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Volume 1, Issue 3

APTD CONNECTIONS

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

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Eckstein Teachers Present in Boston!

A Celebration: *Two of the inclusion teachers at Eckstein, Lesley Rosenthal and Kathy Nunan, recently presented two seminars at the Coalition of Essential Schools Fall Forum in Boston on Inclusion co-teaching and differentiated instruction. Education for All: Teaching Full Inclusion:* During this workshop, we presented what our model looks like at Eckstein in terms of full inclusion. We took the participants through our process of moving our school to this model, and we discussed how the model has been put into practice. During the presentation, we shared a short video of two inclusion classrooms for the participants to see what collaborative classrooms look like in action. Many participants were working towards full

inclusion at their schools, so we had lots of discussion about how to make this happen. Modifying Curricula for Diverse Learners: This workshop focused primarily on how the General Education and Special Education teachers work together in developing and modifying curriculum. We discussed our planning process, reviewed the model we have developed at Eckstein for inclusion, and then presented 10-15 assignments that illustrated our process of modifying curriculum. Participants worked with a sample assignment to practice making modifications for their particular student population. ~Marni Campbell macampbell@seattleschools.org

Madison Success!

Madison Middle School teachers have started to gather together to make up the Madison School Success Team. The team has developed a number of services or programs that have started or are soon to start under the MSSP. These include:

- Learning plans for 200 students that must show academic growth
- Before and after school academic programs for some of these students (includes Sat. school).
- Possible WASL camps during school breaks
- Small group tutoring
- One on one tutoring
- An adult education program which includes a Math night in January and a possible literacy night.

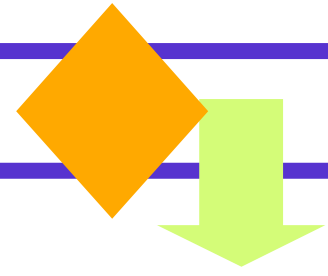
This team is also trying to get a curriculum committee together to work with Susie Clark in order to coordinate the materials used in these programs with the curriculum in the classroom.

~Kathy Myers - kamyers@seattleschools.org

Nelsen Welcomes Shakespeare!

Shakespeare comes to Nelsen! The spring play has been chosen - *A Midsummer Night's Dream*. Students in the 6th, 7th, and 8th grade will be reading the play in their Language Arts classes and will have the opportunity to view the spring production. Evening performances will be a part of Nelsen's Spring Arts Festival featuring artwork from many students, a café, and many other festivities.

~Anna Horton - anna.Horton@renton.wednet.edu



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Student Voice at Dimmitt Staff Meetings

At Dimmitt Middle School, we have enhanced our staff meetings by inviting students to voice their opinions about their success at school. Through the leadership of our ASB officers, students created a form that asks students to list what staff currently does to help them be successful at school and what we could do as a staff to better help students experience success. Students' responses are then prioritized and the top 3 for each question are shared via two

students (different students each time) at our staff meetings. The first five minutes of staff meetings are dedicated to student voice. Staff writes down questions/comments/feedback in order to provide ASB officers with reflection and to share with other ASB representatives. Students quick response to share feedback via the forms has been positive in regards to the number of students providing feedback and their thoughtfulness and honesty in their comments.

- Jesely Alvarez

Coaching at Bryn Mawr

After identifying students with behavior needs through our BEACONS program, these particular students now have a Behavioral Coach. The coaches check in with their assigned student every morning, giving them their daily behavior chart and encouragement. At the end of the day, students check back in with coaches to reflect on the day. These coaches are valuable, supportive mentors, separate from the students' regular classroom teachers.

~ Leilani Kollasch

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Unsung Heroes at Dimmitt

In November, we held a celebration for "Unsung Heroes" in the community. Students nominated community members and recognized them at Dimmitt at an evening celebration. Among the nominees were teachers, students, firefighters, the mayor of Renton, family relatives, counselors, district/KEC employees, classified staff, and support staff.

~ Jesely Alvarez

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Hopes and Challenges Related to S&T

When asked what excited them most about the S&T Inquiry Project, the mentors replied that they valued the structured time and opportunity to support early career teachers in their building. One of the challenges mentioned was the following: *How can we share ideas with our early career teacher so they can hear them and not feel defensive?* Here are some suggestions about this....

ESTABLISH A TRUSTING and LEARNING-FOCUSED RELATIONSHIP

Start with a concern that an early career teacher (ECT) has identified. Use strategic, open-ended questions to find out what they think are the primary issues and what they would like to work to improve. Invite the ECT to provide their own impressions and recall evidence upon which they have based their statements. Work towards developing cause-effect relationships. As one of my colleagues often says, work towards showing people how to fish versus just giving the fish.

