



Greetings, and best wishes for a successful year of teaching and learning in 2015-16!

In June we closed activities for the year with two inspiring weeks in Antigua, Guatemala, the site for two of the courses that are part of the Inclusive Education Program with the University of Kentucky. The group of forty-five teachers worked, learned and laughed together in an environment marked by camaraderie and important learning outcomes in the field of Inclusive/Special Education.

One of the highlights was the visit paid by a group of Guatemalan children with multiple disabilities from the resident program, **"Hope for Tomorrow"**, a project supported by one of the course instructors, Dr. Jennifer Grisham-Brown. The visit gave teachers the opportunity to plan and deliver learning activities based on the profile of the student assigned to them. Many of our schools have not had the resources to offer appropriate services to students with challenges that go beyond what might be considered to be mild to moderate disabilities. We are hoping to change that! One of the goals of the partnership with the University of Kentucky is to continue to raise the level of awareness towards students with special needs and to expand on training for schools who are moving towards more inclusive settings or those who already have excellent programs and simply want to continue to expand on training opportunities for staff. Visit our gallery of pictures on page 22 and 23 for highlights of the courses in Antigua.

The teachers in the program will complete their last course at the upcoming conference in Bogotá, and will receive their Digital Badge Endorsement and Graduate Certificate, in the case of those who pursued this track. Congratulations to the group for their commitment to our most vulnerable student population, and to the schools they represent for their interest and support!

Dr. Deb Lane will continue training this fall with ASOMEX and ACCAS schools in The Olweus Bullying Prevention program. This work is proving to be a

At a glance

- Project X Q + VALE ACTUAR
Author: Norma Puente,
Project Director Instituto
San Roberto
- Montessori British School
Environmental Elite Group
2015 Tiecare Ms Global
Leadership Award
- Reinforcing, Reminding, and
Redirecting:
The "3 Rs" of Teacher
Language
"Adapted from the new 2nd
edition of The Power of Our
Words from Responsive
Classroom"
- 2015 Calendar of Activities

AP Workshops added to Pre-conference program

Date: October 5-6, 2015

Location: Colegio Nueva Granada Campus

Register:
Int'l AP PD website/College Board

Workshop Titles

- AP English Language and Literature (combined)
- Pre-AP Strategies: AP Vertical Teams in Mathematics
- AP Seminar Job-Alike

valuable tool for schools interested in strengthening this important area of their curriculum. If you are an ACCAS or ASOMEX school and have not signed up for this event, there may still be time to contact the event organizer in your area: American School Foundation (ASF)/ASOMEX, or Colegio Nueva Granada (CNG), ACCAS.

Our 34th Annual Educators' Conference, ***“Deepening Our Impact”*** is a few weeks away! Our host school, Colegio Nueva Granada is committed to offering participants a superb conference experience in Bogotá! Speakers and consultants will engage us in conversations about practices that promote deep learning and offer relevant learning scenarios for students. On this note, below is a link to a comprehensive, yet incredibly informative article, ***“The Big Seam”***, written by Michael Fullan and Maria Langworthy, which explores these new pedagogies and the new learning partnerships that are evolving as students push systems to adapt to their expanding digital world. This paper is one in a series on the topic sponsored by Pearson (How New Pedagogies Find Deep Learning where New Change Leadership

http://www.michaelfullan.ca/wp-content/uploads/2014/01/3897.Rich_Seam_web.pdf).

An important note for conference attendees: please check the Association page for program updates since we have had to replace some sessions due to unexpected changes.

In keeping with our green initiatives we are scaling back on the size of the printed program. Participants need to access session descriptions and presenter bios through the Association page, so forward planning will be very helpful to attendees! A mobile device app will also be available. We reached our maximum capacity right around the Early Bird Registration deadline, so for the third year in a row we had to shut down the registration process ahead of the projected date. We try to take care of as many of you as possible, but it is also important for us to ensure a quality conference experience for those schools already registered. I appreciate your understanding regarding this measure.

