



THE LEARNING LAB LAUNCH PROJECT

# think tank<sup>2019</sup>

APRIL 8-9 • GRADED SCHOOL • SÃO PAULO, BRAZIL

ENRICHING INSTRUCTION. ELEVATING LEARNING.  
DEEPENING ENGAGEMENT.

**GRADED**  
THE AMERICAN SCHOOL OF SÃO PAULO



**ENRICHING INSTRUCTION. ELEVATING LEARNING.  
DEEPENING ENGAGEMENT.**

## **THINK TANK GOAL**

To utilize the expertise of leading thought partners to create a teacher-valued, student-beneficial, efficient, and sustainable teaching and learning experience that makes certain all initiatives are meaningful, interrelated, valued, and authentic, and that they ultimately fully-prepare and empower our students to reach their potential and positively impact the world.

## **BACKGROUND INFORMATION**

Graded - The American School of São Paulo is deeply engaged, like many schools, in a wide array of initiatives, all of which we believe are valuable in the delivery of a better learning experience for our students. Historically and by traditional standards, Graded students have performed well and have been sought after by the world's most prestigious universities. We are continuously evaluating, however, the readiness of our students. Our goal at Graded is to ensure that they have the skills necessary to thrive in an ever-changing and competitive college and business landscape.

In an international school environment, our driven and dedicated faculty serve an academically-, culturally-, and linguistically-diverse and mobile student population. They are further challenged by the need to deliver content, while simultaneously integrating life skills and global competencies into existing curricula, instruction, and assessment. Faculty must also meet teaching and learning objectives while establishing deep and meaningful relationships with students, actively listening to their academic and social-emotional needs, personalizing learning, implementing new assessment practices, and ensuring a safe environment in which each student feels a sense of belonging.

Currently, Graded is increasing the application of neuroscience learning research to enhance our instructional practice. In addition, we plan to provide faculty with design thinking training, which will help improve questioning strategies, problem solving, and student agency.

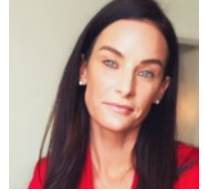
The connections between our multiple initiatives at Graded should create a robust and vibrant learning environment that delivers transformational outcomes for students and teachers alike. Concurrent, non-integrated implementation, however, presents both logistical challenges and the risk of both learner and educator fatigue. Therefore, we seek an interrelated, efficient, and sustainable solution to create a greater synergistic learning environment.

## GUEST PARTICIPANTS

### DR. KILEY ADOLPH

#### VICE PRESIDENT OF PARTNERSHIPS, PROJECT LEAD THE WAY

Dr. Kiley Adolph is vice president of Engagement for Project Lead the Way, an educational nonprofit focused on science, technology, engineering, and mathematics education. Currently, her work focuses on expanding the organization's footprint to provide transformative learning experiences internationally. Kiley is also an adjunct professor at the University of Southern California's Rossier School of Education and her teaching focuses on leadership, policy, and research. Kiley has spoken at various international events, addressing topics such as leadership development, fostering learning societies, empowerment, and inclusion. Kiley earned a BS in business administration from Trine University, an MA in teaching from the University of Southern California, and a Global Executive Doctor of Education degree from University of Southern California. While pursuing her doctorate, Kiley spent time in the Middle East and Asia studying the educational landscape. Kiley earned an Executive Certificate in Nonprofit Management from Georgetown University. She is an alumna of the Women Transforming Leadership program at that University of Oxford's Saïd Business School. Currently, Kiley is pursuing her private pilot certification.



### DR. VINCE BERTRAM

#### PRESIDENT AND CEO, PROJECT LEAD THE WAY

Dr. Vince Bertram is president and chief executive officer of Project Lead The Way (PLTW), an educational nonprofit focused on science, technology, engineering, and mathematics education. In 2014, he was appointed by the US Department of State to serve as the education expert for its United States Speaker and Specialist Program. He also serves on the Olin College of Engineering President's Council. He has testified before the US House of Representatives, is a frequent contributor to national publications, and is a New York Times bestselling author with his books *Dream Differently: Candid Advice for America's Students* and *One Nation Under-Taught: Solving America's Science, Technology, Engineering, and Math Crisis*. Prior to joining PLTW, Dr. Bertram spent 20 years in education as a teacher, principal, and superintendent of Indiana's third-largest urban school district. Dr. Bertram holds an EdD, MS, EdS, and BS degrees from Ball State University, an MA in education policy and management from Harvard University, and MBA degrees from Georgetown University and ESADE Business School. He also earned an executive certificate in strategy and innovation from the MIT Sloan School of Management and is an alumnus of the Chicago Management Institute at the University of Chicago's Booth School of Business. In 2018, Vince received the National Instruments Innovations in



