

Curriculum in / Context

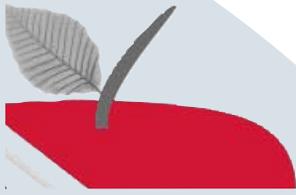
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Educating the Whole Child:

Creating a Shared Vision
of the Schools We Want





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Curriculum in Context

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A message from the editors

This issue of *Curriculum in Context* explores the necessity of educating the whole child. Perhaps at its core, the landmark

No Child Left Behind legislation intended to assure that all children are well educated. The legislation has fostered great attention on student achievement in reading and math, and significant improvements have been made, particularly in reading. Of the students scheduled to graduate in June 2008 in Washington State, 86.8 percent have met the reading standard, compared to only 51 percent of 10th graders meeting the standard in 1999. While the same gains have not yet been made in mathematics, a similar priority is being given to mathematics improvement across the state.

Just as this focused attention has yielded positive results, however, so too have there been unintended consequences to NCLB. The intensive emphasis on high stakes testing has narrowed the scope of the classroom to that of preparation for testing. The adage that “we measure what matters” translates to school improvement plans focused on reading and math. Subjects not tested increasingly take a low profile, and in some instances have disappeared entirely. In particular, the arts have been diminished. Some would argue that the fun has left the schoolhouse, and the joy of learning has been compromised. Paradoxically, when that happens, children *are* left behind. When their creativity is left untapped, or the broad expanse of the world is left unexplored, students find little relevance or meaning in school. The same is true for the teachers in the schoolhouse. Their passion for teaching children is not fueled when they are treated solely as test improvement technicians. Their very reason for becoming educators comes from the wholeness of education as a human endeavor, and from the deep professionalism that is embodied in good teaching.

Whenever such disparities become evident, there is always the tendency for the pendulum to swing in the opposite direction. We are dangerously close to such an oscillation, where once again education swings back in the direction from whence it came. Peter Senge (1990), in *The Fifth Discipline*, and Robert Fritz (1984), in *The Path of Least Resistance*, described the phenomenon of the path of least resistance and competing tension resolution systems that cause these oscillations. To use NCLB as an example, the increased emphasis on raising student achievement leads to elimination of programs that are of interest to students, teachers, and the community. In reaction, the restoration of attention to serving broader interests leads to a reduced focus on measurement of school improvement. And so, the pendulum swings back and forth between the extremes. Senge and Fritz explain that the only way to mitigate these oscillations is to become very clear about two things: a shared vision of what we want to create, and a shared understanding about what we now have. Through this, the resolution of the competing tensions favors the results that have been created in the shared vision. The Association of Supervision and Curricu-

lum Development, ASCD, has begun the work of creating a vision of the schools we want for our children through its Commission on the Whole Child. The Commission has outlined a vision of educators, communities, and policy makers working together for educating the whole child and a broader definition of achievement that promotes the development of children who are healthy, safe, engaged, supported, and challenged. The Commission’s report, *The Learning Compact Redefined: A Call to Action* is available at www.wholechildeducation.org.

This issue explores the thinking that is necessary to educate the whole child. It will take more than schools to do this work, and will require that entire communities embrace the moral imperative of attending to the full needs of each and every child. Dr. Carter’s article describes the work of the Commission on the Whole Child and the advocacy position that ASCD is assuming on behalf of educating the whole child. Joan Schmidt highlights the unique role that school boards can play. An article on the Spokane community’s focus on eliminating child abuse serves as an example of the broad-based community commitment that must be made if we are to serve the needs of whole children. Other articles describe professional learning communities and the work of developing a shared vision for meeting the needs of the whole child. Pauline Sameshima thoughtfully explores the integration of the arts and embodied aesthetic wholeness as a framework for teaching. Our teacher and student voices provide poignant testimony that there is more to making school meaningful and relevant than the basics. The articles are expansive, and they offer an inspired perspective on the kind of educational system that we must work together to create to avoid a pendulum swing that could erase the progress that has been made in leaving no children behind.

Several of the authors in this issue will conduct sessions at WSASCD’s fall conference, November 1–3, 2007. We hope this issue of *Curriculum in Context* will resonate with the deep commitment we all share to educate our children well. ASCD is in a unique position to advocate for children and for education. Washington State ASCD holds the same position for advocacy in our state. As author Murray maintains, it takes whole communities to educate whole children. Join us!



Joan Kingrey, editor, and Kevin Foster, assistant editor, *Curriculum in Context*



ment gap if we fail to provide each child with an education that is academically challenging. But that is not enough. We must also be sure that each child is healthy, safe, engaged in the arts, supported by caring adults, and challenged by the civic life of the school and the broader community.

“What the Commission has done,” says Commission cochair Stephanie Pace Marshall, “is craft a fundamentally new story that reflects our new understanding of learning, one that focuses on potentials and abundance and integration and connectedness. It says whole children are neither test scores nor bundles of frenzied activity” (ASCD, 2007, p. 8).

The new compact frames the recommendations of the Commission. It has five components:

- Each student enters school healthy and learns about and practices a healthy lifestyle.
- Each student learns in an intellectually challenging environment that is physically and emotionally safe for students and adults.
- Each student is actively engaged in learning and is connected to the school and broader community.
- Each student has access to personalized learning and to qualified, caring adults.
- Each graduate is prepared for success in college or further study and for employment in a global environment.

The Commission has sounded a clarion call. This new learning compact seeks to put students’ needs at the center of decisions. The Commission and ASCD hope that communities will embrace the compact to ensure our young people’s whole and healthy

development. Only through involving schools, families, businesses, health and social services, art professionals, recreation leaders, and policymakers at all levels will we succeed. Toward that end, ASCD has launched a multiyear whole child campaign, seeking commitment from all these representatives to think about what education should be and act accordingly.

The time is right for us to find the passion to go further than anyone before us. We must pick up the torch of hope for our children, never allowing pessimism to extinguish its flame. Our children deserve nothing less.

Gene R Carter, Ed.D, is executive director and CEO of the Association of Supervision and Curriculum Development



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A school board perspective on educating the whole child

by Joan Schmidt

I like a challenge. So, when I selected a theme for my term as president of the National School Boards Association, I opted for the most daunting of topics:

“Educating the Whole Child.” I made this choice knowing full well that the national focus under the No Child Left Behind Act (NCLB) was on raising test scores in reading and mathematics, that schools were under intense pressure to measure up or face the consequences, and that funding shortages had become endemic to the public schools.

As I crisscrossed the nation speaking to school board audiences, I found a host of kindred spirits, people who shared my commitment to educating the whole child, who believed that excellence and equity in education cannot be measured solely by test scores, who recognized that it really does take a community to raise up a child. And I began to understand that this is a strange and perplexing time for those who have been entrusted with the shaping of education policy in local school districts.

