

InterED

THE JOURNAL OF THE ASSOCIATION FOR THE ADVANCEMENT OF INTERNATIONAL EDUCATION



Get Ready for Boston! February 2012

AAIE returns to the Westin Hotel-Copley Place in historic Boston for its 46th annual conference, Feb. 9 – 12, 2012. This year’s annual conference promises to be an information-filled and stimulating mid-year motivator for the hundreds of international educational leaders who will attend from around the world. The annual conference program will have a special focus on *Creating a Culture of Integrity: Ethical Leadership, Ethical Governance, and Ethical School Cultures*. Meet us in Boston to enjoy thought-provoking keynote presentations, distinguished guest speakers, informative concurrent sessions, and special events that celebrate the spirit of AAIE’s global family, and offer opportunities for professional and personal networking.

violence, prejudice, bullying, and overall hatred. In his keynote address, Darrell Scott will share five powerful challenges taken from Rachel’s life that are making schools around the world safer and more enjoyable places to be.

Featured Speakers

Dr. James Stronge is a distinguished professor in the Educational Policy, Planning, and Leadership Area at the College of William and Mary, Williamsburg, Virginia. He has worked extensively with education agencies, school districts, and other educational organizations on issues related to teacher effectiveness, and teacher and administrator evaluation. Among his current research projects are two international comparative studies of national award winning teachers in the U.S. and China. Dr. Stronge will present 4 sessions on teacher effectiveness, and teacher and administrator evaluation.

Dr. Leigh Hafrey will present three sessions on ethics, organizations, and leadership. Dr. Hafrey is a Senior Lecturer in the Behavioral and Policy Sciences at the MIT Sloan School of Management, teaching in the MBA, MIT-China, Leaders for Global Operations and other programs. Since the mid-90’s, he has also moderated The Aspen Institute’s Seminar in Leadership, Values, and the Good Society, as well as other seminars sponsored by the U.S. parent organization and its international affiliates. A former staff editor at The New York Times Book Review, Hafrey is the author of *The Story of Success: Five Steps to Mastering*

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THIS ISSUE'S THEME:
**Leadership, Gender,
 and Diversity**

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Keynote Presentations

Dr. Rushworth Kidder, founder of the Institute for Global Ethics, is committed to helping people make better, more ethical decisions in every aspect of life. Through his lively, compelling, real-life stories, he illustrates the fact that our toughest choices are not matters of right versus wrong but of right versus right. Using a robust, straightforward framework for discussing ethics, he brings an uncommon clarity to the complexities of ethical decision-making.

Darrell Scott is the father of Rachel Scott, the first victim of the Columbine tragedy. Rachel’s acts of kindness and compassion coupled with the contents of her six diaries have become the foundation for the Rachel’s Challenge program, www.rachelchallenge.org. Its mission is to eradicate

AAIE



~ for, by and about
leadership in international education ~
the global education family
of leaders and learners

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executive director's message

Dear Colleagues,

AAIE had a busy summer. Thanks to outstanding consultants, AAIE's summer institutes, *Brain Research and Its Implications for Teaching and Learning* with Pat Wolfe and *Personalizing Instruction in the Global Classroom* with Bill Powell and Ochan Kusuma-Powell, were great successes. Following these summer institutes, the AAIE office packed up and moved to Nova Southeastern University's new \$20 million Palm Beach Gardens facility. If you are ever in the area, do come visit us and see this lovely facility!

In addition to its summer institutes and move, AAIE has been hard at work on a new initiative, one that is very much in keeping with AAIE's mission to inspire and support international education leaders. In this issue of the InterED, you will find an article that introduces you to this initiative, the *AAIE Institute for International School Leadership*. Don't miss it!

Working on this initiative I was reminded of something Woodrow Wilson was once quoted as saying, "I not only use all the brains I have, but all I can borrow." Frankly, in my 22 year career as a school head most of the success I had was due to just this, i.e. my 'picking the brains' of others. Without fail, once faculty, colleagues and others provided me with feedback/ input on my "great ideas", they were always far better ones. Using just this approach, I called on AAIE's Advisory Committee members to respond to an initial draft of international school leader competencies that will form the basis of AAIE's new program. Not surprisingly, their contribution was invaluable.



Recognizing that AAIE is blessed with a dynamic, global community of talented leaders whose experience would be of great benefit to the program being developed, I also invited a number of highly experienced international school leaders to assist with the elaboration of the program content that the *AAIE Institute for International School Leadership* will offer. I am happy to report that they have accepted this challenge, and that AAIE's institute will be formally launched at the 46th AAIE Annual Conference in Boston, Feb. 9 – 12, 2012.

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I invite you to include the 2012 AAIE annual conference on your calendar, Feb. 9 – 12, 2012. The networks of personal and professional relationships, and the sessions focused on excellence and innovation in education that you will find there will energize you, and increase the number of leadership tools you will have to effectively lead your school. Please join us for this professionally rewarding event, the only one that brings international school leaders from around the world together!

All the best,

Elsa

Elsa Lamb, AAIE Executive Director
g.elamb@nova.edu

headline here ... Challenge



I hope that it has been an exciting and energizing start to the 2011-2012 school year. I would like to begin by thanking our executive director, Elsa Lamb, for the outstanding work that she is doing in leading our organization. Under her guidance, AAIE is moving forward in so many different areas.

I was recently invited to lead several small workshops on college interviews and resume writing with our seniors. As we were talking about careers, one young man asked me, "How does one become a head of school?" I found that to be an interesting question which led me to reflect on my own career path. I told the students that when I was a high school senior I had no plans of going into the field of education. I stressed that when I finished college I still had no idea what I wanted to "be." It was a series of opportunities, circumstances, and experiences, and above all, people who believed in me that led me to where I am today.

The point I wanted to get across to our seniors—most of whom were feeling stressed and nervous with application deadlines, preparing for interviews, and completing assignments for their rigorous AP and IB courses—was that one can change paths many times throughout one's life. I wanted

them to know that this was just the beginning of the many "chapters" that would make up their lives. I reminded them that they should always be open to exploring new opportunities and learning from others.

As school leaders, I believe that we are obliged to share with others how our experiences formed us. If it were not for a few seasoned professionals who gave me a chance, I certainly would not be where I am at this stage in my life. Mentoring is not only self-gratifying but, more importantly, it is an obligation we have as educators. I urge you to remember that special person who inspired you to take a risk and explore new career opportunities.

As we think about the importance of mentoring students in our schools, we should also remember that our schools are full of potential leaders who deserve to be recognized and encouraged. As educational leaders, it is our responsibility to foster the growth and development of the professionals in our school communities as well.

Our upcoming 46th annual conference in Boston (February 9-12, 2012), *Creating a Culture of Integrity: Ethical Leadership, Ethical Governance, and Ethical School Cultures*, will offer a wide array of thought provoking speakers and a chance to network with colleagues and friends. On

Sunday morning (February 12) there will be a unique opportunity to listen and interact with several very courageous school leaders on how they dealt with crisis management. Part of being an international school leader means that we are constantly faced with crises that may stem from political unrest, natural disasters, or simply the day-to-day challenges of dealing with communities made up of hundreds or thousands of students, teachers and parents. Don't miss the chance to hear how some of our colleagues confronted what seemed like insurmountable challenges.

In keeping with our mission to inspire and support international educational leaders, be on the lookout for the exciting launch of the AAIE Institute for International School Leadership at the conference in Boston. I look forward to seeing you all there. .

Sincerely,

Beth

Dr. Beth Pfannl
AAIE President, 2011-2013

President Beth Pfannl is Director, the American Overseas School of Rome. bpfannl@aosr.org ~ <http://www.aosr.org/>



The International School of Amsterdam & Project Zero announce



An Introduction to Cultures of Thinking

January 12, 13, and 14, 2012

Dr. Ron Ritchhart, Senior Research Associate at Harvard's Project Zero and author of *Making Thinking Visible*, will introduce the Visible Thinking approach. Participants will learn a collection of innovative strategies to enhance student thinking and learning.

Registration Website: www.isa.nl/culturesofthinking

The International Project Zero/Visible Thinking Conference

May 3, 4 and 5, 2012

Professor David Perkins, senior co-director of Harvard's Project Zero, and Dr. Ron Ritchhart, will lead this interactive programme. This conference is for teachers and administrators who are actively using the Visible Thinking and Cultures of Thinking approaches in their school.

Registration Website: www.isa.nl/culturesofthinking

Join us at **ISA** in 2012

Dear Colleagues, Mentors, and Friends...

You will note some minor, but significant changes in the current issue of *InterED*. We have added a new feature—*GovNet Notes*—thanks to the good offices of Mr. Jim Ambrose. We continue with the central themed section, followed by a section that we refer to as “Special Features.” This deals with ongoing issues and new items of interest that come up as our members get involved in the dialogue about initiatives and opportunities that affect our lives in the context of the improvement and expansion of international education. Effectively, we have now added a fourth section to the *InterED* which we think of as “News & Noteworthy.” This closing section will contain items of general interest to the international community and information that may be vital as organizations and the support network evolves. Any suggestions about the structure or overall design of your *InterED* may be made privately (or publicly) through the editors or the Executive Director.

AAIE Webpage—Proceedings of AAIE

Does anyone remember what year it was (or where we were) when the President of the American Federation of Teachers, Albert Shanker, arrived over 1 hour later for his opening keynote address at AAIE? Those who were there will never forget the extemporaneous comedy routine delivered by AAIE Hall of Famer Dr. Don Tubbs, who entertained the audience for nearly an hour. Where, and what year was it that Alfie Kohn delivered an outstanding keynote speech to AAIE about the evils of competition between and among students (and schools) and received, well, let's call it a mixed reception? For that matter, what year was it that you presented your *Grand Theory of Everything* to 2 attendees at 3 p.m. on a Saturday afternoon....in Atlanta? Orlando? In the coming weeks, look for a new addition to the AAIE webpage, under the [Resources](#) tab, entitled *AAIE Proceedings, 2011*, to be followed by 2012, and etc. As we now envision it, the entire program in

abbreviated form will be preserved there for future consultation. We will make note, in an emendation at the end of each program, of significant, unscripted events (e.g., Dr. Tubb's hilarious monologue of country boy jokes). No, we will not make comments about program evaluation or keynote speakers; rather, the focus will be on creating a historical archive that may well be helpful to educators who wish to substantiate having made a presentation. Additionally, it will assist in preserving institutional memory.

The 45th Annual Conference in San Francisco

I think a few words of congratulations to Elsa Lamb for the success of the 45th Annual Conference in San Francisco (February, 2011) are in order. I am not short of copy here because I heard many conversations expressing enormous satisfaction with the design of the conference and the quality of the strands and keynote addresses. I know that many of you were kind enough to say this to Elsa directly, but I think that the achievement should be formally recorded. With a central theme built around *technology* and supporting strands focusing on other leadership issues, this conference set a new standard of quality for AAIE. I thought that Marc Prensky's keynote was so effective—and challenging in a laid-back way—that it probably took the lead out of any lingering latter day Luddite leaders. And the Sunday Session tied the disparate issues brought out during the conference together in an outstanding, professional colloquy. I thought the panel was balanced (in terms of theoreticians, practitioners and partisans), erudite, and truly focused on the professional issues. Also notable was the quality of the audience participation. Altogether, a triumph for AAIE!

It seems to me that educators attend conferences for a multitude of reasons. Conferences expand professional networks and create informal opportunities for seeking advice from friends. School leaders are able to schedule focused meetings on special issues with work groups, and of course, they attend conference sessions and learn new

ideas. The best sessions, for me, are those that take me a little farther or a little deeper than I had previously been. The best conferences are challenging. AAIE is getting there. San Francisco 2011 was a *professional conference designed for highly focused professionals*. Kudos to you and your staff, Elsa! Now, we begin to turn our attention to Boston with high expectations...

Boston, MA. February 9-12, 2012 & Spring InterED Theme

Building Cultures of Integrity: Ethical School Leadership, Governance, and Instruction

The theme for the Boston 2012 conference received clear support at the Sunday session when several audience members expressed concern about the ethical use of technology in schools. This is clearly any area where the school's affirmative duty to protect students intersects with the dangers of a child's right to discover and explore. The ethical issues involved with the use of technology, which resonated deeply with that audience, comprise a subset of the larger ethical issues that confront international schools. The Spring issue of *InterED* will also adopt this theme. Presenters on this theme at the Boston Conference are invited to submit manuscripts, as well as other educators who wish to address any of the wide range of ethical concerns that schools currently confront in international settings. The challenges we face are tremendous. Let's share concerns and solutions. ■

Ideas expressed by the contributors to InterED do not necessarily represent the position of AAIE or its Editorial Staff.

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Public Relations, Trustees as Competent Communicators & Institutional Loyalty



By Gilbert C. Brown

While consulting with three boards of trustees of different international schools in various parts of the world, I was taken aback by responses I received from three individuals—two school trustees and one the admissions officer—all of different schools.

I have a personal mantra that all stakeholders in the operation of our international schools should have not just a feeling, but a deep-seated conviction: NO BETTER MEANS EXIST IN OUR COMMUNITY FOR FAMILIES TO APPLY THEIR RESOURCES FOR THE EDUCATION OF THEIR CHILDREN THAN TO ENROLL THEM IN OUR INTERNATIONAL SCHOOL.

When I ask this as a question during a workshop, those attending usually nod in somewhat-bored universal agreement, “So what else is new?” Trustees should feel that because of their efforts, and those of their predecessors, their schools are the best in the area at the level of resources applied. Of course, if they felt this were not the case, they would have two options by their acceptance of their positions of confidence and leadership in their schools’ governance. One, they could attenuate this feeling by acting in public as if their schools were better than they know them to be. Two, and more importantly, their obligation and oath as trustees would motivate them to institute programs and management that would ensure the achievement of the desired level of excellence, and that these additions and modifications would guarantee that future trustees would enjoy the assurance that the incumbents wished for and worked for.

Employees have contract obligations

Employees of the institutions, in addition to the pecuniary benefits they receive from their remunerated employment, have multiple reasons for institutional loyalty, and for promoting the feeling that their work is providing the best possible educational

program in their community. It was a shock to me, which I am sure my facial expression revealed, when speaking to an admissions officer, she responded, “I am sure that many of our families could provide better education, and at less cost, for their children at other local schools that I often ask them to investigate before enrolling here.” That’s a great welcoming line for potential clients, who probably have enough intellect to have done adequate due diligence that brought them to the interview in the first place with this admissions person at this international school. Were that employee one of mine, and were I to know of her attitude, the next question I asked her would have been, “How long have you been working here, not counting tomorrow?”

What type of confidence in the institution can be portrayed if one doesn’t begin with the conviction that ‘my school is the best around?’ This lack of confidence must be reflected in any response, whether in words, tone of voice, body language, or any other form that a discerning, and concerned, parent will feel. What a potential client should feel from anyone connected formally with any product is ‘our product is the best you can find around here!’ This starting point gives one the strength to respond encouragingly to the questions and concerns raised by future and current clients and stakeholders.

Trustees have ‘oath of office’ obligations

It was a greater shock, considering the charge given to trustees upon their assumption of the office, and all during their tenure, when two trustees on two different occasions made nearly identical statements as the afore-mentioned admissions officer, but this time not in a private, confidential conversation, but in front of their colleagues at board seminars. I wasn’t the only one who was taken aback. The usual bored faces at the table turned to the speaker in

various poses of disbelief. Again, if trustees have this impression of their school, the expected attitude is ‘we may not be there yet, but through our efforts, especially including mine, we will be there before my term ends.’ The question remains, “How can trustees, charged with the representation of their school to the public and all stakeholders, express a required attitude of pride in their institutions if they doubt the very veracity of their own words and deeds?”

This article is not to encourage acting skills among trustees, nor exaggeration in speech, nor outright falsehoods responding to questions raised by stakeholders and the public, but rather to guide all trustees in their thinking and actions to develop the strength and conviction needed to act in public in a manner that is in the best interest of their schools.

A definition of public relations and communication

Many school officials feel they are ‘communicating’ with their publics when they emit newsletters, email ‘blasts,’ and other forms of sending out information to parents, even via the local press or house organs of collaborating companies and institutions. This type of information delivery is better termed ‘public relations,’ presenting the institution in the most favorable light possible to reassure shareholders and clients of the worth of the school. Other than including a means to telephone school authorities or write via email, recipients are not expected to react to media communications.

If the information presents a problem that has occurred, it probably also will include one or more suggested solutions, actions taken, to be taken by school authorities to correct the problem, or to indicate the consequences beyond anyone’s control, the force majeure to be dealt with.

Communication, however, implies a ‘two-way’ – or ‘multi-way’ – exchange of situations and ideas among the ‘communicators.’ Public relations is what you tell the public; communication is what the public

tells you as part of a dynamic of information exchange.

The unfortunate reality of 'communication' for trustees

More frequently than not, this 'communication' occurs in the most unexpected and informal of settings. Trustees are approached in all types of venues with supplications of stakeholders and the general public. This approach can happen at one's own dinner table from one's spouse or offspring; or at one's office from a colleague at work who has children at school – or who wishes to enroll; or at a private dinner or party at someone's home where one has gone for a relaxed evening, or at a school picnic, sports event, play, concert, etc., or at church, and, most frequently – for trustees who still haven't learned never to answer their home phones (leaving that pleasure to their spouse who will be trained to respond that the trustee has left for Mars and that the person should call the head of school in the morning at the office) – a mobile, office or home phone at an inappropriate or inconvenient time.

These incidental random encounters, however personally annoying they may be to the trustee, however unwelcome, should be seen as an opportunity for 'communication' with the person who approaches the trustee. Key to the 'success' of this communication is for the trustee never to become defensive concerning the topic in question, but rather to keep in mind that it is an opportunity to listen to a client.

Defensiveness in tone or words is often the result of feelings of inadequacy about the school's program, or the trustee's information about it. If trustees are assured of the mantra, 'no better means exist in our community for families to apply their resources for the education of their children than to enroll them in our international school,' a sense of serenity will drive out the normal defensive response and the need to become explanatory. The trustee, in this 'comfort zone' will be willing to listen, to allow the supplicant to do most of the talking instead of attempting to parry the client during the conversation with meaningless or inadequate explanations.

Responsive statements and questions

Trustees can empathize with clients by just

listening, by repeating last statements of the client, or by asking pertinent questions that will encourage the client to expand on any points raised. A few examples of trustee responses that encourage deeper thought and exposition by clients:

"You would like to see our performing and fine arts offerings expanded?"

"More homework is needed to improve your child's performance?"

"That's an interesting addition you suggested for our school's offerings. Do you feel other parents would accept the necessary tuition increases to offset its cost?"

"Thanks for calling that to my attention, but please tell me more why you want these (changes, additions, etc.) made."

Trustees can schedule role playing sessions at board meetings in which approaches commonly made to them may be addressed using this or other similar techniques. Important aspects of eschewing defensiveness, or attempting with a lengthy response to answer a client's complaint, should be reviewed to develop a protocol, or a standard, for trustees to handle all these approaches, however unwanted, with equanimity. The importance of not just allowing clients to 'communicate,' but of encouraging them to do so should be a central emphasis.

The communication has been completed, then what?

The acronym is L – E – C – R.

Listen—The trustee above all must listen, encouraging clients to express themselves fully and, if necessary, repeatedly, expounding on the point they are attempting to make so that the trustee gets a full understanding of any deeper needs the client may have but that cannot be expressed, or were not, in the opening approach.

Empathize—"Thanks for this information;" "I am happy that you called this to my attention;" "I am sorry that you feel this way;" "What you say concerns me greatly;" "What you have expressed would have upset me also;" or words to the effect that the approach is not being rejected, that the trustee is not demonstrating an antagonistic emotional response, that the trustee is concerned with the feelings of the client.

