

HIGHLIGHTS

Assessment Practices



Seoul International School

Mission

Seoul International School develops inquisitive, independent thinkers and collaborative learners, who acquire the essential knowledge necessary to be caring and creative contributors to the world around them.

Vision

Seoul International School will foster an earnest passion for learning that inspires students to work with others in creating a better world for all.



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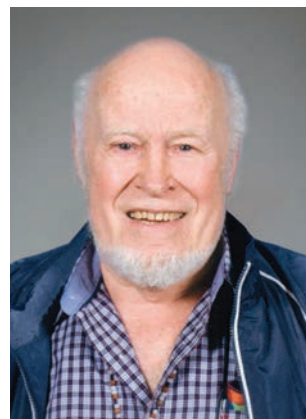
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FROM THE FOUNDER



Mr. Edward B. Adams, Founder

After I graduated with a Master's Degree in Educational Administration from Eastern Washington University, my wife and I decided what we wanted to do was to travel overseas, so we applied to the DOD Overseas Program to get an appointment to the Far East. We did not have to wait long. An appointment came in for positions in Taiwan (Formosa) and we had to look it up on the map to see where it really was. Yes, it was a small island down near the Philippines. Great! So, we took it. With our small daughter we started our travels down to Taiwan. We landed in Taipei, the capital and transferred to a smaller plane to fly down to Tainan in the southern part of the island and landed in an Army Airbase. We had finally arrived

The weather was quite hot as we were met at planeside by the school principal, who took us to see our new home and of course the school. The school was not big and we were to be teaching combination classes. I had levels, third, fourth and fifth. My wife first and second grades. We stayed in Taiwan for two years and I traveled a lot around the island, which was really quite rugged. With a partner I even climbed Mount Morrison, a peak over 14,000 feet, highest on the Pacific Rim. With the aborigines I learned to eat snails. I also travelled with a companion by ship down to Orchid Island near to the Philippines. Unfortunately, a typhoon blew in and stranded us for a week longer. Fortunately for us the local aborigines gave us their food so we did not starve. We found a piece of a wooden canoe, which I kept and used to hang on a wall of Seoul International School.

After moving to Japan, I taught for two years and then became an Assistant Principal of Tachikawa Elementary School. The next year I applied for an administrative position in South Korea and landed a position as Principal of Taegu DOD Schools and served for two years. This was when I started to write about the country and publish books on South Korea. There were very few books in English about the country. My first two volume book was *Through Gates of Seoul*. It became very popular so I continued to write. Other books were about Kyongju, the ancient Silla capital, about Korean temples, Korean pottery, palaces of Seoul and general Korean Art. I also wrote a number of children's books about Korean folk tales.

When I moved to Seoul as Principal of the DOD Elementary School I continued my writing about Korea with series of weekly articles in the Korea Times. This seemed to be rather popular as no one else was really doing this. This is when I began to think about establishing an "International School" for foreign children living in Seoul. At this time in the early 1970s there were only two schools for foreigners under Church Sponsorship in Korea, Seoul and Taejeon. I believed that some families in Seoul would rather place their children in non-religious sponsored school, even though I was raised in Korea as

a missionary's child in Andong. I was born in Taegu because at that time there were no hospitals in Andong. My father was also born in Taegu to missionary parents, who arrived in Korea in 1895.

As I had already donated many of my books to the office of the President of Korea and knew that he had responded to his secretary how much he had enjoyed them, I felt that I should make my request known to the President's Office. I wrote a short letter to the President indicating my desire to establish an international school in Korea that would be independent of any religious intent. The answer came very quickly. The permission would be granted by the Ministry of Education. In 1973 I now had my approval with blessings from the Country's President.

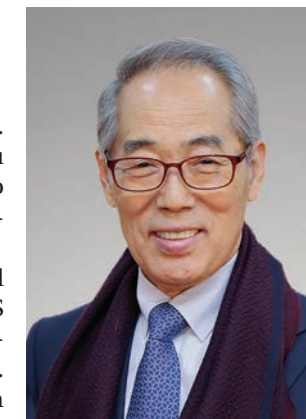
I needed a sponsor so I started my inquiry through some of the known universities in Seoul. I ended up with Konkuk University. They could donate for my use an abandoned building where chickens had been raised. It was a big job cleaning it up. In the first year we had 27 students in the first three grades. But we did grow and within two years, Konkuk University granted us the use of a three-story building on the edge of their property. Within seven years we had our first high school graduating class of ten. The ceremony was held on the US Army compound of Yongsan in the Officers Club.

Seoul International School was growing by leaps and bounds and we soon outgrew our original campus and moved to the current location in 1985. My heart fills with joy to welcome the new graduating class of 2018, who joins a unique group of alumni of 2,495 graduates. Congratulations to you and your family. I look forward to reminiscing with you in the future about your years and journey through SIS.



FROM THE HEADMASTER

Dr. Kim Hyung-Shik, Headmaster & Chairman



It seems only yesterday that the 1998 Summer Olympics announced Korea to the world and the global stage. As the generation who grew up in the aftermath of the Korean War, the 2018 Pyeong Chang Winter Olympics and Paralympic Games filled my heart with amazement and joy. As if to live up to the name of the host city "Pyeong Chang", which means "peaceful flourishing", the Winter Olympics made way for a diplomatic thaw between the North and South Korea, making it a true "Peace Olympics". In these hopeful times, I am proud to present our 41st graduating class of 117 students.

This year, SIS welcomed several new members to our Leadership Team. Mr. John Benavidez joined us from Arizona as the new MS Principal. Along with his wife, Judy Benavidez, he has been a great addition to our community, armed with 25 years of experience as an educator and administrator. His enthusiasm and professional growth model for our middle school will be a great boon to our school. We also welcomed seasoned members of our faculty as new Vice Principals. Ms. Agnes Schuppel join us as the new Elementary and Middle School Vice Principal and Mr. Gray Macklin started his role as the new HS Vice Principal. Both VPs have been with us for a combined total of 21 years, bringing their experience and know-how of the SIS community and its students, a marvelous addition to our team.

As an international school, each year we must bid farewell to a group of staff who has called SIS their home. I would like to extend a special recognition and farewell to Ms. Marna Knoer, our esteemed MS/HS math teacher who has been with us for 8 years and retiring to Oregon. Mr. Peter Beckway, our HS

English teacher leaves us after 6 years while Mr. John Arthars, HS Drama, Ms. Andrea Goodrich and Ms. Paula Scott, ES Literary Specialists, are leaving after 5 years. Also taking a leave after 5 years is Ms. Sara Brodhead, HS Science. To all our teachers who are

departing, I wish you the best. Please know that we think of you as family and we look forward to hearing about your growing successes around the world.

After continued physical growth in the past few years, SIS has turned its focus on upgrading and maintaining its facilities. We installed new air purifiers in every classroom and will renovate and replace the soccer field's artificial grass flooring over the summer. We are also planning for a school museum, to house and curate various antiques, treasures, and historical archive materials of our community. We opened additional bus routes for our ES After School Enrichment programs, with the help of the Parent Advisory Council (PAC). PAC was also instrumental in bringing about the School Catering Committee (SCC), with nine members representing parents from each level, faculty, and staff, who rolled out an open bid for a school catering service provider. Our new partner, Hanwha Hotels & Resorts, started in January and so far the feedback has been wonderful.

On the curriculum side, I am proud to present the ES Makerspace program next year, a creative program with an emphasis on STEM (Science, Technology, Engineering, and Math), designed to foster a collaborative and inventive entrepreneurship. We hope to nudge our students towards the 21st century future. Our assessment practices, which have been going through a conscientiously designed changes in the last few years, came to a great final phase with the Professional Development workshop with a world renowned specialist in the field, Dr. Tom Schimmer. Our faculty and staff are constantly trying to grow and change for our students.

Finally, allow me to thank our parents. Through their generous donation of time and love, they support us through the Elementary Parent Committee, MS Parent Group, HS Parent Group, PAC, and SCC. As if that is not enough, our Counseling Office Ms. Barbara Conant welcomed our parents who generously donated their time as part of our annual Career Month in April, to visit our students and talk to them about their career choices. Your wisdom and support makes our community a truly meaningful institution.

Congratulations again to the 41st graduating class of 2018. Have a great summer!

Theme
in this issue *Assessment Practices*

THE LEADERSHIP TEAM



Mr. Michael Colaianni
Director of School

The Year of Refining Assessment Practices

As the end of the school year approaches it is time to look back and reflect upon one of our major curricular goals that includes a focus on our assessment practices. Since August and through to the end of the year, teachers have been provided with professional

development opportunities to meet regularly with colleagues within their department to reflect on such areas as common assessments and the effective use of assessment strategies.

In addition, the school has dedicated a full professional development day to bringing in a specialist on assessment for each of the past two years to speak with and explain the need for growth in such areas of assessment that include formative and summative assessment and to have a good look at the assessment practices employed by SIS teachers.

Typical assessment strategies include the strategic use of questioning so that the teacher may find out what students understand and how well they know the material. Once that information is gathered, adjustments may be made in order to enhance student knowledge and growth in that particular subject area.

Teachers must also provide effective and timely feedback to their students, letting students know in which areas they have achieved and where they may improve. Ideally, teacher feedback must provide specific and concrete suggestions as to how that improvement may be made.

SIS has established a community of collaboration, not only among teachers, but also among students. Typically, students work in groups and share information, providing peer feedback when called upon. Working together, students are able to gather information from peers that may be useful toward their own learning. This is a particular focus of our math program throughout the middle and high school.

Individual students are also called upon and expected to self assess their own work and to take responsibility for their own learning. Teachers encourage questioning and make themselves available each day outside of class to offer students an opportunity to more fully analyze where they are in their learning.

The consistent use of formative assessments has allowed students to take safe risks in their learning and are used to inform students of the areas in which they need improvement without the fear of imperiling their final grade. The formatives prepare students for their summative assessments and allows them a chance to check on their learning and where they need to make the most growth.

We are confident that the teachers at SIS are employing assessment strategies that stimulate students towards taking responsibility for their own learning while preparing them to become self-motivated while taking on the challenges they face in the future. We look forward to continuing to refine our assessment practices through professional development and collegial and rewarding conversations.



THE LEADERSHIP TEAM

Mr. Fredric Schneider
Dean of Students



The Class of 2018 and Before

There are some firsts in the Class of 2018 which is the forty-first graduating class. This is the largest class in the school's history with 117 members. With these graduates, the total number of SIS is 2,049. Aside from being the largest class is the school's history there are other firsts. For the first time in the school's history, members of the class have been accepted at Oxford University. Also, this is the class with the largest number of applicants applying to universities not in the United States. Members of this class have applied to schools in Canada, Hong Kong, Korea, Japan, Singapore and the United Kingdom.

Even though there are firsts, there are also similarities between this class and other recent graduating classes. The class was composed of highly talented, motivated, focused and ambitious members. Their career goals included business, science, art, public health and engineering. One member of the class is going to pursue a career in aviation.

As you see members of a graduating class prepare to enter the next stage of their education, it is always refreshing to see members of the previous classes who are in graduate school or settled into their careers. It is common to see our most recent graduates visit SIS during their school holidays. They still know teachers and have friends from their high school days. Quite often they express how they miss SIS.

It is also a walk down memory lane to meet with alum from classes that are not recent. Among the alum who from the "old days" who visited S. I. S this year are: SONYA CRAWFORD ('89) visited by Skpy when she was interviewed by students in Tiger Times. Even before Sonya went to Stanford, she was involved in the media industry with her own TV show and by working with an NBC affiliate on the 1988 Olympics. Her career has been in the industry since she graduated. SYLVIA YOON ('93) a graduate of Carnegie Mellon is an involved member of the school as a mother of an elementary school son and a member of the Parent Advisory Council. JULIE KIM ('97) is a researcher with the Asia Pacific Law Institute. Her law degree is from Duke and she is active in the Duke Alum Association. Julie was in school to interview four members of the Class of 2018 assigned to her for interviews. YONG CHAN KIM ('97), After earning his degrees at Haverford and the Kellogg School of Management he is in Seoul with SK Planet. JOON YOUNG BANG ('98) is a graduate of Biola University and is currently the Executive Director of the Korean American Coalition based in Los Angeles. RYAN KIM ('98) is an attorney now practicing law in Korea after earning his law degree from Georgetown University. He and his wife visited S. I. S. to enroll their sons in our elementary school. EDWARD P. LEE ('98), a graduate of Loyola University, was in school on November 2. He is currently with MESEK.