From the beginning, our nation’s public schools have been called to prepare students for life in a democratic society. This call has demanded that students reach a high level of proficiency in reading and math. And it has required that schools honor and preserve our heritage by teaching and modeling such traditional virtues as civility, volunteerism,

and a sense of working for the common good.

But life in the 21st century presents additional challenges, and today’s students must be prepared for a lifetime of learning. Technological advances are transforming the workplace, and recently created jobs are becoming obsolete overnight. Meanwhile, a burgeoning supply of information is calling for heightened ability to discern what is meaningful and relevant. Discoveries in the medical field are leading to increasingly difficult choices, as physicians and patients become partners in health care decisions. Scientific advances are raising complex ethical issues as they challenge traditional beliefs about human life and the world as we know it. Somehow, in this bewildering panoply of change, we must support the unchanging need for citizens with empathy for their fellow human beings and a deep hunger for justice.

Against this backdrop, our nation is focused on educating every child to unprecedented levels. NCLB, with its mandate for annual testing, has elevated the status of tested subjects and placed pressure on schools to raise test scores or face serious consequences. The most serious consequence, however, may well be an unintended one: the narrowing of the curriculum. This amounts to a form of triage in which other academic programs are cut back in an effort to raise test scores while conserving scarce resources. And the real damage is an erosion of education that serves children.

The unfortunate reality is that political decisions all too often seek quick fixes for complex issues. Meaning-

ful reform, on the other hand, calls for thoughtful consideration of research findings. It necessitates a comprehensive plan that addresses the long-term need for facilities and equipment, instructional time and qualified teachers. It requires a rigorous, sequential curriculum based on standards which define what every student should know and be able to do. Most of all, it calls for absolute commitment to the well-being of the whole child. And that kind of reform is in sharp conflict with the simple, superficial solutions proffered by those who seek public affirmation in the next election.

The board room is a place where short-term political thinking collides with long-term planning. And the sad truth is that sometimes the immediate need to raise test scores trumps the visionary work of the school community. Music classes, health programs, early childhood education—all are tempting targets when the school board faces a recommendation to scale back or eliminate a program.

Music programs

Music programs are often first to feel the sting of program cutbacks. This happens in spite of a growing body of research that demonstrates a clear connection between music instruction and brain development. A decade ago, support for music education increased because of a landmark study in which preschool children who received individualized piano keyboard instruction scored thirty-four percent higher on tests designed to measure spatial-temporal reasoning compared to those who had not received the piano instruction (Rauscher, 1997). A follow up study involving kindergarten children and group piano keyboard instruction yielded similar results. Because both of these projects dealt with children from families that were reasonably well off, the next challenge was to find out whether music instruction would yield

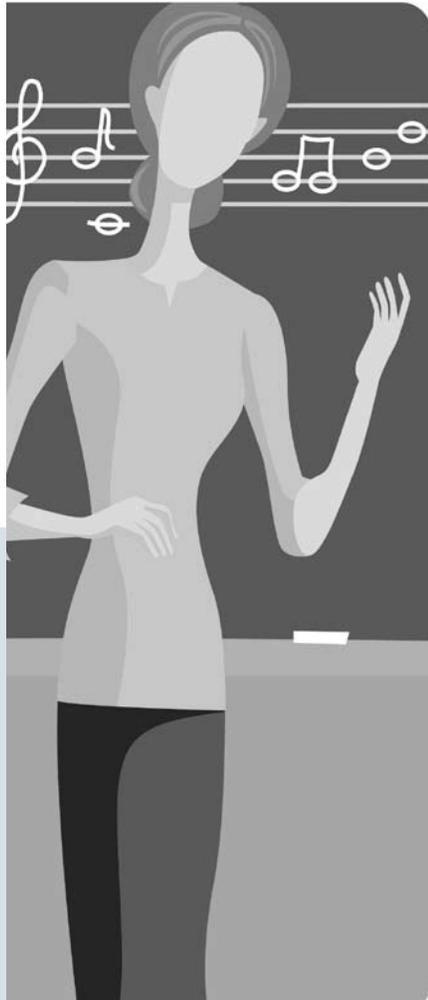


similar results for disadvantaged children. In a subsequent project involving second graders from one of the poorest-performing schools in Los Angeles, the students received piano lessons along with a specially-designed computer program. After four months, they were tested for the ability to analyze ratios and fractions. These students scored 27 percent higher on questions about fractions and proportional math than did their counterparts from a similar school district who had received the computer program without the parallel piano instruction (Shaw, 2000).

With the news that disadvantaged children in this study showed the same kinds of improvement as their more privileged counterparts, the research has continued. Although it will be years before neuroscientists produce definitive proof of the long-term benefits of music instruction to higher brain function, the findings to date are substantive enough to influence current education policy. Meanwhile, the musician in me knows that music in its own right belongs in the core curriculum.

Health programs

Research demonstrates that children who are physically and emotionally healthy learn better and achieve more. During my term as NSBA president, nothing brought home the issues of physical and mental health more clearly than the devastation wrought by Hurricane Katrina and her hellacious sister Rita. More than 372,000 children were displaced. Our nation's communities and schools opened their doors and their hearts to those children. The federal McKinney-Vento Homeless Assistance Act requires public schools to accept homeless students even though they may lack education records, vaccination records, and proof of residence. But, I believe our schools welcomed the hurricane-displaced students, not because of the law, but because it was the right thing to do.



Responding to disaster creates stress for the giver and the recipient. Being welcoming and inclusive requires more than good intentions. Children who have been displaced need food, clothing, and shelter—the basics of survival. They need a school that is focused on raising student achievement for each child, and they need a school community that honors diversity and is prepared to serve the needs of the whole child.

Many of the displaced children had been traumatized, and some were emotionally fragile. But there was no vaccine for mental health, no shortcut to helping children who were burdened with survivor's guilt, terrified by violent storms, unable to manage their own anger.

Long before the hurricanes of 2005, budget constraints were forcing cuts in peripheral programs, including those in which “school counselors help eliminate social and emotional barriers to learning” (Vail, 2005, p. 24-25). The guidance counselors and school psychologists who had survived the cutbacks were already struggling under heavy caseloads. Nonetheless when the hurricanes struck, they were the very people who helped the displaced children make the transition into their new schools and taught school staff and students how to be appropriately welcoming.

Early childhood programs

During pregnancy, some women eat nutritious food, listen to classical music, and read to their unborn children. Other women use illegal drugs, curse the neighbors, and kick the cat. Five years later, their babies enter the doors of the public schools.

The luckiest children have been in a preschool operated by experts in child development. These children know how to sing, dance, play a musical instrument. They speak a second language, they read and compute. They say “please” and “thank you” and they chew with their mouths closed.