STEM Award, which celebrates an individual who is dedicated to equipping students for successful careers. Dr. Bertram received an honorary doctorate in engineering from the Milwaukee School of Engineering, was named a Distinguished Hoosier by Governor Mitch Daniels, received the Intellectual Contributions and Faculty Tribute Award for his contributions to the intellectual life at the Harvard Graduate School of Education, and received the Distinguished Alumni Award from Ball State University.

**NICK HAISMAN-SMITH, MA, MED, QTS, FRSA**  
**CO-FOUNDER AND DIRECTOR, THE INSTITUTE**  
**FOR SOCIAL AND EMOTIONAL LEARNING**

Nick is an education leader and researcher committed to improving social and emotional learning for young people and educators worldwide. His work at The Institute for Social and Emotional Learning builds on fifteen years experience as an SEL specialist, educator, and non-profit leader in the US, UK, and South Africa. Nick is an experienced presenter and facilitator and has led workshops The Sunday Times Festival of Education, Talks at Google, and the launch of the OECD Pisa Report on Student Wellbeing, among others. Nick's passion for social justice and community-wide approaches to SEL led him into leadership as CEO of one of the UK's leading emotional health non-profits, Family Links. Nick is also a member of the Sheffield Hallam Institute of Education advisory board and a member of the Fair Education Alliance Governing Body. He is also a Graduate Member of the British Psychological Society and a Fellow of the Royal Society of Arts. Nick holds MAs from the University of Oxford, Stanford University, and the University of Bristol. He is currently working towards his doctorate of education. Nick splits his time between the US and the UK.



**DR. ANTHONY JACKSON**  
**VICE PRESIDENT AND DIRECTOR, CENTER FOR**  
**GLOBAL EDUCATION AT ASIA SOCIETY**

Dr. Anthony Jackson leads the Center for Global Education at Asia Society, which strives to enable all students to graduate from high school prepared for college, for work in the global economy, and for 21st-century global citizenship. The Center is a platform for advancing education for global competence for all youth through empowering professional development for teachers and school heads, systems change, and public engagement. The Center takes a multi-faceted approach, which includes the International Studies Schools Network, a network of over 25 schools around the United States that systematically integrate a global focus within the curriculum; the China Learning Initiative which provides national leadership to support learning of Chinese language and culture; and the Global Cities Education Network, a learning community of high performing Asian and North American urban school districts dedicated to solving common high priority problems of practice and policy. Trained in both developmental psychology and education, Jackson is one



of the nation's leading experts on secondary school education reform and adolescent development. Jackson directed the Carnegie Corporation's Task Force on Education of Young Adolescents which produced the groundbreaking report *Turning Points: Educating Adolescents in the 21st Century*, and co-authored the seminal follow-up blueprint *Turning Points 2000*, considered one of the most influential books on middle school reform. More recently he co-authored *Educating for Global Competence: Preparing Our Youth to Engage the World*. He holds a BA from the University of California at Berkeley, and an MA and PhD in education and psychology from the University of Michigan.

**DR. LEE ANN JUNG**  
**FOUNDER, LEAD INCLUSION**

Lee Ann Jung, PhD, is founder of Lead Inclusion, clinical professor at San Diego State University, and a consultant to schools worldwide. She provides support to schools in the areas of inclusion, standards-based learning and grading, designing individualized goals and interdisciplinary supports, and measuring progress. Before beginning a career in higher education, Lee Ann worked for eight years in special education as both a teacher and administrator. She is a former full professor and director of international partnerships in the University of Kentucky's College of Education. Lee Ann leads the International Inclusive Leadership Program, a professional learning and graduate program for educators in international schools in partnership with San Diego State University. Lee Ann has authored six books, more than 45 journal articles and book chapters, and has been awarded more than \$4 million in federal funding to support personnel preparation and research. She has served as associate editor for *Young Exceptional Children* (YEC), section editor for *The Routledge International Encyclopedia of Education*, guest editor and editorial board member of *Topics in Early Childhood Special Education*, and editorial board member for *Journal of Early Intervention*. Lee Ann is past chair for the Classroom Assessment special interest group for the American Educational Research Association.



