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Shanghai American School Board of Directors Scheduled Meetings for School Year 2009 – 2010

Board Meetings	Dates	Venue*
Board Meeting #5	Tuesday, January 19, 2009 @ 6.30 PM	Pudong Campus
Board Meeting #6	Tuesday, February 23, 2009 @ 6.30 PM	Puxi Campus
Board Meeting #7	Tuesday, March 30, 2009 @ 6.30 PM	Kerry Centre
Board Meeting #8	Tuesday, April 20, 2009 @ 6.30 PM	Pudong Campus
Board Meeting #9	Tuesday, May 25, 2009 @ 6.30 PM	Puxi Campus
Board Meeting #10	Tuesday, June 12, 2009 @ 8:00 AM	Puxi Campus

*Puxi Campus Venue: Central Administration Conference Room, SAS Puxi Campus, 258 Jinfeng Lu, Huacao Town, Minhang, Shanghai 201107

*Pudong Campus Venue: High School Library Garden Room SAS Pudong Campus, Shanghai Executive Community 1600 Ling Bai Road, San Jia Gang, Pudong, Shanghai 201201

*Kerry Centre: Shanghai Kerry Centre, 32F; 1515 Nanjing Road West; Shanghai 200040

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COVER: Dion Loke, Grade 11, Pudong campus, raises a point of information in the Economic and Social Council at THIMUN Singapore 2009. EAGLE photo by Mary Kipp McDaniel.

is published twice a month, although publication schedules in a given month because of holidays and vacations may vary. The EAGLE is produced by the Advancement Office of Shanghai American School (SAS). Information in The EAGLE is primarily about SAS organizations, people, and classes. We encourage parents, students, staff, teachers, and administrators to submit stories and photographs. Anything we publish from non-SAS sources is published on a space-available basis. Editors reserve the right to edit all submissions for style, length, and taste.

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The Eagle is produced from offices on the Pudong and Puxi campuses of SAS. Our e-mail address is: eagle@saschina.org.

**PRODUCTION SCHEDULE:
 ISSUE DATES & DEADLINES**
 (Please submit stories and photos by the deadline for the issue date indicated)

Remaining issues for 2009-2010:
 January 29: Deadline, January 19
 February 11: Deadline, February 1
 March 12: Deadline, March 2
 April 9: Deadline, March 31
 April 23: Deadline, April 13
 May 7: Deadline, April 28
 May 21: Deadline, May 11
 June 4: Deadline, May 26

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LETTER FROM THE EDITOR



Generally, I've regarded New Years resolutions as an innocuous activity for the hopelessly neurotic. After all, someone who does the same thing over and over, expecting a different outcome, has got to be a little bit disturbed. And being both neurotic and disturbed, I keep making resolutions without fail every year.

This year is somewhat different. Thanks to the inspiration of Cindy Easton's, Karen Campbell's and Kimbra Power's fifth-graders who have shared their resolutions with us in this issue (see pages 14-15), I am no longer a hopeless neurotic; I am a *hopeful* neurotic. I think I have a chance. You gotta read these. They are just the best. These children—so full of hope and promise, so bright and earnest—they're an absolute inspiration to be around.

Experts says that resolutions should be measurable and achievable, i.e. realistic. For example: "This year I will become

fluent in Chinese." How do you measure a goal like this? For me, this means that within 12 months, I will be able to tell the taxi driver to get me home to my Jinqiao flat at Green Court without using the word "Jelly-four."

Other possibilities: "I will learn how to perform a 'right-click' function on my MacBook." I might need two years for this one. Or, "In 2010, I will stop embarrassing myself." I don't know how to measure that goal, and it's certainly not realistic or achievable.

Some resolutions I know I won't keep, so why make them? I'm not going to lose a ton of weight, I'm not going to get organized, I am not going to take control of my Facebook page. I mean, I might do those things, but not because it's January 1—but because I need to for my own sanity.

So I don't know. What now interests me is the "personal metrics movement," the practice of tracking every facet of our physical lives and then analyzing that data to produce better results. Personal metrics is catching on these days, and some are suggesting that it contributes to a new field of knowledge.

One observer says that "keeping personal statistics on everything from heart rate, blood pressure, mood at various hours of the day, body response to and quantity of exercise, weight gain or loss, cognitive speed, pain levels, caloric intake and other measurable aspects of our lives is becoming easier all the time, thanks to advances in the technology readily available to most people. Computers, iPhones, pedometers, heart-rate monitors, blood-sugar meters, cyclometers and the like not only make it simple to read our personal numbers, but also to maintain a record of them over time."

This can get out of hand, of course. For example, there's a Facebook app that randomly pings you with a text message, to which you respond with a number indicating your happiness level at that moment. I can't imagine that I'm going to be very happy getting pinged randomly throughout the day by my computer. There's enough ping in my life already.

But, anyway, eventually, if you do this right, you get a happiness graph against which you can compare other tracked events in your day.

How might personal metrics make a difference for you or me? We might track how much time we sit in front of the TV; how much time we spend reading, or exercising, or meditating, or studying, or eating, sleeping, and so on. We might measure how far we walk in a week, or run, or bike. We do this for a month, or even one week, and we can begin to monitor progress.

I think we're sort of hard-wired for improvement. We want to *do* better. We want to *be* better. And we love it when we have the tools—when someone (a teacher, perhaps) *gives us the tools*—to make actualization and achievement possible.

I see this basic human impulse in what the fifth-graders say. They want to "stop biting" their nails, to be kinder to a brother, to practice more on piano and violin, to not lie anymore. It's great to be part of a team that's helping children achieve their goals and their dreams. I am a part of this. YOU are a part of this. It's very cool.

—Timothy Merrill, Editor, The EAGLE

To learn more about the personal metrics movement, see Gary Wolf's article of June 22, 2009, in *Wired* magazine ("Know Thyself: Tracking Every Facet of Life, from Sleep to Mood to Pain, 24/7/365").

