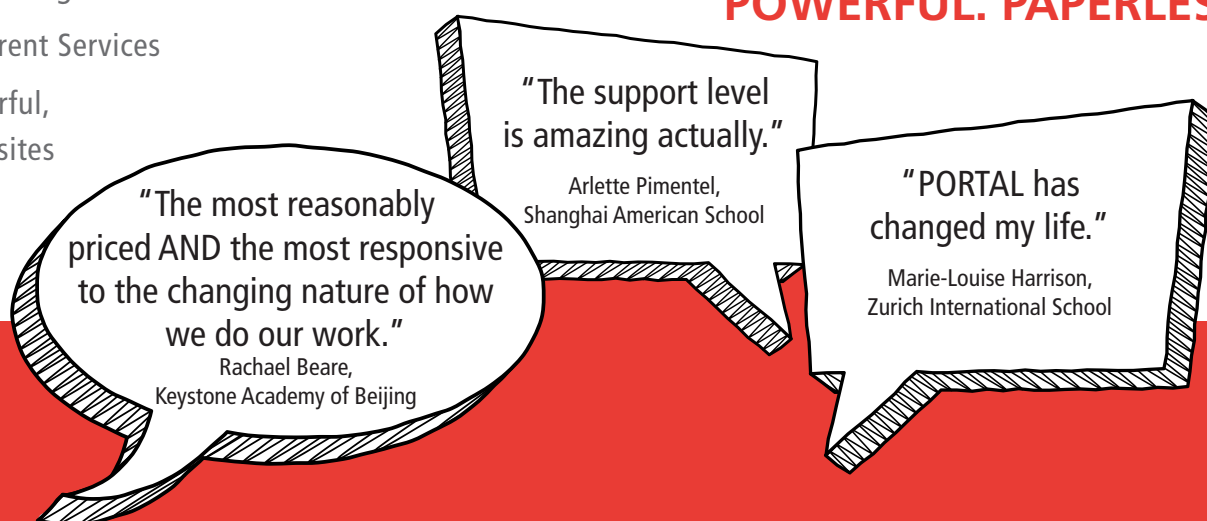


Intelligent Data Integration

Cloud-Based Parent Services

Beautiful, Powerful,
Affordable Websites

Data and web solutions
Inquiry-to-alumni
POWERFUL. PAPERLESS.



Admissions/Enrollment

Billing • Registrar/SIS • Health

Development/Alumni

Drupal websites 

Serving more than 500 schools around the world — since 1999

www.inresonance.com +1.413.587.0236

sales@inresonance.com

Education publishing for your American school

Pearson is the world leader in education publishing and related services. We combine 150 years of experience in publishing with the latest learning technology and online support. We provide education and assessment services in more than 70 countries, and our courses and resources are available in print, online and through multi-lingual packages.

Come to our stand and learn about the new resources for the US curriculum and International Baccalaureate at The Association of American Schools event. You can sign up for free samples and speak to one of our experts about how we can satisfy your needs.

Download your catalogue now – www.pearsonglobalschools.com/catalogues



AWARD RECIPIENTS

Mr. Robert Wilson

Paul G. Orr Award Recipient for 2016

Mr. Robert Wilson is the Chairman of OSAC, an organization that has worked closely with the Office of Overseas Schools in funding programs and services to international schools around the world, including those in the Tri-Association.

The projects that Mr. Wilson supported and funded through OSAC grants include:

- Mano a Mano: Mentoring and Advocacy for Early Children- three cohorts were funded for Early Childhood Educators in our region
- Emergency Procedures Manual for Overseas Schools
- Multi-year project under the direction of Dr. James Stronge on the Development and Implementation of Assessment and Evaluation Systems for Overseas Schools
- World Virtual School Project
- Project AERO
- Institutes on the Prevention of Reading Difficulties in Multilingual Classrooms
- Development of a Website on Child Protection Resources for International Schools

Mr. Wilson, who will retire in June 2016, is an outstanding example of the values and spirit of the Paul G. Orr Award. His service and commitment to our schools created opportunities that had a positive impact on teachers and students.

2016 Community Service Award

The American School Foundation of Monterrey Elementary School



1st Grade- Brightening the Lives of Others

Project HOPE (Helping Other People in Your Environment) aims to develop caring dispositions, tolerance for differences of all kinds and service through community involvement, by creating opportunities for students to make a positive impact since a very young age.



4th Grade-Everyone Smiles in the Same Way



2nd Grade-We Are More Alike Than Different



5th-Open Hearts



3rd Grade-Everyone is Important

2016 TieCare Global Leadership Award

Hillel Academy, Kingston, Jamaica

Project HEAL (Help Earth and Lives), turns compassion into action by educating youth in disadvantaged areas of Jamaica in the importance of taking care of their immediate environment. The goal of the students at Hillel Academy is to create a cleaner Jamaica for future generations through their combined efforts and Project HEAL.



We answer “why?” and deliver “what’s next?”

i-Ready® Diagnostic & Instruction is a powerful online program that will bring your students up to grade level.



Gets to the root cause of student challenges



Provides automated online differentiated instruction



Delivers an instructional action plan to teachers



Facilitates ongoing progress monitoring

Action!
Empower
your students today

Harrington School - Reading School Summary

561 out of 571 Students Tested in Standard View



Detail by Grade

■ Tier 1: On or Above Level
 ■ Tier 2: 1 Level Below
 ■ At risk for Tier 3: >1 Level Below

Student Distribution Across Tiers



TIECARE INTERNATIONAL **STANDS ABOVE THE REST**



Experience our TieCare Solutions

- Health, life, disability and travel insurance solutions for any country, any nationality.
- Direct bill medical networks in the U.S. and around the world.
- Ability to customize coverage to meet any budget or benefit requirements.
- Knowledgeable representatives who make visits to your school.
- File and track your claims on our member-friendly website (www.gbg.com).
- Specialized in the unique insurance needs of international educators for more than 30 years.

Let's talk.

Visit us at www.tiecare.com or contact us at info@tiecare.com.



Live Curious, Go Beyond 2016

The 2nd iteration of the Live Curious, Go Beyond Tech and Innovation Conference this year made for an exciting and engaging event. As a result of feedback from the 2015 event, we decided to make a few tweaks, take a few risks, and expand our audience and the length of the event. This year we welcomed educators from the Tri-Association and ASOMEX and expanded from one to two days to include a Saturday option.

Our two goals for the 2016 Live Curious, Go Beyond were:

1. To bring our vision, ***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',*** to a reality.
2. To build community around Technology and Innovation in Education in the region.

To recap, this years event was attended by more than 350 educators from over 16 schools in the Tri-Association and ASOMEX region. Our overall positive experience rating increased from 80% to 91% and the positive rating of sessions increased from 74% to 93%. More than that, the comments and compliments, some of which are highlighted in the LCGB Feedback Slides above, were greatly appreciated and will help lead us into 2017. Additionally, the informal feedback from external attendees was overwhelmingly positive, as was the atmosphere.

ASFM and Live Curious, Go Beyond Leadership team would like to thank the ASFM Admin teams, and Sonia Keller, executive director of the Tri-Association for all their help and support. This event would not be possible without it.

Sincerely,

The Live Curious Leadership Team



Live Curious 2017 is Closer Than You Think!



Creemos que la enseñanza diferenciada en la comprensión lectora a partir del segundo grado y hasta el último de bachillerato facilita el aprendizaje.

Achieve3000® cree en el poder de la **enseñanza diferenciada en línea** para mejorar la competencia tanto en la lectura como en la escritura de los estudiantes.

