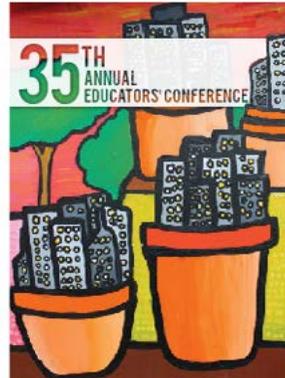




## Reinventing Today For A Better Tomorrow

*“Sustainability is important for a very simple, very straightforward reason: we cannot maintain our quality of life as human beings, the diversity of life on Earth, or Earth's ecosystems unless we embrace it. There are indications from all quarters and from the smallest to the largest scale that sustainability is something we must address”*

(~ [Permaculture.org](http://Permaculture.org))



OCTOBER 3-7, 2016  
GUADALAJARA, MEXICO

I hope the 2016-17 academic year has gotten off to a terrific start in each of your schools!

This year I look forward to continuing to support the important work that you and your teachers carry out every day through the organization and funding of relevant professional learning opportunities in the different regions that make up our Association. I am delighted to see that so many of you are taking advantage of the many choices that you have in this area and hope that over time the Association will be able to commit a higher level of funding to this important effort. As stated in the past, this is possible when we make a solid profit margin from our Annual Educators' Conference, so those of you who attend and send groups of teachers are supporting these regional initiatives through your participation in this annual event.

In two weeks over seven hundred educators, consultants and exhibitors will be convening in Guadalajara, site of our 35<sup>th</sup> Anniversary Conference, **“Reinventing Today for A Better Tomorrow”**. Our host, the American School Foundation of Guadalajara is working arduously to ensure that every detail is covered in an effort to offer participants a memorable conference experience. Every year, the enthusiasm, pride and commitment with which the host

## At a glance

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school meets the challenge of hosting the conference, serves as a source of inspiration to the attendees, so I want to thank ASFG for all they are doing to welcome us to Guadalajara.

This year's theme, *"Reinventing Today for A Better Tomorrow"* is of particular relevance as we see the undeniable effects of climate change on our ecosystems, weather patterns and sea levels, among others. Several of our conference speakers will challenge us to step up our efforts to educate students in ways we can help reverse these trends. There is no better place than our schools to educate the leaders of tomorrow in sustainable systems that will enable us to protect our way of life for future generations.

It is inspiring to see schools beginning to spend more and more time on this topic. I encourage you to share your work, so that together, we can find more ways to support your efforts. In this issue I am sharing what one teacher is doing through a thought provoking article and some resources on the topic. You can check these out under *"Sustainability Matters"*.

I look forward to continuing this conversation. Best wishes for a healthy and successful year!

**Sonia Keller, Ed. D.**  
Executive Director

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The Association of American Schools of Central America, Colombia, Caribbean & Mexico expresses its gratitude to the following institutions and companies for their sponsorship of the different events and speakers for our annual conference:

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- ▶ Designed to measure skills and knowledge in ways that make sense for different grade levels.
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## One of our own: NAESP International Principal of the Year!

Joseph A. Stanzione, Elementary Principal and Head of Campus at the American School Foundation of Monterrey (ASFM), was selected as one of two National Distinguished Principals from the Department of State Assisted Schools for 2016. The other person awarded this distinction was Suzan Weishof, Junior School Principal at the International School of Hamburg, Germany

This prestigious honor is given by the National Association of Elementary School Principals (NAESP), and recognizes outstanding educators, who ensure that America's children acquire a sound foundation for lifelong learning and achievement. These administrators set high standards for instruction, student achievement, character and climate for students, families, and staffs in their learning communities. Every year NAESP selects a Principal from each of the fifty states in the Union, as well as applicants from A/OS and Department of Defense Schools. Award recipients are honored in Washington D. C. during the month of October.



This is Joe's twelfth year at ASFM, where he began his career as a 5<sup>th</sup> grade teacher, and has held the positions of Assistant Principal for Curriculum and Instruction and Assistant Principal for grades 3-5. Joe has been the Elementary Principal and Head of Campus since August 2012.

Joe is making exemplary contributions to the ASFM educational community, and is known for his dedication to creating more of a balance between academics, athletics and the arts. Among his

accomplishments is the integration of RTI as a means to meet the needs of all learners, promoting creativity and innovation through his support of an Open Mind Zone (Maker Space), a focus on professional development as a means to teacher empowerment, and the use of distributed leadership with his administrative team.



Our warmest congratulations to Joe, and to the ASFM School Community for this outstanding recognition.