Shanghai American School has a rolling admission process. If you know someone who is interested in becoming part of our Shanghai American School International Community, please send an e-mail to: admission@saschina.org.

Next Issue:
 January 29
Deadline for next issue: Tuesday, January 19

Curriculum defines our educational goals

What, exactly, does a curriculum coordinator do?

By Alicia Lewis, Curriculum Coordinator

So, what exactly does a Curriculum Coordinator do," is a question frequently received from both those within and outside of the educational community. The clearest answer would incorporate the title of the position: coordinate opportunities about which teachers and administrators might reflect, review, and refine the school's curriculum.

Embedded in this answer is the quest for assurance that our intended (written), assessed, and taught curricula are in alignment and agreement. Interestingly enough, when explaining the role of a curriculum coordinator, the varied way the word *curriculum* is used often clouds clearly defining what curriculum is, what it should be, and what it hopes to accomplish.

As we continue our ongoing and cyclical curricular work here at Shanghai American School (SAS), the etymology of the word can aid in forming a shared understanding. *Currere*, the infinitive Latin root of "curriculum," means to run a course, or race a chariot along a specified path or track. We can consider each academic year as lap on a track or checkpoint in a marathon race with increasing rigor and expectations for (intellectual and creative) stamina in the quest for "personal best." At SAS, we look to our own standards and benchmarks as the parameters for the academic expectations and learning targets for each year.

SAS standards are an amalgamation compounded from a variety of respected resources. These include, but are not limited to U.S. national standards of various disciplines (e.g., the National Council

Teachers of Mathematics, Music Educators National Conference, National Council of Teachers of English, National Association for the Education of Young Children), exemplary U.S. state standards, standards from the American Education Reaches Out (AERO) collaborative initiative involving international schools and U.S.-based educational organizations, the objectives of the International Diploma Programme where applicable, and most importantly, the research and collaborative efforts of our SAS teachers and administrators.

These standards and benchmarks are housed in Atlas, our internal, internet-based curriculum system through which teachers can choose those benchmarks most relevant to a particular unit of study.

The Atlas Curriculum Management system is accessible to all teachers and administrators, allowing for transparency and communication for stronger continuity from the students' perspective as s/he moves from grade to grade. It also allows us to track our standards alignment and assessment practices — the opportunities to *observe* student attainment toward learning targets, to *note* trends, such as those areas deemed essential or of greater import by selected attention and repetition over time, and to *generate* reports such as the ones below to help further our conversations about curriculum and assessment and appropriately evaluate our practices and curricular decisions. While the SAS Curriculum Coordinator serves both



Alicia H. Lewis, Curriculum Coordinator

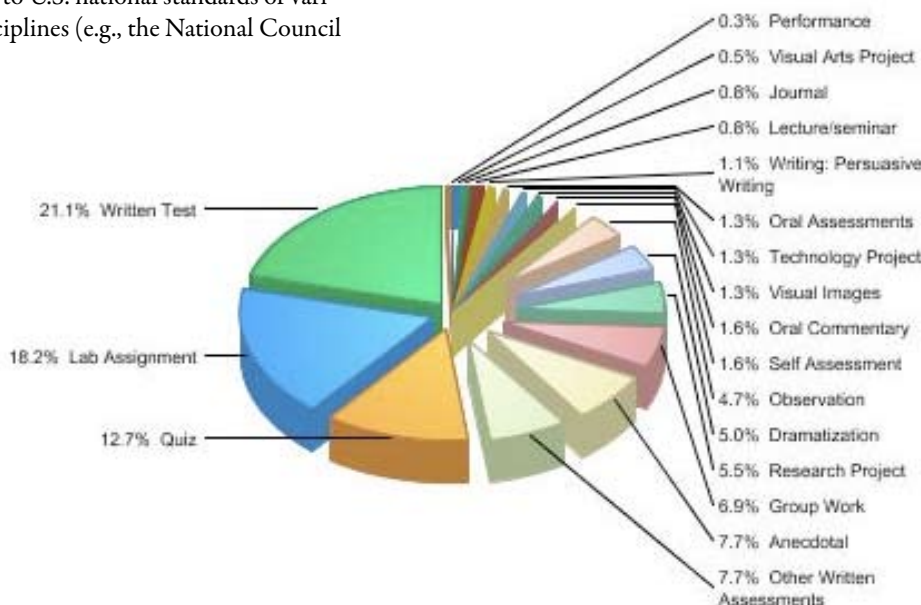
“ Currere, the infinitive Latin root of "curriculum," means to run a course, or race a chariot along a specified path or track. We can consider each academic year as lap on a track or checkpoint in a marathon race.

campuses, each campus has its own Atlas expert on the system's functionality for continued instruction in documenting (the taught) curriculum and support as needed.

Figure 1: Standards Assessment — Methods

Educators' understanding of what curriculum should be has changed drastically from the time when we were students. A long-term veteran of education jokingly shared how teacher-training in curriculum used to be centered around which publisher was best and how to choose a good textbook for the school. Where basal readers, Multiplication and Periodic charts, rote memorization, and lectures with students (hopefully) taking notes previously sufficed, we now know that this era requires students to extend beyond simply knowing to understanding as engaged collaborators in the educational process, guided by an educational professional while learning through hands-on opportunities which challenge them to explore real-world problems. With the exponential increase in the amount of information literally at a student's fingertips over the last fifteen years, graduates of this decade

—See CURRICULUM on page 4



GIVING TO SAS:

The 2009-2010 Edge for Excellence Annual Fund campaign is underway

The Edge for Excellence campaign to enhance the education of every student at SAS is in its second year. On Friday, January 8, donor invitation packets went home with every student by “backpack mail.” Already, gifts are coming in—as well as good questions about voluntary giving at SAS. Here’s a summary of what parents have been asking.

What is the Edge for Excellence annual fund?

The Edge for Excellence campaign offers everyone in the SAS community—parents, alumni, faculty and staff, students—the opportunity to make a voluntary charitable gift to the school to enhance educational services for all students in every division.