La enseñanza de la comprensión lectora impartida al nivel de lectura individual, desde el segundo grado hasta el último de bachillerato, provee a todos los estudiantes la oportunidad de poder alcanzar niveles más altos en los **Estándares de Destrezas Básicas, y estar mejor preparados para la universidad y el mundo laboral.**

Una razón para creer: las soluciones de Achieve3000 **duplican y hasta triplican los logros esperados en la lectura y los niveles Lexile®** de los estudiantes en sólo 40 sesiones.



Eduardo Bravo Remis

T: +52 442 218 2550

eduardo.remis@achieve3000.com


ACHIEVE3000®
www.achieve3000.com

Accelerate your students toward college and career success

COMPASS LEARNING® ENSURES PROGRESS,
ONE STUDENT AT A TIME.

Compass Learning® develops instructional tools purpose-built for blended learning, intervention, credit recovery, and project based learning. Our learning acceleration software features:

- Engaging digital content for grades K through 12

- Personalized learning paths based on NWEA™ MAP® results

- Actionable data reporting and progress monitoring

- Online AP® and ELL courses



203 Colorado Street | Austin, TX 78701
866.586.7837 | www.compasslearning.com

A Transformational Leadership Experience

by Ines Gygax, Director Ashton School, Dominican Republic

I had the privilege of receiving a fellowship to the *Klingenstein Heads of School Program*, an honor that humbled and inspired me.

The program was started in 1977 with the backing of a grant from the Klingenstein Fund. Every year the Klingenstein Center brings together twenty heads of school from independent, international schools around the world for two weeks of reflection and replenishment.

The colleagues with whom I interacted are among the best-informed, and dedicated leaders that I have encountered. The letter of acceptance requests that Heads of Schools "relinquish" their responsibilities at their schools for two weeks before agreeing to accept the challenge. As difficult as this may be, the laser-focused approach required by the work makes letting go of our everyday realities a must.

The conversations, reflections, exchanges, reports and presentations that resulted from our two weeks together remind me once again, that our call is not for the faint of heart and should truly only be entrusted to people with the commitment demonstrated by those with whom I had the pleasure of spending those two weeks.

The Center's energetic and admirable Director, Pearl Rock Kane, also wisely infused our two-week experience with two amazing cultural experiences, a private tour of the Metropolitan Museum of Art and a viewing of Broadway's current top-selling musical, *Hamilton*. The latter depicts the life of one of the United States' most determined and influential founding fathers, Alexander Hamilton, who was himself a pupil at King's College, which later became Columbia University. One of the songs that is woven throughout the play chimes that Hamilton lived "like (he was) running out of time." Thus, even this recreational activity sparked reflections about our own commitment about what we have been called to do, and do so with urgency. Indeed, when we think that each of our teachers only has a year or two to make a difference in their students' lives, we should most definitely live and teach "like we are running out of time."

The workload for the program is meticulously crafted and zealously adhered to by the professors, the support staff and primarily the Program Director herself. The Klingenstein experience is effectively balanced with substantial pre-course work that paves the way for what is carried out on site which includes: a seminar on Philosophy and Education, Introduction to Action Research in Education, several case study engagements with Teachers' College graduate students, an ongoing Symposium on Re-Visioning Independent and International Schools, visits to New York City schools with differing models and collaborative group work to examine different aspects of the school.

Two other regional colleagues formed part of the cohort: Claudia Diaz from the Montessori British School in Bogota, Colombia and Adolfo Gonzalez from Lincoln International Academy in Managua, Nicaragua.

I encourage you to consider this professional growth opportunity if it comes your way.



Join the **CIS** community and help shape the future of international education.

We provide integrated services for your school community.

- CIS International Accreditation
- CIS International Certification
- University Admissions
- International Guidance
- Educational Recruitment
- Leadership Searches
- Affiliated Consultants

www.cois.org

Featured Authors

Joellen Killion

Joellen Killion serves as senior advisor to Learning Forward, after serving as the association's deputy executive director for many years. She is leading several foundation-funded initiatives including Transforming Professional Learning to Prepare College- and Career-Ready Students and implementation of Standards for Professional Learning.

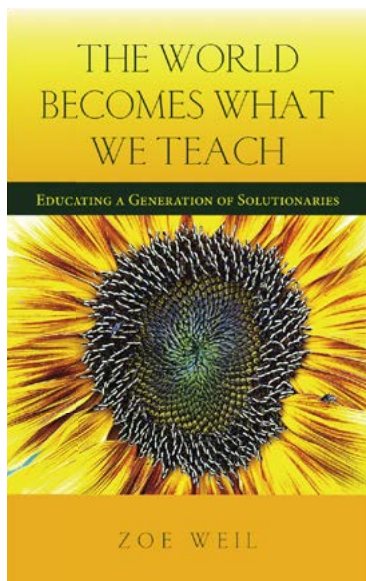


She is a frequent contributor to Learning Forward's publications and has authored many books. Joellen will present in Guadalajara on the topics of *Leading Change*, *Assessing Impact* and *Learning Focused Feedback*. Below is a chapter from her latest book on Feedback.

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

Zoe Weil

Zoe Weil is the president of the [Institute for Humane Education](#) (IHE) where she created the first graduate programs in Humane Education in the U.S., offered online through an affiliation with Valparaiso University. IHE also offers online courses, workshops, and free downloadable activities at its [award winning resource center](#). She is author of [The World Becomes What We Teach](#); Nautilus Silver Medal winner [Most Good, Least Harm](#); [The Power and Promise of Humane Education](#); [Above All, Be Kind](#), and Moonbean Gold Medal winner for juvenile fiction, [Claude and Medea](#). Zoe's first TEDx talk, ["The World Becomes What You Teach"](#) has become one of the top-rated TEDx talks



What is a SOLUTIONARY, and what does SOLUTIONARY-FOCUSED LEARNING look like?
(Excerpts from Zoe Weil's recently published book)

Excerpt #1

What Solutionary Learning Can Look Like: 4 Stories

by Zoe Weil <http://humaneeducation.org/blog/2016/03/03/solutionary-learning-like-4-stories/>

Transforming our educational system won't be easy, but I believe that it is the most important and strategic path toward creating more just, peaceful, and sustainable societies populated by healthy, happy, successful people.

Because the world inevitably becomes what we teach, it's up to each of us – whether we are teachers, school administrators, parents, grandparents, legislators,

entrepreneurs and business leaders, or any number of other professionals – to commit to transforming schooling so that it is truly worthy of children and genuinely worthwhile for the world they will both inherit and shape.

Here are four scenarios illustrating what solutionary-focused learning can look like:

Annabelle

Twelve-year-old Anabelle is very excited to get to school. She and her classmates have been exploring the answer to this question: How is it possible that a fast-food burger and an organic apple cost the same amount of money?

Anabelle has found it fascinating to learn about the various agricultural, political, governmental, corporate, and economic systems involved in the answer to this question and has been researching the many factors that impact costs of food, gaining skills in critical and systems thinking, reading comprehension, math, civic engagement, and research methods. In the process, she has also become more media literate and aware of the psychology of advertising.

Anabelle and her classmates are developing proposed legislation to address government subsidies of unhealthy, unsustainably-produced foods, and they have secured upcoming appointments with their congressional representative and senators. Anabelle has been preparing her presentation to her legislators and is eager to share her knowledge, perspectives, and ideas with them.

Keisha

At twenty-eight years old, Keisha has just received her Ph.D. in chemistry and has been hired by an innovative company that develops materials for use in the electronics industry. Her research focuses on the

elimination of toxins in electronic components and the development of recyclable and biodegradable materials when the individual units are no longer functional.

Keisha traces her interest in chemistry to eighth grade when her class examined a week's worth of school trash.

Her teacher had asked how each item in the trash could be avoided by making different purchasing choices; or reused, composted, or recycled. Keisha realized that if she drank tap water instead of juice, or didn't buy anything that was wrapped in plastic or Styrofoam, she would produce less waste; but the truth was that she really liked drinking juice and wanted plenty of things that were over-packaged.