This year we have a record number of exhibitors joining us in Bogotá, some of them are attending our event for the first time! I want to extend our sincere appreciation to all the organizations, publishers and companies who will be joining us in order to share their educational materials with our schools.

We have a few new, and many familiar names in the group of new Directors for this year. A very warm welcome to each of you, whether you are new to the region, changed location, came back after a gap year or received a promotion!

ASSCA

Erin Magee, *Balboa Academy*, Panama

Elizabeth Head, *Pan-American School*, Costa Rica

Gloria Doll, *Marian Baker School*, Costa Rica

Jaime Comandari, *Decroly Americano*, Guatemala City

Evan Hunt, *Interamericano*, Guatemala City

ACCAS

Rhonda Norris, *Carol Morgan School*, Dominican Republic

Adam Slaton, *Cap Cana Heritage School*

If I missed anyone, I do not have your information, so please contact me!

Project X Q + VALE ACTUAR

Instituto San Roberto in Monterrey, Mexico is the recipient of the 2015 Community Service Award, sponsored by SUNY. The community project **X Q + Vale Actuar**, is an outstanding example of what is possible through the collaborative efforts of a school community that reaches out to business and community leaders.

Environmental Elite Group

Montessori British School in Bogotá, Colombia is the recipient of the TieCare Global Leadership Award for 2015. The students from MBS and their sponsors have formed a school-wide Environmental Elite Group, which seeks to protect the country's fauna and flora through the development of reflective and environmentally conscious citizens.

Staff Development Advisory Council (SDAC)

Six educators in the region will serve on the Advisory Council of the Association for the next two years. The role of the SDAC is to serve as an advisory group to help set the focus for future conferences, training institutes and staff development initiatives in the region. I encourage you to contact the person in your region with ideas of how we can best continue to serve you! My appreciation to this group of educational leaders for their willingness to serve the region through their involvement and work as part of the SDAC.

ACCAS - Association of Colombian - Caribbean American Schools

David Fayad, Ed. D. - Director of Learning, Colegio Bolivar, Cali, Colombia

Gloria Aleida Gonzalez - Curriculum Coordinator, Colegio Granadino, Manizales, Colombia

AASCA - Association of American Schools in Central America

Preston Lee Emerton- Middle & High School Principal, American Nicaraguan School, Managua, Nicaragua

Anahi Paredes, Curriculum Director, American School of Tegucigalpa, Tegucigalpa, Honduras

ASOMEX - Association of American School in Mexico

Jennifer Sikes - Director of Curriculum & Instruction 6-12, American School Foundation of Monterrey,

Nancy Coates - Primary Curriculum Coordinator, American School of Puerto Vallarta

A great year to all,

Sonia Keller, Ed. D.

Executive Director

Working with students from "Hope for Tomorrow"



► Carlos Team



► Diego Team



► Edwin Team



► Juan Jose Team



► Rosa Team



► Inclusive Education teachers with Dr. Jennifer Grisham Brown and students



► *Celebrating with Mexican Colleagues.*



► *Dr. Lee Ann Jung signing her latest book for participants.*



► *Dinner with Dr. Jennifer Grisham Brown at El Tenedor*



► *View of Pacaya Volcano from El Tenedor*

CONFERENCE PATRONS

The Association of American Schools of Central America, Colombia, Caribbean & Mexico expresses its gratitude to the following institutions and companies for their sponsorship of the different events and speakers for our annual conference:

- Office of Overseas School, U.S. Department of State
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- College Board
- Curriculum Associates
- International Schools Services
- NAESP
- NWEA
- Search Associates
- TieCare International

CONFERENCE EXHIBITORS

The Association of American Schools of Central America, Colombia, Caribbean & Mexico expresses its gratitude to the companies and organizations that are part of our membership.