**DR. KEVIN MATTINGLY**  
**FACULTY, KLINGENSTEIN CENTER AT COLUMBIA**  
**UNIVERSITY'S TEACHERS COLLEGE**

Kevin Mattingly has been a science teacher, administrator, and coach for 35 years in day and boarding schools. He currently serves as director of the co-curriculum at Riverdale School in New York City and he was dean of faculty and then director of teaching, learning, and educational partnerships at the Lawrenceville School in New Jersey. Over the years he has helped start the Mountain School in Vermont, been a consultant to several systemic school reform initiatives, and worked with over 40 schools on curriculum design, teaching strategies, assessment, and professional learning programs. He has been involved with a variety of summer academic programs for students including the New Jersey Scholars, Vermont Governor's Institute on Science and



Technology, Hotchkiss Summer Portals, and a number of summer enrichment programs for public school students from New York City, Philadelphia, and Trenton. Dr. Mattingly also has a background in experiential education and has led students and faculty on trips around the world. He was a lead teacher at Columbia University's Klingenstein Center Summer Institute for 17 years and has taught in their year-long and summer master's leadership programs for the past 15 years. At the Center, he was the primary content author of the edX MOOC, *The Science of Learning - What Every Teacher Should Know*, and has most recently worked with schools in China, Vietnam, Tanzania, and India incorporating best practice instructional and assessment strategies based on cognitive science research. He holds a PhD in ecology and a BA in biological sciences from Indiana University.

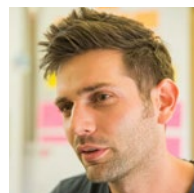
**MICHAEL NACHBAR**  
**EXECUTIVE DIRECTOR, GLOBAL ONLINE ACADEMY**

Michael Nachbar is the executive director of Global Online Academy, a pioneering network of schools and educators reimagining learning to empower students and educators to thrive in a globally networked society. Michael is a frequent speaker and workshop facilitator at national and international conferences, and presents on such topics as educational trends impacting schools, modern teaching and learning, and global education. He is an active board member for several education organizations including the National Association of Independent Schools (NAIS), Independent School Association Network (ISAnet), and Jump! Foundation. He has served as a founding board member of the Mastery Transcript Consortium. He holds a BA in both English and psychology from Indiana University and earned an MA in education leadership through the Klingenstein Center at Columbia University's Teachers College. Michael began his teaching career as a Teach For America corps member.



**ARIEL RAZ**  
**LEARNING EXPERIENCE DESIGNER, HASSO PLATTNER  
INSTITUTE OF DESIGN AT STANFORD**

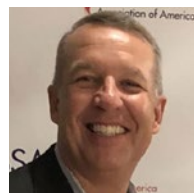
From food trucks to fractions, Ariel Raz has always followed the path that most inspired him. Two days before launching a falafel truck in San Francisco, Ariel felt the pull to join Teach for America. Setting aside his chickpeas, he moved to Louisiana to teach math to a rambunctious crew of middle schoolers in St. Bernard Parish. They taught him about Zydeco and crawfish; he taught them about fractions and algebra. Leaving the Bayou State, Ariel headed north for Chicago where he helped open a charter school on the South Side. With an abundance of Chromebooks and other technology at his disposal, and with knowledge that the typical school model was deeply broken, Ariel started reading more about human-based solutions - how to solve the needs of students, teachers, and community members. His search for knowledge led him to the Stanford School of



Education, where he studied Learning, Design, and Technology before officially joining the d.school in 2015.

