

INTER ED

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41st ANNUAL AAIE CONFERENCE IN SAN FRANCISCO HYATT REGENCY, FEBRUARY 22 – 25, 2007

From its opening reception at the Gordon Biersch Brewery-Restaurant on Thursday, February 22nd, until its closing Annual General Meeting and Superintendent of the Year presentation on Sunday the 25th, the 41st AAIE Conference will hold informative and exciting sessions for over 450 expected

delegates. Dr. Richard Krajczar, Executive Director announced a full slate of noted keynoters and presenters, "From the time President Elsa Lamb gavels the first session to order, we assure our membership that this will be a most professionally promising and challenging meeting!" President Lamb added, "Your Association is planning its best meeting ever to help us elevate our schools with thought-provoking presentations and a great setting for networking with colleagues so important for exchanging ideas about improving our work."



(L-R) Keynote speakers Dr. Eliot Eisner and Jim Winter.

Among the keynoters are Dr. Eliot Eisner, Jim Winter, and Ambassador Theodore L. Eliot, Jr. Eisner is Lee Jacks Professor of Education and Professor of Art at Stanford University. He will speak on, "What Education Can Learn from the Arts About the Practice of Education". He will discuss the fact that schools in America have become increasingly *technologized* and built upon a standardized conception of outcomes. This works well in an industrial situation, works not so well in a humanistic one. What is it that the arts, a long neglected aspect of education, have to offer that is distinctive and, indeed, powerful? His comments will address these issues in the hope that more attention

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NAIS TO PUBLISH INTERNATIONAL VERSION OF BEST-SELLING TRUSTEE HANDBOOK

By Richard P. Hall, Head of School, Washington International School; Former director, International School of Brussels; Chair- Global Initiatives Task Force, NAIS

Thanks to the excellent work of AAIE's expert editing task force of Jim Ambrose, Search Associates; Gil Brown, Editor of *Inter Ed*, Executive Director David Chojnacki, Near East South Asia Council of Overseas Schools; this writer; Executive Director Dick Krajczar, AAIE; Ev McGlothlin, AAIE; Executive Director Dixie McKay, European Council of International Schools; Gail Schoppert, Council of International Schools; and Executive Secretary Bob Sills, East Asia Regional Council of Overseas Schools; I am pleased to report to you that the international version of the National Association of Interdependent Schools' *Trustee Handbook* has been completed. All the AAIE representatives to the writing team are former long time heads of overseas schools and well-known experts in the field of the development of international school boards. Many have worked as consultants in the development of overseas school boards.

Availability and distribution will be made shortly after AAIE's annual meeting in San Francisco this February. Watch your email, Headnet, and the AAIE website for further

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for, by, and about leadership in international education

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THE PRESIDENT'S MESSAGE



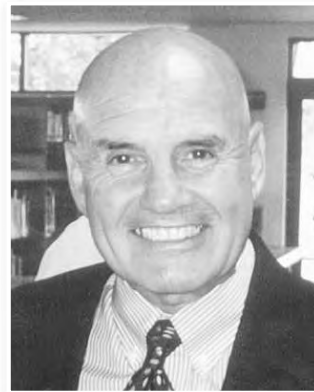
Dear AAIE Friends and Colleagues, Over the years AAIE has remained committed to the purposes outlined in its original Articles of Incorporation. In summary, these are: (1) developing ways and means for promoting international understanding through international education, (2) facilitating communication and cooperation among international and stateside schools and agencies, and (3) improving the quality of teaching and learning in international schools through school-to-school relationships and other global partnerships. Given our unsettled world today, these purposes, and our mission, are more critical than ever. One does not have to look hard to see how our member schools and institutions, by building global connections with each other and with the institutions and governments of their respective host countries, are promoting greater international understanding around the world. AAIE is

honored to contribute toward this effort by providing a dynamic global forum where ideas and research about international education and leadership can be exchanged, and by working to advance the benefits of international education through global partnerships.

Through its summer workshops, annual conference, Inter-Ed publication, Headnet, and website AAIE works to build strong ties between its members, and also among global communities. Please plan now to join your colleagues from around the world at your 41st AAIE Annual Conference in San Francisco, February 22-25, 2007. I look forward to seeing you there.

Elsa C. Lamb, AAIE President

EXECUTIVE DIRECTOR'S MESSAGE



Dear Colleagues, It has been a busy summer and fall for your Association with many projects. The AAIE Institute for Exceptional Children and the Second AAIE Literacy Conference hosted in Seattle were great successes. Nearly 300 teachers and administrators attended. Thanks to Bonnie Campbell Hill for her work in assisting with the Literacy Conference, and for ground support provided by Eleanor Jones and Anne Jenkins. Thanks to all!

The AAIE Executive Board June meeting was held in Sheridan, Wyoming. This venue also allowed the board to see our offices located on the Sheridan College campus.

The AAIE Directory is at the printer. We hope to have it to you in October. The format of our Directory has been changed to be more useful to our membership. A positive note is that our membership has increased. Thanks for all the support.

From February 22-25, 2007, our 41st Annual Conference will occur at the Hyatt Regency Hotel in San Francisco. It will provide delegates with a great array of speakers, including presentations by current heads of schools. We look forward to seeing you there!

I'm pleased with how AAIE has increased services, and we will continue to provide new benefits for all members. I look forward to seeing many of you at regional conferences and in San Francisco. AAIE looks forward to working with all organizations that serve our international schools. Thanks for the support.

Dick Krajczar

DR. ROBERT A. SILLS, EXECUTIVE SECRETARY EAST ASIA REGIONAL COUNCIL OF OVERSEAS SCHOOL (EARCOS)

Mrs. Linda Sills, Assistant Executive Secretary of EARCOS, and Bob's wife, informed of the sudden death of her husband on September 30, 2006, from an apparent heart attack. Bob and Linda had joined EARCOS two years ago after illustrious careers in international education.



Dr. Sills was recognized at AAIE's 38th Annual Conference in San Francisco in 2004 as its Superintendent of the Year. At the time, he was Superintendent of the Walworth Barbour American International School (WBAIS) in Israel where he had been since 1998. He left WBAIS in 2005 to become EARCOS Executive Secretary when Dr. Richard Krajczar left that position to become AAIE's Executive Director.

Prior to his experience in Israel, Sills' career was studded with enviable accomplishments as Director of the Rabat, Morocco, American School; Deputy Director/Elementary Principal of the International School Bangkok, Thailand; Deputy Superintendent/Elementary Principal, International School of Kenya; Executive Director of the Association of International Schools in Africa; Director of the International School of Ouagadougou, Burkina Faso; and Middle School Principal and teacher at the American School of Kinshasa, Democratic Republic of the Congo. Prior to his international career, Sills taught in rural and inner city schools in California and Nevada.

Sills received his Bachelor's Degree in Business from San Francisco State University, where he also completed a Masters Degree in Anthropology and received his teaching credential. He completed another Masters and the Doctorate at Harvard University.

Marsha Aaronson, current Superintendent of WBAIS in Israel wrote, "We knew Bob as a tireless leader during his time at AIS - as he had been during his entire distinguished career of 36 years in eight different countries. Leaders of any school - especially in these uncertain days - must be ready to carve new and unique courses for their schools that can meet the demands of a changing global society and economy and unpredictable world events. Bob guided AIS through the effects of the "intifada" and the resulting drop in population from 630 to 425 students, the war in Iraq and its effect on Israel, and the evacuation of US and other personnel in Feb/March, 2003, which had our school population drop from 525 to 100 during that timeframe.

Bob worked tirelessly with the Va'ad, many Embassies, foreign businesses, parents and teachers who were being evacuated as well as parents and teachers who were staying. He developed, with the Tech team, a highly sophisticated, state-of-the-art website and BlackBoard platform and set high expectations for teachers and students, so that information and instruction was delivered in a timely manner and so that students and families felt "connected." This became a world standard. Teachers felt very supported and

knew that the administration "went the extra mile" for them on a personal level. The whole community came through the experience intact and with no bitterness or feelings of being unheard. This happened because of Bob Sills.

The new school in Even Yehuda was his "baby." From the first day that I set foot in Israel in August, 2001, I worked at his side through all phases of this project. He was tireless with the meetings, planning, contracts, vision and all the parts necessary for this dream to become a reality. Just one week ago, he phoned me to try to "fix" a date for the dedication since he did not want to miss it. If I were one day late with putting the new pictures of the construction up on the web, he would call and say, "Where are the pictures??"

Bob never complained - even on "terrible" days - and he never appeared overworked - even when he was. He was a "pleaser" who was always ready to help, listen, smile, laugh, and do whatever was needed to be done. Bob *always* had time for you - no matter what the request or task. He was, in addition, a dedicated family man with values, morals, and a good blend of emotional, spiritual, and mental courage. He was a man with a center, a focus, and a vision. He had energy and, in short, is a person that you like to be around. He gladly shared the glory and willingly took the blame - even when it is not all his. He never blamed; he never complained; he always gave the impression that Israel (or Morocco or Ouagadougou, etc) was a great place to live, work and raise a family. Bob loved life.

Some people want to be leaders because it will become their identity - it will define who they are. Bob Sills knew who he was."

Sills' great sense of humor is also well known. At the ceremony of his Superintendent of the Year award, he closed his acceptance speech about overcoming human prejudice and the development of positive attitudes toward others and toward life with the remark, "If you see two sides form a third; if you see many sides, form a circle; if you see many circles, begin to dance!" The community of international education and its schools has lost an exemplary leader, a positive force for growth in human understanding, and a good friend.

Dr. Maureen O'Shaughnessy, Brent International School, Laguna, Philippines, wrote, "On behalf of Linda Sills, I'm sending the following information: Linda and her family would like to express deep gratitude for the outpouring of kindness. She will return to Manila to plan the EARCOS administrative conference. Cards may be mailed to: 1414 Cressa Court, Carlsbad, CA, 92011 U.S.A. Her email address is lsills@earcos.org

The Robert A. Sills Memorial Fund is being established to further Bob's vision and dreams. Contributions may be sent in care of: Ms. Kathleen Pasquale, International School Services, 15 Roszel Road, P.O. Box 5910, Princeton, NJ 08543 U.S.A. Phone: 609-452-0990; Fax: 609-452-2690; E-mail: kpasquale@iss.edu Please include your name and mailing address.

Linda and her family would welcome any stories, pictures, jokes, or vignettes from your memories of Bob that you might wish to send them. Thank you."

Sills is survived by his wife Linda, and three grown children, Todd, Ashley and John..

GUEST EDITORIAL - OVERSEAS SCHOOL ACCREDITATION: A CLOUD ON THE HORIZON REVISITED

(Ed. Note: The following editorial was written by Daryle D. Russell, then AAIE Board President, and published in Inter-Ed November, 1997. Little has changed. The issues of accreditation continue to be unsettled. A repeat of Dr. Russell's editorial seems appropriate in the lead-up to another AAIE San Francisco Conference.)

There are numerous predictable issues that can spark quick and emotional response in many overseas school communities—seeking staff and parent input in developing the annual school calendar; a board's attempt to define student or faculty dress codes; any discussion about changing the school's starting hour; deciding whether or not to continue classes during a regional security alert; an attempt to objectively discuss "American" versus "International" curriculum merits; seeking to interpret the latest standardized test results; scheduling a parent hearing on the budget need to raise next year's tuition. If you work in overseas schools, you understand that these are all familiar issues.

Until recently, the one issue that seldom received even the lightest of concerns was overseas school accreditation. Most of these schools have thrived in their development of enviable programs of quality and excellence. Accrediting agencies have actively participated in that development by insisting on high standards for curriculum, instruction and management operations. Schools took opportunity to celebrate and promote their accreditation. Few would ever raise voice to be critical of accreditation.

Guess what? The mood is shifting somewhat and there might be a cloud on the horizon that should concern accrediting agencies. Several important issues about accreditation are starting to be discussed among overseas school heads and at regional association meetings. Some of the following questions capture the changing mood that is out there:

- 1. Why are some stateside accrediting agencies now actively promoting the "accreditation" of local host-country schools; an exercise that could compromise the meaning of "standards" and serve to confuse parents in the expatriate community? □
2. Why aren't accrediting agencies more proactive and willing to take an "accrediting stand" when, for example, an overseas school board runs "amuck"? □
- 3. Why are some accrediting agencies seeking to market their protocols globally at the risk of "politicizing" the whole concept of accreditation?

There is much more to be said about these emerging accreditation issues and a great opportunity for AAIE, at its annual conference in San Francisco, to schedule a forum for the "exchange of ideas" on the accreditation topic. The hope is that cloud on the horizon will not develop into a full-blown storm. Careful listening and accurate information will be essential as emerging accreditation issues begin to receive heated debate.

Mr. Russell may be reached at daryleruss@aol.com

Mr. Russell calls to the attention of *Inter Ed's* readership questions that were raised at a panel discussion at the AAIE Conference nine years ago:

AAIE Conference, San Francisco, February 23-26, 1997
Forum # 11: Accreditation Standards (Questions to Panel)

1. Why is it that accrediting agencies appear so unwilling to take a stronger stand against overseas school boards that have run amuck (i.e. suspend or remove that school's accreditation)?
2. There appears to be substantial variance among the agencies as to what constitutes an "accreditation standard."
3. The recent involvement of some agencies in the accreditation of local overseas national schools has created a substantial amount of confusion. Please comment on the rationale and need for such "accreditation." Perhaps, such "accreditation" greatly compromises the understanding of "standards" by those parents who seek to send their children to an accredited overseas international school located in the same city as the "accredited" national school.
4. School heads already accept the value of short and long term planning, but some are having trouble understanding how a school's commitment to such planning (specifically, "strategic planning") can serve as a substitute for the valuable exercise of completing a total school-community self-study.

5. Historically, accrediting agencies with a few exceptions, have served only an assigned region of the world. That appears to be changing with several agencies now represented in a single region (i.e. NE/SA). Is there some inherent danger in having competing accrediting agencies vying for overseas market? Might this not "politicise" the whole process of accreditation?

6. Why can't accreditation self-study instruments and visitation protocols be more in tuned with the "international nature" of our overseas schools? Why has it become necessary (for some schools) to have "dual accreditation" in order to satisfy parents and boards that the "international nature" of the school is being recognized in accreditation?

7. What is the standard applied to overseas schools that have proprietary ownership and/or "for profit"? Many of these schools, while offering an "American curriculum" are still local schools in terms of enrolment.

8. How tough should an accrediting agency be in enforcing its standards? Has any overseas school ever lost its accreditation because of actions by the board?

MEMO TO THE BOARD – “YOU’VE SEEN ONE . . .”



One may think the timeworn expression, “You’ve seen one, you’ve seen ‘em all,” should pertain to school boards. After all, in the United States, state law often prescribes and standardizes the size and function of the local public school boards. But, when a review is made of the construct and function of governing boards of trustees of international and American schools located outside the US, diversity is the rule. Standardization of membership on these boards and access thereto, not to mention their very functioning, is a quality difficult to find.

An attempt is made here to categorize some of the various types or ‘styles’ of these schools. But with hundreds of institutions functioning in the field, it will not be possible to describe or sort all of them. Over the years, many of these schools have transformed themselves from one of the ‘types’ mentioned to fit within another category, or perhaps somewhere between, thus creating yet another new grouping.

Almost all of these schools were founded ‘in perpetuity,’ to last for an indeterminate time beyond the immediate needs of the parents and companies that established them. These founders, bound to a democratic tradition of community participation, perhaps ownership, of their schools, established them under regulations that assured stakeholder control through a typical publicly chosen ‘board of education.’ They foresaw institutions that would outlast for generations their personal transience in the local community, to be bound perpetually by the traditions of responsiveness to the local wishes from which they were born. Today, in our rapidly changing world, that local control has morphed into something the founders couldn’t foresee. Problems in governance have been created by shifting school populations, demographic impacts, economic growth and political turmoil, among other pressures from the needs of many of the emerging nations in which these schools were founded.

Three basic types:

One aspect of all these schools can be effectively categorized into three basic types:

1. Nonprofit schools were established under local or US law to operate as any other commonly recognized nonprofit organization. The school became typical of a foundation organization, such as many others that were operating in the local environment. These schools were ‘immune’ to local and US taxation, applying all their income to the betterment of their clients. They were able to receive charitable donations that the contributor could deduct on local tax declarations.
2. Not-for-profit schools were organized in those areas where local law either did not allow the incorporation of nonprofits, or made such legal recognition so difficult to achieve that the effort was too great for the founders to undertake. Some of these schools were founded under bylaws that established them as shareholding corporations. Anyone, group or company could buy the shares from the corporation. But, only shareholders could vote or hold seats on the board, although anyone, shareholder or not, could enroll students in the school. Shareholders were often offered small tuition discounts as an incentive to purchase

share and participate fully in school governance.

3. For profit and nonprofit schools were established by individuals and groups.

In the for profit area, the governing boards were the owners. The groups who established the nonprofit schools included recognized religious groups, such as the Episcopal or Lutheran Churches in the US, or even the local US diplomatic mission whose officers needed a school. The founding organization or group appointed the boards of these schools. In almost all cases, despite their primary intent of serving a particular cohort, the schools were open to students of all nationalities and backgrounds.