As her class discussed how they could reduce their trash, Keisha mused that it would be nice if containers and packaging could be composted like food waste and turned into soil. Her teacher said this was a great idea, and told her that there were companies working to achieve this goal.

Keisha contacted an inventor developing environmentally-healthy packaging, expressing her interest in learning more. Through her dialogue with the inventor, her conversations with her teacher, and her own research, Keisha developed her strong interest in chemistry, which she pursued through subjects she studied both in school and through an internship with the inventor.

The seeds planted in middle school and nourished throughout high school and college have now turned into a meaningful and highly valuable career.

Elijah

Seven-year-old Elijah is lying on his belly with his

chin propped up by his hands on a bed of soft pine needles in a park near his school. He's so quiet and still that he's able to hear and observe woodland animals all around him.

A squirrel is chewing on a mushroom only a few yards away. He watches, mesmerized, until the sound of a woodpecker distracts him. He rolls on his back to watch the bird pound his beak into a tree. A few minutes later his face breaks into a huge smile when he notices a small screech owl sleeping in a previously hollowed woodpecker hole.

When he began spending time in the woods, Elijah didn't notice these things. In fact, he squirmed and complained to his teacher when she first brought his class to the park. Over time, however, he's become very observant, and visiting the park is one of his favorite things to do. When he and his classmates return to school, they share their observations and their questions.

On this particular day, Elijah is wondering:

- How can the squirrel eat a mushroom that might be poisonous to people?
- How come the woodpecker's brain doesn't get scrambled by hitting the wood so hard?
- Why is the screech owl sleeping in the middle of the day?

The children have a growing question list on the wall, and they learn to answer these questions through books, Internet searches, and during conversations with their teacher and the naturalist who works at the park.

Sometimes students with the same questions work together to find the answers. Usually, the answers lead to more questions, and every outing strengthens their knowledge, heightens their curiosity, and deepens their reverence and appreciation for the natural

world. Elijah and his classmates are also learning how to make choices that help protect the park and the animals who reside there.

Ramon

Eighteen-year-old Ramon is a high school senior, passionate about issues of justice. He's been dedicated to learning about human rights issues in school.

Over the years he has done research and conducted projects on modern-day slavery, child labor, migrant farm work, and the disenfranchisement and oppression of girls and women in many parts of the world. Every time he learns about these issues he becomes involved in educating others. A poet, he has performed his social-justice poetry for audiences in and out of school, and several of his YouTube videos have been viewed tens of thousands of times.

At the end of his junior year, Ramon became especially interested in an issue closer to home. He learned that the [U.S. incarceration rate is the highest in the world](#), with U.S. jails housing more than twenty percent of the world's prisoners. Ramon now spends ten hours each week interning with a mentor in restorative justice, which helps offenders repair the harm they have caused rather than simply serve time in prison.

As part of his internship he has had the opportunity to tutor Daryl, a high school dropout his own age, in prison for selling marijuana, to prepare Daryl to take the GED around the same time that Ramon will be graduating from high school. In the process of tutoring Daryl, Ramon has gained teaching and listening skills, and his perspectives on troubling and thorny societal issues have become more nuanced and wise.

Ramon plans to go to law school after college. When asked about a future career, he says he would like to be a judge. He wants to have a positive impact

on the criminal justice system, to shift it away from incarceration and punishment toward restitution and the healthy re-entry of former prisoners into educational programs and productive work that enables them to break out of the cycle of poverty. He also wants to help make the criminal justice system truly fair, effective, and humane so that it protects society and individuals alike.

Anabelle, Keisha, Elijah, Ramon, and young people like them are the key to creating a more equitable, restorative, and humane world. To solve the challenges we face, we need caring, curious, motivated people with experiences in solving real problems. Where will they come from? They will come from schools that are prepared and committed to [educating a generation of solutionaries](#).

Excerpt #2

Educating a Generation of Solutionaries by Zoe Weil

The consequences of continuing to pursue our current educational path include more disengaged children, more demoralized teachers, and the likely escalation of grave global challenges because young people will graduate ill prepared to meet and address these challenges successfully.

In the beginning of [my new book I share] my belief that we can solve the challenges we face in the world. As we all know, however, we might fail to solve our problems and instead bequeath to future generations a bleak future in a less and less habitable world.

Tragically, it is indeed possible that we will avoid addressing climate change effectively, or in time to reverse its worst effects, and that half of all species on Earth will become extinct by the end of this century. It is possible that coral reefs, rainforests, and glaciers will continue to disappear, and that more and more

environmental refugees will be forced to flee flooded or desertified countries. It is possible that the unrest caused by a growing human population, coupled with inequity, suffering, and lack of access to essential but scarce resources, will increase violence and warfare.

Should such a darker future be realized, the reason will be because we failed to transform how and what we teach children.

[Try this] thought experiment:

Imagine what our world will look like if schools shift from their current approaches and embrace a very different vision of schooling in which:

- Each child's interests and talents are fostered and celebrated.
- Students become excellent researchers, and critical, creative, strategic, systems, scientific, and design thinking and collaboration are taught and practiced diligently.
- Values such as kindness, integrity, perseverance, responsibility, and honesty are cultivated and modeled every day.
- Real-world, viable solutions to problems provide an important and respected measure of learning, along with a true sense of meaningful accomplishment.
- Self-reflective practices lead to better self-management and more positive communication, ethical choicemaking, deeper empathy, and more effective collaboration.
- The arts are offered regularly and lead to greater creativity, innovation, and joy.
- Physical education is a daily practice leading to better health and well being.
- The goal of schooling is to graduate solutionaries who have learned to put their skills, knowledge, and talents in service of a more just, humane, and regenerative world through whatever careers and life choices they pursue.

When I imagine a generation of solutionaries, I can see the grave problems in the world being solved.

I can see our broken political systems, our imperfect economic systems, our unsustainable energy systems, our inhumane and destructive agricultural systems, our unjust and unhealthy production systems, our dysfunctional criminal justice systems, our costly health-care systems, and so many other unsustainable and unhealthy systems made more equitable, sustainable, and compassionate.

Further, I can see vibrant, joyful young people not only well prepared and positioned for the challenges they face in the present, but ready for whatever emerges in the future.

To be successful at changing our educational system and overcoming resistance, we must:

- Empower and support teachers as they transition to becoming the transformational, solutionary leaders in society they are meant to be.
- Develop and provide respectful, useful, and appropriate [professional development](#) for teachers and administrators and venues for sharing experiences to collaboratively and creatively learn from one another.
- Launch a Solutionary School movement in which schools are designed around pedagogy, curricula, and practices that foster real-world accomplishments, interdisciplinary subject matter, differentiated learning, and solutionary thinking and action.
- Demonstrate and document that students are capable of far more than the current system expects, and that children succeed best in highly experiential, cooperative, creative, purposeful learning environments.
- Engage all constituencies in this endeavor – not just teachers, school administrators, parents and students. Schools exist in widely divergent communities and

yet are often isolated from those communities. How children are educated will have lasting effects on the future of all on Earth, and therefore we are all stakeholders. We must participate in the system of schooling and transform it into a solutionary system by paying attention to what happens in the field of education; speaking out; contacting our elected officials and electing those legislators who will work for meaningful shifts in education; drafting and sharing policy ideas; writing op-ed pieces, letters to the editor, blogs posts, and articles; offering and/or attending presentations; and showing up for change.

The United States and many other countries mandate a free, appropriate, and accessible education for every child. This mandate is a great privilege and responsibility. It is something that many people in other countries still dream of. Let's not squander this opportunity; rather, let's embrace it with vigor and commitment so that we truly educate young people in ways that are most meaningful and relevant to their lives and futures.

For the sake of our children and our world, please become involved in this critical endeavor. After all, the world becomes what we teach.

