

THE

Parker Way

Making it real is taking it deeper, engineers show

Make your light blink like a heart-beat. Create a digital love story. Simulate a train crossing.

Visiting instructors from SparkFun Electronics had 34 Parker students tinkering with problems like this on October 3, in a full day of programming, electronics design, and invention (initiated and funded by Parker parent Bill Brandt) that brought engineering to life.

Armed with “inventors’ kits” and laptops, students worked in pairs, and even novices were quickly writing code to generate visual animations. Arduino microprocessors, LED bulbs, resistors, breadboards, and wires covered every table as their ideas multiplied.

Not just in MST but in every Parker domain, such immersive, active experiences push learning deeper. This issue of the Parker Way explores the challenges and benefits of that approach in the context of learning Spanish, where the faculty recently made a major pedagogical shift. *Oye!* **P**



Making Spanish Essential

“We are all trying and making mistakes and learning from it,” said a student from Division 1 about his Spanish class. In this issue, we explore how Parker’s Spanish immersion curriculum uses fun, play, and curiosity to decrease learners’ anxiety and heighten their fluency.

Letter from the Principal

Friends of Parker,

In this issue we look at Spanish immersion at Parker, but immersion in the form of “less is more” is also alive and well throughout the school. I am writing on a brilliant late September day, having recently returned from a three-day trip to Becket Chimney Corners YMCA Camp with our Division 1 students. Watching members of an advisory support each other through challenge elements on a low-ropes course, I was thinking about the power of immersive learning and its unexpected yields.

For example, the presentation of one problem seemed to be about keeping one’s balance. Standing shoulder-to-shoulder on a log, students were to line up by birthdate without talking or allowing their feet to lose contact with the log. Their solutions came about, however, as they probed their initial assumptions. One group got dirty in the process: kids lay on the ground with feet touching the log, shuttling up and down the log and using fingers to indicate the month and day. Not about balance at all! Rather, they had found a new way by using their minds well and thinking creatively about the problem posed.

In the woods of Becket, the advisory group could immerse itself in a challenge without time pressure or distractions. The task’s design was thoughtful and its guidelines few and clear. It required each individual to contribute to the group’s success.

Barriers to experimentation were rare. Each student and each group had what it needed to succeed.

Back in Devens this afternoon, twelfth graders are making their first public declarations of interest in their senior projects, a sort of toe-in-the-water before their year-long immersion in a topic. Their interests range widely: Latin dance, building pipe organs, elephant behavior, puppetry, the moral dilemma of whaling. Meanwhile, upstairs in the new building a physics classroom has pegboards screwed to its walls, with yards of track attached. It’s a prop for roller coaster “immersion week,” in which students’ acceleration and velocity calculations will show whether angle of incline or mass of object has a greater effect on acceleration. After school, in the auditorium, the cast of *Arcadia* is mostly off-book and adjusting the blocking for the play, which opens November 21. In all domains, in each hallway, at every hour of the day, one can observe students and their teachers deeply immersed in learning together.

Less is more because it goes deeper. Earlier this month, hosting a group of visitors in the Teachers Center, I invited a panel of Division 3 students to participate.

“Do you ever feel like you missed out on something,” one visitor asked a senior, “because you didn’t cover as much content?” Not really, the student replied. “When you really dive down into a topic it just keeps



Todd Sumner

opening up. There’s way more to it than you thought.”

So it has been with fruit flies in Division 2 MST this fall, a teaching pair of colleagues explained. “We had a tight unit with genetics on the science side and probability on the math side,” one said. “But the science can get messy. Students are so excited about what they’re finding. They’re in here at lunch, staying after school. It’s taking us longer than we’d thought, mostly because they’re discovering more than we anticipated.”

At the back of that science classroom is a “wonder board,” a place where student researchers park their questions about the fruit flies. “How many generations can a recessive gene not show up then show up?” “Can we mate flies to make scarlet-eyed vestigial wing offspring?” If Parker students continue following questions like those, their education will be a deep dive indeed!

A handwritten signature in black ink that reads "Todd".

Todd Sumner
Principal

Motion and emotion bring a new language alive

by Ruth Whalen Crockett

Two years ago, 25 educators from all over the country came to Parker for a school site visit, as part of the annual Fall Forum conference of the Coalition of Essential Schools. There, in the midst of my coordinating the visitors' classroom observations and bringing them together for reflective conversations, I met Darcy Rogers, a dynamic teacher who would powerfully change my instructional practice and as a result reshape the entire Spanish program at Parker.