How were last year’s funds used?

The 2008-09 campaign raised over \$200,000 in gifts and earned a \$150,000 foundation match to support the enhancement of technology in every SAS classroom on both campuses. Each classroom was outfitted with a sound system, an LCD projector and a document camera.

How will this year’s funds be used?

The 2009-10 campaign seeks as much as \$250,000 to ensure that our four-library system serving all six school divisions meets 21st-century standards for digitally assisted learning. All funds raised will be spent (1) to acquire the latest online research and learning services; (2) to train librarians in the use of these tools to assist students at all age levels; and (3) to add to

This book-themed invitation, containing a pledge card and a letter from the campaign chairs, was sent to every SAS family on January 8.

CURRICULUM, con't from previous page

will be assumed competent in discerning which information is relevant and able to manipulate or apply it to new situations to fulfill the needs of a specific project or task at hand — often referred to as critical thinking and problem-solving skills.

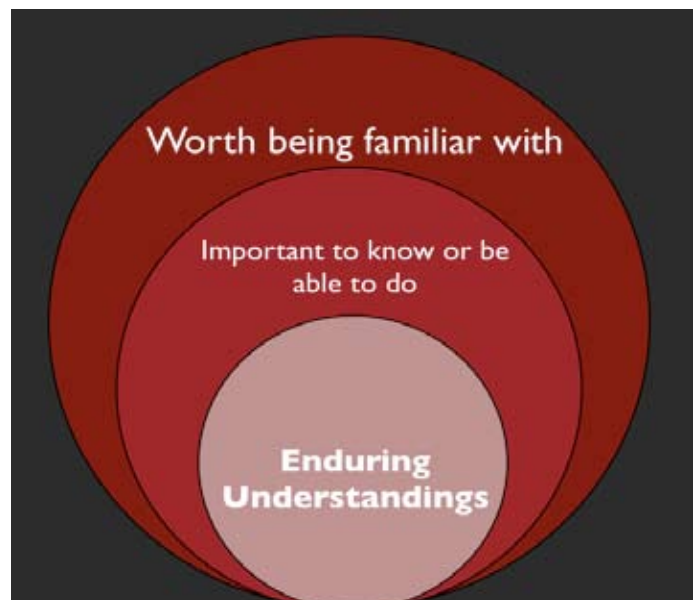
SAS’s commitment to developing these necessary skills in our students are most clearly seen through cross-curricular and co-curricular Established School-wide Learning Results (ESLRs) – those dispositions known as our E.A.G.L.E.S. — which are introduced, reinforced, and reiterated across grade levels and disciplines. We instruct our students in such ways that they increasingly become Empowered — risk-taking and imaginative life-long learners, Adaptable, Globally-Minded, Literate — and communicative, inclusive of artistic expression, Ethical, and Skilled Inquirers.

These ESLRs (our E.A.G.L.E.S.) and site-created Standards and Benchmarks in their curriculum review process. Some have an on-going review process; we are currently using a five-year review model established in 2005-06 to examine our curricular practices and set our professional development plans across subject areas. Currently, Social Studies is under “review,” meaning we are in the process of assuring the departmental philosophy not only aligns with our SAS Mission, Core Values, and Vision Statements, but is reflective of current instructional practices and Essential Agreements. The Social Studies Task Force, representative of Social Studies educators from each division on both campuses, is extracting from the wealth of information available to students, those skills most essential or enduring understanding — the bullseye of understanding and skills reflected in Figure 2. Enduring Understandings reflect the knowl-

edge, skills, and understandings educators want the students to retain long after the unit of study or course has ended.

Figure 2 - Enduring Understandings (adapted from Wiggins and McTighe’s Understanding by Design)

The strength of our Curriculum Review process is that it is never “finished.” While students may graduate and pass the proverbial finish line, educators continue to review, renew, implement and adapt the curriculum or educational path to incorporate the latest research and proven best practices to the benefit of Shanghai American School students.



Questions and Answers

the book collections and other resources serving students in every division.

What is this year's goal?

The proposed library enhancements to be covered by this year's campaign are projected to cost as much as \$250,000. An equally important goal is the rate of participation—we hope everyone in the school community will make a contribution to this effort. Finally, the campaign will be an enduring success if it creates a deeper understanding of voluntary giving within the SAS community, further strengthening the “culture of philanthropy” at the heart of all truly world-class schools.

Why an annual fund—doesn't tuition pay for everything that's needed?

SAS depends on tuition and fees for almost 100% of its annual educational expenses. In order to keep yearly increases as low as possible, the school looks to voluntary contributions from parents and other community members to support education for every student in ways that tuition simply cannot be stretched to cover.

Do other schools have annual funds?

Making voluntary gifts to support education is a long-standing tradition at the finest international and American independent schools—the same schools to which SAS compares itself and whose performance (as measured by college placement and academic achievement) SAS students regularly meet or exceed. SAS is a world-class school in every respect, except in the developing area of voluntary giving. The Edge for Excellence campaign seeks to place SAS at the forefront of philanthropic giving among international schools in Asia and the world.

How much should I consider giving?

Every gift reflects the donor's personal circumstances and is the result of a thoughtful decision. The Edge for Excellence campaign emphasizes the participation of as many donors as possible without specifying a particular size of gift. No gift can be too large, or too small. Please consult the recognition levels suggested on this page and at www.saschina.org/giving.

How may I make my gift?

Choose the method that's easiest! Donors may:

Give online in U.S. dollars using a credit card through the SAS website (www.saschina.org/giving). Online gifts are received by the Friends of Shanghai American School Foundation, a U.S. 501(c)(3) organization, making American citizens eligible for a U.S. income-tax deduction to the extent allowed by law.

Make payment in person, using cash or a credit card, by visiting the cashier's window at either the Pudong or Puxi campus, or by delivering cash to the Office of Advancement on the Puxi campus.