Excerpt #3

We Must Develop Truly Solutionary Solutions

By Zoe Weil

If you conduct a web search for “kid heroes” you'll discover wonderful children doing great things.

It is inspiring to read their stories, learn about their generosity, and know that kindness and compassion flourish. Yet you'll likely discover that many of these children are involved in efforts that do not seek to change the systems that are causing suffering, injustice, and destruction in the first place. And sometimes

these efforts cause harm to one group while trying to help another.

I just searched for “kids saving the world” and “kid heroes,” and below are some of the hundreds of stories I found about what children have contributed. As you read this list, consider which are truly solutionary: that is, they solve a root, systemic problem in a way that does not cause harm to people, animals, or the environment. (An ideal solutionary solution is good for people, animals, and the environment; however, because solutions do not always address all three groups, to be solutionary a solution must not harm others.

- Donated groceries to a food bank.
- Raised money for schools to open in developing countries.
- Designed a dialysis machine at a small fraction of the cost of typical machines.
- Donated blankets to a homeless shelter.
- Raised money to send livestock to developing countries.
- Developed an early detection test for pancreatic, ovarian, and lung cancers.
- Organized protests against whale captivity at SeaWorld.
- Raised money to help people recover after a natural disaster.
- Held a rodeo to raise money for a health charity.
- Successfully campaigned to have their school adopt Meatless Mondays.

I could list pages of good works that young people are doing around the world. I want to be clear that these efforts stem from generous hearts and need to be encouraged.

Yet, as I hope you noticed, not all of these efforts addressed a system in need of change. And some may have inadvertently caused harm to others, especially

animals (e.g., the rodeo and providing livestock). Charitable donations won't, by themselves, solve causal problems unless they are directly addressing and contributing to a change in an underlying problematic system.

If, for example, we ignore the root systems that are causing climate change, then we will perpetually be putting out the fires of what have become frequent, less-than-natural disasters. If we don't develop systems for people to move out of poverty, we will always be faced with the need for aid.

Distinguishing between a solution and a solutionary solution can be challenging. As you read the account below, ask yourself whether it represents a solutionary solution:

In May 2015, a [news report](#) highlighted the good work of a young man who wanted to solve the problem of food waste and hunger simultaneously. His idea was to create a non-profit to utilize the efforts of volunteers to bring food from restaurants that would otherwise be thrown out to hungry people living in poverty. Soon he had built a thriving program with many volunteers transporting food disposed of by restaurants to soup kitchens.

Is this idea solutionary? If so, how would you rank it on a solutionary scale: low level, medium level, or high level? While it certainly remedies some local problems and helps many individuals, does it address or seek to solve the systems that perpetuate poverty and hunger and the systems that perpetuate food waste?

Were we, each and every day, to transport the excess food produced (and wasted) around the world into the hands of the approximately one billion people living in perpetual hunger, we still would not have solved the problems of poverty, massive income inequality,

unsustainable agricultural practices, and the polluting energy and fertilizer systems involved in food production and transportation. So while I personally consider this non-profit program as somewhat solutionary, and while I applaud the founder's work and am glad that he and his volunteers are doing it, thinking only at this level of solutions is not enough. Developing high level solutionary solutions needs to be one of society's primary goals and preparing young people to devise such solutionary solutions needs to be a primary goal of schooling.

Excerpt #4

We Must Shift the Purpose of Schooling
by Zoe Weil

In the United States the current purpose of schooling (2016) is expressed in the [mission statement at the U.S. Department of Education website](#): to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.

Is this mission sufficient and appropriate for students whose future is threatened by global problems they will be required to address? Might they be better served by a more meaningful and comprehensive mission that includes learning to solve the challenges they will face?

Climate change is not a future possibility; [it is happening now](#), with potentially catastrophic impacts. Species are becoming [extinct at alarming rates](#). Human population continues to grow, and of the 7.3 billion people in the world, over 700 million do not have [adequate access to clean water and food, more than 2.5 billion lack basic sanitation](#), and more than [25 million are living in slavery](#). Additionally, tens of billions of land animals and more than [one trillion sea animals](#)

suffer and die each year as part of an unsustainable and inhumane global food system.

Despite the grim realities above, we've seen real progress and have ever-expanding opportunities to solve our problems. For example, people in countries around the globe are [living longer and more materially secure lives](#), and (media reports notwithstanding) there is [less violence toward people than ever before](#) in recorded human history. Only in this century have we had the capacity to communicate and collaborate instantaneously with so many across the globe.

Even in many countries where poverty is pervasive, [mobile phone access](#) is enabling millions to connect with others worldwide and to access the growing body of knowledge humans are creating and disseminating. There are also exciting innovations occurring in green technology, architecture, construction, and production. Clean energy systems and regenerative farming practices are expanding, and *people in every country are devising solutions to what have been seemingly intractable problems.*

In other words, today's world presents our children with unprecedented challenges, as well as unprecedented opportunities.

Our ability to acquire pertinent information, share our knowledge, work together to solve our challenges, and create a more just and healthy world is real and growing. Yes, we face potential disasters, and yes, *through the right kind of education, we can solve the problems that threaten us.* Given all these factors, doesn't it make more sense for schools to ensure that students understand the formidable challenges before them; to prepare young people fully and well to address these challenges; and to engage youth in cultivating their ability and desire to create

meaningful solutions to potentially calamitous global problems?

Henry David Thoreau once said, "There are a thousand hacking at the branches of evil to one who is striking at the root." *Because the education of children is the root system underlying all other systems, it is critical that we reexamine and shift the purpose of schooling.*

If schools were actually successful at achieving the current U.S. Department of Education's mission – so that graduates were all able to compete effectively in the global economy – these young people would likely perpetuate and perhaps even escalate the global challenges we face. However, if we embrace a mission more worthy of our children and their future

– to prepare them to be engaged and knowledgeable solutionaries for an equitable, peaceful, and regenerative world – we will have a purpose that propels us toward a deeply meaningful and relevant education that benefits both youth and all on Earth.

Our children are far more likely to be successful and happy if they have the knowledge, skills, and motivation to effectively address and solve the problems they will face through whatever careers and jobs they choose to pursue. Just as what harms our world harms our children, what benefits our world benefits our children.

This is why we must commit to educating a generation of solutionaries.

International schools market data and intelligence

The data you need, when you need it



iSC ONLINE *for schools*

Online access to current data, analysis and intelligence on the English-medium international schools market in your city, region, country and worldwide.

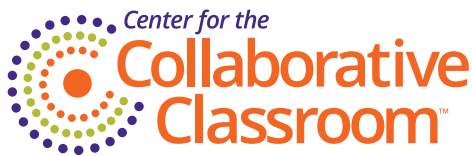
Free to all international schools
Log-in at school.isc-r.com

ISC Online for Schools is a **free** service for international schools from the **International School Consultancy (ISC)**, the leading provider of data and market intelligence on the world's international schools market

Also available from ISC: key country market intelligence reports and a global report
enquiries@isc-r.com www.iscresearch.com

EdulightGroup

We are Proud to Represent Companies that Promote Quality Learning.



- Build students' social and academic skills simultaneously.
- Language arts programs that focus on decoding, reading comprehension, vocabulary, spelling, and writing.
- Aligned to the CCSS.
- After school solutions.

www.collaborativeclassroom.org



- Materials that support the CCSS
- Free collection development online.
- Free MARC records.
- The strongest binding you can find.
- Thousands of fiction and nonfiction titles K-12.

www.Perma-Bound.com

triumphlearning™

- A powerful blend of standards based print and digital solutions.
- Student resources, teacher support and professional development opportunities.
- A wide range of options to support the CCSS.

www.TriumphLearning.com



SUNY Buffalo State

International Programs for International Educators

Master's Degree in Multidisciplinary Studies--

An affordable and flexible degree designed for internationally-minded educators

- **American/International Schools host the degree program on site**
- **Host school staff collaborate with Buffalo State staff to design a degree program that aligns with the professional development initiatives of the school and the goals of individuals in the program**
- **Courses apply across grade levels and curricula creating an opportunity to study with a diverse group of colleagues**
- **World-class instructors with extensive experience teaching international school educators**
- **Courses can be delivered on site, electronically, or through a combined approach of on-site/on-line depending on the course as well as the needs of the school**

Over 1000 enrollees in more than 35 schools and a proud history of several hundred graduates over the last decade

SUNY Buffalo State also provides the option of graduate credit for professional development offered at American/International Schools.

