Fieldbook Writing Retreat
January 2011

Leadership Project Faculty

“Teaching from the Inside Out”
Course Participants

2011 Update Report

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FIELDBOOK PROJECT

Fieldbook Intent: The purpose of this Fieldbook is to inspire and support K-12 teachers in developing teaching presence and creating engaging, relationship-centered learning communities that cultivate the academic, social, and emotional potential of all students. The estimated publication date for the book is Summer 2012.

Fieldbook Design: The Fieldbook will feature illustrative stories and lessons from teachers, students and leaders and will include research and learning theory relating to each of the core practices, principles and frameworks introduced. Individual chapters will also include multimedia links to audio and video clips, sample classroom lessons, and practical exercises and peer support practices for teachers.

Fieldbook Core Writing & Consulting Team: The core writing and consulting team consists of faculty members Cathy Fink-Johnson, Ari Gerzon-Kessler and Carrie Simpson and PassageWorks staff members Laura Weaver and Mark Wilding. Laura Weaver serves as Lead Writer and Editor on the project. Consultants on this project include Sue Keister, Tish Jennings, Vivian Elliot, Christina Foster and many others. We have also received very helpful guidance and feedback from our board, staff, and advisors.

“This book feels like a pioneering work. The research that supported the book was very impressive to me. Very helpful. It is quite a work, and I can only imagine what has gone into it to get it to this point. I found it very impressive and went back and read it a second time to absorb it and because it was so interesting.”

~Elementary School Teacher

“This book is a guide for how to develop character, compassion, creativity and connection among students. This book is about how educators can build character within themselves and their students so their students can engage as learners.”

~High School Teacher
• **Part I: Cultivating Teaching Presence**: The Teaching Presence framework offers teachers a map for developing and sustaining an intentional teaching practice that engages students, supports learning outcomes, and improves their own experience of teaching. The five dimensions of Teaching Presence are: engaging the self-observer, being present, practicing respectful discipline, expanding emotional range, and teaching with an open heart.

• **Part II: Practices and Principles for the Learning Journey**: Practices and principles for the classroom that foster learning readiness, improve communication skills, invite symbolic and creative expression, assist students with stress and anger management, support students to navigate transitions, and create more productive and meaningful learning environments. This integrated approach supports K-12 teachers to include these methodologies into their teaching of any content area.

• **Part III: Building a Positive School Culture**: Practices and principles that foster positive and productive relationships between faculty members and support schools to develop and sustain meaningful vision statements, goals, and school improvement plans. This section will also address how to engage parents and community members.
FIELDBOOK PROJECT

Fieldbook Project Updates:

- Convening of Writing and Development Team: In early 2011, we convened our writing and development team for the Fieldbook project. The wisdom and experience of this team has been a wonderful resource, and we have all learned a great deal about the process of collaborative creative work.

- Writing and Development Team Retreats: In 2011, we held two writing retreats—one in January and one in May. These retreats gave our team the opportunity to refine the architecture and content of the book and to develop an overall vision and direction.

- Educator Dialogue Groups: We convened three dialogue groups with diverse groups of educators in 2010-2011. These dialogue groups served as forums where teachers discuss their own experiences in the classroom. The ideas and experiences from in the dialogue groups became source material for the Fieldbook.

- Development and Drafting: As of November, we have developed a book excerpt consisting of an Introduction, Chapter One and Chapter Three. The book includes graphics, professional design and lay-out, research, classroom activities, key practices and principles, and stories from the field. Our writing and development process continues to be collaborative, iterative and dialogic—and the book excerpt now includes the input, experiences, and wisdom of hundreds of educators.

- Graphic Design: We engaged the support of several graphic designers to support the development of the book excerpt. Because the book includes many different kinds of elements (such as graphics, tables, and visuals), it is essential to have a version that is graphically designed for educators to read. Readability, practicality and accessibility are all core goals of the book project.