Send a U.S. check or make a wire transfer payable to the “Friends of Shanghai American School Foundation.” Checks may be mailed to the SAS Office of Advancement, c/o Ji Liu, 258 Jin Feng Lu, Hua Cao Town, Minhang District, Shanghai 201107; or to the Friends of Shanghai American School Foundation, 15 Roszel Road, P.O. Box 5910, Princeton, NJ 08540 USA. As with online gifts, these contributions make American citizens eligible for an income-tax deduction to the extent allowed by law.

How will I be recognized for my contribution?

Every Edge for Excellence gift will be receipted and acknowledged
January 15, 2010

Giving Opportunities

The Edge for Excellence campaign will gratefully recognize every donor at every level of support. Here's how you can help:

Guanxi Circle:

Up to RMB 1,000 or USD \$150

Shanghai Circle:

Up to RMB 3,500 or USD \$500

Consulate Circle:

Up to RMB 7,000 or USD \$1,000

Ambassador Circle:

Up to RMB 35,000 or USD \$5,000

Eagles Circle:

Above RMB 35,000 or USD \$5,000

SAS accepts RMB cash; USD checks; Visa MasterCard or UnionPay charges; or wire transfers to the school's U.S. bank. U.S. citizens may choose to write a check or arrange a wire transfer to the “Friends of Shanghai American School Foundation,” a not-for-profit organization incorporated under Section 501(c)(3) of the Internal Revenue Code. Gifts of cash to the Foundation are deductible for U.S. income-tax purposes.

Questions?

Write edge@saschina.org or call Fred Rogers, Director of Advancement at 6221-1445 x2415.

in writing. The names of all donors—unless they request to be anonymous—will be listed in the SAS bi-weekly magazine, *The Eagle*; online on the SAS website; and on commemorative plaques hung in various locations in all school divisional buildings.

How will I feel after making a gift?

Terrific! There are few feelings more satisfying than knowing your freely offered contribution is helping to improve the daily educational experience of your child—and every student—at SAS.

What if I still have questions?

Please contact campaign co-chairs Mery Montgomery and Fanghua Jiang directly by writing to edge@saschina.org. You may also call Fred Rogers, director of the Office of Advancement, at 6221-1445 x2415.



HABITAT team from Shanghai American School helps build houses and friendship in Guangdong province

By Dave Merwin, Class of '53

It was a hot and sunny day in early October as we—23 members of a Habitat for Humanity work team from the Puxi Campus of the Shanghai American School—sped north from Guangzhou along a four-lane highway aboard a Habitat bus bound for the northern reaches of Guangdong Province. By mid-afternoon, the highway, now flanked by fields of rice and sugar cane, began its climb into the mountains through a verdant, semi-tropical valley—its green escarpments evocative of Hawaii.

An hour later, we entered Shaoguan—a major city straddling the Qu River and near the border of Hunan. Shortly thereafter we pulled up to the Qu Jiang Hotel, our accommodations for the duration of the project.

Early the next morning, we set out in our bus for Maowu, a nearby village and the site of our project. Soon we were heading down a narrow, winding road that took us into a valley and past glistening rice fields, rippling duck ponds, grazing water buffalo and tile-roofed mud-brick farmhouses to our destination, where the bus pulled up on the side of the road.

Across the road, rice fields stretched north under blue skies toward a range of mountains in the distance. A lone farmer walked along a meandering path through one of the fields, wisps of clouds floating overhead. On our side of the road lay a huge construction site, on which 12 structures were going up. Arranged in a tight grid, they represented different stages of construction—from patches of skeletal-like rebar towers to two-story brick-and-concrete structures, each girded by elaborate bamboo scaffolding and featuring elements that suggested a house: staircases, second-floor balconies, and door- and window-openings, for example.

There was a formidable array of equipment and building materials around the site: a portable concrete mixer; a small front-loader tractor; wheelbarrows equipped with bicycle wheels; a huge pile of bricks; pick-up stick piles of long, spindly tree trunks; mountains of sand and gravel; piles of straight rebar alongside jumbles of pre-bent rebar; stacks of discarded plywood, ripped and stained; improvised paths of plywood sheets, laid down to ease the travel of wheelbarrows carrying bricks or freshly made concrete from their source to the foot of a building's staircase.

After spending a few minutes taking in the scale of the project, we headed down a plywood path that ran between a cluster of four almost-completed structures to the site of the old village, all but its main gate hidden by the buildings under construction, nestled at the foot of a wooded hillside. Many of the mud-brick buildings, with gaping holes and crumbling plaster, were in danger of disintegrating.

Three of the villagers were waiting at the gate to greet us: He Qizuo; his son, He Yongxin; and Huang Xingou. They represented the three families whose homes we would be helping to build, and with whom we would be working side by side. Mr. He ushered us in, and one by one we stepped over a high, stone threshold and into a large room, our eyes immediately drawn to a large, square hole in



the ceiling twenty feet above us, the area around it buttressed by a grid of rough-hewn timber posts and beams, and through which daylight was streaming. And directly below the hole, at our feet, was a square, open well.

And as we stood there gazing at the hole in the ceiling, Mr. He, noting our curiosity, told us, "It's called a 'tian jing,' or sky well. The hole lets in rainwater and the well captures it," adding, as he pointed to the well, "If you look closely, you'll see a turtle in the water."

At the back of the room there was a small shrine where sticks of incense placed in vases smoldered. Above the shrine hung two glass-framed black-and-white photo portraits, flanked by a series of smaller ones that extended around to and along the adjoining walls. "Our ancestors, going back five generations," Mr. He said, and, pointing to two of the photographs, added, "My father and mother."

It was here in the ancestral hall that we gathered every morning to pick up our tools and safety equipment—hoes, shovels, pick axes, gloves and hard hats.

It was here that we ate lunch every day—delicious meals of rice, pork, chicken, green beans, tofu, bean sprouts, tofu, winter melon—prepared by Mr. He and his son.

