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APTD CONNECTIONS

Newsletter of the Ackerley Partnership for
Teacher Development: The APTD Network

Music and NCHE in Austin

The National Council for History Education was founded in 1990 as an outgrowth of the work of the Bradley Commission on History in Schools. This organization has a Board of Trustees, which includes among its distinguished members Kenneth Jackson of Columbia University, David Kennedy from Stanford, Theodore Rabb of Princeton and author David McCullough. I have been a member of this organization for the last eleven years, but have only recently attended the yearly national conferences. Because of the work I have been doing for over a decade in integrated curriculum I was invited to deliver a breakout session at the 2006 Austin, TX conference on "The Americas in World History". The title of this session was "Music of the Andes: The Meeting of Spain and the Americas".

As a music specialist I have worked with my classroom colleagues at Parkwood Elementary collaborating on the creation of units that integrate different curricular areas with the arts. These have included social studies, math, language arts and science. One of the projects developed with the 3rd grade teachers and Andean musicians from the group Chaskinakuy, sprang from the social studies unit on South America. This geographical, historical and cultural focus area was integrated with a study of Andean music and the construction of panpipes connecting metric measurement and the

physics of sound science kit. After we made the panpipes the students learned to play two songs from the Quechua culture and other songs and dances of the Andes region.

The session I presented included examples of the ways in which the meeting of Spanish and indigenous cultures is reflected in the music of the Andes today. As students participate in this music they are experiencing that historical connection in an active, hands-on, age-appropriate way. I gave an overview of the panpipe project, taught a song and dance and provided handouts with resources for these activities.

The conference also included a field trip to San Antonio to visit the historic mission San Jose and the Alamo, as well as a reception at the Bob Bullock Texas State History Museum in Austin. I attended a timely "Town Meeting" discussion on the effect of the No Child Left Behind Act on the teaching of history led by Princeton professor Theodore Rabb.

NCHE is a wonderful resource for history in our schools, but few teachers from Washington state have taken advantage of the many benefits of membership. I would urge those in the Ackerley network to view their website at www.nche.net and visit the many links. Please consider joining NCHE and connect with some of the best history teaching in the nation.

~ Linda Luebke - Parkwood Elem. Liaison

Wing Luke Focuses on Math with Aki Kurose

Our work at Wing Luke and as a school within the Flight I schools is to enhance the math skills of our students and better prepare them for middle school. We are working with Aki Kurose to develop an aligned use of our district curriculum plan. We hope to share problem-solving frames developed across grades at Wing Luke with our counterpart teachers of math at Aki Kurose. We hope to hear from them their "must know" list for fifth graders before they

enter sixth grade. We hope to glean from Aki Kurose teachers what they see as the areas of strength and areas of weakness in math for our students when they meet them in sixth grade. The project, as we envision it, is to push the positive value of collaboration beyond our school walls and include Aki Kurose in our math conversations.

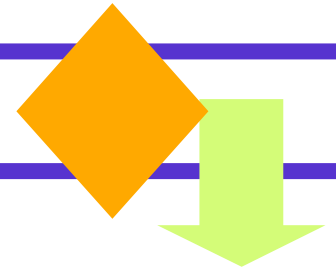
~Ann Wolfe, Wing Luke Elem. Liaison

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Happenings at Madison Middle School

Madison Middle has a lot going on!

~ We formed four committees to look at issues that are hot topics in our building. One of the committees is a parent involvement committee. This committee planned a day of conferences for parents who were unable to come to curriculum/open house night. They made a video showing what should go on at the conference using teachers as the roles, they set up translators for as many parents as they could and gave goal setting sheets and examples to the whole staff. And while it was spotty on attendance in general, those families that did come were very pleased and happy to have this time with teachers. We will continue to modify this for the future. While it was an enormous amount of work, many thought it was worthwhile.

~ We are continuing with our math support with hiring tutors for the knowing math curriculum as well as substituting our

homeroom/advisory period for math enrichment using Successmaker. We are also adding Saturday math academy once a month starting in November.

