

FINDING COMMON GROUND

Service-Learning

and

Education Reform

**A Survey of
28 Leading School Reform Models**

Sarah S. Pearson

Sponsored by W.K. Kellogg Foundation

American Youth Policy Forum

About the Publisher

The **American Youth Policy Forum** (AYPF) is a nonprofit professional development organization based in Washington, D.C. AYPF provides nonpartisan learning opportunities for professionals working on youth policy issues at the national, state, and local levels. Participants in our learning activities include Congressional staff and Executive Branch aides, officers of professional and national associations; Washington-based state office staff; researchers and evaluators, and education and public affairs media.

Our goal is to enable policymakers and their aides to be more effective in their professional duties and of greater service—to Congress, the Administration, state legislatures, governors and national organizations in the development, enactment, and implementation of sound policies affecting our nation's young people. We believe that knowing more about youth issues, both intellectually and experientially, will help policymakers formulate better policies and perform their jobs more effectively. AYPF does not lobby or take positions on pending legislation. We work to develop better communication, greater understanding, and enhanced trust among these professionals, and to create a climate that will result in constructive action. For more information about these activities and our other publications, visit our web site at www.aypf.org.

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Credits

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This online version contains only nine of the 28 school reform model summaries.

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FOREWORD

As is the case in all our work, the American Youth Policy Forum seeks to bridge the fields of youth policy, practice and research in order to establish a base of common knowledge among experts in these respective areas. We attempt to improve opportunities and outcomes for young people by cutting across silos of information and special interest, which tend to dictate how programs and interventions for young people are perceived, implemented and supported. With this report, *Finding Common Ground: Service-Learning and Education Reform*, which looks at comprehensive school reform models through the lens of service-learning, we hope to provide a new perspective on the use of and implications for this rich learning methodology that integrates community service with academic study to enhance learning, teach civic responsibility and strengthen communities.

As policymakers and practitioners grapple with the demanding, technical, and sometimes creative work of school reform, we hope that they will find in this publication useful ways of thinking about service-learning and useful applications for fulfilling their charge. We know of the enduring benefits of service-learning, both motivational and academic, as well as its utility as a mechanism for providing alternative ways of learning.

The report provides insights from researchers, practitioners, and comprehensive school reform developers and implementers on how these models work and their underlying assumptions. It also provides their frank assessments about how compatible the models are with the basic principles of service-learning. Where a model is not specifically using service-learning strategies, recommendations are provided for how these strategies can easily support or be infused within the model's existing design.

Though the language and the terms used in many of the models may differ from those typically used in service-learning, it soon becomes clear that many of the underlying principles are the same. There is much to be learned from each camp; there is even more to be derived from combining the cumulative knowledge that both bring in support of better schooling opportunities and improved outcomes—academic, social, civic and economic—for all our young people.

Glenda Partee and Betsy Brand, Co-directors
American Youth Policy Forum

INTRODUCTION

Educating the Whole Student – Heart and Head

This guide for policymakers at the national, state, local, and school levels illuminates common ground between two dynamic movements—education reform and service-learning—often viewed as existing in separate worlds. Comprehensive school reform models are working to systematically improve the education of children and youth based on scientifically based research and effective practices. Quality service-learning, executed by thoughtful teachers and monitored by diligent principals, completes the fundamental mission of education by stimulating children and youth to act as responsible and participating members of the community. Service-learning links community service to academics, building an ethos or characteristic spirit and belief of service to others. Effective comprehensive school reform models in many communities are already integrating service-learning or elements of service-learning.

Finding Common Ground: Service-Learning and Education Reform encourages the inclusion of service-learning as a viable partner in education reform and revitalization efforts. It advises further research as to how service-learning can support the academic school reform movement to educate students in a truly comprehensive way—heart as well as head. The reader will find an analysis of leading school reform models with a focus on their compatibility with service-learning. Also included is a description of how models ranked themselves against essential service-learning elements, a brief description of both service-learning and comprehensive school reform, suggestions on how these two initiatives could work more closely together, and examples of barriers that must first be overcome.

Leading school reform models were selected from among the comprehensive school reform models listed in the original Comprehensive School Reform Demonstration (CSR/D) program established by Congress in 1998. A self-scoring, 12-question survey with space provided for comments on key service-learning elements was sent to model developers and up to four schools per model that had used the model for at least two years. A majority of the 28 models surveyed rated as “compatible” with service-learning; 11 rated as “highly compatible;” three rated as “somewhat compatible;” and one rated as “neutral.” A summary analysis of each model was developed from current information and research, comments provided by model developers, and comments provided by schools using the model. A chart of compatibility for all school reform models, broken down by key service-learning element, can be found in the Appendix. Not surprisingly, some models scored themselves high on some questions, but offered little to substantiate their claim. The truth comes out in the summary analysis.

The quest to unite these two worlds is not new. Education reformers and service-learning leaders teamed up in 1995 at a joint meeting between the U.S. Department of Education and the Corporation for National Service (now the Corporation for National and Community Service). This group representing more than 30 states, came together to discuss steps to bring about school improvement by developing closer linkages between schools and their communities. A *Declaration of Principles* emerged from the meeting. (An abridged version of the Principles and an action agenda for each is listed in the Appendix.) This American Youth Policy Forum (AYPF) publication revisits the concepts underlying those Principles and shows how some leading school reform models are turning Principles into effective practice, integrating school improvement and service-learning.

There is a greater need now, more than ever, for education reformers to welcome service-learning as a respected partner in education. Service-learning is gaining recognition among educators, policymakers, foundations, and students as a way to connect back to and be a part of the community.

The compatibility highlighted in the following summaries of school reform models can and should be leveraged by schools to educate and prepare youth to be effective workers, family members, and informed and engaged citizens. Findings in this study pinpoint distinct areas for further collaboration between service-learning and school reform efforts and highlight opportunities for building a stronger, more comprehensive education program for the whole child.

WHAT IS SERVICE-LEARNING?

The National Commission on Service-Learning, chaired by former United States Senator John Glenn, and sponsored by the W. K. Kellogg Foundation to study the practice of service-learning in America's schools describes service-learning as "*an innovative teaching methodology that integrates community service with academic study to enrich learning, teach civic responsibility and strengthen communities.*" According to a recent report by the Commission, research shows that when students are involved in quality service-learning they make gains on achievement tests and increase their grade point averages. The Commission writes that service-learning accomplishes the following:

- Reverses **student disengagement** from schooling by giving students responsibility for their own learning and increasing their motivation to participate in school activities.
- Reinforces and extends the **standards-based reform** movement by providing a real-life context for learning and giving students a sense of the practical importance of what they are learning in school.
- Promotes the **public purposes of education** by preparing students for citizenship through involvement in citizen action.
- Builds on the growing **willingness of students to become involved in service** to their communities while adding an academic component to such service.
- Contributes to young people's **personal and career development** by reducing violence and sexual activity and increasing their sense of responsibility and workplace skills (2002, p. 4).

The term "service-learning" was defined in federal legislation for the first time in the National and Community Service Act of 1990. The Act's definition of service-learning is specific and allows schools, as well as community-based organizations, to provide service-learning activities or projects for students:

The term 'service-learning' means a method under which students or participants learn and develop through active participation in thoughtfully organized service that:

- is conducted in and meets the needs of a community; is coordinated with an elementary school, secondary school, institution of higher education, or community service program, and with the community; and helps foster civic responsibility; and
- is integrated into and enhances the academic curriculum of the students, or the educational components of the community service program in which the participants are enrolled; and provides structured time for the students or participants to reflect on the service experience" (Section 101 (23)).

Service-learning can be used to increase and retain academic skills in mathematics, writing, reading, social studies, science, language, and other studies. It may not be appropriate for each and every educational experience, for example when students are learning the basics of sentence structure, or the rules of multiplication or division. However, with foresight and careful planning, service-learning can create an overarching theme for the curriculum that engages students in purposeful learning and gives them an opportunity to apply what they are learning to a challenging situation or problem in their community. Service-learning expands the learning environment beyond the limitations of a classroom, making an impression on students that lives on after the quizzes and tests are over. It provides the essential connection that helps students see that *what* they are learning in class *is* relevant to the world around them.

Service-learning, says Professor Janet Mason of the College of Education, University of South Carolina, is one of the best tools for engaging the “reluctant learner,” a student who is disengaged from the learning process. Mason, a former teacher and middle school vice principal, believes that teachers must be prepared to engage all learners. She requires her undergraduate students to complete service-learning activities in community agencies and alternative learning settings. There, her student teachers are empowered to develop and explore their own humanity, learn what it means to be multi-cultural, develop self-esteem, and face up to their own values. Through service-learning, Mason’s students master a powerful methodology for engaging all learners, overcome any reluctance or fear they might have about the relationship between teaching and community engagement, and learn to appreciate the importance of service-learning to their effectiveness as a professional. As part of certification, the prestigious National Board for Professional Teaching Standards requires evidence of how teachers connect to community and parents.

Service-learning activities can be integrated into the curriculum and aligned with state and local content and performance standards (sometimes known as frameworks). Units of study or lesson plans that are driven by service-learning and linked to standards can introduce compelling issues that grasp student interest. Units on neighborhood and community health, homelessness, and natural disasters, for example, are being taught in Wisconsin schools. Boston Public Schools is “connecting classrooms, communities and careers,” linking their school-to-careers program with service-learning to create standards-driven units or lesson plans such as: Make Smoking History, Honor Veterans, and Learn to Teach–Teach to Learn. An Oregon community-based organization called Stop Oregon Litter and Vandalism (SOLV) promotes units of study such as School Litter, Litter at Home, Garbage Melt-Down, and The Cost of Vandalism. The Vermont Framework of Standards and Learning Opportunities provides a curriculum planning and assessment tool for teachers to help them align standards with learning opportunities and assessment strategies. These examples along with a curriculum-building tool can be accessed in the Education Commission of the States’ *Service-Learning and Standards Toolkit—Achieving Academic Excellence Through Serving Communities*. The Toolkit is a teaching and learning strategy that enhances standards-based education, allowing students to apply curriculum content to real issues or problems in their community. It guides educators on using service-learning to provide opportunities for students to see the interconnectedness of curriculum areas and the ways in which content standards weave together.

Academics, Civic Engagement, Character Building: A Comprehensive Approach

Developing a lesson plan or unit of study that guides students to apply academic skills to real world problems takes thoughtful planning and yields powerful and long-lasting student learning. It is a strategy that builds character, spurs civic engagement, and applies context to abstract theories, allowing teachers to engage students as active participants in the learning process. Instead of simply asking students to open their textbooks, teachers using service-learning engage students in a critical thinking exercise to examine their world. Students are guided to connect their interests and moral leadership to solve a problem, serve a need, or be of service to others. Once a focus for service is identified, students may apply skills such as data collection, documentation, problem-solving, charting and graphing, and persuasive writing to test theories, develop surveys, analyze data, inform community decision-makers, and practice presentation skills. Service-learning can be woven into the curriculum through a variety of instructional methods: problem-based, project-based, place-based, work-based, school-based enterprise, mentoring, applied learning, contextual learning, or character education. Most school models described in this guide use at least one or a combination of these methods.

Service-Learning Nationwide: A Sleeping Giant

Service-learning is growing quietly—as some would say, a “sleeping giant” (Bhaerman, Cordell & Gomez, 1998, p. 70) alongside the nation’s burgeoning education reform movement. In 1999, a study by the National Center for Educational Statistics, *Service-Learning and Community Service in K-12 Public Schools*, asked schools to report on the use of service-learning in the curriculum as well as on their engagement in community service. The study revealed that 32 percent of all public schools organize service-learning as part of their curriculum, including almost half of all high schools. “Most schools with service-learning cited strengthening relationships among students, the school, and the community as key reasons for practicing service-learning” (Skinner, R. & Chapman C., 1999, p. 1).

Federal and private foundation investment has helped to spread service-learning nationwide. Private foundations such as the W. K. Kellogg Foundation, DeWitt Wallace Readers’ Digest Fund, and the Carnegie Corporation provided some of the initial funding to national nonprofit organizations to expand quality service-learning. *Learning in Deed*, a service-learning initiative supported by the W. K. Kellogg Foundation, awarded grants to states to assess the effectiveness of service-learning in schools and community-based organizations and to strengthen related policies at the state, district, and local levels. *Learn and Serve America*, a federal grant program within the Corporation for National and Community Service, funds service-learning initiatives in schools and community organizations across the country. *National Service-Learning Leader Schools*, a program of Learn and Serve America, showcases schools in nearly every state that demonstrate a high level of quality service-learning integrated throughout the school’s curriculum.

National associations are tuning into service-learning, noting the added value it offers their constituents. The Association for Supervision and Curriculum Development (ASCD) has recognized service-learning as a “widespread and permanent fixture of the educational landscape” (Gene Carter, ASCD press release January 31, 2002). The Education Commission of the States (ECS) and the Compact for Learning and Citizenship (CLC) have recognized its influence on important education policy goals, such as increasing student retention and motivation, creating a safe learning environment, helping young people become competent citizens, and improving school and community relations, as shared in their *Service-Learning and Standards Toolkit—Achieving Academic Excellence Through Serving Communities* (2001).

Service-learning programs exist in every state while California and Maryland have established service-learning goals for all students (Billig, S. H., May 2000). Oregon, South Carolina, Massachusetts, California, Minnesota, and Maine have received federal and foundation grants to support the integration of service-learning into their public school curriculum and are leading the way with supportive policies that serve as service-learning beacons. Cities such as Atlanta, Chicago, Philadelphia, and Washington strongly encourage or mandate service-learning for their students. States such as South Carolina, Delaware, Kentucky, and Vermont strongly promote service-learning as a strategy for education reform. Examples of quality service-learning and supportive state and local policies have been captured in forum briefs and field trip reports on the American Youth Policy Forum’s web site, www.aypf.org.

Out of this growth in the field, a national leadership organization, the National Service-Learning Partnership (NSLP) has formed. The Partnership is dedicated to advancing service-learning as a core element of the educational experience for every elementary, middle, and secondary school student in the United States. In an effort to help schools integrate service fully into curriculum, NSLP provides critical leadership for communications effectiveness, legislative advocacy, knowledge exchange, organizational collaboration, marketing savvy, and practice excellence. The Partnership

brings together organizations and individuals, including thousands of practitioners, administrators, community leaders, policymakers, researchers, parents, and young people.

WHAT IS COMPREHENSIVE SCHOOL REFORM?

Comprehensive School Reform (CSR), formerly Comprehensive School Reform Demonstration Programs—CSRDP, is a federal program incorporated under the reauthorization of the Elementary and Secondary Education Act, the No Child Left Behind Act of 2002. CSR legislation provides financial incentives for schools to develop and implement comprehensive reform programs. Schools compete for these federal funds to adopt or develop research-based comprehensive reform approaches that employ innovative strategies and proven methods. Schools that adopt a CSR program, also known as “model” or “design,” must show that they can implement schoolwide reform plans that follow the features listed. CSR programs build upon what the field knows about how children learn and combine this knowledge with best instructional practices. CSR programs provide a cohesive and comprehensive plan for education reform, not a fragmented approach that, in the past, has failed to raise or sustain higher student achievement. To be considered a CSR program, a school model should adequately address the following eleven components [as seen in the legislation]:

1. Employs proven strategies based on scientifically based research and effective practices.
2. Integrates a comprehensive design for effective school functioning, including instruction, assessment, classroom management, professional development, parental involvement, and school management, that aligns the school’s curriculum, technology, and professional development into a comprehensive school reform plan, and state content and student academic achievement standards.
3. Provides high quality teacher and staff professional development.
4. Includes measurable goals for academic achievement and benchmarks for meeting the goals.
5. Is supported by the school’s staff.
6. Provides support for staff.
7. **Provides for meaningful involvement of parents and the local community in planning, implementing, and evaluating school improvement activities.** [Emphasis added]
8. Uses high quality external technical support and assistance.
9. Plans for an annual evaluation of implementation.
10. Identifies other resources to sustain reform efforts.
11. Has been found, through scientifically based research, to significantly improve the academic achievement of students.

Component 7, community involvement, has been highlighted to bring attention to the fact that truly comprehensive school reform models must include the community in their school reform design. The degree of involvement, however, is not defined in the original CSRDP or in the updated version of CSR as incorporated into the No Child Left Behind Act of 2002.