And it was here that we occasionally sat around the sky well with members of the village, snacking on peanuts and chestnuts and tangerines while chatting and learning about the villagers and their life. Rice and peanut farming is the mainstay of the village. The people of the village are Hakka, the Hakka dialect still spoken among the elderly. Many of the young people these days go out to find jobs in nearby shops or factories, some even venturing to places as far away as Guangzhou to find work. They hope to be able to move into their new homes in time to celebrate New Year 2010 in them.

Over the course of our weeklong stay at Maowu, we undertook

several tasks. One was to supply bricks to the masons building the walls. We worked alongside four women—Zhang Jingjiao, Zhang Qingmei, Jiang Wumei and Xiao Jinme—who, in an impressive display of strength and endurance, loaded wheelbarrows with bricks from a huge pile that had been dumped along the road at the edge of the construction site (the pile replenished daily by big, blue dump trucks). The women then transported the bricks, by way of improvised paths of plywood, to the foot of a staircase, where they dumped them.

Then we passed the bricks, two at a time, along a line that we had formed up the staircase to the building's second floor, the line buzzing continually with song and chatting and joking. Sometimes, we had two lines, each running up opposing staircases, and we would compete to see which one could get two hundred bricks up to the second floor first. By the end of the week, we had supplied the masons with 10,000 bricks, enough to construct all the walls of one floor.

Another task was to fill in excavations in which cisterns had been placed before we had arrived. Wielding pickaxes and hoes, we broke up piles of excavated dirt, which had hardened over time, and then shoveled the dirt into the open spaces around the cisterns.

On our last day in Maowu, in a display of the camaraderie that had developed over the preceding days, several members of the Habitat team were doing the work of breaking up a pile of dirt, while some of the teen-age girls from the village did the shoveling. As they worked, the pace steadily increased, the shovels, pickaxes and hoes becoming blurs—until someone called out, "Break!"

Leaning on her shovel, one of the village girls looked up at those standing on the pile of dirt and said in an apologetic tone, "We're really impressed with how hard you're working, and we are trying



are hardest to keep up with you.” A brief silence. Then a response: “No, no. It’s the other way around. It’s we who have been trying our best to keep up with you, wanting to carry our share of the load, not wanting to let you down.” Then: peals of laughter.

Late that afternoon, we all gathered out in front of the ancestral hall to say goodbye and to have a group photo taken.

Mr. He, framed in the hall’s doorway, thanked the team for its contribution to Maowu, and as Habitat’s Michael Chen handed out certificates of appreciation, there could be no doubt about the feelings of the villagers as they smiled, applauded, and gave the thumbs-up gesture.

Nor could there be any doubt about the friendship that had been forged when during the group shot Ms. Jiang gently placed her hand on the shoulder of Robyn Vierra, one of the Habitat team leaders; people lingered when the time came to leave, reluctant to get on the bus—“I don’t want to leave,” said one as some hugged, and tears came.

Nor could there be any doubt about the appreciation these students from the Shanghai American School had for



Habitat, for its role in helping to promote amity across the globe; some of them had been on other Habitat projects around the world, including in Africa, India, and the Philippines. As one student put it, “Habitat is awesome.”

A remarkably diverse group, the students represented a range of provenances—South Asian, East Asian and, European—as well as nationalities—Indian, Korean, Canadian, German, Spanish, and American. And their experiences across cultural and national boundaries are noteworthy. Katherina, for example, a German, spent thirteen years in Zimbabwe and two in the Philippines before arriving in China. Melissa, an American, whose mother is from Taiwan and her father from the United States, has lived in Taiwan, Indonesia and the United States. Sharika, an Indian, born in Kashmir, calls Singapore home and summers with relatives in Connecticut. Tong Yi, a Spaniard, whose parents emigrated in the 1990s from Fujian Province to Madrid, attended a course in international relations at Johns Hopkins University this past summer, aiming to be a diplomat.

Given these characteristics of the group—their cosmopolitanism and willingness to work in behalf of others—it’s not hard to imagine them as future global citizens playing a prominent role in extending amity and mutual understanding across boundaries of ethnicity and culture and nationality.

NOTE: Dave Merwin, Class of '53 accompanied the SAS team on this trip as a representative from Shanghai American School Association (SASA) to investigate whether it might be possible to do more joint ventures in the future.

SAS recruiters meet prospective new teachers in specialized hiring fairs

By Timothy Merrill, Editor, The EAGLE

Editor's note: Teacher recruiting fairs, three-to-four-day events where international school recruiters meet and interview prospective teachers, are not the only places where new SAS teachers are recruited and hired. But the fairs are an important resource for international schools and every year SAS administrators travel to them. Here is a bit of background about the process.

It's the first of the year and while that can mean many things to different people, for administrators at SAS, it means only one thing: recruiting season has begun.

For international schools, the weeks that stretch from January to mid-March outline that time of each year when hiring the teaching staff for next school year moves to the top of the agenda for administrators, although, as Superintendent Harlan Lyso said at the Town Hall meeting in November, recruiting these days begins earlier than in the past, and many schools try to fill positions before the traditional "fair" season begins.

Still, January is when the "season" is in full swing. It's when school recruiters meet candidates for teaching positions in specially-organized job fairs in cities across the globe. This year, as in past years, SAS recruiters will be on the road over the coming weeks, attending job fairs and searching for top candidates to join the SAS community as teachers and administrators who will support and enrich the academic and community life of SAS.

While it takes a great deal of time it is also the best time to recruit the most qualified applicants.

Over the next 60 days, recruiting teams from SAS will visit seven recruitment fairs hosted by both International School Services, and Search Associates in cities such as Bangkok, London, Boston, Waterloo, and New York City, where they meet and interview prospective teachers.

Recruiting teams

Superintendent Lyso leads the SAS recruiting teams and will attend most of the fairs.

The process is aimed at bringing the best to join our team when the new school year begins in August.

Over the next 60 days recruiting teams from SAS will visit recruitment fairs where they will meet and interview prospective teachers for SAS.

