The Development of a Master Plan of Curriculum and Instruction for a Charter School in the State of Michigan

Thomas Gerald Kea
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UMI
THE DEVELOPMENT OF A MASTER PLAN OF CURRICULUM AND INSTRUCTION FOR A CHARTER SCHOOL IN THE STATE OF MICHIGAN

A Dissertation
Presented in Partial Fulfillment of the Requirements for the Degree Doctor of Philosophy

by
Thomas Gerald Kea

June 1998
THE DEVELOPMENT OF A MASTER PLAN OF CURRICULUM AND INSTRUCTION FOR A CHARTER SCHOOL IN THE STATE OF MICHIGAN

A dissertation presented in partial fulfillment of the requirements for the degree Doctor of Philosophy

by

Thomas Gerald Kea

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ABSTRACT

THE DEVELOPMENT OF A MASTER PLAN OF CURRICULUM AND INSTRUCTION FOR A CHARTER SCHOOL IN THE STATE OF MICHIGAN

by

Thomas Gerald Kea

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ABSTRACT OF GRADUATE STUDENT RESEARCH

Dissertation

Andrews University
School of Education

Title: THE DEVELOPMENT OF A MASTER PLAN OF CURRICULUM AND INSTRUCTION FOR A CHARTER SCHOOL IN THE STATE OF MICHIGAN

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Problem

Our country stands in need of academic imperatives that will provide direction for our public school system. Highly accountable charter schools are being propagated to model quality education. The country is presently challenged to produce competent educational programs that contribute to this pioneer effort.

Purpose

The purpose of this study was to develop a master plan of curriculum and instruction for a charter school in
the state of Michigan by studying select schools and other documents.

Method

This was a qualitative study that sought to determine the culture of select charter, public, private, and home schools. Ten principles, drawn from a literature review, were used to select and study them: (1) the use of core curriculum, (2) individualized learning, (3) cooperative learning, (4) active and passive learning, (5) work and service, (6) values, (7) competency-based education, (8) flexibility in using time, space, and personnel, (9) stimulating and educational learning environment, and (10) healthy, respectful relationships.

Data were collected from observation, interviews, and documents. The study included "cultural," "cross cultural," and "universal" analysis.

Results

When considered in conjunction with the 10 "program components" above, the schools were found to be of respectable quality to varying degrees. The "cross-cultural analysis" included issues involving the institutional quality and school types, balance, curriculum alignment, school age, and autonomy and change. All 10 concepts were significantly honored, but in varying
degrees. The 3 that were least honored were work and service (73%), stimulating and educational learning environment (73%), and competency-based education (64%).

"Universal" issues included the time that institutions needed to develop their programs and to mature, communication and collaboration among these schools, and holistic change.

The ethnographic study, landmark research, and additional documents were utilized to develop a master plan of curriculum and instruction for a charter school in the state of Michigan.

Conclusion

Using a set of educational principles as an instrument to research select schools, it was determined that quality schools exist among basic school types and, accompanied by other research, are able to make a significant contribution to a master plan for curriculum and instruction.
Dedicated to that
Higher Power, that Purer Light,
that Greater Love—to Whom I 
owe everything
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CHAPTER I

INTRODUCTION

Background

The first human institution was the home. All the needs of the family were originally supplied there, including that of training and teaching the young. Education, supplemented by the community and church, was natural, informal, and effective (Silberman, 1970). Essential principles and practices of training and educating were respected and followed generation after generation because of a philosophical belief system anchored in religious authority. Formal schooling was introduced approximately 5,000 years ago (Smith, 1984). In America schools served a relatively small percentage of students until the 19th century (Levine & Havighurst, 1984). Generally speaking, these schools have been small, personable, and highly productive, serving as a complement and extension of the home development in their character and achievement.
Two major developments in America have revolutionized these educational traditions. The first of these was the Industrial Revolution, accompanied with concerns for the preservation of democracy, which demanded a compulsory mass educational system. This system is largely credited for transforming the young, undeveloped nation into an industrial, financial, political, and military leader of the world (Atkinson & Maleska, 1965). Consequently, millions of Americans and others around the globe have been blessed with freedom, prosperity, and social betterment.

