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## Rod Koski is the Operational Division Employee of the Quarter for Wenatchee School District

**R**od Koski is the Operational Division Employee of the Quarter for Wenatchee School District. Rod is an electrician in the Maintenance and Operations (M&O) department. He was nominated by Greg Thompson, M&O Director.

Rod was honored in a staff meeting. Along with Rod's colleagues and district staff, guests included Scott Stanford, commercial energy efficiency advisor for Chelan PUD. Stanford worked with Rod in replacing outdated lighting at a cost savings. Shiloh Schauer, Executive Director of the Chamber of Commerce, also attended. Shiloh presented Rod with gifts from the Chamber, including Wenatchee Wild tickets and wine tasting vouchers.

The nomination by Greg Thompson read:

"Rod goes the extra step to resolve issues in the district. Rod will take the steps to save the district money and find ways to complete a project within his budget. Most recently Rod worked with the PUD to receive thousands of dollars in lighting rebates. Rod makes a point to bounce ideas off management to find a solution to a problem, always with a positive attitude."

A plaque with Rod's photo will be on display in the District Office.



Scott Stanford (Chelan County PUD), Jon DeJong, Rod Koski, Greg Thompson, Shiloh Schauer (Chamber of Commerce) and Diana Haglund.

# Erin Oltman Chosen as Numerica's School Champion

**E**rin Oltman, second grade teacher at Washington Elementary School, was named Numerica Credit Union's First Class School Champion for November. Oltman was surprised with the announcement at the beginning of a Veterans' Day assembly November 10.

Second-grade student, Lindsay Sutton, nominated her teacher. "Mrs. Oltman makes me smile. She has helped me become a better reader," Sutton explained in her essay. "She helps me with hard things in school."

Oltman received a recognition plaque and \$100 for her school or department. Sutton received \$25 and was entered into a drawing for an Apple iPad mini, along with other students who submitted a nomination essay. The drawing will be held at the end of the school year.

The award was presented by Janet McNeilly and Denise Gallucci, of Numerica Credit Union, and Connor from KW3 Radio.

First Class School Champion Award winners are selected during the school year, September through May. Students can nominate their favorite school employee who works within the North Central Washington area. A committee selects each winner. Nomination forms can be found at school offices or online at [numericacu.com](http://numericacu.com).



Numerica Credit Union currently has more than 114,000 members throughout central and eastern Washington and northern Idaho. It offers a full line of financial products and services, including mortgages

and business products. Membership is open to anyone who lives, works or worships in the state of Washington or the Idaho Panhandle.

## December 4th PBIS Professional Development Registration and Compensation, Certificated Staff

Individual teacher registration for the District-wide PBIS training on December 4th is REQUIRED. To register paste the following address in your browser: <http://register.wsd.wednet.edu>

Enroll in **BOTH** AM and PM. **Both** morning and afternoon sign-ins will be used to verify attendance. Time sheets must be signed by principals to ensure compensation.

# Alicen Gaytley Published

Alicen Gaytley, Instructional Coach for Wenatchee School District, is published in the Fall 2015 edition of Curriculum in Context. Gaytley's article is titled, The Seven Rs: Learning Beyond Content. In the article she discusses the research that shows the manner in which a teacher facilitates learning is dramatically more significant on student achievement than a teacher's subject matter knowledge. Gaytley's research-based article says it's time to focus on classroom conditions that support learning for all students.

## **Q. What motivated you to write about this topic?**

**Alicen:** Kevin Parr, who I worked with in 4th

grade at Lincoln, is on the Board of Directors at Washington State ASCD. He asked if I would be interested in submitting an article within the theme of Equity, Access, and Achievement for ALL, knowing my enthusiasm for using GLAD (Guided Language Acquisition Design) strategies to support all learners. This summer, I had the opportunity to meet and learn from two superstars in brain-based learning, Eric Jensen and Marcia Tate. I recognized common themes in GLAD, Jensen, Tate, Marzano, and PBIS, and I did additional research to support my thinking that effective instruction is more than just imparting the 3 Rs (reading, writing, and arithmetic). Teachers in Wenatchee are

facilitating great learning using PBIS, GLAD, and other brain and research-based strategies. It has been energizing to read research that supports that we are on the right path, and I want to encourage our teachers that the learning we are all doing with PBIS this year is worth the effort.