Confirm—Trustees must reconfirm that

what they understand as the needs of the client are truly those that the client also feels. "To get it right in my mind, you wish to see the third grade teacher released as a possible solution to what you have told me?" "If I understand, you wish to see a greater emphasis on the performing arts?" "You feel that the board should be more open to suggestions as to how to govern the entire operation more effectively, especially the financial aspects?" If this question of confirmation is incorrect, the client will be quick to correct to assure that no misunderstanding remains.

Redirect—All individual trustees know full well, although clients may not understand, that as individuals they can accomplish nothing except as approved by the entire board in official action taken in regular board meetings. The communication just received from a client is of no value to the organization unless carried forward to someone or to some group that is authorized to act. A 'central repository' for these expressed needs of clients must be established by the board in both policy and practice. "The head of school would be most interested in your ideas. Could you please call him/her at the school at your earliest convenience?" ("Or, if you prefer, I could ask him/her to call you."). "Your ideas have great merit and should be pursued. I, as an individual trustee, am powerless to effect the modifications you suggest. I will contact the board chair to see if he/she will put your ideas on the agenda for a forthcoming meeting so that the board may make the necessary deliberations to take whatever action the board deems appropriate."

A closing word

The confidence among trustees that the school on whose board they sit provides the best application of families' resources in the local community for the education of their children is the vital key element in developing serenity and self-confidence in trustees' handling even the most emotionally expressed needs of clients with equanimity. This feeling that must be developed in all will allow clients to feel free to express themselves, to recognize that the governance of the school is truly interested in 'listening,' and that the presentation of valid, usable ideas for school improvement will receive the 'hearing' they deserve. ■

Dr. Brown is the Editor Emeritus of this journal. 2417gilbrow@msn.com

Bridging The Great Divides: Arts and Sciences



By Barrie Jo Price

This issue's focus on brain research introduces a number of ideas that suggest that we might look at the brain as a complex "system of systems" designed to accomplish a specific objective. It might be helpful to evaluate school curricula from a similar point of departure. Why, in matters of curricular design, do we tend to fragment the *Arts* and the *Sciences*? And, what is the role of technology in bridging this divide?

An excellent point of departure for this discussion might be Jonah Lehrer's book, *Proust was a Neuroscientist*, (2007). This book captured the attention of many professionals, including artists, educators and technologists. Lehrer structured the book around eight case studies of individuals who were artistically important in their own times. The list of cases and the names of the related chapters follow: Walt Whitman (The Substance of Feeling), George Eliot (The Biology of Freedom), Auguste Escoffier (The Essence of Taste), Marcel Proust (The Method of Memory), Paul Cezanne (The Process of Sight), Igor Stravinsky (The Source of Music), Gertrude Stein (The Structure of Language), and Virginia Woolf (The Emergent Self). In this book, Lehrer connects the work of these artists to ideas explored by scientists in later times.

As a Columbia University graduate, a Rhodes Scholar, and a laboratory assistant to Nobel-prize winning neuroscientist, Eric Kandel, Lehrer has the technical credentials to author such a work. However, he also brings experiences from the "creative" side to his work, including those of a culinary nature that he gained in his work with *Le Cirque 2000* and *Le Bernardin*. He also writes for numerous scientific publications, reports for NPR, and contributes to *The Boston Globe*, while writing *The Frontal Cortex*, a widely-read blog, now managed on *Wired.com*.

The book's thesis of connectedness between art and science is extremely relevant in today's world because science and technology are driving societal forces that are also sometimes foci for parental concerns.

Parents and many educational experts—such as Dr. Larry Cuban, retired professor from Stanford—frequently express concern about the emphasis on science and particularly technology in the curriculum. Even Dr. Chris Dede (n.d.), formerly a professor at George Mason University, acknowledged in a paper on school reform that technology, when separated from pedagogy and the overall curriculum, is not an immediate answer to ultimate learning.

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Lehrer's book, though published in 2007, is still appropriate reading for educational leaders who find themselves and their organizations having to make decisions concerning curriculum and budgets. In education there is often a tendency toward *hardening of the categories* in which the curriculum is treated as composite entity made up of discrete units rather than one unified experience. For those feeling a dichotomy between, for example, technology expenditures and support for the so-called *traditional* curriculum, including the arts, this book is required reading.

Lehrer describes the neurological intuitions in the work of these artists and how human nature, manifested in the work of some artists, comes to be explored in scientific activities. Most recently, the tributes to the late Steve Jobs, co-founder of Apple™, have included a well-known commencement speech he gave at Stanford in 2005. In that speech, Jobs describes how important it is to follow one's passion, which he obviously did. In other quotes and tributes to him, the

roles of creativity and intuition are emphasized, while also chronicling the scientific and engineering feats he led. The products that resulted from Steve Job's combination of artistic intuition and dedication to technical perfection are legendary.

There are others who examine artistic endeavors in the context of science and technology (Naimark, 1998; Kennedy, 2010). Naimark, in a paper for *Art@Science*, describes how sometimes *art* and *technology* are considered forces in opposition to each other. In his paper he offers his own insights into the issues that appear to separate them, while illustrating that the two are actually connected, either by experience or by history. Kennedy (2010) describes a budding collaboration between artists and technologists in a *New York Times* article about a project entitled *Seven on Seven*, conceived and supported by Rhizome, the new-media art organization in New York. The project matched seven artists with seven "technologists" to create joint work within a 24-hour timeframe as they worked in pairs in rooms all across Manhattan. Their collaborations were presented at the New Museum, where Rhizome is based. In many ways, this was an extension of the conceptual work done by Lehrer for his book.

There is, of course, a growing body of literature describing the use of technology in art instruction (Lin, 2011; Baker, 2011; Han, 2011; Lu, 2010). These and other studies reveal the integration of art and technology; art is even being taught in the virtual world, *Second Life™*, and in a virtual café (Lu, 2010). Admittedly there are those who argue against the merging of art with other subjects and purposes (Peers, 2011), claiming that current forces are causing art *per se* to disappear, particularly with the emphasis on visual literacy.

It could be said that these arguments about the arts vs technology do miss the larger point of the curricular experience for students (Sandell, 2011). Tillander (2011) writes about creativity as a unified concept—the bigger picture—and emphasizes

that creativity is increasingly connecting to technology and, in doing so, is establishing new domains. She also explores how, with today's personalized, mobile technologies, more people have the opportunities they need to be creative and imaginative. She makes the case that by increased collaboration through personal technologies promotes creative synthesis and even leads to hybrid forms of information representation. Her article presents a strong case for some new assumptions about creativity, art, technology and their roles in pedagogy as a whole. Baker (2011) writes about providing students a *complete experience*, giving students an understanding of themselves and their unique ability to engage with the world via technology and other students.

In looking at the work and presentations of Steve Jobs, George Lucas, Sir Ken Robinson (2006), and Elizabeth Gilbert (2009), one would have to agree with those who describe the combination of artistic endeavor, passion and technology as amazing. Technology, science and the arts exist—at least for students—as part of an integrated, multi-dimensional learning experience. The fact that educators have been trained to view the educational experience otherwise is due, in part, to teacher (and administrator) training programs that divide and fragment subject areas and instructional methodology. Educators can justify the separation of subject areas like art and technology or, for that matter, English or History and technology. However, the entire field of education can be faulted if this results in a fragmented experience for learners.

There seems to be a clear message for school leaders confronted with budget and curriculum decisions. *Think in terms of the entire system.* Avoid decision-making that is based on separating the curriculum into tiny, discrete units. The curriculum should be envisioned as a total learning experience for students. George Lucas, film maker, ruefully recalls his own experience of schooling:

Education is the foundation of our democracy -- the stepping-stones for our youth to reach their full potential. My own experience

in public school was quite frustrating. I was often bored. Occasionally, I had a teacher who engaged my curiosity and motivated me to learn. Those were the teachers I really loved. I wondered, "Why can't school be engaging all of the time?" As a father, I've felt the imperative to transform schooling even more urgently.

Traditional education can be extremely isolating -- the curriculum is often abstract and not relevant to real life, teachers and students don't usually connect with resources and experts outside of the classroom, and many schools operate as if they were separate from their communities. (Lucas, Edutopia.org).

When school leaders have to make curricular or budget decisions and find that they are in a competitive position between areas of interest (i.e. arts vs. technology, traditional disciplines vs. technology), it might be time to stop and read Lehrer's book. It might even be time to revisit seminal works such as those by Boyer (1995) in which he described effective education and its connectedness to the community...

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or even reexamine Bloom's Taxonomy (Bloom & Krathwohl, 1956), including the revised version (Anderson & Krathwohl, 2001), and Carroll's (1963) mastery learning model.

And if school leaders find the discussions breaking down into statements such as "You spend too much money on technology and not enough on _____", then it is time to step back from a dichotomous view of teaching and learning. Students have one whole brain, though it may function differently in each unique student. Students also have one whole learning experience. An integrated but individually implemented curriculum featuring new pedagogies—including those using technology—should be the shared objective. ■

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Tooling Up on Brain Research

There is an invariable delay before scientific research and emerging business norms impact on pedagogical practice. Newtonian science seems to have been introduced into the mainstream western curriculum just before the mid-19th century, and not until the 1970's could one depend on finding at least a good overview of physics, Einstein to Heisenberg, in American textbooks. For years, the accepted wisdom in Colleges of Education was that management theory took about a decade to make inroads in educational management practice. In a classic article, Ash Hartwell (1996) noted that,

Schooling is the most conservative of social institutions. It takes about 100 years for scientific theories and ideas to affect the content, processes, and structure of schooling. But the pace of change accelerates. The 20th century has produced a radical shift in scientific concepts of nature, reality, and epistemology: relativity theory, quantum mechanics, the discovery of DNA and, since mid-century, the development of theories of chaos and complexity. While the popular concept of reality in the 20th century has been mechanical, the metaphor for the 21st century is likely to be organic. Public schools have not yet reflected this shift.

The increase in the velocity of information exchange during the latter one-third of the 20th century has greatly reduced the “delay factor.” Research and technological advances are reported so quickly in the popular media, that one could say that the delay factor has been balanced by the “risk factor” of accepting the implications of research before the process of scientific review and replication has been completed. Technology has run ahead of our ability to absorb it as a stable educational tool. As a matter of fact, the technology we have in our schools may be as obsolete (but perhaps similarly effective for specific purposes) as the desk top microscopes used in high school biology classes 30 years ago. The technology in the hands of students continues to morph into forms that blend media, information, and communications and students fre-

By John J. (Jay) Ketterer

quently outrace their teachers to sources and solutions.

The field of neuroscience has been dramatically impacted by the development of sophisticated instrumentation over the last 20 years. A science of cognition and brain research has emerged. The field is young, but the incredible advances made in the past decade are so startling that one hesitates to qualify any prediction for the next decade as outrageous or unthinkable. As William Gibson (the science fiction writer) said, “The future is already here – it’s just not evenly distributed” (*quoted in The Economist*, December 4, 2003).

Teachers can no longer afford to ignore the advances of entrepreneurial, race-horse science. I have heard teachers and administrators say, “Well, ok, as long as there’s no math,” but we can’t do that anymore. I have resisted the impulse, so far, to unleash on readers my own goals for reforming teacher training and certification programs for two reasons. First, if you don’t own the land, don’t build a fence around it. Second, the terrain is already claimed by the competing aristocracies of State Departments of Education, State Legislatures & National Politicians, and the Quality-Accreditation Industry. Present circumstances indicate that they, too, are having problems with the math.

My purpose in this article is to identify four books that I think professional educators should read to become current on the advances in brain research and cognition. This is absolutely necessary because the turn-around time from lab to classroom (or to home learning environment) has been greatly reduced. These findings will impact your practice. But this brings me back to my polemical point—almost a career obsession—that teachers and administrators must embrace statistics and research. Not to threaten you with another, as yet unwritten, article, but the misuse, misinterpretation and non-interpretation of standardized testing results within our school communities is a national and international scandal.



I think there are at least 3 and maybe 4 publishable dissertations on the topic.

First, let me address the subject of primers for neuroscience novices. For anyone wishing a thorough and intelligible introduction to the topic of how the brain and the nervous system work, I strongly recommend the materials made available online by the Society for Neuroscience. Brain Facts (2008) is available online, downloadable as a pdf, and educators can also request free printed copies or C.D.’s of the material. For teachers who wish to incorporate the key concepts of neuroscience into the K-12 curriculum, the Society has also identified the core concepts of neuroscience, organized in 8 strands and identified for age-appropriate and subject area integration. Notably, a more recent addition to the website, called NERVE (also dated 2008; no doubt an outgrowth of the previous project) is a “virtual encycloportal” of resources on those 8 core concepts that can be selected from a menu that allows instructors to choose from a menu of activities (& briefs, factsheets, games, etc.) while also identifying targeted age groups. This website is an incredibly flexible teaching resource.

I must also mention Pat Wolfe’s book, *Brain Matters: Translating Research into Classroom Practice* (2010). Dr. Wolfe is well-known among international teachers for her advocacy of teaching strategies based on established and emerging brain research. Her recent workshop at the North Miami Beach Campus of Nova Southeastern University (sponsored by AAIE with support of the Office of Overseas School, US Department of State) in June, 2011 was very well received. I had the pleasure of attending and was gratified both by the quality of the presentation and the impact it seems to have had on the teachers and administrators present. Similar to her presentation, her book establishes the basic facts of brain architecture and the nervous system and then focuses on the practical ways teachers may apply what we know about brain functioning and cognition. I would character-

ize Dr. Wolfe's book as an excellent point of departure for teachers who wish to enter more deeply into the subject for personal and professional improvement.

I think I have made it clear the teachers must be scholars, too. Teachers and administrators must learn to read primary documents, analyze research, and draw inferences from statistical data. (Aside: They must also learn to collect data and act on the massive quantities of data that they already possess). We have a generation of teachers whose first instinct is to divide students up into collaborative/cooperative groups, but *they cannot tell you why*, although they might tell you, "Students learn better in groups." Well, that depends on the learning objective. And one of the primary objectives of the educational process is effective, autonomous agency as a learner. Both Vygotsky and Dewey (neither assigned nor read in most Colleges of Education) made that clear.

So, I want to recommend four books. It happens that the chronological order of publication is also the way I think they would be best approached. **Stanislas Dehaene's *Reading in the Brain* (2009)** is a challenging place to start. Dehaene, a French cognitive psychologist, is director of the Cognitive Neuroimaging Unit in Saclay France, professor at the College de France, and a member of the French Academy of Sciences and the Pontifical Academy of Sciences. His task is to summarize the research in the field (including his own experimental findings) with the objective of describing what is happening in the neural networks of the brain when humans read. His goal is to assist his readership (he seems to focus on educators) to reduce the "gap between educational programs and the most up-to-date findings in neuroscience" (p.1). His point of departure is to first establish that the brain was not designed for either reading or writing. Humans have been writing for about fifty-four hundred years of the history of *homo sapiens* and the alphabet has existed only for about thirty-eight hundred years. He proposes and explains the concept of "neuronal recycling:"

...human brain architecture obeys strong genetic constraints, but some circuits have evolved to tolerate a fringe of variability. Part of our visual system, for instance, is not hardwired, but remains open to changes in the environment. Within an otherwise

well-structured brain, visual plasticity gave the ancient scribes the opportunity to invent reading. (p. 7)

Perhaps this observation may offer solace (or greater cause for worry) to those who claim that multitasking (ie., google, the internet) "makes us dumb". Frankly, it may simply make us something else.

Dehaene masterfully recounts the history of hypothesis and discovery, research and speculation, about the neural system that "supports" the act of reading, with artful attention to delicate turns of phrase and a profound appreciation for the marvel that is the human brain. He does not stint on the explanation of experimental methods and procedures that may be heavy slogging for readers without a research background. I suggest that readers place "mental book marks"—as I, myself, place sticky tabs—in those difficult places so that the flow of the reading is not interrupted. I suggest that readers should read like learners: that is, in a recapitulative fashion, without fear or shame about returning to earlier sections to clarify concepts that are elucidated later. One of the problems with lazy readers is that they are aggressively sequential (like hasty classroom teachers), and they seem to qualify recursive reading or study as "lost time." I have to confess that I read all four of the books that I am reviewing here in a recursive fashion, and that after completing them (and a few more that I am not reviewing), I went back and read much of the content again in the light of the entire body of research.

Dehaene explains the visual, lexical and phonological processes involved in decoding language. He discusses the origins of written language in the west from proto-Semitic, through Sumerian and Greek cultural filters (where vowels were added!)—and speculates that buried deep in the sunken palimpsest of all written human languages are universally recognizable symbolic and iconic forms...if we just knew how to extract them! The research is fascinating; the craft of the author in weaving an intelligible and engaging narrative out of this knowledge base is enviable. A particular strength I find in this author is his willingness to speculate (for instance, on core features of pattern recognition in the human brain), and inform the reader that he is on speculative ground and that the research does not yet support the conclusion or speculation that he is sharing. In short,

he is rigorously empirical and intellectually honest.

Of special interest to educators might be Chapter 5, wherein the author addresses the problematics of learning to read, with special attention to literacy, orthography, and a general debunking of the theory of "whole language." "Cognitive psychology directly refutes any notion of teaching via a 'global' or 'whole language' method" (p. 219). Dehaene also dedicates a chapter to the range of reading dysfunctions generally referred to as "dyslexia." Dehaene's achievement is, in my opinion, that he has constructed a coherent and seamless narrative based on empirical research that unites topics as disparate as the evolution of human writing, brain architecture, the cognitive challenge of learning to decode information, and how these may be brought to bear on formal learning situations. This is a book for an extended exploration in the company of an experienced and sympathetic guide.

Antonio Damasio, professor of Neuroscience, Psychology and Neurology and director of the Brain and Creativity Institute of the University of Southern California, has developed an exceptional reputation over the last decade and a half as an experimental neuroscientist with a talent for focusing his imposing writing and research skills on the big questions of the human condition. In ***Self comes to Mind* (2010)**, Damasio addresses the complex issue of human consciousness, a topic which might plausibly be nominated for recognition as the central question of Western philosophy. *What does it mean to be "human?"*

In both conscious and unconscious organisms, the brain has evolved to achieve and maintain "homeostasis."

"Life requires that the body maintain a collection of parameter *ranges* at all costs for literally dozens of components of its dynamic interior. All the management operations...aim at maintaining the chemical parameters of a body's interior (its internal milieu) within the magic range compatible with life (p. 42).

The condition of being in balance is *homeostasis*. The brain achieves this by conscious and unconscious processes of mapping and monitoring the state of and dynamic relations between internal and external circumstances. Consciousness in living organisms

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becomes, at least in part, a function of the level awareness of these mapping mechanisms.

Damasio hypothesizes that *mind* consists of the *proto-self*, the *core self*, and the *autobiographical self*. The primordial feelings of the proto-self originate at the level of the brain stem. The *core self* emerges in action between the environment and the organism itself, which involves other areas of the brain in the further creation of maps of real or potentially realizable circumstances. Mammals, at least—primates, canines and cetaceans—would seem to have the proto-self and the core self as common features of consciousness. Certainly this explains how a puppy can anticipate its master's behavior and interact in a fashion that is interpreted to be sympathetic. Since humans do not communicate well with animals and experimental models are weak (but improving), it is difficult to tell how much of the "consciousness" of any given puppy, porpoise or chimp is the product of mind or the functioning of conditioned response (e.g., muscle memory). However, Damasio has convinced this writer that the error of "anthropomorphism" may not be as equivocal as it is frequently said to be. Rather, the attribution of a level of consciousness to animals may be based on some greater or lesser degree of similarity in brain architectures.

The autobiographical self—the residing place of the social, spiritual "me"—is a product of the high functioning of the cerebral cortex, a feature unique to *homo sapiens*. Damasio cites research that identifies how the key components of *archival* memory, anticipatory mapping and mirror neurons (predicted in the early 1990's and now identified positively) interact with the core and proto-self (very likely through the thalamic nuclei) from cortex and mid-brain to brain stem, resulting in an organism that can physically experience an imagined or anticipated sensation. We possess, as he points out, an "as-if loop."

