We negotiate the contract that defines much of how and where you work, what your salary is, and what your benefits are. You can pick the burgundy booklet up outside at our booth, if you haven’t already. Notice I said “pick up” – not read it. No one actually reads it; there’ll be a summary document waiting for you on the opening day of school. Our role, too, is to represent your professional interests. We work to ensure your growth as an educator, and we try as well to help you bring your individual skills. As tiring as it is, you’ll find a way to improve your skills. As tiring as it is, you’ll be invigorated when you can see that your students ‘get it!’ And as frustrating as it is, your colleagues will support you and give you hope.

and our collective voice to your workplace.

...teaching is a wonderful and rewarding profession. Ignore the naysayers. But teaching is hard, it’s tiring, it’s frustrating. But as hard as it is, you’ll find a way to improve your skills. As tiring as it is, you’ll be invigorated when you can see that your students ‘get it!’ And as frustrating as it is, your colleagues will support you and give you hope.

We cannot afford to be – whether it should be educator-driven or script-driven, enriching and thoughtful or of the bubble sheet variety, whether educators should have a voice or whether they should be muzzled. These are our challenges, and the outcome of these challenges will determine what our school system and our profession will look like in five to ten years. These challenges need teacher voice, and we will bring it forward.

At home in Massachusetts we live in an MCAS-governed, live-by-the-sword-die-by-the-sword world. It’s a narrow world where lifetime decisions are made by the plus or minus of a fraction of an MCAS percentage point. Some of you may have heard yesterday in the data explanation that the BPS school that showed the greatest growth, the Channing – is now a Turnaround School. How did the Channing lead the city in MCAS growth, yet somehow fall into Turnaround Status? The answer regrettably, with attribution to both Benjamin Disraeli and Mark Twain (there seems to be a dispute): There are three kinds of lies: lies, damned lies, and statistics. That’s how our most improved school can land in MCAS purgatory.

At home in the BPS, we have commonwealth charters that drain $104 Million from our school budget – that’s $2,000 for every child in school. We have an out-of-control State Board of Elementary and Secondary Education that has taken over two schools – against the wishes of the school district, the city, the school community, and the staff – and placed them into receivership. And we have thousands of BPS teachers who spend as many as 30 partial days per year preparing for and implementing standardized testing.

In an ideal world we could get the $104 Million back for the children we teach, get our two schools back, make the MCAS but implement meaningful changes.

At home in Massachus-...
The BTU is proud to be amongst the more than 100 labor organizations, faith based organizations, and community groups supporting #YesOn4. You can find more information about the Question 4 ballot initiative at www.YesOn4.com.

As we engage in the election process, educate elected officials, and collectively look forward to, and plan for, the upcoming legislative cycle, please consider voting with the BTU and take a lead with your State Senator or State Representative, at a Real Teachers, Real Talk Education Roundtable meeting. It’s a win-win where real, honest discussion and advocacy occurs on issues that are important to all BTU members and the professional issues we care about.

Remember to vote on November 4th, Election Day! I respectfully ask that you cast your vote for the BTU endorsed candidates. Each candidate has been vetted through a multi-tier process that ultimately yielded the support of the BTU membership at a BTU membership meeting. The polls are open from 7 am to 8 pm. To find out where you vote go to www.votesenhdesc.com. If you have any questions regarding the platforms of any of the BTU endorsed candidates, would like to be involved in any aspect of the election process, or wish to be actively involved in any aspect of the political process in which you may be interested, please contact me at 617-615-7655 or email me at acristiani@btu.org.

Because It’s Good Politics
by Angela Cristiani

Become Involved in Effective Political Action

Medium to high levels of linguistic processing is key. Issues come before political party lines. Collectively, we as educators, embrace many member specific issues. We also embrace equity for all students as we welcome each child who crosses the threshold of our classroom doors. Isn’t that why we became educators to begin with? We help each child maximize his or her educational potential which ultimately impacts each child’s long-term life potential.

Strong schools mean strong communities. To achieve this we must empower local communities as well as encourage and help facilitate local control. Education for our students is for our end and our parents. Birth to career. Each aspect of a child’s educational process is important and unique. All children should be afforded equitable early learning opportunities before he or she enters kindergarten. Equitable opportunity for pre-kindergarten and kindergarten experiences solidly underpins the need for base supports. It’s still about teaching the whole child. English, math, science, the arts, physical education, and more. It’s also about supporting all emotional and mental wellness, appropriate mental health services, wrap around services, community school nutrition, and the very basic needs of our students to include vision, hearing and dental needs.

