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## The Ewing Public Schools

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### EHS Students Participate in Princeton University Model UN Conference

Students from Mr. Parry's International Politics class attended the Model UN Congress hosted by Princeton University in early December, 2010. Students represented 51 public and private high schools from the tri-state area along with schools from Connecticut, Massachusetts, Virginia, Michigan and Wyoming. These young adults spent the three days working in committees as simulated delegates discussing and offering solutions to some of the important issues of the day. Ewing students represented the country of Belgium and the Vatican, as well as the Republic of Yemen and Malaysia.

The two Ewing students representing Malaysia on the Special Political and De-Colonization Committee debated adding Kosovo and Taiwan as members of the UN General Assembly. In class, students researched the views of the Malaysian government and then argued their position based on what they thought that government's views would be. Students were expected to develop their thoughts, articulate them clearly in front of 70 delegates, and to defend them, if necessary.

Tamara, currently a junior and one of the delegates from Malaysia, stated that, "The Model UN was an enriching experience, which gave me the opportunity to view international politics from a different perspective." After seeing her peers in action, she is encouraged about the future of American government.

Rose Marie plans on attending college next year with an eye on a career in international affairs. She stated, "I learned a lot and will use the knowledge I gained to help me with future endeavors." The students' overall response was very positive and many have changed their perspective on international relations and politics because of the conference.

### Teachers as Students...Teachers as Trainers... The National Writing Project

By Nicole Harris, Principal, Parkway Elementary School

The National Writing Project (NWP) at Rider University is an intensive, four-week, summer course where teachers of all grades and disciplines come together to become students, mentors and eventually teacher consultants in the content area of teaching writing. Over the last few years, four Parkway teachers (LaJoy Collins, AnnMarie Jamison, Allison Lardieri and Kerry Young) and the district literacy coach (Nancy Chodoroff) have represented the Ewing Public Schools at the summer institute.



Each of the teachers was asked to respond to the following three questions and what follows is a collaboration of their answers:

*Q: How did participating in NWP give you a renewed perspective from a student's point of view?*

A: We were reminded that students sometimes struggle with knowing what to write, especially across different genres. With compliments, steady practice and guidance the writing process has become easier for everyone involved.

*Q: How did participating in NWP prepare you to be a resource to the teachers in your grade level/district?*

A: As the literacy coach and teacher consultants, we were able to leave the Institute with binders full of ideas, resources and lists of mentor texts to use which now assist us in more successfully planning the instruction of student writing. The professional discussions that occurred reinforced the "Best Practice" strategies that we had already used and will continue to incorporate into our lesson plans and into discussions with our colleagues.

*Q: What trainings have you prepared and facilitated for Parkway School/district teachers since participating in NWP?*

A: Collectively, we have presented and facilitated half-day, whole-day and two-day trainings on the topics of Interactive Writing, a book talk on Ralph Fletcher's *Boy Writers*, Lucy Calkins Writing, Teaching Students How to Address Open-Ended Questions, Reading Across the Curriculum, Literacy Strategies for Elementary School Readers and Writers, the Developmental Reading Assessment and "A Day at NWP".

Attendance at the NWP summer institute has proven to be invaluable for the teacher participants. The students and the teachers of the Ewing Public Schools have and will continue to benefit tremendously from the time and effort that these teacher scholars have invested.

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### American History

By David Hurley, District Supervisor, Social Studies & Technology

The Ewing Public School District has again been invited to participate in a five-year professional development program in American Constitutional

eight-day seminar on the campus of Princeton University. The summer seminar is led by highly-regarded scholars. Four high school teachers