



News Release - November 2007

1. At its regular Board of Directors meeting in November of 2007, the Evaluation Council of the Canadian Educational Standards Institute recommended the accreditation of the following school:

Bannockburn School is a day school located in Toronto. Founded in 1993 by Adalove Gorrie, the current Principal, Bannockburn successfully serves 125 students from toddlers to Grade 6 through the dedicated implementation of international Montessori teaching philosophy and techniques. Throughout the school, whether in the classrooms or in the library, administrative offices and halls, the attention to detail, in the creation of this Montessori-prepared learning environment, is evident. Students and staff move freely throughout the school, joyfully interacting with one another while engaged in a rigorous academic curriculum.

Pat Gere of the Ottawa Montessori School, Glenn Zederayko of Toronto Montessori Schools and a Visiting Committee reviewed the school in May. They found that “Bannockburn demonstrated itself to be a school firmly committed to the highest standards of Montessori education in every aspect. From the pristine physical environments that are rich with opportunities for wonder and exploration to the personal greeting of all children, parents and visitors, to the diligence of the students at work and the self knowledge comfortably articulated by the graduating students, the adherence to quality and high standards in conjunction with respect and genuine care of each individual is clearly evident.”

The CESI Board of Directors approved the recommendation of the Evaluation Council and offered congratulations to Bannockburn School for its fine work in developing students.

2. The CESI Board of Directors also approved the Candidate Application of Matthews Hall School in London, Ontario.

Matthews Hall School was founded in 1918 as an elementary school. Pat Doig began as Head of School in 1995. Currently there are over 280 students in the school from JK to Grade 8

Audrey Hadfield, Founder and Executive Vice-President of MacLachlan College and a CESI Board member, and Ian Robinson, Principal of The Sterling Hall School reviewed the documentation and spent a day at the school. They wrote that “Matthews Hall is a flourishing, interesting and dynamic school” and “There is good evidence that the school is moving forward in a very positive manner, both organizationally and financially.”

The CESI Board of Directors welcomes Matthews Hall School into the organization and looks forward to the Visiting Committee Review scheduled for next fall.

3. The CESI Annual General Meeting will be held on Thursday, January 24 at noon at the Albany Club in Toronto.

This year's AGM will include the launch of the new *Accreditation Guidelines*, a celebration of over 20 years of accreditation and a recognition of the leadership and dedication of John Stevenson, Tom Symons and Jim Christopher. Jeremy Packard will be the keynote speaker.

Dr. H. Jeremy (Jere) Packard has joined Search Associates to help spearhead the expansion of placement and consulting services into the U. S. and Canadian Independent School Markets. Jere graduated from Choate School cum laude, from Williams College with a B.A. in history, and from Columbia University with an M.A. in history. He has also taken courses at Harvard, and holds an honorary Doctorate of Sacred Letters from the University of Toronto.

A consummate independent school professional, Packard has been a teacher, coach, administrator and head of school. In his four and a half decades at five schools in three nations, he has taught at Hotchkiss, Eton (England), and Choate/ Rosemary Hall. At Choate he rose to vice-principal during his 15-year tenure, before leading Ridley (600-students, Canada's largest coed boarding school) through the 1980's; and for 17 years he was President of Wyoming Seminary College Preparatory School (800-student PK-12 school, with 200 upper school boarders) in Northeast Pennsylvania.

He has always taught history throughout his career, even when a head, including 17 years of Advanced Placement European history. An author and researcher, he wrote two textbooks in U.S. history, *The Fires of God: Majority-Minority Group Relations in America* which went to two editions, and *The Battle Cry of Freedom*, a survey of U.S. history from 1848-1877; he is currently working on a book on World War II.

Not only has Jere hired hundreds of teachers and administrators, but he has been a leader in independent school professional organizations and evaluations as well. A founding board member of the Canadian Educational Standards Institute (CESI) the national evaluation and accreditation agency for Canadian independent schools, Packard was also a two term president of the Pennsylvania Association of Independent Schools (PAIS), has been active in the National Association of Independent Schools (NAIS), the Association of Boarding Schools (TABS), is an elected member of the Headmasters Association, and on the board of the Association of Delaware Valley Independent Schools.



“Meeting the needs of all learners: How far should schools go?”

This was the subject of a lively discussion in mid November when 165 people gathered to listen to a panelist of five colleagues from across the country: Rosemary Evans, Mary Gauthier, Karen Gazith, Stephan Grasmuck and Barb Smith. There were many requests following this evening for a reading and resource list.

What the Panelists are reading...

