

## Patricia Hunter

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**From:** Teresa Gerchman <TGerchman@innovativeschools.org>  
**Sent:** Tuesday, November 24, 2015 12:28 PM  
**To:** Patricia Hunter  
**Subject:** FW: April Hours

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**From:** Keina Hodge  
**Sent:** Tuesday, November 24, 2015 12:10 PM  
**To:** Teresa Gerchman  
**Subject:** FW: April Hours



**Keina Hodge, M.A., MBA**  
**Sr. Project Manager**  
100 West Tenth Street, Suite 403  
Wilmington, DE 19801  
Office: 302-656-4737, Fax: 302.358.2645  
Email: [khodge@innovativeschools.org](mailto:khodge@innovativeschools.org)  
Website: [www.InnovativeSchools.org](http://www.InnovativeSchools.org)

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**From:** Charly Adler [<mailto:charlyadler@gmail.com>]  
**Sent:** Friday, May 15, 2015 12:18 PM  
**To:** Keina Hodge <[KHodge@innovativeschools.org](mailto:KHodge@innovativeschools.org)>  
**Subject:** Re: April Hours

April 8, 9, 10 - Tricia and Teresa visited the Providence and we met for planning and reviewing candidate applications. In addition I have taken part in Skype interviews on four separate days of candidates and made reference calls for the LTI coordinators. For this, i billed for a total of one day.

April 14, 15, 16 - Came to Delaware for three days of LTI coordinator and advisor interviews.

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Charly Adler  
Director and Senior Education Consultant  
**Organized Curiosity**

cell: 401-714-8383  
Skype: charlyadler  
Twitter: are you kidding me?

*Who will tell the Emperor that he has no clothes?*

On May 14, 2015, at 11:29 PM, Keina Hodge <[KHodge@innovativeschools.org](mailto:KHodge@innovativeschools.org)> wrote:

Hey Charly,

I'm working on our monthly board report for the upcoming DE Met board meeting. Can you let me know the days you worked in the month of April, and the things you worked on with Tricia? I just need to include it in my board report. Thanks!

<image001.png>

**Keina Hodge, M.A., MBA**

**Program Manager**

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---

**From:** Charly Adler [<mailto:charlyadler@gmail.com>]  
**Sent:** Thursday, May 21, 2015 12:09 PM  
**To:** Keina Hodge <[KHodge@innovativeschools.org](mailto:KHodge@innovativeschools.org)>  
**Subject:** Re: Address

Hey Keina,

I'll be in Wilmington June 8-10 or 6 Europe Street, apt 2, Providence, RI. 92903.

Sent from my shoe phone

On May 20, 2015, at 23:33, Keina Hodge <[KHodge@innovativeschools.org](mailto:KHodge@innovativeschools.org)> wrote:

Hey Charly,  
What's your mailing address? Kathy wanted to mail you a thank you note....or when will you be back in Delaware.

<image001.png>

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**Program Manager**  
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**From:** Teresa Gerchman <TGerchman@innovativeschools.org>  
**Sent:** Tuesday, November 24, 2015 12:28 PM  
**To:** Patricia Hunter  
**Subject:** FW: August Dates  
**Attachments:** 1. DE Met DayWeekMonth.docx; ATT00001.htm; Agenda DE PD 8-10.docx; ATT00002.htm; Delaware Met 8-3.docx; ATT00003.htm

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**From:** Keina Hodge  
**Sent:** Tuesday, November 24, 2015 12:08 PM  
**To:** Teresa Gerchman  
**Subject:** FW: August Dates



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Website: [www.InnovativeSchools.org](http://www.InnovativeSchools.org)

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**From:** Charly Adler [<mailto:charlyadler@gmail.com>]  
**Sent:** Friday, September 11, 2015 12:14 PM  
**To:** Keina Hodge <[KHodge@innovativeschools.org](mailto:KHodge@innovativeschools.org)>  
**Subject:** Re: August Dates

Hey Keina,

No, i didn't know that. What is your new position?

