

Welcome

Balance-Driven Schools:

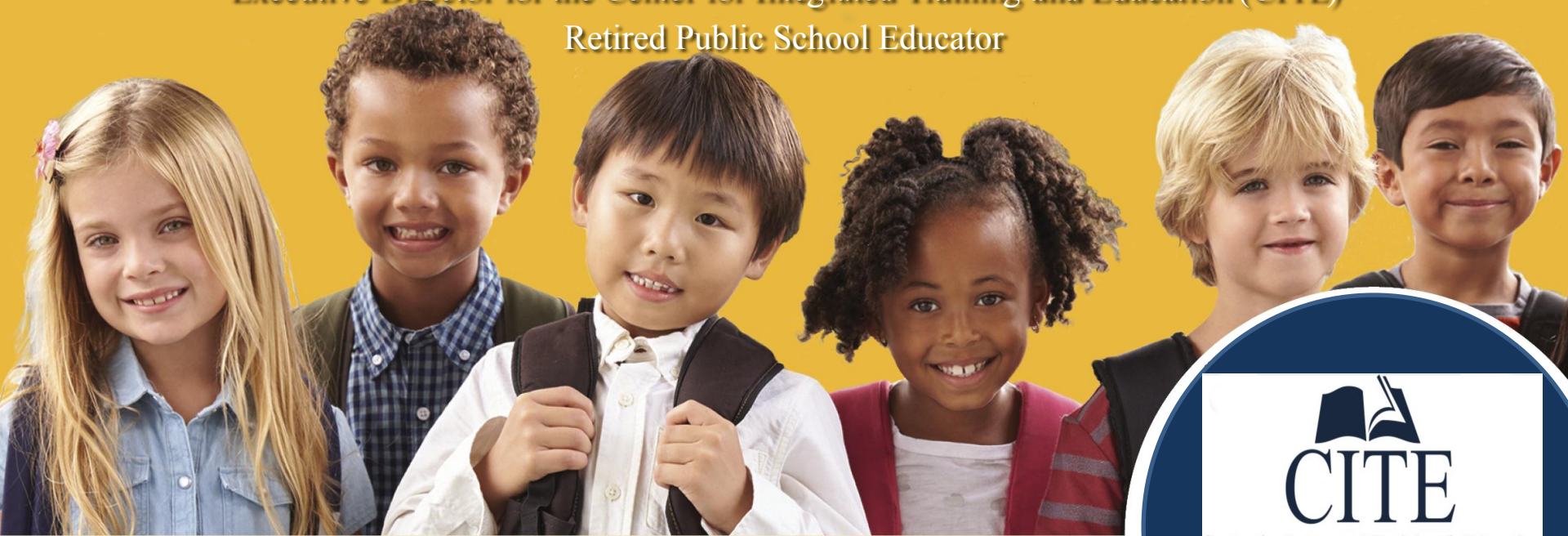
How to Engage All Students in Project-Based, Higher Level Learning Programs

A Framework for Developing Student-Centered, Project-Based Schools
through Engagement and Research

Dr. Donald A. James,

Executive Director for the Center for Integrated Training and Education (CITE)

Retired Public School Educator



Center for Integrated Training & Education



Agenda

Engagement:

Community Expectations

Student Interests
and Aspirations

Staff Interests and Strengths

Research:

- Scholarly, Peer-Reviewed Research
- Professional Sources
- Action Research

School Design:

- Developing Balanced, Student-Centered Schools Focused on Access, Opportunity, and:
 - Healthy and Safe Students
 - Academic Success