He will be joined by different individuals at different fairs, including Deputy Superintendent Andrew Torris, Curriculum Coordinator Alicia Lewis, and principals from both campuses who will all be at a fair or two at some time in the process.

While all six principals are involved in the process, none will attend more than two fairs in order to minimize their absences from school.

The amount of data necessary to make the process a success is enormous. In addition to keeping track of a myriad of details, the staff at these fairs must maintain a mammoth spreadsheet, which must be managed on a daily basis, and keep track of the offers that have been made, the offers that are outstanding, and the offers that have been accepted. Resumes must be reviewed, the ever-changing list of openings must be updated on the SAS Web site, and references must be checked.

It is a hectic time, but our administrative staff at these fairs make it happen.

Who are recruiters looking for?

What kinds of teachers are the recruiters looking for when they attend these fairs?

The short answer is that SAS is looking for the best. The longer answer is that SAS wants teachers and administrators who have experience on the job and who offer outstanding credentials.

The hiring process involves individual interviews with candidates for the open positions (each will go through at least two interviews with SAS recruiters, and sometimes three).

Before an offer is made recruiters also talk to former colleagues of the candidate.

Recruiters want to hear what others have to say about a candidate's teaching skills, knowledge of the classroom, and about their relationships with students, colleagues, and parents of their present and previous schools.

Reference checks also help recruiters

spot those teachers who can contribute to the entire community beyond the classroom.

Is that it? No, that's not it.

Looking for teacher/learners

SAS also looks for those who enjoy being with and mentoring their students, teachers who have a history of developing a relationship with kids. And then there's the learning thing.

Our principals want to know what the candidate has learned in the past three years that will make them a better teacher, how they learned it, and what are they learning now.

For the 2010-2011 school year SAS is looking to fill about 55 positions.

That number includes some new positions to accommodate enrollment expansion in the high schools on the Pudong campus.

It also includes filling vacancies that occur annually (with a faculty of some 350, even the comparatively low average turnover of 15% means that new positions are available each year).

Finding the best for SAS

It's a hectic but rewarding 60 days.

"There's a real sense of satisfaction when you work hard to find the right people – and you know that the talented and highly regarded teachers are going to have offers from five or six quality international schools to consider — and you learn from them that they choose SAS," said one recruiter.

"It's gratifying, especially when an administrator from another school approaches you and says, 'Hey, you hired a quality person.'"

Once, when I asked former Superintendent Dennis Larkin whether he ever got confused as to what city he was in, he laughed and said, "No, but sometimes I'll go to the wrong room. I'll be standing in front of Room 112 and then realize, 'Oops, that was at the last recruiting fair'".

It's important work for our community, for our school, and for our children.

For the next 60 days, SAS administrators will be checking in and out of hotels and meeting and interviewing prospective teachers.

It's all aimed at bringing the best to join our team when the next school year begins in August, 2010.

PROFILE: Office of Admission — T.K. Ostrom, Director

NOTE: This advertorial appeared recently in That'sShanghai, and we thought it would be of interest to our readers. — Editors, The EAGLE.

Interview with T.K. Ostrom, Director of Admission, Shanghai American School

Tell us about your school. Is it really 100 years old?

We were founded in 1912. Today, SAS is China's largest international school with some 3,000 students from 40 countries, offering a pre-Kindergarten through Grade 12 program based on an American core curriculum. SAS is an independent, non-profit and non-denominational school set on two purpose-built campuses. With modern IT and science laboratories, well-stocked libraries, extensive sporting facilities and exceptional learning resources, the school's program reflects both our school community's high expectations for academic rigor and the needs of our multinational student body. Beyond the classroom, students are actively encouraged to pursue a wide range of interests. Ninety-eight percent of our graduates move on to colleges and universities of their choice around the world. We are already planning our 100 celebration which will be in 2012.

Describe your American curriculum.

SAS follows an American curriculum for Grades Pre-K4 through 12. We offer high school students the full International Baccalaureate (IB) diploma and/or the Advanced Placement (AP) program on both our campuses. Students can rely on extensive college preparatory support, tailored to meet their individual interests and future plans. SAS strongly believes in offering a well-rounded, challenging curriculum with many options for students.

Is there an entrance test in order to attend the school?

There is, but we evaluate student applications in a number of ways. For example, we consider language skills, including the language spoken at home, the language spoken between siblings, and how many years the student has been in an English-language curriculum. This gives us a good idea of whether the child will need English-language support at SAS. We offer an English for Speakers of Other Languages (ESOL) program to a limited number of students

identified in this way. (Students must be proficient in English by Grade 11.) Another tool is the Secondary School Admission Test (SSAT) for students applying to Grades 6 through 12. This test allows us to analyze our applicants' academic proficiency benchmarked against our Grade 6 and Grade 9 students. The SSAT is offered in the U.S. and in cities around the world. For the convenience of our applicants, we're pleased that SAS is a test-administration site as well. The test is used by the finest independent schools in the U.S., Canada and the world and gives us a strong assessment of a student's academic ability in comparison with our own students and with other competitive groups of students from around the globe.

Finally, SAS also considers a student's grades for the past three years, as well as confidential school and teacher recommendations. Our job is to make sure we accept a broad range of students who will be successful in our rigorous college-preparatory program.

Tell us about students who have gone on to be successful after SAS.

Our alumni tell us their years at SAS changed their lives, and there are as many success stories as there are former students. One, for example, went on to become a renowned American geneticist who pioneered in the study of twins. Another is a NASA scientist and astronomer. Many have become successful writers and business executives. Our graduates of the past ten years are finding their way into new careers in science and technology that did not even exist in earlier eras of the school's history.

What's the educational philosophy of Shanghai American School?

We are proud to be a top-tier benchmark school in China. SAS, in partnership with parents, fosters the development of each student's potential by seeking a balance of academic, physical, social, emotional and ethical pursuits. We believe that by offering our students a challenging American core curriculum with an international perspective, we will inspire in them a passion for learning and a lifelong commitment to intellectual vitality and global thinking that will pervade every aspect of their lives in the future.

