

The revitalization of the Progressive Education Network (PEN) is vital to America as political leaders continue to create educational mandates that do not support curriculum that is tailored to the individual learning styles, developmental needs, and educational interests of the child. First formed in 1919 as The Association for the Advancement of Progressive Education, the organization played an influential role in American education reconstituted as the Progressive Educators Network. Through the decades, PEN has kept current with the changing trends in education and fought to preserve quality teaching for all children. In the early 1990s, grant money dried up and members of the Progressive Education Network retreated to regional gatherings, their own schools, even their own classrooms. It is time for us to gather together once again, all of us from across the country, to be renewed and to gain support from one another as we strive to teach children in meaningful ways in this test driven climate.

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# Challenging Assumptions: Revitalizing Our Educational Vision for America

SAN FRANCISCO 2007

Progressive  
Education  
NETWORK



# planner

## **Thursday**

School Visit 8am or 9am–4pm

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## **Friday**

Round 1 Session 10–11:30am

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Open-Space Session 1:15–2:45pm

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## **Saturday**

Round 2 Session 10:45–11:45am

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Round 3 Session 1:30–2:30pm

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# agenda

## Wednesday, October 3

4–7pm Registration Check-in, LOBBY

## Thursday, October 4

7–8am Registration Check-in, LOBBY

8am–4pm Napa Valley School Visit

9am–4pm East Bay School Visit

9am–4pm San Francisco School Visit

9am–4pm Peninsula School Visit

6–7pm Reception, WHITCOMB

## Friday, October 5

7am–1pm Registration Check-in, LOBBY

7–8:30am Continental Breakfast, LOBBY

8:45–9am Welcome Progressive Educators, WHITCOMB

9–9:45am **Keynote Address by Augusta Souza Kappner:**  
*Moving from the Margins to the Mainstream:  
How Progressive Educators Can Redefine the Debate,*  
WHITCOMB

10–11:30am ROUND 1 SESSIONS

11:45am–1pm Lunch, WHITCOMB

1:15–2:45pm OPEN-SPACE SESSION, WHITCOMB

2:45–3pm Snack, WHITCOMB

3–4pm **Keynote Address by Becky van der Bogert  
and George Wood: *Roots and Reflections:  
A Conversation with Becky and George,*** WHITCOMB

4–6pm Reception, WHITCOMB

## Saturday, October 6

7am–1pm Registration Check-in, LOBBY

8–8:45am Continental Breakfast, LOBBY

9–10:30am **Keynote Address by Roland Barth: *The Conditions  
Under Which We Best Learn,*** WHITCOMB

10:45am–11:45pm ROUND 2 SESSIONS

12–1:15pm Lunch, WHITCOMB

1:30–2:30pm ROUND 3 SESSIONS

2:45–3:45pm **Keynote Address by Bill Ayers: *What's Progressive  
About Progressive Education: Teaching the Taboo,***  
WHITCOMB

3:45–4pm Wrap Up of PEN 2007  
Early Plans for PEN 2009, WHITCOMB

## keynote speakers

### **Augusta Souza Kappner**

#### ***Moving from the Margins to the Mainstream: How Progressive Educators Can Redefine the Debate***

Friday, October 5

9am, WHITCOMB

Augusta Souza Kappner has been president of the Bank Street College of Education since 1995. Prior to Bank Street, she had a distinguished career with the City University of New York, including positions as president of the Borough of Manhattan Community College and Acting President of The City College of New York. From 1993 to 1995, she served as an Assistant Secretary of education in the U.S. Department of Education. Kappner has spoken widely on education issues and has served on numerous education commissions, boards and task forces, including the New York City Mayor's Education Policy Panel and the New York State Governor's Education Transition Committee. She chaired the Board of the Fund for the Improvement of Postsecondary Education, has been a Carnegie Fellow and currently serves on the Board of the National Writing Project. Dr. Kappner was elected to the Board of Directors of The Wallace Foundation in 2006.

### **Becky van der Bogert and George Wood**

#### ***Roots and Reflections: A Conversation with Becky and George***

Friday, October 5

3pm, WHITCOMB

Becky van der Bogert is currently the Head of Palm Beach Day Academy and formerly Superintendent of Schools in Winnetka, Illinois, where she served for the past 13 years. She began her career as a teacher of children with behavioral disorders and a guidance counselor. Before moving to Illinois, Becky served in numerous leadership positions in Lincoln, Groton, and Ipswich, Massachusetts, including Coordinator of a Gifted and Talented Program, Principal, Curriculum Coordinator, Assistant Superintendent for Curriculum, and Superintendent of Schools. Becky received a BA in Psychology and an MA in Special Education from Syracuse University. She received her doctorate from Harvard University with a concentration in Teaching, Curriculum, and Learning Environments. While attending Harvard, she served on the *Harvard Educational Review*, served as a teaching fellow, and Founded the International Network of Leadership Centers which she continued to co-direct for 20 years. Throughout her 36 years in education, Becky's major focus has been the creation of environments for children and adults that attend to the growth of the whole person. She also serves on the Collaborative for Academic Social and Emotional Learning Illinois Advisory Council, The National Board for Courage To Teach, the Board of the North Suburban Special Education Department, and Erika's Lighthouse.

George Wood serves as Director of The Forum for Education and Democracy. His 30-year career in public education has included work as a public school teacher of social studies in Michigan and a full Professorship of Education at Ohio University. Currently he is Principal of Federal Hocking High School in Stewart, Ohio, where he has served for 14 years. During two of those years, he was on leave as he and his students and staff worked in Los Angeles to establish Wildwood Secondary School. Dr. Wood has been asked to serve on numerous boards and commissions, including the Boards of The John Dewey Society and the Coalition of Essential Schools. A public speaker on education and democracy, George has been featured as a key note speaker in conferences around the country, including providing a keynote address to the 2003 Coalition of Essential Schools national Fall Forum. He has also been invited to speak internationally, including a conference on democracy and education in Portugal. Above all else, he is most proud of the over 1,400 graduates he has stewarded through Federal Hocking High School and his two sons. Michael is a graduate of Earlham College (2005) and worked as a campaign operative for the 2006 elections. John refused to take the state-mandated tests for graduation in Ohio and is a student majoring in Environmental Biology at Warren Wilson College. His wife, Marcia, provides him with all his best ideas, gleaned from her career as a kindergarten teacher serving children in rural Appalachia.