## New Heads of School August 2016

### ACCAS

Colegio Albania ..... Eron Strong

Columbus School ..... Ruth Allen

International School, Port of Spain..... Barney Latham (Interim)

Colegio Bureche..... Pablo Chiappe

International School of Havana ..... Mike Lees (*Invitational Member*)



### AASCA

Country Day School ..... Bob Trent

Colegio Maya, El Salvador ..... Ian Morris

Colegio Maya, Guatemala..... Mike Johnston

Mazapan ..... Courtney Cullins

American School of El Salvador ..... Mike Smith

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## Colegio Bolivar Institute

On September 8 & 9, over two hundred educators convened on the campus of Colegio Bolivar in Cali, Colombia for an institute titled, **“Learning Support for Meaningful Inclusion and High Quality Assessment, Grading & Feedback”** led by Lee Ann Jung, Ph. D. This institute was offered in partnership with the Tri-Association as part of our regional PD program. Congratulations to David Fayad, Director of Learning at Colegio Bolivar for his successful organization of this event, which continued to spread the message of inclusive practices throughout the region. Below is an article featured in the local chapter of the newspaper, El Tiempo and some pictures.

**Colegio Bolívar abre espacio para la inclusión en aprendizaje**

“El reto que tenemos en la educación es buscar incluir de manera significativa a estudiantes con realidades diferentes”, asegura Lee Ann Jung, docente estadounidense. Esta experta en consultoría educativa es la conferencista invitada al Tri-Association, en el colegio Bolívar de Cali.

Está al frente de los talleres de inclusión y diferenciación en el aula, en el que participan 320 docentes, entre ellos 50 de México, Ecuador, Estados Unidos, Panamá y Colombia. Afirma que “los docentes se enfrentan a la tarea de tener en cuenta las necesidades individuales de sus estudiantes sin perder de vista la exigencia de unos estándares y expectativas altas de desempeño”.

Este evento busca mejorar la forma en la que se enseña a los jóvenes con dificultades de aprendizaje.

El director de aprendizaje del colegio Bolívar, David Fayad, expresó que “este evento busca apoyar la inclusión de estudiantes con diferentes perfiles de aprendizaje, como niveles cognitivos superiores o dificultades para el estudio”.

El primer día de los talleres el trabajo giró en torno a la inclusión y la diferenciación en el aula.

Y hoy se enfocará en el tema de las prácticas evaluativas efectivas que realmente contribuyan al aprendizaje, como realizar evaluaciones formativas.

La Tri-Association, es una organización que tiene como misión mejorar la calidad de la enseñanza y las oportunidades de aprendizaje en las escuelas.

Cuenta con el apoyo de la Asociación de Colegios Americanos, de Centro América, Colombia, México y el Caribe.

...oyar la inclusión de estudiantes con diferentes perfiles de aprendizaje es el objetivo del Tri-Association que se realiza en el Colegio Bolívar, con docentes de cinco países. Hugo Giráldez



Opening of Institute at Colegio Bolivar, Cali, Colombia.



Lee Ann Jung, Ph.D, David Fayad (Director of Learning).

## **IN MEMORIAM Dr. Martin Felton**

It is with deep regret that we share the news of Dr. Martin Felton's passing on September 3, 2016 in his home in Cali, Colombia. Marty served the Colegio Bolivar educational community with the utmost distinction from 1978, when he took the position of High School Principal, to July 2003, when he retired after having served as Director since 1984.

Marty was a creative and incredibly inspirational leader who was beloved by the educational community in Cali. Under his guidance the school developed a culture of excellence and innovation that centered on the values of autonomy, trust and a deep sense of social consciousness. These values, which have become the hallmark for Colegio Bolivar, are a true testament to Marty's legacy. Marty served on the Tri-Association Board when this organization was newly formed with Mary Virginia Sanchez as the Executive Director.

As a proud alumna of Colegio Bolivar and on behalf of the Tri-Association, I express my deepest condolences to the school community at Colegio Bolivar and to Marty's circle of family and friends. We were all privileged to have known him.

## **Cohort II Digital Badge Graduates**

This October a group of twenty teachers will receive the Digital Badge Endorsement Certificate from the University of Kentucky. The group took two courses this past June in Bogotá, Colombia with Dr. Jennifer Grisham-Brown who shared the following comment about her experience: "These teachers are so committed to their jobs! I didn't think it would be possible to have as good of an experience teaching the course, as I did last summer in Guatemala. However, it was equally rewarding. I am grateful to all of you for these opportunities".



*Digital Badge Participants Cohort II with Dr. Jennifer Grisham-Brown from the University of Kentucky. Congratulations!*