One of the many ways we make a difference is by voting. November 4th is Election Day. Your vote and participation in the election process in support of pro-public education candidates is one of the many ways you can make a difference in our children’s lives.

With your help and vote in the September 9th Primary Election, the following BTU endorsed pro-public education candidates were victorious:

Massachusetts State Treasurer: Debra Goldberg

Massachusetts House State Senate Incumbents: Sal DiDomenico and Pat Jehlen

Massachusetts House Incumbents: Tackey Chan, Dan Callimano, Marjorie Decker, Dan Hunt, Denise Provost, Dan Ryan and Frank Smizik

Massachusetts House Non Incumbents: Christine Barber (34th Middlesex) and Steve Ultrino (33rd Middlesex)

U.S. Senate: Edward Markey


All the aforementioned candidates will be on the ballot on November 4th. We will the following candidates recently endorsed at the September membership meeting:

State Senate Incumbents: Jason Lewis, James Eldridge and Marc Pacheco

U.S. Congress: Katherine Clark

You will be kept abreast of any additional recommendations as Election Day gets closer.

The Question 4 ballot question appearing on the November 4th ballot is significant to us as educators. Question 4, if approved by the voters of the Commonwealth, would guarantee every worker in Massachusetts access to earned sick time. Specifically, the ballot question would require companies
Know Your Rights

It can be confusing! What are the basic roles of the School Site Council (SSC), the SSC Personnel Subcommittee, the Instructional Leadership Team (ILT) and the Faculty Senate?

The School Site Council (SSC) is the central governing body of the school under the school-based management/sharing decision model mandated by state law. SSC are composed of the Principal, a set number of elected by secret ballot (by Oct. 15) BTU members determined by the total number of BTU members who work more than 50% of their work week at the school, parents of children at the school elected through the Parent Council, and in high schools, two voting student members, elected by the student body. Each SSC is responsible for finding ways to implement the intent of the provisions governing school-based management in ways that do not violate outstanding court orders or state/federal laws & regulations. SSC is governed by the contract. Further info is found in the current BTU/BPS contract pages 7-16.

The role of the BTU shall be:
- review and approve School Improvement Plan
- approve the budget for discretionary site materials, supplies, textbooks and equipment
- develop and approve plans for increasing the number of BTU members in the school
- review and approve recommendations of Instructional Leadership Team (ILT) members who work more than 50% of their work week at the school
- receive information about all outside programs or outside programs that come into the school
- review and comment on entire school budget
- review and comment on building projects
- receive information about any other committee or group that established to recommend changes that will have a major effect on the school community
- provide information to the principal of any information which is distributed by the school to all parents, e.g. code of discipline, homework policy, new handbook.

The role of the Faculty Senate is:
- run in-service meetings in cooperation with the administration in accordance with the contract.
- to be elected by teaching staff, it represents that staff in matters concerning school policy
- present recommendations to the principal on issues related to teaching and programs of the school.
- cooperate with the BTU Building Reps in all contractual matters and Union policy. All BTU Building Reps are automatically members of the Faculty Senate once elected as Building Reps separately.
- meet with entire faculty at least monthly once elected by the first week in October.

How can SSC members obtain training to become a more effective voice for school governance?

The role of the ILT at school sites shall be: to approve the selection of ILT members, to set the goal and 3-year vision for the school and to establish the process by which the ILT will achieve the goals.

The role of the Instructional Leadership Team (ILT) shall be: to be governed by the contract. An ILT shall be established at each school & shall be a representative body of the professional staff of the school. It shall be composed of administrators & teachers from each grade level, special education, discipline, and programs of the school.

The ILT shall serve as an advisory board to the principal on issues related to teaching, learning, assessment and professional development. It shall be the responsibility of the principal to give a report of the ILT to the SSC at the next meeting.

The role of the ILT shall be to:
- review and approve of the School Improvement Plan of which the ILT shall review and comment on the processes of its implementation.
- approve the consultant in the recruitment process of the ILT.
- review and approve recommendations of Instructional Leadership Team (ILT) members who work more than 50% of their work week at the school.
- give information to the principal on issues related to teaching and programs of the school.

The role of the BTU Faculty Senate is:
- to approve the hiring of new BTU teachers on an as-needed basis
- to review and comment on整个 school budget
- to review and comment on building projects
- to receive information about any other committee or group that established to recommend changes that will have a major effect on the school community
- to provide information to the principal of any information which is distributed by the school to all parents, e.g. code of discipline, homework policy, new handbook.