The children who lost out in the prenatal lottery hoard food. Their vocabulary is limited. They have never visited a museum or library, and nobody taught them how to hold a fork.

One of the biggest challenges faced by schools is overcoming the differences in readiness when children enter school. An at-risk child is “at risk of failure in school and in life. Before he ever sets foot in a public school, he is months, perhaps years, behind” (Hardy, 2006, p. 17). Closing this gap seems to become more costly with each passing year in the education system.

A number of states are increasing their investment in pre-K programs in an effort to improve school readiness. While there are many models for pre-K

programs, core requirements often include “highly trained teachers with documented expertise in early childhood education, learning goals tied to K-3 or K-12 standards, and a policy of low child/staff ratios and class sizes that meet expert recommendations” (O’Brien and Dervarics, 2007, p. 9).

A global perspective on change

Right now we are in the midst of unprecedented change, and it seems to me that we need time and space for a thoughtful exchange of ideas. Technological development is fueling vast



changes in the global economy. Mass migration is triggering demographic shifts, and individual school districts are enrolling students from throughout the world. Indeed, some schools face the challenge of teaching English language learners in a mini-marketplace where more than 50 languages are spoken by students. Meanwhile, the disparity between the haves and the have-nots is increasing.

These kinds of changes are having a destabilizing impact. With schools at the nexus of societal change, it would be tempting to retreat into the safety of an imaginary past; however, this would be a disservice to all of the children in our public schools.

Leading toward a preferred future

I believe school boards have an ethical obligation to lead the way into the future. Among other things, this requires setting aside time and space for a thoughtful exchange of ideas. School boards must engage the community in a search for the most deeply held beliefs, and this means asking the difficult and often paradoxical questions:

- Economic disparity—At a time of tax cuts for the wealthy, how do we address basic needs like health care for children born into poverty?



- Segregation—At a time when external forces are resegregating our public schools, how do we affirm the value of racial and ethnic diversity?
- Literacy—At a time when some children can read when they enter kindergarten and others have never held a book in their hands, how do we develop equity in early childhood education?
- Creativity—At a time when high-stakes testing is, all too often, trapping children in identical boxes, how do we encourage the potential within each individual child?

- Civic responsibility—At a time when reality shows on television honor greed and ruthlessness, how do we help students develop the civic virtues that are essential to democracy?

I daresay the community will find common ground at the point where the first priority is the well-being of children.

The real needs of our schools have too long been relegated to an invisible place and treated with that cheapest of placebos—the political platitude. If we truly care about children, we must look beyond minimal survival, beyond standardized test scores, beyond partisan political agendas. We must seek ways to ensure that each child has a chance to flourish, to reach his or her potential, to become a productive citizen in a democratic society. And that will require an infrastructure that prepares for crisis and calamity, but also supports the real and present needs of our nation's children.

We often speak of the public schools as a microcosm of society with all of its imperfections. But imagine a future in which the school becomes a microcosm of society as a better place—a sanctuary where poverty and hunger do not exist, where respect and civility are modeled, where learning is comprised, not so much of dreary test preparation, as of wonder-filled discovery.

If we are committed to meaningful education reform for the 21st century, we must stand firmly in support of a full, rich curriculum that addresses the needs of the whole child. This is a moral imperative with no room for compromise, and it cannot be achieved by the schools working alone. This initiative requires full participation by the larger community with collaboration that looks beyond differences, asks the right questions, focuses on the common

ground, and develops strategies that transcend the agendas of any individual or group.

The world of the future demands a new vision for education—one that is rooted in a shared obligation to educate the whole child.

We dare not settle for less.

Joan Schmidt is past president of the National School Boards Association.



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pedagogic inquiry—finding location of self in relation and iterating moments as knowledge construction along the path of the dynamic process of *currere*. Although understanding that curriculum as objectives and outcomes is important, I propose that we also attend to the *curre* root of curriculum in the classroom setting.

Currere is about movement, about awareness, about acknowledging learning through the body. Teachers know that hands-on-learning and active participation increases learning. That notion must be extended to the teaching self—to embody learning, and teaching in a way that echoes living. A refocus of ways of being a teacher and incorporating *curre* as an integral part of pedagogic living is critical to transformational teaching practice.

The scholarship of Hamblen (1983), Jagodzinski (1992), Leggo (2005), Pryer (2001), Sawada (1989) and others, privilege the body's sensuous knowing over the Cartesian emphasis on thought. Learning is an integral part of living in the body. Every living moment is a possible moment for realization, contemplation, or action. Embodied wholeness is weaving the daily into reflexive understandings of continuous heartfelt living, learning, and teaching. Artful, tactile and multi-sensory epistemologies are thus more strongly supported as the teacher/learner takes on a reflexive way of being.

The teacher/learner is always in an active state of renegotiating perceptions of self in conceptions of context (Rogoff, 2000) and re-searching, re-creating and creating new ways of understanding, appreciating, and representing (Finley and Knowles, 1995). Living wholeness as a teacher includes living as an embodied aesthetic being, developing skills for finding meaningful pedagogic relevance between personal experience and the greater public good, and recognizing the processes of learning while the passages of learning are

being constructed.

Living embodied wholeness is not a blind surrender to compartmentalization and dichotomy; rather, it is comparable to living Charles Garoian's explanation of performance art teaching in the theatre. Garoian explains that "performance art teaching enables students to critique curricular and pedagogical stereotypes . . . and encourages the tradition of rebellion as a natural aspect of students' creative and mental development" (1999, p. 31). Wholeness is thus living inside (immersed in the moment) and outside (seeing the immersion from a distance)—living a subversive esthetic, moving with conviction, away from the safety of conformity and standardization, and the fear that holds us there, to the unknown, to the new, and to the open connective spaces where the impossible becomes possible.

Increasing receptivity and openness to learning

To teach well, in balanced ways, a teacher must live with verve! Most conceptions of the teacher identity is one of a passive body, a conduit of knowledge, an empty jug which is filled with the curriculum which is then proportionally doled out to students. It's important to challenge this conception and to see the teaching self as a living, breathing learner closely integrated with students, focused on the teaching and learning moments.