**DR. DERECK RHOADS**  
**EXECUTIVE DIRECTOR, ASSOCIATION OF**  
**AMERICAN SCHOOLS IN SOUTH AMERICA**

Originally from Tucson, Arizona, Dereck Rhoads holds two MAs and a doctorate in educational administration, policy, and leadership from Seton Hall University. Dr. Rhoads is executive director of the Association of American Schools in South America (AASSA). AASSA provides service and leadership to the American and international schools from Mexico through Central and South America including the Caribbean. AASSA schools offer American standards-based programs as well as International Baccalaureate programs with English as the primary language of instruction. Recent board tenures include executive board member of the South Carolina Association of School Administrators (SCASA) Instructional Leaders' Roundtable (ILR); editorial review board for the Association of American School Administrators (AASA) Journal of Scholarship & Practice; Consortium for School Networking (COSN) Digital Equity Advisory Board; and board member of the Bluffton Boys & Girls Club. Dr. Rhoads developed and runs a leadership institute for aspiring school principals, and is an adjunct professor teaching courses in curriculum, instruction, and research. He is a consultant in the areas of STEM, leadership development, and school evaluation and performance.



**LISA TYRRELL**  
**DIRECTOR, INTERNATIONAL STUDIES SCHOOLS**  
**NETWORK AT ASIA SOCIETY**

Lisa Tyrrell is the director of Asia Society's International Studies Schools Network (ISSN). In this role, Lisa leads our national team of consultants, overseeing the implementation of the ISSN Global School Design Model while concurrently designing high-quality professional learning opportunities for network leaders and managing network collaborations. Lisa has been an educator for over 20 years and has served at the classroom, building, district, state, and national levels. Lisa began her career as a science teacher in Rochester, New York, where she taught in both high-need urban and high-performing suburban schools. Lisa progressed from a lead teacher to assistant principal, and finally to district science administrator. In 2006, Lisa joined the Massachusetts Department of Education, where she oversaw science reform efforts and led the Commonwealth's Title IIB Math and Science Partnership initiative. Prior to joining the ISSN, Lisa served as the regional director of education services at the MIND Research Institute, leading the successful implementation of neuroscience-based math programs in major cities across the nation, including New York, Chicago, Dallas, Houston, and Orlando. Lisa earned her BA from



Ithaca College, her MA from State University of New York at Brockport, and her New York State Building and District Administrative Credentials from the University of Rochester.

**THINK TANK FACILITATOR:**

**DEB WELCH, PHD**

**CEO, ACADEMY FOR INTERNATIONAL SCHOOL HEADS**

Deborah Welch is the CEO of the Academy for International School Heads (AISH), an organization for heads and deputy heads of international schools. She was previously director of the American School of Doha in Qatar and deputy director for learning at International School Bangkok in Thailand. She was also director of Teacher Training Center (TTC) and a course developer, trainer, and consultant for Principals' Training Center (PTC). Deb has been a teacher, curriculum director, staff developer, director of an intermediary agency, university instructor, and educational consultant. She holds a PhD in human and organizational development and an MA in educational leadership and curriculum. Deb resides in Boulder, Colorado.

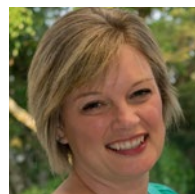


## **GRADED FACULTY, BOARD MEMBERS, AND ADMINISTRATORS**

**SHANNON BECKLEY**

**DIRECTOR OF TEACHING AND LEARNING**

Shannon Hobbs-Beckley serves as director of teaching and learning at Graded - The American School of São Paulo. She has more than 20 years experience as a teacher, professional development provider, assistant principal, principal, and central office administrator in American public schools and at Graded. In addition, she has provided consultation and professional development on the topics of instructional coaching, teacher leadership, and school leadership to international schools since 2009. Shannon holds master's degrees in teaching, learning, and assessment and in educational administration. She is passionate about the links between adult learning and student outcomes and how systems of education support learning for all.





**RICHARD BOERNER**  
**SUPERINTENDENT**

Richard Boerner is currently the superintendent at Graded - The American School of São Paulo. He has more than 27 years of administrative and teaching experience in a variety of educational settings, including international schools in Korea and Bangladesh and public schools in Washington state. He has served as a head of school

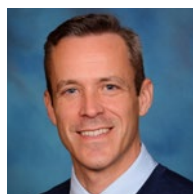
for more than 10 years. Richard's expertise in change management, leadership, systems thinking, and school restructuring has provided him with the opportunity to transform learning experiences in each of the schools he has served. Richard currently serves as board president of the Association of American Schools in South America (AASSA), board president of American Association of Schools in Brazil (AASB), and board member of the Academy of International School Heads (AISH). Richard holds an MA in educational administration and served as a Head of School Fellow at the Klingenstein Center at Columbia University's Teachers College.