August 3 - PD - all day - BPL basics - preparing for Big Bang  
August 5-7 - Had majority of staff in my advisory. Advisory prep, projects, materials  
August 10-12 - Full day PD sessions - see attached for sample agendas  
August 24-26 - First days of school - coaching administration, advisors, debrief and planning/ more interviews

6 Skype interviews for advisors.  
Throughout month - prepared materials specifically for Delaware Met - put on Dropbox.





## Professional Development – August 2015

### First Day, Week, Month Framing Questions

#### First Day

- How will students know that this school is different? (What are the distinctions we want to highlight? What experiences will they have that convey those differences?) What will the students DO to demonstrate their understanding of the differences?
- How will students know that this school focuses on the our theme and innovation? (What do we want them to understand about BPL and innovation? What activity/ies will give them that understanding?)
- How will students experience...
  - That there are adults who will know and care about them?
  - That they *matter* in this school; that they will have *voice and choice*?
- What will be done to “begin with the end in mind?” (ie. College-going culture, expectation that all students will achieve)
- What expectations of students do we want to communicate? (how to treat space and one another, when and how to arrive and leave, etc.) And how will we communicate them?
- How do students experience that they are part of something bigger (than just one school)?
- How do we celebrate the first day?
- How will students know that there are high expectations and that they can achieve?

#### Some suggestions:

- Community and/or School Scavenger Hunt
- \_\_\_\_\_ Challenge (begins on the first day and ends on the last day of the week-reward with small prize, celebration, etc.)
- Dedicate a staff member to take pictures throughout the day of teachers, staff and students-put into a slide show so the entire school can view.
- School Mural (either a handprint and/or student name on the wall with graduation date)
- Students read short articles or poetry for "homework" that inspires, motivates, and encourages a spirit.
- Tour the building and speak about the importance of first impressions/expectations, etc. (split up the young men and young women for a description of what that means).

## First Week

- What are the key experiences we want students to have?
- How will students continue to focus on the theme in every class on every day?
- What is the central unifying project/s that students are working on across the school or by grade level?
- How will the students be prepared to do rigorous work? (what challenges will they face, and how will they be supported to experience successes and learn from failures?)
- How will students have chances to begin to develop positive, meaningful relationships with adults at the school?
- How will students experience important community partnerships that the school has? (to experience that the school extends beyond the walls of the school, and that there are other organizations and resources connected to the school, available to them as students, etc.)
- How will students learn where they can go for help related to different issues they may be having?
- What is the culminating experience that provides students a forum to demonstrate their learning and growth from the first week, and that allows for its celebration? How do we involve parents, partners and community in that experience?
- How do we ensure that students see the first week as “school” (as opposed to fun stuff that happens before “real school” starts week 2)?
- How will we teach students to be good students? What are some specific actions can we have students DO that will help them achieve?

## Some suggestions:

- Classroom Exchange (Students spend a brief period of time, 15-20 minutes, getting to know each teacher as s/he shares a personal artifact, story, and/or passion/interest)
- Students, staff, and the community all create an artistic puzzle (divide the pieces up, distribute, create, and bring back together for a student artifact)
- Review class schedule
- Create community expectations and post them visibly in the school where students can see.
- Have students/staff put on a fashion show to demonstrate proper and improper dress code (or other ideas/norms that are essential to your community)
- Create a school wide Forum that is facilitated by one or more staff that is engaging and gives kids a good idea about what to expect.
- Have students present results/products/ideas/thoughts/feelings/accomplishments to the school/in groups with the \_\_\_\_\_ Challenges.
- Send home a newsletter, progress report/narrative, and/or positive phone call home that specifically spells out the first week learning goals and celebrations. Be sure to mention that communication will be a weekly practice so make sure that each week students receive progress on their education.
- Take a look at the school calendar, indicate important dates, birthdays, celebrations, milestones and those that students want.



### Next Two-Three Weeks:

- How do we provide a transition into academic classes so that we continue the things begun on first day/in first week, and so that students know that what happened there remains core to how this school will work? (i.e. activities, positive relationships with adults, culture building, having voice and choice in their education, etc.)