Emmanuel Levinas (1981) describes an interesting way of understanding "self/other." Levinas believes that the primary concern of self to the other is the subject's responsibility to the other, even if the other is unknown. He says we can only know self in relation to other. Ted Aoki (1992) explains that Levinas' focus on responsibility before the rights and freedoms of the subject creates a tone which ethically welcomes multiplicity. This outlook appears simplistic but can drastically reshape perspectives on locating place as a

teacher within wholeness. The teaching profession is dramatically strengthened when teachers understand who they are, know how their experiences have shaped their ideologies, and find and acknowledge their place of contribution in the broader context of the educational setting. These ideas go against the grain because the historical concept of the teacher is one of blank uniformity. Levinas' conception of self/other constructs a placeholder for self in the midst of others (through responsibility) and hence creates a perspective of belonging, place and need, yet still values difference. This conception reiterates Paulo Freire's encouragement that "the more rooted I am in my location, the more I extend myself to other places so as to become a citizen of the world. No one becomes local from a universal location" (1997, p. 39).

To be immersed as a learner in the teaching practice, teachers need to question the origins of thinking and talk about their thinking processes. They need to teach and learn through multiple embodied experiences. They also need to find location for themselves through actively increasing receptivity. One way to do this is by being involved in conversations which are emotionally challenging, which ask them to make decisions, and explain why. I suggest that beginning teachers begin to view themselves as not just the "serving-teacher," but also as receiving-learners in process. Herman Stark (2003) believes that to think is to undermine, and one increasingly incurs more intellectual and moral responsibilities as one becomes more thoughtful.

Fostering skills of relationality between learners, learner/teacher, and learner/context

Being open in the moment means listening intently, simultaneously seeking relationality, acknowledging connections, and appreciating the full-

ness of presence in the present. Being open is akin to Leder's (1990) notion of *aesthetic absorption* which is based on phenomenologist Maurice Merleau-Ponty's (1968) "chiasm" which is experiencing the world as "flesh"—a meshing of subject and object, self and body, and body and world.

As part of the course, to enable and foster skills of relationality amongst learners, the teacher candidates participate in a jointly planned session facilitated by the WSU Challenge Program. Teacher candidates participate in various activities which help them get to know each other; enable them to work

able and learned that we can trust and count on each other for help" – student.

"It takes total trust and support to allow almost strangers to lift you six feet off the ground." – student

"When the name game was switched to words representing us such as Trust, Teamwork, Friendly, etc., that was good so that we all began to think about what is important within a group/team in order for it to run smoothly." – student

This course also works in partnership with the WSU Museum of Art. In the summer session, students attended featured artist, Marilyn Lyhosir's exhibi-

tion (EMA). EMA is a WSU Registered Student Organization which promotes the creation and enjoyment of electronic music through informational meetings, events, education, and fundraisers. It's a support community of electronic artists who help each other with both compositional and artistic techniques and styles. In the 2007 summer session, five pieces from the EMA Web site were used to form the basis of the course. Students choreographed dances, sewed costumes, made art, and wrote poetry and prose responses to each of the pieces. "Meaning is created, represented, and interpreted through the use of dif-



cooperatively toward a goal; and depend on each other. These activities, particularly when provided at the beginning of the course, allow the development of a culture of trust and collaboration for future group work. These activities are particularly helpful in a course where students are designing and creating together in frequently foreign modes and mediums. Here are some comments from the students following the Challenge experience.

"The log definitely was great because we needed to use each other as support while switching spots on the log. I feel this is how we will work together this session." – student

"The falling and floating activities were great because we became vulner-

tion opening, wrote curriculum materials for the show, letters to the curator and to the artist, and participated in a clay mask making project with the artist herself. Additionally, the Museum of Art organized a tour of WSU campus public art for the students. To further support the community and enable the students to find relationality in context, one of the required course text books is produced by the WSU Museum of Art.

Modeling wholeness-in-process & layering multiple strategies of inquiry, experiences, and presentation

To provide the experience of community collaboration, the course is connected to the WSU Electronic Music Associa-

tion opening, wrote curriculum materials for the show, letters to the curator and to the artist, and participated in a clay mask making project with the artist herself. Additionally, the Museum of Art organized a tour of WSU campus public art for the students. To further support the community and enable the students to find relationality in context, one of the required course text books is produced by the WSU Museum of Art.

ferent semiotic, or sign systems, which learners naturally employ as they make sense of the world" (Lynch, 2007, p. 34). Albers (2001, p. 4) suggests that there is benefit to learning with multiple systems, that when systems "overlap, co-occur, and work against each other," this reading of system mergence is much like understanding language and therefore is a literacy. Thus, this course on arts integration is a course on the development of creative literacy. The dances were presented with a digital slide presentation in a culminating evening performance. EMA also provided for the class and public, an informational presentation on Electronic Music where electronic musicians, ioTus and Algebra, demonstrated a live piece titled NepTune. The

2007 fall sessions are currently planned to write songs with EMA to send to an up-and-coming London teen band seeking new and innovative material.

Holistic curriculums seek to provide frameworks which allow for course projects that have relevance beyond the teacher and grades. Foremost, the projects demand personal commitment and engagement. This integration course's culminating events have been approved for clock hours for practicing teachers seeking to earn professional development hours. The holistic curriculum attends particularly to giving arts and knowledge production back to

Acknowledging ecological and intuitive resonances

An awareness of and sensitivity toward many environments—physical, psychological, social, and spiritual—are integral parts of postmodern proposals which inform . . . curriculum. (Patrick Slattery, 1989, p. 156)

Karrow and Kentel (2007) argue that to prepare a future generation of teachers and their students we must teach them how to live healthily, spiritually, ethically and sustainably. To do that they suggest that teacher candidates must have a more ontologically and ecologically attuned educative experi-

are dispersed and deferred throughout symbol systems. To “consolidate” understanding, various symbol systems must be incorporated into the classroom. Project-based work allows this freedom, ownership, and process-focused work to develop. This sort of integration can be taken into the classroom. For example, when teaching a poetry unit, children can be taught how to write a variety of poetic styles (haiku, tanka, limerick, and so forth), then the children can select particular styles they enjoy, write their poems, and finally render the work either orally, visually, or in movement. The act of layering the writing with



the community. This reciprocity is the key to authentic teaching and learning practices. Following are comments from audience members at the Summer Arts Celebration:

“Amazing! Keep up the good work. We do need arts in our schools. Thank you so much.” –John Harrison

“First I am proud to have been a part of such amazing learning [Francis was the Challenge Program facilitator]. Everyone had a part in all productions. The vast diversity in creativity is encouraging for public schools. I am most moved by the masks—how out of the box they became.” – Francis Morgan-Gallo

ence. The authors suggest that “such an ‘attuned educative experience’ would have teacher candidates becoming more aware of the foundations of consciousness, its effect upon their thinking and general way of being, and the relationship of their being with place” (p. 1).

Students in the Summer integration course took a field trip guided by Justin Hougham from WSU Outdoor Adventure Programs. The excursion to the Magpie Forest allowed students to think about their places in relation to the earth, the world, and to each other. They spent time drawing botanicals and further developing connections with peers in an alternate context.