### **Roland Barth**

#### ***The Conditions Under Which We Best Learn***

Saturday, October 6

9am, WHITCOMB

Roland Barth is a consultant to schools, school systems, state departments of education, universities, foundations and businesses in the United States and abroad. After receiving his B.A. degree from Princeton University and master's and doctoral degrees in Education from Harvard University, he served as a public school teacher and principal for fifteen years in Massachusetts, Connecticut, and California. Barth received a Guggenheim Fellowship in 1976, and joined the faculty at the Harvard Graduate School of Education for thirteen years. During that time, he was director of the Study on the Harvard Graduate School of Education and Schools, founding Director of the Principals' Center and of the International Network of Principals' Centers, and senior lecturer on education. He has been an Academic Visitor at Oxford University, and a member of the National Commission on Excellence in Educational Administration. Barth received an honorary Doctor of Humane Letters from Lewis and Clark College and is the recipient of the 2002 Alumni Award for Outstanding Contribution to Education from the Harvard

Graduate School of Education. He serves as a trustee of Hurricane Island Outward Bound School, a member of the board of Micro-Society Inc., chairman of the Board of the Principal Residency Network, and on the Board of Editorial Advisors of the *Phi Delta Kappan*. Roland Barth is the father of two accomplished daughters, Joanna and Carolyn, an avid sailor in Maine and Florida salt waters, and a dedicated farmer. He and his wife, Barbara, live in Maine, Florida, and Boston.

**Bill Ayers**

***What's Progressive About Progressive Education:***

***Teaching the Taboo***

Saturday, October 6

2:45pm, WHITCOMB

Bill Ayers, Distinguished Professor of Education and Senior University Scholar at the University of Illinois at Chicago (UIC), and founder of both the Small Schools Workshop and the Center for Youth and Society, teaches courses in interpretive and qualitative research, urban school change, and teaching and the modern predicament. A graduate of the University of Michigan, the Bank Street College of Education, and Teachers College, Columbia University, Ayers has written extensively about social justice, democracy and education, the political and cultural contexts of schooling, and the meaning-making and ethical purposes of students and families and teachers. He lives in Hyde Park, Chicago with his partner, Bernardine Dohrn, and his father.

## round 1 sessions

### **A Life Skills Curriculum with a Focus on Media Literacy and Human Sexuality**

Theory into Practice

Presenters: David Lyons and Carwai Seto, BLUE OAK SCHOOL, CA

Is it possible to create a hands-on approach to your study of human sexuality (no puns intended!)?

How do you create a safe and meaningful environment where students can take risks and gain insight?

*Level: Middle/High School grades 5–12*

### **ABC's of Education, A Primer for Schools to Come**

Theory into Practice

Presenter: Doug Goodkin, THE SAN FRANCISCO SCHOOL, CA

What are the essentials of education that truly make an impact on children that have become lost in the details of curriculum and testing? How can we as teachers remember those essentials amidst the demands of the daily grind?

*Level: All ages*

### **Aligning Practice with Values Part I:**

#### **Creating and Recreating a Model of Progressive Education**

Taking Action

Presenter: Lauren de Moll, Gloria Bonsall-Shepard, and Robin Lasersohn, THE SCHOOL IN ROSE VALLEY, PA

How do schools work to align their classroom and institutional practices with their stated core values?

How can we as educators articulate a model of progressive education that is clear and accessible in the current climate?

*Level: All ages*

### **Building on Student Strengths**

Theory into Practice

Presenter: Jenifer Fox, THE PURNELL SCHOOL, NJ

How can schools become places where students are taught to discover their passions?

Can strengths be used to overcome academic weaknesses?

*Level: Middle/High School grades 5–12*

### **Decisions, Decisions—What We Learn from Choices in Activities**

Theory into Practice

Presenters: Terra Miller, Eliza Thomas, Lucille Vitolo, Liz Calkins, Tina Anderson, Mike Steinberg, Linda Wagner, and Barbie Paulson, PENINSULA SCHOOL, CA

How can a strong arts program encourage development of the whole child? What are the advantages of giving children free choice in their use of time? At Peninsula School, children choose daily from a wide variety of hands-on activities. In doing so, they develop their passions and preferences,

learn what they are ready and willing to learn, and open themselves up to discovery about themselves and the world around them.

In this session we will address the benefits we see from our extensive arts/activities/choice program and how its features could be applied elsewhere.

*Level: Early Elementary/Middle School grades K–8*

**Democratic School Leadership and Progressive Education:  
Intersections, Challenges, and Triumphs**

Progressive Education and School Leadership

Presenters: Daniel Schwartz, Jo Ann Isken, Jeffrey Benson,  
Bill Ayers, and Rebecca van der Bogert, IL, FL, CA, AND MA

How do we create schools in which inquiry, action, courage, critical thinking, and reflective practice are the norms?

Is shared leadership the best governance model to follow within progressive schools?

How do progressive leaders keep schools on the right track in the face of pressures like NCLB, tax cuts, etc.?

Should school leaders buffer staff from attacks of progressive practices or involve the school community in confronting such struggles?

How can we best engender communities of learning and exploration?

*Level: All ages*

**Examining Tensions: A Discussion of the Challenges Associated  
with Packaged Curriculum**

Theory into Practice

Presenters: Kristin Clendenin and Chi Quach,  
SAMUEL SEWALL GREELEY SCHOOL, IL

How have teachers who are used to autonomous, child-centered instruction experienced the transition to a packaged curriculum?

How have classroom practices changed as a result of this transition?

Can consistency in curricular outcomes be achieved with teacher autonomy?

Is consistency in mathematics instruction important?