The educational revolution greatly increased the nation's student population, which resulted in a larger, more expensive, and formal public school system. The inevitable trade-off was the incompatibility of certain individuals or classes of individuals with this new system (Greer, 1973). Nevertheless, credit must be given not only to our historic accomplishments, but to the outstanding performance and achievements of numerous districts, schools, and individual administrators and teachers who have overcome social and institutional obstacles.

The second development that revolutionized our public educational system was the Age of Reason. Reacting to an arbitrary and simplistic mentality, it
introduced a more sophisticated manner of relating to life. This movement and the subsequent scientific era replaced ignorance, prejudice, and superstition with a more organized, developed, and verifiable process of understanding the world. Nevertheless, the questioning spirit of the new era was placed in tension with the historic faith of the past, compelling religion to yield to science, and certainty to relativity (Schaeffer, 1968).

Statement of the Problem

In sharing her concerns for educational change with a select panel of teachers, Pat Everette stated a unresolved national problem: "There is no map for how to restructure successfully. As a result, there is a lot of walking through the dark and bumping into things" ("Resolved: Change the System," 1993, p. 39).

Over the previous 30 years, academic productivity, morals, safety, and public confidence in our schools have been issues that have continued to concern educators (Finn, 1991). Public officials and educators have sought for avenues to address them that would provide both clarity and unity. These issues have been a source of constant discussion and debate (Allen & Hecht, 1974, Gross & Gross, 1985). Although the system
has maintained a certain level of understanding and sense of direction, these assets have been, to some extent, tempered by an element of confusion and uncertainty.

Twenty-four years ago Daniel C. Jordan (cited in Allen & Hecht, 1974) expressed his concerns:

An extraordinary amount is known about how human beings grow, develop, and learn. Libraries are overflowing with books and journals on topics pertinent to education. A variety of federal, state, and private agencies pour millions of dollars annually into education research projects. Professional organizations disseminate information on a wide variety of educational concerns.

Why, then, with this impressive wealth of information and technological support, is education in such trouble? Why do we have over a million dropouts each year? . . . Why do the schools seem unable to make a constructive response to the many critical issues facing the nation?

All of the pieces to a number of basic solutions to these problems appear to exist. But there seem to be far too many pieces to cope with. No one sees how to fit them together in a way that would enable the school to restructure itself to constructively respond to the critical demands placed upon it.

It is not as though no efforts have been made. A plethora of educational innovations have claimed power to make significant improvements. Yet one by one, they have all disappointed the expectations of their originators. They couldn't live up to those expectations precisely because they were not able to put together enough pieces to constitute a comprehensive solution to a basic problem or issue. (p. 353)

Joe Nathan noted similar concerns of editorial writers:

'What should we believe?' An editorial page writer asked me at a recent conference. She cited intense debates in the Kappan. Other editorial writers joined in. 'What other profession has so little
agreement about the truth of anything, including something as basic as how to teach?’

It is time for the educational community to step forward with academic and moral imperatives that will provide the national direction needed. These imperatives must emerge from a universal set of principles, confirmed by quality, contemporary schools, and offered as a common frame of reference for our educational design and practice.

Related to these concerns are highly accountable charter schools whose purpose, among others, is to model high-quality education to our nation’s schools. Nevertheless, the charter school movement in America in the 90s has engendered active debate among laity and professionals alike regarding its necessity, and what distinctive properties these schools possess which justify their existence as a tax-supported educational service parallel to the conventional public school system.

Central to this national dialogue has emerged the issue of curriculum and the necessity of the instructional strategy and program among these young, innovative institutions to offer discreet educational objectives and testable outcomes, in order to ensure
educational quality and public accountability. The charter school movement confronts us with the challenge to develop sound, responsible instructional programs to contribute to this significant pioneer effort in contemporary American education. Simultaneously, it presents itself as an appropriate context to address the need for developing academic imperatives for our public educational system (Nathan, 1996).

In order to meet this need, this study asked and sought to answer three questions.

1. To what extent do certain select schools implement the educational principles and program components used in this research?

2. What meaning can I derive from the implementation or lack of implementation of these program components?

3. What ideas and/or practices supporting these program components can I glean from the select schools' educational programs that would be beneficial in establishing a master plan of curriculum and instruction for a charter school in the state of Michigan?