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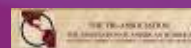
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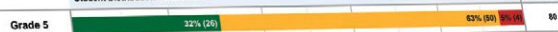
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Project X Q + VALE ACTUAR

Author: Norma Puente, Project Director Instituto San Roberto

This project represents the work of an educational community in response to the challenges of our current society. Violence, corruption, inequality, ecological damage, loss of the meaning of life, are some of the realities that encouraged us to find new organized ways that would allow us to act and to educate in a holistic manner.

XQ + Vale Actuar is an educational project that involves collaborative planning. The students, as representatives of the target population, public servants or businessmen, professionals, parents, as well as ISR teachers, administrators and schools from the community, express their ideas and views to create this community service project.

When a project leaves the classroom and touches private and public institutions, it becomes an inclusive project where everyone participates from their own reality, which turns into a process of personal and social growth.

X Q + Vale Actuar is a space where the civil society: businessmen and professionals from different areas offer their time, knowledge and experience with teenagers to share practical and interesting topics focused on self-awareness, commitment and social responsibility and the desire to transcend, resulting in the learning of effective leadership tools.

This project is supported economically by the participation of socially responsible companies who have trust in the goals of this event, and seek to participate in it.

Being able to offer a creative and proper space so that students, adult speakers, volunteer parents and the community in general feel attracted and committed to act from their own reality and talents, has been a challenge that we have been able to overcome year after year.

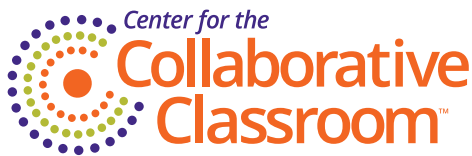


Our goal is to educate all teenagers in the state of Nuevo Leon through this values project. These efforts are done by focusing our eyes on them and acting for them, thus building together a better society.



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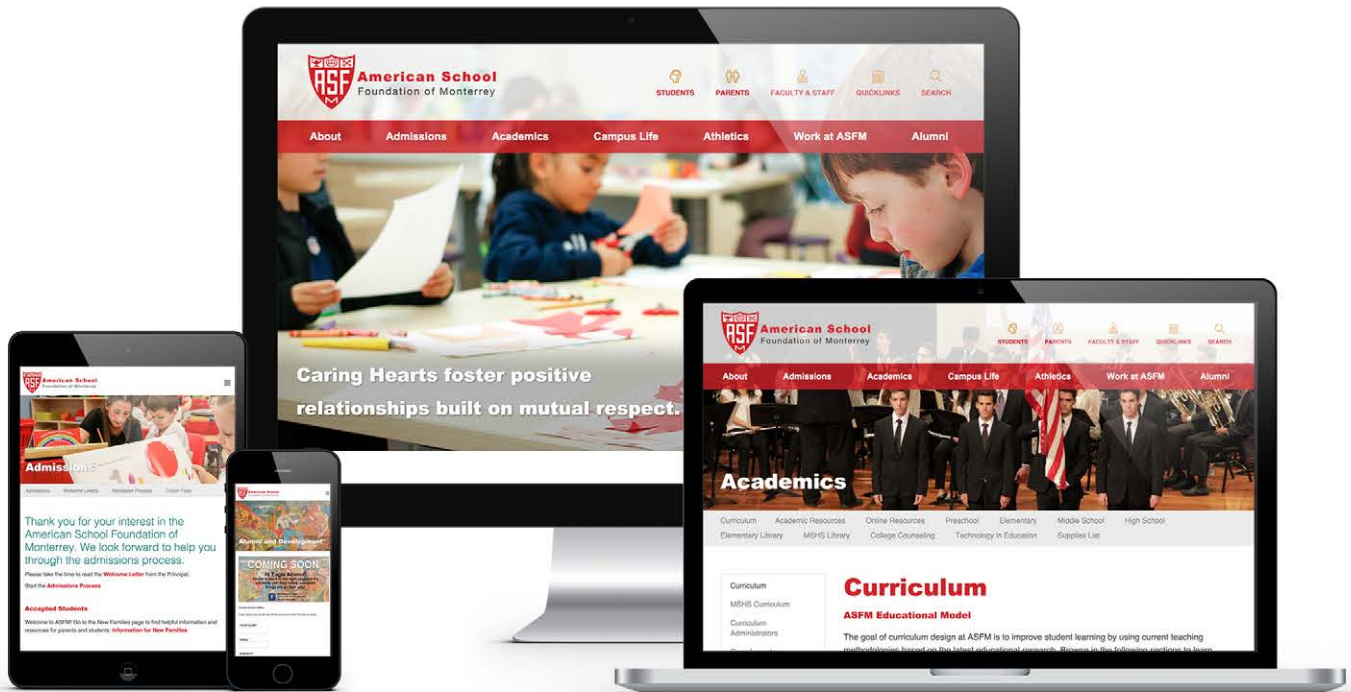
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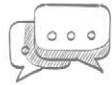
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Montessori British School Environmental Elite Group 2015 Tieceare Ms Global Leadership Award