Wanda May (1989) describes postmodern critique as meanings which

performance or visual art reconnects the mind and body. Heshusius and Ballard suggest that layers of somatic-affective knowledge in the body “guide the deeper course of our intellectual lives” (1996, p. 14). By acknowledging the body to be the primary site of knowledge, theories of knowing in sensual, intuitive, visceral, emotional, and affective domains become possible (Berman, 1981; Thomas, 2004).

Developing a curriculum of *Embodied Aesthetic Wholeness* is complex. It is not a matter of simply using art to teach a subject; it is a frame of mind, a way of thinking and teaching holistically in order to open spaces which inspire children to think and learn in creative and heartfelt transformative ways.

A teacher's voice **Bringing civility back to school**

by **Madonna Hannah**



I wholeheartedly embrace this year's WSASCD conference theme, "Reaching the Whole Child: Moving from Promise to Practice." It is apparent that the traditional 3R's (reading, writing, and 'rithmetic)

are essential to the educational development of every American child. It is equally apparent that the fundamentals of good character and citizenship are essential to the social development of every American child. As educators, we are charged with fully preparing the children who will inherit the land, laws and leadership of our great country.

As a career and technical educator who teaches fashion marketing and career exploration classes, I emphasize the importance of math, reading and writing by shedding light on how those skills play an intricate role in the real working world and everyday life. Basic and higher level math are essential to apparel and accessory fashion designers, display artists, store planners, interior designers and more. Designing, producing and distributing apparel and accessories requires solving complicated mathematical problems. Reading and writing are a must, starting with completing the employment application and then, once hired, the many reports that have to be prepared and eventually read and analyzed. I find that when the 3R's are embraced and linked to the qualifications needed to succeed in any line of work, students want to pursue them because those skills are then viewed as significant components to their future success. Students seem to finally make a connection with why the 3R's are so important. The question of "Why do I need to know anything about math?" is answered.

While I do accept the unquestionable significance of the 3Rs, I feel it is imperative to address and integrate a "C" for civility. The lack of civility in today's society and especially in the school setting is appalling. It seems that overbearing behavior and bad manners are being emulated and accepted as the norm. Rudeness and aggressive talk are viewed as standing up for oneself and a means of gaining respect. Good manners are looked upon as not cool or nerdy or weak. Crude and rude behavior is NOT acceptable and should not be reinforced, ignored or celebrated. But our kids hear these rude tones every day in television shows, movies, and radio broadcasts. Mean spirited and demeaning talk and gossip are spewed by politicians, "shock jocks," and vocal "artists." As educators, what can we do? We can bravely take a stand and add a big "C" to the 3R's: Reading, Writing, 'Rithmetic and *Civility*. Expecting students to be civil will assure that you have a safe and respectful classroom/school environment where all children feel comfortable enough to learn, to ask questions, and to be

respected. I say we plant the seeds of civility in our students so they may grow into more well-mannered American citizens who will proudly lead us through the 21st century and beyond.

The tone of civility is set in my classroom in the first few days of school. In my classroom, civility counts from day one. Civility expectations are reinforced daily and have helped to create a safe learning atmosphere for all my students. These civility expectations also help to build self-esteem in all students as well as motivate them to attend class to learn the importance of the "3Rs. The following "Civility Expectations" are common courtesies and common sense that should be naturally expected from all human beings.

Be cordial to each other

Say "Please," "Thank you," "You're welcome," "Excuse me," and "Please be quiet" instead of "SHUT UP!" Students are encouraged to say, "Good morning" or "Good afternoon" to staff members and each other before making personal requests. Students are encouraged to treat everyone respectfully. This results in a classroom that is safe and calm, which in turn creates an advantageous environment for all to learn. It is, of course, important that I am cordial to all students and consistently demonstrate the civil behavior I expect from them. I must walk what I talk! Being cordial to others in the world is as important as knowing

A student's voice

Dare not to swear campaign

by Marquis A. Bittinger



In my opinion, today's youth are completely different than they were just a few decades ago. Many of the differences are typical and harmless. Music choices, clothing styles, and preferred activities all continue

to change from generation to generation as they always have. However, one of the most dramatic current changes is the language young people use. Naturally, slang has always been a big part of youth vocabulary; but recently there has been a big increase in profanity. It is considered the cool thing to do. Nowadays, it seems swearing is acceptable. Some television shows and movies depict children swearing at their parents or other authority figures. Students are shown storming out of classrooms, trying to be seen as the troubled rebels. It does not stop there.

It is in the music, too. If you look down the CD racks in stores, a large percentage of CD's feature a parental advisory/ explicit content sticker. Figuratively speaking, every other word in many songs is an expletive. Singers rant on about women as objects, indulging in alcohol and drug infested partying, and living the "hood" life of murder and narcotic sales. While rappers claim it is necessary to get their point across, music artists could not sell CD's if they did not produce an 'expletives deleted' version. As one would expect, the lyrics have influenced our youths' vocabulary. Some cannot have a conversation without swearing. Something has to be done. The next generation of Americans needs to pledge to "Dare Not to Swear!" This anti-swearing campaign at Bremerton High School started as an idea, the brainchild of Mrs. Hannah and her Advanced Fashion Marketing students. They notified celebrities, political figures, athletes, and anybody else with societal influence to share reasons why BHS students should not swear. People such as Vanna White and professional athletes have sent autographed photographs and advice. First Lady Laura Bush received word of "Dare Not To Swear!" and sent an encouraging letter to BHS "Dare Not To Swear" participants. She stated, "May your move to better manners sweep the nation!"

I remember when "Dare Not To Swear" was introduced at Bremerton High School at the beginning of the 2006-2007 school year. There was a lot of hype about it because nothing like this had ever been initiated before. Personally, I just thought it would be kind of like a fad and not last very long. You know, just another thing where the excitement lasts for a month before fading away. I decided since I was already a clean-mouthed student, I would follow the crowd and sign up. Boy was I wrong! Over a thousand students signed up and

vowed not to engage in profanity. Pledging students were given a blue and gold bracelet that read "I Dare Not To Swear." Some students even purchased t-shirts. Throughout the school year, there were "Dare Not To Swear!" activities that included contests for artwork and poetry. Since my goal is to become a professional writer I chose to enter the poetry contest. I placed first! What reactions did I have? I was happy, because its good publicity and a way to get my work noticed. I entered the contest just as something to do. I wasn't expecting to win first place. My winning entry is printed on the next page.

