

# IN GEAR

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THE NEWSLETTER OF THE BAY AREA TEACHER DEVELOPMENT COLLABORATIVE

## WHAT IS THE COLLABORATIVE?

The Bay Area Teacher Development Collaborative was established in the spring of 2000 to facilitate local professional development opportunities for teachers. It is comprised of member schools seeking to enrich the professional growth of educators by pooling resources, encouraging inter-school contact, and sharing information and experience. Currently, membership in the Collaborative includes 45 elementary and high schools from Marin to Monterey.

Among the Collaborative's first initiatives has been the establishment of a yearly institute. Every summer BATDC will sponsor a three-day conference or workshop for Bay Area teachers that will feature provocative and recognized educational leaders. This year members of

the Collaborative are honored to sponsor Harvard University's Project Zero. A fellows program is an essential component of the Collaborative's institute. Each year a cohort of teachers wishing to engage in further study and follow-up throughout the next academic year will work on individual projects and meet with one another to share and develop projects. This year's group will also be the designers of the fellows program for future years.

The Bay Area Teacher Development Collaborative is directed by Janet McGarvey and is housed at the Hamlin School in San Francisco. Janet can be reached at (415) 674-5449 or by email at [mccgarvey@hamlin.org](mailto:mccgarvey@hamlin.org). Please visit the BATDC web site at [www.batdc.org](http://www.batdc.org).

## OUR FIRST SUMMER INSTITUTE

### **Project Zero June 19-21 2001**

We are delighted and honored to sponsor a three-day Project Zero institute this June. Project Zero was founded at the Harvard School of Education in 1967 by the philosopher Nelson Goodman to study cognition and development in the arts. Goodman believed that arts learning should be studied as a serious cognitive activity but that close to "zero" had been firmly established about the field; hence, the project was given its name.

In the years between then and now, project Zero has sponsored research in a wide variety of areas, with special focus upon understanding (rather than know-

ing), upon multiple intelligences and assessment, and upon the origins of creativity, leadership, and social responsibility. Today, through its own annual summer institute at Harvard and through research collaborations, PZ continues to investigate an ever-expanding set of topics, going well beyond the arts to encompass the entire precollegiate curriculum. Howard Gardner and David Perkins served as Co-Directors of Project Zero from the early 70s until this year. The new Director is Steve Seidel. This summer's institute will be serve as an excellent introduction to the work of Project Zero as well as a useful refresher



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for those who have participated in its work in the past. Leaders David Perkins, Lois Hetland, and Ron Ritchhart will draw upon several key areas of Project Zero's research. These will include the Teaching for Understanding Framework, Multiple Intelligences, The Thinking Classroom, which fosters a culture of thinking in the classroom, and Assessment. The program has been designed to be directly useful to all teachers in the Collaborative.

The three-day conference will take place June 19-21 in San Francisco. Each day the institute will last from 8:30 until 4:00. The institute's sessions will be varied and interactive, and they will include full-group meetings, mini-courses, and small group discussions. We are delighted that the leaders of the small groups will be local teachers who have attended the PZ summer institute at Harvard in past years. Their enthusiasm for participating has been remarkable. Says Jennifer Stuart from San Francisco Day School, "The experience that I had at Harvard was the best professional growth opportunity that I have had in my career as an educator. I'd be thrilled to help bring the same opportunity to other teachers."

Registration for the institute will begin soon. There are limited spaces available, but each member school is guaranteed at least five participants. This is an exceptional opportunity, so if you are interested in attending, act quickly! For more information about Project Zero, please visit the PZ web site at [www.pz.harvard.edu](http://www.pz.harvard.edu). For more information about the institute, call Janet McGarvey at (415) 674-5449 or contact her at [mccgarvey@hamlin.org](mailto:mccgarvey@hamlin.org).

### PROJECT ZERO LEADERS



David Perkins, founding member of Harvard Project Zero, is a Professor at the Harvard Graduate School of Education (HGSE) and Principal Investigator of several projects concerning thinking and understanding. He is the author of *Smart Schools: From Training Memories to Educating Minds*; *Outsmarting IQ: The New Science of Learnable Intelligence*;

*Knowledge as Design*; and several other books, as well as many articles. He has helped develop instructional programs and approaches for teaching understanding and thinking, including initiatives in Sweden, South Africa, Israel, and Latin America. He is a former Guggenheim fellow.



Lois Hetland, Ed.D., Harvard University, has directed PZ's Summer Institutes since 1996. She taught elementary and middle school for seventeen years, was a teacher-researcher on the Teaching for Understanding Project, and consults nationally and internationally about Project Zero's ideas. She has co-edited two books published by

Project Zero: *The Project Zero Classroom: New Approaches to Thinking and Understanding*, and *The Project Zero Classroom: Views on Understanding*. In spring 2001, she is teaching "TFU2: The Dimensions of Understanding," an online course on Project Zero's WIDeworld. Her recent research has been in arts education. She recently co-guest edited a special issue of *The Journal of Aesthetic Education* and the Proceedings of the J. Paul Getty Trust's conference, "Beyond the Soundbite: What the Research Actually Shows About Arts Education and Academic Outcomes." She has discussed this work on National Public Radio's "Talk of the Nation" and "Morrow Report." Currently she is collaborating on two arts research compendia and writing a guide for Project Zero's forthcoming videos from its summer institutes.



