

Phi Delta Kappa

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Inside this issue:

Dennis Parker 2

Scholarship Applicants 2

New Notes 3

Mark Your Calendars...
Steve Piluso at our
May Celebration 3

Upcoming Events 4

PDK International Summit: Putting the Public Back in Public Education

Julie Scaife-Reed

Phi Delta Kappa International's Summit on Public Education was held October 19-21, 2006 in Washington, D.C. Those in attendance included PDK members from across the country, as well as educational leaders like John Goodlad, John Merrow, Gallup Poll representatives, and a panel of NCLB supporters and critics.

I had the privilege of attending this summit through a local Chico PDK scholarship, as well as the Henkin Scholarship that is granted through International Headquarters. This gave me the opportunity to travel to Washington D.C. and sit in on some heated debates, as well as moving speeches. The most memorable moment of the summit was listening to John Good-

lad speak on "What Schools Are For." He addressed four major points during his speech, covering what education is; schooling as a moral en-

High academic test scores do not correlate to any of the virtues our democracy requires.

John Goodlad

deavor; public and private agents for cultivating a democratic public; as well as a call to action for renewing public schools. He voiced what many educators have been saying since

Continued on page 3

NCLB and the standardized testing movement have started taking over

NCLB Assessed

Bill Rich

The most comprehensive assessment of NCLB that I have seen can be found in a special edition of the Harvard Educational Review (HER), Vol. 76, Number 4, Winter, 2006. The editors invited scholars and advocates from numerous perspectives to contribute. In order to assist readers in understanding, the editors further framed the issues around the national context, the states, the public and the schools including a revealing view of teaching and learning under NCLB.

First is a stirring, evangelical description of the new era in education and civil rights brought about by NCLB by former secretary of education Rod Paige. Immediately following, Kanter and Lowe offer a piece entitled, *From New Deal to No Deal, NCLB and the devolution of Responsibility for Equal Opportunity*. We read that NCLB has been accompanied by a huge decrease in other social programs which the authors claim will ultimately result in

Continued on page 2

NCLB Assessed*Continued from pg 1*

deeper social and ethnic divisions in our country. Frederick Hess finds through public opinion analysis that public schools still receive public backing and support for punitive sanctions is low.

...schools should be evaluated in terms of their ongoing contribution to students' learning progress...

Linda Darling-Hammond

Rogers advocates for more parent power in the reauthorization, especially for poor parents. Linda Darling-Hammond argues that "schools should be

evaluated in terms of their ongoing contribution to students' learning progress...(pg. 662)," not punished for failing to achieve unrealistic targets.

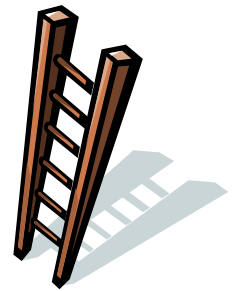
A powerful essay from Cochran-Smith and Lytle asserts that NCLB "... undermines the broader democratic mission of education, narrows curriculum, and exercises both technical and moralistic control over teachers and teaching, pg. 668)." For me, this statement reveals that we are still operating at a very basic level. After all, if NCLB is completely successful, we have gained only a minimum level of national literacy. We hear almost everywhere, "What works?" Yet, this is an inferior question. We should be asking, "What is the highest quality education that can be imagined and how will we provide it for our youth and nation?"

Summary of Dennis Parker presentation at the March general meeting

Alison Watson

In March we were most fortunate to be able to hear Dennis Parker speak at our PDK meeting. He is an educational consultant who works with local schools and helps them develop strategies to improve test scores by truly analyzing the data. He has recently written an article with Michelle Karns for "Leadership" magazine called "Fair Play – accepting responsibility for student results. In this article Dennis introduces his "Strategic Schooling" model that presents the topics of Targets, Feedback, Know-how, and Context in a cyclical loop. Targets are those of achievement targets, student targets, and content targets. Feedback means collecting data and examples of student work as they relate directly to the targets. The Know-how is the application of organizational, classroom, and personal expertise by educators, students, and parents in an effort to hit the targets, and finally, context, the physical conditions, beliefs, values and assumptions at the school in which all this occurs. In the

article, Dennis introduces three schools in which he worked and where each school embraced data as a vital and serious tool for student achievement. Dennis also discusses the most important role of the principal in schools where they lead and do not just manage their schools, where they are truly hands-on, and who are concerned about pushing the envelope with teaching. He concludes by stating that the principal is the key instrument of equity and fairness in schools and quoting Richard Elmore who says that "Knowing the right thing to do is the central problem in school improvement." We must implement those right practices of more public targets, more frequent feedback, better know-how, and a more supportive, functional context in which to operate to get the most gains for our struggling students.



