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The editorial committee seeks articles that provide perspectives, research and practical information about the issues of and ways to improve learning and teaching in Washington State.
This issue of *Curriculum in Context* explores the necessity of educating the whole child.

Perhaps at its core, the landmark legislation that has been most focused on in recent years is the No Child Left Behind (NCLB) legislation. This legislation has had a profound impact on the way education is structured, with a strong emphasis on accountability and standardized testing. The focus on measurable outcomes has led to a narrowed scope of the classroom, with a reduced focus on creative and aesthetic activities, and a broader focus on math and reading achievement. This has sometimes led to a neglect of the arts and other subjects, which are important for the holistic development of children.

The intensive emphasis on high stakes testing has narrowed the scope of the classroom to that of preparation for testing. The adage that “we measure what matters” translates to school improvement plans focused on reading and math. Subjects not tested increasingly take a low profile, and in some instances have disappeared entirely. In particular, the arts have been diminished. Some would argue that the fun has left the schoolhouse, and the joy of learning has been compromised. Paradoxically, when that happens, children are left behind. When their creativity is left untapped, or the broad expanse of the world is left unexplored, students find little relevance or meaning in school. The same is true for the teachers in the schoolhouse. Their passion for teaching children is not fueled when they are treated solely as test improvement technicians. Their very reason for becoming educators comes from the wholeness of education as a human endeavor, and from the deep professionalism that is embodied in good teaching.

Whenever such disparities become evident, there is always the tendency for the pendulum to swing in the opposite direction. We are dangerously close to such an oscillation, where once again education swings back in the direction from whence it came. Peter Senge (1990), in *The Fifth Discipline*, and Robert Fritz (1984), in *The Path of Least Resistance*, described the phenomenon of the path of least resistance and competing tension resolution systems that cause these oscillations. To use NCLB as an example, the increased emphasis on raising student achievement leads to elimination of programs that are of interest to students, teachers, and the community. In reaction, the restoration of attention to serving broader interests leads to a reduced focus on measurement of school improvement. And so, the pendulum swings back and forth between the extremes. Senge and Fritz explain that the only way to mitigate these oscillations is to become very clear about two things: a shared vision of what we want to create, and a shared understanding about what we now have. Through this, the resolution of the competing tensions favors the results that have been created in the shared vision. The Association of Supervision and Curriculum Development, ASCD, has begun the work of creating a vision of the schools we want for our children through its Commission on the Whole Child. The Commission has outlined a vision of educators, communities, and policy makers working together for educating the whole child and a broader definition of achievement that promotes the development of children who are healthy, safe, engaged, supported, and challenged. The Commission’s report, *The Learning Compact Redefined: A Call to Action* is available at www.wholechildeducation.org.

This issue explores the thinking that is necessary to educate the whole child. It will take more than schools to do this work, and will require that entire communities embrace the moral imperative of attending to the full needs of each and every child. Dr. Carter’s article describes the work of the Commission on the Whole Child and the advocacy position that ASCD is assuming on behalf of educating the whole child. Joan Schmidt highlights the unique role that school boards can play. An article on the Spokane community’s focus on eliminating child abuse serves as an example of the broad-based community commitment that must be made if we are to serve the needs of whole children. Other articles describe professional learning communities and the work of developing a shared vision for meeting the needs of the whole child. Pauline Sameshima thoughtfully explores the integration of the arts and embodied aesthetic wholeness as a framework for teaching. Our teacher and student voices provide poignant testimony that there is more to making school meaningful and relevant than the basics. The articles are expansive, and they offer an inspired perspective on the kind of educational system that we must work together to create to avoid a pendulum swing that could erase the progress that has been made in leaving no children behind.

Several of the authors in this issue will conduct sessions at WSASCD’s fall conference, November 1–3, 2007. We hope this issue of *Curriculum in Context* will resonate with the deep commitment we all share to educate our children well. ASCD is in a unique position to advocate for children and for education. Washington State ASCD holds the same position for advocacy in our state. As author Murray maintains, it takes whole communities to educate whole children. Join us!
A whole child approach in schools:
Moving from words to action

by Gene Carter

We shape the world’s future through our children. We may not see that future, but it is our responsibility to equip our children to thrive in that unknown time.

Public education in the United States is at a critical crossroads. Our nation and our world are changing. So, too, are our schools—where dramatically different approaches are increasingly required to engage students in learning. Students of the 21st century—students who are curious, healthy, cognitively autonomous, socially responsive, globally conscious—cannot be educated in the 20th century paradigm of education that prevails in too many of our nation’s schools. Our students’ academic success, health, safety, and well-being are keys to their place in an increasingly competitive, yet connected, world.

The movement for standards-based education has had a powerful impact on policy and practice, but it has done precious little to address the primary mission of schools—the preparation of the young for success in childhood, adolescence, and adult life. To function adequately across their lifespan, children and youth need formative experiences that aid their growth and development along physical, social-interactive, social-emotional, moral-ethical, linguistic, and cognitive pathways. Indeed, academic learning is not an isolated capacity but an aspect of development (Comer, 2006).

We know the wisdom of the adage that the whole is greater than the sum of its parts. Sadly, today’s debate over education reform has divided children’s learning along different axes rather than tightening the alignment and connections of its component parts. In this milieu, far too many students are falling through the cracks. And just as there are unacceptable disparities in academic achievement along lines of race, ethnicity, gender, and socioeconomic status, there are also disparities in health. Simply put, too many students are failing and many of those who are successful by traditional measures are not fully prepared for their future. Kids are checking out, dropping out, or graduating with underdeveloped and untapped talent.

We must lead in the creation of a new landscape of learning, teaching, and leadership that reconnects our children’s learning to life in the 21st century. The time has come for us to help our stakeholders restore balance to our children’s education and to help students fully realize their potential. To do so we need whole schools, whole communities, whole nations, and whole children.

Central to ASCD’s mission is advocacy for the whole child. This position calls for the comprehensive education of all children from preschool through college. The success of this endeavor depends on broad engagement of all stakeholders—including parents, teachers, communities, and policymakers at all levels.

The basic industrial-era assumptions upon which most public schools, curricula, and evaluation mechanisms are based do not stand up to the challenges imposed by globalization and the knowledge economy. Meeting the needs of the whole child means providing a rigorous, comprehensive, and balanced curriculum in which 21st century skills are integral to learning and teaching; and fostering an atmosphere that promotes thinking and wondering rather than fear and caution. It means linking health needs with learning expectations, and ensuring fair and comprehensive assessments. Today, in far too many of our schools and communities, we are watering the leaves of schooling and not the roots of learning. It is now time to design learning systems and environments that focus on the whole child.

ASCD shares the commitment to change fundamentally the way we think about and deliver public education.

Last year, ASCD announced the Commission on the Whole Child. We asked the Commission to consider how we build for the future—how we educate and support young people in their academic growth, emotional and physical health, and character and citizenship development so each child is prepared for adulthood. We invited a diverse group to serve on the Commission because we wanted to challenge current thinking and explore new avenues. We expected the Commission to develop recommendations for consideration by both policymakers and practitioners. Finally, we expected to create a model and tools for dialogue and action on meeting the needs of the whole child.

In March of this year, we presented the Commission’s report, The Learning Compact Redefined: A Call to Action, at ASCD’s Annual Conference in Anaheim, California. This report calls on policymakers at every level to create policies that support the growth and development of our young people—aesthetically, physically, socially, emotionally, and civically. ASCD strongly feels that we will never eliminate the achieve-
ment gap if we fail to provide each child with an education that is academically challenging. But that is not enough. We must also be sure that each child is healthy, safe, engaged in the arts, supported by caring adults, and challenged by the civic life of the school and the broader community.

“What the Commission has done,” says Commission cochair Stephanie Pace Marshall, “is craft a fundamentally new story that reflects our new understanding of learning, one that focuses on potentials and abundance and integration and connectedness. It says whole children are neither test scores nor bundles of frenzied activity” (ASCD, 2007, p. 8).

The new compact frames the recommendations of the Commission. It has five components:

- Each student enters school healthy and learns about and practices a healthy lifestyle.
- Each student learns in an intellectually challenging environment that is physically and emotionally safe for students and adults.
- Each student is actively engaged in learning and is connected to the school and broader community.
- Each student has access to personalized learning and to qualified, caring adults.
- Each graduate is prepared for success in college or further study and for employment in a global environment.

The Commission has sounded a clarion call. This new learning compact seeks to put students’ needs at the center of decisions. The Commission and ASCD hope that communities will embrace the compact to ensure our young people’s whole and healthy development. Only through involving schools, families, businesses, health and social services, art professionals, recreation leaders, and policymakers at all levels will we succeed. Toward that end, ASCD has launched a multiyear whole child campaign, seeking commitment from all these representatives to think about what education should be and act accordingly.

The time is right for us to find the passion to go further than anyone before us. We must pick up the torch of hope for our children, never allowing pessimism to extinguish its flame. Our children deserve nothing less.

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A school board perspective on educating the whole child

I like a challenge. So, when I selected a theme for my term as president of the National School Boards Association, I opted for the most daunting of topics:

“Educating the Whole Child.” I made this choice knowing full well that the national focus under the No Child Left Behind Act (NCLB) was on raising test scores in reading and mathematics, that schools were under intense pressure to measure up or face the consequences, and that funding shortages had become endemic to the public schools.

As I crisscrossed the nation speaking to school board audiences, I found a host of kindred spirits, people who shared my commitment to educating the whole child, who believed that excellence and equity in education cannot be measured solely by test scores, who recognized that it really does take a community to raise up a child. And I began to understand that this is a strange and perplexing time for those who have been entrusted with the shaping of education policy in local school districts.

