GREAT CAMPUS EDUCATIONAL VISION

Introduction

The Great Campus vision is grounded in the community's commitment to equity and excellence in schools, reversing historical racial and economic disparities, and community reinvestment and redevelopment. Concerned with more than adding court mandated seats, community members envision a school that "educates all of its students equally well" by embracing creativity and innovation, rigor and high standards, and civic engagement and democratic principles.

The Great Campus vision is designed around four interconnected types of development: (1) whole child development, (2) staff development, (3) family development, and (4) community development. It is almost cliché today to say that the quality of our schools, and therefore the quality of education, depends on the health and well being of our teachers, families and communities. The Great Campus vision aims to capitalize on the wisdom of this observation by placing child, staff, family, and community development at the core of its educational philosophy and by reorganizing educational structures and practices to nurture ongoing development across these four domains.

WHOLE CHILD DEVELOPMENT

DESCRIPTION

Our focus on child development grounds instruction in a thorough assessment of the "whole child," targeting not only the child's academic needs, but also his/her physical, social, emotional, cognitive, civic, psychological, linguistic, and moral/ethical needs. The goal is for every child to develop into a healthy and productive member of society .[1]

RATIONALE

When children have their basic needs met they are better prepared to learn.[2, 3] Focusing on the whole child improves academic achievement, motivation to learn, attendance, graduation rates, self esteem, and personal skills.[5] It also decreases behavioral and psychosocial problems, drug and alcohol use, drop-out rates, and anxiety and depression.[5] Active learning in multiple social contexts enhances children's competencies.[2]

School staff and teachers are in unique position to identify children's needs and coordinate a plan to address them. Schools can intervene at critical times – recommending services to children who need greater rigor or, instead of waiting for some children to develop severe problems before receiving care. Making whole child development a central mission of the school helps overcome past failures of uncoordinated, fragmented initiatives with a similar goal.[6, 9, 10]

IMPLEMENTATION PRINCIPLES

- A whole child approach is grounded in a thorough assessment of the child.
  - All Great Campus students will receive a comprehensive initial assessment upon first entering a Great Campus school. The assessment will include medical, psychological and cognitive assessments (which can be used to formulate goals in children's personalized education plan see below).[4]
  - Routine reassessment of targeted areas of concern will be conducted to gauge impact of response and revise goals.
- A whole child approach focuses on fostering healthy child development by preventing problems and building on children's strengths. It aims to integrate development across different domains into lesson plans & daily activities *in* the classroom, into after-school activities & community programs *outside* of the classroom[4,10]
- A whole child approach requires strengthening all domains of child development.
  - Children develop along a variety of pathways, which are all linked.[2, 4]
  - When one domain is ignored, other domains may suffer; fostering strengths in one domain leads to improvements in other domains.[2, 4]
  - wholistic approach is foundation for successful learning and healthy development, helps every child realize their full potential.[4]
- A whole child approach requires basic needs to be met**:**

  - Non-school factors influence student's academic achievement; even the best instruction can't help children who are sick, upset, or miss school for a variety of nonacademic reasons.[2,5]
  - Children attend school more and are able to pay more attention when they receive regular health care, eat well, and know they can find help with emotional and family concerns.[5]
- A whole child approach addresses current needs & prevents future problems through school-linked services as needed. Through the school, parents receive coordinated access to an affordable web of services.[1]
- A whole child approach requires partnership and collaboration – joint efforts in planning, implementing, and assessing through involvement of parents, teachers and administrators, community representatives, supplemental educators, psychologists, health care workers and representatives from government service agencies [2,3,5,7]

WHAT A WHOLE CHILD FOCUS COULD LOOK LIKE IN PRACTICE

- Partnership with community, parents, local and state agencies [2, 3, 5]
- Understanding of each child's life situation, flexible enough to meet needs in different ways
- 6 program features that can help facilitate collaboration to link education with academic and social services[8]
  - involving families as agenda setters and partners in collaboration
  - creating a management structure with representatives of agencies and beneficiaries
  - easing access to multiple sources of funding
  - establishing interagency and cross role networks
  - providing training and other support for collaborators
  - funding and establishing collaborative evaluation mechanisms
- 8 features of positive developmental settings[2]:
  - physical and physiological safety
  - appropriate structure
  - supportive relationships
  - opportunities to belong
  - positive social norms
  - support for efficacy and mattering
  - opportunities for skill building
  - integration of family
- Committed leadership, cultural sensitivity, participant driven design and evaluation, professional development, flexibility in approaches[7]
- Each agency involved should redirect funds to support new collaboration[6]
- Data collection of what is attempted and achieved and at what cost[6]

Whole Child Development Resources

[1]Amato, C. (1996). Freedom Elementary School and its Community: An Approach to School-linked Service Integration. *Remedial and Special Education, 17(5)*, 303-309.