**VANCE BOISJOLI**  
**LOWER SCHOOL PRINCIPAL**

Vance Boisjoli has worked at Graded - The American School of São Paulo since 2013. He has served as classroom teacher and assistant principal and is currently Lower School principal. Prior to moving to São Paulo, Vance worked as elementary principal and division

coordinator at the International School of Macao. His other professional experiences include teaching in the classroom, working with Canadian multicultural youth, and teaching English in Japan. An advocate for promoting active agency in children, Vance is passionate about working with educators to provide meaningful learning environments involving student choice and voice. Vance holds bachelor's degrees in sociology and education and a master's degree in child studies.



**ROBERTO D'ERIZANS**  
**MIDDLE SCHOOL PRINCIPAL**

Roberto d'Erizans serves as Middle School principal at Graded - The American School of São Paulo. Previously, he worked as PK-12 director of curriculum and instruction at the American School in London. Roberto's other professional experiences include developing and

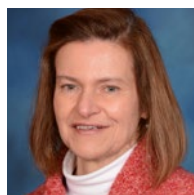
directing the Middlebury-Monterey Language Academy for middle and high school students at Middlebury College, and teaching and leading the World Languages Department at the Taft School in Connecticut. Roberto's first foray into education was at the Eagle Rock School, an alternative experiential school for at-risk youth in Colorado. He holds degrees in sociology and Spanish language and literature, and is currently enrolled in a doctoral program, focusing his dissertation on assessment and grading practices.



## **MARI FORMICOLA**

### **LOWER SCHOOL PORTUGUESE AND BRAZILIAN SOCIAL STUDIES TEACHER, LOWER SCHOOL TEAM LEADER**

Mari has worked at Graded - The American School of São Paulo since 2008 in various positions from K5 to grade 5, including Portuguese teacher, Portuguese as an additional language teacher, and Brazilian social studies teacher. Currently, she teaches K5 to grade 2 Portuguese and is the Portuguese team leader for Graded's Lower School. Previously, Mari worked as a literacy teacher at the Escola de Aplicação at the University of São Paulo's School of Education, the university's model school. Her experience also includes 11 years as a grade 1 to 5 homeroom teacher in a variety of private school settings and as a consultant for both the World Bank and "Escola Padrão," a reform initiative for public schools in São Paulo. Mari holds an MA in education and a BA in psychology from the University of São Paulo.



## **PAIGE GEIGER**

### **VICE PRESIDENT, GRADED BOARD OF DIRECTORS**

Paige has been active in classrooms both in the US and Brazil since 1972 and has participated in numerous school accreditation processes, including SACS and AMS. From 1995 to 2012, she served as Lower School principal at Graded - The American School of São Paulo. In 2012, Paige founded the Montessori Education Center of São Paulo, whose vision is to provide an innovative training course that transforms the perspective of teachers on how children learn. She is currently the executive director of the Center. Paige believes that Montessori philosophy and methodology are an important alternative path to creating the appropriate environment and curriculum for learning.



## **MARK HILLMAN**

### **MIDDLE SCHOOL SOCIAL STUDIES TEACHER**

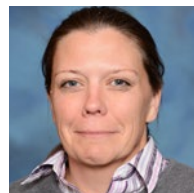
Mark has been teaching, coaching, and leading in schools since 1987. He is currently teaching grade 8 social studies at Graded - The American School of São Paulo. Mark spent the first 17 years of his career as a middle school teacher in Minnesota, and then 10 years as a school administrator in Minnesota, Tanzania, and Beijing. He has coached track and field and worked as a basketball referee. Mark currently coaches the Graded girls' varsity basketball team. He has an MA in teaching from Pacific Lutheran University in Tacoma, Washington and an MA in educational leadership from the University of St. Thomas in St. Paul, Minnesota. His wife, Carla, is a long-time special education teacher and they have three children, the youngest of whom is junior at Graded.