From the beginning, our nation’s public schools have been called to prepare students for life in a democratic society. This call has demanded that students reach a high level of proficiency in reading and math. And it has required that schools honor and preserve our heritage by teaching and modeling such traditional virtues as civility, volunteerism, and a sense of working for the common good.

But life in the 21st century presents additional challenges, and today’s students must be prepared for a lifetime of learning. Technological advances are transforming the workplace, and recently created jobs are becoming obsolete overnight. Meanwhile, a burgeoning supply of information is calling for heightened ability to discern what is meaningful and relevant. Discoveries in the medical field are leading to increasingly difficult choices, as physicians and patients become partners in healthcare decisions. Scientific advances are raising complex ethical issues as they challenge traditional beliefs about human life and the world as we know it. Somehow, in this bewildering panoply of change, we must support the unchanging need for citizens with empathy for their fellow human beings and a deep hunger for justice.

Against this backdrop, our nation is focused on educating every child to unprecedented levels. NCLB, with its mandate for annual testing, has elevated the status of tested subjects and placed pressure on schools to raise test scores or face serious consequences. The most serious consequence, however, may well be an unintended one: the narrowing of the curriculum. This amounts to a form of triage in which other academic programs are cut back in an effort to raise test scores while conserving scarce resources. And the real damage is an erosion of education that serves children.

The unfortunate reality is that political decisions all too often seek quick fixes for complex issues. Meaningful reform, on the other hand, calls for thoughtful consideration of research findings. It necessitates a comprehensive plan that addresses the long-term need for facilities and equipment, instructional time and qualified teachers. It requires a rigorous, sequential curriculum based on standards which define what every student should know and be able to do. Most of all, it calls for absolute commitment to the well-being of the whole child. And that kind of reform is in sharp conflict with the simple, superficial solutions proffered by those who seek public affirmation in the next election.

The board room is a place where short-term political thinking collides with long-term planning. And the sad truth is that sometimes the immediate need to raise test scores trumps the visionary work of the school community. Music classes, health programs, early childhood education—all are tempting targets when the school board faces a recommendation to scale back or eliminate a program.

Music programs

Music programs are often first to feel the sting of program cutbacks. This happens in spite of a growing body of research that demonstrates a clear connection between music instruction and brain development. A decade ago, support for music education increased because of a landmark study in which preschool children who received individualized piano keyboard instruction scored thirty-four percent higher on tests designed to measure spatial-temporal reasoning compared to those who had not received the piano instruction (Rauscher, 1997). A follow up study involving kindergarten children and group piano keyboard instruction yielded similar results. Because both of these projects dealt with children from families that were reasonably well off, the next challenge was to find out whether music instruction would yield...
similar results for disadvantaged children. In a subsequent project involving second graders from one of the poorest-performing schools in Los Angeles, the students received piano lessons along with a specially-designed computer program. After four months, they were tested for the ability to analyze ratios and fractions. These students scored 27 percent higher on questions about fractions and proportional math than did their counterparts from a similar school district who had received the computer program without the parallel piano instruction (Shaw, 2000).

With the news that disadvantaged children in this study showed the same kinds of improvement as their more privileged counterparts, the research has continued. Although it will be years before neuroscientists produce definitive proof of the long-term benefits of music instruction to higher brain function, the findings to date are substantive enough to influence current education policy. Meanwhile, the musician in me knows that music in its own right belongs in the core curriculum.

Health programs
Research demonstrates that children who are physically and emotionally healthy learn better and achieve more. During my term as NSBA president, nothing brought home the issues of physical and mental health more clearly than the devastation wrought by Hurricane Katrina and her hellacious sister Rita. More than 372,000 children were displaced. Our nation’s communities and schools opened their doors and their hearts to those children. The federal McKinney-Vento Homeless Assistance Act requires public schools to accept homeless students even though they may lack education records, vaccination records, and proof of residence. But, I believe our schools welcomed the hurricane-displaced students, not because of the law, but because it was the right thing to do.

Responding to disaster creates stress for the giver and the recipient. Being welcoming and inclusive requires more than good intentions. Children who have been displaced need food, clothing, and shelter—the basics of survival. They need a school that is focused on raising student achievement for each child, and they need a school community that honors diversity and is prepared to serve the needs of the whole child.

Many of the displaced children had been traumatized, and some were emotionally fragile. But there was no vaccine for mental health, no shortcut to helping children who were burdened with survivor’s guilt, terrified by violent storms, unable to manage their own anger.

Long before the hurricanes of 2005, budget constraints were forcing cuts in peripheral programs, including those in which “school counselors help eliminate social and emotional barriers to learning” (Vail, 2005, p. 24-25). The guidance counselors and school psychologists who had survived the cutbacks were already struggling under heavy caseloads. Nonetheless when the hurricanes struck, they were the very people who helped the displaced children make the transition into their new schools and taught school staff and students how to be appropriately welcoming.
Early childhood programs

During pregnancy, some women eat nutritious food, listen to classical music, and read to their unborn children. Other women use illegal drugs, curse the neighbors, and kick the cat. Five years later, their babies enter the doors of the public schools.

The luckiest children have been in a preschool operated by experts in child development. These children know how to sing, dance, play a musical instrument. They speak a second language, they read and compute. They say “please” and “thank you” and they chew with their mouths closed.

Leading toward a preferred future

I believe school boards have an ethical obligation to lead the way into the future. Among other things, this requires setting aside time and space for a thoughtful exchange of ideas. School boards must engage the community in a search for the most deeply held beliefs, and this means asking the difficult and often paradoxical questions:

• Economic disparity—At a time of tax cuts for the wealthy, how do we address basic needs like health care for children born into poverty?

• Segregation—At a time when external forces are resegregating our public schools, how do we affirm the value of racial and ethnic diversity?

• Literacy—At a time when some children can read when they enter kindergarten and others have never held a book in their hands, how do we develop equity in early childhood education?

• Creativity—At a time when high-stakes testing is, all too often, trapping children in identical boxes, how do we encourage the potential within each individual child?

A global perspective on change

Right now we are in the midst of unprecedented change, and it seems to me that we need time and space for a thoughtful exchange of ideas. Technological development is fueling vast changes in the global economy. Mass migration is triggering demographic shifts, and individual school districts are enrolling students from throughout the world. Indeed, some school face the challenge of teaching English language learners in a mini-marketplace where more than 50 languages are spoken by students. Meanwhile, the disparity between the haves and the have-nots is increasing.

These kinds of changes are having a destabilizing impact. With schools at the nexus of societal change, it would be tempting to retreat into the safety of an imaginary past; however, this would be a disservice to all of the children in our public schools.

The children who lost out in the prenatal lottery hoard food. Their vocabulary is limited. They have never visited a museum or library, and nobody taught them how to hold a fork.

One of the biggest challenges faced by schools is overcoming the differences in readiness when children enter school. An at-risk child is “at risk of failure in school and in life. Before he ever sets foot in a public school, he is months, perhaps years, behind” (Hardy, 2006, p. 17). Closing this gap seems to become more costly with each passing year in the education system.

A number of states are increasing their investment in pre-K programs in an effort to improve school readiness. While there are many models for pre-K programs, core requirements often include “highly trained teachers with documented expertise in early childhood education, learning goals tied to K-3 or K-12 standards, and a policy of low child/staff ratios and class sizes that meet expert recommendations” (O’Brien and Dervarics, 2007, p. 9).
• Civic responsibility—At a time when reality shows on television honor greed and ruthlessness, how do we help students develop the civic virtues that are essential to democracy?

I daresay the community will find common ground at the point where the first priority is the well-being of children.

The real needs of our schools have too long been relegated to an invisible place and treated with that cheapest of placebos—the political platitude. If we truly care about children, we must look beyond minimal survival, beyond standardized test scores, beyond partisan political agendas. We must seek ways to ensure that each child has a chance to flourish, to reach his or her potential, to become a productive citizen in a democratic society. And that will require an infrastructure that prepares for crisis and calamity, but also supports the real and present needs of our nation’s children.

We often speak of the public schools as a microcosm of society with all of its imperfections. But imagine a future in which the school becomes a microcosm of society as a better place—a sanctuary where poverty and hunger do not exist, where respect and civility are modeled, where learning is comprised, not so much of dreary test preparation, as of wonder-filled discovery.

If we are committed to meaningful education reform for the 21st century, we must stand firmly in support of a full, rich curriculum that addresses the needs of the whole child. This is a moral imperative with no room for compromise, and it cannot be achieved by the schools working alone. This initiative requires full participation by the larger community with collaboration that looks beyond differences, asks the right questions, focuses on the common ground, and develops strategies that transcend the agendas of any individual or group.

The world of the future demands a new vision for education—one that is rooted in a shared obligation to educate the whole child.

We dare not settle for less.

References


Joan Schmidt is past president of the National School Boards Association.
Collaboration as integration: An embodied aesthetic wholeness  
by Pauline Sameshima

“Real knowledge is not merely discursive or literal; it is also, if not first and foremost, sensuous... derived from bodily participation in the learning act.”

I teach a course called Arts Integration K-8 in the College of Education at Washington State University (WSU). The college's proactive plan is to prepare teacher candidates who might potentially work in schools where arts programs have been cut. My role is to prepare generalist teacher candidates to teach music, art, drama, and dance in the classroom, and to use the arts to enrich learning in other areas of the curriculum. As you can imagine, this is a daunting task as few teacher candidates come to the program with adequate experience and confidence to teach all four fine arts components.

So the course takes an alternate route, spotlighting a culminating event as a number of focal areas can be synthesized. Students are given an opportunity to experience moving collaboratively through processes of Design, Invention, Creation, and Production. The course is not designed linearly as all the various experiences converge and overlap with each other. My primary goals are to provide a space for candidates to experiment with a number of artful forms (dance, writing, music, etc.) and mediums, (charcoal, clay, paint, etc.); raise awareness of various styles of visual arts and artists; consider their own sources of creativity and identities as perspective teachers; and enable them to experience the power of community collaboration.