This project is located in the city of Bogota, Colombia on the campus of The the Montessori British School. The campus is surrounded by a system of protected areas, which includes wetlands, urban parks, ecological corridors and a part of the Rio Bogota.

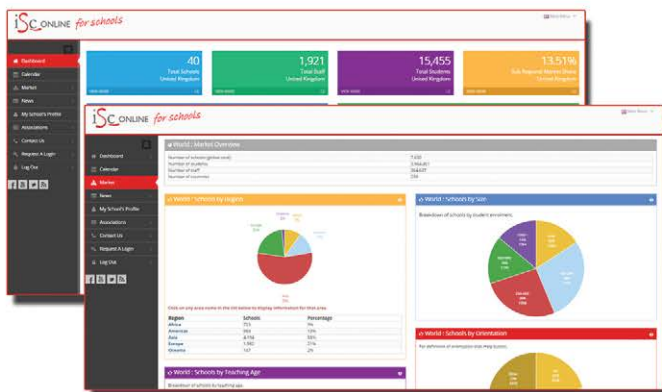
Using environmental regulations and the Colombian Environmental Education Policies as a guide, Montessori British School created an Environmental Elite Group, that seeks the development of critical and reflective students, with the capacity to understand the environmental problems and actively participate in the construction of comprehensive proposals aimed at transforming their reality, ultimately resulting in environmentally sustainable societies.

Originally created by students in Grade 9, the project currently includes ten students from Middle School and High School.



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- “The Power of Teacher Language” on Friday