The Faculty Senate’s purpose is:
- run in-service meetings in cooperation with the administration in accordance with the contract.
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- present recommendations to the principal on issues related to teaching and programs of the school.
- cooperate with the BTU Building Reps in all contractual matters and Union policy. All BTU Building Reps are automatically members of the Faculty Senate once elected as Building Reps separately.
- meet with entire faculty at least monthly once elected by the first week in October.

When I started out as a 7th grade math teacher, I was so excited to get to my classroom. My board. My students. I had little idea as to what I was getting into. I couldn’t wait to put my math problems on the board. I never lost my enthusiasm. I never lost my love for teaching. I was truly excited. I couldn’t wait to teach math. I couldn’t wait to get to my classroom. I couldn’t wait to put my math problems on the board. I had little idea as to what I was getting into. I couldn’t wait to put my math problems on the board. I had little idea as to what I was getting into. I couldn’t wait to put my math problems on the board. I had little idea as to what I was getting into. I couldn’t wait to put my math problems on the board. I had little idea as to what I was getting into. I couldn’t wait to put my math problems on the board. I had little idea as to what I was getting into. I couldn’t wait to put my math problems on the board. I had little idea as to what I was getting into. 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New NEA President Lily Eskelsen Garcia Discusses Ongoing National Educational Issues

Editor’s note: Although members of the Boston Teachers Union are not part of the National Education Association (NEA) we thought it was important to include this interview. Our national union, the AFT, often works on national issues with the NEA. We feel it is important our members are informed about changes in our sister union. This interview is reprinted with permission from edushyster.com.

Lily Eskelsen Garcia is the new president of the NEA and she’s got something to say…

EduShyster: You recently met with President Obama. What was the first question on behalf of all of my readers: did you set him straight?

Lily Eskelsen Garcia: I can tell you that I had an amazing opportunity to have a very short conversation with the President. I got to ride in the Presidential limo on the way to a labor rally in Milwaukee and I was able to tell him a little about the back-to-school tour I’ve been on and what I’m hearing from teachers. I told him that the constant testing is the number one issue and that teachers tell me again and again: “I’m so excited for school to start and I love my job. Now if I could just get these idiot tests out of the way so that I can actually teach.” I had a chance to express what I think are very honest, passionate and heartfelt responses of educators all over the country. I could see that the President’s wheels were turning.

EduShyster: You have such a remarkable personal story. You started your career as a cafeteria lunch lady and are now heading up the largest union in the country.

Lily Eskelsen Garcia: Let me qualify that. I wasn’t really a lunch lady. I was a salad girl. I didn’t have the status to work with the hot foods. Folks want to know what I brought here. That’s how it all started – in the cafeteria. I used to joke with my kids that their dad would be such a cafeteria lunch lady and are now head- turning, you have to convey that “she’s serious.”

EduShyster: I get the sense that your message about not being a fan of these highstakes consequences to standardized tests is sinking in. But I have to channel the skepticism here and ask you about your viewpoint of the Common Core. How can you – not just the NEA but you personally – be such a proponent of something that many teachers believe is basically a 50-state delivery system for high-stakes tests? You even have a Common Core app on your phone!

Lily Eskelsen Garcia: Everyone should have a Common Core app on their phone! Everybody listen, I have this exact conversation with my best friend all the time. She hate, hates the Common Core and she always says: “You know exactly what’s going to happen, Lily. You know the Common Core is just going to be turned into one more high-stakes punishment. It will be all about cut scores, you get fired, this kid doesn’t graduate.” I can’t disagree with her on that. She’s basically describing what happened in New York. Before teachers were even trained to know what was in the Common Core at their grade level, before they had time to do anything in a thoughtful way, it was clearly so much more important to have the cut scores and the punishments in place. But here’s what I tell my friend. Let’s say you could develop the perfect standards. They’re so perfect that everyone is throwing up confetti because that’s how perfect they are. And you find the perfect curriculum and you have test books that are aligned to these perfect standards. And you only have to give one test a year instead of a thousand of them. In other words, it’s perfect! But some politician says: “you get punished, you get a prize.” It’s not the standard with excessive testing and the excessive consumption of time and resources. I’ve been down in Florida on our back-to-school tour and a school board in Lee County basically said “that’s it – we’re not going to do this testing anymore.” They had their hands slapped as a result, but their hearts were in the right place. You can bet that they were applauded by other school board groups all over the country.

EduShyster: How did you personally end up becoming a union rabble rouser?