Special thanks to PDK scholarship applicants!

We thank those students who took the time to complete the scholarship applications and submit them to our committee in a timely fashion. From 6 applicants, the committee chose 2 to send on to the PDK Prospective Educator Scholarship Program. They were Kelly Johnson from Durham High School and Alicia Logasa from Oroville High School. We wish them success with their applications and have invited them to our general meeting on May 2nd to be recognized and celebrated.

Putting the Public Back in Public Education

Continued from pg 1

schools: “High academic test scores do not correlate to any of the virtues our democracy requires.”

Goodlad’s speech made me think about the Democracy in Education course that is taught by Devon Metzger at Chico State. In this class, students read articles by educational leaders like Soder, Noddings, and Kyle/Jenks to gain a better understanding of what it means to have social capital, as well as the importance of a society who can think for themselves.

Goodlad stressed the importance of this type of society and called those members present to play a larger role in forming educational policies and doing something about the problems public education is facing. “We need to renew our schools. A good school has a moral soul. Academic test scores tell us nothing about a school’s moral soul. Good schools do more than educate the young—they make ‘one’ a ‘public’.”

At the close of his speech, Goodlad gave his call to

action for those in the field of education. He said, “The linear model of school reform hasn’t worked. We need DDAE-Dialogue, Decision, Action, Evaluation. As educators we are never finished. Democracy requires face-to-face action. We need to renew public education, not reform it. We need to make good schools with a soul. We need to act to renew our schools.”

My call to action for educators then is to educate the public, politicians, and our fellow educators about what education should be. If we do not start acting like professionals and taking our profession seriously, we will continue to be told what to do by the people who understand our jobs and students the least. It is time to tell others what schools are for. What are you going to do to put the public, a voice for democracy, back in education?

S’cool Moves for Learning

Steve Piluso at the May Celebration

Can't fit one more thing into your school day? This seminar focuses on ways to improve behavior and academics in minutes a day. All children benefit regardless of the label they might have. Participants learn the 6 Step Sensory Intervention Exercises for reading that profoundly improves reading for children with auditory, visual, and vestibular issues. Seamlessly add minute warm-ups to the day so children can refocus and stay on task. Calm and integrate the brain with specifically chosen music for the classroom. Meet new PE standards by doing 10 Focus Moves posters throughout the week. This workshop is fun, effective, and essential for teaching today's children with a variety of learning and behavioral needs. Notebooks are available full of lesson plans, family connection letters, research, and classroom activities. S'cool Moves is successfully implemented in schools across America, Canada, and Australia.

New Notes



Please welcome new members:

Patrick Conklin;

Patrick was nominated by Julie Scaife and is a student teacher.

Sally McGowan;

Sally was nominated by Judith Kerrins and is a BTSA trainer

Janis Delgado;

Janis is a teacher at Four Winds school in Chico and was given a gift membership by Terri Tozier.

Mark Your Calendars

Wednesday, May 2nd 2007 at La Hacienda restaurant starting at 5:30 p.m.

Join us for our special end of the year meeting. Help recognize and celebrate those individuals who have gone above and beyond – scholarships, awards, venerable status, and more.

Come listen to Steve Piluso discuss a kid friendly learning strategy based on powerful learning theory connecting body, mind and emotions.

Dinner is \$22: \$17 for students. RSVP by Friday April 27th to 877-0495, lcapen@chicousd.org or awatson@bcoe.org

Department of Education—Zip 222
CSU, Chico
Chico CA, 95929-0222

Upcoming Events:

Wednesday , May 2nd

5:30-8 pm at La Hacienda restaurant. Dinner and
Keynote Speaker: cost \$17.00 for students, and
\$22.00 for non-students.

May Celebration and Steve Piluso on S'cool Moves

RSVP for the above event by April 27th to
lcapen@chicousd.org, awatson@bcoe.org, or leave a message at 877-0495

ALSO...

- April 16th , 2007 PDK Board Meeting 5 p.m.
- May 2nd , 2007 End of year celebration