Poetry contest participants were also selected to taste and judge seven different flavors of fudge and vote on the best one which would be presented to Washington State Attorney General Rob McKenna. The fudge flavors were brainstormed by the Advanced Fashion Marketing class, and created by Sandy Charbonneau, the owner of the Candy Shoppe, which was located near Bremerton. The winning fudge flavor, "Coconut Delight," was then presented to Washington State Attorney General Rob McKenna when he paid a visit to Bremerton High School in March. He was so impressed by our efforts to end swearing at school that he wanted to visit our school and recognize our success. It was an honor for me to read my poem to him, members of the school board,

report, *Engaging Schools*, “Principals and teachers need to make concerted efforts to promote an environment of trust and respect—of each other and of students.” In the 2005-06 school year, the Havermale staff collaborated extensively to learn how to relate to students as unique learners. The Havermale staff has a long history of comfortable, amiable interaction with students. However, we had to do a lot of thinking and talking together to develop a common understanding of personalization that promotes learning and positive social development. Although always a work in progress, Havermale has taken huge strides in creating a more supportive, personalized environment. We relied on the following research based characteristics to develop our focus on personalization.

Personalization makes a difference when these conditions occur:

- Adults in the school know kids (and often families) so well that instruction and learning opportunities can be tailored to individual students based on that knowledge.
- Students in small schools are known and have a sense of belonging that sustains mutual trust between the teacher and the student.
- Students trust teachers sufficiently to grant their teacher the moral authority to make greater demands on them as learners. (Lambert & Lowry, 2004)

Personalized learning environments:

- Establish teacher teaming and looping structures.
- Develop a personal learning plan for each student.
- Identify an advocate/advisor for each student and their families.
- Involve students in decision-making about the academic development.
- Build student capacity and provide opportunities for students to exercise leadership and civic en-

agement. (National High School Alliance, 2005)

The community grows

Motivated by our progress, the staff came together in the spring of 2006 and agreed to some significant changes for the 2006-07 school year.

- Establish a daily advisory period for all students.
- Form five interdisciplinary small learning communities within the school.
- Schedule collaboration time for staff in each small learning community four days per week.
- Facilitate student-led conferences twice per year.

Although there was some anxiety over taking on so much so quickly, the Havermale staff rose to the challenges and continued to work together to improve the learning environment for our students. The entire staff participated in two days of summer training to prepare for leading their daily advisory sessions. A key member of the administrative team, Dr. Cindy McMahon, took the lead to assure the success of the advisory program. With support from several staff members, Cindy created plans and supporting documents for every week of advisory for the entire year.

When the first student led conferences were looming, staff and students became very apprehensive. They just didn't have a comfortable picture of how the conferences would go. The Havermale administrative team stepped up with strategies to help students and advisors prepare and rehearse. Using the talents of the students in the video production class, Havermale created a video example of a student led conference. After seeing the video, anxiety was relieved and both staff and students moved forward with confidence. The student led conferences were a big success. Even though participation was vol-

untary, over 85% of students came with a parent or guardian. Post conference surveys indicated very high satisfaction amongst staff, students, and families. Many students were surprised that they hadn't realized how much they had been learning until they pulled some work samples together and shared them with a few adults.

As a greater sense of trust and belonging grew at Havermale, students became increasingly involved with activities that gave them a greater sense of participation and success in the school community. Quarterly AAA (academics, attendance and attitude) awards celebrated the accomplishments of dozens of students. At the award ceremonies students heard performances by Havermale's Native American and West African drumming groups. Five family nights saw hundreds of students and family members enjoy food, games and fun in a safe setting. The Havermale boys basketball team won the state alternative high school championship. Three Havermale students served as pages during the state legislative session. Students organized and led Veterans Day and Martin Luther King, Jr. convocations. The Tech Connections Club refurbished over 40 computers and gave them to families. A large contingent of Havermale staff, students and families participated in the Spokane MLK Day March. Student artwork won awards and student writing was published. Students wore their Havermale High School t-shirts with pride.

The broader community

As well as evolving a stronger community within Havermale, we have also sought to develop stronger relationships with the community beyond our school. Conversations with our students have revealed that, although they are in many respects street wise, they are not community wise. Our students and families need our support to access and navigate the services and resources that are avail-

able in our city and state. The administrative team meets monthly with the Havermale Community Advisory Group. The advisory group is comprised of individuals from the Spokane business, government, medical, social service and higher education sectors. Community connections have brought a broad array of services and experiences to our students. Havermale has partnered with the Native Project to bring community wellness nights to the school every Tuesday and Wednesday. The Washington State University College of Nursing provides a weekly clinic and 16 senior nursing students who provide medical consultation and do health promotions. Eastern Washington University supported a poet in residence and a two day writer's workshop with four professional writers. Whitworth University students came and coached students as they wrote one-act plays. The Whitworth students later presented public performances of the student plays.

A special relationship has developed between Havermale and Spokane Community College (SCC). With the support and leadership of Dr. Terri McKenzie, vice president of Student and Instructional Services at SCC, we are building a solid bridge to college for our students. A few years ago, we found that many of our students had been accepted at SCC and had even registered for courses, but few had actually attended classes. Further inquiry helped us learn that our students simply weren't able to navigate the community college institution on their own. So, in the summer of 2006, we piloted an on campus experience for Havermale students. Based on what we learned in the pilot, Havermale collaborated with SCC to provide a four day on campus experience for all Havermale juniors and seniors in January of 2007. The project was a huge success! Our students could see that college was, in fact, possible. Follow up actions included visits to Havermale from SCC counselors to

help students with course registration and financial aid forms. We have every reason to expect over 50 students from the Havermale class of 2007 to be enrolled and taking classes at the community college—a huge increase from the bare handful we had just two years ago.

Miles to go

Test scores, perception surveys, graduation rates, college enrollment and various other data points affirm that we are making good progress at Havermale, but there is still much to do. In the spring of 2007, the staff renewed their commitment to daily advisory, student-led conferences, and time for staff collaboration. In addition, the staff added a commitment to guiding a personalized learning plan for each of their advisory students. To make the plans useful, we have to know more about our students. Our staff learning this year will focus extensively on the characteristics of generational poverty, the impact of race and cultural differences on learning and school culture, and the state of mind of students who have experienced extreme trauma and chaos in their lives. Most importantly, we need to listen to student voices to know who they are. Open dialogue with students and their families will teach us more than books and research reports.

Many of our students have big gaps in their learning history, but we choose to look first at what they have learned and build from there. Our intent is to focus on assets rather than on deficiencies. Our belief is that our students bring an abundance of resources and opportunities to build relationships and community; there is no scarcity or limitation. Perhaps we are idealistic, but that is our choice. Our students need to learn in a community of hopeful optimism.

Fred Schrumph is principal of Havermale High School in Spokane.



Kevin Foster is assistant principal at Ferris High School in Spokane.



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How will we know if students are learning?

