

## Ravens ACT Foundation Supports BCP Sports

We would like to thank the Baltimore Ravens All Community Team Foundation (RACTF) for awarding BCP a generous Ravens Plan in Motion grant of \$4,950. This grant will help support the Patterson Park Elementary Soccer League and the BCP/USTA Tennis League. The Soccer League serves approximately 205 students from seven Southeast Baltimore public schools. The Tennis League began in spring 2012 as a partnership with the U.S. Tennis Association (USTA) and Baltimore's Safe and Sound

Campaign. During spring 2013, five schools will participate in a four-week league serving 160 students in grades 3-6.



BALTIMORE CURRICULUM PROJECT'S

# CLASS NOTES

FALL 2012  
www.baltimorecp.org



## Laura Doherty New BCP President

In August Laura Doherty became the Baltimore Curriculum Project's new President.

Doherty succeeds BCP President and Founder Dr. Muriel Berkeley, who has stepped down after 17 years. Berkeley will continue to serve on the BCP Board of Directors.

"We are delighted to have found a successor to Muriel who knows the Baltimore Curriculum Project inside and out and who shares our goals and vision," said BCP Board Chair George Hess.

"Laura is one of the nation's leading experts on effective instruction and has demonstrated her commitment to BCP's mission through years of dedicated service."

Doherty became interested in teaching at an early age. Her mother was a special education teacher and Doherty grew up confident in the knowledge that anyone can learn to read. In 1994 she began teaching, and eventually consulting, in Chicago Public Schools.

From 1996-1997, Doherty served as Head Master and teacher at the Baraka School, an innovative boarding

school in Kenya for at-risk boys from Baltimore City. Coincidentally, one of her students and mentees from the school now serves as a para educator at City Springs Elementary/Middle School, where Doherty worked as a consultant.

Since 1998 Doherty has served as a trainer for the Association for Direct Instruction (ADI) and has been invited to speak at the ADI national conference every year. She has trained new and experienced Direct Instruction teachers around the country in reading, math, comprehension, and writing.

As a National Institute for Direct Instruction (NIFDI) consultant working



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## HOW TO EVALUATE AND SUPPORT GREAT TEACHERS

Hosted by:



On September 27, 2012 over 200 education stakeholders attended BCP's sixth annual Leading Minds forum: *How to Evaluate and Support Great Teachers*.

Co-hosted by Loyola University Maryland's School of Education and Urbanite Magazine, panelists included **Dr. Andy Hargreaves** (Thomas More Brennan Chair, Lynch School of Education, Boston College), **Doug Prouty** (President, Montgomery County Education Association)

and **Dr. Robert W. Simmons III** (Assistant Professor, Teacher Education Department, Loyola University Maryland). **Marc Steiner**, host of *The Marc Steiner Show* on WEA 88.9 FM, served as moderator.

**View the video at [bity.com/leadingminds6](http://bity.com/leadingminds6)**

**Thank you to our sponsors:**



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## Around the World in Four Newsletters...

This is the third interview in our four-part series on public education around the world.



**John Boulton**  
Director of Training and Consultancy  
International Institute for Restorative Practices

### What is the purpose of public education?

I would agree with a previous contributor who suggested that 'the purpose of any education is to enrich the lives of students and develop in them

the tools that they will need to be active, critical, and contributing members of society', but I would also add that it should be about helping each individual achieve their full potential.

The challenge for public education (state education in

the UK), is that it needs to be made available to everyone and that there are conflicting demands and expectations. An additional and increasingly important factor is that of public finances.

There is a constant debate as to what direction the curriculum should take. For many years employers have been complaining that some school leavers have not reached the standards which enable them to function effectively in the workplace, thereby, impacting upon their employability. A similar claim, albeit at a higher level, has been made by various universities.

The alternative camp argues that education should have wider horizons and is not only about future employment prospects as that would be also be achieved.

Since the introduction of the 'comprehensive school' system in the 1960's, education has been a political issue both at a national level as

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## Laura Doherty Becomes BCP's New President (continued from page 1)

with the Baltimore Curriculum Project since 1999, Doherty led and managed all aspects of the Direct Instruction implementation for reading, math, writing, spelling, and U.S. History in three BCP neighborhood charter schools

Doherty has supported BCP's successful efforts to improve education for Baltimore City students through curriculum implementation, teacher training, in-class coaching, and data analysis.

"Having worked closely with Muriel for 14 years, I am honored and excited to be able to carry on her great work with Baltimore City schools," said Doherty.

Berkeley founded BCP in 1996 to provide city

schools with effective curriculum, teacher training, and management support. Under her leadership the organization grew from a technical assistance provider into one of the largest charter management organizations in Maryland.