Purpose of the Study

I plan to establish a charter school in the state of Michigan. The purpose of the study was to develop a
curricular and instructional master plan for this school based on fundamental educational principles of curriculum and instruction.

**Significance of the Study**

This study sought to contribute to the ongoing quest of academic and moral "imperatives" needed for educational design and practice. Further, it provided an educational master plan that will be implemented in a Michigan charter school. It is hoped it can be applied in any approved charter school anywhere in the nation.

**Rationale**

Certain assumptions were offered as the basis for this study.

**Philosophical Assumptions**

1. The entire universe functions under law, which in turn governs the activities and behavior of all living matter.
2. All avenues of human knowledge are dependable and useful to the degree that they coincide with these laws.
3. Great thinkers and educators of Western civilization have sought to discover and verify these laws through their philosophical/religious belief system—founded
in a Higher Power, nature, experience, and reason. This system gave them both a sense of clarity and certainty.

4. Educational principles that have emerged from their enlightenment include the use of (a) a core curriculum of essential learning; (b) individualized learning; (c) cooperative learning; (d) balance of theory and practice; (e) work/service; (f) values; (g) competency-based education; (h) institutional flexibility in using time, space, and personnel; (i) appropriate learning environment; and (j) healthy, interpersonal relationships.

5. These principles can be validated by successful classroom application.

6. Hope for the success of all educational effort is dependent upon our faithful adherence to these principles.

Qualitative Research Assumptions

The following research assumptions were offered as a guide to this study.

---

'See the literature review for the names of these individuals.
1. **Ontology**: Truth is not "out there" but is a combination of reality and the personal experiences we encounter as we interact with reality.

2. **Epistemology**: The act of learning must take into account the complex nature of the human experience and the social situations in which humans live. Therefore, learning must embrace the multiple realities of life as they are integrated with one another.

3. **Axiology**: Life and, subsequently, learning are value laden. Reality is defined by personal-meaning which includes beliefs, reason, values, attitudes, motives and emotion among other cognitive and personal components of our experience.

**Delimitations of the Study**

This study limited itself to select schools in the Midwest. They included four charter public schools, three non-chartered public schools, two private schools, and two home schools. Also, it limited itself to the conceptual form of the master plan discussed above.
CHAPTER II

REVIEW OF LITERATURE

History of Charter Schools

Because this is a new subject in the field of education, very little literature is available on charter schools. The idea of schools of choice is not new. Milton Friedman campaigned in 1955 for vouchers given to parents that could be cashed in at public or private schools (Fiske, 1991). The late 1980s and 1990s witnessed the beginning of state deregulation of public schools through a variety of approaches from limited waivers to charter schools (Fuhrman & Elmore, 1995). Magnet schools were directly responsible for generating the concepts of parental choice in public education (Clinchy, 1995). President George Bush submitted the notion of charter schools--a new breed of public schools that would be part of a master plan to reach six education goals in his America 2000 Education Strategy. The goals to be reached by the year 2000 were: all children will start school ready to learn; the high-
school graduation rate will rise to 90%; students will demonstrate competency in challenging subject matter; American students will be first in the world in scientific and mathematical achievements; every adult American will be literate; and every school will be free of drugs and violence (Wohlstetter & Anderson, 1992). In 1989 the National Governors' Association officially endorsed the idea of choice through a report titled "Time for Results." The governors of our 50 states proclaimed that nothing is more basic to the education of our youngsters than choice (National Governors' Association, 1989).

Definition of Charter Schools

Mulholland and Bierlein (1995) offer the following explanation and definition of charter schools for the Phi Delta Kappa Foundation:

School reformers continue to argue that the traditional public school structure in the United States is outdated and that restructuring must occur. Central to this argument is the notion that those closest to students (school—not district—personnel) should be given more authority and held accountable for results. With greater independence from a central authority, many contend, school personnel will develop innovative learning environments that more closely match students' needs. The difficulty lies in deciding how to make schools more autonomous and accountable.

