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Superintendent Proposes 9:40 Start Time for TM

Superintendent Larry Nyland last night formally proposed to the School Board a set of 2016-17 bell times that pushes Thurgood Marshall's start time slightly later, to 9:40 a.m. Dismissal would be at 3:50 p.m. The District-wide changes are intended to allow most middle and high school students to begin school later than they do now. Most elementary schools will start at 8 a.m. as a result.

After the Superintendent's original proposal placed TM at that earlier start, parent feedback collected by the PTA was sent to the District. The unscientific online and paper survey showed 125 responders preferred 9:30 (this year's time); 23 preferred 9:40; 124 chose 8 a.m.; 25 said they were OK with either; and 11 chose "I'm not sure." The School Board is to vote on the plan on Nov. 4, and will be accepting comments sent to arrivaltimes@seattleschools.org.

PTA-Supported Teacher Training in NYC 'Awesome Tools' for Reading Instruction

By Bianca Gomez, Grade 3 Teacher

"I hope you are on fire as a learner and a teacher of reading." These words were a part of the keynote speech made by Lucy Calkins, the founding Director of the Teachers College Reading and Writing Project (TCRWP), at Columbia University, for the 2015 Summer Reading Institute in New York City.

It was a sentiment that would stay with 12 fortunate Thurgood Marshall teachers through five days of comprehensive and intensive professional development on reading instruction. Only 1,300 teachers are accepted, though thousands apply. Thanks in part to a special PTA fundraising campaign last spring, Thurgood Marshall was able to send two groups. Bianca Gomez, Samantha Egelhoff, Kimber Kierstead and Anne Lyons attended in July, and Susan Kingsbury, Cora Glass, Laurie Jensen, Lacey Sheridan, Bridgette Carney, Mindy Huss and Sarah Gese went in August. Both groups spent these five days attending small and large group workshops and listening to inspiring talks from TCRWP educators and two internationally known children's authors, Carmen Agra Deedy and James Howe. (continued on page 2)



TM teachers at Teachers College in New York City.

EVENT CALENDAR

Wednesday, Oct. 28

Two-hour early dismissal
No after-school enrichment classes

Friday, Oct. 30

Book-o-Ween
Dress like a favorite book character

Wednesday, Nov. 11

No School (Veterans Day)

Friday, Nov. 13

Fall Dance in the cafeteria

Wednesday, Nov. 18

Class Photo Day, plus individual retakes

TUTU'S PANTRY

Oct. 19-23: PEACE Academy and Kindergarten donations – Please place non-perishable items in the bins in the front lobby!

See www.tmlink.org for calendar updates.
Questions about the PTA or want to get more involved? Email us at pta@tmlink.org

Assembly Tomorrow and '3 R' Trainings Focus on Bullying Prevention



Counselor's Corner
Meghan Kaloper

October is National Bullying Prevention Month! Here at Thurgood Marshall, I help to train students in the 3 Rs of bullying prevention: **Recognize, Refuse and Report**. Our students know the difference between tattling and reporting and what to do if they see bullying happening. This year we are emphasizing the importance of being an Upstander. Instead of standing by and watching bullying take place, Upstanders help solve the problem. To learn more about how to be an Upstander, you can watch a short video called "Be an

Upstander": <http://www.thenedshow.com/upstander.html>. Tomorrow, Taproot Theatre joins us for a 9:40 am assembly performance of "Camp Super Friend" to help reinforce the 3 Rs of bullying, and what students should do if they see it. Parents welcome! See <http://taproottheatre.org/grades-k-6/> for more details on the show's content. **Reminder: Conflict Mediator and Recess Mentor Training** for 4th- and 5th-graders who signed up is each morning next week! That's right, 8-9:25 a.m. Monday-Friday, in the Library. Notices to each student who applied have been sent home. Questions? mrkaloper@seattleschools.org.

