

**WE'RE  
15!**

# THE Parker Way

## A Leadership Transition at 15, as Parker Looks Back and Ahead

*by Kathleen Cushman*

As Parker marks its 15th anniversary, 2010 also brings a school leadership transition that underlines its history of pulling together in times of change. After Principal Teri Schrader departs in June, longtime Parker teacher Diane Kruse will serve for one year as Interim Principal, allowing time for a measured search for Teri's replacement.

A committee of three faculty members, chosen by their colleagues on the 14-person Leadership Team, submitted Diane's name on March 22 to the Board of Trustees, which had charged the Leadership Team with determining who would lead Parker in the interim year, and how. It was "a very Parker-ish process," said Chair Anne Perkins after the Board's unanimous vote of agreement.

Kruse's one-year position commences in July, as the Board opens its search for a principal to fill the long-term position starting July 2011.

Diane Kruse began teaching at Parker in 1999 and has led the MST Domain since 2004. She has served Parker in many teaching and leadership roles, including as a faculty member of the Board of Trustees

*continued on page 2*



*The first 122 students of the Francis W. Parker Charter Essential School in 1995. Our 15th birthday issue looks back and ahead.*

**Celebrate! Massachusetts Department of Education has renewed Parker's charter for five more years**

## Letter from the Principal

Dear Parker friends,

One night in March, we set our clocks an hour into the future, knowing that at two A.M., we would be “springing forward.” I’ve always loved that idea of springing: the thought of being airborne, leaping somewhere, is so much cooler than walking. So rushing headlong into spring, the season of energy, light, and vigor, seems one of the best things in life—and spring-time in school is the best of the best.

It is the nature of good schools to be constantly in motion, thinking about how we might improve this, revise that, always looking ahead. My fourteen years at Parker have filled my life with a continual sense of springing—and with learning beyond my wildest imagination.

In this issue celebrating Parker’s first fifteen years, we hope to create a sense of collective memory, communal acknowledgement of the long and often challenging road we’ve paved as we developed our school to be more than an idea. Few other schools have dared to stare down convention and dissect tradition as Parker has, in order to support true learning and new ways of thinking and doing. I know no other school as dedicated to the understanding, expression, and enactment of the Ten Common Principles. It has been my great good fortune to have spent the past fourteen years as a member of our community.

As I write my last Parker Way letter, I am hoping that this spring will



not move too quickly, and that there will be some time for enjoying the view. Our school has become much more than an idea. It is a real, living, breathing expression of the best thinking and the best efforts of a phenomenal group of students, educators, parents, and friends. Parker at fifteen is a testament to the power of collaborative work, courageous thinking, and commitment to beautiful work on behalf of students, their well being, and their learning.

I arrived at Parker School in July 1996 certain that I would not be up to the job of providing support and leadership, but willing to spring ahead out of a newfound love for this school. I have learned far more than I have taught, and leave with profound gratitude for the privilege of serving this remarkable community.

Happy Spring!

A handwritten signature in black ink that reads "Teri Schrader". The signature is fluid and cursive, with a long horizontal stroke at the end.

Teri Schrader  
Principal

## Interim principal named

*continued from page 1*

since 2004. In 2003–04, she took a one year leave to teach in Belgium.

The nominating committee that chose Kruse was selected by colleagues on the Leadership Team and consisted of Debbie Osofsky (advisory coordinator), Deborah Chamberlain (Wellness teacher and Division 2 coordinator), and Sue Massucco (AH Domain leader). Teri Schrader guided the Leadership Team in creating the job description and later gave input to the nominating committee.

Kruse was among six faculty members who applied for the interim position. Before their interviews, said Osofsky, all applicants proposed an interim leadership structure and how they would fit into it, as well as describing the impact on their current responsibilities of taking the new position.

The team put high value, she said, on maintaining the academic integrity and culture of the school, building upon existing collaborative leadership structures, and ensuring sound operational and organizational functions.

“I am looking forward to the challenges of this upcoming year,” said Kruse, “and am deeply grateful for the support and hard work that our leadership team and our entire faculty are willing to provide in the year ahead.” **P**

## Alive and changing, yet Parker stays its course

by Deb Merriam

In Parker's early years, parents, students, teachers, and the school's founders collaborated virtually every day to create the idea and the reality of Parker. Our working metaphor was building a car as it rushed down the highway at 65 miles an hour. "I need a door!" (or a Division 2 program), we would shout, and a group would come together and think that need into an accomplished fact. We didn't often have the luxury of pondering where our car was going (although we could tell it was somewhere good). And certainly no one spent any time meeting about where and what Parker would be fifteen years out!