As I prepare to teach this course for the 4th time, I reflect on the outlooks, qualities, and skills I consider important and useful for beginning and practicing teachers. As an elementary classroom teacher and administrator for 16 years, I realize that we cannot prepare candidates for all contexts and situations; thus our best contribution is to help teacher candidates find themselves— their teacher identities, their own artful selves—and let them experience and be inspired by design, invention, creation, and production. The “art of teaching” is not about art, but about developing a fluid, dynamic, holistic and layered curriculum which uses creativity to enrich the learning goals.

I choose to provide experiences which share the arts by themselves, integrated with each other, and integrated with the broader curriculum. I intentionally plan the course in a way that attempts to reiterate integration purposes. For example, a critical aspect of holistic curriculum planning is community collaboration; therefore, the course itself is connected to three other university communities: the WSU Museum of Art, the WSU Outdoor Adventure and Challenge Leadership Programs, and the WSU Electronic Music Association.

In this article, I share the thought processes which have begun to shape this continually evolving course specifically in relation to what I’ve termed an Embodied Aesthetic Wholeness. A curriculum of Embodied Aesthetic Wholeness focuses on context—the class; the resources viewed as time, energy, and finances; and the community in relation to the curriculum. Transformational learning may be significantly deepened through the intentional development of a curriculum which attends to teaching and learning holistically through the body with consideration to:

- increasing receptivity and openness to learning;
- fostering skills of relationality between learners, learner/teacher, and learner/context;
- modeling wholeness-in-process;
- layering multiple strategies of inquiry, experiences, and presentation; and
- acknowledging ecological and intuitive resonances.

A curriculum of embodied aesthetic wholeness

Wholeness employs currere as a research methodology as explained by Rita Irwin (2003, 2004) and William Pinar and Madeleine Grumet (1976). The word curriculum, generally used to refer to a prescribed list of outcomes, objectives and content, is derived from the Latin word, currere, which means to run. Curriculum is static, while currere is dynamic. Curriculum is focused on “end products we call concepts, abstractions, conclusions, and generalizations we, in accumulative fashion, call knowledge” (Pinar, Reynolds, Slattery & Taubman, 1995, p. 415). Teaching, and learning through the method of currere as formulated and practiced by Pinar and Grumet (1976) requires the teacher to actively create two phenomenological descriptions: 1) to know the self in context; and 2) “to trace the complex path from preconceptual experience to formal intellection” (Pinar et al., 1995, p. 415). In other words, currere is living...
pedagogic inquiry—finding location of self in relation and iterating moments as knowledge construction along the path of the dynamic process of currere. Although understanding that curriculum as objectives and outcomes is important, I propose that we also attend to the currere root of curriculum in the classroom setting.

Currere is about movement, about awareness, about acknowledging learning through the body. Teachers know that hands-on-learning and active participation increases learning. That notion must be extended to the teaching self—to embody learning, and teaching in a way that echoes living. A re-focus of ways of being a teacher and incorporating currere as an integral part of pedagogic living is critical to transformational teaching practice.

The scholarship of Hamblen (1983), Jagodzinski (1992), Leggo (2005), Pryer (2001), Sawada (1989) and others, privilege the body’s sensuous knowing over the Cartesian emphasis on thought. Learning is an integral part of living in the body. Every living moment is a possible moment for realization, contemplation, or action. Embodied wholeness is weaving the daily into reflexive understandings of continuous heartful living, learning, and teaching. Artful, tactile and multi-sensory epistemologies are thus more strongly supported as the teacher/learner takes on a reflexive way of being.

The teacher/learner is always in an active state of renegotiating perceptions of self in conceptions of context (Rogoff, 2000) and re-searching, re-creating and creating new ways of understanding, appreciating, and representing (Finley and Knowles, 1995). Living wholeness as a teacher includes living as an embodied aesthetic being, developing skills for finding meaningful pedagogical relevance between personal experience and the greater public good, and recognizing the processes of learning while the passages of learning are being constructed.

Living embodied wholeness is not a blind surrender to compartmentalization and dichotomy; rather, it is comparable to living Charles Garoian’s explanation of performance art teaching in the theatre. Garoian explains that “performance art teaching enables students to critique curricular and pedagogical stereotypes ... and encourages the tradition of rebellion as a natural aspect of students’ creative and mental development” (1999, p. 31). Wholeness is thus living inside (immersed in the moment) and outside (seeing the immersion from a distance)—living a subversive esthetic, moving with conviction, away from the safety of conformity and standardization, and the fear that holds us there, to the unknown, to the new, and to the open connective spaces where the impossible becomes possible.

Increasing receptivity and openness to learning
To teach well, in balanced ways, a teacher must live with verve! Most conceptions of the teacher identity is one of a passive body, a conduit of knowledge, an empty jug which is filled with the curriculum which is then proportionally doled out to students. It’s important to challenge this conception and to see the teaching self as a living, breathing learner closely integrated with students, focused on the teaching and learning moments.

Emmanuel Levinas (1981) describes an interesting way of understanding “self/other.” Levinas believes that the primary concern of self to the other is the subject’s responsibility to the other, even if the other is unknown. He says we can only know self in relation to other. Ted Aoki (1992) explains that Levinas’ focus on responsibility before the rights and freedoms of the subject creates a tone which ethically welcomes multiplicity. This outlook appears simplistic but can drastically re-shape perspectives on locating place as a teacher within wholeness. The teaching profession is dramatically strengthened when teachers understand who they are, know how their experiences have shaped their ideologies, and find and acknowledge their place of contribution in the broader context of the educational setting. These ideas go against the grain because the historical concept of the teacher is one of blank uniformity. Levinas’ conception of self/other constructs a placeholder for self in the midst of others (through responsibility) and hence creates a perspective of belonging, place and need, yet still values difference. This conception reiterates Paulo Freire’s encouragement that “the more rooted I am in my location, the more I extend myself to other places so as to become a citizen of the world. No one becomes local from a universal location” (1997, p. 39).

To be immersed as a learner in the teaching practice, teachers need to question the origins of thinking and talk about their thinking processes. They need to teach and learn through multiple embodied experiences. They also need to find location for themselves through actively increasing receptivity. One way to do this is by being involved in conversations which are emotionally challenging, which ask them to make decisions, and explain why. I suggest that beginning teachers begin to view themselves as not just the “serving-teacher,” but also as receiving-learners in process. Herman Stark (2003) believes that to think is to undermine, and one increasingly incurs more intellectual and moral responsibilities as one becomes more thoughtful.

Fostering skills of relationality between learners, learner/teacher, and learner/context
Being open in the moment means listening intently, simultaneously seeking relationality, acknowledging connections, and appreciating the full-
ness of presence in the present. Being open is akin to Leder’s (1990) notion of *aesthetic absorption* which is based on phenomenologist Maurice Merleau-Ponty’s (1968) “chiasm” which is experiencing the world as “flesh”—a meshing of subject and object, self and body, and body and world.

As part of the course, to enable and foster skills of relationality amongst learners, the teacher candidates participate in a jointly planned session facilitated by the WSU Challenge Program. Teacher candidates participate in various activities which help them get to know each other; enable them to work cooperatively toward a goal; and depend on each other. These activities, particularly when provided at the beginning of the course, allow the development of a culture of trust and collaboration for future group work. These activities are particularly helpful in a course where students are designing and creating in frequently foreign modes and mediums. Here are some comments from the students following the Challenge experience.

“The log definitely was great because we needed to use each other as support while switching spots on the log. I feel this is how we will work together this session.” – student

“The falling and floating activities were great because we became vulnerable and learned that we can trust and count on each other for help” – student.

“It takes total trust and support to allow almost strangers to lift you six feet off the ground.” – student

“When the name game was switched to words representing us such as Trust, Teamwork, Friendly, etc., that was good so that we all began to think about what is important within a group/team in order for it to run smoothly.” – student

This course also works in partnership with the WSU Museum of Art. In the summer session, students attended featured artist, Marilyn Lyhosir’s exhibition (EMA). EMA is a WSU Registered Student Organization which promotes the creation and enjoyment of electronic music through informational meetings, events, education, and fundraisers. It’s a support community of electronic artists who help each other with both compositional and artistic techniques and styles. In the 2007 summer session, five pieces from the EMA Web site were used to form the basis of the course. Students choreographed dances, sewed costumes, made art, and wrote poetry and prose responses to each of the pieces. “Meaning is created, represented, and interpreted through the use of different semiotic, or sign systems, which learners naturally employ as they make sense of the world” (Lynch, 2007, p. 34). Albers (2001, p. 4) suggests that there is benefit to learning with multiple systems, that when systems “overlap, co-occur, and work against each other,” this reading of system mergence is much like understanding language and therefore is a literacy. Thus, this course on arts integration is a course on the development of creative literacy. The dances were presented with a digital slide presentation in a culminating evening performance. EMA also provided for the class and public, an informational presentation on Electronic Music where electronic musicians, ioTus and Algebra, demonstrated a live piece titled NepTune. The

Modeling wholeness-in-process & layering multiple strategies of inquiry, experiences, and presentation

To provide the experience of community collaboration, the course is connected to the WSU Electronic Music Association (EMA).
2007 fall sessions are currently planned to write songs with EMA to send to an up-and-coming London teen band seeking new and innovative material.

