2013 Conference

MARCH WITH US TO BATON ROUGE FOR THE IALS CONFERENCE

“The Role of Beliefs in Facilitating Success”

---- LOCATION ----
The Lod Cook Hotel and Conference Center
Louisiana State University Campus
Baton Rouge, LA

---- DATES ----
March 6th-8th, 2013

CALL FOR PROPOSALS
Deadline: January 10, 2013

FOR MORE INFO ON THE CONFERENCE
Go to

www.uhigh.lsu.edu/IALS_conference

See page 8 for Conference Activities!


Contact Jean Bird, Newsletter Editor at jbds@andrew.cmu.edu
From The Executive Director

Something very exciting is happening in the Commonwealth of Virginia. It is something that has implications across America, and it has to do with education. Recently, I was invited to be the Keynote Speaker at the Lab Day Summit held on the campus of Virginia State University. The occasion was an exploration of significant new ideas that was undertaken by Gov. McDonnell’s “Opportunity to Learn” initiative. The summit ended appropriately, with the awarding of grants to 4 Commonwealth Universities: George Mason; Longwood State; James Madison; and the host school, Virginia State. Planning grants in the amount of more than $600,000 were awarded in an effort to improve K-12 education by expanding innovation and by implementing methodologies and evidence-based practices in schools.

The recognition that there is an integral relationship between these educational goals and the training of teachers in research based laboratory schools is the linchpin in Governor McDonnell’s vision. For too long, the attempt to reform and improve schools has been tied to the allocation of funds and the errant belief that good schools could be legislated. In Virginia, the emphasis is placed on teacher education and practice. Laboratory schools have been around for quite some time and were at the forefront of the educational reforms that made the American educational system the envy of the world. Today, the Commonwealth of Virginia and Governor McDonnell’s intrepid Department of Education revives that dream. Children will learn best in schools that are led by teachers and administrators who have been trained in the research-based environment of laboratory schools. Teachers and administrators will demonstrate best practices after being trained in these same schools.

Governor McDonnell’s genius is his understanding that this initiative is really a three-legged stool. That is, not only will teaching and learning in our public schools be enhanced, but in addition, the educational programs at our colleges and universities will benefit. Virginia’s Lab School initiative adds a third “win” to our approach to school improvement and reform. The International Association of Laboratory Schools stands ready to help facilitate this effort. Our Board of Directors have voted to invite representatives of the four grant recipients to be our guests at our 2013 international conference in Baton Rouge in March on the campus of LSU University. We fully understand that Virginia is now poised to help strengthen their schools by creating educational laboratory schools within their colleges and universities. Indeed, the Commonwealth of Virginia is doing something great with this educational initiative. Be my guest to share this with your state leaders. Regarding our upcoming conference at Louisiana State University in Baton Rouge, Louisiana…you don’t want to miss this one. Grab your colleagues, share what you are doing at your school, and see what is happening in others. The Call for Proposals is still open. The deadline is January 10th, 2013.

Enjoy a wonderful holiday with your family and friends!

My best to all of you,

Patricia Diebold, IALS Executive Director
IALS.EXEC.DIRECTOR@GMAIL.COM

Dedicated to Service, Research and Educational Excellence
The story of the Great Changers Mosaic began one morning when a first grade class read part of Martin Luther King, Jr.’s *I Have a Dream* speech during their morning meeting. Just as Dr. King’s courage in life and commitment to solving social problems in a non-violent way sparked a movement some could never have fathomed, his work and legacy carried our former first graders on a journey nobody could have anticipated.

In the months following the reading of the speech, the first graders continued to learn more about the lives of individuals in our country’s history, of “Great Changers,” through the reading of picture books and poems, their writing and their work with art materials. The first graders joined together with sixth graders who were studying African American Contributors to American Culture to share poems written by students in both classrooms. As second grade students, they continued their exploration of Great Changers through their study of the Montgomery Bus Boycott.

Inspired by the work of the students and a desire to share this work with the larger school community, the idea of a public art project was born. Mosaic art was chosen as the means for students to graphically represent what they had read and written about. Students brainstormed the qualities of the individuals they wanted to portray and how they might represent them. They began the mosaic by creating hands of power. Students traced the outline of their hands onto a clay slab and to this base they attached symbols of the unique work and contribution of each Great Changer. First graders along with their sixth grade “Poetry Pals” then created images of Great Changers and African American Contributors to American Culture. The hands of power, symbols and images were then mounted to create this striking mosaic. This public work of art reminds all of us of the significance of the Great Changers’ and African American Contributors’ lives and work and their contributions to social change and the betterment of our world.