YOO JEUNG NAM ('00) earned her first degrees at Amherst, Harvard School of Education and is now a PhD candidate at Columbia. She is involved with international development.

YOO JIN NAM ('01), the younger sister of Yoo Jeung graduated from Williams College and is a freelancer in the arts and external affairs. She was amazed to see one of her paintings in my office.

HYUNG-JOON KIM ('02) earned his degrees at Korea University and Seoul National University. He is now attending Georgetown University School of Law after completing the course requirements for a PhD at Johns Hopkins.

CARL MIN ('02) earned his degree in nuclear engineering at Oregon State University and served as a U. S. naval submarine officer until his discharge to attend Harvard Law School where is a first year student.

JEMMA CHO ('06) earned her undergraduate degree at Dartmouth and then returned to attend medical school at the University of New Soule Wales. She is now a practicing physician in Australia.

RAYMOND HA ('10) graduated from Princeton and is a PhD candidate at Stanford for a degree in Political Science. He is involved with the Committee for Human Rights in North Korea.

SOO BIN JEON ('10) left S. I. S. to attend Wellesley where she earned her degree in mathematics and earned her Massachusetts teaching certificate. After teaching one year in the U. S. and two years in Seoul, she is off to earn her master's degree in education at Harvard.

HANNAH KIM ('10) graduated from Cornell and worked on Wall Street where she decided to change her career direction. She now attends the Harvard University School of Public Health.

ELISA HAN ('11) is working toward her graduate degree in Asian history at Harvard. The organization that she founded while in SIS, FREED, is still active collecting books for children in less developed countries.

JAMES HAM ('12) earned his first degree at Carnegie Mellon and is now at M. I. T. working toward his PhD.

SEAN KIM ('12) graduated from Carnegie Mellon and is now in the PhD program at Harvard working toward his degree in Bioengineering.

JASMINE PARK ('12) worked briefly for Microsoft after graduating from Stanford. She has now started her own business, KNOCKOUT a fitness program.

This is a sampling of the alum who are now in Seoul or have made an effort to stay in contact with SIS. We enjoy your visits and hope that you will encourage other alum with whom you maintain contact to come to visit.



Soobin Jeon (2010), Julia Kim ('97), Fredric Schneider, Yang Min Kwak ('81), & Hye Yong Min ('91)

THE LEADERSHIP TEAM



Dr. James Gerhard
High School Principal

Skills-Based Assessment

In keeping up with a changing educational world SIS has been taking steps to both improve assessment practices and increase measured assessment outcomes. As we are well into the twenty-first century it makes sense that 21st century skills are now a part of what we do everyday and not just something we aspire to in the future.

Meta-cognizing on the way we look at learning and thinking carefully about how we are designing assessments with the 21st century in mind points us squarely towards the best solution for learning. This answer is the use of skills-based assessments as the appropriate objective for the assessment and evaluation of learning in our classrooms.

It is clear that continuing plans for these learning objectives provokes a keener look at skills-based assessments (SBA) and the instructional approach that complements student proficiency towards SBAs. During professional development in school year 2016-2017 SIS faculty spent valuable and important time geared towards creating transfer skills for each of our discipline areas. Subjects from grades K -12 worked on transfer skills outcomes that were teachable, well intentioned and ones that could be assessed as a part of our instructional program. This focused application of development with objectives for the classroom practitioner was a crucial step in helping to move the mindset of our faculty towards SBAs. Subsequently, our work in front of classes began to develop in a way that allowed a more focused function for testing methods using skills-based activities and processes. It was actually key faculty members that helped to prompt our school towards SBAs. Our of our science staff was practicing with an outcomes based approach during the year and subsequently, on final assessments, one of our Social Studies teachers was using a skills-based performance assessment as the end-of-year test instrument. Many of our teachers were leapfrogging from typical assessments to sections of each assessment being firmly rooted in the good practice of advancing and measuring new skills.

So what were some of the identities of SBA in our classrooms? Well, when you view traditional testing and assessment models you can see conventional practices based on recall, memorization, and identifying and matching content area identifiers. These characteristics come from a learning platform of 'Do you know it?' Changes that occurred were more concentrated on classifying, comparing, analyzing and evaluating, similarly from a distinct learning platform, but differently now that they come under the phrase, 'Can you use it?' With a skills based approach we were not only expecting, and subsequently finding, that students are able to produce or create something, not just regurgitate and repeat information.

Of course, we realize that content and process are closely linked. We aimed to provide a product, that of the skill, to exemplify learning and to complement our changing approaches in the classroom. Now, this was not a grand design to provide massive layers of organizational procedures and bureaucracies to professional development. Rather this was a concerted effort to use the highly functional capacity of intelligent professionals for good. To scale up practices and methods for getting good results to areas that are innovative, engaging and empirically proven to be the type of experiences young adults need in their classrooms to be more successful later in life. The Lumina Foundation at the University of Houston sees this as a future need, not only skills but the process of "re-skilling: students need to know what skills they will need and how to master them."

There are many different purposes of education. A mind full of facts can be useful in some work contexts but so also can skills in manipulating information, creating ideas and working well with people. Knowledge and skills are both considered important facets of a good education. Our AP program curriculum gives us a strong base of knowledge (facts and figures) and our teachers help us develop the skills we need to be successful in navigating most situations. This is true because it is the skills that help us to access and process knowledge, which then allows us the capacity to express this knowledge by what we do to produce new information and undergo processes in solving problems. This is our new way of learning.



THE LEADERSHIP TEAM

Mr. John Nicholas Benavidez
Middle School Principal



Formative Assessments: They Are Not Only For Students

Growing up in a small town in Arizona with a population of less than 25,000 people, and living in Tucson with a population of around one million people, Seoul is a big difference for me and my wife, Judy. Conversely, SIS is a much smaller school than I am accustomed to. My last school in Arizona was a 7th and 8th grade campus with 850 students. As you could imagine, this move to Seoul has been full of changes, and it has already positively impacted our lives. I am so impressed with the students at SIS. They are intelligent, respectful, hard-working and a real joy to be around. This year has gone by fast, as most seem to do. This is my 25th year as an educator with the last 15 as a middle school administrator. I can honestly say this has been one of my best years ever. I love the middle school!

We are fortunate to have a small but mighty teaching staff at SIS Middle School and every teacher will be returning next year. Our counselor, Ms. Christina DeMers, will be leaving us and we will miss her but as a staff we are solid and should be able to build upon all that we have started this year.

My main focus as an administrator has always been to create an environment where teachers are able to build positive relationships with our students. Through these positive relationships, we are able to maximize our teaching and guide our students through their middle school years where they continue to build the skills they will need in high school and beyond. Some of these skills are: organization, study habits, resiliency, independence, teamwork, conflict resolution, self-advocacy, and decision making.

I want our students to feel loved, safe and academically challenged each and every day at school. Leaving school with a smile is a sign of a great day. Luckily, our MS staff has the same belief. They truly are a great group of individuals with amazing experiences to share with our students.

My intentions as the new MS Principal this year were to do what I could to make SIS an even better school. "Better" is a hard word to define, so I spent time identifying what is good and what could be "better" at SIS. At the beginning of this school year, I met with each teacher individually and asked the following questions: 1. What do you love about SIS? 2. What would you like to improve at SIS? 3. What is your strength as a teacher? 4. What is one area you would like to improve upon as a teacher? 5. How can I help?

I took copious notes in order to look for trends that I would focus on when planning for staff professional development. I was also able to use the data collected from the one-on-one meetings with the teachers to guide me while conducting classroom walkthroughs. Entering a classroom already knowing where the teacher wanted to improve in his or her teaching was great. These early meetings with teachers afforded me the ability to focus on the area they wanted to improve as well as provide feedback and evidence of their teaching towards their goal. One of my favorite aspects of my job is visiting class-

rooms, observing lessons and providing feedback to teachers. This process was one of our formative assessments with the teachers. The information collected and the feedback given were timely and ongoing. We could identify a goal, measure the progress towards that goal and make any necessary adjustments needed to reach the goal.

An acceptable form to document classroom walkthroughs was needed. I am a real believer in teacher-driven practices, and that "the answer is in the room". We have Team Leaders in the Middle School and I try to run everything through them. Working together, we were able to identify which elements we



Faculty awaiting assessment of their Halloween costumes.

would like to formatively assess during the walkthroughs. Teacher input and guidance was essential to developing an instrument that could effectively measure the teacher progress, and open up dialogue between the teacher and myself that could be aimed at teachers meeting their instructional goals.

Once the instrument was approved by team leaders and staff, we were able to put it into play. Teachers were able to identify elements of their teaching that they wanted me to focus on. Examples of these elements were: class-

room and time management, questioning strategies, teacher movement throughout the lesson, student engagement, and closure.

We were able to look at what the teacher was doing right, not point out deficiencies. Teachers knew what I was looking for because they told me what to look for. Having these areas identified prior to the walkthrough, or formative assessment, was key to a positive experience. My goal was to drop in and provide feedback to each teacher two times per quarter. Teachers signed up for times they wanted me go into their room.

Providing timely feedback is crucial to formative assessments. The instrument and our newly formed walkthrough process allowed for this and provided the opportunity for dialogue between the teacher and myself. The richness of the discussions increased as we became more comfortable with this process.

Our belief as teachers is we should strive to get better every year, because our students deserve nothing less. With that in mind, our next step is to train the teachers on the skill of formatively assessing their colleagues. One of the recommendations that emerged from our WASC visit in March was to encourage and train teacher leaders. This step fits right in with that recommendation. I cannot think of a better person to assess our teachers than our teachers themselves. The rich discussions that could come out of two teachers collaboratively honing their skills is definitely something that will help us all get better, and our students will be the beneficiaries.

THE LEADERSHIP TEAM



Mr. Art DeFilippo
Elementary School Principal

Elementary Highlights of 2017-18 School Year

As we come to the end of another year, it gives us time to reflect on the past year. The SIS Elementary had a very busy and successful year. I would like to share some of the ES achievements.

1. Our Junior Choir proudly represented SIS at the KIMEA Elementary Chorus Festival held at YISS. There were children from 11 Elementary International Schools from all over Korea singing solos and as a group. Parents were invited to see the final performance where our ES Junior Choir sang brilliantly and I must say behaved exceptionally.

2. As part of our 11th Annual Heifer Read-a-Thon a Kick-Off favorite book character costume assembly was held. Mrs. Andrea Goodrich and HS students created another great reading video with our talented ES students as the stars! Our 5th grade Spirit Club put on yet another fabulous and entertaining assembly.

3. ES 4th grade hosted a successful day in Korean Politics by inviting guest speaker, Mrs. Haewon Lee, who gave an informative workshop on the history of the Korean Government and how it currently governs.

4. Our 5th grade Spirit Club under the supervision of Mrs. Andrea Goodrich donated toiletries to Anna's House, Funds to the Animal Shelters, Hope for Nepal, and the Heifer Organization.

5. The Best Selling book Wonder was read by all 4th and 5th graders and then they went to see the movie Wonder. As you can imagine, there wasn't a dry eye in the audience.

6. Our first Reading Olympics here at SIS was outstanding. All students in grades 1, 2, and 3 participated in a fun and exciting competition. I had the honor to open the Games of the first Reading Olympia here at SIS. I want to thank the entire 1st, 2nd and 3rd grade teams superbly led by Mr. Call. Also, Ms. Patel, and the Workroom TA's, Ms. Park and Mrs. Choi helped ensure that these games will leave a lasting positive legacy long after the closing ceremonies.

