

VANAS

TEACHERS' CONFERENCE
2007



BUILDING RESILIENCE IN CHILDREN

FRIDAY, 26 JANUARY 2007

COLEGIO INTERNACIONAL DE CARACAS

WELCOME TO VANAS 2007



Dear VANAS Conference Participant,

The faculty, staff, students, parents, and administration of Colegio Internacional de Caracas welcome you to the 2007 VANAS Teachers' Conference. The VANAS conference rotates around the core VANAS schools and it is CIC Caracas' honor to host it this year. We are very pleased that you have chosen to attend.

VANAS is a very sophisticated and effective organization which works hard to advance international education through our schools in Venezuela and beyond and the VANAS Conference is one example of this work.

A conference of this magnitude is not possible without an effort and investment from a large number of people. We must thank our Keynote Speaker, Dr. Goldstein, and the other international speakers for their contribution to the success of this conference. Also, the teacher workshop presenters are essential to the success of this meeting. They have devoted a great deal of time and energy to offer some insights and ideas to help us all become better educators. The Office of Overseas Schools of the US Department of State, represented by Mr. William Scotti, has contributed not only to this conference, but to each of our schools individually on an ongoing basis and we would like to recognize its assistance and guidance. TIE-Care is supporting this conference with both donations and attendance which we appreciate a great deal. Here at CIC, our entire staff and faculty have become involved and we would like to express our appreciation to them for their contribution but four people stand out and deserve special consideration. They are Carmen Sweeting, CIC Assistant Superintendent, Diana Mederos, CIC Admissions Officer, Ilana Locker, CIC Librarian, Maria Eugenia Vicentini, Art Teacher and Jim Pojman, CIC Technology Coordinator.

So welcome to CIC Caracas and this year's VANAS Teachers' Conference. We hope it provides the opportunity for you each to make new friends and develop further as an educator.

Thanks for your attendance and participation.

Sincerely,

Alan Benson, Ph.D.

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SPEAKERS FROM THE U.S.

SAM GOLDSTEIN, PH. D.

Sam Goldstein, Ph.D. is a faculty member at the University of Utah School of Medicine, a Research Professor at George Mason University and on staff at the University Neuropsychiatric Institute. Dr. Goldstein has authored twenty-three texts, two dozen book chapters and many peer reviewed research articles. He currently serves as Editor of the Journal of Attention Disorders and sits on the editorial boards of five peer reviewed journals. Recent texts have included with Anne Teeter Ellison, *Clinician's Guide to Adult ADHD: Assessment and Intervention* (Academic Press, 2002), with Robert Brooks, *The Power of Resilience* (Contemporary, 2004), *The Handbook of Resilience in Children* (Contemporary, 2005), *Angry Children/Worried Parents* (Specialty Press, 2004) and with Cecil Reynolds, *The Handbook of Neurodevelopmental and Genetic Disorders in Adults* (Guilford, 2006). In 2006, he lectured to thousands of professionals and the lay public in the U.S., Australia, South America and Europe.

MARC LEVITT

Marc Levitt is a writer/storyteller/educator/radio host and documentary film maker who travels throughout the United States and internationally. He has been a conference speaker with ECIS, the Latin American Tri-Association, NEESA and CEESA. Mr. Levitt created and directed the Charles Fortes Museum Project in Providence, Rhode Island, where local history, inquiry, research and real world presentation were braided together. Mr. Levitt's performances include memoirs and original stories and his workshops for teachers and students include Teaching Writing from the Roots, Diversity Celebration, Curiosity Building and Storytelling. He has won awards for his work in the humanities, his recorded stories and his radio show, *Action Speaks, Significant Yet Underappreciated Dates of the 20th Century*. Mr. Levitt is currently putting together a web site of stories from children and adults on experiences as Third Culture people. Mr. Levitt lives in Wakefield, Rhode Island.

EMILY SARGENT-BEASLEY

Emily Sargent-Beasley is an instructor of middle and secondary education at James Madison University's College of Education in Harrisonburg, VA. After nine years in a middle school classroom, Emily began her doctoral work at the University of Virginia in literacy. There, Emily was honored as the recipient of the George Graham Scholar Award and recognized for her efforts to facilitate collegial relationships between the university and area schools. Her current research interests center on identifying how teachers capitalize on the unique learning characteristics of adolescents and how adolescents' thinking can be encouraged through literacy events to improve learning. Emily has worked with school systems throughout the area and continues to work in the classroom, practicing and perfecting instructional techniques that empower teachers to teach students well.

GHASSAN J. TARAZI, ED. D.

Dr. Tarazi received his doctorate in Education from the Virginia Polytechnic Institute and State University in 1996. He is currently an Assistant Professor at the James Madison University, College of Education but has a wealth of experience in the public school systems of Maryland, Virginia and New York as an educator, administrator and researcher. His current research interests focus on extended year programs, reading interventions and middle-school restructuring efforts.

WOODWARD ACADEMY SPEAKERS

VANAS is pleased to have with us today a number of speakers from the Woodward Academy in Georgia, the sister school of both CIC-Valencia and Escuela Bella Vista. The Woodward Academy is the largest private school in the United States, which was founded in 1900 as the Georgia Military Academy.