[2]Blank, M. & Berg, A. (2006). *All together now: Sharing Responsibility for the Whole Child.* Coalition for Community Schools at the Institute for Educational Leadership, Washington, D.C.

[3]Sanders, M. G. (2003). Community Involvement in Schools: From Concept to Practice. *Education and Urban Society, 35(2)*, 161-180.

[4]Comer, J. P., Joyner, E.T., & Ben-Avie, M. (2004). *Six Pathways to Healthy Child Development and Academic Success: The Field Guide to Comer Schools in Action*. Thousand Oaks, CA: Corwin Press, Inc.

[5]Blank, M., Melaville, A. & Shah, B.P. (2003). *Making the Difference: Research and Practice in Community Schools*. Report from Coalition for Community Schools at the Institute for Educational Leadership, Washington, D.C.

[6]Larson, C. S., Gomby, D. S., Shiono, P.H., Lewit, E.M., Behrman, R.E. (1992). Analysis of School-linked Services. *The Future of Children. 2(1)*. 6-18.

[7]Stallings, J.A. (1995). Ensuring Teaching and Learning in the 21st Century. *Educational Researcher, 24(6)*, 4-8.

[8]Burch, P. & Palanki, A. (1995). *From clients to partners: Four case studies of Collaboration and Family Involvement in the Development of School-Linked Services.* Report from Center on Families, Communities, Schools, and Children's Learning, Institute for Responsive Education, Boston, MA.

[9]Levy, J.E. & Shepardson, W. (1992). Look at Current School-linked Service Efforts. *The Future of Children. 2(1)*. 44-55.

[10]Greenburg, M.T., Weissberg, R.P., O'Brien, M.U., Fredericks, L., Resnik, H., Elias, M.J. (2003). Enhancing School-Based Prevention and Youth Development Through Coordinated Social, Emotional, and Academic Learning. *American Psychologist. 58(6/7)*. 466-474.

http://www.casel.org is a great resource on this topic

PERSONALIZED EDUCATIONAL PLANS (PEPS)

DESCRIPTION

Each Great Campus student will have a personalized educational plan (PEP) to increase his/her opportunities for success. PEPs are designed to direct the student's progress toward long-term educational success via the accomplishment of short-term goals. The goal of a PEP is to identify graduated developmental milestones and benchmarks against which preparation for high school success can be evaluated. A PEP aims to foster a student's intrinsic desire to work hard and achieve higher levels of education. PEPs are flexible, allowing for new goals to be added and existing goals to be removed or amended as the student progresses and new needs arise.

RATIONALE

The PEPs provide an efficient means for transmitting important information about the student's goals and progress to his/her parents and educators. These plans will enhance the continuity of educational objectives for each individual student from year to year, greatly increasing the likelihood that long-term goals will be met, and providing useful direction to parents and educators for determining where the students will need the most guidance and support. Additional benefits include increases in student self-confidence, personal motivation, and positive interaction between family and educators, promotion of parent involvement in determining goals, and increases in parent satisfaction with their child's educational experience.

IMPLEMENTATION PRINCIPLES

- Drawing on the thorough assessment of the whole child, the PEPs incorporate a more complete knowledge of the student's abilities and strengths in order to best address his/her educational needs.
- Building from the student's strengths and interests, the PEPs seek to enhance the child's natural motivation for success in school by increasing personal confidence in his/her abilities as they succeed at short-term goals towards accomplishing long-term goals.
- The PEPs are developed with the active and constructive involvement of parents. Collaboration between parents and educators ensures that the goals for each student are relevant to the hopes and expectations of their family as well as their school.