Charter schools may provide part of the answer. The creation of such schools offers a viable means to integrate various reform ideas and to develop highly autonomous and accountable learning environments. They also force educators to question the wisdom of many conventional management and instructional practices. The broad goal of the charter school movement is not simply to develop a few new schools, but to create dynamics that will cause changes throughout the entire public school system.

In its purest form, a charter school is an autonomous educational entity operating under a charter or contract that has been negotiated between the organizers, who create and operate the school, and a sponsor, who oversees the provisions of the charter. Organizers may be teachers, parents, or others from the public or private sector; and sponsors may be local school boards, state education boards, or some other public authority. Provisions in each school's charter address such considerations as the school's instructional plan, specific educational results and how they will be measured, and management and financial plans. (pp. 7, 8)

The Foundation reveals that charter schools are appealing to some because:
1. They "enhance educational choice" for students, parents, and teachers.

2. They decentralize education by serving as "autonomous legal entities" and can "make all their own administrative and instructional decisions" as opposed to site-based management-oriented schools.

3. They "focus on results, not inputs."

4. They "remain public schools."

5. They "offer new professional opportunities for teachers who can become active in all aspects of the institution's functions so that they become "owners" and not just "employees."

6. They "foster a more market-driven educational system" which "introduces competition into the system" and puts pressure on the charter school and the educational system to produce quality education (Mulholland & Bierlein, pp. 9, 10).

Educational Choice

Educational choice is being stimulated by parents who are demanding it. When consumers are given power, innovation and improvement result (Alexander, 1993). Doyle and Kearns (1989) believe that competition is one answer to our public schools' needs.
because just as voluntary choice works for business, it can work for schools. . . . A captive audience simply rewards failure, and permits unhealthy practices to continue and become institutionalized.

It is important to remember that business would not escape this fate if choice and competition did not exist. Business is not inherently more virtuous or clever than the schools, nor are business leaders necessarily better educated or connected than educational leaders. In business it's sink or swim, satisfy the customer or go out of business. It's not superior virtue that drives the business--it's necessity. Without the discipline of competition, organizations begin to serve their managers and owners, rather than their customers. It's an iron rule, because people throughout history, across cultures, and across institutions prefer the easy to the difficult path. Competition makes business perform. It can make schools perform. (p. 22)

Another market-driven discussion (Gerstner, Semerad, Doyle, & Johnston, 1994) contends that there are "almost no rewards for success and few penalties for poor performance" in public institutions (p. 22).

Accountability must go beyond testing to satisfying the customer--"students, parents, employers, and taxpayers" (p. 46). This is their last, best chance to save themselves. They must reinvent themselves in order to survive. The "discipline of the market" provides the key. Schools cannot be "regulated" back into good health; regulation, itself, is a large part of the problem. The history of public schools--including reform and renewal--is the story of regulation run amok, good intentions that produce no good end. At least over the long haul. Because the history of regulation is re-regulation, an endless cycle of reforming the preceding reform.

Study after study reveals what common sense already knows: Schools that are subject to market discipline, even of a moderate kind, are more responsive, more effective, and more popular than
schools that are not. (Gerstner et al., 1994, pp. 19, 20)

One editor discusses how choice will return more power to the parents of local districts which have increased in size as they have decreased in number. Also discussed is the challenge and prospects of reducing costs while increasing educational productivity (Gross & Gross, 1985).

Secretary of Education Richard Riley reports that the concept of greater flexibility in exchange for greater accountability is one that the federal government is prepared to support (Riley, 1994). President Clinton has recommended that 3000 charter schools be established in 5 years, and that every public school be a charter school or assume the same responsibilities for improving student learning ("Heat & Light in the Charter School Movement," 1998, p. 499).

Studies of Charter Schools

Roberts (1994) reviewed the statutes and judicial opinions of all 50 states to identify trends in school reform. Nine categories emerged including restructuring, school-based management, new roles for personnel, curriculum, community involvement, schools of choice, and accountability. He recommended that educators involve
parents, community, and business members in the school's program and educators prepare for inevitable change in the school system being mandated by legislature.

Along these lines, Paul Hill (1995) reviews the issue of change and discusses how top-down reforms legislate goals, curriculum, tests, and certification methods but are not able to dissolve political incumberences or teacher contracts. Charter schools are presented as an avenue to stimulate school change where other approaches have not.