Black, P. and Williams, D. “Inside the Black Box”, Phi Delta Kappan
<http://www.pdkintl.org/kappan/kbla9810.htm>

Robert Brooks and his work on self esteem.
(That issue is a vital one, in my view, when we’re talking about the reasons for practicing differentiated instruction.)

No Mind Left Behind, The Eight Pillars of Executive Functioning by Adam Cox.

Mindset: The New Psychology of Success by Carol Dweck
(Carol Dweck and Adam Cox have a great balance of research and practical applications for teachers)

Garbarino, J. (1997) "Educating children in a socially toxic environment", in *Educational Leadership*, v54 n7 p 12-16 Apr

John Holt - *How Children Fail* (1964); *The underachieving school* (2007)

Mel Levine – *A Mind at a Time, All Kinds of Minds* and the Schools Attuned Program

Marzano, R. (2003). *What works in schools: Translating research into action*.
Alexandria, VA: Association for Supervision and Curriculum Development

Perkins, D. (1992). *Smart schools: better thinking and learning for every child*. New York, NY: The Free Press

Overcoming Dyslexia by Sally Shaywitz

Stiggins, Rick. “From Formative Assessment to Assessment FOR Learning: A Path to Success in Standards-Based Schools”, Phi Delta Kappan

Theroux, P. (2001). *Enhance Learning with Technology. Differential Instruction*.
www.cssd.ab.ca/tech/oth/learn/differentiating.htm

Tomlinson, C.A., (2000). *Differentiation of instruction in the elementary grades*.

Tomlinson, C.A., (1995). *Differentiation of instruction for advanced learners in the mixed-ability middle school classroom*. ERIC Digest E536.

Tomlinson, C.A., (2001). *How to differentiate instruction in mixed-ability classrooms*. (2nd Ed.) Alexandria, VA: ASCD

Tomlinson, C.A., & Allan, S.D. (2000). *Leadership for differentiating schools and classrooms*. Alexandria, VA: ASCD.

Tomlinson, Carol Ann and Jay McTighe. *Integrating Differentiated Instruction and Understanding by Design*. ASCD, 2006.

Reading for life. 7 keys to comprehension by S Zimmerman and C Hutchins (2003)

To make determinations about what is "essential" - Susan Drake and Rebecca Crawford's work can be helpful:

S. Drake and R. Crawford (2004). *Meeting standards through integrated curriculum*.

Another good source for thinking out of the box....

Perkins, D. N. 1993 Person-plus: A distributed view of thinking and learning. In Salomon, G. (Ed.), *Distributed cognitions: Psychological and educational considerations*

Good video resource:

Richard Lavoie: *Learning Disabilities and Discipline: When the Chips Are Down*

Other resources that schools are using...

Gayle Gregory's work: *Differentiated Literacy Strategies for Student Growth and Achievement in Grades K-6* and *Differentiated Literacy Strategies for Student and Achievement in Grades 7-12*.

A Repair Kit for Broken Grades: 15 Fixes for Broken Grades by Ken O'Connor

Talk about assessment by Damian Cooper

Anne Davies' work: *Knowing What Counts* and *Making Classroom Assessment Work*

Charlotte Danielson's work: *Enhancing Professional Practice: A Framework for Teaching* and *Components of Professional Practice*

An Email Response to the Panel

Hi Anne-Marie,

I did enjoy the panel discussion last week. As you know we are quite isolated from the CIS crowd so it felt good to be there and catch up with several individuals. The event itself was very informative and provided some comfort in the fact that we are all struggling with similar issues. You may have noticed that I was trying to get a question/comment in at one point as we seemed to be dancing around the core issue of staff development, but someone else helped to re-direct us to that topic. I kept thinking that there was too much talk of the shifting definition of the mission appropriate student and not enough on the topic of the mission appropriate teacher. This is one of the most significant shifts in our schools and also the most difficult to deal with. I am hearing more about learning centres and fear that too much hope is being placed in building departments of highly qualified resource teachers and counsellors (which is needed) and physical structures (which may not be needed). At the end of the day, however, it comes down to the teachers in the classroom. The role of the new resource teachers, etc. has to be, in part, staff development. I sometimes think that some people feel that if we hire a group of professionals to take care of learning support that it absolves the rest from dealing with it. This, as you know, is doomed to fail. So, how to re-boot the mind of the teacher? That is the challenge.

I am looking forward to the Best Practices Conference and hope that we can look to build this as THE gathering of academic directors in the future.

Thanks for organizing the panel discussion. It was worthwhile...no kidding!
Bruce

R. Bruce Neal
Director of Studies
St. John's-Ravenscourt School
204.477.2460