The cooperative community school:

Perhaps the most common of trustee boards organization stems from the nature of the founding of these schools, some reaching over 100 years of age. Interested parents in a community, desiring to provide an American-type education to their children, came together to cooperatively start schools that, at the time, were called ‘American.’ The founders, anxious to propagate an organizational style typical of public school boards in the US, perhaps because of their own background in having attended such institutions, wrote ‘Articles of Association,’ or ‘Articles of Incorporation’ or bylaws that established governing bodies of parents who would be elected annually, by parents, for fixed terms of typically two years who had children in the school. These parents may have been termed ‘associates,’ ‘members,’ even ‘owners’ of the school, recognizing that indeed the establishment, functioning and survival of the institution would depend upon parent commitment and participation in all aspects of the governance, financing, establishment of tuition, budget approval, retaining the chief executive officer, capital development, monitoring aspects of institutional functioning, etc.

These board were composed of anywhere from five to eleven trustees, an odd number of seven or nine being perhaps the most common. At the founding, all trustees were elected ‘at large’ from the total pool of qualified candidates who ran for office, namely parents and/or legal guardians. Over time, bylaws were modified to permit some permutations of this type of organizational trusteeship eligibility.

1. Some boards reserved places for members of the teaching staff as voting board members, while others held them in *ex officio* status.
2. As schools aged, and more of their students were drawn from the local community rather than from those of transient expatriate origin, places on the board were reserved for representatives of alumni. Some boards now exist where the majority of trustees are alumni of the institution.
3. Some boards permitted their head of school, technically their employee, to become a voting trustee.
4. Almost all of these schools began with a board of trustees

composed nearly entirely of US citizens, As the US citizen presence declined in the overseas communities, more and more board members were elected from either among local nationals or from those of third country origin. Indeed, many school boards no longer have native US citizens serving or even qualified to serve. Many conduct their meetings and their business in the local idiom. To assure adequate representation among nationality groups present among the parent ‘associates,’ some schools have written into their bylaws percentages of nationality groups of which the board must be composed. If stating such restrictive terms is a violation of local law, as it might be in the US, a ‘gentlemen’s agreement’ agreement is understood among trustees and their nominating committees to create a board truly representative of the composition of the community.

- 5. In effect, these boards are responsible solely to the electorate of parent ‘associates’ of the institution. They are nominated, elected and serve at the pleasure of their associations.
- 6. In places where US diplomatic missions were present, schools reserve a seat or seats, occasionally *ex officio*, for the ‘Ambassador’s’ or ‘Counsel General’s’ representatives in view of the behind the scene support with the local governmental community that such representatives would bring to assist the board, crisis coverage when needed, as a source of enrollment, as well as both the moral and financial support they could provide to both the school and its administration.

The foundation schools: the ‘double’ board:

Some situations of local law required that other means than a cooperative type of organization be used to legally create the school. In these cases, interested parties, occasionally individuals but more often larger organizations such as diplomatic missions, companies or recognized community groups, formed a foundation. This foundation then created a separate but fully owned nonprofit school. The foundation had its own self-perpetuating board composed at start up of the founding groups and individuals. Seats on the ‘foundation’ board were allotted to the ‘founders’ in perpetuity. They could replace themselves as they wished with others they would name when they no longer desired to serve or wished to resign. In some cases, the others on the foundations board may have had the option to accept or reject the replacement nominee. In practice, the foundation board perpetuated itself by common agreement of its members when one terminated.

This foundation board then appointed the individual trustees of the ‘school board’ who served for a fixed term, perhaps of two to three years, eligible for reappointment. Where it was not required that ‘foundation board’ members be parents or guardians of students in school, it was a requirement for trustees of the ‘school board’ in most cases. The foundation board members tended to be longer term or permanent residents of the community where school board trustees could be more transient. The composition of the school board was solely at the discretion of the foundation board. The school board was responsible primarily to the foundation board. The school board was responsible for the governance of the school. However, financial matters such as the school board’s recommended annual operating budget, capital development, external fund raising, expansion, acquisition of additional sites, and even the selection of the school’s chief executive officer, had to be approved by the foundation board.

An interesting phenomenon ensued from this arrangement. Often, replacement members for the foundation board were selected from among those who had served successfully on the school board. In effect, these nominees had proven to the foundation their ability to work for the community as a trustee in a dedicated and ethical manner.

Some foundations boards operate more than one school. They may operate what is known as ‘the American school,’ but they also may

operate universities, schools entirely for local residents, some as charities for those unable to afford payment for education, and even other worthwhile community service organizations.

The ‘transitional’ school board:

Under certain unusual circumstances, boards have been ‘created’ to respond to such emergencies as resignation of the incumbent board, evacuation due to political or civil unrest leaving the school without authorized trustees who have left the country, removal of the sitting board for reasons of financial insolvency, etc. These boards act during the emergency period, often without legal authority, to keep the institution functioning. They yield their offices to constituted authority upon a return to normalcy. Normalcy may include arriving at the date of the next General Assembly of Associates mandated by the bylaws when an authorized full election may be held.

However, in some situations, bylaws have been changed to effect capital development. A school needing to construct a new campus to attend increased enrollment demand convinced several supporting transnational companies in the area and a diplomatic mission, all of whom had children in the school with some parents already serving as elected trustees, to cosign a note with a local bank allowing the school, under its corporate name, to borrow the needed funds. The school corporation had no viable assets to offer as collateral for this loan. The bank found the school with its limited assets an unacceptable risk, but accepted the ‘bond’ of the companies that cosigned the note, each responsible for its full value. In exchange for the acceptance of this obligation, the companies and diplomatic mission insisted upon bylaw modifications that would give them a majority of the seats on the board. The board was now composed of five ‘permanent’ trustees, one from each company and one from the mission, plus four trustees to be elected by the parent – associates of the school corporation.

The modified bylaws included a clause stating these ‘permanent’ seats would become elected seats at the Annual General Assembly immediately following the full amortization by the school of the bank loan. Control of the board would rest with the cosigners only until the note they had guaranteed no longer existed. In other words, the agreement was “until *debt* do us part.”

The hybrid board:

A new type of board organization is emerging in view of developing research in response to the upsetting instability of the transient environment of the prototype international school. A system of stability was sought to overcome this natural transience. Research has shown that those boards whose membership is self-perpetuating tend to govern the most stable schools. They also tend to retain their chief administrators for longer tenures. With less ‘turnover,’ mission, vision, and program development become more stable to the betterment of the school, its students and their communities.

In an attempt to bring together the best of both possible worlds, that of the board fully elected by associate parents, and that of the corporate-type board that perpetuates itself, a hybrid type has been recommended by many in the area of school governance, including the forthcoming work of the combined efforts of the Association for the Advancement of International Education (AAIE) and the National Association of Independent Schools, (NAIS) “A Trustee Handbook for International Schools.” This work, to be published in 2007, has been supported by the State Department’s Office of Overseas Schools.

The hybrid board is composed of a number of permanent, or long-term, appointed trustees and a number of other trustees elected for normal terms by the associate parents. The appointed trustees may be self-perpetuating, or may be appointed by the original founding organization that established the school, or by government agencies, NGO’s, local service organizations or corporations that have an interest in a stable environment for the school because of these

organizations' long tenure in the area. The trustees so appointed become the 'institutional memory' of the school, know its origins, its purpose, its mission, its history, and its dreams. They need not have children in the school. Perhaps some would be alumni. Their concern is the long-term growth of the institution and of its educational programs.

The shorter-term trustees may have a narrower vision, perhaps reflecting the wishes of those parents who have children in the school at the time. They may face the dilemma of all trustees with children in the school of reconciling the needs of their offspring with those of a future generation. Since they must be parents of students in schools and are replaced more frequently, the problem of this dilemma is repeated with each new trustee. This is now balanced by the presence of the number of appointed trustees.

The 'bell on the cat' problem of the hybrid board is the ratio of appointed trustees to those elected by the associates. Does the

school desire a board composed of a majority of appointed trustees, or one of a majority of those elected? This question is one that each community must answer in light of its own school's history and which ratio will give it the stability it desires.

A final word:

This is hardly a complete listing of all types of boards that exist among the international schools. Indeed, some schools have boards that are not even located in the country of the school, meeting abroad at their convenience. It is hoped that the reader may get some idea of an almost indescribable diversity of organizations that have evolved to meet the governance needs of individual schools. That diversity is the hallmark of the democratic processes from which almost all of these schools have sprung. The only certainty one may carry from this is that new forms of school governance organizations will continue to develop, almost faster than can be recorded.

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international schools.

Winter is the founder of the award-winning comedy troupe, Wavelength, an improvisationally-based acting ensemble that uses humor to train, motivate and inspire educators. Formed out of the Players Workshop of Second City, Chicago, Wavelength has performed internationally for over one million people in over 1500 educational organizations. He received a BA in English Literature from Quincy (IL) University and an MA in Popular Culture from Governors State (IL) University. A former English teacher, tennis coach and student council advisor, his students voted him "Most Spirited Teacher". He also worked as a communications trainer for Arthur Andersen where he was voted "least likely to work for an accounting firm." He has won awards for acting, writing and producing Wavelength training videos and occasionally performs at the Art Institute of Chicago. Jim's article on humor for school administrators "She Who Laughs, Lasts" was published in the March/April 2004 edition of Principal magazine.

Ambassador Eliot was a career US Foreign Service Officer for 30 years, serving in senior positions in the Department of State and in the American Embassies in Moscow and Tehran. From 1973 to 1978 he was Ambassador to Afghanistan. From 1978 to 1985, he was Dean of the Fletcher School of Law and Diplomacy at Tufts University. From 1985 to 1987 he headed the Center for Asian-

Pacific Affairs at The Asia Foundation in San Francisco. He served on several corporate boards, including the Raytheon Company, and on many non-profit boards. He is currently a Trustee of the Asia Foundation and on the Advisory Committee to the Sonoma County (CA) Agricultural Preservation and Open Space District. His hobby is birding, which he has done in many parts of the world. He and his wife live in Sonoma and have four married children and nine grandchildren.

In addition to these keynoters, who will also do follow-up at break-out sessions, the meeting will be highlighted by seminar presentations from accomplished practitioners in the international field including Robert Sylvester, Bob Garmston, Pat Wolfe, John Littleford, Debbie Freed, Robert Haas, Deb Welch, and Phil Stroup.

In addition to the opening night's social sessions, others that invite delegates to exchange ideas in informal venues include the wine and cheese reception offered by exhibitors on Friday night, Feb. 23, and the Association's gala reception in the Atrium of the Hyatt Hotel Lobby on Saturday night, Feb. 24, before the closing session on Sunday.

Registration information is available at the AAIE website at www.aaie.org

NAIS TO PUBLISH ...continuation from page 1

news of how you may provide this useful work for overseas international school boards and other aspects of NAIS's Global Initiatives program.

The project began a year ago with the existing NAIS document that works extraordinarily well for independent schools in the United States. Many believe that the model board structure for international schools should be based upon the U.S. independent schools, but, in fact, there are many differences that we should acknowledge and celebrate. This manual is directed both to heads of school and their boards, of all nationalities, who would welcome assistance in developing a cooperative and participatory governance structure in ways that promote effective and long-term structures to the process.

Thanks to the sponsorship of the US State department's Office of Overseas Schools, this dedicated committee, will meet for the second time in December to develop strategies for putting the principles described in the handbook into practice. This task force is about serious business. The publication in 2007 is only the beginning of work to aid schools in their quest for improved governance. And what better preoccupation might there be for

such a professional and experience group of educators who seek to improve the profession is such an important way, and who represent so many years of distinguished leadership around the world? Especially in international schools where highly transient trustees and heads alike may wish to develop productive relationships in a rapidly transforming school setting, the Handbook is designed to give maximum support, fresh ideas and ways to benefit from the best practices of others within the turnover so prevalent in this setting. Much excitement exists about the potential for school improvement based on this work.

Publication is scheduled for early 2007. To order the *Trustee Handbook for International Schools*, go to either www.nais.org or www.aaie.org The authors and collaborators will be greatly interested in your comments and suggestions for needs of international school trustees.

Dr. Hall may be reached at Hall@wis.edu

AFTER THE DISASTER, CAN YOU RESCUE YOUR DATA?

(1st of a 2 part series)



By Jay Ketterer
Professor of International Education
Director of International Endowment Foundation
Jacksonville State University, Alabama

International Schools enjoy a well-deserved reputation for being on the cutting edge of technology, instructional methodology, and client-centered school management. The high standards of these schools are reflected in a host of indicators ranging from SAT scores to parent satisfaction surveys. Over 400 schools affiliated or accredited in the U.S. are spread across literally every region of the world (Brown, *Crucibles of Democracy*, p. 5). A recent study conducted by emTech™ and Associates entitled *Anticipatory Administrative Postures: Preparation for Disaster Mitigation with Respect to Data and Archival Loss in International Schools* (©March, 2006. All Rights Reserved) addresses the issue of business recovery and continuity. Sponsored by the Association for the Advancement of International Education (AAIE), the report reveals serious risks to international schools that have not been addressed in current disaster mitigation and recovery plans, supporting a contention arising from the AAIE membership's directors. □

The study was conducted to determine the levels of concern and the extent of vulnerability in overseas schools, as represented in AAIE's membership, with respect to the integrity of critical institutional information, archives, and data—academic and operational—in the event of natural or civil catastrophes. The report consists of 1) a review of the literature related to Disaster Response (DR) generally, with a focus on “architectures” designed to protect, backup, rescue and restore the operational viability of institutions; 2) the development and implementation of a survey with a carefully selected population of Chief Administrative Officers (CAO's) from overseas schools to identify their perceptions in the areas indicated; 3) interviews with targeted U.S.-based administrators and tech support personnel to establish benchmarks and parameters for the survey and subsequent research; 4) a short review of selected school disasters; and 5) the development of a data base for the years 2000-2005 of natural disasters world wide by country, generated by the research engine on EM-DAT. The survey subjects and all interviews, U.S. and international, were conducted with a guarantee of anonymity. Part I of this report will cover the findings of the survey. Part II (*InterEd*: Spring, 2007) will summarize the conclusions and recommendations of the emTech team (Full disclosure: the author is an associate of emTech). □

This study was conducted with three basic assumptions: □

- 1) □ All overseas schools have a professional responsibility □
□ to identify and secure essential data. □
- 2) □ The Emergency Response capability of an overseas school □
must include a plan for the recovery of essential academic, □
operational, business and personnel datasets with the aim □
of restoring normal operations or passing these datasets □
to the interested legal party. □
- 3) □ The CAO of an overseas school is in the best position to □
analyze and quantify the security of essential datasets and □
archives in the school. □

Results of the Survey □

Macro-System Questions. These questions were designed to develop an over-all picture of the structure currently in place for the preservation of archives and essential operational data for international schools. The results reveal a lack of a standard operating procedure among the schools with regards to the infrastructural requirements necessary to anticipatory information management.

- Over 61% of the schools responding reported that there did



And Barrie Jo Price
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exist on campus a specific space or location for the storing of archival data. Significantly, nearly 40% of schools reported no permanent archive.

- Nearly 70% of CAO's reported that no employee was assigned to manage the historical archive. The question did not define “manage,” but it is natural to assume that at least three functions of management would be to 1) update on a regular basis; 2) preserve the archive's integrity from loss due to obsolescence, misuse, or inaccuracy; and 3) restrict and authorize access.
- Over 92% of CAO's reported that there was no system in place to ensure retention, access, and duplication of critical records in case of catastrophic loss, civil disturbance or natural disaster.
- Nearly 70% of CAO's expressed their dissatisfaction with the safety and security of their historical archives.
- One hundred percent of respondents reported that there existed no budget line for the preservation of the historical archive and other essential documents.
- Over 60% of CAO's reported that site-based emergency procedures were inadequate to protect against the loss of historical and archival data.
- Over 60% of CAO's reported that their School/Community Evacuation Plan did not include a procedure for the rescue or protection of vital information.
- One hundred percent of respondents reported that historically pertinent, significant, and/or valuable artifacts on campus are not registered, photographed, or otherwise documented.
- Nearly 70% of CAO's reported that no system was in existence to verify and authenticate historical and archival information stored by the school. No CAO reported in the affirmative. Thirty percent of responses were left blank.

Operational Questions. These questions were designed to identify where the existing system is located and the type of source information that is being handled.

- Nearly half of CAO's responding (46.2%) reported that over 75% of the historical archive is “manual” (paper, photocopies, film). The remainder reported that between 25-75% is manual.
 - Seventy-seven percent (77%) of CAO's reported that less than 25% of their historical archives were digitally stored, accessible, and protected with back-up protocols.
 - With respect to the management of electronic records, 53.9% of the respondents reported that a process to digitize school archives has not yet begun.
- Administrative Records □
- CAO's report the greatest concern about the Security of □
Institutional Assessment and Performance Data; 69.1% describe these records as “At Risk” or “Highly At Risk.” □
 - The security of Auditor's Reports and Budgets does not □
appear to be a matter of great concern. □
 - Two other areas of concern emerge when the perception of □
“Uncertain” is added to the “At Risk” categories: Public □
Records and Reports (69.1%); and Compliance Records □
(Federal, State, National), (53.7%).
- Facilities □
- With respect to Facilities records, the highest level of concern □
seems to be with contracts, with 23% of CAO's viewing these □
records as “At Risk” and another 46.1% responding as □
“Uncertain.”