A number of studies have connected school choice to a variety of educational concerns. School administrators and superintendents are encouraged to cooperate and assist charter schools in whatever ways possible unless such schools show themselves to be incompetent (Schneider & Dianda, 1995). One report (Hill, 1995) reviewed the governance structure of local school and service organizations that had been decentralized. It concluded that contracts defining the school's mission, standards, and accountability, and guaranteed funding encourage performance incentives, guarantee that funds are spent at the school level, and retard overregulation. Another report (Todras, 1993) discusses school boards that are under scrutiny by state government, experts, and the public. Charter schools are
among those that have tried to solve problems such as poor relationships and micromanagement.

Smaller units of education are being tried by charter schools. One goal is to personalize education with the hopes of better meeting the diverse needs of today's students (Cawelti, 1993). Impact II--The Teachers Network (1994) reports on a symposium made possible by The Teachers Voice Initiative. Teachers, including those in charter schools, shared their experiences as change agents and curriculum designers.

Several recent studies have sought to learn about existing charter schools. The U.S. government (U.S. General Accounting Office, 1995) conducted an early review of charter schools to determine the nature of their educational programs, factors related to school autonomy, accountability mechanisms, and challenges they pose for federal education programs. Louann Bierlein (1996) reported for the Education Commission of the States that, as of December 1995, elementary (K-5), middle (6-8), and elementary through middle (K-8) schools constituted 64% of the charter schools in the nation. Middle and high schools (7-12) and high schools (9-12+) made up 24%, whereas the remaining 12% came from schools with the full spread of grades (K-12). An analysis of the six largest states revealed that 75% of the schools
had a population of 250 or less, 24% had from 501 to 1,000, and 2% had over 1,000 students. These schools are reminiscent of former one-room schools because they represent a wide range of grades from a small population base. Facilities for larger schools are not readily available. Furthermore, many charter schools prefer smaller classes and school populations, which they believe will enhance the educational process.

Bierlein (1996) also discussed the composition of charter laws and their impact on the charter school movement (p. 10). Seven desirable components of charter laws were identified:

1. Non-local board sponsor available or appeal process exists.
2. Any individual or group can attempt to organize a charter proposal.
3. Automatic exemptions from most state laws/rules and local policies.
4. Fiscal Autonomy—school has complete control over funds generated by their student count (including salaries).
5. Legal Autonomy (e.g., teachers are employees of school, not local district) or the charter (not the law) determines the level of legal autonomy.
6. No (or very high) limits on the number of charter schools which can be formed (compared to the total population).
7. Some % non-certified individuals can teach at charter school (without having to seek a waiver or alternative certification). (p. 10)

The states with charter laws were rated on a scale of 7 to 1, one point given for each component present in the charter law. Those states which register
at the high end of the scale "are most true to the charter school concept, challenge the status quo aspects of the system, and theoretically may lead to broad student impacts and ripple effects" (p. 10). This analysis, updated in 1996 to include the 26 states with charter laws, reveals states registering on each point of the scale from 1 through 7. Additionally, the strength of the charter law determines the ability of communities to establish charter schools. As of December 1995, the six states with the stronger laws contained 222 charter schools, as opposed to the 14 schools that existed in the five states with weaker laws (p. 1).

During the 1995-96 school year, the Hudson Institute conducted the first half of a 2-year study of 43 charter schools in seven states (Finn, Manno, & Bierlein, 1996). It provided an overview of the charter school movement, discussing the nature of its schools, their triumphs and challenges, along with recommendations for policy makers.

Teachers, parents, and students all remarked, in one way or another, that charter schools were appealing and beneficial to them and different from previous educational settings because they offered "high expectations," a "dedicated staff," "improved curriculum," and "family atmosphere." Additionally,
students reported that their charter schools had "a safe environment." Parents expressed strong satisfaction. They appreciated the fact that charter schools were also "more open" to them. Waiting lists to enter charter schools throughout the country are another source of evidence of parent satisfaction. Teachers were also drawn to charter schools because they offered them "freedom and flexibility" and had a "sensible administration."