The Baltimore Curriculum Project Board of Directors' Presidential Search Committee, chaired by Anne S. Perkins, selected Doherty after a comprehensive, 3-month national search. Doherty was approved by a unanimous vote of the Board of Directors.

"I am confident that Laura has the passion, drive and expertise to carry out our critical work to provide all children with the tools they need for success," said Berkeley.

## Around the World in Four Newsletters... (continued from page 1)

well as local level, and as a result, a consistent and cohesive approach has not been achieved.

In my role as Director of Training and Consultancy for the International Institute for Restorative practices I visit many schools in different parts of the country and at times, the contrasts can be stark.

The recent 'Building Schools for the Future' programme created some ultra modern schools with fantastic facilities that would not look out of place in a modern business environment.

At the other extreme, pupils are being taught in poorly maintained buildings that house equally poor resources. Whilst quality education is not just about the environment it must have some impact upon both the pupils and staff.

### How does your country measure school success and hold schools accountable for educating students effectively?

Again, the answer is not straightforward. At the national level the answer to both parts of the question would be Ofsted and 'league tables'.

Ofsted is the process under which Inspectors visit a school for a number of days to: observe lessons, interview staff and pupils, gather information from parents and review all of these findings against the schools' self evaluation. How this works seems to be subject to constant change, the most recent being that the notice to schools for the inspection is to be reduced to about 24 hours.

### Class Notes

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Over the years, and often in association with a change of government, the emphasis on, and benchmarking of standards, has also changed.

League tables that provide an overview of pupil/school performances in the main subject at the various key stages of education receive a mixed reception. They are regarded by some as an effective way of ensuring that a school concentrates on achieving good results in the key subject areas, whilst others think that they merely reflect the catchment areas of the school, and as such, some schools are almost destined to appear to perform poorly.

### How do the schools in your country address the impact of poverty on education?

Overall, schools are very aware of the socioeconomic levels which prevail in their local area and attempt to meet the challenges in a variety of ways. For example, 'Breakfast Clubs' are popular and essential in some areas. Additional finances are made available from different sources and this translates into the deployment of additional staff and/or resources.

A recent development has been the introduction of a system whereby schools receive a relatively large amount of money for each pupil on their register who is receiving free school meals. How the money is used is then left to the individual schools.

### How do we educate children to become citizens of a global community instead of merely competitors in a global economy?

Having recently looked at over 600 school websites it was very clear that some schools actively encouraged their pupils to widen their horizons and engage with the 'global community'.

There is much evidence of schools linking with establishments in different parts of the world, supporting charities and projects abroad and in some cases, arranging visits and exchanges.

## WOLFE STREET ACADEMY



### Family League Awards BCP \$127K for Wolfe Street After-School Program

The Family League of Baltimore City has selected the Baltimore Curriculum Project (BCP) to receive a grant of \$127,154 to provide high-quality after-school programming at Wolfe Street Academy through their FY13 Community and School Engagement Strategy.

The program, which serves 100 Wolfe Street students, is managed by Director of Extended Student Services



Kathy Stroup.

The Family League has also selected the University of Maryland School of Social Work's Social Work Community Outreach Service (SWCOS)

to serve as the Community Resource School Coordinating Partner for Wolfe Street Academy.

Wolfe Street's Community School Initiative is led by Community Resource School Coordinator Connie Phelps.

We would like to thank the Family League for their ongoing support.

### Why Wolfe Street Academy is the Best School in Baltimore

By Lettis Kelly Zavala, 5th Grade Student, Wolfe Street Academy

Wolfe Street Academy is a great school. I have learned a lot. The teachers there care about us. They want you to learn and have a great education.

The science teacher is fun. She teaches you many things. I learned about the Solar System and molecules. Two hundred kids go to Wolfe Street Academy (WSA). Mr. Kauffman is the ESOL teacher for Reading and Language Arts. In After-School, he is the teacher for chess.

Ms. Byron helps out too. She comes to classes to see how the classes are acting. She does checkouts to see how you are doing. Mr. Gaither is the principal of the school. He watches out for us. WSA is a very good school. I wish I could stay there. If there were more grades, you would learn more.

WSA is the best school in Baltimore. In After-School they teach you how to play instruments, how to make robots, do projects and make

weight bridges.

They have good food for lunch. They take care of the children and are happy to have them. They also give you breakfast and lunch. WSA is a very good school so take your kids. I have been there since 4th grade. I have learned a lot in 4th grade. Those were the best 2 years of school. They don't just make you do work they let you have some fun too! The principal also jokes around sometimes.