WHAT PEPS COULD LOOK LIKE IN PRACTICE

- Following the initial comprehensive assessment of the student, parents would meet with educators to discuss the student's strengths and needs. With these in mind, a goal-focused plan will be developed to guide the individual student's educational activities and progress.
- PEPs would delineate plans in each area of child development

  - Physical—healthy functioning of all body systems, nutrition, releasing of pent up energy in constructive ways, engagement in healthy behaviors
  - Social—build healthy relationships across human diversity, interact in socially skillful manner, demonstrate empathy, appreciate perspectives of others
  - Emotional—recognize and manage emotions, learn coping mechanisms
  - Cognitive—increase capacity to think for selves, plan, solve problems, set goals, focus attention, responsible decision making
  - Civic—learn to be engaged citizens, contribute to the improvement of their communities
  - Psychological—self acceptance and self-confidence during identity formation, feelings of adequacy, competence, recognizing and building on one's strengths
  - Linguistic—increase capacity for receptive and expressive language, communication skills
  - Moral/Ethical—behave with justice and fairness, integrity and respect for self and others, taking responsibility for one's actions
- The PEPs should involve both short- and long-term goals which are considered valuable to the overall academic achievement as well as the general well-being of the student. Accomplishment of short-term goals would be in the service of reaching broader, long-term goals while also fostering the student's confidence in his/her abilities to succeed.
- The PEPs should describe specific, measurable strategies for obtaining each short term goal
- Periodically re-evaluated to assess student progress consistent with established goals. Regular reevaluations also allow for the student's parents and educators to add new goals and alter current goals to insure that the plans reflect the best pathway for that particular student's long-term success.
- To foster greater confidence within the student and a sense of achievement, the student should receive explicit positive feedback in acknowledgment of his/her accomplishments.

Personalized Education Plan Resources

Wortman, M. J. (1981). "The Description and Analysis of a Program to Develop Individual Educational Plans for All Students." *Dissertation Abstracts International, 41,* 4601.

Effects of having goals on motivation, positive attitude, and academic achievement:

Ames, C. & Archer, J. (1988). "Achievement Goals in the Classroom: Students' Learning Strategies and Motivation Processes." *Journal of Educational Psychology, 80,* 260-267.

Locke, E. A., Shaw, K. N., Saari, L. M., & Latham, G. P. (1981). "Goal Setting and Task Performance: 1969-1980." *Psychological Bulletin, 90,* 125-152.

STAFF DEVELOPMENT

DESCRIPTION

The Great Campus will adopt an ongoing approach to staff development that aims to make the practice of teaching a shared, rather than an individual, endeavor by creating routine places and opportunities for staff to support one another.[4] This aims to mitigate teacher isolation by creating a school community that values collaborative problem solving and teacher empowerment. Staff development will be driven by staff interests and perceived needs. Ongoing staff development emphasizes a holistic approach, attending to staff psychological, emotional, and professional development.

RATIONALE

Ongoing staff development mitigates against teacher burnout, emotional exhaustion, depersonalization, and the lack of a sense of personal accomplishment that often result from the heavy demands of teaching.[5] These demands call for flexible strategies to engage in collective problem solving. Staff development of the kind envisioned here enhances staff's capacity to work together to improve the school and solve school problems, thereby increasing staff sense of belonging, ownership and satisfaction at work.

IMPLEMENTATION PRINCIPLES

- Ongoing staff development requires that permanent structures within the campus be created to support ongoing staff development and would replace "in-service training" as the primary staff development modality.
- Ongoing staff development requires dedicated physical space and staff time.
- Decisions concerning what development structures and activities to pursue would be staff driven and context specific (i.e., they would develop from demands, issues and concerns that arise in the schools and classrooms on the campus).

WHAT STAFF DEVELOPMENT COULD LOOK LIKE IN PRACTICE

- Staff Development Resource Center—a place where teachers can get practical, individualized advice from qualified, motivated mentors that addresses their concerns and needs
    - Teachers can make weekly-biweekly appointments to meet with mentors to discuss issues and track their professional development.
    - Mentors would be motivated and also in touch with the realities of teaching.
    - Teachers would engage in collaborative problem solving with their mentors in order to assess and meet their needs.
    - Mentors could engage in classroom observations and provide teachers with helpful feedback.

- Mentors would be in regular communication with principal presenting staff concerns and suggestions for improvement
- "Master" teachers would be given incentive to become mentors, such as reduction in course load or increase in pay.[3]
- Empowers experienced teachers by providing them with the opportunity to engage in the mentor role.[2]
- The Resource Center would take teachers' certification requirements into consideration and offer teachers the option of fulfilling them at the school
- The school would serve as an approved provider so that teachers would not have to travel off-campus to fulfill the requirements.
- The Resource Center could help teachers keep track of their Continuing Education Units (CEUs) and Continuing Professional Development Units (CPDUs).