7. After school extra curricular activities ASE, Boosters, 4/5 Grade Sports and Tutoring were just a few of the many after school extra activities provided by our coordinators Mrs. Scott, Mrs. Gagnier, and Mr. Robinson and their staff of hard work-

ing teachers. Mrs. Sarah Kim and Mr. Tim Gardes coordinated Battle of the Books. As you can see there are a lot of activities provided after school for our ES kids.

8. Field Trips were abundant and a great learning experience for all. This year we went to the Yongin ECO Park for the first time and that was fantastic. Classes also went to Seoul Grand Park Zoo, Gwacheon National Science Museum, Nongdowon Farm, Kidzania, Lotte World Aquarium, Seoul Forest and the Korean War Museum to name just a few.

9. Students participated at various sporting activities and competitions including district sports where ES was represented exceptionally well. In Chess students achieved the award of 2nd place overall. We had 13 wins and 2 losses at the SFS ES Basketball Jamboree. We were at GSIS participating at their Soccer Jamboree, and our Junior Choir sang beautifully at the YISS Music festival.

These are just a few events but it is fair to say that the entire SIS Elementary staff is very proud of the many successes and accomplishments that all of our children have experienced this year.

Volunteers Thank you to all the many volunteers that gave up time to come into school and help with activities such as listening to readers, general help in class and supporting school trips and visits. We really do appreciate everything you do to support our children at SIS Elementary and hope you will be able to continue into the new academic year.

Room Moms We would like to take this opportunity to thank all the enthusiastic and hard working parents who make up the Room Moms. They have had a very successful year running a variety of events such as cake sales, Thanksgiving, Valentine and Christmas parties, Field Trips, and classroom support. I would like to thank Mrs. Christina Lim, and Sylvia Yoon for their support and contributions to our students, staff and parents throughout the year.

I am very proud to be the Principal of this wonderful school. It is a privilege for me to work with our students, our staff and our families. My aim is to continue to lead our ES school community as we work together to achieve our goals.



THE LEADERSHIP TEAM

Mrs. Irene De Shazo
Director of Admissions



Easing the Transition For New Students

Moving to a new school may be filled with excitement as well as anxiety for the students and the parents. Many are apprehensive about this step into the unknown. Most of them move not by choice but by circumstances beyond their control. For example, a job transfer for the father or mother. Students are entering into more complicated social situations, increased academic pressure, new teachers, new responsibilities, new rules and new opportunities to succeed or fail. These worries are very real. For Admissions, a smooth transition for new students is a big part of the job. We try our best to find multiple ways to help students' and their families' transition beyond just offering a one-day event in the fall.

The school website may try to answer every question imaginable, but they are no substitute to stepping into that campus lawn. So for Admissions, orientation begins as soon as we receive that call inquiring about a school tour. A school tour is pivotal in a family's decision to apply to SIS. It gives the student and the family a sense of what their academic or social life may look like. It's an opportunity to peek into the classroom and have a glimpse of what the classroom atmosphere is like. Often, when we give tours, the teachers will stop what they are doing and say hello to the family. SIS is special in that way. Everyone is warm and welcoming.

Admissions gives personal attention to each and every applicant - the documents they submit, the correspondences, meeting with the family, the entrance test, the interview and the decision making process. No fancy apps. Everything is personal. Where a student is not a number, but someone we're interested in.

Students who transfer schools, particularly in the upper grades experience an enormous amount of anxiety. At SIS, most of the students grew up together and groups and cliques have already been formed, it is natural that new students feel the pressure of finding their place in this closely-knit environment. Will they be accepted? Will they find new friends? For

adolescents, belonging to a group is critical to their self-concepts and their personal identity.

It's a team effort in helping new students adjust and find their way at SIS. As soon as a student is accepted, a "welcoming group" is automatically formed. This group consists of the principals, the counselors, and the "buddies." The buddies, carefully selected by teachers and counselors, play a critical role in helping new students in their social and academic integration. A buddy is someone familiar with the school's norms and culture; someone who demonstrates respect and responsibility and someone who is sensitive to the emotions and feelings of the student he/she is supporting.

A few days before school starts, new students and their families are invited to the SIS New Students and Parents Orientation. This orientation has a substantial impact on connecting new students and their families as they transition to a new school. It is another opportunity to meet the Headmaster, the Director of Schools, the level Principals, the Counselors and some of the key personnel in each level. It is where all new students gather for the first time to gain a sense that there are others who are new and are experiencing the same excitement and anxiety. Orientation ends with refreshments, where all the new students and new parents are encouraged to mingle and connect. It's an opportunity to reach out to others. Often, this informally created relationships lead to a lasting friendship with students and their families.

Diminishing students' and families' anxiety, worries and fear is one of the most important things we do. A successful transition translates to feeling safe and informed. More importantly, it translates to developing that sense of connection and belonging. School staff, parents, and all professionals in school, work together to ensure this.



THE LEADERSHIP TEAM



Mr. Gray Macklin
Secondary School Vice Principal

New Look for Winter Exams Background

One constant of the high school experience for generations has been the semester exam. For many students that single test has been the difference between passing and failing, especially if we consider those terms as fluid concepts rooted in student expectations. Each fall semester, as the notebooks filled up with notes, assignments, and tests, the December exam began to loom larger in students' minds leading to a cascade of stress-related academic and health related issues. In the 2017-18 school-year, SIS high school students witnessed the first effort to break that cycle, effectively ending one tradition and beginning a new one. December marked the first school-wide skills-based assessments for students where they were asked to demonstrate something that they had learned how to do during the semester rather than focusing solely on what they know. Students who possess strong academic skills will be better prepared to adapt in a world where knowledge is advancing faster than it can be effectively transmitted into a formal education system to be learned by students. As teachers added to their curriculum predicted transfer skills that students would acquire, those same curriculum plans lacked an assessment that would specifically measure progress toward those transfer objectives that were not contingent on content mastery.

At SIS, we had come to expect the period between Thanksgiving and December exams to be one where students lost nights of sleep due to cramming and exhibited all manner of negative stress-related behavior due their drive to achieve an optimal result on their exams. In short, our winter exam system was taking one of our students greatest academic attributes, a desire to excel, and turning it into something that was hurting their emotional and physical health. Shifting to skills-based assessments in December effectively shifts students away from cramming information toward demonstrating what they have practiced all semester. Following the winter break, I had lunch with focus groups from each grade to get feedback on their experience during the week of skills-based assessments. The remainder of this article will be a summary of what they had to say.

Student Response

Comments from students about the new assessments indicate that they were able to see a clear link between the preparation and the assessments themselves. Though several comments indicated that teachers set aside time for students to practice a skill, some went further to point out that classroom activities and asking questions in class were among the best preparation for the skills-based assessments. Increased student willingness to participate in class, complete formative work, and carefully consider teacher feedback were reported as common responses to the introduction of skills-based assessments. Some of the student feedback indicates that assessment preparation has the potential to increase student engagement and improve student-teacher relationships.

Many students responded favorably about the assessments

themselves. Students reported that some of the skills-based assessments were very creative and required students to think deeply and creatively in order to complete them. Elements like word banks and reading periods are often considered to be the academic equivalent of crutches. On the contrary, students often commented that they knew most of what was given, but access to materials and information reduced anxiety and built confidence in their ability to demonstrate their skill. A common comment from students was that the exams were anything but easy, but they seemed different from what they often considered difficult. Soft skills like finding relevance, effective communication while under pressure, and working with teammates were a genuine challenge, but ones where not every small mistake was penalized with a point deduction.

As anyone could expect from an initial trial, not all comments were positive. The most common issue discussed was student anxiety about the unfamiliarity of this sort of assessment. Many students indicated that more than once they were not entirely certain what skill was being assessed. Others reported that some teachers did not want to give too much away about what they would be doing which naturally heightened the sense of anxiety. Others reported that while some assessments were very creative and complex, some assessments or components of assessments were just overly complicated or confusing. Other concerns voiced were in regard to some inconsistency in assessment expectations or awkward interactions with unfamiliar group members. Finally, but not surprisingly, some students saw skill-assessments as a disincentive to study. Those students often feel a sense of achievement or fulfillment after emerging from a 2 hour exam, knowing that the hours of preparation will be rewarded with a high grade.

Conclusion

While there is not enough information to draw any definitive conclusions, from the positive comments, there is a reason for optimism that SIS assessment practices can continue to promote increased student engagement in class and collaboration. Students who are already achieving at a very high level can continue to develop a growth mindset toward learning and add the ability to take risks and work effectively with others to an already deep academic skill set. From this experience, we as a faculty can continue to improve our ability to communicate learning expectations to students as well as improve our design of meaningful practice and feedback for students as they work toward achieving those expectations. With the change to skills-based assessments at the end of the fall semester, the high school has created an opportunity for students to demonstrate the benefits of their efforts through the skills they have acquired, refined, and possibly even mastered. As students go into the winter break with that sense success, they will also notice experiencing significantly lower stress levels. There is much to look forward to as we continue to improve this new practice.

THE LEADERSHIP TEAM

Ms. Agnes Schuppel
Middle & Elementary School Vice Principal



Bringing Together ES & MS

The English Oxford Living Dictionary defines a "highlight" as an outstanding part of an event or period of time.

This year I was blessed with the honor and privilege of serving as both the Elementary and Middle School Assistant Principal. Words cannot describe how much I enjoyed holding this position throughout the 17/18 SY. Working with both the elementary and middle school students, teachers, staff as well as both principals was an extraordinary experience for which I am truly grateful. My entire year was filled with amazing events and special moments. It gives me great pleasure to share a few of my personal highlights from the past school year.

First of all, each and every morning began with the opportunity to greet all the children as they arrived at school. I cannot think of a better way to start a person's day than with smiles, "good mornings," and hugs from children. This special time each day would be a highlight for any person.

In both the Elementary and Middle School, there were a number of events and activities we all enjoyed. All of these events and activities were highlights. For example, both the ES and MS both celebrated Halloween, Thanksgiving and Christmas with our students. This year we put more effort into coordinating some events and activities K-8. We wanted to provide our students in both ES and MS with time to meet, collaborate and learn from one another. For example, in the fall, three of our 5th grade students were courageous enough to present their TED Talks presentations to the 6th graders. Another exciting accomplishment was done by the MS GIN students. These students designed and painted Buddy Benches for the ES students. And our MS Robotics students hosted the 4th and 5th grade ES school students in class to share and excite these younger students about the world of Middle School Electives and Robotics.

This year, specifically in the Elementary School, I was given the chance to share in countless activities and events. A notable highlight were the TIGER assemblies which reached new heights. The assemblies have always been a joy to behold, however, this year, the caliber of the presentations was simply remarkable. The skits, songs, dances and creative ideas used to teach important core values made audiences smile, laugh, cheer and reflect.

One specific enriching experience related to Middle School this year was the fact that I was able to participate in the Advisory Program. Advisory time afforded me the opportunity to meet four days a week with fourteen amazing 7th graders. My Advisory period was a highlight each day because it provided time in a small group setting to build and foster relationships with middle school students in a new and different way. The presentations done throughout the year by each group of Advisory students was a fantastic experience in which I was able to witness kids working collectively and collaboratively in an engaging and fun way creating student led presentations that were meaningful and important to them.