According to education reformer Margaret Wang and other writers of *What Do We Know*, a report analyzing 12 widely implemented school improvement programs, “...reform programs are of two types: comprehensive or curricular. Comprehensive school reform programs focus on school governance and organization and may also include emphasis on revised curricular content. Curricular reform programs emphasize content in one or more academic disciplines” (Wang, M. C., Haertel, G. D., & Walberg, H. J., 1997, p. 1). Some school models connect learning to the physical and

psychological development of the child, as seen in Wang's school model design, Community for Learning and James Comer's School Development Program. Some school models, such as Coalition of Essential Schools and Accelerated Schools assess student learning in new ways, including portfolios and exhibitions. Some models, such as Integrated Thematic Instruction and The Learning Network, focus mainly on the teacher as the source for reform. Still, other models dive deeply into areas of philosophy and process in school governance, curriculum instruction, and professional development, such as America's Choice and High Schools That Work.

SURVEY FINDINGS

The 28 leading school reform models that participated in the study represent the general field of school reform. Through their survey responses and compatibility ratings with 12 key service-learning elements (listed on p. 15), they provide the shared information that can help align the two worlds of service-learning and education reform. The large number of leading school models scoring as “highly compatible” with key service-learning elements demonstrates an atmosphere of great support for service-learning, reinforcing the idea that significant common ground exists between service-learning advocates and education reformers.

Leading school model developers view the following service-learning elements as *highly compatible*:

- 1) Teachers use a variety of learning materials other than textbooks.
- 2) Opportunities are provided for students to apply their knowledge and skills to real-life situations and problems.
- 3) Alternative assessments such as portfolios, presentations and rubrics are used.
- 4) Time is provided for student reflection in journal entries and classroom dialog.

The following service-learning elements are viewed as *compatible*:

- 1) Instructional methods that include project-based learning.
- 2) Flexible use of time such as block scheduling.
- 3) Alternative teaching strategies such as project-based learning and applied learning.
- 4) Interdisciplinary team teaching and/or experiential learning methods.
- 5) Curriculum that addresses specific local community needs.
- 6) Students play a role in planning curricular activities. It should be noted that the last element listed scored low in “compatibility,” nearly falling into the “somewhat compatible” zone.

One service-learning element, curriculum objectives for developing civic skills and competencies, is viewed as *somewhat compatible*.

Finally, one question that asks whether the model addresses school and district policy on students’ ability to leave school grounds to attend outside learning activities was left unanswered by many school model developers, and scored low by others. This represents the only major hurdle to the integration of service-learning and school reform identified in the survey. School or district policy that inhibits the ability of students to leave school grounds will undermine the success of many service-learning projects. However, almost half of the models in the study have already successfully addressed this policy issue with schools and districts and scored it as *compatible* or *highly compatible*, including: Accelerated Schools, Audrey Cohen College, Coalition of Essential Schools, Expeditionary/Outward Bound, High Schools That Work, Integrated Thematic Instruction, League of Professional Schools, MicroSociety, Paideia, QuEST, School Development Program, Talent Development, and Ventures Education Systems.

Eleven school models scored as *highly compatible* overall. Some models have the same combined score for all 12 questions. For example, Coalition of Essential Schools and League of Professional Schools ranked at the top with the highest scores. They were followed closely by Integrated Thematic Instruction and Expeditionary Outward Bound. Models that scored as *somewhat compatible* did find some service-learning elements that were “compatible” or “highly compatible” with their school design. Some models scored themselves low on questions that asked about curriculum because their model does not prescribe a curriculum. As mentioned earlier, some model developers scored themselves high on some questions, and their claims were vetted in the summary analysis of their design.

SUMMARIES

The following pages provide summary of 28 leading school models responding to the study's 12-question survey (see Appendix). The models in the study were selected from those listed in the original Comprehensive School Reform Demonstration Program Act of 1998.

- Accelerated Schools Project
- America's Choice School Design
- ATLAS Communities
- Audrey Cohen College
- Center for Effective Schools
- Coalition of Essential Schools
- Community for Learning
- Community Learning Centers
- Co-Nect Schools
- Core Knowledge
- Different Ways of Knowing
- Direct Instruction
- Expeditionary Learning/Outward Bound
- Foxfire Fund
- High Schools That Work
- HighScope Primary Grades Approach to Education
- Integrated Thematic Instruction
- League of Professional Schools
- Learning Network
- MicroSociety
- Modern Red School House
- Onward to Excellence II
- Paideia
- Quest
- Roots and Wings (Success for All)
- School Development Program
- Talent Development
- Ventures Education Systems Corporation

Scoring Process

Scores were totaled for all 12 questions. The totaled score translated to a rating of compatibility. A breakdown of how each model scored per question can be found in the Appendix.

SCORE	RESPONSE	COMPATIBILITY
4.5-5	strong yes	Highly Compatible
3.5-4.4	yes	Compatible
2.5-3.4	on the way	Somewhat Compatible
1.5-2.4	don't know, or not applicable	Neutral
0	no	Not Compatible

School Reform Model Rankings
Compatibility with Service-Learning

Highly Compatible (4.5 – 5)

Coalition of Essential Schools	5
League of Professional Schools	5
Integrated Thematic Instruction	4.91
Expeditionary Learning Outward	4.83
Accelerated	4.75
Different Ways of Knowing	4.75
Microsociety	4.75
Audrey Cohen College	4.58
Paideia	4.58
Center for Effective Schools	4.5
Co-nect	4.5

Compatible (3.5 – 4.4)

High/Scope	4.33
School Development Program	4.33
Atlas Communities	4.16
Community for Learning	4.16
High Schools That Work	4
Modern Red Schoolhouse	4
Community Learning Centers	3.91
Core Knowledge	3.91
Ventures	3.75
America's Choice	3.66
Learning Network	3.66
QuEST	3.66
Direct Instruction	3.5

Somewhat Compatible (2.5 – 3.4)

Roots and Wings	3.41
Talent Development	3.41
Foxfire	3.08

Neutral (1.5 – 2.4)

Onward to Excellence	2
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Summary Format

- **Score:** Model's self-reported compatibility with service-learning based on their score on the survey.
- **Features:** Highlights of model.
- **Background:** When model was created, by whom it was created, and to what organization it is affiliated.
- **Premise:** Fundamental belief that drives the model design.
- **Design:** Description of the structure and elements of the model. This section provides insight into design components and areas correlated to service-learning.
- **Evidence of Results:** Some information on model's impact on student achievement.
- **Compatibility with Service-learning:** Highlights of model's compatibility with service-learning. Elements of compatibility are seen in the 12 -question survey.

Assessing CSR Model's Compatibility with Service-Learning

Key elements of service-learning were incorporated into the survey (see Appendix). These are by no means the only key elements of service-learning. Many other elements exist, but in the interest of space, the following were selected for this study.

1. Flexible use of time, e.g., block scheduling.

Flexible use of time, in some cases, block scheduling, provides the time necessary to explore a project, or visit a community to gather data.

2. Opportunities for students to apply their knowledge and skills, to real-life situations, problems, or projects.

The opportunity to apply classroom academic skills to a problem, situation or project within the school community or local community allows students to develop a deeper connection with the lessons they are learning. Simply providing information for students to ingest is not as powerful as allowing them the opportunity to use or apply the information in a tangible or contextual way.

3. Address local community.

The community or school community is the partner or audience that will receive the benefit of the service-learning project or activity. Although a service-learning project or activity should be developed to help those in the community, it can also be designed to focus on the school community, such as other students, a group of teachers, or parents.

4. Include objectives for developing civic skills and competencies.

Contributing to the common good is the essence of service-learning. The development of students' civic skills and competencies is a natural outcome of most service-learning activities and projects.

5. Allow students to play a role in planning curricular activities.

Allowing students to be involved in designing the learning process empowers them and encourages the highest level of student interest and input. Service-learning activities and methodology engage students in the development or planning process.

6. *Allow teachers to use a variety of learning materials other than textbooks.*

This flexibility allows educators to reach out to other sources such as trade books, manuals, and material gathered from a class visit to a museum, animal shelter, business, community center, etc.

7. *Allow teachers to use alternative teaching strategies.*

Increasing the teacher's role as facilitator of learning and the use of Socratic discourse to encourage students to discuss and think through a problem are highly successful teaching strategies seen in service-learning.

8. *Instructional methods include project-based learning.*

Project-based learning is the instructional process that drives a service-learning activity, project, or method of teaching. Indication of this within a model's design shows strong signs of compatibility. Also, the use of applied learning or contextual learning is a promising sign of compatibility.

9. *Allow teachers to use interdisciplinary team teaching and/or experiential learning methods in teaching.*

Interdisciplinary team teaching aligns math, science, social studies, English language arts, and other studies around a common theme or project. Interdisciplinary teaching allows teachers to plan units of study together; bringing a sense of continuity to the student's learning experiences, a sense of connectivity.

10. *Alternative assessments allowed or encouraged?*

Alternative assessments such as **rubrics** provide guidelines for the level of quality in a student's work. Developing rubrics with students can enrich the learning process. When a teacher consults with students during the development of a rubric, they discuss and learn what is acceptable quality among their peers, and develop a clear understanding of what an "A" looks like. **Portfolios** allow students to showcase exceptional work through their school career. Students can store exemplary work created during a project, such as letters written to elected officials, poetry, photographs, examples of applied math, and documents written, edited and produced using computer software. **Presentations** and **projects** provide opportunities to polish skills needed in everyday life.

11. *Address school or district policies regarding students' ability to leave school for outside learning activities.*

School and district policies must be considered regarding students ability to leave school grounds. This was the most difficult question on the survey for school models and schools to answer.

12. *Provide time for student reflection through (journal entries, classroom dialog, or discussion).*

Reflection seals in the learning that happens during an activity or project. It allows teachers to discover what students know and facilitates honest discussion about what was learned, how things could have been improved, what went well, where details could have been added or deleted, and other significant insights.

AUDREY COHEN COLLEGE:

Purpose-Centered Education® K-12, 75 Varick Street, New York, NY 10013-1919
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<http://www.audrey-cohen.edu>



Score: Highly Compatible

“Purpose-Centered Education links education and life. It brings the classroom into the community and the community into the classroom.” – *Audrey Cohen*

Features:

- ◆ *Purpose-Centered Education*®
- ◆ *Purpose-Achievement Standards*®
- ◆ *Constructive Action*®

Background: In 1970, educator Audrey Cohen and her colleagues developed Purpose-Centered Education System spanning kindergarten through postsecondary education. Cohen, in *Phi Delta Kappan* 1993, discussed the basis for the Audrey Cohen College approach to school reform.

Premise: The answer to better education for students lies in correcting the traditional approach to education that focuses on accumulating the knowledge of the ages and concentrates on teaching children the answers to other people’s questions. The Audrey Cohen College school model seeks to develop a sophisticated, holistic and performance-based approach that focuses on challenges that will generate and support students’ search for knowledge. This trans-disciplinary system seeks to “organize learning around purposes that motivate children to find answers.”

Design: Audrey Cohen’s respect for student involvement in the community lives in *Purpose-Centered Education*. “Too often today, the classroom remains separate from the larger world. As a result, students do not have the opportunity to address real challenges. They learn skills that have little application to their future.” *Purpose-Centered Education* seeks to change this by making academic learning purposeful learning, encouraging students to use their knowledge to make a positive contribution

to our world. For example, a class may apply its academic learning to a broad “theme” of social issues to answer questions like, “How can we improve education while effectively meeting the needs of an expanding global society?” The model trains schools to link knowledge to action within the local and world community, achieving meaningful goals, while aiming for high academic standards and developing student knowledge of core subject matter. *Purpose-Centered Education* motivates students to become deeply involved in their own education. Audrey Cohen College Schools expect students to become great thinkers, problem solvers, model leaders, and scholars.

According to Janith Jordan, Vice President of Audrey Cohen College Schools, the model prepares children and youth for postsecondary education, challenging careers, and thoughtful civic participation. It nurtures in students an appreciation for their ability to affect the world they live in, and the larger world they are about to enter, and helps to build a desire within students for lifelong learning. Students are taught to use what they have learned in their core subjects to reach specific goals. Classes are coordinated so that a Purpose, such as “We Develop School-Business Partnerships” streams, is integrated, through all core subject areas. Throughout the grade levels, students use technology as a research and communication tool in achieving their purpose. PCE is used by students in rural, suburban, and urban schools, and works equally well with gifted, at-risk, immigrant, and students with special needs.

The College's model gives each grade level from K-12 a specific Purpose appropriate to the age of the students. Each grade level through the ninth grade is given two Purposes, one for the first semester and one for the second, serving to integrate English language arts, mathematics, science, and social studies core curriculum for that time. For example, in the fourth grade first semester the Purpose is "We Work for Good Health." During this time, all subjects will focus on this overarching Purpose, or theme. For the second semester, the Purpose is "We Use Inventions to Make Life Better." Starting in grade seven, the Purpose curriculum changes from "We" to "I." As the grades increase towards high school there is a shift toward Purposes that prepare students for postsecondary education and civic responsibility. From grade ten on, one Purpose flows through the entire year. For example, the tenth-grade core curriculum is driven by the Purpose "I Use Science and Technology to Help Shape a Just and Productive Society."

Audrey Cohen College has also developed *Purpose-Achievement Standards*® (PAS). Research conducted by the college assesses the attributes of highly successful adults, revealing that successful people are "very purposeful in their actions." Twenty-four "generic abilities" were identified from the research and were modified into what the College calls Purpose-Achievement. Examples of PAS include:

- Select a worthwhile and feasible goal for action.
- Develop a plan of action.
- Express ethical principles and reasoning in actions aimed at achieving your purpose.
- Initiate and maintain effective interpersonal relationships.

Taking Constructive Action® refers to the concept of achieving a Purpose in the community. This is the underpinning of the Audrey Cohen College school design, and provides the method by which knowledge is linked with action. It also serves as a guide for

assessing how students have used knowledge to make a positive impact outside the classroom. Constructive Action has three phases: planning, implementation and assessment. Students decide the goal for their Constructive Action, with guidance from the teacher, and use English, history, math, science, and geography to pursue their Purpose. An example given by the model describes ninth-graders in a Florida high school who are addressing adolescent health problems. Students conducted a survey to identify problems that most concerned their peers, and based on the survey results, arranged for a series of speakers to address these health issues. The students also visited a health center at a neighborhood college and prepared a proposal for a school-based health center for their high school. Their plan included a budget and model of their solution to the problem. Students took the plan to school authorities for approval for the Center went forward. Although the College does not specifically use the term to describe a problem solving project like this, some would clearly identify it as service-learning.

Another focus of the Audrey Cohen College model is *Values and Ethics*. Through complex and thought-provoking questions such as, "How do I learn to appreciate and balance the competing interests and values of different people in my family and in the organizations I am part of?" and, "What do responsibility and integrity require of me?" Students grow on an intellectual level and begin to develop negotiating skills that will help them navigate successfully through life. The model believes that as soon as schools begin to relate academic learning to Purpose and Constructive Action, they begin to expand the scope of what students can learn, not only from academic material, but from competencies to which academic material will be applied.

The model's *Dimensions of Learning, Action and Assessment*® is the name for curriculum that specifically coordinates a broad range of core subject knowledge and basic skills that students must know in order to achieve their purposes. Dimension classes create an environment for a rigorous learning experience. Dimension

integrates core subject knowledge and skills with relevance and action. The five Dimensions are: Purpose, Values and Ethics, Self and Others, Systems, and Skills. For example, students “synthesize knowledge developed through other Dimensions classes. They assess their success in achieving Purpose and their effectiveness in using knowledge as a basis for action, implementing the Constructive Action in the community and larger world.”

Evidence of Results: The Alabama Department of Education and the Office of the Superintendent, Montgomery Public Schools released test results on the model. On the Stanford Achievement Test in 1999/00, after one year using the Purpose-Centered Education model, grade 3 student scores in reading increased by 72 percent, grade 4 student scores increased by 56 percent, and grade 5 student scores also increased by 56 percent at Peterson Elementary Classical Grammar School. In mathematics, grade 3 student scores increased by 119 percent, grade 4 increased by 66 percent, and grade 5 by 82 percent. Parental involvement at the school during the year increased by 285 percent, from 972 parents to 3,749 parents. Sumter County High School in York, Alabama registered sizeable gains on the annual SAT for the same year. After one year of implementation of the model, scores in mathematics increased in grade 9 by 10 percent. In grade 10, scores increased by 74 percent, and in grade 11 by 52 percent. Language scores were also significantly increased.