Argentina • Bolivia • Brazil • China • Colombia • Dominican Republic • Ecuador • Ethiopia • India • Indonesia • Japan • Jordan • Kuwait • Mexico • Mozambique • Nigeria • Oman • Philippines • Qatar • Singapore • Thailand • Turkey • Ukraine • United Arab Emirates • Venezuela

For more information please contact:

International Graduate Programs for Educators

<http://igpe.buffalostate.edu>



BUFFALO STATE
The State University of New York

The American Nicaraguan School Has Eyes in the Sky & Journey to Space (Making Stem Fun)

by Lisa Lippay, 9th Grade English Teacher

The American Nicaraguan School (ANS) has been journeying into space. These journeys, from Managua, Nicaragua, involve a high school English teacher and parent who worked with students on creating a free iBook about the moon, and a middle school science teacher who helped his students discover two asteroids.

The first journey was with Mission Moon, a small team of five, representing ANS and Nicaragua, who were among the top 10 semi-finalists in the NASA International Space Apps Challenge “People’s Choice” Award. ANS joined with more than 14,000 participants in the world's largest international hackathon where people of all ages and skill levels collaborated during this 48-hour event to create solutions to improve life on Earth and space exploration.

The Mission Moon team is composed of Andrew Slick, 11th grade ANS, Gabriel Slick, 3rd grade ANS, Sheila Slick, ANS parent, Lisa Lippay, high school ANS English teacher, and her son Jacques Federic Gallard, 3rd grade Lycee Victor Hugo. Their team developed a free iBook for learners of all ages with vast information about the moon, lunar missions, and even a moon tracker, capable of identifying the moon’s location at any time during the day. The iBook, Mission Moon, can be downloaded free of charge.

Mission Moon turned from a challenge to a movement that inspired an the entire country of Nicaragua to learn more about Space Apps, innovation, technology, science, collaboration, and that women and children too can code. It led to more than 20 media reports and



*Mission Moon Team
In the back, Lisa Lippay, Andrew Slick, Sheila Slick
In the front, Jacques Federic Gallard, Gabriel Slick*

even managed to reach idols in the music industry, including internationally famous Nicaraguan singers like Luis Enrique, Grammy nominated La Cuneta de Son Machin, Cristyana Somarriba and more.

According to an email to the Mission Moon team, Beth Beck, Open Innovation Program Manager at NASA Headquarters states, "Of the 161 People's Choice nominations this year, your project rose to the top. We loved your creative interpretation of the challenge."

But this isn't all. ANS can also proudly say that their journey into space includes a discovery of two asteroids. Over a period of several weeks, ten 7th and 8th grade students under the guidance of Mr. Julio Vanini, ANS Physical Science teacher and President of the Nicaraguan Association of Amateur Astronomers, gathered in order to observe and analyze the data of celestial objects and their trajectory in space. They

identified a group of unidentified celestial objects located in the Asteroid Belt between Mars and Jupiter. These objects met all the criteria of asteroids, yet no information was attributed to them, meaning they were undiscovered.

The students provided their data to Hardin-Simmons University's International Astronomical Search Collaboration (IASC) in Texas which submitted their findings as ANS002 and ANS0004.

The submissions have now been sent to Harvard's Minor Planet Center who will proceed with the naming process.

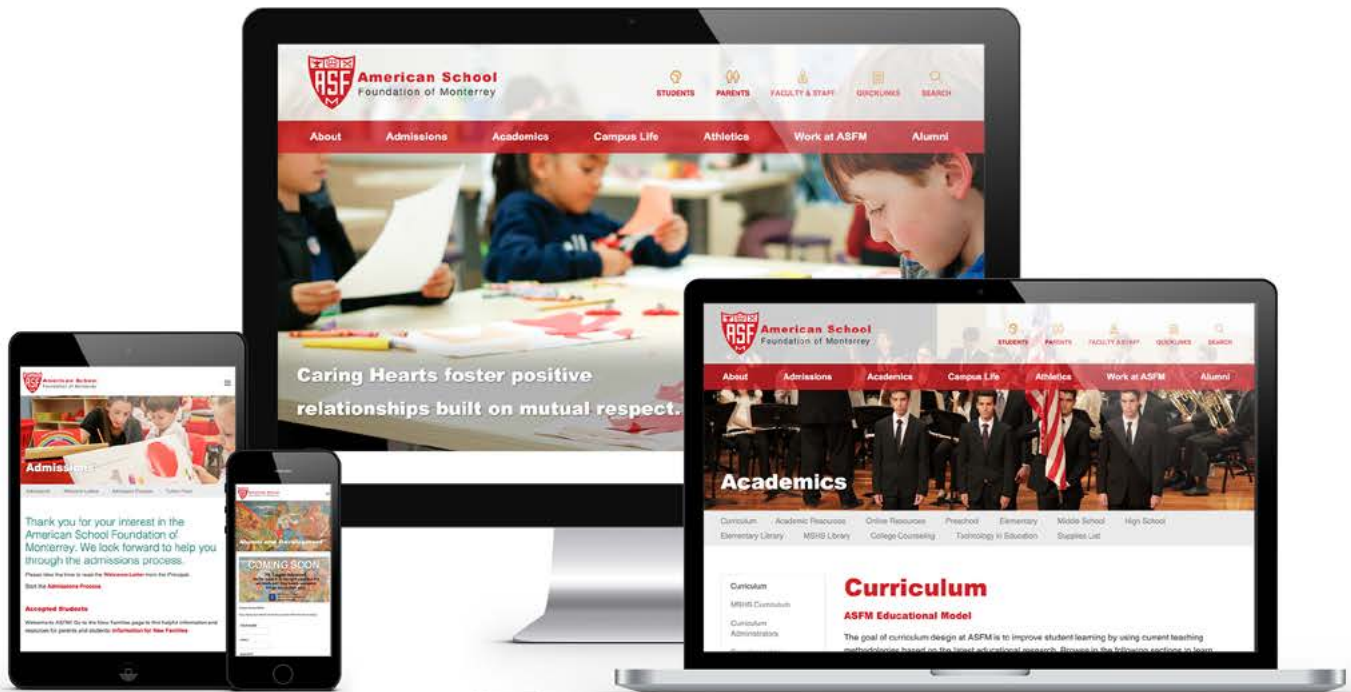
So remember that anyone can journey into space by keeping your eyes on the sky and your students inspired in STEM programs!



Back Row: Julio Vanini, Fernando Traversari, Julio Villanueva, Edoardo Amador, Wei-Ting Shih
Front Row: Armando Marenco, Alain Piedra, Fernanda Zamora
Missing from photo: María Alejandra Morales Silva, Alexander David Ramirez Hayn, Ji Suk Chung

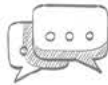
Is Your Web Solution Providing a Great Family Experience?

*Finalsite is the choice of Tri-Association schools like
American School Foundation of Monterrey*



ATTRACTION AND RECRUITMENT

Storytelling, Award-winning sites, SEO/PPC, Dashboard



RETENTION AND PARENT COMMUNICATIONS

News, Calendar, Personalized Portals, iCal, RSS, Integration



ACADEMICS AND LEARNING

LMS, Integration



CULTIVATION AND ALUMNI ENGAGEMENT

Social, Portals, eMail Campaigns, Integration

Are you doing everything you can to connect?

