

VOLUME XIII NUMBER 9 JUNE 2002

A Publication of
Community
Renewal
Society

Catalyst

VOICES OF CHICAGO SCHOOL REFORM

CPS teacher training: Getting it together

**The promise, pitfalls and
plans for professional
development**

Including
what went
right and wrong
at Manley High

In Updates:
National Teachers Academy
set to open this fall



Take heed of the problems with Manley

Everyone knew this was going to be tough, retooling teaching so poor children don't get shortchanged. The recent experience of Manley High School in East Garfield Park, expertly reconstructed by *CATALYST* Associate Editor Elizabeth Duffrin, confirms the enormity of the challenge. Three years ago, Manley and the University of Illinois at Chicago launched a well-designed, well-funded effort that centered around four full-time teaching coaches, one each in English, math, science and social studies. As the program heads into its fourth and final year, none of the original coaches remains, the English and social studies faculties have had nearly 100 percent turnover, the innovative math program has been all but abandoned, and student test scores have risen and then fallen. G. Alfred Hess Jr., a Northwestern University professor retained to evaluate the program, says the project "failed dramatically" to achieve its primary goal, upgrading the skills of veteran teachers.

Even so, it can be argued that Manley is a better school for having brought coaches on board. The program clicked in the science department, which now has a complete set of lesson plans for every course, with reading and writing strategies woven throughout. The English department hired an above-average crop of first-year teachers, who say they were attracted by the extra help they would get. Two of Manley's own teachers stepped up to the leadership plate, getting training to serve as school-wide coaches.

The project's failure to accomplish more is due to a mix of avoidable problems and others over which it had no control. For future Manleys to succeed—as they must—both kinds need to be fixed. The biggest avoidable problem was that the project's architects rushed the planning with the Manley staff and coach recruitment. "There was a feeling that [the school was] under deep threat and needed really quick, substantial help," recalls Melissa Roderick, a University of Chicago faculty member who now heads up strategic planning for the School Board. "So the pressure was to throw something together, and that, in retrospect,

was a huge mistake." By moving too fast, the project did not get the necessary buy-in from Manley teachers, who have been subjected to a revolving door of external partners, nor the opportunity to recruit the best coaches. In contrast, a high school-improvement initiative sponsored by the Lloyd A. Fry Foundation gave school leadership teams six months of training and then six months to craft their plans.

For Manley, the biggest unavoidable problem was a dearth of coaching talent, good teachers who also know how to work with adults. There has been some movement on this front since Manley first put out a call for coaches—most of it by the new leadership of the Chicago Teachers Union. The CTU is opening a school to develop teacher leaders and is pushing for a career ladder for teachers, which could turn the tide against a culture where no one wants to stand out. Chicago's school children need for both of these efforts to succeed. Also, the School Board has planned several summer training sessions in instructional leadership.

Manley's potential also was sapped by relationship problems involving ego, fear, race, rank, age and all the other thorny issues that make work-place improvement so difficult. While such problems are inevitable, they might have been mitigated had all the leaders involved in the project had more training in nurturing change, which requires mutual trust.

ABOUT US The "Chicago Matters" team from *CATALYST* and *The Chicago Reporter* did it again, winning another award for public service—this time in the Peter Lisagor Awards contest sponsored by the Chicago Headline Club. Hats off, again, to Dan Weissmann, Elizabeth Duffrin and Maureen Kelleher of *CATALYST* and Mick Dumke, Sarah Karp and Brian Rogal of the *Reporter*. *CATALYST* publisher Linda Lenz won a Lisagor award for her February 2001 editorial, "Been there, done that, Mr. President."



Linda Lenz

CATALYST: *Voices of Chicago School Reform* is an independent publication created to document, analyze and support school improvement efforts in Chicago's public schools.

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Published nine times a year (monthly except January, July and August) by the Community Renewal Society, 332 S. Michigan Ave., Suite 500, Chicago, Ill. 60604. Phone: (312) 427-4830; FAX (312) 427-6130. Copyright 2002, Community Renewal Society. All rights reserved. The opinions expressed in CATALYST are not necessarily those of CRS. CATALYST is a trademark of the Community Renewal Society.

Catalyst

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JUNE 2002

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Cover illustration by Tom Herzberg



2001, 1998 Sigma Delta Chi for public service
1998 Chicago Association of Black Journalists
1998, 1993 Peter Lisagor Award,
Best Newsletter
1999, 1995 Peter Lisagor Award, Reporting
2001, 2000 Peter Lisagor Award, Public Service
2000 Peter Lisagor Award, Online Reporting

2001 Peter Lisagor Award, Editorials
1997 International Reading Association
1996 Education Writers Association
1997, 1996, 1995, 1994, 1993 Distinguished
Achievement Award; 1994, Best Newsletter,
Educational Press Association of America

Professional development

When it comes to raising student achievement, school districts are finding that tougher accountability and new programs will carry them only so far. A leader in both arenas, Chicago saw test scores rise in the late 1990s as it imposed sanctions on low-performing schools and provided extra support like summer school. But then scores leveled off.

Now Chicago is joining another national trend as it turns to professional development for teachers as the next step in improving student achievement.

This year, 114 low-performing elementary schools got full-time reading specialists to help teachers improve reading instruction. Next year, the district plans to roll out a similar initiative for high schools.

In this arena, Chicago's public schools are several steps behind a handful of districts such as Boston, which already has glimpsed the limits of one-on-one

coaching and is shifting to a team approach.

Like Boston, Chicago is taking a cold, hard look at how it is spending its professional development money. The idea is to find ways to squeeze more bang out of the buck. Although the final report on this so-called audit will not be completed until later this summer, the administration already has begun to make some changes in professional development.

More than most districts, Chicago leaves decisions about instructional issues to schools themselves. *CATALYST* identified five—Ward, Chase, Whistler, Tilton and Burley—that came up with innovative ways to upgrade the skills of their faculties. Some don't cost a dime. (See stories beginning on page 13.)

Meanwhile, the city's most ambitious and expensive effort to improve teaching at a single school—Manley High in East Garfield Park—offers sobering lessons as it heads into its fourth and final year.

Test your professional development IQ

1. You have volunteered for a committee that must select staff development for your elementary school. Which of the following topics likely would produce the largest gains in student achievement?

- a. The latest research on how children's brains develop.
- b. Understanding learning styles; for instance, whether certain students learn best by seeing or hearing.
- c. Strategies for teaching specific math content at each grade level.

2. Your elementary school has low standardized test scores in reading, math, social studies and science. To boost achievement, teachers will need to change their teaching significantly. Your school has 13 professional development sessions scheduled for the school year. How should you allocate your time?

- a. Divide it equally among the four subject areas.
- b. Devote all the time to reading.
- c. Split it equally between reading and math.

3. You are a high school principal striving to raise reading achievement. Your teachers have not been trained to teach reading. To assist them, you have scheduled 10 in-services taught by highly regarded reading experts. However, there is no time for teachers to meet to plan, reflect and problem solve as they try the new strategies. What percentage of your teach-

ers are likely to implement them?

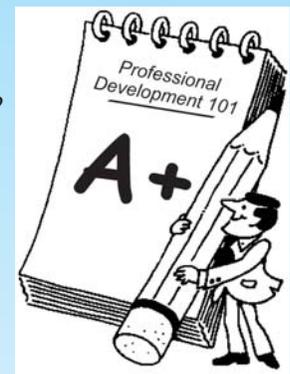
- a. 10 percent. Only a handful of teachers will use what they learned.
- b. 50 percent. Some teachers will try, some won't.
- c. 90 percent. Teachers taught by experts won't need help from their colleagues.

4. You are a school district superintendent with limited funds for professional development for teachers. Which is the better option?

- a. Ensure that all teachers get some professional development even if it means cutting back on quality.
- b. Provide high-quality training but for fewer teachers.

5. The Consortium on Chicago School Research looked at growth school by school on the Iowa Tests of Basic Skills between 1990 and 1996. Which school characteristic was associated with the biggest improvement?

- a. Students were predominantly middle class.
- b. Schools had at least average test scores to begin with.
- c. Teachers trusted each other.



See answers on page 16

takes center stage

Seen as a model,

Manley plan falls short

by Elizabeth Duffrin

In 1999, Manley High School on the West Side launched one of the most ambitious and expensive efforts to improve teaching in this city's history. Three years and \$1.1 million later, the project can be considered, at best, a partial success; at worst, a qualified failure.

Four lead teachers were hired through a partner university to work full time with the Manley faculty on improving instruction.

A third of Manley's teachers, mainly newer ones, leapt on board. Some of the novices clung to the project as a lifeline. But the intensive training was intended foremost to upgrade the skills of veterans, according to project evaluator G. Alfred Hess Jr. of Northwestern University. "And by that definition, the Manley project failed dramatically."

In its design, the project was state-of-the-art staff development. The focus was on teaching specific content at specific grade levels. The help was ongoing and school-based.

Trouble came when theory hit the ground. First, Manley and its partner, the University of Illinois at Chicago (UIC), had a hard time finding outstanding teachers with experience leading staff development. "It takes a different set of skills to work with adults as opposed to with kids," explains Victoria Chou, dean of UIC's school of education.

The dearth of such talent has become a national issue as more districts seek to hire staff developers to work full time at schools. Boston, for example, is trying to pick off talent developed in San Diego and New York City. (See story on page 9.)

The lead teachers eventually hired for

Manley indeed had only limited experience leading staff development. Of the four, two had the skill to pull it off reasonably well. A third lead teacher had little impact, while the fourth wreaked havoc on a once well-functioning department, some observers say.

Lead teachers likely played the most crucial role in the project's successes and failures. Other factors, more difficult to pin down, worked against them. For example, planning was intensive but rushed. Many teachers rejected the project outright. Along the way, the relationship between the principal and UIC's chief consultant grew strained.

Who is responsible for these and other problems—the university, school leadership, the School Board or the faculty—depends on whom you ask. Many of those involved will not provide details for the record, and each knows only a piece of the story.

Also, it could be that three years is simply too little time to transform teaching in a chronically under-performing high school. "I think it's more an indication that there needs to be a long-term investment in the work that was being done," says Connie Yowell, program officer with the John D. and Catherine T. MacArthur Foundation, a major project investor.

One point on which everyone agrees: Changing teaching requires more than a good model. It takes individuals who know how to build teachers' trust and negotiate a complex web of relationships.

High-powered team

The Manley project boasted a high-powered team of university and founda-

tion leaders.

The Steans Family Foundation set the project in motion. Steans concentrates its giving in the blighted North Lawndale community, from which Manley, in neighboring East Garfield Park, draws many of its students. Steans had been investing in Manley for a while; for example, one grant helped the school subdivide into five "small schools," each with a career focus.

Still, by 1998, the school had made little progress on standardized tests. Only 7 percent of its students scored at or above national averages in reading, which had put Manley on the School Board's academic probation list, and the principal's job on the line.

That fall, Manley Principal Katherine Flanagan put in a call for help to Steans' executive director, Greg Darnieder. Darnieder drew on his network of associates, gathering colleague Robin Steans, Peter Martinez of MacArthur, Melissa Roderick of the University of Chicago and Chou and her staff for a series of meetings with Flanagan and Assistant Principal Joan Forte.