Now that those fifteen years have passed, it's amazing how hardy the car we built is. For example, Parker's earliest students would tell you a funny (almost true) story about having a new schedule every week in our first semester in 1995. But what's more notable is that our current schedule is fundamentally the same one that we adopted in January 1996. We've tweaked it and revised it, of course, but it is entirely recognizable. And that's not because we've been lazy or complacent. Time and again, we have revisited our schedule, and it is the right one for us, a



An intrepid group of founding teachers took on the task of figuring out the nuts and bolts of Parker's structures, curriculum, and "criteria for excellence" in summer 1995. Since Parker had no principal that year, the faculty also handled many management tasks.

logistical expression of core philosophies of the school.

Whether your memories of Parker come from Building 2602 (no windows! community meetings in an honest-to-goodness vault!), the move to 49 Antietam Street (windows! a gym!), or the hard-won addition that finally gave us the space to spread our wings, what's most true as we look back is how we have remained true to our school's essence. When I speak with Parker graduates and their families, they often ask, "How's Parker?" I love the way that question subtly acknowledges Parker as a living entity that changes with time. And yet, no matter how its details may have changed, Parker

remains surprisingly familiar to anyone who has ever spent time here. Its students still value their relationships with teachers. Their classes still ask them to do authentic and meaningful work. Reflection and revision are still the key to our success, individually and collectively. By now, our car has been fully built, and that makes a big difference. But the essence of Parker is that we as a community continue to give it regular tune-ups, to make sure we can happily continue on all our important journeys for years to come. **P**

*Deb Merriam, who is Parker's Academic Dean, was one of the school's founding teachers.*

## “Parkerness” considered, in ways large and small

by Sue Massucco

“What Changes?” Early last summer our students and faculty chose this rather apt essential question to guide our learning this year. In a recent conversation with some colleagues, this question, “What changes?” was focused on Parker itself. As we discussed Parker’s future and our hopes for it, we realized that keeping Parker’s “Parkerness” was foremost in all of our minds. The question that arises from this truth, which we all felt resonating deep within each of us, is what exactly is “Parkerness” and how do we “keep it”?

A group of Division 1 students might say that having muffins at 10:45 every day is a pretty spectacular component of “Parkerness.”



MST Domain Leader Diane Kruse will step up as Interim Principal for 2010–11.

As students grow and change, they may add some other elements to the definition: perhaps that at Parker it is okay to be totally oneself, or that learning here feels more personal and real than elsewhere. A Division 3 student might include an adherence to some rather beloved traditions, like camping with teachers or exploring a topic of one’s choice richly and deeply over the course of a year, then presenting that learning in a very public manner. Certainly every member of our community—students, faculty and staff, families, alumni, and founders—will have a slightly different take on what makes Parker Parker. When it can mean so many different things, how can we “keep it” from changing?

While we may not be ready to ask Webster’s to save space for our new word in its next edition, the living definition of “Parkerness” is easier to locate than one might think. Parker’s core, of course, resides in the Ten Common Principles. These seemingly simple and elegant tenets, developed by Ted Sizer, are the lens through which we as a faculty examine our work. Not simply words to decorate our walls, these principles guide us in making decisions large and small. Parker is Parker because we embrace change, we experiment,

we inquire, we personalize. We constantly reflect on whether our choices are true to our commitments to “teach students to use their minds well,” to “teach more by teaching less,” and to eight other equally vital guideposts.

We do love the muffins, and we also deeply believe in the importance of our many curricular and organizational decisions. Our constant belief that every new idea is an opportunity to grow and examine our choices collaboratively through the same lens will allow us to retain our “Parkerness” in our next fifteen years and beyond. We are “what changes,” but only in ways that continually affirm our essential beliefs. “Parkerness” is here to stay. ■

*Sue Massucco serves as Domain Leader for Arts and Humanities.*



## A Tribute to Teri

### Gratitude as an inspiring principal moves on

When I think of Parker, I will always think of Teri. She always puts the kids first and her kind words and demeanor set the positive tone for Parker's culture. Under Teri's guidance, Parker has become the kind of school and community that any child is lucky to belong to. She will be greatly missed! – *Leslie and Vinne Brew, parents of Christopher (2010) and Kaitlyn (2013)*