Ron Ritchhart, Ed.D. Harvard University, is a Research Associate at Project Zero, where his work centers on the understanding and development of instructional environments that encourage students' intelligence, understanding, creativity, and mindfulness. Ron was a researcher for The Teaching for Understanding Project, and he currently directs The

Creative Classroom and the Innovating with Intelligence Projects. He is the author of *Intellectual Character: What it is, Why it matters, and How to Get It* published by Jossey-Bass and the author/producer/director of The Creative Classroom Series videotapes and study guides published by Disney Learning Partnership. Before coming to PZ, Ron taught elementary and middle school for 14 years and received the Presidential Award for Excellence in Mathematics Teaching in 1993. He is the author of three books on the teaching and learning of mathematics: *Making Numbers Make Sense*, *Through Mathematical Eyes*, and *Pythagoras's Bow Tie*.

**Do you have a web site or professional development experience you would like to recommend to fellow teachers? If so, please contact Janet McGarvey at [mccgarvey@hamlin.org](mailto:mccgarvey@hamlin.org).**

## COLLABORATIVE AT WORK THIS FALL

*In the spirit of collaboration, a number of BATDC-member schools invited teachers from other schools to join in their own professional development activities. Participation was free of charge and required only signing up with the BATDC office in case spaces were limited. In the first three months of the school year, teachers from over 20 schools took part in workshops or presentations made available through the Collaborative. Activities included presentations by:*

**GRANT WIGGINS**, sponsored by Head-Royce, Prospect Sierra, & San Francisco Day Schools; **MEL LEVINE**, sponsored by Hamlin School; **NED HALLOWELL**, sponsored by Head-Royce, Athenian, Prospect Sierra, & Bentley Schools; **MICHAEL THOMPSON**, sponsored by Prospect Sierra; **TRIBES**, sponsored by Live Oak School.

*Thank you to all of these schools for such generosity! New opportunities will be posted on the BATDC web site.*

## THE FELLOWS PROGRAM

An important goal of the Collaborative is to provide opportunities for teachers to design their own professional growth experiences and to develop as educational leaders. Recognizing that too often participants feel frustrated by the lack of opportunity for follow-up after a conference or workshop, founding members of the Collaborative have sought to incorporate a fellows program to offer support and structure to those who wish to explore the topic of the summer institute in greater depth.

This year, the first of the Collaborative, offers a unique opportunity to potential fellows: not only will they be supported as they develop study or action plans for work during the 2001-2002 school year, they also will play a central role in shaping the fellows program – and the work of the Collaborative itself—for the future. For teachers who wish to develop further as leaders, this is a perfect vehicle.

What the Fellows Program Provides:

- A supportive framework for teachers who wish to engage in further study and application after the summer institute.
- A vehicle for sharing one's experiences and individual work and for developing partnerships with other teachers engaged in similar activities.
- An opportunity to develop as an educational leader.

What is Expected of Fellows:

- A commitment to pursue an area of interest related to the work of PZ. Working with one's head of school, each fellow will develop an individualized follow-up plan. Each

fellow's work will be acknowledged and made available to others in at least one of the following ways: sharing of each project's outcome at the last fellows group meeting; publication of one's work on the Collaborative web site; presentation at a CAIS conference or other workshop or to local faculties.

- A commitment to serve as a faculty leader within his or her own school for those who wish to apply PZ principles during the school year.
- A commitment to be an integral part of the Collaborative in developing the fellows program and other activities, including the 2002 institute.
- A commitment to engaging in 4 professional days during the school year, including one day in May of this year. There also will be some meetings that will take place after school or during a day that is part of a school break.

On the last day of the summer institute, members of the fellows program will meet with the three leaders from Project Zero to help shape their plans for follow-up in the year ahead. It is our plan for Lois to return in the spring of 2002 to meet again with the fellows to discuss the work they have done.

If you would like to be a fellow, please speak with your head of school soon. For more information, please contact Janet McGarvey in the Collaborative office. ☼

**Check out our website [www.batdc.org](http://www.batdc.org) for events, updates and resources.**

## COLLABORATIVE MEMBER SCHOOLS

The Bay Area Teacher Development Collaborative is proud to include the following members:

All Saints' Episcopal Day  
School  
The Athenian School  
Bentley School  
The Branson School  
The Katherine Delmar Burke  
School  
The Carey School  
Cathedral School  
Charles Armstrong School  
Children's Day School  
Drew College Preparatory  
School  
East Bay French American  
School  
The Hamlin School  
The Harker School  
The Head-Royce School

Hillbrook School  
International School of the  
Peninsula  
Lick-Wilmerding High School  
Live Oak School  
Marin Academy  
Marin Country Day School  
Marin Horizon School  
Marin Primary & Middle School  
Menlo School  
Mount Tamalpais School  
The Phillips Brooks School  
Presidio Hill School  
Prospect Sierra School  
Redwood Day School  
Saint Andrew's School  
Saint Ignatius College Preparatory  
School

Saint Mark's School  
St. Matthew's Episcopal Day  
School  
San Domenico School  
San Francisco Day School  
The San Francisco School  
San Francisco University High  
School  
Santa Catalina School  
Convent of the Sacred Heart  
The Seven Hills School  
Stuart Hall  
Town School  
Trinity School  
The Urban School  
Windrush School

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