## **Q. How does it feel to see your work in print?**

**Alicen:** It is exciting to share the research and strategies that inspire me, and am happy my work is resonating with other educators across the state. I was tickled when an aspiring teacher told me she cited my article in her paper. I hope my work encourages her and others to want to know more about the ideas that motivate my



continued learning.

## **Q. Anything else you want the public and your colleagues to know?**

**Alicen:** I am planning to offer brain-friendly Teacher Academies based on my research for the article, incorporating our work on PBIS, GLAD, and the Marzano framework, as well going deeper with strategies from Jensen, Tate, and other researchers.

## All in a Day's Work: Tech Ctr Construction Trades Class



**Left: Josh Bollinger** (Construction Trades Assistant Teacher and WHS Freshman Boys Basketball Coach) and **Terry Fike** (Construction Trades Teacher) confer while working on a home for the **Josh McPherson** family. Two of the McPherson children have spina bifida, and needed a larger, ADA compliant house. **Right: Terry Fike** supervises Construction Trades students working on the McPherson house.

# Sarah Cabbage and Students Design a Custom Classroom

When you walk into Sarah Cabbage's classroom at Foothills Middle School, one of the first things you notice is there are very few chairs, and even less desks. Kids are sitting on exercise balls, beanbag chairs, gaming chairs, the floor, and a few sit on traditional classroom chairs. There are four tables large enough for 6 students, plus one smaller table in Sarah's classroom. There are no desks.

It all started with a kid who couldn't sit still.

"I few years ago, I had a student who was really, really squirrely," says Sarah. She had heard about people sitting on exercise balls instead of chairs, and decided to research the topic. The research looked hopeful, and she decided to try it out. Not wanting to single out the student, she bought several exercise balls, although her goal was for the "squirrely" student to try it out.

"His behavior changed the minute that he got on the exercise ball," says Sarah. "And his focus changed. It allowed him to move a lot. It allowed him to move in different ways then he'd been able to move."

Sarah was sold. She bought more exercise balls, then branched out to beanbag chairs and gaming chairs, mostly from Goodwill, and paid for them herself.

Then a parent, whose son was in Sarah's class, said, "I notice you don't have balls for everyone. My child would like one every day, so what do you need to round out your collection?" The parent bought enough exercise balls to fill out the classroom.

"Almost no one chooses to sit on a chair at this point," says Sarah.

The kids are excited to have something different. Sarah wants kids to be comfortable and to be able to choose for themselves. "I think there's something to be said for giving kids choice," she says. "I think kids thrive on choice."

The next choice involved traditional desks. Sarah's classes tried out the no-desk scenario for the last six months of the last school year. "We voted at the end of the year," says Sarah. "We decided that we like the mixture of tables, but they didn't want desks back at all."

There isn't enough seating for all the kids to fit around the tables. When asked what the other kids do, Sarah says, "No kids ask that question—only adults ask that question. Kids find a spot and figure it out."

Sarah's students just find a place and use clipboards, whiteboards or the floor to work on projects.

The exercise balls are partially filled with sand so they can't be kicked around. The only negative affects have been, "Some silliness sometimes."

"It's visually busier than a traditional classroom. Kids are moving. It would probably drive some people crazy, but it's visual white noise for me, and I think the kids are pretty happy with it. It's a very different classroom, and I really like it."



Sarah Cabbage



## What the kids have to say:

**Shuo:** It is unique, out of the box decorating, and very comfortable.

**Angela:** In regular classes it's crowded and you get tired in the chairs. In Ms. Cabbage's class on the exercise balls it's not as crowded and you don't get as tired.

**Shana:** They're fun and it helps you with your posture. I like them and told my mom to get one for my desk [at home.]

# The Container Challenge

## Intentional, Quick, and Painless

Three teachers finished the Container Challenge in mid-November: **Meg Lovercamp** of WHS, Maggie Martinez and Gretchen Cline of Columbia Elementary. We asked them the secret to their success.