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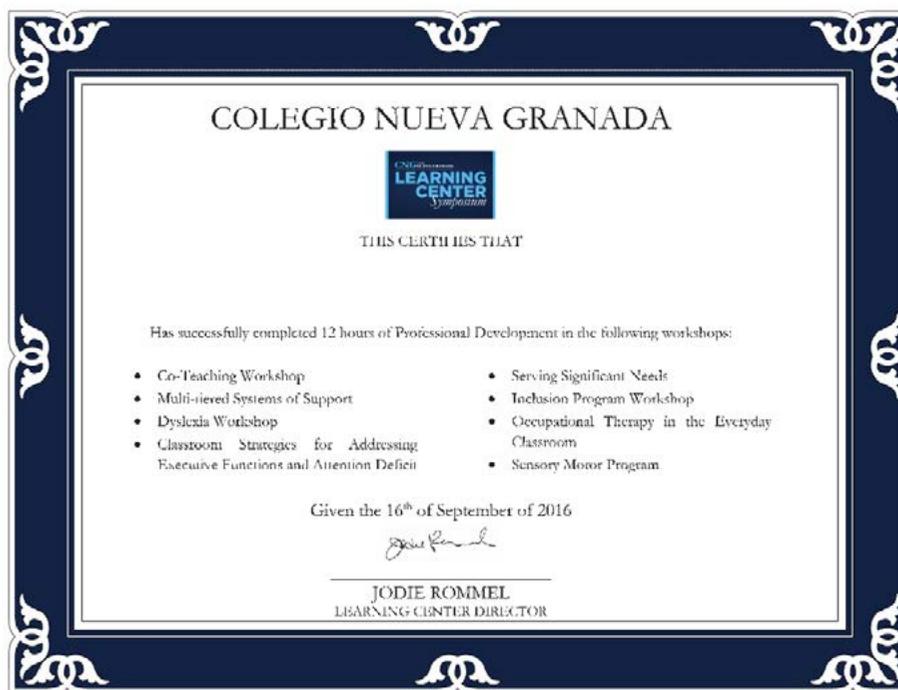
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## 1st Learning Center Symposium @ Colegio Nueva Granada

The Symposium held at CNG this month, was a tremendous success!

Below is a picture of the forty –nine participants, who represented more than eight different countries in the AASSA and Tri-Association regions, and more than twenty schools! CNG is committed to making the Symposium an annual event.

We celebrate this initiative on the part of CNG, which creates important opportunities for other schools in the area of Inclusive Education.



## Social Media Coordinator

*I am very pleased to introduce you to Silvia Tolisano, who recently joined the Tri-Association's Virtual Team as the Social Media Coordinator.*

My name is Silvia Rosenthal Tolisano and I am Tri-Association's new Social Media Coordinator. I am a Third Culture Kid, having been born in Germany, raised in Argentina, having lived shortly in Brazil and am now planted in the United States. Professionally, I am an educational consultant, coach and author. My areas of passion include globally connected learning, amplified education, heutagogical



and pedagogical documentation, blogging and social media for learning. You can find me online under the name of “@langwitches”. I am looking forward to connecting with you in different online spaces.

We live in an age, where information is readily available, abundant and free. Information literacy, the ability to find information, analyze and evaluate information, organize information, tag, categorize, archive, curate, distribute, remix and create new information are valuable skills as the information continues to grow at an exponential rate. We are learning that as individuals and learning organizations, it is not enough to have purely content knowledge which is easily googleable, but that we also need the disposition and skills to be able to “search people” as part of our quest to be lifelong learners. We need to connect with individuals and organizations who value the new information ecosystem of contributing, curating and sharing quality information. Only like this will we be able to navigate the always evolving information.

Clay Shirky in a TED talk points out that it is not information overload, it's filter failure.

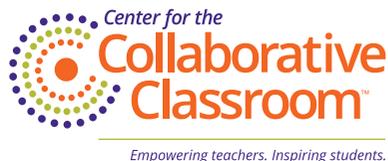
Tri-Association is your partner in creating filters to continue to connect and curate information around International education, 21st century literacies, innovation and pedagogy. One way we are curating is through our lists on Twitter. Tri-Association maintains and is continuously growing several specific lists, containing users directly related to the field of International education, such as International Educators, Administrators, International Schools, Consultants and Coaches, etc. You can find and access these lists by visiting (<https://twitter.com/TriAssociation/lists>)

***Let's continue to network and share resources and information beyond our physical networking opportunities at the annual conference and become connected in an online professional learning network. Please connect and follow Tri-Association on Twitter @TriAssociation.***



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# 2016-17 Regional Institutes Calendar

## Inclusive Education

**Learning Support for Meaningful Inclusion and High Quality Assessment, Grading & Feedback**  
Colegio Bolivar, Cali, **September 8 & 9**

### Learning Symposium

Colegio Nueva Granada, Bogotá, September 15&16

### Digital Badge - Cohort II - Course V

Colegio Nueva Granada, **October 10-13** (registered participants only)

### Digital Badge - Cohort III - Course I

American Nicaraguan School, **September 24 & 25** (registered participants only)

## Coaching

### Cognitive Coaching Institute (Session I)

The Columbus School, Medellin, **February 17-20**, (\*Partnership with AASSA)

### The Art of Coaching

The American School Foundation, Mexico City, **March 31 & April 1**

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Register Here (<https://goo.gl/Ar7bAE>)

## Educating In Sustainability

**Compass Education Level 1 Certification Workshop**  
Colegio Maya, Guatemala City, **November 11 & 12**, (Partnership with AASSA)