Like me, Darcy had taught for 13 years; like me, she wrestled with

the challenge of making classrooms an exciting place to learn the Spanish language. But she had figured out an answer at Crater Renaissance Academy, in Medford, Oregon, her principal told me. He called her "an incredible Spanish teacher who is changing the world." Two days later, in her 40-minute Fall Forum workshop, I tried Darcy's "organic language" method for myself.

New Steps Toward New Learning

I jumped around and spoke Spanish more in that 40-minute workshop than I ever had done in a typical

day in my Parker classrooms. And I saw with delight and amazement that most of the non-Spanish-speaking participants learned over 50 Spanish words during the same brief time. Could I too create a dynamic classroom where students couldn't help but speak in Spanish? As I left the workshop, Darcy gave me a sheaf of handouts and her cell phone number, encouraging me to give it a try.

During the 2011-2012 school year, I piloted Organic World Language (OWL) in one ninth-grade

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Social interaction and speaking with peers is a crucial element of the Organic World Language classroom. In this Division 3 class (foreground, left to right) Tyler Stamm, Kyle Dokus, and Kate Howard summon any means available to communicate their meaning.

After Parker, Spanish continues to prove essential

Academic Dean Deb Merriam sought out three alums to ask them how they were using Spanish in their lives after Parker.

At Home in Spain

After her first visit to Barcelona, Kate Ochsner (Parker '02) knew she would come back. And after trying Guatemala, the U.S., and Spain, the thriving international scene of Barcelona “made sense.” When people come to Spain, “they stay,” said Kate, and she has stayed for four years, working as a translator and a school administrator, and teaching English to students who range from toddlers to business professionals.

A graduate course she is taking will certify Kate as a language program administrator, but she finds Spanish fluency at least as useful in her social interactions. Diving deep into the language enabled conversations, opportunities, and friendships never otherwise possible, she said, and she now feels “part of a culture and a family” in her new home. Kate is also studying the regional language Catalan, and that has reinforced her experience that interpersonal factors—“fumbling with your hands, reading at the supermarket, asking for directions”—best instill a new language. “You just have to put yourself right in the middle of it,” she concluded.



Jason Smith '07 in Ecuador

Immersion in Worcester

Jason Smith (Parker '07) graduated from Clark University and now works as its assistant director of admissions. In high school he did not care much about Spanish fluency, he admitted. These days, however, roommates from Puerto Rico, Ecuador, and El Salvador are giving him a “de facto immersion” while living in Worcester. Conjugating verbs still doesn’t come easily, but “my comprehension increases every day,” he said. And he has gained a deeper appreciation of the diverse countries and cultures of his Latin American friends.

An award-winning emergency medical responder who has shared his skills internationally, Jason has used Spanish to resolve difficulties in multilingual situations as far-flung as Haiti and Kenya. Extensive travels in Spanish-speaking lands have deepened his appreciation for

language, and immersion let him “push my boundaries and comfort zone in ways that I never imagined.” One never knows when Spanish will prove useful, Jason advised reluctant Parker students. “Learning it in high school will open lots of doors for you!”

Becoming Oneself in Spanish

Gale Stafford (Parker '08) explored language at both the practical and the philosophical level in her studies

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Gale Stafford '08

Motion and emotion bring a new language alive

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class and one Division III course. With the constant support of founder Darcy Rogers and Parker teacher Carrie Duff, augmented with online conversations with OWL teachers all over the country, I learned about the method and experimented with its goals. Todd made resources available to bring Darcy to Parker in March 2012, and Division II Spanish transitioned its program at the end of that year. In fall 2012, all six Spanish teachers at Parker elected to begin using this kinesthetic acquisition method in their classes.

Our Spanish program retains its emphasis on proficiency, but we now approach our goals with different strategies. Teachers are designing activities that help students gain proficiency in three key modes of communication:

- The *interpersonal* mode, in which students practice ways of initiating a conversation and keeping it going.
- The *interpretive* mode, where they practice active reading and listening skills.
- The *presentational* mode, which involves summarizing and explaining ideas and information to an audience.