Holistic curriculums seek to provide frameworks which allow for course projects that have relevance beyond the teacher and grades. Foremost, the projects demand personal commitment and engagement. This integration course’s culminating events have been approved for clock hours for practicing teachers seeking to earn professional development hours. The holistic curriculum attends particularly to giving arts and knowledge production back to the community. This reciprocity is the key to authentic teaching and learning practices. Following are comments from audience members at the Summer Arts Celebration:

“Amazing! Keep up the good work. We do need arts in our schools. Thank you so much.” – John Harrison

“First I am proud to have been a part of such amazing learning [Francis was the Challenge Program facilitator]. Everyone had a part in all productions. The vast diversity in creativity is encouraging for public schools. I am most moved by the masks—how out of the box they became.” – Francis Morgan-Gallo

Karrow and Kentel (2007) argue that to prepare a future generation of teachers and their students we must teach them how to live healthily, spiritually, ethically and sustainably. To do that they suggest that teacher candidates must have a more ontologically and ecologically attuned educative experience. The authors suggest that “such an ‘attuned educative experience’ would have teacher candidates becoming more aware of the foundations of consciousness, its effect upon their thinking and general way of being, and the relationship of their being with place” (p. 1).

Students in the Summer integration course took a field trip guided by Justin Hougham from WSU Outdoor Adventure Programs. The excursion to the Magpie Forest allowed students to think about their places in relation to the earth, the world, and to each other. They spent time drawing botanicals and further developing connections with peers in an alternate context.

Wanda May (1989) describes postmodern critique as meanings which are dispersed and deferred throughout symbol systems. To “consolidate” understanding, various symbol systems must be incorporated into the classroom. Project-based work allows this freedom, ownership, and process-focused work to develop. This sort of integration can be taken into the classroom. For example, when teaching a poetry unit, children can be taught how to write a variety of poetic styles (haiku, tanka, limerick, and so forth), then the children can select particular styles they enjoy, write their poems, and finally render the work either orally, visually, or in movement. The act of layering the writing with performance or visual art reconnects the mind and body. Heshusius and Ballard suggest that layers of somatic-affective knowledge in the body “guide the deeper course of our intellectual lives” (1996, p. 14). By acknowledging the body to be the primary site of knowledge, theories of knowing in sensual, intuitive, visceral, emotional, and affective domains become possible (Berman, 1981; Thomas, 2004).

Developing a curriculum of Embodied Aesthetic Wholeness is complex. It is not a matter of simply using art to teach a subject; it is a frame of mind, a way of thinking and teaching holistically in order to open spaces which inspire children to think and learn in creative and heartfelt transformative ways.

Acknowledging ecological and intuitive resonances

An awareness of and sensitivity toward many environments—physical, psychological, social, and spiritual—are integral parts of postmodern proposals which inform . . . curriculum. (Patrick Slattery, 1989, p. 156)

Wanda May (1989) describes postmodern critique as meanings which

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**References**


A teacher’s voice
Bringing civility back to school
by Madonna Hannah

I wholeheartedly embrace this year’s WSASCD conference theme, “Reaching the Whole Child: Moving from Promise to Practice.” It is apparent that the traditional 3R’s (reading, writing, and ‘rithmetic) are essential to the educational development of every American child. It is equally apparent that the fundamentals of good character and citizenship are essential to the social development of every American child. As educators, we are charged with fully preparing the children who will inherit the land, laws and leadership of our great country.

As a career and technical educator who teaches fashion marketing and career exploration classes, I emphasize the importance of math, reading and writing by shedding light on how those skills play an intricate role in the real working world and everyday life. Basic and higher level math are essential to apparel and accessory fashion designers, display artists, store planners, interior designers and more. Designing, producing and distributing apparel and accessories requires solving complicated mathematical problems. Reading and writing are a must, starting with completing the employment application and then, once hired, the many reports that have to be prepared and eventually read and analyzed. I find that when the 3R’s are embraced and linked to the qualifications needed to succeed in any line of work, students want to pursue them because those skills are then viewed as significant components to their future success. Students seem to finally make a connection with why the 3R’s are so important. The question of “Why do I need to know anything about math?” is answered.

While I do accept the unquestionable significance of the 3Rs, I feel it is imperative to address and integrate a “C” for civility. The lack of civility in today’s society and especially in the school setting is appalling. It seems that overbearing behavior and bad manners are being emulated and accepted as the norm. Rudeness and aggressive talk are viewed as standing up for oneself and a means of gaining respect. Good manners are looked upon as not cool or nerdy or weak. Crude and rude behavior is NOT acceptable and should not be reinforced, ignored or celebrated. But our kids hear these rude tones every day in television shows, movies, and radio broadcasts. Mean spirited and demeaning talk and gossip are spewed by politicians, “shock jocks,” and vocal “artists.” As educators, what can we do? We can bravely take a stand and add a big “C” to the 3R’s: Reading, Writing, ‘Rithmetic and Civility. Expecting students to be civil will assure that you have a safe and respectful classroom/school environment where all children feel comfortable enough to learn, to ask questions, and to be respected. I say we plant the seeds of civility in our students so they may grow into more well-mannered American citizens who will proudly lead us through the 21st century and beyond.

The tone of civility is set in my classroom in the first few days of school. In my classroom, civility counts from day one. Civility expectations are reinforced daily and have helped to create a safe learning atmosphere for all my students. These civility expectations also help to build self-esteem in all students as well as motivate them to attend class to learn the importance of the “3Rs. The following “Civility Expectations” are common courtesies and common sense that should be naturally expected from all human beings.

Be cordial to each other
Say “Please,” “Thank you,” “You’re welcome,” “Excuse me,” and “Please be quiet” instead of “SHUT UP!”

Students are encouraged to say, “Good morning” or “Good afternoon” to staff members and each other before making personal requests. Students are encouraged to treat everyone respectfully. This results in a classroom that is safe and calm, which in turn creates an advantageous environment for all to learn. It is, of course, important that I am cordial to all students and consistently demonstrate the civil behavior I expect from them. I must walk what I talk! Being cordial to others in the world is as important as knowing
how to accurately count back the customer’s change or how to
design and build a skyscraper.

Tolerance
I encourage students to realize that everyone has a “beautiful
difference.” I strongly suggest that students discover something
to like about each person in the classroom. They must also
realize that people have different learning styles. As we prepare
our students to learn the importance of the 3R's, they must
also be taught that the world includes a broad spectrum of
people, beliefs and lifestyles. The world does not solely revolve
around them and like minded acquaintances. Students must
learn to be open to the possibility that differences exist among
people and demonstrating tolerance is a sign of civility, maturity
and the ability to adjust to a global society.

Good listening skills
We must encourage our students to develop the courtesy of
listening and focusing on what others say. Interrupting, being
disruptive, side talking and loud whispering are rude behaviors
that they would not appreciate receiving. I inform my
students that they are in class to not only learn from me but
also to learn from each other. Students are encouraged to not
only politely listen to each other but to all speakers, substitute
teachers, and administrators. By demonstrating good listening
skills they are learning to be civil and respectful.

Swearing is not acceptable
Unfortunately, swearing in school and at school related activi-
ties is all too common. It is a way of showing a lack of civility
and may lead to a weak foundation for building character.
My civility expectations are shared on the first day of
class. To highlight the importance of civility and to maintain
consistency, I have developed numerous civility activities. Here
are three that have proven effective:

• Monthly Individual Student Civility Awards- One student
  per class is selected for demonstrating exceptional civil
  behavior during the month. The students receive a framed
  certificate and have their pictures taken and placed on the
  “Civility Wall of Fame.”
• Monthly Classroom Civility Award- One class is selected
  for demonstrating exceptional civil behavior during the
  month. The class receives various rewards for their excep-
tional behavior.
• The Substitute Teacher’s Civility Award- My sub is given
  the responsibility of selecting a class that should receive
  an award for being the most civil. A guideline of civility
  expectations are included as part of my lesson plans. Stu-
dents and subs understand the importance of earning this
  award. The winning class receives special consideration.
  Needless to say, subbing for me is a very rewarding and
  “civil” experience.

During the 2006-07 school year, my Advanced Fashion
Marketing students and I created and launched the “Dare Not
To Swear!” campaign. It is an anti-swearing initiative that en-
couraged 8th-12th grade students to commit to not swearing
in school or at school related events for a year. The campaign
kicked off in October 2006 and over 1,000 students pledged
not to swear. Swearing dramatically decreased within the week.
This campaign has captured the attention and imaginations
of the Bremerton community, celebrities, politicians and the
media. Has the swearing stopped completely at school? Of
course not, but the campaign has raised awareness to the point
that students monitor and encourage each other not to swear
and to consider using alternative words. If a student accident-
tally swears, any staff member or peer may step forward and
say, “Dare Not to Swear!” or “Please don’t swear.” The request
will be met with civil responses such as, “I’m sorry,” or “Really,
I didn’t even know that I did swear. What can I say instead?”

First Lady Laura Bush offered the following encouragement
to Bremerton High School “Dare Not to Swear” pledges:
“Hooray for you! I am delighted to learn about the “Dare
Not To Swear!” campaign. Thanks to your pledge, polite
language is on the rise at Bremerton High School. May your
move to better manners sweep the nation! Habits are hard to
break and I encourage you not to be disheartened by occa-
sional slips. Encourage each other, and make it a habit to think
before you speak and chose your words wisely. You will make
a great first impression, enhance your self-respect, and gain the
respect of others.”

The purpose of the campaign is to elevate students’ vision,
attitudes, feelings, and communication skills. The campaign
works to de-glamorize swearing, eliminate bad attitudes, vulgar
words, and harsh negative tones that discourage students
and drive some away from attending classes. The “Dare Not
to Swear!” campaign will be an additional tool that prepares
students to enter the real world, enhance their ability to utilize
the 3R’s+C. Bremerton High School students will demonstrate
learned knowledge, a positive attitude, and excellent commu-
nication skills, as well as the proper social skills to build better
working and personal relationships.

As we move toward the 2007-08 school year, I invite you,
my colleagues, to consider embracing the “C” for civility as
an important addition to the 3 R’s. Don’t be afraid to stand
up and make a positive change in your classroom and in your
school. It is okay to raise the expectations and to work to
achieve and maintain them. Be consistent, stand your ground,
and don’t lower your expectations because of a few rebellious,
negative comments! This project works because students who
have been offended by swearing have been empowered to tell
offending peers to “Dare Not To Swear!”