BAD NEWS FOR EX-PATS IN NEW TAX LAW

By Rick Gray, CPA, CEO, Global Tax Service and Regional Vice President, GBG/TieCare International

The Tax Increase Prevention and Reconciliation Act of 2005 became law May 17, 2006, and is effective for tax returns filed for tax year 2006. It includes several changes impacting on US taxpayers residing overseas.

The biggest shock will be for those who currently pay tax, but at a low rate. Under the new rules the tax calculation will be "stacked."

The taxpayer will compute tax on income including excluded foreign earned income, and will calculate tax on excluded foreign earned income only. Tax on excluded foreign earned income only will be subtracted from tax on total income, and the remainder is tax due. Effectively this eliminates the 10 percent, and probably the 15 percent, tax bracket for most taxpayers. Most taxpayers will now begin paying tax at a rate of 25 percent or higher.

The calculation for the foreign housing credit was also changed. It was formerly equal to 16 percent of the base pay of a US government employee, GS-14, Step 1 – which worked out for 2005 to a little over \$11,000. Housing amounts above that amount could be deducted from overseas earned income, in addition to the \$80,000 exclusion amount. Beginning in tax year 2006 the formula will now be that excludable housing costs are those exceeding 16 percent of the foreign earned income exclusion, or \$13,184. With the increase of the foreign earned income amount, this is essentially a wash, but it means no break for those earning more than \$80,000 who claim a foreign housing allowance as well. The Law allows cost of living to be taken into account, with adjustments permitted of up to 30 percent. Don't look for any adjustments in time for tax year 2006 filing, but some adjustments in particularly high cost areas should be approved in time for the 2007 tax filing season. In areas with high housing costs this may mean some educators who formerly paid zero tax may now owe tax. When guidance on exceptions is released hopefully it will allow for amending 2006 returns where that is favorable to the taxpayer.

Further bad news -- dependents with income from uniform gift to minor act (UGMA) accounts whose income is taxed at the parents' rate will now be taxed at the parents' higher rate. In addition the income will now be reported at the parents' rate to age 18; formerly reporting stopped at age 14.

The Law did include some good news. The amount of the foreign earned income exclusion will be indexed for inflation beginning with tax year 2006. Originally indexing was not scheduled to start until 2008. For taxpayers approaching the current \$80,000 ceiling this is good news, as the exclusion amount for 2006 will now be \$82,400.

Formerly many overseas tax filers were unable to convert money in traditional Individual Retirement Accounts (IRAs) to Roth IRAs, because if joint income including the amount of excluded income exceeded \$100,000 such transfers were prohibited. The new Law removes that ceiling effective with tax year 2010.

Capital gains rates will remain at all time lows. Taxpayers in the 25, 28, 33, and 35 percent tax brackets will continue paying tax on long term capital gains at a 15 percent rate, at least through tax year 2010. Taxpayers in the 10 and 15 percent tax brackets will continue paying at a 5 percent rate through tax year 2007; from tax year 2008 through at least tax year 2010 these taxpayers will pay 0 tax on long term capital gains.

More details on specifics of the tax law changes, and some suggestions for legally avoiding some of the tax consequences of the new law, will be the topic of a special presentation at the AAIE Conference in San Francisco in February 2007.

A more complete analysis is available from Mr. Gray may at rick.gray@hotmail.com

AFTER THE DISASTERcontinuation from page 8

- Deeds to property are reported as being uniformly "Secure" or "Highly Secure." □
 - It should be noted that the designation of "Uncertain" with respect to Architectural Drawings and Bills of Sale hovers around 50%. □
 - Student Records □
 - With respect to the permanent records and transcripts of students, 69.1% of responding CAO's described these records as "At Risk" or "Highly At Risk." □
 - With respect to individual assessment data, 76.6% of CAO's described these records as "Uncertain," "At Risk," or "Highly at Risk" in terms of their vulnerability. □
 - Pictures of Students and Student Groups seem also to be a matter of concern: 92.1% of CAO's described these records as "Uncertain," "At Risk," or "Highly at Risk" in terms of their vulnerability. □
 - Student medical information, specifically covered by FERPA protections is also deemed to be "Uncertain" (15.3%), or "At Risk" (46.1%). □
 - Personal Records □
 - Authenticated letters of recommendation are deemed to be vulnerable in current systems by CAO's; 76.8% qualified them as "At Risk" or "Highly at Risk." The total "vulnerability measure" for this concept (after adding in the "Uncertain" category) is 84.4%. □
 - Records concerning Documentation of Service are the next highest level of concern in this area: over 50% of CAO's qualified this area as being "At Risk" or "Highly at Risk," and the total percentage, including "Uncertain" for this area is 76.7%. □
 - Records of Terms of Employment were perceived as being "Uncertain" (30.7%) or "At Risk" (38.4%). □
 - Concerns about Payroll records and Accounts Receivable records are not as acute; however, the "Uncertain" and "At Risk" levels for both hover between 50-60% of the CAO's responding. □
- In summary, seventy-seven (77%) of CAO's disagreed with the statement "Our school has adequate back-ups of essential administrative, student and institutional data." With respect to the statement "Most schools have adequate safeguards in place to protect vital records in case of catastrophic loss, civil disturbance or natural disaster," 92.3% of respondents disagreed. Finally, 92.3% of responding CAO's agreed with the statement, "A centralized and concerted effort of the part of schools to standardize and protect archives and historical files of schools should be a high priority of strategic planners."
- Perhaps I have your attention now. In the spring issue of *InterEd* I will address the conclusions and recommendations of this critical AAIE study.
- Dr. Ketterer may be reached at jkettere@jsu.edu Dr. Price at bjprice@emTech.net*



INSITES: A DIGITAL UPDATE- 1:1 COMPUTING : STUDENT LAPTOPS A QUICK REVIEW FOR SCHOOL LEADERS

By Barrie Jo Price

The phrase *1:1 Computing* is primarily used to mean a laptop program in which each student has a laptop, though, even more current data seem to indicate that we can expect to include other so-called 'student appliances' in this category (Hayes & Graeme, 2006). The true meaning of 1:1 computing goes beyond the idea of one student, one computer and, instead, encompasses *how, when* and *where* teaching and learning take place (1 to 1 Learning, 2006), thus taking full advantage of today's wired students' skills and interests (McHugh, 2005). It is reported that 13-18 year old students use some form of digital media for six hours or more daily, primarily outside of school (1 to 1 Learning, 2006), so the move to 1:1 computing seems logical for this population. A comprehensive 1:1 computing program would be better described as an engaged learning program, involving realignment of instructional methods to reflect increased interaction of students with information and the learning process and blended into instruction in a traditional setting (Marsh, McFadden & Price, 2003).

Administrators considering 1:1 computing models will want to consider the overall implications on the learning system (school); time spent on this resource, EnGauge, provided by The North Central Regional Educational Laboratory (EnGauge, n.d.) is a good starting point for school leaders. Also *Tools for Learning: The Maine Story* (n.d.) illustrates this by identifying critical features including professional development, leadership, and learning-teaching process, with these given equal or greater attention than the hardware issues.

Once school leaders get the gestalt of the 1:1 computing, the issues arising include potential impact of the program on achievement, technology use, and costs. Indicators of success in this model are typically broaden to include more than test scores, with emphasis placed on critical thinking, problem solving, visual and informational literacy, academic inquiry, researching, collaborative and communication skills, as well as the ability to use multimedia; however, using test scores as the standard, statistically significant gains were reported in the target schools studied (1 to 1 Computing, 2006; Stager, 2005), though a conclusive body of research is still emerging on student achievement and teachers' use of technology (Silvernail & Harris, 2003; Bedell, n.d.). Further, Bebell (n.d.) reports that early emerging research results seems to indicate that even if achievement remains steady, there is increased student engagement with these findings consistent across studies from the Maine 1:1 Computing project and the early reports from the first year in New Hampshire's Middle Schools (Bebell, n.d.).

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NOT JUST A LAPTOP PROGRAM AT SURABAYA INTERNATIONAL SCHOOL

By Lawrence W. Jones, Superintendent
Surabaya International School, Indonesia

Two years ago, we at Surabaya International School began examining ways we could better provide a true constructivist-styled classroom for our school. We felt that a constructivist model that allowed for more self-exploration and collaboration on the part of students could make a positive impact on the way teaching and learning was done. After examining how best to achieve this, the SIS Technology Planning Committee presented to the administration and school board a 3-year technology plan that called for a one-to-one wireless laptop program for all students grades 6-12. It was accepted in the fall of 2005 with an implementation plan for August 2006.

We entered into 1:1 computing in the hopes of accomplishing two things: 1) providing more ubiquitous computing access for our students in a 24/7 structure with the goal of allowing for a more constructivist approach to teaching and learning and 2) modeling with them the modes for life-long learning that we saw coming in their futures (Hayes & Greaves, 2006). While we were not aiming for Garrison Keeler's ideal students of Lake Wobegone (all handsome, pretty and above average!), we did hope to enhance achievement and model a world-class instructional model within a small school.

Before we began to buy equipment, we reviewed some of the research on 1:1 computing, beginning with information from Maine, the first 1:1 computing, state-wide initiative ("*Tools for Learning: The Maine Story*", n.d.) From the research we came to the conclusion that leadership, professional development and the teaching-learning process were important with equipment playing only a minor part, not the focus. Our faculty began to talk about issues such as "what do we do if each student has a computer" and "how does our day change", with these conversations long-preceding the purchase of equipment; technology integration became a theme for our discussions. We began to use The George Lucas Educational Foundation (www.gleef.org) and its magazine, *Edutopia* (www.edutopia.org) as resources in our search for answers and models for 1:1 learning. As McHugh (2005) so clearly points out, today's "iKids" are different, have different skills, experiences and expectations. We sent our Director of Information Technology, Don Miron, to visit another school currently using laptops in a one-to-one computing environment. Our faculty wanted to be able to use the differences between what was being documented in research and what was happening out there to better improve teaching and learning. We also contacted emTech Consulting (www.emTech.net) for guidance in our planning and implementation; with their assistance we looked at other models and current research available

comparing various instructional models (Liang et al, 2005). It was becoming apparent that we were not getting a laptop program; we were getting a new instructional approach, and we were all going to learn some things along the way.

What began with an intention to create a constructivist learning environment in the secondary school has grown into an engaged-learning model, embraced by our entire secondary school community. Activities have blossomed into an examination of how we organize the day for teachers and students, with an emphasis on allowing students to become fully engaged in the learning process. Teachers are in the process of re-examining the geography of their teaching (space) and the timelines for instruction (lesson plans, nature of interactions). Students have become engaged in learning well beyond the walls of the classroom through the wireless access and the individual laptops provided to each student and teacher. Sure, there is a lot to say about the equipment/technical aspect, but right now, we at SIS are all still absorbed by the changes in learning contexts. The technology is just one piece of it. We are continuing our yearlong exploration and study; we will have much to share as the year progresses.

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THE AMERICAN INTERNATIONAL SCHOOL/DHAKA MODELS QUALITY STAFF DEVELOPMENT

By Stacie Rissmann-Joyce, Ph.D, Director of Curriculum & Instruction
American International School/Dhaka, Bangladesh
with the Teachers' and Principals' Training Center also strengthens

Introduction

A recent study conducted by *WestEd* examined the characteristics of the U.S. Department of Education's National Awards Program for Model Professional Development. The findings from the study provide sound advice to other schools eager to improve the performance of their students.

The National Staff Development Council printed the *WestEd* findings in an article entitled, "Results: Exemplary Schools Model Quality Staff Development" by Joellen Killion in its Dec./Jan 2000 issue. The article noted these key elements present in award winning schools with professional development:

1. "Schools need more than strategies for improvement: they need a spirit of efficacy, responsibility, and accountability to increase student learning.
2. Teachers engage in diverse and extensive learning experiences.
3. The freedom to select their own content and process for learning motivates and engages teachers in learning.
4. The context of the school plays a significant part in promoting high levels of learning for teachers. Time, resources, leadership, shared governance, collaboration, focused goals, and support structures are necessary to foster teacher learning.
5. The principal plays a significant role in establishing a productive learning environment.
6. Schools are spurred into action by external forces.
7. Decisions about professional development are made both by teams and by individuals.
8. As schools achieve success, their change efforts expand.
9. Schools operate fairly independently of their districts. Schools determine their individual goals based on data about their students.
10. Frequent analyses of multiple types of data keep schools focused on their results.
11. Evaluation of local professional development efforts occurs in many different ways.
12. All teachers, including both veterans and novices, are responsible for contributing to the successful implementation of professional development and are accountable for student achievement.
13. Change is not easy."

Strategic decisions in staff development at AIS/D

During the 2006-2007 school year the American International School/Dhaka made strategic decisions in addressing professional development opportunities. This was in response to a new curriculum framework that the school embraced after a year-long research process. The characteristics of award-winning schools have been present in AIS/D's mission that states, "everyone to be included, everyone to be challenged and everyone to be successful."

AIS/D has formalized a partnership with the International School of Brussels. Their curriculum framework, "Education for Understanding" includes themes of K-12 interdisciplinary standards and leveled benchmarks plus identification of assessment types, dispositions and cross curricular skills each of which is documented on a unique backwards design unit template. The school's partnership

its commitment to teaching and learning. Director Bambi Betts has clarified the concepts of standards, benchmarks, curriculum design and assessment with the faculty during annual visits to the school.

During weekends and evenings, a "master" class completed the ASCD online graduate course "Understanding by Design." The faculty participants met on ten different occasions to discuss the course required readings and requirements. The professional dialogue was challenging! The individual course registration fee was paid by the school; however, some teachers personally applied for university graduate credit at their own expense.

Software training

Another "master" class completed by AIS/D volunteer faculty was that of Rubicon Atlas Curriculum Software training. As the school is now using this web-based program to document curriculum, it has been very positive to have several "in house" facilitators to support this process. Standards, benchmarks and curriculum unit documentation efforts will become available to the community during the 2006-2007 academic year on the school's curriculum public website.

In addition to these two unique study groups, teachers voluntarily organized two separate book study groups. The lively professional dialogue was difficult to stop after several hours' examination of each semester's selected book: "How to Differentiate Instruction in Mixed-Ability Classrooms" and "The Research Workshop." The Curriculum Center recognized each participant with a signed certificate for the respective book studied.

Seminars are added

Brown Bag Seminars were scheduled regularly in the Curriculum Center during the school year. Two ASCD video series were presented for faculty viewing, worksheet completion and professional dialogue. The two programs were "Understanding by Design" and "Using Classroom Assessment to Guide Instruction." Those who completed each series, were presented a certificate noting the program and respective Continuing Education Units (CEUs) which are often required for renewal of U.S. teaching licensure.

A representative group from AIS/D attended the March Near East South Asian Teachers' Spring Conference in Bangkok. These twenty-six educators spent part of their well-deserved school spring break by participating in professional development sessions for three fast-paced learning days. Their sincere desire for life-long learning was the determining factor for this unique vacation...as well as their desire to share their newly acquired knowledge with colleagues.

Consequently, an AIS/D Mini-NESA Conference was held the afternoon of April 27, 2006. It was organized by the school's Professional Development Committee. Twenty-three 30-minute

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BREAKING THE CONTRACT

By Thomas Elieff

An introduction by Patrick Bassett, NAIS President:

The ethics and the reality of faculty contracts seem to be on different pages. Ethically, a contract implies a two-way obligation: i.e., once the school and the teacher sign a contract, then both parties should abide by it. If a school broke its contract with one teacher to hire a "better" teacher, the original teacher would be indignant (in fact, many teachers would sue for "breach of contract"). If a teacher has a better offer, accordingly, the ethical thing to do would be to ask the new school to postpone the offer for another year. What actually happens in most cases is that the faculty member "asks" to be released, thereby putting the school in a no-win position, since to deny the request typically means keeping an employee who will be resentful (either consciously or unconsciously). This is not a good recipe for creating a positive work environment or a collegial faculty culture.

Another concern involves when contracts are signed. It is in everyone's best interest if a faculty member alerts the head when he or she is exploring other employment opportunities, and asks for a reasonable extension on signing the contract if other offers have not yet materialized but seem likely to do so. A reasonable extension would be three to six weeks beyond the typical deadline, whatever that is. It would be generous and the right thing for the school to do under these circumstances. The faculty member must realize that the school might begin looking for a replacement; if the extension deadline passes without an offer or a signing, the faculty member may have to reapply for his or her own job.

One school administrator's reaction to a recent spate of contract breaking.