"In brief, complex brains such as ours naturally make explicit maps of the structures that compose the body proper... [and] also map the functional states naturally assumed by those body components. Because, as we have seen, brain maps are the substrate of mental images, map-making brains have the power of literally introducing the body

as *content* into the mind process. Thanks to the brain, the body becomes a natural topic of the mind" (p. 88).

I hesitate to reduce Damasio's complex, but thoroughly intelligible and well-documented narrative to a simple summary. The range of scholarship, research and cautious speculation is enormously stimulating. Damasio, like Dehaene, is intellectually rigorous and forthright. His writing is, at times, sublime. For example,

"...the cerebral cortex constructs our biography, replete with the experience of the physical and social environments we have inhabited. The cortex provides us with an identity and places us at the center of the wondrous, forward-moving spectacle that is our conscious mind" (p. 249).

My personal reaction to this book may seem somewhat incongruous with the empirical focus of the material. I began to marvel at the astounding improbability and uniqueness of human consciousness and the transcendent beauty of our neurological complexity. The mechanical, chemical, and biological implications of Damasio's book are equaled, indeed surpassed, by an almost spiritual sense that human beings are marvelous pieces of work (regardless of whomsoever you credit with the craftsmanship). "I am large. I contain multitudes" (Walt Whitman, *Song of Myself*).

Guy Deutscher addresses the famous *Whorf Hypothesis* (also known as the *Sapir-Whorf Hypothesis*) in his fascinating book, *Through the Looking Glass: Why the World Looks Different in other Languages* (2011). The Whorf Hypothesis "is generally understood as having two different versions: (i) the *strong* version that language determines thought and that linguistic categories limit and determine cognitive categories and (ii) the *weak* version that linguistic categories and usage influence thought and certain kinds of non-linguistic behavior" (http://en.wikipedia.org/wiki/Linguistic_relativity). Deutscher summarizes the history of the hypothesis and also the emerging, late 20th century controversy that called it into question. Deutscher writes cleverly and entertainingly, with subtle humor about historical tempests in scientific teapots.

Deutscher then embarks on a research-based discussion of optics and how humans perceive color (N.B., the color charts included in the book are outstanding). Af-

ter nearly leading the reader to reject the Whorf Hypothesis as based on faulty 19th century argumentation and weak early 20th century experimentation, Deutscher recounts how scientists slowly identified many of the primary mechanisms of color perception and how they differ from culture to culture. He accompanies the reader in a review of brain optics, color perception and cultural differences leading to the inescapable conclusion that the perception of color between and among cultures does vary and that the nomenclature of colors in languages reflects those differing apperceptions.

He also delights the reader with empirical studies of "sex and syntax." In one study, for example, he notes that "nouns that are masculine in German but feminine in Spanish (chairs and keys, for example) got higher marks for strength from the Germans, whereas bridges and clocks, which are masculine in Spanish but feminine in German, were judged stronger on average by Spanish speakers" (p. 210).

We are finally led to conclude along with the author that there is a basis in fact to the Whorf Hypothesis, but probably not in the sense that Whorf understood it, nor not particularly in the dichotomous explanation offered by the Wikipedia (ut sup.). As Deutscher summarizes:

The crucial differences between languages, in other words, are not in what each language allows its speakers to express—for in theory any language could express anything—but in what information each language obliges its speakers to express" (p. 151).

Miguel Nicolellis, a Brazilian neuroscientist at Duke University, has made recent appearances on *The Daily Show* and elsewhere to promote his fascinating, triumphalist book, *Beyond boundaries: The new neuroscience of connecting brains with machines—and how it will change our lives* (2011). He is the founder of Duke's Center for Neuroengineering and is a member of the French, Brazilian, and Pontifical Academies of Sciences. One hesitates to loosen the reins of superlatives when writing about him. It should be mentioned that his website is one of the most attractive, substantive and artistically conceived *technical, scientific* websites one can imagine. However, the introduction to the book under review will offer special insight into

why one is greeted by soft Brazilian samba when opening his website, at http://www.nicolelislab.net/NLnet_Load.html.

Nicolellis provides empirical evidence that the future predicted by Ray Kurzweil (*The Singularity is Near*, 2005) has arrived much sooner than anticipated. Nicolellis reviews the history of brain research over the years, identifying the central controversy as being between the “locationists” and the “distributionists.” He firmly identifies himself in the latter category, describing scientists who speak, not of brain locations (for varying functions), but of “neuronal ensembles” and “multiple neuronal solutions.” Nicolellis specializes (if that can be said in any meaningful way of an intellect this active) in the incorporation of mechanical tools as extensions of the brain, and a scientific model that exploits “our brain’s ready capability to alter its spatial configuration by assimilating tools into the experience of its own flesh” (p. 207).

Nicolellis, who apparently manages a considerable number of U.S. military contracts focused on brain/mind-prosthetic limb interface, documents his claims with empiri-

cal research, citing the work of others and illustrating the great leaps forward made by neuroscience in the last decade with reference to his own research agenda. The title of Dr. Nicolellis’ book tells it all. Our lives are going to change.

Collectively, the message for educators contained in the four books reviewed here is that brain science is going to render obsolete (or replace) a large part of our traditional and current teaching practices and perhaps invalidate (or obviate) many of our macro-assessment practices. This is not going to happen in 25 years. This is going to happen in less than one decade. Universities that train teachers are either asleep, dancing to the political tune played on the cassette tapedeck at the State DoE, or responsibly positioning themselves for radical reform. Frankly, it is an open question whether U.S. public education has the systemic flexibility to endure the coming transition. International schools have greater flexibility in terms of human and material resources, but there is very little time. Moreover, viewed as a system, international schooling has probably never been more fragmented by social and economic agen-

das. But prepare ourselves we must. Just remember, folks: the future is already here. ■

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Good Governance: What Works

Every Head of school has heard horror stories about boards behaving badly at other schools and they generally have a few stories of their own, but this article is based on reports from the field to celebrate the good, dedicated, hard working board members who donate countless hours to their schools and whose boards have found, through partnering with their Heads, what works.

At the core of what works is what Jim Laney wrote from his school in Addis Ababa: "I think the Board has developed their focus because there's a high degree of trust between the Board and the Administration."

His board is very focused on the future and developing a vision for the school, so they do not take a lot of time to hear about operational issues at their meetings. Consequently, they have begun the process of meeting fewer times per year, but meeting in a half day or full day retreat or summit format to stay focused on strategic issues. None of this would have happened, of course, without the underlying trust.

Another key factor in good governance is the board chair, such as at the International School of Dakar, where Wayne Rutherford applauds the facilitation skills of his Board Chair, who is a trained facilitator, is well organized, dispassionate, and who has been a parent and board member at two other international schools in Africa. Wayne notes that it also helps that she has been the board chair for two consecutive years, an unfortunate rarity for many schools.

This theme of the need for consistency has led many schools in recent years to explore new models of governance and many have moved away from having an all-elected board to a hybrid model. Often, this change

By Jim Ambrose

seemed to follow a crisis where the flaws of the earlier model became apparent. In the wake of a well-publicized crisis at the International School of Manila, an equal number of board members are now elected from the parent body and five are selected from "Sustaining Members", defined as the most significant companies and institutions in the community. Of significance is the requirement that Sustaining Member representatives must be no lower than the number three executive in the hierarchy of the particular sustaining company or institution. Not only does this assure executive ability and focus, it also means they have

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a full time job. When ISM endured its crisis, David Toze reports that only three of the ten board members were gainfully employed, leaving the others with enough time on their hands to try to make being on the Board a job in itself.

Still, who gets on the board is critical and Slots of schools use their Governance Committees (Committee on Trustees) to good effect. At the International School of Kenya, the committee conducts an early orientation session for anyone they believe may be interested in serving, or who simply might want to learn more about the Board. This generates a larger, screened pool of

nominees and appointees for later in the year.



John Roberts reports the initial orientation is followed up some months later with two more sessions: the first being for nominees for election, before their candidacy is announced, to make sure they understand the strategic purpose of the board, are able to support the Strategic Plan, and are comfortable with the Board's Code of Conduct expectations. The second is for newly elected / appointed members, to focus on the rationale behind the structure of the meeting agenda and protocols for committee meetings.

Service on a school board is not always comfortable. David Toze comments that members on the ISM board have been strong enough on several occasions to say to parent candidates "I don't think your skill-set is quite what the Board is looking for, so we cannot recommend you." A result is they have a board of very smart senior executives who don't have time to waste, don't want to be involved in operational matters, don't have a preoccupation with community politics and don't get frightened by big money decisions.

Once members are on board, their learning does not stop and several schools report on the benefits of annual retreats facilitated by an external consultant. Often, these consultants are able articulate concerns that Heads, or sometimes board members, are reluctant to bring to the table.

In the next issue, we'll focus on some tricks that schools have learned to make their board meetings run smoother . . . and shorter! ■

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The upcoming theme for the Spring 2012 InterED is

The Mystery Awaits Unveiling

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Brain Research: Implications for Pedagogy

Sometimes I feel apocalyptic about the circumstances that we, as educators, currently face. The Information Age has created a nexus of forces that seems to portend a great wave of change in our profession. The wave may overwhelm us. What is this deluge, you might ask? It is nothing less than the integration—across all professions worthy of being called *professional*—of the findings of *scientific research*, the use of *technology*, and *the performance of discrete, high level tasks which involve the application of a conceptual body of knowledge to the process of solving problems* (Cf., Price, this issue). Think of the hard packed soil of traditional educational practice, slowly absorbing the permeating liquids of change. Just as with the natural process whereby nature's soil eventually makes a dramatic hydrological shift—from behaving like a solid to behaving like a liquid—our schools, our teachers and our instructional practices are clearly in danger of being swept away in the coming flood, and carried to the lower ground of obsolescence and irrelevance. Have I snapped the metaphor yet? Do I sound like Jonathan Edwards in “Sinners in the Hands of an Angry God” (1741)? That is kind of what I was going for.

It seems to me that the essential areas of knowledge prerequisite to successful pedagogical practice in the 21st century are rapidly emerging. I think they will eventually converge into a science of pedagogy that will allow us to abandon fads, marketing and branding, and an accountability movement derailed by the necessity of selling the product to a confused and politicized population of stakeholders. The areas that I see emerging and beginning to converge are:

1. Knowledge of cognitive domains and an integrated, broad understanding of the (teacher's) knowledge base, particularly as it relates to other conceptual domains;
2. Understanding of the use of technology (in the broadest sense), particularly

3. Core understanding of the meaning, collection and application of statistical data in the educational setting;
4. Core understanding of the developmental process of collaborative learning and student empowerment (Cf., Miller, InterED, Spring 2011; the GIN Network);
5. Core understanding of the impact of the interaction of scientific research and technological tools on educational practice.

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This list is not a finished product, even in my own mind. It does, however, cause me to reflect on the work of Dr. Ernest Boyer (Cf., Price, this issue and elsewhere in earlier *InterEDs*).

In this issue, we focus on the implications of the enormous advances in brain research for educational practitioners. Neuroscience—brain research—is a subset of the fifth core understanding I have listed above. It has advanced so rapidly during the last decade that many teachers and administrators haven't realized yet that the topography of the educational landscape has changed. In a recent interview, E.O. Wilson said, “Generation after generation of students have suffered trying to ‘puzzle out’ what great thinkers like Socrates, Plato, and



Descartes had to say on the great questions of man's nature, [Wilson said], but this was of little use, because philosophy has been based on ‘failed models of the brain’” (November, 2011). In a sense, this is also true of educational practice, from Locke's *tabula rasa* to the mechanistic views of 20th century behaviorism. The curriculum of our schools is nothing more than a philosophy of education structured into learning objectives. We must modify our practices according to new, empirically established models of mind and human cognitive processes or be washed away as detritus of the coming flood.

The articles that follow will suggest guidelines and paths of inquiry for the application in classrooms and schools of this rapidly advancing science. I am grateful to the authors for their contributions; this is another of those themes that is going to return cyclically to the pages of educational journals.

Generally, I think we all believe in the importance of the social experience of school. The focus of reform must be to abandon fixed ideas of schools as holding pens with strict feeding schedules, and “get into their heads,” those developing minds. How do you get into their minds? Why, through their brains, of course. ■

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BRAIN RESEARCH:

The Adolescent Brain: A Work in Progress

By Pat Wolfe

One day a child is cheerful, loving and obedient, comes to a parent or teacher for advice, dresses in appropriate clothing, and turns in for the night at 10:00 p.m. Homework is done without nagging and parent/teacher conferences are a joy. Then somewhere between ten and twelve, a strange thing happens. Almost over night it appears someone has unzipped this child and put someone else inside. No longer could this child be called sweet and loving; surly and antagonistic would be better descriptors. Gone are the days when they ask for advice and if it is offered, you can be certain it will be ignored. This teen comes to breakfast in the morning dressed in an outfit on which you would like to pin a note stating, "What this person is wearing to school today is not my idea of good taste!" The teen spends hours on the computer, but homework doesn't get done and teacher/parent conferences are no longer pleasant.

It doesn't take a brain scientist to tell you that adolescents can be frustrating. Most of us understand that the teen's life is shaped by factors such as family, friends, school, and community institutions. But there are also powerful neurological issues at play. Neuroscience has made great strides in shedding light on the changes occurring in the teen's brains and why they behave the way they do. Interestingly, the new information focuses not only on the oft-blamed raging hormones, but on what's going on above the neck as well. Many of the new insights into the adolescent brain have been gained using the brain-imaging techniques that were discussed in Chapter One. What the scientists are seeing is that the teen years are a time of significant change in the activity, anatomy and neurochemistry of the brain.

As we have seen, the brain grows by expanding and pruning the connections between cells, keeping the connections that are used the most and getting rid of the unused ones. We have also seen that one

of the most active periods of reorganization occurs early in life around two years of age when there is a huge build up of neural connections in the child's brain. Recall that this build up is followed by a massive pruning which allows the strongest and most efficient connections to function more effectively. Until recently, scientists assumed that this period of growth and winnowing away occurs only in early childhood and that most, if not all, of the major changes in brain organization and development occurred before adolescence. This view seemed reasonable in the light of the fact that the brain reaches its full size by puberty. The conventional wisdom had been that the adolescent brain is fully developed and functions similarly to an adult brain. This turns out—as many middle-school teachers and parents already suspected—not to be the case. Instead scientists have discovered that very complex changes are taking place in the brain during adolescence and that the brain is not fully "installed" until between ages twenty to twenty-five. The brain is still changing during the teen years!

Changes in the Adolescent Brain

In what parts of the adolescent brain are the greatest changes occurring? A central area of focus has been the frontal lobes. A long-range study by Jay Giedd and his colleagues at the National Institutes of Mental Health (NIMH.) has involved using functional Magnetic Resonance Imaging (fMRI) to scan the brains of nearly 1000 healthy children and adolescents aged 3 to 18. Giedd discovered that just prior to puberty, between ages 9 and 10, the frontal lobes undergo a second wave of reorganization and growth (Giedd, 2007). This growth appears to represent millions of new synapses. Then around age eleven a massive pruning of these connections takes place which isn't complete until early adulthood. Recall that although it may seem like

the more synapses, the better, the brain actually consolidates learning by pruning away connections. The brain is getting rid of the least-used pathways, a method for ensuring that the most useful synapses are maintained which in turn allows the brain to operate more efficiently.

In addition to this winnowing of connections in the adolescent brain, another developmental factor is also at play. One of the final steps in developing an adult brain is myelination. Recall that myelin develops in the more primitive areas of the brain first, gradually moving to the higher level functioning areas. Myelin increases the speed of the axon potential traveling down the axon, up to 100 fold compared to neurons that have no myelin. So, during the teen years not only does the number of connection change, the speed of the connections becomes faster. It is not surprising then to find that myelination occurs in the frontal lobes last. Researchers at the University of California at Los Angeles compared scans of young adults, 23 – 30, with those of teens, 12 – 16, looking for signs of myelin which would imply more mature, efficient connections. As expected, the frontal lobes in teens showed less myelination than in the young adults. This is the last part of the brain to mature: full myelination is probably not reached until around age 30 or perhaps later.

Why are these changes in the frontal lobes significant? The frontal lobes—specifically the area right behind the forehead called the prefrontal or orbitofrontal cortex—is often referred to as the CEO of the brain. It is in this part of the brain that executive decisions are made and where ethical/moral behavior is mediated. In fact, this part of the brain has been dubbed "the area of sober second thought." Persons with damage to this part of the brain often know what they are supposed to do but are unable to do it. In these persons the damage also appears to impair their ability to imagine the future consequence of their actions. They

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tend to be more uninhibited and impulsive. Observations such as these suggest that teens may have difficulty inhibiting inappropriate behaviors because the circuitry need for such control is not fully mature. The chart below [Need #] summarizes the cognitive and behavioral functions of the prefrontal cortex.

- Organization of multiple tasks
- Impulse inhibition
- Self control
- Setting goals and priorities
- Empathizing with others
- Initiating appropriate behavior
- Making sound judgments
- Forming Strategies
- Planning ahead
- Adjusting behavior when situation changes
- Stopping an activity upon completion

Insight

These functions are practically a laundry list of characteristics that adolescents often lack. Many researchers suspect that an unfinished prefrontal cortex, with its excess of synapses and unfinished myelination, contributes to the adolescent's deficits in these areas. Their brains often aren't ready to take on the role of the CEO, resulting in a lack of reasoned thinking and performance.

Another factor is at play in the adolescent brain that sheds some light on their often over-emotional behavior. Scientists have discovered that in the teen brain, the emotional center matures before the frontal lobes. Emotion therefore often holds sway over rational processing. When we realize that the prefrontal cortex allows reflection while the amygdala is designed for reaction, we can begin to understand the often irrational and overly emotional reactions of teens. Our oft-asked question when teens engage in irrational behavior, "What were you thinking?" is difficult for teens to answer because in many cases they weren't thinking reflectively; they were reacting impulsively. This phenomenon has been

further validated by a team led by Dr. Deborah Yurgelun-Todd at Harvard's McLean Hospital. They used functional Magnetic Resonance Imaging (fMRI) to compare the activity of adolescent brains to those of adults. They found that when identifying emotional expressions on faces, adolescents activated the amygdala more often than the frontal lobes. The opposite was seen in adults. In terms of behavior, the adult's responses were more intellectual while the teens responses were more from the gut or more reactive. Giedd comments that adolescents can be thought of as trucks with no brakes!

The neurotransmitter dopamine plays an important role in the often reckless, sensation seeking behavior of adolescents. Recall that dopamine is a naturally produced stimulant. It is critical for focusing attention on the environment especially when there are conflicting options. When a goal is not obvious, reflection, not impulse, is necessary to make a good decision. Early in adolescent development levels are relatively low which may account for their reactive behavior. The good news is that dopamine inputs to the prefrontal cortex grow dramatically as the teen ages, resulting in an increased capacity for more mature judgment and impulse control. But until this system is mature, decisions are often made on impulse.

Substance Abuse During Adolescence

Now that it has become clear that, in contrast to previously-held assumptions, there is a tremendous amount of change taking place in the teen brain, we need to look at the possibility that alcohol and other drugs impact both brains and behavior differently in adolescents and adults. The shaping and fine-tuning of the frontal lobes is, at least in part, mediated by experience. This raises the possibility that drug abuse could alter normal development of the brain. This is an area of critical importance. Current estimates suggest that roughly 50% of high school seniors consume alcohol at least once a month while 17% regularly smoke cigarettes and nearly 50% have smoked

some marijuana (Kann et al, 2000; Johnston et al., 2001). The National Institute of Alcoholism and Alcohol Abuse reports that alcohol kills six and a half times more individuals under age 21 than all other drugs combined.

Much of the research on the effects of alcohol has been conducted using animal studies. In studies of rats, Markwiese et al. (1998) found that alcohol disrupts the activity of an area of the brain essential for memory and learning, the hippocampus, and that this area is are much more vulnerable to alcohol-induced learning impairments in adolescent rats than adult rats. Rats are not humans, however, there is some evidence that the human hippocampus reacts in a similar manner. A recent study by De Bellis et al. (2000) found that hippocampal volumes were smaller in those who abused alcohol during adolescence and that the longer one abused alcohol, the smaller the hippocampus became.