“Initially I thought it would overload me,” says WHS Business teacher Meg Lovercamp. Then she realized that she didn’t have to alter what she was already doing in the classroom, she just needed to be intentional about it, and invite observers to come in to document what she was already doing.

Fellow business teacher **Jeff Leavitt** shares a classroom so he observed her often. **Loren Brown**, also in the Business Department stepped in during his prep period

to drop by to observe,” says Meg. “I have really enjoyed the feedback I have received from colleagues.”

The four business teachers participating in the Challenge keep a clipboard with the Challenge forms on a hook near the entrance of their room. When observers drop by, it’s handy to grab and initial the appropriate activities.

“Taking the container challenge has been a positive experience,” Meg says. “I state things positively with students, show respect, and the container challenge has affirmed that. Implementing strategies from Marcia Tate’s workshop made completing Container #4 on Student Engagement a breeze.”

**Maggie Martinez**, Columbia

Elementary and **Gretchen Cline** finished the Container Challenge by mid-November.

“The Container Challenge has shown me that there are so many basic actions that teachers complete on a daily basis, that pertain to items in the containers,”

says Maggie. “I used my teammates and my building coach as observers.”

Maggie says she didn’t make any extraordinary effort to fit the Challenge into her day. “The procedures I developed as a result of the Container

Challenge have been absorbed into my classroom routines. There were some containers that required longer observational periods, especially those connected to student misbehavior and parent involvement, and I did ask for specific feedback on those areas.”

Maggie’s advice for other teachers is, “Look at the containers and ask yourself what actions you already have in place and use regularly. Those will be the easiest for anyone observing to check off, whether it be a drop-in or an organized observation. Then prioritize the rest of the items, determining which would need only a few minor tweaks, and go from there.”

She also found it easy to work with her grade-level team, especially if there is a teacher you collaborate with during the day. “If there are areas that you need longer observations, don’t be afraid to send out an email to your fellow staff members, asking for help,” says Maggie. “Chances are they will feel comfortable asking you to drop in and help them as well.”

Gretchen Cline, Columbia Elementary teacher invited her instructional coach and many teachers to come into her class to observe and check off the appropriate element on the Container form. “I need to commend **Mrs. Andrea O’Donnell**, our Literacy Coach,” says Gretchen. “Most of my containers got checked off from Andrea O’Donnell because she watched hours of video taped lessons that I provided for her.”

Gretchen said her 5th grade teammates and other “wonderful, supportive staff here at Columbia” helped her accomplish the Challenge so quickly. “I told them I had an open door policy,” says Gretchen. “I am grateful for teachers who spent time during their prep to come in and observe me.”

*Continued next page.*



Meg Lovercamp keeps her Container Challenge form on a clipboard near the entrance of her classroom so observers can grab it on the way in.

twice. She also invited Instructional Coach **Holly McPhetridge**, and CTE Director **Dennis Conger**, who is also her evaluator.

“I looked at the activities I was going to use, and I would ask someone

# The Container Challenge (continued)

## Meg, Maggie and Gretchen's Methods for Completing the Container Challenge Quickly and Painlessly:



Meg Lovercamp



Maggie Martinez



Gretchen Cline

1. Use nearby colleagues to observe
2. Invite Instructional Coach and evaluating administrator as well as teachers to observe
3. Be intentional. Think ahead about the activities going on that day, and invite observers to watch specific criteria included on the Challenge
4. Meg kept a clipboard with Container Challenge forms hanging near the door so observers can pick it up on their way into the classroom
5. Gretchen provided video taped lessons to her instructional coach.

## Interested in completing the PBIS 5 in 5 x 5 Container Challenge?

- Show evidence of 5 different teacher actions or activities in each of the 5 containers 3 times.
- Container Challenge completes will receive a certificate and school recognition.
- Team completes (3+ teachers working together) will receive school board recognition.
- Schools with a 60% staff completion rate will receive community recognition.
- Teachers who complete the challenge may time she for 5 hours of additional prep at the curriculum rate.
- Spring Break is the deadline for submitting your last completed container to your coach.