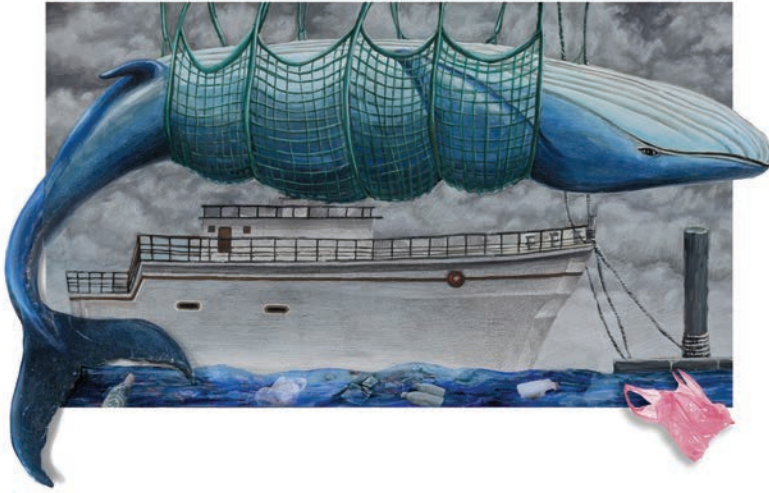
Another highlight was working closely with Christina DeMers, the Elementary and Middle School Counselor. My time with Christina this year afforded me time to learn and grow. I have the deepest admiration for her diligence, care, organization, thoughtfulness, dedication, wisdom and genuine love for the staff and students. Thanks to her efforts, the Middle School had many highlights throughout the year. One of her many accomplishments, is her work with the MS Advisory Program. She shares lessons and ideas, organizes grade level presentations and offers grade specific suggestions based on the particular needs of the students.

The secretaries at both the ES and MS levels are simply amazing! Mrs. Ju Young Lee and Mrs. Hana Lee are integral to the success of the school. Much of their work is done behind the scenes, however, they are both invaluable resources. Working with them each day was definitely a highlight.

In closing, the year would not have been so fantastic if it weren't for Mr. Art and Mr. Benavidez. It was truly a daily highlight to work alongside each of them. I have the utmost respect for both of these great men and I feel so grateful to work under their tutelage and in partnership with principals of their stature. Mr. Art and Mr. Benavidez are very different men in several ways, such as their personalities and mannerisms, however, they are alike in one very important way; they are both top notch principals who put children at the center of learning and decision making.



FEATURED ARTISTS



Allyson Kim(12)

What I especially like about Advanced Placement 2D is that it gives us the opportunity to explore not only a variety of mediums, but also the ability to use digital manipulation to further enhance our pieces. I also like that I get to hopefully influence people with my art-work, since my current concentration series involves spreading awareness of our environment.



Jeffrey Heo (12)

Ceramics has allowed me to gain a new perspective on risk-taking and failure that often follows; the inherent process of trial and error in building clay eliminates fear of “messing up,” because almost every action onto the clay is reversible. The class has taught me that failure is not the end but a chance to improve. Such challenges have allowed me to appreciate and value the process of construction much more than the actual result. These lessons have had a profound influence on me in approaching other disciplines at school- I’ve learnt to enjoy the process and have gained skill sets through learning rather than fixating solely on the product and my grade.



Although I make a conscious effort to work with as diverse a range of materials as possible, I always find myself preferring possibly the most simplest of art media: the graphite pencil. The fact that you can make so many different kinds of textures with graphite (cross-hatched roughness, cotton-smear smoothness) makes it an incredibly diverse tool that lets me create so much, with so little. Like the unpredictability of making an artwork throughout creative process, my future with art is just as intangible and incalculable. But one thing’s for sure: art has been a common denominator throughout my life thus far has enabled me to become the student I am today.

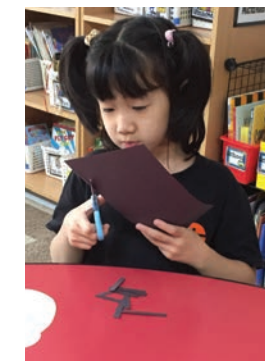


Jeremy Nam (11)



Daneille Sung (8)

Whenever I make art, I feel like I am expressing what is truly inside. Art allows me to express myself without any built-in boundaries, mainly because there is no single interpretation in drawing. As I sit down at my desk with a blank sheet of paper, I try to call back the different memories I had with special people and try my best to repaint that moment. I paint categories that are in my interest — whether it is a stance I strongly believe in, or the subjects I enjoy, combining two contradicting ideas, such as the past and present, or the western and eastern cultures. I was always inspired by Andy Warhol, who was the first artist to help me realize that I should express my thoughts in paintings, instead of exactly replicating what I saw in front of me.



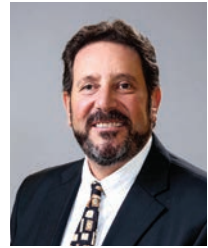
Sofia Sohee Lee (1)

Why do you like art?
“It is fun because we can draw pictures and I like to use beautiful colors.”

How do you feel when you make art?
“My heart feels happy and good because creating things is fun.”

What is your favorite thing to do in art?
“Drawing squirrels, flowers, and grass with pencils and crayons.” “I like painting, too. Anything else art related! My goal is to be a toymaker so I like to make things to practice.”

BRIEFING: ALL SCHOOL



Mr. David Coleman
Coordinator for Teaching and Learning

Three years ago, Seoul International School began an ambitious and targeted effort to review, rebuild, and revitalize its K-12 international curriculum. By design, we sought to focus on exactly what programs and materials are used by the school, the methods we employ to teach them, and the many strategies teachers use to ensure their students have mastered the intended learning outcomes. Since then, asking and answering these questions has been a professional priority at SIS; a years-long, whole-staff initiative to improve teaching and learning. Since 2015, teachers, students, parents, and administrators alike have been working diligently to help define and document what Robert Marzano refers to as a “guaranteed and viable curriculum,” one which serves to underscore SIS as one of the preeminent international schools in Asia. Looking inward and asking important questions, such as “Why?; To what extent?; For what purpose?; When?; and How long?” is what quality schools do. Back in 2015, SIS chose to prioritize this important challenge because we knew a curriculum review would surely contribute to student success and help us continue our tradition of excellence.

To help facilitate this process, SIS utilized three of the best thinkers in the areas of curriculum design, educational research, and assessment practice. In 2016, Dr. Elizabeth Rossini, an expert in backward planning and unit design, assisted our staff in re-defining and documenting the reasons why we want our students to learn the material we teach. In this first stage of our curricular focus, Dr. Rossini helped shine a light on the nature of our curricular choices and their impact on teaching and learning. She helped us identify areas where we could draw connections between academic disciplines, and further highlighted the importance of identifying relevant, international standards for the learning that takes place in each and every classroom at SIS. Making sure that STAGE 1 of our three stage curriculum initiative focused on the big ideas, common understandings, and best practices associated with desired academic results, we were able to establish a revitalized curricular foundation with relevant and meaningful learning standards, innovative and thought provoking essential questions, and key areas of knowledge and skill that drive each unit of study.

In 2017, we shifted our focus from what we teach and why we teach it, to how we measure student learning and when we know our students are actually making progress. Dr. Thomas Guskey, an internationally recognized expert in assessment design, analysis, and educational reform, shared with us his insights and the important research associated with the process of formative assessment and reassessment, the benefits of extension and corrective feedback, and how various summative evaluation strategies can be used to promote mastery learning and student success. Dr. Guskey’s research suggests that a Mastery Learning approach, one with ample corrective feedback through reteaching and reassessment, is inextricably linked to favorable learning conditions and connected to accurate evaluation. Mastery learning, he says, “creates the circumstances for success.”

As such, STAGE 2 of SIS’ curriculum, the “evidence of stu-

dents learning,” seeks to document formative assessment through high-quality corrective instruction, enrichment or extension activity, and meaningfully authentic summative evaluation. In addition, teachers use how they measure student learning as a way to create awareness for themselves. The corrective feedback teachers provide to their students can be equally useful as a way to see if their teaching methods and materials are working.

The final stage, STAGE 3 of SIS’ curriculum journey will see teachers working in 2018-’19 to develop a learning plan (or pathway) that ensures what is taught follows logically from and aligns with our STAGE 1 and STAGE 2 goals. This cooperative and collaborative model of lesson design will ensure consistency and relevance of content leading toward meaningful assessment. Earlier this year, SIS hosted a day of professional



learning with Mr. Tom Schimmer. This important professional development day served to outline next steps and identify a clear way forward in the final phase of our curriculum revitalization effort. Mr. Schimmer’s unique perspectives as an educational practitioner provided strategies for teachers and administrators to address the question of, “How?” How will we provide students with the best materials, activities, and learning experiences? How will we provide meaningful feedback and enrichment opportunities for our students to reflect on their own understanding of the material? How will we diversify what we teach and choose the most appropriate assessments, evaluation methods, and reporting strategies to facilitate student learning? And, perhaps most importantly, how will we use the veritable ocean of educational research available to put theory into practice in the classroom?

In STAGE 3, Teachers will document learning events that are differentiated, diverse and dedicated to three interrelated goals: the acquisition of knowledge, the making of meaning, and the transfer of knowledge and skill into useful understanding. Understanding cannot be simply taught; it must be actively constructed by the learner. To do this, teachers will work together to develop and document ways that provide students with numerous opportunities to draw inferences and make generalizations for themselves.

To be sure, the continuous development and documentation of an entire K-12 curriculum is no small task and it has been exciting to be part of this significant, successful, and ongoing effort.

Stage 2 Assessment

Angle: Summative Storytelling

“Communications class might be the class you fear the most or maybe even hate in the beginning. But as you overcome your fears and do presentations, you find yourself enjoying the class. And by the end of the year each one of you will be amazed at the improvement you made and how much more comfortable you have become with speaking to a crowd.” – Youngwoo Kim (11)

When I was first hired at SIS and learned I would be teaching 9th grade Communications, I asked myself the same question I’ve been asked countless times by parents, students, and other teachers: what is Communications class?

What I discovered early on is that a huge component of the Communications course is public speaking. And like so many others, I have speech anxiety. My face boils, my hands shake, my voice quivers, my limbs leave my control, and my mind los-

es its ability to think rationally. I understand that public speaking can be an incredibly daunting experience, and it is because of this that I know Communications is an incredibly beneficial and important course. Communications class helps students build the confidence they need to be effective communicators.

“In your Communications class, you will experience varying levels of stress, anxiety, and disappointment. However, you will also experience great feelings of pride, relief, and determination. This chaos of feelings is a result of how much your speaking abilities will improve by the end of the course.” – Shelly Jeon (11)

Through oral interpretations, impromptu speeches, storytelling, persuasive speeches, videos, and countless other presentations, Communications class is about helping 9th grade students to become confident in their ability to express themselves purposefully. To teach students to communicate effectively in front of others, especially when they’re suffering from speech anxiety, you have to remind them that we’re all in the same boat, we’re all human, we’re all nervous, and we can all get through this if we respect one another and help each other to succeed. It’s a really special course with really special learning opportunities.

What makes this course so different and special compared to the more academic ones like math or science is that everything you learn here will always matter to you no matter how much time passes. 20 years later, knowing the biological levels of organization, the fall of the Mayan empire, or the quadratic

Ms. Kendall Kay Sadler
HS English



formula won’t give you as much of a benefit as knowing how to communicate effectively. – William Seo (11)

One such learning opportunity is the newly revisited and revamped storytelling summative.

The Communications team and I identified that though the students had improved significantly in their ability to speak in front of an audience since the beginning of the year, they still had room for improvement in their ability to convey emotion and to keep their audience entertained. As a team, we wanted to design a summative that allowed the students to have an authentic public speaking opportunity, rather than just performing for one another in the classroom. That is when we reached out and asked the elementary school to collaborate with us.

Students were asked to adapt their freshman narrative so that it suited a young audience. They were asked to deliver a story that entertained and taught a lesson. Students were assigned to groups of JK, SK, 1st grade and 4th grade students.

The entire experience was a lot of fun. Most importantly, the students and I learned a lot. We learned about the importance of getting to know your audience beforehand. (Do you know how different is to speak to a group of Kindergartners as opposed to 4th graders?)

We also learned about the importance of being flexible and being able to adapt. When the students present to one another I am frequently reminding them what it means to be a “good audience.” When they were presenting to the elementary students they had to respond to little people who have lots of questions and shorter attention spans. It was up to them to captivate their audience through their abilities to write and tell stories in an entertaining way. I am often reminding them that it doesn’t matter if you have something important to say if you can’t get your audience to listen. As a teacher, this is important to remember too.

Because it was a new experience for all involved, it was exciting but also nerve wracking. There were things that went well, and things we’d like to improve for next year. But most importantly, it reminded me what a special course Communications is and that if we continue to support one another, our learning is that much more expansive and rewarding.