Some suggestions:

- Invite lots of people from the community from different professionals to visit the school to talk about their work and their workplaces.
- Revisit ideas, mottos, murals, and/or other great work that was accomplished during the first day/week as a way to cement culture.
- Address issues/concerns/ideas/suggestions and follow up or continue to work on challenges.

### First Month

- What experiences do students have that help them to take ownership for the school?
- What are the unifying, culture-building experiences?
- By the end of the first month, what do students know and what are they able to do related to design and innovation?
- What is the culminating experience that provides students a forum to demonstrate their learning and growth from the first month, and that allows for its celebration? How do we involve parents, partners and community in that experience?

Some suggestions:

- How will the students influence the design of their school over time?

Notes:

Establish a **college** going culture in advisory using activities. A student's choice is that they will have choices and options. Everyone applies to colleges and post-secondary. You can choose not to go only if you have a choice to go or not to go.

Maybe a song and a graphic. Have the students do a school rap around the beat on something like ***Design A Nation*** by Donald Byrd.

Celebrate the end of the first day

### **Week**

Each day of the week needs to represent how the days will be organized. Days should have variation. PMU every day or at least 3 times to start the mornings off.

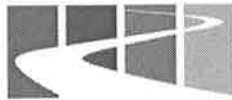
Students need to understand this is a safe place because everyone knows one another and anything can be brought to the attention of an adult and be handled within the school. This has to be demonstrated to the whole group ASAP. Principal plays a big role presenting this.

### **Month**

The month puts it all together. Culture, vision, mission, practice... and at the end of the month students and parents need to know how students are doing.

These activities can take place by bringing the whole school together at the end of the first month and recognizing what you all have done. This is a time to celebrate.

# Courage. Change. Community.



THE DELAWARE MET  
HIGH SCHOOL

**Professional Development - Tuesday, August 10, 2015**

## **Topics:**

### **Learning Plans and First Day, First Week, First Month**

- |                             |   |
|-----------------------------|---|
| 8:30 – 8:45                 | Journal Entries – Share and discuss the process   |
| 8:45 – 9:00                 | Readings – Learning Plan book and Culture section of Advisor Guide 101  |
| 9:00 – 10:30                | Learning Plans – what are they? How do you use them? What will it look like?<br><br>Looking at samples, understanding them, and developing a learning plan that love and cherish – until you don't.   |
| 10:30–10:45                 | Break   |
| 10:45 – as long as it takes | First Day, First Week, First Month <ul style="list-style-type: none"><li>• The schedule</li><li>• The elements</li><li>• The groups – culture, diversity, interest exploration, Who Am I?</li><li>• Plugging it all in to the calendar</li><li>• PMU for first week/month</li></ul> |



## The Delaware Met – Post Summer Infusion and Pre-Big Bang Day

Why do we define what we're doing in relation to what we've done or what we will be doing? Why can't we just be here – now – today?

August 3, 2015

### Agenda

- Summer Infusion
  - Debrief and Reflections – walk and talk with a non-partner (20 minutes)
  - Lessons learned – about yourself, students, the building, the team, weather
  - Looking forward: Confident/Apprehensive/In Terror/Need to know more.....
  - Sharing out
- The Big Picture – the book – Takeaways
  - Take 5 minutes to write down the one most important idea/inspiration from book
- Reflecting on reflecting
- Break
- There's no better time than now to become familiar with the 10 BPL Distinguishers
  - Advisor Guide 101
  - Pick one – all must be taken – become the expert
  - Share your expertise with every other person – 5 minutes each – speed dating style
  - Then, share how your distinguisher will be reflected in the Delaware Met
- Time to Investigate the Learning Goals – Learning Plan Guide
  - Two groups of 5, once again become an expert in one.
    - Empirical Reasoning
    - Communications
    - Social Reasoning
    - Quantitative Reasoning
    - Personal Qualities
  - One person for each LG in each group. Teach others in your group. How is the learning different from traditional subject headings?
  - Discussion

For another time:

- USA Today – A below average newspaper, a great teaching tool
  - Get back in your LG groups
  - Pick an article and one graph
  - Connect to learning goals – where can you go with article or graph?