From all accounts — what I hear from veteran administrators at the annual conferences, from people at my school and at those I frequently contact, and from the volume of traffic and the testimonials on the Internet mailing groups — there is a disturbing phenomenon of teachers who are breaking their contracts. We ignore this issue at the peril of our schools' missions and philosophies.

Here I am not talking about family emergencies or health issues that would understandably prompt the need for a sudden release from a contract. That's not breaking a contract. I'm talking about a teacher who walks away from his contract for "something better," sometimes agonizingly late in the school year, or worse, in the summertime.

This matter needs to be confronted forcefully and directly. Teachers must understand that breaking a contract one has signed in good faith debases the quality of the community that we strive to create and uphold. When a teacher breaks his or her contract in the small independent school, morale dampens, the faculty becomes politicized, cynicism develops, and the quality of our service to students and their families suffers. Perhaps more insidiously, the ideals of honor, respect, and responsibility we so cherish and promulgate in our students are undermined.

So why does this happen? Both teachers and administrators blame everything from societal trends and the dot.com culture to the salary gap between public and independent schools. Close colleagues of those contract-breaking teachers sometimes mention the lack of support and nurturing from the administration. While these economic, social, and workplace factors can and perhaps do play a part, schools are negligent if they explain away the issue or fail to confront the matter openly with their faculties.

Obviously, it behooves all schools to reconsider their contract season protocol. At minimum, what needs to be re-examined are dates for contract delivery and return, dates for requesting extensions, and even such issues as rights of refusal and the necessity for schools to entertain candidates while positions are not yet officially open. Being sure that such dates are fair and flexible and communicated is essential.

But a restructuring of the contract season alone doesn't get at the heart of the matter. What should be at the center of the discussion is what independent schools are all about and why we teachers choose to teach in independent schools. The greatness of our schools rests with how successful we are in becoming a humane community.

Such a community necessarily addresses the loftier goals of education — the pursuit of meaning and awareness and identity. At our philosophical core, independent schools are about the pursuit of the good. Our more holistic approach to educating the college-bound child necessarily places character or "moral" issues at the core of our missions — honesty, honor, citizenship, service, caring, even spirituality. We can and do dismiss students for lying, cheating, and plagiarism. But when teachers view their own signature, their own word, as negotiable, then they are, possibly unwittingly, creating a double standard. How can we foster a climate supportive of the highest ideals, or ask our students to aspire to them, when we break our word and jeopardize the quality and continuity of the programs we helped to create? How can we teach responsibility when we, in effect, treat our employment as free agency and think nothing about vanishing from the community?

Am I preaching to the choir? I hope so, but I'm afraid faculty and administrative leaders experience the contract-breaking episode as a tense phase to endure until it's time to bury it in the avalanche of getting the next school year underway. Teachers will forget, the new year will erase the disgruntlement and mistrust, all that underground faculty talk championing the cause of the departed teacher will subside, the intrigue will disappear. Isn't this matter just another perishable controversy?

I'm afraid not. On this issue, silence condones. Attitudes and habits will fester, then come back to haunt the school again in the spring. If we don't confront the tenuous regard for the teacher contract, then we are, unwittingly, allowing teachers to objectify the school. They will begin to use the school for whatever they can get out of it.

My guess is that faculties are likely to be split on this issue. Some teachers think it's no big deal to leave whenever they feel like it. "Whatever," one teacher said when I expressed outrage over a broken contract. "People have a right to do what they want to do," is a common refrain. While I am astonished at such casual attitudes, I am grateful to those voices that recognize the integrity of the contract.

I support those who make a decision to leave, and my support includes congratulations, whenever such a decision is made within agreed-upon time parameters and after hearing my final appeal. But it's very difficult to be supportive when the school gets blindsided.

Source: www.nais.org {By Thomas Elieff, Head of Upper School, St. Mark's School of Texas. Originally published by ISACS. Reprinted with permission. Updated by NAIS.

MEETING THE NEEDS OF GIFTED STUDENTS IN OVERSEAS SCHOOLS WITHOUT A “GIFTED PROGRAM”

By Nancy Robinson, Phyllis Aldrich, and Charles Rowins,
US State Department Office of Overseas Schools Advisory Committee on Exceptional Children;
with the collaboration of R. Subotnik, American Psychological Association, and C.A. Tomlinson, University of Virginia

Every school has a diversity of learners, from those who are struggling to those who are yearning for greater challenge. Abundant attention is usually paid to the struggling students and very little to those who have already mastered the skills and concepts being taught. Yet, with modest effort, schools, parents, and students can often adopt strategies that yield gratifying pay-off for youngsters who are otherwise at risk for debilitating boredom and discouragement. □

Everyone learns most effectively when we have to stretch a bit – not too much, but not too little. There are many ways to approximate this “optimal match,” no one of which fits all schools, all gifted students, or even the same student at all times. This article describes some ideas for schools and families to consider. The best matches are often achieved by choosing from a smorgasbord of possibilities, in the context of willingness to experiment with options to see what works best in a given context for a given student – and what doesn’t. □

School Strategies □

There are two general approaches to modifying the school experience for an advanced student. The first – and most important – tailors a substantial part of the student’s education in a *fundamental* way, creating a better fit than the regular program provides. The second provides *complementary*, add-on opportunities with lower priority because they do not modify a school day that many advanced students experience like a “six hour slow-motion movie.” □

Here are some strategies for fundamental adaptations every □ school can consider: □

- *Compacting*. Before starting a new unit, teachers can assess □ what students have mastered to avoid wasting time re-hashing □ what they already know or can learn more quickly than their □ classmates. This strategy also works well for transfer students □ who have already studied the topic and for students who, □ because of special interest, have acquired the relevant knowledge □ and skills. Teachers sometimes find to their surprise that all □ their students already have common knowledge that need not □ be taught at all. □
- *Extending the curriculum*. Without having to re-invent the □ wheel every day, teachers can set up patterns of substitute □ assignments for small groups and/or individuals. Alternatively, □ teachers can import challenging units of study not ordinarily □ covered by the class. By checking on students’ progress and □ giving minor explanations where needed, teachers can help □ students move forward at a level and pace appropriate for them. □ A fact of life: Even very committed teachers seldom modify □ assignments more than 20-25% of the time. □
- *Differentiating instruction for all students*. All students can □ work at their own pace and level of complexity when teachers □ use open-ended questions and assignments, create tiered □ assignments, vary tasks in interest centers, differentiate □ homework, use mixed-ability groups for most students but □ homogeneous grouping for the most advanced, and so on. □
- *Employing accelerative strategies*. Remember that gifted □ students not only learn faster; they also learn and think like □

older students. Here are some possibilities for students ready □ to move ahead:

- Early entry to kindergarten or first grade.
- In-class acceleration (using curricular materials for a □ higher grade).
- Spending part of the day in a higher grade for some □ subjects.
- Independent study of advanced courses on-line or using □ packages designed for self-instruction. (See list below.) □ These work best if a teacher keeps tabs on the student’s □ progress. Successful completion should be noted on □ the transcript whether or not credit is awarded.
- Skipping a grade.

And here are some complementary strategies:

- After-school clubs such as chess, Junior Great Books, or □ any high-level special interests.
- Participation in regional contests or debate leagues. For □ gifted students, team contests are especially positive because □ they enhance teamwork and honor the school rather than □ isolating students as “elites.”
- Tutoring in subjects not covered during the school day. For □ overseas schools, study of the language and culture of the □ host country is an ideal opportunity but a student may have □ a passion for another subject not fully accessible at school.
- For secondary students who are exploring career options or □ who already have a developed passion, a real-world □ apprenticeship at a local hospital, lab, museum, business, □ or cultural center.

Family Possibilities □

Collaborating with parents is essential. The following is a list of suggestions – by no means exhaustive – of ways in which parents can partner with schools to provide resources to enhance the education of their child.

- Options creating *fundamental* adaptations (within the school day) □
 - On-line K-12 or college courses (with “live” teachers) such as those provided by Johns Hopkins University’s Center for Talented Youth (www.cty.jhu.edu), Northwestern University’s Center for Talent Development (www.ctd.northwestern.edu/learning/index), Stanford University’s Educational Program for Gifted Youth (www.epgy.stanford.edu), or Advanced Placement (AP) classes (www.ApexLearning.com). See also www.geocities.com/Athens/8259/skonet for a list of possible options developed for home schoolers. These can solve the scheduling problems of schools with only one teacher per subject. □
 - Rigorous curriculum units such as language arts units for grades 1-11 developed at the College of William and Mary (Beyond Words) (www.cfge@wm.edu), computer software for problem solving in science and social studies (<http://score.rims.k12.ca.us/problearn.html>; www.classroomconnect.com), a middle-school math package, Descartes’ Cove, from www.cty.jhu.edu, course packages from the Talent Identification Program at Duke University (www.tipstore.tip.duke.edu), or programmed texts in high-school

DOCTORAL ABSTRACT - A STUDY OF THE CAREER PATHS OF THE HEADS OF AMERICAN STYLE INTERNATIONAL SCHOOLS

by Robert W. Brewitt, Ed.D., Washington State University, August 1993

This study described the career paths of the heads of American style international schools. The purpose of this study was to describe how the career paths of the heads of American style international schools could be characterized. The study described personal, professional and organizational variables as well as school and community conditions. The study investigated the effect of employment in regions of the world on the respondent's career path.

The study was based on the literature of school head career patterns by Carlson, Ortiz and March & March. Research on international school administrators, primarily by Bales and Vogel, was also used to develop the study. Eighty-one of the 105 school heads contacted responded to the questionnaire. More than 90 percent were male, American nationals and of European heritage. Most of the respondents became school administrators by the age of 30 and school heads before the age of 40. Ninety-eight percent held masters degrees and another 48 percent also held the doctorate degree. Eighty-nine percent obtained their first school headship in a school outside of their home country. The position of school head in American style international schools was obtained through a career in international education.

Most school heads left the classroom early in their careers and became building principals. The teacher-principal-superintendent career path was followed by 62 percent of the respondents. The school reputation was the most important characteristic to become a candidate for a school head position. The ability of their own children to attend the school was the second most important condition. The region of the world made little difference in the careers of these school heads. But, those who obtained their first headship in Europe, East Asia or South America tended to continue their careers in that region while those whose first headships were in Africa and Central America sought to obtain a second headship in another region.

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ABSTRACT – PRINCIPAL LEADERSHIP AND ORGANIZATIONAL CLIMATE

By Thomas L. Hawkins, Director, International School of Beijing, PRC

This study examined the perceptions of principal leadership behaviors on school climates in international school settings. Administrator and teacher self-perceptions and overall perceptions of the behaviors that indicate levels of openness of a school climate were measured and compared. Nine international schools' principals and teachers from Europe, Asia, Africa and South America participated in this study.

Three indicators for principal openness behavior: supportiveness, directiveness and restrictiveness, were examined. Three indicators for teacher openness behavior: collegiality, committedness, and disengaged behavior were examined. The aggregate of the standardized scores for behaviors were formulated into a principal openness index, a teacher openness index, and an overall school openness index. Data were collected by obtaining responses to a survey instrument mailed electronically to 18 interested principals and their respective teaching faculties. A total of nine principals and 133 teachers from the nine schools responded for a response rate of 50%. Data for answering the research questions were analyzed using a two-dimensional factor analysis via software specifically designed to interpret the results of the survey. The principals and schools taking part were all accredited members of the European Council of International Schools (ECIS), a professional educators association.

The instrument used to gather the data was the Organizational Climate Description Questionnaire for Secondary Schools (Hoy and Feldman, 1987), and a questionnaire designed by this researcher to gather demographic information. The results of the data collected from the international schools were compared with the results of Hoy (1997) in his study of a large sample of public schools in New Jersey. The reliability scores for the scales were: Supportive (.96), Directive (.88), Restrictive (.89), Collegial (.90), Committed (.93) and Disengaged (.87). Using the standardized scores from the data collected by Hoy, the international school principal behaviors were compared with the mean of the principals of the study in New Jersey. The behaviors of the principals and teachers were considered using Leithwood's (1993) Framework for Guiding Research on the Effects of Transformational School Leadership (see figure 2). The researcher found that principal leadership behaviors significantly impacted the overall openness of the schools, and that the more supportive and less directive the principal behavior was perceived, the more open the school climate. In schools where the principal scored well above average on the standardized openness index, the teachers perceived the climate of the school to be open. In schools where principals scored below average on the standardized openness index, the teachers perceived the climate of the school to be closed or engaged (meaning that the teachers carried on in spite of the leader behaviors of the principal). Without an open school climate, transformational leadership on the part of either the principal or the teachers cannot develop. All of the principals in the study had at least four years of administrative experience and five of the nine principals hold doctorates.

Dr. Hawkins completed his doctorate at the University of Minnesota, December, 2001. Principal Leadership And Organizational Climate: A Study Of Perceptions Of Leadership Behavior On School Climate In International Schools. Department of Educational Policy and Administration. Tom can be contacted at: thawkins@isb.bj.edu.cn

AAIE LITERARY CONFERENCE OFFERS INSPIRATION AND IDEAS

By Eleanor J. Jones, AAIE On-Site Coordinator

The Second Annual Literary Journeys Conference was held again in Seattle this summer. Over 230 delegates gathered at Seattle University this July. Seattle University (SU) offers an ideal conference location with an intimate atmosphere for building upon grand ideas. The conference carried a star-studded line up of keynote speakers including Bonnie Campbell-Hill, international educational consultant, the woman with the conference vision, and AAIE Executive Director Dick Krajczar, who put it all together.

The first keynote speaker, Katherine Schlick Noe, Seattle University Professor of Education, set the tone for the delegates. She spoke of our shared opportunities and responsibilities to guide students to learn about themselves and others through literacy. Kicking off the afternoon session, Vicky Spandel, best known for the development of the 6-Traits writing instruction and assessment program, spoke of creating an atmosphere in which writing thrives. Her talk was inspiring—"Vicki Spandel's presentation alone was worth the trip" was an attendee's comment.

The second conference day began with a "River of Words" from poet and novelist Naomi Shihab Nye. She spoke of keeping the words flowing for us and for the students, and she interlaced her message with personal vignettes spoken from her heart. Listeners found her words "an inspiration," and experienced Naomi as "a graceful breath of reality." Just when you thought it would be impossible to continue to be awed by a keynoter, along came Georgia Heard, internationally-known poet and consultant, who spoke of how to "Awaken the Poet in Every Student". As one listener enthused, "My love of poetry has been reignited. I am ready to take that back to my students."

Between each keynote speaker, conference delegates were offered a wide array of breakout sessions. Among the topics offered: 'Literature Circles Simplified', 'Designing Scoring Rubrics from Student Work', 'The Shakespeare Effect', and 'Exactly How to Accelerate Learning.' Each of these sessions was led by outstanding practitioners who work daily in USA and international school classrooms.

To understand just what an excellent conference this was in 2006, one only needs to read the comment sheets – "A wonderful, magical, engaging event." "This was amazing! I am so inspired to be a better teacher." "Several sessions have given me some very specific strategies for our literacy journey this coming school year." "In my years of teaching and conferences, this is the best I've been to." "I feel energized and excited about the coming school year."

Many attendees mentioned how glad they were to have attended this conference two years in a row—and how they can't wait until next year's conference. AAIE will host the 3rd Literary Journey's conference in 2007 addressing the theme Building Professional Learning Communities Around the World. Save the dates on your 2007 calendar: July 12 and 13. Check the AAIE web site, www.aaie.org after November 1st for the lineup of remarkable presenters, registration and housing information. We look forward to seeing you next year in July for another round of inspiration and education.

Dr. Jones may be reached at ej-aaie@earthlink.net

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math by Keedy and Bittinger. Singapore Math (www.SingaporeMath.com) can replace the regular curriculum or provide enrichment. The Calvert School (www.calvertschoo.org) offers enrichment coursework. Nebraska was one of the first states to develop courses for independent study (www.nebraska.gov/education).

- Enrollment in a local college (or high school, if in a K-8 school) for classes the student has outgrown at his or her own school.
- Materials to support an above-grade course of study designed by the school or by the student. Enrichment in math might be provided, for example, by materials from www.nctm.org (National Council of Teachers of Mathematics) or www.challengemath.com.
- Options creating complementary adaptations (outside the regular school day)
- Tutoring in above-grade academic interests/talents or training a leader for Junior Great Books (www.greatbooks.com).
- Regional/national/international contests.
- Stateside residential summer programs that offer rigorous academic courses. Duke University's TIP publishes a catalogue (www.tip.duke.edu).