Teri has always been available for those calming words of wisdom as a friend, a parent, an adviser, and a leader, that we as a Parker family have counted on over the years. – *Elisa Van Auken, parent of Cory and Addison (2010)*

Teri possesses a level of skill, personality and character found in few individuals. She demonstrates optimism, perseverance, integrity, respect, honesty, energy and professionalism in all that she does. Teri is the heart and soul of the school. She makes you feel comfortable when talking with her, no matter what the conversation is about. Teri is accessible to her students, faculty, parents, and community members. She has created a responsive environment where all are welcome and students of all needs and backgrounds feel safe and can learn. She will leave a legacy behind her. She has become part of something very special and meaningful. All who know her and the school understand that she has created a culture at Parker that will endure. A measure of a truly suc-

cessful leader is that the culture of the organization will persevere long after the leader has moved on. There is no doubt that Teri has had a profound role in the leadership at Parker. I am saddened at the thought of losing such an inspirational and dedicated educator but I am secure in knowing that her work and dedication will continue for years to come. – *Amy Emma, parent of Taylor (2012) and Connor (2014)*

Teri leads with the rare combination of fierce intelligence and giggle inducing humor. – *Tassia Thomas, former AH teacher*

Working in collaboration with Teri has been a privilege. Her compassion, humor and forthright communication with students is nothing short of brilliant. As a leader and educator, Teri is exceptional. The Parker community will miss you, Teri, and I feel so lucky to have worked with you! – *Sheila Kelly, school counselor*

Teri is one of the few I have met who was always crystal clear about the vision of the Parker School. Not only that, she was able to share her clarity with me and others from all facets of the school.

Teri writes beautifully. How does that make her a good school leader? She writes so that you take notice and care. She writes so that her message is clear without being directly stated. She writes so that others become motivated.



*Teri and former AH teacher Martha McLure kick up their heels.*

Whether with colleagues, parents, or students, Teri was always clear in stating how decisions made were grounded in the Ten Common Principles. She consistently challenged us to use those principles to guide our work and ultimately the learning of our students. – *Heidi Kulik, former MST teacher and alumni parent of Brenton (2007)*

Every time I am in Teri's presence, I feel like I am blessed to be attending a master class in school leadership. Throughout my final five years at Parker, as a member of Teri's Domain and later her faculty, I always knew that my time would be honored, my voice would be heard, my assumptions would be challenged, and my learning would be paramount. A master teacher, Teri led every meeting with the same degree of skill and care that

*continued on page 11*



When Parker first opened, community meetings (now called morning gathering) took place on the side lawn of Building 2602.

## GLIMPSES OF A SCHOOL AS IT LEARNED AND GREW



Gateways used to take place four times a year: November, January, April, and June. Above, four students at the first Gateways in November 1995.



The Big End, a celebration on the last day of school, began as Parker survived year one with a mix of relief and pride.



As the school grew, so did its faculty. At left, teachers gather in 2001 for summer planning.



Students on a nature walk in early spring of 2002.



In 2007, students working at the board.



Parents standing outside of Building 2602 on the school's opening day in September 1995.



## Parents talk about what choosing Parker means to them

Complete versions  
at [www.parker.org](http://www.parker.org)

Parker represents an example of greatness by which we now measure all other schools. It was as much a family as it was a school. – *Janet and Ernie Kahane, parents of Jill (2005)*

It has been great to find a learning environment where teachers', students', and parents' opinions are valued on the same level. – *Denise Parker, parent of Emma (2015)*

Parker encourages exploration while demanding a quality baseline performance. Students can discuss any side of an argument because they know how to apply facts and ideas. They learn how to think. – *Nancy Rines, parent of Richard (2006) and Stephen (2008)*

Each member of our family has grown in different ways as a result of our involvement in Parker (which now spans 15 years). But Parker has also helped us understand how to take responsibility for our growth and at the same time how to support and nurture others' growth in learning. – *Judy Gibson, parent of Tom (2000) and Nick (2012)*

I still miss the Parker days. It was the single best educational decision my family has made. As a high school teacher myself, I have the highest respect for the faculty and staff. The culture of community makes all the difference. – *Karen Roduta, parent of PJ. (2002)*