As educators, we must realize that all students will rise to
our highest civility expectations but they must be presented
with the highest civility and character expectations to suc-
cceed. They must be praised for their attempts as well as their
achievements. As we prepare students to succeed in the 21st
century, they should know that name calling, bullying and
put-downs will not further their careers as they compete in a
global arena. Remember, the “Whole Child” is at stake!

Madonna Hannah is a teacher of fashion design and career
exploration classes at Bremerton High School.
A student’s voice
Dare not to swear campaign

by Marquis A. Bittinger

In my opinion, today’s youth are completely different than they were just a few decades ago. Many of the differences are typical and harmless. Music choices, clothing styles, and preferred activities all continue to change from generation to generation as they always have. However, one of the most dramatic current changes is the language young people use. Naturally, slang has always been a big part of youth vocabulary; but recently there has been a big increase in profanity. It is considered the cool thing to do. Nowadays, it seems swearing is acceptable. Some television shows and movies depict children swearing at their parents or other authority figures. Students are shown storming out of classrooms, trying to be seen as the troubled rebels. It does not stop there.

It is in the music, too. If you look down the CD racks in stores, a large percentage of CD’s feature a parental advisory/explicit content sticker. Figuratively speaking, every other word in many songs is an expletive. Singers rant on about women as objects, indulging in alcohol and drug infested partying, and living the “hood” life of murder and narcotic sales. While rappers claim it is necessary to get their point across, music artists could not sell CD’s if they did not produce an ’expletives deleted’ version. As one would expect, the lyrics have influenced our youths’ vocabulary. Some cannot have a conversation without swearing. Something has to be done. The next generation of Americans needs to pledge to “Dare Not to Swear!”

This anti-swearing campaign at Bremerton High School started as an idea, the brainchild of Mrs. Hannah and her Advanced Fashion Marketing students. They notified celebrities, political figures, athletes, and anybody else with societal influence to share reasons why BHS students should not swear. People such as Vanna White and professional athletes have sent autographed photographs and advice. First Lady Laura Bush received word of “Dare Not To Swear!” and sent an encouraging letter to BHS “Dare Not To Swear” participants. She stated, “May your move to better manners sweep the nation!”

I remember when “Dare Not To Swear” was introduced at Bremerton High School at the beginning of the 2006-2007 school year. There was a lot of hype about it because nothing like this had ever been initiated before. Personally, I just thought it would be kind of like a fad and not last very long. You know, just another thing where the excitement lasts for a month before fading away. I decided since I was already a clean-mouthed student, I would follow the crowd and sign up. Boy was I wrong! Over a thousand students signed up and vowed not to engage in profanity. Pledging students were given a blue and gold bracelet that read “I Dare Not To Swear.” Some students even purchased t-shirts. Throughout the school year, there were “Dare Not To Swear!” activities that included contests for artwork and poetry. Since my goal is to become a professional writer I chose to enter the poetry contest. I placed first! What reactions did I have? I was happy, because it’s good publicity and a way to get my work noticed. I entered the contest just as something to do. I wasn’t expecting to win first place. My winning entry is printed on the next page.

Poetry contest participants were also selected to taste and judge seven different flavors of fudge and vote on the best one which would be presented to Washington State Attorney General Rob McKenna. The fudge flavors were brainstormed by the Advanced Fashion Marketing class, and created by Sandy Charbonneau, the owner of the Candy Shoppe, which was located near Bremerton. The winning fudge flavor, “Coconut Delight,” was then presented to Washington State Attorney General Rob McKenna when he paid a visit to Bremerton High School in March. He was so impressed by our efforts to end swearing at school that he wanted to visit our school and recognize our success. It was an honor for me to read my poem to him, members of the school board,
my classmates and community members at a special “Dare Not To Swear!” assembly. I had no idea that not swearing could be so rewarding. Bremerton High School presented the attorney general the fudge and his very own “Dare Not To Swear” shirt which he actually wore during the rest of his visit. He spoke to us about the importance of having a clean vocabulary, making a good impression, and having good character. He even shared his personal favorite alternate phrase, “Tarter sauce!” from the popular television show, *SpongeBob SquarePants*. Afterwards, is one of the first steps we can take towards this. Not swearing will help us to keep a job. Employers do not want teen employees who swear up a storm, particularly if their jobs deal directly with the public. The reputation of a business lies in the mouths of its employees. As the saying goes, “It can make ‘em or break ‘em.” Ask yourself, would you rather have a teenager who talks back, swears at you, and acts as though you have no authority or one that is respectful and demonstrates an intelligent “clean” vocabulary, and actually does what you say

**Dare Not To Swear!**

**Rap artists are notorious for it; some politicians make the same mistake.**

It is part of other’s vocabulary, icing on the cake.

Others have no clue that they have said it.

They blame it on their mouth, say they just let it.

**What is the benefit?**

Name one good thing.

It makes you sound stupid because nobody’s listening.

Give up the excuses; admit it’s the wrong thing to do.

A lot more people will pay attention to you.

**What if we all put forth the effort to use alternative words?**

To the words less appreciated, give people the respect they deserve.

A way to show intellect, show you truly care,

**Make the world a better place if you Dare Not To Swear!**

he took pictures with the students. I got an individual picture taken with him. The local news station, KING-5, did a segment on our “Dare Not to Swear!” assembly. The recognition of this campaign extended not only statewide but nationwide. Many national publications have featured articles, one which includes my poem, highlighting this monumental anti-swearing campaign.

Bremerton High School students have an enormous opportunity to play a role in changing the character of youth today. Slowly but surely, change will be noticed. My peers and I need to give respect to get respect. “Dare Not To Swear!” without bribery or sassing back? We all know the answer to that question.

I applaud my fellow Knights, in their quest for improving their lives and “clearing the foul air” at BHS school. I invite youth at other schools to take the challenge. “Dare Not To Swear!”

Marquis Bittinger is a student at Bremerton High School.
Coming together to learn and grow: Developing school community

by Fred Schrumpf
with Kevin Foster

Imagine a high school that is very personalized, where all learners are known for who they are—their strengths, their needs, their families, their dreams for the future...

Imagine a high school

where adults believe that every student can succeed if offered a supportive learning environment.

where individual differences are valued and celebrated, including race, class, gender, and sexual orientation.

that creates small learning communities where teachers stay with the same students for several years.

that thinks beyond high school to create partnerships with local colleges and universities.

with engaging instruction that connects with students' lived experiences.

that recognizes family conditions can affect learning readiness and positive family connections will support student achievement.

where adults value the dynamics of change as they are reflected in an increasingly diverse student body and in expectations that all students will achieve at high levels.

This is a school where all students feel safe, connected, and trusted. This is our vision for Havermale High School in Spokane, Washington.

An interesting, perhaps unanticipated, effect of No Child Left Behind (NCLB) and Adequate Yearly Progress (AYP) is that typical alternative schools started to stick out like sore thumbs. In Spokane, the alternative school was the default option for students who got off track at their neighborhood high schools. Good, bright kids, many who had experienced significant disruptions in their lives, lost their connections with school and were counseled or directed to enroll at Havermale. Although some students did flourish, for most students Havermale was the last stop in the public school system before dropping out completely. In 2004-05, Havermale had a student turnover rate of nearly 400%. That is, while the enrollment stayed consistently at about 350, over 1200 students were enrolled at Havermale over the course of the school year.

How could a school like Havermale ever improve student achievement and graduation rates if students only stayed at the school for a couple months? Clearly, the school had to change or it could no longer exist. The technical accountability of NCLB aside, the school had to embrace the moral and ethical imperative that all students learn and become empowered to live productively and independently.

About five years ago, Havermale implemented a more rigorous curriculum aligned to standards and worked to deliver more engaging instruction. While these efforts met with some success, many students were overwhelmed and discouraged. This was the same kind of learning environment they couldn’t connect with in the big comprehensive high school. Rigorous curriculum and focused instruction are necessary components, but for students who have experienced trauma in their lives or who are living in chaotic, unsupportive homes, much more is needed to connect with school and become successful learners. The leadership team realized that they needed to evolve a school culture and learning environment that fostered and nurtured community.

Developing community

There are many opinions and theories about the specific attributes and processes that comprise community, including that community is not present unless members experience a sense of belonging, trust in others, and safety (Furman, 1998). A community is not an entity that is built and then stands on its own without maintenance and care. Community emerges when its members relate to one another in ways that generate an atmosphere of belonging, trust, and safety. While students are full members of the school community, it is the adults in the school who must set the tone and demonstrate the behaviors that engender community. As cited by the National Research Council in its 2004
report, *Engaging Schools*, “Principals and teachers need to make concerted efforts to promote an environment of trust and respect—of each other and of students.” In the 2005-06 school year, the Havermale staff collaborated extensively to learn how to relate to students as unique learners. The Havermale staff has a long history of comfortable, amiable interaction with students. However, we had to do a lot of thinking and talking together to develop a common understanding of personalization that promotes learning and positive social development. Although always a work in progress, Havermale has taken huge strides in creating a more supportive, personalized environment. We relied on the following research based characteristics to develop our focus on personalization.

Personalization makes a difference when these conditions occur:

- Adults in the school know kids (and often families) so well that instruction and learning opportunities can be tailored to individual students based on that knowledge.
- Students in small schools are known and have a sense of belonging that sustains mutual trust between the teacher and the student.
- Students trust teachers sufficiently to grant their teacher the moral authority to make greater demands on them as learners. (Lambert & Lowry, 2004)

Personalized learning environments:
- Establish teacher teaming andlooping structures.
- Develop a personal learning plan for each student.
- Identify an advocate/advisor for each student and their families.
- Involve students in decision-making about the academic development.
- Build student capacity and provide opportunities for students to exercise leadership and civic engagement. (National High School Alliance, 2005)

**The community grows**

Motivated by our progress, the staff came together in the spring of 2006 and agreed to some significant changes for the 2006-07 school year.