Lily Eskelsen Garcia: People tell these stories – “oh, my grandfather was a union member” – but that’s not our culture in Utah. We’re a relatively small state but I brought the NEA with me when I was teaching. I had 39 fifth graders. The governor at the time had a plan to balance the state budget by dumping as many kids into classrooms as he could, and I thought: “who is going to help with this?” I loved the PTA and the moms, but they weren’t going to stare down the governor.

EduShyster: If you personally think the opportunity has never been greater to show the relevance of power coming together in a union.

Lily Eskelsen Garcia: Your right! There’s so much talk about bad teachers, and every morning celebrities and billionaires wake up and say “I want to make the world a better place by firing more teachers.” My question, by the way, and one that they never address, is who they plan to replace all of these teachers with. That’s what people should be focused on. But you know, as bad and stupid as things are right now, I actually feel really excited. Folks who never realized about a union or whether they needed one are now looking around and asking “what in the world is going on? I’m a teacher and I want to do my job and people are throwing things at me. I need my colleagues.”

EduShyster: We have no billionaires, we have no real wealth, we have each other. We’re finding each other on Twitter and blogs, in meetings and at rallies. And we’re coming together, not just for ourselves and the integrity of our profession, but because we see what they’re trying to do to our students. None of us got into this profession because we wanted to get rich. We got into teaching because we have a real passion for kids. And when we see our kids in trouble, we’re going to step up and protect them and that means we have to come together. I think the opportunity has never been greater to show the relevance of power coming together in a union.

EduShyster: My final question for you comes from one of your members. He wants to know what you can do to make the NEA less cold and corporate seeming, as he put it.

Lily Eskelsen Garcia: I’ve been on this back-to-school tour that started in Alaska. Everywhere I go, I’m blown away by the response of members – not leaders, mem- bers – who say “keep saying it the way you’re saying it because you talk, like we talk.” And that’s my job – to represent that voice and to try to say it in a way that makes people sit up and pay attention. People have to hear our hearts.
BTU Launches Our First “Welcome Back to School” Fair for Boston Public Schools Families

By Jessica Tang

On Saturday, September 6th, 2014, the BTU held its first “Welcome Back to School” Fair for Boston Public Schools families. The event featured a book giveaway and over 40 school partners that gave away resources and information for our BPS families. Families were also treated to food, music, face painting, arts and crafts, and balloon-making. Tenacity conducted a tennis clinic on courts nearby while Playworks and America Scores soccer program ran activities on the fields next to the resource tents. We were proud to promote literacy with our families by giving away over 1,200 new, quality books!

We were also pleased to be joined by Mayor Marty Walsh, as well as interim Superintendent John McDonough. Both joined President Richard Stutman in a brief address and stayed to answer questions and speak with the family members there.

The event was planned by Executive Board members, new Building Rep Regional leaders, and members of our new Family and Community Engagement Committee, who met over several times during the summer and weeks before school started to put the event together. The event took tremendous effort and would not have been possible without the help of our staff and over fifty volunteers who started volunteering as early as 10:00 am and as late as 7:00 pm the day of the event.

A special thank you to the wide range of paraprofessionals, teachers, retired teachers, nurses, OT/PT’s, librarians, and everyone else who helped to make the event possible! We could not have done it without everyone pitching in with their ideas, energy, expertise, and commitment.

The next parent and family focused event will be a new “Parent 2 Parent” Conference coming up on Saturday, November 8th. The Parent Advisory Committee has been meeting to plan this event for both parents and educators, and each of the workshops will be co-facilitated with at least one parent. These are all a part of our ongoing efforts to build more bridges and meaningful collaboration with parents and community so that we can work together to improve our schools.

See more photos on pages 6-8

SAVE THE DATE!

BUTU

BOSTON TEACHERS UNION

parent conference

“We Building Parent Power Because Our Children Matter!”

Saturday, November 8th, 2014
8:30 AM - 3:00 PM, Location TBD

A conference for parents AND educators to share and learn from each other, support parent engagement, promote parent advocacy, and strengthen parent and teacher collaboration.

For information or to sign up, contact: JESSICA TANG at 617-288-2000, jtang@bvu.org
BOSTON TEACHERS UNION

BACK TO SCHOOL FAIR

FOR BOSTON PUBLIC SCHOOL FAMILIES!