**Compass Education Level 1 - Practitioner**  
Thinking, Learning & Acting for a Flourishing and Sustainable World  
by Mike Johnston

**11-12 November 2016**  
Colegio Maya, Guatemala  
\$55 for Tri Association & AASSA members (\$100 for non members)

**Workshop & Registration Info Here**

Contact us:  
[katkins@cm.edu.gt](mailto:katkins@cm.edu.gt)

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Dear Principal/ Head of School,

We are very excited to offer **Compass Education Level 1 Certification Workshop** which will be held on 11-12 November 2016 at **Colegio Maya**, Guatemala City sponsored by **AASSA** and **Tri Association**. This workshop is Level 1 of Compass Education's 2-level educator training programme and part of the qualifications to become a certified Compass Trainer.

In this workshop, participants will be empowered with Sustainability Compass and Systems Thinking tools and methods, and how to incorporate them into teaching practices and own spheres of influence and roles within the school. The tools and methods will enable educators to help students develop the knowledge, skills and dispositions necessary to participate in a complex and interdependent world.

This workshop is suitable for educators/practitioners in any role and teaching subjects, and tools and methods used in the workshop can easily be incorporated in any curriculum. Participants will have great opportunities not only to learn together about sustainability and systems thinking and gain practical application, but also to connect with other educators who are interested and passionate about becoming change agents to transform education into sustainable education for a better world.

We would be very much appreciative if you could publicize this opportunity to your staff and network. Thank you for your time and consideration to this exciting opportunity.

With best regards,

**Robert Steele**  
Compass Education Coordinator

"Empowers and Connects Learning Communities for a sustainable future"

## Early & Primary Literacy

Lifting Learning Off the Page, Early Childhood - Reggio Emilia Focus, Primary - Lucy Calkins Readers' & Writers' Workshop

American School of Puerto Vallarta, January 27 & 28

## Technology & Innovation

### STEM

#### Live Curious, Go Beyond

The American School Foundation of Monterrey, Monterrey, February 17 & 18



([www.livecuriousgobeyond.com](http://www.livecuriousgobeyond.com))

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Escuela Internacional Sampedrana, San Pedro Sula, March 2017

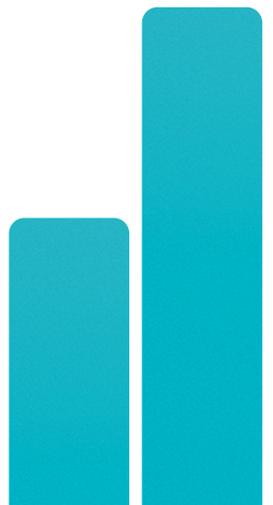
#### Building a STEM Program at Your School

American School of Tegucigalpa, Tegucigalpa, February 2017

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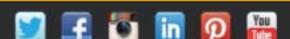
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# Independent Reading in the MS and HS in Mr. Heneghan's Class

By Michael Henegan

(former English teacher at American School of Puerto Vallarta, now teaching at the International School of Latvia)

Since access to English language books is pretty limited here in Puerto Vallarta, I'm pretty excited by the time June rolls around each year when my family and I can head back to the land of good public libraries and bookstores in my hometown of Indianapolis. This is especially true when it comes to professional reading, so I make sure to snag a book or three for the summer and the following school year.

This year I chanced upon a book I'd heard about (on the English Companion Ning, an English teacher online forum begun by the great Jim Burke) called *The Book Whisperer* by Donalyn Miller. It had been a virtual book club selection a few years ago on the Ning, so right away, I thought that was a plus, especially since Donalyn herself had led the book club. I also knew that she was a middle school English teacher, a fellow traveler like me.

The premise of the book was simple (are the best ones almost always?): let students pick the books they want to read and give them time in class to read them. The book was essentially a book report on how she ran her sixth grade class, and how she ultimately got her kids—virtually all of them, not just the high flyers—to read 40 books in a given school year.

With only a 45 minute daily class period, this seemed daunting to me. For years, I had already been doing Sustained Silent Reading (SSR) in my 7th, 8th, 9th, and AP Literature classes twice a week for 15 minutes to much success. The kids liked it **and** it was something supported by Stephen Krashen's research. I decided to follow Donalyn's lead, as well as her inspiration, Nancie Atwell, who recently wrote in *The Telegraph*, "We have almost a quarter century of studies that

document how literacy blooms wherever students have access to books they want to read, permission to choose their own, and time to get lost in them."