- Establish a daily advisory period for all students.
- Form five interdisciplinary small learning communities within the school.
- Schedule collaboration time for staff in each small learning community four days per week.

- Facilitate student-led conferences twice per year.

Although there was some anxiety over taking on so much so quickly, the Havermale staff rose to the challenges and continued to work together to improve the learning environment for our students. The entire staff participated in two days of summer training to prepare for leading their daily advisory sessions. A key member of the administrative team, Dr. Cindy McMahon, took the lead to assure the success of the advisory program. With support from several staff members, Cindy created plans and supporting documents for every week of advisory for the entire year.

When the first student led conferences were looming, staff and students became very apprehensive. They just didn’t have a comfortable picture of how the conferences would go. The Havermale administrative team stepped up with strategies to help students and advisors prepare and rehearse. Using the talents of the students in the video production class, Havermale created a video example of a student led conference. After seeing the video, anxiety was relieved and both staff and students moved forward with confidence. The student led conferences were a big success. Even though participation was voluntary, over 85% of students came with a parent or guardian. Post conference surveys indicated very high satisfaction amongst staff, students, and families. Many students were surprised that they hadn’t realized how much they had been learning until they pulled some work samples together and shared them with a few adults.

As a greater sense of trust and belonging grew at Havermale, students became increasingly involved with activities that gave them a greater sense of participation and success in the school community. Quarterly AAA (academics, attendance and attitude) awards celebrated the accomplishments of dozens of students. At the award ceremonies students heard performances by Havermale’s Native American and West African drumming groups. Five family nights saw hundreds of students and family members enjoy food, games and fun in a safe setting. The Havermale boys basketball team won the state alternative high school championship. Three Havermale students served as pages during the state legislative session.

Students organized and led Veterans Day and Martin Luther King, Jr. convocations. The Tech Connections Club refurbished over 40 computers and gave them to families. A large contingent of Havermale staff, students and families participated in the Spokane MLK Day March. Student artwork won awards and student writing was published. Students wore their Havermale High School t-shirts with pride.

**The broader community**

As well as evolving a stronger community within Havermale, we have also sought to develop stronger relationships with the community beyond our school. Conversations with our students have revealed that, although they are in many respects street wise, they are not community wise. Our students and families need our support to access and navigate the services and resources that are avail-
able in our city and state. The administrative team meets monthly with the Havermale Community Advisory Group. The advisory group is comprised of individuals from the Spokane business, government, medical, social service and higher education sectors. Community connections have brought a broad array of services and experiences to our students. Havermale has partnered with the Native Project to bring community wellness nights to the school every Tuesday and Wednesday. The Washington State University College of Nursing provides a weekly clinic and 16 senior nursing students who provide medical consultation and do health promotions.

Eastern Washington University supported a poet in residence and a two day writer’s workshop with four professional writers. Whitworth University students came and coached students as they wrote one-act plays. The Whitworth students later presented public performances of the student plays.

A special relationship has developed between Havermale and Spokane Community College (SCC). With the support and leadership of Dr. Terri McKenzie, vice president of Student and Instructional Services at SCC, we are building a solid bridge to college for our students. A few years ago, we found that many of our students had been accepted at SCC and had even registered for courses, but few had actually attended classes. Further inquiry helped us learn that our students simply weren’t able to navigate the community college institution on their own. So, in the summer of 2006, we piloted an on campus experience for Havermale students. Based on what we learned in the pilot, Havermale collaborated with SCC to provide a four day on campus experience for all Havermale juniors and seniors in January of 2007. The project was a huge success! Our students could see that college was, in fact, possible. Follow up actions included visits to Havermale from SCC counselors to help students with course registration and financial aid forms. We have every reason to expect over 50 students from the Havermale class of 2007 to be enrolled and taking classes at the community college—a huge increase from the bare handful we had just two years ago.

**Miles to go**

Test scores, perception surveys, graduation rates, college enrollment and various other data points affirm that we are making good progress at Havermale, but there is still much to do. In the spring of 2007, the staff renewed their commitment to daily advisory, student-led conferences, and time for staff collaboration. In addition, the staff added a commitment to guiding a personalized learning plan for each of their advisory students. To make the plans useful, we have to know more about our students.

Our staff learning this year will focus extensively on the characteristics of generational poverty, the impact of race and cultural differences on learning and school culture, and the state of mind of students who have experienced extreme trauma and chaos in their lives. Most importantly, we need to listen to student voices to know who they are.

Open dialogue with students and their families will teach us more than books and research reports.

Many of our students have big gaps in their learning history, but we choose to look first at what they have learned and build from there. Our intent is to focus on assets rather than on deficiencies. Our belief is that our students bring an abundance of resources and opportunities to build relationships and community; there is no scarcity or limitation. Perhaps we are idealistic, but that is our choice. Our students need to learn in a community of hopeful optimism.

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**References**


Re-culturing schools to become professional learning communities: A focus on learning

Significant cultural shifts occur when schools move from traditional practices to functioning as professional learning communities. Everything changes.

A seismic shift
As Andy Hargreaves (2004) observes, “A professional learning community is an ethos that infuses every single aspect of a school’s operation. When a school becomes a professional learning community, everything in the school looks different than before” (p. 48). Dufour, Dufour, Eaker and Many (2006) go further, pointing out that functioning as a professional learning community changes everyone.

Every educator—every teacher, counselor, principal, staff member, and superintendent—will be called upon to redefine his or her role and responsibilities. People working in isolation will be asked to work collaboratively. People accustomed to hording authority will be asked to share it. People who have operated under certain assumptions their entire careers will be asked to change them. (p. 186)

Although schools that begin to function as professional learning communities will change in many ways, both structurally and culturally, the most significant changes will derive from a shift in fundamental purpose; that is, a shift from a focus on "teaching" to a focus on "learning."

This change of focus is more than mere semantics. It represents a seismic shift. It is the unifying principle of schools that function as professional learning communities. Jim Collins (2001) in his study of organizations that had made the leap from being "good" to becoming "great" noted that great organizations "simplify a complex world into a single organizing idea, a basic principle or concept that unifies and guides everything" (p. 91). The organizing idea of a professional learning community is the passionate and persistent belief that the fundamental purpose of schools is to ensure high levels of learning for all students—and adults alike.

Changing school culture: Embedding the learning mission
One of the most common mistakes educators make as they work to reculture schools to become professional learning communities is confusing “developing a mission statement” with “taking action.” While writing a mission statement may be a worthwhile first step for clarifying the learning mission for everyone, by itself it is never sufficient and will have little or no impact on school culture. Educators in professional learning communities recognize the need to embed the learning mission into the day-to-day culture of a school. The first step in accomplishing this task is to engage collaborative teams of teachers in a process that addresses three critical questions: (1) Exactly what is it we want all students to learn? (2) How will we know when each student has acquired the essential knowledge and skills, and (3) What happens in our school when a student does not learn? (Dufour, Dufour, Eaker and Karhanek, 2004).

Clarifying what students must learn
Once educators have endorsed the mission of learning for all, the obvious first question that must be addressed is, “learn what?” In a professional learning community collaborative teams engage in processes designed to clarify the essential outcomes for each grade, subject or course. The key word is clarify. Teams do not have license to disregard state and district curriculum frameworks. Instead, teams become “students” of the curriculum by clarifying what each standard means along with the relative importance of each. The process should also address the problem of curriculum overload. Teams in professional learning communities strive to teach less, but more significant content at greater depths and in more meaningful ways.

Creating meaningful learning experiences occurs not only by clarifying and integrating grade level/course essential outcomes, but also by engaging teams in focusing on vertical articulation between grade levels. Stiggins, Chappuis, Chappuis, and Arter (2005) observe that it is useful to meet and work in cross-grade-level or vertical teams on a regular basis. These articulation planning teams tap into state standards and grade-level benchmarks in order to find appropriate grade level divisions and levels of content.

Additionally, conversations within vertical grade-level teams allow staff to understand what was covered in depth the previous year, as well as what will be covered in deep concentration the following year. This “looking across and well as up and down” is a key aspect of clarifying the essential outcomes in each grade-level, each subject or course.
How will we know if students are learning?

Leaders in professional learning communities aren’t content with merely clarifying what students must learn. They engage the staff in addressing an even more difficult question; “What evidence do we have at every grade level, in every subject or course to show that we are living up to our mission of high levels of learning for all students? As Dufour, Dufour, Eaker and Karhanek (2004) write: “If a school was truly committed to ensuring that every student mastered the intended outcomes of the core curriculum, it would be vigilant in its efforts to assess each student’s learning on a timely, ongoing basis. (p. 23). Reeves (2004) suggests that educators emulate their most successful colleagues in music and physical education by providing feedback in real time. A basketball coach does not provide hints about an effective jump shot nine weeks after a flubbed attempt, nor does a great music teacher mention the improper position of a violinist’s left hand weeks after noticing the mistake. Instead, coaches and musicians provide precise and immediate feedback and suggestions.

Assessment practices in more traditional schools are driven by infrequent, high stakes, summative assessments. Professional learning communities do not ignore the importance of norm-referenced summative assessments, but there is a recognition that students will perform better on summative assessments if their learning has been monitored by the use of collaboratively developed common assessments. There is wide-spread agreement among researchers that student learning (and adult learning) is enhanced by the use of high quality formative assessments. In fact, Reeves (2004) refers to common, teacher made assessments as the “gold standard” in educational accountability (p.114).