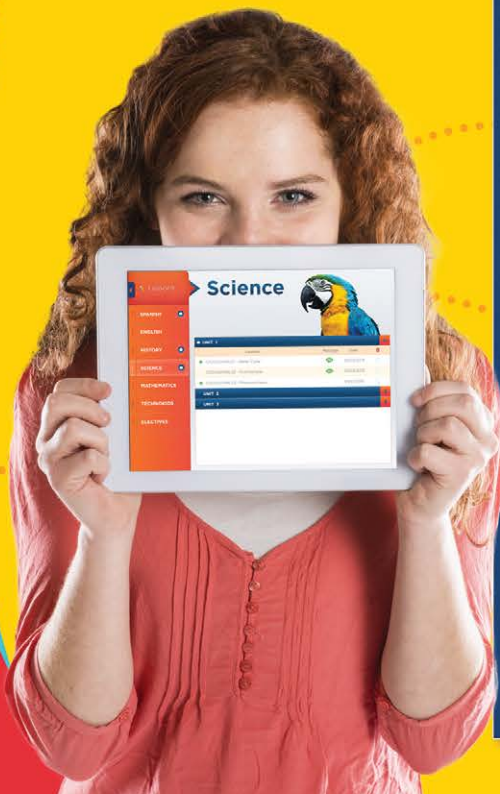
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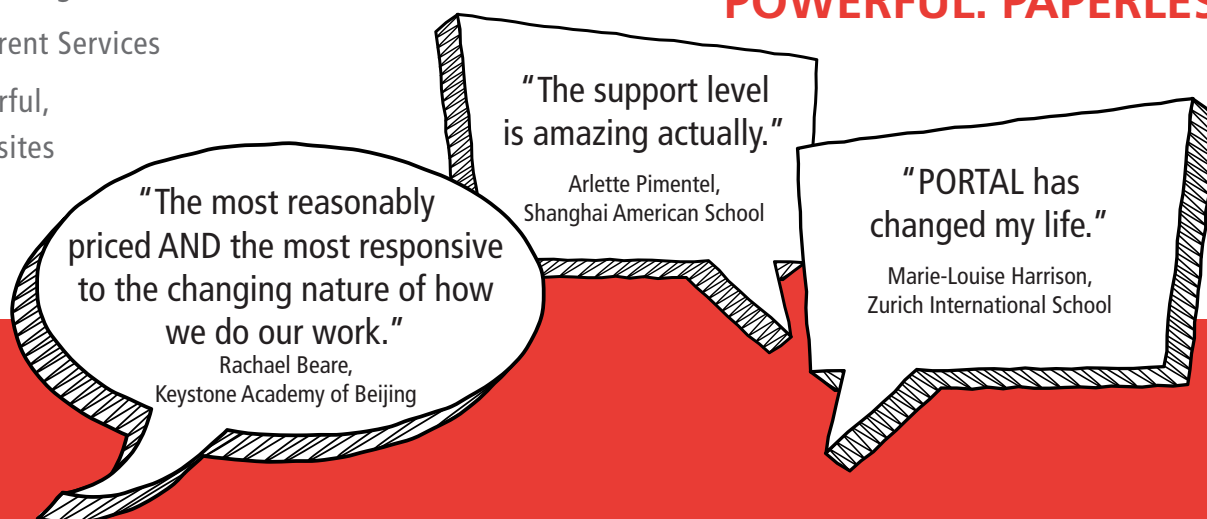


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Reinforcing, Reminding, and Redirecting: The "3 Rs" of Teacher Language

"Adapted from the new 2nd edition of The Power of Our Words from Responsive Classroom"

Language—our words, tone of voice, and pacing—is one of the most powerful tools available to teachers. It permeates every aspect of teaching and learning and students cannot do an assignment without listening to and interpreting their teacher's words. One way for teachers to harness the power of their language is to pay attention to the "3 Rs"—reinforcing language, reminding language, and redirecting language—that are part of the *Responsive Classroom* approach to teacher language.

Reinforcing Language

Children build on their strengths, not their weaknesses. This is one of the most important things to keep in mind when teaching. It's vital for teachers to see and name what students are doing well, and reinforcing language allows us to do that. It highlights students' skills, positive efforts and attitudes, and quality work so that they know what to stand on as they reach for the next higher rung in their learning.

It can take time to shift your language to focus more on what students are doing well than on what they need to improve. But once you've gotten comfortable with this powerful tool, you'll find yourself consistently acknowledging students' positives.

Keys to Effective Reinforcing Language:

- Name concrete and specific behaviors so students know what they did well and they can keep doing and building upon the behaviors.
 - Instead of: "Your spelling shows progress."
 - Try: "You remembered to change the 'y' to 'i' when adding 'ed.' "

- De-emphasize your personal approval. Emphasize what the student did. Otherwise, students may focus more on pleasing you than on improving their skills.
 - Instead of: "I'm so pleased with the way you added key details to your main point."
 - Try: "You added key details to your main point. That helps your audience understand and be persuaded."
- Avoid holding one student up as an example for others. The student held up may feel triumphant, but the others are likely to feel devalued or criticized.
 - Instead of: "Notice how Glenda used four sources for her research project. Let's see all of you do that."
 - Try: To Glenda privately: "You used at least three sources as we learned to do. That makes your research credible."
- Find positives to reinforce in all students. Every child has strengths. Over time, every child should feel that we see and appreciate their positive actions and attitudes.
 - Instead of: Using reinforcing language with only the students who do proficient work, are the first to get organized, or are otherwise the "best"
 - Try: To a student who struggles but made a strong effort: "You read three pages during readers' workshop today. What helped you concentrate?"