According to Janith Jordan, positive indicators of the model’s success include improvements in standardized test scores in reading, mathematics, and language; increased school attendance and decreased discipline problems; and supportive parental reactions to the model. With the model’s design implemented, “students see a reason to learn.”

Compatibility with Service-Learning: The model scored itself as *highly compatible* with service-learning. Although the developer did not wish the model to be associated with the term service-learning, because they have developed

their own term for it—Purpose-Centered Education®, the elements of the design, for all intents and purposes, would be recognized as service-learning. Not only does the model integrate its core curriculum and align it with state standards, it promotes the use of the community as a focus for learning. The model also integrates core curriculum components with skills such as negotiating, critical thinking, problem solving, communication and research to help students apply their academic knowledge to community problems.

The model’s Purposed-Centered curriculum has several key components that can be addressed in different combinations each week, allowing educators flexible use of time for teaching. The curriculum is organized around Dimensions of Learning, Action, and Assessment: Purpose, Values and Ethics, Self and Others, Systems and Skills. The Purpose-Centered curriculum brings students into the community to achieve their Purpose every semester. Students must demonstrate through their academic achievement that they have improved their community. Students also follow *Constructive Action*, a methodology developed by the college, to enhance leadership skills.

Purpose-Centered Education supports student-directed learning where students become active partners in the planning of their learning experiences. Students learn in groups, and make educational decisions together as they work to achieve their Purpose and acquire knowledge from core subjects. Students and teachers use a variety of resources, such as books, meetings with professionals and leaders in the community, and the Internet.

Students develop a Purpose Achiever® portfolio that provides evidence that they have used core subjects to achieve the semester’s Purpose. Students keep journals to document their progress when they have met the standards, and formally reflect on their accomplishments each semester.

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COALITION OF ESSENTIAL SCHOOLS

1814 Franklin Street, Suite 700, Oakland CA, 94612, 510-433-1915, 510-433-1455 fax
<http://www.essentialschools.org>



Score: Highly Compatible

“Around the nation, more people are asking whether schools as most now look—large, anonymous places that shuttle students through a fragmented day and test them with impersonal zeal—are designed to best yield the engaged and thoughtful citizens the next century requires.”
– *Coalition of Essential Schools*

Features:

- ◆ *Ten Common Principles* guide school practice and priorities.
- ◆ Professional Development program through Coalition University.
- ◆ Building an ethos of community.
- ◆ Network of Coalition schools.
- ◆ Teacher’s role as facilitator.

Background: Theodore (Ted)Sizer of Brown University founded the model beginning in 1984. He then created the Coalition in an attempt to address problems with secondary schools as identified in a five-year study, chaired by him, that revealed unfulfilling educational experiences for students, consisting of lectures and drills, with little opportunity provided to think deeply about important issues or to produce meaningful work. The Coalition has become a national network of schools and centers engaged in restructuring schools to promote better student learning. Sizer also provided input into the Paideia model design (listed later in this study).

Premise: Provide better teaching and genuine learning for American high schools. Allow teachers to serve as facilitators to promote student inquiry and development of skills.

Design: The Coalition’s school model is based upon *Ten Common Principles*:

1. Learning to use one’s mind well.
2. Less is more.

3. Depth over knowledge.
4. School’s goals should apply to all students.
5. Personalization.
6. Student as worker and teacher as coach.
7. Demonstration of mastery in exhibition.
8. Tone of decency and trust.
9. Teacher as generalist.
10. Student-centered administrative choices, democracy and equity.

The Coalition uses the Principles to inspire a school to examine its priorities in school design, classroom practice, leadership, and community connections. The model provides support for this work by providing: professional development, conducting research, and fostering a network of communication among Coalition schools.

Classroom practice is guided by key ideas put forth by the model. The Coalition believes the teacher’s role is to be a facilitator to promote student inquiry and development of skills. The curriculum should be deep and thorough with the aim of developing an inquisitive mind, multiple perspectives, and applying learning to new situations. The curriculum should also be flexible and individualized to allow for independent exploration. Students who do not meet standards should be given intensive support. Teachers should be afforded plentiful professional learning opportunities and should be

allowed to network to build upon each others knowledge. The model offers schools specific support including coaching for teacher collaboration and inquiry, site visits to other “like-minded schools,” peer coaching training, and Coalition University courses on instruction.

For school leaders, the Coalition’s program demands both high quality formal leadership and collaboration with others in the school community. School leaders are expected to provide support for ongoing improvement in instructional practices and to keep the school on track with reform efforts. Decision-making procedures should be done in a democratic manner and should communicate a tone of high expectations, trust, and decency. Teachers are considered to be school leaders and should have authority over their work and time for collaboration. The model provides professional development and coaching with principal institutes, school leadership institutes, cross-school collaboration groups, leadership team meetings, and Coalition University courses on topics such as instructional leadership and resource allocation.

The model developer believes that family and community should be involved in the intellectual development of students. The model is guided by the idea that student learning should be tied to the community and the world outside the school. This allows students to do much of their learning outside of school walls and under the guidance of mentors from the community. Community partnerships are key. The model supports this belief by providing facilitation of community engagement events, facilitation of school-community partnerships and Coalition University courses that help to build community alliances, and using the community as a classroom.

Evidence of Results: Central Park East Secondary School in East Harlem, New York has seen 90 percent of their ninth graders graduate compared with 55 percent citywide. Ninety percent of those graduating also go on to attend college. A Macmullen study in 1996 showed evidence suggesting that two key approaches used by the Coalition of Essential Schools,

“authentic pedagogy” and “sense of community,” can lead to higher student achievement.

The Muncey and McQuillen study of 1996 revealed that it is difficult to put the design’s Principles into practice in comprehensive high schools. These studies agree that selected teachers make profound changes in classroom practice.

According to Kathy Simon, Director of Research at the Coalition of Essential Schools, a study by educators/researchers Darling-Hammond, Aness, and Ort, to be published in a forthcoming edition of the *American Educational Research Journal* (2002) reveals promising results for the model. The study shows that students in the five Coalition Campus Schools in New York City Schools, formed as small schools after the closing of Julia Richman High School, graduate at a higher rate than those in similar schools. Students also drop out less frequently and are more likely to go on to college. In 1997, 86 percent of the first graduating class went on to college and in 1998, 91 percent of the second graduating class went on to college.

Compatibility with Service-Learning: The model scored itself as *highly compatible* with service-learning. The model encourages flexible and in-depth learning experiences through the use of extended blocks of time or class periods that vary in relation to the needs of the students’ inquiry (some schools have up to 120 minutes or whole mornings in their blocks).

The Coalition model also encourages real-life application of knowledge and skills through Principle 6–Demonstration of mastery in exhibition: “Teaching and learning should be documented and assessed with tools based on student performance of real tasks. Multiple forms of evidence, ranging from ongoing observation of the learner to completion of specific projects should be used to understand the student’s strengths and needs and to plan for further assistance. Students should have opportunities to exhibit their expertise before family and community. The diploma should be awarded upon a successful final demonstration

of mastery for graduation—an ‘Exhibition.’” In response to the survey question on flexible time in school, one Coalition school wrote, “We have a ‘Week Without Walls’ program and advisory staff are challenged to create relevant curriculum.”

Local community needs are addressed by the model. Community Connections is a focus area created to develop and sustain meaningful interactive relationships with a school’s community (parents, education, civic, business) so that all members become familiar with and support the work of the school. Project-based learning and outside learning activities are supported and encouraged by the Coalition process, allowing students to leave the school and pursue learning activities in their local communities and beyond. “Authentic application is an essential part of our program,” wrote one school.

The curriculum supported by the model includes development of civic responsibilities. “[The Coalition] strongly believes in developing a tone of decency within the school community, as well as pushing its students to think deeply about what it means to be a good citizen.” In response to the survey question on civic responsibilities, one school mentioned their application of SCANS skills and another wrote that social responsibility was part of their schoolwide outcomes for students.

Students are involved in curricular planning. The model’s Principle 5 reads, “The governing practical metaphor of the school should be student-as-worker rather than the more familiar metaphor of teacher-as-deliverer-of instructional-services. Accordingly, a prominent pedagogy will be coaching and guiding to enable students to understand how they learn and thus to teach themselves and each other.”

Teachers are encouraged to use varied learning materials and teaching strategies. Students are provided with many resources and perspectives so that they may make their own decisions. Teachers are learning coaches and may use a textbook as one source of information, but not as the sole source for a particular topic. Teachers

are empowered to develop interesting and valuable activities, projects, and lessons. Schools surveyed listed many teaching strategies such as Socratic seminars, exhibitions, “Week Without Walls” program, leadership retreats, and portfolios.

Interdisciplinary team teaching is used to develop connections between core subject areas and real-life situations. It is believed that forming these connections leads to a more interesting and rewarding educational experience for students. Students are coached as active learners and empowered to take responsibility, along with their teachers and parents, for their own education. Students may serve on local or state advisory councils and work with people in the community. Reflection is viewed by the model as an integral part of students’ educational development and character. The Coalition’s process encourages reflection both before and after an experience or event.

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EXPEDITIONARY LEARNING OUTWARD BOUND

100 Mystery Point Road, Garrison, NY 10524, 845-424-4000, 845-424-4280 fax

<http://www.elob.org>



Score: Highly Compatible

“We saw the power of planning an expedition around the reading process, with a strong focus on pre-reading and post-reading activities. By embedding writing in every facet of the expedition, we realized that the expedition and literacy goals are synergistic, not mutually exclusive.” – *Suzanne Plaut, Christina Patterson, and Joseph Zaremba, teachers, The Harbor School, Boston, Massachusetts*

Features:

- ◆ Emphasis on learning by doing.
- ◆ Focus on building character, teamwork, and literacy, and connecting academic learning to adventure, service, and character development.
- ◆ Inter-connected, real-world projects called learning expeditions help teachers improve their ability to teach reading, writing, science, math, and other subjects.
- ◆ Literary instruction integrated into learning expeditions.

Background: Outward Bound originated in Great Britain and was founded by educator Kurt Hahn in 1941. Outward Bound courses were originally developed to prepare British merchant seamen to survive at sea and to rescue others.

Premise: Learning and growth occur through interaction among individuals accepting a challenge in an unfamiliar environment; and this learning transfers to meeting today’s complex challenges at school or work.

Design: Expeditionary Learning Outward Bound, a model for elementary, middle, and high school emphasizes the philosophy of learning by doing. A multi-year professional development plan with instructional materials and technical assistance ushers in changes in culture, structures, teaching practices, and raises student achievement.

The underpinnings of the model are its five core practices.

1. *Learning Expeditions:* Long-term, in-depth investigations of a topic that engages students through authentic projects, fieldwork, and service.
2. *Reflection and Critique:* Teachers model a culture of reflection, critique, revision, and collaboration. This assessment allows teachers to discover what students know and how they learn. Specific protocols help teachers improve their craft.
3. *School Culture:* Through shared beliefs and practices, schools develop a strong culture of best effort, high expectations, community, collaboration, service, and diversity.
4. *School Structures:* Reorganization of instructional time into longer and more flexible blocks, student grouping, and resources are needed to support high quality learning expeditions. Multiyear teaching (students stay with the same teacher or team of teachers for more than one year) strengthens relationships and improves the likelihood of academic success.
5. *School Review:* Annual cycle of reflection, planning, and action to improve quality of teaching and learning.

Learning expeditions are hands-on studies of single topics such as the Civil Rights Movement, water quality, or the scientific revolution. These studies are long-term and last between three and six months, featuring in-depth projects and final

performances before authentic audiences that may include family and community members. Teachers plan the learning expeditions alone or with a group of teachers, using topics, questions, and goals informed by district and state standards. Regular assessment, revision and constant improvement of student work is also a part of the learning expedition study.

Expeditionary Learning teaches a specific protocol that helps discussion and critique of instructional practice. Teacher study groups promote inquiry and innovation in classroom practice. Students are encouraged to share their ideas in a safe and supportive environment. Both teachers and students use portfolio assessment to drive student performance. The model believes that work that is placed in the student portfolio has reached a level of excellence and offers some of the best evidence of what students know and are able to do. A student's portfolio, the model believes, can also reveal the level of teaching practice a student is exposed to.

According to the developer, a school using Expeditionary Learning will see its school culture transformed by a "conscious application of the design principles, that are evident throughout the school in the way people treat one another and in every aspect of teaching and learning." The model guides schools to promote a school culture that exudes respect, compassion, and is engaging and physically and emotionally safe. Teachers in an Expeditionary Learning school appreciate the ideas of students, and encourage students to both pose and solve problems. Family members are also encouraged to play a role in shaping the school's culture.

Expeditionary Learning has created benchmarks for schools to use for conducting an initial assessment to find out where they stand at the beginning of the implementation of the design, and then as a yearly review. Schools develop a school review portfolio that gives a comprehensive picture of students', teachers', and leadership's performance and growth. The benchmarks provide a guide for reflection, planning and action for continuous improvement schoolwide. They help the school develop a

shared vision, look at change as a developmental process, set priorities, decide what evidence to collect and analyze, and develop a comprehensive evidence-driven school improvement plan.

The model's design also calls for the school to conduct a Periodic Peer Review to record and showcase their performance. Judged by an external evaluator, this review gives the school an unbiased perspective on its progress. The periodic peer review follows after the school's annual self-review and should focus on student learning and teaching practice in the context of the model's benchmarks. Expeditionary Learning is quick to clarify that the peer review process is not an external evaluation that ranks the school, but rather a review by critical friends who share similar goals in their own schools. The process allows the school to get an outsider's view and then reflect, revise, and improve.

Evidence of Results: Six independent organizations and researchers including American Institutes for Research, the National Staff Development Council, Academy for Educational Development, University of Colorado Department of Education, RAND Corporation, and researcher Polly Ulichny of Brown University concluded that Expeditionary Learning: "brings about significant improvements in student achievement as measured by standardized tests and portfolios of student work; changes instructional practices and school culture for the better; improves student attendance and parent participation; and reduces the need for disciplinary action."

In a report issued by New American Schools in 1997, early indicators of progress showed recognition for schools using Expeditionary Learning. Midway Elementary School was one of five schools chosen for an Excellence in Education Award presented by the Cincinnati Youth Collaborative in 1996-97. Three other Expeditionary Learning schools in the district were among the finalists chosen out of 79 schools competing. In Maine, an Expeditionary Learning school, King Middle School in Portland,

achieved dramatic gains on the Maine Educational Assessment in six curriculum areas in 1995. In New York City, a three-year longitudinal comparison showed increases in reading on the Degrees of Reading Power Test in grades seven and eight, ranked the School for the Physical City at 29th among 226 junior high schools in the city in reading. These are a few of the examples cited in the New American Schools report.

Compatibility with Service-Learning: The model scored itself as *highly compatible* with service-learning and provides substantial support for service-learning activities or projects. Block scheduling is a key structure needed for learning expeditions. Student input is a central feature. According to the developer, “Expeditions are usually designed by teachers with student choice and planning as a natural component—the spirit of adventure.”

The model’s *Ten Design Principles* are highly compatible with service-learning: The Primacy of Self-Discovery, The Having of Wonderful Ideas, The Responsibility for Learning, Intimacy and Caring, Success and Failure, Collaboration and Competition, Diversity and Inclusively, The Natural World, Solitude and Reflection, and Service and Compassion.

In the model’s *Five Core Principles*, “our best statement for bringing together the academic aspects of schooling with civic skills,” service is specifically mentioned. The design also publishes safe fieldwork guidelines to ease district concerns over student safety during a learning expedition. “We do not provide a curriculum. We do discuss practices,” wrote the developer.

The concept of students applying their knowledge and skills to real-life situations, problems, or projects, is a central feature of the model’s design. One school surveyed wrote, “Students produce projects at the end of each expedition, then present them to parents, visitors, and/or appropriate city or state personnel.”

The model addresses community needs in its design principles and *Community Practices*

Benchmarks. “We develop things that the community needs or has an interest in,” wrote one school. Students are encouraged to participate in choosing expedition ideas and planning activities, but most of the planning rests on the teacher. In developing expeditions, teachers are encouraged to use research books, maps from City Hall and information gleaned from individuals. Teachers team teach and share duties during an expedition. Teachers use alternative forms of assessment such as rubrics and allow time for reflection and journal entries depending on the project or class.