Current thought, research, and my gut all seemed to align, so we began having 10 minutes of SSR time in each of my classes every day. We don't have extensive classroom libraries, so we would also visit our school library (the best English language library in our fair city!) much more frequently. We would spend time talking about finding good books. We would set goals not only for how many books we'd read in a year, but also for which genres. Kids would get plenty of

Autobiography Biography Memoir 1	
Other Nonfiction 1	<i>The Magic of Reality</i>
Historical Fiction 1	<i>The Help</i>
Realistic Fiction 2	<i>Lost Symbol (more than 350pg)</i> <i>Inferno (more than 350pg)</i>
Fantasy 2	<i>I Am Number Four (more than 350pg)</i> <i>City of Bones (more than 350pg)</i>
Science Fiction 1	
Mystery 1	<i>Da Vinci's Code (counts as 2)</i>
Informational 2	
Graphic Novel 1	
Poetry Anthology 2	
Free Choice 6	<i>Angels &amp; Demons (more than 350pg)</i> <i>City of Ashes</i> <i>City of Glass</i>

A 7th grade "genre tracker" where students keep track of what they've read and from what genre.

choice, but they'd also be required to explore genres like historical fiction, memoir, and informational texts.



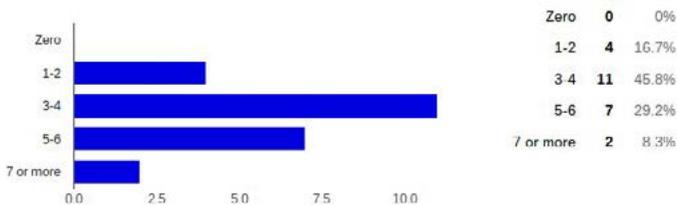
A poster displaying the titles, authors, and ratings from four 9th graders for the 1st quarter.

After one quarter of school, I'd already heard so much positive anecdotal feedback from my kids, I was bursting! Research supported this, my kids liked it, I liked it, it was modeling professional writing for my young writers, it was introducing so much vocabulary for my mostly Mexican English second language learners, it was increasing student motivation for all-things-English-class, AND it was easy to implement!

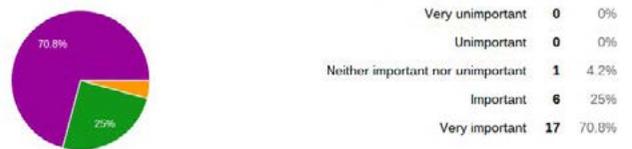


But I wanted data from the students too. After the first quarter, I gave my students an anonymous survey to see how things were going so far. The data below, representative of all of my classes, supports my instincts as a teacher and the research from mentors like Nancie Atwell, Stephen Krashen, and Donalyn Miller. So far, this experiment has been a huge success on all fronts, and I recommend teachers of any class to give it a try.

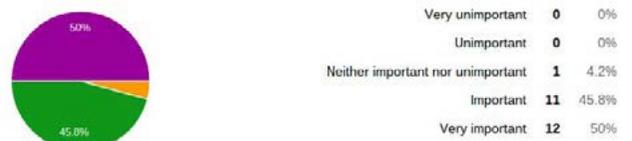
How many books did you finish reading in the first quarter?



How important is it to you to have CHOICE in picking the books you read in English class?



How important is it to you to have TIME to read in English class?





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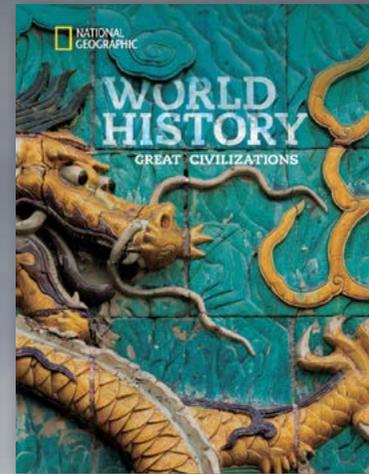
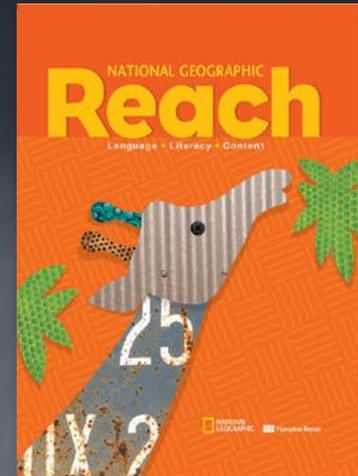
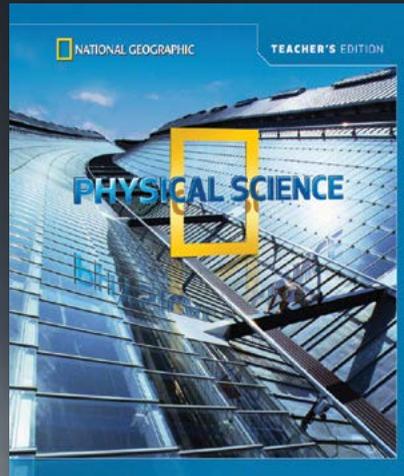
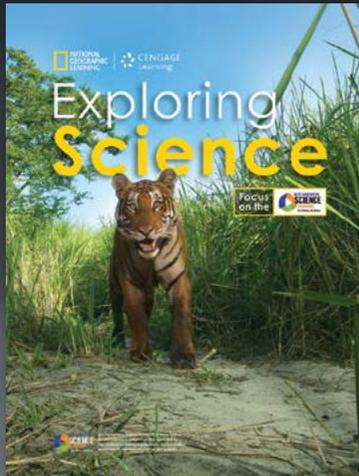
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- ISS Agreement for Tri-Association Regular Member Schools for 2016-17 – You should all have received this email regarding the continuation of our agreement with International School Services.  
If you are planning on recruiting with ISS you need to send them the agreement that was attached.
- Conference Credits from SUNY- Anyone attending the Annual Educators' Conference in Guadalajara who is interested in getting graduate credit for their participation, needs to check out the new requirements from SUNY, Buffalo State (<http://www.tri-association.org/conferencecredits>)
- Directory Updates- if you have new people in your administrative team or library please make sure we received your information because we are sending our databases to EBSCO, NAESP and NAESP for delivery of services you receive as part of your Association benefits.
- **Needed!!! Newsletter articles and pictures! The next deadline is November 15, 2016**
- Tri-Association Directors Business Meeting at AdvancED Conference  
**Tuesday December 6, 2016 from 10:30 - 11.30 AM** in Highlander I&II (Hyatt Buckhead, Atlanta)