SCHEDULE

FRIDAY, JANUARY 26, 2007

- | | |
|---------------|--|
| 7:15 - 8:15 | Registration and Breakfast |
| 8:30 - 9:30 | Welcome and Acknowledgements (Gymnasium area)
Alan Benson, Ph.D., Superintendent, Colegio Internacional de Caracas

Keynote Speaker (Gymnasium area)
Sam Goldstein, Ph.D.
University of Utah School of Medicine
<i>A Good Day is When Bad Things Don't Happen: Fostering Strength, Stress, Hardiness and Resilience in our Children and our Students</i> |
| 9:45 - 10:45 | Session 1 |
| 11:00 - 12:00 | Session 2 |
| 12:00 - 1:00 | Lunch |
| 1:15 - 2:15 | Session 3 |
| 2:30 - 3:30 | Session 4 |
| 3:45 - 4:30 | Job-alike sessions |
| 4:30 | Happy Hour (Canteen area) |





MATRIX OF PRESENTATIONS

	1	2	3	4	5	6	7	8	9	10	11	12	13
SESSION 1 9:45 - 10:45	<p>Atributing Meaning in the Past and Present: Visual Representations and Signifying Practices Dr. Magdalena Antczak, USB</p> <p>All SS 204</p>	<p>Español a día</p> <p>Tatiana Arancibia, et al., ECA</p> <p>Spanish teachers ES 111</p>	<p>Beginning Jazz Improvisation: A Rhythmic Approach</p> <p>Cary Stewart, C1C Caracas</p> <p>Music Teachers SS Music</p>	<p>Learning to Observe</p> <p>Lucia Sosa Mirabal, C1C-V</p> <p>ES ES 112</p>	<p>How to Teach Reading, Writing Math and Science Through Cooking</p> <p>Janice Myles, ECA</p> <p>N-2 ES 221</p>	<p>Promoting High Level Reading Skills for Adolescents</p> <p>Latee Reynolds, ECA</p> <p>5-12 Eng/Hum SS 205</p>	<p>Beyond the 3rd Dimension: Expose the creative side of mathematics for the non-mathematically inclined</p> <p>Daniel Davis, ECA</p> <p>All SS 207</p>	<p>Using poetry to teach vowels</p> <p>Lane Braun, Escuela Bella Vista</p> <p>ES/ESOL ES 123</p>	<p>Bringing Lessons Alive with Statistics</p> <p>David Fausch, CIPLC</p> <p>All SS 206</p>	<p>The Brain & Learning: Recognizing & understanding how our teaching encourages & discourages student learning</p> <p>Emily Sargent-Beasley, UVA</p> <p>ES SS Library</p>	<p>School-wide Planning & Evaluation</p> <p>GJ Tarazi, UVA</p> <p>All ES 224</p>	<p>Re-peopling the Prehistoric Worlds: Theory & Method of Approaching the Actors of the Remote Past</p> <p>Dr. Andrzej Antczak</p> <p>All ES Library</p>	<p>Building a balanced Literacy Program</p> <p>Debbie Turner, Woodward Academy, Georgia</p> <p>ES ES 115</p>
SESSION 2 11:00 - 12:00	<p>Developing Resilience in the Beginning School Years</p> <p>Dr. Sam Goldstein, University of Utah School of Medicine</p> <p>ES Auditorium</p>	<p>A Dynamic Model for ESOL In-class Support in the Elementary Classroom</p> <p>Tim McKenna & Tania Alvarez, C1C Caracas</p> <p>ES & ESOL, 3-5 ES 219</p>	<p>Mono Printing: A simple and effective print-making method, good for all levels of students</p> <p>Art Helen Gil, et al., ECA</p> <p>Art teachers SS Artroom</p>	<p>Writing & Math: To promote the use of writing in math & better prepare students for both the real-world applications of math & the IB Internal Assessments</p> <p>Raquel Hochman, C1C Caracas (Parent)</p> <p>All SS Comp. Lab - 102</p>	<p>Extracurricular Cooking Clubs- Getting Started</p> <p>Shauna Stewart, C1C Caracas</p> <p>2-8 ES 215</p>	<p>How fun it is to teach Nursery!</p> <p>Isbet Bermudez and Sonia Trujillo, C1C Valencia</p> <p>Nursery ES 121</p>	<p>Estrategias de Lectura</p> <p>Susana González, Banco del Libro</p> <p>PreK-2 ES 114</p>	<p>Writing from the Roots</p> <p>Marc Levitt, Storyteller</p> <p>All SS Drama Room</p>	<p>The Brain and Learning: Recognizing and understanding how our teaching encourages and discourages student learning</p> <p>Emily Sargent-Beasley, UVA</p> <p>MS/HS SS Library</p>	<p>Updates on the Impact of U.S. Tax Laws</p> <p>TIE CARE</p> <p>Teachers from the U.S. ES Library</p>	<p>VIF Program</p> <p>VIF</p> <p>Non-U.S. Citizens/residents SS 204</p>	<p>Differentiation Strategies for Gifted Students in the Regular Classroom</p> <p>Shannon Altman, Woodward Academy, Georgia</p> <p>All SS 202</p>	