Parker helped us raise our three graduates to be strong independent thinkers. They are well prepared to make decisions in their life because they have had so much practice. They can also define what is important to them because they have been given such great problem solving skills, and a strong moral compass. We couldn't be happier and more proud of the school and our children. – *Tim and Jackie Murphy, parents of Shannon (2001), Danny (2003), and Meghan (2007)*


One watches one's children grow up, discovering that they develop their own capabilities largely independent of your input. How can this be possible? But wonder gives way to gratitude. We think that much of Emily's and Rachel's sense of self-confidence and ability to take initiative derives from Parker's willingness to allow them to find their way. – *Paul and Lisa Eisenberg, parents of Emily (2002) and Rachel (2008)*

Having two adult children who can critically think, speak well, and write well is a true tribute to Parker. It's perhaps no coincidence both our children are now teachers as well as artists. Having worked in traditional public education for thirty years has given me something tangible to compare to Parker. I am so grateful. – *Maureen Wojcik, parent of Cara (2001) and Deana (2003)*

Parker was just a name before it became an amazing, evolving school. Parker became a life style: curious, seeking, reflective, supportive, using what there was and always ending up with more than the sum total. As we used to sing, *Mnogaja Lieta*: "Many More Years." – *Mimmu Sloan, parent of Anna-Laura (2001)*

Parker strongly encourages community involvement, and its members are the richer for it. The rituals of the school year provide oases of comfort, familiarity, and security in times of uncertainty to all members of the Parker community, not just students. – *Art Stoumbelis, parent of Alexis (2000) and Stephanie (2006)*

Many dedicated people are responsible for making Parker the school it is today. There were growing pains and change, but positive change. Parker is a place where every student can thrive, every student is challenged. . . where your opinion and your child's opinion are respected and valued. – *Paula Terrasi, parent of Michael (2003) and David (2009)*

Parker has provided a warm, respectful, challenging and fun place for my children—and for me. I've met so many wonderful students and families from outside our hometown, and many dedicated teachers have truly made a difference in our children's lives. – *Maura Barstow, parent of Erin (2004), Sam (2007), and Tom (2010)* 