~ We are having our first literacy night in November followed by a math night in January.

~ We also have had 14 late starts added to our schedule so staff has time 2 hours per month dedicated to department work and to team work.

~ Finally, our race and equity team is working on using highly motivated classroom instruction to address some issues in the achievement gap. This committee meets at least once a month and has the two goals of raising staff awareness and increasing student achievement.

~ Madison is also happy to have five pairs of mentor/mentees involved with Survive and Thrive.

~ Kathy Myers, Madison Liaison

Sanislo Jumps In!

Sanislo has jumped into the school year! In September, we celebrated our diverse community by hosting a multi-ethnic potluck dinner. The classrooms were packed with laughter, families, past students and fabulous food. Sanislo is continuing to focus on our ELL population through participating in the SPELL (Schoolwide Preparation for English Language Learners) grant with the University of Washington. This grant has given us the opportunity to look at the structure of our program and strategies for improving vocabulary. Three staff will be attending GLAD (Guided Language Acquisition Design) training. We are so excited! As the year progresses, our interns have been busy. Through teaching small groups, going on field trips, preparing incredible lessons for observations and classroom assignments, these interns are doing an outstanding job participating in our students learning.

~ Sarah Robb, Sanislo Elementary Liaison



Survive and Thrive - Year 2!!

Survive & Thrive News

We are finalizing the list of Network schools that are planning to participate in Survive and Thrive this year. To date, the following sites have lined up mentors and early career teachers to work together to improve school structures that support novices:

- ~ Kennydale Elementary
- ~ Parkwood Elementary
- ~ Lindbergh High School
- ~ Madison Middle School
- ~ Nelsen Middle School
- ~ Eckstein Middle School
- ~ College Place Middle School
- ~ Mountlake Terrace High School
- ~ Aki Kurose Middle School
- ~ Bryn Mawr Elementary
- ~ Newport Heights Elementary

Over the year, the mentors and mentees will identify school based Induction Program Goals aligned with induction standards then establish Action Plans to address identified goals.

The first quarterly meeting of the mentors will take place on Nov. 13, 2006 from 4:15 – 6:00 at the UW Faculty Club on campus. It will focus on observation and conferencing skills and S&T status reports.

Below is an example of the **Supportive School Climate** induction standard. How does your school measure up?

Supportive School Climate

New teachers are more likely to grow professionally, feel more successful with students, and remain in teaching in schools in which collaboration is the norm and integration of new practitioners is deliberate.

Key elements of this standard in practice include the following:

- *There is an expectation that collective expertise through collaboration and collegiality will generate optimal solutions for school issues*
 - *There is a collective sense of responsibility to advocate for all students in the school regarding learning and disciplinary issues*
 - *Novice teachers contributions are valued by the broader school community*
 - *There is strong administrative support for the unique challenges novice teachers face (principal is accessible, responsive to needs, and communicates regularly)*
 - *There is regular and frequent time for planning with others (by discipline and/or grade)*
 - *There are options for novice teachers to observe more experienced teachers to gain new strategies*
- ~ Sally Luttrell-Montes, UW

Looking for good resources to help support novice teachers around race literacy?

Through a Microsoft Mid Tier Grant, in collaboration with the National Commission on Teaching and America's Future, we have set up a set of web-linked resources that include video tapes, ideas, forms, curriculum, etc. on a variety of topics designed to meet the needs of novice teachers in particular.

The url is: <http://depts.washington.edu/wactl/tlinc>

For those individuals who want some great follow up resources based on the Race Literacy seminar, check out the section on Culturally Relevant Resources by clicking on Instructional Resources on the compass rose.

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Race Literacy Series, Module 1

APTD Network Mission

To create and support the collaboration of P-12 & university educators to improve teaching & learning in public schools & universities in ways that respond to the needs of students who face the greatest challenges.

