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New Best Practices from Golden Apple Teachers

Golden Apple's *Free Resources from Fellows* has changed its name to *Best Practices from Golden Apple Teachers*. This [online column](#) features the best that Golden Apple teachers have to offer. It presents a best lesson, program, book chapter, advice, or idea that an experienced educator has created or shaped in his or her teaching career.

Contributors include Golden Apple Fellows, Scholars, Teachers of Distinction, and Golden Apple Teacher Education (GATE) teachers. Contact Editor [Renee Cargerman Dolezal](#) with questions or to make a contribution. Access and

Donor Profile: Boothroyd Foundation

The Charles H. and Bertha L. Boothroyd Foundation has made a significant financial contribution to Golden Apple for more than a dozen years, with donations totaling more than \$300,000. Dennis Marks is one of four Boothroyd Foundation directors and serves as Golden Apple's primary contact. He's also a strong proponent of Golden Apple's work, particularly the Scholars program.



"It's a tremendous service in supplying well qualified, new teachers to the ranks," Dennis said. "It gives a lot of support to those teachers. Not only do they get the normal coursework from their studies in college, they get extra support in the way of seminars and programs in the summer months, and mentoring during the first two years of teaching."

Now retired, Dennis spent most of his career as a lawyer but has several personal connections to teaching. For five years, while earning his law degree in night school, he taught in Catholic schools in Chicago and Oak Park, Illinois. Dennis is married to a lifelong teacher, Mary Ann Marks, who recently retired from an Oak Park public school. For more than a decade, he also spent one day a year as "Principal for a Day" at Chicago's Patrick Henry School, as part of a Chicago Board of Education program.

"This was a real opportunity to see how the public schools function, in a neighborhood with high turnover in the population," he said. "I was impressed with how it operated and the dedication of its teachers."

Dennis is a regular presence at Golden Apple events, including the fall Awards for Excellence in Teaching and spring Scholar Induction. The Boothroyd Foundation, created in the 1950s, focuses resources on education and medical research. Golden Apple is grateful for the long-time support.

Principals Find Scholars More Effective

share the latest [Best Practices](#):

- Teacher as Science Scholar
- A Spelling Lesson Plan for the Creative Teacher
- Classroom Management Tips: Before the First Day of School

Welcome to Mark Alan Jones

Golden Apple is pleased to welcome [Mark Alan Jones](#), who joined the staff as Chief Development Officer February 14. Mark's development career includes tenure with medical centers and universities. He most recently served as Vice President for Advancement at Clark University, Dubuque, Iowa. [Contact Mark](#).

Visit Our [Blog](#)

We've launched the Golden Apple blog to share views and stories that affect and reflect teacher quality in Illinois. Watch for regular posts by Golden Apple's Dom Belmonte and thoughts from guest contributors.

View Our [Upcoming Events](#)

See what's ahead at Golden Apple.

In February, Golden Apple surveyed 346 principals in schools with one or more Golden Apple Scholars working as teachers. Among 105 principals who completed the survey, more than **73% rated Scholars as somewhat or definitely more effective** than other teachers of similar experience on all four survey criteria.

- Using a variety of teaching methods to enhance learning
- Creating a climate of trust and respect that fosters a positive learning environment
- Demonstrating professionalism, leadership, and teamwork ability
- Preparation, subject matter, knowledge and lesson planning

Nearly half of the responding principals found the Scholar(s) *definitely* more effective on the first three criteria. Results support the positive impact of Scholar program preparation and mentoring.

CPS Teachers Build Inquiry Science Skills at Shedd

Among 17 big-city school districts, Chicago's science scores on a recent national test ranked 13th for eighth-graders and 11th for fourth-graders. Golden Apple's Inquiry Science Institute is working toward improvement. Some 50 elementary school teachers and area science coaches from Chicago Public Schools strengthened their skills in inquiry science instruction in a workshop on February 26 at the Shedd Aquarium.



The program focused on the connections between science and literacy and the value of using student science journals in the classroom. In addition, guests Dan Dobski and Brandon Tucker shared information about Science Connexions, a not-for-profit they formed to connect classrooms in need with gently used science supplies.

Workshop participants worked directly with journals to complete a series of animal behavior studies and analyze and process observations. In connection with hands-on experiments, journals help students work through the scientific process: observing, recording, and pondering results, creating new hypotheses, and suggesting new variables for experimentation.

This workshop is part of a two-year partnership with 17 partner Chicago Public Schools to foster improved student achievement

in science. iTEAMS of five teachers lead the effort at each partner school, with extensive in-school support from Golden Apple as well as specialized instruction. An 18th school is expected to join the program this summer, at the initiative of Cederrall Petties, who accepted a position there as principal after beginning the ISI program with another school.

Golden Apple staff member Penny Lundquist noted that after last summer's initial ISI workshop, many teachers introduced hands-on science experiments in their schools. Future workshops will help teachers further transform their instructional methods, moving to a model where student questions play a greater role in classroom exploration.

