



Start at KCTS 9

FOR IMMEDIATE RELEASE

October 24, 2007

Contact:
Daphne Adair
206.443.6791
dadair@KCTS.org

KCTS 9 ANNOUNCES WINNERS OF THE 16TH ANNUAL GOLDEN APPLE AWARDS

In this long-running program, KCTS 9 highlights outstanding contributions to the quality of education in Washington state, providing models for others to emulate and inspiring a new generation of teachers.

SEATTLE—KCTS Television is pleased to announce the winners of the KCTS 9 Golden Apple Awards for 2007—seven individuals and three programs making a positive difference in Washington state education in grades pre-K-12:

Individuals

Kathryn Boudreau-Stroud, Science, grades 6-12, Beaver Lake Middle School, Issaquah School District

Scott Brown, Music, grades 9-12, Roosevelt High School, Seattle School District

Judy Bruggeman, Transition Coordinator, grades 9-12, Enumclaw High School, Enumclaw School District

Richard Byrnes, Music, grades 9-12, Henry Foss High School, Tacoma School District

Mari Knowles, General, grades K-5, Mountlake Terrace Elementary, Edmonds School District

Tracey Lundquist, Fine Arts/Reading, grades K-5, Tyee Park Elementary School, Clover Park School District

Programs

826 Seattle, Writing, grades 1-12 —Teri Hein, Executive Director

Bright Future Program, Vocational Training, grades 11-12, Seattle and other School Districts—Reza Khastou

Community Opportunities for Parenting Education (COPE), Family and Consumer Sciences / Teen Parenting, grades 9-12, Aberdeen School District—Keelee Frost

Stanley O. McNaughton Golden Apple Award

Masako Davison, Reading, grades K-5, Beacon Hill Elementary School, Seattle School District

--more--

"We always look forward to the KCTS 9 Golden Apple Awards as a wonderful opportunity to celebrate some of the most important people in our society—dedicated teachers," says Bill Mohler, KCTS Television President & CEO. "Educators work tirelessly on behalf of future generations, and we are proud to produce a program that, in the words of one recent award recipient, makes people 'happier and more hopeful' about education today."

KCTS 9 sponsors the annual awards in support of the station's mission to enhance the quality of life in its communities by providing meaningful programs that *inform, involve* and *inspire*. The awards were established in 1992 in line with KCTS 9's values of lifelong learning, localism and public service. Each May, KCTS 9 invites students, parents, teachers and community members to nominate individuals and programs epitomizing excellence in education in public and private schools across the state. The 2007 winners were selected from over 200 nominees by a panel including representatives from Alliance for Education, Office of the State Superintendent of Public Instruction, Seattle Public Schools Board of Directors, and Washington Education Association, as well as several local educators.

The Golden Apple Award winners will be honored in ceremonies held January 2008 in Seattle. Elected officials and education leaders will be among the invited guests. As part of this recognition, each winner will receive a "Golden Apple" statuette; individual honorees will also receive \$250, and each winning program will receive \$500. PEMCO Insurance also will award each Golden Apple recipient a \$1,500 grant to support their classroom, school or educational program. The winners will be featured in a prime-time broadcast on public television stations statewide in February 2008. (Stations' airdates to be announced.)

Established in 1998, the Stanley O. McNaughton Golden Apple Award recognizes educators whose commitment to excellence inspires students to attain success in academic and/or vocational areas. The award seeks to recognize teaching that enhances students' ability to think and act both logically and creatively, and to work effectively both independently and as part of a team. The award is named for the late Stanley O. McNaughton, CEO of PEMCO Financial Services. Throughout a highly successful business career, McNaughton was first and foremost a teacher—a person who believed strongly in "lifelong learning" before the phrase was ever coined. McNaughton's commitment to excellence in education and his active support of the Golden Apple Awards contributed greatly to the growth and success of the Awards.

The statewide Golden Apple Awards program is sponsored by KCTS 9 and funded by PEMCO Insurance.