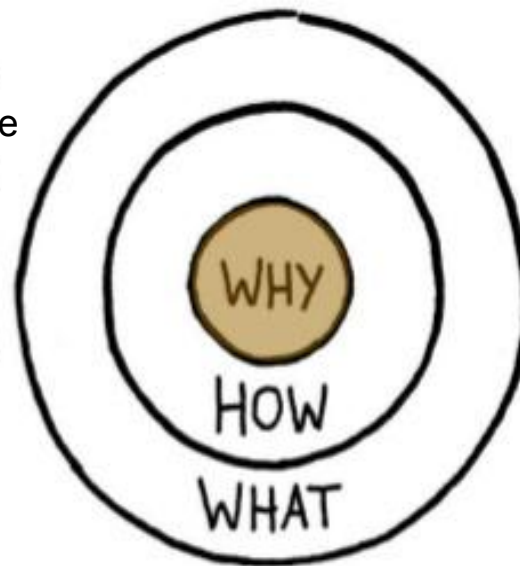
Start with *WHY!*

The Golden Circle

Simon Sinek discusses the principle behind every successful person and organization. A simple but powerful model for how leaders inspire action, starting with a "Golden Circle" and the question "Why?"

"First why and then trust."

- *Simon Sinek*



What

Ostensibly, schools know what they do or, at least, what they are trying to do, and that is teach/foster student learning/etc.

How

Schools know HOW they do it. This includes their curriculum, instructional practices, assessment, SEL, and more.

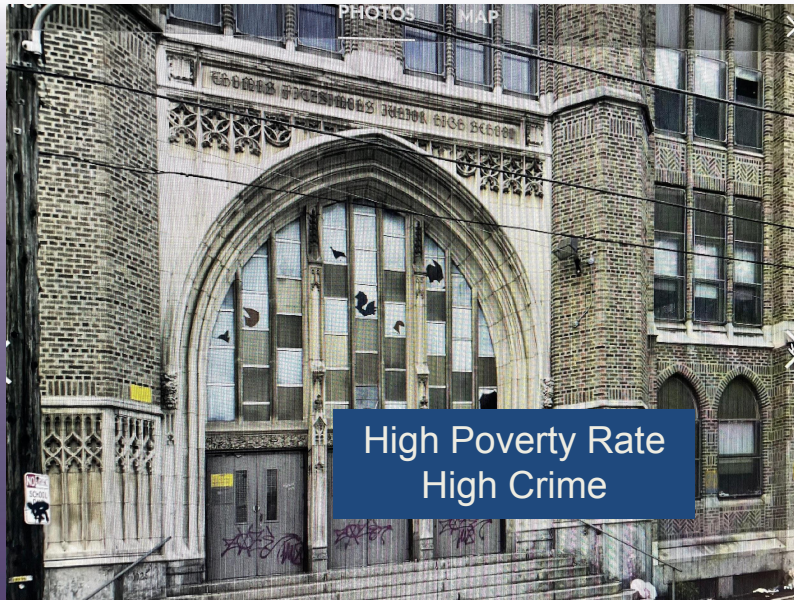
Why

What is important is identifying WHY your school does what it does.

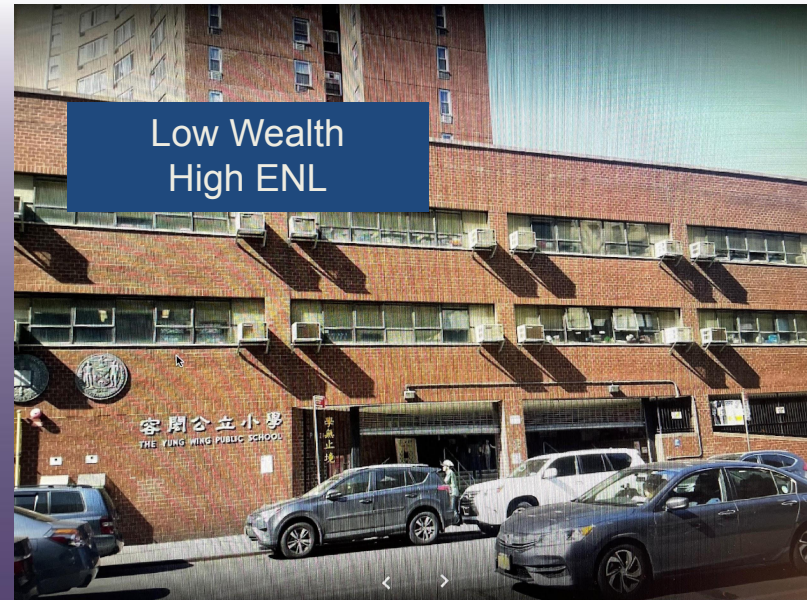
WHY is not about implementing a new program. That is a result. WHY is about a purpose, a cause, or a belief. The very reason your school exists.