Golden Apple Achievers: Recognition and Contribution

Megan Freeman, 2002 Pathway Scholar, and **Jeanne Andersen Bakula**, 1999 Scholar, are participating in year-long fellowships with the [Teachers Network Leadership Institute \(TNLI\)](#). TNLI Fellows pursue projects that are relevant to their full-time classroom teaching responsibilities and help inform education policy. Participants meet monthly with other Chicago TNLI Fellows, a professor from National Louis University, and a representative from the Chicago Foundation for Education to discuss their ongoing Action Research projects and build on one another's ideas.

Megan, a teacher at Chicago's Bridge Elementary School, team teaches in an inclusive preschool classroom. She and her co-teacher, Heather Madden, are both participating in TNLI, exploring the collaborative teaching relationship. Through reflective journal entries, communication logs, and notes on specific classroom incidents, the teachers are working to define elements of effective collaboration between special education and general education teachers, specifically in the context of the blended preschool classroom.

"The team teaching relationship is challenging and crucial...we are very interested in exploring that idea as a means to share, teach and support other teachers in similar teaching contexts," she said.



Jeanne is a music teacher at Schubert Elementary School in Chicago. Her research is focused on improving the school assembly experience. Each year, Jeanne and her co-teacher facilitate four to five assemblies featuring performance pieces by classes. Participation in the assemblies has led to stress and competition. TNLI research has helped Jeanne gain specific feedback and build a new level of trust with fellow teachers.

“I hope to make the assemblies an occasion for the students to create, to entertain and ultimately to enjoy,” she said.



Jeanne enjoys the opportunity to connect with other TNLI teachers. Participants are currently meeting in small groups and working toward completing an executive summary of their projects for publication on the TNLI web site in June.

Alison Eichhorn, 2004 Scholar, won a grant from [Facing History](#), an organization that works to promote tolerance through education. Alison teaches history at Chicago’s Peace and Education Coalition Alternative High School and has participated in Facing History’s professional development programs in the past. The \$1,400 grant she received will allow her to increase her classroom resources for a unit on immigration and fund the purchase of flip cameras for a student documentary project on race and segregation in Chicago neighborhoods, planned for next year. Students will interview business owners, employees, and residents as part of their examination of these issues.

Carol Broos, 2008 Fellow, will be featured with her students from **Sunset Ridge School** on a [Classroom 2.0](#) online webinar March 12. Classroom 2.0 is a group of 50,000 teachers across the globe involved with web 2.0. Carol and her students will share information about their active use of this technology and their creative process. The webinar will be archived for future use at Classroom 2.0 and [iTunes U](#), accessible via computer, iPod, iPhone, and iTouch.

Carol teaches music at Sunset Ridge and regularly shares her technology expertise with the teaching community. She presented to Golden Apple Fellows at the fall Academy meeting, taught Scholars at a recent Summer Institute, and is currently developing a highlights video for the Celebration of Excellence in Teaching, April 16.

Golden Apple Networking: New Skills and Opportunity

Collaboration across the Golden Apple teaching community helps build careers and skills. In February, 2005 Pathway Scholar

Ronald Madlock accepted a position to teach science at Chicago’s Pershing West Middle School. Cheryl Watkins, a Golden Apple Fellow, is the school’s principal. Ronald describes his new teaching community as “very



supportive” and credits Golden Apple with the career connection.

“They really work for the success of their Scholars,” he said. “It’s like a big family, and they want their family members to succeed.”

2007 Pathway Scholar **Katelin Johnson** was recently student teaching in 2010 Fellow **Aaron Reedy’s** classroom at Thomas Kelly High School. Katelin worked with Aaron and a co-teacher in special education. Their classroom has been engaged in a professional-level research project, funded by the National Science Foundation, studying the nesting behavior of lizards.

“It’s been great. He gives me a lot of feedback,” Katelin said. “We’ve been doing egg checks for two weeks. The students have been really involved.”

Watch for more information from Aaron on the original lizard research he conducted with his classroom. On March 30, he and his collaborator from Iowa State University, Dr. Dan Warner, will give a joint talk to the Chicago Herpetological Society at the Peggy Notebaert Nature Museum. He expects to publish the research findings in a scientific journal this year and work to share the concept and methods with the teaching community.

“I think this project gave kids unprecedented access to professional-level science and could be a new model for science teacher professional development, research-based curriculum, and educational outreach for working scientists,” he said.

Join Elite Corps of Principals

The Alain Locke Initiative announces the launch of the Accelerate program, energizing urban schools with an elite, national corps of achievement-accelerating principals uniquely qualified to attack the problem of underperforming charter schools and to help close the achievement gap. Working in collaboration with Northwestern University’s Kellogg School of Management, those selected will join Accelerate as Ryan Fellows, with salary and tuition fully paid for by the grant from The Patrick G. and Shirley W. Ryan Foundation. In its first year, Accelerate staff will recruit up to 15 high-caliber education professionals in important urban education markets – Chicago, the New York metro area, Los Angeles and the San Francisco-Oakland-San Jose area. Applications are due on April 8, 2011. For more information, contact Elaine Berndes at 312-4910-9100 x 218 or at eberndes@alainlocke.org. [Visit the webpage to apply.](#)

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