Notwithstanding these accounts, charter schools have faced a number of obstacles in starting and establishing quality schools. A significant portion of the study is dedicated to these issues. In this regard, financial difficulties have emerged as a major concern in the charter school movement.

1. **No start-up funds:** Because charter schools do not have access to district funds levied for starting or improving a school, many have had no money available to open their doors. They have had no funds to lease buildings, make school purchases, or pay salaries before state money arrives. Some were fortunate to receive federal or private grants that assisted to some degree. "For the vast majority of charter schools, however, personal bank loans (using their homes as collateral), maxed-out credit cards, and
scrounging were the norm" (Finn et al., 1996, Part 3, p. 6). Seventy percent experienced "significant problems obtaining initial funds" (Finn et al., 1996, Part 3, p. 6). Other schools never opened because of inadequate initial funding.

Furthermore, for the reasons stated above, many charter schools have no funds for such major investments as libraries, desks, or computers. Funds are not available for purchasing land, constructing, or remodeling school facilities.

2. Reduced operating funds: The majority of charter schools receive only a portion of the annual operating funds made available to other public schools. They are denied the local contribution to schools, receive a minimum percentage (80% in Colorado), are not eligible for certain state and federal programs, or must negotiate with their local school board in lieu of sponsorship, which often leaves them with less than the amount they would have received.

3. Additional expenses: Charter schools must pay management fees to authorizing agents (up to 10%), rent, start-up expenses, and other additional expenses not required of other public schools.
In addition, because of the lack of funding, the adequacy of facilities varied from school to school. Forty percent of the schools' facilities were found to be good, 34% were perceived to be adequate, and 26% were inadequate.

Moreover, charter schools have received a high percentage of students with special needs, both academic and personal. "More than half the students are eligible for free or reduced lunches." "Almost two-thirds are members of minority groups." "Almost one in five has limited English proficiency." "Almost one in five has a disability or learning problem." "Four percent had previously dropped out of school" (Finn et al., 1996, Part 3, pp. 1, 2). Many of these students are disadvantaged and have experienced low achievement and academic failure, characteristic of those from the lower socioeconomic classes.

Nearly half of the charter schools studied had experienced "unexpectedly difficult challenges." In nearly one-fourth of these schools "these challenges were grave enough to cause significant concern and often some retooling" (Finn et al., 1996, Part 3, p. 1). The researchers report that this challenge has evoked earnest efforts to cope. Most of the schools that have faced it have flexed and adapted. . . . Some quickly reached out for
additional staff training, extra security arrangements, new relationships with community social service (and law enforcement) agencies, better ways of contacting and working with parents, and even unexpected ties with the regular public system. Teachers have shouldered extra work, customizing curricula, adapting lessons, devising whole courses that had not originally been planned, and devoting many uncompensated hours to counseling and tutoring the children. These moves show the strong desire (one could even say sense of obligation) of charter schools to produce success with whatever youngsters turn up. (Finn et al., 1996, Part 3, pp. 3, 4)

On the other hand, a number of charter schools have as their mission to serve at-risk youngsters and expect these students to patronize their school. The researchers state that, in this regard, charter schools are providing a needed service in educating young people whom U.S. schools have not had the interest or ability to do so themselves.

Those involved in some charter schools in our sample believe that their institutions are viewed as "schools of last resort" not only by desperate students and parents but also by administrators and counselors at conventional schools. (Finn et al., 1996, p. 2)

Finally, the study discusses an array of miscellaneous challenges facing charter schools including excessive "paperwork," "ill-suited formulae" for school fundings, "regulatory" restrictions in weak charter laws, and "political hurdles" in dealing with opposing forces to the charter school movement.
Finn et al. (1996) make a number of recommendations to policy makers designed to strengthen charter laws and thereby encourage the proliferation of charter schools.

In answer to their own question, "What have charter schools accomplished?" they list six ways in which they have impressed them:

1. First, they have taken seriously the charge to be innovative in carrying education to new levels.
2. Second, these schools serve a large proportion of minority and special needs kids.
3. Third, excellent and often unconventional teachers are flocking to charter schools and finding new professional opportunities there.
4. Fourth, charter schools meet the needs families most often voice: safety, high standards, order, committed teachers, and smaller classes.
5. Fifth, some [local school boards and superintendents] are even beginning to explore how their school system might make good use of the charter law for their own innovations.
6. Sixth, Most have faced serious financial problems. . . . Yet . . . this adversity seems to have spurred administrators, teachers, families, students, and others to be enterprising and shrewd in their use of resources and has evoked extraordinary improvements in efficiency and productivity. (Finn et al., 1996, Part 2, p. 13).