THE ANNUAL FUND DONORS

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

Charley and Dodo Ablard \* Jennifer Ablard \* Robert and Teresa Amici \* Anne Anderson \* Maud V. Ayson \* Lynne Bailey \* Patricia Bean \* Berkshire Taconic Foundation, Inc. \* Brian and Luann Berry \* David and Anne Beverly \* Carl Bilgrien and Deanna Saint Souver \* William Blake and Ann-Marie LaBollita \* Arthur and Joan Boghosian \* John Bohannon and Deb Merriam \* The Bosworth Family \* Tanya Bouzy \* The Brandt Family \* David and Jill Brown \* Glenn and Susan Bryant \* Jeffrey and Janine Burnett \* Stephen Byan and Susan Roper \* The Cadle Family \* Wilfred and Karyn Caissie \* James Campbell and Ann Grace \* David and Linda Cass \* Lori Champine \* William and Cecile Christie \* John and Sharon Concannon \* William and Susan Coney \* David Curran, Ph.D. \* The Daigneault Family \* Kara Dalton \* Victor and Linda DeMarines \* Bruce Deyle and Cheryl Albert Deyle \* Steve and Gillian Draleau \* Guilford Dube and Marcia Melanson \* Nicky Dudensing \* The Dufault Family \* Carrie Duff \* Michael and Darlene Dulchinos \* The Dumas Family \* David and Judy Dunn \* Robert and Susan Durso \* Paul and Lisa Eisenberg \* John Ellenberger and Patti Jo Thompson \* James and Karin Ellingboe \* The Erb Family \* Peter Everdell \* Charles Faraci and C.L. Hardy-Faraci \* Bill and Susan Farr \* George and Suzanne Faucher \* John and Judy Fernberg \* Kasey Fletcher \* Judith Formanek \* Lisa Francine and Jordana Shaw \* Joanne Frolich \* David Gandle and Mary Timmons \* James and Laura Giard \* The Giordano Family \* Joe and Ann Glannon \* Krzysztof Grabarek \* Emily Grady \* Tom and Maryellen Grady \* R. Barrett and Pamela Gross \* Michael and Bonnie Haley \* Stephen Herbert and Judy Gibson \* Dave Herbert and Terry Monette \* Richard and Diane Hewitt \* The Hickox Family \* Richard High and Anne Perkins \* Morgan Hills \* Judith and Scott Hilton \* Clayton Hobart \* Phil and Linda Holman \* Frank Honts \* Tom and Gwen Hotaling \* James Ialeggio and Judith Erickson \* Bruce and Deborah Jacques \* Clare Jeannotte \* The Kahanes \* Elisabeth Kanner \* Mark and Wendy Karuzis \* The Kelley Family \* Doug and Erika Kraft \* D. Dane Krampitz and Kristin Odmark \* Laura Kretschmar \* Diane Kruse \* Mike Lally \* Alan Laubenstein \* Allen LeVines and Bernadette Colley \* David and Laurie Light \* Cathy and Tim Lindamood \* Patricia Little \* Windsor and Cynthia Louie \* Nancy Lundy \* The MacDonald Family \* David Magid and Debra Doerfer \* Kristen Magro \* Ritu and Ashish Mahajan \* The Matson Family \* Brian and Lori McDermott \* James McIntyre \* Patrick and Michelle McKenna \* Richard McNally \* Edward and Katherine McNierney \* Gregory and Lynne Mendes \* Linda Miller and Stu Ervin \* Susan Mills \* Anne Montesano \* Susan and John Morris \* William and Kathy Murray \* Ann and Tom Nieva \* Northrop Grumman Foundation \* Peter and Judie Ochsner \* Janet and Kevin O'Hara and Family \* Matthew and Ellen O'Loughlin \* Debbie and Marc Osofsky \* Brenda Panetta \* Parker Recycling \* The Parmelee Family \* Cathy Pearlman \* Pearson/Penguin Group \* Marjorie and Jeff Pechet \* The Pember Family \* Glenn and Pamela Penna \* Thomas P. Perkins \* The Perry Family \* Sergio and Ashlyn Pineiro \* The Plymouth Rock Foundation \* Joseph Pugh \* John and Michele Raudonat \* Raytheon \* Bruce Ringwall and Clare Fox Ringwall \* Timothy and Renee Robinson \* Jackie and Tom Roper \* Hal and Barbara Salzman \* George and Pamela Sanderson \* Stanley and Willa Schneider \* John and Teriann Schrader \* Barbara Seeber-Wagner \* The Senge Family \* Edward and Joan Shankle \* David and Linda Shea \* The Kazanjian-Silvia Family \* Ajeet Jai and Kathleen Jo Singh \* Hal Sizer and Family \* Ted and Nancy Sizer \* Theodore Shoemaker and Natalie Rudolph \* Matthew and Laura Smith \* Paul and Melinda Sowizral \* The Spencer Family \* The Stafford Family \* Paul and Betty Sushchik \* Ginny and Wai Tang \* Jonathan Tang \* Carl Tappan \* The Tappan Family \* The parents of Elizabeth Tenaglia \* Paula Terrasi \* M & M Tessler \* The Thomas Family \* The Todisco Family \* Kristen Toohill \* Mike and Maren Toohill \* Michael and Bridgit Towle \* Philip and Julie Trudeau \* Martin and Paula Turnbull \* Patricia Tuzzolo \* Barbara and Chase Underwood \* UPromise \* Jeff and Elisa Van Auken \* Verizon Foundation \* Dan Vuong \* Ann and Bill Wachur \* The Wallace and Metcalf Family \* Ann Walsh \* Laura Warner \* Susan Whalen \* Debbie and Donovan White \* Catherine Wilson \* John and Johanna Wray \* Catherine Yates \* Jim and Cindy Yennaco \* Chuchol and Bok Yi \*and a number of anonymous donors

## Class Notes

### 2000 10TH REUNION YEAR!

**TOM GIBSON IS** currently self-employed in Asheville, North Carolina. He started his own company, Ironwood Studios ([ironwoodstudios.com](http://ironwoodstudios.com)), which specializes in design/build projects, from jewelry boxes to furniture to homes. Tom graduated from Hampshire College in 2005 with a B.A. in Architecture and the Physics of Sound. For his thesis project he researched and designed a basement recording studio (which he later built). These days Tom is building his own home, playing in a rock band ([thejohndouglascompany.com](http://thejohndouglascompany.com)) that recently released its first album, running his business, and having a lot of fun in Asheville.