BRIEFING: ALL SCHOOL

INTERNATIONAL DAY OF PINK APRIL 11, 2018

The International Day of Pink is an anti-bullying event that began in 2007 at a Canadian school when friends wore pink t-shirts to show solidarity for their bullied friend. Today it is part of an international effort to make schools safer for our children. SIS has been participating in the International Day of Pink since 2012 as part of our on-going anti-bullying campaign with ideas like "Kids can...play with any toy or play any sport or game or be who they are and help others to do the same." This year, for the first time, all three levels, ES, MS, & HS took time for a photo shoot with the support and encouragement from various student clubs.



BRIEFING: HIGH SCHOOL



Jane Mitchell
HS Visual Art

Elizabeth Lasure
HS AP Art History, Ceramics



Florence and Venice 2018

Jane Mitchell and Beth Lasure worked with Educational Travel for International Tours (ETR) to design a week long art and cultural immersion program for SIS art students in Italy over Spring Break this year. This was an opportunity for art students to deepen their knowledge and understanding of the history of the Art and Architecture of Italy while also developing their visual art portfolios. Along with a healthy dose of fun, our students experienced the rich history and culture of Florence, Siena, Fiesole, and Venice.

Ms. Jane Mitchell
Standing in front of Artemisia Gentileschi's Judas Slaying Holofernes, I was struck by the richness of the colors and the moment of the slaying – well the horror of it. Ms. Lasure informed me that she may have used her own blood in this artwork. Seeing this work, I had only viewed in books was surreal. Standing before the Twomblys at the Peggy Guggenheim collection was another highlight. The food was magnificent and just wandering the streets and alleyways took me back to a bygone era.



Chloe Chung (12)

The artworks and artifacts that we saw were amazing. The pieces that we saw were created on average between the 1400s and late 1600s, all presented in the best conditions. I felt like I was seeing history come to life.

Michelle Kim (9)

The drawing of the Madonna with pastels was my favorite part of this trip. It was fun with my hands getting dirty and also with funny outcomes of my artwork.

Haeyoung Lee (12)

When we went up the Duomo to see the city, Florence, from a higher level, the awkwardness and the boundary of age vanished. All students were able to be comfortable to interact with each other despite having spent only one day together in Italy. As we gather to take a group photo, the scenery behind opened our eyes to the reality; the fact that we were actually in Italy!

Claire Kim (10)

The trip as a whole was memorable. When we were going to museums and looking at old, famous works, it seemed too good to be true. The “adventures” wandering around the narrow, cobblestone alleyways had an atmosphere and feeling I will never forget and also miss. Yet out of all these memories, I am sure the most important and most memorable would be the bonds and relationships between our peers, teachers, and guide developed throughout this trip.

Irene Lee (12)

Definitely the most memorable aspect of my trip was the sightseeing and exposure to different forms of art. Glassmaking, mask making were computably more appreciated in my eyes after the demonstration and education of its history by the professionals. Also, Venchi! The gelato store is still memorable to me because they made the best crepes I had ever tasted in my life. Thank you Ms. Lasure and Ms. Mitchell for planning this trip.

Jin Chung (12)

My trip to Italy was the most memorable trip I've been to so far. It was my first time in Europe, and I was excited to be in a region of the world I've never been to. My favorite part of the trip was the visits to the numerous museums. The Renaissance is one of my favorite artistic periods, and it was mind-blowing to get to see the artworks that I've been studying in real life. The details of the works allowed me to understand the works of art at another level.

Annette Choi (10)

When we went to draw and craft: drawing the Virgin Mary and mask making. Those were my most memorable moments because doing something – making something – with hand was a thing that we did in a while, and I loved our work that came out in the end. Also, riding the boats in Venice was so enjoyable! I love boat rides and just being near the water; it was just so fun!

Michelle Choi (12)

During the whole trip, there were definitely several moments that made this trip special and complete, but for me, the best two moments were visiting the Uffizi Museum and learning about how to draw Madonna using pastels. In the Uffizi Mu-

seum, I was able to learn about the Medici family and to enjoy the artworks of well-known artists, like Leonardo Da Vinci and Michelangelo. Walking through the museum, I was able to feel the wealth of the ruling Medici family. Later, in our fifth day in Florence, when we learned about the Madonna, we had the chance to learn the drawing techniques from a street artist. Here, I was able to learn about the proportion of the human face and the effect of highlights on the human face. This Italy trip was great. Thank you very much!



Tiffany Ko (10)

When we went to the Uffizi Museum and up the Duomo. The view of the city from the top of the Duomo was really awesome and there were a lot of chances to take pictures. I personally got one of my best pictures when we were on the top of the Duomo. Although the way up was very tiring, it was still worth it. And the Uffizi Gallery was a highlight of the trip because I saw so many good pieces of artworks and some artworks that I really like.

Angel Tak (10)

Personally, I think that the entire trip will be very memorable as a whole, thanks to all the small moments. I enjoyed every aspect of it. The long bus and train rides really allowed me to enjoy an aspect of Italy that I had not seen before and reflect. The trips to different churches, galleries, and museums allowed me to appreciate a style of art that was mostly unknown to me, and the art lessons, with mask painting and pastel coloring got me to gain experience with a medium I had not used much of previously. And of course, the gelato was wonderful!



BRIEFING: MIDDLE SCHOOL



Jessica de la O
MS Social Studies

MS Model United Nations

"One of the main lessons I have learned during my five years as Secretary-General is that broad partnerships are the key to solving broad challenges. When governments, the United Nations, businesses, philanthropies and civil society work hand-in-hand, we can achieve great things." - Ban Ki-moon (2011)

Just like the United Nations, Model United Nations (MUN) relies heavily on cooperation and partnership: cooperation and partnership between students and their peers, students and their supervising teachers and schools that host and send delegates to conferences. The Seoul International School middle school MUN program aims to help middle school students build and foster partnerships within the SIS community through its junior MUN activity class and after school preparation sessions where middle school students receive support and advice from members of the high school MUN Club. Meanwhile participation in virtual debates via Online MUN and international MUN conferences allows students to make friends within and connect to the larger international school community.

"The fact that I have to work with different delegates in order to write a resolution excites me every time I attend a MUN conference" - Emma Im (8)

Our SIS middle school MUN program began during the 2017-18 school year with a handful of seventh grade students who signed up for a MUN activity class not knowing what to expect. Since last year the middle school MUN program has participated in nearly a dozen online debates, has sent forty students to serve as pages during SEOMUN XX, and has participated in SKYMUN IX & V. This Spring 12 students will attend an international conference at TASMUN at Taipei American school for the first time.

"As a very shy student that doesn't like to speak up in class, I first found it very hard to open up to anyone about my views of current social issues, but MUN has helped me solve that and become a prouder public speaker" - Emily Sung (8)

The term 21st Century Skills is used to refer to core competencies that educators generally agree will serve their students in the future. These skills shift the focus from rote memoriza-

tion of facts to the mastery of skills that will help build character and resilience in students in order to prepare them for the future. The American developmental psychologist Howard Gardner detailed five of these skills in his book, "Five Minds of the Future" (2007) which advocates for the promotion of mind-sets that are disciplined, synthesizing, creating, respectful, and ethical. MUN fosters these skills in students through the process of preparing for and participating in debate. The research involved in preparing for a MUN conference requires students to utilize knowledge and skills acquired from multiple academic disciplines including history, economics, politics and science. Students synthesize when they write a comprehensive statement known as a Policy Paper based on their country and topic research. Brainstorming solutions to some of the world's most perplexing problems requires a keen amount of creativity, cooperation and communication with fellow delegates during the lobbying and debate sessions. During these sessions students learn to cultivate tolerance as they listen to opposing viewpoints and respect the contributions and opinions of their peers. Ethics are embedded into the very fabric of MUN as they encourage students to contemplate a wide range of the moral and philosophical dilemmas of our increasingly global world.

"Model United Nations has helped me understand and learn the different stances and perspectives of each country in order to come up with fair solutions that can make an impact"

- Albert Sung (8)

As the Middle School MUN Advisor, it's been exciting to see this program grow in popularity but it's also been rewarding to see the dedication of a core group of students who are only beginning to tap into their potential as leaders and cooperative problem solvers. As it continues to evolve, the Middle School MUN program will look for new ways to strengthen existing partnerships and form new ones.

"MUN allowed me to build awareness of the world. Before it was difficult for me to by myself look at the news and research what's happening but because of MUN I am more aware of what's happening. Not only that MUN helps with cooperation, unlike normal debate MUN is a form where you work with others for the same goal. This helped me learn how to work as a team." - EunSeok Angela Kim (8)



BRIEFING: MIDDLE SCHOOL

Jean Piscioneri
Grade 6 Science

Robotics

Robotics is one of the elective classes currently offered in Middle School. EV3 Lego Mindstorm program was purchased as our main resource to facilitate the implementation of this Robotics program in middle school. This EV3 program comes with a kit (hardware), EV3 Education software for programming and curriculum resources through their website (education.lego.com). The first Robotics class started way back in August 2015 and over the course of three years, this elective course has successfully achieved its goal - to provide students opportunities to build on skills like collaboration, communication, creativity and problem solving.



As students were immersed in the programming task, students have learned to communicate clearly of their ideas and thoughts in a more respectful manner with their peers. This essentially promotes teamwork as well. As they worked together to complete a given task, students have developed creativity skills. This is evident when one group suggested programming the robot to deliver coffee to a teacher in another room. Another group customized their robot to carry out the task they envisioned the robot to do such as throwing a ball into a hoop or dancing to a tune.

Robotics also provides leadership for middle school students. This was successfully carried out when MS students in Robotics class presented to our 5th and 4th graders. An audience with the 4th and 5th graders gave them a venue and a chance to share their knowledge and skills in programming and troubleshooting technical problems and most of all, presentation skills.

Engaging students in real-world tasks beyond classroom walls allow students to be more collaborative, to enhance their communication skills, and most of all to enrich their experiences. Here are a few thoughts from students who were in Robotics class...

"Robotics class is not just programming. It is also a way for us to develop our thoughts." - Sophia Eu, Esther Kim, Ariel Ahn,

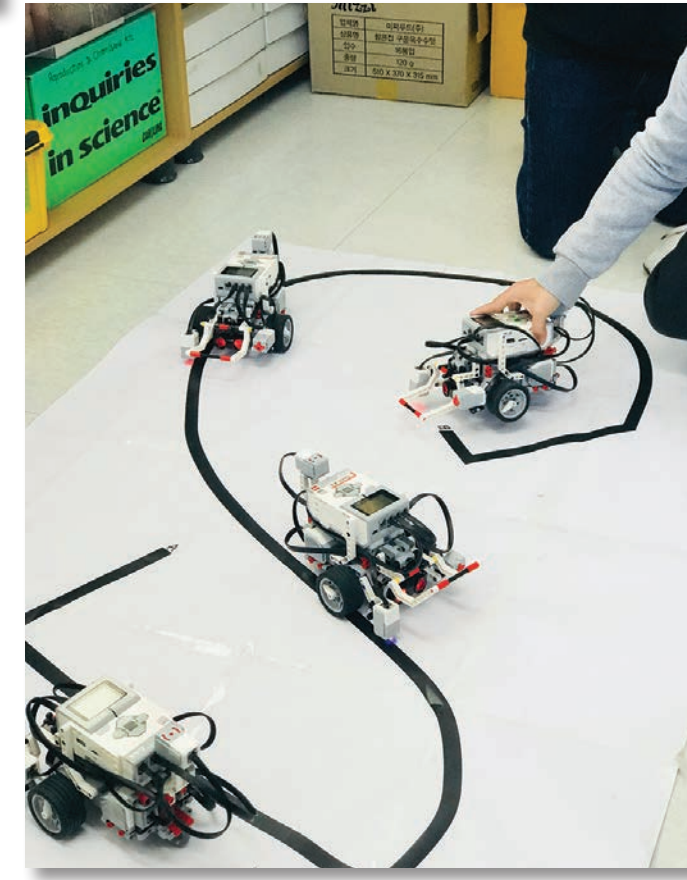
and Jane Kim (8)

"We learned troubleshooting skills which enhanced our problem-solving skills and creativity." - Ashley Kim, Rachel Kim, and Hannah Kim (8)

"We learned to program more efficiently." - Bin Ma, Seungkyu Han, JH Yoon (7)

"Robotics enhances our creativity and problem-solving skill that will help us in our life." - Sean Kim, Woosuk Kim and Do-hyun Kim (8)

My 8th grade students had a wonderful chance to share their knowledge and skills of programming the EV3 robot car to the 4th and 5th graders. This was a good opportunity for them to explain how the robot car and the sensors work. In addition, sharing the inevitable frustrations that come with troubleshooting allowed them to experience one of the realities in Robotics class. The 4th and 5th graders realized that not everything works in perfect tandem when programming robots. My Robotics students elaborated that one has to be open-minded and one has to keep trying new strategies or approach when things don't go exactly the way you want it to.