**Project Designers and Coordinators:**
Gina Cowley, 1st Grade Supervising Teacher
Bob Hepner, Teacher of Visual Arts

**Project Collaborators:**
Tom Weiner, 6th Grade Supervising Teacher
and Group T Students

**Participants:**
Gina Cowley, 1st Grade Supervising Teacher and Group H Students
Kate Perkins, 1st Grade Supervising Teacher and Group D Students
Robbie Murthy, 2nd Grade Supervising Teacher and Group R Students
Carol Schroeder, 2nd Grade Supervising Teacher and Group K Students
School News

Howard Gardner Multiple Intelligence Charter School

Submitted by Vince Rizzo

The Howard Gardner School for Discovery finally completed the long and arduous process of converting from a private laboratory school to a public charter lab school. For those of you who have followed our journey, the newly named Howard Gardner MI Charter School is the poster child for at-risk laboratory schools. When we lost our university affiliation in 2006, the school struggled to find a new university partner and stay afloat as a private school. That was accomplished with the emergence of Keystone College in LaPlume, PA, a small private college with a very active teacher preparation program. They helped support the school by paying a premium for the exclusive use of our lab school for their education department. Each semester nearly one hundred Keystone students would be assigned to Howard Gardner School. Professors would also schedule whole class visits so that their students would be able to see multiple intelligence theory used as the framework for whole school reform.

The impetus to move from private to public charter school came as we began to realize the limitations imposed upon us due to our private school status. As a lab school, we had always been intent upon dissemination as we tried new variations of MI pedagogy and reported their effectiveness to Howard Gardner, who served as an interested observer and critic. The problem was that our private school status overshadowed our lab and MI roles. Without a university fully funding our program, our focus, for the most part, was on survival. In that regard, I think that our situation is not unlike that of a number of laboratory schools.

Our solution was based on our belief that as a lab-charter school we could begin the process of creating a new niche for our kinds of school. In the past, our independence from the public arena, which is mired in high stakes tests and uninspired curriculum, had been a blessing. We decided that we would place our trust in our ability to enhance teaching and learning, and thereby, successfully navigate the current educational culture without succumbing to its least desirable ends. We would take the tests—gladly. Not because we believed that testing children yielded any long-term educational gains, but rather because of our belief that, at some basic level we have to trust the teacher and trust the learner. It was our mindset that if we created an environment based upon sound practice and high expectations our results would more than meet the standard for assessment currently required of all public schools. At this juncture, less than two months into the experiment, we are preparing to do just that.

As an MI school, assessment is particularly crucial to our practice. Using multiple modes of assessing our students’ understanding is critical to our faculty’s planning and subsequent classroom practice. We are confident that if lessons are taught well, and teachers are prepared well, student understanding will follow. The public systems, at least in our state, are not so trusting. Their focus is on testing and remediation, which implies that lessons and assessments are not focused on understanding. In this scenario, teachers are not trusted to gauge their own efficacy in the classroom—that can only be done by external testing that has a punitive component. In this context the system has created a crude symmetry not unlike the bell curve that predicts not only failing students, but also failing schools. Next April, after Pennsylvania’s high stakes testing we will learn if our trust is well placed. Stay tuned and let us know if you have any ideas that may help us. Wouldn’t it be nice if the answer to school reform were as simple as the phrase “every school, a lab school?” Wish us well!
Pittsburgh’s Lab and Campus School Collaboration with Duksung Women’s University in South Korea Continues

Submitted by Jill Sarada and Diana Dimitrovski, Falk Laboratory School, University of Pittsburgh

Recently, we (Ms. Dimitrovski and Mrs. Sarada) were invited to visit Duksung Women’s University and Duksung Women’s University Affiliated Kindergarten in Seoul, South Korea by Dr. EunSoo Shin and Dr. Lim. The invitation was in regards to a collaboration that began over two years ago when Dr. Shin and Sharon Carver, Director of the Children’s School at CMU, established an international practicum experience for the university students. Falk began taking part in this collaboration last year when we hosted 4 students in our kindergarten and first grade classrooms.

The students spent two weeks with us, teaching in our schools and also taking time to tour other schools in the Pittsburgh area. We traveled with Michelle Peduto, Director of the Campus School at Carlow University, and Dr. Roberta Schomburg, Associate Dean and Director, Carlow School of Education and Vice-President of NAEYC.