Professional Library

Here is a basic teacher or parent-friendly selection: Colangelo, N., Assouline, S. G., & Gross, M. U. M. (2004). *A nation deceived: How schools hold back America's brightest students, Vols. 1 and 2. (The Templeton National Report on Acceleration.)* Iowa City, IA: Belin Blank Center of the University of Iowa. This landmark book summarizes the research on accelerative options. Concludes that acceleration is clearly not harmful to most gifted students and leads to higher achievement and often to greater confidence and strength. May be downloaded or ordered without charge at www.nationdeceived.org. □

Neihart, M., Reis, S. M., Robinson, N. M., & Moon, S. M. (2002). *The social and emotional development of gifted students: What do we know?* Waco, TX: Prufrock Press. Readable report by a task force of experts. One conclusion: Gifted students are as robust as others but suffer in inappropriate educational settings. □

Rogers, K. B. (2001). *Re-forming gifted education: Matching the program to the child.* Thousand Oaks, CA: Corwin Press. Rich resource for planning multiple educational alternatives for the special needs of the gifted child. □

Tomlinson, C. A. (1999). *The differentiated classroom: Responding to the needs of all learners.* Alexandria, VA: Association for Supervision and Curriculum Development. Excellent introduction to differentiating instruction at all levels, enabling teachers to start small and develop increasing skills in adapting to student needs. □

Van Tassel-Baska, J., Johnson, D. T., & Boyce, L. N. (1996). *Developing verbal talent: Ideas and strategies for teachers of elementary and middle school students.* Boston: Allyn & Bacon. This group has done extensive curriculum development, and has developed coherent ways for teachers to do the same. □

Winebrenner, S. (2000). *Teaching gifted kids in the regular classroom: Strategies and techniques every teacher can use to meet the academic needs of gifted and talented (rev. ed.)*. Minneapolis: Free Spirit Press. If you get only one book, get this one, though remember that the curriculum for gifted students needs deepening as well as extending

Conclusion

Challenging and supporting our most talented students is a high priority for everyone. Schools or parents wishing more information or help in brainstorming solutions for specific students are welcome to contact the chair of the Advisory Committee, Nancy M. Robinson, Ph.D., at capable@u.washington.edu.

GLOBALISM IS HERE! IS INTERNATIONAL SCHOOL EDUCATION PREPARED?

By Lawrence Philpot, Educational Consultant, Quality Schools International

Introduction

This article will pose more questions than it provides answers, advocating basic educational principles and addressing some models which are already in place that may be instructive for all of us. I will present a thesis that competition will make us all better and that elitism has no place in the new international schools. I will suggest that AAIE has a role to play and that the leadership of the different international school organizations could profit from better communication with one another. I will suggest that we must prepare ourselves to manage in “permanent white water” and our management structures must be flexible and open to immediate change.

Globalism is here.....now!

For decades we have all heard that globalism is coming. In 2006, we can say, without a doubt, that globalism has arrived. In his thought-provoking book, *The World Is Flat: A Brief History of the Twenty-first Century*, Tom Friedman is already redefining the core of globalization. One of his implications is that there is a genuine disconnect between school and the real world of globalism. Many authors are now talking eloquently about massive collaboration, inter-connectedness, the potential dominance of China and India, homesourcing, outsourcing, massive convergence, learning how to learn and the need for technology platforms that reach world-wide in real time. Some authors are talking about imagination being more important than knowledge. I believe we first heard this from Albert Einstein.

Globalism will have immediate and real impact on organizations that operate international schools. The international schools of the world are the custodians of the children of the movers and shakers of globalism. It behooves us to quickly learn and incorporate principles of globalism into the everyday exchanges and experiences that happen in our international schools. The children we serve are already more attuned to the concept of global interdependence than we are, which increases the urgency with which we need to approach our shift in thinking.

What Globalism Means for International School Education

International schools education is diverse by nature and by the fact that we have global representation of students. However, given the numbers and kinds of students of different cultures which are coming our way in the future, we will continually be challenged to provide meaningful education for different cultures, different languages, different value systems and different requirements of their home countries. A US curriculum with a US diploma and accredited by a US Accrediting Association will need to be supplemented with strong intensive English and foreign language programs, International Advanced Placement Diplomas, International Baccalaureate Diplomas and counseling centers which have expert counselors with global knowledge.

Globalism is very dependent upon technology. Our international schools that teach the children of global companies will be hard pressed to keep up with technology platforms which give our schools real time communication with one another around the globe and

tie our students directly to the internet. Our smaller secondary schools will become very dependent on virtual classes and some of us will develop our own Electronic Secondary Schools that provide classes to any student in our smaller secondary schools who has a particular need or interest. It is my personal opinion that we need to leapfrog the colleges and universities who are providing this service at present and establish our own Electronic Secondary Schools with their own faculties and administration. This will allow our international school organizations to maintain quality control and mesh electronic education into our curriculum design. Some of the larger international organizations such as A/OS may have access to satellites but most of us will be dependent upon the internet in order to cover the world. Most states in the US and most foreign countries have Internet Secondary Schools that provide specialized programs to rural areas. We can learn a great deal by visiting these schools. The NESA consortium is instructive to all of us.

To take just one example, the staff development needs of our local national staff, will require imagination and will, most likely, be done best with an electronic platform that connects to a major university program. There will be no end to our uses for technology and electronics. We must all begin immediately to build the platforms we need to meet the challenges posed by worldwide communication and collaboration.

Basic Principles that Must Drive our Schools in the Global World:

I assert that it will become imperative for international schools to adhere to three principles as we develop our schools of the future. Globalism will demand the following:

- We must be driven by student needs instead of some rigid philosophical point of view. This will require a level of flexibility and nimbleness that educators are not famous for. The speed of change is going to blind us at times and it will be a major challenge to keep up. However, if we simply ask ourselves what would be best for students, the answer to that question will resolve most of our issues.

- There will be no place for elitism in this new global market for international school students. It is true that some international schools are established to serve a specific clientele but most of us will be required to practice inclusion and open enrollment. We will also need to accept the basic common sense fact that it is our job to create the conditions for success for ALL students. There will be a very low tolerance for failure when they are paying large sums of money to attend our schools. □

- Competition will benefit all of us. Parents and Companies □ will demand some choice and we will all thrive in an □ environment of healthy competition. We should not □ hesitate to establish our schools in cities where we have competition and in one another's backyard. It will be especially healthy for parents to have a choice between a □ US curriculum and a curriculum from England, Turkey □ or Germany.

International Schools as a Vehicle for Transmitting Basic Human Values.

Many nations and cultures see schools as a vehicle for the transmission of their basic value system. International schools must be diligent and forceful in preventing our schools from being captured by the value system of a particular nation, culture or religion. It is imperative that we be an open forum for all value systems. We have a unique opportunity to be a laboratory where these value systems can mix and co-exist.

There are certain fundamental, global human values that can and should be integrated into our daily curriculums. Honesty, trustworthiness, responsibility, kindness, politeness, concern for others, tolerance, aesthetic appreciation and environmental awareness are global human values which transcend religious and political ideologies. The practice and open discussion of these values in the daily life of our international schools are imperative. Global citizenship is good citizenship. We need to maximize the impact that our international schools can have on global harmony.

It is important not to make the mistake of completely avoiding any discussion of these global human values because we are fearful of offending someone. In my 35 years of living around the world with my family and coming into contact with people of all value systems, I have never met a family that did not believe in trustworthiness, honesty, kindness, personal responsibility or politeness. We either teach our students to stand for and practice some basic global human values or we allow them to live in the vacuum of standing for nothing and falling for everything. Globalism demands a level of tolerance but also demands that we continually search for commonality.

To carry this point a step further, it is imperative that we look for and hire teachers and administrators who are committed to these basic global human values. A philosophical commitment does not replace the daily life rituals that exhibit a real commitment to honesty, tolerance, kindness and basic integrity. International school administrators should understand that a teacher cannot impart to others a value that they do not possess themselves. Just as a teacher cannot impart to others knowledge that they do not have, they cannot transfer commonly accepted human values which they do not practice on a daily basis.

The design of our websites, the decoration of our classrooms and hallways, the choice of our curriculum materials and ALL that we do must reflect these global human values.

Where Will the Staffing Come From?

As the teacher shortage becomes more acute each year, we in the international schools must do some creative thinking about where we are going to get our staffing? I suggest that we do this collaboratively because it affects all of us. Here is an area where imagination is more important than knowledge. This is also an area where technology is going to be required. Specifically, we must be connected and interconnected to every site, country and organization that can provide us with quality teachers. A recent communication from our friends at SEARCH emphasizes these points.

As I have worked for the last 35 years around the world, I have been very impressed with quality of host nation people that we get to work for us. I deeply believe that we can turn some of these local nationals into full-fledged teachers with US certification which will satisfy the accrediting associations. We may find that there

is already some reciprocity among nations that resembles the reciprocity that the US has among the different states. At a minimum, our professional organizations such as AAIE should encourage our university partners to look at the possible reciprocity on this issue.

Where Will the Development Capital Come From?

It is entirely possible that the number of students attending international schools around the world will double in the next 10 to 15 years. If you read the speeches of Bill Gates of Microsoft, Samuel Palmisano of IBM, Andy Grove of Intel, and you talk with international school directors in China, Costa Rica, and Kazakhstan, you will soon understand that their problem is not finding students but finding where to put them. International schools which are not government connected, and that includes most of us, will have problems in the near future in terms of providing quality space for students. This requires development capital and, for most international schools, it requires borrowing this capital.

Happily, organizations such as World Bank, Asian Development Bank, US State Department, and some private financial institutions are answering this call. Interest rates are high and bureaucratic problems are numerous but this promises to get better in the future.

Major global organizations recognize that education is a key block in the global structure and they are beginning to develop agencies and organizations which deal with the development of educational institutions.

It is also worth noting here that the same organizations that are offering development capital are also offering some very low cost insurance packages. Insurance becomes almost as important as capital as the world becomes more and more volatile.

Management Systems for Constant White Water

The term “constant white water” has been showing up in the management literature for the past 3 years. I first saw this term in Jim Collins book, *Good to Great*. I have seen it again since and I think it is a very good term to describe the conditions for managing an international school for the foreseeable future. To be clear, this term simply means “constant turbulence”.

Physical danger, terrorism, constant change, anxiety, currency fluctuations and pandemics are all issues which cry out for a strong executive. Within the context of such conditions, leadership is more important than management systems. There must be strong leadership at the top and it must be fairly unencumbered by the need for consensus and committee approval. Leaders who are frozen by the need for board approval are very dangerous in today’s world. I am aware that my contention is arguable and I believe strongly that “all of us are smarter than any of us”. However, unencumbered leadership is important in today’s international school where change is constant and the need for both competition and collaboration requires quick thinking and decision-making.

In Closing

The time for talking in generalities regarding the above issues is past. It is time for all of us to talk in very specific and actionable terms. Visions, missions, strategic plans and technology plans must be developed almost immediately to meet the impact that globalism has on our schools. Philosophical discussion of many of these issues must be limited in favor of discussion time spent on what specific actions we will take tomorrow.

Mr. Philpot can be reached at phil-ent@cswnet.com

REGIONAL DOINGS

Association of American Schools in South America (AASSA):

AASSA is proud to announce the appointment of Paul Poore, currently head of the Harare International School, Zimbabwe, as Executive Director effective July 1, 2007. Among his many other honors, Paul was AAIE Superintendent of the Year in 2005. Paul will replace Jim Morris who is retiring from the post after almost two decades of greatly appreciated service to the organization.

AASSA will hold its special annual Recruiting Fair from November 30 to December 3 at the Hilton Garden Inn in Atlanta, Georgia. The annual Southern Association of Colleges and Schools (SACS) Latin American Schools Conference will follow the Fair immediately from December 3 to 5.

Council of International Schools (CIS):

Jim McKay, Executive Office, Teacher Placement Services, announces the annual CIS Recruiting Centers in London from February 8 to 11, 2007; in Boston with ISS, February 26 to March 1; and in Fairfax, Virginia, with GMU, June 8 to 11, 2007. For further information contact Jim at

European Council of International Schools (ECIS):

Dixie McKay, Executive Director, announces the annual ECIS Conference at the Nice, France, Acropolis Hotel, from November 15-19. Speakers will include: Sonia Manzano, long time actress playing the part of Maria on the award winning children's educational television program, *Sesame Street* (winner of 15 Emmy Awards); author of numerous publications including *No Dogs Allowed* and writer for the Peabody award winning children's series *Little Bill*; Pat Wolfe Ed D, back to ECIS by popular demand; distinguished author, researcher and trainer; author of *Brain Matters: Translating the Research to Classroom Practice*, and consultant for Mind Matters Inc.; Mark Cook OBE, A former UN Commander and Founding President of *Hope and Homes for Children* which has now helped over 2,000 children in 13 countries; Jay McTighe, internationally recognized educational consultant, curriculum and assessment developer and author of *Understanding by Design* and *The Understanding by Design Professional Development Workbook* co-authored with Grant Wiggins; Grant Wiggins Ed D, President of *Authentic Education* and author of *Understanding by Design* and *The Understanding by Design Professional Development Workbook* co-authored with Jay McTighe; Jamie McKenzie Ed D, Editor of *From Now On - The Educational Technology Journal*. Dr McKenzie is an international speaker with a focus on thinking skills and information literacy. He has been a contributing editor to *eSchool News* and a guest columnist for the *Classroom Connect*

newsletter. His articles have also appeared in *Kappan*, *Educational Leadership* and *Electronic School*.

The Academy for International School Heads (AISH):

After hearing Bob Evans this summer at the AISH seminar speak about the psychological underpinnings of our profession, essentially that we have profiles similar to monks and nuns (with some notable differences!), Sherry Miller's opening tribute to our international community's connectedness rings true. Sherry, by the way, was selected as the recipient of the first AISH "David Tully Courageous Leadership Award," and it is clear that she continues to bravely lead her school with values that will help her students to live the ideals that we espouse. Parker Palmer also speaks to our need for connectedness in *To Know as We are Known*. "Most of us go into teaching not for fame or fortune but because of a passion to connect. We feel deep kinship with some subject; we want to bring students into that relationship, to link them with the knowledge that is so life-giving to us; we want to work in community with colleagues who share our values and our vocation." Unfortunately, Palmer mostly encounters in his consulting work faculties "who feel disconnected from their colleagues, from their students, and from their own hearts." Perhaps international schools can go on being exceptions to this rule--beacons of healthy and connected multicultural community.

The Academy for International School Heads is committed to serving our membership and the international education community through advocacy, professional training, and collegial support. We had a productive summer in drafting an advocacy piece on faculty recruitment (with great leadership from Chip Barder), moving our office to Massachusetts, selecting a new CEO to succeed Clark Kirkpatrick later this year, and writing new mission, vision, and objectives statements. The sixth summer seminar was particularly effective as well. We will soon post details tied to these headlines on the AISH web site and in various publications. May we continue to strive for peace and connectedness, and may our international school graduates soon lead policy-making bodies the world over. (Tim Carr, Headmaster, American School in Japan, Tokyo, who wrote this piece, may be reached at www.asij.ac.jp)

East Asia Regional Council of Overseas Schools (EARCOS):

Bob Sills, Executive Director, writes: Summer has drawn to a close and we are all back in our respective schools completing building projects, making accommodations for more students, looking at curriculum and developing programs. We here at EARCOS are in a similar mode having modestly refurbished our office, acquired technology upgrades and realigning our respective jobs to provide for more time to devote to the myriad new programs that we will

be working on in the ensuing three years.

I recently read a book titled *Leading for Results* by Dennis Sparks and he brings some salient points to the table about leadership such as but certainly not limited to: “stretch goals, multiple avenues for achievement, breakthrough thinking, developing a theory of action as well as dialogue and standing up for a point of view” among others. We continue to read about economic, political and military events around the world and observe a series of human tragedies that refuses to abate. This latest Middle East crisis, the continuing and heightening crisis in Sri Lanka, the ongoing issues in Iraq and Afghanistan, the problems in southwestern Turkey, and the problems in many countries in Africa and Asia, all add up to a condition that I deem as intolerable.

As I look at the “roll call” from AAIE and AISH that is circulating the world I feel calmer about our insular world of international education for the longitudinal research has shown that many of our students will become opinion leaders, economic leaders, political leaders and military leaders in their respective countries. I then conclude: Is this not the time to re-examine our commitment toward training these students and the respective faculties about the necessity of infusing and increasing the programmatic focus at our schools in the fields of global ethics, character education and student service learning? I want to acknowledge that many schools are far down the continuum in the above arenas and they can assist us as we look at initiatives on a region-wide basis. Other schools have done little or are geographically situated where exemplars and capacities are limited. Having said that, a school’s lack of current programming or capacity should not mitigate an institutional effort in taking beginning steps of dialogue on how the above may be accomplished.

Without question, we should continue to be educating our young people in the skill sets of math, science, social science and language (and we do it well) but are we bringing to the school site and are we doing justice to the skills involved in human ecology, that is to say, the relationship between and their (natural) environment, of which, other human beings are part of that set. Both Linda and I sense the time for this is now, and we believe the urgency is severe.

Last spring, twenty heads, Linda, and I met with a facilitator to look at an EARCOS future. We developed the rudiments of a plan for increased and salient services that EARCOS should begin to provide. A review of our core values as an organization was examined, a new mission was developed, a new vision was forecasted. five new strategies for this vision were identified and 15 or so action steps were detailed this summer. The entire plan will be unveiled for all to comment during our EARCOS 2006 Administrator’s Conference but to highlight; one of the strategies asks EARCOS to:

Engage students and adults in learning activities across the region that will foster friendship, understanding and global citizenship.