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HIGH SCHOOLS THAT WORK

Southern Regional Education Board
592 10th St. N.W., Atlanta, GA 30318-5790, 404-875-9211, 404-872-1477 fax
<http://sreb.org/programs/hstw/hstwindex.asp>



Score: Compatible

“Most students can master complex academic and technical concepts if schools create an environment that encourages students to make the effort to succeed.” – *Gene Bottoms*

Features:

- ◆ Upgraded academic core with a concentration in further academic studies or a career/technical field.
- ◆ Use of engaging instructional strategies, including applied and contextual learning.
- ◆ Includes data collection and evaluation to drive the reform process at schools.

Background: High Schools That Work (HSTW) was created in 1987 by the Southern Regional Education Board–State Vocational Education Consortium. Gene Bottoms, Senior Vice President of Southern Regional Education Board (SREB), is the founding director of HSTW.

Premise: Teaching a more intellectually challenging curriculum to career-oriented students is based on five elements: 1) greater effort by students; 2) a challenging program of study that blends essential content from college-preparatory studies with quality career/technical studies; 3) quality work by all students; 4) support for learning, including guidance/advisement and extra help; and 5) use of data to guide school improvement.

Design: The model combines strong academic preparation with a concentration in an academic area or a modern career/technical field in preparing all high school students for the workplace and further education. It provides a framework of goals, key practices, and key conditions for setting higher standards and

accelerating learning. SREB advocates that all students complete an upgraded academic core, taught to college-preparatory standards, and four credits in a concentration in either a broad career/technical field of study or further academic studies, such as mathematics/science or humanities. The intent is to get all high school students to focus on a group of challenging and related courses that interest and prepare them for the future.

The HSTW design is driven by three core goals:

1. Raise the mathematics, science, communication, problem-solving, and technical achievement of students to the national average and above.
2. Blend the essential content of traditional college-preparatory studies—mathematics, science, and English language arts—with quality career/technical studies by creating conditions that support school leaders, teachers, and counselors in carrying out key practices.
3. Advance state and local policies and leadership initiatives necessary to sustain a continuous school-improvement effort.

Ten key practices are the essence of the HSTW design:

1. High expectations.
2. Challenging career/technical studies.
3. Academic studies teaching essential concepts from the college-preparatory curriculum

and encouraging students to use academic content and skills to address real-world projects and problems.

4. A challenging program of study that includes a solid academic core and a concentration.
5. Work-based learning.
6. Teachers working together—integrated instruction.
7. Students actively engaged in learning.
8. Guidance and advisement.
9. Extra help in meeting higher standards.
10. Marking progress by using assessment and evaluation data to improve school and classroom practices.

SREB works with a number of stakeholders in the HSTW reform process. Local superintendents, principals, teachers, counselors, school board members, business and postsecondary leaders, and representatives of state departments of education are consulted early and often in the implementation of the model. Stakeholders agree to fully implement HSTW goals, key practices, and key conditions in member schools. In return, the schools receive staff development, technical assistance, publications and communications, and data and evaluation services from SREB and state departments of education.

SREB promotes the use of contextual learning strategies to show students how to apply abstract ideas in a variety of real-life situations. Academic and career/technical teachers work together to develop assignments that encourage students to use challenging academic knowledge and skills to complete projects and solve open-ended problems based on real-world applications. Integrating college-preparatory academic studies with career/technical studies gives students more options for learning complex reading, writing, mathematics, and science concepts. “Contextual learning does not take the effort out of learning,” Bottoms wrote. “Rather, it creates a climate in which learning is taken seriously and students help each other

succeed.” The use of contextual learning demonstrates significant compatibility with service-learning.

High Schools That Work prepares teachers to use effective instructional methods. The topics, following, for national and site-specific professional development include many that are compatible with service-learning.

- Reading and writing for learning across the curriculum.
- Aligning teacher assignments, student work, and assessments.
- Analyzing “power standards” to determine what students need to know and be able to do, and moving standards into instruction.
- Using project-based learning.
- Using real-world problems to engage students in learning algebra and geometry.
- Using cooperative learning strategies.
- Improving student-centered instruction.
- Training teachers as advisors.
- Planning and implementing ninth-grade catch-up academies.
- Training teachers to use The College Board’s Pacesetter English in grades nine and 12 and Pacesetter Mathematics in grade 12.
- Integrating mathematics and reading into career/technical courses.
- Implementing career academies in grades 10 through 12.
- Creating a climate of higher expectations.
- Integrating technology into classroom instruction.

SREB urges HSTW sites to mount schoolwide literacy and numeracy initiatives to raise the reading, writing, and mathematics skills of all students, including career-oriented students. The schools identify literacy and numeracy

“coaches,” who are trained by SREB to work with teachers in improving students’ English language arts and mathematics skills through year-round instructional activities in every classroom.

Staff Development—HSTW plans and conducts meetings, workshops, and conferences to help schools find solutions to common problems. The staff development includes national workshops for administrators, teachers, and counselors; retreats and institutes for local and state leaders; and Internet courses. More than 6,000 educators participate in the annual HSTW Staff Development Conference—a showcase for new and successful ideas and approaches.

Technical Assistance—HSTW organizes teams to conduct technical assistance visits to one-third of the HSTW sites each year. The purpose of the visits is to help schools determine their progress, their challenges and their next steps in improving student achievement. Each visit results in a no-nonsense report of actions the school can consider to advance student learning.

Communications and Publications—HSTW produces many publications annually and maintains a catalog of HSTW policy reports, research briefs, case studies, site development guides, outstanding practices publications, and videotapes to assist schools in raising student achievement. Regular mailings contain newsletters and other materials needed by the sites. The SREB Web page contains a large section of news and information about HSTW and its network of states and sites.

Assessment—All HSTW sites participate in the initiative’s biennial assessment of reading, mathematics, and science achievement. The assessment is based on the National Assessment of Educational Progress (NAEP). Sites also participate in the HSTW Teacher Survey and the Follow-up Study of recent graduates who report on their high school experiences. HSTW conducts a transcript study to match students’ course-taking patterns with their performance on the assessment. HSTW schools use data from the initiative and from other sources to measure

their progress in raising student achievement. Sites are expected to use a number of indicators to measure their progress and to make steady advances in improving student learning.

Curriculum products—HSTW trains teachers to use valid curriculum products that address what and how students are taught. Pacesetter Mathematics and Pacesetter English are part of a College Board program that integrates standards, curriculum, teacher development and assessment. Principles of Technology is a two-year contextual physics curriculum that focuses on using physics to solve real-life problems. Project Lead The Way is a project-based pre-engineering curriculum that incorporates college-preparatory mathematics and science in grades nine through 12.

Evidence of Results: External research reports by national organizations have shown the impact of HSTW in helping schools improve curriculum instruction and student performance. The American Institutes for Research selected HSTW in 1999 as the nation’s only high school reform initiative that shows “strong evidence” of raising student performance. The Research Triangle Institute prepared a study on HSTW for the U.S. Department of Education. This study showed that HSTW schools in a two-year period were able to increase the percentages of students who met the HSTW achievement goals and completed the recommended program of study. MPR Associates Inc. found gains in student achievement linked to HSTW key practices, particularly an upgraded academic core, integrated academic and career/technical studies, and guidance/advisement about educational and career plans.

Compatibility with Service Learning: The model scored itself as *compatible* with service-learning. SREB considers service-learning to be a form of work-based learning. More than two-thirds of all high school students work during their senior year. Quality work-based learning experiences are associated with higher academic achievement. The five experiences that SREB recommends for students engaged in work-based learning are: 1) observing veteran

workers in certain jobs; 2) learning how to do a job from a work-site mentor; 3) being evaluated according to clear standards; 4) receiving encouragement from a work-site mentor at least monthly to develop strong work habits and good customer relations skills; and 5) being shown daily or weekly how to use communication skills at the work site. HSTW students who have all or some of these quality work-based learning experiences are more likely than other students to meet the HSTW achievement goals in reading, mathematics, and science.

SREB encourages HSTW schools to use grade 12 as a time for students to combine their knowledge and skills in a Senior Project to show what they have learned in academic and career/technical courses. A Senior Project combines a written research report, a product or service to the community, and an oral report to a panel of experts in a career/technical field. A number of HSTW schools and school districts value the Senior Project enough to make it a requirement for graduation.

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INTEGRATED THEMATIC INSTRUCTION

17051 SE 272nd Street, Suite 17, Kent, WA 98042, 253-631-4400, 253-631-7500 fax
<http://www.kovalik.com>



Score: Highly Compatible

“Being able to put knowledge to real world use sparked my interest in brain research. In studying brain research, I came to realize that everyone is capable of learning and excelling.”
– Susan Kovalik

Features:

- ♦ Cutting-edge research on how the brain learns is applied to the model’s approach to instructional practice, teaching strategies, and curriculum.
- ♦ Considered an appropriate model for whole school, whole district, and whole state.

Background: Model developer Susan Kovalik’s background in education and grounding in brain research prompted her to create the Integrated Thematic Instruction (ITI) model, in the early 1980s, for implementing body-brain compatible learning. Her work has spread beyond the United States to Slovakia. As a result of her work in Slovakia, there are now over 20 “teacher learning” centers and two colleges certifying ITI teachers. Kovalik’s leadership has led many educators to see that the biology of learning is a vital foundation for making decisions that take learning to higher levels.

Premise: Current knowledge about brain research has inspired an examination of traditional practices in education, challenging educators to drop what is ineffective and embrace promising new approaches that are compatible with what we know about how the brain develops and learns. Scientists now know the brain is built before and after birth and that one’s experience literally shapes one’s brain for survival. Kovalik’s ITI model focuses on “conceptual understanding of content, basic skills and the foresight to know when to use them, the ability to apply what is learned to real world situations, capability to work

collaboratively with others, and a vision of themselves as contributing members of society.”

Design: The ITI model is a K-12 program that applies current brain research to teaching strategies and curriculum to develop educated and responsible citizens. The model has a year-long theme integrated into the curriculum that includes an enriched school and classroom environment, guidelines for life skills, and learning that is tied to locations and issues in the community. The design reduces the need for pull-out programs, provides longer blocks of instructional time, and recommends common planning time for educators. Parents are provided with training and may be included as resource speakers and ITI school site hosts.

Integrated Thematic Instruction (ITI) brings three independent areas of best knowledge and practice together to form the core structure of its design. These are:

1. Research on the biology of learning. The model translated current knowledge of the biology of learning into practical application and implements nine “bodybrain-compatible” elements:
 - a. Absence of Threat
 - b. Meaningful Content
 - c. Choices
 - d. Movement to Enhance Learning
 - e. Adequate Time
 - f. Enriched Environment
 - g. Collaboration
 - h. Immediate Feedback
 - i. Mastery (application level)

2. Teaching strategies that align with the way the human brain learns have the greatest impact. The model designed the physical classroom to support long-term learning in order to create workable teams of students and develop classroom management that uses agreements, procedures, *Lifelong Guidelines* and *LIFESKILLS* principles. Research-based strategies, such as cooperative learning, are also used.
3. *Curriculum development by teachers makes learning come alive.* Teachers anchor the curriculum to a year-long theme and rationale. The curriculum is aligned to district and state standards and orchestrates “being there” experiences tied to meaningful content and outreach to the community.

The ITI model begins with an understanding of five learning principles derived from bodybrain research:

1. Intelligence is a function of experience.
2. Learning is an inseparable partnership between brain and body:
 - a. Emotions are the gatekeepers to learning and performance.
 - b. Movement enhances learning.
3. There are multiple intelligences or ways for solving problems and producing products.
4. Learning is a two-step process:
 - a. Step one: Making meaning through pattern seeking.
 - b. Step two: Developing a mental program for using what we understand and wiring it into long-term memory.
5. Personality impacts learning and performance.

The impact of emotion and experience on the brain’s ability to learn is described by Dr. Jane McGeehan, a former public school teacher, administrator, and currently chief executive officer of Susan Kovalik & Associates. In an

article called “Brain-Compatible Learning,” McGeehan quotes leading brain researchers who assert that “Emotion is the highest part of our mindbody survival kit,” and “Emotions drive attention which drives learning, memory, and just about everything else.” One of the key roles of emotion is to tell the brain what is worth attending to and the attitude with which one attends. When learning something, the body and brain are inseparable and interdependent. Based on the current research on the brain and how emotions are connected to learning, McGeehan contends that in classroom application, emotions are the gatekeepers to learning. Positive relationships among teachers and students, a predictable climate, common language describing the ways in which people agree to interact respectfully, and an environment of players who obviously care about each other are all important to learning. Activities that promote this, according to McGeehan, are ones that: build a sense of community by creating safe ways for students to say what they need and want, posting agendas so that students have a picture of what is coming, and teaching students constructive ways to resolve conflict and to encourage each other. This kind of environment puts the student in the best emotional state to allow them to focus full attention on learning.

Experience is important in brain development as well. Experiences that provide rich sensory input beyond the capacity of a textbook or worksheet promote growth and increased synaptic connections in the brain. McGeehan writes, “First-hand experiences in the world outside the school and with real things inside the school evoke such rich sensory input to the brain. Visiting the pond, inspecting an earthworm up close, observing a seed become a plant—these are the experiences that enhance neural networks. Learning that starts with a ‘being-there’ experience gives added power to all other kinds of input whether it be immersion, hands-on with real objects, with models, second hand, or symbolic.”

The ITI curriculum, focuses on developing student understanding of important concepts,

such as change, through a curriculum that begins with a location or event in the student's world. Students are led by the teacher to investigate and conduct research to answer questions, such as: "What's going on around here?" "So what?" and "Why do we have to learn this?" The model trains teachers to ask themselves guiding questions such as, "What do I want students to do with their understanding that leads to responsible citizenship?" Community locations or events are the starting point for curriculum integration. Students might visit a hospital, a playground, a waste treatment plant, a local park, or a retirement home. Bringing students to a location to allow them a "being there" experience provides the foundation for powerful learning where the integration of a unit of study occurs naturally and makes sense.

Curriculum is written with assessment in mind. Teachers provide examples of good work for students to see and rubrics to encourage self-assessment. Traditional tests and quizzes are given, but ITI teachers also arrange opportunities for students to demonstrate their mastery before appropriate audiences, such as the city council, younger students, or the community at large. This allows students to expand their learning experience by giving them an opportunity to take social or political action by lobbying for their viewpoint, or performing a community service project that requires a range of new knowledge and skills.

Evidence of Results: A statewide program in Indiana, called CLASS, based on the ITI model and implemented by ITI-trained educators, was the subject of several studies. One of the studies analyzed the performance of over 100 CLASS elementary schools on the statewide test. The CLASS schools scored higher than other elementary schools in the state and the scores also increased over time. A second study of 32 students who attended a pilot CLASS school for five years found that the state test scores of this group was approximately one standard deviation above the mean in reading, language arts, and math. A third study on CLASS schools reported that a majority of teachers believed CLASS was having a positive impact on student motivation

and performance, especially on higher-order thinking.

A doctoral dissertation in 1998 compared Texas Assessment of Academic Skills (TAAS) reading scores of students in an ITI elementary school with a control elementary school. Within a two-year period, ITI students' scores showed a 16 percent growth compared to 3 percent growth at the control school. Other elementary schools in Texas showed a pattern of increasing student achievement through TAAS scores after the implementation of ITI.

Compatibility with Service-Learning: The model scored itself as *highly compatible* with service-learning. ITI encourages multi-age, self-contained structures that minimize pull-outs (removing a student from class to attend special instruction) at the elementary level. At secondary levels, teams and block schedules are utilized. Study trips away from school are a consistent feature of ITI. Curriculum begins with in-depth study of nearby locations and ends with social action, often a service-learning project. The ITI curriculum often addresses community needs and this forms the basis for an integrated curriculum component.

Beyond social action as a demonstration of mastery, classroom management is based on the model's *Lifelong Guidelines* and *LIFESKILLS*. According to developer Susan Kovalik, "Positive attitude and acceptable social skills are the foundation for meaningful service learning. In an ITI environment the Lifelong Guidelines and the LIFESKILLS are the preliminary steps before engaging with the community."