From the moment a family searches for your school online, through a student's enrollment, academic and athletics career, and alumni experience, they're part of a lifecycle that's built on engagement.

With our SEO and PPC services, an all-new CMS, data integration and a robust LMS that enriches the classroom, Finalsite is your partner for success with families in every step of their journey.

Learn more about how great design leads to great engagement with our "Website Redesign Playbook."

Visit www.finalsite.com/TRI to download your copy!

OPPORTUNITY **ISS** KNOCKING

Join **ISS** and open the door to a world of opportunities:
educatorcareers.ISS.edu



ISS iFair

November 24, 2015

ISS Seattle IRC

December 6 - 8, 2015 • *Seattle, WA, USA*

ISS Qatar Foundation Doha IRC

December 10 - 12, 2015 • *Doha, Qatar*

ISS Bangkok IRC

January 4 - 7, 2016 • *Bangkok, Thailand*

ISS iFair

January 20, 2016

AAIE 50th Annual Conference

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

ISS Atlanta IRC

February 11 - 15, 2016 • *Atlanta, GA, USA*

ISS iFair

May 11, 2016

YOUR OVERSEAS EDUCATION CAREER ISS CALLING!

International Schools Services (**ISS**), a non-profit organization based in Princeton, NJ, is currently looking for teachers and administrators to fill hundreds of open positions. Join the world of international teaching and enjoy working at outstanding schools, in fabulous locations, with colleagues from all over the world! American and international schools worldwide, with English being their language of instruction, seek exceptional educators to come join their team. ISS works with hundreds of schools annually, and they are seeking teachers like you!



**INTERNATIONAL
SCHOOLS SERVICES**

educatorcareers.ISS.edu



InternationalSchoolsServices



@IntlSchoolsSvc

CSI: Granadino

Julie Stayner, Science Teacher 7th and 8th, Colegio Granadino, Manizales-Colombia

Shrieks and gasps punctuate the morning as students see the pale, bruised face and forehead wound, slowly dripping blood. Ipads and phones raise to document the victim as others strain to peek inside where the scene of the crime awaits. So begins **CSI: Granadino**, the final project for 7th grade science, where students use the knowledge and lab skills gained throughout the year to solve a crime.

This year's crime is the alleged murder of Ms. Stayner, their science teacher. In the back of the classroom, marked off by crime scene tape, students carefully examine the taped outline of the body, fingerprints, hair samples, powder, a threatening note, and blood spatter. Their goal and what they have been working toward all year...solve the crime.



Throughout fourth quarter the students have been studying forensic science in their science class. They have become skilled in identifying the patterns in fingerprints, comparing hairs under a microscope, using paper chromatography to analyze ink samples, and performing chemical tests to identify powders. Using fake blood they have performed tests to relate the height of the drop to its diameter. These skills, along with methods learned while studying chemistry, serve as their arsenal when facing this new scenario.



This project not only encompasses everything learned in science, it encourages critical thinking skills and English usage. Analyzing and photographing the carefully composed crime scene along with the analysis of evidence allows the investigative teams to piece together a reasonable theory of the crime. Carefully reading over every suspect's poster and statement, they search for clues. In a cooperative effort with their English teacher, times are set up to interview the suspects and they practice interview techniques while they search for discrepancies. In

short, the project takes on a real world feel, with students discussing it during breaks and arguing over their theories.

Over the course of 2 weeks, they work in their investigative teams to analyze and document the evidence before they create an extensive crime scene report and a presentation. After each group has presented its findings to the class, the solution is shared with them. They discover the source of each type of evidence that they analyzed and the crime story that was used to stage the crime scene.

From a teacher's perspective, this project is an engaging way to end the school year and to assess the students' mastery of what has been learned. It utilizes





skills and concepts from the entire year, demands critical thinking, challenges their English usage and organizational skills, and perhaps most importantly, fully engages them in a seemingly real world use of their new abilities. They take ownership of their process and exhibit an impressive level of independence for middle school students.

CS! Granadino, with five years of improvements and refinements, continues to be an exciting experience for

7th grade students, allowing them to showcase their mastery of science concepts, lab skills, critical thinking, and English usage. Plus, who doesn't love a good mystery?

Seton Hall University: Institute for International Schools

WE OFFER:

Personalized
**PROFESSIONAL
DEVELOPMENT**

*Quality Online and In-
Country M.A. and
CERTIFICATE
PROGRAMS*



Contact:

Email: charles.mitchel@shu.edu

US Phone: 973-275-2854

Blog: <http://blogs.shu.edu/iatllis/>

Ask us about offerings in:
**STEM—ESL—Technology—
Leadership—Special Ed—Teacher
Certification—and more**

{ For Teachers }

- Offline ready-made content presentations, activity sheets and suggested websites
- Customize lessons offline by easily modifying or creating new ones
- Differentiate instruction by accessing content above and below grade levels
- Create assessments that are automatically corrected, scored and recorded
- Communicate with students and parents with messaging tool
- Monitor student downloads
- Receive student documents and files



Contact us for a
FREE demo
WWW.DREYFOUS.COM

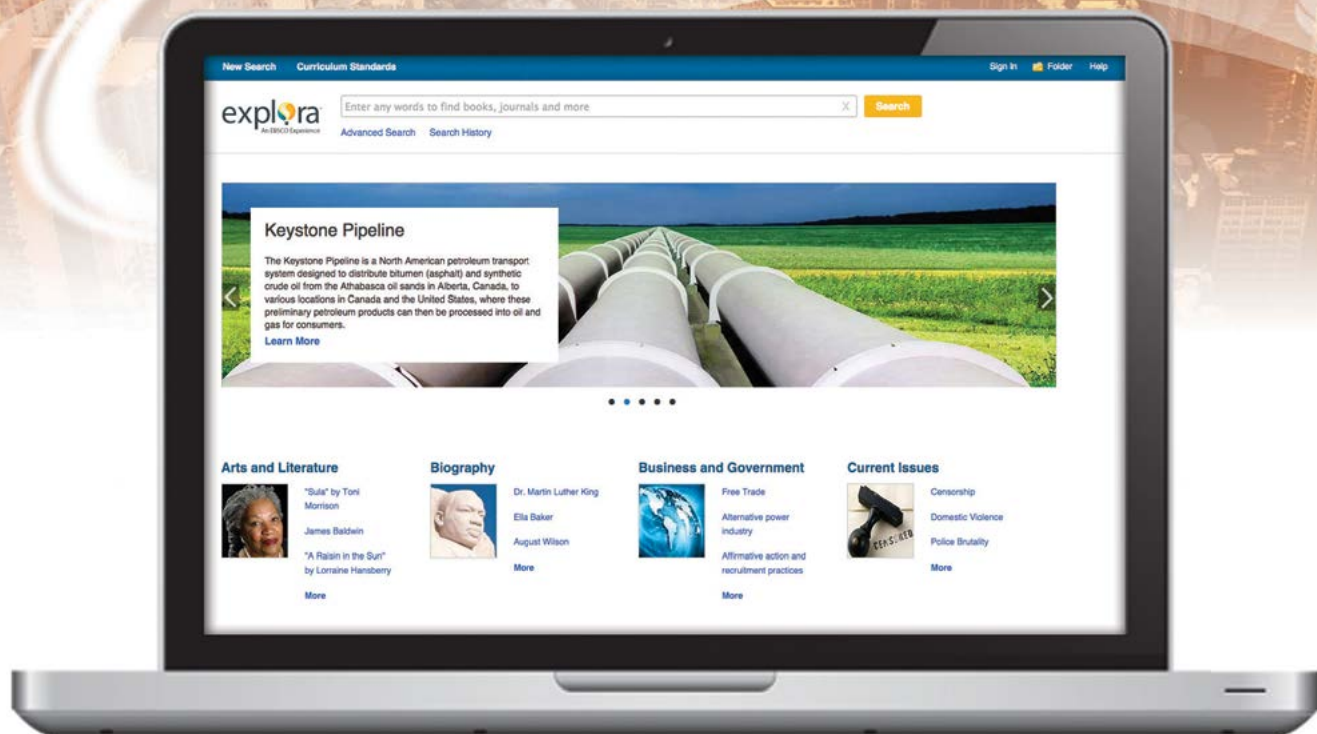
{ For Students }

- Utilize the free EduSystem Viewer student app on multiple devices
- View assigned lessons with a calendar and personal itinerary
- Access assigned lessons offline, no internet required after downloading
- Receive assigned and individualized assessments
- Manage profile and create custom avatar
- Receive teacher and administrator messages



See the world from an
exciting new perspective.

explora™
An EBSCO Experience



Let your research take
flight with *Explora*.