The group was not new to the pitfalls of teacher training. All had seen well-intentioned efforts fizzle. It had taken Martinez only a year of overseeing grants to notice that "one-shot" workshops didn't work, and not much longer to see that weekly presentations from a consultant got limited results if teachers lacked follow-up help in the classroom.

With their pool of expertise and foundation dollars, the group believed they had a chance to do it right.

In the spring of 1999, Flanagan agreed to let Chou and her team shadow students for a day to get a clearer idea of what Manley needed.



Teacher leader Josephine Gomez (right) is helping improve teaching at Manley High School. She was surprised when Lois Jackson (left), a more experienced colleague, invited her to team-teach a biology class. "It was an honor for me," says Gomez.

"There were a lot of worksheets," recalls Connie Bridge, a nationally known reading expert who would direct the project for UIC. "There was very little interaction amongst students in the classroom. Teachers were doing a lot of lecture. ... The level of challenge was low."

"I thought it's not just a reading problem," she says. Content instruction needed work, too.

That spring was a whirlwind of meetings for Bridge and Chou—with the School Board, foundation staff and Manley's teachers—to lock in funding and hammer out the details of the project.

UIC would hire four lead teachers. In biweekly workshops with all staff, they would introduce reading and writing strategies to help teach any subject—even career classes in construction and culinary arts. Inside their respective departments—English, social studies, math, and science—they would help map a challenging curriculum and design lesson plans. They would observe teachers in the classroom. And each would teach a course to model good instruction.

The in-house demonstration was critical, says Forte, because urban teachers often dismiss what outsiders bring as impractical. "If I'm doing it next door with children from the same community, what can you say?"

The project would run three years, with the option to renew for a fourth. Each year, Manley would put up \$100,000 from discretionary funds; Steans and

MacArthur, \$100,000 apiece; and the School Board, \$75,000. At \$375,000 a year, the initiative "without a doubt" would be the most expensive effort ever made to improve instruction at a single Chicago school, says Philip Hansen, the board's chief accountability officer.

If the model worked, the board might adapt it on a smaller, less expensive scale for other high schools, Hansen thought.

The funders felt hopeful, says Steans. Bridge says she was excited; Chou, optimistic. "For something to have a prayer of a chance of success, all the pieces seemed to be in place," says Chou.

Tensions set in

The project's first year ended with a bang. Standardized reading test scores more than doubled to 16 percent at or above the national average. A first-year report said it was unclear how much of that rise was due to the project and how much to other factors, like test preparation and a general push to improve achievement. Still, it was Manley's biggest gain in a decade.

Researchers also observed that faculty who cooperated with the lead teachers progressed on a range of criteria, including attending to vocabulary and asking appropriate questions. "Their instruction changed," Steans remarks. "And it didn't change just a little."

But most of the faculty remained resistant. UIC had sought teacher input

but lacked the time to build teams and a common vision for the school. Had those elements been in place, the project might have won more staff buy-in, says Roderick of the University of Chicago. "There was a feeling that [the school was] under deep threat and needed really quick, substantial help. So the pressure was to throw something together, and that, in retrospect, was a huge mistake."

As UIC wrapped up the planning in the spring of 1999, threat nearly became reality: The School Board sought to oust Flanagan. The principal fought her dismissal during the summer and the following school year. After consulting with foundation staff, Hansen agreed that dismissing her could destabilize the project, so she was allowed to stay.

"When those sort of things happen, initiatives lose energy, and they lose focus," says Darnieder. "You have to be willing to fight through that stuff and deal with it as best you can. And I think we did that."

UIC staff rallied around Flanagan in her time of trouble, according to Chou, but at other times, they were at odds. Preparing students for standardized tests was one point of contention noted in the first-year report. Manley administrators felt that lessons in test taking were a necessary evil. UIC staff considered them a waste of valuable instruction time. "I think if you want kids to read, you have to teach them to read, not continue to test them," one lead teacher argued. It was an argument UIC ultimately would lose.

Some tensions would escalate in years two and three. In particular, the relationship between Bridge and Flanagan grew strained. According to Chou, the issues included, "If things get better, who should be credited? How should it be presented? Who delivers the good news? If there's a disagreement, how is it mediated?"

Hess says tensions often crop up between principals in probation schools and the universities and non-profits contracted to help them. He believes it's up to the consultants to ensure that school leaders value them. "If that doesn't happen, that's a fundamental shortcoming on the part of the outside group."

Darnieder thinks partners need to spend extensive time up front getting to know each other's strengths and weaknesses, and agreeing on goals. He thinks Bridge and Flanagan did that, but he would devote more time to that in the future. "The key ingredient is this match

of personalities and relationships.”

The second year of the Manley project ended in disappointment, as test scores dipped to 12 percent. Scores were down citywide, and some believe the nature of that year’s test may have played a role.

By the middle of the following school year, it looked like the project was coming to an end. Two of UIC’s lead teachers had departed, and one had been dismissed, leaving only one in place. As *CATALYST* went to press, test results for 2002 had not been released.

Lead teachers’ saga

The initial search for lead teachers in 1999 had gotten off to a late start. UIC could not advertise the positions until the MacArthur board approved its grant in June.

Interviews got underway in July. Bridge, Flanagan and Forte sought stronger credentials than they ultimately found. Two lead teachers had never taught high school—one was a doctoral student in reading, the other a middle school social studies teacher. The lead teacher for science had taught high school but lacked a master’s degree. None had much experience leading staff development. Still, considering the late date, Bridge was pleased and relieved.

However, the recruiters came up empty-handed in their search for a math coach. Only two candidates applied, and neither met basic qualifications. UIC had to contract with local math consultants to work part time that year.

Confusion permeated Manley that fall, according to Bridge. The school was finally up for its share of the board’s capital renovation fund. Dust and debris cluttered the hallways. Classes had to move to accommodate construction. The emotional climate likewise was unsettled, she says, with Flanagan’s job still on the line.

The school was beginning its fourth year of probation with its third university partner. Many teachers already had their backs up about the UIC team, whom they believed had been sent to “fix” them, says the lead English teacher, Jennifer Hester.

Hester, the doctoral student with no high school teaching experience, knew she would have to prove herself.

Faculty response to her training that first year fell three ways, she says. An enthusiastic third of Manley’s 51 teachers



JOHN BOZ

Connie Bridge of UIC, chief consultant for the Manley project, designed staff development to support the state of Kentucky’s ambitious school reform efforts.

made “a good-hearted attempt” to use the new strategies with their students. Another third were politely receptive but made no effort to change. “And the other third—blatant resistance,” she says. Some did paperwork while she talked.

The school had seen initiatives come and go, one teacher explains. “People were like, ‘Another program? Blah.’”

The lead teachers kept classroom visits optional the first semester and hoped faculty would soon grow comfortable with the idea and invite the observers in. But invitations were few, according to Bridge.

Mid-year, Flanagan and Forte decided to lay down the law. “They said, ‘This isn’t voluntary,’” Bridge recalls. “The teacher leaders will be coming into your classroom. You can give us a schedule as to when it would be convenient, or we’ll set the time.”

The resisters complied, but their unspoken message remained, “We’ll be nice to you, you can come into the class, I’ll talk to you, but nothing is going to change,” says Bridge.

Some of the stiffest opposition came from career academies, according to Bridge. They felt their plate was full enough. Bridge reluctantly excused them from the required classroom visits.

Over the course of the project, each department followed a different path.

Science got off to a chaotic start. School opened with substitutes in two unfilled positions. To pick up the slack, the two regular teachers juggled six or seven classes. That didn’t leave them with much energy for staff development, reasoned lead teacher Josephine Gomez, who put her real job on hold to take a full load of classes herself.

By mid-November, staffing was complete. Back in her staff developer role,

Gomez found that her baptism by fire had won her the respect of the department’s teachers, who are mainly veterans.

The science department emerged as one of the project’s biggest success stories. By the third year, it had a complete set of lesson plans for every course, with reading and writing strategies woven throughout. Every teacher had invited Gomez to co-teach a class.

Colleagues say the easy-going personalities in the department contributed to the success, but mainly they credit Gomez’s leadership style. “She didn’t come in and dictate, ‘You’ve got to do this, and you’ve got to do that,’” explains veteran teacher Lois Jackson. “We planned as a team.”

Hester had a harder time in the English department. The chair refused to cooperate. She felt Hester had usurped her role, and friends in the department rallied around her, a colleague explains. “The minute that any of the UIC people were out of earshot everyone would rail about how they didn’t care much for them.” The veteran teachers felt they were viewed as “stupid, ineffective,” he adds, and left out of decision making.

Even so, Hester made inroads that first year. The newly created reading department was firmly behind her. One young English teacher quickly opened her door, and others followed. “She was not at all pushy,” says the teacher, Alicia Duffy. “She was easy to ask. It was easy to say, ‘Hey, Jen.’”

By the middle of the next school year, the English department had emptied out. The chair was moved to another administrative position. Five teachers left for a variety of reasons, and Duffy switched back to social studies, her specialty.

Manley filled the vacancies mainly



Principal Katherine Flanagan observes a class at Manley. She expects reading and writing to be taught in every content area.

with first-year teachers. Some newcomers were a cut above those hired in the past, says Martinez, now director of the Center for School Leadership at UIC.

The promise of extra support is what drew them to Manley, says Brad Rossi, one of those teachers. “Struggling high schools are a dime a dozen,” explains Rossi, who has a master’s degree in literature from DePaul University. “This struggling high school is doing something different.”

The math department followed an opposite progression: It got off to a fairly strong start, then slid back. Manley had decided to adopt the Interactive Mathematics Program (IMP), which requires students to read and write as they apply math to solve real-world problems.

The consultant that UIC hired, Margaret Small, is a veteran teacher and a superior staff developer, teachers say. The second year, she left to start a charter school. Again short on applicants, UIC hired a young lead teacher who had worked under Small with IMP. Flanagan thought she lacked the patience to deal with resistant veterans.

That lead teacher left the following year to join Small’s charter school, and UIC was unable to find a replacement. Now, only one young teacher is still going full force with the program, reports a veteran teacher.

The social studies department has the worst story to tell. Before the UIC team arrived, teachers were a tight-knit group, they say. “We met weekly of our own accord. We shared resources. We

shared lessons, project ideas. We wrote curriculum together,” recalls one.

Hester credits the department’s dynamic chair, Cynthia Degand. “She was one of the best teachers in the school. She was incredibly organized.”

On the whole, the department quickly took a dislike to the lead teacher hired by UIC, Margie Neal, who had formerly taught middle school social studies. Two teachers interviewed by *CATALYST* say she lacked both people skills and a good grasp of the subject matter. “She tried too hard to assert herself instead of collaborating with us,” one remarks, asking not to be identified. “She tried to dictate what would happen.” The two say they worked with other lead teachers instead.

Neal says that resistant teachers had low expectations for students and didn’t want to raise them.

Forte, assistant principal for instruc-

“Struggling high schools are a dime a dozen. This struggling high school is doing something different.”