Lifelong Guidelines are:

1. Trustworthiness: To act in a manner that makes one worthy of confidence
2. Truthfulness: To act with personal responsibility and mental accountability
3. Active Listening: To listen with attention and intention
4. No Put-Downs: To never use words, actions

and/or body language that degrade, humiliate, or dishonor others

5. Personal Best: To do one's best given the circumstances and available resources

LIFESKILLS are:

- INTEGRITY: To act according to what's right and wrong
- INITIATIVE: To do something because it needs to be done
- FLEXIBILITY: The ability to alter plans when necessary
- PERSEVERANCE: To keep at it
- ORGANIZATION: To work in an orderly way
- SENSE OF HUMOR: To laugh and be playful without hurting others
- EFFORT: To do your best
- COMMON SENSE: To think it through
- PROBLEM SOLVING: To seek solutions
- RESPONSIBILITY: To do what's right
- PATIENCE: To wait calmly
- FRIENDSHIP: To make and keep a friend through mutual trust and caring
- CURIOSITY: To investigate and seek understanding
- COOPERATION: To work together toward a common goal (purpose)
- CARING: To show/feel concern
- COURAGE: To act according to one's beliefs
- PRIDE: Satisfaction from doing your personal best
- RESOURCEFULNESS: To respond to challenges in creative ways

Students help write their own inquiries (learning activities) and can choose which teacher-written ones to pursue. "We recommend a variety of approaches based on Gardner's multiple intelligence's and the highest levels of Bloom's Taxonomy," writes Kovalik. [Bloom's Taxonomy is a tool for categorizing the level of abstraction of questions that commonly occur in educational settings.] Projects can be year-long or short term to provide practice that leads to long-term memory and demonstrations of mastery.

The model features experiential learning methods with "real audiences" and encourages assessments that match the learning goal and student strengths. Processing the experiences of the day via journal writing and cooperative groups called "Learning Clubs" is an important learning strategy and one way for students to reflect on learning activities.

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MICROSOCIETY®

13 South 3rd Street, Suite 500, Philadelphia, PA 19106, 215-922-4006, 215-922-3303 fax
<http://www.microsociety.org>



Score: Highly Compatible

“Micro provides a way to implement all the standards. By installing this new operating system, our students are reaching the expectations required by the standards on a daily basis.
– Triana Olivas, principal, El Paso, TX

Features:

- ◆ Developing responsible citizens through community service.
- ◆ Implementing district and state standards.
- ◆ Test score improvement strategies.
- ◆ Making math connections in the real world.
- ◆ Reading and writing across the curriculum.
- ◆ Engaging students in experiential learning.
- ◆ Filling the K-8 gap in career education.
- ◆ Technology applications across the curriculum.
- ◆ Building parent participation in a school-wide program.
- ◆ Developing a school-wide program of community partnerships.
- ◆ Student service-learning from ‘Micro’ to ‘Macro’ Society.

Background: The design was created in 1967 by George Richmond who reasoned that if grades and discipline did not motivate students to learn, perhaps freedom and responsibility would. With this premise, he designed a micro society where basic skills would be relevant to students in their daily lives. The MicroSociety program was first used schoolwide in a Lowell, Massachusetts, K-8 school in 1981. MICROSOCIETY, Inc. (MSI), a national nonprofit organization and home for the design, was founded in 1991.

Premise: Creating a society in miniature in a school can help motivate students, improve basic skills and discipline, achieve high standards, and boost test scores and attendance.

Design: The MicroSociety program motivates students to learn, develop, understand, and apply academic and real-world skills as citizens in a society of their own design. It provides a context for academic learning, builds on the special needs, unique character and resources of a particular school and community, and places special emphasis on the arts, technology, and environmental action and community development. MicroSociety frames learning opportunities around real issues to bring a sense of urgency and relevance to students for acquiring skills to accomplish a specific goal.

The model is integrated into the regular curriculum and is easily tailored to local and state standards. English, math and science curricula comes alive for students when they apply concepts learned to real situations. The intrinsic and extrinsic rewards build self-esteem and motivation in groups of students who are at risk of failing in traditional academic settings.

The design consists of six major strands:

1. Technology
2. Economy
3. Academy
4. Citizenship & Government
5. Humanities and the Arts
6. Heart–Service and Ethics

Twelve essential elements are addressed and combined to make the classroom micro-society run smoothly:

1. Agreement on a Common Purpose
2. Definition of personal goals by teachers and students
3. An internal currency used by students for the operation of their micro society
4. Labor, capital, and information markets
5. Private/public property
6. Organizations such as ventures, agencies, and nonprofits
7. Meaningful contacts with parents and community partners
8. Academics
9. The six major strands listed earlier
10. Teacher planning time for integrating the program with curriculum
11. Jobs and marketable skills
12. Use of real world measures

MicroSociety applies “real learning theory” to students’ lives, creating authentic (real) situations that prepare them for the tasks that will face them in their adult lives. The design includes a reading program that guides students to create an entire industry of businesses and services. Math is raised to the level of a survival skill as students become aware that they need arithmetic to buy and sell, create budgets, maintain a checkbook, and deal with other transactions that occur during “Micro” time each day. Students find that they need geometry skills to measure floor plans or design jewelry, and algebra and statistics skills to produce financial reports and spreadsheets. Students take on the role, within the classroom, of architects and engineers to design and build storefronts, test their entrepreneurial skills while using technology to invent or manufacture products for the marketplace. Student government researchers apply biology to recycling campaigns, healthcare

policies and public spaces. Students learn academic skills as they solve problems and serve as resources for each other.

Students are allowed to make the rules that govern behavior in their micro society, and are encouraged to develop internal self-control. As primary stakeholders in ventures and organizations, they play an active role in maintaining order and solving community problems, and they discover the benefit of a secure, cooperative environment where all can flourish. In their micro society, students can create a legislature, make laws, develop a court system that administers them, and launch a group of students, called Crime-Stoppers, who enforce the laws. The Northwest Regional Educational Laboratory summarized, “Because children are deeply involved in rule making and law enforcement, and want to avoid the expense and notoriety of litigation, disciplinary infractions decline. In MicroSociety schools, the peer group allies itself with law abiding interests rather than with outlaws.”

MicroSociety is welcoming to parents, community leaders and members. Volunteer roles are important and varied. Parents help by sharing their real world experience with students and teachers.

The model offers teachers professional development and practical strategies for implementing state and district standards. MicroSociety’s strategies support a results-driven environment by helping students demonstrate academic and problem-solving skills and by providing schools with a framework for integrating multiple programs into one unified system. Teachers find many opportunities to help students apply academic skills across several disciplines. Student ventures are developed with standards in mind. Even business development strategy is based on standards.

Evidence of Results: According to the Northwest Regional Educational Laboratory, in 1998, an independent evaluator, D. M. Kutzik from Drexel University, examined the impact of

the program by looking at nationally-norm referenced tests. The evaluator looked at scores for elementary and middle schools to see the difference between scores for students before and after implementation of the MicroSociety model in the school. Results revealed that after the MicroSociety model was implemented, students showed a 25 percent increase in math over baseline performance, 11 percent increase in language arts, and a 7 percent increase in reading.

Since implementation of the design at the Sageland Elementary School from 1993 to 1998, scores rose on the Texas Statewide Assessment by 216 percent in reading, 178 percent in math, and 22 percent in writing.

In an elementary school in Detroit, Michigan, William Davison School, average 4th-grade MAT (Metropolitan Achievement Test) scores for 1997-98 rose by 43 percent in math, 53 percent in reading, and 24 percent in science.

In Philadelphia's Wilson Middle School, MicroSociety is credited with reducing the number of students scoring Below Basic on the SAT 9 by 10 percent, meeting the districts goals a year early.

A survey of MicroSociety principals nationwide, reported improved attendance and reduced disciplinary infractions after the design was implemented. The model contends that because students are learning by doing, they retain what they have learned longer. Experiencing with direct exposure to experiences and a broad spectrum of careers, they appreciate the skills of visiting adults and the real-life choices that must be made.

Compatibility with Service-Learning: MSI scored its model as *highly compatible* with service-learning. It isn't difficult to see where service-learning lives in this model.

Schools using the model schedule blocks of time for students to tend to their micro "ventures" and agencies, and this may be a substantial commitment of up to three to five times a week.

Schools described the program as allowing students to create a microsociety by applying for jobs, paying rent, taxes and tuition with pay they earn. This society provides a means for students to apply what they are learning to situations of real-life value to them, and of service to others. The service students provide requires them to reach out to the community for information. According to schools surveyed, civic skills and competencies are addressed when students become involved in parts of their micro society that consist of legislature, enforcement, and court. "In addition, students performed community service." "Civic core values—develop civic skills and competencies through seven character traits," wrote one school. Schools described the model design as allowing students to participate in the planning of curricular activities in the following areas: student assemblies, Market Days, legislative meetings, applying for jobs, and starting businesses in the micro society. Textbooks are not used exclusively, according to schools surveyed. Teachers create lesson plans with consultation from professional police officers, bankers, judges, and others who are also invited to present informative workshops for the students. In addition, an extensive amount of curriculum and instructional resources is available from MSI. Through project-based learning, students create products they can sell using student-created currency. Teachers are provided with common planning days to allow them to research, plan together and develop curriculum. "Students use journals, pre and post tests, surveys; they also create news broadcasts, advertisements, and commercials," wrote one school. Students also create rubrics for their products. Reflection occurs in the form of journal entries and class discussion.

A major focus of MSI schools is to involve the local community in the school. The involvement comes from the community members working with the children in their jobs and also the children supporting the community through their nonprofit and service activities.

The sixth strand of the model design, *HEART, service and ethics*, allows teachers to help

students build an understanding of their part in the larger community and encourages them to be of service and engage in activities such as fundraising, and outreach. Through the citizenship strand, children gain experience as they participate in the running and governing of their school.

According to the model's survey response, in more advanced MicroSociety schools, the administration merely facilitates. Students write business plans for ventures which guide their experiences in school. The model developer says, "MSI schools increase student's knowledge base well beyond the teacher and the textbook. Children participate in learning by doing, hands-on management of their ventures and agencies." For example, the school currency becomes an effective math tool. Peer tutoring is encouraged, learning by doing is part of the design, and teachers are facilitators.

Projects are long-term and wide-ranging. "For example, students who are successful business owners will manage another business through the school year. Court cases facilitate lawyers' work with defendants, juries, judges, and witnesses to successfully try a case."

One of the major benefits of MSI is cross-grade interaction both for students and teachers. Older children teach younger ones how to read, how to fill out deposit slips and how to argue court cases. Teachers work together to reinforce this learning method in the classroom.

In a MicroSociety school there are multiple ways to succeed as students are assessed through their venture and agency time. Teachers are provided with a number of ways to evaluate progress in real time for every student. "Every child has a job and earns academic rewards as well as regular salaries," wrote the developer. "A child could be a judge, a lawyer, a crime stopper, a business owner, or a bank teller." Students learn to budget money, write resumes and interview for jobs, solve disputes with their peers, and govern themselves.

PAIDEIA

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Score: Highly Compatible

“All learning is active, not passive. It involves the use of the mind, not just the memory.”

– *Mortimer Adler*

Features:

- ◆ Measures each child’s progress individually
- ◆ Includes three instructional techniques and professional development for teaching and learning:
 - Didactic (lecture) instruction
 - One-on-one coaching
 - Socratic seminars

Background: The Paideia model is based on a manifesto published in 1982 by Mortimer Adler. Adler and his colleagues developed twelve Paideia principals and proposed a relationship between three types of teaching: didactic instruction, coaching of intellectual skills, and seminar discussion. Through a partnership between Adler and University President William Friday, the National Paideia Center was established at the University of North Carolina in 1988. Terry Roberts is the current director of the Paideia Center. Ted Sizer, developer of the Coalition of Essential Schools, was an original member of the Paideia Group.

Premise: High academic achievement is expected of all students. A high quality education is essential to democracy.

Design: The Paideia model was greatly influenced by philosopher and educator, Mortimer Adler, a man steeped in classical education, harking back to Greek literature. The term Paideia is loosely translated from the Greek language to mean “the upbringing of children.” These influences are seen in the essential elements of a Paideia classroom. A Paideia classroom is a student-centered

classroom dedicated to the learning of all students. In the classroom, assessment of students and teachers is individualized rather than standardized in order to emphasize individual growth. The classroom is dedicated to the intellectual development of both children and adults, and fits into a larger school community dedicated to lifelong learning.

The Paideia approach is an attempt, as Teacher Magazine writer, David Ruenzel writes, “to infuse public schooling with a new intellectual vitality.” In the same article, a principal in Charlotte, North Carolina described the type of teacher that works well with the Paideia program. “In order to teach in a Paideia environment, you have to be a person of real intelligence—a kind of Renaissance person. You need to know something about everything. This doesn’t mean you’ll know all the answers—indeed, that’s not the point of Paideia—but you have to know how to ask the right questions.”

The Paideia model is based upon 12 principles summarized as follows.

1. All children can learn.
2. They deserve the same quality of schooling, not just the same quantity.
3. The quality of schooling to which they are entitled is aligned with what parents want.
4. Schooling at its best is preparation for becoming generally well educated, and schools should be judged on how well they provide this preparation.

5. Schools should prepare all Americans for three callings: to earn a decent livelihood, to be a good citizen of the nation and of the world, and to make a good life.
6. The primary cause of genuine learning is the activity of the learner's own mind, sometimes with the teacher functioning as a secondary cause.
7. Three types of teaching should occur in school: didactic teaching of subject matter, coaching that produces the skills of learning, and Socratic questioning in seminar discussion.
8. The results of the three types of teaching should be: the acquisition of organized knowledge, the formation of habits of skill in language and math, and the growth of the mind's understanding of basic ideas and issues.
9. Each student's achievement of these results would be evaluated in terms of their own competencies and not related to the achievement of other students.
10. The principal of the school should not be an administrator only, but should be a leading teacher who should be cooperatively engaged with the school's teaching staff in planning, reforming, and reorganizing the school as an educational community.
11. The principal and faculty of a school should themselves be actively engaged in learning.
12. The desire to continue their own learning should be the prime motivation of those who dedicate their lives to the profession of teaching.

The Paideia plan has a formula of balance among didactic, coaching, and seminar processes. The developer believes that in a well-planned unit of study, a teacher's didactic presentation should not exceed 10-15 percent of class time. Coaching, or a Coached Project is student work time where facilitation of discussion can come from the teacher, or by students for students, and should occur 60-80 percent of the time in a classroom. Finally, the

Paideia Seminar should occupy 15-20 percent of class time.

The Paideia program requires teachers to reconfigure the school year into a series of Coached Projects. In this setting, teachers coach students in academic skills as they work together through a project. A Coached Project is similar to a traditional unit of study in that it is generally two to three weeks in length. It involves several disciplines and engages multiple intelligences and a context for practicing different intellectual skills. The Paideia model sees the Coached Project as a rehearsal and practice that precedes a recital or presentation. According to the model, students are very much involved in the planning and assessment of progress toward a product of real-world value. The Coached Project often has an audience in the world outside the classroom, so students become vested in producing a quality product. As described in the Paideia program, "It is what gives the entire project—and the academic work it contains—relevance for the students doing the work."

Authentic, student-centered assessment is found in all three areas of the Paideia method of teaching and learning. As the model's ninth principle of learning states: "Each student's achievement of these results would be evaluated in terms of that student's competencies and not solely related to the achievement of other students." According to Terry Roberts, director of the National Paideia Center, Paideia teachers "do not equate intellectual quality with standardized test scores. Rather, they measure each child's progress individually and communicate about that progress as clearly and helpfully as possible."

Assessment in the Paideia classroom is done as a cyclical process that involves teachers and students. Together, teachers and students identify their curriculum goals, diagnose their status relative to those goals, plan strategies to achieve those goals, measure progress along the way, and evaluate where they are in relation to meeting their goals. In the Coached Projects and Paideia seminars, assessments such as

rubrics and checklists are used to evaluate the level of achievement or success of a project or discussion.

Paideia's Professional Development program falls into three phases plus an evaluation in which teachers, administrators, and parents in the school community receive instruction and guidance:

- Phase 1: Seminar leadership, and seminar discussion for a consistent schoolwide instructional technique. Paideia staff provide both the training and technical assistance during the school year and assist the principal in establishing a schoolwide implementation plan.
- Phase 2: Planning and Implementing Coached Projects. Didactic instruction and coaching academic skills through "product-oriented" student projects are addressed. Teachers, with assistance from parents and administrators, plan a series of Coached Projects for students to work independently and in teams to produce high quality work. Teachers integrate seminar instruction into each unit of study to build on the knowledge and skills acquired through didactic and coached instruction.
- Phase 3: Training in assessment and curriculum. Here, assessment and curriculum planning skills necessary to complement and support seminar teaching and academic coaching are addressed.
- Evaluation Plan: The evaluation plan involves evaluation assistance, evaluating the process of implementation, and identifying and evaluating the major outcomes on schools, community, parents, teachers, and students. Here, participants learn to assess and describe the degree and nature of implementation of the Paideia program and assess the effects of this implementation on the school, community, teachers, parents, and students.