**KATE HESEL** is getting her masters in Global Public Health at George Washington University. For her final semester she has a four-month fellowship to work at the AIDS Support Organization (TASO) in Mbale, Uganda. Her work at TASO involves HIV/AIDS testing, community outreach, and designing evaluation plans for sustainable livelihood programs. After that, Kate will travel in Rwanda, Tanzania, and Egypt, then move back to Washington, D.C., and look for a job!

### 2001

**BRIAN MURPHY** is working towards his Masters of Education at Seattle Pacific University in Washington. After majoring in education at Bridgewater State University, Brian moved in 2007 to Washington state, where he currently teaches social studies and language arts at Tyee Middle School in Bellevue. Brian will be married on July 3, 2010 in Akumal, Mexico.

### 2003

**SASCHA LODGE** is happy to report that she survived her first Minnesota winter. After graduating from Kenyon College in 2007, she worked for almost two years at the U.S. Environmental Protection Agency in Washington, D.C., before deciding that cubicle life was not going to cut it. Last fall, she began a Ph.D. program in Natural Resources Science and Management at the University of Minnesota, to study forest ecology. Sascha plans to spend the next four summers wandering the Minnesota woods and researching invasive non-native plants.

### 2004

**JESS NOLLET** graduated from Mount Holyoke College with a double major in Education and Spanish. She then spent another year in Seville, Spain (where she had studied abroad) teaching English to children in a bilingual elementary school. Returning in June 2009, she became a member of the New Teachers Collaborative at Parker, and is currently teaching high school Spanish at a charter school in Cambridge. She still sees her friends from Parker, including Athena Drosos and Bess Farrell!

### 2005 5TH REUNION YEAR!

**KATIE GAPINSKI** earned her B.A. in Psychology in May 2009 from Holy Cross, in Worcester, MA. While there, she was an officer in a peer-education group about drinking and drugs as well as in the college choir. She was also the captain of the women's club soccer team and sang the National Anthem at games for men's and women's basketball, hockey, and soccer. Currently Katie is working at a local social services

agency, as a mental and behavioral health case manager, doing individual and family counseling and care coordination. In the next few years she plans to go back to school to get her doctorate in clinical psychology. In her free time, Katie is training for her second triathlon.

### 2006

**CATHERINE WILSON** is a senior at Bates College in Lewiston, Maine, where she has been studying anthropology. She spent last fall in Chile, where she really improved her Spanish, learned about issues surrounding indigenous education in mainstream classrooms, and increased her interest in teaching English. This past summer, Catherine taught ESL for adults and helped organize a camp for Somali refugee children. Now she is enjoying her last year of college, captaining her Ultimate Frisbee team, and trying to figure out the steps from here.

To avoid panic, **JAKE YARMUS** likes to reflect, recognizing that what seemed like mistakes usually turn out okay. (Except for the time he drank from the holy sink in Ecuador. That was just a mistake.) Jake says that college has been an amazing experience. He has had a well-rounded education, majoring in politics, but focusing on economics, environmental studies, journalism, and history. He studied abroad in Ecuador, played competitive Ultimate Frisbee, and sampled all of the extracurriculars he could. He loved it, but without a doubt he is ready to get out, and looks forward to teaching, traveling and radio journalism—and of course waiting tables—as they all interweave through the next era of his life.

## 2007

**CARL TAPPAN** is a junior at Olin College majoring in Electrical Engineering. He is working with Luminaire, an espresso equipment startup company that is redesigning the espresso machine.

## 2008

**ANNE DUFAULT** is a sophomore at Skidmore College in Saratoga Springs, NY. As a theater major, she is studying acting and directing.

**ARIELLE SCHLICKMAN** attends Colorado University in Boulder, where she is studying in a B.F.A. Studio Arts program. She has a double minor, in both Japanese and Technology Arts and Media (TAM). Arielle has won a full scholarship to study abroad in Japan next summer.

## 2009

**LAUREN IRWIN** attends Loyola University in New Orleans. She is studying journalism and psychology and made the dean's list with a 3.74 GPA. She just accepted a bid to the Alpha Chi Omega sorority and has been doing volunteer work around the city. Lauren enjoys Louisiana, especially the Saints winning the Super Bowl and her first Mardi Gras. She says that just like Parker, Loyola focuses on all aspects of her life, not just the intellectual portion. Before attending college, however, she never had to cram for a test by mindlessly memorizing terms.