BRIEFING: MIDDLE SCHOOL



Christina DeMers
ES/MS Counselor

A Day in The Life of an ES & MS Counselor or Ms. DeMers, Have You Seen My Pencil Case?

So, just what does a school counselor do anyway? Much more than help track down missing pencil cases, I can promise you! A typical day in the life of a counselor could be meeting with a new student experiencing adjustment issues in the morning, talking to a group of 7th grade girls during recess about the significance of friendship, later meeting with a parent who has concerns about their child's academic success, and perhaps finally, giving an anti-bullying lesson to a third grade class in the elementary school. Oh, and yes, helping a sixth grader locate that ever elusive pencil case.

At a time in young people's lives when there are a host of changes, all occurring simultaneously, a school counselor can be instrumental in assisting students through academic, social and personal struggles. This allows students to realize their full academic potential and become productive, contributing members of their communities. In my role, I help students academically by providing additional support such as arranging for tutors, teaching organization and study skills, as well as helping with time management and dealing with stress.

Additionally, it is the responsibility of the counselor to address any class scheduling issues a student may have. For example, students may ask about the prerequisites for taking a class, which elective classes are available, or what they should know before choosing a fine

arts class.

I also help students navigate the major transitions they will face. For example, there are programs in place to help 5th graders seamlessly move from Elementary to Middle School, and for 8th graders to enter High School.

In addition to providing academic support for students, counselors assist in promoting healthy living habits and positive interpersonal interactions with their peers. One way I accomplish this is through small group work in the Middle School Advisory program. Advisory periods provide students an opportunity to

op grade level specific lessons and activities and present them in the classrooms throughout the year with the help of teachers. This past year I have conducted lessons on kindness, personal space and active listening.

Lastly, school counselors are here for students when they need social/emotional support. Counselors know how to listen and have special training in how to help children solve problems, make decisions, develop coping skills and advocate for themselves. My door is always open for students who want to come and talk.

Given the range of responsibilities that a counselor has, I take my role in the school extremely seriously and recognize that assistance provided to a student can have the potential to positively affect their lives, both inside and outside the classroom. I invite any parent or

child to come and see me about anything, even good news! And it is important to know that visiting the counselor at school never means a child is "in trouble".

Finally, I would just like to leave you with one thought – and that is that parents, teachers, counselors and the community all have vital roles to play in a child's education. School counselors work alongside many others to create a caring, supportive school climate whereby all children can achieve academic success. By working hand-in-hand we can all help our students to be happy and successful! And maybe one day we will even find the missing pencil case.



interact with teachers and one another in a non-graded atmosphere that isn't focused on either content or assessment. One purpose of Advisory is to tackle topics most relevant to issues middle school children face in their daily lives, such as cyber bullying, stereotypes, conflict resolution, and how to live a healthy lifestyle. Through deep discussion and engagement, this program builds connections between students and teachers, and not only strengthens individual students but the entire school community as well, helping to ensure that all feel safe, welcome, and comfortable in school.

In the elementary school, while we don't have an Advisory program, I devel-

BRIEFING: ELEMENTARY SCHOOL

Assessment Practices in the Elementary School

Kaushal Patel
Grade 3



"Is this going to count towards my final grade?" These words are maddeningly familiar to educators around the world. The simple answer to this question is, "Yes," however assessment is made up of many variables. They are an integral component of each and every classroom in elementary, middle, high school and beyond. They include a wide array of strategies, techniques, tools and instruments educators utilize to ensure students have demonstrated the desired learning outcomes for a particular subject area. At Seoul International School assessment is a critical element which helps facilitate student learning in a variety of meaningful ways.

Common Core State Standards (CCSS) require elementary teachers to teach standards for the following core subjects: Language Arts, Mathematics, Science and Social Studies. Here at SIS, we have a talented group of Curriculum Leaders that have shown a keen interest in ensuring teachers from Kindergarten through Grade 5 follow the standards and assess students on the knowledge they have gained and applied both formatively and summatively. Various examples of formative assessments include: observing a student's on-going performance, asking questions, conferencing and taking quizzes. Conversely, summative assessments, such as culminating projects, exams or chapter tests are used to gauge proficiency, learning and knowledge at the end of a unit of study. As we will see, both have a significant role to play within the classroom environment.

Andrea Goodrich and I have been joint Science Curriculum Leaders for the past three years. In Science, we follow the Next Generation Science Standards (NGSS), which include Disciplinary Core Ideas, which are key concepts that build on each other, Crosscutting Concepts, which explore connections between Physical, Life and Earth/Space Sciences and Science and Engineering Practices, which involves an application of knowledge in designing and building systems.

Based on our experiences, Mrs. Goodrich and I have found that students thrive when working on a culminating end-of-unit activity as a part of Engineering Practices. An example illustrating this type of assessment is when 3rd Grade students apply what they have learned about animal characteristics, classifications, behaviors, food chains and ecosystems to create their own unique animal. Students must utilize prior knowledge in order to create an animal that can survive and adapt into an existing ecosystem. Students enjoy the opportunity to be innovative, while simultaneously imparting their profound knowledge of the subject matter.



Elementary Language Arts (ELA) consists of both the Reader's and Writer's Workshop model. Marie Gagnier, who has been the ES Curriculum Leader for the past three years, feels that utilizing pre and post assessments for each unit of study allows students to reflect on how much they've improved, as well as aiding their self-assessment based on learning progressions and rubrics for their respective grade level. This empowers students to take control of their own learning and set goals for themselves.

Adam Call is taking an active role this year as the ES Math Curriculum Leader, doing his utmost to ensure assessments are differentiated and allow students to take an active role in their own learning. Formative assessments based on hands-on manipulatives and collaborating

with a partner or in small groups allow students to work together effectively to solve open-ended questions. Furthermore, self-reflection about which skills they have mastered and those that they need to continue to improve in, provides an opportunity for students to set personal goals, while building confidence.

The study of social relationships and the functioning of society based on history, government, economics, civics, sociology and geography are some of the aspects involved in teaching Social Studies. Jim Hardcastle believes summative assessments that have a balance of recall and application questions can provide insightful responses from students. Many questions are open-ended, which encourage a deeper, more meaningful answer using the student's own prior knowledge, feelings, thoughts and experiences.

In summary, assessments are a key element of all learning, whether it is formative or summative. The primary purpose of assessments are to strengthen student learning, as well as provide invaluable information for educators on

which to base the focus of their teaching. Formative assessments allow teachers to check in with their students and revise or refine what and how they are teaching in order to meet the diverse learning needs of all students. On the other hand, summative assessments are utilized to measure what students have learned at the end of a unit of study and are compared to a standard or benchmark.

In the end, we want students to feel confident about their learning and how much they've grown. In the immortal words of Mahatma Gandhi, "If I have the belief I can do it, I shall surely acquire the capacity to do it even though I may not have it at the beginning." How true these words are. Give students the belief that they can soar high and achieve their dreams and they will surely do it.

BRIEFING: ELEMENTARY SCHOOL



Tim Gardes
ES Librarian

All About Books

World Read Aloud Day

On February 1, 2018, elementary students and staff celebrated World Read Aloud Day. This special day happens once a year and is celebrated throughout the world.

The aim of World Read Aloud Day is to bring awareness to literacy as a human right through the reading aloud to children -- according to Litworld, the literacy non-profit organization that sponsors the event. One or more guest readers visited each ES class throughout the day to share their own 'world' through a book, poem or other piece of writing that they read aloud to the students. Guest readers included teachers and administrators from throughout the school.

Battle of the Books

The Battle of the Books is a reading competition that takes place annually among the many international schools in Korea. SIS' two teams are comprised of students from fourth and fifth grades who have been randomly selected to be on the team. After three months of practice with advisors Ms. Kim and Mr. Gardes, SIS' teams will meet other schools' teams at the 'Battle'. To win, a team moves from round to round answering the most questions correctly. Questions are taken from the ten books that all competing students have read beforehand. This year, SIS students will travel to Korea International School on Saturday, April 7th to compete in the Battle.

SIS Anthem

Music & Lyrics by Alina Kim (Class of 2017)

Written in commemoration of the 41st Graduation Ceremony on May 19, 2017

Verse 1:

Students of our school under the risen sun
Boundless strengths and talents, lifelong learning
we have done
Let our inner light shine in SIS
In the heart of Bokjeong-dong we shout ROAR
Growth and change through years yet to come
Life-giving service, our tigers' home is one

Verse 2:

Gathered or parted, our dreams extend
Foreigner or neighbour, to all we are friends
Let our inner light shine in SIS
In the heart of Bokjeong-dong we shout ROAR
Black and orange, on our spirit we depend
Tigers, sing in union, our journey is yet to end



PEOPLE



Judith Benavidez
Grade 3

August Culture Trip

My husband, John, and I became empty-nesters last year when our youngest child graduated from high school and moved out to attend college. He and I have always been passionate about our profession, so we decided to pair this passion with our new found freedom and have an adventure teaching on the other side of the world! What luck to have secured positions in such a beautiful country with staff members at SIS that are generous enough to have reached out even before we arrived.

Speaking of the staff at SIS, we received a tremendous outpouring of help from everyone we encountered. Teachers moved the hundreds of books I inherited to my new classroom, helped me learn the new curriculum, taught us how to find items at nearby stores, walked us through navigating the busses and subways, and created opportunities for socializing and meeting people. All of this help was unsolicited, yet I don't know what we would have done without it. It is because of this that, by the time the students arrived for the first day of school, I realized that teaching them was going to be the easiest part since they are all so kind, hardworking, and motivated.

What helped us learn the most about this beautiful country was the 2017 Culture Trip. We signed up for it long before arriving here, thinking it would be something fun to do, but not realizing how pivotal it would be for our acclimation process and bonding with our new colleagues. Our guide, Sun Kyung Kim was patient, understanding, funny, and a wealth of knowledge. Her anecdotes and language lessons were relevant and made our learning clear.

Our first night on the Culture Trip was spent in Jeonju Hanok Village where we lived as Koreans lived long ago for a day. It was exciting to imagine the small village as it was 100 years ago. I was struck by how peaceful and pleasant it was on the grounds and in the neighborhood. In keeping with tradition, we slept in a traditional style room, which I was worried about but ended up completely enjoying. Typical foods from the past were served outside and in the dining room just the way tradition dictates with the presentation of the food being as important as the flavor (and it was). Our group even forced me to try on traditional Korean hanbok, which is the clothing worn centuries

ago, and take photos laughing at each other while learning the purposes of each piece of clothing.

With another creative breakfast done, on we drove through breathtakingly beautiful hills of tea plantations. We were excited to be able to stop at one in particular in Bosung - The Daehan Dawon Tourist Tea Plantation. Here the owner schooled us on the proper way to choose which tea leaves would be the finest and the proper technique for picking them. We spent a while collecting the best leaves and were able to experience the whole process of drying and mashing the leaves to prepare them for brewing. Some people had some hidden tea-leaf-smashing talent that was revealed that day - especially the kids! As a reward for all of our hard work, the owner allowed us to enjoy tea and cookies on the patio while gazing at their tranquil view.