Evidence of Results: Former Guilford County, North Carolina, superintendent Jerry D. West

reported in an October 1997 article to the American Association of School Administrators:

Another staff development approach that has shown great promise came through collaboration with the National Paideia Center. The training has helped our teachers acquire instructional methods that emphasize skills that the business community seeks in employees. Our students are learning to think, reason, organize their thoughts and respect the opinions of others.

A four-year study of Paideia implementation in Guilford County North Carolina, commissioned by the School Board of Guilford County and conducted by the Center for Educational Research and Evaluation at the University of North Carolina, Greensboro, revealed descriptive results about Paideia implementation across grade levels and subject areas. Examples of results are as follows.

- Teachers at all Paideia sites reported that students improved their critical thinking and ability to express themselves clearly.
- The achievement effects in schools committed to Paideia increased at a faster rate than in other schools.
- Implementation of Paideia was associated with classes with reduced friction: "...students are calm and not mean, and students feel safe."
- The implementation of Paideia had positive effects on students' self-concept of ability, achievement, family self-concept, and confidence in self.
- Fully implementing Paideia can reduce the negative effects of social comparison.

Compatibility with Service-Learning: The model scored itself as *highly compatible* with service-learning. The Paideia program and service-learning are similar in many respects. Although service-learning is not overtly mentioned by the model, it is evidenced in

examples of Coached Projects. For example, one teacher turned a problem at school into a Coached Project. When a six-foot high, red clay bank, separating the playground from the back of the school began to erode and creep progressively closer to the school after each rain storm, students were challenged to develop a solution. Students studied erosion in a water table built in the classroom. The class was divided into five design teams. Each team developed a model and method to stabilize the bank to prevent further erosion and solve the problem. Students drew their ideas, wrote detailed descriptions and explanations as to why they thought their designs would work. A 25-foot segment of the bank was divided into five sections and each group spent many days during recess working with parent volunteers to apply their tested method to stabilize a section of the bank. Two-weeks later, after their methods were tested by a hard rainstorm, students and teachers evaluated each group's method for containing the bank. Issues of cost and time to execute each method were discussed. The class decided on the best solution to stop the erosion and the school's maintenance team agreed to use it to fix the entire bank. Students asked to finish the work together on a Saturday without help from the school's maintenance crew. Coached Projects and Paideia seminars lead students to take on real-world problems where academic skills are learned as they imagine a solution, develop a method, and solve the problem.

Other elements of service-learning are seen within the model. Flexible use of time such as block scheduling is used by the model. "Although we do not require flexible use of time, seminar practice requires longer periods of academic time, so that we recommend floating the schedule to fit instruction."

There are options for students to apply their knowledge and skills to real-life situations, problems, and projects. "All Paideia Coached Projects are designed to access real-life audiences by producing products of authentic value outside the classroom," wrote Terry Roberts, executive director. One school

surveyed wrote, "In Paideia, 60 percent or more of student work should be project oriented."

The model addresses local community needs whenever possible through Coached Projects. "Coached Projects are intended to address real-life community issues and problems in order to make the curriculum relevant," noted one school surveyed.

The model's curriculum includes objectives for developing civic skills and competencies. "Our seminar practice develops interpersonal social skills and our Coached Projects are often community-based," wrote Roberts. The model allows students to play a role in planning curricular activities. "They are supposed to help design the Coached Projects and then assess progress all along the way."

The model allows teachers to use a variety of learning materials other than textbooks. "We may use a wide variety of seminar 'texts' and real-world materials as part of our Coached Projects," wrote one school. Teachers are free to use any materials as long as they are accountable to district standards," wrote another.

The Paideia approach allows teachers to use alternative teaching strategies. "We not only allow, we require creative use of the Paideia Seminar and Coached Project," wrote Roberts. The model's instructional methods include project-based learning. "The Paideia Coached Project (our unit-design model) is based entirely on product-oriented projects. It is one of our mainstays," wrote one school.

The model's approach to curriculum allows teachers to use interdisciplinary team teaching and/or experiential learning. "We strongly encourage the use of interdisciplinary Coached Projects all the way through senior high school," wrote Roberts. Alternative assessments are allowed or encouraged. "In both Paideia Seminars and Coached Project, we require teachers and students to use checklists, rubrics, and portfolio assessments."

The model allows or provides time for student reflection. “Our seminars require reflection both during and after seminar dialogue—as a standard part of the strategy,” wrote Roberts. According to one school, with Coached Projects and group time, student interaction is a must.

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ROOTS AND WINGS (SUCCESS FOR ALL)

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http://www.successforall.net



Score: Somewhat Compatible

“We want our children to have roots—the academic foundation, self-concept, and positive attitude on which success in school depends. We want our children to have wings—the thinking skills, creativity, flexibility, enthusiasm, and broad world view to soar beyond the commonplace.”
– Robert Slavin and Nancy A. Madden

Features:

- ◆ Early intervention for preschoolers
- ◆ Reading program emphasizing systematic phonics
- ◆ Writing/language arts program
- ◆ Math program
- ◆ Integrated social studies and science program
- ◆ School-family support team for home-school collaboration
- ◆ One-to-one tutoring for children
- ◆ Professional development, implementation checks, and follow-up training

Background: Roots and Wings was created in 1992 by Robert Slavin and Nancy A. Madden of The Johns Hopkins University and the Success for All Foundation. With a grant from the New American Schools Development Corporation, they extended their reform approach into the main areas of the elementary curriculum not addressed by Success for All. (Created in 1987, Success for All is a widely-used whole-school reform model focusing on reading, writing, and language arts in the elementary grades.) Roots and Wings subsumes Success for All. The Success for All and Roots and Wings programs combined to form the new Success for All Foundation on July 1, 1998.

Premise: Every student should receive a firm foundation in the knowledge and skills needed to succeed in today’s world.

Design: The New American School’s *Blueprints for School Success: A Guide to New American Schools Designs* describes the basis of Roots and Wings as having Roots, or strategies, to ensure that every child can meet world-class standards: early intervention for preschoolers, research-based curriculum with extensive training support, one-to-one tutoring for children struggling with reading, and family support. Wings refers to improvements in curriculum and instruction designed to let children soar.

As an extension to the Success for All school design, Roots and Wings combines five areas, reading, writing/language arts, math, science, and social studies through programs designed to meet the educational needs of children in grades 1-6. Programs include: *WritingWings*, an approach to writing that emphasizes the use of peer response; *MathWings*, a constructivist-based mathematics program; *WorldLab*, a project-oriented curriculum using simulations of real-world events to integrate social studies, reading, writing, science, fine arts, and other areas; individual tutoring by paraprofessionals, teachers and volunteers; a full-time facilitator; family support; and professional development and training for teachers.

Components of Roots and Wings are implemented into the school over a three-year period. In the first year, schools phase in components of Success for All’s reading program. These components are: The Early Learning Program, Reading Roots and Reading

Wings. *WritingWings* is introduced, emphasizing the use of four-member peer response groups where students help each other plan, draft, revise, edit, and publish their work. Language arts instruction is integrated into the writing lessons.

In the second year of implementation, *MathWings* is introduced. *MathWings* is a mathematics program based on the standards of the National Council of Teachers of Mathematics. Students learn mathematical concepts through construction of knowledge, development of problem-solving processes, and discovery through exploration. *MathWings* utilizes assessments such as performance tasks, observations, concept checks, journal writing, problem-solving, and interviews with students to make instructional decisions and to evaluate each student's growth.

Worldlab is introduced to the school in the third year of implementation. It provides a curriculum that integrates social studies and science curriculum for grades 1-6. As described by the developer, *Worldlab* is a laboratory where students can utilize and enhance the skills they are learning in other components of the Roots and Wings program, including reading, writing, and mathematics." It allows students to form cooperative groups to learn about the world through simulation exercises and by investigating real-world problems and issues.

Worldlab takes a thematic approach to learning and provides units of study for each grade-level. Themes for units may include: Trees, Harvest, Birds, Changes, Forests, Harvests Around the World, Life Cycles, Africa, Japan, Archaeology, Germ Hunters, and others. Teachers follow the Roots and Wings outline to move through lesson plans. Teachers "Set the Stage" for students to review key concepts about a topic, provide "Active Instruction," incorporating techniques such as "Thinking Out Loud," modeling and demonstrations; encourage "Teamwork" among students to complete investigations, experiments or simulations; and they provide "Time for Reflection" to discuss and defend ideas and to reach consensus. Finally, teachers introduce a

concept called *Extend and Connect*, to get students to apply the concepts learned to other situations. *WorldLab* is the Roots and Wings program most compatible with service-learning.

Key elements must be in place to begin a successful implementation of the Roots and Wings design. A full-time facilitator provides assistance to teachers. Tutoring is provided to first graders who have serious reading difficulty. A family support team provides support to parents in ensuring the success of their children. There is a commitment among school staff to reduce the number of special education referrals and retentions. A Building Advisory Committee is established to provide assistance in shaping program policy and to guide development of policy. Scheduling adjustments are made to accommodate 90-minute blocks of time for reading and *Worldlab*, 60-minutes for math, and no less than nine tutoring sessions per tutor. Schools and classroom libraries may need to be supplemented with more material to support the *WorldLab* curricula.

Evidence of Results: Before the implementation of Roots and Wings, students in four high-poverty schools in rural St. Mary's County, Maryland performed below the state average on the Maryland School Performance Assessment Program (MSPAP). In 1993-96, evaluations of the model found strong positive effects on the MSPAP. Roots and Wings students gained significantly more than students in the state as a whole on all six MSPAP scales in third and fifth grades and also exceeded state averages.

The state of Tennessee carried out an independent evaluation of Roots and Wings and found similar results on the Tennessee Comprehensive Assessment Program. They compared 22 high-poverty Roots and Wings schools in Memphis to control schools. Results revealed that before the Roots and Wings program was introduced the schools performed far below the control group. After four years of implementation of Roots and Wings, the school's scores were substantially higher than those for the control group or other district schools.

Compatibility with Service-Learning: (This section includes quotes from the model developer and schools.) The model scored itself as being *somewhat compatible* with service-learning. Roots and Wings' *Worldlab* component is highly compatible with service-learning because it:

- engages students in the meaningful pursuit of knowledge;
- promotes an understanding of the interdependence of economic, political, biological, and physical systems;
- uses simulation, group investigation, experimentation, and cooperative learning;
- guides students in completing products that help solve community problems;
- encourages problem solving and higher-order thinking processes; and
- involves community members as a resource for students.

"*Worldlab* certainly emphasizes experiential learning methods, and interdisciplinary teaching. It always includes science, social studies, and writing," writes Robert Slavin.

The model allows for flexible use of time, such as block scheduling. "Homerooms make for easy flexibility. In middle school pilots, we work towards block scheduling with varying degrees of success," wrote one school.

Roots and Wings students apply their knowledge and skills to real-life situations, problems, or projects, "often with simulation, and sometimes in actual projects in the community in schools working with the *Worldlab* component," writes Slavin.

Community needs are addressed. The family support team interacts with the families and community agencies to address family needs and connected community needs.

Teachers use a variety of learning materials other than textbooks, particularly in *Worldlab*,

such as: the Internet, interviewing, and speeches. Alternative teaching strategies such as cooperative learning and simulation are core strategies in the model's design. Project-based learning is used in *Worldlab* as are alternative assessments. The model provides opportunity for reflection by students, "in every area." Students are encouraged to play a role in planning curricular activities only in the *Worldlab* component.

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VENTURES EDUCATION SYSTEMS CORPORATION

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Score: Compatible

“This problem-based learning movement became more organized when a new nonprofit group, Ventures In Education (VIE), was formed to work with the Macy-sponsored high school programs to expand their achievements into other schools nationwide. Macy schools were working on improving the performance of students in science, and VIE wanted to spread such efforts to other schools. VIE also wanted to encourage schools to use problem-based learning in a variety of curriculum areas.” – *Maxine Bleich, president, Venture’s Education Systems Corporation*

Features:

- ◆ Student-centered learning.
- ◆ Interdisciplinary project learning that incorporates problem-based learning.
- ◆ Professional development programs.
- ◆ Activity books for teachers and students that align Ventures’ instructional strategies with required district and state assessments.
- ◆ Teaching manuals that align Ventures’ instructional strategies with curriculum, lesson plans, standards, and district and state assessments.
- ◆ Courses for graduate, district, and continuing education credit.
- ◆ Ventures Scholars Program—Educational and career linkages to college, university, and post-graduate institutions.

Background: The concept of Ventures was born from the Affirmative Action movement of the 1960s to increase minority access into higher education. The Macy’s Foundation, creator of Ventures, was deeply involved as a leader in advancing minorities into the medical field. In the 1980s, the Foundation began an initiative to form collaborations between high schools and universities recognizing secondary schools as partially responsible for inadequately preparing students in mathematics and science and other academic studies needed to enter college. In 1990, Ventures In Education, Inc. was formed as a nonprofit corporation by the Macy

Foundation “to prepare economically disadvantaged minority high school students for medicine and other health related professions.” In 1993, Ventures received funding from the National Science Foundation for the establishment of a three-year, schoolwide initiative to include administrative restructuring, teacher enhancement, and curricular enrichment. In 1997, the Ventures Education Systems Corporation was launched to provide a vehicle for distribution of proven research-based and applied systems of learning, including the *Ventures Initiative and Focus*® system of student-centered learning and other related products and services.

Premise: Replace teacher-centered learning with student-centered learning. Educators learn how to implement a student-centered approach through the use of constructive communication and the development of literacy and critical thinking skills aligned to the curriculum and local and national standards.

Design: The Ventures design strives to educate schools to provide conditions necessary for the successful implementation of student-centered learning. The model employs a combination of instructional approaches that help students “develop and internalize literacy, analytical reasoning, and problem-solving skills.” A special focus is placed on applying “constructive communication and group process in the classroom to get teachers and, ultimately, students to become deeply engaged in student-

centered learning.” Skills learned through this process can be applied to course content and in students’ daily lives. The model developer has designed interdisciplinary projects and problems that are aligned to local, state, and national standards across disciplines and has connected these to the student-centered learning process.

According to the model, constructive communication takes place in an environment that teaches students to work collaboratively in groups, listen attentively, speak coherently, and appreciate thoughts and opinions different from their own.

Educators are taught through Ventures’ Professional Development program to build skills in their students by bringing four basic elements into their teaching methodology.

1. A non-stressful environment conducive to human interaction and thinking.
2. The ability to coherently verbalize thinking.
3. An understanding of individual differences that may affect communication.
4. Effective group process.

The Ventures approach to establishing effective student-centered classrooms includes:

- Implementation and integration of student-centered thinking skills necessary for mastery of content.
- Literacy Instruction I: for the early grades, K-3.
- Literacy Instruction II: for the later grades, 4-12.
- Constructive communication, group process, literacy and structured thinking skills applied to content through the vehicle of problem-based learning.
- Student-centered, interdisciplinary project learning.
- Standards alignment.

- Focused strategic planning.

Project-based learning is incorporated with problem-based learning and involves students in what the model calls a “real-life design project,” an activity that could easily be mistaken for service-learning. Here, students incorporate the arts, communication skills, core curriculum, and school-to-work initiatives, all aligned with standards, to investigate and problem solve. Teachers use “project statements” based on real situations such as stage productions, the building of a comprehensive high school, or the creation of a waste disposal plant. An interdisciplinary team including a mix of teachers, tradespeople, government officials, and other community members work together with students on the project. Through this project, students develop skills that can be applied in their everyday lives. Projects vary in length from one week, several weeks, a semester, or an entire academic year to complete.

Teachers at Paramount High School, a Ventures site in Alabama, presented students with a community challenge. Students were told that local businessmen in Greene County, Alabama proposed to build a solid waste disposal facility along a stretch of the East Bank of the Tombigbee River and had secured \$1.2 million to fund the project. The businessmen wanted a model of the facility to be presented that would represent the positive influence the project could have on the community. A group of high school students, an interdisciplinary team of teachers—science, math, social studies, a school counselor, and a community resource group consisting of environmental protection, earth sciences, design, architecture, engineering, and construction joined to meet the challenge. Students worked on site to document conditions with photographs, maps, and sketches; visiting cultural, historic and architecturally significant sites for reference. Through their problem-solving process, meeting with various professionals, students learned how designers utilize basic core disciplines and practical applications of statistics, geometry, measurements, physics, botany, and chemistry. As a result of their experience, students proposed that an Environmental Education

Center with a small exhibition and learning center be built along with the waste disposal facility. With this addition, waste recycling and landfill engineering could be explained to the public. Although their proposal was not realized, the students were internally motivated toward future higher academic performance from the experience.