###

2007 Golden Apple Awards – Winners' Profiles

Individuals

Kathryn Boudreau-Stroud, Science, grades 6-12, Beaver Lake Middle School, Issaquah School District

Kathryn Boudreau-Stroud, like many teachers, believes her students will learn only if they want to learn—and that she can create that desire with just a little cognitive dissonance, prompting students to seek out answers in the scientific method. In the classroom, Kathryn uses newspaper articles, puzzles, poems, riddles and odd facts—for example, that 500 years ago people cleaned their teeth with urine, which usually catches the attention of middle school students—to provoke inquiry. Guest speakers in the classroom inspire students as they grasp the real careers and major successes possible in the sciences, including retired NASA scientist Bill Stroud, who worked on the Manhattan Project, and inventor Charles Studebaker. Kathryn believes students should leave her classroom with an appreciation that "we live on this planet and ought to know how it works—the physics and geology of what we walk upon daily." She knows that it can't all be learned in the classroom, which is why her students participate in field trips regularly, from visiting Central Washington University to learn how to communicate with chimpanzees, to visiting the Grand Canyon where, Kathryn says, "text books jump alive as students... pick up fossils, hike the Canyon, smell the sulfur springs [and] watch volcanics in action." As they "stretch themselves in new environments... Students cannot help but grow emotionally, culturally and socially," she says. Kathryn has been earning accolades, including an Emmy for her documentary on successful addiction treatment programs, since she began her teaching career in Vancouver, Washington, many years ago. Perhaps the secret to her success lies in how she empowers students; she expects them to catch errors in her lessons, to teach one another, and even "to make boring teacher[s] interesting" by their interactions with them. After decades of teaching, Kathryn still finds joy in her students' "aha! moments" and captures her reasons for teaching in her rhetorical question upon forming a whole new Science Olympiad class: "Who knows what may transpire?"

Scott Brown, Music, grades 9-12, Roosevelt High School, Seattle School District

For 23 years, Scott Brown has been Director of Bands and Vocal Jazz at Roosevelt High School, where he has built a wide-ranging and highly successful group of student musicians. The successes of the Jazz Band, which has twice in the past five years won the prestigious, national Essentially Ellington Competition at Lincoln Center, and of the Marching Band, which performed in Dublin's 2005 St. Patrick's Day Parade, have led to Roosevelt's reputation as a de facto music magnet school. However, it's not only elite students who benefit. Scott has built a musical program one parent calls "the Marine Corps of music programs" that includes Symphonic Band, Concert Band, Marching Band, Vocal Jazz, Jazz Band, piano classes, the new after school "jazz lab," and a new digital recording and CD production studio. These classes and projects allow hundreds of students to participate in this acclaimed program. Still, parents and students write about the "band family" and how well Scott personally knows every musician and endows each with the understanding that "excellence is not only desirable—it is absolutely a sure thing!" To support his students' learning, Scott has built relationships with like-minded community organizations such as KPLU, Earshot Jazz and Starbucks. He actively works with parents on two booster committees and accomplished Roosevelt alumni return to work and perform with the students. And ultimately, it's not just about the music, as one parent writes: "Scott Brown's band [is] the ticket to better things."

Judy Bruggeman, Transition Coordinator, grades 9-12, Enumclaw High School, Enumclaw School District

For six years, Judy Bruggeman has worked as the Transition Coordinator at Enumclaw High School, developing the Transition Program to better serve special education students as they move from school to independent living and paid employment. Judy places students in volunteer job positions on- and off-campus. She says that her role as an educator is to find each student's special *ability*, and that the fun part of her job is creating an environment where finding that special ability is possible. "Providing a realistic setting for students to learn is very powerful," she says, so she found a way to pay her students in script and maintain a Market Place where they can shop for items donated by World Vision, parents and the community. How did she do it? Her

students do it—they run the store, manage the inventory, write paychecks on the computer, manage the cash register—and they manage their own savings and checking accounts. Judy also wrote a grant and was awarded \$1500 by the Muckleshoot Indian Reservation that enabled her class to start a business, Quality Transition Products or "QTP," complete with CEO, President, Secretary and Treasurer positions and products such as brooms, business cards and greeting cards. Profits are directed toward field trips and the annual Appreciation Luncheon, which the students put on to thank donors and supporters. She also determined, as the program grew, that they needed a more efficient way to get students to and from work; she applied through Metro Transit's used vanpool van donation program and received two vehicles, allowing the program to reach the Kent, Auburn and Orting areas. Judy recently was selected by the 27,000-member union of public school employees as their Employee of the Year and her colleagues at Enumclaw report that "she has helped shape a program in a small school district that is comparable to or better than that at any large district."