SATURDAY, SEPTEMBER 6TH
WHITE STADIUM
IN FRANKLIN PARK

Photos by
Amika Kemmler-Ernst, Michael McLaughlin, Andrea Doremus-Cuetara and Garret Virchick
Photos by
Amika Kemmler-Ernst
We’re Learning Here
A project by Amika Kemmler Ernst, Ed.D.

Curley K-8 School

T

he Curley K-8 School in Jamaica Plain serves over 900 students; almost half are English Language Learners, mostly from the Dominican Republic and Puerto Rico, and more than 25% have significant learning disabilities. I have been volunteering regularly at the Curley since retirement and feel blessed to be part of this school community.

It was a treat to visit just about every classroom during the first week of the school year to take photos for this column. I enjoyed watching Laurie Ciardi’s first grade class figure out alphabetical order based on the second letter of their names. K2 teacher Truika Smith sang a lovely “Stand up…” song to acknowledge each child as they transitioned from the rug to their independent activity. In Kim Taylor-Knight’s dance class, children were moving to the changing beat of a drum: marching, walking, galloping, and taking giant steps.

Several teachers were introducing their classroom libraries: Christina Burke’s second graders were selecting “just right” books for independent reading, while the fourth graders in Mariana Pradas’ class were learning to categorize books by genre. Maria Amy-Moreno’s SEI students read aloud what they’d written about how it felt to be eighth grade “sensors” at the Curley.

I had an opportunity to introduce Multiple Intelligences to our fifth graders later in the morning. Teachers Kim Daly, Kate Davis, Danielle Moran, and Sarah Quattrale brought students from AWC, SAR, SEI Inclusion, and “GenEd” classes together to complete surveys and create graphs showing the many different ways they’re smart.

The Curley has a new set of school-wide expectations that came out of School Climate meetings throughout last year, creating a common language for the first time since it became a K-8 school: “We care about ourselves. We care about each other. We care about our school.” Throughout the building classes were exploring what these expectations mean at each grade level, while posters designed by a parent decorate every wall.

So many people go “above and beyond” to make the school a welcoming place. The director of the Curley’s after school program, paraprofessional Torri Canada, has brought together a variety of community organizations to teach classes in everything from Chess to Zumba! ELA teacher Alissa Ferro leads Sole Train, a group of students and adults who train together to run a marathon. Curley families raise funds to support arts and field trips; last year they inspired a city-wide effort to fight against the budget cuts that have affected so many of us.

8th grader Mark Wilson summed up his experience at the Curley with these words: “Here at the Curley I’ve learned that to be friends with other people, you need to treat them with respect.”

Ms. Selznick was helping me figure out how many seeds are in different fruits. I am learning that seeds come in different shapes and sizes, and some of them stick to people. I’m looking forward to learning about animals in science this year!

Sebastian Forero-Tarquino, Grade 3

I was in science and we were picking up interesting things in our outside classroom. I learned this seed sticks on your shirt.

Ananda Gutierrez, K2

We were doing BCW (Before Class Work) and reading a book inside a book. It was never-ending and confusing, so Ms. Ferro was helping me. In ELA this year we’re practicing close reading, I’m looking forward to our Book Challenge: reading 15 books by the end of the year!

I am learning how to express myself and read better in both English and Spanish.

Mark Wilson, Grade 8

Amika Kemmler Ernst, Ed. D.
Amika45@comcast.net

Ms. Arroyo me estaba explicando como hacer la encuesta de las “Inteligencias Muti-

cales”. Yo estaba escribiendo sobre lo que me gusta y lo que puedo hacer bien. Aprendí que uno de mis Inteligencias está relacionado con la Naturaleza. También estoy apre-

endiendo mas Inglés este año.

Isolmarie Rosario, Grade 7

I was reading what I wrote about how I feel as an eighth grader; I feel proud because I’ve improved so much! This year I’m learning how to express myself and read better in both English and Spanish.

Oscar Bonilla, Grade 5

Edison Molina, Grade 6

This was in Social Studies class. I was reading about old cave paintings from France. I learned they painted on stone and used crushed stone to make paint. Now we’re learning about early humans.

We were listening to a story called The Bad Case of Stripes. This year we are learning our letters and how to take turns.

Isabela Mariano & Arthur Vanko, K1

Mark Wilson, Grade 8

| October, 2014 | 9 |
demands of the state. Compelled by the Justice Department under threat of lawsuit to design a course to teach regular education teachers the intricacies of language acquisition, the course seemed to jam too much information into too short a time. The instructor was forced to adhere to a script, with state monitors lurking in the class to make sure of it. Despite these hurdles we had moments of real learning that we could take back to our classrooms.