# Marshall Memo 652

September 12, 2016

## On-the-Spot Assessment Tools

In this AMLE Magazine article, Ohio district administrator Bryan Drost recommends eight free digital tools to check for understanding and maximize student involvement:

- **Padlet** ([www.padlet.com](http://www.padlet.com)) is a virtual wall on which students can express thoughts on a topic. It's also possible to embed audio and video and have students join a threaded discussion.
- **Recap** (<https://app.letsrecap.com>) is a video-based assessment tool that allows teachers to pose a question, have students respond with a short video recorded on a cell phone, and then get feedback.
- **Today's Meet** (<https://todaysmeet.com>) allows students to engage in live "backchannelling" while a classroom activity or video is taking place.
- **Active Prompt** (<http://activeprompt.org>) allows teachers to upload any image and ask students a question about it; students move a dot on their device to indicate their answer.
- **Flubaroo** ([www.flubaroo.com](http://www.flubaroo.com)) is a plug-in for Google Sheets that allows teachers to quickly score student quizzes.
- **Zaption** (<http://zaption.com>) allows teachers to take already-made videos (like a YouTube clip), publish interactive lessons, and track student understanding.
- **Nearpod and Pear Deck** ([www.nearpod.com](http://www.nearpod.com)) and (<https://www.peardeck.com>) allow teachers to embed interactive assessments into a slide deck and get student responses via their cell phones.
- **Quizlet Live** (<http://quizlet.live>) allows students to practice teamwork and communication skills while the teacher checks for understanding.

*"8 Digital Formative Assessment Tools to Improve Motivation"* by Bryan Drost in AMLE Magazine, September 2016 (Vol. 4, #2, p. 42-43); Drost is at ([drostbr@gmail.com](mailto:drostbr@gmail.com))

# Marshall Memo 650

August 29, 2016

## 1. The Gracious Leader

In this *New York Times* column, David Brooks says, “The people in public life we really admire turn experience into graciousness. Those people, I think, see their years as humbling agents. They see that, more often than not, the events in our lives are perfectly designed to lay bare our chronic weaknesses and expose some great whopping new ones. Sooner or later life teaches you that you’re not the center of the universe, nor quite as talented or good as you thought. It teaches you to care less about what others think and, less self-conscious, to get out of your own way.”

Brooks mentions a number of gracious leaders – Abraham Lincoln, Mahatma Gandhi, Nelson Mandela, Dorothy Day, Martin Luther King, Pope Francis, Vaclav Havel – and quotes Juan Gabriel Vasquez: “Experience, or what we call experience, is not the inventory of our pains, but rather the learned sympathy towards the pain of others.”

Brooks continues: “You can learn some truth out of a book or from the mouth of a friend, but somehow wisdom is not lodged inside until its truth has been engraved by some moment of humiliation, delight, disappointment, joy, or some other firsthand experience... Experience distills life into instinct. If you interpret your life as a battlefield then you will want to maintain control at all times... If you treat the world as a friendly and hopeful place, as a web of relationships, you’ll look for the good news in people and not the bad. You’ll be willing to relinquish control, and in surrender you’ll actually gain more strength as people trust in your candor and come alongside. Gracious leaders create a more gracious environment by greeting the world openly and so end up maximizing their influence and effectiveness.”