- Teacher-Led Learning Groups
  - Teachers would routinely meet with colleagues to discuss their experiences teaching and any difficulties they have encountered.
  - Teachers would organize seminars with qualified outside speakers for professional development (teachers empowered to discuss/address issues that directly concern them)
    - Topics of meetings would be teacher-generated
    - Topics might cover practical issues that are applicable to teachers despite their level of experience (i.e., techniques in managing paperwork and lesson plans).
    - Groups can be further divided into smaller sections where the topics discussed are targeted to specific levels of teaching experience (i.e., more practical advice and techniques for new teachers, such as preparation in specific teaching content, disciplining students, and other teaching strategies).
    - The school principal would periodically attend the learning groups in order to stay abreast of teachers' concerns and as a show of faculty support.

Staff Development Resources

1. Patton, M. & Kritsonis, W. A. (2006). The laws of increasing returns: A process for retaining teachers—National Recommendations. *National Journal for Publishing and Mentoring Doctoral Student Research*, 3, p. 1-9. Retrieved from ERIC database.
2. Southern Regional Education Board (2001). *Reduce your losses: Help new teachers become veteran teachers*. Atlanta, GA: Author. Retrieved from http://www.sreb.org/main/highered/TeacherAttrition.pdf.
3. Day, C., & Sachs, J. (Eds.). (2004). *International handbook on the continuing professional development of teachers*. England: Open University Press.
4. Maslach, C., & Jackson, S. E. (1981). The measurement of experienced burnout. *Journal of Occupational Behavior*, 2, p. 99-113.

FAMILY DEVELOPMENT

DESCRIPTION

The Great Campus will support and provide resources for ongoing parent and family development. The aim is to create a campus where parents and family members find resources that contribute to both their personal and professional development. In collaborating with parents, professional agencies, health centers, and educational institutions, the Great Campus hopes to strengthen families and communities.

RATIONALE

When families experience schools as resources for their own growth and development, they also experience increased sense of belonging and school ownership. They then invest more time and energy in the school, ultimately enhancing student sense of belonging and performance. Stronger families better support student development at home and in the community.

IMPLEMENTATION PRINCIPLES

- Promoting family development requires the creation of permanent structures within the campus to support such development.
- Promoting family development requires dedicated physical space and staff/volunteer time.
- Promoting family development requires family access to school buildings in the evening and on weekends.

WHAT FAMILY DEVELOPMENT MIGHT LOOK LIKE IN PRACTICE

- Great Campus Library where parents can find resources that support their growth and development. Possible features of the Great Campus Library include:
    - Flexible hours
    - Knowledgeable Staff
    - Media Center
    - Library Website with online access to journals, video streaming, and links to relevant resources. This tool can also be used to notify parents of upcoming school events, as well as host online parent support groups and parent-teacher meetings.
- Adult enrichment classes.
    - Open to all district parents with first priority to parents with children attending the Great Campus.
    - Class topics will be selected based on the expressed interests of parents.
    - Individuals from various agencies in the community will use the school space to offer courses that cater to parents' personal and professional development.
    - Examples of adult enrichment classes:

- Core Classes[2] to provide parents information on child/youth issues
- Growth Classes[2] to promote parents' personal and professional growth (e.g., stress management, adult literacy, returning to school, exploring literature or history, starting a business)
- Certification Classes[2] to assist parents in broadening their career options (e.g., teacher certification courses, paraprofessional training, technician training, travel and tourism certification)

References

1. Guilbert, J. (2006). Teach your parents well. *Teacher Magazine*, 18, p. 32-37.
2. Also refer to The Parent Academy at Miami-Dade schools: http://theparentacademy.dadeschools.net/

COMMUNITY PARTICIPATION / DEVELOPMENT

DESCRIPTION

The Great Campus views community development as a process of strengthening citizens' sense of shared identity and capacity to work together to solve common problems and realize common values. The Great Campus will promote community development in two primary ways: first, by vigorous recruitment of community participation in all aspects of campus life, and second by promoting the campus as a resource to the broader community. Community participation in education emphasizes the utilization of community resources and citizen-based evaluation procedures. By empowering community members in school decision-making processes, community participation induces citizens to take responsibility for children's education. When school staff and children see family and community members as knowledgeable, able and active members of the school, respect and collaboration increase and efforts to promote learning multiply. While community develops through active citizen participation in schools, the schools also make a contribution to the broader health and well being of the community.