What makes SAS different from other schools in Shanghai?

As an accredited member of the Western Association of Schools and Colleges (WASC), and as an IB World School, SAS is recognized by peer institutions to be a school of high academic caliber with demonstrated success in preparing students for college. We offer the AP and IB curriculums in both SAS locations: on our 23-acre Pudong campus and on our 26-acre Puxi campus. SAS is an independent, not for profit school.

SAS supports its accomplished teaching faculty in two ways. First, we engage and support teachers, administrators and staff in a unique professional learning community that provides exceptional opportunities for teachers to grow in all aspects of their professional lives.

Second, we support our faculty by enabling them to work in state-of-the-art facilities, including gymnasiums, IT resources, science laboratories, project areas, music and art rooms, a library/media center, an auditorium/gym complex, playing fields, outdoor tracks, a stunning Performing Arts Center, "blackbox" theatres and two aquatic centers (a six-lane heated competition-size pool on our Puxi campus, and an eight-lane heated competition-size pool on our Pudong campus, opening in February 2010). Our combined libraries contain the largest English-Language collection of books in Asia, and it's worth noting we teach Chinese to more students in more levels of proficiency than any other international school in the region. SAS also offers French and Spanish.

What do you see for the future of SAS?

We look forward to celebrating our centennial in 2012, using that occasion to do an even better job exposing our current students to the exceptional experiences of our alumni.

Finally, we will recommit ourselves to our vision of being a leading international school in Asia and the world by providing a rich cultural and social learning environment for families who seek an exemplary core American educational program. SAS will always strive to prepare each child for academic and personal success in higher education and life in a global society. For more information about our programs you can always contact us at admission@saschina.org.



Shanghai American School

游泳



A little competition is always good, right?

East or West?

By Harlan Lyso, Superintendent, Shanghai American School



A little competition is always good, right? Our two campuses have a healthy rivalry and frequently square off in sports and academics. But which campus is better? Is Puxi the preferred campus? For many

families, there are a number of compounds that are within walking distance to the Puxi campus.

However, a survey shows that 30 percent of our families live in areas of downtown Shanghai where it takes the same amount of time to travel to the Puxi campus as it does to commute to the Pudong campus. Many of those families send their children to Puxi. Why? Some elect Puxi because they believe the Puxi campus is “better.” Really?

Here are some facts and figures to shed light on this myth. These statistics demonstrate that selecting a campus should come down to where you want to live. One campus is not better than the other.

The Students

Take, for example, college matriculations. Based on the profiles of the two schools, the Puxi campus does appear to have the edge. However, it’s not an equal comparison. The Pudong campus has had just two short years and only 133 students to graduate during that period. The Puxi stats are based on five years and 575 students graduating. That’s more than four times the number of students. College placements on both campuses are focused on helping our students gain acceptance at the appropriate colleges and universities of their choice. It is

true, however, that many in our community focus on Ivy League acceptances and in this area Pudong is doing very well. Already, this year, the Pudong senior class has three Ivy acceptances.

The AP program and IB Diploma statistics offer another comparison. For the last school year, our pass rate on both campuses is 100 percent and scores were well above world averages with 36 for Puxi and 34 for Pudong. AP scores on both campuses are also excellent. On the Pudong campus, 85 percent of the students received scores of 3 or above while 89 percent of the students did so in Puxi.

To compare students in the lower levels of school, a good benchmark is the IOWA tests that are administered beginning in grade 3. The test measures students’ skills in reading, language and math. In 2008, the scores for both schools were virtually identical. See the accompanying chart for details.

Middle school students also take the IOWA test. Again, SAS students on both sides of the river are equally strong. The accompanying chart gives more information.

The Teachers and Curriculum

What campus has better teachers? I’ll make a bet with you. Ask the parents of students at the Pudong campus and they’ll say they do, but Puxi parents would disagree. This time, I’ll make the call. Our teachers are the very best. Every SAS teacher is committed

Grade 3 IOWA Test Results for 2008				
National Percentile Ranking				
	Reading	Language	Math	Total
Pudong	77	87	89	86
Puxi	74	86	92	86
Grade 4 IOWA Test Results for 2008				
National Percentile Ranking				
	Reading	Language	Math	Total
Pudong	85	87	91	90
Puxi	83	88	93	91
Grade 5 IOWA Test Results for 2008				
National Percentile Ranking				
	Reading	Language	Math	Total
Pudong	76	87	91	86
Puxi	77	88	95	90
Grade 6 IOWA Test Results for 2008				
National Percentile Ranking				
	Reading	Language	Math	
Pudong	73	86	94	
Puxi	70	88	93	
Grade 7 IOWA Test Results for 2008				
National Percentile Ranking				
	Reading	Language	Math	
Pudong	74	81	90	
Puxi	74	85	92	
Grade 8 IOWA Test Results for 2008				
National Percentile Ranking				
	Reading	Language	Math	
Pudong	80	83	94	
Puxi	79	86	94	



to helping our students achieve academic and personal success.

We have a total of 426 professionals who work directly with students (teachers, teacher assistants, principals, librarians, counselors, etc.) and 150 non-instructional staff members on both campuses. Among the teaching staff, six in ten have master's degrees and seven hold a Ph.D. Principals and other staff responsible for recruiting use the same hiring practices and the teachers selected are drawn from the same pool of applicants.

The curriculum taught on both campuses is an amalgamation of the best of what U.S. schools offer and it incorporates all national standards. The curriculum is created, aligned and reinforced by teachers and task forces that are composed of representatives from both sides of the river. It stresses critical thinking skills for students at every grade and level. We focus our efforts on school wide learning results that are supported by standards and benchmarks.