On Sunday morning, we wound up in Yeosu City. There is a fantastic sea cable car that we rode on. This provided us with stunning views of colorful houses and seascapes. After departing the cable car, we were situated at a bridge that people can walk across to the picturesque Odong Island. While venturing along the loop trail that goes around the island, we encountered stunning greenery and glimpses of the sea around every corner. Situated along the way was even an impressive bamboo forest to take photos in.

The Culture Trip of 2017 was fun-filled learning all weekend long. When we arrived back at home in "The Quad", I was reminded of how many genuinely kind and talented people we are privileged to live and work with. This has been an adventure of all sorts for us. I look forward to the time when I feel like a veteran here and can make other newcomers feel the way I do now.



To Speak or Not to Speak

Sky Min Jei Park
Class of 2018



I have a story to tell you. Actually, I have lots of stories to tell you. They range from large scale issues like the incompetency of the global political scene driven by our antiquated approach to the ever-changing world, to small scale personal issues like my take on high school life. For me, the most difficult part is not having a story to tell, rather it is determining which story to tell. So when I was given the chance to write, I was compelled to talk about platforms of expression, or rather the lack thereof.

The fact that I can list the mediums to express opinions that are "open" for students in one hand is quite scary: Tiger Times, Yearbook, occasional parent meeting talks, and AP Capstone. The air quotes around open brings light to the true nature of most of these platforms; they are not necessarily open for the general student population. Three out of four relate back to a class that must be taken to gain access to such platforms, and all of them, to an ex-

the available platforms to mirror similar effects of bravery and maturity. We should have a system so that individuals from the school community can share their ideas. Conditions to speak one's mind should not be tied to one's affiliation with an exclusive group like HSSC or Tiger Times. Believe it or not, us regular students have opinions and thoughts we wish to share too. Of course a clearly outlined system that accounts for credibility, legitimacy and effectiveness in delivering one's opinion is not jumpstarted overnight. It will take long talks, positing ideas and just trying new things. Our first move, however, should be to listen to other's stories and start fostering a growing environment. It is rather disappointing to praise the works of others, to marvel at their speaking abilities and witty remarks, and not try to emulate the skills in



tent, are guided by an external authority figure.

Censorship is also an issue that is worth noting. Although I have not experienced it personally in my endeavors to express my opinions, I have had friends bring up the issue far too many times and I empathize with both sides. It is the school's responsibility to be on top of any cases of potentially libelous actions. The school, however, should not be shutting down student voices on matters that impact student life on grounds that it ruins unity. How can you have unity if one side's voice isn't expressed. We memorized the first amendment word by word on the basis that discourse helps unity, but discourse is exactly what is being prohibited. It would be unfair to say that progress hasn't been made, but I am simply pushing for more.

Often times during class, we look at student movements from all around the world, and we discuss their merits and their bravery. Most of our conversations within class stops there. I personally feel that if we take the time to appreciate such movements and demonstration of opinions, we should try to emulate

our own backyard.

As a senior taking a step towards college, I look towards into the world we are about to enter. A world full of outspoken individuals, who have had their fair share of opportunities to hone their ability to articulate their thoughts in a respectful and persuasive manner. My classmates do not shy away from the intellectual standards of the world; some may even surpass them. The area we do lack in is the delivery of said mentality. After all, what is the point of sharpening our thoughts and minds if we do not have experiences or the medium to express those polished ideologies.

Every single one of us has a special story to share. Our opinions cloud our mind yet we do not know how to express them and when to express them. It should be in the best interest of everyone to foster this environment of expression and to mutually develop in preparation for the very vocal future we are about to step into. But who knows. This is just what I believe in.

PEOPLE



Diana Na Kyoung Lee
Class of 2018 / Editors-In-Chief, Tiger Times

After 30 issues (miraculously printed!) and four sweaty years in Room B302, sitting in chairs cushioned with countless crumpled copies of drafts inked bloody red—I feel more attached to journalism than ever—but I will also not be majoring in it come September. I hope to study sociology, and in many ways the two are very similar; they both come down to empathizing with and understanding people, at all their human cacophonies, harmonies, intersections, and beyond. Here is a place of connection and not division, of conversation, of a type of compassion found even in our duty to speak truth to power and pitch hard-hitting fastballs.

Over the years, we may have had to wrestle hundreds of bulky “elephants in the room” out of said room, whether that be through reporting on President Park’s impeachment or on the ever-evolving North Korean nuclear crisis. Yet I leave Bokjeong-dong carrying in my heart only what I believe is the core of our work: the sincere and compassionate contributions of genuinely heartwarming, inspiring individuals.

As a wide-eyed “freshie,” I became fast and unlikely friends with a junior twice my height (and ten times my experience). Daniel Choi was a copy editor at Tiger Times when I met him and was managing editor by the time he left. He was my mentor before he knew it; he taught me the importance of “Caring” with a capital C.

Tiger Times articles used to be censored more often than expected, and it was usually our youngest writers who would end up carrying the shreds back with slumped shoulders. Were Daniel to believe that it was our duty and our right to print these stories, he would fight for them, no matter the cost. He was as political, passionate, and impassioned as any politician, but it was also this heart and this fire that made him the pinnacle of student journalism in my eyes. Our work comes down more often to engaging with our stories, headfirst and with arms open, rather than to remaining emotionally disengaged or detached.

Andrew Ham, who became my co-Editor-in-Chief this year, is a brilliant (and allegedly intimidating) renaissance man. For years I knew him as my “newspaper buddy,” and in the classic Tiger Times fashion we grew to know each other in ways that two seniors bound by a group project rarely do.

The “co-” in front of our titles weigh infinitely heavier on us than the three words that follow it. Last May, as spanking new, eager editors, we received our very first assignment: “co-write” a 500-word editorial. I asked, “Co-write? Is that a thing? Do we sit side-by-side like we’re playing Chopsticks on a keyboard?”

Yet to both our surprise, we managed; in fact, bolstered by each other, our work slowly found nuance and assurance.

We aren’t usually so cheesy to each other, but I must say that I was blessed to have led Tiger Times together with a person of both talent and character. So many of our halcyon SIS days are spent in the thick of scalding, suffocating hyper-competition. Yet Andrew and I learned more from each other than we have ever wrestled from each other. To respect and earnestly enjoy working with your partner in publication (and sometimes in crime) is an indescribable bliss. Had we not found ourselves sitting across the same Tiger Times table three years ago, as the

Understanding Journalism

Class of 2016 made their own round of awe-inspiring introductions, I don’t believe I could lay claim such an unusual friendship today.

Any student publication, with only a sheer abundance of individual talent, may be able to win a CSPA award. But only publications of our commitment and mission, community and conscience, can win the hearts of its staff as it has won mine. It has been a whirlwind three years—adventurous, hilarious, and unforgettable—but the most important lesson I’ve learned is how to leave it all behind.



As co-EIC, I have always looked up to my predecessors. But in the past month, I find myself more often turning back, and every single time, I find so many beloved, eager, and talented faces, of mentees, some of whom I feel almost as if I’ve raised. I find boundless potential: seeds for, yes, valuable achievements, but also invaluable friendships. These kids, the future of Tiger Times, leave me—beyond all else—blindly happy, grinning, and a little bit tearful.

Here at my last milestone, my last pause, I seek to emphasize the compassion and promise shown to me by my staff, and not the precise, technical objectivity we strive to see on print. At the end of the day, journalistic objectivity is only attainable through humanity. Tiger Times and its assignments, along with its wonderful people, beseeched me to—before I fine-comb statistics and triple-check my facts—to listen. To ask, empathize, reframe and forgive, give the benefit of doubt, and change. God knows I have.

PEOPLE

Andrew Ham
Class of 2018 / Editors-In-Chief, Tiger Times / Salutatorian



Voicing a Generation

The first time I read my words in print was in second grade, when our class created a newsletter together for our parents. My article was on black holes, which we had just learned about that week. It was written in careful cursive and there was a pretty picture I drew on top.

The second time I read my words in print, the subject of my writing had narrowed from the rest of the universe to a single person in particular: a tennis player whom I, at the time, did not know. Tasked with bringing the struggles of a stranger to life in a thousand words, I spent the next few weeks interview-

observations and apply that to real-world issues, fighting actively for what we believe is right. In that sense, journalism is partly an activist exercise, something I struggled with immensely through my four years in high school. Like many my age, I used to question my credibility—who was I, after all, to criticize the president of the United States or the entire educational system of Korea?—but today, I recognize that the value of my opinions and my articles are not derived from my age or experience, but solely my ideas alone.

Of course, it is difficult to express one’s opinions as a teenager. We’re so often told that our views will evolve, that they will mature, and from my experience, this implication that we as high school students have undeveloped ideas discourages many from speaking out on issues that affect us all. But in a couple months, many seniors here will move to the United States, where high school students just like us are leading one of the largest movements for gun control reform in recent memory—soon, we will learn that being young doesn’t disqualify us or even excuse us from having opinions.

I recognize that one day, when I am supposedly more mature and knowledgeable about the world (something I am still waiting on), I will look back on my columns and opinion articles and see the logical fallacies and misguided assumptions of my youth laid public and bare for everyone to see. But regardless of how right I was, how responsible or sensible I seemed, I firmly believe there is a fundamental benefit in teaching a generation to be loud and critical, to not accept things how they are and to always seek out some way to improve the societies we are born into. Every generation wants to set a good example for the next, and much of it begins with creating an environment that encourages students to speak and write against traditional institutions of privilege and injustice.

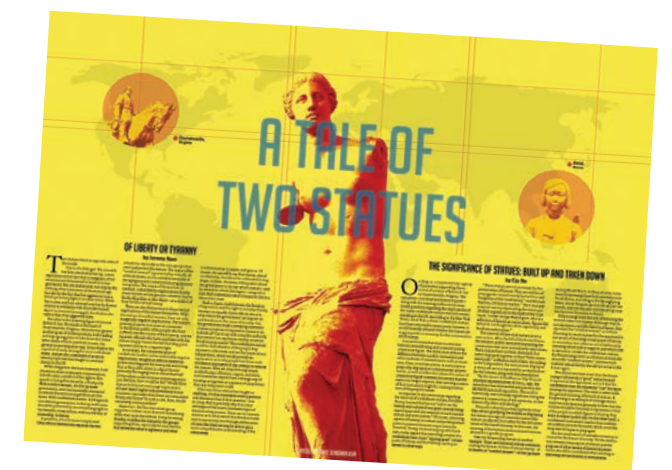
I guess this is why, after years of rushing articles, panicking about InDesign crashes, and basically living my life on unending deadlines on top of all my other activities and tests, I still look forward to carrying out the principles that working in journalism has taught me. I hope that the students who take our positions next fall and carry on the legacy of Tiger Times receive the same support and encouragement to find their voices, no matter how insignificant they may seem at the moment.



ing, re-interviewing, and agonizing over the inner thoughts of a student who had taken a gap year to play tennis, watching his friends move on without him.

Once the article was finally published, I ran into that student in the hallway, and he thanked me for writing that article. It was the first time he read Tiger Times, he said, and he wasn’t disappointed. Looking back today it might have just been a formality but at the time I didn’t care—I remember that moment, in early October of 2016, as the moment my passion for writing was born. I had always been pretty decent at expressing my thoughts on a page, but I had never written about a person who could read what I wrote, and I realized then and there how I could impact another person’s life through my articles, how they could discuss things so real, proximal, and relevant to my own.

But journalism is so much more than simple observations of human nature; being a true journalist requires that we take these



PEOPLE



Eu Suk Ryan Jang
Class of 2018

In 20 years when people ask me about my high school experience, there are a few things that will immediately come to mind. The great times I had with my friends, the places I traveled, the classes I took... the list goes on and on. But when thinking about it, most—if not all—of these memories revolve around my being a student-athlete. Though it seems clichéd, by participating in sports, I was truly able to grow as a person because of the opportunities that high school sports gave me.