*Level: Early Elementary grades 1–4*

**From Community Service to Democratic Education:  
The Work of the School in Crossing Class Barriers**

Taking Action

Presenter: Shanti Elliott, FRANCIS W. PARKER SCHOOL, IL

What is the role of the school in promoting a just society?

How can schools respond to the inequality that underlies educational contexts in both independent and public schools?

How can educators develop inclusive and imaginative approaches to dialogue around social justice?

*Level: High School grades 9–12*

### **Houses/Homes: A Multicultural Curriculum from a Child's Point of View**

Theory into Action

Presenter: Judith Garfinkel, THE MEAD SCHOOL, CT

How do you put a 5-year old child at the center of a multicultural curriculum?

What if teachers trusted children to ask the questions that will move them toward greater understanding of others?

What about those tough subjects, like homelessness?

*Level: Pre-K or Kindergarten*

### **Incorporating Real Student Choice in the Middle School Curriculum: Give Students Power Over Learning**

Theory into Practice

Presenters: Judith Barnes and Dale Jones, NIMITZ ELEMENTARY, CA

What specific strategies can be utilized to gather authentic student input about the curriculum?

How do you incorporate students' suggestions into the curriculum and still teach them the skills they need?

How do you incorporate students' suggestions and still keep an entire class focused and moving forward together?

*Level: Middle School grades 5–8*

### **Poetry and Photography: A Framework for Exploration and Discovery**

Theory into Practice

Presenters: Todd Burleson and Jay Dillon,

HUBBARD WOODS ELEMENTARY SCHOOL, IL

How do you begin helping children understand the "voice" in a poem?

What power do images have on your creativity?

How can you use these ideas to explore other curricular avenues?

*Level: Early Elementary grades 1–4*

### **Reflective Practice in the Progressive Classroom**

Theory into Practice

Presenters: Christie Byers and Tracey Marks, GREEN ACRES SCHOOL, MD

How can we use reflection as a powerful, engaging learning tool and growth experience for students and teachers?

How can reflective practices help build community?

What is the relationship between reflective practice and progressive education?

*Level: All ages*

### **Sustaining Diversity: Discussing Supports and Challenges for Progressive Minority New Teachers**

Taking Action

Presenter: Betty Achinstein, UCSC, CA

What are the benefits of having new teachers of color in urban, high minority schools?

What are the challenges of supporting new teachers of color in urban, high minority schools?

What can research help us understand about schooling contexts that support or inhibit new teachers of color who are committed to progressive education?

*Level: All ages*

**The Game of Village: A Progressive Project Which Engages Students in All Curricular Areas**

Theory into Practice

Presenters: Caroline Jones, Michelle Martin, and Simon Tyler, PRAIRIE CREEK COMMUNITY SCHOOL, MN

How can we maintain energy and academic rigor through the end of the year?

Can educators learn to teach progressively within the safety of a structured experience; is there an entry into teaching progressively?

What kind of tradition can we create to eliminate attrition in our school?

*Level: All ages*

**The Misuse of Recent Brain Research and Educational Policy and Classroom Teaching Practice**

Theory into Practice

Presenter: Dave Lehman, LEHMAN ALTERNATIVE COMMUNITY SCHOOL, NY

How can, and can *not*, recent brain research inform education policy and classroom teaching practice?

What is the neurological evidence behind localization of brain function and what are the implications, myths and realities for educators?

*Level: All ages*

**The Public Purpose of Private Schools**

Taking Action

Presenter: Albert Adams, LICK-WILMERDING HIGH SCHOOL, CA

What are the moral imperatives, as well as the enlightened self-interest, that impel private schools toward civic engagement?

How might a school's institutional commitment to public purpose extend beyond community service and service learning?

What are some effective models for private schools to leverage their skills, knowledge, resources, and community networks for the common good?

Should your school's commitment to a diverse student body be considered a component of "public outreach?"

What does it take to create mutually-beneficial and lasting public-private partnerships?

*Level: All ages*

### **The Successes and Failures of Diversifying a Middle School**

Theory into Practice

Presenters: Kara Stern and Josephine Salvador, THE CALHOUN SCHOOL, NY

What are the challenges in hiring and supporting faculty of color in an independent progressive school?

What are some of the institutional (or in-house) roadblocks to diversity initiatives?

How do you keep at it?

*Level: All ages*

### **The Teacher's Role in Conflict Resolution**

Theory into Practice

Presenter: Barbara Andrews, MARYLAND COMMITTEE FOR CHILDREN, MD

Why conflict resolution in Progressive Education?

What is the connection between conflict resolution and theories of child development?

What does the classroom community need to provide for successful conflict resolution?

What skills do children need to be successful at conflict resolution?

What "tensions" exist in classrooms/schools that make using conflict resolution difficult?

*Level: Early Elementary grades PreK–4*

## round 2 sessions

### **680 Days: Reinforcing Your School's Expertise in Child Development to Enlist Parents as Partners**

Theory into Practice

Presenter: Peter Braverman, GREEN ACRES SCHOOL, MD

How can I help parents understand how their school plays a vital role in their children's growth?

How can school faculty demonstrate their expertise in a way that reinforces parents' decisions to attend their school?

How can administrators continually validate parents' choice of a school that works for children?

*Level: Middle School grades 5–8*

### **A Simulation: Put Yourself in the Shoes of a Person with Learning Differences**

Theory into Practice

Presenters: Susie Korn and Nancy McCallister,

THE SAN FRANCISCO SCHOOL, CA

What does it feel like to have learning differences in the classroom everyday?

How do frustration, anxiety and tension impact our ability to learn?

*Level: All ages*

### **Aligning Practice with Values Part II: Democracy in the Classroom and Beyond**

Taking Action

Presenter: Lauren de Moll, Gloria Bonsall-Shepard and

Robin Lasersohn, THE SCHOOL IN ROSE VALLEY, PA

How do progressive educators manifest the value of democracy at the classroom, school, community, and national levels?

How can we challenge ourselves and extend our democratic practices beyond our current expectations?