- Use these rules in your group discussions

**Stage One: Conciseness – getting quickly to the point.**

Select a timekeeper who will watch the clock and keep time for the group. Keep discussing the subject for five minutes. The timekeeper makes sure that **each person talks for only fifteen seconds**

**Two: Listening – “paying attention to what is being said.”**

Select a new timekeeper. Keep discussing the same subject for five minutes, again making sure that each person talks for only fifteen seconds. This time, **each person must wait three seconds after the person before has spoken before he or she may speak.**

**Stage Three: Reflecting: “repeating out loud to the group something of what the person before you has said.”**

Select a new timekeeper. Keep on discussing the same subject, **making sure that each person talks for only fifteen seconds and that he waits three seconds after the person before has spoken before he or she speaks. In addition, everyone who speaks must begin by repeating to the group something that was said by the person who spoke immediately before.** The person who had spoken before has to nod his or her head to mean yes if he or she thinks this reflection is right. The new speaker may not continue until he or she correctly reflects what the person has said.

**Stage Four: Everyone Contributes – “all the people in the group have to speak.”**

Select a new timekeeper. Keep on discussing the same subject for five more minutes. All previous rules apply, as well as a new one: **no one may speak a second time until everyone in the group has spoken.**

- And finally, preparation for Big Bang – dinners to go to, sessions to attend, and things you should be doing.....

## Patricia Hunter

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**Sent:** Tuesday, November 24, 2015 12:28 PM  
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**Subject:** FW: May Dates

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**To:** Teresa Gerchman  
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**From:** Charly Adler [<mailto:charlyadler@gmail.com>]  
**Sent:** Monday, June 15, 2015 11:00 PM  
**To:** Keina Hodge <[KHodge@innovativeschools.org](mailto:KHodge@innovativeschools.org)>  
**Subject:** Re: May Dates

Hi Keina,

- May 1st - 2 x 1 hour interviews via Skype from Prov. - did not bill
- May 11 - 12th - on site - advisor interviews all day plus working with Trish on BPL design
- May 15th (from France) - 3 x 1 hour interviews via Skype - did not bill
- May 20th (from France) - 3 x 1 hour interviews via Skype - did not bill
- May 29th - Skype with Trish 1.5 hours - did not bill

I haven't included the Skype hours in the contract hours/days. In May, 9.5 hours of Skype time. In April there were an additional 7 hours of Skying. Just FYI. As a consultant, i should be billing those hours, but i felt they were important and didn't want to them to come at the expense of on site work. BPL does not know that i do this.

C

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Charly Adler  
Director and Senior Education Consultant  
**Organized Curiosity**

cell: 401-714-8383  
Skype: charlyadler  
Twitter: are you kidding me?

*Who will tell the Emperor that he has no clothes?*

On Jun 15, 2015, at 10:09 AM, Keina Hodge <[KHodge@innovativeschools.org](mailto:KHodge@innovativeschools.org)> wrote:

Hey Charly,  
Working on my May board report. Can you please give me that dates you worked in May along with details of the work completed. Thanks! ☺

<image001.png>

**Keina Hodge, M.A., MBA**  
**Program Manager**  
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**From:** Charly Adler [<mailto:charlyadler@gmail.com>]  
**Sent:** Wednesday, August 19, 2015 2:57 PM  
**To:** Keina Hodge <[KHodge@innovativeschools.org](mailto:KHodge@innovativeschools.org)>  
**Subject:** Re: Dates

July 20-21. Coached staff during summer infusion.  
July 22. Stayed for scavenger hunt and went out with group. Unbilled.

2 Skype candidate interviews. Unbilled.

Sent from my shoe phone

On Aug 19, 2015, at 13:44, Keina Hodge <[KHodge@innovativeschools.org](mailto:KHodge@innovativeschools.org)> wrote:

Hi Charly,  
Can you let me know what days you worked for the month of July and what items your worked on.  
Could you send that by 3pm today? Sorry for the short notice!

<image001.png>

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