MATRIX OF PRESENTATIONS

	1	2	3	4	5	6	7	8	9	10	11	12	13
SESSION 3 1:15 - 2:15	<p>Assessment & Instruction: Capturing student understanding & maximizing student success.</p> <p>Emily Sargent-Beasley & GJ Tarazi, UVA</p> <p>All SS Library</p>	<p>40 Assets</p> <p>Alan Benson, Ph.D., CIC Caracas</p> <p>Admin MS/HS ES 224</p>	<p>College Preparatory Writing: Researched Argument</p> <p>Margaret Lee, Woodward Academy, Georgia</p> <p>HS SS 205</p>	<p>Great Beginnings - Building a Reading Foundation</p> <p>Katheryne Ghinaglia and Kanna Copland, ECA</p> <p>Preschool ES 121</p>	<p>Improving Music Assessment through Rubrics</p> <p>Cary Stewart, CIC Caracas</p> <p>Music K-12, Admin SS Music ES 215</p>	<p>How to Prepare the Brain for Learning</p> <p>Sandy Muench and Malena Mendez, ECA</p> <p>ES SS 215</p>	<p>Newspaper Basket Making</p> <p>Helen Gil, et al., ECA</p> <p>Art Teachers SS Art Rm.</p>	<p>Teach and Assess Critical Readers and Writers Using Socratic Circles</p> <p>Jason Dillon, ECA</p> <p>English & Humanities 5-12 SS 207</p>	<p>Sto. Juegos didácticos</p> <p>Denise Zaidman, ECA</p> <p>All ES 214</p>	<p>Los famosos y la gramática</p> <p>Maria Cristina Aranguren ECA</p> <p>Foreign Language Teachers, teachers learning Spanish ES 111</p>	<p>Identifying Effective Middle Level Teaching</p> <p>GJ Tarazi, UVA</p> <p>MS & Admin ES 221</p>	<p>Site Specific Education and The Museum Project</p> <p>Marc Levitt, Story teller</p> <p>All SS Drama Rm.</p>	<p>Guided Reading: A Key Component of a Balanced Literacy Program.</p> <p>Debbie Turner, Woodward Academy, Georgia</p> <p>ES ES 115</p>
SESSION 4 2:30 - 3:30	<p>Establishing a Resilient Model in your Classroom</p> <p>Dr. Sam Goldstein, University of Utah School of Medicine</p> <p>MS/HS Auditorium</p>	<p>Writing to Think!</p> <p>Emily Sargent-Beasley, University of Virginia</p> <p>MS/HS SS Library</p>	<p>Preparing for the SAT Critical Reading and Writing Skills Sections</p> <p>Margaret Lee, Woodward Academy, Georgia</p> <p>HS, Guidance SS 205</p>	<p>Integrating the ancient with the modern: Mesopotamia moves into the 21st century</p> <p>Ilana Locker & Virginia Knight, CIC Caracas</p> <p>ES, Technology, Media center specialists ES 115</p>	<p>The Power of the Morning Message & How it can Work for You!</p> <p>Alejandra Chavez and Nadia Kralovec, Escuela Anaco</p> <p>K-2 ES 117</p>	<p>The Fibonacci Sequence and the Divine Proportion</p> <p>Jan Lowman et al., ECA</p> <p>All SS 207</p>	<p>Problem-solving strategies as a means of differentiation</p> <p>Sandra Anderson, ECA</p> <p>3-5 ES 219</p>	<p>Developing Numeracy with the JA Titan Business Simulation</p> <p>Brewster Campbell ECA</p> <p>Humanities / Math Teachers, HS SS Computer Lab - 102</p>	<p>Practical Pre- & Post Reading Strategies for ESOL Learners (K-5)</p> <p>Erin Ek and Sarah Wakefield, Escuela Bella Vista</p> <p>ES ES 215</p>	<p>Blanchard's Seven Dynamics of Change</p> <p>Rachel Metcalf, CIC Caracas</p> <p>Admin/Dept heads ES 224</p>	<p>Storytelling in the Classroom</p> <p>Marc Levitt, Story teller</p> <p>All SS Drama Rm.</p>	<p>Legal Issues for Registered Schools in Venezuela</p> <p>Juan Kujawa Haimovici, Educational Consultant</p> <p>Admin ES Library</p>	<p>Abstract Thinking in Science Classes</p> <p>Kerri Watson, Woodward Academy, Georgia</p> <p>Science Teachers, MS/HS ES 221</p>

SESSION 1

9:45 - 10:45

ATTRIBUTING MEANING IN THE PAST AND IN THE PRESENT: VISUAL REPRESENTATIONS AND SIGNIFYING PRACTICES
DR. MAGDALENA ANTCZAK, UNIVERSIDAD SIMON BOLIVAR

Can archeologists, or anyone who wants to understand another culture, really understand the meaning of found artifacts? Can we really know the multiple meaning of an object, distant in time and space? Any sign, in order to be understood, must be interpreted and in this workshop, we will discuss these complex questions and present some methods to approach the meaning of objects loaded with expressive symbolism. Examples come from art history, anthropology and, ESPECIALLY, archaeology.

Audience: All
Location: SS 204

ESPAÑOL AL DÍA.

TATIANA ARANCIBIA, ELAINES DE CADENAS, TERESA GONZALEZ, MARIA MANGANO, GABRIELA VELASQUEZ, & ELAINES CADENAS, ESCUELA CAMPO ALEGRE
ELAINES_CADENAS@ECA.COM.VE

This workshop will provide several examples of how to use technology resources (Smartboard, internet, videos) for instructional purposes in the Spanish class and will attempt to demonstrate how technology can be used to promote language learning.

Audience: Spanish Teachers, K-12
Location: ES 111

BEGINNING JAZZ IMPROVISATION: A RHYTHMIC APPROACH
CARY STEWART, COLEGIO INTERNACIONAL DE CARACAS
STEWARTC@CICCARACAS.COM.VE

"Beginning Jazz Improvisation: A Rhythmic Approach" will introduce the rhythmic approach to learning improvisation. The workshop will focus on the 6-12 instrumental class and on the jazz idiom, but is applicable to voice and upper elementary ages as well. Topics will include traditional improv methods, common student improv problems, building student confidence through structured experiences, introducing chord changes, and evaluating improvisation.

Audience: Music Teachers, 6-12
Location: SS Music Room

LEARNING TO OBSERVE
LUCIA SOSA MIRABAL, COLEGIO INTERNACIONAL DE CARABOBO
LSOSA@CIC-VALENCIA.ORG.VE

Lose your fear of drawing through a simple method based on observational skills! Improving your own attitude towards drawing will enable your students to do so as well. Learn how to motivate, rather than disturb, your students' natural creative processes.

Audience: ES
Location: ES 112



HOW TO TEACH READING, WRITING MATH AND SCIENCE THROUGH COOKING
JANICE MYLES, ESCUELA CAMPO ALEGRE
JANICE_MYLES@ECA.COM.VE

This workshop is designed to show how to use simple cooking ideas to teach language arts, math and science. Participants will take away ideas and strategies that can be applied in the classroom. Cooking is a great way to help children have fun while they learn!