There are 150 teacher participants so far, and room for more. Questions: Contact [Jodi Smith Payne](#), Assistant Superintendent of Teaching and Learning or [Corinne Pflug](#), Assistant Director of Student Behavior Management & Support, PBIS

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## Zombie Apocalypse in Jake Carvito's Class

Foothills science teacher Jake Carvito hands plastic scalpels to students to dissect a jello brain as part of a Zombie Apocalypse lesson. Students were searching for a parasite in the brain. Once found, they identified the types of problems the parasite might inflict on its host due to its location in the brain.

The lesson was part of the CWU SOAR GEAR UP grant program that provides hands-on science for students. The program takes students outside of the classroom as well, to other learning experiences and to college campuses.



# NCESD Educational Foundation Teacher Grants

The NCESD Educational Foundation recently awarded the 2015 NCESD Foundation Teacher Classroom Grant Awards, presented October 29 to teachers in the four counties included in North Central ESD's service area (Chelan, Douglas, Grant and Okanogan). Grants were awarded in the following categories: Arts/Music; Chelan-Douglas Land Trust Foothills, College Preparation, Literacy, STEM and STEAM. Congratulations to the 24 WSD teachers who received grants.

## **Jill Reinfeld, Washington**

Chelan-Douglas Trust  
Foothills, \$300, Exploring Wildfire

## **Janelle Bailey, Foothills**

STEAM, \$290, Solar Cars

## **Ingrid Brooks, John Newbery**

Music/Arts, \$100,  
Northwest Coast Native  
American artifacts

## **Jacob Bullis, Lincoln**

STEAM, \$300, Coding with Robots

## **Monika Christensen, Washington**

STEAM, \$143.50,  
Art, Technically  
and

STEAM/Music, \$250,  
Music in the Making

## **Tamera Detwiler, Washington**

Chelan-Douglas Trust  
Foothills, \$300, Fourth  
Grade Foothills Frolick

## **Monique Force, Foothills**

Chelan-Douglas Trust  
Foothills, \$300, Geocaching App for iPads

## **Lucy Garcia, Lewis & Clark**

Literacy, \$300,  
Hear Me Read

## **Maria Gonzalez, Lewis & Clark**

Literacy, \$300, Literacy

## **Maria Gonzalez, Lewis & Clark**

Other - Health Education, \$300, The Science of Cooking  
Farm Fresh Foods

## **Beth Hammerberg, Wenatchee High School**

STEAM, \$300, Many meals from a sustainable, indoor plant tower

## **Todd Jensen, Foothills**

STEAM, \$290, Solar Cars

## **Amy Lammert, Sunnyslope**

Literacy, \$294, Learning to Love Reading!

## **Tina Nicpan-Brown, Lincoln**

Chelan-Douglas Trust  
Foothills, \$300, Understanding Wildfires in our Neighborhood

and

STEAM/Health, \$300,  
Getty Cheesy with STEM

## **Kevin Parr, Lincoln**

STEAM, \$300, Planning Planting

## **Leslie Peterson, Sunnyslope**

STEAM/Literacy, \$300, Whether or Not Weather Affects Fire

## **Laura Roche, Washington**

Chelan-Douglas Trust  
Foothills, \$300, The Art of Science

## **Matilde Vivanco, Newbery**

Music/Arts/Literacy, \$300, Literacy Enrichment through Language, Dance and Culture

## **Tracy Walsh, Washington**

Chelan-Douglas Trust  
Foothills, \$300, Seasoned Saddlerock

## **Renee Wilkens, Washington**

Chelan-Douglas Trust  
Foothills. \$300, Drawing Kids Out in Nature

## **Dave Williams, Washington**

STEAM, \$300,  
STEAMED Salmon

## **Patty Cone, Columbia**

STEM, \$271, Coding with Robots

## **Deb Baker, Newbery**

STEM, \$300, Newbery Gardens - 2nd grade

## **Wendy Clayson-Stefanides, Washington**

STEAM/Literacy, \$167, iPad Apps