Aware of what students will need to know and be able to do in



Spanish teachers Libia Perez-Moore (*on asphalt, left*) and Evanne Gordon (*right*) play games in Spanish outside with their students. Getting students moving and talking about everyday experiences moves the focus from avoiding mistakes to communicating meaning.

their upcoming assessments, teachers emphasize different aspects of these various modes from day to day and week to week. Most of Parker's Spanish classes involve a project every couple of weeks, which give students practice in the language strategies each mode entails.

Building Vocabulary

When planning lessons in OWL mode, Parker teachers ask themselves: What new vocabulary and content did students discuss the previous day? How can we return to this vocabulary so that students are recycling and beginning to commit to memory these new words?

Most Division I Spanish classes begin with an open-ended prompt, building on students' interests and activities or on events in the school community or the larger world. A field trip or a Wellness class experience provides plenty of material for students to tell stories about themselves and others. Learners are not expected to create long sentence-length discourse; they get their messages across in short, list-like ways. This is what we expect of novice level communicators.

When students don't know the word for something, they get their meaning across by acting it out, drawing it, or using words they do

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Words flow from talk and action in the immersive approach

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already know. Any new words go onto the class vocabulary list, which varies based on the topics explored. Those lists are entirely in Spanish and most words correlate with a physical action. Every day, students engage in interactive, kinesthetic activities and games, in which they repeat new words along with their actions. Students create sentences and stories using that

new vocabulary. But they also return to earlier lists, so as to keep all those words in their working vocabulary.

At the same time, our teachers are building their awareness of what their students want to talk about. What communication blunders have you recently made on your cell phone? What service project are you doing in advisory? Why might one care about Miley Cyrus

(or not)? All these questions have sparked interesting conversations in my class, getting students to speak, make mistakes, and acquire the Spanish language.

Our cultural units have become increasingly flexible, to allow learners' interests and inquiry to blossom into new language acquisition. A recent music unit in Division II introduced students to a variety of new Spanish music genres, for example, but students also brought their own music interests to the class. We still learn about Latin American socio-political topics, but we combine them with important conversations about our everyday lives.

Learning Grammar by Induction

The Organic World Language methodology has forced us to reevaluate the importance of grammar in Parker's Spanish classes. Research on foreign language acquisition, we learned, does not support the traditional reliance on direct instruction of grammar rules. If anything, learning formal grammar can postpone language production in the first years. Students acquire grammatical understanding far better when they repeatedly hear language used or modeled in authentic situations.

Parker Spanish teachers therefore increasingly use class time to watch closely for signs of language

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Laughter, humor, and fun help make the immersion language classroom a safe space to make mistakes. Here, Alex Chilton (*left*) and Division 2 Spanish teacher Miriam Baldwin enact a skit from a *telenovella* with Robert Campbell (*on floor*).

Grammar emerges as learners make sense of context

readiness in students. For example, when a novice high-level student begins to create full sentences and add time-frame words related to the past, the teacher begins to ask questions using past-tense time frames. Instead of using charts and memorization to teach verb endings, we engage students in authentic language activities that facilitate their correct use of the language. We have seen that students more quickly internalize grammatical rules and vocabulary when they are using the language and making real meaning of what they want to say.

Learning a language in this manner can look a bit messy. But watching, mimicking, and making lots of mistakes promotes language acquisition. Jumping around, being silly, and playing together helps us feel more comfortable making these mistakes together.

For example, my eighth grade students have not yet learned how to conjugate verbs in the present tense. They do know a lot of action verbs. They can say, “I like to dance” and “I like to swim” and “I like to fish” in Spanish. When I ask them in Spanish, “Do you swim?” “Do you dance?” their responses are often limited to “Yes, I to swim” or “Yes, I to dance.” Is this correct? No. Do I know what they are communicating? Absolutely.



“Do you fish?” “Do you swim?” Division 2 students including McKenzie Solo (*center*) and Neil Craig (*right*) stretch their Spanish skills through engaging in games and conversation.

Today I wanted to get them to take the next grammatical step. So we stood in a small circle and I asked them individual questions, “Do you fish?” “Do you swim?” They would typically respond, “Yes, I you fish” or “No, I don’t you swim.”

At this point, I staged absolute confusion. “I don’t fish,” I said. “Do you fish?” They could see me point to myself and then to them, and they could hear that the endings of my verbs were changing. They weren’t quite sure what to do. So when they conjugated the verb correctly, I would give them a high five. But even when they got it wrong, I would applaud their efforts—hoping they would stay in the game, and keep working at it.