Infographic published by Neil Heywood on
[LinkedIn.com](#) in the Heywood art

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High Poverty Rate
High Crime



Low Wealth
High ENL



Low Wealth
High ENL



Low Wealth
Low Performance

Take a trip into the Educational Twilight Zone Page 9A

New York Teacher

UNITED FEDERATION OF TEACHERS

VOLUME XXV,

NUMBER 6, NOVEMBER 15, 1993



HARD DRIVE

Union in push for passage of Clinton education bill

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INTIMIDATED, FRUSTRATED

SUCCESS AT PS 124

matown school qualifies for a School Wide Project (SWP) concentration grant. The student population, 30 percent with limited English proficiency, is 90 percent Chinese-American and 10 percent Hispanic, Caucasian and African-American.

School based management

Put funding and a veteran School Based Management faculty together and the sky's the limit, says Paulits. The combination allows teachers to design and introduce new programs and to focus and strengthen other programs. In its fourth year as an SBM school, a spirit of collegiality encourages new ideas and Chapter 1 funds turn them into reality.

Upon the third floor, Project Scientist is in full swing. Science teacher Don James is training students to become full-fledged scientists and computer experts in a sequential fourth-, fifth- and sixth-grade course using National Geographic-designed software.

While Isabel Lee, sixth grade, worked on a graph depicting which animals are most favored as household pets, classmates printed out their findings on the computer. At another computer station, William Tom and William Wong were busy plotting the more than 120 schools across the country that are part of their class. Students share their

findings with the whole network and then try to account for their differences. Why, geographically, does it happen that fish are the most favored pets here, but not in Wyoming or Texas?

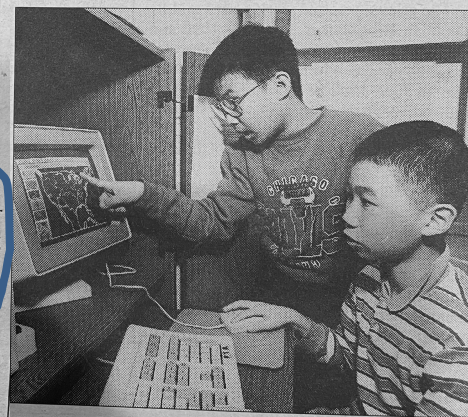
James describes the growth of students' scientific skills as "phenomenal" as they move through the program. He credits it for relating school subjects and for integrating reading, writing, analyzing, critical thinking and other learning skills.

New regulations make things easier

Principal Judy Chin said lifting the constraints of former Chapter 1 regulations freed the school to try new approaches. "Now," she pointed out, "we can team teachers according to their strengths and student needs rather than licenses."

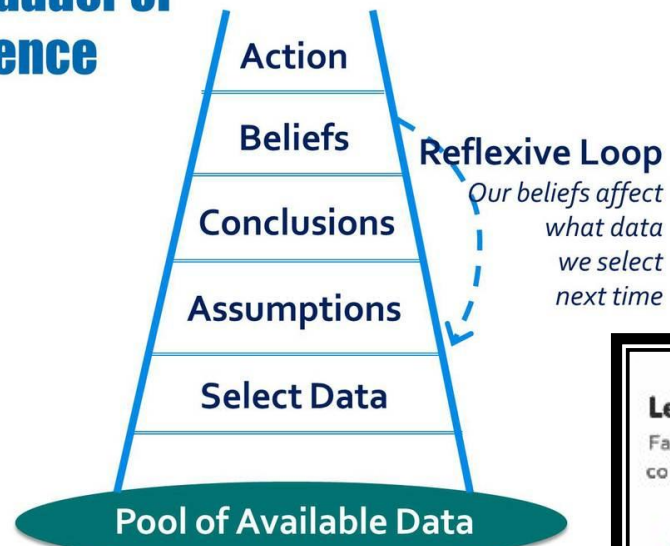
An English-as-a-second-language teacher can team with a common branch teacher so teachers, as well as students, learn and profit from the combination. We no longer have to work under 'pull out' programs which caused students to miss regular class work they badly needed."