Brad Rossi, Manley Teacher

tion at the time, backs her up: “People don’t want to change their ideas; that’s all.” Forte left Manley after the first year of the project to become principal of Randolph Magnet School.

However, Hess of Northwestern, who studied the project in its second year, cautions against equating resistance with poor performance. On district exams, the classes of some resisters outperformed those taught by their lead teachers, he says. “If you bring in teacher leaders who are less successful with their students than other teachers in the school, why would they be expected to have an impact?”

At the end of the first year, one social studies teacher left, and Degand took another administrative position at Manley. She declines to say why. By the end of the second year, two more social studies teachers quit, and a third went on maternity leave.

That left the department with only first- and second-year teachers as the project entered year three. Soon, they were left without a coach, as UIC did not renew Neal’s contract but was unable to

find a qualified replacement. Neal has since filed a complaint with the Equal Employment Opportunity Commission against UIC over her dismissal, charging racial discrimination.

Hester also left, but for a new opportunity. This winter, she became manager of the School Board’s new high school reading initiative. UIC seemed ready to pull out of Manley, she explains, and the principal’s support was waning.

“I thought administration was going the route of taking advice from the teachers in the building and not the [UIC] team.”

Meanwhile, Gomez, the only coach remaining, accepted a position as instructional leader at a nearby high school beginning next fall.

To sustain the project, two of Manley’s own teachers, Degand, the former social studies chair, and reading chair

Susan Wineburner, moved into school-wide lead teacher positions mid-year. Both were trained by Hester before she left. Next year, Manley will fund those positions with discretionary money.

In late spring, Bridge agreed to return next year to continue the lead teacher training. She will be paid with money left from the unfilled positions.

MacArthur has not renewed its grant, but Steans is considering funding for two more lead teachers next year.

Despite the problems, Bridge has hope that instructional improvements at Manley will become self-sustaining. For example, at a recent school in-service, the faculty, working in groups, selected reading strategies they wanted to use again. Every group compiled a similar and substantial list, Bridge reports. “My heart was warmed, I have to say.”

Maureen Kelleher contributed to this article. For previous CATALYST stories on Manley High School see the May 2000 and March 2001 issues on our web site at www.catalyst-chicago.org.

Boston schools make coaching a team sport

by Maureen Kelleher

Coaching teachers is all the rage in professional development these days. In Boston, it has taken a new twist—from personal training to team building. Coaches who once worked only one-on-one with teachers now are working with several at a time as well.

This year, 26 schools recognized for strong instructional practice are piloting “collaborative coaching and learning,” where a group of teachers meets regularly with a coach to learn, practice and refine mutually agreed-on instructional techniques. About a dozen more schools heard good things about the pilot and began collaborative coaching on their own this spring. The district expects all 130 schools to be using collaborative coaching by September 2003.

“You see an immediate impact on consistency of instruction,” says Mary Russo, principal of Murphy Elementary. “It’s the most powerful form of coaching I’ve seen.”

Collaborative coaching was not on the agenda when Boston launched its instruction-focused reform efforts in 1996. Instead, it grew out of those efforts, which included creating school-level instructional leadership teams, having teachers work in groups to analyze student work and requiring schools to choose one of several models for teaching reading.

Boston had been making progress with its initial reforms: Test scores were up, and student work was improving. However, school faculties were not taking the initiative to plot their own continuous improvement, as school leaders had hoped.

“We thought we were still wasting a lot of money and time,” says Ellen Guiney, executive director of the Boston Plan for Excellence, the city’s public education fund and a “critical friend” of the school district. “After four years, we saw [teachers using] strategies, but we didn’t see school capacity building. We



Literacy coach Michelle Burnett demonstrates a writing conference for 1st-grade teacher Elaine Mascall, right, while colleague Judith Kelly tries one out on her own.

didn’t see teachers owning the course of studies. We didn’t see the reflective practitioner. And the question was, why?”

Gloria Woods, a former Boston principal now with the Boston Plan, had some ideas why. Woods had directed the city’s reform efforts in half its schools. After a few years supervising literacy coaches, she realized that one-on-one coaching wasn’t enough to transform entrenched school cultures and teacher habits.

“We had been in some schools for three or four years, and the coach had not visited one-third of the classrooms,” she recalls. “Teachers were not ready, or they were resistant. Coaches were seeing the same teachers for four years because other teachers wouldn’t open their doors.”

Woods says that the district’s push to get teachers working in groups to examine student work pried open some doors. (See *CATALYST*, December 1999.) “It started moving teachers out of isolation,” she says. “That was really hard work, really painful work, but I think it paid off in terms of establishing the culture. That sort of set the stage. I can’t

imagine going in with collaborative coaching when you have teachers who haven’t been out of the classroom with their practice for 25 years.”

An outside evaluator found that group examination of student work was taking place in only about half of Boston’s schools. Even so, the district moved into collaborative coaching largely to accelerate implementation of a new reading program—Readers’ Workshop and Writers’ Workshop, developed by Lucy Calkins of Teachers College, Columbia University. In the past, schools chose from a menu of literacy models.

How it looks

Collaborative coaching differs from one-on-one coaching because teachers observe both the coach and each another interacting with students. In Calkins’ workshop model, each lesson leaves open a large block of time for the teacher to check students’ individual progress. Teachers participating in collaborative coaching usually switch between holding their own one-on-one

“The fear is coming from the teacher’s desire not to fail.”

Principal Mary Russo

conferences with students and watching their colleagues hold them. The coach may follow up such “labs” with individual sessions in teachers’ own classrooms.

Still at issue is the principal’s role. During professional development for Boston principals last fall, Calkins insisted that they participate in collaborative coaching sessions as “chief learner.”

But the Boston Teachers Union fears getting principals involved blurs the line between feedback and performance review. “Some will say this is collegial feedback, not evaluative,” says union president Edward Doherty, but he doubts it works that way in practice, “when you get the teacher, coach and principal together and the coach is saying, ‘Well so and so did poorly.’”

Superintendent of Schools Thomas W. Payzant says he’ll talk with the union about its concerns. “We probably should have reached out and had more conversations with [Doherty] about what was coming around the coaching models. It’s been an evolution,” he says.

Mary Russo cautions fellow principals

against jumping to the conclusion that a resistant teacher is an uncaring teacher. “The fear, I think, is coming from the teacher’s desire not to fail,” she observes. Earlier in her career, she says, she didn’t fully understand that. If she had it to do over again, she says, “I would have been more of a coach, facilitator, and less of a supervisor.”

Meanwhile, in Year One, collaborative coaching is strictly voluntary. Barbara Neufeld, an evaluator hired by the Boston Plan, says it is going well. “They like taking control of their learning. We’re hearing stories of teachers doing [collaborative coaching] and then raising professional development questions for themselves. The potential is there to make more schools like this.”

Carol Ostiguy, a 5th-grade teacher at Mason Elementary, notes that in addition to having the opportunity to reflect on one’s own teaching and observe peers in action, just having more adults in the room has been a plus. “I have a lot of children who have very short attention spans,” she says. “With seven people in the classroom, every table had at least one person who could help them with questions. For a minute, I just stepped back and thought to myself, ‘This is like a dream.’”

“People may have initially felt that they might be evaluated by their peers,” says Meaghan Concannon, literacy specialist at Quincy Elementary, “but it was quickly learned that everybody was pretty much in the same boat.”

However, Ostiguy cautions that teachers need to be willing to accept criticism or at least to let it roll off their

backs. “You can’t take it personally,” she says. “If your colleague says, ‘I can’t believe Isaac didn’t know about nonfiction as genre,’ you can’t take offense. I could have walked away from that saying, ‘I don’t like this coaching.’ I have to keep an open mind.”

Hits several birds

From the administration’s point of view, collaborative coaching has several management advantages. For one, it helps solve the problem of not having enough highly qualified coaches to go around. “They’re like gold,” says Rachel Curtis, the district’s school development director. Boston has been interviewing applicants from San Diego and New York City’s District 2 to find coaches with deep instructional and interpersonal expertise. While Boston’s goal is to supply at least one coach for every school, coaches next year will work in more than one school for limited periods of time.

Secondly, collaborative coaching incorporates another district priority, evaluating student work. Boston requires schools to set aside 90 minutes per week for examining student work; next year, it will allow schools to use that time for collaborative coaching sessions.

The Boston Plan argues that, ultimately, collaborative coaching will result in an improved cost-benefit ratio for the district. The group believes that once instructional leadership is developed in schools’ faculties, coaches can be phased out. “It’s the biggest bang for the instructional buck,” says Woods. ●

Chicago’s take on collaborative coaching

Collaborative coaching has yet to make an appearance in Chicago, but it has caught the attention of professional development providers. Here’s what several have to say.

Tom Phillion, director of the Chicago Area Writing Project: “It’s a great idea, and we’ve actually discussed it several times, but we haven’t yet been able to put it into operation. We’ve talked about taking some of our retired teachers and having them work with a school ... but we haven’t found a school yet that’s really ready to go in that direction.”

Anthony Bryk, director of the Cen-

ter for School Improvement at the University of Chicago: “[Collaborative coaching] is common practice in teacher preparation for Reading Recovery.” While Reading Recovery is strongly embraced in Boston, it is “virtually moribund” here, he notes. “I think it doesn’t have any champion at Clark and Adams. It was never particularly well implemented here.”

Kathy Berry, staff development director for Strategic Learning Initiatives, which works with Pilsen-area elementary schools: “Within a school there are probably grade-level teams that work well together and would be able to

do that. [They] could really hone in on this reading initiative. If they have a reading specialist at their school, they could involve that person. I think that could work.”

However, Berry thinks that in the long run, schools would not sustain collaborative coaching on their own. In Berry’s experience, even one-on-one peer coaching tends to get lost in the shuffle without external support and pressure to keep it going. “You get schools that are willing to do it, but as soon as the external partner goes, it’s gone too. It goes off the radar screen.”

Maureen Kelleher

Model for Chicago

Boston shifts training funds in wake of audit surprises

by Maureen Kelleher

In 1999, the Boston Public Schools conducted a pioneering analysis of its budget to pinpoint how and where it was spending money on teacher training. What it learned was that it wasn't putting its money where its mouth was. Only a fourth of all professional development dollars were devoted to training that supported the backbone of the district's reform effort—in-school coaching to improve instruction.

The audit found that the district was spending a total of \$23.5 million, about 4 percent of its budget, on professional development, but that only about \$5 million was integrated into its reform effort, called the Plan for Whole-School Improvement.

Tim Knowles, Boston's deputy superintendent for teaching and learning, says the district expected to see instructional resources clustered around its literacy and school-change coaches. "What we found was we were attending to 27 different things," he reports. "We were still pretty spread out."

Since then, Boston has taken steps to realign its use of funds, hold schools accountable for their spending on professional development and retool the way it conducts professional development. Chicago has launched a similar analysis. (See story on page 12.)

"The way people spend their money is the best map of their priorities, regardless of what they have written down," observes Karen Hawley Miles, president of Education Resource Management Strategies. Miles led the audit process in Boston and is now con-

sulting with the Chicago audit team.