Before long, some students really got the pattern of changing

the endings of the verbs. They began to coach their peers entirely in Spanish. Other learners seemed to be more confused, but they kept smiling nonetheless. We were all laughing, moving around, pointing at ourselves and at others.

Did I expect all my students to understand the first and second person singular conjugations of verbs by the end of that lesson? Absolutely not. This takes time. We will return to this tomorrow, next week, and next month. I want them to understand that learning a second language requires making mistakes. To make yourself understood, you have to work hard and stick with it.

When we center language instruction on making meaning,

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How does your Spanish grow?

Nine students from all three Divisions joined Principal Todd Sumner to reflect on Parker's new Spanish immersion program, Organic World Language (OWL).

We use very little English and I think that teaches us how to use the language better—how to communicate our ideas more effectively, even if we don't know exactly what the words are. We learn a lot just listening to each other. Knowing it is safe to make mistakes is also a big part. People don't judge you—we are all trying and making mistakes and learning from it. – RILEY KORHONEN, Div. 1

The teachers are all really supportive of you making mistakes. They say, "Please make mistakes" because we learn and grow from mistakes. It makes you want to participate because you aren't afraid. I've learned so much from trying. – OLIVIA HEWITT, Div. 2

The actions help you understand the topic. It's really fun and makes me want to go to class. The other day I came in and someone said something about a birthday—and then we all started talking about birthdays in Spanish and we all learned a lot of words on that topic by just using them. – MICHAELA ROSOSKY, Div. 1

The best thing is that you don't talk English. If you switch back and forth you get stuck on English sometimes



Might these students be thinking and speaking in Spanish? They say that they have the confidence to try, thanks to the immersion approach in their Spanish classes.

and it makes it hard. – KAI LUDDEN, Div. 1

When Spanish is all you are saying and hearing, you start to actually think in the language and not just translate back and forth. – HANNAH WITHERELL, Div. 2

It's kind of like how we learned our first language—by just talking and listening. It seems only natural that that's the best way to learn a language. – OLIVIA HEWITT, Div. 2

It's so active—much better than sitting at a table and just learning vocab and verb conjugations. It helps if you are using them in conversation. I like talking in Spanish, and in the end, you think in Spanish. – JENNA LALLY, Div. 3

Jenna and I went to Panama and we would not have survived there without OWL. We are used to speaking Spanish for long periods of time, so it wasn't so hard to speak with people who don't speak any English. – ANTHONY DELUCA, Div. 3

Sometimes I have to remind myself when I got to my next class that I don't have to be speaking Spanish. I start thinking about how I am going to answer something in Spanish and then I remember that I'm not in Spanish anymore. – RILEY KORHONEN, Div. 1.

Language immersion

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we increase language production. The process is a lot like teaching someone to drive. We would never hand our 16-year-olds a manual of the rules of the road, ask them to read it, and then make them take the driving test. To internalize and understand why those rules matter, they need plenty of behind-the-wheel experience in a safe and supported driving situation.

A Wonderful Problem to Have

Nearly two years later, as I walk past Parker's Spanish classrooms I hear more Spanish than I ever did

before. Teachers and students alike are staying in the target language and many of them keep on speaking Spanish when they enter the hallways. Early last year a student complained to me that when she leaves Spanish class she can't get it out of her head; she often wants to speak Spanish with her other teachers. Her classmates agreed; they, too, find themselves speaking in Spanish with peers in the hallway. This is a tremendously wonderful problem to have, I told them: fine evidence that our program was moving in the right direction.

Alums and Spanish

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at Bennington College. "I love thinking about the way we use words," she said, and since Parker days she has chosen Spanish as a means of shaping and expressing identity. For example, "I felt a little lost as a language student until I learned how to express who I actually was in Spanish," she said. So because laughter is central to Gale's sense of self, using humor and puns in Spanish was a milestone. Trained in the immersive methods of Organic World Language, Gale has also served as a mediator (on Parker's JC and later at college), and study and conversation in Mexico, Peru, Chile, and even Oakland, California enriched her language skills. Next year, blending Spanish and mediation, she will serve in rural Colombia as a human rights witness with the Fellowship of Reconciliation program. Gale knows the experience will push her language deeper, as she once again "flexes and tries different things and messes up." That is where the learning happens, she said. Her message to reluctant Spanish students: Don't worry about errors. "Just speaking—no matter what else you are doing, what you are saying, or how you are saying it—allows you to make progress."