Richard Byrnes, Music, grades 9-12, Henry Foss High School, Tacoma School District

The Foss band program that Richard Byrnes joined in 2001 was described by parents as "not running smoothly," "in disarray" and "severely under funded." Even equipment storage and maintenance were virtually nonexistent due to lack of funds. But by 2004, writes one nominating parent, the program was producing students who would go on to careers in music and attend schools such as the Berkeley School of Music. Richard is a talented musician and teacher who took the reins and lead by doing—writing missing segments of scores, creating brand-new exercises and adding concerts to the schedule—and by establishing systems in which the students become self-motivated leaders. In addition to music theory and performance tests that each student must individually pass before moving on, students run a democratically-created Band Council in which they are responsible for all aspects of the program—including fundraising, concert preparation, transportation issues, leading parent booster club meetings, instrument, uniform and music issuance and inventory, and publicity—giving them a solid background for any career or academic course they might pursue after high school. Richard also offers an accredited International Baccalaureate Course, a two-year program after completion of which students may sit for the IB Music Theory Exams. Not only are concepts addressed that are often left for college-level music theory classes, but Richard literally gives the students the baton to lead the band themselves. One student writes, "I was always motivated to progress just a little more so I could test my friends... [who] Mr. Byrnes urged to play louder, write their own music and take pride in their creations. In a school that has weathered student shootings, poverty and racial tensions, Mr. Byrnes was able to bring students together through the Band and nourish a love for all music."

Mari Knowles, General, grades K-5, Mountlake Terrace Elementary, Edmonds School District

Mari Knowles wholeheartedly believes she's in the right profession. "I have the best job in the world. There is no where else that I would rather be than in room 7 with whatever group of kids are given to me," she writes. And, other teachers seem to agree that both the students and other professionals love to be in room 7 alongside Mari as she assiduously works to create connections that bring learning alive for her students. Her students can't help but get involved and excited about learning; when they study the life cycle of the salmon, it's by watching them grow—literally before their eyes in the classroom. Science lessons are found in making fudge, reading food labels and cooking vegetarian chili with Beecher's Cheese representatives; and geography is just a side benefit to meeting and virtually following the travels of an Antarctic penguin researcher. As a result, her students become natural learners and teachers; after a trip to release salmon into the creek, they noticed litter at the release site and before long had researched recycling and launched a school campaign to teach other classes what they'd learned and guide them to recycle. Mari not only calls upon the community to help, she also wrote a grant to provide one computer for every two students in her classroom so her kids can learn more about subjects from Tasmanian Devils to Louis Armstrong to the Smith Tower. Students in Mari's classroom have been overheard saying "Things that were hard are easy now." A colleague reports, "I heard a sixth grader say Mrs. Knowles is her favorite teacher once. I asked her what grade she'd had her for a teacher. She said she didn't have her, but wished she had."

Tracey Lundquist, Fine Arts/Reading, grades K-5, Tye Park Elementary School, Clover Park School District

Tracey Lundquist has been a classroom teacher for 23 years and calls herself "something of a maverick" due to her unflinching passion to develop and teach a unique curriculum that allows room for everyone to succeed—even the most disadvantaged kids in her Title 1 school. "Nothing is more rewarding than the glow of success shining in the eyes of those who may have once thought such a feeling of achievement impossible," she writes. Every challenge is an opportunity to Tracey. She has brought the retired United States Chairman of the Joint Chiefs of Staff, General John Shalikashvili, to speak to her classroom—"Imagine the thrill my kids experience when he now appears yearly in our humble little school district in the projects of South Tacoma." Tracey has given her students experiences they might otherwise never afford by taking them to Benaroya Hall and Fifth Avenue Theatre through support she solicited from local businesses. When it's not feasible to take her kids to a location for on-site learning, Tracey has been known to take her video camera and bring the location back to the school, as she did at Pearl Harbor. Students become involved in class to the point where the school librarian runs out of titles on the topics she teaches and, as nominator Robert Farster, Sr., writes, in spite of "unthinkable" challenges the students face in their home lives, "they can hardly wait to get to class" each day. It's not just the students she has touched; her community involvement efforts via her class's Veterans Day programs have resulted in a long-term relationship with McChord Air Force Base, resulting in annual visits and other field trips, school supplies and events financed by the Air Force.

Programs

826 Seattle, Writing, grades 1-12, Seattle School District—Teri Hein, Executive Director

Since October, 2005, 826 Seattle has offered free, drop-in tutoring after school for kids from first grade through high school seniors. By December, 2005, the organization had begun field trips to local schools, and soon thereafter they had a full calendar of free writing workshops ranging from "Cover Stories" to "How to Find a Fake Bloody Eyeball." Children and adults, including teachers, flock to 826 to participate in the wild, weird and overall fun approach to learning how to communicate well through the written word. The organization's willingness to go off the beaten path also includes long-term relationships with the students at Seattle's John Marshall Alternative School, working with at-risk students over the course of the school year and producing a book of their writing as a final project; as well as the Geoduck Publishing, in which school groups publish stories on-the-spot; and workshops with professional novelists, comic artists and poets. "Children, community volunteers and educators are transformed" by their experiences with 826 Seattle, writes nominator Simone Jones of the Washington Reading Corps/Solid Ground. The center reaches out specifically to schools in poor communities, to students of color and to English-language learners, in addition to serving any children who come in for drop-in tutoring, and all students who already love to write. Ultimately, Simone writes, "kids involved with 826 Seattle come well prepared for classroom instruction... they are less likely to fall behind and more likely to be successful. This has a huge ripple effect that has the potential to transform whole classrooms, peer groups and communities."