Conducted with the encouragement and help of Boston's local education fund, the Boston Plan for Excellence, the Boston audit was the first of its kind nationally on multiple fronts:

- It analyzed spending in great detail, looking at teacher training funds in all central departments, not just the ones traditionally viewed as conducting professional development.

- It figured out the amount of time central office staff spent training teachers and then matched salary totals to that time.

- It examined the quality of what was offered, not just the cost. For example, it determined whether activities were integrated into the district's overall priorities and whether they met principles for effective professional development as defined by the National Partnership for Excellence and Accountability in Education.

In the wake of the audit, central office eliminated a department and redirected more than \$3 million to support math coaches in schools. Where money stayed put, departments were forced to refocus it on activities that supported the district's reform effort.

Miles says that departments long left in isolation got a wake-up call. "Bilingual, Title I, the office of technology—all of these things that traditionally hadn't felt accountable for having something that integrated with anything else ..." were flushed out, she says. "That was the breakthrough."



Ellen Guiney
Executive director,
Boston Plan for
Excellence



Thomas W. Payzant
Superintendent of
Schools



Edward Doherty
President, Boston
Teachers Union

See **MODEL** page 12

Boston's reform 'essentials'

- Focus on literacy and mathematics.
- Use student work and data to identify student needs, improve instruction and assess progress.
- Focus professional development to offer teachers and principals the skills they need to improve instruction.
- Identify and replicate best practices for instruction.
- Align all resources with the instructional focus.
- Engage families, community and partners to support whole-school improvement.

Boston on the move

Boston has proportionately more low scorers than the state as a whole on the Massachusetts Comprehensive Assessment System (MCAS), widely regarded as one of the most challenging state tests. However, in the last two years, Boston's gains have equaled or exceeded statewide gains.

Student body

Enrollment	63,000
Low income	74%
Special education	20%
Bilingual	16%
Black	48%
Latino	28%
White	15%
Asian	9%

* Passing is defined as scoring above the lowest performance level.

SOURCE: Boston Public Schools

Passing* MCAS scores, 2001

		Boston	Mass.
4th grade	English	66%	87%
	Math	54%	82%
8th grade	English	73%	89%
	Math	33%	61%
10th grade	English	44%	66%
	Math	34%	55%

Chicago audit triggers change

Last December, Chicago Public Schools began an inventory and audit of spending on professional development similar to Boston's. The work is about half done—central office spending has been analyzed, but spending at a sample of 25 schools is still being reviewed.

Citing audit findings, Al Bertani, chief CPS professional development officer, reports that this year, central office is spending \$123 million on professional development, or 3.4 percent of its \$3.6 billion budget. This percentage is considered typical.

Chicago's expenses fall into three broad categories:

- \$56 million for eight teacher professional development days, as required by the board's contract with the Chicago Teachers Union.
- \$38 million for subject-specific training delivered in schools, such as the Chicago Reading Initiative reading specialists.
- \$29 million to underwrite individual teacher training, such as courses at the board's Teachers Academy for Professional Development and teacher recertification courses.

If Chicago follows Boston's lead, professional development days and teacher training courses are likely to change. Steps are already being taken to focus the

latter on district priorities. Starting next year, courses offered by the Teachers Academy for Professional Development will be narrowed to three topics: reading, math and instructional technology.

Although a final audit report is not due until later this summer, the administration already has begun to shift spending. For one, Bertani found that the work of one of his own units overlapped the work of a unit in the Office of Accountability. He closed his unit and is using the money to open a unit to build teacher leadership, led by Norma Rodriguez.

Secondly, the committee overseeing the audit has drafted principles of professional development to guide how district training is conducted. Three new training institutes, developed in line with those principles, will take place this summer.

Summer school reading institute

About 1,000 elementary teachers working in summer school will receive coaching on reading strategies from a cadre of 45 reading specialists and nationally certified teachers. The institute will train both the teachers and the coaching cadre, which will develop a curriculum and materials to be used across the system in the fall. "These activities are really the seeding of teacher leadership," says Bertani. "Enhancing the

capacity of the reading specialists is a key way to move the instructional capacity at the school level."

Instructional leadership training

Aimed at low-scoring schools with reading specialists, this institute will bring principals and assistant principals together for four days to study instructional leadership and plan ways to work more closely with their reading specialists. "Our design last year didn't do enough of a job supporting principals in those schools," Bertani acknowledged.

Summer teacher leadership academies

Elementary schools with higher levels of reading achievement have been invited to send teams of three to five staff, including the principal, to work on building professional community, improving instruction and managing change. Chicago Teachers Union representatives and principals helped design the training. In addition to the weeklong summer session, teams will receive follow-up training during the school year.

Meanwhile, reconfigured regional offices will get instructional support staff this summer. Their first assignment will be to plan how the offices will work with their schools.

Maureen Kelleher

MODEL

continued from page 11

Knowles came on strong with department heads, saying: "I want X amount of dollars out of your department." He didn't always get what he wanted, but the demand forced departments to rethink their plans.

Even sensitive areas like special education and bilingual education felt the knife, but Knowles had to stop cutting when he hit a political nerve. "The bilingual department is more complex because they come with an external lobby," he observes. "I went in aggressively—too aggressively, perhaps." Initially, he sought to cut the department's administrative budget by a whopping 70 percent, but he came away with only 10 to 15 percent. "We got nailed," he concedes.

Ultimately, more than spending changed. The training itself changed,

too. For example, the district's professional development arm, the Center for Leadership Development, shifted its emphasis from voluntary coursework for teachers to help for principals in implementing reform.

The central administration also put pressure on schools to focus their "lead teachers" on reading and math.

In contract negotiations with the Boston Teachers Union, the district reconfigured three of the five professional development days when children stay home and teachers attend workshops.

The audit found that the district spent \$8.2 million on those days, which Supt. Thomas W. Payzant says reaped no discernible results. "There was never any accountability and rarely any planning for those days," adds Miles.

Now, each school schedules three days' worth of professional development

activity as it sees fit—for example, a school may hold a series of after-school workshops on reading instruction. In addition, the activities must support the school's improvement plan.

Previously, school improvement plans were largely rubber-stamped and ignored, says Rachel Curtis, Boston's director of school development. "We've pushed really hard to make them living documents," she says.

As some observers see it, Boston has gone a long way toward solving the persistent time crunch that impedes teacher training. "There is time, and there is time well spent," says Barbara Neufeld, an education consultant hired by the Boston Plan for Excellence to evaluate Boston's reform effort. "Boston has gotten away from the no-kid-day workshops that are not explicitly tied to the goals of the schools." ●



Third grade teachers Michael Fineman and Glenn O'Neal get some planning done on their weekly prep day at Ward Elementary School.

Ward teachers get one prep day a week

by Elizabeth Duffrin

In most Chicago schools, teachers are lucky to get 30 minutes each week to work with colleagues at the same grade level. At Laura Ward Elementary in Humboldt Park, they get almost a full day, and they've learned to love it.

Ward is one of several Chicago schools *CATALYST* identified as having innovative solutions to handle the barriers to effective professional development. Chief among those barriers is a lack of time.

Elementary school teachers in Chicago typically get three 40-minute prep periods scattered through the school week. But much of that time gets eaten up from art or library or gym, notes Ward Principal Addie Belin-Williamson. By the mid-90s, she was searching for a solution. "I thought, there's got to be a way to get all these little clumps of minutes together so people could talk to each other," she recalls.

Using nearby Hefferan Elementary as a model, she figured out a way to pull the three 40-minute periods into one day. She tacked on a fourth prep period by using school desegregation money to hire a computer teacher who would serve the dual purpose of freeing up regular classroom teachers. Grade-level

teams would meet on different days.

Belin-Williamson launched the plan in October 1994 and immediately had to dodge figurative tomatoes, she now jokes. The teachers "beat me up terrible," she says with a laugh.

"You get in a certain comfort zone, and this was different," recalls Regina Moore, a 2nd-grade teacher. Like many at Ward, she had never collaborated extensively with colleagues and didn't see the point, she says.

"We were of the old school: I don't have time to talk to someone; I've got to get my papers done," agrees Adele Striupaitis, a school facilitator who taught reading at the time.

By the middle of the school year, however, teachers were begging for more common planning time.

That extra time together appears to be paying off. Between 1994 and 2001, the percentage of Laura Ward students scoring at or above national norms on the Iowa Tests of Basic Skills rose from 9 to 38 in reading and from 15 to 48 in math.

Belin-Williamson, principal since 1988, overcame resistance with cajoling—"Just humor me"—and carrots. Teachers who agreed to grade-level meetings got trips to the Art Institute of Chicago and the Museum of Science and Industry to learn how to use the exhibits

See **WARD** page 14

Snapshots of a 'prep' day

Thursday, April 11, 2002

7:30 a.m.

Eleven teachers on the 2nd- and 3rd-grade team gather around a table in the teachers' lounge and scan the typed agenda. The first half hour is devoted to administrative detail, such as deadlines, and generally takes the place of a weekly faculty meeting. Teachers like the closer contact with the principal that these smaller meetings afford ("You don't have to worry about running [her] down if you have a problem," one notes) and the greater relevance to their grade level.

8 a.m.

Second-grade teacher Greta Pringle takes the floor with a presentation on teaching kids to find the main idea in a science text. Each week, a teacher on the team is expected to lead a session on a math or reading strategy.

8:45 a.m.

The team breaks into grade-level groups to work on 10-week plans for fourth quarter and to discuss the next week's lesson plans. The 3rd-grade teachers also select novels to order for the next school year.

10:30 a.m.

Teachers return to their students for a 40-minute homeroom period, during which the students eat lunch, make a washroom visit and often do some independent reading.

11:10 a.m.

Teachers have a two-hour block for individual planning. The 2nd-grade teachers use one empty classroom; the 3rd-grade teachers, another. Scattered at student desks around the room, they flesh out next week's lesson plans and get some grading done. Third-grade teacher Michael Fineman finds supplemental material for his geometry lessons on the Internet—the kind of task he says he wouldn't have time for otherwise.

1:10 p.m.

Teachers return to their classrooms for the last 20 minutes of the day.

to get kids interested in academics.

Teachers who weren't participating started to complain. "I said, 'I know, but you said you didn't want to participate.' And they said, 'Oh, I want to go,'" Belin-Williamson recalls.

Most importantly, teachers say, the principal set concrete goals for their block planning time. For instance, they were asked to come up with 10-week plans for teaching math and reading skills. Until then, teachers taught straight from the textbook at their own pace without much regard for state goals and standards.

The meetings were awkward at first. "We all kind of sat and tried to be polite, and nobody really talked," says Nijole Konczal, a 3rd-grade teacher. But having a common project helped to break the ice, she says. "We had a job to do ... and so we started talking. We started getting to know each other."

One primary teacher says that initially she shut her door on prep days. When she finally ventured into the group, she discovered she enjoyed bouncing ideas off colleagues. "For me, it was a realization," she says.

Regina Moore found that her team worked so efficiently that she got more work done, not less. Adele Striupaitis added new teaching strategies to her repertoire.

While teachers used to hoard materials, adds Konczal, they began to share freely as they redefined themselves as a team. "Now, it's no longer 'my class;' it's 'our school,'" she explains.