“The Art of Gracious Leadership” by David Brooks in *The New York Times*, August 26, 2016, ([http://www.nytimes.com/2016/08/26/opinion/the-art-of-gracious-leadership.html?\\_r=0](http://www.nytimes.com/2016/08/26/opinion/the-art-of-gracious-leadership.html?_r=0))

# Marshall Memo 650

August 29, 2016

## 2. Life Lessons

"On the one hand, our homegrown instincts about the world can be deeply flawed," say the editors of *Psychology Today*. "The bias built into each of us is exactly what the methods of science are designed to overcome. At the same time, wisdom proceeds directly from personal, lived experience." This serves as an introduction to sixteen behavioral scientists' advice for leading a good life.

- **Don't hold back; change demands full-on commitment.** Peter Kramer learned to ski in his thirties, and having reached the intermediate plateau, was held back by fear. "The problem, instructors said, was that I was still 'in the back seat,' holding my weight up the mountain," says Kramer. "I needed to commit, to trust my skis, to let them carve."
- **When life issues an invitation, accept it.** "Spontaneity, in my view, is the best antidote to fear and habit," says Joachim Krueger, "both of which are part of our repertoire but should not dominate. Fear and habit hold us back and make us predictable. Spontaneity opens the door to creativity and happiness, in part because of the unpredictability it brings."
- **Value a little compulsion.** "The drive to discover brings deep satisfaction," says Joe Herbert of his work as a researcher. "And we understand the compulsion that drives musicians, artists, writers. They create, we discover."
- **Understand how the human mind works.** "Our brains are designed to create, not to hold onto, content," says Todd Kashdan. "It is essential to extract information and file it away into easily retrievable documents. I keep an electronic diary on my computer plus a physical notebook in every cranny of my house. When possible, I also 'outsource' tasks that require self-control, tying daily activities to environmental triggers. Automated routines increase my efficiency – paradoxically offering the greatest space for serendipity."
- **Expect the unexpected.** "And when that unexpected thing is not to your liking but you cannot change it, make peace with it," says Toni Bernhard. Formerly a professor at the University of California/Davis law school, she became ill and was confined to her house, often her bed. "I was angry and full of self-blame," she says. "It took me years to realize that the battle I was waging against what I could not change was only adding mental anguish to the physical suffering." She began to study classical music, grew bonsai trees, and wrote about chronic pain and illness to help others similarly afflicted.

- **Practice the art of under-reacting.** “A Zen perspective helps balance the bad and the best,” says Douglas Kenrick. An ancient Chinese story captures this mindset. A farmer wakes up to find that a wild horse had wandered onto his land, and his neighbors congratulate him on his good fortune. The next day, his son tries to ride the horse and is thrown, breaking his leg in several places. The neighbors commiserate on such bad luck. The next day, an army marches through conscripting young men for a war in a far-away land, but the son is spared because of his injuries. The neighbors marvel at the family’s good fortune. In all three cases, the farmer just shrugs. He has the right perspective on life.
- **Stop. Worrying. Now.** Karl Andrew Pillemer interviewed hundreds of senior citizens, asking them what advice they wanted to pass along to young people. To Pillemer’s surprise, the most frequent suggestion was to spend less time worrying. “Older people are fine with planning,” he says. “What they want us to stop is the repetitive, pointless rumination about things we can’t change... Worry is not only futile, it poisons the present.”
- **Always carry a sense of humor.** “Using humor leads to recuperation, restoration, and redemption,” says Regina Barreca. “Humor allows you to get your spiritual deposit back from periods of tragedy, betrayal, loss, and fear. It is emotional recycling at its best. Once you make an event into a story, it’s no longer just something that happened to you. You control it.”
- **Do it while you can.** “When we conceive of time in the abstract, objectifying time, one moment seems as good as the next,” says Tim Pynchon. “This perspective allows us to play a shell game of procrastination, where the promise of a future time quells the anxiety of the present, so we move our intention to act to tomorrow... Every moment is a moment in which both future and past are at stake; every moment is the decisive moment, the right moment.”
- **Consider the opportunities you will one day kick yourself for missing.** “Younger people often regret actions they have taken that were embarrassing or got them into trouble,” says Art Markman “– cheating on tests, asking out a romantic interest and being turned down. In contrast, the biggest regrets of adults in their 70s and 80s are the actions they did not take – never learning to swing dance or not switching careers when they had a chance. When young, people are prone to avoid risks and potential failures in the belief that they will rue any bad outcomes... It is helpful for younger adults to deploy the mental capacity to travel in time... Consider the experiences that the older you will likely regret not having had.” Markman had a moment like this in his 30s, learned to play the saxophone, and experienced many transcendent moments that he will never regret.
- **Take the long view.** “Our identity in the present is shaped in part by our view of the person we hope to become,” says Susan Krauss Whitbourne. “By checking in on that future perspective, especially when big decisions come your way, your hoped-for self can become the self you achieve.”