Teacher's College (cont. from Page 1)

For both groups, this opportunity has greatly impacted the caliber of reading instruction and learning in each of our classrooms. As many of us know, reading practice is highly individualized, and this summer's training has given us the tools to differentiate instruction more effectively within the workshop model. We learned ways to tighten our whole group instruction and pull small groups of students for skill building across several sessions. We are using strategies to have more intentional and efficient one-on-one conferences with students about their reading progress and goals, as well as teaching students ways to assess their progress independently. Ms. Serpe stated that she is "using student-friendly rubrics and learning progressions to set high-expectations for all students."

In conjunction, and no less vital, students are learning how to make reading a more community-based and collaborative experience. They've helped to build systems and organize the classroom library in ways that are engaging and representative of who they are as readers. They have also been working on increasing comprehension through meaningful book partner and club discussions. Reading partners are aware of each other's goals and frequently check-in on those goals with one another.

One of the most refreshing elements of this institute was the importance that was placed on teachers reading aloud to their students. For primary grades, the read-aloud is considered an essential and given part of each day, but as students enter 3rd, 4th and 5th grade, the read-aloud can often find itself moved to a place of lower priority.

The tendency to deprioritize the read-aloud as children age was squashed by Lucy Calkins and the teacher educators at the Summer Institute. In fact, they stressed that students at every age should be read to for at least 10 minutes every day. Teachers are models and when we read to children, we are modeling how strong and enthusiastic readers read. This amazing experience was not only valuable for the ways in which it elevated the practice of more than a third of our teaching staff. Ms. Sheridan reflected that "it was great to be able to learn from the best of the best. I took a comprehension book full of notes, that I look over and reteach myself with. It was also great to know that I was already doing a lot of things right, but now I have awesome tools in my belt to help me improve and expand." Finally, we were able to build an even stronger collegial community and made some lasting friendships and deep connections with people that we work with every day, but rarely get a chance to socialize with.

For all of this, we extend our deepest gratitude to 5th-grade teacher Marcie Von Beck, for her encouragement and assistance in ensuring we were all able attend such a highly sought-after Professional Development experience and to the Thurgood Marshall PTA, the primary source of funding for

Student Council Elections Coming Up

Student Council begins this week for the first set of 4th- and 5th-grade representatives, running through early February, reports Ms. Hudson, who helps coordinate this leadership program.

It is project-based, with kids taking responsibility for their own ideas and projects to benefit the school. Usually student council sponsors two spirit days and other projects that come from their own interests and concerns. For example, last year, Council led collection of personal items like soap and shampoo for the Red Cross. "One of my favorite projects was the competition for the creation of our Thurgood Marshall Spirit flag," Ms. Hudson says. "You can see it on the flag pole! All of these ideas came from our students and it was their hard work that made it happen."

Each classroom has an election for two representatives, but teachers decide the process. Some students make speeches; some have to write persuasive essays.

Student council members are making a big commitment to come to the library once a week for a working lunch that includes their recess time. Plans are in place to have a second term in the spring that includes 2nd- and 3rd-grade representatives.

Volunteers needed

Tutu's Pantry Holiday Coordinator: Help Tutu's Pantry coordinators obtain and organize holiday food and supplies in the Tutu's Pantry, the PTA-run food bank.

Email: maggietrapp@yahoo.com

Classroom Reps: We are looking for Reps from the following classes: Ms. Egelhoff and Ms. Miller.

Email berlee@zipcon.com.

See more volunteer opportunities at tmlink.org!

this trip. It was never more apparent how rare a gift such an active and supportive PTA truly is, as we discussed the challenges of our peers from around the nation and the world, who pay out of pocket for professional development and struggle to piece together classroom libraries and book sets. The benefits of attending the Summer Institute, in one of our country's most culturally rich cities, will continue to inform our reading instruction and our professional relationships for years to come.

Fridges, Microwave Sought

TM is seeking donation of refrigerators for PEACE Academy classrooms and a microwave for the staff lounge. (We have a large staff and a long wait for the microwave!) Contact Ms. Patu in the front office, or at hjpatu@seattleschools.org.