Research by Sandra Brown and colleagues at the University of California, San Diego has produced the first concrete evidence that heavy, on-going alcohol use by adolescents can impair brain functioning. They found several differences in memory function between alcohol dependent and non-drinking adolescents, none of whom used any other drugs. In the study, the 15 and 16 year-olds who had drunk heavily (more than 100 lifetime alcohol use episodes) scored lower on verbal and non-verbal retention of information.

Additional research by Brown and Tappert (2000) is trying to answer is whether or not heavy drinking at 15 is more dangerous for the brain than at 20. Their preliminary hypothesis is that drinking may be more dangerous because the finishing touches on brain development (myelination and pruning) haven't been completed and alcohol may interrupt or disturb these refining processes. Brown and Tappert point out that more studies will be needed to produce a definitive answer, but at least their work is an important step toward confirming what many scientists have suspected for some

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time, teenagers who drink may be exposing their brains to the toxic effects of alcohol during a critical time in brain development.

Not only are the frontal lobes of adolescents going through major changes, the molecular and chemical systems are being re-shifted as well. Many substances appear to have a heightened effect on teens. Researchers at Duke University found that adolescent brains respond more intensely to nicotine than do adult brains. In rat brains, the levels of dopamine receptors in the pleasure center (the nucleus accumbens) of the brain increase dramatically between 25-40 days—the rat’s adolescent phase (Spears, 2000). These receptors play a huge role in the pleasure producing properties of drugs. It is not yet clear if the human adolescent brain evidences this same increase, but many researchers think it is highly probable.

Adolescent Sleep Patterns

A common complaint of parents of teenagers is that their kids insist they can’t fall asleep until midnight but every morning means yelling at them to get out of bed in time to get to school on time. And parents aren’t the only ones with complaints about adolescents’ sleep habits. Teachers of early morning classes complain that their students seem to be in class in body only, frequently nodding off or at the least, drowsy and difficult to teach. It may not be the teens’ fault; biology may be behind their sleep problems. Recent research has shown that here is yet another area where adolescents’ brains move to the beat of a different drummer.

Our sleep cycles are determined by what is called circadian rhythms, a sort of internal biological clock that determines not only how much sleep we need but also when we become sleepy at night and when we awaken in the morning. Sleep researcher, Mary Carskadon in her sleep laboratory at Brown University’s Bradley Hospital, has discovered that teenagers need more sleep than they did as children and that their circadian rhythms appear to

be set later than those of children or adults.

The conventional wisdom has been that young children need 10 hours sleep and that as we become adults, the need decreases to 8 hours. Teenagers have been included in the adult group. Carskadon has shown that teens, far from needing less sleep than they did as children, need more. In order to function well and remain alert during the day, they need 9 hours and 15 minutes, possibly because the hormones that are critical to growth and sexual maturation are released mostly during sleep. One survey of the sleep patterns of 3,000 teenagers showed that the majority slept only about 7-hours a night with more than a quarter averaging 6-hours or less on school nights. Given that sleep is a time when brain cells

theory that brain changes are responsible for the often erratic behavior we see in teens is speculative. The theory is somewhat controversial because the roots of behavior are complex and cannot be easily explained by relatively superficial changes in the brain. However, if the theory turns out to be true, it would underscore the importance of providing careful guidance through adolescence, which isn’t a bad idea in any case. Giedd states “...unlike infants whose brain activity is completely determined by their parents and environment, the teens may actually be able to control how their own brains are wired and sculpted.” Adolescents are laying down neural foundations for the rest of their lives. As parents and teachers, we have an opportunity and an obligation to educate adolescents about what is going on in their brains and the role they play determining the structure and functioning of their brains for the rest of their lives.

Teaching the Adolescent

In a sense the adolescents’ brains are primed to learn, however we often see boredom and apathy in their behavior. When we consider the hyperactivity of the amygdala and high energy level at this stage of brain development this isn’t surprising. Too much classroom instruction is “sit and git,” adolescents’ least favorite classroom activity! Very few teens like to sit still and listen to a teacher deliver a lecture. While lectures are sometimes appropriate during the teen years, consider having the students use interactive note-taking guides. After hearing or reading new information, students can be asked to demonstrate their understanding of the content by various methods such as role play, poster demonstrations, teaching another student or writing their reflections in a journal. Most parents will attest to the fact that adolescents like to argue. This propensity can be put to good use in debates where students discuss the pros and cons of complex ethical issues. Project-based activities are especially motivating to teens. In collaborative groups they can be encouraged to seek answers to problems facing the school or community, perhaps interviewing other teachers, parents or adults for their points of view. When concepts have been

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replenish themselves and when connections made during the day are strengthened, sleep deprivation can have a major negative effect on learning and memory.

A second finding from Carskadon’s research is that these teens’ biological clocks appear to be set later than those of children or adults. They do not get sleepy as early as they did when they were preadolescents and therefore tend to stay up later at night and sleep later in the morning. Most teenagers’ brains aren’t ready to wake up until 8 or 9 in the morning, well past the time when the first bells has sounded at most high schools. Teens who have to get up before their internal clock buzzes, miss out on an important phase of REM sleep that is important for memory and learning.

Not all scientists agree totally with the research on the adolescent brain. Giedd’s

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learned, it is helpful to give students real-life problems to solve that require the use of the concepts.

Few of us are as proficient in current technology as adolescents. They text, download music and information on ipods, and surf the internet with ease. Teachers should consider ways to integrate teens' ability to use technology in the classroom. Given the option, students might prepare multi-media presentations rather than book reports or use email to dialog with experts in biology, history, music, mathematics, neuroscience, or other fields of study. The internet provides a speedy manner for researching topics for term papers and projects however with its increasing use many students will need guidance in determining the validity of the data. Reading "URLs" may become one of the new basic skills for anyone capable of using a computer to obtain information.

Teens are full of promise. They are energetic, caring and capable of making many contributions to their communities. They are also able to make remarkable spurts in intellectual development and learning. But we must remember; they are not adults and need to be taught in a manner that enables their brains to make sense of information, to see what they are learning as relevant to their lives. ■

With over 25 years as an educational consultant, Dr. Wolfe has conducted workshops for thousands of administrators, teachers, boards of education and parents in schools and districts throughout the United States and in over 50 countries internationally. Be sure to see her website, Mind Matters, Inc. at <http://patwolfe.com/>; wolfe@napanet.net

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APPLICATION,

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BRAIN RESEARCH:

Staying Ahead: Using Brain-Based Research to Effectively and Efficiently Improve Our Students' Learning

Every month educational journals publish a wealth of important information geared towards improving our schools with the objective of improving the learning and lives of our students. It becomes harder and harder to sift through all of the programs presented. Many are research-based and offer wonderful suggestions and some are touted by publishers, offering a variety of teaching suggestions for multiple levels of students.

Many years ago, while researching my dissertation, I became interested in Richard Restak's (1979) work on how the brain influences learning. Restak's book, *The Brain: The Last Frontier* (1979) fascinated me, but there was little or nothing in educational journals that used that information in a practical way. People have always been interested in information about the brain, but most of the research was centered on the clinical aspect of seeking solutions to medical and psychological problems. Then Eric Jensen (1998) published a book, *Teaching With the Brain in Mind* and everything I knew started to make sense. I found that understanding how the brain takes in new information, sorts it, stores it and transfers it to other situations made teaching easier. I was then able to put it to practical use in my school, and ultimately share it with others as a teacher trainer.

Brain based learning, or brain based teaching is not a set of rules. It is an understanding of the brain and how it works, and that understanding provides the underpinnings for planning effective lessons. Learning is about making new memories, so if we know how memories are made and stored, then we know how our students learn.

The knowledge we gain when we study the brain teaches us how children learn and ultimately helps us design and use strategies that are more effective for specific age

By Joan DellaValle

groups. We know that young children learn like sponges, and that teenagers can

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be difficult. The young brain is initially being wired, while the adolescent brain is being rewired. What are the effects of these processes on learning?

Understanding what to expect and why, gives all of us the "ah ha!" we need to work with all students more effectively. We can see their bodies are changing; that is obvious. But when we study the brain we begin to understand that their brains are also changing, which influences how they take in new information and use it. The strategies we select should be based on these evolving processes. Ultimately those choices will make learning and transferring skills more effective.

Knowledge of the brain should be applied to other frameworks we want to adopt within our schools. From a practical standpoint learning about the brain is an imperative. It provides the rationale that teachers must always have when we ask them to

adopt a new strategy or a new model. If it isn't compatible with how we learn, or how we do things, then perhaps we should reconsider our commitment to it.

Marzano (2006; 2007; Marzano, Pickering, & Pollock, 2001) has published multiple books on teaching, learning and leadership. In Marzano's (2001) book, *Classroom Instruction That Works*, he presents incredibly well researched strategies that when used properly will improve student retention. However, when you examine each one, each one is a brain compatible strategy. For example, he explains how identifying similarities and differences within a lesson will improve retention. After studying how the brain organizes and stores information, you can see why this is so effective. Our brain stores information by similarities and retrieves them by differences. It fits perfectly with our brain's long-term storage system.

Wiggins and McTighe (2005) have developed a wonderful way of designing curriculum, often known as "backwards design" or officially known as *Understanding by Design*. When you learn about how the brain takes in, stores, connects and retrieves information, their model is a perfect match. You plan your big understanding, and build your design around what you want students to know, understand and be able to do, all related to this understanding. The learner then has a tool that connects the information in a way that is compatible with how the brain takes in information. We learn by making connections, and relating new information to what we already know. This model provides a structure for that to happen in the classroom.

Differentiated instruction also aligns beautifully with how our brains operate. Carol Ann Tomlinson's (Sousa, & Tomlinson, 2010; 1999; 2006; 2010; Tomlinson & Imbeau, 2010; Tomlinson, & McTighe, 2006) work is masterful and guides

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teachers through the process of how to plan instruction to meet the needs of all learners. We must design lessons that are challenging and worthy of learning for each student. This is accomplished by differentiating the content you want students to learn, the process you use to engage them or by the product they will deliver to demonstrate their understanding. This is further expanded and differentiated by having teachers use a student's readiness, level, learning profile or interest and talents. All of this is compatible with how the brain responds to new information. It allows students to flourish and reduces threat and stress, which prevent the brain from learning.

School administrators are bombarded with rules, regulations and information to be sorted through. We are also living in a time of incredibly rapid change and new technology, which has influenced our students and their learning. If we start

by understanding how our students learn, and always keep that as our main concern, it will help us select appropriate programs for our schools, with less time wasted on programs that are not compatible with how our students learn. ■

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BRAIN RESEARCH:

Highlights of Brain-Based Research and Application for International Education Leaders

Introduction

An issue often discussed by global education leaders concerns the current findings of neuroscientific research and its implications for pedagogy. Regularly, breakthrough answers are emerging from the field of neuroscience. Several of these research conclusions have helped to support pedagogical approaches that are currently practiced in the fields of education and psychology, and they have also helped to encourage the development of new applications to advance pioneering strategies for addressing instructional and developmental challenges.

Background & Overview

It seems that each day the most compelling discoveries in this field are published through eminent research journals such as, *Nature*, *Neuroscience Journal*, *The Scientist*, *Journal of Neuroscience*, *the Dana Alliance* and others. The Neuroscientific community is steadily delivering new revelations about how the brain sorts, selects, and stores/learns information and is regularly publishing those findings. Educators are seeking to appreciate the implications of those findings for practical application as pedagogical practice. Increasingly, more and more inter-disciplinary partnerships and organizations are being formed due to the shared interests of scientists and educators to optimize what can be practically and validly implemented to increase learning potential for students. As Tokuhamo-Espinosa declared, "We need teachers who know about the brain and how it learns best, and we need neuroscientists and psychologists who can envision the application of their work in school settings" (2010, para. 19). Increasingly, researchers are partnering across the disciplines toward their shared goals for practical neuroscientific applications.

"Neuroscience can inform the design of more effective and inclusive instruction."

by Dawn Giannoni & Denise Kelly

(Hinton, Miyamoto, Della-Chiaesa, 2008, p.99). Foundational research on *neurogenesis* by Merzenich, Knight and Roth (1973) initiated subsequent studies by Merzenich and Kilgard (1998) and many other scientists over the years. Norman Doidge is one such scientist, who indicated that the discovery of enduring neurogenesis (also known as brain plasticity) may be the single most important discovery in 400 years (2007). Research-based findings on neurogenesis have been further aided in recent years, with the development of fMRI and other advanced technologies, which have enabled scientists to actually "see" the generation of forming neurons. They have also been able to see what deters this process in respect to learning. Neurogenesis in its simplest definition refers to the brain's ability to be "plastic" and to continually generate new neurons, as it is influenced by environment and other conditions, expanding learning capacity. Jensen (2010) describes this impact as it relates to education practitioners:

Now we know that new neurons are highly correlated with memory, mood, and learning. Of interest to educators is that this process can be regulated by our everyday behaviors, which include exercise, lower stress, and nutrition. (p.15)

Thus far, much has been learned about the implications of brain-based pedagogical applications, and these are already being applied in classrooms across the globe. Judy Willis (2008), neurologist and elementary school teacher, is another pioneer who is positioned to offer her unique expertise for integrating brain-friendly strategies in the classroom. Universities across the international community are beginning to offer graduate education courses, certificates, or specialized graduate teacher programs that have integrated

brain research findings and applications into their curriculum. Interestingly, many of the most practical applications that are brain-based are not complex but rather, can be easily implemented into most classroom settings (Caine, Caine, McClintic, and Klimek, 2004; Conyers and Wilson, 2010; Jensen, 2006; Sousa, 2001; Sylwester, 2005; Zull, 2002). While there are diverse learning types, and differentiated learning is important, there are some over-arching principles for engaging students in meaningful learning, which promote "rewiring the brain" toward positive outcomes, and these can be applied to almost all learners.

The Power of Positivism

The global society is reeling with the affects of negative stress as economies are challenged and industry attempts to adjust. No country has been immune to the impact of economic realignments and adjustments. The field of education is certainly not exempt from these stressors. John Medina (2008) has pointed to the brain's intolerance for sustained stress and its effects on learning. A principle for brain-based application involves "positivism" versus negative stress. Students and teachers alike may arrive at class already challenged by negative stressors. Anxiety is known to increase the levels of the hormone cortisol. Cortisol in the neuronal system creates havoc on many levels but in particular in the brain's neuronal system, and especially those neurons which are involved in creating meaning and memory (Quervain, Roozendall, Nitsch, McGaught, and Hocke, 2000). One of the primary pathways that enable learning and the brain region that is most affected by high levels of cortisol is the hippocampus, which is responsible for translating short term memory to long term memory. "Stressed brains don't learn the same way" (Medina, 2008, p. 169). Sustained release of unhealthy levels of cortisol appears to, in conversational terms, "clog" the main neuronal pathways and thus can also nega-

Implications for PEDAGOGY

tively impact the process of neurogenesis for strengthening learning pathways in the brain. These stimulated pathways further assist the brain to apprehend, understand, attend and focus, and to store and/or retrieve learning (McCauley, Kenny, Kirkwood, Wilkinson, Jones, and Miller, 2009; Scudellari, 2010).

While educators cannot directly alter the external factors affecting society at large, certainly they have direct ability to do so within their sphere of influence. Leaders who encourage teachers are “modeling the way” (Kouzes and Posner, 2008). Teachers who actively provide encouragement in their classrooms redirect their students to more optimistic and positive outcomes, opening the door for unimpeded learning (Fredrickson, 2009; Medina, 2008). One recent and popular approach that is clearly “brain-based” is Rath and Clifton’s (2007) “bucket-filling” approach. Rath and Clifton include many strategies that can be easily adapted in the classroom promoting brain-based tools to advance the learning process, but also offer critical strategies for leaders for providing sincere recognition to their teachers.

Educational consultant Dr. Pat Wolfe, during an AAIE Institute in the summer of 2011, reminded the international community of leaders about practical opportunities they can take advantage of in advancing themselves and their respective populations. Among these are workshops, seminars, education programs, and research articles from various resources, many of which she promotes from her Web Site. While Wolfe is a renowned authority and frequent presenter/ writer on applying brain-based strategies, she also cautions the education community to carefully approach applications, which are not founded in the research (2003). Unfortunately, naysayers who claim that brain-based applications are just another fad, have been given unintended support because of those who have either misinterpreted the research or who over-zealously commit to an application that has not been sustained by the research. Dr. Wolfe is vigilant in offering a balanced approach to increasing understanding for

brain-based pedagogy and application.

Wilson and Conyers (2011) have dedicated their professional careers to promoting scientifically founded precepts for application in the classroom. Conyers has said “never question ability, always improve strategy” (2010) and it is with that mental model that their programs were created and offered on the graduate university level. In March 2000, BrainSMART and Nova Southeastern University began working together to make their approach available internationally through innovative graduate programs. These graduate teacher education programs focus on empowering classroom teachers with practical frameworks and strategies for enhancing student achievement grounded in a synergy of education, mind, and brain research. Students in these programs explore research on neuroplasticity, among other neuroscientific findings, and various methodologies for applying brain-based strategies and tools in the classroom. An essential focus involves teaching graduate and post-graduate students the cognitive and metacognitive skills essential for success in the field. Program outcomes include: analyzing and applying strategies based on current brain, cognition, and education research to increase student learning and achievement; demonstrating a practical understanding of how positive emotional states enhance learning, and evaluating strategies that create meaningful curricula. Students learn how to implement plans and assess key strategies derived from brain research to improve how the the young mind pays attention, retains information, and transfers information learned to new situations. Reflection and critical analysis are central to the curriculum and graduate students are able to learn from their experiences through action research processes they apply in their own classroom settings.

For professional educators who would ignore this emerging body of research and its inevitable impact on instructional behavior, Jensen suggests a different mindset:

How Relevant is the Brain to Your Teaching Staff? The big picture is that our brain is involved with everything we do at school. The brain is the most rel-

evant feature to explore, because it affects every strategy, action, behavior and policy at your school. New journals explore essential topics such as social conditions, exercise, neurogenesis, arts, stress and nutrition. A school cannot remove arts, career education and physical education and at the same time, claim to be doing what’s best for the brain of their students. Yes, we are in the infancy of brain research--there’s so much more to learn that we don’t know. But dismissing it is not only shortsighted but also dead wrong (2010, Para. 33).

Your students are literally building brains and expanding their minds. How important is the brain in your international learning community? ■

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Global Issues Network News & Reports

Global Issues Service Summit 2011 in Maputo, Mozambique.

Students report: How do you say “smile” in Portuguese? During the Global Issues Service Summit 2011 in Maputo, Mozambique, problems were solved, ideas were shared, and friendships were forged by the two hundred students coming from international schools around sub-Saharan Africa. For two days we attended moving Keynote speeches by inspirational speakers—such as Graca Machel and Natacsha Yogachandra—and student-led workshops. Brilliance and innovation were found throughout the entire conference among participants and leaders alike. Although learning about service and global issues was exciting, the highlight of our trip was the day of service.