Reminding Language

Just as we all need reminders to stay organized in our everyday lives, children need reminders in school to keep their work and behavior on track. By using reminding language before students start a possibly

challenging task, or right when they start to make a mistake, teachers help them stay on task, organized, responsible, and safe.

Before using reminders, be sure to teach students what the expectations are and how to meet them, as children can only be reminded of what they already know. Also, keep in mind that reminders are most effective when both the student and teacher feel calm. It's important to give reminders early, before students' behavior has gone on long enough for frustration to build.

Keys to Effective Reminding Language:

- Prompt children to remember for themselves what they should be doing. This shows faith in their competence and builds their autonomy.
 - Instead of: "Sit alone or next to someone you won't be tempted to talk to. Put away everything you don't need. If your mind wanders, take a few deep breaths and tell your mind to come back to your reading."
 - Try: "Think about what you can do to help yourself concentrate."
- Use neutral tone and body language to show respect for the student. It also helps her focus on what she needs to do rather than on what we think of her.
 - Instead of: "What did we say is the next step in making these kinds of graphs?" said with a singsong voice, arms crossed, and rolling eyes.
 - Try: "What did we say is the next step in making these kinds of graphs?" said with a matter-of-fact voice, neutral body position, and a neutral gaze. (Implies student can remember and directs his attention to doing so.)
- Be brief. Students tend to tune out of long strings of words.

- Instead of: "I'm hearing people starting to sound disrespectful when they disagree. Everyone, remember to say 'I hear your point, but I have a different idea' or ask a clarifying question the way we learned. If we interrupt and say things like 'No, that's not true,' or 'You're wrong,' we'll shut down discussion."
- Try: "What did we learn about disagreeing honestly and respectfully?"
- Watch for follow-through. After giving a reminder, take a moment to see if the child acts. If we don't do this, children may learn that we don't mean what we say.
 - Instead of: Giving a reminder and then turning away immediately to tend to something else
 - Try: Watching, and then acknowledging the child's action with a nod or a smile. No words are needed.

Redirecting Language

When students are doing something harmful to themselves or others, are too far into a mistake to correct themselves, or are too emotional to think reasonably about what they're supposed to be doing, teachers need to redirect them with clear words. Skillfully used, redirecting language lets teachers provide wise external control to keep children safe and productive when their self-control is failing them. As with reminding language, it's important to be brief and to use a neutral tone and neutral body language when giving a redirection.

Keys to Effective Redirecting Language:

- Be direct and specific. When children are far enough into a mistake to need a redirection, they need to hear exactly what you want them to do differently.
 - Instead of: "Casey, you need to work harder."
 - Try: "Casey, put your watch away and continue with your assignment right now."

- Say what to do, instead of what not to do. Saying what not to do may sound like a complaint or an attack on students' character, and many students may miss what we're wanting them to do. Naming the desired behavior is clear and respectful of children.
 - Instead of: "Class, stop wasting everyone's time."
 - Try: "Freeze. Everyone return to your seat with your folder. Then we'll start."
- State a redirection as a statement, not a question. A question gives the illusion of choice and can confuse children. It's more respectful to calmly give a statement that tells children exactly what we want them to do.
 - Instead of: "Anna, could you refocus on your math?"
 - Try: "Anna, refocus on your math."
- Follow up with action if necessary. Watch to see if the student follows your redirection. If not, give a clearer redirection or take action that helps her return to positive behavior.
 - Instead of: Redirecting Anna and then turning away immediately to tend to something else

- Try: Directing Anna to move to a seat close to you (if sitting near classmates seemed to be pulling her off task) or directing Anna to "take a break" (take a positive time-out) in a place away from the action so she can regain her focus.