To learn more about our engaging new interface for schools and
public libraries, contact your EBSCO Sales Representative.

1-800-653-2726 | 978-356-6500 | information@ebSCO.com

EBSCO

She's the First

by Gabriella Lanzas, 11th Gr., American Nicaraguan School

There are 600 million girls in the developing world. About one fourth of these girls do not have access to an education. In fact, 70% of the children who are out of school in the world are girls. Women make ten percent of the world's income and only own one percent of the world's property; they perform 60% of the world's labor. (It only takes a girl)

These shocking statistics make it hard for one to believe that it is possible for one to have a possibility to change the world. However, at She's the First *{ANS}, we grant ourselves that possibility by looking at the statistics and the overwhelming issues, as the answer. We decide to view all girls in the developing world as the solution to the greatest of global issues.

She's the First *{ANS} is a campus chapter of a worldwide organization that sponsors girl's education in low income countries with the goal of creating first generation graduates and our next generation of global leaders. We fundraise and raise awareness at our ANS community in order to sponsor Karina, a fifteen-year-old, ninth grader in Guatemala, whose mother never got the opportunity to study, and father only attended school through the third grade. Her dream is to become an office manager when she graduates. She will be the first in her family to have received an education, breaking her family's chain of poverty.

When we first received the news about being matched with Karina, we were so thrilled and excited, that we wanted to hang up our certificate in our room and publish it in every social media available. It suddenly stopped being about the bake sales, meetings, and amount of money we earned, and began to be all about helping this girl who wanted nothing more than a teacher and a book. We realized that changing one girl's life was enough to not only change ours as well, but that of her entire future generation.

In addition, our campus chapter helps a local home called *Hogar Cristo Obrero*, where abused and family neglected girls are properly cared for. We visit them with talks and activities concerning gender equality, and share with them the importance of education. As we have gotten to meet each one of them, we see the future of our country as they share with us their dreams as future doctors, chefs, soccer players, or small business owners. Our goal is to let them know that with the dedication to learn, nothing can be a barrier to their success.

Besides attempting to serve girls internationally and in our community, She's the First has taught us to become passionate leaders, and allowed us to share with our peers and school community the importance of gender equality.

Everyone has their own fight. Ours is to help girls in the developing world, who face hardships due to their gender, receive an education. It may happen one by one, step-by-step, or day- by -day, but through our commitment and help from our community, we will eventually be able to beat those overwhelming statistics.

For more information visit: <http://campus.shesthefirst.org/americanicaraguanschool>

"It Only Takes a Girl." YouTube. *YouTube, n.d. Web. 24 Jan. 2016.*

<<https://www.youtube.com/watch?v=YwEhKu3T51Q>>.

Introducing the *Second Step* Child Protection Unit

Working Together to Keep Kids Safe from Abuse



**FAMILY
MATERIALS
available in
SPANISH!**

Nothing is more important than protecting children from abuse—and doing so takes vigilance on everyone's part. To truly make a difference, both adults and children need to be educated.

The *Second Step* Child Protection Unit provides the tools needed to face the challenging issue of abuse.



**STAFF
TRAINING**



**STUDENT
LESSONS**



**FAMILY
MATERIALS**

Watch a training demo, preview student lessons, and learn more at cfchildren.org/child-protection or call **206-343-1223**.

secondSTEP

 **teachers latin america**



- * **Mexico City**
- * **Houston**
- * **Ottawa**

For more information, contact us:
USA 202-580-8781
Mexico (521) 55-1496-0227
Director@teachers-latin-america.com

Recruitment and Placement Solutions Focused on Latin America

Teachers Latin America's mission is to provide cost-effective, year round recruitment solutions focused on schools in Latin America.

Our goal is to personally collaborate with each school to better understand their human resource needs so as to provide qualified international teachers.

Our core competencies are personalized service, supported by knowledgeable representation through unique recruiting methods.

www.teachers-latin-america.com

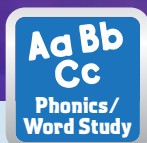
International Educators Hiring Fair - Houston, Texas

Contact us for more information on this Early 2016 Event

Balanced Literacy

Teacher
Created
Materials
PUBLISHING

Balanced Literacy is a comprehensive approach to language arts instruction that encompasses all elements needed for students to master reading, writing, and oral communication skills. We have a suite of flexible options to help you successfully implement the Balanced Literacy model. Our goal is your goal—effective teaching and student achievement!



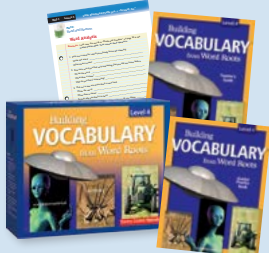
Phonics/Word Study

Targeted Phonics
for Grades Pre-K–2:



Building Vocabulary

for Grades 3–8



Read Aloud/ Modeled Reading & Shared Reading

Focused Reading
Intervention



Guided Reading

TIME For Kids®
Nonfiction Readers



Fiction Readers

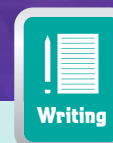


Independent Reading

Science Readers: Content
and Literacy in Science



Primary Source Readers: Content and Literacy in Social Studies



Writing

Write TIME For Kids®,
2nd Edition



Contact us for a free digital sample. **Use code: BL2015**

Get detailed product information, including pricing and ordering at www.tcmpub.com/balancedliteracy or contact us at international@tcmpub.com • (001)+714-891-2273

Globally Informed: Reflect. Collaborate. Inspire.

A Peer-Reviewed Journal for International Educators

By: Dr. Kristen MacConnell, Founder and Editor

We are excited to announce the launch of a new online, peer-reviewed journal designed for International Educators by International Educators. The journal's name is Globally Informed and can be found at <http://globallyinformed.org>. We are launching this innovative journal to provide international educators with a place to reflect on practice and share ideas with colleagues from around the world.

Globally Informed depends on the experience and insight from international educators who are dedicated to pushing teaching practice in international schools. Its mission is to be a pipeline for sharing innovation, inquiry, and reflection. Together, as international educators, we can build a collective knowledge base around teaching and learning that will help transform our practice, allow us to collaborate beyond borders, and stay connected. When great minds come together to collaborate we learn and grow in new and unexpected ways.