Part of the school SWP focus is Read-



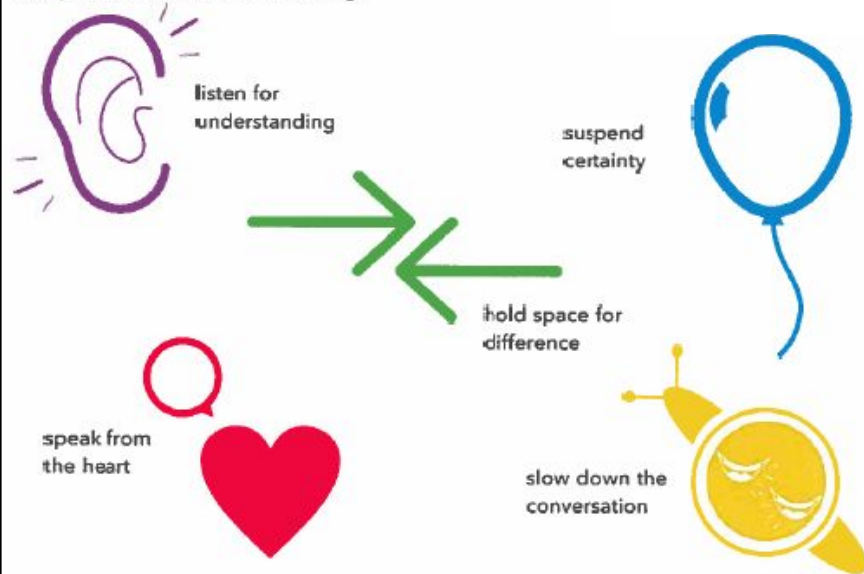
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The Ladder of Inference

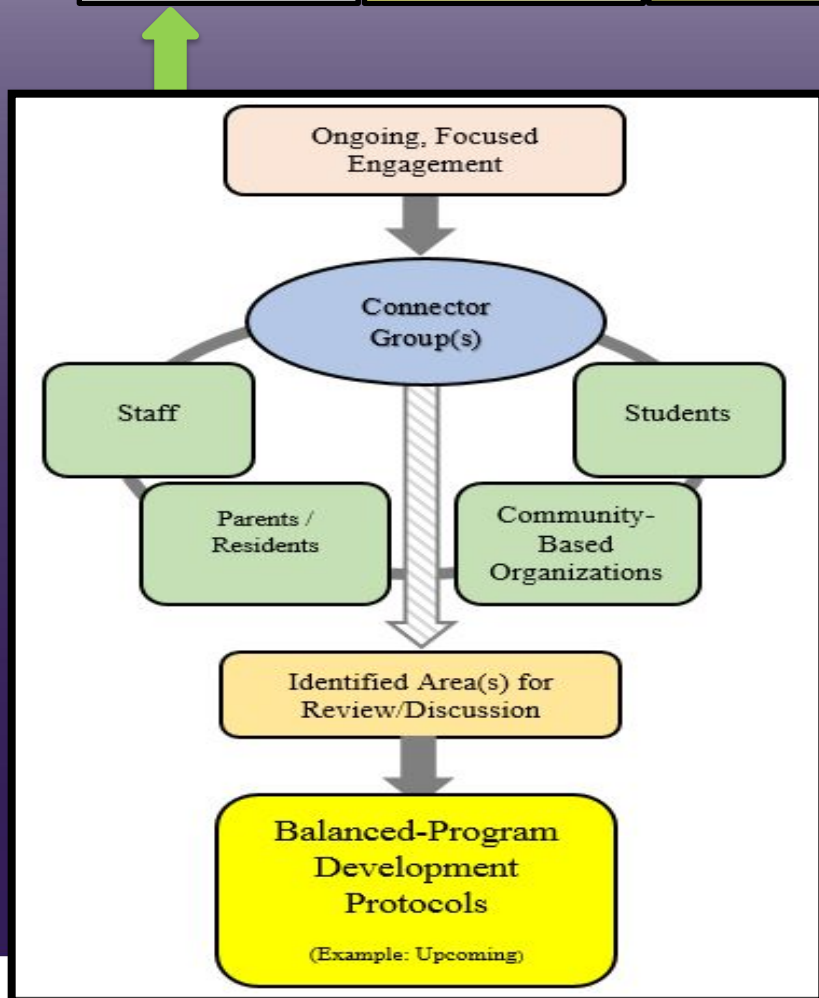
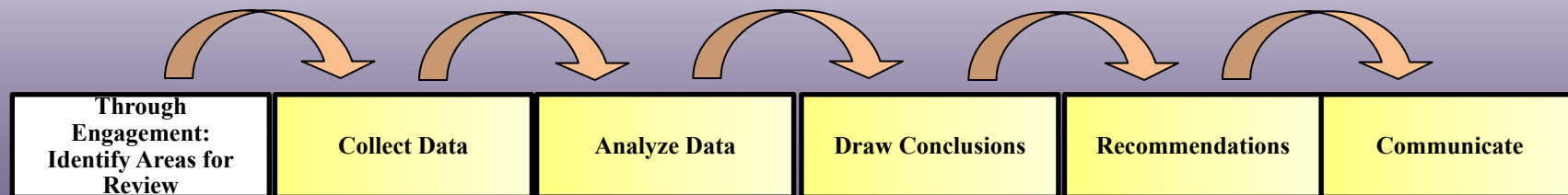