On the second day of the Service Summit, we divided into about ten different service groups and headed out into Maputo, reaching out to the local people and environment. When our group first found out that we were assigned “brick-making” at a local school, we were astounded! We knew nothing about construction whatsoever! However, those six hours that we spent at a “Comunitaria Escuela” were extremely rewarding and no one would be willing to change them for the world. Arriving at about 8:00 in the morning, school was already in session in a cement block classroom, for about 50 children. Coming from Zambia, we had plenty of experience working and playing with children, but these children did not speak a word of English. For hours we made bricks, starting with mixing cement with water that we hauled from a nearby stream. These bricks were going to be used to build a much-needed library for the small Mozambican school. This was educational for us, not to mention a good workout. When school let out, we began to interact with the children and using a translator, we were able to talk

Assembled by Linda Sills

to them. Something that we will never forget about these kids is their enthusiasm for what we were doing and their beautiful smiles. Oh, by the way, it's *sorriso*. *Smile*. ■

Submitted by Ms. Kelsey Craig



The Golden Hearts of Graca (Maputo, Mozambique)

AISJ Student Leadership Team Retreats to Forge Plans for AISA- GISS Summit 2012

On the 18th of September the AISJ Leadership team gathered at a local lodge to formulate ideas for the Global Issues Service Summit (GISS) which the American International School of Johannesburg will be hosting in March of 2012. The GISS conference is a platform for passionate individuals to inspire and motivate each other in working towards a common goal of combating world issues and injustices. The retreat, facilitated by Susan Lacy (American International School of Lusaka, Zambia) who had served as the Summit Coordinator in 2010, was filled with group activities and workshops

to encourage team bonding as well as teach the student leaders valuable lessons about social inclusion.

The theme of ‘*Ubuntu, Transforming the Global Community*’ truly resonated within all the activities and action planning. Students knowledge of Ubuntu was broadened by an activity called Sentence-Phrase-Word which amplified the essence of the concept, Ubuntu. The one word which resonated was interconnectedness, the fundamental nature of Ubuntu.

AISJ’s goal as a team is to instill the concept of Ubuntu in all the participants of the GISS 2012. This goal can only be achieved through the full partaking of the AISJ community. The team’s responsibilities are to ensure that the conference is planned and that activities are appropriate and significant. It is our role to ensure that the participating students take back the knowledge we have to offer. It is also the whole leadership team’s responsibility to prepare the AISJ community about the conference, encouraging students and parent to give their time to ensure the prosperity of the conference.

“It takes a village to raise a child.” In this situation, AISJ is the village that will have the honour of being a part of the AISA-GISS growth. There is still a lot of work to do to build this village but we are confident that this will be a growing process for all participants. We are really looking forward to this conference and although the culture of service is fairly new in our school we feel that this conference will have a great impact upon our community. The conference will be a great tool to expose students to the issues that surround them and to learn appropriate skills to make positive change. ■

Submitted by Busi Sibeko, Chair of American International School of Johannesburg’s Summit Student Leadership Team.

**EARCOS Global Issues
Network Conference 2012,
International School Manila,
17-19 February 2012**

GIN Manila 2012 aims to support the vision of Rischard and the mission of GIN by making this academic year's conference action based and sustainable in method, hence the theme 'Compassionate Action'. Those aware of [Compass Schools](http://www.atkisson.com/resources/category/compass-schools/) (http://www.atkisson.com/resources/category/compass-schools/) will no doubt notice the purposeful reference to the ideas of Alan Atkisson, founder of the [Atkisson Group](http://atkisson.com/) (http://atkisson.com/), our opening keynote speaker and methodological guide.

As well as featuring keynote speakers and global issues workshop presentations from all GIN delegates GIN Manila 2012 will include sustainable action planning workshops (SAPs) that will be facilitated by ISM students who have been trained in the use of Atkisson's *'Pyramid'* strategic planning tool. Furthermore, GIN Manila 2012 will have a day of action in Manila during which delegates will have the opportunity to participate in projects, such as [PCF](http://www.p-c-f.org/) (The Philippine Community Fund, http://www.p-c-f.org/) geared towards addressing the global issues that they discuss during the conference.

Teacher delegates of GIN Manila 2012 will not be left out as they will have the benefit of a series of sessions with Michael Furdyk, the founder of [TakingITGlobal](http://www.tigweb.org/) (http://www.tigweb.org/) our closing keynote speaker. Michael's organization may just provide the platform through which the sustainable action plans developed by the student delegates during the conference can live, breath and come to fruition post conference.

Finally, the most exciting part of GIN Manila 2012 is that it continues to grow and evolve. Alan Atkisson has been so inspired by our conference vision that he is using GIN Manila 2012 as a launch pad for a truly global event, [Pyramid2012](http://pyramid2012.wordpress.com/) (http://



pyramid2012.wordpress.com/). During the weekend of the conference organizations all around the world will be developing SAP Pyramid's of their own. Although this project is still in it's infancy there are confirmed events occurring in 9 other countries: Indonesia, Costa Rica, Kyrgyzstan, Poland, Iceland, UK, Senegal, Thailand and Germany. Each of these events will revolve around

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For a complete listing
of upcoming events, please go to
www.global-issues-network.org

the 'hub' in Manila and all will feature on a web platform that connects them.

Submitted by Tom McLean, International School Manila, Conference Organizer.

VTGIN

On April 9th 2011 Governor Peter Shumlin, on behalf of the State of Vermont will welcome 350 young people and their teachers, representatives from every Vermont High School, to the Vermont State House for the kick off event of the Vermont Global Issues Network, VTGIN. Governor Shumlin believes in the power of youth to make a difference and understands how important it is for young Vermonters to be aware of the compelling global issues we face and how imperative it is to act on them locally in constructive ways.

For six months a small planning group has been working with the Governor to plan for the launch of VTGIN. The purpose

of the "launch day" is to inform students about the mission of GIN, offer a range of workshops on compelling global issues, give students an opportunity to network and charge students to work with teachers locally to learn more about global issues, spread the message to more students, and encourage local initiatives. A website will enable participants to network and communicate after the event.

Vermont is fortunate to have a number of Vermonters whose life work centers around global issues. Bill McKibben an author, environmentalist, and Vermonter is a key player. He is the author of *The End of Nature* (Random House, 1989/2006), the first book for a common audience about global warming. He is the co-founder and Chairman of the Board at [350.org](http://www.350.org/) (http://www.350.org/), an international climate campaign that works in 188 countries around the world. The planning group is partnering with 350.org in plans for "launch day."

Recently Governor Shumlin spoke at 350.org's "Moving Planet" event at the Vermont Statehouse in Montpelier. Shumlin spoke about the recent impacts of global climate change on Vermont, how Vermont has taken a leadership role in doing something about it, and how the state can do even more to overcome this challenge in the future. "We will not join the others in the denial, in the pretend, in the 'let business happen as usual,' because our kids and our grand kids mean more to us than our own greed. And we're going to get off oil and move forward as quickly as we know how."

A thriving youth driven organization, Vermont GIN, is a part of Vermont's vision for the future and on April 9th we will begin taking action. If you would like more information about the conference our website will be activated in January, 2012. Meanwhile, please contact Margaret.mclean@ruraledu.org ■

GIN is on the move. For a complete listing of upcoming events, please go to: <http://www.global-issues-network.org/>

Dialogue on Accreditation: A Response to David Smith

[Editor's note: The author wrote an article recounting the history of the accreditation of international K-12 schools in the Fall 2010 issue of this journal, "Accreditation of International Schools: Assessing the quid pro quo," pp.32 ff. David Smith, Dean Emeritus of the College of Education, University of Florida, wrote a response in the Spring 2011 issue, "Reflections on Accreditation: A Response to Gil Brown's Article," pp. 30 ff. Both of these articles can be found at the AAIE website, www.aaie.org/InterED.lib. The author now reacts to Dr. Smith's response.]

InterED invites its members to join in the continuing dialogue about the pitfalls and premiums of the school accreditation process. [JK]

Since my first article on the history of accreditation of international schools, I wrote another in the Spring 2011 issue on "Bridging the 'GAAP' in International School Accreditation: A Fiscal Concomitant." This second article responds in several ways to a few of the points raised in Smith's response. However, the main point of my original article is not clarified.

Smith addressed the process of accreditation of colleges of education by the highly-respected National Council for Accreditation of Teacher Education, NCATE. I underwent this process only once when I was on the faculty of the then Memphis (TN) State University, now the University of Memphis. I agree with Smith that the NCATE accreditation was done applying a more objective and structured process than that used currently by the several K-12 accreditation agencies. For NCATE accreditation, a cumbersome college-wide 'self study' involving prolonged work my massive numbers of faculty and staff was not part of the process.

It was interesting to note in his article that the 'membership' of NCATE was composed of a familiar alphabet soup of organizations known to all professional educators, including AACTE, NEA, AFT, PTA, NAESP, NASSP, and many other

By Gilbert C. Brown

specialized and educational associations, whose membership on various NCATE boards participate in the creation of its standards. In the K-12 accreditation associations, the word 'membership' includes all those who are 'accredited,' in good standing, regardless of the level of status attained: fully accredited, warned, probation, etc. It is this membership that votes on the approval of changes in standards as proposed by board-appointed sub commissions of the entire membership. I am not sure if any external association is a participating member of any K-12 accreditation association, although it makes sense and I am sure the suggestions of these respected peripheral professional associations would be taken most seriously by the leaders of the accrediting associations.

I enjoyed Smith's quote from former Florida Governor Bob Graham, "Accreditation is not for the schools . . . Accreditation in education, *and in every other field*, (emphasis added) is for one purpose and one purpose only. It is to protect the public interest by ensuring that the people being prepared are able to function effectively." As I wrote in my GAAP article, the audit report done by qualified auditors of a public corporation, or all nonprofits, is for the shareholders or the stakeholders, any of whom may request and receive a copy of the full report. Indeed, in public corporations, the shareholders are asked by the board of directors to vote their approval of the selection of the firm that will perform the audit. Ask the public of our international schools if any of them has ever seen the full accreditation report, if they even know who did it, and if they had a voice in the selection of the accreditation (read 'auditing') association.

The crux of the matter is that what is lacking is someone not only to tell us that a school has passed accreditation—the educational audit—but to prove via the presentation of acceptable data that the process of accreditation has assured that "the people being prepared are able to function effectively" or more effectively than those from schools that have eschewed

a particular accreditation process. This is what the works I cited in my article by Fox and Stiltner purported to do: sustain the principle that accredited schools had better programs. Dr. Smith, this is a legitimate target of scholarly research! Not even NCATE can guarantee—and I suspect that you agree with me-- that a graduate of an NCATE institution, or a graduate of an accredited K-12 school, is "better prepared" than a peer from a school that is not accredited. (NB: Harvard University existed for almost 300 years before it submitted itself to accreditation in the 1950's. Was it a better university afterward?)

If NCATE accreditation is so indicative of excellence in the preparation of teachers, it would seem logical to me that all 50 states would grant licensure to teachers from such institutions. Yet, they do not; nor do many states even recognize the advantage of having graduated from an NCATE institution. In fact, many refuse licensing reciprocity until the state's own test has been passed by the teacher candidate.

So, too, with our K-12 accreditation associations. As I stated in my article, college admissions officers have no concern with the accredited status of the school from which their freshmen applicants come. Having been through innumerable accreditations during my tenure in Rio, Norwalk, CT, and Costa Rica, I must insist—until someone proves differently—that *it makes no difference*. Or as Stiltner put it in his doctoral thesis, it [accreditation] is like the "Good Housekeeping Seal of Approval." And, if our younger readers do not recognize that term, perhaps the point is resoundingly made: K-12 accreditation may lose significance and then fade into memory unless something is done to save it. It must become more reliable, more meaningful, more process oriented, more objective, and more understandable and accessible to those whose 'public interest' is to be protected by it. ■

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A Rational Process for 360 Degree Performance Assessment—For All Personnel

By Gilbert C. Brown

Multisource assessment has a long history in the fields of industrial and organizational theory, and by the 1990's had entered mainstream thinking in education management circles. Also known as "360° performance assessment," it has been used as an aid by assessors for a variety of purposes. Often, particularly in nonprofit organizations, it has been applied for purposes for which it was never intended.

In many organizations, performance assessment may be used for purposes of retention and dismissal, promotion, transfer, bonus or other forms of remunerative commendation, and salary adjustment. However, in a nonprofit entity many of the preceding reasons are not applicable. The principal reason, if not the only reason, for all types of performance assessment is enhanced future performance of the employee, the volunteer, or the board member. Most nonprofit schools operate with a salary schedule and do not define how assessment affects salary, bonus or other forms of recognition. Nor do they define how those who perform the assessments and create and implement those methodologies are to effectively focus on the most important outcomes of the process.

The 'Shotgun' Approach to Multi-source Assessment

The assessor, or a group of assessors, decides the best means of implementing a 360° assessment by creating a questionnaire and transmitting it either in printed form or electronically to all constituents. Of course, "shotgunning" the instrument increases the likelihood of invalid results since the greater statistical probability is that only those who have disposable time, or who have a personal motivation, will respond. A 'silent majority', whose responses will be absent, may inadvertently support the opinions of those who do respond. As Sir Thomas Moore put it, "Silence is assent"—and may be misinterpreted.

For this reason, and the difficulty if not the improbability of a statistically accurate response from the population surveyed, those who plan a 'shotgun' approach

to the set of possible responders might best review the process prior to its undertaking. Spending time and other resources in the generation of possibly useless, or at best questionable, results may not be the wisest path to pursue.

The 'loaded' question

The manner in which the questions are created in a questionnaire—'opinionnaire' as a 360° assessment instrument may better be termed—may affect the validity and subsequent utility of the responses received. Intentionally or unintentionally, questions may be composed in such terms that respondents will reply predictably as predetermined by the creator of the instrument. Therefore, the wording of the questions on the document should be reviewed carefully by both the person whose performance is being assessed, and by the assessors. It would be of help if someone skilled in market research were to review the final draft to indicate discrepancies in wording to assure statistical accuracy and validity of the results.

Relativity to job performance and responsibility

Most employees (ideally, 'all employees'), volunteers and trustees are guided in their duties by written position descriptions, personal and institutional goals for the near term perhaps included in some form of institutional plan, the mission and vision statement of the organization, and, in the case of trustees and board members, clauses in the foundation and other legal documents of the corporation that limit and define their obligations and responsibilities.

All questions asked of respondents should concern themselves with that which exists in writing and that clearly define the duties, expectations and purposes of the tasks expected of the persons being assessed. It is of no value to include questions that pertain to undefined areas, or to areas that may not be in the realm or control of those persons or employees,

In creating the questions for a reliable 360° assessment, the logical starting point would be the written documents that historically have determined what each individual in the organization is supposed to do, and which responsibilities are to be done in an improved manner in the future.

Don't ask me, I only work here

One of the more important aspects in creating a questionnaire is to assure that the population to be approached has the necessary information to respond to the question in a meaningful and statistically reliable form. Including questions of which the respondent may have little or no knowledge places the validity of the instrument at risk. If one uses a five-point Likert Scale with a N/A, "Not applicable" or "No Knowledge" definition as a sixth option on the scale, and the respondents check the 'N/A' space with an upsetting degree of frequency, the results will be so skewed as to make the instrument unreliable. The desired effect of assisting the employee to improve performance will be lost. The assessor will not have confidence in the response results. The statistically wise employee will protest negative results as representing too minute a sample to be valid thus limiting the applicability of the instrument to modify the employee's future behavior, the desired outcome of the process.

Assessors and employees must ensure that the population about to be sampled has the necessary wherewithal to respond intelligently.

Who has time for all this?

An absolute correlation exists between the length of the questionnaire (or interview, if a personal approach is desired) and the frequency of response, and the precision of such responses. The longer the questionnaire, the fewer responses. A middle ground must be found to ensure, as Abraham Lincoln put it, "A man's legs should be long enough to reach the ground."

A rule-of-thumb might be that when one exceeds ten questions, all of which may be answered simply by checking a

point on a five-point Likert Scale, one may wish to seek a means to combine questions eliminating those whose responses would have a high correlation to other questions on the instrument.

If respondents are asked to respond to an instrument that takes only a few minutes of their time, the results may have greater validity.

A summary so far

1. A 'shotgun' approach to a survey population may present unforeseen problems in interpreting results.
2. The nature of the questions included in an 'opionnaire,' or in a protocol to be used in personal interviews, should be carefully reviewed by both assessor and employee, and, if possible, by a specialist in market research, to avoid 'loaded' questions.
3. Only those respondents should be approached and/or interviewed who have a reliable knowledge of the performance of the employee (volunteer or board member).
4. Assessors cannot ask all the questions for which information and opinion is desired. Instruments and protocols have to be limited to the time, in the opinion of the assessors and employees, that respondents are deemed to have reasonably available to respond accurately.
5. A 360° assessment is one, and only one, means of performance review that must be augmented by other processes if the intent is to enhance future performance.
6. The principal reason for any performance review in a nonprofit organization is enhanced future performance.
7. The questions of the 360° assessment are based upon existing written statements of authority and responsibility, the responses to which are aimed to assist both assessors and employees to create an environment of enhanced performance.

Making sense of the 360° performance assessment

The following seven steps in a 360° process are intended to create a reasonable structure for reliable use of the process as an integral part of the enhancement of future

performance of anyone or any group that may undertake the process.

1. Those doing the assessment and those being assessed should agree to the process, to the methods, and to the use of the outcomes, whether it be for enhanced future performance, remuneration, need for additional on-the-job development, retention, promotion, etc. The process is what follows.

2. Those doing the assessment and those being assessed should agree upon the questions to be used in an opinionnaire (or interview protocol if personal interview is used.) The questions to be included must be pertinent to job responsibility as defined in the published written documents of the organization. One means to create these 'responding points' is for both the assessors and those being assessed, in separate and private venues, to create a list of perhaps no more than 20 questions. These questions are then compared and evaluated with the purpose of narrowing their focus to published documents and to the probability that responses will be valid for a guide to enhanced future performance. Those questions that are similar or perhaps even identical on both lists have a high priority to be included in the ultimate document. If the number thus far approved is insufficient to reach the desired, and agreed upon, number of items in the document, then negotiations between the parties add items until the limit is reached. Each may select half of the necessary remaining questions from the other's list, as one means to ensure consensus among both assessors and those being assessed. As a start, it should be possible to shorten the list of questions by removing the redundant and repetitious. Again, the final list of questions could be submitted to an outside expert in research techniques to assure that wording will not affect the validity of respondents' choices.

3. A reliable 'sample population' must be selected. Assessors and those being assessed may wish to indicate a certain number of respondents who will be contacted, perhaps as few as a dozen, or as many as twenty as a sample of the population that might be involved. All parties know that a 'shotgun' approach may not yield the desired result unless a very high percentage of responses are received. If heads of school wish to obtain a univer-

sal response to a 360° instrument from their personnel, it is a simple matter to put them into a room during a meeting called by the heads, distribute the questionnaire, and hold all in the room until the confidential responses are submitted. It is much more difficult to do this with a population of parents who cannot be approached universally in this manner. Thus, a reliable sample of the desired population becomes a necessity.

The selected recipients of the approved questionnaire, or protocol, must be a group defended by the premise that each in the group has some knowledge, however limited, of the work and performance of the persons or group being assessed. As in the creation of the questions in 2 above, each party creates a separate list of names, perhaps 50% more than the number agreed upon as the desired limit between 12 and 20. All names common to both lists are immediately placed on the 'final' list. Lacking sufficient names to complete the limit, each party may select from the other's list one half of the number of names necessary to achieve the agreed upon limit. "I'll take three from yours and you may take three from mine, etc."

4. When the list is completed, each one is sent the questionnaire. (Or each is invited to an interview, in the case of an interview protocol, of short duration by a totally independent, qualified, unbiased, research trained, interviewer.) The staff member, or secretary, a person 'of confidence,' will number each response envelope to assure that a response is received. It is vital to the utility of the results that all selected for the process do indeed respond. Anonymity is assured to all respondents. The staff member of confidence will follow up personally with those who fail to respond. The instrument will have an opening paragraph indicating its purpose as well as the importance of a response by the indicated desired deadline. Since the only connection between respondents and their responses is the number on the envelope in which they respond, the staff member involved destroys these envelopes when they are returned.

5. An assigned staff member collates the results with respect to measures of cen-

360 DEGREE,

continued from page 29 ►

tral tendency and pertinent comments. Written comments are also included in the reporting of the collation. The individual responses are kept in a sealed file to be destroyed only when all parties are satisfied that the reported results are unquestionable. These results are then sent in confidentiality to both assessors and those being assessed.