Since the RETELL I have been able to incorporate two important tools into my teaching toolkit. The first was the use of sentence frames. The second was a reading strategy called reciprocal teaching. Both strategies I tried to incorporate with limited success while I was still taking the RETELL course. I tried again last year and the success was marginally better. But like any new teaching strategy it takes practice. So I vowed to not give up.

This year I have decided to incorporate sentence frames and reciprocal teaching into my student learning goals. My goal is to improve the writing and comprehension of my students when it comes to making scientific claims, presenting evidence to support those claims, and tying evidence and claims to the principles discovered during experimentation and when reading scientific literature. Two posters adorn my wall as anchors for the students. (See pictures.)

I started this year off much like every year. Early on we study evolution and begin by looking at the evidence of evolution. We do an activity where students examine the skeletons of quadrupedal apes and bipedal hominoids, another name for humans and our direct ancestors. We measure arm length vs. leg length to get an intermembral index. Apes have longer arms than legs, bipeds the reverse. Ape feet have an opposable big toe, hominid feet are simple. Apes have a flat narrow pelvis. Hominids have a bowl-shaped wide pelvis. Apes have spines that are straight when standing and arched when sitting in an exercise titled The Mystery Hominid. And students learn the difference between the quadrupedal and bipedal skeleton. And students learn the difference between the quadrupedal and bipedal skeleton. And students learn about evolution has modified the skeleton when those ancient hominids or of apes. But when I have assessed their understanding in an exercise titled The Mystery Hominid (see inset), they have historically struggled.

Students are presented with a set of fossil bones vs. a claim, that the bones are from a new hominoid. They are asked to determine if the bones could indeed be from a new hominoid or are a hoax. The goal is to get students to make claims and back them up using evidence and reasoning. It is a challenging assessment and in years passed I have worked hard to teach students how to do this. But I have rarely been satisfied with the results.

This year I decided to do two things differently. After the activity we did a short reading from the BSCS Biology called On Being Human. Using reciprocal teaching, students took on the roles of summarizer, questioner, clarifier, and predictor. Using this strategy brought out some of their questions and we had a good discussion that helped reinforce what they learned in the skeleton activity. I also decided to use sentence frames to give them a few words of language to help them show their understanding when analyzing the Mystery Hominid. The words were simple enough. This included a partial sentence to make the claim. The fossil (pelvis, spine, foot, or intermembral index) probably (is or is not) that of a hominid.” Another frame was provided for the evidence. “When I measured or observed the (pelvis, spine, foot, or intermembral index) I found ___________.” And a third frame helped the students provide a reason for the claim. “This evidence backs up my claim because ___________.” I also modeled it once to show them how to connect what they’ve learned to making statements about scientific principles.

The results were better than I thought they would be. With these few words students were able to show me a strong understanding of the content. I have never given out so many As and Bs for this assessment. A few students did not use the frames and were still able to show me they were learning. These were the students who would have succeeded without the frames. But this year both ELLs AND students who speak English as a first language who used the frames were able to do much better than students of similar backgrounds in past years. Hopefully this experience will help them show the confidence that, yes, they can learn a complex subject like biology.

I should also mention that work done in common planning time with my colleagues at Brighton High School helped me to rationalize the theory learned in the RETELL class. We have precious little time to collaborate, but when teachers work together we all benefit.

I am still a proponent of transitional bilingual programs and an opponent of millionaires who buy influence. I still believe the state should be more concerned with finding ways to fund public education so that teachers have the time to collaborate with each other and less time designing impossible outcomes where the only purpose is to get them out from under lawsuits. But I’m not holding my breath. I’m doing whatever it takes to help my students succeed. This dog will always be willing to learn new tricks. That’s what it means to be a teacher.
**Repeal the Casino Deal**

Boston Public School children are especially vulnerable to government promotion of gambling because many of them have been dealt a poor hand. Most money lost gambling goes disproportionately from low-income groups.

Revenue from gambling has not increased educational funding over time in casino states because of the moralizing effect of gambling on their overall economies (Kindt, U.S. International Gambling Report, Hen and Co., 2008 and 2009).

Of course, many young people will make the choice to smoke, over-eat, commit crimes, gamble and drink too much and take other irrational short-term risks, but shouldn't our government be promoting the thinking that drives those behaviors?

Vote Yes November 4th on Question 3 to Repeal the Massachusetts casino gambling legislation.

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MAKING STRIDES AGAINST BREAST CANCER FUNDRAISER

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October, 2014