Audience: N-2
Location: ES 221

PROMOTING HIGH LEVEL READING SKILLS FOR ADOLESCENTS
LAREE REYNOLDS, ESCUELA CAMPO ALEGRE
LAREE_REYNOLDS@ECA.COM.VE

Teachers will learn to incorporate a variety of genres into any unit of study, infusing the curriculum with thought-provoking thematic discussions, as well as how to isolate and evaluate the skills smart readers use. We will discuss instructional strategies that promote the higher level thinking required to evaluate ideas from multiple sources. (This workshop can be best appreciated in conjunction with "Teach and Assess Critical Readers and Writers Using Socratic Circles".)

Audience: English & Humanities Teachers, 5-12
Location: SS 205

BEYOND THE 3RD DIMENSION: EXPOSE THE CREATIVE SIDE OF MATHEMATICS FOR THE NON-MATHEMATICALLY INCLINED.
DANIEL DAVIS, ESCUELA CAMPO ALEGRE
DANIEL_DAVIS@ECA.COM.VE

This presentation will explore several of the fascinating ideas associated with dimensions other than the third. They are concepts intended to not only engage geometry and physics students, but also to capture the imagination of abstract thinkers from any field (including religion, philosophy and the supernatural.) This is a side of math that most people don't even know exists and to which all should be exposed. Teachers of the humanities will not be disappointed.

Audience: All
Location: SS 207

USING POETRY TO TEACH VOWELS
LANE BRAUN, ESCUELA BELLA VISTA, MARACAIBO

The use of simple and interesting poems can teach students the different vowel sounds, the many ways to spell short and long vowel sounds and help them improve their spelling. Other disciplines can also be integrated to make learning more meaningful. Come learn some fun ideas to teach vowel sounds and ways you can complement any subject material with poetry!

Audience: ES and ESOL
Location: ES 123

BRINGING LESSONS ALIVE WITH STATISTICS
DAVID FAUSCH, COLEGIO INTERNACIONAL PUERTO LA CRUZ
DFAUSCH@CIPLC.NET

Learn how to integrate statistics into K-12 lessons to enhance student learning! Statistics can be a fun and useful way for students and teachers to relate topics in the classroom to real life and it need not be a dry and boring skill to teach. Through activities and integration of technology, some basic statistics can be applied to a variety of subjects and grade levels.

Audience: All
Location: SS 206



THE BRAIN AND LEARNING: RECOGNIZING AND UNDERSTANDING HOW OUR TEACHING ENCOURAGES AND DISCOURAGES STUDENT LEARNING
EMILY SARGENT-BEASLEY, UNIVERSITY OF VIRGINIA
SARGENEC@JMU.EDU

An enduring understanding is constructed and reconstructed over time. Students must identify how new information fits in with what they already know and then deem this new information as relevant so that it may be stored and later used. Teaching in a manner that encourages such a process with students who don't always care or bring prerequisite knowledge is often tricky and requires a bit of finesse. Participants will leave this session with an instructional sorting technique that allows students to think critically and construct meaning through multiple literacy modes, in any discipline and within multiple grouping formats.

Audience: ES
Location: SS Library

SCHOOL-WIDE PLANNING & EVALUATION
GJ TARAZI, UNIVERSITY OF VIRGINIA

This session will focus on the cyclic steps in an effective planning and evaluation process, a process which requires a clear description of the end product. The workshop will explain effective ways to: 1) develop measurable objectives; 2) identify indicators of success that are easily collectable; and 3) plan and conduct work plans that are directly linked to and support the stated objectives. Strategies for developing an effective planning and evaluation process will be shared using real-life experiences at the middle level.

Audience: All
Location: ES 224

RE-PEOPLING THE PREHISTORIC WORLDS: THEORY AND METHOD OF APPROACHING THE ACTORS OF THE REMOTE PAST
DR. ANDRZEJ ANTCAK, UNIVERSIDAD SIMON BOLIVAR

True archaeology is not about cultures, splendid objects and architecture or modes of production. It is about the people of the past. In order to engage present-day people with the inhabitants of the ancient worlds, we need to "repeople" the past, identifying their concerns, worries, joys and pride and learn how they managed the problems that affected their worlds, problems which, although in different scale and intensity, also affect our world(s) (i.e. problems of power, war, social status, religious and racial differences, birth and death, etc.). The latest archeological advances, which assist us in "repeopling" the past, will be discussed, drawing upon a wide range of examples and illustrations.

Audience: All
Location: ES Library

BUILDING A BALANCED LITERACY PROGRAM
DEBBIE TURNER, WOODWARD ACADEMY PRIMARY SCHOOL, GEORGIA

Developing a balanced language arts curriculum is a cornerstone to fostering educational development. Without a solid foundation of writing, vocabulary and phonics, students cannot achieve academic success.

Audience: ES
Location: ES 115



SESSION 2

11:00 – 12:00

DEVELOPING RESILIENCE IN THE BEGINNING SCHOOL YEARS
DR. SAM GOLDSTEIN, UNIVERSITY OF UTAH SCHOOL OF MEDICINE
[HTTP://WWW.SAMGOLDSTEIN.COM/](http://www.samgoldstein.com/)

In this session, Dr. Goldstein will provide an overview of strategies and ideas elementary school teachers can use to foster resilience in young students.

Audience: ES
Location: Auditorium

A DYNAMIC MODEL FOR ESOL IN-CLASS SUPPORT IN THE ELEMENTARY CLASSROOM
TIM MCKENNA & TANIA ALVAREZ, COLEGIO INTERNACIONAL DE CARACAS
MCKENNAT@CICCARACAS.COM.VE

The purpose of this presentation is to share a dynamic model for ESOL in-class support in the elementary classroom. Because the elementary classroom teacher is not an "expert" in his/her field, there is latitude for using a team teaching approach to addressing language needs in the mainstream classroom. The presenters will both model and share an approach that has been successful in having intermediate and advanced ESOL students as well as complete beginners participate in core classes with a relative level of success.