*Level: All ages*

### **Back to Progressive Basics: Teaching Social Justice to 21st Century Kids**

Roots of Progressive Education

Presenter: Trevor McNeil, PRESIDIO HILL SCHOOL, CA

How has teaching social justice changed?

What is the role of teaching social justice in American education?

What specific frameworks exist to help guide student-centered inquiries on abstract topics?

*Level: Middle/High School grades 5–12*

**Children's Impressions of Mathematics:  
Gatekeepers for Student Success**

Theory into Practice

Presenter: Barbara Allen-Lyall, LESLEY UNIVERSITY, MA AND MEAD SCHOOL, CT

What are elementary and middle school children's perceptions of mathematics?

What difficulties lie ahead for children who hold limited viewpoints of mathematics?

How can teachers assist learners by utilizing mathematical habits of mind?

*Level: All ages*

**Collaborative Team Teaching**

Theory into Practice

Presenters: Michael Gaspar and Barbara Roman,

JOHN F. KENNEDY HIGH SCHOOL, NY

How can we overcome the challenges of the Team Teaching model?

How do we maximize the strengths of individuals working in collaborative instruction?

*Level: High School grades 9–12*

**Connecting Content and Community Through Creativity:  
An Interdisciplinary Project**

Theory into Practice

Presenters: Ruth Cardillo and Michelle Peterson,

THE SAN FRANCISCO SCHOOL, CA

How do I create my own story to tell the story of history?

How does art connect my story to others?

How does creativity create community?

*Level: Middle School grades 5–8*

**Constructing Pyramids and Investigating Yeast:  
Building Foundations for Learning in Depth**

Theory into Practice

Presenter: Linda DeGraf, CAPITOL HILL DAY SCHOOL, WASHINGTON, D.C.

How can we create intellectually stimulating curriculum and activities that allow for development of knowledge and skills without being academically driven and teacher-controlled?

How do we pose problems and design activities that challenge young children to construct deeper understanding and to engage in interactive thinking with each other?

Is there a third way beyond developing skills and background knowledge for first grade or guarding free play and social-emotional growth over in-depth investigation?

*Level: Early Elementary grades PreK–4*

**Global Currents to Local Stewardship: The Kelp Forest Unit as a Model of Progressive School Methods**

Theory into Practice

Presenters: Gail Buschini and Linda Wagner, PENINSULA SCHOOL, CA

How do we take children's differing learning styles and talents and weave them into a whole in which everyone feels successful?

What are the steps that help connect young children to the larger world?

How can you create a similar project in your home area?

*Level: Early Elementary grades 1–4*

**Intensive Study Week: An Approach to Cross-Curricular Teaching**

Theory into Practice

Presenters: Kara Combs and Amanda Monsour, GREEN ACRES SCHOOL, MD

What is an intensive study week?

How do you manage the scheduling of an intensive study week?

How is this valuable to the students?

*Level: Middle School grades 5–8*

**Nuestro Futuro (Our Future): Bringing Latino Families to Independent Progressive Schools**

Taking Action

Presenter: Scott Duyan, Ray Morales, and Tim Rodgers,  
BLUE OAK SCHOOL, CA

How can schools attract and serve Latino children and families?

What modifications need to be made to admissions and financial aid practices?

Once Latino children are accepted, what do schools need to do to insure parent participation and student success?

*Level: All ages*

**Teaching John Dewey in Middle and High School**

Roots of Progressive Education

Presenter: Catie Bell, UNIVERSITY OF CHICAGO LABORATORY SCHOOLS, IL

What does Dewey mean when he uses the word "reflection"?

Does the act of reflection call for certain dispositions?

*Level: Middle/High School grades 5–12*

**Teaching Literacy in the Progressive Classroom**

Theory into Practice

Presenter: Kimeri Swanson-Beck, HUBBARD WOODS SCHOOL, IL

What are some of the best ways to teach literacy: Whole language, guided reading, phonics?

Using current brain development research, what would a progressive model of literacy instruction look like in a typical classroom?

How do we determine what to change in our literacy programs and which components are essential to preserve?

*Level: Early Elementary grades 1–4*

### **Teaching the Drug War**

Theory into Practice

Presenter: Jeanne Polk Barr, FRANCIS W. PARKER SCHOOL, IL

To what extent has the declaration of the "War on Drugs" undermined social justice in the United States for a century?

How can the failures of the drug war open up a rich discussion with high school students about the nature of power structures in contemporary society?

What lessons does the drug war offer about the unintended consequences of progressive reform in our country?

*Level: High School grades 9–12*

### **The Problem of Miseducation:**

#### **Meeting John Dewey's Challenge in the 21st century**

Roots of Progressive Education

Presenter: Lynn Sargent De Jonghe, EL CERITO, CA

If education is experience, and experiences can have both positive and negative effects, then how should responsible educators act to prevent (or mitigate) the potential for harm in education?

What practices did Dewey understand to be miseducative?

How should we honor Dewey's concern to avoid miseducating children in light of the challenges facing young people today?

*Level: All ages*

#### **What is the Point in Ranking Schools Based on One Assessment?**

Taking Action

Presenter: Shelley Paulson Carey, WILLARD SCHOOL, IL

How can we move public education away from ranking systems that do little more than emphasize the "have's and have not's" rather than work to build a cooperative learning spirit among all school communities?

What can we do as educators, administrators, and community members to maintain a focus on professional networking and shared learning in our schools and districts so that we combat the media and political agenda that can be a part of ranking schools?

What do we have to do to be accountable?

*Level: All ages*

#### **Why You Should Drop the AP and How You Can Do It**

Taking Action

Presenters: Roger Weaver and Bob Riddle,

CROSSROADS SCHOOL FOR THE ARTS AND SCIENCES, CA

What about the effect on college applications?

Won't parents think you are dumbing down the curriculum?

Won't this scare away applicant families?

*Level: High School grades 9–12*

## round 3 sessions

### **(Re)forming Accountability: A Progressive Response to NCLB**

Roots of Progressive Education

Presenters: Frank Pignatelli, BANK STREET, NY

What would a form of accountability consonant with enduring progressive beliefs (eg. Dewey, Meier, Covello, Freire, Greene) about education encompass?