We are excited to announce that we are accepting papers for the inaugural issue of Globally Informed. The submissions deadline is **July 1, 2016** and the theme for this issue is "Learning Together." We are looking for articles that highlight the following:

- Classroom practices
- Action research
- A photo essay of a learning experience
- A sample of great student work including a reflection from the teacher about the work, why this particular example speaks to you, and what you would like others to notice or learn from the work

In addition to accepting papers for the inaugural issue of Globally Informed, we are also accepting submissions for cover art designed by students. We ask that teachers encourage and inspire their students to create beautiful cover art representing the journal's theme. Submission of art should include:

- JPEG of student art
- Student's name
- Student's grade
- Student's School
- A title for the art, if applicable

Finally, we are seeking international educators to serve as peer reviewers. Peer reviewers are professional colleagues who volunteer to provide constructive feedback on an author's work and make recommendations for acceptance to the journal. A peer reviewer is responsible for reading and providing feedback on 2-4 manuscripts over the course of an academic year. All potential peer reviewers should submit a resume and cover letter to kristenmacconnell@gmail.com. Join the conversation and share your experience and insights by submitting an article for our first issue, scheduled for release in October 2016.



An Integrated Student Management Solution *for International Schools*

- ▶ **AdminPlus SIS**
- ▶ **Admissions Plus Pro with Online Applications**
- ▶ **TeacherPlus Web Gradebook**
- ▶ **Mobile Apps**
- ▶ **Parent and Student Web Portals**
- ▶ **Accounting with Dual Currency**
- ▶ **Responsive Websites**
- ▶ **Walkthroughs and Evaluations**



See a free demo at
www.rediker.com

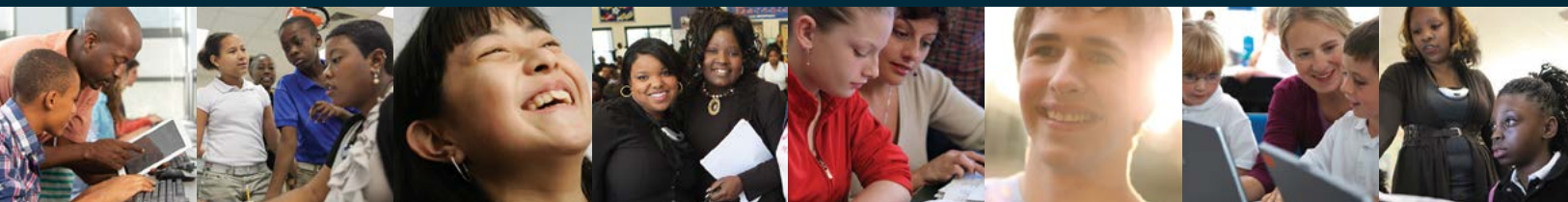


www.rediker.com | 413-566-3463 | sales@rediker.com

Rediker
SOFTWARE

One by one.

Helping teachers unlock every student's learning potential.



Our research-based core lets us do what's driven us from the beginning: give educators tools proven to help them make a difference. Visit NWEA.org to discover how our assessments, professional learning, and research offerings set the standard for responsive education.

Our mission: Partnering to help all kids learn®



The makers of Measures of Academic Progress® (MAP®)



Search ASSOCIATES

SPANNING THE GLOBE WITH A PERSONAL TOUCH

www.searchassociates.com

CELEBRATING 25 YEARS in International Recruiting

Over 29,000 Educators Found Jobs in Top International Schools Worldwide

- Head of School Searches
- Teacher Recruitment
- Administrative Searches
- Administrative Recruitment
- Board Consulting
- Governance Workshops



2015-2016 JOB FAIR SCHEDULE

LEADERSHIP - BANGKOK, THAILAND

November 13 – 15, 2015, *Ray Sparks*

TORONTO, CANADA

December 11 – 13, 2015, *Ray Sparks*

MELBOURNE, AUSTRALIA

January 3 – 6, 2016, *Nick Kendell*

BANGKOK, THAILAND

January 8 – 11, 2016, *Michael Williams*

HONG KONG, CHINA

January 15 – 17, 2016, *Barry Drake*

LONDON, ENGLAND

January 21 – 24, 2016, *Gez Hayden*

CAMBRIDGE, MASSACHUSETTS

January 28 – January 31, 2016, *Jessica Magagna*

SAN FRANCISCO, CALIFORNIA

February 12 – 15, 2016, *Michael Williams*

DUBAI, U.A.E.

February 18 – 20, 2016, *David Cope*

CAPE TOWN, SOUTH AFRICA

February 26 – 28, 2016, *Gez Hayden*

BANGKOK - SPRING, THAILAND

March 18 – 20, 2016, *Michael Williams*

LONDON - SPRING, ENGLAND

April 15 – 17, 2016, *David Cope*

LATIN AMERICA/CARRIBEAN

TBD

Spanning the Globe with a Personal Touch - 19 Offices Worldwide

Launceston, Australia

Nick Kendell

Ontario, Canada

Robert Barlas

Nova Scotia, Canada

Ray Sparks

Nanjing, China

Gez Hayden

Mijas Malaga, Spain

Dr. Barry Drake

Bangkok, Thailand

John Ritter

Chiang Mai, Thailand

Harry Deelman

Cambridge, UK

David Cope

California, USA

Ralph Jahr

Bridget McNamer

Julie Ryan

Florida, USA

Marie Bogat

Massachusetts, USA

Diana Kerry

Nevada, USA

James Ambrose

Pennsylvania, USA

David Cramer

Sally Gordon

Jessica D. Magagna

John Magagna

Washington DC, USA

Dexter Lewis

Washington, USA

Michael Williams

Established in 1990

Founding Director

John Magagna

Information Page

► **The Association of American Schools of Central America, Colombian-Caribbean and Mexico**

BOARD OF DIRECTORS

AASCA

Ron Vair (President)

ASOMEX

Makhlouf Ouyed (Vice-President)

ACCAS

Yazmín Estrella (Secretary)

Regional Education Officer

Dr. William H. Scotti

Executive Director

Sonia Keller

Layout / Design

Grupo Grafico Limex,
Monterrey, Mexico

Send all inquiries and suggestions to the Executive Director at

Sonia Keller

skeller@tri-association.org

► Association Information

Mailing Address

Ms. Sonia Keller
Executive Director
2637 Ascot Drive
Florence, SC 29501

Home Office Contact Numbers

1 (843) 799 5754 (Vonage)

► From the Executive Director

Please send me articles featuring the important work and events taking place in your school!

Newsletter Submission Deadlines

- Fall 2016:
August 15, 2016
- Winter 2016:
November 15, 2016
- Spring/Summer 2017:
March 15, 2017



Master of Arts in Educational Leadership

for aspiring chairs, directors, assistant heads, heads and teacher leaders.

The University of Mount Union, Alliance, OH, an outstanding small university, offers a program that is convenient, established, affordable, cutting-edge, individualized and incorporating the specialized needs of teachers in international schools.

What does Mount Union's MAEL program offer?

- Online during the regular academic year
- All full time campus-based faculty
- A six credit, one week Summer Institute (SI) on our beautiful campus offering content in workshop formatted modules
- Distinguished visiting faculty for the SI including Jane Pollock, Jay McTighe, James Stronge, Robyn Jackson, Heidi Hayes-Jacobs and others
- Modules led by TRI-Association/AASSA administrators
- Internship in your home school in year two
- Cohort-based structure with graduation in two years
- Group discount for TRI-Association and AASSA members who enroll in the same cohort
- Very inexpensive apartment living and meals for the SI with complimentary airport transfers and visits to Ohio sites such as Rock and Roll Hall of Fame and the Pro Football Hall of Fame, pre or post the Summer Institute
- For those not interested in, or eligible for an administrative license, a Testamur will be awarded signifying that the candidate has achieved an advanced level of knowledge and proficiency in educational leadership

Transforming teachers of students
into *teachers* of teachers.

James Stronge –



For more information,
www.mountunion.edu/MAEL

Questions about admission

Office of Admission
1972 Clark Ave., Alliance, OH 44601
(330) 823-3170 or (330) 823-2590
admission@mountunion.edu

Questions about the program

Department of Education
(330) 823-3170
gannontw@mountunion.edu
mountunion.edu/mael