To expand the prep time to five hours, Belin-Williamson used discretionary money for a hands-on science teacher and an art teacher. A teacher aide would supervise students during independent reading time.

To ensure that the time is well spent, each grade-level team has a leader who, with input from teachers and the principal, organizes the day. Those leaders are the school's two assistant principals, its counselor, a case manager and a school-wide facilitator.

While the teams meet, teacher aides lead students from one "specials" class—art, music, P.E.—to the next.

The only downside to the schedule, teachers say, is surviving the rest of the week with only a 20-minute lunch. But it's a small price to pay, they agree. ●

Home-grown to common

Upgrading teachers' skills costs time and money. Getting teachers to work as a team on improvements and then sustaining that teamwork are challenges, too. *CATALYST* looked for schools that had adopted innovative solutions to these and other common problems. Here are the five best ideas we found.

Whistler Elementary *Classes for teachers*

To boost teaching quality, Illinois recently passed a law requiring teachers to take 120 clock hours of courses or workshops every five years to renew their teaching certificates. But all that individual work may not add up to school improvement if teachers are not on the same page.

Whistler Elementary, a math and science magnet school for the Pullman area, took steps last year to avoid that pitfall. It arranged for the Teachers Academy for Mathematics and Science to conduct classes for credit at the school itself. They met on alternate Mondays or Tuesdays from 3 p.m. to 6 p.m. Twenty-six of Whistler's 32 teachers signed up. A grant from Chicago United, a corporate group, paid for the training.

Elizabeth Kolinski, a 2nd-grade teacher, says that teachers put more of what they learn into practice when the training is conducted on site. "You tend to do more because you have the support," she explains.

Both the Chicago and state boards of education are encouraging principals to offer recertification courses at their schools. To sign up, visit the Illinois State Board of Education web site at www.isbe.net; click on "Certificate Renewal" at the bottom of the screen. There, you can select an approved vendor from the list or apply for your school to become an approved provider.



Chase Elementary *Reflection sheets*

Since 1997, teachers at Chase Elementary in Logan Square have met at least two hours a week to plan lessons with colleagues at their grade level. This year, Principal Olga La Luz added a simple task to help them make the most of their time together. She asked each grade level to record the strengths and weaknesses of their lessons in a monthly "reflection sheet."

For instance, in February, the 5th-grade team wrote that students found textbook readings on the American Revolution difficult, but that adding picture books and videos to the unit might increase their comprehension.

Fifth-grade teacher Katie Sullivan thinks reflection sheets make their discussions about instruction more focused and specific. "Hopefully, we'll be able to look at them next year and make changes according to what did or didn't work this year," she adds.



Tilton Elementary *Teachers in charge*

Peer coaching is one of those good ideas that schools find difficult to sustain. The idea is for teachers to visit each

solutions problems

other's classrooms, observe lessons and offer suggestions to improve teaching.

But observations take teachers away from their own classrooms, which costs instructional time; hiring substitutes to cover those classrooms costs money. Coordinating the observations is one more chore for a typically overburdened administrator.

By putting teachers in charge, Principal Faye Terrell-Perkins of Tilton Elementary has circumvented these roadblocks. As a result, peer coaching is now completing its third year at the West Garfield Park school.

Teachers on Tilton's "Peer Monitoring Committee" set a coaching agenda for the entire faculty. Any teacher can join the committee; Terrell-Perkins says this approach "defuses those arguments down the road, 'Well, I really didn't like that plan.'"

This year the committee agreed that teachers would invite a colleague to observe them once a quarter; all but two teachers are participating. Observations are conducted during the visiting teacher's preparation period, so substitutes aren't needed. Next year, teachers intend to observe each other twice a quarter.

Teachers also seek out their own peer coaches and spell out precisely what they want them to look for. "We did not want it to be the administration saying, 'OK, you work with her,'" says Leonetta Crayton, a social studies teacher.

Teachers report that the coaching has opened their eyes. For example, one found that she was paying more attention to boys than to girls; others, that they moved too quickly for struggling students to respond.

Sixth-grade teacher Beverly Green finally got the hang of using math manipulatives, such as cubes and spinners, to teach abstract concepts. Before, she says, she tried to regiment how manipulatives were used and ended up frustrated. "I learned to let go, but I did-



n't know I was holding on until I had a peer tell me that," she says.

Terrell-Perkins says it took time for teachers to become self-directed and collaborative. They got a start three years ago when the school formed decision-making committees as part of the Comer School Development Program, a national school improvement model. At first, teachers resisted taking on the leadership responsibility, she recalls. "You have to be relentless," the principal advises. "You have to continue to insist that they do."



Burley Elementary Book Club

Burley Elementary in Lake View has found a way to bring research into the school without the expense of a consultant or the shortcomings of a one-shot workshop. It started a professional book club.

This year, the staff read "Strategies that Work," a book on reading comprehension by Stephanie Harvey.

"I'm having conversations about this in the halls, I'm having [them] at lunch," says Debbie King, who teaches 5th grade. "This is something that permeates everything that we do."

Teachers like the approach because they get to pick the books and because it

gives them time to digest and try new ideas. A book is read in sections and discussed four or five times a year on the school's in-service days. In between, teachers can try out a new strategy or two.

Principal Nancy Laho doesn't mandate the strategies, relying instead on "friendly peer pressure." Peers also provide a safety net. If a strategy doesn't work for a teacher, colleagues can help him or her figure out why.

One new strategy, which Harvey describes in her book, helps students track their thoughts as they read: In the margins, they attach sticky notes with a few words to remind themselves of questions or connections to prior reading. Teacher Imara Randall says that the notes generated insights for students that carried book discussions in her 4th-grade classroom to a new level. "A lot of times they blew themselves away about how deep their conversations got."

Teachers say they are more willing to try new techniques because their principal encourages risk-taking.

In fact, Laho suggests teachers share samples of student work that show not only where new strategies succeeded but also where they failed. "We're not going to learn unless mistakes are made and we can talk about them," Michelle Greenfield, a 1st-grade teacher, explains.

Elizabeth Duffrin

Doing teacher training right



HANNAH MAXIMOVA

Michelle Reeves of Farren Elementary is one exemplary teacher whose work will be showcased on videotape at CPS' summer training sessions for principals and teachers.

Checklist

Experts agree that teacher training is more likely to stick when it's:

- ✓ **A collective effort.** Teachers need support from colleagues to master new strategies.
- ✓ **Focused on priorities.** Providing training on too many topics leaves little time for in-depth learning.
- ✓ **On-going.** One-shot workshops don't change teaching.

They also agree that teachers need:

- ✓ **To see new strategies modeled.** They can watch a trainer, a skilled colleague or videotaped lessons.
- ✓ **Feedback as they attempt new techniques.** A coach can observe and make suggestions. Colleagues can problem solve.
- ✓ **Input.** Teachers are more likely to buy into training they helped design or select.

Answers to Quiz

continued from page 4

1. (c) Strategies for teaching specific math content.

What distinguishes effective teachers from ineffective teachers, researchers have found, is the depth of their content knowledge and the specific strategies they use to teach it.

But most professional development focuses on general teaching methods, such as classroom management or small-group work, says Lee Shulman, president of the Carnegie Foundation for the Advancement of Teaching. Such training may be useful, he says, but by itself is unlikely to overcome deficits in student achievement.

Shulman believes some general approaches should be avoided. He says, for example, that there is little evidence that brain research has any practical application for teachers in the classroom. Also, he says, research supporting the idea that every student has a distinct learning style is very weak. "It's another thing I wouldn't waste my money on."

2. (b) Devote all the time to reading.

It takes at least 10 to 12 high-quality workshops to change teaching practice significantly in any subject area, according to Bruce Joyce, director of Booksend Laboratories, a consortium of staff development researchers and providers based in St. Simons Island, Georgia.

That figure is based on his own experience as a researcher and staff developer for 40 years, and that of his colleagues at Booksend. Nothing in the professional literature contradicts him, he says. Joyce concedes that somebody somewhere may have changed practice with fewer sessions, "but they're a hell of a lot better than we are."

3. (c) 10 percent

This figure comes from studies by Bruce Joyce and Beverly Showers. First, they gave intensive training to 75 teachers. As training ended, they visited each teacher's classroom to ensure that he or she understood the new methods and was able to use them.

Teachers then were divided into two groups of equal skill. Over the next several

months, Joyce and Showers visited one group to observe lessons and offer feedback; they ignored the other.

Six months later, 75 to 80 percent of the teachers who received follow-up help were using the new strategies, compared to only 10 percent in the other group. Subsequent research echoed these findings.

It's not that teachers are lazy or unmotivated, Joyce says. Rather, they need help in solving unexpected problems. Without it, they give up and go back to what they've always done—"even if it doesn't work."

On-going classroom coaching from a trainer can strain a school's budget. But Joyce and Showers later found that training teachers to do their own follow-up with each other was nearly as effective. At a minimum, pairs of teachers need to meet weekly to plan lessons that incorporate the new strategies, the researchers say.

4. (b) Provide high-quality, in-depth training to fewer teachers.

The U.S. Department of Education made that recommendation after studying the impact of the federal Eisenhower grants for professional development in math and science. In a study of 10 districts receiving grants from 1996 to 1999, researchers found that the average teacher participated in professional development activities that lasted less than a week. They also found that teaching practice changed little during that time.

However, teachers who did change their practice were more likely to have had high-quality professional development—for instance, the strategies taught were content-specific; teachers participated with colleagues from the same school; and training was on-going.

5. (c) Teachers trusted each other.

Teachers who trust each other are more willing to engage in the teamwork it takes to improve instruction, according to the Consortium. Where trust is absent, teachers are less likely to admit weaknesses and accept constructive criticism from peers, researchers found.

Elizabeth Duffrin

Grants

The Joyce Foundation

- \$1.5 million over five years to the Chicago Community Trust to support the Chicago High School Redesign Initiative, an effort to improve CPS high schools by subdividing them into smaller schools.

- \$420,000 to the Northwestern University School of Education and Social Policy to support the Urban/Suburban Northwestern Consortium, a partnership of 11 public and private elementary and high schools that aims to foster multicultural exchange between city and suburban students.

- \$270,000 to the Coalition for Improved Education in South Shore to support advocacy for high-quality education within a network of nine elementary schools and South Shore High.

- \$200,000 to the Chicago Lawyers' Committee for Civil Rights Under Law to launch a pilot program to test how multiple student assessments could be used by CPS.

- \$125,000 to the Chicago Panel on School Policy to produce research publications on teacher professional development and high school restructuring.

- \$100,000 to the Metropolitan Planning Council to advocate for technology investments in Chicago metropolitan-area schools and for greater equity in school finance in the state.

- \$65,000 to the Columbia College Community Media Workshop for its Chicago Successful Schools Project, a campaign to raise awareness of local school councils and cultivate improved communication and networking among LSC leaders.

Harris Bank Foundation

- \$10,000 to the Chicago Botanic Garden to support a garden-planting program for 19 CPS elementary schools based at Henson-Olive Elementary in North Lawndale.

Aetna Foundation

- \$15,000 to Pulaski Elementary for music programs.