What are the ethical underpinnings required of progressive educators to sustain this form of accountability?

Considering the larger political context out of which NCLB emerged, how can progressive educators effectively speak truth to power?

*Level: All ages*

### **A Progressive School Classroom Visitation Program**

Theory into Practice

Presenter: Paul Brahce, THE LITTLE SCHOOL, WA

How can we provide experience-based professional development opportunities for faculty?

How can we promote dialogue among teachers in schools that are in different parts of the country?

How can we build bridges between our schools?

*Level: Early Elementary grades PreK–4*

### **Addressing Taboos: Religion, Privilege and Other Things We Sometimes Don't Know How to Talk About**

Theory into Practice

Presenter: Trevor McNeil, PRESIDIO HILL SCHOOL, CA

How can we recognize and discuss taboo topics in ourselves?

How do we respond when students' beliefs, views or life choices challenge our own (as educators and education communities) fundamental values or worldviews?

What is the most controversial topic at your school?

*Level: Middle/High School grades 5–12*

### **Bilingual Education and Progressive Education: The Intersection**

Theory into Practice

Presenter: Nicholas Meier, CALIFORNIA STATE UNIVERSITY MONTEREY BAY, CA

How are the theories and practice of good pedagogy for second language learning similar to the principles of progressive education?

How can we incorporate progressive educational practices into our bilingual programs?

*Level: Early Elementary grades 1–4*

### **Collecting Portfolios: A Two-Decade Journey**

Theory into Practice

Presenters: Joan Elliott, Eve Richards, and Eva Tarini, CROW ISLAND, IL

How do children describe the portfolio experience in their schooling?

How do teachers scaffold the selection of portfolio artifacts for children so that self-reflection and increasing autonomy are emphasized?

How do we explain the importance of portfolios to the parent community?

*Level: Early Elementary grades 1–4*

### **From Ponds, Waterfalls, and Rainforest to Louvre Atlanta (Using local resources and field trips as the foundation for authentic, exploratory learning)**

Theory into Practice

Presenters: Caron Morgan and Carol Wall, THE GALLOWAY SCHOOL, GA

How does the spirit of the preparation—storytelling, research, music, film, centers, puzzles, games, literature—set the stage for the success of the field trip experience?

How do we incorporate students' suggestions, questions, and interests into the study?

How does an interactive, exploratory unit of study offer opportunities to support and celebrate differences in students' talents, learning styles, and skills?

*Level: Early Elementary Grades K–4*

### **How to Start Conversations that Matter**

Theory into Practice

Presenters: Mary Corrigan, Dallas Glenn, and Steven Morris,

THE SAN FRANCISCO SCHOOL, CA

How can we create safe environments for important matters at school?

How do we create safe environments to hear views different than our own?

How can we move through topics that carry much emotion in a relatively short and productive period of time?

*Level: All ages*

### **Is Democracy Possible in Schools Today?**

#### **The Progressive Legacy in Chicago/Challenges to Sustaining It**

Taking Action

Presenters: Connie Goddard, Daniel Schwartz, Andy Kaplan, and Catie Bell, IL

Is the democratic promise of the urban public school still a viable idea?

Is it a promise that can only be kept by private schools serving a select clientele?

What can be learned from Chicago's progressive legacy that could help today's teachers prepare public school students to be citizens as well as workers?

If the progressivism Young and Dewey articulated was an idea ahead

of its time in the industrial age, might it be more essential in a postmodern economy?

*Level: All ages*

### **Language Arts in the Progressive Classroom**

Theory into Practice

Presenters: Leslie Shank and David Wartik, HUBBARD WOODS SCHOOL, IL

How can colleagues and/or grade-level teams work together to improve Language Arts in the classroom?

In a world gone mad with the assumptions that "more and harder is better" and that "no child should be left untested" we would like to discuss the hard issues of authentic work based in student-driven experiences and sound progressive education theory.

*Level: All ages NOTE: While this session is intended for primarily a middle grades audience, it can be adapted in other grades.*

### **Masque, Mud, and a Museum: Building Self-Knowledge and Community in the K-1**

Theory into Practice

Presenters: Josie Saracino, Chris Titus Vale, Marion Newton,

Camerina Aceves, and Frank Smithson, PENINSULA SCHOOL, CA

Community based projects: What is the value in the K-1 class?

How do you create a truly child-centered activity within the framework of a teacher initiated idea?

How do you create a project that involves the whole class in all its levels of involvement?

*Level: Early elementary grades 1-4*

### **Myths and Tenets of Progressive Education**

Roots of Progressive Education

Presenter: Barbara Andrews, MARYLAND COMMITTEE FOR CHILDREN, MD

What are common myths about progressive education and how can we dispel them?

What basic foundations of progressive education are still prevalent and pertinent today?

What are the basic progressive assumptions about learning and growth?

Developing tenets of progressive education: What do we need to talk about?

*Level: All ages*

### **Native Wisdom in the Classroom**

Theory into Practice

Presenter: Ronan Hallowell, NEW ROADS HIGH SCHOOL, CA

How can educators meaningfully address Native American history and culture in humanities classes?

How can non-Native educators learn from native cultures in a respectful and appropriate way and share their learning with their students?

*Level: High School grades 9-12*

### **Shakespeare: A Curriculum Model for Autonomous Learning**

Theory into Practice

Presenter: Joy Lenters, THE MEAD SCHOOL, CT

What if we, as teachers, truly let go of our understanding and interpretation of Shakespeare, and instead, guided middle school students to discover and own their own understanding of his work?

How do you teach Shakespeare when the students determine the philosophical and moral themes of the play?

*Level: Middle/High School grades 5–12*

### **Stimulating Professional Dialogue by Looking Closely at Student Work**

Theory into Practice

Presenter: Terry Edeli, THE SAN FRANCISCO SCHOOL, CA

How can looking closely at student work inform teaching and learning?

How can teachers find the time to engage in professional dialogue?

How do formal protocols help make more efficient use of teacher time?