Importantly, the power of common assessments lies in how they are utilized by collaborative teams. In schools that function as professional learning communities data from common assessments are used to inform individual teachers, as well as teacher teams, regarding the learning of students, both individually and as groups of students. The results from timely, curriculum-based, collaboratively developed, common assessments are essential in determining which students have learned each skill. In addition to determining areas of concern the data are also helpful in identifying strengths.

Ainsworth and Viegut (2006) use the metaphor of a matched pair of bookends. The power standards (essential outcomes) and the final summative assessment are the matched pair of bookends. The differentiated instruction, learning activities, assigned student work, formative assessments, and the re-teaching, additional time and support and enriching are the “books” that typically appear between the bookends. Common formative assessments produce credible evidence about the degree students are understanding and whether or not any other “books” need to be included.

Stiggins (2002, 2005) describes the use of frequent, common, high quality formative assessment by collaborative teams as “assessment for learning” as opposed to the more traditional practices associated with “assessment of learning”. One of the best examples of “assessment for learning” is when teacher teams collaboratively analyze student work. Langer, Colton and Goff (2003) describe a particular approach, Collaborative Analysis of Student Learning (CASL) where teachers discover the relationship between their instruction and the quality of student performance or products. Teacher teams engage in a systematic process to analyze selected student work over a period of time based on identified needs of the students.

The CASL process involves collaboration, critical inquiry, and reflective practice. Teachers analyze student work products and work together to design instructional interventions and strategies to meet identified learner needs. One result of this collaborative effort is that teacher teams discover how student understanding/learning evolves and how their instructional practices promote learning. Another result is collective self-efficacy, a sense that we can improve student learning together, ensuring high levels of learning for all students. In short, teams engage in collaborative inquiry where it matters most—in the daily teaching and learning interactions between students and teachers.

Collaborative teams in professional
learning communities are confident their students will perform well on summative assessments because as a team they have regularly analyzed the results of their common, formative assessments and made instructional adjustments ahead of time. The practice of teacher teams developing and utilizing common assessments to improve student learning, as well as their own professional practice, is a powerful strategy for ensuring that a guaranteed curriculum is not only taught, but more importantly, learned.

ensure students receive additional time and support when they experience difficulty in their learning. Dufour, Dufour, Eaker and Many (2006) are emphatic on this point noting, “It is disingenuous for any school to claim its purpose is to help all students learn at high levels and then fail to create a system of interventions to give struggling learners additional time and support for learning” (p. 78).

What do these plans look like in the real world of public schools? They vary from school to school, but to be effective Dufour, Dufour, Eaker and Many (2006) urge educators to make sure the plan is systematic—a written, school-wide plan that guarantees students receive needed time and support with the regular school day regardless of who their teacher may be. And, the plan should ensure timely interventions for students at the first indication they are experiencing difficulty. Most important, the plan should direct rather than invite students to take advantage of the support plan.

The learning leader
The shift from a focus on teaching to a focus on learning requires a fundamentally different approach to school leadership. Learning leaders focus on results. Richard Dufour (2002) makes this point by noting that “learning leaders shift both their own focus and that of the school community from inputs to outcomes and from intentions to results.” (p. 15). The culture of a professional learning community is characterized by the question “was it learned” rather than “was it taught”.

Additionally, a learning culture will require leadership that engages the faculty in an alignment of school policies, practices and procedures with the learning mission. Some behaviors must be insisted upon, but just as important there may be practices that should be discontinued. As Collins (2001) observes in From Good to Great, organizations rarely have “stop doing” lists. He writes, “Most of us lead busy but undisciplined lives. We have ever-expanding ‘to do’ lists, trying to build momentum by doing, doing, doing—and doing more. And it rarely works. Those who built the good-to-great companies, however, made as much use of ‘stop doing’ lists as ‘to do’ lists” (p. 139).

The learning leader approaches virtually every issue of learning through a framework of collaborative teams. They recognize the wisdom of Peter Senge (1994) when he writes, “History has brought us to a moment when teams are recognized as a critical component of every enterprise—the predominant unit for decision-making and getting things done” (p. 354). And, these leaders go beyond merely encouraging collaboration. They create and monitor systematic processes to ensure all staff members work together interdependently to improve professional practice and help more students learn at higher levels. (Dufour, Dufour, Eaker, 2005)

Imagine this school
Imagine a school that is absolutely committed to a focus on learning and passionate about ensuring high levels of learning for all students. What would such a school look like? Such a school would reflect, in part, the following characteristics. The faculty and admin-

“It is disingenuous for any school to claim its purpose is to help all students learn at high levels and then fail to create a system of interventions to give struggling learners additional time and support for learning.”

Dufour, Dufour, Eaker and Many (2006) (p.78)
istration would analyze their current policies, practices and procedures in light of their commitment to learning and future decisions would be filtered through this “learning” frame of reference. Collaborative teams would clarify essential outcomes in every grade, subject and course. Assessment results from collaboratively developed, common assessments would be reviewed by teacher teams line-by-line, kid-by-kid and students who are experiencing difficulty would receive additional time and support within the school day. School leaders and teacher teams would be relentless in their study of intervention programs and strategies, noting what interventions are having the greatest impact on student success.

This would be possible because the master schedule would be specifically designed around the principle of embedding additional time and support for students as well as collaborative team time for faculty. In such a school the learning needs of students always comes first, always ahead of the convenience needs of the adults who work there.

There is little doubt that the professional learning community model with its intense focus on learning can be a powerful force for improving schools. By creating a collaborative culture characterized by a focus on learning for all students—and adults alike—the promise of educating all students under our care can be realized. The issue is not one of knowledge but one of will; not one of knowing, but one of doing. If the dream of higher levels of learning for all students is to be realized, schools must make a deep, substantive change—a change from “covering” content to “ensuring” learning. This will not be quick nor will it be easy. However, the stakes are high and the goal of learning for all is indeed worthwhile and should not be postponed.

References


It takes a whole village to raise a whole child

In the spring of 2007, a remarkable current of events cascaded through Spokane that brought our community together to support the wellbeing of our children. The earth turned. The stars aligned. A visionary leader took a bold step forward and showed us a new path, a path we hadn’t known before.

That leader is Steve A. Smith, editor of the Spokesman-Review. He made an unprecedented, brave and hopeful commitment. Steve said, “In April, I’m going to publish a front page story EVERY DAY to emphasize Child Abuse Prevention Month.”

With that commitment, the seeds of Spokane’s “Our Kids, Our Business” initiative were sown. Steve unleashed the talent and creativity of no fewer than 65 of his Spokesman-Review staff. In April, the paper published 75 news stories, seven editorials, daily lists of emergency numbers, a calendar of events, and three special inserts featuring the project’s call to action. At the end of the month, the Spokesman-Review followed up by printing the names of 2,000 people who committed to the call to action and by creating a Web site where all the “Our Kids, Our Business” articles and resources are posted and available for public access.

Each article brought distinctive and thoughtful consideration to the complex and emotionally charged issues surrounding child abuse. There were no shortcuts to easy answers. Instead, the reporters described the frustrations and quandaries faced by imperfect people dealing with turbulent situations.

The media commitment sparked a coalition comprised of education; law enforcement; child and family-serving nonprofits; city, county and state human services; juvenile court; drug and alcohol prevention and treatment; mental health, developmental disabilities; community health advocates and business groups. Everyone with a stake in thriving children and families came together under the banner “Our Kids: Our Business” with the intention to continue to grow the partnership wider, taller, stronger and more inclusive.

The elegant, yet simple, pinwheel logo designed by the Spokesman-Review’s graphic artist, Molly Quinn, became our icon. The pinwheel carries several levels of symbolism. It is, of course, a child’s toy, expressing the innocence and joy of childhood. The different colors of the blades represent the diverse perspectives and experiences that come together to make the pinwheel spin. The pinwheel is a call to action to the entire community to act to protect and nurture ALL children, BEFORE they are injured—to truly prevent and eliminate harm to children.

Suddenly, pinwheels sprouted everywhere! In the gardens around Sacred Heart Hospital, one pinwheel twirled for each of the 3,000 babies born last year. On the lawn next to the courthouse, 1,750 pinwheels stood to represent the children receiving mental health services each month. Colorful displays of pinwheels appeared in the windows of the Juvenile Court, the Regional Health District, Children’s Administration, Big Brothers and Sisters, the Valley Prevention Center and in many, many schools. Head Start students, teachers and parents planted an entire fence full of pinwheels. A great tall pinwheel balloon sculpture was installed for a week at Riverpark Square. Volunteers handed out pinwheels at the movie theaters, coffee shops, grocery stores, and fast food drive thru’s.

The capstone event for the month was a conference sponsored by Greater Spokane, Inc, United Way of Spokane and Kootenai Counties, The Inland Northwest Alliance for Early Learning and the Spokesman-Review. Bob Watt, Boeing Vice-President and active participant of “Washington Learns” and “Thrive
by Five,” delivered the keynote address, “The Return on Investment When Kids Thrive.” The audience of over 400 heard Mr. Watt summarize compelling research on the long-term yield, up to $17 for every $1 invested, when babies and their parents get off to a healthy start. A poignant moment occurred when Watt came to a slide of his beautiful grandchildren, whom he described as the core reason why he devotes his time and energy to thriving kids and families. His family is multi-racial; he choked and gathered tears, as any grandfather would, as he sadly related the racism his grandchildren had experienced and his personal determination to advocate for all kids.

Another speaker at the conference, Dr. Gary Livingston, chancellor of the Community Colleges of Spokane and former superintendent of the Spokane Public Schools, discussed the incorporation of the elements of the America’s Promise Alliance into the “Our Kids, Our Business” initiative. Through the leadership of Dr. Livingston, state senator Lisa Brown, Steven Smith and others, Spokane had joined the America’s Promise movement in 2006. For 2007, the America’s Promise Alliance named Spokane one of America’s 100 Best Communities for Young People. The leadership of “Our Kids, Our Business” chose to adopt the goals of America’s Promise as the foundation for their call to action and their continuing efforts to rally community support for youth and families in Spokane. The primary goal of America’s Promise is to give all children the developmental resources they need to thrive. Those developmental resources are characterized as the “Five Promises.” The community promises that each child will experience:
1. Caring adults.
2. Safe places and constructive activities.
3. A healthy start.
4. Effective education.
5. Opportunities to help others.