- Educator Focus Groups: Market researcher and PassageWorks consultant Lyn Ciocca has generously donated her time to facilitate a series of educator focus groups to discuss excerpts of the Fieldbook. Over the course of four focus groups, we engaged 30 educators in discussions about the efficacy and practicality of the Fieldbook. We continue to integrate the feedback from these groups into the design and content of the book.

- Book Publication: We currently have one publisher who has agreed to publish the Fieldbook. We continue to pursue a number of other options for publication and will make a final decision in late 2011 or early 2012.

- Archive Highlights: Consultant Chris Porn has led the archive project this year and has logged and excerpted hundreds of hours of video and audio footage that will be used in the Fieldbook and beyond. Laura Weaver and Mark Wilding have worked extensively with the video footage to identify clips that can illustrate key principles and practices in the Fieldbook.
PassageWorks continues to support a number of schools nationwide with developing and sustaining social, emotional and academic learning programs and approaches in their schools. As each school is its own living system, our approach to consulting is collaborative and adaptive—requiring that each school define its own language, style and implementation plan.

Case Study: Lexington High School—Lexington, Nebraska: PassageWorks began a partnership with Lexington High School in Lexington, Nebraska in early 2010. Lexington implemented a program called Foundations of Leadership in 2010-2011, in which they integrated the PassageWorks 9th grade transitions curriculum with study and literacy skills. The class met once a day and the teachers experienced powerful results. In 2011-2012, Lexington is continuing their Foundations of Leadership class as a once a day advisory. This project serves approximately 200 students per year, and the population of Lexington High consists of students who are 77% Hispanic, 15% White/Anglo, 5% African or African American, 1.5% American Indian and 1.5% Asian. Additionally, 80% of Lexington 9th grade students have a primary language other than English and 84% receive free and reduced lunch. It has been wonderful to see the creativity and innovation that the Lexington faculty has brought to their Leadership Class.

Note: See our Website: www.passageworks.org/program/schools-we-serve for a list of schools we work with.

- The chapter entitled “The Six Passages of Childhood” by Rachael Kessler and Laura Weaver was published in the book Educating from the Heart, edited by Marilyn Neagley and Aeostre Johnson in summer 2011.

- The chapter “Nourishing the Souls of Students” co-authored by Batya Greenwald, Randi Hirschberg and Laura Weaver will be published in the book Spirit of Understanding, Wisdom of the Heart in late 2011.

“Supported by a community of peers and caring elders during their transitions, students of all ages can develop a capacity for calm and confidence, openness to and compassion for the “other,” wonder and delight about exploring new relationships and beginning a new phase of schooling and personal identity. When students are given tools and experiences for constructively moving through major identity shifts, they are sustained not only in those particular moments of change, but for each subsequent transition. Guided and validated by caring and creative adults, young people can make decisions which truly serve their own growth and the health of the community. Offered these opportunities in school, students also become more engaged and motivated to learn.”

- (excerpt from Six Passages of Childhood Chapter)
COURSES AND PROFESSIONAL DEVELOPMENT

PassageWorks Foundation Courses

- February 2011, facilitated by Carrie Simpson & Ari Gerzon-Kessler (Boulder, CO)
- October 2011, facilitated by Cathy Fink & John McClusky (Pasadena, CA)

Additional PassageWorks Courses and Development

- **The Heart & Science of Teaching:** (April, 2011)
  Laura Weaver and Mark Wilding facilitated this three day course sponsored by Wonder and Wisdom (Shelburne, VT)

- **Teaching and Leading from the Inside Out:** (June 2011)
  Laura Weaver, Mark Wilding and Margaret Golden (Courage to Teach-Dominican) facilitated this one-day course that was a collaboration of PassageWorks and The Courage to Teach Program of Dominican University (San Rafael, CA). Educators from diverse schools in the Bay area attended. The feedback on the course was very positive, and this course directly influenced the development of the Fieldbook Introduction.

- **Transformational Leadership for Educators:** (June 2011)
  Andra Brill, Barbara Catbagan, Vivian Elliott, Mark Wilding, Rona Wilensky co-facilitated this inaugural three day leadership workshop for educators. The team will offer this course again in December 2011 and June 2012.