*Level: All ages*

### **Take the Work Out of Reader's Workshop**

Theory into Practice

Presenter: Kelly McDonough, PRESIDIO HILL SCHOOL, CA

How can you set up a Reader's Workshop so that your students can work autonomously so you may work with kids in small groups or one on one?

How will Reader's Workshop help you meet your reading goals for your students?

What are some good activities that you can do that are valuable and interesting?

*Level: Early Elementary grades PreK–4*

### **We Have a Pond Study: Turning Progressive Educational Theory into Practice**

Theory into Practice

Presenter: Maryanne Kalin-Miller, FRANCIS W. PARKER SCHOOL, IL

How do you guide students to ask provocative and multilayered questions?

What is the evidence of learning?

What are the challenges and the obstacles?

*Level: All ages*

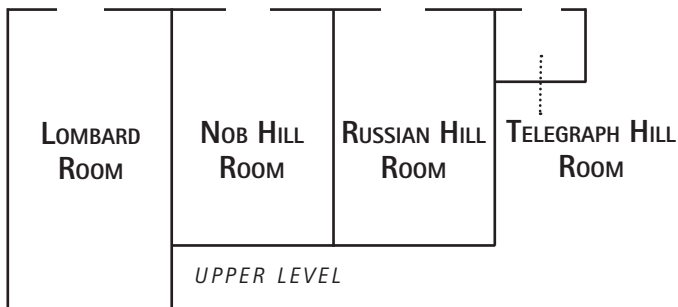
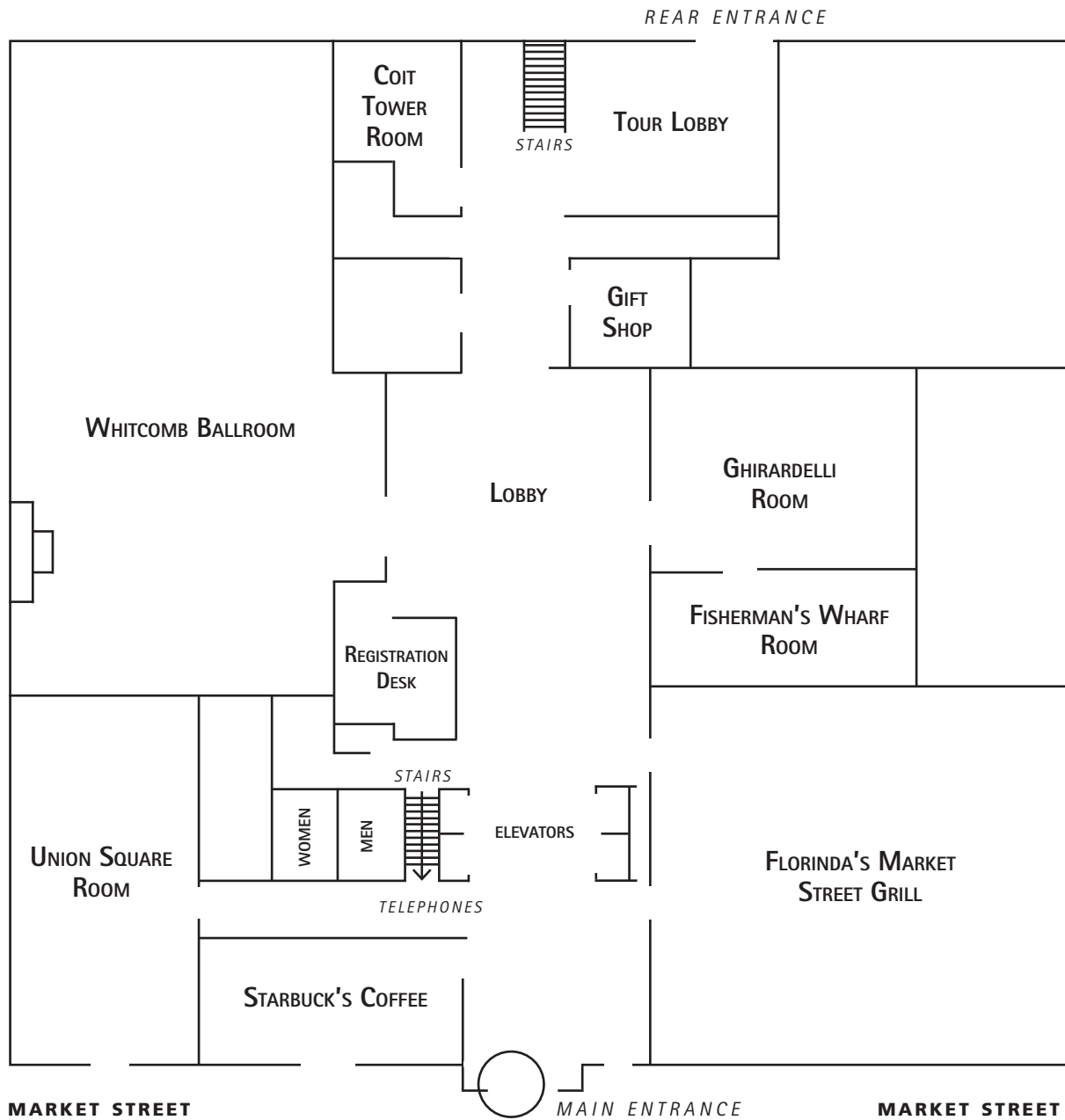
presenters