Learning Conversation Guidelines

Facilitate conversations that create a safe, open and compassionate climate for learning.



A Methodology for Creating Balanced Schools



Engagement Objective:

- Establish and continue the maintenance of quality relationships with as many people associated with the District and community as possible to determine expectations, interests, and aspirations for the growth of their schools.

A Methodology for Creating Balanced Schools: In Action



Through
Engagement:
Identify
Areas for
Review

- *Supporting our Primary School Learners*
- *Balanced Elementary School Homework: Quality over Quantity*
- *Development of Project-Based Courses at the MS level*
- *Developmentally-appropriate, Project-Based, College-Level Learning in a HS*

Collect Data

- Student Interest Data
- Staff, Student, Parent, and Community Input
- Current Educational Trends and Research

Analyze Data

- Look for:
 - Themes
 - Trends
 - Generalizations



A Methodology for Creating Balanced Schools: In Action

Draw Conclusions

- Students want to learn more about positive attitudes, skills, and habits
- Students want to go to college
- The parents/community want opportunities for students to earn “college credit”
- Students have a diverse set of interests

Recommendations and Implementation

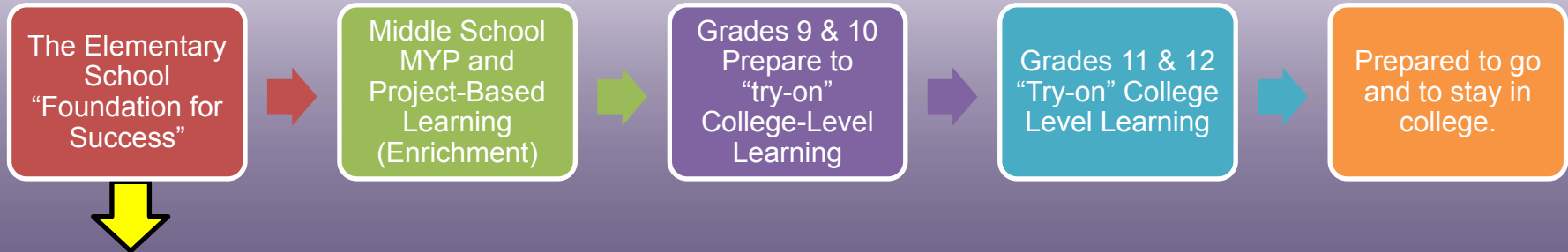
- Develop an SEL type program that incorporates movement, arts and academics
- Implement developmentally-appropriate revisions to homework guidelines
- Project-based learning to meet the needs of all students
- Increase project-based ‘college-level’ course offerings

Monitor, Evaluate, and Communicate

- Monitor – student performance, student participation, student interest; we gather teacher input and actively involve parents
- Evaluate – determine program efficacy based on multiple measures
- Communicate – State-of-the-District Reports, executive summaries, district website, district newsletters, etc.