Audience: ES & ESOL Teachers 3-5
Location: ES 219

MONO PRINTING: A SIMPLE AND EFFECTIVE PRINT-MAKING METHOD, GOOD FOR ALL LEVELS OF STUDENTS
HELEN GIL, KIKI KRIJT, STEFANIE GOEBEL & JILL ALLEN, ESCUELA CAMPO ALEGRE
HELEN_GIL@ECA.COM.VE

Mono printing is a simple and effective method that can be taught starting at the Pre-K level using a simple line drawing, and at the high school level with a more complex design. Options for using readily available materials will be discussed.

Audience: Art Teachers
Location: SS Art Room

WRITING AND MATHEMATICS: TO PROMOTE THE USE OF WRITING IN MATH AND BETTER PREPARE STUDENTS FOR BOTH THE REAL-WORLD APPLICATIONS OF MATH AND THE IB INTERNAL ASSESSMENTS.
KURT SUPPLEE & DANIEL DAVIS, ESCUELA CAMPO ALEGRE
KURT_SUPPLEE@ECA.COM.VE

This presentation will introduce various strategies for implementing writing in the math classroom. Using the goal of producing professional reports for the IB internal assessments, we will provide several models of quality reports and discuss ways of introducing writing starting in ninth grade. We hope this will provide the math teacher with ways to vary assessment and provide real-world applications to the math classroom.

Audience: Math & Science Teachers, 6-12
Location: SS 207

"DON'T LET YOUR KIDS 'TALK' TO STRANGERS" CAMPAIGN AND THE NETSMARTZ (R) INTERNET SAFETY WORKSHOP
RAQUEL HOCHMAN, COLEGIO INTERNACIONAL DE CARACAS (PARENT)

Workshop participants will be presented with an educational tool to transmit to students and families on the pros and cons of the internet, statistics of the current situation of internet use among minors, the dangers they face, and a program to implement internet safety awareness in schools and homes to safeguard as many students in as many schools and homes as possible.

Audience: All
Location: SS Computer Lab - 102



EXTRACURRICULAR COOKING CLUBS – GETTING STARTED
SHAUNA STEWART, COLEGIO INTERNACIONAL DE CARACAS
STEWARTS@CICCARACAS.COM.VE

Have you wondered how to make an activity like cooking with students a reality? This workshop will lead you through the process of designing, planning and executing a successful extracurricular cooking activity. The presenter will demonstrate how she began the process of planning for an extracurricular cooking club and will offer some support materials to help you start the process yourself. This activity was done at CIC with grades 2-5, but the information is applicable through high school.

Audience: Grades 2-8
Location: ES 215

HOW FUN IT IS TO TEACH NURSERY!
ISBET BERMUDEZ AND SONIA TRUJILLO, COLEGIO INTERNACIONAL DE CARABOBO
STRUJILLO@CIC-VALENCIA.ORG.VE

This workshop has been designed to demonstrate how to achieve goals in Nursery. Selected songs and activities will be presented to teachers in order to provide ideas, tools and suggestions to teach with enthusiasm to the little ones, as they learn and accomplish teacher's expectations.

Audience: Nursery
Location: ES 121

ESTRATEGIAS DE LECTURA
SUSANA GONZALEZ, BANCO DEL LIBRO
SUSANAEMILIA@CANTV.NET

Motivar a los niños de segunda lengua a leer en Español. El taller consta de dos partes: 1) las estrategias de motivación Lectora y 2) la aplicación de las estrategias.

Audience: Pre-K - 2
Location: ES 114

WRITING FROM THE ROOTS
MARC LEVITT, STORY TELLER
WWW.MARCLEVITT.ORG

In this workshop, Mr. Levitt will help teachers look at writing as a thinking skill, giving exercises to help children develop sequential thinking, an understanding of beginning, middle and ending and will give advice on helping students select topics to write about. He will also discuss the importance of encouraging and collecting writing from the Third Culture experience. Additionally, we will look at the importance of finding real-world application for student writing. Many of the discussions and exercises are taken from Mr. Levitt's manuscript by the same name.

Audience: All
Location: SS Drama Room

THE BRAIN AND LEARNING: RECOGNIZING AND UNDERSTANDING HOW OUR TEACHING ENCOURAGES AND DISCOURAGES STUDENT LEARNING
EMILY SARGENT-BEASLEY, UNIVERSITY OF VIRGINIA
SARGENEC@JMU.EDU

An enduring understanding is constructed and reconstructed over time. Students must identify how new information fits in with what they already know and then deem this new information as relevant so that it may be stored and later used. Teaching in a manner that encourages such a process with students who don't always care or bring prerequisite knowledge is often tricky and requires a bit of finesse. Participants will leave this session with an instructional sorting technique that allows students to think critically and construct meaning through multiple literacy modes, in any discipline and within multiple grouping formats.

Audience: MS/HS
Location: SS Library



UPDATES ON THE IMPACT OF U.S. TAX LAWS
RICK GRAY & FRANK CAPUCCIO, TIECARE

The latest on how the U.S. tax laws impact U.S. teachers working overseas. Learn more about how to make the most out of working overseas, how to prepare for retirement and how to get the most out of your income.

Audience: Teachers from the U.S.

Location: ES Library

VIF PROGRAM

The VIF Program offers international educators a great opportunity to live and teach in the US, serving as cultural ambassadors for their home countries. VIF participation also provides educators with multiple opportunities for professional development through several colleges and universities in the US. The cultural experience lasts for a maximum of three years after which teachers must return to their home countries to share their academic and cultural experiences with their home communities and schools.

