**Course Arrangements**

**Venue:** The International School of Genoa, via Romana della Castagna 11A, 16148 Italy. For directions to the school please visit the school website www.International School of Genoa/contact us/how to find us.

**Accommodation:** ISG has negotiated special conference rates with five hotels. In each case breakfast is included. Participants should make their bookings directly with the hotel and mention that you want the rate for the International School of Genoa. Each of the hotels is a short taxi ride from the school.

- **The Astor Hotel** (visit www.astorhotel.it) Viale delle Palme 16 – 16167, Genova. Phone 39-010-329011, email astor@astorhotel.it. Single room Euro 80.00; Double room Euro 120.00.
- **Iris Hotel** (visit www.hoteliris.it) Via Rossetti 3, 16148 Genova. Phone 39-010-3760703. Email info@hoteliris.it. Single room Euro 70.00. Double room Euro 100.00
- **Hotel Villa Bonera** (visit www.villaboneragenova.it) Via Sarfatti 8, 16167, Genova. Phone 39-010-3726164, Email info@villaboneragenova.it. Single room Euro 63.00. Double room Euro 80.00
- **Hotel Capannina** (visit lacapanninagenova.it) Via Tito Speri 7, 16146 Genova. Phone 39-010-363205. Email info@lacapanninagenova.it. Single room Euro 50.00. Double room Euro 75.00.

**Registration:** Participants should contact EAF Staff Development Center Coordinator, Ms. Esther Moo, at esthermoo3668@gmail.com and she will send a registration form electronically. The deadline for early bird registration is April 15th, 2013.

**Costs:** The cost of early bird registration for one of the four day courses is US $1350. This includes the cost of registration, books, and materials, breakfast, lunches and one evening dinner. The registration fee after April 15th is US $1450. Participants will pay for their airfare and hotel directly.

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**Genoa, Italy - June, 2013**

**Across Frontiers Sdn. Bhd.**

**Announces**

**Staff Development Center**

**Mission:**

The mission of Education Across Frontiers (EAF) Staff Development Center is to support the development of international school teachers and administrators in becoming effective leaders of adult learning. Specifically, the courses will examine theories of adult learning, strategies for effective workshop presentations, and leadership skills for facilitating professional learning communities. The courses are designed for teachers and administrators who aspire to be educational leaders - principals, staff developers or team leaders.

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**Courses:**

In June, 2013, the EAF Staff Development Center will offer three courses. Each course can be taken for three graduate credits from Buffalo State, State University of New York. Successful completion of five EAF courses will result in a Certificate of International School Staff Development. The courses are highly interactive.
DIFFERENTIATION IN MATH
JUNE 22 - 25, 2013

Many factors affect how students learn mathematics. Within the teacher’s control are the content of the course, our instructional strategies, the depth of our own mathematical understanding, and our attitudes about the subject and our students.

However, students also bring to the mathematics classroom attributes that profoundly affect their learning: past experience with the subject, degrees of confidence, mindsets, readiness levels, and learning preferences. These come into the classroom’s social and emotional climate to create an environment that either enhances or inhibits student learning.

This four-day course will address two essential questions:

1. How can math teachers provide differentiated learning experiences that are grounded in sound philosophy, supported by current research, and responsive to everyday classroom complexities?
2. How can teachers and teacher leaders guide the development and delivery of a coherent math curriculum and generally ensure that the math program is being both well-taught and well-learned?

Please join us for an in-depth look at current research and best practice in the field of teaching math. Explore practical differentiation strategies that really address mixed readiness levels in the math classroom. This course is appropriate for all teachers of mathematics, K-12, curriculum coordinators, and supervisors.

Trainers: David Suarez

ASSESSMENT IN THE DIFFERENTIATED CLASSROOM
JUNE 22 - 25, 2013

This highly interactive four-day course will address two essential questions:

1. How do we assess student work in a differentiated classroom?
2. How can we be responsive to diverse learner needs and at the same time maintain curricular standards?

These are questions that disturb many teachers as they develop and integrate skills in differentiating instruction.

In this highly interactive course, we will address the subject of how we evaluate student learning consistently, equitably and positively in the differentiated classroom. We will explore the idea of assessment for learning and how to bring students inside the assessment process. This will be accomplished by reviewing what aspects of the curriculum can and can’t be differentiated; and what students need to know about formative assessment. Participants will review principles of high-quality assessments and also address the issues that many teachers feel conflicted about.

We will also address the role of differentiated instruction in external examination courses such as the International Baccalaureate.

We will explore various types of feedback and how they influence student self-directed learning and metacognition.

Using a "Double Track" curriculum of theory embedded in skills, teachers will have first hand experience in collaborative assessment of student work, and find many practical strategies that can readily be transferred to their own settings.

Trainers: Bill & Ochan Powell

COGNITIVE COACHING FOUNDATION
JUNE 27 - 30, 2013

This four-day course will provide an introduction to the communication skills needed by teachers and those occupying positions of educational leadership. It will present the first four days of the Cognitive Coaching Foundation Course.

The CC Foundation Course is an approach to professional relationships that focuses on supporting the deep thinking of colleagues in the areas of planning, reflecting, and problem solving. The specific skills and strategies included in this course lend themselves to developing a school culture of collaboration and reflection, and a professional learning community.

As a result of this course, learners will:

- Understand the essence of Cognitive Coaching, how it differs from consulting and evaluation;
- Increase consciousness and craftsmanship in applying interpersonal communication skills in order to develop trust and rapport;
- Understand the power of a structured professional conversation;
- Learn and practice specific reflective listening strategies; and,
- Practice coaching skills in planning and reflecting.

Trainers: Bill and Ochan Powell

COGNITIVE COACHING PART ONE
JUNE 27 - 30, 2013

This four-day course will provide an introduction to the communication skills needed by teachers and those occupying positions of educational leadership. It will present the first four days of the Cognitive Coaching Foundation Course.

The CC Foundation Course is an approach to professional relationships that focuses on supporting the deep thinking of colleagues in the areas of planning, reflecting, and problem solving. The specific skills and strategies included in this course lend themselves to developing a school culture of collaboration and reflection, and a professional learning community.

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- Understand the power of a structured professional conversation;
- Learn and practice specific reflective listening strategies; and,
- Practice coaching skills in planning and reflecting.

Trainers: Bill and Ochan Powell