THE ANNUAL FUND DONORS

The Parker School expresses its profound thanks for the generosity of those listed below, whose contributions have made Parker's Annual Fund a success.

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Listed above are gifts received from March 2013 to September 2013

Class Notes



Portrait of Tom Gibson (2000) by his Parker classmate Amanda Cadogan.

2000

AMANDA CADOGAN lives in Oakland, CA with her “little” brother, **DYLAN CADOGAN ('08)**. (“It’s so fun to live together as adults!”) She’s painting a lot, and recently finished a portrait of **TOM GIBSON (2000)**. She is looking forward to a visit by **SANDRA BROWN (2000)** to the Bay Area this fall and was delighted to see **ROSA MILLER (2002)** last summer. Amanda is a financial aid counselor at California College of the Arts, where she helps fellow artists understand money. Life in the Bay Area is good, she says, and she hopes Parker people will look her up and check out her paintings at amandacadogan.wordpress.com.

EMILY KNUPP RIORDAN was on the Today Show on September 26 to promote Green Apple Day of Service, the program she manages at the U.S. Green Building Council. This year’s event saw more than 2,000 school improvement and community service projects take place across the country and around the world. Please check out mygreenapple.org to learn more.

2001

CASEY PALMER graduated summa cum laude from Fitchburg State in May, majoring in psychological science with a concentration in cognitive science and a minor in art. She was also inducted into Psi Chi, the international honor society for psychology. Eventually she plans to pursue graduate degrees in applied animal behavior. She currently manages a local dog daycare and in her free time she trials her border collie, Fly, who is the third highest titled veteran rally dog in the country.

2002

ROSA MILLER and her husband welcomed their daughter Sonia Carolina Johnson, born in Oakland, CA on July 19, 2013. Sonia’s doing great, and Rosa is loving the time she gets with her while she’s on maternity leave. She’ll go back in January to teaching 4th and 5th grades in Oakland.

2005

LAUREN PERREAULT studied journalism at Northeastern University and while there took a job as a personal trainer to make some extra money. She fell in love with training and by 2007 was doing it full time while still in school and then after her 2010 graduation. By January 2013 Lauren and her boyfriend Jason (also a personal trainer), had opened their own gym, Achieve Fitness. The response from their Somerville, MA community has been “incredible,” winning them local honors as Best Gym, Best Fitness Trainer, and Best Fitness Trend. “Our focus on getting people results and on building a supportive fitness community within the gym has helped to make us successful in our

first year in business,” writes Lauren. “We look forward to the years ahead!”.

KATIE GAPINSKI ADAMSON graduated this past spring from Assumption College with her masters in counseling psychology. She’s now working as a mental health therapist at a counseling center for kids and families in Worcester. “I chose counseling because I want to make a difference in people’s everyday lives and help them live the most satisfying lives they can,” she writes. “I also love teaching people about the mind-body connection and how to take care of themselves.”

On September 1, **KAITLIN ROOP** married Rich Brinley at Searles Castle in Windham, NH. “It was a gorgeous day and a night to remember! I was able to share this special day with my wonderful family and friends including several of my Parker classmates from the Class of 2005: **EMILY BROWNING, ASHLEY HILL, ELIZABETH WHALLEY, SARAH GORDON, LAUREN PERREAULT, and KATIE GAPINSKI ADAMSON.**”



Sonia Carolina Johnson is the new daughter of Rosa Miller ('02) and Ben Johnson, who live in Oakland, California.

2008

Lance Corporal **SEAN MURPHY** is serving active duty in the Marines. He currently is on a nine-month deployment aboard a naval ship in the Mediterranean Sea.

2009

KAYLA REEVES graduated in May from Clark University with a degree in sociology and education and stayed on to study for her masters in public administration there. She works part time at Clark as well as part time as an assistant to the talent acquisition team for an education nonprofit in Boston. After graduation next May, Kayla hopes to find a job in the health care administration field. Thanks to a thoughtful nomination from her brother **KYLE ('07)** she also now serves on the Board of Trustees at Parker!