Audience: Non-U.S. citizens/residents

Location: SS 204

DIFFERENTIATION STRATEGIES FOR GIFTED STUDENTS IN THE REGULAR CLASSROOM

SHANNON ALTMAN, WOODWARD ACADEMY, GEORGIA

SHANNON.ALTMAN@WOODWARD.EDU

Do you ever wonder if you are meeting the needs of your gifted learners? This session will focus on a handful of classroom activities that allow for differentiation of the curriculum. These strategies apply across the curriculum and are appropriate for various grade levels. During the session, the activities will be explained and examples will be given.

Audience: All

Location: SS 202

ASSESSMENT AND INSTRUCTION: CAPTURING STUDENT UNDERSTANDING AND MAXIMIZING STUDENT SUCCESS.
EMILY SARGENT-BEASLEY & GJ TARAZI, UNIVERSITY OF VIRGINIA
SARGENEC@JMU.EDU

Believe it or not? (1) On-going assessment must drive our instruction; (2) Students must have multiple opportunities to personally fumble with their understandings; (3) Assessment need not be time consuming or painful, for the teacher or the student; (4) Assessment practices can often excite and motivate students to learn more. This session explores the role assessment must play in instruction and provides practical and authentic ways for teachers to do just that, improve everyday instruction by designing and increasing assessment opportunities!

Audience: All
Location: SS Library

40 ASSETS
ALAN BENSON, PH.D., COLEGIO INTERNACIONAL DE CARACAS
BENSONA@CICCARACAS.COM.VE

Often referred to as the Anti-Drug program, 40 Assets refers to research-based analysis of attributes of students which are linked to the likelihood that the student will resist engaging in high-risk behaviors dealing with Alcohol, Tobacco, and Other Drugs (ATOD). The 40 Assets concept identifies 40 different attributes that a person needs in their life to be resistant to risk and it presents the research-based analysis of these attributes. Most of these 40 assets are under the control of a school and thus, this is an important consideration for schools and teachers.

Audience: Administrators, MS/HS
Location: ES 224

COLLEGE PREPARATORY WRITING: RESEARCHED ARGUMENT
MARGARET LEE, WOODWARD ACADEMY, GEORGIA

The researched argument paper is the primary essay type required not only in American college freshman composition classes, but in many other college classes. I will share my expertise in helping high school students develop the critical thinking, close reading, and writing skills necessary to formulate and articulate arguments. I will also share strategies and examples designed to teach students how to select evidence and incorporate it into their arguments without plagiarizing.

Audience: HS, English Teachers
Location: SS 205

GREAT BEGINNINGS - BUILDING A READING FOUNDATION
KATHERYNE GHINAGLIA AND KARINA COPLAND, ESCUELA CAMPO ALEGRE
KARINA_COPLAND@ECA.COM.VE

This presentation will provide an opportunity for teachers to explore a variety of activities in order to promote a solid foundation in literacy for early childhood students. We will review some of the theories that support the importance of emergent literacy and also explore other philosophies that contribute to the development of children's language skills. The workshop will focus on a variety of hands-on activities with novel ideas for setting up engaging environments and motivating materials that children can explore independently in the learning centers.

Audience: Preschool
Location: ES 121



IMPROVING MUSIC ASSESSMENT THROUGH RUBRICS
CARY STEWART, COLEGIO INTERNACIONAL DE CARACAS
STEWARTC@CICCARACAS.COM.VE

This workshop will explain why and how teachers of elementary music, keyboard, band, orchestra, choir and I.B. Music can use written tools to improve assessment of musical skills and encourage student-directed learning. Content of the workshop will include theory and practice regarding rubrics, meeting standards (objectives/aims/benchmarks), helping students improve their at-home practice and plenty of concrete examples.

Audience: Music Teachers, K-12, Administrators
Location: SS Music Room

HOW TO PREPARE THE BRAIN FOR LEARNING
SANDY MUENCH AND MALENA MENDEZ, ESCUELA CAMPO ALEGRE
SANDY_MUENCH@ECA.COM.VE

This workshop will inform teachers about ways to prepare students' brains for learning and will provide simple and practical strategies to improve students' attention and memory. Effective strategies for improving reading and spelling skills will also be presented.

Audience: ES
Location: ES 215

NEWSPAPER BASKET MAKING
HELEN GIL, KIKI KRIJT, STEFANIE GOEBEL & JILL ALLEN, ESCUELA CAMPO ALEGRE
HELEN_GIL@ECA.COM.VE

This presentation will demonstrate how to use recycled newspapers to create woven structures - mats, baskets and bowls. This is a challenging, cheap and effective way to teach students basket-making in both the art room and traditional classroom.

Audience: Art Teachers, anyone else who is interested
Location: SS Art Room

TEACH AND ASSESS CRITICAL READERS AND WRITERS USING SOCRATIC CIRCLES
JASON DILLON, ESCUELA CAMPO ALEGRE
JASON_DILLON@ECA.COM.VE

We can all recognize critical thought (or the lack thereof) when we see it in student work. This workshop will present a discussion format to teach and assess the critical thinking skills that underlie quality reading and writing. Socratic circles are a rigorous alternative to literature circles that allow for focused instruction of analytic skills. This dynamic student-directed discussion challenges all students to develop and support ideas that fuel the writing process. (This workshop can be best appreciated in conjunction with "Promoting High Level Reading Skills for Adolescents.")

Audience: English and Humanities Teachers, 5-12
Location: SS 207

STOP! JUEGOS DIDACTICOS
DENISE ZAIDMAN, ESCUELA CAMPO ALEGRE
DENISE_ZAIDMAN@ECA.COM.VE

In this workshop, Spanish teachers of native and non-native students will have the opportunity to learn three didactic games to reinforce and improve the grammar and vocabulary of students. In these games, students show and practice their knowledge in a certain period of time, until the teacher says: Stop!