6. It now falls to both the assessors and those being assessed to separately write their interpretation of the collated results. The interpretation takes the form of review of current performance as indicated in the results, but, much more importantly, what goals each would establish to ensure performance improvement in the coming near term. Again, these two, or various, interpretations are compared. Items common to both lists are considered for inclusion on goals for the coming near terms to be undertaken

by those being assessed. Divergent items on each list are again negotiated for inclusion on the goals list for the near term, or for a longer term if indicated.

In the case of a group of assessors, a meeting may be required to arrive at a consensus list so that only one list is presented to the one being assessed. Untold difficulties would ensue if a single employee's list were to be compared to a myriad of lists as might be prepared by a board or other group. This same caveat pertains to the creation of the questions to be included on the questionnaire. A group must achieve consensus, or approve a list prepared by its committee appointed to create a suitable document. The group must arrive at one document prior to the start of the sharing negotiation with an individual.

7. The final step in the process is to face the reality that the outcome is only one aspect of the performance review of an employee or a group within the orga-

nization. The 360° process cannot be a substitute for the obligation of supportive supervisors to assist their 'assesseees' or advisees to continually upgrade, enhance and improve their performance. Part of that process is also the self-assessment of the employee or group to be compared with that of their supervisors, whosoever may be charged with performance assessment. Often, in the case of school boards of trustees, other than a 360° conducted with constituents who may include parents, staff, students and the community at large, perhaps the most reliable performance assessment is the collated self-assessment of its individual trustees. Whatever the process, the most important reason for going through a process that may be both tedious and time-consuming is to assure improved future performance. ■

Dr. Brown is the Editor Emeritus of this journal. 2417gilbrown@msn.com

A Sample Questionnaire for 360 Degree Performance Assessment of a Board of Trustees

Here is a sample of a 360° instrument used by an international school board of trustees to assess its own performance in accordance with its own pre-established goals for the year.

(Note to reader: At the start of this Board's term, several goals for the board were identified. Only the assessment of the achievement of these goals is included.)

Dear Respondent,

Thank you for participating in this attempt by your Board to improve its future performance to better serve you. Please answer each question with your own personal opinion. Please return the completed questionnaire, unsigned, to Ms. Chisme, the Director's secretary, in the envelope enclosed, with any additional comments you wish to make in the space provided at the bottom. Your response is strictly confidential, solely for the use of the Board and will not be disclosed to anyone else. The Board thanks you for your assistance. Sincerely, For the Board of Trustees, Board Chair

Please circle only one response; "1" for poor to "5" for excellent, "N" is "No Opinion:"

	POOR				EXCELLENT
1. The Board was accessible if I wished to speak to it.	N	1	2	3	4 5
2. The Board kept me informed.	N	1	2	3	4 5

3. The Board controlled finances of the school.	N	1	2	3	4 5
4. The Board was attentive to the voice of the community.	N	1	2	3	4 5
5. The meetings of the Board were announced so that I could attend.	N	1	2	3	4 5
6. The Board truly represented the desires of our community.	N	1	2	3	4 5
7. The Board is concerned with the future of the organization.	N	1	2	3	4 5
8. I was aware of the proceedings and minutes of Board meetings.	N	1	2	3	4 5
9. The Board informed me of the need for future tuition adjustments.	N	1	2	3	4 5

In the space below, please make any observations or suggestions that you feel would be of value for the Board to know in its efforts to improve its own performance.

It should be clear that every segment of a school community may profit from 360° performance assessment. Multisource assessment should generate a multidimensional topography of performance, providing information for more effective personal and institutional behaviors.



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**We Open Minds
and Doors.**

Since AAIE's founding in 1965, the Association has had an impressive list of 20 Presidents. This article is written in an attempt to recreate some of the Association's history with the participation of the ten former Presidents who are still alive. To orient the reader of the service of both living and deceased Presidents, a 'timeline' is presented.

1965-1971	Ed Ruston (deceased)
1971-1973	Bill Bitner (deceased)
1973-1975	Rudy Fobert (deceased)
1975-1977	Hal Holmdahl (deceased)
1977-1979	Shelby Counce (deceased)
1979-1981	Frank Cockrell (deceased)
1981-1983	Gil Brown
1983-1985	Fred Vescolani (deceased)
1985-1987	Max Tudor
1987-1988	Lew Grell
1988-1991	Floyd Travis (deceased)
1991-1993	Ed 'Bud' Bowes (deceased)
1993-1995	Cliff Strommen
1995-1997	Clark Kirkpatrick
1997-1999	Daryle Russell
1999-2003	Vince Ferrandino
2003-2007	Elsa Lamb
2007-2009	Mark Ulfers
2009-2011	Ed Greene
2011-present	Beth Pfannl

Each former President will be introduced in chronological order with a few words of biography followed by their perceptions of where AAIE has been and perhaps where it is going.

Gilbert Brown

Brown was the former head of the American School of Rio de Janeiro for 24 years and the Lincoln School, Costa Rica for 4 years, prior to his retirement. Since retirement in 1993 he has written several books on the history of AAIE, others on the operation of international school boards and their chairs, worked as a consultant to the boards of international schools and other nonprofits, written the "Memo to the Board" feature for this journal in each edition since 1995, was the Editor of *InterED* from 2003 to 2010 and is now its Editor Emeritus.

AAIE Chronicles

Brown write, "In 1981, we decided to move the site of our annual meetings from the same city as that of AASA to another more convenient to our needs and those of the recruiting fairs. After 16 years of existence, AAIE declared its independence from AASA, and our earlier reliance on that association's limited largesse in support of AAIE. We've come a long way since from a part-time Executive Director working out of his home with limited offerings to the membership of a four page newsletter and an annual three-day meeting as our only visible services!" ■

Max Tudor

Tudor retired in 1996. In 2010 he took on a three year special assignment with the Peterson Schools in Mexico City as head of school at the Tlalpan Campus, a pre-school through grade 12, bilingual in instruction, serving upper class Mexican families. He has served almost 30 years overseas as head of schools in Mexico and Spain. He continues to teach in Europe for Endicott College and consult for the Office of Overseas Schools, where he served a term as REO.

Tudor writes, "I want to emphasize the contributions of AOS and AAIE since the founding of both organizations. I went to Puebla, Mexico in 1961 prior to their founding. Many of the AAIE contributions in the beginning were generated by AOS under the leadership of Ernie Manino. What we did not have in 1961 which AOS and AAIE have since provided are an international professional organization which assists us with our unique problems encountered overseas, an organized and professional recruiting system with accreditation linkage to the US, university linkage to the US, professional growth program for all teachers, assistance with standards for school board operations and developing quality educational programs, linkage with US school districts and regional professional organizations. Now we have all of the above and more! Congratulations to AOS and AAIE! Both have contributed greatly to our overseas schools!" ■

Lew Grell

Grell retired as Executive Director of AAIE in 2001. Prior to that position, he served as head of schools in Europe, beginning in 1963, and later as a New York State school district Superintendent. He has since served a six year term as Chairman of the Board of Supervisors in his home township in Pennsylvania. Most of his time now goes to chores at home and to driving American Saddlebred horses for his wife, Pam, who continues to ride them. Grell also plays senior softball. His team just completed its regular season with a 21-7 record good for second place, winning its first game in the playoffs. He writes, "None of this is nearly as exciting as my former work with international schools in Europe and being a Superintendent of a New York school district but it keeps me busy and happy." Grell's original two-year term as President was shortened to one year when he resigned the office to become Executive Director.

Grell writes: "My biggest challenge came early in my second year as President. The Executive Director suddenly resigned 'effective immediately.' I called an emergency meeting of the officers in Gainesville, then the headquarters of AAIE at the University of Florida via the kindness of Dave Smith, Dean at the College of Education. We found nothing had been done to plan for the next annual conference in Orlando in ten months; the Association was broke and had taken out a loan from the host institution! We immediately went to Orlando. Fortunately we found a hotel that had dates open that we needed. We signed a contract on the spot. It became necessary for me, as the President, to assume responsibility for the ongoing operation of the Association from my office in Hamburg, N.Y., where I was Superintendent of Schools. In July the full board selected me as the new Executive Director and thus ended my term as President after 1 ½ years. Floyd Travis became the new President." The rest as they say is history--see the History of AAIE Parts II and III by Gil Brown. ■

Cliff Strommen

Strommen has been a teacher and head of schools since 1969 in India, Zambia, and more recently in South America in Sao Paulo, Santiago, Bolivia, and Recife, Brazil. While in New Delhi, he established the first overseas graduate program with a University of Houston professor resident in a school dormitory so that courses could be given on the Delhi campus. While in Sao Paulo he was instrumental in creating a program for students of all ability levels, the “Optimal Match.” Strommen stayed in Sao Paulo for six years followed by 12 in Santiago. Since retirement he has taught English in a community college in North Carolina. His memories include working with many of the early leaders of AAIE, including Finis Engleman, Floyd Parsons, Mel Cole, Ed Rush-ton, Ernie Mannino, Paul Leubke, Gordon Parsons, David Smith, and C. J. Patterson. In addition to being AAIE President, at various times in his international career Strommen was also President of AISA and AASSA. He was also AAIE’s Superintendent of the Year.

Strommen wrote, “AAIE’S Mission and Objectives have remained consistent and steadily focused over the years; however, I’ve always felt AAIE needed regeneration and re-energizing of long- standing concerns and emerging issues as it addressed growth, political changes, educational changes and “new” issues relating to our service to member schools. During my term as President, I felt our discussions and debates regarding these issues and concerns gave AAIE clarity of focus and direction that lead to more professional assistance to our membership, including our role and authority with regard to members, regional organizations, schools, recruiting agencies, accreditation agencies, colleges and universities, the Office of Overseas Schools, and vendors. We also discussed Board makeup and balance between overseas and stateside members, the appropriateness of recruiting-agency representatives serving on the Board and what influence they could have on conference dates and sites. We weighed the need to be “independent” while being positively supported and influenced by the Office of Overseas Schools. While we anticipated further growth in overseas schools, we did not, at that time, foresee or anticipate the future security and safety concerns that our schools would face. All in all it was a pretty quiet time. We were still small enough that most of us knew each other and a strong

sense of comradeship was evident in our membership. I felt that our discussions and decisions moved AAIE smoothly into the next phase of advanced service to our members.”

Clark Kirkpatrick

Kirkpatrick served as head of school in Honduras. He later became a district superintendent of schools in Minnesota. He was in that office when he helped AAIE found what came to know as ‘headnet’ our list serve that currently unites electronically all of AAIE membership around the world. Headnet was the forerunner of the other ‘nets’ that have provided so much service to the Association’s member schools such as principalnet, counselornet, and the latest, govnet. Kirkpatrick became the first Executive Secretary of AISH. He continues to work as a consultant to international school boards. ■

Daryle Russell

Russell has spent over thirty-two years working in international schools, starting as a high school principal and assistant superintendent at the International School in Manila. His first head of school assignment was at the Saudi Arabian International School in Riyadh. Early retirement wasn’t easy so Russell returned to become head of the International School in Islamabad. Following two years of consulting work, he again the assignment as head at the Emirates International School in Dubai and later interim assignments in Belgrade, Vienna, Mumbai, Dubai, Bandung, Paris and Kampala. Russell served in the Peace Corps in Ethiopia from 1963 to 1965. He is an alumnus of Whitworth College in Spokane. His doctorate is from Washington State University. He was AAIE’s Superintendent of the Year in 1996 and President of NESAs in 1992.

Russell wrote, “During my brief two year tenure, AAIE was pretty much viewed as the flagship organization for international education and overseas schools. The current Board and administration should seek ways to increase membership to ALL those who have interest in international education and/or overseas schools--e.g. professors, administrators, teachers, students and others. The model used by ASCD, under the leadership of Gordon Cawelti, to build its membership and services is the model that should be followed by AAIE. AAIE

is an “Association for the Advancement of International Education.” Inclusiveness may never have been intended. During my tenure, the Board was unwieldy and not proactive in bringing about needed change. Between meetings, there seemed to be little trustee thought given to the AAIE agenda, which made Lew’s (Grell, Executive Director) job very difficult and my attempted leadership role very frustrating. AAIE must stay tuned and responsive to the needs of its members. Frequent personal communication from the Executive Director is very important. During my term in office, I gave the role of AAIE President my serious attention in both time and focus. I did have the luxury of residing in Florida and not overseas. I thoroughly enjoyed working closely with Lew. As to how AAIE has changed, *AAIE dramatically gave away its flagship pre-immanence to the Academy for International School Heads (AISH,) and to a lesser extent, to the Council of International Schools (CIS) as it captured some pre-immanence of its own.*” ■

Vincent Ferrandino

Ferrandino was a former Commissioner of Education for the State of Connecticut. He later became Executive Director of the New England Association of Schools and Colleges. He then became Executive Director of the National Association of Elementary School Principals. At the time of this writing, he is in Abu Dhabi serving as the Education Advisor to the Director General of the Abu Dhabi Education Council (ADEC) involved in a major reform of the education system there, as he writes, “Everything from curriculum to assessment to new facilities. In fact, we are bringing 23 new, state of the art schools online in a couple of weeks. They are truly the most magnificent schools I have ever seen!”

Further, “During my tenure as President, AAIE was examining its appropriate role in the world of international education. It was trying to determine what value it could add to the international school community beyond being a convener of an annual meeting and in addition to the services provided by the regional associations. The only advice I would pass along to the current Board is to stay in touch with the membership and to be certain that AAIE plays a significant role in the work of the membership. They should ask themselves

the question, 'If AAIE did not exist, what difference would it make?' ■

Elsa Lamb

Lamb is the current Executive Director of AAIE. An educator with more than 40 years of experience in the field, in addition to her many years of classroom teaching experience, Lamb has served as head of the American School of Barcelona, Spain, The American School of Asuncion, Paraguay, and The American Nicaraguan School in Managua, Nicaragua. A believer in being actively involved in the professional associations and institutions that support the work of overseas schools, Lamb has served on the Boards of The Association for the Advancement of International Education (AAIE), the Academy of International School Heads (AISH), the Association of American Schools in South America (AASSA), the Mediterranean Association of International Schools (MAIS), and the European Council of International Schools (ECIS). She has also served as a member of the SACS-CASI American International School Committee. Her current position enables her to continue to contribute to and support the work of international schools across the globe, to spread the word about the important role of international education in preparing students to be productive global citizens. In addition to the direct quote below, her 'Executive Director's Message' may be found inside the front cover of each issue of this journal.

Lamb wrote, "My presidency came at a time when AAIE was in crisis—so much so that there was a question in the minds of many as to whether the association would, in fact, survive. The Board's challenge was to restore AAIE's financial base and membership confidence in the association. Restoring both required Board and association leadership that understood that advancing international education in today's world is not about competition, it's about collaboration and building community. Fortunately, in AAIE's time of need, Dick Krajczar took on the role of AAIE Executive Director, and skillfully provided the collaborative leadership that rebuilding the association required. The collaborative spirit of AAIE's global family continues to further AAIE's mission today. ■

Mark Ulfers

Ulfers is the current Head of School of the American School of Paris celebrating 25 years overseas. A graduate of Iowa State University with degrees in both the life sciences and language and literacy, in 1987 he was hired as the early childhood through middle school principal at the Singapore American School. He later became the head of the first American school on Cyprus. He continued to the Taipei American School first as principal and then for nine years as headmaster. After twelve years there, Ulfers became head of school at the Frankfurt International School for five years before moving on to his current position. He has served on the board of trustees of the East Asia Regional Council of Overseas Schools, and as president for five years. Ulfers worked with Jane Goodall in helping to found the Jane Goodall Foundation in Asia. He was a founding member of the Academy of International School Heads.

He writes, "Just as the world is changing quickly, so must AAIE. I remain convinced that the long-term viability of AAIE depends on ensuring wide participation across all age levels, school sizes and world geography on the board of AAIE. Specifically, we need young heads of school to step up and commit to AAIE's future. My proudest contribution during my tenure was recognizing that AAIE is an organization where one benefits by listening carefully. Indeed, AAIE is the only place where those who built the schools we are currently leading, who came before us, gather each year. During my tenure with AAIE, we worked to ensure our "emeritus" members' experiences and wisdom were recognized. We also coined the phrase, "The global international family of leaders and learning." In essence, we were seeking to build on the strengths, or what AAIE can and does do best – to bring people of remarkable talent and commitment to the world of international education together, knowing we are our better selves when learning from each other. And finally, I am deeply proud that we hired Elsa Lamb as our Executive Director. After all, she and Richard Krajczar were the ones that truly brought AAIE back from the brink of financial disaster and to a position of fiscal and programmatic strength." ■

Edward Greene

Greene is the current head of the International School of Amsterdam where he has been since 2003. He holds a doctorate in educational leadership from the University of Florida. Greene previously served as Executive Director of the Louisiana State University Laboratory School, the oldest lab school in the United States. He has served as a district and school administrator in Massachusetts and Tennessee as well as a teacher and program coordinator in American International Schools in Bolivia, India, Japan and Brazil. He is the founding editor of *International Quarterly* and is currently the Vice-Chair of the European Council of International Schools.

He wrote, "AAIE depends on the leadership of its Executive Director and the support of the Board and Advisory Council, as well as the generosity of the Office of Overseas Schools. As President, the main goal is to support the work of the Executive Director, who runs the organization with a tiny staff, so far away from the majority of AAIE's members. Therefore, the President serves as an advisor and advocate and critical friend, ensuring that the Board runs efficiently and is comprised of individuals committed to the organization's global mission. I believe this was certainly the case during my brief tenure. During my presidency, although a number of important changes or improvements took place, many were begun under Mark Ulfers' presidency. The prime mover was Elsa Lamb, as it should have been. Still, I was pleased to be in a position where I could ensure that the Executive Director received the support of the Board as she made these changes. Between 2009 and 2011, AAIE returned to full financial health, thanks to the wise stewardship of Treasurer Ron Marino, finalized a new strategic plan, set up a new home base at Nova Southeastern University, revised the Constitution and By-Laws, restructured the AAIE Advisory Council, partnered with and provided financial support to the Global Issues Network, provided support to the Children of Haiti Project, established a partnership with ISTE (International Society for Technology in Education), established a new AAIE website and networking structure, launched GovNet, reshaped and recharged its professional journal, *InterED*, and offered two of its most successful and dynamic annual conferences in many years. However, forget these last words. I think I did only what

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New Models of Collaboration in the 21st Century

By Leo A. Ruberto

Designing and conducting collaborative efforts in schools has become more important in the 21st century. The rate of change and the large amounts of available information require schools to engage in efforts to build commitment and to empower individuals to become decision makers. This article reviews the critical components of collaboration and suggests alternative types or levels of involvement. The development of technology has increased the options available for group interaction and administrators should consider designing processes that allow for these alternative types of involvement.

Three conditions need to be present if collaboration is to fully take place.

The first condition is that *individuals need to be open and willing to collaborate*. This sounds simple enough but often teachers, parents, and students are not inclined to work together. They don't see the advantages or they have competing demands that are more important to them. People assume that collaboration means being a member of a committee and this influences their level of commitment. Frankly formal meetings are not very effective.

The second condition for collaboration is that *time must be made available to engage in the process*. Schedules need to be coordinated and many are precluded from participation by other duties and responsibilities. This reinforces the idea that collaboration involves committee membership and nothing else.

The last requirement is that *information must be generated to support the collaborative process*. You would think that this would not be an issue in the 21st century. However, too much information is just as counterproductive to effective collaboration as is a lack of information. Information changes constantly and the search for current data can be endless.

It's time for us to redefine what collaboration looks like in the 21st century. The first step is the legitimization of different types of collaborative behavior. In fact there are three ways in which an individual can par-

ticipate in collaboration.