We recognize that the number of courses offered in the high school AP and IB program is greater at Puxi than Pudong. That is, of course, because there are more students in Puxi than Pudong. But curriculum should not be measured in quantity, but in quality. A large quantity of courses does not guarantee a good education. Both campuses offer IB, AP and non-IB/AP courses that are exclusive to that campus. While the differences are few, they do serve to highlight the uniqueness of each campus. And our AP and IB students on both sides of the river receive top-notch instruction, as evidenced by the enviable track records these two programs enjoy on both campuses.

The Campus

Puxi and Pudong are large and spacious and feature wide open spaces that are a rarity in Shanghai. Buildings on both campuses are purpose-built and feature state-of-the-art technology. And this year we will bring an aquatics center to Pudong and our Pudong swim team will no longer practice off-campus.

The large number of after school activities on both campuses support academics, athletics and the arts. Pudong and Puxi are members of APAC, the Asia Pacific Activities Conference, and the most popular clubs and organizations are very active on both campuses such as MUN, NHS, and Roots and Shoots. Athletes have a full complement of sports from which to choose during our three seasons of athletics.

Our west campus is equally as strong as our east campus. And we have the facts and figures to prove it. You can be confident that no matter what campus you choose, your children will receive the same high-quality education that makes SAS one of the most sought after schools in Shanghai.



January 15, 2010

UPDATE FROM JACARANDA: A letter from Marie Da Silva



Dear Friends,
Luc Deschamps, the children at the Jacaranda School and I would like to thank you for your support throughout this year. I hope you all had a good year. This has been an amazing year for us at Jacaranda.

Like any mother, I have been very nervous these last few days as I waited for our JCE examinations results. JCE (Junior Certificate of Education) for those who may not know is a secondary school exam that schools in Malawi are required to take. 32 students at The Jacaranda School took the examinations. 28 passed. I think the people next door heard my screams of joy but could not see my tears. I am so very happy, but most of all, very proud of these children. Children who are coming from very difficult living conditions, with no parents or even a candle to study at night, but they have proven to us that they want to succeed for a better and brighter future. Also this week one of our graduates was granted a visa to attend college in the US as she will be our first. She is so excited to continue with her education. She will attend school in California.

We still need to add new textbooks every year, but it shows that when we add resources to the school, we are able to see the difference it makes. The textbooks SAS bought are the reasons why are students are able to achieve such good results. Can you imagine what will happen when we get our physics and science labs? This will change the school entirely. We will see our students enter the highest universities and colleges in Malawi.

In 2009, we saw our first Jacaranda School graduates go to college. Fees and boarding fully paid for. In July we opened our first toilets with running water, a donation from Shanghai American School. We welcomed visitors from England, America and China who spent time with our teachers and students. They brought music, love and laughter.

September I was invited to visit Shanghai American School in China. Where I spoke at three other International schools. My visit there is one of the memories I will forever cherish.

I continue to speak in schools around the country and spent my birthday this year at Eastern High School at their South Jersey Model United Nations Conference. I spoke on the topic of HIV/AIDS Orphans in the UNICEF committee.

Last week on World AIDS Day 2009, the City of West Hollywood awarded me The Paul Andrew Starke Warrior Award. Earlier this year over 40,000 people walked together in The AIDS Walk Los Angeles. I thank everyone and my Malawian friends who joined us.

I am leaving for Malawi December 23rd. I will be there just over a month. I am going to help Luc start our new project: a chicken and vegetable farm. We are taking the Jacaranda School to the next level, which is: becoming self-sustainable.





Andrea Chew: To join more school activities and try to support poor families



Rui Daniel: To talk to my brother and tell him that I don't like him teasing me in front of his friends



Alan Xu: To try more and different kinds of foods



Jean Kureyama: To practice piano, and violin everyday



Armin Ighani: To try and do better in band and maybe write my own songs only notes not words!



Melissa Choi: This year I will study really hard so I can get good grades on my test and on my report card.



Michelle Lin: to try read different types of books; My second New Year Resolution is to wash my own dishes



Nicole Chen: to practice playing the piano and viola so I can improve



Chad Park: This year I would like to read at least 30 pages at school



Lillian Mo: to do more activity instead of just reading a book all day long, but still read



Per Nieman: to get all of my Spore accounts to space stage



Victoria Liu: to type faster by typing as fast as I can when I get to type on a computer and try not to look at the keyboard

2010 RESOLUTIONS!



Stanley Wang: to go to the library and get harder books and more books to read



By Kendrick Tan and Brian Li, Grade 5, Student Reporters, Puxi Campus

"I resolve to lose 15 pounds this year!" "I'm going to be nicer to my siblings." "This year, I will study harder in school to get better grades." "I'll try to stop smoking."

Why do people make resolutions like these only to break them two months later?

According to Gary Ryan Blair, "The tradition of the New Year's Resolutions goes all the way back to 153 B.C. Janus, a mythical king of early Rome was placed at the head of the calendar. With two faces, Janus could look back on past events and forward to the future." Janus became the ancient symbol for resolutions and many Romans looked for forgiveness from their enemies and also exchanged gifts before the beginning of each year. The early Christians believed the first day of the New Year should be spent reflecting on past mistakes and resolving to improve oneself in the New Year. In addition, according to infoplease.com, it is believed that the Babylonians were the first to make New Year's resolutions. No matter the history, people all over the world have been making New Year's resolutions for a long time and people all over the world have been breaking them ever since.

According to www.funfacts.com, only 63% of people are still keeping their resolutions after the first two months, and 67% of people actually make 3 or more resolutions. The top resolutions usually involve promises to exercise more (37%), increasing the time devoted to study or work (23%), losing weight, stop smoking or drink-



Karen Campbell: This year I will find 5 organizations building schools in different parts of the world and start annual donations; This year I'm resolved to spending more time outdoors; One of my New Year's Resolutions is to write to my dad more



Evan Chow: To finish my homework before watching TV



Katie Hein: To work extra hard on projecting to the audience when I sing



Michael Hong: To drink a glass of milk a day



David Wang: To watch less TV