Audience: All
Location: ES 214

LOS FAMOSOS Y LA GRAMÁTICA

MARIA CRISTINA ARANGUREN, ESCUELA CAMPO ALEGRE

MARIA_CRISTINA_ARANGUREN@ECA.COM.VE

Participants will learn how to use biographies in the teaching and mastering of certain grammatical structures. Through the use of a game based on biographies, students learn and master Spanish grammatical structures such as the Preterit vs. Imperfect Preterit vs. Present Perfect and Past Perfect. Teachers will learn how to develop, with students, a set of biographical cards of different levels of complexity.

Audience: Foreign Language Teachers, overseas teachers learning Spanish.

Location: ES 111

IDENTIFYING EFFECTIVE MIDDLE LEVEL TEACHING

GJ TARAZI, UNIVERSITY OF VIRGINIA

This session for middle level educators will focus on: 1) elements for planning appropriate lessons; 2) a variety of engaging methods for delivering content; and 3) a spectrum of accurate assessment strategies. The purpose of this session is to provide administrators and teacher-leaders with the tools for supporting classroom teachers by enabling them to recognize and accurately reflect these significant components within the teaching-learning process in a middle level classroom.

Audience: MS & Administrators

Location: ES 221

SITE SPECIFIC EDUCATION AND THE MUSEUM PROJECT

MARC LEVITT, STORY TELLER

WWW.MARCLEVITT.ORG

Braiding inquiry, local history, research and "real world" presentation, Mr. Levitt will show how a group of inner city children were taught the "basics" with an interdisciplinary approach to education, one that honored and validated the student's backgrounds, neighborhood and daily life. Mr. Levitt will discuss how to inspire curiosity about one's locale, create respect for diverse learning styles and backgrounds, and inspire a commitment to craft.

Audience: All

Location: SS Drama Room

GUIDED READING: A KEY COMPONENT OF A BALANCED LITERACY PROGRAM

DEBBIE TURNER, WOODWARD ACADEMY PRIMARY SCHOOL, GEORGIA

Several components comprise a balanced literary curriculum, but a key tenet of a sound reading program is a strong guided reading program.

Audience: ES

Location: ES 115



ESTABLISHING A RESILIENT MODEL IN YOUR CLASSROOM
DR. SAM GOLDSTEIN, UNIVERSITY OF UTAH SCHOOL OF MEDICINE
[HTTP://WWW.SAMGOLDSTEIN.COM](http://www.samgoldstein.com)

In this session, Dr. Goldstein will focus upon strategies to enhance and foster resilience in middle and secondary school students.

Audience: MS/HS
Location: Auditorium

WRITING TO THINK!
EMILY SARGENT-BEASLEY, UNIVERSITY OF VIRGINIA
SARGENEC@JMU.EDU

Writing to think or thinking to write? Understanding generates language or language generates understanding? This session will focus on how we can create reflective and critical thinking opportunities through student writing. Infusing low- and high-risk writing opportunities into your regular classroom routine increases the likelihood that students attend to the academic task and process information in a manner that allows for real, long-term learning. Participants will leave this session with practical ideas to make learning personally engaging and meaningful for every student!

Audience: MS/HS
Location: SS Library

PREPARING FOR THE SAT CRITICAL READING AND WRITING SKILLS SECTIONS
MARGARET LEE, WOODWARD ACADEMY, GEORGIA

I will share materials detailing the 13 grammar and three punctuation concepts tested in the multiple choice section of the SAT Writing Skills test and will cover how to find the best answer, how to guess and when to skip a question. I will also cover strategies students can use to better understand the writing task for the SAT essay. I will discuss ways to generate ideas and examples for the essay and ways to phrase an articulate response.

Audience: HS, Guidance
Location: SS 205

INTEGRATING THE ANCIENT WITH THE MODERN: MESOPOTAMIA MOVES INTO THE 21ST CENTURY
ILANA LOCKER AND VIRGINIA KNIGHT, COLEGIO INTERNACIONAL DE CARACAS
LOCKERI@CICCARACAS.COM.VE & KNIGHTV@CICCARACAS.COM.VE

During this session, we will demonstrate how to maximize limited curricular subject time by integrating three subjects - social studies, library and technology - in the study of one ancient culture, Mesopotamia. This approach can be used as a model for other curricular areas. During the workshop, we will outline the strategies used and the different skills introduced and reinforced. Presenters will describe the unit and participants will role-play an activity used in the classroom.

Audience: ES, Technology, Media Center Specialists
Location: ES 115

THE POWER OF THE MORNING MESSAGE AND HOW IT CAN WORK FOR YOU!
ALEJANDRA CHAVEZ AND NADIA KRALOVEC, ESCUELA ANACO
ALEJANDRACHAVEZ@YAHOO.COM

Learn to reinforce literacy skills daily by writing high interest messages that will capture your student's interest and become a powerful and effective literacy-building tool for you. We will teach you how to use daily letters to target instruction and to meet the needs of every student. We will show you various letter models for each grade level (Kinder- Grade 2) and lesson ideas to help you teach phonics, build word recognition, review vocabulary, reinforce math and science skills, introduce themes and much more! This workshop is hands on and dynamic!

Audience: K- 2
Location: ES 117

THE FIBONACCI SEQUENCE AND THE DIVINE PROPORTION
JAN LOWMAN, KURT SUPPLEE, AND HELEN GIL, ESCUELA CAMPO ALEGRE
JAN_LOWMAN@ECA.COM.VE

A TOK-style look at the interconnectedness of math, art, nature. . . life! Presenters (who are from various disciplines) will give an overview, as well as some insights and queries into the philosophical and metaphysical connections inherent in a contemplation of the Divine Proportion and the Fibonacci Sequence. Fun for all!