<b>Last Name, First</b>	<b>School</b>	<b>City, State</b>	<b>Email</b>
Aceves, Camerina	Peninsula School	Menlo Park, CA	tocamerina@sbcglobal.net
Achinstein, Betty	The New Teacher Center, UCSC	Santa Cruz, CA	bettyach@ucsc.edu
Adams, Albert	Lick-Wilmerding High School	San Francisco, CA	adams@lwhs.org
Alberts, Kathy	Peninsula School	Menlo Park, CA	applepie@southcoast.net
Allen-Lyall, Barbara	Mead School	Stamford, CT	barly@aol.com
Anderson, Petra	Skokie Middle School	Winnetka, IL	andersop@winnetka36.org
Anderson, Tina	Peninsula School	Menlo Park, CA	tina@webfete.com
Andrews, Barbara	Maryland Committee for Children	Baltimore, MD	andrews.barbara@gmail.com
Barnes, Judith	Christa McAuliffe School	Sunnyvale, CA	jjgb@aol.com
Barr, Jeanne	Francis W. Parker School	Chicago, IL	jbarr@fwparker.org
Bell, Catie	U. of Chicago Lab. Schools	Chicago, IL	cbell@ucls.uchicago.edu
Benson, Jeffrey	Beacon Hill High School	Watertown, MA	jeffreymbenson61@hotmail.com
Brahce, Paul	The Little School	Bellevue, WA	paulb@thelittleschool.org
Braverman, Peter	Green Acres School	Rockville, MD	peterb@greenacres.org
Burges, Laura	The San Francisco School	San Francisco, CA	lburges@sfschool.org
Burleson, Todd	Hubbard Woods School	Winnetka, IL	burlesot@winnetka36.org
Buschini, Gail	Peninsula School	Menlo Park, CA	gbuschini@comcast.net
Byers, Christie	Green Acres School	Rockville, MD	christieb@greenacres.org
Calkins, Liz	Peninsula School	Menlo Park, CA	ecaulkins@igc.org
Cardillo, Ruth	The San Francisco School	San Francisco, CA	rcardillo@sfschool.org
Carey, Shelley	Willard School	Evanston, IL	careys@district65.net
Clendenin, Kristin	Greeley School	Winnetka, IL	clendenk@winnetka36.org
Combs, Kara	Green Acres School	Rockville, MD	karac@greenacres.org
Corrigan, Mary	The San Francisco School	San Francisco, CA	mcorrigan@sfschool.org
DeGraf, Linda	Capitol Hill Day School	Washington, D.C.	lindad@chds.org
De Jonghe, Lynn Sargent	Windrush School	El Cerrito, CA	lsdejonghe@windrush.org
De Moll, Lauren	The School in Rose Valley	Rose Valley, PA	Lauren@theschoolinrosevalley.org
Dillon, Jay	Hubbard Woods School	Winnetka, IL	dillonj@winnetka36.org
Duyan, Scott	Blue Oak School	Napa, CA	sduyan@blueoakschool.org
Edeli, Terry	The San Francisco School	San Francisco, CA	tedeli@sfschool.org
Elliott, Joan	Crow Island School	Winnetka, IL	elliottj@winnetka36.org
Elliott, Shanti	Francis W. Parker School	Chicago, IL	Selliott@fwparker.org

<b>Last Name, First</b>	<b>School</b>	<b>City, State</b>	<b>Email</b>
Fox, Jenifer	Purnell School	Potterersville, NJ	jfox@purnell.org
Frank, Dan	Francis W. Parker School	Chicago, IL	dfrank@fwparker.org
Friend, Susan	Green Acres School	Rockville, MD	Susanf@greenacres.org
Garfinkel, Judith	Mead School	Stamford, CT	JudyGar@aol.com
Gaspar, Michael	John F. Kennedy High School	New York, NY	MGaspar1299@yahoo.com
Glenn, Dallas	The San Francisco School	San Francisco, CA	dglenn@sfschool.org
Goddard, Connie	Roosevelt University	Chicago, IL	conniegoddard@comcast.net
Goodkin, Doug	The San Fransico School	San Fransico, CA	goodking@aol.com
Hallowell, Ronan	New Roads High School	Santa Monica, CA	dronanh@gmail.com
Isken, Jo Ann	Moffett Elementary School	Lennox,CA	joann_isken@lennos.k12.ca.us
Jones, Caroline	Prairie Creek Community School	Northfield, MN	cjones@prairiecreek.org
Jones, Dale	Nimitz Elementary School	Sunnyvale, CA	Jones_dale@cupertino.k-12.ca.us
Kalin-Miller, Maryanne	Francis W. Parker School	Chicago, IL	mkalinmiller@fwparker.org
Korn, Susie	The San Francisco School	San Francisco, CA	skorn@sfschool.org
Lasersohn, Robin	The School in Rose Valley	Rose Valley, PA	robin@theschoolintosevalley.org
Lehman, Dave	Lehman Alt. Community School	Ithaca, NY	davelehman@mac.com
Lenters, Joy	Mead School	Stamford, CT	joy_lenters@meadschool.org
Lyons, David	Blue Oak School	Napa, CA	dlyons@blueoakschool.org
Marks, Tracey	Green Acres School	Rockville, MD	tamfood@aol.com
Martin, Michelle	Prairie Creek Community School	Northfield, MN	mmmgs_north@yahoo.com
McCallister, Nancy	The San Francisco School	San Francisco, CA	nMcCallister@sfschool.org
McDonough, Kelly	Presidio Hill School	San Francisco, CA	kelly_mcdonough@presidiohill.org
McNeil, Trevor	Presidio Hill School	San Francisco, CA	trevor_mcneil@presidiohill.org
Meier, Nicholas	California State University	Monterey Bay, CA	nsmeier@sbcglobal.net
Miller, Terra	Peninsula School	Menlo Park, CA	terra@peninsulaschool.org
Monsour, Amanda	Green Acres School	Rockville, MD	amandam@greenacres.org
Morales, Ray	Blue Oak School	Napa, CA	rmorales@blueoakschool.org
Morgan, Caron	The Galloway School	Atlanta, GA	c.morgan@gallowayschool.org
Morris, Steven	The San Francisco School	San Francisco, CA	smorris@sfschool.org
Newton, Marion	Peninsula School	Menlo Park, CA	marionbowersnewton@earthlink.net