Given the commencement of our Global Citizenship Award focusing on the above strategy, we will increase professional development

opportunities for faculty and schools in global ethics, character education and student service learning. We hope this effort will encourage the concepts to move away from the conference site to increased activity at the school site.

Linda and I feel very confident about this new EARCOS responsibility and others and we want to work with schools and faculty in ensuring that this happens. We truly believe that the world’s healing process, the ability to rectify these horrific situations lie with the students that are in our collective charge. What better group to work with than this marvelous international group of young people? The Global Citizenship Award, which EARCOS sponsored last year, will be significantly expanded in scope and determination. We are also looking at a Global Issues Network (GIN) Conference for our EARCOS students and faculty and others that feel they want to join us.

We will be initiating this effort with several speakers at this conference who will address these very salient issues. John Francois Rischard, (the author of *High Noon: 20 Global Problems, 20 Years to Solve Them*) will open the conference and throw out the challenge, Clayton Lewis is coming back to EARCOS and will be working with us, offering panel discussions (with students and advisors who attended the first GIN and in concert with Rischard) on the first Global Issues Network Conference (GIN). Mechai Viravaidya will close the conference discussing the role and responsibility of the student in our international schools during the 21st century. Conversations and discussions on the role of technology will support these specific efforts and enhance our ability to collaborate with our programs and enhance our collective wisdom.

Some would say that we are over-stepping our mandate while others say they are just uncomfortable and we should stay focused on what we do best, “the three R’s.” There is no question that to do something like the above, there is a risk but we feel there is a greater risk in doing nothing. We think it is important to work with schools so they can work with the host country either formally or informally attempting to improve the lives of the students at our schools but also those not attending out schools.

We close with the thought that we can make a difference, we can provide a forum for clear and critical thinking on these global problems and as school leaders, most uniquely as international school leaders, we have an opportunity, indeed an obligation, to affect the future by teaching and reinforcing tolerance and understanding, accountability for others and a sense that we are each responsible human ecologists.

I once closed a speech on tolerance and understanding with the following and it still applies: “If you see two sides form a third; If you see many sides, form a circle; If you see many circles, begin to dance.” I think it is time to “dance”!

Dr. Sills submitted this prior to his untimely demise. Linda Sills, Assistant Executive Secretary may be reached at lsills@earcos.org

TO WHOM MUCH IS GIVEN, MUCH IS EXPECTED

Address at the Country Day School, San Jose, Costa Rica, commencement, June 2006, by Robert W. Trent, Director.

In March of 1961 President John F. Kennedy inaugurated the Peace Corps with the following quotation from the New Testament book of Luke (12:48): "To whom much has been given, much is to be expected."

Today I want to address two questions: What have you received? What will you do with it?

What have you received? Your families have in many cases made sacrifices to provide you with the best international American education available in this country. To say it is the best sounds very subjective. How can I say it is better than other options?

Country Day School for over 40 years has had a single focus: providing an American education leading to acceptance at U.S. universities for an international student body from almost 50 countries. In 40 years over 1,000 students have earned the CDS diploma. About 40% of them have been U.S. citizens. In a major capital of most countries today you would find British schools, American Schools, French Schools, Jewish Schools, Catholic Schools, Protestant Schools, Japanese Schools, German Schools and many others.

American schools overseas are different from other schools, not just because of the classes they teach, but because of the values they embody, either intentionally through their curriculum or indirectly through their American teachers who were educated in American universities and experienced American education firsthand growing up.

American education comes from a society that historically has embodied and embraced democratic ideals and an attitude of responsibility, a feeling of global citizenship. American education values the individual and his or her role in being an active participant in one's education, not a passive recipient. Critical thinking, disagreeing with a textbook or teacher, independent thinking, problem solving, collaboration, and effective communications are all part of the American tradition of education. The belief that all people are created equal and deserve equal opportunities, the idea that those who have many economic advantages have an obligation to help those with less, the idea that oppression, whether focused on an individual or a nation, is unacceptable. In schools, this translates into anti-bullying policies and community service opportunities. It translates into project management skills and time management lessons. It teaches not only research and learning by doing, but instilling responsibility and very importantly, self-management. Not only do these ideals prepare students for university, but for life beyond university and participation in global citizenship and responsibility.

Historically these values have been and continue to be essentially embedded in American education. Is it the sole property of American education? Of course not, but it is rarely found in generous measures in other schools or other cultures. All too often their schools focus on memorizing facts, transmitting information from one generation to the next, assessing learning by asking the student to remember what has been presented in rote formulas, or passing a comprehensive examination. This CDS education that you have received is a priceless gift. What will you do with it?

What will you do with it, indeed! Of course you will go to university, some of you to some of the most select schools in the world. And most if not all of you will excel at your studies and have a great experience during the next 4 or more years. But is it that simple? Is that the reward and the payback?

NO. Something else has been transmitted by your family and by your education that will have a determining factor on how your life will measure up when you are my age or older. That is character. All of the values I have cited above plus those instilled by your family come together in a chemical bond under pressure and heat to forge character. Some times the result is amazing, other times it is disappointing. Imagine the feelings today of parents and grandparents of a Ken Lay or Jeff Skilling at Enron, on their way to prison for cheating thousands out of their jobs and life savings, of a disgraced ex-president accused of corruption or misuse of power in any of several modern countries, of a congressman found guilty of selling his vote, of a teacher or social worker or soldier guilty of abusive actions toward another human, of the hacker who disrupts a corporation or steals personal information from many innocents via computer.

If the result of your education is to drive you toward accumulating money or power or influence over others at all costs, we have failed and our system has failed you.

If, on the other hand, you see achievements as a means, not an end, not just to a life of self-centered comfort, but as a means for leaving your mark, in making life on this planet better for even a handful of people, we have succeeded beyond our dreams.

What is your dream? How will you be remembered when you reach the end of your days, whether that be after, hopefully, a full life, or a life fate cuts short by disease, violence, or accident?

In 1968, at the funeral of assassinated presidential candidate Robert F. Kennedy, his brother Teddy cited Bobby's favorite quote from George Bernard Shaw: "Some people see things as they are and ask why, others dream things that never were and ask, why not." What is your dream?

I am holding the CDS yearbook from 1988. That was a year of some significance for most of you, 18 years ago. Ronald Reagan was the American president and Oscar Arias was president of Costa Rica, having received the Nobel Peace Prize the year before. It was a year before the fall of the Berlin Wall.

The class of 88 had 41 members, one of our larger classes. 13 seniors were from the U.S., 10 were Asian, 8 were Costa Rican, and 10 were from Europe and South America. On page 49 is the senior page of a member of that class. His page looks much like any of yours, messages to family and friends, memories of good, even crazy times, Nicknames, favorite sayings and music. And of course the question, what do you want to do after high school?

Let me read you this one dream from a very normal teenager 18 years ago. His intended college was Georgetown. His plans: receive a PhD in foreign relations and political science to become a presidential adviser on foreign policy and defense. That is a dream.

Last month, this student, Bruno Stagno, was sworn in as Minister of Foreign Affairs of Costa Rica in the cabinet of Dr. Oscar Arias at the age of 36. What is your dream?

"...others dream things that never were and ask, why not."

Unto whom much is given, much shall be expected.

Congratulations on what you have achieved so far with your first 18 years. Today is your day. We will watch to see what you do with the next 18 years and beyond. Thank you and Godspeed.

Mr. Trent may be reached at robert_trent@cds.edu.cr



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WENDY LEIGH MCARTHUR, NATIONAL DISTINGUISHED PRINCIPAL

Wendy Leigh McArthur, principal of the International School of Belgrade, in Belgrade, Serbia, was selected as the United States Office of Overseas Schools Department of State sponsored Schools' 2006 National Distinguished Principal. The 2006 celebration marks the 23rd year that the National Association of Elementary School Principals (NAESP) and the U.S. Department of Education have presented this prestigious award.

Ms. McArthur was nominated and selected by her fellow peers through an international search process conducted by the U.S. Office of Overseas Schools, Department of State.

A graduate of Trent University, Peterborough, Ontario; Queen's University, Kingston, Ontario; and Framingham State College, Ms. McArthur previously held the position of Curriculum Coordinator at the American School Foundation of Monterrey, Mexico. She has served as principal of the International School of Belgrade since 2003.

"Research results prove what school communities know from experience—successful schools depend on dedicated instructional leaders," said Vincent L. Ferrandino, NAESP's Executive Director. "This honor represents our deep appreciation to a few of those who are committed to the academic, social, and emotional development of school children both in the nation and overseas."

THE AMERICAN INTERNATIONAL SCHOOL....continuation from page 12

presentations for professional development were offered to the school community by 27 different educators. Visitors from three local schools (International School of Dhaka, Grace International, and Sir Wilson International School) as well as a teacher from the International College of Lebanon also attended.

"Bangladesh-Successes and Challenges, A Brief Synopsis of the Neurobiology of Reading, Gender Differences in Learning, A Summary of Halloway's Observations on Working with ADD Children, Learning with the Brain in Mind, Using Drama Enactments for Literature Instruction, and The Big 6" are just a few of the presentation titles attendees got to choose from!

The Professional Development Committee –getting the Board involved

The school Professional Development Committee consists of each building principal, the superintendent, two NESA representatives, the IB/AP Coordinator and the Director of Curriculum and Instruction. It formally approves all professional development events, as well as funding for summer study applicants. The collaboration in decision-making for professional development, and its variety, clearly takes place at AIS/D. As building level instructional leaders, principals regularly facilitate building level professional development opportunities. The school is looking forward to formally documenting all happenings in its accreditation

The National Distinguished Principals Program of the is made possible through the corporate sponsorship of AIG VALIC, an industry leader currently managing long-term investment programs for more than 28,000 education, healthcare, public sector, and other not-for-profit and for-profit organizations in more than 41,000 locations—representing nearly 2 million investors throughout the country.

In October, Ms. McArthur traveled to Washington, D.C., for two days of activities to honor and bring well-deserved recognition to the elementary and middle level educators chosen by the states, the District of Columbia, plus private and overseas schools.

Criteria for selection of the principals, set by NAESP and the U.S. Department of Education, require that the honorees are active principals of schools where programs are designed to meet the academic and social needs of all students and where there are firmly established community ties with parents and local business organizations.

The International School of Belgrade was founded in 1948, and is a pre-school through grade twelve full-service school. The school serves the educational needs of the international community of Belgrade, Serbia.

response and community presentations next fall.

The highlight of the recent two years' of professional development, planning and documentation was when AIS/D received authorization from the International Baccalaureate Organization (IBO) to begin the IB Diploma Program in the 2006-2007 academic year. Alongside Advanced Placement course options, the faculty is challenged to prepare its students for college prep experiences.

It is exciting to note that although not considered in the U.S. Department of Education stateside competition, the American International School/Dhaka has many of those award-winning professional development characteristics! The school has the financial and moral backing of the AIS/D School Board that receives regular briefings on the development of this curriculum framework and all related professional development activities. It is important to note that the Board has approved the monthly early release days within the school calendar and parents have come to appreciate their importance.

There is no doubt that at the American International School teaching and learning are strongly connected to research and best practice. AIS/D is a leader in international education.

Dr. Rissmann-Joyce may be reached at srjoyce@ais-dhaka.net

WE REMEMBER

Dr. David Rittmann

It is with great sadness that Concordia International School Shanghai informs of the passing of their Head of School, Dr. David Rittmann, who died of a sudden heart attack on July 4, 2006, in Seattle, Washington. His wife, Doris, was with him. Rittmann was Head of School at Concordia Shanghai from 2002 to 2006, and previously served for 23 years at Concordia's sister school, Hong Kong International School, nineteen as Head of School. His teaching ministry began in 1964 when he served several Lutheran schools in the United States prior to assuming his position in Hong Kong. He will be remembered for his academic excellence and inspiring leadership by many, both within and outside of Concordia's extended community. Rittmann touched the lives of many families, children and educators throughout the world, all who feel blessed to have known him. Rittmann was a graduate of Concordia University, River Forest, Illinois, where he majored in English and was certified a Minister of Religious Education in the Lutheran church. He earned his M.A. in Language and Communications from New York University and was awarded his honorary Doctorate of Laws by Concordia University. Rittmann was a Klingenstein Fellow at Teachers College, Columbia University; a C.A. Johnson Fellow in Leadership; and a diplomat of the Wharton School. Rittmann served as a commissioner for the Western Association of Schools and Colleges (WASC) and was an active member of EARCOS, the Association of Lutheran Secondary Schools (ALSS) and the Lutheran Education Association (LEA). David is survived by his wife, Doris; his son, Mark, and his wife, Suzanne, of San Francisco, California; and daughters Stephanie and her husband, Andy Rose, of Cody, Wyoming; Rebecca Tipton of Lakewood, Colorado; and Sarah Rittmann of Portland, Oregon, and by four grandchildren. A memorial service was held at Concordia in August. Mrs. Rittmann kindly requests that memorial gifts be given to Concordia International School Shanghai.

Concordia's Board of Directors named Louise Schini Weber acting Head of School for the 2006-07 school year. Weber, Concordia's Elementary School Principal, was a founding member of Concordia and Concordia's first principal when the school opened in September 1998. Concordia Shanghai is in close communications with the Lutheran Church Missouri Synod for the naming of a new Head of School for the 2007-08 and beyond school years.

Mrs. Joan Chesley

Joan Chesley, 76, of Hot Springs Village, Arkansas, died May 23, 2006. Joan and her husband Dick spent many years as international educators and were active in AAIE as well as the regional associations. Their first posting out of the US was in Northern Nigeria, where Dick served as visiting faculty from the University of Wisconsin. They then worked as educators in American international schools in Beijing, Addis Ababa, Monrovia, and Managua. They retired to Arkansas fifteen years ago and for a number of years continued to attend the AAIE conferences. She will be particularly remembered by the Africa bunch, as she and Dick were regulars at the AISA luncheon. Joan was born in Milwaukee, and she is a graduate of the University of Wisconsin. She is survived by husband Dick and children Emebet Chesley of Redwood City, California and one son Christopher Chesley of MacFarland, Wisconsin, as well as four grandchildren and one great-grandson.

Mrs. Joan Peterson

Joan Peterson, 70, died on March 5, 2006, after fighting a courageous battle with ovarian cancer. Joan had faithfully attended AAIE conferences for many years, and she had made numerous presentations at AAIE as well as at many of the regional conferences on the topics of National Board Certification and Arts in the Schools. Joan was scheduled to participate in the conference last February in Boston, but became too weak to travel and died two weeks later. She enjoyed the international school world, she loved traveling, and she was a pro at shopping and especially bargaining in markets. Joan was born in Fresno, California, and grew up in towns in central and southern California. She graduated from Pomona College and earned her Masters in Education at Harvard University. She dedicated herself to the arts and education for over 45 years, working first in the classroom in the Reed Union School District as an arts educator, then as the founding director of the Fine Arts Curriculum Implementation Center, moving on to work at the statewide level for the Superintendent of Public Instruction and the J. Paul Getty Trust. She went on to work at WestEd on National Board Certification for Arts Educators and traveled the world working with teacher training and Board Certification. She also enjoyed her work as an art consultant for Lucas films, from Skywalker Ranch in 1982 to the current Presidio projects and installations. She is survived by two daughters Lisa Joan Peterson and Krista Claire Peterson Holt and three grandchildren, as well as a sister and brother.

LEVERAGING DIVERSITY IN SCHOOLS

By Lee Fertig, Director, American School of Barcelona, Spain

Much of this essay was originally published in a public school newsletter in the United States immediately after the attacks of September 11, 2001. Five years later, the author continues to stress the importance of diversity in all schools. This article was slightly modified for a more international audience. Comments to the author may be made in writing to lfertig@a-s-b.com.

A new school year is almost always characterized by a renewed sense of excitement, commitment to strategic plans, and a comforting familiarity that so often accompanies the never-ending cycle of schools. However, our enthusiasm and positive energy is inevitably tempered by tragic events that continue to take place around the world. Obviously, all of us in schools are extremely concerned about the disturbing and unsettling nature of terrorist attacks, regional conflicts, and the uncertainty of how our home and host countries respond to these events (often including military action and additional violence). The happenings of the last five years have literally changed the way we think about our own lives, our sense of security, and our basic thought processes. Even though many of us may not have been directly affected by what happened on September 11 or its aftermath, some of us did suffer in other indirect ways. More importantly, I think all of us have paused and reflected on what this means for the future, especially as it pertains to our children. As such, it is worthwhile to spend a few minutes every now and then thinking about how our schools are affected by these world events. Better yet, I believe it is extremely healthy and beneficial to consider how international schools can possibly turn the heaviness and tragedy of these events into some sort of learning opportunity for the students. In this way, maybe some of us will be able to find a renewed sense of underlying purpose in what we do at these schools and how we attempt to do it. For if education is not about improved understanding of the world around us and guiding our children to become better caretakers of a future filled with diverse perspectives, then I believe we have missed the mark. One particular item that we can focus on is that of interpersonal understanding, a point to which I now turn.

