

Teacher Leader

Fall is in the air



Save the Dates!

- ◆ Galileo Institute TeacherThursday, October 18th 4:00pm—7:00pm
Evaluation Forum (Meadowbrook Hall)
- ◆ Edcamp..... Saturday, October 27th 8:00am—4:45pm
(Oakland Center)

“This has far more potential than I thought for both the entire school district and Oakland University!” (Comment from planning retreat participant, June 21, 2012)

The Avondale/Oakland University Magnet Lab School Project is the exciting blend of Avondale’s excellence in teaching and teacher leadership and Oakland University’s renowned School of Education and Human Services. This project brings together the very best of these two entities. Oakland University (OU) and Avondale share a mutual vision for the magnet lab school (the School) focused on teacher preparation, leadership development, social justice, parent and community engagement, and ongoing professional development for all staff that can directly lead to improved student academic outcomes.



Pictured: O.U. Avondale Planning Team June, 20 2012

Enthusiastic participation by 12 Avondale and 9 OU faculty members led to mutual respect and a shared commitment to go beyond simply creating a laboratory school to developing a comprehensive partnership that will benefit the broader school district and university communities. The Avondale Planning Team formed their strong bond over the summer for an 8-day planning retreat. Retreat sessions were held at the OU Incubator, Meadows School (the projected site of the lab school), Pawley Hall and the Avondale Schools Administration Center. Each day of the retreat began with common learning including decision-making strategies, cultural proficiency, visible thinking in the classroom, Avondale’s teacher lab project, teacher leader models, community needs and assets, and exploring the potential school site. A number of K-12/university faculty collaborations were discussed including Avondale teachers becoming instructors for graduate classes during the 2012 - 13 academic year.

Exciting collaborations have already begun. On Monday, June 18, the planning team met with representatives of OU’s School of Medicine, social work, counseling, Reading Recovery Center, Health and Wellness program and the Lowry Early Childhood Center. This generated many ideas for partnerships that would enrich this project. These discussions identified expanded opportunities for Oakland students to participate in internships, field experiences and action research in real world sites. Structured leadership training will permeate the organization for teachers, administrators, parents, and students. The Covey “Leader in Me” model will serve as the foundation for student leadership development. Additional partnerships were explored involving Avondale’s alternative high school program and Oakland’s OU Cares.

South Macomb Districts Committed to Cultural Proficiency

In response to a request from the Superintendents of the Center Line, Van Dyke, Fitzgerald, Warren Woods, South Lake and East Detroit school districts, the Galileo Institute staff is working with teams from each district to create a dialogue and action plan to meet academic, social and emotional needs of students of color and low-income. In keeping with the mission of the Institute, teacher leaders will play a major role in the process.

The project began on March 15, 2012 at the Center Line Board Office. The highlight of this session was Dean Louis Gallien's lecture entitled, "Replacing a pedagogy of failure with a pedagogy of hope". Teams returned to their districts for the afternoon planning session.

South Macomb retreat participants hard at work



The project teams reconvened in Warren Woods on May 31. This session focused on the power of personal narrative and building cultural competence. A highlight of this day was a series of skits dealing with "real world" school situations that led to ideas for action plans at each school and district.

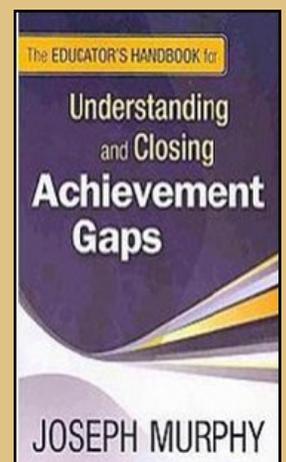
On August 14 and 15, the Superintendents and Assistant Superintendents from the South Macomb districts participated in a retreat at Meadow Brook Hall to revisit the work done during the past year and develop an agenda for 2012 - 13. At the end of the second day participants shared action plans for their districts and the consortium as well as communications for stakeholder groups in their districts.

The Institute will conduct three workshops for district teams during this school year.

BOOK TALK *with Kay Cornell, Education Consultant*

UNDERSTANDING and CLOSING ACHIEVEMENT GAPS BY Joseph Murphy, Corwin Press, 2010.

For those of you who have been fans of Joe Murphy in the past, you'll find this book up to his usual quality of research and practice. From the back of the book: "...the most up-to-date research and data to help school leaders understand what the achievement gap is, why it persists, and what educators can do about it." He examines family, community and school issues that contribute to the gap and presents effective ways to close the gap from the community, to the system, to the classroom. Murphy captures the urgency of the problem and provides practical solutions. He also stresses the costs to the child as well as to society: "The achievement gaps are so wide that they threaten the well-being of the state and its economy." (Gandara, Maxwell-Jolly & Callahan, 2003, p.3) This, as with many books I recommend, would make an excellent book study.



Questions? Contact:

Dr. C. Robert Maxfield, Institute Director
Kay Cornell, Program Coordinator
Michelle Sieber, Graduate Assistant

maxfiel2@oakland.edu
cornell@oakland.edu
mwsieber@oakland.edu

VISIT OUR WEBSITE
www.oakland.edu/galileo
 Now on 