- **Introductory Workshop, Rivendell School:** (October 2011)
  John McCluskey offered a three hour introductory workshop to 25 elementary school educators in Ft. Collins, CO.
OUTREACH

Events

“The Soul of Parenting” (March 2011): Batya Greenwald & Laura Weaver offered a two hour interactive presentation for the Parent Engagement Network of Boulder Valley, with over 150 people in attendance.

Peter Senge and Systems Thinking in Schools

On November 2nd, 2011 Peter Senge of the Massachusetts Institute of Technology (MIT) and the Society for Organizational Learning and Sheri Marlin from the Waters Foundation Systems Thinking in Schools Project, gave a public talk at UCD in Denver on “Systems Thinking for K-12 Educators and Students”. Peter and Sheri shared the work they are doing in schools across the country. The event was co-sponsored by the Leadership Project of the PassageWorks Institute and Continuing and Professional Education (CPE) at the University of Colorado-Denver’s School of Education and Human Development. On following day Peter and Sheri hosted a day long work pro-bono shop for teams from Colorado schools.

Social Media & Communications

• Newsletter: PassageWorks published a spring and fall newsletter.
• Updated Website: Office Manager George Lopez led our website update project in September, so that our site better represents our direction and vision.
• Social Media: George Lopez is leading our social media project and creating new designs for our flyers and outreach materials.
• Facebook and Twitter: We continue to regularly post to the PassageWorks Facebook page and build our community. Please consider “liking” our Facebook page and join our on-line community. http://www.facebook.com/PassageWorks
• Communication Strategy: Vermillion Design will assist PassageWorks in developing creative strategies to get the new Fieldbook into the hands of teachers and schools and use social media and the web to augment more traditional methods of engaging educators.

Conferences & Gatherings

“Re-envisioning Education” at Bioneers (October 2011): Laura Weaver presented on a panel on education at the October 2011 Bioneers Conference in San Rafael, CA with members of three other educational organizations. Over 100 people attended the panel.

“Advancing the Science and Practice of Contemplative Teaching and Learning” – November 4-6, 2011 Sponsored by the Garrison Institute Initiative on Contemplation and Education, Mark Wilding attended and helped to facilitate the three day conference at Garrison that was attended by 170 educators.
OUR ORGANIZATION

• **The Board of PassageWorks** was instrumental in supporting the Institute focus on the Fieldbook project as our core work for 2011 and 2012. The board also provided leadership and support in finding creative strategies for staffing the project. We are grateful for our dedicated and talented board members.

• **New PassageWorks Office**: PassageWorks moved into a new home (aka The Treehouse) in April 2011. Our new office is on the second floor of an office building in central Boulder and offers more space to host meetings, gatherings and retreats.

• **Strategic Consultants Anne-Marie Marron and Sandra Visser**: In January 2011, Sandra Visser and Anne-Marie Marron joined our team as consultants to provide additional support to refine and advance the strategy into a focused action plan. Sandra was instrumental in locating our new office space and supporting market research for the Fieldbook. Anne-Marie played a role optimizing systems and efficiencies, recruiting George Lopez for the Office Manager position, and identifying and executing marketing and development strategies for the Fieldbook.

• **Liz Amore**: After four years at PassageWorks, Liz transitioned from PassageWorks in April. We are grateful for the years Liz dedicated to the PassageWorks mission.

• **George Anthony Lopez**: In April 2011 George joined the PassageWorks team as our new Office Manager. George brings entrepreneurial, finance and organizational skills and has been a wonderful addition to our staff.

• **Archive Consultant Christina Porn** provided invaluable support on compiling and cataloging the video and audio archives for the Fieldbook and other projects.

• Special thanks to our graduate student intern **Katherine Elise Hassler** for her assistance on PassageWorks sustainability project.

• **PassageWorks Leadership Faculty**: In January 2011 Rona Wilensky collaborated with Mark Wilding to gather a team of education professionals to develop cutting-edge leadership programs. The inaugural program “Transformational Leadership for Educators” took place June 6-9, 2011 at Jefferson County Open School.