- **Respect your future self.** “Setbacks are no reason to jettison belief in yourself,” says Glenn Geher. “You need to be open to the fact that, when it comes to your future, anything can happen. So don’t sell yourself short... Expect failure, learn from it, smile at it – and move forward anyway.”
- **Don’t just look – observe.** When Joe Navarro came from Cuba to the U.S. as a child, he spoke no English, but he had a lot of questions: “Who likes me? Who portends ill? Whom did I have to avoid? How do you make friends out of enemies? How do people talk to each other? What is too close when talking? What is too loud? What do I do when I don’t understand the rules of basketball, volleyball, kickball, or tennis? Whom should I hang around with and whom should I avoid?... Early on, I began to observe and catalog what people felt, thought, intended, or desired through their nonverbal communication. It allowed me to deal with my new American reality and to help my parents.” All his observing and questioning served him well when he became an FBI special agent – a job that he says is basically people-watching.
- **Lived experience is a fine teacher.** “Only when I became a parent,” says Jonathan Wai (he took two years of parental leave to raise his first son), “did I understand my own parents – and especially why my mother kept seeing me as a child and telling me what to do. When a parent sees a grown child, they also experience an emotional time continuum – all the years and memories that came before.”
- **Comfort is overrated.** Jean Twenge is critical of the way some colleges are requiring professors to post trigger warnings, which, she says, “have come to mean that no one would ever feel uncomfortable. This is a counterproductive, even dangerous notion. We cannot be protected from every risk and challenge... If you are comfortable, you are not learning. Feeling uncomfortable is not a reason to reject an opportunity. It’s a reason to embrace it.”
- **We never outgrow the need to sharpen our game.** Ronald Riggio describes how he put the lessons of psychology to work in his life, determined not to settle for “good enough.” Among other things, he figured out how to get to sleep at night, how to set SMART career goals, and how to be a better listener.

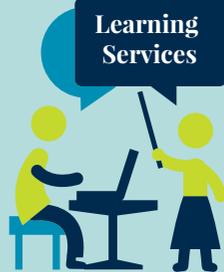
“16 Life Lessons” from various authors in *Psychology Today*, October 2016 (Vol. 49, #5, p. 62-71), no e-link available



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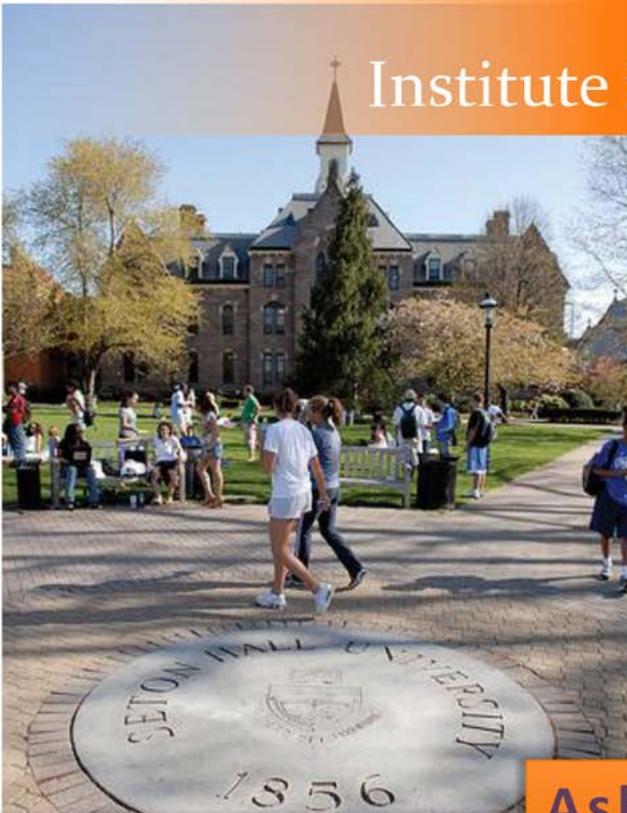
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***“If we don't take this charge seriously...who will?”***

***The Point of No Return: Climate Change Nightmares Are Already Here;*** Rolling Stone Magazine: **(this)** article clearly demonstrates how the decisions of our antecedents have historically neglected to consider the wellbeing of the world we would inherit. Furthermore, if we don't reverse this failing, it may catalyze our very destruction.

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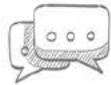
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### ► Association Information

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### ► From the Executive Director

Please send me articles featuring the important work and events taking place in your school!

#### Newsletter Submission Deadlines

- Winter 2016:  
November 15, 2016
- Spring/Summer 2017:  
March 15, 2017

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2016	November 19 iFair - Connect one-on-one online	2017	January 5-8, 2017 Bangkok IRC at the Shangri-La <i>in partnership with Teach Away</i>	February 9-12 San Fran IRC at the Hyatt Embarcadero <i>in partnership with Teach Away</i>	Visit <a href="http://ISS.edu">ISS.edu</a>
	December 4-6 Atlanta IRC at the Westin in Buckhead <i>in partnership with AASSA</i>		February 6-8 AAIE San Fran at the Hyatt Embarcadero	March 22    May 17 iFair            iFair	