Walks of Life, a program under the care of Ventures In Education, Inc., is an example of a community and work-based partnership project between education and industry in New York City. The model developer believes school-to-work skills are a natural part of the learning process, not separate. The *Walks of Life* provides connections between work and school-based activities from kindergarten to the senior year. *Walks of Life* links schools with community-based organizations and assists schools to develop meaningful literacy and work-related service-learning experiences for students. The partnership project also works to help students find summer employment. It offers staff development for educators and industry representatives to help them provide high quality, meaningful school and work-based learning activities. Examples of *Walks of Life* projects are:

- Elementary Schools
 - Junior Achievement, a six-week program taught by university students interested in education, recruited by Walks of Life from local colleges.
 - Classroom presentations and company visits in the private and public sector organizations, from a variety of industries, provide activities that include all subject area classes. Walks of Life arranges for volunteers to meet with classes to discuss the SCANS (Secretary's Commission on Achieving Necessary Skills), education, and experience involved in their jobs and explain how skills learned in class relate to careers.
 - KAPOW is a monthly program where employee volunteers are recruited to partner with schools to teach children

about what they do at work. Students visit the volunteers' workplaces and participate in hands-on, work-related activities.

- Intergenerational program pairs students with continuing care facilities to visit senior citizens twice each month. Students work and participate in history projects, career discussions, arts and craft activities, and reading and writing.
- World In Motion is a hands-on program that helps students see how engineers use math and science to solve everyday problems.
- Intermediate Schools
 - Classroom presentations, company visits and Career Day.
 - Service-learning programs link schools with a variety of community-based organizations to develop meaningful literacy and work-related service-learning experiences. The program works with youth to help them find summer employment.
- High Schools
 - *Walks of Life* works with school personnel to recruit sites for this after-school community service work and develops evaluation materials for agency coordinators and students. This program is also tied to summer employment opportunities.
 - Career Paths Internship program offers opportunities to high school juniors and seniors to participate in a two-afternoon per week, year-long, unpaid work experience.
 - College preparation activities offer high school seniors college-related workshops, scholarship searches, college shadowing, visits to the Job and Career Center, and development of a portable skills portfolio.

Evidence of Results: Ventures helped seven schools in Louisiana raise eighth grade scores in

English language arts, on the Louisiana Educational Assessment Program for the 21st Century (LEAP 21), a criterion-referenced test (This kind of test is based upon the content all children are expected to learn. Scores are based on the amount of content a student demonstrates compared to a predetermined passing score). Some were raised from eight percent of students reaching the Basic level of achievement in 1999 to 13 percent in 2000. In math, five percent more students scored at the Basic level in 2000 from the previous year. Results of the test also showed a significant drop in students in both fourth and eighth grades scoring at the Unsatisfactory level from 1999 to 2000.

The NWREL online catalog of models reported that a 1990 study by the McKenzie Group (education and business consultants) revealed positive findings on the impact of the Ventures program, including evidence that students scored considerably higher on the SAT than their same-race peers across the country.

Compatibility with Service-Learning: The model scored itself as *compatible* with service-learning. The model makes explicit reference to service-learning in the *Walks of Life* program. It also hinges on project-based and problem-based learning, student-centered learning, and interdisciplinary learning—all elements strongly tied to service-learning.

The Ventures model allows for flexible use of time, an important component to service-learning, and provides professional development for teachers in problem-based learning and project learning.

The model does not provide a curriculum, but relies on the existing curriculum used in the school, so if the school chooses to bring service-learning into the curriculum, it will not interfere with the model design. Also, if the school allows students to play a role in planning curricular activities, the model will not interfere. The Ventures program does not preclude a school from including students in planning curricular activities.

The model allows for the use of alternative learning materials beyond regular textbooks.

The use of alternative teaching strategies is the core of the Ventures model, and project-based learning, a strong component of service-learning, is introduced by the model in the third year of the design. Interdisciplinary teaching and service-learning are at the heart of the model's design. Alternative assessments such as portfolios and presentation ceremonies are used.

The model provides for an optional school-to-career program in high school that includes job shadowing and internships. The model design does provide time for student reflection through journals, and one-on-one discussions.

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CONCLUSION

Service-learning is a powerful tool for reaching both the academic and social objectives of education. It has the potential to reinvigorate the education reform movement by encouraging the creation of a caring community of students to improve the school's culture and positively impact our world. The formal embrace of service-learning by more school reform models would be a positive step. However, there are barriers to the adoption, implementation, and sustainability of service-learning in more of the nation's schools.

Service-Learning Barriers:

1. Some teachers (and school boards) find it easier to stick with the "three Rs."
2. The service-learning definition needs standardization so that all efforts have the same basic characteristics.
3. Some educators question the willingness of organizations to accept middle-grade students as volunteers, and the issue of supervision of younger students must be addressed.
4. Some teachers complain of a lack of time for planning and time for student participation.
5. Service-learning may be seen by some educators as another initiative to deal with, and in doing so, they may pass it off as an add-on activity.
6. Before implementing service-learning, teachers need training or orientation in planning, implementation, and evaluation.
7. There is a relative scarcity and accessibility of quality placement sites, especially in rural areas where little transportation is available.
8. The cost for a full- or part-time service-learning coordinator is or can be prohibitive.

These issues are not insurmountable and with dialog, careful management, fundraising, and planning can be overcome.

Aligning Service-Learning and Education Reform

Implementation and sustainability of quality service-learning is better facilitated when a school or district aligns it with educational goals and dedicates a professional and permanent staff position to oversee and guide the initiative. The role of school and district leaders in the adoption and implementation stages of service-learning is key. Without an onsite champion, even teachers passionate about service-learning will find it difficult to sustain resources or the environment needed to bring service-learning experiences to life. Support from stakeholders can push service to the forefront of education reform as a recognized, supported, and integral element in the life of a school and its community and ease educators' hesitation toward community involvement. The introduction of service-learning into a small portion of the school's program, where staff can focus on quality and depth of practice, is a good start. Also, a clear understanding among school staff, parents, and students of the delineation between service-learning and regular volunteering activities not linked to academics will reduce confusion.

Bridges can be built to foster alignment between the worlds of service-learning and education reform if leaders in both fields reach out to each other. School models could highlight service-learning in their design and introduce it during training and technical assistance. School reform conferences could extend an invitation to service-learning leaders to be keynote speakers or session leaders. Service-learning conferences could reciprocate. More teachers' colleges could offer courses on creating

quality service-learning for all grade levels and in major subject areas. Schools could offer incentives to educators to take the initiative to integrate service-learning into their standards-driven curriculum. School districts could reach out to community leaders for ideas and support, such as classroom visits from business leaders, trade professionals, and innovative scholarships for students who implement service-learning projects that have an exceptional impact on the community.

States could post free online databases of state standards linked to a curriculum building tool that includes an option to integrate service-learning. Sample online listings of quality service-learning, standards-driven curriculum units or lesson plans for each grade level, in English language arts, math, science, history, social studies, and other areas could be amassed and shared as a resource. Policymakers could list service-learning training as an allowable activity for district and school professional development funds. Some states and districts have encouraged their service-learning programs to correlate with school-to-career or workforce skills such as those seen in the broad academic and workplace skills developed by the Secretary's Commission on Achieving Necessary Skills (SCANS). SCANS promotes the idea that students learn best when they are taught in a context of application, or functional context. School-to-career strategies and service-learning have much in common and are linked in local districts such as the School District of Philadelphia and Boston Public Schools, and in states such as California, Minnesota, and Oregon. "Linking service-learning and school-to-work both requires and facilitates strong community partnerships. These partnerships can build strong relationships and often set the stage for comprehensive education reform" (National Association of Partners in Education, 2001, p. 24).

The federal government could expand its Learn and Serve America initiative to give support to more schools and districts wishing to adopt service-learning methodology, or expand service-learning to more students and teachers. The National Service-Learning Leader School program, a peer reviewed competition, could be strengthened and expanded to provide more substantial grant awards to schools competing for the title.

Service-Learning Can Improve Schools and Communities

"A new partner has stepped boldly forward to help shoulder the burden of improving schools and communities. That partner is the young people themselves." – *James C. Kielsmeier*

There are many interesting stories of disengaged students who have come back to education because their interest was sparked through involvement in a service-learning activity, helping them find meaning and purpose in learning. This report will end with two compelling stories of students engaged in service-learning activities.

A group of eighth-graders from the Academy of Science and Foreign Language Middle School in Huntsville, Alabama, was touring the Maple Hill Cemetery. After hearing thorough biographical descriptions of important 19th century citizens of Huntsville who were buried in the cemetery, the students asked if any were African Americans. Their question brought the tour to a halt. The guide could not answer but discovered later that the cemetery for Civil War veterans, former governors, and other upstanding individuals in the community was for "whites only."

Students and teachers of the Academy, a National Youth Leadership Council "Generator School," began a journey to discover where Huntsville's African Americans from the last century were buried. In their journey, students discovered Glenwood Cemetery, a resting place

for African Americans, with unmarked graves, vandalized headstones, and poorly kept records. Teachers responded to the students' interest to recover the lost information from Glenwood. With the help of their teachers, students created the Alabama African American History Project as they embarked on their community contributions and learning experiences.

*Students led the restoration of Glenwood Cemetery, raising funds to repair or replace up to 166 headstones, and the state responded positively to their request to place an official registry sign at the cemetery. Math classes plotted the previously unmapped site, using resources donated by the University of Alabama. Some students searched court records, city council minutes, family inventories, and *The Negro Gazette*, a locally published newspaper from the 1800s. Students listened to recorded oral histories looking for information on the people buried in the cemetery. Curricular materials developed by the students from original historical sources are now the basis of a third-grade social studies unit about the history of Huntsville, Alabama. Students asked state legislators to change a state law to preserve Glenwood cemetery. This student-led service-learning project is now tied to the Academy's government classes and is still in progress (Kielsmeier, J.C. , *Phi Delta Kappan*, May 2000, pp. 654-655).*

*Rivers Middle School students in Charleston, South Carolina, transformed their neighborhood of rundown properties and began to map the neighborhood and learn more about it. The students asked the mayor and the city council to increase fines and strengthen code enforcement against negligent property owners. They asked a judge hearing these cases to levy the maximum fines allowable by law. As a result of the student interest, the council and the mayor's office created an action plan to improve properties identified by the students. The judge worked with the students to see how the law could be interpreted to pursue out-of-state property owners. These examples show how service-learning can encourage civic engagement (Richardson, S., *Generator*, p. 20-21).*

The students in these stories applied academic skills and learned first hand how the branches of local and state government work to enforce, create, and interpret the law. Service-learning experiences help youth: acquire and use information, become engaged in the world around them, communicate, cooperate, and make judgments. Service-learning is a viable partner and ally those involved in education reform and community renewal.

APPENDIX

The Study

This study reports on the responses from leading CSR programs or models to a survey featuring 12 key elements of service-learning. Originally, 33 models were approached and 28 completed the survey and were included in the study. The intent was to analyze survey responses and ascertain the degree to which each design incorporates the key service-learning components into their curricular and instructional approaches, or general program structure. Selected schools, up to four per CSR model were sent the same 12-question survey. Schools were included in the study in an attempt to provide a practitioners' view. Not all school reform models summaries in this study are accompanied by comments from a schools. Getting surveys back from schools proved very difficult.

It was interesting to visit the worlds of each school model to observe variations on themes in education reform and innovations in school design. Education reform is a large field and staying focused on service-learning elements in light of a kaleidoscope of curriculum developments and education philosophy was challenging. Most models had a general understanding of service-learning, but had not given a lot of thought to integrating the term into their model design. And, many models are using key elements of service-learning while not recognizing it as such.

Survey Method

A wide net was cast, through questions on the survey, to gain an understanding of major school reform models' knowledge and use of service-learning or service-learning-like activities incorporated within their design. Originally, 20 questions based on attributes of service-learning, recognized by the service-learning field, were included on the survey. Before the survey was distributed to models and schools, the list was shortened to 12 questions, reducing the size of the survey and increasing the probability of it being returned. The survey asked CSR models and schools to rank their school reform program's compatibility with the 12 questions. The survey also asked for explanation of the rank, or score, and left room for comments. Survey participants scored their school model design on a 0 to 5 point system.

- 0 for No
- 1 for Do not know, or Not applicable
- 2 for Sort Of
- 3 for On the Way
- 4 for Yes, and
- 5 for Strong Yes.

A short definition of service-learning was provided on the survey for those not familiar with the term.

“One definition of service-learning is community service connected to academics. Service-learning is also described as ‘bringing real-world meaning and purpose to classroom projects or assignments,’ and ‘methodologies that integrate academic and technical skills and applied learning.’”

The data collected for the study are too small for statistical significance and are not extensive enough to allow the study's conclusions to be generalized. However, looking at the results of the study will help build a clearer understanding of leading school reform programs and their degree of compatibility with service-learning.

CSR model developers were asked to return the survey along with an updated information packet describing the school model. School models were also asked to provide a list of schools that had used the model for at least two years. Most models complied, but some were cautious about sending a list. Some school names were acquired from the National Clearinghouse for Comprehensive School Reform, Northwest Regional Education Laboratories, and the school model web sites.

A similar survey and letter was prepared for principals of schools who have implemented the school reform model. The research was focused on finding similarities between the school model design and elements of service-learning, rather than comparing the perception of quality for the program between the models and schools. In several cases, models scored themselves lower on some questions for which the schools scored them higher.

Up to five attempts through mail, fax, and phone were made to obtain completed surveys from both the models and schools. Most surveys came back fully scored and with numerous comments. Very few models scored themselves as “somewhat compatible” or “neutral” with service-learning. This signaled that a notable degree of compatibility between school reform and service-learning early in the study.

As surveys and information packets trickled in, analysis began. A summary of each school model was written to provide information to the reader including the background of the model, premise of the design, design elements, evidence of results, an analysis of compatibility with service-learning and a pertinent descriptive quote on the model.

Survey Questions

The survey questions were developed jointly by Robert Bhaerman and Sarah S. Pearson.