Our trip was enlightening and enriching. We had the opportunity to spend time in their lab school, observing and teaching a few songs to their students. We also toured other schools in Seoul including Unhyun Elementary School and Unhyun Montessori School. And we joined the graduate students in a class trip to the Early Childhood Education and Development Institute.

In addition to spending time in the schools, we taught two seminars to university students from freshman year to graduate level on using music to enhance instruction. Michelle Peduto presented to the parents of the Affiliated Kindergarten on STEAM, and Dr. Schomburg presented to the university students on conflict management and to the Korean Society for Early Childhood Education on technology.

Furthermore, we participated in several meetings with the teachers, professors, and upcoming practicum students. This year there will be 16 student teachers coming to Pittsburgh. They will be placed at Falk, The Children’s School, The Campus School and UCDC. The students are very excited and nervous to visit our schools and learn more about our education system.
Pittsburgh’s Lab and Campus School Collaboration with Duksung Women’s University in South Korea Continues (cont.)

And of course we had time to tour Seoul with last year’s students and this year’s students as our guides. We saw Gyeongbok Palace, Myeongdong shopping district, the North Seoul Tower, Insadong shopping district, the lantern festival, and a traditional Korean Folk Village.

Now we look forward to welcoming the student teachers on January 18th.

Mrs. Sarada and Ms. Dimitrovski are pictured with the 4 students that will be coming to Falk on January 18, 2013.
IALS CONFERENCE 2013
March 6-8, 2013
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ACTIVITIES

Speaker: Skip Bertman, 5 National Championships as coach of LSU Tigers Baseball and former Athletic Director

Other Speakers TBA

Honoring the Commonwealth of Virginia’s College Laboratory School Grant Awardees

Visits to area Laboratory Schools

Meet Mike the Tiger, LSU’s live Bengal tiger mascot, and tour Tiger Stadium

Shrimp/Crawfish Boil

Plan before or after the conference to visit New Orleans... only an hour away!
Grants

Applications to receive an IALS mini-grant for research are due the first Friday of February, this year on February 1, 2013. Application forms and all the necessary information are on our website at www.laboratoryschools.org ~ click Grants.

Applications should be emailed to Elizabeth Morley at:

elizabeth.morley@utoronto.ca

Over the years, many teacher/researchers have had the opportunity to take action on a research goal because of timely support from IALS. If you have a research question or a protocol for exploring practice that you have been thinking of beginning, please don't hesitate to consider an IALS grant. If you have any questions about getting started in research or about the application process, please be in touch with Elizabeth Morley, chair of the Mini Grants Committee of IALS. We encourage you to share this information with faculty and staff. This is an opportunity for your teachers to receive funding and recognition of their research work in our lab schools and classrooms.

Awards

At a recent ceremony hosted by the Pittsburgh Post-Gazette, the Falk Laboratory School was recognized as one of "Pittsburgh's Top Workplaces." One of the After School Workers, a junior at Pitt, nominated the school for this employer award. Congratulations to Director Wendell McConnaha, and the faculty, staff and students at Falk!!

Appointments

Our Executive Director, Patricia Diebold has been asked to serve on the Virginia Board of Education’s College Partnership Laboratory Schools Committee.
IALS Journal

Our peer-reviewed, open-access Journal is published twice a year and addresses key issues facing today's laboratory and university affiliated schools. Articles offer perspectives on educational trends and include topics such as the history and future of lab schools, innovations in curricula and programs, lab school administration, and teacher education. The journal includes articles grounded in evidence-based classroom practices, action research, and theoretically based quantitative and qualitative scholarship.

The aims and scope of this journal is to foster and encourage academic discourse on topics germane to laboratory and university-affiliated schools. Best practices, educational trends, and theoretical based quantitative and qualitative scholarship found within these pages are intended to extend beyond our respective geographical contexts.

Click on the link below to access the Journal's web site at Rhode Island College's Digital Commons. You can use that site to find submission requirements and to electronically submit an article.

The latest edition of the IALS Journal has been published -  
http://digitalcommons.ric.edu/nals/

Interested in expanding your professional experience by helping with the IALS Journal?

Please contact Patricia Diebold at
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Doyle Brinson
East Tennessee State University

To our outgoing Board member
Wendell McConnaha, University of Pittsburgh,
we thank you for your tireless work for IALS since 1986!

Welcome to our new Board Member Doyle Brinson,
East Tennessee State University.

IALS Membership

Applications and renewals for 2012-2013 membership in the International Association of Laboratory Schools are due now! Visit the website:

http://www.laboratoryschools.org

Click on Join Now to renew or become a first time member.