Informed Participation

Educators need to be informed of the outcome, or decision, of the collaborative effort because they are responsible many aspects of implementation of the change, or the change influences them directly. An example might be a change in the school's discipline policy. Teachers need to be informed if rules or consequences change even if they have not been a part of the decision process. If an individual chooses this level of involvement, they should make a commitment to support the changes that are developed. They are involved as implementers of the results of the collaborative effort. Technology can support this effort through the use of posted communications outlining the results of the planning process and through the use of procedures that require affirmation that the individual has read and adopted the proposed changes.

Participatory Consultant

Individuals who are not formally involved in the group process often have important information that can help the actual decision makers. This data is often overlooked when collaborative efforts are initiated. For example teachers involved in after school activities are often precluded from participating on committees that meet after school is dismissed. Formal solicitation of their knowledge and opinions can be built into the collaborative process through the use of technology. For example, creating a web site where committee minutes and topics can be posted to allow a broader group to share information, opinions, and reactions. This works especially well in gathering parent input into the group process.

Participation in Collaborative Work Group

Members of the collaborative work group actually participate in developing a final product. In the past, to be a member of this type of group meant that one was a member

of a committee or task group, and attended meetings and engaged in face to face dialogue with other committee members to accomplish the task at hand. This formal group process can be productive. It also is very inefficient and it requires a significant amount of time. We all know the chronic problems that can arise: members arriving late and leaving early, members failing to do their homework and thus come to meetings ill prepared, and poor group behavior such as side talking.

However, technology has provided us with alternatives to the formal meeting that could increase the success of the collaborative effort and save time. Just look at Facebook and the social networking phenomenon and it becomes clear that we have the means to establish group processes that don't require formal committee meetings. These methods are flexible and time sensitive. They allow for the exchange of information 24/7 and for all the traditional group processes such as decision making and compromise to take place. As technology continues to evolve additional alternatives for formal committee meetings will present themselves and they should be considered for use in school environments.

The reasons for engaging in collaborative processes remain the same. They result in better decision making, they build support for any resulting changes that are adopted, and they empower people to develop and grow.

In the 21st century, schools should allow for different levels of collaborative involvement such as informed, consulted, and collaborative work group membership. They should take advantage of new technologies that can replace the formal committee meeting structure with something more user friendly that allows for increased opportunities for involvement. ■

Dr. Ruberto is the S. E. Regional Coordinator for Educational Leadership (Troy University), currently living in Pensacola, Florida. He fondly remembers his years as an overseas schools head in Saudi Arabia, South Africa, Qatar, and Greece from 1992-2008. lruberto@troy.edu

Trust Your Instincts And Forget The Frosting—Reflections on the Evacuation of AST (Tripoli)

[Editor's Note: The evacuation of AST was given special mention in the Spring issue of InterED. Reports such as Ms. Drotar's—together too frequent recently—will run under the header "Schools in Crisis & Recovery."]

The 2011 AAIE Conference in San Francisco was a welcome opportunity for me to connect with international school colleagues. My professional conversations, however, often dissolved into the same question, "After Tunisia and Egypt, is Libya going to be next?"

My blithe response was always, "Nah, we're like the frosting between two crumbling Oreo wafers."

I had good reason to think that. Libya is sparsely populated, with none of the abject poverty you find in other North African countries. While people who dared to criticize the government spoke in hushed tones and everyone knew the phones were tapped, the end of sanctions was bringing about many improvements. It certainly didn't seem to any of us expatriates that Libyans would be willing to die to bring about a greater change.

I was also in direct contact with the U.S. Embassy and representatives from our founding companies. In fact, on Sunday, February 20th, three days after I returned from San Francisco, several AST Board members and I met to discuss the situation in Libya. The general consensus was that a few expatriates were being overly cautious and that the American School should remain open. Text messages were sent to all parents and teachers late in the day.

Shortly thereafter the internet went down. By 8:00 p.m. the phones stopped working. Sometime around midnight I was awakened by the sounds of gunshots. With the teachers spread out in villas over a several mile radius, I had no way to contact them and made the decision that I needed to get everyone to the school until I had a clearer idea of the situation. AST had a generator, kitchen, plenty of bottled water, guards, and a satellite for the internet.

By Judith Drotar

When the phones started working briefly around 2:00 a.m., I called my admin team, and together we notified all the teachers to pack a small bag, grab whatever food and bedding they had at home, and to *rendez-vous* at dawn so we could caravan to school. The plan was to use AST as a safe haven for a few days until things calmed down.

The rest, as they say, is history. We were not able to return to our homes to pack for a more permanent departure, our local staff members were unable to get to school to help us, the airport could not handle the numbers of people trying to get



AST teachers in their safe haven; meeting frequently to debrief, share thoughts, and plan their next meal.

out and became extremely unsafe, and by Wednesday we found ourselves on a ferry, bobbing in the Tripoli harbor, waiting to evacuate to Malta.

Our inability to communicate and the ensuing hurried departure tore apart the fabric of our emergency procedures manual. Forget emails and phone chains. Forget arranging flights. Forget getting help (and translations) from the local staff.

So, having had time to replay this event many times in my head, what words of advice would I give to my fellow International School Heads? Alas, I have no definitive conclusions. Times are changing rapidly and we will need help from communications experts and more.

What I can provide are the following thoughts for your consideration as you review your own Emergency Procedures

Manuals.

- Have clear provisions on when and how you evacuate teachers that include who makes the decision in the event communication breaks down.
- Rethink how to contact teachers and parents in the event phones and internet go down.
- Make sure you not only have a safe haven for students, but that you have established one for overseas-hired teachers. Keep it maintained. Establish scenarios when the teachers might need to move to it even if they have not been contacted.
- If you have an Emergency Response Team set up, take another look at your people. Are they on this team because of their positions or because of their knowledge (CPR, etc.) or because they have demonstrated grace under pressure? You are going to need people you can count on. People do not react the same in real emergencies.
- Discuss possible policies with the Board on decision-making protocols in the event of an emergency evacuation. You need procedural support if you can't reach any Board members during an evacuation. Once people disburse, it's also difficult to get a quorum to continue school business.
- The greatest experts in the world might not see a situation coming, so trust your instincts.

While I would like to think that what took place for us at AST is a one-off situation, the world is clearly changing. Our colleagues in places like Tunisia, Egypt, Japan, and Syria were not expecting their school years to play out as they have either.

So, review your policies, rethink your teams, trust your instincts, and definitely avoid words like frosting unless you want to eat them. ■

Judith Drotar is the Director of American School of Tripoli, Libya, and may be contacted at office@astripoli.org

Learning through Service: Ishinomaki, Japan

[Editor's Note: This article describes an effort reminiscent of GIN projects and runs very naturally in this section following Judy Drotar's report. Projects that combine learning, problem-solving, and service are a high priority for AAIE.]

International schools are generally very good at raising funds to address natural disasters and supporting organizations to provide monetary assistance for those in need of help throughout the world. What is much harder to do well—often for logistical reasons—is to provide opportunities for true service learning: human connections, the critical people-to-people experiences between students and those who benefit from our collective ‘service learning’ efforts. In June of this year, Nagoya International School was able to provide a local, culturally-connected, people-to-people service project for our students.

In the aftermath of the devastating earthquake and tsunami of March 11, 2011, the NIS community, like many other international schools, organized a monetary fund drive for donations to the Japanese Red Cross Society, and simultaneously gathered much needed supplies of bottled water, rice, and items such as blankets and diapers. The NIS community was not directly affected by the disasters, but fears and uncertainties regarding the situation at the Fukushima nuclear facility resulted in about 30% of our students and 20% of our faculty electing to leave Japan on a temporary basis. Despite our reduced numbers, we raised 600,000 yen in a week and a half, and gathered enough supplies to fill two large vans. Our efforts surely made a difference, and contributed somewhat towards easing the collective feeling of helplessness we had all experienced as we watched endless video footage of the horrific images of death and destruction.

But something was missing. Many of us yearned for some direct connection, for an opportunity to be truly present and engage physically, in addition to contributing money and supplies.

The need for volunteers was great, and

By Robert P. Risch

the magnitude of the organization needed was even greater. Initial relief efforts were limited to experienced organizations, and the potential of encountering deceased victims—with the resultant trauma—was deemed too great a risk for our students. After exploring numerous avenues over the months following the event, we decided to hold one more charity concert, and resigned ourselves to waiting for the new school year to resume our efforts to organize a volunteer project with our students in the affected areas.

Then, towards the end of May, Mr. Nakagawa, one of our alumni parents, approached us with a possibility. He had taken several trips to the city of Ishinomaki in Miyagi Prefecture and established a relationship with an NPO called “Team Kobe” which was established following the 1995 earthquake in Kobe. Team Kobe was organizing volunteer groups to work with local residents on clean-up projects on an individual basis, and could provide us with relative assurance of ‘safe’ work for a group of 20-25 volunteers from NIS.

Thanks to the efforts of Erik Olson-Kikuchi, NIS Director of Development, who worked closely with Mr. Nakagawa, we quickly publicized the opportunity to our community, purchased necessary equipment, and arranged lodging and transportation. On June 11—three months after the earthquake—a group of 31 students, staff, and parents departed on a 12-hour overnight bus ride to arrive the next day ready to work.

Team Kobe had set up a tent outside of the Ishinomaki Minato Elementary School, which served as an evacuation center for approximately 220 people. We met Mrs. Kaneda, the organizer, and over the course of the next two days worked to clean up parts of a cemetery after the remaining wrecked cars had been removed from tombstones by the Japanese Self-Defense Forces earlier in the week, filled sandbags with sludge from a ditch, emptied out a house destroyed by the tsunami, and spent time with some of the evacuees and heard

their heart-wrenching stories.

While it may not seem like some of these actions connected our students directly with the local residents, the following excerpts from student reflections reveal the profound impact of their efforts:

“In the graveyard and while clearing the house, we encountered pictures, which was definitely the hardest to deal with. You have no idea who the pictures belong to, where they came from, what to do with them, or even if the owners are still alive. At the time all the small tasks seemed insignificant in comparison to what work needs to be done. But as I look back over the two days, I hope we made a difference and helped even one family get back on their feet.” (Ellie)

“All it takes is to help one person to see how much you can do to make the world better.” (Kent)

“What people need to realize is that while the media hype has calmed down somewhat, there is still years of work to be done in order for Ishinomaki and the rest of Tohoku to function ‘normally’ again, and any work that people can do up there is helping this process. One of the best memories I have is of the difference in the woman whose house we helped to clean—she went from almost silent and very composed to taking pictures with us at the end, and it felt good to have helped her.” (Charlotte)

Rika: “This is the story an elderly woman at the evacuation center told us that has stayed in my mind ever since. *It took me three days to get to this evacuation center. I walked over mountains, I crossed rivers, and I saw dead bodies with my own eyes. In the end, a stranger piggy-backed me to this center; it was humiliating but I was too exhausted to say or do anything. I got to the evacuation center, and realized that I had a huge nail stuck in the back of my foot, which was not surprising since I had been walking in slippers. There was no water, and we could only get half a banana a day. In my room, a young mother was holding a crying baby, but nothing could be done about it. The mother apologized, and we all told her that it was no one's fault.*’

She said that she had not laughed or smiled since coming to the center, and she seemed to be wanting companionship to simply talk to someone about her experience. After hearing her story, it gave significance to the work that we were given, and I think we were all able to work harder with a silent understanding of the catastrophe that had caused so much suffering.” (Rika)

“I will never forget the appreciation of the people in the evacuation center when we left. I have pictures in my mind of them waving and smiling and bowing and the face of one woman crying as we left. The community kept waving for what seemed to be 15 minutes from their windows in the school and shouting ‘Arigatou!’. This left a lasting impression of their appreciation and was an extremely emotional departure.” (Amy)

“Towards the end of the second day, I left our group briefly to retrieve my camera bag from a hallway located in the elementary school. Next to the threshold of this hallway was an elderly man, alone with his thoughts, smoking a cigarette. Initially, the aged gentleman presented himself as proud and arrogant as he did not acknowledge my presence, yet I uttered a soft “hello” in Japanese nonetheless. Once again passing him on return, I made the assumption he would continue gazing into the distance, holding his cigarette and thus I did not acknowledge him. Yet, just before I turned the corner, he raised his head and whispered “Thank you so much” so that only I could hear him, and in English. The sincerity and gentle tone of his words touched me deeply. What caught me by surprise was how a noble man like him could expose his emotional pain and for just one moment express appreciation for the work I believed was expected of me. Lost for words, it was then that I realized the impact we had made on the survivors of Ishinomaki.” (Alex)

“The one thing or image that I have in my head for years will be the time when I saw all the evacuees who were living in the elementary school look out the

window and wave after Kaneda-san announced that we were leaving. It will stay in my mind forever, because it made me realize how even if we couldn’t help everyone, and even if we couldn’t do anything significant that would make everything all better, people were still appreciative of what we did.” (Tsugumi)

“The incident that moved me the most is talking with the elderly woman at the evacuation center about the traumatic experience she had after the tsunami. She said that people being washed away could be seen from the 4th floor window of the school she was safely evacuated in, and their cries for help are vividly left in her heart.” (Junro)

“I will never forget the positive attitude the evacuees maintained. From the children to the elderly, each of them carried on in their daily lives with such strength that I respect and wish I possessed.” (Jaylen)



“Thank you so much Inhye-san. Thank you.” “On the second day of the trip I was assigned to work at a house that was swept over by the tsunami. I worked with the owner upstairs sorting out photos, and other more personal items compared to what others were doing downstairs. Although she seemed a bit grumpy at first, she slowly began to talk to me, as we were the only ones upstairs. In the end, she even called me by my name, which I wasn’t expecting. I have never felt as helpful as I did that day when she came up to me afterwards and said thank you, with tears in her eyes. The trip taught me what a difference one person can make and how significant one little action can be in making a

difference.” (Inhye)

“I felt confused at first because I felt as though I lived in a completely different world. I wasn’t able to accept or acknowledge the fact that the people in Ishinomaki and I lived in the same world.” (Marina)

“The most memorable impression of the trip was cleaning out the house. When I first entered, there was a horrible stench, and everything was covered in thick, black sludge. It didn’t feel like I was entering a home; rather, it felt as if I was entering some sort of swamp. However when I looked closer, I realized that all that “sludge” I was shoveling up was a mixture of the same everyday things that I had in my house. Bottles of water, spices, batteries, photo frames, video games, cards—these were all familiar things to me, and I got a very eerie feeling when I was cleaning. Before, I could never imagine a tsunami hitting

my own home and destroying it as it did to this house. I now realized that such a thing was possible. Because my understanding of the earthquake had depended on the media, it had been hard for me to really relate to the victims of the earthquake and tsunami. The trip to Ishinomaki helped me realize that the earthquake was not just something on TV, but something that could have easily happened to me.” (Jens)

As we concluded our second day of volunteering in Ishinomaki, we were finalizing the clean-up of wheelbarrows, shovels, and related equipment. We were asked by Mrs. Kaneda to assemble as a group on the front steps of the elementary school. During the ensuing group photos, an announcement was made on the PA system and we were asked to step forward from the entrance and look up at the building.

We watched many of the evacuees who have been living in the school for the past three months gather at windows. Many of them were elderly, but there were also families,

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An Overview of the 2012 AAIE Conference Topics

Creating Cultures of Integrity

- *Bullying Proofing Your School: What Works & Doesn't Work With the Unique Issues of International Schools*
- *Circles of Ethical Leadership*
- *Ethics, Organizations and Leaders: The Ethics of Elites*
- *Ethics and the Ordinary Man*
- *Global Unity Through Character Building: Weaving the Fabric of Community Throughout Our International Schools*
- *Rischar's High Noon: Twenty Global Problems, Twenty Ten Years to Solve Them*

International Schools: Leading and Managing for Results

- *A Million Open Doors: 21st Century Learning Environments*
- *Board Governances & Risk Mediation: Tools for Effectively Managing and Overseeing Schools Today*
- *Building Professional Learning Communities in International Schools: The Role of Trust and Enabling School Structures*
- *Capital Campaigns: A Reality Check!*
- *Climate, Culture, & Curriculum: A Holistic Approach to International School Planning and Design*
- *Do You Know What You Don't Know? Managing Risk in Experiential and Travel Programs for Students*
- *Evaluating International School Principals: What Works*
- *Getting Your Students In: Trends in International University Admissions & Student Mobility*
- *Having Hard Conversations: Speaking with Clarity, Confidence & Courage*
- *Introducing Development---the Million Dollar Question!*
- *The Changing Landscape of Recruitment: What Do the Recruitment Agencies Have to Say?*

Leading for Learning: Culture, Curriculum, and Professional Development

- *AP Today: An International Standard for Excellence & Innovation*
- *Building a Connective School Culture to Improve Student Learning*
- *Curriculum Construction and Renewal—Finally a Process to Connect the Dots!*
- *East Meets West: What Great Teachers Do in the U.S. and China*

- *Establishing a School Culture Which Fosters Innovation*
- *How Can You Show that Your Language Programs are Preparing Students to Communicate in a Diverse World?*
- *Mastery Learning = Outcome Based Education = Success for All!*
- *Professional Development for Sustainable Change*
- *Qualities of Effective Teachers*
- *Sore Spots & Hard Parts: Integrity-Based ESL Leadership*
- *The Transformative Power of Visible Thinking*
- *Week Without Walls: Global Experiential Education and Service Learning*
- *What Matters Most: Effective Teachers and Student Achievement*

21st Century Digital Tools: Using Technology Effectively

- *Cyber Fraud: Are You at Risk?*
- *Data Dashboards and Benchmarking: The International Schools in Africa Project*
- *Disrupting Class Via On-Line Learning: Blended Learning for International Schools*
- *Effective Help for Special Needs Students in Small and Remote School Sites: The Judicious Use of Technology*
- *Mobile Technology is Shaping Teacher Evaluation Practices Worldwide: Lessons Learned from International Pilot Study with iPads*
- *The Role of the International School Website*

The School Leader: Professional Growth and Renewal

- *AAIE Institute for International School Leadership: Advancing Leadership Through On-line Learning*
- *Balancing Your Life as a Head of School*
- *Life after 65---Am I Ready for Retirement?*
- *The Explosive Growth of International Schools: Issues, Opportunities, and Challenges for Leadership*
- *Three Years....and We're Off! The Lifespan of an International School Head*

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Ethics in Business (2005).

Concurrent Sessions

Other program highlights include a host of special presenters, all of whom bring a rich background of professional experiences that they will share with you. Their presentations will motivate you to put the stimulating ideas they will present into action in your schools. The topics are varied and address various areas such as *Creating Cultures of Integrity*, *Leading and Managing for Results*, *Leading for Learning*, *21st Century Digital Tools*, and *Professional Growth and Renewal of the School Leader*.

Sunday Solutions

The Sunday Solutions session will focus on *Crisis Management: Lessons Learned "Under Fire"!* This Sunday morning gathering will feature a panel of seasoned school leader who have been challenged by political/civil unrest, and natural disasters. Panel members will discuss what worked, what didn't, and what they would do differently if they

should ever face a similar situation in the future. Come and learn from the experiences of your colleagues as they share the challenges they have faced!

Special Recognition and Awards Event

Taking time to celebrate 'our own' is an important part of AAIE's annual conference. It's a time when the AAIE community recognizes those members of its global family who have furthered the goals of AAIE and made a significant contribution to international education. AAIE awards include: AAIE Hall of Fame, AAIE 25 Year Award, and the Ernest Mannino Scholarship for Graduate Study, several student scholarships---and more! The highlight of this special awards session is the Ernest Mannino International Superintendent of the Year Award, and the International Superintendent of the Year distinguished lecture.

Social Events

Another benefit of AAIE's annual conference has been the creation of support networks that grow from the professional and informal contacts made during the various

social events at which attendees may meet colleagues, build relationships with friends from around the world, and share common interests and issues. The AAIE annual conference remains the only venue where a world-wide group of international educators from every region gather to resolve common issues, attend to joint interests, and interact with regional associations, recruiting agencies, accrediting agencies, university representatives as well as representatives of publishing companies, service providers, health insurance and investment representatives, and supply companies. Be sure to make the most of these networking opportunities by attending the Thursday evening Welcome Reception at the Westin, the Wine & Cheese Social on Friday afternoon in the exhibitor area, and the Saturday night Gala at the Top of the Hub in the Prudential Building.