Leaders in professional learning communities aren't content with merely clarifying what students must learn. They engage the staff in addressing an even more difficult question; "What evidence do we have at every grade level, in every subject or course to show that we are living up to our mission of high levels of learning for all students? As Dufour, Dufour, Eaker and Karhanek (2004) write: "If a school was truly committed to ensuring that every student mastered the intended outcomes of the core curriculum, it would be vigilant in its efforts to assess each student's learning on a timely, ongoing basis. (p. 23). Reeves (2004) suggests that educators emulate their most successful colleagues in music and physical education by providing feedback in real time. A basketball coach does not provide hints about an effective jump shot nine weeks after a flubbed attempt, nor does a great music teacher mention the improper position of a violinist's left hand weeks after noticing the mistake. Instead, coaches and musicians provide precise and immediate feedback and suggestions.

Assessment practices in more traditional schools are driven by infrequent, high stakes, summative assessments. Professional learning communities do not ignore the importance of norm-referenced summative assessments, but there is a recognition that students will perform better on summative assessments if their learning has been monitored by the use of collaboratively developed common assessments. There is wide-spread agreement among researchers that student learning (and adult learning) is enhanced by the use of high quality formative assessments. In fact, Reeves (2004) refers to common, teacher made assessments as the "gold standard" in educational accountability (p.114).

Importantly, the power of common assessments lies in how they are utilized by collaborative teams. In schools that function as professional learning communities data from common assessments are used to inform individual teachers, as well as teacher teams, regarding the learning of students, both individually and as groups of students. The results from timely, curriculum-based, collaboratively developed, common assessments are essential in determining which students have learned each skill. In addition to determining areas of concern the data are also helpful in identifying strengths.



Ainsworth and Viegut (2006) use the metaphor of a matched pair of bookends. The power standards (essential outcomes) and the final summative assessment are the matched pair of bookends. The differentiated instruction, learning activities, assigned student work, formative assessments, and the re-teaching, additional time and support and enriching are the "books" that typically appear between the bookends. Common formative assessments produce credible evidence about the degree students are understanding and whether or not any other "books" need to be included.

Stiggins (2002, 2005) describes the use of frequent, common, high quality formative assessment by collaborative

teams as "assessment for learning" as opposed to the more traditional practices associated with "assessment of learning". One of the best examples of "assessment for learning" is when teacher teams collaboratively analyze student work. Langer, Colton and Goff (2003) describe a particular approach, Collaborative Analysis of Student Learning (CASL,) where teachers discover the relationship between their instruction and the quality of student performance or products. Teacher teams engage in a systematic process to analyze selected student work over a period of time based on identified needs of the students.

The CASL process involves collaboration, critical inquiry, and reflective practice. Teachers analyze student work products and work together to design instructional interventions and strategies to meet identified learner needs. One result of this collaborative effort is that teacher teams discover how student understanding/learning evolves and how their instructional practices promote learning. Another result is collective self-efficacy, a sense that we can improve student learning together, ensuring high levels of learning for all students. In short, teams engage in collaborative inquiry where it matters most—in the daily teaching and learning interactions between students and teachers.

Collaborative teams in professional

learning communities are confident their students will perform well on summative assessments because as a team they have regularly analyzed the results of their common, formative assessments and made instructional adjustments ahead of time. The practice of teacher teams developing and utilizing common assessments to improve student learning, as well as their own professional practice, is a powerful strategy for ensuring that a guaranteed curriculum is not only taught, but more importantly, learned.

ensure students receive additional time and support when they experience difficulty in their learning. Dufour, Dufour, Eaker and Many (2006) are emphatic on this point noting, “It is disingenuous for any school to claim its purpose is to help all students learn at high levels and then fail to create a system of interventions to give struggling learners additional time and support for learning” (p. 78).

What do these plans look like in the real world of public schools? They vary from school to school, but to be effective Dufour, Dufour, Eaker and Many (2006) urge educators to make

ers shift both their own focus and that of the school community from inputs to outcomes and from intentions to results.” (p. 15). The culture of a professional learning community is characterized by the question “was it learned” rather than “was it taught”.

Additionally, a learning culture will require leadership that engages the faculty in an alignment of school policies, practices and procedures with the learning mission. Some behaviors must be insisted upon, but just as important there may be practices that should be discontinued. As Collins (2001) observes in *From Good to Great*, organizations rarely have “stop doing” lists. He writes, “Most of us lead busy but undisciplined lives. We have ever-expanding ‘to do’ lists, trying to build momentum by doing, doing, doing—and doing more. And it rarely works. Those who built the good-to-great companies, however, made as much use of ‘stop doing’ lists as ‘to do’ lists” (p. 139).

The learning leader approaches virtually every issue of learning through a framework of collaborative teams. They recognize the wisdom of Peter Senge (1994) when he writes, “History has brought us to a moment when teams are recognized as a critical component of every enterprise—the predominant unit for decision-making and getting things done” (p.354). And, these leaders go beyond merely encouraging collaboration. They create and monitor systematic processes to ensure all staff members work together interdependently to improve professional practice and help more students learn at higher levels. (Dufour, Dufour, Eaker, 2005)

Imagine this school

Imagine a school that is absolutely committed to a focus on learning and passionate about ensuring high levels of learning for all students. What would such a school look like? Such a school would reflect, in part, the following characteristics. The faculty and admin-

“It is disingenuous for any school to claim its purpose is to help all students learn at high levels and then fail to create a system of interventions to give struggling learners additional time and support for learning.”

Dufour, Dufour, Eaker and Many (2006) (p.78)

How will we respond when students experience difficulty with their learning?

Virtually every educator will acknowledge the fact that students (and adults for that matter) learn at different rates and in different ways. Yet, in more traditional models of schooling students are expected to achieve at similar levels at roughly the same time. Cole and Schlechty (1993) describe this traditional approach by observing, “In the factory model ... we held time constant and allowed quality to vary. We must stand that on its head and hold quality constant, and allow time to vary.” (p. 10) Professional learning communities address this critical issue by developing a systematic series of interventions to

ensure the plan is *systematic*—a written, school-wide plan that guarantees students receive needed time and support with the regular school day regardless of who their teacher may be. And, the plan should ensure *timely* interventions for students at the first indication they are experiencing difficulty. Most important, the plan should *direct* rather than invite students to take advantage of the support plan.

The learning leader

The shift from a focus on teaching to a focus on learning requires a fundamentally different approach to school leadership. Learning leaders focus on results. Richard Dufour (2002) makes this point by noting that “learning lead-

istration would analyze their current policies, practices and procedures in light of their commitment to learning and future decisions would be filtered through this “learning” frame of reference. Collaborative teams would clarify essential outcomes in every grade, subject and course. Assessment results from collaboratively developed, common assessments would be reviewed by teacher teams line-by-line, kid-by-kid and students who are experiencing difficulty would receive additional time and support within the school day. School leaders and teacher teams would be relentless in their study of intervention programs and strategies, noting what interventions are having the greatest impact on student success.