We had a great turn out for the Race Literacy Module I Training hosted on Oct. 13th (State Teacher Inservice Day) by Zeus Leonardo, Interim Director of Center for Multicultural Studies, 2005-2006 and Jonathan Warren, faculty, Latin American Studies, sponsored by Ackerley. There were a total of 45 individuals who participated, including a large group of College of Ed. graduate students, that made for a rich conversation.

Module I focused on Mapping Cultural Distinctions (w/ emphasis on colorblind vs. race cognizance). The participants were encouraged to share in small groups their early experiences with race. Folks really opened up about their experiences in regards to racism, family beliefs about minorities/whites, and reinforced stereotypes. Each group was assigned a scribe and comments will be typed for a later review by the planning committee.

The "Color of Fear" video served as the center piece for the training. There was a great follow up discussion about the contents of the video but the discussion soon moved toward individuals sharing about the struggles/challenges that exist in their school settings. Our COE students were very open and honest about the issues brought forward by the student group (Educators for Social Justice) in the past (related to climate, pedagogy, recruitment etc.). Many of the P-12 folks reported that many of their schools/district are still

avoiding the topic of race for a number of reasons (lack of critical mass -teachers and/or student, discomfort on the part of staff, ignorance etc.). We spent time of course discussing the demands associated with No Child Left Behind and new initiatives underway thanks to the Washington Learns Commission.

Overall, it was a good day and the evaluation feedback from the training proved useful in assisting the Race Literacy Planning Team to begin crafting Module II, which will be held on Jan. 11th. The participants were asked to read "White Women, Race Matters: The Social Construct of Whiteness" by Ruth Frankenberg as homework. The reading will be a focus for Module II.

I'd like to thank all participants, as well as both Jonathan and Zeus for their collaborative work and for facilitating a "deeper" conversation about such a critical issue. Caprice Hollins (Seattle Public Schools) continues to support the work with her expertise on the topic of diversity/race (she's great). We're all looking forward to the next step in the journey toward race cognizance.

~ Wanda Brown, UW,
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*If you are interested in attending the next two modules (Jan 11 and Mar 8), please contact Marisa Bier (mlbier@u.washington.edu) to register and receive materials!

Eckstein and Hale Plan Transition

Nathan Eckstein Middle School and Nathan Hale High School are working on a joint project to address the need for smoother transitions between the two schools. Areas of focus include math, writing and parent engagement. To date, Eckstein science and math teachers have spent a day at Hale visiting classes and talking with 9th grade staff. We identified several challenges we face in common, particularly the lack of familiarity and questions parents in both our schools have expressed over the CMP and IMP math curriculums.

A very positive outcome in the initial school visit was experiencing the former Eckstein student's delight in seeing their middle school teachers in their high school classrooms. There was a sense of instant connection that we didn't anticipate in planning the visit but was very meaningful for both students and staff.

Another positive outcome has been having our TA Liaison, Tara Nesson, working with us facilitating the project. Tara is fulfilling the role described in section b of our proposal as

"A person who could serve as a project liaison between Eckstein and Nathan Hale and become familiar with each schools goals, culture, community, etc. to help bridge each school. This person would be in a connecting role, provide support to school inquiry projects, act as a resource and correspondent between the two schools, and get resources from the UW to support the our project goals, as necessary. This person may also act as a resource & correspondent to student teachers and those supporting them." Our project is off to a very strong start with this level of support coming from outside our buildings.

Next steps for us include Hale staff visiting Eckstein classes, joint trainings in Socratic Seminars and Literature Circles, and establishing a frame work of what is taught in the two buildings over the grades.

~Tina Tudor, NHHS, Deneen Evans, Eckstein, Tara Nesson, UW TA Liaison

Bailey Gatzert Elementary Happenings

With a successful start to the 2006-2007 school year, Bailey Gatzert is making changes. Based on our whole school transformation plan our staff decided to receive professional development training in two core areas; writing and discipline.

This fall we have been trained using the *Write from the Beginning* curriculum and have begun modeling and implementing a more structured writing process. During a recent staff meeting we perused student work through a gallery walk where students' writing samples were displayed showing a high, medium, and low sample from each classroom. Our next goal is to use our grade level writing rubrics to assess students' independent writing and share this information with parents during

parent/teacher conferences.