### Roots & Shoots Makes Baltimore Better

By Jesenia Zavala, Student, Wolfe Street Academy

The Wolfe Street Academy Roots & Shoots Green Team is doing great projects. The team is fourth grade students in the after-school program

The projects are about making the Earth better, helping people and helping our school. We are glad to be

volunteering. We have been working really hard.

This month we are making food for the poor and for soldiers. This will help people. We also made posters so people will recycle more. We put the posters all over the school, and we

make sure the classes have recycle boxes.

We hope we can plant trees in the spring. Our school will be better because of the plants. We will do projects all year.

### Baltimore Women's Giving Circle Supports Wolfe Street Academy

The Baltimore Women's Giving Circle (BWGC) of the Baltimore Community Foundation has awarded the Baltimore Curriculum Project a grant of \$12,180 to support Wolfe Street Academy's After School Academics Program. The program serves 100 children in grades 1-5, with three classes per week in reading, math, science and social studies.

Through collective giving and collaboration, The Baltimore Women's Giving Circle seeks to improve life for disadvantaged women and their families in the greater Baltimore area. BWGC is a fund of the Baltimore Community Foundation We would like to thank BWGC for supporting our students.



# HAMPSTEAD HILL ACADEMY

Read more Hampstead Hill Academy News at [www.hha47.org](http://www.hha47.org)



## B-Fit Promotes Youth Fitness

Article By Le'Kara Hebron, Student, Hampstead Hill Academy

An event called B-Fit was held for Hampstead Hill Academy on October 12, 2012 at Patterson Park. The purpose of the event was to help students get exercise while raising money for Hampstead Hill's PTO. The program was created and run by the PTO staff.

All pre-K to eighth grade students participated in B-Fit. The participants ran laps for twenty minutes. After the twenty minutes, the participants went to get snacks. The adults called students over to different sports and exercises like soccer, sit-ups, hula hoops, badminton, trampolines, art, football, and potato sack racing.

When my friends and I ran laps, we ran eleven laps and had lots of fun. When we did the activities, we listened for the whistle, which let us know it was time to go to another activity. My favorite activities were soccer and the trampolines. B-Fit was very successful and a lot of fun!

**Thank you to the following B-Fit Sponsors:** Cardinal Tavern, CareFirst, Charm City Fitness, Exelon Generation, FutureCare Canton Harbor, InLine Private Training, Julie Cochar and Trent Waite, R2integrated, ReMax, True Care Medical Group, Urban Pirates and Vino. Over \$5,000 was raised for HHA students.

**Special thanks** to Amy Winkler for coordinating Friday's B-Fit Festival, and Anita Pilch, for coordinating Saturday's marathon cheer.



## SOC Alum Breakfast and Homecoming Soccer Game

Article By Geri Swann, Director of Community Outreach, Hampstead Hill Academy

The Student Outcomes Committee (SOC) meets to help our staff determine what HHA students should know and be able to do when they leave us for high school, college and the



workforce.

In order to hear how HHA students are faring in high school, the SOC hosted the second Annual Saturday Breakfast and Homecoming Soccer Game on October 27th.

The soccer game (alumni versus current students) took place on the blacktop. While current students out did alumni 4-1, great fun was had by all.

SOC Chair Sara Gerrish said, "It was good to hear how great HHA alumni are doing in high school and the camaraderie exhibited during the game was super."

The high school surveys that alumni completed will help HHA staff do an even better job of helping students on their path to college and career. Special thanks to SOC Chair Sara Gerrish, Vanessa Ross, Laura Moyers, Nora Hogan, Irene Protopapas, Laura Doherty and John McGill of the Baltimore Curriculum Project for coming out to staff the event.

Thanks to the entire SOC for planning and coordinating the day, with shout-outs to Geri Swann for designing the invitations and Cindy Varner for handling the labels and mailing.

## BCP'S *SPEED* Special Education Think Tank

*What would you wish for if you were a new special educator facing challenges such as a large caseload, shortage of materials, overwhelming paperwork, and unfamiliar teaching methods?*

This is just the sort of question that inspired BCP Academic Coach Susan Lattimore to form a special education think tank in October 2011 to serve the Baltimore Curriculum Project's and other Eastside schools.

**SPEED** (Special Populations Exceeding Expectations Daily) is a group of dedicated special educators who meet regularly to brainstorm and develop materials to enhance instruction.

Last year, **SPEED**'s bi-weekly meetings rotated among its founding member schools, which include Collington Square School of the Arts, Wolfe Street Academy, and Tench Tilghman Elementary/Middle Community School. This year, teachers from The Barclay School, Hampstead Hill Academy, and City Springs School have joined the Think Tank as well.