Pick an R and Start Practicing

Changing our language can be challenging but it helps to take it one step at a time. When you've made progress, take on one more change. In time, your new language will feel more natural. Sticking to it brings great rewards—for you, and more importantly, for your students.

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2015 - 2016 Calendar of Activities

34th Annual Educators' Conference	October 5-9, 2015	Bogotá, Colombia.
Latin American Administrators' Conference	December 1-3, 2015	Atlanta
AAIE	February 8-10, 2016	Atlanta
Executive Directors Meeting at A/OS		
GIN (Global Issues Conference)	March 2016	Hosted by the Columbus School
Inclusive Education Digital Badge Summer Courses	June 20-July 1, 2016	Colegio Nueva Granada

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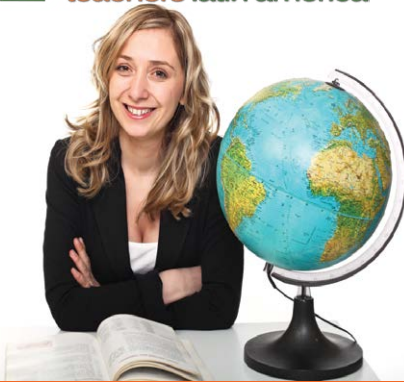


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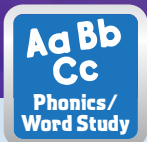
International Educators Hiring Fair - Houston, Texas

Contact us for more information on this Early 2016 Event

Balanced Literacy

Teacher
Created
Materials
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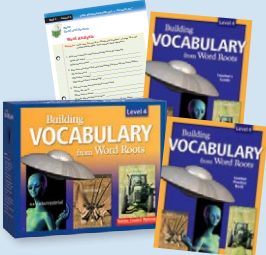
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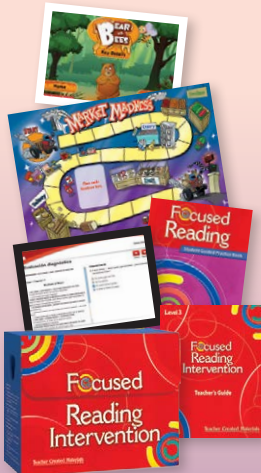
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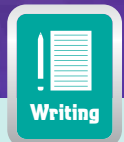
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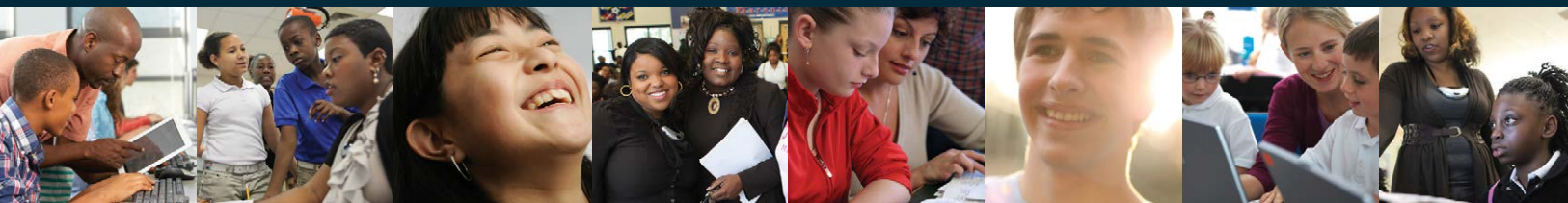
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November 13 – 15, 2015, *Ray Sparks*

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*

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► From the Executive Director

Please send me articles featuring the
important work and events taking
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Submission Deadlines

- Winter Newsletter:
November 1, 2015
- Spring Newsletter:
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