## **SHAUNA HOBBS-BECKLEY**

### **DIRECTOR OF ANALYTICS, INNOVATION, AND RESEARCH**

Shauna has worked at Graded - The American School of São Paulo since 2016, first as director of teaching and learning and currently as the director of analytics, innovation, and research. She formerly served as executive director of curriculum, assessment, and instruction for Seattle Public Schools in Washington and PK-8 director of curriculum for City Schools of Decatur, Georgia. In addition, Shauna has worked as a teacher of special education, English, and German language, as well as a US K-12 school principal and district administrator. She has served as a consultant for the National School Reform Initiative, Northwest Educational Association, and ATLAS Rubicon. Shauna's professional expertise includes partnership and professional development, project-based learning, professional learning communities, competency-based instruction, assessment and curriculum, and design thinking. Shauna holds a BA in European literature and languages and a master's in teaching from The Evergreen State College, a K-12 School Administration Certification from the University of Puget Sound, and an EdS K-12 Leadership and Social Justice from Walden University.



## **JEFF HOBERMAN**

### **GRADED BOARD MEMBER**

Jeff Hoberman currently works with several start-ups that focus on applying new technologies to old businesses. He grew up in Texas and graduated from Yale in 1989 and Harvard Law School in 1992. After graduation, Jeff moved to Argentina where he worked with politician and economist Domingo Cavallo's economic team on a number of legal reforms related to growth and wealth distribution. He played an active role in the restructuring and privatization of the Banco Hipotecario (National Mortgage Bank) and later founded his own company focused on municipal modernization, which was nationalized by the government in 2002. Subsequently, he set up a new company that focused on distressed assets in the region. Jeff, his Argentine wife, and two teenage children have lived in Brazil since 2011.



## **ANDREW HOSSACK**

### **TEACHING AND LEARNING COACH**

Andrew Hossack has been at Graded - The American School of São Paulo since 2014, first as an elementary teacher and more recently as a Lower and Middle School teaching and learning coach. Prior to arriving at Graded, Andrew worked as a public school teacher in New York City, a curriculum writer and professional developer for EL Schools (formerly Expeditionary Learning), and a founding teacher and staff trainer at the Downtown Denver Expeditionary School. The common threads tying together these diverse



experiences have been a focus on high-quality student work, creating authentic and purposeful learning opportunities for children, and helping students build character through both independent and collaborative experiences.

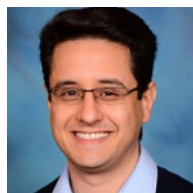
**STUART KENT**  
**HIGH SCHOOL PRINCIPAL**

Stuart Kent is a career educator who calls Australia, where he taught in a number of private and state schools, home. He started his career as a history teacher. His decision to enter the world of international teaching has created opportunities to teach and lead in schools in South Africa, Colombia, Cambodia, and South Korea. Most recently, Stuart worked for ten years at Seoul Foreign School, where he served as an IB teacher, IB coordinator, high school assistant principal, high school principal, and assistant head of school for educational operations. In August 2018, Stuart assumed the role of high school principal at Graded - The American School of São Paulo.



**EDÚ LEVATI**  
**UPPER SCHOOL BRAZILIAN SOCIAL STUDIES TEACHER**

Edú Levati is currently a Brazilian Social Studies teacher and a Model United Nations adviser at Graded - The American School of São Paulo, where he has been working for three years. He holds a BA from Universidade Federal de Juiz de Fora, a graduate diploma in International Affairs from London School of Economics and Political Science, an MA from Universidade de São Paulo, and he is currently a PhD candidate in History from Universidade de São Paulo. During college, Edú was an exchange student at both Colorado College and Harvard University. He also received a scholarship from USP while earning his MA to spend three months performing research at the Sorbonne. Outside of school, Edú can be found at church, at the gym, at his farm shepherding his sheep, and most importantly, at home enjoying the company of his wife and his son.