In addition to our new writing curriculum Gatzert is also implementing *Positive Discipline* curriculum to address and support our social skill development and discipline issues. Teachers received training before school began and are participating in study groups. We are also tracking our office discipline referrals in hopes to target specific problems. All teachers have developed classroom-meeting routines and are conducting class problem solving meetings several times per week.

Bailey Gatzert continues to make great strides in addressing the academic needs of its student population.

~Kerry Richter, Bailey Gatzert Liaison

Race Literacy Series Module 2
January 11, 2007 and
Module 3, March 8!!
Contact Marisa for details -
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Highlights from McClure

Two McClure Middle School students were among the five winners of the recent "Scary Story" contest sponsored by Writers in the Schools. Students from 21 public schools entered their original creative compositions for the contest, held in conjunction with horror author Stephen King's November 1 visit to Seattle. Sixth graders Tess Schooler-Reed and Natalie Spitters won complimentary tickets to see Stephen King at Benaroya Hall. Tess and Natalie briefly talked with Stephen King backstage. He encouraged the young authors to keep writing. The students' terrifying tales were featured in the Benaroya Hall lobby, and on the Seattle Arts and Lectures website at www.lectures.org.

~ Tina Anima, McClure Liaison



Announcement: The College of Education is offering a new Master in Education in Instructional Leadership to expand teachers' knowledge and skills in mentoring, coaching, or leading professional development. The program starts in the summer of 2007. Applications are due March 2nd. Watch the COE website soon for detailed information. Questions? Email: milinfo@u.washington.edu or call 206/543-1847.



From the Director....

Ackerley Partnership activities are underway for 2006-2007. I have appreciated the opportunity to visit the partner schools and learn more about the activities in each building. It is clear that your plates are very full with a variety of activities focused on improving student learning. The Ackerley Foundation is pleased to be able to provide the extra resources needed to enhance your efforts to meet the challenges you face. While I know that time is a most precious commodity, we hope you will take advantage of some of the professional development activities provided by the Partnership, and you are encouraged to think about how best to use your building's Ackerley professional development funds. We look forward to another productive year working together.

~ Allen Glenn, UW Ackerley Partnership Director

Renewing the Teacher Education Program

The Elementary TEP community—including program faculty, staff, partner school colleagues and colleagues from the Arts and Sciences, have collaborated in an unprecedented fashion over the last eighteen months. Together we have:

- conducted an exhaustive review of existing program outcome data
- carried out a series of community-based dialogues related to social justice, multicultural education and the contemporary needs of public schools, and their implications for teacher preparation
- invented new ways of following TEP graduates into their first years of teaching in order to learn about the nature of the challenges they face, and what they have found of enduring value from the program
- developed focused case studies of TEP student experiences in the program—with particular focus on issues of equity, social justice and participation
- carried out follow up studies of our graduates who are teaching in high poverty urban communities
- collaborated with community members to study emerging needs for teacher preparation related to English language learners, urban education, and English/language arts.
- Experimented with innovative ways of connecting coursework and fieldwork experiences through deeper collaboration with partner school colleagues
- Generated astoundingly broad and collegial participation in a collective analysis of these data and deliberation of new directions for the program

The product of this work is a program proposal which reflects a tremendous effort to recruit *and listen to* diverse voices, concerns and perspectives on the work of preparing new elementary teachers for today's public school classrooms. A structural framework for the new program will be finalized by January 2007, and the following year will be utilized for more detailed curriculum planning as the last cohort of students complete the current program. The "new" program will be initiated by Fall 2008. A similar program of research and renewal has also been initiated for the Secondary TEP, which will be completed the following year.

~ Cap Peck, Director, UW Teacher Education Program
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We're on the Web!

See us at:

<http://depts.washington.edu/wactl/ackerly/index.html>

Please contact Marisa Bier at mlbier@u.washington.edu with comments, questions, and suggestions for newsletter!