Bright Future Program, Vocational Training, grades 11-12, Seattle & other School Districts—Reza Khastou

The Bright Future Program was started in 1998 by Reza Khastou at John Marshall Alternative School to take advantage of the high quality programs offered by Seattle's community colleges and provide assistance to at-risk students who might not otherwise graduate from high school or take advantage of vocational training options. Students in the program are dually enrolled in their high school and community college program, completing a high school diploma while earning a certificate of mastery in one of eleven vocational programs, and gaining work experience at the same time. The Bright Future Program goes beyond the surface to provide comprehensive case management for students, a critical component according to the Board of Directors of *Bright Futures Dollars for Scholars*. The group, formed in 1997, found five of the seven scholarships they initially awarded to students graduating from Marshall were forfeited—the funds were never used because the students were "not able, on their own, to work through the process of school

application and registration." Some students "did not receive support or encouragement at home" and "had no idea what they would study." Clearly, the students needed more help than the community-based Dollars for Scholars alone could provide—and the Bright Futures Program was a perfect fit. Because the school district is able to cover enrollment costs in the vocational programs, students can use scholarship funds to cover transportation, books, rent and daycare costs—costs that most high school students aren't expected to encounter and which can be barriers to attending school. Upon completion of the Bright Futures Program, the students are ahead of where they would be upon graduation from high school alone, and their futures, often previously "bleak and unknown" are now "bright and within reach."

Community Opportunities for Parenting Education (COPE), Family & Consumer Sciences/Teen Parenting, grades 9-12, Aberdeen School District—Keelee Frost

In the small school district of Aberdeen, Harbor High School serves teenagers and young adults up to age 21 who have dropped out of other high schools without completing their high school degree. In 2006, 25 percent of Harbor's graduating class of 83 students were teen parents. The COPE program, founded in 1991, provides teen parents, who urgently need the financial and social advantages of a high school diploma and the vocational training available through school, with the support they need to continue attending school and to develop a strong family support network for themselves and their children. Thanks to the combined efforts of Grays Harbor County agencies and an active advisory board, COPE is able to resolve barriers and provide opportunities for students to take positive control over their lives. Formal services include career and technical training programs, a family service specialist, parenting classes, and on-site childcare services, use of which is shown to increase school attendance among teen parents by 78%. But the services go beyond meeting basic needs; rebuilding the trust between schools and families is a critical component to ending the cycle of poverty. This includes welcoming friends and family to the school, its events and childcare facilities, and encouraging families to participate by calling and e-mailing teachers and staff between the formal parent-teacher conferences and home visits. And while students are carefully mentored through crises and personal challenges, they are expected to achieve academic and vocational success through individual effort because, as COPE Instructor Keelee Frost writes, "Success is when students return after graduating to share with us their continued successes."

**Stanley O. McNaughton Golden Apple Award
Masako Davison, Reading, grades K-5, Beacon Hill Elementary School, Seattle Public Schools**

It's been said of Masako Davison that for a part-time employee, she's at school longer than anyone else. She spends hours following up on any and all issues and even calling her colleagues to help her call families, all to ensure that the children will succeed. Masako works as a half-time reading teacher for bilingual students at Beacon Hill Elementary School, where she has also orchestrated biannual El Dia del Nino Celebrations; become the self-elected facilitator for a comprehensive literacy toolkit faculty study group; and is a long-time leader in the Latino PTA. Masako is inspired by her own experience having emigrated from Japan to the U.S. as an adult and encountering the "maze" of her children's schools. "I always felt intimidated and isolated walking into the office or classroom of my children's schools as if my experience in my old country had not been good enough for me to stand tall. ... As a navigator, I guide parents to school and connect teachers to parents." Like all wise teachers, Masako knows that the best way to get kids and families involved is to present them with a puzzle to solve. For example, when her student Ramon had difficulty getting interested in Jose Rizal she called home and by the following Monday, Ramon had learned from his family all about the Filipino hero. Masako continued to call his family, who, like many other families, understood Masako's respect for their children's education and cultural background—a powerful motivating factor in their continued involvement in the school and their children's academic lives. "Why are we, the families and staff at Beacon Hill School, willing to work so hard?" she writes. "We are all united because we have asked our families to share their dreams for our children and we have made their dreams our own."