This would be possible because the master schedule would be specifically designed around the principle of embedding additional time and support for students as well as collaborative team time for faculty. In such a school the learning needs of students always comes first, always ahead of the convenience needs of the adults who work there.

There is little doubt that the professional learning community model with its intense focus on learning can be a powerful force for improving schools. By creating a collaborative culture characterized by a focus on learning for all students—and adults alike—the promise of educating all students under our care can be realized. The issue is not one of knowledge but one of will; not one of knowing, but one of doing. If the dream of higher levels of learning for all students is to be realized, schools must make a deep, substantive change—a change from “covering” content to “ensuring” learning. This will not be quick nor will it be easy. However, the stakes are high and the goal of learning for all is indeed worthwhile and should not be postponed.

Robert Eaker is a presenter and author on the topic of professional learning communities.



Janel Keating is director of student learning for White River School District.



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by Five,” delivered the keynote address, “The Return on Investment When Kids Thrive.” The audience of over 400 heard Mr. Watt summarize compelling research on the long-term yield, up to \$17 for every \$1 invested, when babies and their parents get off to a healthy start. A poignant moment occurred when Watt came to a slide of his beautiful grandchildren, whom he described as the core reason why he devotes his time and energy to thriving kids and families. His family is multi-racial; he choked and gathered tears, as any grandfather would, as he sadly related the racism his grandchildren had experienced and his personal determination to advocate for all kids.

Another speaker at the conference, Dr. Gary Livingston, chancellor of the Community Colleges of Spokane and former superintendent of the Spokane Public Schools, discussed the incorporation of the elements of the America’s Promise Alliance into the “Our Kids, Our Business” initiative. Through the leadership of Dr. Livingston, state senator Lisa Brown, Steven Smith and others, Spokane had joined the America’s Promise movement in 2006. For 2007, the America’s Promise Alliance named Spokane one of America’s 100 Best Communities for Young People. The leadership of “Our Kids, Our Business” chose to adopt the goals of America’s Promise as the foundation for their call to action and their continuing efforts to rally community support for youth and families in Spokane. The primary goal of America’s Promise is to give all children the developmental resources they need to thrive. Those developmental resources are characterized as the “Five Promises.” The community promises that each child will experience:

1. Caring adults.
2. Safe places and constructive activities.
3. A healthy start.
4. Effective education.
5. Opportunities to help others.

Dr. Livingston challenged the audience to choose one of those promises and to take action to bring that promise to life for more kids in our community.

The organizers of Spokane’s “Our Kids, Our Business” recognize that schools are the foundation for support and connections amongst children, families, and the broader community. Aren’t schools the safe places where children are receiving that effective education from caring adults? Aren’t the schools often the mainstay for prevention of child abuse and neglect? Isn’t education a large part of the solution, of what works to break the generational cycle of poverty and abuse? Yes, yes and yes!

One of the America’s Promise strategies is called “Where the Kids Are.” The America’s Promise web site describes “Where the Kids Are” like this:

Beginning with schools as hubs, and focusing on at-risk children, “Where the Kids Are” aims to integrate school and community services so children receive more of the Five Promises. The goal is to offer services both before- and after-school, as well as during the summer months, so those children needing wrap-around receive year-round support. “Where the Kids Are” is not limited to school sites or school-based

approaches only. Community centers or other locations “where the kids are,” are ideal to implementing a strategy that is kid-centric.

The America’s Promise focus on integrating community and schools aligns directly with the current work of the ASCD’s Commission on the Whole Child. In resource documents developed for the commission, Martin Blank and Amy Berg (2006) cite research (from McLaughlin, 2000, and Blank, Berg and Melaville, 2006) that validates the importance of the school-community connection.

“The good news is that, increasingly, research is showing that connecting all of these factors (a safe, motivating environment; enrichment; and varied learning experiences) to community yields enhanced results. When children see a connection between where and how they live and what they are learning, their interest is deepened and sustained. For instance, adolescents who participate regularly in community-based youth development programs (including arts, sports, and community service) have better academic and social outcomes—as well as higher education and career aspirations—than other, similar teens. We also know that when the core academic curriculum is tied to the community, removing the artificial separation between the classroom and the real world, student outcomes are improved.” (p. 7)

The extraordinary “Our Kids, Our Business” initiative was hatched just last December and has quickly become the fabric for community collaboration to support our children, particularly those at risk of neglect and abuse. This year, we got off to a late start in involving

Our kids: Our business

schools. As we continue to grow, we will continue the invitation to the education system to take its place at the forefront of this effort, since, assuredly, educators are well aware that kids are everyone's business.

Many in our worker-bee planning group have been inspired by the 2006 documentary *Paper Clips*, the story of a small (population 1600), isolated town in Tennessee. Virtually every citizen of the town is white and Protestant; there is no diversity. A visionary principal and two eighth grade teachers decide to do an annual eighth grade project on the subject of the Holocaust. In the second year, one of the students asks, "How many is six million?" And the students decide to collect six million paper clips to experience for themselves the vast implications of 6 million Jews, one-quarter of whom were children—1.5 million children exterminated by hatred. I won't spoil the story for you to see for yourself how, from this humble and unlikely little town, the world was changed for the better.

"Our Kids: Our Business" has caught that vision. This is not something we started and can now put on hold until NEXT April. It's a ball we need to keep rolling. Steven Smith has committed to publishing a feature on community support for youth and families every month and to again run a story every day in April of 2008. "Our Kids, Our Business" is a way to stop thinking of ourselves as separate. We are doctors, custodians, lawyers, nurses, teachers, counselors, business people, aviators, machinists, farmers, etc., all working together. They're all our kids—they're all our business. It's time to build a big tent that unites everyone in our region under a common vision as we unleash our combined creativity and think of hundreds, thousands, even millions of ways we can make ALL our children safe and thriving. We've only just begun.

Mary Ann Murphy is chair of the Washington Council for Prevention of Child Abuse and Neglect and executive director of Partners with Families and Children Spokane.



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Curriculum in Context

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ARE YOU AND YOUR COLLEAGUES serving K-12 students in creative ways? Can you shed light on legislative trends that might benefit educators across the state? Can you illustrate recent educational research claims through stories from schools and classrooms on the front lines? If so, consider taking some time to clearly and persuasively contribute to the intellectual life of the WSASCD community. Please e-mail a 50-100 word preview of your contribution to kingrey@wsu.edu and we will promptly send a submission guidelines form for your 1000-2500 word article. If you have questions, please e-mail editor Joan Kingrey at the above address.

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