*“The educational impact of diversity can be at its best when it is deliberate.”
(William Perry, 1970) □*

Many of us speak about harnessing the “strength of diversity.” We often focus on this exact topic in newsletters, journal articles, and at meetings in our school communities. In our international schools, we are fortunate to have a diverse group of students, staff, and parents- many of whom are as well traveled and globally minded as ourselves. Many types of diversity are represented- racial, ethnic, religious, socioeconomic, and cultural. However, simply having this spectrum present in our communities does not necessarily ensure that we are capturing the strength found in our differences. In fact, the differences often can lead to misunderstandings and misperceptions, which in turn may generate poor communication and mistrust. It is the responsibility of all of us to help alleviate these misperceptions. It requires hard work, persistence, and much sensitivity to truly ensure that others accurately understand our own worldviews. Fair or not, the burden falls on each of us to make sure we are accurately understood- that others’

perceptions are consistent with our true identities. □

In his book, *The Presentation of Self*, the noted social psychologist Erving Goffman describes this need for individuals to convey an accurate image to others. But this challenge is easier said than done. How do we accomplish this? How can we guarantee that others don’t misperceive our intentions and goals? I believe that taking advantage of our diverse surroundings, carefully listening to others’ dialogue, and embracing other perspectives can surely help. The integration of differing views and counterarguments within our own language and thought processes will inevitably refine the way we interact with others, thereby leading to improved interpersonal understanding. Those of us who have lived in other cultures, interacted with people from other faiths and ethnicities, and fluctuated across different socioeconomic environments know exactly how powerful these experiences can be in contributing to a broader worldview. Milton Bennett, a writer and researcher in the fields of education and development, claims that by broadening our perspectives in this manner individuals (and therefore communities as well) can develop *intercultural competence* by moving away from an ethnocentric interpersonal approach to one of ethnorelativism. Does this imply that people who are interculturally competent cannot discern quality from mediocrity? That they unconditionally accept all opinions and belief systems? Absolutely not. Ethnorelativism does not refer to an untested belief that everything is equal. Rather, ethnorelativism actually involves a constructive integration of many worldviews, thereby enabling individuals to effectively interact with a wide range of people. It is exactly this type of atmosphere that, I believe, all of us in international schools strive to reach. □

Why do I even discuss this issue now? Because I firmly believe that the response of countries around the world to many of the tragic events taking place desperately needs to include this type of intercultural consideration as well. With or without an aggressive military response, countries also need to carefully evaluate why there are so many misperceptions out there in the larger world. Some of these may be valid misunderstandings and others may not. Yet, in both cases, it is *our* challenge to reshape how we are perceived and to ensure that we present ourselves in the truest fashion possible- one that incorporates the values of respect, tolerance, humility, and a genuine appreciation of diverse perspectives. Isn’t this what we believe in? Isn’t this what we teach our children? Let’s use this unique opportunity to capture the strength in diversity. Let’s take advantage of what we have in international schools and demonstrate to others that we can grow, develop, and even flourish among differences. Our schools represent a small microcosm of the diversity that surrounds us. If we can reach our goals within our own school communities, could we not also realize them in the larger world?

ART CHAFEE RETIRES FROM PUEBLA, MEXICO, AFTER 36 YEARS



After 36 years as Superintendent of the American School of Puebla, México, Dr. Arthur W. Chaffee has begun retirement. The transition of the responsibility to Dr. Francisco Galicia Ortega took place over the course of three months, culminating in a ceremony on July 6th of this year. Dr. Galicia was appointed Superintendent elect in the month of April, having served for seven years as the Principal of

the Preparatory School. The two men worked together with the same administrative staff, Dr. Chaffee leading in those issues concerning the remainder of the school year and Dr. Galicia being responsible for the planning of the coming year.

The ceremony marking the transition included the members of the

Board, the entire administrative, teaching and support staff, retired personnel, the directors of the four major private schools, and representatives of the major universities with which the school has special relationships. Dr. Chaffee discussed his vision of the future, drawn from the experiences of the past. Dr. Galicia spoke of his commitment to the School and the community's shared vision. The Primary School choir sang, and the School's famous Mexican Folklore Ballet danced. The celebration was the conclusion of the bridge the two men were committed to build for the benefit of the School.

During the thirty six years, the School had doubled in size now serving 2,300 students, had become a leader in the community in environmental education. Mathcounts and Mathematics Olympics, the Model United Nations, social service, and disaster relief. The School has become authorized by the International Baccalaureate Organization to teach its three programs, the Primary Years, the Middle Years and the Diploma Programs.

Dr. Chaffee has been President of the Association of American Schools in Mexico, and President of the Association of American Schools of Central America, Colombia, Caribbean and México. He was the recipient the Paul G. Orr Award from the latter Association in 1997. He is a 35-year member of AAIE.

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Photo of Mt Kilimanjaro taken from ISM campus

AAIE'S FIRST INSTITUTE FOR EXCEPTIONAL CHILDREN/OMNI 2006

AAIE summer Institute for Exceptional Children held in Seattle was a great success with 50 teachers and administrators attending. The three instructors were Roby Marcou, Phyllis Aldrich, and Tricia McKale. They all received outstanding evaluations for content and their presentations. The topics ranged from meeting the needs of gifted students, to classroom management, and working with students with attention deficits. These topics proved to be practical, informative, and useful. The participants had demanding days mixed with lunches on campus and evening activities including a Seattle harbor tour.

Seattle University received excellent ratings for its venue, and the weather proved to be most welcoming with sunny cool days and nights. This was AAIE's first hosting of this institute, and will do it again in the summer of 2007. The AAIE Board wishes to thank the advisory committee on Exceptional Children and Youth of the Office of Overseas Schools (A/OS), U.S. State Department, for direction and support in providing this institute.

AAIE's second IEC will be held again in Seattle on July 9-11, 2007. Dr. Susan Grant, Dr. William Nicoll, and Dr. Joyce VanTassel-Baska will be our instructors. We hope to have even a better turnout. Information can be seen on your AAIE website, www.aaie.org



Roby Marcou M.D. whose office is now in Singapore addresses teachers about kids with Attention Deficits.



Dr. Bill Scotti helps to open the AAIE Institute for Exceptional Children/OMNI.

WHAT I LEARNED FROM THE JAPANESE MOTOR VEHICLES BUREAU

By Fred Wesson, Headmaster, Canadian Academy, Kobe, Japan

After allowing one year of driving on an international driver's license, Japanese law requires that foreigners apply for a Japanese license. In the case of American citizens this involves passing various exams and an actual driving test.

Lesson One: Preparation does matter

In this I do not refer to studying the driver's manual. This helps, of course. I refer, rather, to the matter of keeping your eye on the details. For example, the first time I traveled to Akashi to take the written test, I had neglected to bring with me a document from the State of Florida that proved I had first been issued a license there in 1993. I was politely informed to return with the missing document before I could proceed further. So that was one day lost.

Lesson Two: Persistence will be rewarded

One advantage of having to return a second time was that I could spend the trip reviewing the driver's manual. I was really getting my knowledge base in order for the written test. For example, here are a few of my favorite passages: "Pedestrians must not stagger drunkenly on the road, or otherwise interfere with road traffic by talking, sitting, or lying on the road." There is a corollary in the "Walking at Night" section: "Don't stand in the middle of the road at night. Make sure that you can make it all the way across before you begin to cross." Apparently this only applies to nighttime crossings. Another favorite: "It's illegal for physically able people to carry a white or yellow cane or to walk with the aid of a seeing eye dog, as this is misleading." I ask the parents among you, "Do you know what your teenager is up to with the family pet?" Finally, under Tips for Safer Driving, we have the introductory statement: "Vision, among all of the human senses, is probably the most important for safe driving." No comment.

Anyway, there I was on the train, my head deep in reading, when I was struck by the detail for this particular trip that I had failed to notice—refer to Lesson One—when I saw the "Welcome to Kyoto" hedge beside the train tracks. Yes, I had traveled an hour in the wrong direction, having automatically gone to the platform from which I had departed a few days previously to go to a dentist

appointment. Given that one is only received at the motor vehicles bureau between the hours of 10 and 11, I had no option but to return home. Two days lost.

Having three occasions on the train to read the manual certainly explains my passing the written test. But, and I'm not complaining, it's just the way it is, you have to take the driving test on a different day than the day you take the written test. So, day four of my adventure was the day I learned:

Lesson Three: Language deficits can work to your advantage:

When the inspector realized I was astonishingly incompetent in Japanese, I could see the thought crossing his mind that this was going to be a difficult day after all. It did not help that I smiled moronically at all of his instructions. He even made a joke at my expense that the others found quite amusing.

When my turn came at last I am happy to report that, with the exception of one botched turn signal, I managed the course without incident. But this does not guarantee success by any means! One member of my group—this was her fourth attempt at passing the road test—called out to me as I returned from the course, "You're so lucky! You're so lucky!" She had deduced that I had passed because I had not been sent back to the window to sign up for another test.

I would like to think that my passing on the first attempt indicated my degree of preparation, but upon reflection I have come to a different conclusion. The inspector had dug down deep for what English he knew, things like, "Turn at 4! Turn at 7!"—each turn on the course being labeled with a big numbered sign. I acknowledged these directives with heartfelt thanks, arigato being all I could manage under the circumstances. I think that the inspector was rather pleased that he had navigated me through the course in English (even though it is true that I had memorized the course in advance). My success was his success. How could he NOT pass me? Or maybe he just didn't want to go through the ordeal again?

Mr. Wesson may be reached at fwesson@mail.canacad.ac.jp

ACADEMY OF INTERNATIONAL SCHOOL HEADS (AISH) ANNOUNCES NEW LEADERSHIP ROLES

The AISH Board announced their search for a new CEO has ended with the appointment of Dr. Bambi Betts, a well-known outstanding educational leader in the international community. She will assume the helm of AISH in January 2007. She is currently Director of the Principals Training Center (PTC) and Teacher Training Center (TTC). Dr. Betts is a former international school head and principal. She has a wealth of consulting and training experience. Her strengths lie in school improvement and leadership training. Her achievements in building professional development specifically for international schools are unparalleled. Dr. Betts will also continue as director of both the PTC and TTC. Dr. Clark Kirkpatrick has been the Academy's CEO for the past six years. He has been responsible for the founding of AISH, providing exemplary leadership since its formation. The Board extends its appreciation to him for being the consistent and positive face of AISH and for his accomplishments during his tenure. Although he will retire in early 2007, Dr. Kirkpatrick intends to continue his consulting practice.



*New CEO of AISH, Dr. Bambi Betts,
and former CEO Dr. Clark Kirkpatrick. (l-r)*

A BOOK REVIEW

By Andrew Sherman, Headmaster Westhill Institute, Mexico City

I just finished *Blink* by Malcolm Gladwell (2005, Back Bay Books) on the power of rapid cognition or how to capture and refine our initial thoughts in order to use them productively and constructively to assess a situation. Needless to say, I highly recommend this book as well as Gladwell's earlier work *The Tipping Point* (2000, Back Bay Books) on how we can create positive epidemics. I have shared both works with the Leadership Council at Westhill Institute. Gladwell offers a wonderful section on how young children learn by using Sesame Street and Blue's Clues as examples of how little things can create the stickiness factor or how messages can be choreographed to maximize their impact and thus allow for the learning of the material being transmitted.

From *Blink*, we can learn the importance of how we approach defining and labeling the ability level of students and how this can affect student performance. On this note, I once had a teacher who called us scholars, kind of corny I know, but it made us feel important and capable and yes, I do believe probably allowed us to perform better. In psychological terms this is called "priming" or using language to affect unconscious thinking. Here is the example of priming employed by Gladwell in *Blink* (p.57):

"Two Dutch researchers did a study in which they had groups of students answer forty-two fairly demanding questions from the

board game Trivial Pursuit. Half were asked to take five minutes beforehand to think about what it would mean to be a professor and write down everything that came to mind. Those students got 55.6 percent of the questions right. The other half of the students were asked to first sit and think about soccer hooligans. They ended up getting 42.6 percent of the Trivial Pursuit questions right. The "professor" group didn't know more than the "soccer hooligan" group. They weren't smarter or more focused or more serious. They were simply in a smart frame of mind, and, clearly associating themselves with the idea of something smart, like a professor, made it a lot easier ..."

By putting our students in the right frame of mind we can alter their performance. The difference between the two groups in the example is amazing and sometimes a significant difference in the way we approach our students that can create a positive environment influencing the way they think about their own abilities and potentially changing a failing grade to a passing one or average work to an excellent performance. The little items do produce positive effects, an important message to consider as we approach the start of each year's activities.

Mr. Sherman may be reached at headmastersherman@hotmail.com

ACCREDITATION ASSOCIATION NEWS

Southern Association of Colleges and Schools – Council on Accreditation and School Improvement (SACSCASI):

The Latin American-International Division of the Southern Association of Colleges and Schools in conjunction with the Council on Accreditation and School Improvement (SACS CASI) continues to flourish with its new professional partnerships with the highly respected North Central Association (NCA CASI) and the National Study of School Evaluation (NSSE). Efforts are being combined under a parent organization entitled AdvancEd by these three venerable educational entities to better service our various constituencies internationally and within the United States.

The Annual Latin American-International Chief Administrators Conference will be conducted in Atlanta, Georgia at the Downtown Hilton Hotel December 3, 2006 at 2:00 p.m. for new administrators and all participants at 4:00 p.m. The Conference will terminate at 2:00 p.m. on December 5. This special bonding and enrichment conference is jointly sponsored under the auspice of the American Association of Schools in South America (James Morris, Executive Director), the InterRegional Center (Burton Fox, Executive Director) and SACS CASI (Mark Elgart, Executive Director). Included in the program will be: Opening Keynote on Sunday, December 3 – Patricia Janiot, famous and scintillating CNN International Anchor (her hometown is Bucaramanga, Colombia); a special presentation by Frank Winstead at the General Session on Tuesday, December 5; concentration of an exposure to the new and dramatic AdvancEd (SACS CASI) accreditation protocols and instruments; fourteen seminars by highly respected U.S. and international colleagues/specialists; two presentations by a specialist in the latest changes with U.S./International taxation codes, U.S. Social Security implications regarding U.S. citizens abroad, etc.; major panel discussion regarding Board of Directors/Chief Administrator relations; Ron Marino (Moderator), Gilbert Brown, Fred Pasquale, Clark Kirkpatrick and William Scotti; miscellaneous special components involving receptions, regional leadership/professional associations, the Office of Overseas Schools, CEO AdvancEd, Bowyer Scholarship, enrichment based vendors, etc.;

Conference registrations and hotel reservations can be conveniently arranged at www.sacscasi.org; click on *Link to American-International schools in Latin America*; Events for details. We aspire to have 100% attendance from our Latin American SACS CASI Chief Administrators and our U.S./Latin American friends who assist with the Latin American region!

Support is being solicited for the Carlton H. Bowyer Scholarship Fund that continues to assist our respected Latin American host nation educators. Schools in the SACS CASI Accreditation Region are encouraged to send support donation to: Dr. Karen Bowyer, President, Dyersburg State Community College, 1510 Lake Road, Dyersburg, TN 38024. Please make checks payable to Carlton Bowyer Scholarship Fund.

Further information may be obtained from Frank Anderson at fangerson@sacscasi.org

Middle States Association:

Overseas schools are unique institutions and differ in many ways from their public and private stateside counterparts. Their accreditation needs, while based in the universal standards for quality education, are often reflected in ways that are dictated by their specific missions and the context of the countries in which they operate. That is why eight years ago the Middle States Association created a special advisory committee to represent its overseas and international school members.

The International Schools Advisory Committee (ISAC) is made up of overseas heads of schools and other professionals who are selected to represent the regions around the world where the Middle States Association accredits schools. The advisory committee meets semi-annually each February, as part of the AAIE conference (this year in San Francisco), and each June, in conjunction with the ISS Recruitment Center held in Philadelphia. ISAC's activities are under written in part by a grant from the U.S. Department of State Office of Overseas Schools.

Committee members provide important input and oversight to the multi-level review of both schools applying for candidacy membership in the Middle States Association and those being considered for full accreditation status. With their experience as heads of overseas schools and with their deep understanding of the accreditation process and of international education, ISAC members help the Middle States Commissions on Elementary and Secondary Schools make decisions which reflect the needs of their overseas members.

Beyond addressing accreditation and candidacy, ISAC meetings provide a forum for sharing information and for making recommendations on policies that strengthen the Middle States Association by ensuring that the views of the overseas schools are represented in the policy making and governance structure of the organization. That perspective is enhanced further by representation of overseas schools on both Commissions.

Members of the committee may serve up to two three-year terms. The current members of the International Schools Advisory Committee are: Marsha Aaronson, Israel; Rob Ambrogi, South Africa; Pilar Cabeza de Vaca, France; Irene Epp, United States; Gregory Hedger, Cayman Islands; Bernard Mitchell, Kuwait; Brent Mutsch, Saudi Arabia; Steve Plisinski, Ethiopia; George Robinson, United Arab Emirates; Julie Ryan, United Kingdom; Mike Tewalthomas, Slovenia.