Do not miss this 46th annual conference. Come to Boston, and enjoy all it has to offer! ■



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News, Commemorations & Noteworthy

The Council of International Schools Opens Its New Office in Leiden

The Council of International Schools (CIS), a non-profit membership organisation which defines standards and provides services to support the continuous improvement of international education, has consolidated operations and established a new office in Leiden, the Netherlands. The CIS Leiden office is now home for 14 staff, complemented by regional representation to serve member schools and universities around the world.

Effective immediately, Executive Administration, Communications, Membership, Leadership Search and Teacher Placement

International Services division. She has extensive, direct knowledge of international schools, their educational programs and their expectations of organizations providing global services and has also worked closely with higher education colleagues around the world, particularly in areas related to international student mobility and admission. Equally as important, she is personally and professionally committed to international education and global citizenship. Maria's early bi-cultural and bilingual development, her fluency in Spanish, English and German, her listening skills, caring demeanor and spirit will surely strengthen

our team and perspective.

Dirk de Jager joins CIS in another new role, Director of Finance and Administration. His experience includes

CIS staff, from left to right,



Services will be based in the new office. Accreditation Services will move to Leiden at the end of December, under **Gerry Percy's** continued leadership. Higher Education Services will continue to be led by **Paula Mitchell** from the CIS North American office in Ithaca, New York.

Introducing New Members of our Leadership Team

Three new Directors join CIS in Leiden as part of an expanded Leadership Team. **Maria Luisa Lesser** takes on the newly created role of Director of Membership Services and Communications, following a ten year career at the College Board, where she served as the Director of Relationship Development and Administration in the

that of Finance Director at an international law firm in The Hague, a role he held for ten years, managing multi-disciplinary teams in an international environment during a period of growth and expansion. Dirk's education and credentials include an Executive MBA and post-graduate credentials in Corporate Finance and Marketing. Dirk applied to CIS to be part of what he views as an "enthusiastic team where he can directly contribute to the development and implementation of strategy while taking on a broad list of responsibilities." He will oversee Finance, Human Resources and office administration, bringing both Dutch and international expertise to our business operations.

Joe Cornacchio now leads our combined Leadership and Teacher Placement Ser-

vices, coming to CIS from the Jakarta International School where he served as the Head of Organisational Development, and made significant contributions to the ongoing success of one of the premiere International Schools in South East Asia since 1989. Joe's addition to the CIS Leadership Team adds his comprehensive knowledge and expertise in the area of recruitment and selection as well as his diverse skill set and experience in human resources and information technology. Joe commented on his move to CIS. "Together, we will further develop and enhance the important relationships and quality services CIS provides to schools and educators. I am confident that we will continue to strengthen our effectiveness and leadership in international education."

Council of International Schools

CIS member schools and universities provide students with the knowledge, skills and abilities to pursue their lives as global citizens, and share a common commitment to high quality education. Students who graduate from CIS accredited schools are sought out for admission to higher education institutions worldwide in recognition of the quality and rigor of the educational programs they have completed.

Jane Larsson, Executive Director of the Council of International Schools, emphasized the importance of consolidation of operations for the CIS community.

"CIS is entering a new stage of development as an organisation. We face increasing demand to help developing schools improve and expand their international programs, and ultimately, the perspective of their students. Our members are culturally diverse and seek culturally sensitive expertise. Leiden is the perfect fit for CIS as a city of personal and academic discovery where our leadership can effectively collaborate to support member institutions with an integrated portfolio of services that are world-class, professional and competitive". ■

Further information on the Council of International Schools is available from: Jane Larsson, Executive Director | Council of International Schools. Questions for Jane / janelarsson@cois.org / www.cois.org

AAIE Institute for International School Leadership

The need for high-quality, well-prepared educational leaders to direct international schools across the world is dramatically increasing each year. In recognition of this need, and in keeping with its mission to inspire and support international educational leaders, AAIE is proud to announce the launching of an online, web-based program to advance the preparation and continuing professional development of leaders in international schools.

Specifically, the *AAIE Institute for International School Leadership* will organize and offer courses that will raise the level of knowledge and leadership practice in international schools around the world. These courses are primarily designed for new and aspiring school heads, experienced heads interested in updating their knowledge and skills, principals, and other school leadership team members. The program is comprised of eight courses that address the core competencies of international school leadership, in the areas of: *Vision and Mission, Leading for Learning, Governance, Management, School Culture, Ethics, Situational Awareness and Diplomacy, and Continuous Professional Growth*. Program coursework will include online discussions, related job-embedded activities, and extensive review of case studies. Peer collaboration will be made possible via the development of an online *Professional Learning Community* which will serve to enhance communications and idea exchange among course participants and facilitators.

Institute participants will have the option of taking individual courses, or enrolling in all eight courses of AAIE designed *Leadership Certificate* program. Each course

will be taken online over a seven-week time frame. The full certificate program is designed to be completed over a two year period. AAIE will issue a *Certificate of Completion* to all who successfully complete all eight courses. For those who desire it, university graduate credit will be available.

To further enhance success, *Institute* participants will have the opportunity to work with mentors who will be selected from an esteemed group of international school educators, and trained for this role. Participants will receive credit for *Continuous Professional Growth* as they work with their mentors for the duration of the two-year program.

Look for further information on the Institute for International School Leadership at conferences, at AAIE.org, and in future InterEDs.

AAIE has partnered with *Performance Learning Systems* (PLS), *3rd Learning* to develop and deliver the program. In addition, a cadre of veteran, international school leaders has agreed to lend their knowledge and expertise to the design of the Institute's program. They are: Jim Ambrose, Gil Brown, David Cobb, Alan Conkey, Peter Cooper, Rick Detwiler, Judith Fenton, Darlene Fisher, Monica Greeley, Susan Jaramillo, Harlan Lyso, Sherry Miller, Bill Powell, David Randall, Daryle Russell, Sherry Schiller, and Gail Schoppert.

Although, initially the program will only be offered online, future plans include also offering on-site professional development opportunities. Informative sessions on the AAIE Institute for International School Leadership program will be offered at the AAIE's 46th annual conference in Boston, Feb. 9 – 12, and applications for enrollment will be accepted beginning in February 2012 for classes that will begin later in the spring. ■

We Remember...

Robert Dunseth

Robert Dunseth, ISS Vice President Asia Pacific, died July 28 in Phuket, Thailand. He was 61 and had suffered a tragic accidental fall several days earlier at his home. Dunseth had served as Vice President of ISS' Asia Pacific office since August 2009. During this time he was the lead ISS representative responsible for the oversight of the Shekou International School, the Dalian American International School in China, and the Yangon International School in Myanmar. He was responsible for emerging educational opportunities in the region and the development of new school projects. He had recently closed contracts to open new schools located in China and Malaysia in 2012.

Dunseth had committed over 30 years of his life to a career in international education working in Asia since 1989. He recently served as the chair of Western Association of Schools and Colleges (WASC) visiting committee teams in Malaysia and Indonesia. From 2003 to 2009, he was the Director of Shekou International School in Shenzhen, China. Prior to that, he had served as a teacher, principal, and school head in Thailand, Saudi Arabia, Brazil, Japan, and China. He was an expert in the areas of school design, personnel recruiting, and curriculum development. He is an alumnus of the University of Cincinnati. ■

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often without a father. Some of these people had family graveyards in the cemetery we had helped to clean. These residents had been watching our efforts on the first day, and on the second day they had adorned those sites we had managed to restore with fresh flowers. We saw faces of those who had shared their stories of losing loved ones. Others were probably the neighbors of the mother and daughter whose home we had cleaned of mud, debris, shattered belongings and shattered memories. Slowly the windows opened, one by one, and the evacuees waved and voiced their gratitude and appreciation of our efforts. Our students raised their hands, waving and acknowledging these people with whom they had formed a human bond. Eyes and hearts connected, and tears flowed. The moment seemed endless, and I knew we had experienced true service learning. The project had a profound impact on human lives—theirs, and ours. ■

Dr. Robert P. Risch is the Headmaster of the Nagoya International School; rrisch@nagoyais.net

Haitian Police Free Kidnapped American Citizen (this seems like a news headline?—suggest "relational to AAIE headline" instead

A U.S. citizen who was kidnapped last week from his home in Haiti's capital was freed Tuesday after police surrounded his captors' hideout, a Haitian police official said. Frank Jean-Baptiste, husband of Marie Jean-Baptiste (Director of the Union School) was rescued by a special police squad at a home in a hillside shantytown south of Port-au-Prince according to the head of Haiti's anti-kidnapping unit.

The kidnappers—who had demanded a large ransom—detected police moving in and fled, leaving Mr. Jean-Baptiste unharmed.

There is increasing concern about kidnappings in Haiti, and the U.S. Embassy has warned Americans working in country to remain alert and provided tips on what to do if kidnapped.

AAIE expresses its relief at this salutary

result and its confidence that professional educators everywhere share in their sympathy as Haiti undergoes the difficulties of social and infrastructural recovery. ■

Editor's Note: Summarized from an Associated Press Report: August 30, 2011. Copyright © 2011 All rights reserved.

Available online: http://www.google.com/hostednews/ap/article/ALeqM5jK32_Kk0zaT-S-eHuN9z6mEBomlg?docId=3d6b6a961a774ac89514a0aaf955f1fc

RESEARCH IS THE KEY, cont'd from pg 13 ►

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National Distinguished Principals Award— *International Principals Honored by U.S. DoE and the NAESP*

The U.S. Department of Education and the National Association of Elementary School Principals (NAESP) have once again sponsored the National Distinguished Principals Award Program. This award recognizes outstanding educators who ensure that children acquire a sound foundation for lifelong learning and achievement. Each year this program honors exceptional elementary and middle school principals from each of the fifty states, the District of Columbia, Puerto Rico, Department of Defense Schools and American overseas schools assisted by the U.S. Department of State.

This year the two award winners from Department of State-assisted schools are **Cindy Gause Vega**, Elementary School Principal at the **International School of Prague**, Czech Republic, and **Kathy Selitzer**, Elementary School Principal at the **American School of Puerto Vallarta**, Mexico.



Cindy Gause Vega, Elementary School Principal at the International School of Prague, Czech Republic.

Cindy Gause Vega served as elementary school principal in Prague for the past six years. In her 30 years as an educator she has taught a wide range of students from kindergarten to graduate school, led professional development initiatives, and served as a school administrator. She began her teaching career in a bilingual kindergarten after graduating with a B.A. in Spanish and obtaining her elementary teaching certification from Ripon College in Ripon, Wisconsin. Her leap into international education began shortly thereafter when she married her husband, Juan, and moved to his home in Las Palmas, Canary Islands.

During the time she lived there she taught elementary and middle school at the

American School of Las Palmas. She then took a year off to attend the University of Northern Colorado to earn her M.A. in Elementary Education, and returned to serve as the director of that school for six years. She returned to the United States to pursue her Ed.D. in Curriculum and Instructional Leadership from Vanderbilt University. First as a doctoral student, and then as a Research Associate at Vanderbilt, she co-developed/directed several teacher leadership and professional development initiatives.

Six years ago, missing the day-to-day work with children and teachers in the close-knit community of an international school, Cindy returned overseas to serve as the Elementary Principal at the International School of Prague. Her work at the school has afforded an exciting opportunity to learn from and with the faculty and children. She strives to keep children at the center of even the smallest daily decisions, believing that it is only through this focus that the collective efforts of every member of the school community can effectively help children to learn and grow.

Kathy Selitzer is the principal of the preschool and primary grades at the American School of Puerto Vallarta, Mexico. Kathy began her teaching career in Washoe County, Nevada, after graduating with a B.S. in elementary and special education from the University of Nevada in Reno. She then started teaching special education at Lemmon Valley Elementary School and in her fifth year of teaching, she was awarded the Washoe County Teachers' Association Distinguished Performance Award. Later, Kathy managed a demonstration diagnostic classroom at the University of Nevada's College of Education.

When a professor loaned her the book,

Schools Abroad of Interest to Americans, she became interested in working overseas. After Kathy finished her M.S. in education, she accepted a position as a third grade teacher at the American School of Pachuca, Mexico. She soon moved from the classroom to administration, first in



Kathy Selitzer, Elementary School Principal at the American School of Puerto Vallarta, Mexico.

curriculum development and then as principal. In 1986 she and her husband Jerry founded the American School of Puerto Vallarta, Mexico where she is currently the preschool and primary school principal. Kathy says that she is "an advocate of the small-school community and a firm believer that this environment is crucial to helping each student discover their individual potential."

Kathy has also worked to involve parents in a program which offers them a variety of ways to improve their "parenting skills" and gives them the tools they need to support their children's learning at home. She also initiated a project which empowers parents in the creation of a character education program.

Cindy Gause Vega and Kathy Selitzer, along with the other honorees, received their awards on October 21, 2011, during a formal banquet and award ceremony at the Capitol Hilton Hotel in Washington, D.C. The festivities also included a reception on October 20 in the U.S. State Department's Diplomatic Reception Rooms which was hosted by the Department of State's Assistant Secretary for Administration. ■

Book Review—*Internationalizing Schools*

By Margo Isabel

In *Internationalizing Schools* edited by Steven Carber with contributions from thirteen noted international education practitioners and scholars recognizes the depth and wealth of knowledge that international education engenders throughout the world. [Editor's Note: Chapter authors include members of AAIE and regular contributors to *InterED*.] The authors broadly outline the purpose for and demand of international education and then move quickly to suggest concrete avenues to authentically integrate an international perspective into educational programs. *Internationalizing Schools* ends by optimistically encouraging internationally driven educators to utilize their knowledge base to develop an organized, systematic international network with the intention of vigorously impacting how educators prepare students to live and work in a globalized world. This book is designed for an audience familiar with the objectives, challenges and benefits of international education. It sends a clear message that whatever one's role may be in the international context (K-12, Higher Education), one must collaborate and combine forces to strengthen and enable international education to reach a greater population of learners.

Three broad ideas surfaced throughout this book:

- The authors suggest inclusive and realistic path towards internationalizing schools. The suggestions presented are relevant to public, private, independent, national and international schools, as well as pre-primary through post-secondary settings.
- The authors, although diverse in their expertise and presentational styles, maintain a clear and unified focus on the heart of education – learning. The authors concentrate on the tools, skills, resources and environment needed to create a thriving international learning community.
- The authors utilize simple, but effective concepts and language to describe complex components of international education. Through the use of these simple phrases, the purpose of international education is understood and deemed achievable. Some of these concepts are: going to work vs. do-

ing work, knowledge based work vs. product-based work, and learning to make a living and learning to make a difference.

BOOK REVIEW:

Internationalizing Schools
Edited by Steven Carbor (2011).
Woodbridge, U.K.:
John Catt Educational Ltd.

Reflecting on the message, I divide this review into three questions and utilize the varied chapters to suggest how the authors prepare international educators to effectively answer them: 1) How do you create a learning community that integrates international perspectives in a manner that prepares students for a global society? 2) What structures need to be in place to support and sustain a learning community that focuses on the complexities of an interconnected world? 3) How can these structures work in unison and form a network that supports international education across the globe and serve to lead the charge of systematically internationalizing schooling?

Carber, in Chapter 1, defines international education for the reader, and reviews its shifts in meaning due to changing world events. Most importantly, Carber recommends that schools maintain an authentic definition for international education relevant to their school mission. In Chapter 2, Begler discusses two important foci of international education: the national security focus and the spaceship earth focus. With the meaning and focus of international education set in place and understood, schools will be more successful at incorporating the suggestions made in the subsequent chapters in a manner that meets the particular needs of individual schools and helps create a learning community that prepares students for a global society. While the second chapter helps the reader distinguish between activities, programs and lessons that serve simply to

build awareness of international perspectives with activities that authentically integrate international education into the school's culture, chapters 3 and 4 provide specific examples, vignettes, and suggested technology applications, tools, and internet based programs that infuse international perspectives genuinely into the school program. Carber's comparison of the taught vs. written curriculum was particularly helpful. He recommends that an emphasis be put more on the taught curriculum where teachers are more likely to creatively design and infuse international components into their lessons than they are to read and implement step-by-step instructions from a written curriculum. Carber's expertise is particularly notable in Chapter 3, where he provides advice on creating a learning program that fosters an understanding of international perspectives. He avers that international education should be treated like any other educational program, and should be authentically incorporated into planning, implementation and assessment. A refreshing aspect of chapters 2 and 3 is that both Carber and Belger provide simple but powerful, specific examples, reinforcing for those just entering the field or launching an initiative, that everyone can make a difference and move forward towards meaningful international practice.

In Chapter 4, authors Price, McFadden, and McMath present a superb review of the role of technology in defining, supporting, and enabling international education to meet its highest potential. Reviewing each of its suggestions and explanations would lead to the conclusion that technology serves as the glue that connects the purpose, implementation and vast international networks in a manner that enables international educators to meet their objectives.

Once an effective learning community is formed, how do leaders ensure that it is maintained and supported, and are leaders sure that their programs have the essential components to support an international community? Chapters 5, 6 and 9 help the reader understand school leaders' responsibilities in providing answers to that question. Emphasized in these chapters is the importance of employing and retaining faculty members with diverse backgrounds

and experiences, which also entails targeted hiring and retention practices. A third element, high quality professional development, supports the retention effort providing teachers with up-to-date best practices and exposure to modern teaching tools and techniques that support cross cultural competency. A strong language program, one of the elements of a solid international education, is mentioned throughout the book and emphasized in chapter 9. Greatly appreciated is Adelman- Cannan's reflection on learning a second or third language as a entry into a third party learning environment where all learners are on equal footing, leaving all prejudices behind them. Chapters 5 and 6 emphasize the responsibility of leaders to model, incorporate and reinforce each of the essential components of a successful international community, supported by the accreditation process.

Chapters 7 and 8 serve as case studies of India and China, allowing the reader to determine if these countries effectively incorporate the ideas reviewed in

the previous chapters, as well as to uncover additional strategies from unique eastern perspectives. Although the approach used by Sharma and Ketterer are quite different, they do communicate one similar message, that reciprocal educational partnerships are needed between the east and the west in order for them to maintain a competitive edge in the global economy. Could eastern investment in advanced education in India ease the noted brain drain? Will North American universities increase their support systems and home based international programs in a manner that enables them to benefit from the vast increase of available Chinese students and scholars? If we are to consider this in the context of the organized and systematic international network that Bartlett suggests at the conclusion of this book, Ketterer portrays China as having the advantage in developing a unified, collaborative educational system that merges economic, political and educational expertise while at the same time serving as ambassadors for the masses of foreign ex-

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change students. It seems that there is a lot that North Americans can learn from their example.

Are the agreed upon objectives, successful strategies, essential components, network support and accreditation systems enough to ensure an international education that prepares students across the world to make a living and make a difference in a interconnected world? Not according to Kevin Bartlett. Bartlett concludes *Internationalizing Schooling* with a call for action to coordinate the successful progress of international schools into a systematic and organized network for international education throughout the globe. Using a leadership framework, while maintaining a focus on learning, Bartlett provides a blue-print that connects each of the pieces of the vibrant international educational system, encouraging a collaborative and unified effort in preparing students to make a living and make a difference wherever they reside in this inter-connected world. The thirteen authors make a convincing argument that joining this effort is well worth it.

It is important to reflect on the joint effort of the authors in honoring the position statement of *Internationalizing Schools*, which notes a commitment to prepare students to make a living and make a difference in a globalized world. The authors help us understand what part international educators play in ensuring that students can make a living, do their work and enhance national security. However, their argument has yet to convince me of the important part international education plays in making a difference, protecting our resources, and reducing inequalities. If international education assumes a leadership role guided by a moral purpose as Bartlett suggests, shouldn't we ensure that there is a balanced approach towards making a living and making a difference? ■

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