Programs as the Result of Engagement



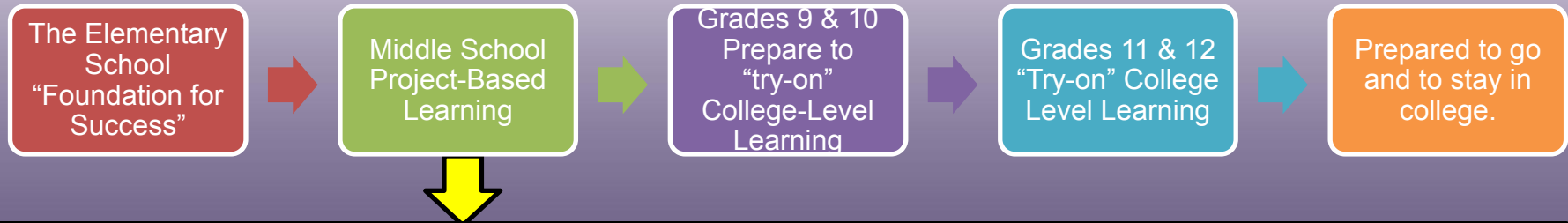
Movement, recreation, and play that links sensory-motor, cognitive, and social-emotional experiences **provide an ideal setting for brain development** (Montessori).

The National Association for the Education of Young Children (2009) named play as a central **component in developmentally appropriate education**.



<https://www.youtube.com/watch?v=dHly61nQ3ak>

Programs as the Result of Engagement



Students learning through **PBL retain content longer and have a deeper understanding** of what they are learning (Penuel & Means, 2000; Stepien, Gallagher & Workman, 1993).

In specific content areas, **PBL has been shown to be more effective than traditional methods** for teaching math, economics, language, science, and other disciplines (Beckett & Miller, 2006; Boaler, 2002; Finkelstein et al., 2010; Greier et al., 2008; Mergendoller, Maxwell, & Bellisimo, 2006).

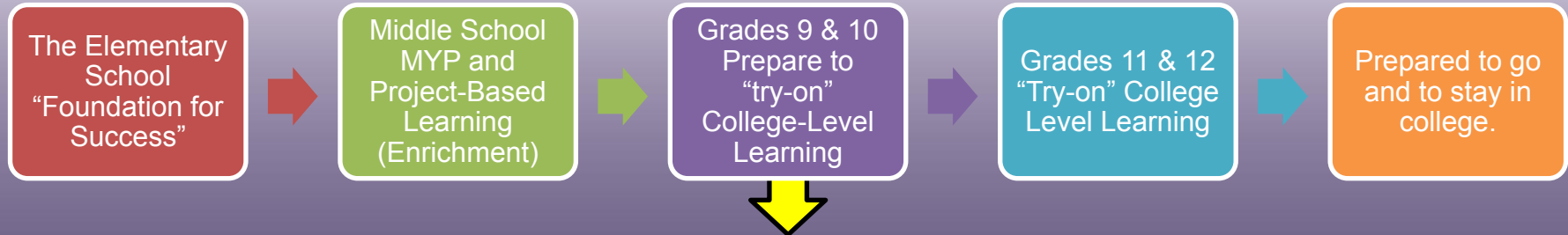
We are all close to birds!
[Apply for Mini-grants](#)
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[Contribute your bird data observations](#)



National Geographic
Citizen Science Projects
<https://education.nationalgeographic.org/resource/citizen-science-projects>



Programs as the Result of Engagement



The National Association of College Admission Counseling shows that colleges and universities are more interested in the rigor of the curriculum students have experienced. The top two admission facts were grades in college prep courses and the strength of the curriculum (Guskey, 2014).





Healthy and Safe Students

The Why is to prepare every student for whatever they want to achieve at their next level of learning. This can be done through the development, maintenance, and enhancement of a well-balanced, educational program that supports healthy and safe students.