USE EFFECTIVE LISTENING SKILLS

Avoid making judgements. Use paraphrasing and summarizing to make sure you are clear about what ECTs understand to be the issue (i.e. In other words... So, you're feeling/concerned about...).

PROVIDE DATA

When possible, provide additional data to enrich the conversation and keep the focus on using evidence to inform changes - in classroom practice and/or establishing learning communities in your school for the sake of improved student learning. Sit side by side when you examine the data. This will concentrate your efforts around the data and the issue, not the person.

USE MEDIATIONAL QUESTIONS TO HELP COLLEAGUES IMAGINE POSSIBILITIES

Here are some helpful stems: *What's another way you might...? What would it look like if...? What sort of an impact do you think...? How did you decide...?*

WHEN YOU GIVE ADVICE

Offer your advice only when asked! State it as a suggestion that has worked for you or another colleague. If you can think of other examples, throw 1-2 others in as well to let the ECT pick one that might be helpful from his or her perspective.

Here are a couple of great books if you want to learn more:

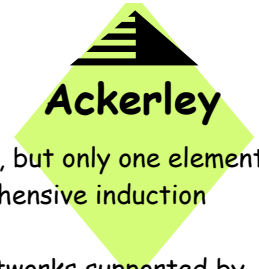
- Mentoring Matters, Laura Lipton & Bruce Wellman, MiraVia, 2001 (www.miravia.com)
- Cognitive Coaching, Arthur Costa & Robert Garmston. Christopher-Gordon Publishers, Inc. 1994
-Sally Luttrell-Montes

Teacher Leadership at UW

For those of you who are interested in learning more about teacher leadership, the UW will be offering a new course this summer. The 3-credit course that will be offered is entitled, Introduction to Instructional Leadership and Coaching (EDC&I 495F) and is scheduled for June 26-July 7, 2006 in the mornings. For more information, visit the UW's College of Education website or contact Sally Luttrell-Montes (sallylm@u.washington.edu).

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Survive and Thrive Inquiry Project

We currently have 19 mentor/early career teacher teams in 9 of the Network partner schools who are working towards the goal of strengthening and improving school cultures in which experienced and early career teacher work together to inquire into effective practices to improve student learning. The nine schools participating in the S&T Inquiry Project include Aki, Bryn Mawr, Eckstein, Kennydale, Lindbergh, Madison, McClure, Nelsen, and Parkwood.

During our first quarterly mentor meeting, we all read an article called, "Induction into Learning Communities" from the National Commission on Teaching and America's Future. (This can be found at www.nctaf.org.) Here is a summary of their key findings:

- Induction should be a stage in a continuum of teacher development.
- Induction should support entry into a learning community.
- Mentoring is a useful component

of induction, but only one element of a comprehensive induction system.

- External networks supported by online technologies can add value
- Induction is a good investment

NCTAF presents recommendations to encourage collective responsibility for supporting new teachers through a comprehensive induction system based on four central goals:

- 1) Building and deepening teacher knowledge;
 - 2) Integrating new practitioners into a teaching community and school culture that support the continuous professional growth of all teachers;
 - 3) Supporting the constant development of the teaching community in the school; and
 - 4) Encouraging professional dialogue that articulates the goals, values, and best practices of a community.
- Sally Luttrell-Montes

ANNOUNCEMENT!!! NETWORK GRANT FUNDS

We have just learned that we will be able to offer funds to support Network activities! Although there are a number of logistical aspects to work out, we will be forming a subcommittee shortly after the new year to help us do just that.

Here are some brief details and things for you to start thinking about to take advantage of this opportunity. Feel free to share the news with your principal and school staff.

1. **Identify a Network goal** that centers around the work you want to accomplish and hits the Network mission "sweet spot". (i.e. Study Groups to improve school climate)
2. **Pose the goal as an inquiry question.** (i.e. How can Study Groups be used to improve student learning?)
3. **Identify 1-2 other Network schools that have a similar inquiry question and decide if you want to**

request an initial Planning Grant.

If you decide to do this, you will need to fill out a short form to formally request the funds. (We will help you do this at the Network Council meetings.) The maximum amount for the Initial Planning Grants will be \$1000.

4. Once you have the Initial Planning Grant funds, you may use them to **develop a full-blown proposal.** This will be done with the 1-2 other Partner Schools plus a UW liaison to maximum the intent to reach the "sweet spot".

Funding parameters:

- Funds can be used for up to one year.
- There will be no grants given to a single school working in isolation.
- Total grant amount for two schools plus UW faculty: maximum \$5,000
- Total grant amount for three schools plus UW faculty: maximum \$10,000

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!