John D. and Catherine T. MacArthur Foundation

- \$124,000 to the CPS Office of the Chief Education Officer to support a professional development workshop series for reading specialists.

- \$85,000 to Chicago United to work with the Illinois State Board of Education as it implements a new teacher certification system.

Disney Learning Partnership

- \$50,000 over two years to Byrd Elementary for student textbooks, supplies, extended days for teachers and staff development.

McKinsey and Company, Inc.

- \$20,840 to Crispus Attucks Elementary to set up a scholarship fund for students who enroll in college.

Kemper Insurance Company

- \$10,000 to the De La Cruz Middle to support planning and design of a media center.

Friends of Lincoln

- \$25,000 to Lincoln Elementary to support a part-time art teacher and purchase supplies for a hands-on art program.

Preferred Meals System, Inc.

- \$10,000 to Hay Elementary for the school's incentive program, which rewards students for perfect attendance and good grades and behavior.

Comer Foundation

- \$50,000 to Revere Elementary to cover salary and benefits for a full-time social worker position.

Nike Foundation

- \$5,000 to Powell Elementary to support math activities.

Citigroup Foundation

- \$75,000 over 16 months to the CPS Office of Education-to-Careers to support professional development for business and finance teachers and academic instructors in the areas of curriculum integration.

Circle of Service Foundation, Inc.

- \$100,000 to Brown Elementary to provide computer training to students and parents.

Siebert Brandford Shank & Co. LLC

- \$1,500 to Evers Elementary to purchase student materials and supplies.

The Field Foundation

- \$20,000 to Williams Elementary for parent workshops.

Community Media Workshop

- \$3,000 to Telpochalli Elementary for a

school-wide celebration event for faculty, parents, students and artists.

Xerox Corporation

- \$1,500 to Oriole Park Elementary to set up an Orff music program.

Wieboldt Foundation

- \$25,000 to Parents United for Responsible Education for general operating support.

Science Service Inc.

- \$1,000 to Kenwood High to help pay for science activities.

Golden Apple Foundation

- \$2,493 to Kenwood High to support science programs.

Polk Bros. Foundation

- \$150,000 to the Gates High School Redesign Fund for professional development and general operations.

- \$100,000 to North Lawndale College Preparatory Charter High for building renovations.

- \$85,000 to Youth Guidance for the Comer School Development program.

- \$75,000 over two years to the Erikson Institute to develop an early childhood learning and teaching assessment system.

- \$60,000 to the University of Chicago Department of Mathematics for a summer workshop in math instruction for CPS teachers, as well as a followup during the academic year in which U of C professors help CPS teachers implement workshop strategies.

- \$40,000 to Midtown Education Foundation for a college orientation program.

- \$40,000 to Golden Apple Foundation for the Alphabet Bus Program, which is a mobile literacy demonstration site for 6-month to 5-year-old children and their parents, serving the communities of Pilsen, Heart of Chicago, and Little Village.

- \$35,000 to Leadership for Quality Education to distribute to community organizations for grassroots organizing and candidate recruitment for the 2002 LSC elections.

- \$30,000 to Strategic Learning Initiatives for Scaling Up Best Practice.

*Compiled by Rachel Rosenblit
More Grant Briefs can be found online
at www.catalyst-chicago.org.*

Teachers academy to open amid unanswered questions

by Debra Williams

Three years ago, during a campaign speech, Mayor Richard M. Daley said he would build a new K-12 school and staff it with master teachers who also would train student teachers and CPS veterans.

The announcement raised far more questions than school officials could answer. Since then, plans for the school's program, location and grade levels have changed. Even now, just three months from its scheduled opening, the National Teachers Academy is an institution in flux.

It has not hired a director of professional development, the No. 2 spot, and it is not yet fully staffed. Schools nearby, whose students have the option of transferring, say they don't know what's going on. Even educators who have helped plan the academy's programs say

they're still in the dark.

"We've advised the board on professional development and [credentials for] master teachers, but we have not been privy to what the final design for the school looks like," says Allen Bearden of the Chicago Teachers Union, who has served on the academy's professional development committee.

The academy's plans were complicated by the School Board's last-minute decision to make room for 400 students displaced from nearby Williams Elementary, which is closing in June for a year. Originally, the academy had planned to open with only pre-K through 5th-grade students, now it will enroll students through 8th grade. Enrollment capacity is 850.

The opening of the Teachers Academy at 55 W. Cermak is significant for another nearby school—South Loop Elementary. Attendance boundaries for the new school include blocks of low-income families who were previously assigned to South Loop Elementary. Although students already enrolled can remain at South Loop, 84 attend classes at a branch location near the academy that the board is considering closing.

In May, *CATALYST* interviewed academy Principal Linda Ford, members of her staff and central office officials to get a fix on where things stand.

What's the status of construction?

The construction of the new school is on schedule and on budget, says Carolyn Tucker, a spokesperson for CPS operations. "The building is 80 percent finished," she says.

The building cost \$47 million; three years ago, the mayor pegged costs at \$30 million. "Construction was \$32 million,"

Tucker explains. Purchasing land, demolition and landscaping the campus park make up the difference, she notes.

By late May, the exterior of the building was complete, and interior work, such as painting and wiring for computers, was in progress. On the to-do list: installing classroom furniture and special equipment to outfit science labs, libraries, an auditorium and a music room.

The academy is comprised of two buildings—a four-story school and a two-story community center—that are connected by a second-floor pedway. The school facility has 32 pre-K through 8th-grade classrooms, six infant/toddler rooms, two science labs, two libraries, an art room, a music room and a computer lab.

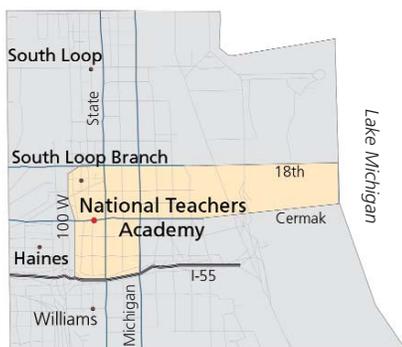
One-way windows have been installed in four classrooms, one on each floor, for student teachers to observe. "Teachers can come in this little room and not only observe what's going on, but put on headphones so they can hear what's going on, too," says Ernie Miller, the academy's technology coordinator. Classrooms also will be equipped with cameras, to tape teachers in action, and computerized blackboards, called smartboards, that can save written lessons, he adds.

The two-story community center has a full-size gymnasium, an indoor swimming pool and meeting rooms for after-school programs; it will be open evenings until 8 or 9.

Who's going to run the school?

The academy principal handles the day-to-day operations of the school. A director of professional development will oversee teacher training programs, and a

Attendance boundaries



Haines and South Loop elementary school students who live within the shaded area have the option to transfer to the National Teachers Academy. Williams Elementary is closing, and South Loop Branch may shut down, too.

board of directors will govern policy.

Plans for the academy cycled through three central office administrators before Linda Ford was tapped in October 2000 to put flesh on the bones of its program. Ford was later named principal; she reports to Al Bertani, chief officer of professional development.

Ford is highly regarded and has a successful track record as the principal of Brownell Elementary in Greater Grand Crossing, where she served for six years. She also served as a probation manager for Roque de Duprey Elementary. After Brownell, Ford spent three years at the University of Chicago's Center for School Improvement, overseeing its principal leadership initiative.

"She's a big-picture person, a problem solver, who is inclusive [and] distributes leadership," says Arnold Aprill, director of the Chicago Arts Partnership in Education (CAPE), an arts integration group that will be an academy partner.

By mid-May, Ford had not yet hired a director of professional development, who will be responsible for designing, implementing and monitoring the curriculum for adult learners, including training for academy staff.

In the absence of a No. 2, Ford and her staff have been developing the professional development programs. Ford says she is currently interviewing candidates to fill the position, and hopes to have someone on board before July 1. Advising her in the search are Bertani, Mary Ellen Caron, special assistant to CEO Arne Duncan, and Madeline Miraldi, director of professional development at the Chicago Academy, CPS's first contract school.

Instead of a local school council, the academy will be governed by an 11-member board of directors that will consist of the CPS chief executive officer, the CPS chief education officer, the president of the Chicago Teachers Union or a designee, two parents and one community representative appointed by the Board, two representatives from foundations, a representative from a university, the academy principal and the academy director of professional development.

By May, no appointees had been chosen. "No, we don't have names yet," CEO Arne Duncan admits. "But we know what kinds of people we're looking for: a diverse, talented group from each of those particular sectors."



JOHN BOON

The National Teachers Academy at 55 W. Cermak is 80 percent complete, say CPS officials. The new school and professional development site is scheduled to open this September.

How far along are teacher recruitment efforts, and what are the credentials of the new hires?

The academy has to fill 36 master teacher slots; by mid-May, 27 had been hired.

Four of them are certified by the National Board for Professional Teaching Standards. One is a Golden Apple Fellow. All but one has a master's degree. The lone exception is board certified and expected to complete his course work for a master's degree in June.

At a minimum, academy teachers must have a master's degree and five years of teaching experience. Also, new hires who are not National-Board certified must agree to become candidates for the credential within five years.

"This may all seem hard, but this is the perfect place to go through National Board certification," Ford says. "Teachers here are already critiquing and commenting on each other's work [and] reflecting on what they are doing. [They] will be videotaping their classes and using research. We are doing the work that the National Board does, so it won't be anything that our teachers won't already be used to."

In addition, Ford says she has asked new teachers how they felt about juggling teacher and trainer roles while going through National Board certification. They assured her they were up to the task. "It's hard work, but that's what we do—work hard," Ford recalls new teachers telling her.

Currently, the academy is advertising for new teachers through CPS bulletins. "We started out advertising in *Education Week*, but we had to tell people that we couldn't pay them what they wanted," says Ford, who expects to complete faculty hiring by the end of July.

Where will the academy turn for students?

In March, the School Board redrew the attendance boundaries for Williams, South Loop and Haines elementary schools, stipulating that all students already enrolled in any of those three would have the option of transferring into the academy.

Then in May, the board decided to close Williams, and 400 seats at the Teachers Academy were reserved for displaced students, many of whom live in nearby public housing.

Meanwhile, the Teachers Academy's attendance boundaries are causing confusion for some South Loop students. The northern boundary at 18th Street is the dividing line between low-income families living in the Hilliard public housing development and middle-class residents on gentrified blocks of townhouses and lofts. The two communities have been caught in a decades long tug-of-war for control of South Loop. (*CATALYST* November 1997)

A branch location of South Loop at 19th and Federal streets is located within the academy's attendance boundaries,

“Are [National Teachers Academy administrators] only taking kids from the CHA housing projects?”

Sheila Garrett, parent

and it's likely to be closed, says Giacomo Mancuso, CPS director of capital planning. “But that’s not final, and we’re not sure what it will be used for,” he says. Currently, 84 students attend South Loop branch. If it closes, then students who live within the academy’s boundary must go there.

Parent Sheila Garrett, whose child is enrolled at South Loop, is wary. “Are they [the academy] only taking kids from the CHA housing projects?” she asks. “All the poor kids will be on 22nd Street and [middle-class families] will have their own private school at South Loop.”