"Our core belief is that if you expect the best of your students and yourself, that is what you'll get," says Susan Lattimore. "SPEED gives Special Educators the opportunity to be part of a small, dynamic professional learning community."

Recent topics of discussion have included: differentiating instruction across multiple grades in the same classroom; customizing independent work for students using individualized "IEP Goal Binders"; increasing inclusion and co-teaching in general education settings; and using Restorative Practices, a positive approach to behavior management, to support **SPEED** students.

The **SPEED** Think Tank does more than just talk about special education challenges – members identify, develop, and implement strategies and materials to address these challenges. For example, as a result of **SPEED**, several teachers have begun using *Read Naturally*, a research-based reading intervention program with expository Science/Social Studies text selections.

"This has enhanced my core DI program significantly by building my students' reading fluency," reported Stu Howlett, a second-year Think Tank member. He added, "I really enjoy the **SPEED** Think Tank because I always leave with tangible



Some of the **SPEED** Think Tank's members participating in a Round Table discussion of inclusion models. Pictured (from left to right) are Melissa Hayden, John Paz, Jen Shaffer, Evangeline Lozada, Hayat Pacquette, Sonia Requiron, Jon McGill, Craig Luckett, and Michelle Dawson.

items that I can use in my classroom the next day. It's different from many workshops where you only discuss theories and ideals. At the Think Tank, you get ready-to-use strategies and resources to improve your students' achievement."

"We have shared some very good ideas that enhance everyone's practice," said Hayat Pacquette, a special educator from Collington Square. For example, after a demonstration of informal tests that help monitor students' IEP progress, the **SPEED** teachers assembled their own portable toolkits of spelling, reading, handwriting, mathematics, and behavior assessments.

**SPEED** has big plans for the future. One goal is to adapt *100-Book Challenge*, an independent reading and accountability system built around common core standards, for **SPEED** students. The group plans to work with Baltimore Reads and The Book Thing to build classroom libraries to support this program. Another goal is to examine how the new teacher evaluation system will impact special educators in co-teaching situations, and to provide the district with this input.

"Too often special educators, who are inundated with legendary volumes of paperwork, end up working in silos," says Lattimore. "At the Think Tank, you see teachers supporting each other, engaging effectively in their personal growth. We believe that two heads (or in our case, ten or more!) are better than one."

## Around the World in Four Newsletters... (continued from page 2)

Those pupils who are involved in these projects must develop a greater understanding of global issues, however, the current worldwide economic problems are likely to have a 'pull' in the opposite direction.

The British have acquired an unenviable international reputation for being poor at learning other languages and this is now being viewed as having a detrimental impact upon our ability to promote international trade.

The government has just released plans to ensure that the

teaching of languages is given a higher profile and age related targets are to be introduced.

There is little doubt that at the moment, we are all in state of financial and economic uncertainty. Given these circumstances the tendency is for individuals, organizations and countries to become more insular. How this all unfolds over the next decade will be interesting and difficult to predict.

## CITY SPRINGS ELEMENTARY/MIDDLE SCHOOL

### Darren Meredith Speaks at National Philanthropy Day

City Springs Elementary/Middle School student Darren Meredith spoke about philanthropy at the Association of Fundraising Professionals (AFP) - Maryland's National Philanthropy Day Awards Luncheon on April 16, 2012.

"I am a debater, football player, and computer user because of philanthropists," said Darren.

"A philanthropic organization [The Abell Foundation] gave over \$100,000 to support the City Springs Technology Project. Another such organization provided grants to fund the Baltimore Urban Debate League."

Darren received a standing ovation and delighted attendees with his bold plans for the future.

"After I graduate high school, I will go to college and law school," said Darren. "When I am a lawyer, I want to be a philanthropist like all of you."

After the luncheon Darren had an opportunity to meet and talk with Phoebe A. Haddon, Dean of the University of Maryland Francis King Carey School of Law.

Dean Haddon gave Darren two homework assignments, which included writing about the Socratic Method. She told Darren that when he visits her at the Law School to report on his assignments, she will ask him a lot of questions, because



University of Maryland Law School Dean Phoebe Haddon and City Springs Student Darren Meredith

that is what lawyers do. Afterwards, they would spend the day together on campus.

We would like to thank AFP - Maryland, Vince Connelly of Connelly & Assoc. Fundraising, City Springs Principal Rhonda Richetta and Dean Haddon for providing Darren with these wonderful opportunities.