Audience: All
Location: SS 207

PROBLEM-SOLVING STRATEGIES AS A MEANS OF DIFFERENTIATION
SANDRA ANDERSON, ESCUELA CAMPO ALEGRE
SANDRA_ANDERSON@ECA.COM.VE

The four parallels of the Parallel Curriculum Model (PCM) by Tomlinson, Kaplan, Renzulli, Purcell, Leppien & Burns are a means of addressing the importance of modifications in order to accommodate varied learning styles and abilities. Teachers are often challenged by the many levels of understanding while teaching math concepts. Therefore, the advantages of using the PCM in problem solving will be examined specifically in terms of questioning techniques, student tasks, and multiple views.

Audience: Grades 3-5
Location: ES 219

DEVELOPING NUMERACY WITH THE JA TITAN BUSINESS SIMULATION
BREWSTER CAMPBELL, ESCUELA CAMPO ALEGRE
BREWSTER_CAMPBELL@ECA.COM.VE

JA Titan simulates business decision-making in a competitive market environment. Students make quantitative decisions about price, production, and expenditures for marketing, R&D, and capital investments. The online simulation provides instantaneous results, allowing students to hone their understanding about how the variables affect profits, market share, and share price. During the workshop, I will share ideas about how to introduce each variable to students, and we will play a short game.

Audience: Humanities & Math Teachers, HS
Location: SS Computer Lab - 102

PRACTICAL PRE- AND POST READING STRATEGIES FOR ESOL LEARNERS (K-5)
ERIN EK AND SARAH WAKEFIELD, ESCUELA BELLA VISTA

Drawing on our experiences as a librarian and an ESOL teacher, we will present a variety of practical pre- and post-reading strategies to make literature accessible to elementary ESOL learners in an interactive environment.

Audience: ES
Location: ES 215



BLANCHARD'S SEVEN DYNAMICS OF CHANGE
RACHEL METCALF, COLEGIO INTERNACIONAL DE CARACAS
METCALFR@CICCARACAS.COM.VE

Colleagues attending this workshop will participate in an activity that clearly demonstrates Ken Blanchard's seven dynamics of change. After the activity, participants will examine each of the dynamics and reflect upon how it can be linked to their own context/experience. Change is something that affects every individual in a school - why not come and get to know this beast a little better!

Audience: Administrators, Department Heads, Anyone interested in bringing about change in their school.
Location: ES 224

STORYTELLING IN THE CLASSROOM
MARC LEVITT, STORY TELLER
WWW.MARCLEVITT.ORG

What are the benefits of telling stories to your students and having them tell stories to you and to each other? How can you tell stories without worrying about sounding "like a professional"? Where can you get stories from? These and other questions will be answered in this hands-on workshop where teachers will watch Mr. Levitt tell stories, unpack his techniques and look to their own lives for inspiration.

Audience: All
Location: SS Drama Room

LEGAL ISSUES FOR REGISTERED SCHOOLS IN VENEZUELA
JUAN KUJAWA HAIMOVICI, EDUCATIONAL CONSULTANT
JUAN.KUJAWA@GMAIL.COM

- 1) La Normativa Legal que Rige para la Inscripción y Registro de Planteles Privados en Venezuela.
- 2) Normas y Procedimientos para la Inscripción de Planteles, el Registro de Centros y la Autorización de Cátedras y Servicios Educativos Privados. Caso Venezuela
- 3) La Gerencia Educativa: La Planificación, Organización, Dirección y Evaluación en el Contexto de la Norma para el Registro de Centros Educativos. Venezuela
- 4) La Resolución 1.791 de fecha 16 de octubre de 1998: Autorización y Funcionamiento de Planteles, Cátedras y Servicios Educativos privados en Venezuela.

Audience: Administrators
Location: ES Library

ABSTRACT THINKING IN SCIENCE CLASSES
KERRI WATSON, WOODWARD ACADEMY MIDDLE SCHOOL, GEORGIA
KERRI.WATSON@WOODWARD.EDU

During this workshop, the presenter will share ideas and teaching techniques for science dealing with the transition from concrete to abstract for higher cognitive learning. These techniques add to the beauty of teaching science. They can be adjusted to fit the elementary and secondary curricula.

Audience: Science Teachers, MS/HS
Location: ES 221

JOB ALIKE SESSION

3:45 - 4:30

JOB ALIKE	NAME OF FACILITATOR	LOCATION
Superintendents	Alan Benson	Benson's Office
Elementary School	Rachel Metcalf	ES 213 B
Administrators Secondary	Brian Lettinga	SS 211
Administrators IB MYP	Mike East	SS 205
IB Diploma	Clive Russell	SS 213 A
Alumnae Relations	Bill Boughton	SS Library
Art Teachers	Kathy Chebly	SS Art
Counseling ES/MS	Jose Acevedo	SS Conference Room
Drama Teachers	Len Whalen	SS Drama
Elementary ESOL Teachers	Sofia Ivashevsky	ES 123
English Teachers	Gay Hurst	SS 206
ESOL Teachers, Grades 6-12	Pat Bradley	SS 212
French Teachers	Marzia Nicastro	SS 209
Library	Ilana Locker	Elementary Library
Math Teachers, Grades 6 – 12	Annalisa Lettinga	SS 207
Music Teachers	Cary Stewart	SS Music Room
PE/Athletics	Chris Walker	SS Library
Science Teachers, Grades 6 – 12	Howard Horowitz	SS 304
Social Studies Teachers, Grades 6 – 12	Natalie Jeffers	SS 202
SFL Teachers Grades K – 12	Onalis Velásquez	SS 106
Spanish for Native Speakers Teachers	Jorge Gaviria	SS 201
Special Education	Dalma Szilagyi	ES 124
Technology	Jim Pojman	SS Computer Lab-102
University/Counseling	Zoe Losada	SS Conference Room
Pre-Nursery-Pre-kinder	Lucía Guzman	ES 121
Kinder thru 2nd grade	Danielle Pico	ES 117
3rd thru 5th grade	Sandra Gil	ES 217