“This is not true,” says Arne Duncan. “We’re trying to create great schools for a community that has been underserved. Both [South Loop and the Teachers Academy] have the potential to have a good racial and economic balance.”

Academy Principal Ford says she has not had to actively recruit students. “We’ll have more than enough,” she says. The Chicago Housing Authority Relocation Program may be moving another 200 families into the area this summer, she notes.

At Haines Elementary, Principal Gandy Heaston doubts many of her students will transfer to the Teachers Academy. She conducted an informal poll on report card pick-up day to find out how many parents knew about the academy. “I couldn’t find a soul in that building who’d gotten a letter,” she says.

Haines LSC member Sammy Chow agrees. “People are very comfortable at Haines. Parents don’t know enough about the new school to make a switch.”

What about infants and toddlers?

Another goal of the academy is to get an early start working with children and their parents to build healthy relationships between them and the school.

The academy will have six classrooms with up to eight children between 6 weeks and 3 years old; 12 slots will be reserved for infants or toddlers with dis-

abilities.

“Fifty percent of our work has to do with parents and building relationships,” says Barbara Abel, who will oversee the academy’s early childhood program. “We will be focusing on developmental education, not content.”

Early childhood teachers must have master’s degrees, a Type 04 early childhood education certificate and five years of teaching experience, two of which must be working with infants and toddlers. Each class will be staffed by a master teacher, a teacher’s aide and an education assistant. So far, two early childhood master teachers have been hired; the academy needs six.

Infants and toddlers will be recruited from the surrounding community. Recruitment efforts, however, will not begin until the academy has firmer commitments on funding, says Abel.

“We’re looking at existing grants,” she explains. “Some are aimed at teen parents, others at single mothers who are at poverty level. Once we [secure funding], then we will recruit.”

What’s in the works for student teacher training?

When the Teachers Academy opens for students this fall, it also will be open as a training facility for juniors and seniors from local colleges of education. The academy’s student teacher training program will last a semester and will reflect national professional teaching standards.

Student teachers will observe master teachers in the classroom, who will, in turn, serve as mentors and coaches for the trainees. Student teachers also will help out in the classroom and have an opportunity to teach classes themselves.

“They will really be like another pair of hands in the classroom,” says Ford.

The program will train student teachers to diagnose a child’s individual needs and to write academic “prescriptions” to meet those needs, Ford explains. “We will mirror what the National Board talks about in terms of

creating quality teachers,” she says.

About 30 student teachers will be trained the first year, Ford says. (Two years ago, School Board officials said the academy would train 170 student teachers in its first year.) Those who are accepted into the program must commit to teach at least three years for CPS.

Roosevelt University is sending four education students to work at the academy this fall, says George Lowery, dean of the college of education. Roosevelt has helped develop the academy’s student teacher program, providing resources and input on education theory and quality teaching. “We were impressed with the model,” says Lowery. “It is advantageous for our students to work alongside exemplary teachers.”

Five student teachers will come from Chicago State University. The academy is looking to fill out its student teacher program with recruits from Erikson Institute, St. Xavier University, Loyola University, Northwestern University, University of Illinois-Urbana and Illinois State University. They are in discussions with other schools as well.

Patricia Walsh, dean of education at Northeastern Illinois University, says she was impressed by the academy’s program, which invites student teachers to work with master teachers this summer as they plan their academic program. “Usually student teachers get into a classroom after a teacher has set it up,” she says. “Under this program, they will get to see how teachers set up their classrooms ... and how they plan for the first day and the year.”

Conspicuously absent is the University of Illinois at Chicago (UIC), an original partner in developing the academy that will not be participating. UIC was originally tapped to pull together the curriculum and supply a site for the academy, but the relationship cooled when CPS offered few details about the academy’s governance. Since then, UIC was left out of the planning loop. “We haven’t been involved with the academy for several months,” says Connie Bridge, the executive director of UIC’s Council on Teacher Education.

What are the school’s hours?

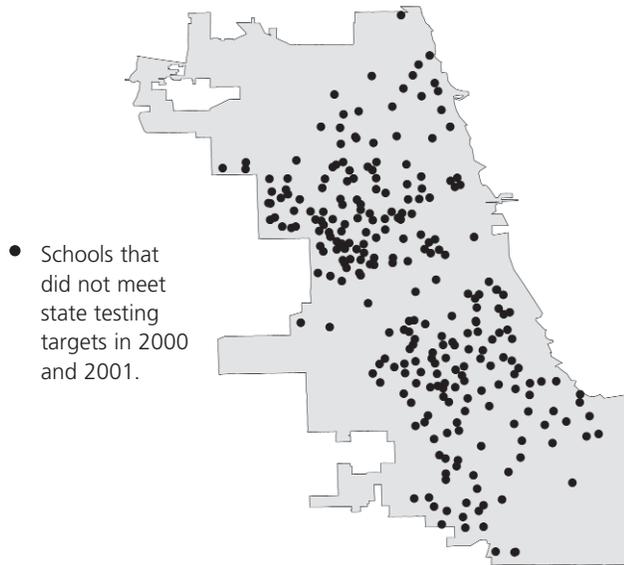
The school day runs 8:30 a.m. to 2:30 p.m. for students; master teachers will work from 8 a.m to 4 p.m. The Teachers Academy may remain open to the public

Half of choice schools could be off-limits to transfers

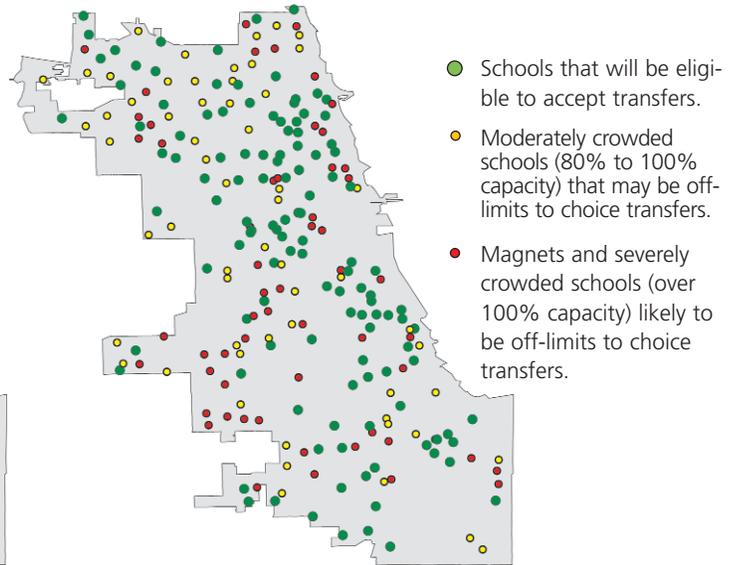
Under the No Child Left Behind Act, school districts must provide free transportation to students who wish to transfer out of failing schools and into better ones. According to the most recent state test results, 263 CPS elementary schools fell short of the federal law's mandate for adequate yearly progress. Students who attend them are eligible to leave.

At the Chicago Board of Education's request, state legislators voted to limit the number of choice schools by excluding magnets and overcrowded schools. Under the new state legislation, about half of the 241 elementary schools that are making "adequate yearly progress" could be off-limits, including 31 magnets, 27 severely overcrowded schools and 59 moderately crowded schools. These schools are listed at www.catalyst-chicago.org.

Failing Schools



Schools that have met targets



SOURCE: CATALYST analysis of data from the Illinois State Board of Education and Chicago Public Schools.

until 8 or 9 in the evening for social and academic activities coordinated with the Chicago Park District.

What's the name of the school?

In two School Board reports released in February, the new school has been referred to as the National Teachers Academy and the National Teaching Academy.

"It's the National Teachers Academy," Ford says.

Where do parents, teachers go for more information?

Ford acknowledges that the academy has not done much outreach to inform the community about the school. A series of community meetings was scheduled for late May and early June. For more information, call the National Teachers Academy at 773-534-9970.

Principal turnover at probation schools

Schools on probation between 1996 and 2000 were less likely to get off probation when the principal was removed, according to a CATALYST analysis of 119 elementary schools and 42 high schools. But that doesn't mean the new principals were less effective, says researcher Elaine Allensworth of the Consortium for Chicago School Research. "Schools that received new principals probably had more problems, and that's why they were replaced," she says.

Elementary Schools

Principal Status	Total Schools	Still on Probation	Percentage on Probation
original principal	98	38	39%
one replacement	16	10	63%
multiple replacements	5	4	80%

High Schools

Principal Status	Total Schools	Still on Probation	Percentage on Probation
original principal	24	14	58%
one replacement	10	7	70%
multiple replacements	8	8	100%

NOTE: Four schools that were placed on probation between 1996 and 2000 were not included in this analysis; two were merged into other schools, and two others were closed.

SOURCE: CATALYST analysis of CPS data

New small schools picking their leaders

by Rachel Rosenblit

A principal and three teacher leaders have been named to run four new small high schools set to open this fall at Bowen and South Shore. A fifth small high school scheduled to open at Orr has not yet appointed a lead teacher.

The small schools will be the first to open under the Chicago High School Redesign Initiative, a centerpiece of CEO Arne Duncan's school improvement efforts that aims to subdivide large high schools into several smaller, autonomous schools. Each school will have its own budget, faculty and administrative staff.

Most of the teacher leaders selected to run the new schools have some of the necessary credentials to become CPS principals. Both of the lead teachers at South Shore's small schools, Bill Gerstein of the Entrepreneurship School and Doug Maclin of the School of the Performing Arts, have completed all of the requirements to become principals.

CPS policy requires that principals have a master's degree in education, a Type 75 certificate issued by the state, six years of teaching or administrative experience and 70 hours of coursework.

Historically, teacher leaders at small schools have reported to principals of

larger schools and have not been required to have Type 75s. However, each of the new small schools will be assigned its own unit number and will operate as an independent school within a larger facility. School leaders will not necessarily have to act as principals, according to Jeanne Nowaczewski of the office of small schools.

"It's not an absolute requirement," she says, pointing out that the Cregier Multiplex, which houses three small schools, is led by a principal who oversees three lead teachers.

At Bowen, guidance counselor Lauralei Jancaric will be lead teacher of the Chicago Discovery Academy, a small school centered on the city's art and architecture. JoAnn Podkul, appointed lead teacher of B.E.S.T., an acronym for Bowen Environmental Studies Team, has a Type 75 certificate, but lacks the extra professional development required of principals.

"I could pick them up easily if I needed to," Podkul says. "What counts is that there's someone who comes forward and is willing to take on the responsibility to act as a liaison to the larger school and the community, and who can do instructional leadership."

Doug Maclin, who was tapped to head up South Shore's new School of the Performing Arts, has both a Type 75 certifi-

cate and the 84 hours. A special education teacher by training, Maclin has administrative experience as dean of students for the prototype of the Entrepreneurship School, which opened last fall.

Orr has not yet named a lead teacher its Junior ROTC Service Learning Academy. Principal Leon Hudnall is pushing one candidate; teachers who will staff the small school are backing another. There has been "some confusion," says Maj. Richard Miller, who will serve as the school's commandant.