View a video of Darren's speech at: <http://bitly.com/>

### SquashWise Selects City Springs as New Partner

SquashWise has selected City Springs Elementary/Middle School as their new school partner. SquashWise is a unique youth development program providing long-term academic and social support to public school students in Baltimore City, combining intensive academic tutoring with instruction in the sport of squash.

This college access program uses squash opportunities to motivate students and open doors for their future, both

academically and athletically. Short-term goals include improved grades, academic effort, fitness and nutrition.

Long-term goals are to ensure 100% high school graduation and to support college completion and life planning. We would like to thank Squashwise for providing our students with this amazing opportunity. For more information visit: <http://baltimoresquashwise.org/>

### City Springs Eagles Finish Outstanding First Season

City Springs Elementary/Middle School's new middle grades tackle football team, The City Springs Eagles, have completed their first season. And what a season it was!

The team began practicing five days a week in July and competed valiantly with teams from the Calvert School,

Friends School, Gilman School, Hamilton Elementary/Middle, Harco Horns, McDonough School, Milton Hershey School, SEED School, and the Severn School.

In August the team visited Frostburg State University, where they practiced with the football team and toured the school. City Springs Head Coach and para professional Antoine Lewis organized the trip.

In October Four City Springs Eagles football players participated in the All-State Middle School Combine in Jessup, Maryland. Two of the four players earned awards for Best Wide Receiver & Best Running Back.

Congratulations to the Eagles on an amazing first season. A special thank you to Antoine Lewis and Tavon McGee for coaching the team.



## COLLINGTON SQUARE SCHOOL OF THE ARTS



### A New Day at Collington Square School of the Arts

There is a buzz in the air at Collington Square. Under the leadership of new Principal Melvin Holmes, the school year began with renewed hope and vigor.

Mr. Holmes hails from Lanham, Maryland. He earned a BA in Political Science from Howard University in 1998; an MBA from Southeastern University in 2003; and a Masters of Arts in Teaching (MAT) from Trinity University 2006.

In 2012 Mr. Holmes received his Administration Certification from Catholic University. He is also a Certified Business Education and Special Education Teacher.

From 2003-2012 Mr. Holmes served as a teacher, special education coordinator, and assistant principal for

D.C. Public Schools.

#### A School of the Arts

Mr. Holmes has embraced the vision of Collington Square as a School of the Arts.

He sees the future Collington as a place where the arts are integrated into every classroom during the day and students receive rigorous arts instruction in a variety of disciplines during the after-school hours.

Mr. Holmes recently convened a planning meeting with Collington resource teachers, BCP staff, after-school partners, and representatives from Baltimore City Schools to begin fleshing out this school vision.

#### A Solid Arts Foundation

Collington already has a solid

foundation on which to build a full-fledged school of the arts.

The school's talented team of resource teachers includes Kibibi Ajanku (dance), Laura Bevacqua (visual arts), Daniel Dorsey (vocal music), Koli Tengella (theater), and Josh Soto (instrumental music).

After-school partners Elev8 Baltimore, Higher Achievement Program, and The Club at Collington Square, also provide a variety of arts programming.

"We have so many talented students at Collington Square," said Mr. Holmes.

"Through the arts, we will help all of our students realize their dreams."

### Egyptian Educators Visit Collington Square School

On September 21, 2012 a group of five educators from Egypt visited Collington Square School of the Arts to learn about the Baltimore Curriculum Project's educational model and to tour the school. They were thoroughly impressed.

BCP Director of Academic Affairs Jon McGill, BCP Director of Training Tara Anderson, and BCP Executive Vice President Larry Schugam talked with the group about BCP's approach to instruction, training, coaching, behavior management, and resource development.

The teachers were especially interested in BCP's use of the CHAMPS curriculum for classroom management and Restorative Practices for conflict resolution. One teacher even asked Ms. Anderson if she would come to Egypt to provide CHAMPS training for her school.

The school tour included visits to Phyllis Wyman's sixth grade language arts class and Andrew Gorby's fifth grade mathematics class. The group

also caught a Restorative Circle led by Restorative Practices Facilitator Kevin Bevacqua in action. Mr. Bevacqua was helping two students resolve a conflict so that they could return to class.

We would like to thank Ms. Heba Tahseen Mohamed, Dr. Osama Mohamed, Mr. Hamada Ahmed Fahmy

E-Faragy, Ms. Aber Atif Mohamed El Galfy, Ms. Hoda Kasem, and Mr. Marwa Salama for visiting our school. We would also like to thank the World Trade Center Institute (WTCI) and Janine Downey, WTCI Manager for International Visitors and Client Services, for organizing the visit.