Middle States is in the process of identifying replacements for the following three long-standing members who completed their terms as of the most recent ISAC meeting: (1) Dr. Larry Dougherty who served on ISAC from 2003-2006. During his tenure on the committee Larry was the Headmaster at the American Overseas School of Rome. With his recent move to the Buckley School in California, Larry has moved out of the MSA region and his voice will be missed from the Committee. (2) Dr. Merry Wade served on ISAC from 2001-2006. While Merry initially came on to the committee while at the International School in Yangon, she continued to serve on the committee after moving back to the United States and subsequently began working with the Quality Schools International. Merry is an experienced team chair and a strong advocate for the MSA accreditation process; she will be missed on ISAC but will continue her involvement with us through her role as a QSI school director. (3) Dr. Robert Shockley served on ISAC from 1998-2006 and was one of the original members of the committee. As a Professor in the Department of Educational Leadership at Florida Atlantic University, Bob has provided a different perspective to the committee. Bob is an experienced team chair and will continue to work with MSA in this capacity.

The Middle States Association would like to thank all of our ISAC members, past and present, for their generous gift of time and experience in order to advise MSA on the best way we can serve all of our International Schools. We also want to express our appreciation to Dr. Keith Miller and the Office of Overseas Schools for their support of this important work.

MSA informs that during the last year several schools have had

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WASC FALL 2006 UPDATE: COHERENCE, COHERENCE, COHERENCE

Integration, connectedness and alignment are words that may come to mind when one thinks about coherence. Currently, the concept implied by this word reflects what is occurring in relation to today's world of external accountability for all schools. Simultaneously, the WASC Accrediting Commission for Schools is involved in ensuring the accreditation process is more effective, efficient, and relevant for the schools served. How can the accreditation process be a viable structure for all the external demands yet maintain its commitment to supporting a school in developing its internal capacity for being accountable to high quality standards for student learning and to maximizing the potential of all students served? The answer appears to lie in the concept of further refining the ongoing WASC process to go beyond semantics to what really makes a difference, yet assisting schools in seeing the relationship to the external accountability expectations.

The accreditation process is a dynamic results-based approach. It is integral to a school's *perpetual cycle of assessment, planning, implementation and reassessment based upon student achievement*. It can provide a realistic and practical means to empower a school to have a one focused action plan. Over the years educators have emphasized the need for concentration on a few goals addressed within a school's collaborative structure, not the writing of a complicated plan filled with too many goals and processes. Therefore, if one considers coherence as the "mantra" for effective student learning, the accreditation process can be that ongoing structure to ensure that a school has a *single, clear, focused and meaningful road map*.

What must be noted as the issue of coherence is tackled is that accreditation is not a "hyper-ventilation every five or six years"; rather it is a continuous process. After the full visit has occurred, the school revises its single schoolwide action plan by incorporating additional major recommendations or critical areas for follow-up suggested by the visiting committee. The school then implements its plan. Annually the school evaluates action plan progress and refines the plan based on evidence, including analyzed student achievement data as the student/community profile is annually updated. The subsequent self-study will be a review of the compilation of all the school's progress in relation to its identified areas for improvement and an assessment of its current program in relation to the WASC criteria.

Helpful questions that reflect this "dynamic results-based approach" include the following:

- ✓ Does the school have one schoolwide action plan?
- ✓ Has the school integrated all the major initiatives and critical areas for follow-up into one plan?
- ✓ Does the school annually update the student/community profile and review the findings in relation to what is being implemented and accomplished in the action plan?
- ✓ Is, therefore, the action plan being updated and modified as a result of the review of the student data and the progress to date based on the action plan?

Therefore, the Accrediting Commission for Schools has continually moved forward with several initiatives to address the issue of coherence since the spring newsletter update. These include what is listed below:

- At the Spring 2006 meetings, the Commission reaffirmed

the critical importance of the alignment of the long-range schoolwide action plan to the school's areas of greatest need to support high achievement of all students. Through the research-based WASC criteria, the Commission also reaffirmed what must be inherent in the implementation of this schoolwide "road map" plan to ensure internal accountability for promoting effective learning systemwide, schoolwide, and between teacher and student. Some examples of this include: (1) shared high expectations for all students and a sense of empowerment held by the leadership and staff; (2) clear overall student focused-educational goals to which are aligned high quality curricular standards, instruction, and assessment; (3) the collaboration of instructional staff within a highly professional culture that focuses on continuous improvement; (4) skilled leadership; (5) a schoolwide performance assessment system that encompasses the understanding and use of multiple sources of analyzed and interpreted student achievement data; (6) the use of a variety of instructional approaches; (7) a safe and orderly environment; (8) a shared sense of responsibility for all students and the ability to personalize learning; (9) the creation of a flexible support system to ensure student learning; and (10) the involvement of parents and the community.

- The Commission found the visiting committee reports more helpful with respect to increased information regarding student performance and growth in achievement of all students at the school visited. (one of the WASC accreditation term factors).

- There are more schools valuing the use of the *Accreditation Plus* software that can support each individual school with tools for optimizing time and increasing efficiency (1) to engage stakeholders in the collaborative self-study process and (2) to assist in the organization and sharing of information, communications, documents and resources with the stakeholders and the visiting committee.

- For efficiency of processes, the WASC has developed a pilot overseas edition of the *WASC Focus on Learning* self-study manual that has integrated WASC criteria sub prompts and/or questions that support the WASC criteria "suggested areas to examine" and indicators. Collaboration with the National Center for Curriculum and Textbook Development (NCCT) occurred with respect to the inclusion of the China Context standards that reflect the work of WASC with the Four Parties Agreement in China [NCCT (the National Center for Curriculum and Textbook Development), WASC, NEASC and CIS]. Currently, being incorporated into this edition are the IBO standards for those schools that are integrating an evaluation of one or more IBO programs with the WASC self-study/visit. November work with the IBO office in Singapore will further refine this integration and supporting processes.

- WASC continues to provide training and support throughout the EARCOS region, including the EARCOS Conferences.

- In collaboration with the Thailand Ministry of Education, the Office of National Education Standards and Quality Assessment (Sor Mor Sor), the Office of the Private Education Commission (OPEC), the International Schools Association of Thailand (ISAT), the Council of International Schools (CIS), and the New England Association of Schools and Colleges (NEASC), WASC provided training for members from ISAT schools to serve on international accreditation visiting committees for the particular purpose of

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their accreditations renewed, and others have received their initial accreditations: Renewals: American School of Dubai- Dubai United Arab Emirates; American School of Kuwait- Hawalli, Kuwait; Benjamin Franklin International School- Barcelona Spain; Hillcrest School- Jos Nigeria; Lahore American School- Lahore Pakistan; Pinewoods Schools of Thessaloniki- Thessaloniki, Greece; Initial Accreditations: Modern Knowledge Schools- Manama, Bahrain; Saudi Aramco Schools- Saudi Arabia; Abqaiq School; Dhahran Hills School; Ras Tanura School; Udhilyah School.

For further information about ISAC or about Middle States Accreditation contact Dr. Cram at hcram@css-msa.org, Mr. Heft at sheft@css-msa.org, or Mr. Green at jgreen@css-msa.org

Western Association of Schools and Colleges

Coherence, coherence, coherence:

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- The growth of schools that wish to be accredited with two or more accrediting agencies is continuing. One example is the WASC/CIS (Council of International Schools) process with which WASC has worked since 1989 (formerly ECIS). Schools that are WASC/CIS will use one protocol, the CIS 7th Edition, every 10 years with a common re-accreditation or renewal process at 5 years that looks at student/community data, status of the school with respect to criteria/standards, and ongoing progress on the school's action plan. In intervening years there will be one common annual or interim report with a joint preparatory visit at least 18 months prior to the next self-study.

The Accrediting Commission for Schools, WASC, is committed to being more coherent to the demands placed upon schools. As we work with educators in the field we value their comments that capture the essence of this powerful process: The accreditation process is synonymous with continuous school improvement that focuses on the integrity or trustworthiness of a school as an institution for learning by all students. It provides an ongoing look at the work and achievement of students, the teachers, the school and system-wide leadership. However, the refinement for greater coherence continues and must be pursued with a great sense of urgency.

Dr. David E. Brown, Executive Director may be reached at dbrown@acsWSC.org and Dr. Marilyn S. George, Associate Executive Director at mgeorge@acsWSC.org WASC Website: www.acsWSC.org

New England Association of Schools and Colleges

Survey Results for International Schools

A recent report issued by the NEASC Office of Research reveals the results of a survey study on the impact of accreditation on the quality of education. Findings are based on a survey completed by 279 of 581 leaders from NEASC-accredited institutions that hosted visiting teams after 2000, including public and independent elementary, middle and secondary schools, technical and career schools, higher education institutions and international schools worldwide. The primary objective of the NEASC survey study

was to obtain quantifiable insights about the impact of accreditation on the quality of education at accredited schools. Previously, few studies have explored the impact of institutional practices on the quality of education. International schools, in particular, have received scant research attention. The results of the *Regional Accreditation and Quality of Education Survey* are divided into three parts corresponding to three distinct groups of respondents. The first group consists of 226 school leaders representing accredited public and independent elementary, middle and secondary schools as well as technical career schools. The second group consists of 18 school leaders from international schools worldwide and the third group includes 35 leaders representing accredited higher education institutions. Responses from international schools are limited due to a small pool of 50 schools that underwent team evaluation visits since 2000. In addition, unreliable postal systems in several of the respondents' countries had limited the sample size.

Overall findings clearly indicate that school leaders surveyed strongly believe that a school's organizational effectiveness impacts the quality of education. Moreover, survey feedback from international school leaders indicates that accreditation's greatest impacts on the quality of education are on institutional effectiveness and instruction.

The quantitative results show that 94% of international school leaders agree that the accreditation process 'has been beneficial in terms of enhancing the overall quality of education.' 92% of NE-based school leaders respond similarly.

The quantitative results show that 94% of international school leaders (compared to 92% of NE-based elementary, middle and secondary school leaders) in our survey believe the accreditation process has enhanced the overall quality of education; 83% of international school leaders (compared to 78% of NE-based school leaders) agree that participation in accreditation has led to improvements in the quality of classroom instruction; 89% of international school leaders (compared to 83% of NE-based school leaders) believe CAISA standards will help improve teaching and learning; 94% of international school leaders (compared to 84% of NE-based school leaders) indicate that accreditation affects school improvement in both the short-term and long-term; 94% of international school leaders (compared to 71% of NE-based school leaders) indicate that they "would worry that the educational quality of member institutions would deteriorate if the accreditation process were to end" and 85% of international school leaders (compared to 82% of NE-based school leaders) believe accreditation has improved professional development training for teachers.

Other findings reveal that 94% of international school leaders (compared to 82% of NE-based school leaders) believe that accreditation has resulted in better staff communication while 78% of international school leaders (compared to 73% of NE-based school leaders) agree that accreditation has led to more teamwork among staff; 78% of international school leaders (compared to 77% of NE-based school leaders) agree that participation in the accreditation process has led to improvements in the academic environment, including the classroom and non-classroom environment; 83% of international school leaders (compared to 74% of NE-based school leaders) agree that accreditation has improved organization and management at their school; 89% of international school leaders (compared to 68% of NE-based school leaders) indicate that accreditation has led to improvements in institutional leadership; 100% of international school leaders compared to 88% of NE-based school leaders believe their school was fairly evaluated; 94% of international school leaders compared

to 77% of NE-based school leaders indicate that the recommendations made by the visiting team were valid and thorough; 83% of international school leaders compared to 88% of NE-based school leaders agree that their school was adequately trained on how to prepare for an accreditation visit; and 83% of international school leaders compared to 77% of NE-based school leaders believe their Commission provided sufficient guidance and support following the accreditation visit.

As the quantitative findings show, a higher proportion of international school leaders surveyed compared to NE-based school leaders hold favorable opinions regarding the impact of accreditation at their schools, though we recognize that the small sample of international schools prevents us from making any broad generalizations until further studies are undertaken.

The qualitative results based on school leaders' responses to five open-ended questions, reveal that international school leaders, like their counterparts at accredited schools in New England, place high value on the accreditation process for its impact on improving instruction, school resources, teamwork and management.

Responding to the question, "How has accreditation impacted the quality of education at your institution?" international school leaders report (from most to least frequently cited) that accreditation: 1. enabled their school to identify strengths and weaknesses, 2. improved organizational effectiveness and long-term planning, 3. led to greater staff teamwork and collegiality, 4. improved organizational effectiveness and long-term planning, 5. improved school resources, 6. improved professional development, 7. provided an effective system of accountability, 8. increased community support for school initiatives, 9. led to better staffing decisions and 10. raised staff morale. Specifically, school leaders note that the self-study and visiting team recommendations allow their staff to pinpoint areas of weakness. Like their surveyed peers from accredited institutions in New England, international school leaders report that the requirement to document findings from the self-study creates a mindset and condition for forwarding school goals and precipitates comprehensive school-wide improvements in a thorough and systematic manner.

A majority of international school leaders (71%) indicate that the accreditation process was important in terms of improving the quality of school resources. Specifically, respondents commented

that the accreditation process brought about awareness of needs that were previously not considered and helped schools budget and plan in the long-term for various resources. They also wrote that the process led to a more efficient use of existing resources and helped to justify requests for resources to the school board and community. Many also claimed that due to accreditation, there was greater emphasis on technology and library needs.

Findings from the international school survey, completed by international school leaders based in 65 countries, reveal that accreditation has positively impacted the quality of education at the vast majority of respondents' schools. This finding is supported by both quantitative and qualitative survey data. Comparing international school results with results from elementary, middle and secondary schools based in New England (NE), we find that international school results largely parallel results from K-12 schools in NE. This suggests that, despite the unique set of issues and challenges international schools face, accreditation appears to stimulate positive and similar improvements in elementary, middle and secondary schools regardless of geographical setting.

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CORRECTION

We regret an error on page 40 of the Spring, 2006, issue of *Inter Ed*, "Ex-AAIE Exec. Dir. Inducted into Sports Hall of Fame." Where we had indicated that Dr. Lewis Grell had been inducted and into the New Castle, PA, institution and that his wife, Pam, had also been nominated, it actually is the reverse. It was Mrs. Pam Grell who was inducted in recognition for her activities in the field of show horses. Dr. Grell is being considered for nomination. We regret any inconvenience caused.

WASC FALL....continuation from page 30

reviewing the Sor Mor Sor standards on Thai language and culture. In addition there was a session for all ISAT schools explaining the further integration of international accreditation with OPEC standards for new schools and Sor Mor Sor standards for schools conducting full self-studies.

- The growth of schools that wish to be accredited with two or more accrediting agencies is continuing. One example is the WASC/CIS (Council of International Schools) process with which WASC has worked since 1989 (formerly ECIS). Schools that are WASC/CIS will use one protocol, the CIS 7th Edition, every 10 years with a common re-accreditation or renewal process at 5 years that looks at student/community data, status of the school with respect to criteria/standards, and ongoing progress on the school's action plan. In intervening years there will be one common annual or interim report with a joint preparatory visit at least 18 months prior to the next self-study.

The Accrediting Commission for Schools, WASC, is committed to being more coherent to the demands placed upon schools. As we work with educators in the field we value their comments that capture the essence of this powerful process: The accreditation process is synonymous with continuous school improvement that focuses on the integrity or trustworthiness of a school as an institution for learning by all students. It provides an ongoing look at the work and achievement of students, the teachers, the school and systemwide leadership. However, the refinement for greater coherence continues and must be pursued with a great sense of urgency.

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- ▶ COOPERATION WITH US EMBASSIES & CONSULATES AND THE US DEPT OF STATE OFFICE OF OVERSEAS SCHOOLS



OUT & ABOUT FOR AAIE



BY DICK KRAJCZAR



The commons area is a great venue for coffee and viewing the books on display.



Lunch is a time for connecting and reflecting at the annual AAIE Literacy conference in Seattle.



Mary Ann Haas is welcomed to dinner on Buffalo Bill Cody celebrations!



AAIE board and friends gather at the historic Sheridan Inn for dinner at the June meeting.



AAIE long time friend Everett and Mary McGlothlin are awarded Gold medals at the recent Wyoming Senior Olympics.



New Directors of A/OS schools meet on the eight floor of the U.S. State Department for lunch and briefing by Kieth Miller and his staff.

OUT & ABOUT FOR AAIE

BY DICK KRAJCZAR

Society Limited to overseas school heads on a tour of the old Silver mining village of Warren Idaho organized by the hosts Tony and Nana Horton.



(L-R) New England Association of Schools and Colleges Director Jake Ludes, Peter Mott of ZIS/Zurich, and Pete Woodward at the summer NESAC meeting on the Endicott College Campus.



(L-R) Dick Krajczar and Bill Heim Headmaster of Sageridge School in Reno Nevada at the graduation of the Class of 2006. Sageridge is a new AAIE member and Bill.



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Dr. Joyce van Tassel-Baska

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Eve Bunting, Ralph Fletcher, Cindy Marten, Paul Morin,
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For registration information or questions
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