## GRADUATES AND FAMILIES!

*Please email news and photos to [kfolger@parker.org](mailto:kfolger@parker.org) or call Katrina Folger at 978-772-3293, ext. 164*

## Tribute to Teri

*continued from page 5*

she expected us to apply to our lesson plans, and she always held the best interests of the students at the forefront of every conversation. I remember many times taking notes not only about the content of the issue at hand but also at Teri's brilliance in enabling multiple perspectives to surface constructively, drawing out the "soft voices," moving the discourse from complaint and blame to reflection and action, and zeroing in on the possible. In a roomful of workaholic, over-achieving perfectionists, Teri masterfully conducted the orchestra so that all parts played harmoniously together.

In my estimation, Teri is to school leadership what Yo-Yo Ma is to the cello, Michael Jordan is to basketball, and Nelson Mandela is to freedom. She exudes integrity in her every action, cultivates the gifts of each individual, and knows that good process leads to better outcomes. Best of all, as great as Teri's work is, it is never about Teri. She would much rather bequeath the glory to others than be in the spotlight herself. For this brief moment, however, I hope that this tribute allows Teri to be in the spotlight that she so clearly deserves. – *Jed Lippard, founding Parker teacher; Prospect Hill Academy Charter School principal*

### NEW CHILDREN

**KRIS GRABAREK** (Division 2 MST) and wife Iris adopted a new daughter, Sheena, 6, last summer. She joins her big brothers, Julian and Theo.

**MICHELLE MCKENNA** (Business Manager) and her husband, Patrick, welcomed a new baby girl, Carina, last June. She joins her sister, Calissa, 2.

**JOSIE DULLES** (Division 3 AH) and her husband, Aaron, welcomed a new daughter, Beatrice Daisy Dickson Dulles, on November 9, 2009.

**LIZ LEIDEL** (Division 1 AH) and her husband, Jesse, welcomed their new son, Foster, on February 11, 2010.

**MICHELLE TARDIF** (formerly NTC and AH) and Jen Capalbo had a baby

daughter, Sophie Tardif-Capalbo, on February 15, 2010.

**SEEWAN ENG** (former AH teacher) and her husband, Tim Nunes, had a baby girl, Jaeda, on March 21, 2010.

### WEDDINGS

Former Parker teachers **JEN SPINGLA** (Div One MST) and **ALYSSA KELLY** (Div Two AH) were married last July. The happy couple met at Parker in 2003 while both participating in the New Teachers Collaborative program.

### IN MEMORIAM

Parker was saddened to learn of the death of former student **MAIA McDERMOTT** on February 20, 2010, from injuries sustained in an automobile accident in Boylston.



Francis W. Parker Charter Essential School  
Theodore R. Sizer Teachers Center  
49 Antietam Street  
Devens, MA 01434

PRESORTED  
NON-PROFIT ORG.  
U.S. POSTAGE  
PAID  
PERMIT #37  
AYER, MA

ADDRESS SERVICE REQUESTED

## From the Board Chair

### Dear Parker community,

This issue of the Parker Way is one of celebration—of Parker's 15th birthday

and the renewal of our charter to be sure, but more fundamentally of the people who got us here: the teachers and students and parents,

the founders and trustees and community members who together have helped build a school that holds true to its original principles.

Parker at 15 is a school where students learn to use their minds well, where each child is known and their learning personalized, and where the wisdom and experience of teachers is valued and given voice. And that is something to be proud of. As we end this chapter of Parker's life,

the Board of Trustees does so with gratitude to outgoing Principal Teri Schrader for her role in shaping the school we have today.

We look forward to working next year with respected teacher and Board colleague Diane Kruse in her new role as interim principal, and to commencing a thoughtful principal search for 2011. May we enter this next phase of our history with the same attributes we see in our 15-year-old students: a sense of humor, an appetite for learning, and a belief in the possibility of changing the world.

Sincerely,

Anne G. Perkins

*Chair, Parker Board of Trustees*

## The Parker Way

SPRING 2010

The periodical of the Francis W. Parker Charter Essential School and the Theodore R. Sizer Teachers Center. Published twice yearly in the fall and the spring.

Editorial Director: Kathleen Cushman

Managing Editor: Katrina Folger

Contributors to this issue: Kathleen Cushman, Katrina Folger, Rebecca Kane, Deb Merriam, Sue Massucco, Anne G. Perkins, Teri Schrader

Please send news and photos to [kfolger@parker.org](mailto:kfolger@parker.org). For ongoing news and information, visit Parker's web site, [www.parker.org](http://www.parker.org).