By being a part of three different varsity teams, not only was I able to stay fit, but I was also able to befriend dozens of individuals. Spending more than 8 hours a week playing sports with people inevitably leads to those teammates becoming close friends. Especially in a hierarchical society like Korea, in which the divide between grade levels can sometimes lead to awkwardness, through sports I was able to establish genuine connections with people not only in my grade level, but also with upperclassmen and underclassmen as well. There is nothing like fighting together through a grueling practice to build a sense of unity within teammates. Without a doubt, I am most grateful for the people I met by being a student athlete, including the opponents I faced, some of which I befriended later on.

Some of my most memorable experiences in high school did not take place in Korea—they took place in Japan. A great part of being a part of the varsity teams at SIS was that our participation in the AISA tournaments gave us the opportunity to play against the best and interact with students from Japan. As I was fortunate enough to travel to either Osaka or Yokohama every year I was in high school, it was inevitable that I created friendships and memories overseas. Sleeping at a homestay's house

for three nights, and similarly, hosting students from Yokohama or Osaka in my own house and spending time with them touring the city paved the way for friendships. One particular year, at the end of a volleyball AISA tournament, my host told me, "if you ever visit Japan, our home is open for you." Relationships like those wouldn't have existed if I hadn't participated in sports.

Being an athlete is obviously important, but being a student is equally as crucial. Although some may say that sports and academics are on the opposite ends of the spectrum of activities, perhaps surprisingly, sports have taught me a lot about academics. Being a student athlete has taught me valuable lessons about perseverance, grit, and adversity that I applied to my studies whenever I came across a roadblock. The same strength I called upon when finishing the last few meters during a swim meet was also called upon when staying up late to study for a test. The same mental toughness I brought to a volleyball game I brought to debates in class. I was always able to modify and utilize the lessons I learned while playing sports and bring them into the classroom, even though the settings and circumstances were drastically different.

Though the experiences I had, friends I made, and memories I created because of the sports I played seem to stand out, while I was experiencing them, I was unaware that being a student athlete would affect my life to the extent that it did. It is only in retrospect that I can truly appreciate the merits of being so actively involved in sports during high school. As I graduate, I ask myself: would I do anything different if I had the chance to relive my four years of high school? And though I may alter some things, one thing that will remain unchanged is my participation in sports.

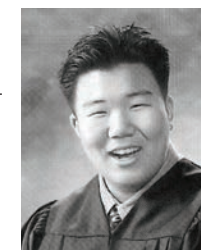
Student Athlete



June 2018 Highlights

ALUMNI

Matthew Minsuk Shin
Class of 1998



Past and Future Days

Matthew attended Michigan State University and majored in Supply Chain Management with a minor in Japanese Literature. He received a PhD from Claremont Graduate University with a concentration in International Business. Currently he is a Professor at Konkuk University in Seoul, Korea.

Since I graduated in 1998... It has already been twenty years. During the twenty years, many things in my life have changed while some things are still staying with me until now. Though I believe both the change and lasting became part of my happy memories.

In May 1998, I graduated from Seoul International School and left Korea as majority of the SIS alumni tend to be scattered away to the overseas universities. When I left my friends, my SIS friends and I had a farewell party at the TGI Friday restaurant in a Gangnam station, which was one of the trendy places of the time. The TV monitors at TGIF showed newly debuted girl group, Fin.KL, shouting "난 니꺼야~." We were dressed in large size pants to follow "Baggie" style fashion trend and wore our hair parted right down the middle.

Most of us went to the universities in the States and graduated from there after 4 to 5 years. Most of us started our career in Seoul or other major cities in the States. Some of them also continued studying to get a further degree to make their career. For me, I went to the graduate school to get a doctor's degree and started as a college professor in the States. Now, I am building a career as a professor in Korea, Seoul. Likewise, my friends are

also continuously building their careers as corporate employees, businessmen, lawyers etc.

Then, a BIG change occurs.... "Marriage." I met someone who made me believe in Love and I married her. This change gave a another layer of responsibility called wife and parents-in-law. With marriage, there will be your first child. It is the most wonderful experience to get the other self. In my case, I have my twin boys (Ian and Iro) and youngest daughter (Ize). Taking care of them is not easy. It requires huge sacrifice for them. But it is these experiences, that allow me to understand what my parents might have gone through to raise a loose cannon like myself.

This is it! These are some of the major changes I experienced during the twenty years after graduating from SIS. However, during the twenty years, many things lasted besides me as well.. One that did not change at all throughout the twenty years is 'friendship among SIS friends.' Like myself, my friends also experienced many changes such as favorite celebrities, fashion, university major, career, marriage, childcare, etc. Yet, we are still friends with the memories of SIS days as fresh as ever. I can guarantee you that the friends beside you are the biggest assets that you have and it is everlasting.

I am sure, there will be more changes in my future days. Yet, I am still looking forward to growing older with my friends and watch together what kind of changes will happen to each other.



AP ART EXHIBITION 2018



Stephanie Koo (12)



Allyson Kim (11)



Stefanie Suk (12)



Amanda Han (12)



Eugene Song (11)

Advisors James Derdeyn & Jane Mitchell



Yeobin Yoon (12)



Janie Lee (12)

AP Drawing



Hayoon Song (11)



Yoo Na Shim (12)



Jin Chung (12)

A YEAR IN ACTIVITIES



Ivan Atanaskovic
Athletics & Activities Coordinator

August	HS	Korean Classic Volleyball Tournament
September	MS	Girls Soccer Jamboree
	HS	KAIAC Forensics Judges Training at SIS
	MS	Cross Country Jamboree
	MS	Back to School Bash
	All	Family Fun Day
October	ES	Grades 4/5 Soccer
	HS	Dragon Cup Tennis Tournament at IS Beijing
	HS	AISA Volleyball Tournaments (Boys at Osaka, Girls at Yokohama) Cross Country meet at KIS
	MS/HS	KAIAC Chess Tournament
	ES	Soccer Boosters
	MS/HS	Halloween Carnival
	HS	KAIAC Forensics Tournament at TCIS
	ES	Grades 4/5 Flag Football
	HS	KAIAC Large Group Festival at KIS
	HS	KAIAC Volleyball and Tennis Tournaments, Cross Country meet
November	MS	Swim Jamboree
	HS	SEOMUN Conference in COEX hosted by SIS
	HS	KAIAC Music Judging Workshop
	HS	KAIAC Forensics Tournament at GSIS
	HS	Korean Classic Basketball Tournament
	HS	Wizard of Oz Musical
	HS	Ambassadors concert at Grand Hyatt
December	HS	UNICEF Trip to Cambodia

2017

FROM MR. A'S DESK

January	ES	Swimming Boosters
	HS	THIMUN Conference in Hague
	MS	KIMEA Choir Festival at GSIS
February	HS	KAIAC Forensics Tournament at YISS
	HS	AISA Basketball Tournaments Boys at SIS, Girls at Busan
	HS	AISA Math and Leadership Competition in Osaka
	HS	KAIAC Basketball JV tournaments
	HS	KAIAC Varsity Basketbal and Cheer tournaments
	HS	KAIAC/KIMEA Honor Music Festival
	HS	NHD Competition at KIS
	MS/HS	KAIAC Chess Tournament at TCIS
March	HS	AMIS Choir Festival in Berlin
	MS/HS	NEAMC Competition at Dulwich
	ES	Grade 4/5 Basketball
	MS	SKYMUN Conference at SFS
	HS	KAIAC Large Group Choir Festival at SIS
	HS	KAIAC Forensics Tournament at KIS
	HS	BEIMUN Conference in Beijing
June	HS	UNICEF Talent Show
	HS	AMIS Band and Orchestra in Singapore

	MS	Grade 6 Trip to Kangwon-do
	HS	Art Trip to Italy
	HS	GIN Trip to Thailand
April	ALL	KAIAC Chess Tournament at SIS
	HS	FBLA Competition at CI
	ES	Battle of the Books
	MS	Girls Basketball Jamboree
	HS	HFH Fashion Show
	HS	AISA Spring tournaments, boys soccer at SIS, girls soccer at Yokohama, swimming at KIS
	HS	KAIAC Soccer tournaments and Swim Meets
	HS	Badminton Tournament at CDS
	HS	AP Art Show
	MS	TASMUN Conference in Taiwan
	HS	Almost Main Drama Production
	MS	Boys Basketball Jamboree
May	MS	Grade 8 Trip to Kangwon-do
	MS	Guest Speaker Mr. Jackson Kaguri
	ES	Grade 4/5 swimming jamboree
June	HS	NHD Trip to Mariland, USA

2018

LETTER FROM THE EDITOR



Hye Yong Min
Chief of Communications

The Executive Director's Office has been reestablished as the Department of Planning & Coordination on August 1, 2017. The department has been responsible for liaising with the Leadership Team to advance school-wide projects with the Headmaster, such as launching the School Catering Committee which oversaw the open bid for a new catering company, Hanwha Resorts, and adding additional bus routes for students participating in the ES' After School Enrichment program in cooperation with the Parent Advisory Council. We continue to liaise with the Leadership Team, faculty, staff, and the parent community.

Our efforts to foster a positive and constructive community spirit can be highlighted with various programs this office has rolled out that are now part of the SIS landscape. They include new staff orientation programs such as the Korean Cultural Orientation session, August Culture Trip, a mini-EARCOS session on "Successful Cross-Cultural Communication", Monthly New Staff Discussion Group, and the monthly Dinner Club, taking SIS gourmands all over the city. In particular, an ambitious effort was launched to offer subtitle translation services during parent meetings, which has been received with overwhelmingly positive feedback from the community.

As part of the new public relations effort, a new SIS Brand Manual was launched at the start of the school year while our homepage content was streamlined for clearer access. Most significantly, SIS participated in a major expatriate exhibition event, the 2018 EXPAT Fair. Co-organized by COEX and AngloInfo, the EXPAT Fair was a great success, with 150 companies participating with 140 booths. SIS joined the Educational cluster along with 11 other international schools and universities. During the event, SIS booth outshined other schools thanks to 32 members of the Leadership Team, faculty, and staff who volunteered, showing the truly collaborative spirit of SIS.

We are proud to present Highlights Volume 86. This year's theme, Assessment Practices, highlights all the exciting changes and advancements designed into the SIS curriculum for the past few years. We are also delighted to put a focus on our artists, featuring work selected by art teachers from all levels and disciplines, as well the Advanced Placement Art Exhibit. Have a great summer and see you next year.



CLASS OF 2018 COLLEGE LIST

These are the destinations of our 2018 graduates. We wish them the best of luck in their post high school studies.

Fredric M. Schneider
Dean of Students

Bates College	1	Reed College	1
Boston College	1	Rhode Island School of Design	1
Boston University	2	Stanford University	2
Brown University	4	Swarthmore College	2
Bryn Mawr College	1	Syracuse University	1
Carnegie Mellon University	3	Tufts University	1
Case Western Reserve University	1	UC Berkeley	10
Columbia University	3	UC Irvine	1
Cooper Union	1	UCLA	2
Cornell University	4	UC San Diego	1
Dartmouth College	1	UC Santa Barbara	2
Davidson College	1	University of Chicago	1
Emory University	6	University of Hong Kong	1
Georgetown University	2	U. I. U. C.	1
Harvard University	1	University of Minnesota, Twin Cities	1
Hong Kong Univ. of Science & Tech.	2	University of Notre Dame	1
Johns Hopkins University	3	University of Oxford, UK	3
Korea University	1	University of Pennsylvania	1
M. I. T.	2	University of Southern California	7
New York University	8	University of Toronto	1
Northeastern University	1	University of Washington	2
Northwestern University	1	University of Wisconsin-Madison	1
Occidental College	1	Virginia Tech	1
Parsons, The New School for Design	1	Wake Forest University	1
Pennsylvania State University	1	Waseda University, Japan	3
Pomona College	1	Washington University in St. Louis	5
Pratt Institute	1	Wellesley College	3
Queen's University, Canada	1	Yonsei University	3



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