**SILVANA MENEGHINI**  
**UPPER SCHOOL TEACHING AND LEARNING COACH**

Silvana has been working at Graded - The American School of São Paulo for the past 18 years. Currently, Silvana is an Upper School teaching and learning coach. As part of her work, Silvana has designed various STEM courses for Graded, supported the implementation of the 1:1 Laptop Program, and developed and evaluated the information literacy curriculum. Silvana's expertise includes the co-designing of student electronic portfolios and a digital badging and micro-credential system. Silvana holds a PhD and an MA in education from King's College London, as well as a BA in engineering.



## **ADAM PIERCE**

### **HIGH SCHOOL SOCIAL STUDIES TEACHER**

Adam has worked at Graded - The American School of São Paulo since 2016. He currently teaches students in the High School as an IB economics and social studies teacher. In addition, Adam serves as a head coach of Graded's Track and Field team. Before joining the education world, Adam worked with youth at the YMCA of Greater Seattle, running leadership and community service programs.

In addition, he ran a program to meet the basic needs of homeless youth. This experience inspired him to enter the field of education with the intention of being a positive adult influence in the lives of young people. Since becoming an educator, Adam has worked in an alternative school in Portland and international schools in Vietnam, Kuwait, and now Brazil. Adam is interested in helping students make connections between what they are learning in the classroom to life in the real world. He believes that the power of education lies in empathy, reflection, global mindedness, and community involvement. It is through these attributes that Adam believes students can feel empowered to make a positive difference in their lives and the lives of others.



## **CAROLINE PINHEIRO LIMA**

### **GRADED BOARD MEMBER**

Caroline Pinheiro Lima currently sits on Graded's Board of Directors. She also serves on the investment committee of Stockhorn FIM, a private fund that invests in diverse sectors in Brazil and abroad. Caroline started her career in New York City at Bear Stearns & Co.'s Financial Institutions Group where she worked on mergers and acquisitions, IPOs, and debt issuances in global capital markets.

She continued her professional career at Kohlberg & Company, a leading US-based private equity firm. At Kohlberg, she worked on private and leveraged investments, focusing on transformational strategies to enable middle market companies to enhance business efficiency, breadth, growth, and scale. In 2002, she moved to Brazil and joined Gol Linhas Aéreas as director of corporate finance. At Gol, she helped build the company from a start-up to a successful IPO. Caroline holds a BA in economics from the University of Chicago. She is married to a Graded alumnus and is the mother of five Graded students.



## **ERIN RAFFERTY**

### **MIDDLE SCHOOL HUMANITIES TEACHER, MIDDLE SCHOOL SUBJECT AREA LEADER**

Erin is a grade 8 English teacher and department chair of Humanities in the Middle School at Graded - The American School of São Paulo. She has taught middle and high school English for the past 18 years, in locations including New York, Texas, and Bulgaria. Erin holds an MA in Private School

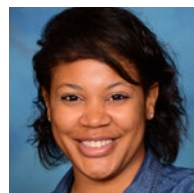


Leadership from the Klingenstein Center at Columbia University's Teachers College and a BA in English and Spanish from Mount Holyoke College. She is also a registered yoga teacher who is passionate about spreading her love of movement and mindfulness.

**PATRICIA THIBODEAUX**

**LOWER SCHOOL GRADE 4 TEACHER, GRADE 4 TEAM LEADER**

Patricia is currently in her second year at Graded - The American School of São Paulo. Before moving to Brazil, she worked as a fourth grade PYP teacher at GEMS World Academy in Dubai. At GEMS, Patricia served as the Lower School Student Council facilitator, helping students raise awareness about important school and global issues. Patricia has also taught third grade at the American School of Asunción in Paraguay. With four years of teaching experience in Houston, Texas, and eight years abroad, Patricia has been able to diversify her instruction to fit the needs of various learners. She received a BS in interdisciplinary studies from the University of Houston. Patricia is passionate about educating young people and planting seeds of hope for their future. In her free time, Patricia enjoys listening to good music, eating good food, and connecting with good people.



# think tank<sup>2019</sup>

**PARTICIPANTS INCLUDE EDUCATIONAL THOUGHT LEADERS FROM:**



**AND SELECTED GRADED FACULTY, STUDENTS, BOARD MEMBERS,  
AND ADMINISTRATORS**



# GRADED

THE AMERICAN SCHOOL OF SÃO PAULO

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