1. *Does the CSR model allow for flexible use of time, e.g., block scheduling? If yes, please explain.*
2. *Within the CSR model, are there opportunities for students to apply their knowledge and skills, to real-life situations/problems/projects? If yes, please explain.*
3. *Does the CSR model curriculum address local community needs in any way? If yes, please explain.*
4. *Does the CSR model curriculum include objectives for developing civic skills and competencies? If yes, please explain.*
5. *Does the CSR model allow students to play a role in planning curricular activities? If yes, please explain.*
6. *Does the CSR model allow teachers to use a variety of learning materials other than textbooks? If yes, please explain.*
7. *Does the CSR model allow teachers to use alternative teaching strategies? If yes, please explain.*
8. *Do the CSR model's instructional methods include project-based learning? If yes, please explain.*
9. *Does the CSR model's curriculum allow teachers to use interdisciplinary team teaching and/or experiential learning methods in teaching? If yes, please explain.*
10. *Are alternative assessments allowed or encouraged? If yes, please explain.*

11. *Does the CSR model address school/district policies regarding students' ability to leave school for outside learning activities? If yes, please explain.*
12. *Does the CSR model allow or provide time for student reflection (journal entries, classroom dialog, discussion)? If yes, please explain.*

Chart on School Model Compatibility with Service-Learning

Survey Question	Rating and Average	Allows teachers to use a variety of learning materials other than textbooks.	Opportunities for students to apply their knowledge/skills to real-life situations, problems.	Allows alternative assessments, such as portfolios, presentations.	Allows or provides time for student reflection such as journal entries, classroom dialogue.	Instructional methods include project-based learning.
Accelerated (3)	Highly Compatible 4.75	★ ★ ★ ★ ★	★ ★ ★ ★ ★	★ ★ ★ ★ ★	★ ★ ★ ★ ★	★ ★ ★ ★ ★
America's Choice (11)	Compatible 3.66	★ ★ ★ ★	★ ★ ★ ★	★ ★ ★ ★	★ ★ ★ ★	★ ★ ★ ★
Atlas Communities (7)	Compatible 4.16	★ ★ ★ ★ ★	★ ★ ★ ★ ★	★ ★ ★ ★ ★	★ ★ ★ ★ ★	★ ★ ★ ★ ★
Audrey Cohen College (4)	Highly Compatible 4.58	★ ★ ★ ★ ★	★ ★ ★ ★ ★	★ ★ ★ ★	★ ★ ★ ★	★ ★ ★ ★ ★
Center for Effective Schools (5)	Highly Compatible 4.5	★ ★ ★ ★ ★	★ ★ ★ ★ ★	★ ★ ★ ★ ★	★ ★ ★ ★ ★	★ ★ ★ ★ ★
Coalition of Essential (1)	Highly Compatible 5	★ ★ ★ ★ ★	★ ★ ★ ★ ★	★ ★ ★ ★ ★	★ ★ ★ ★ ★	★ ★ ★ ★ ★
Community for Learning (7)	Compatible 4.16	★ ★ ★ ★ ★	★ ★ ★ ★	★ ★ ★ ★ ★	★ ★ ★ ★	★ ★ ★ ★ ★
Community Learning Centers (9)	Compatible 3.91	★ ★ ★ ★ ★	★ ★ ★ ★ ★	★ ★ ★ ★	★ ★ ★ ★	★ ★ ★ ★ ★
Co-Nect (5)	Highly Compatible 4.5	★ ★ ★ ★ ★	★ ★ ★ ★ ★	★ ★ ★ ★ ★	★ ★ ★ ★ ★	★ ★ ★ ★ ★
Core Knowledge (9)	Compatible 3.91	★ ★ ★ ★ ★	★ ★ ★ ★ ★	★ ★ ★ ★ ★	★ ★ ★ ★ ★	★ ★
Different Ways of Knowing (3)	Highly Compatible 4.75	★ ★ ★ ★ ★	★ ★ ★ ★ ★	★ ★ ★ ★ ★	★ ★ ★ ★ ★	★ ★ ★ ★ ★
Direct Instruction (12)	Compatible 3.5	★ ★ ★ ★	★ ★ ★ ★ ★	★ ★	★ ★ ★ ★	★ ★ ★ ★
Expeditionary/Outward Bound (2)	Highly Compatible 4.83	★ ★ ★ ★ ★	★ ★ ★ ★ ★	★ ★ ★ ★ ★	★ ★ ★ ★ ★	★ ★ ★ ★ ★
Foxfire Fund (14)	Somewhat Compatible 3.08	★ ★ ★ ★	★ ★ ★ ★	★ ★ ★ ★ ★	★ ★ ★ ★ ★	★
High Schools That Work (8)	Compatible 4	★ ★ ★ ★ ★	★ ★ ★ ★ ★	★ ★	★ ★ ★ ★	★ ★ ★ ★ ★
High/Scope (6)	Compatible 4.33	★ ★ ★ ★ ★	★ ★ ★ ★ ★	★ ★ ★ ★ ★	★ ★ ★ ★ ★	★ ★ ★ ★
Integrated Thematic Instruction (2)	Highly Compatible 4.91	★ ★ ★ ★ ★	★ ★ ★ ★ ★	★ ★ ★ ★ ★	★ ★ ★ ★ ★	★ ★ ★ ★ ★

Allows for flexible use of time, e.g. block scheduling.	Allows teachers to use alternative teaching strategies.	Allows teachers to use interdisciplinary team teaching and/or experiential learning methods.	Curriculum addresses local community needs in some way.	Allows students to play a role in planning curricular activities.	Curriculum includes objectives for developing civic skills and competencies.	Addresses school/district policy regarding students' leaving school for outside learning activities.
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Survey Question	Rating and Average	Allows teachers to use a variety of learning materials other than textbooks.	Opportunities for students to apply their knowledge/ skills to real-life situations, problems.	Allows alternative assessments, such as portfolios, presentations.	Allows or provides time for student reflection such as journal entries, classroom dialogue.	Instructional methods include project-based learning.
Models (Rank)*						
League of Professional Schools (1)	Highly Compatible 5	★ ★ ★ ★ ★	★ ★ ★ ★ ★	★ ★ ★ ★ ★	★ ★ ★ ★ ★	★ ★ ★ ★ ★
Learning Network (11)	Compatible 3.66	★ ★ ★ ★ ★	★ ★ ★ ★	★ ★ ★ ★ ★	★ ★ ★ ★ ★	★ ★ ★ ★
MicroSociety (3)	Highly Compatible 4.75	★ ★ ★ ★ ★	★ ★ ★ ★ ★	★ ★ ★ ★ ★	★ ★ ★ ★ ★	★ ★ ★ ★ ★
Modern Red Schoolhouse (8)	Compatible 4	★ ★ ★ ★ ★	★ ★ ★ ★ ★	★ ★ ★ ★ ★	★ ★ ★ ★	★ ★ ★ ★ ★
Onward to Excellence (15)	Neutral 2	★ ★ ★ ★	★ ★ ★ ★	★ ★ ★ ★	★	★ ★ ★ ★
Paideia (4)	Highly Compatible 4.58	★ ★ ★ ★ ★	★ ★ ★ ★ ★	★ ★ ★ ★ ★	★ ★ ★ ★ ★	★ ★ ★ ★ ★
QuEst (11)	Compatible 3.66	★ ★ ★ ★	★ ★ ★ ★	★ ★ ★ ★	★ ★ ★ ★	★ ★ ★ ★
Roots and Wings (Success for All) (12)	Somewhat Compatible 3.41	★ ★ ★ ★ ★	★ ★ ★ ★	★ ★ ★ ★	★ ★ ★ ★ ★	★ ★ ★ ★
School Development Program (6)	Compatible 4.33	★ ★ ★ ★	★ ★ ★ ★ ★	★ ★ ★ ★ ★	★ ★ ★ ★ ★	★ ★ ★ ★
Talent Development (13)	Somewhat Compatible 3.41	★ ★ ★ ★ ★	★ ★ ★ ★	★ ★ ★	★ ★ ★	★ ★ ★
Ventures Education Systems Corporation (10)	Compatible 3.75	★ ★ ★ ★	★ ★ ★ ★	★ ★ ★ ★	★ ★ ★ ★	★ ★ ★ ★
Total Averages		4.75	4.67	4.5	4.5	4.36
Total CSRD Rating Per Question		★ ★ ★ ★ ★	★ ★ ★ ★ ★	★ ★ ★ ★ ★	★ ★ ★ ★ ★	★ ★ ★ ★

SCALE		
4.5 – 5	Highly Compatible	★ ★ ★ ★ ★
3.5 – 4.4	Compatible	★ ★ ★ ★
2.5 – 3.4	Somewhat Compatible	★ ★ ★
1.5 – 2.4	Neutral	★ ★
0 – 1.4	Not Compatible	★

* Some models have the same score and therefore have the same ranking.

Allows for flexible use of time, e.g. block scheduling.	Allows teachers to use alternative teaching strategies.	Allows teachers to use interdisciplinary team teaching and/or experiential learning methods.	Curriculum addresses local community needs in some way.	Allows students to play a role in planning curricular activities.	Curriculum includes objectives for developing civic skills and competencies.	Addresses school/district policy regarding students' leaving school for outside learning activities.
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4.36	4.32	4.10	3.96	3.89	3	2.40
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Comprehensive School Reform Demonstration (CSR D) Program Survey

Please help us in this research study. We are looking for areas of compatibility between your CSR D program and general service-learning ideals. One definition of service-learning is community service connected to academics. Service-learning is also described as "bringing real-world meaning and purpose to classroom projects or assignments," and "methodologies that integrate academic and technical skills and applied learning." Please fax survey back to: Sarah Pearson at 202-775-9733.

Your answers will be compiled into a study being conducted on the compatibility between CSR D models and service-learning. THIS STUDY IS NOT MEANT TO CRITIQUE THE GENERAL DESIGN OF YOUR CSR D PROGRAM. If you have any questions, please contact Sarah Pearson at American Youth Policy Forum, 202-775-9731, or spearson@aypf.org. _____ Check here to receive a draft of the report for review via email.

CSR D Program: _____ Program Director: _____ Email: _____
 Address/City/State/Zip: _____ Phone/Fax: _____ / _____

Please name one school that has used your CSR D program for two years: _____ Phone: _____

Questions regarding the use of your CSR D model in school.	5 strong yes	4 yes	3 on the way	2 sort of	1 Don't know/ NA	0 No	Please comment/describe.
1. Does the CSR D model allow for flexible use of time, e.g., block scheduling? If yes, please describe.							
2. Within the CSR D model, are there options for students to apply their knowledge & skills, to real-life situations/problems/projects?							
3. Does the CSR D model address local community needs in any capacity? If yes, please describe.							
4. Does the CSR D model curriculum include objectives for developing civic skills and competencies? If yes, please describe.							
5. Does the CSR D model allow students to play a role in planning curricular activities? If yes, please describe.							

Questions regarding the use of your CSR model in school.	5 strong yes	4 yes	3 on the way	2 sort of	1 Don't know/ NA	0 No	Please comment/describe.
6. Does the CSR model allow teachers to use a variety of learning materials other than textbooks? If yes, please describe.							
7. Does the CSR model allow teachers to use alternative teaching strategies? Please list example(s). If yes, please describe.							
8. Does the CSR model's instructional methods include project-based learning? If yes, please describe.							
9. Does the CSR model's curriculum allow teachers to use interdisciplinary team teaching and/or experiential learning methods in teaching? If yes, please describe.							
10. Are alternative assessments allowed or encouraged? e.g., portfolios, presentations or other assessments. If yes, please describe.							
11. Does the CSR model address school/district policies regarding students' ability to leave school for outside learning activities? If yes, please describe.							
12. Does the CSR model allow or provide time for student reflection? (journal entries, classroom dialog, discussion on the outcome of projects.)							
Other comments:							

Comprehensive School Reform Demonstration (CSR D) Program Survey

Please help us in this research study. We are looking for compatibility between your school's chosen school CSR D program or model and general service-learning ideals. One definition of service-learning is community service connected to academics. Service-learning is also described as "bringing real-world meaning and purpose to classroom projects or assignments," and "methodologies that integrate academic and technical skills and applied learning." **Please fax survey back to: Sarah Pearson at 202-775-9733.**

Your answers will be compiled into a study being conducted on the compatibility between CSR D models and service-learning. **THIS STUDY IS NOT MEANT TO CRITIQUE THE GENERAL DESIGN OF THE CSR D PROGRAM.** If you have any questions, please contact Sarah Pearson at 202-775-9731, or spearson@aypf.org.

___ Check here to receive a draft of the report for review via email. Faxing any brief statistical information on your school along with the survey would be appreciated.

School Name: _____ Principal: _____ Email: _____

Address/City/State/Zip: _____ Phone/Fax: _____ / _____

Name of CSR D Program/Partner used: _____ Have you used this model for at least two years? Yes No

Questions regarding the use of your CSR D model in school.	5 strong yes	4 yes	3 on the way	2 sort of	1 Don't know/ NA	0 No	Please comment/describe.
1. Does the CSR D model allow for flexible use of time, e.g., block scheduling? If yes, please describe.							
2. Within the CSR D model, are there options for students to apply their knowledge & skills, to real-life situations/problems/projects?							
3. Does the CSR D model address local community needs in any capacity? If yes, please describe.							
4. Does the CSR D model curriculum include objectives for developing civic skills and competencies? If yes, please describe.							
5. Does the CSR D model allow students to play a role in planning curricular activities? If yes, please describe.							

Questions regarding the use of your CSR model in school.	5 strong yes	4 yes	3 on the way	2 sort of	1 Don't know/ NA	0 No	Please comment/describe.
6. Does the CSR model allow teachers to use a variety of learning materials other than textbooks? If yes, please describe.							
7. Does the CSR model allow teachers to use alternative teaching strategies? Please list example(s). If yes, please describe.							
8. Does the CSR model's instructional methods include project-based learning? If yes, please describe.							
9. Does the CSR model's curriculum allow teachers to use interdisciplinary team teaching and/or experiential learning methods in teaching? If yes, please describe.							
10. Are alternative assessments allowed or encouraged? e.g., portfolios, presentations or other assessments. If yes, please describe.							
11. Does the CSR model address school/district policies regarding students' ability to leave school for outside learning activities? If yes, please describe.							
12. Does the CSR model allow or provide time for student reflection? (journal entries, classroom dialog, discussion on the outcome of projects.)							
Other comments:							

A Declaration of Principles

This is an abridged version of the six Principles listed and the action agenda suggested from *The Declaration of Principles: A Review of the Past and Look Toward the Future for Service-Learning and School Reform* (National Youth Leadership Council, January 2000).

Principle 1: *All Children can achieve higher levels of academic success while learning to serve if they are provided challenging standards and given the opportunity to reach them. Students learn more by serving their communities and their communities prosper as students learn and provide needed service.*

Action: Continue to set high content and performance standards but, at the same time, provide needed resources and ample opportunities for students to reach the standards.

Principle 2: *By solving real-life problems, students engaged in service-learning are challenged to exercise leadership and responsibility.*

Action: Provide realistic and effective opportunities for the voices of youth in decision-making activities at all stages of planning, implementing, and evaluating service-learning initiatives.

Principle 3: *School improvement and service-learning require career-long teaching and professional development. Successful service-learning programs invariably find innovative ways to advance the twin goals of teacher development and innovative curriculum development.*

Action: Provide a variety of pre-service and professional development opportunities for all teachers, administrators, and other district and school personnel in order to ensure the knowledge and skills needed to effectively implement service-learning initiatives.

Principle 4: *Improving our schools requires parental and community involvement. Service-learning provides both teachers and parents with significant roles in helping students bridge the academic skills of the classroom and the responsibilities of daily life.*

Action: Provide all of those who are involved in service-learning the opportunity to bring their substantial and often unique resources “to the table.”

Principle 5: *Improving our schools requires the participation of the private sector and the full range of every community’s resources.*

Action: Allow all organizations and agencies, public and private, to contribute their knowledge and their human, technical, and—indeed—financial resources. Create strong partnerships, networks, and collaborations that will sustain over “the long haul.”

Principle 6: *School improvement and service-learning build on the realization that ours is a nation of diverse cultures.*

Action: Remember that when we state that “we are one people,” we are speaking of all students, their parents and families, and their neighbors—regardless of race, ethnicity, gender, age, religion, or disability.

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National Network of Partnership Schools. <http://www.csos.jhu.edu/p2000>.

Partnership for Family Involvement. <http://pfie.ed.gov>.

Southwest Educational Development Laboratory, Database of Schools Awarded CSR Funds. [Online] Available at: <http://www.se dl.org/CSR/awards.html>.

Service-Learning

Boston TeachNet. www.boston.teachnet.org.

Fifteen service-learning projects outlined in full detail, including curricular and standards connections.

Do Something. www.dosomething.org. A companion site for teachers who want to try the Do Something approach in their classrooms.

Education Commission of the State's Compact for Learning and Citizenship (CLC). www.ecs.org/clc. A collection of Issue Briefs on topics such as citizenship, character education, teacher education, and promising practices.

Learning In Deed. <http://www.LearningInDeed.org>.

Learn and Serve America, Corporation for National and Community Service. <http://www.learnandserve.org/>

National Commission on Service-Learning can be reached online at: <http://www.servicelearningcommission.org/>.

National Service-Learning Clearinghouse. <http://www.servicelearning.org/>. A collection of information and ideas supported by the Corporation for National Service.

National Service-Learning Partnership can be reached online at: <http://www.service-learningpartnership.org>.

SEANet, the State Education Agency K-12 Service-Learning Network. www.seanetonline.org. Collection of state policy news and other features regarding service-learning.

The Grantmaker Forum on Community and National Service. <http://www.gfcns.org>.

The Peace Corps' World Wise Schools Initiative's service-learning pages. www.peacecorps.gov/wws/service/index.html. A collection of well-organized curriculum materials.

The School District of Philadelphia's service-learning pages. www.phila.k12.pa.us/teachers/frameworks/projects/index.htm. A collection of project-based learning standards.

What Kids Can Do. www.whatkidscando.org. Dynamic materials mostly from youth, with strong education reform leaders behind the scenes making the curricular and school reform connections.

National Service-Learning Partnership (NSLP). www.service-learningpartnership.org. An organization, and membership with informative newsletters regarding service-learning.

National Youth Leadership Council. www.nylc.org. A leading service-learning organization that provides resources, professional development, and a national conference on service-learning.