CONOR DRALEAU earned bachelors degrees in both sports management and business administration at the University of New England, where he just finished his final year of college basketball. He now works in Sarasota, Florida for a company called Impact Basketball, doing training, coaching, and basketball operations work.

2010

This past summer **MAX GREENBERG** was fortunate to have a second internship at General Electric Company in its oil and gas division, where he worked in commercial IT, enhancing the company's salesforce.com platform. After graduating in January 2014 from Syracuse University, Max will begin a masters program there in information management. He continues to lead the Streaming Media team of 19 staff at SIDEARM Sports, which facilitates live

streaming for 200 college athletic programs around the U.S. In his final months as a college senior, Max is "living it up!"

2011

JACQUELYN SAGANICH recently moved to Orlando, Florida, where she will soon be working for Disney. She became a personal trainer this past summer and is working toward her bachelors degree in exercise science and nutrition. After college, she plans to continue her education to become a physical therapist.

2012

After Parker, **ALEXANDRA FELTON** enrolled at Wheelock College in Boston to study developmental psychology, then joined AmeriCorps through Wheelock and spent a rewarding year in its Jumpstart program. Having received her preschool teaching certificate and the Segal Award Scholarship, she moved with her family to Los Angeles, where she is working as a dance instructor. She plans to continue her studies while teaching dance, then transfer to UCLA and complete a B.A. in World Arts and Cultures, with a minor in Spanish.

KEATON BRANDT is studying computer and systems engineering at Rensselaer Polytechnic Institute. Along with a couple of friends, he has just founded a company called 3am LLC, which makes custom websites and online tools for musicians. Keaton also spent a week last summer at a development camp at Google headquarters in California, learning about their latest technology.

2013

For the first time in 11 years, **SUJI YI** went to Korea and spent the summer there, a "truly amazing" experience.

Traveling alone, she says, gave her the freedom and time to discover who she is. While in Korea, she took a week-long trip to Thailand with her aunt, "another amazing cultural experience." Suji is loving her first year at College of the Holy Cross; she still participates in student government and mock trial but has also taken up new activities, like ballroom dancing. While enrolled in the Holy Cross pre-business program and trying for its highly competitive accounting major, Suji also wants to study psychology.

In her second week at the Savannah College of Art and Design (SCAD), **CHRISTINE EVERDELL** reported that she was "loving it" and that "the city of Savannah is awesome." She had just made the equestrian team and will be starting with lessons and workouts this fall. Going to a school that is so far from home, she says, was "the best decision she could have made."

FORMER PARKER FACULTY

PATRICIA SANTOME COURTNEY taught Spanish in 2004 and 2005, and writes, "Parker changed my life! I still can't believe how much I learned from the students and the staff about how to learn to learn." She loves the Parker Way and her dream is to start a similar school in Madrid or in London, where she currently lives with her husband and two kids. "I miss you!!!"

GRADUATES AND FAMILIES!

Please send news and photos of what Parker alums are doing. Email kdrew@parker.org or call Katrina Drew at 978-772-3293 ext. 164.

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From the Board Chair

Dear Parker community,

My own experience of how language opens doors comes from my work in



the refugee camps of Thailand and as a Peace Corps volunteer. When people in the U.S. hear me speaking Thai, they consistently ask

me two things: "Was it hard to learn?" and "How can you still speak it twenty years later?"

Learning Thai was easy: it swirled all around me and I had no choice. A simple trip to the fruit market made me ask a question and understand an answer a dozen times. The more time we spend practicing a skill, the more likely we are to master it. Immersion makes that much easier, as Parker's

shift to Spanish immersion shows.

As for question two, it assumes that I have no chances to use my Thai (and other language) skills here in Massachusetts. Yet when we don't speak a language, we have no idea that it is all around us. Knowing Thai changes the way I move around and interact. In the last month I've spoken Thai with Bangkok tourists at Copley Square, Lao-American friends in Sterling, and Parker's own Clay Hobart. I've spoken Khmer at Idylwilde Farm and Hungarian with a toddler. Now may be my time to learn Spanish, because it's all around us, too!

Yours truly,

Cheryl Coonahan

Chair, Parker Board of Trustees

The Parker Way

FALL 2013

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Please send news and photos to KDrew@parker.org. For ongoing news and information, visit Parker's web site, www.parker.org.