Dr. Livingston challenged the audience to choose one of those promises and to take action to bring that promise to life for more kids in our community.

The organizers of Spokane’s “Our Kids, Our Business” recognize that schools are the foundation for support and connections amongst children, families, and the broader community. Aren’t schools the safe places where children are receiving that effective education from caring adults? Aren’t the schools often the mainstay for prevention of child abuse and neglect? Isn’t education a large part of the solution, of what works to break the generational cycle of poverty and abuse? Yes, yes and yes!

One of the America’s Promise strategies is called “Where the Kids Are.” The America’s Promise web site describes “Where the Kids Are” like this:

Beginning with schools as hubs, and focusing on at-risk children, “Where the Kids Are” aims to integrate school and community services so children receive more of the Five Promises. The goal is to offer services both before and after-school, as well as during the summer months, so those children needing wrap-around receive year-round support. “Where the Kids Are” is not limited to school sites or school-based approaches only. Community centers or other locations “where the kids are,” are ideal to implementing a strategy that is kid-centric.

The America’s Promise focus on integrating community and schools aligns directly with the current work of the ASCD’s Commission on the Whole Child. In resource documents developed for the commission, Martin Blank and Amy Berg (2006) cite research (from McLaughlin, 2000, and Blank, Berg and Melaville, 2006) that validates the importance of the school-community connection.

“The good news is that, increasingly, research is showing that connecting all of these factors (a safe, motivating environment; enrichment; and varied learning experiences) to community yields enhanced results. When children see a connection between where and how they live and what they are learning, their interest is deepened and sustained. For instance, adolescents who participate regularly in community-based youth development programs (including arts, sports, and community service) have better academic and social outcomes—as well as higher education and career aspirations—than other, similar teens. We also know that when the core academic curriculum is tied to the community, removing the artificial separation between the classroom and the real world, student outcomes are improved.” (p. 7)

The extraordinary “Our Kids, Our Business” initiative was hatched just last December and has quickly become the fabric for community collaboration to support our children, particularly those at risk of neglect and abuse. This year, we got off to a late start in involving
schools. As we continue to grow, we will continue the invitation to the education system to take its place at the forefront of this effort, since, assuredly, educators are well aware that kids are everyone's business.

Many in our worker-bee planning group have been inspired by the 2006 documentary *Paper Clips*, the story of a small (population 1600), isolated town in Tennessee. Virtually every citizen of the town is white and Protestant; there is no diversity. A visionary principal and two eighth grade teachers decide to do an annual eighth grade project on the subject of the Holocaust. In the second year, one of the students asks, “How many is six million?” And the students decide to collect six million paper clips to experience for themselves the vast implications of 6 million Jews, one-quarter of whom were children—1.5 million children exterminated by hatred. I won’t spoil the story for you to see for yourself how, from this humble and unlikely little town, the world was changed for the better.

“Our Kids: Our Business” has caught that vision. This is not something we started and can now put on hold until NEXT April. It’s a ball we need to keep rolling. Steven Smith has committed to publishing a feature on community support for youth and families every month and to again run a story every day in April of 2008.

“Our Kids, Our Business” is a way to stop thinking of ourselves as separate. We are doctors, custodians, lawyers, nurses, teachers, counselors, business people, aviators, machinists, farmers, etc., all working together. They’re all our kids—they’re all our business. It’s time to build a big tent that unites everyone in our region under a common vision as we unleash our combined creativity and think of hundreds, thousands, even millions of ways we can make ALL our children safe and thriving. We’ve only just begun.

References


Every one of us who work with and for children in the profession of education is aware of the incredible opportunities and the awesome challenges of such important work. One of the unique distinctions that we are given is one not shared by many other professions: that is, with each new school year we are allowed to begin anew our service to children. Regardless of our individual role in the educational enterprise, the summer months between the conclusion of one school year and the beginning of the next provides time to reflect on what we have learned and what we do well, as well as on what we still have to learn and can do better in the unending journey of our individual and collective commitment to the provision of the highest quality education to each student in our care.

No doubt many of us have spent significant time these past several months, in the midst of our planning and preparation for a new year, focusing on an analysis of student achievement data. Such analysis is part of our quest to assure that not just a growing percentage of our students, but indeed all of them, attain the knowledge and skills they will need as they pursue continued education and ultimately successful and productive lives in an ever changing and interconnected world.

As we continue to find our way toward that important outcome, it is vital that we not lose our way as we proceed. Over the course of the past two decades of our learning as educators, our focus on increasingly clear learning outcomes and effective instructional strategies has intensified. Assuredly, we each see merit in that path. Clarity about what young people need to know and be able to do, and around our professional practice toward those goals, has been an important factor in the significant progress that has been made in improving education that we should all celebrate. Yet, we must not ignore or dismiss the danger of a focus becoming too narrow. Certainly, it is appropriate and necessary to see the young people in our classrooms as learners and to focus on their academic learning and progress. As we do, however, it is equally necessary to remember that they are so much more than academic learners. They have diverse talents and interests, and their lives are filled with the complexities that are inherent of growing up in a world which changes almost daily.

In our quest to keep finding our way in this new century, we can best assure that we not lose sight of how best to serve young people by constantly reminding ourselves that each one is, indeed, a whole child. An important part of our work with them and on their behalf must be ever mindful of the entirety of their unique, rich, and challenging lives. At WSASCD, we applaud colleagues across our state and our nation who have never forgotten why they chose a career in education at the outset: a professional commitment that was born of and continues to be motivated by a love for children and the whole of their lives and needs.

As educators who share this commitment, we hope you will join us at our 2007 Annual Conference – Reaching the Whole Child: Moving From Promise to Practice – from November 1-3, 2007 at the Doubletree Hotel at SeaTac. Several of the authors in this issue of Curriculum in Context will conduct sessions at the conference, and collectively they speak with passion and commitment about the necessity of educating the whole child. Gene Carter, Executive Director and CEO of ASCD will be one of our keynote speakers and he will explore with us ASCD’s advocacy role for the development of the whole child, and a call to action for communities, schools, and teachers. His message is one of transforming education, not just reforming it.

In addition, throughout the 2007-08 school year WSASCD has planned numerous professional development opportunities held throughout the state that will enhance our professional learning and practice as we strive together to inspire and provide our kids with all that they need and deserve. These opportunities include workshops with Kelly Gallagher, Rick Wormeli, Tim Westerberg, Joan Moser and Gail Boushey, and Carol Tomlinson. Please visit our Web site (www.wsascd.org) for additional information, specific dates and locations.

At WSASCD, we are deeply grateful for the heart and skill you share each day in your work with the young people you serve; and we celebrate that our organization is enriched by your membership and your contributions to the collective learning and progress of our profession.
You’re invited to join educators from across the state at this year’s annual conference: “Reaching the Whole Child: Moving from Promise to Practice!” The conference program and speaker line-up support the latest thinking about promising practices for the whole child. Joan Schmidt, Past President of the National School Board Association, will serve as our keynote speaker at our full-day Action Lab program. We are fortunate to have two keynote speakers for the opening session on Friday. Dr. Gene Carter, Executive Director for ASCD International will share insights from his recent work with ASCD’s Whole Child Commission. Dr. John Bransford, author of *How People Learn*, will focus on new views of competence and implications for how we instruct and assess.

The Thursday Action Labs will feature the following outstanding experts in education:

**Dr. Harvey Alvy**  
Leadership Practices that Foster Quality Teaching and Student Learning

**Dr. Kevin Feldman**  
Narrowing the Lexical Divide: The Critical Role of Vocabulary and Academic Language in Improving Secondary Literacy across the Curriculum

**Dr. Vicki Gibson**  
Differentiated Instruction

**Dr. Jan Hasbrouck**  
Coaching for Collaboration

**Kari Hollandsworth and Colleagues**  
Using Powerful Classroom Assessments (PCA) in the Science Classroom to Inform Teaching and Learning

**Dr. Jerry Johnson**  
Computation, Algorithms, Mom, Apple Pie and Bathwater: Another Look at Important Concerns for K-12 Math Educators

**Dr. Alison Olzendam**  
Powerful Teaching and Learning into Practice

For the conference finale, two fabulous Saturday Institutes are offered. Dr. Tim Westerberg, a school improvement coach working with Bob Marzano’s research on *What Works in Schools*, will present information related to Translating Research into Action without Driving the Faculty Crazy. Dr. Robert Eaker, co-author of several books on the subject of professional learning communities, will present, What it means to BE a Professional Learning Community.

The 2007 Annual Conference program promises to carry on the tradition of exceptional professional development and networking for educators across the spectrum. On behalf of our fabulous WSASCD board of directors, we hope to see you in Seattle! Check out our Web site at www.wsascd.org for registration information.
ARE YOU AND YOUR COLLEAGUES serving K-12 students in creative ways? Can you shed light on legislative trends that might benefit educators across the state? Can you illustrate recent educational research claims through stories from schools and classrooms on the front lines? If so, consider taking some time to clearly and persuasively contribute to the intellectual life of the WSASCD community. Please e-mail a 50-100 word preview of your contribution to kingrey@wsu.edu and we will promptly send a submission guidelines form for your 1000-2500 word article. If you have questions, please e-mail editor Joan Kingrey at the above address.

SUBMISSION DEADLINE
Spring/Summer 2008 — December 1, 2007
Fall/Winter 2008 — June 1, 2008