RATIONALE

Community participation (including but not limited to parent and family involvement) in schools has a wide range of benefits.[i] It increases students' sense of acceptance, connection to, and performance in school, ultimately increasing the likelihood of students' continuing to stay in school, entering and even finishing college. It promotes a school climate that students' perceive as supportive, respectful and safe. It creates and connects students to a broader learning community, increasing the number of adult role models that students may emulate and with whom students may form positive relationships. Community participation enhances student well being, decreases rates of alcohol and drug use, teenage pregnancy, antisocial behavior and associated disciplinary actions. Community participation also enhances teacher effectiveness and satisfaction. Moreover, active community participation in schools strengthens the social connections among community members, creating social capital that has value in other aspects of community life and building a stronger sense of community.

IMPLEMENTATION PRINCIPLES

- The Great Campus approach to community participation / development must be based on the principle of ***responsible participation***[ii]. This implies the creation of opportunities for community members to: (1) discuss issues, (2) exert influence on behalf of one or other alternatives, and (3) know and understand the processes involved in the final decision making.
- Responsible community participation means that the community will have a strong advisory role in the governance of the Great Campus. Responsible participation would provide community stakeholders with a sense of collective ownership which in turn will help them in providing more meaningful and relevant advice.

- Community participation / development require common goals. Before a partnership is entered into, representatives from the school and partnering groups should meet to achieve consensus on their common goals, mitigating the chance of future misunderstandings among partners[iii].
- Community participation / development require the exercise of collaborative skills**.** It is important to include educators, service professionals and community members who possess some collaborative skills.
- Community participation / development require time for reflection and evaluation**.** School-community involvement is a *process* rather than an event. Therefore it is imperative that stakeholders take the time to reflect on and evaluate the quality of their interaction. To engage in reflection and evaluation, partners need time to meet.

WHAT COMMUNITY PARTICIPATION/ DEVELOPMENT MAY LOOK LIKE IN PRACTICE[iv]

- Community participation / development can have multiple foci including – students, family, school and community.
- The community can be involved across domains including:
    - Infrastructure and maintenance
    - Management and administration
    - Teacher support
    - Pedagogy and classroom support
    - Student supervision
    - Student Recruitment
- Student-centered efforts may involve **–**
    - Leadership Development
    - Tutoring
    - Mentoring
    - Student recruitment
    - Job-shadowing and other career focused activities
- Family-centered efforts may involve –
    - Parenting workshops
    - Family Counseling
    - Parent/family incentives and awards
    - Adult education classes
    - Family fun and learning night
- School-centered efforts may involve –
    - Beautification projects
    - Classroom assistance
    - Staff development
- Community-centered efforts may involve –
    - Community beautification and revitalization
    - Civic engagement initiatives
    - Art and science exhibits
    - Charitable outreach

[i] A series of studies have been reviewed for this sub-section: Sheldon (2006); Henderson and Mapp, 2002; Clark, 2002; Westat and Policy Study Associates, 2001; Lopez, 2001; Belenardo, 2001; Kane & Wolf, 2000; Sanders, 2000; Desimone et al, 2000; Mapp, 1999; Izzo et al, 1999; Scribner et al, 1999; UNICEF, 1999; Farrell, 1998; Lewis and Henderson, 1998; Rugh & Bossert, 1998; Epstein et al, 1997; Benson, 1996; Toffler and Toffler, 1995; Colletta & Perkins, 1995; Wang et al, 1995; Henderson and Berla, 1994; Comer and Haynes, 1992; Comer, 1988; Larueau, 1987; Cochran and Henderson, 1986.

[ii] For more details on responsible participation, refer to Evans (1983).

[iii] This was found in a case study of community partnerships at an elementary school in a high-reform district by Sanders and Harvey (2002).

[iv] A series of studies have been reviewed for this section: Morgan-Swift, 2006; Rivera, 2006; Sanders, 2003, 2001; Rugh and Bossart, 1998; Colletta and Perkins, 1995; Blank and Melaville and Shah, 2003.