Community service and volunteer work will be at the core of Orr's Junior ROTC small school curriculum, along with college preparatory courses and team-based problem solving.

New schools, old idea

The Junior ROTC Service Corps Academy will be Orr's first stab at setting up a small school. Both Bowen and South Shore have previous experience with spinning off smaller learning environments.

About two years ago, Bowen was subdivided into five smaller schools that had been created in partnership with the Small Schools Workshop at the University of Illinois at Chicago. Small schools had helped raise test scores and attendance rates at Bowen, says Michael Klone-

New small high schools

School	Head Teacher	Enrollment (first year/final)	Curriculum
Bowen High			
B.E.S.T.*	JoAnn Podkul	100 / 400	Nature studies and community development; on-site lessons at nearby wetlands; arbitration and mediation skills.
Chicago Discovery Academy	Lauralei Jancaric	75 / 400	Exploring the city with a focus on art and architecture; weekly field trips to museums and other cultural centers.
South Shore High			
School of the Performing Arts	Doug Maclin	375 / 500	Fine arts integrated into a college preparatory curriculum; mandatory reading classes twice a week; artists from the community will work with classes; juniors will do internships at local arts institutions, such as the Goodman Theatre and ETA Theatre.
Entrepreneurship School	Bill Gerstein	135 / 400	Project-based learning; students will work with local businesses or business-related groups to learn how to provide goods or services to satisfy market needs. Students will work with such institutions as the South Shore Cultural Center to develop recreational programs for neighborhood children, as well as student-owned businesses.
Orr High			
JROTC Service Corps Academy	Undecided	280 / 384	Junior ROTC integrated with service learning and volunteer work; instruction focuses on teaching character, citizenship and leadership as well as academics.

* B.E.S.T. stands for Bowen Environmental Studies Team

Source: Chicago Public Schools

sky, director of Small Schools Workshop.

But after several years of steady gains, Bowen's test scores dropped in the spring of 2000, and the Board of Education placed the school on intervention. Nearly half of the faculty left, and the small school program fell into disarray.

Last summer, Bowen decided to make a move to bring back small schools. LSC chair Neil Bosanko says he and other representatives of Bowen met with Nowaczewski, then newly appointed small schools chief, just a week before the High School Redesign Initiative was announced in August.

Before intervention, Bowen had three small schools: travel and tourism, dual language and fine arts. This time, they're going a different route. The Chicago Discovery Academy will use city landmarks and cultural centers to study art and architecture; B.E.S.T. will follow an urban ecology curriculum using nearby wetlands for on-site lessons, such as restoring vegetation in degenerated areas.

At South Shore, Bill Gerstein, who ran a family-owned business in Hyde Park through the late 1990s, began developing the idea for a small school in entrepreneurship two years ago. Last fall he launched a prototype with 130 freshmen.

As the school's instructional leader, Gerstein says he will develop a college prep curriculum that also helps students play active roles in the community. "We're not creating little businesspeople," Gerstein says. "We're talking about creating a student that thinks like a leader."

Students will collaborate with community organizations, such as South Shore Bank, Hull House Small Business Development Center, South Shore Cultural Center and Junior Achievement. By working with established business groups, students in the Entrepreneurship School will learn how to start a business, develop a product and generate profits, says Gerstein.

South Shore's School of the Performing Arts will be new this fall. Students will take courses in performance, including expressive dance and music, as well as college preparatory classes.

Another round

Each of the five schools has received a \$20,000 planning grant from the Chicago

C&G

continued from page 24

America. KIPP (Knowledge is Power Program), a national non-profit based in San Francisco, applied to open a charter middle school at 9035 S. Langley for 320 students; Aspira of Illinois, a Latino youth organization, proposes to open a computer science high school at 2435 N. Western for 400 students; and DePaul University would partner with Alliance for Community Change to open a K-8 charter at 4831 S. Hermitage for 415 students. The School Board will decide at its June meeting. The new charter school will open in fall 2002 or 2003.

In late May, Illinois legislators backed away from a proposal to create an additional 15 charter schools in Chicago. The Illinois Manufacturers Association objected to provisions requiring some teachers to be certified and limiting the role of for-profit companies—measures backed by the Chicago Teachers Union and Leadership for Quality Education, a business-backed school reform group. A similar measure failed last year, when Republican leaders soured on such restrictions. This year, LQE had hired high-profile lobbyists Michael McClain (whose clients include Bank One, Walgreens and Sears) and James Fletcher (whose firm represents the Bears, Commonwealth Edison, and Arlington Park racetrack) to smooth the way.

AWARDS Sixteen principals and four assistant principals will be honored as exemplary leaders by the Chicago Principals and Administrators Association. Winners were chosen by a panel of former educators, business leaders and community members. Gains in student test scores were foremost among the criteria. Each

go High School Redesign Initiative, an \$18 million project funded by the Bill and Melinda Gates Foundation and a consortium of local foundations. Each will be awarded an implementation grant of up to \$500,000 over three, four or five years.

Last fall, the Redesign Initiative invited high schools to apply for small schools planning grants. Nine did, and the three that won grants had been on intervention for low performance. This spring, funders are soliciting another round of proposals, and giving preference to "satisfactorily performing schools." However, high schools on probation may still apply, says Pat Ford, executive director of the Redesign Initiative.

will receive \$5,000 at a June 7 banquet.

Principal winners are: **Jaqueline Taylor Anderson**, Young; **Cynthia Barron**, Jones College Preparatory High; **Sharon G. Bean**, Hinton; **Mary L. Cavey**, Spry; **Analilia Chico**, Healy; **Jo L. Eastering-Hood**, McDowell; **Richard Morris**, Burroughs; **Mary Neely**, Lawndale; **Donald R. Pittman**, Marshall High; **John P. Reilly**, Portage Park; **Amanda Rivera**, Ames Middle; **Kenneth M. Staral**, Ogden; **Thelma K. Sylvester**, Johns; **Florencia P. Valignota**, Cameron; **Melovee Williamson**, Hayt; and **Beverly L. Williamson-Ashford**, Ruiz. Assistant principal winners are: **Marie C. Dora**, LaSalle; **Odette Langer**, Barry; **Marcia L. Sullivan**, Brighton Park; and **Diann Wright**, Haines.

LSC LAWSUIT Local school councils at Marquette and Dulles elementaries have sued the School Board for voiding the councils' recent principal selection decisions. The board contends that some LSC members' votes do not count because they were not eligible to serve on the council. But council members cite a state judicial precedent that says a council member's vote counts until he or she is legally removed. Dulles' LSC seeks to reinstate its decision not to renew its principal's contract; the LSC at Marquette seeks to award a contract to its approved candidate for principal.

SMALL SCHOOLS **Betty Despenza-Green**, a Small Schools Workshop consultant and former principal of Chicago Vocational High, is working to transform an Oakland, Calif., high school into four smaller learning communities, part of a \$15.7 million Gates Foundation-funded small schools project there.

Rachel Rosenblit

Some schools that were not selected in the first round of high school redesign grants are giving up. "We've been tinkering around with small schools for a long time, and never had the funding to really do what we wanted to do," says Principal James Breashears of Robeson High, which was a finalist.

DuSable High, whose small school proposal was declined, plans to try again. A local pioneer in the concept, DuSable was divided into eight smaller schools in the mid-1990s, but a succession of remediation penalties shut down the program.

Timuel Black of the DuSable Alumni Coalition says one idea is to launch an international relations small school. ●

AT CLARK STREET **Cozette Buckney**, former chief education officer who is serving as the CEO's special liaison to the School Board, retired May 31 after 33 years at CPS. She will teach in the College of Education at Roosevelt University as the Distinguished Professor of Urban Education. ... **Ascensión Juárez**, previously director of salary administration and employee records, has been tapped to head the CPS human resources department. He replaces **Carlos Ponce**, who resigned.

ANDERSEN DUMPED In May, the School Board dropped beleaguered Arthur Andersen as its external auditor and switched to Deloitte & Touche. However, it still has a \$3.5 million, two-year contract with Andersen for information systems consulting, which it approved in January.

PRINCIPALS Two assistant principals have been awarded principal contracts at their schools: **Brenda Browder**, Kellman, and **William E. Johnson**, Carver Military Academy. **Karen Koegler**, assistant principal at Edgebrook, is now contract principal at Onahan. She replaces **Peter Hastings**, who retired. ... **Dushon Brown**, acting principal at Curtis, is now contract principal. ... **Jane McDonald**, interim principal at Mt. Greenwood, is contract principal. ... **Robert C. Miller**, director of driver's education in the physical education department at central office, was named contract principal at Bogan High. He replaces **Ronn L. Gibbs**, who was interim. ... **Sherman Chambers**, principal at Reavis, had his contract renewed. ... Principal **Alice But-**

ler Collins has retired from Spalding elementary and high schools; **Bertha Buchanan** has been named interim.

MOVING IN/ON Spencer Foundation President **Ellen Condliffe Lagemann** has been named dean of the Graduate School of Education at Harvard University; she will step down July 1. **Paul Goren**, vice president of Spencer, will serve as interim president. ... **Warren Chapman**, education program officer at the Joyce Foundation, was named vice-president of corporate giving for Bank One Corp. He will oversee contributions in 14 states, and a budget of \$55 million. **Reginald Jones**, an education and culture program officer at Joyce, will assume many of Chapman's duties. ... **Faye Terrell-Perkins**, principal at Tilton High, was named executive director of Leadership Academy and Urban Network for Chicago (LAUNCH). She replaces **Ingrid Carney**, who moved up to senior executive director of the Chicago Leadership Academies for Supporting Success (CLASS), of which LAUNCH is a part. That position previously was held by **Al Bertani**, who now oversees professional development at CPS. ... **David Gardner** has become manager of transition/middle schools; he replaces **Joyce Bristow**, now education officer of Region Seven. ... Teacher activist **George Schmidt**, publisher of *Substance* newspaper, has been retained as a consultant by the Chicago Teachers Union (CTU) to do budget research. ... **Connee Fitch-Blank**, assistant director of the CTU Quest Center, will be on loan to serve as dean of CTU's new

Jacqueline B. Vaughn Graduate School of Teacher Leadership, which is expected to open in January 2003.

CTU JOINS TURN On May 4, the CTU officially joined the Teacher Union Reform Network (TURN), a national group of reform-minded union locals from both the American Federation of Teachers and the National Education Association. CTU President Deborah Lynch had expressed interest in joining TURN just days after she was elected last spring. (*CATALYST* September 2001). "She has a perspective on teacher unionism that is compatible with that of most TURN members," says Adam Urbanski, co-director of TURN, which promotes collaboration between teachers unions and school districts to improve teaching and learning. CTU is one of four new members of TURN, which now has 30 members.

PARENTS UNION The Service Employees International Union (SEIU) Local 73 is petitioning state labor officials to organize as many as 1,500 parents who work for CPS and receive stipends, but are classified as volunteers and receive no benefits. SEIU now represents about 4,000 security officers, business office attendants and other non-education CPS employees. If state officials approve the petition, parent workers may vote on the measure in early August.

CHARTER SCHOOLS Three proposals are being considered to fill the charter school vacancy created by the closure of Nuestra

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