<b>Last Name, First</b>	<b>School</b>	<b>City, State</b>	<b>Email</b>
Orlando, Mike	Presidio Hill School	San Francisco, CA	mike_orlando@presidiohill.org
Paulson, Barbie	Peninsula School	Menlo Park, CA	Barbie@smaalders.net
Peterson, Michelle	The San Francisco School	San Francisco, CA	mpeterson@sfschool.org
Pignatelli, Frank	Bank Street College of Education	New York, NY	fpignatelli@bnkst.edu
Quach, Chi	Greeley School	Winnetka, IL	quachc@winnetka36.org
Richards, Eve	Crow Island School	Winnetka, IL	richarde@winnetka36.org
Riddle, Bob	Crossroads School	Santa Monica, CA	tjeff@xrds.org
Rodgers, Tim	Blue Oak School	Napa, CA	trodgers@blueoakschool.org
Roman, Barbara	John F. Kennedy High School	New York, NY	Barbroman@yahoo.com
Salvador, Josephine	Calhoun School	New York, NY	josephine.salvador@calhoun.org
Saracino, Josie	Peninsula School	Menlo Park, CA	Jsaracino44@hotmail.com
Schwartz, Daniel	Carleton Washburn School	Winnetka, IL	schwartd@winnetka36.org
Seto, Carwai	Blue Oak School	Napa, CA	cseto@blueoakschool.org
Shank, Leslie	Hubbard Woods School	Winnetka, IL	shankl@winnetka36.org
Smithson, Frank	Peninsula School	Menlo Park, CA	fasmithson@yahoo.com
Steinberg, Mike	Peninsula School	Menlo Park, CA	pemike@peninsulaschool.org
Stern, Kara	Calhoun School	New York, NY	kara.stern@calhoun.org
Swanson-Beck, Kimeri	Hubbard Woods School	Winnetka, IL	kimeri@msn.com
Tarini, Eva	Crow Island School	Winnetka, IL	tarinie@winnetka36.org
Thomas, Eliza	Peninsula School	Menlo Park, CA	koolstmom@sbcglobal.net
Tyler, Simon	Prairie Creek Community School	Northfield, MN	tsimon@prairiecreek.org
Vale, Chris Titus	Peninsula School	Menlo Park, CA	ctvale@earthlink.net
Vitolo, Lucille	Peninsula School	Menlo Park, CA	Lucille@peninsulaschool.org
Wagner, Linda	Peninsula School	Menlo Park, CA	ctvale@earthlink.net
Wall, Carol	The Galloway School	Atlanta, GA	c.wall@gallowayschool.org
Wartik, David	Hubbard Woods School	Winnetka, IL	wartikd@winnetka36.org
Weaver, Roger	Crossroads School	Santa Monica, CA	dcurnow@xrds.org

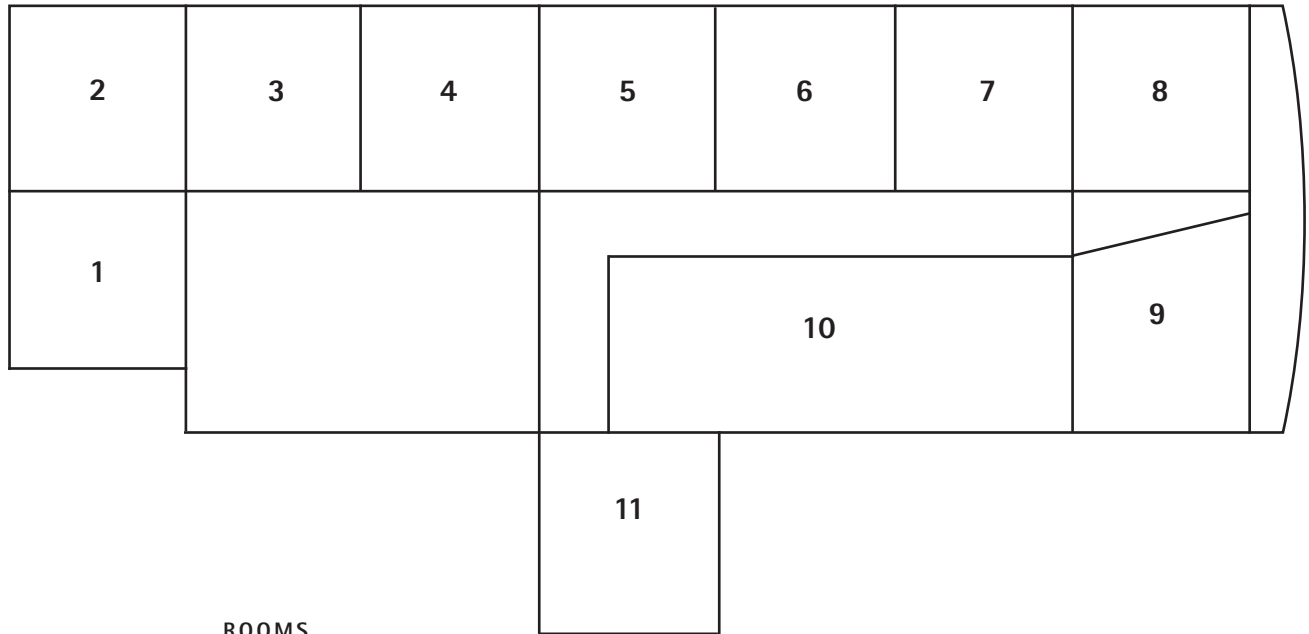
# Hotel Whitcomb



Peruse books, supplied by Kepler's of Menlo Park, on the mezzanine level above the Whitcomb Ballroom. Bring back a PEN shirt, also located on the mezzanine.

# Hotel Whitcomb

## 8th floor



### ROOMS

- 1 FRANCIS W. PARKER
- 2 JAMES PIERCE
- 3 JOHN DEWEY
- 4 JEAN-JACQUES ROUSSEAU
- 5 MARIETTA PIERCE JOHNSON
- 6 CAROLINE PRATT
- 7 LUCY SPRAGUE MITCHELL
- 8 ALICE MENDHAM POWELL
- 9 JOSEPHINE DUVENECK
- 10 LAURENCE CREMIN
- 11 ELLIOTT GALLOWAY





SAN FRANCISCO 2007



This conference would not have been possible without all the hours and hours provided by volunteers. The PEN planning committee is deeply appreciative of everyone's dedication to re-launching the Progressive Education Network.