In its final report (Vanourek, Manno, Finn, & Bierlein, 1997), the Hudson Institute reaffirmed its preliminary findings. Of particular significance is the following summary.

Charter schools are havens for children who had bad educational experiences elsewhere.
- Among students performing "poorly" in their previous school (as judged by their parents),
nearly half are now doing "excellent" or "above average" work.
• The number of students doing "excellent" or "good" work rose 23.4% for African-Americans and 21.8% for Hispanics after enrolling in charter schools. Similar gains were made by low-income students of all races.

Charter schools are very popular with their primary constituents.
• Three-fifths of students report that their charter school teachers are better than their previous schools' teachers.
• Over two-thirds of parents say their charter school is better than their child's previous school with respect to class size, school size, and individual attention from teachers. Over three-fifths say it is better with respect to teaching quality, parental involvement, curriculum, extra help for students, academic standards, accessibility and openness, and discipline.

Families and teachers are seeking out charter schools primarily for educational reasons:
• When asked why they chose charter schools, the top answers from parents are: small size (53.0%), higher standards (45.9%), educational philosophy (44.0%), greater opportunities for parental involvement (43.0%), and better teachers (41.9%).
• The top reasons for teachers are educational philosophy (76.8%), wanting a new school (64.8%), like-minded colleagues (62.9%), good administrators (54.6%), and class size (54.2%).

Satisfaction levels are highest for all three groups when it comes to educational matters (curriculum, teaching, class size, etc.)
• When students were asked what they like about their charter school, the most frequent answers were: "good teachers" (58.6%), "they teach it until I learn it" (51.3%), and "they don't let me fall behind" (38.5%).
• Two-thirds of parents thought their charter school has a more satisfactory class size, more individual attention, better teaching, and a stronger curriculum than their child's previous school, compared to just 2-3% who thought these were worse.

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The teachers feel empowered.

- Over 90% of teachers are "very" or "somewhat" satisfied with their charter school's educational philosophy, size, fellow teachers, and students; over three-quarters are satisfied with their school's administrators, level of teacher decision-making, and the challenge of starting a new school.
- Only 2.7% of charter school teachers say they "hope to be elsewhere" next year. (Vanourek et al., 1997, Part 1, pp. 1, 2)

Charter Schools (Nathan, 1996) is likewise based on a study that entailed a number of charter schools throughout the country. It addresses similar issues, along with a historical background of charter schools and practical advice on establishing charter schools.

Several charter schools were featured in Nathan's study, which discussed the variety of their student populations, educational views, administration models, and facilities. Nonetheless, these schools were all prospering because of certain components that characterized them. Among these were a sense of ownership that the faculty took for the students' success, high academic standards, a balance of theory and practical, hands-on learning experiences, and a peaceful, family atmosphere.

One source of support for charter schools is coming from dedicated and talented teachers who feel frustrated by a system that does not value their skills
and creativity and resists reform. In this regard the benefits are twofold. They are:

1. The charter movement provides teachers with the opportunity to use their talents and energy.

2. Also, it gives them responsibility to demonstrate improved student achievement as measured by standardized tests and other assessments. Hundreds of charter schools have been created around this nation by educators who are willing to put their jobs on the line, to say, "If we can't improve student achievement, close down our school." That is accountability—clear, specific, and real (Nathan, 1996, pp. xiii-xvi).

Finally, Corwin and Flaherty (1995) compared California charter schools to comparable public schools in California by seven general types of innovation: instructional methodology, governance structure, parental involvement, assessments, community involvement, student grouping, and scheduling. The charter schools showed a higher percentage of involvement in each of these general categories and 21 specific innovation categories. Significant disparities were found in the following areas: individualized learning—charter schools (31%), comparison schools (0%); use of technology for learning—charter schools (36%), comparison schools (3%); parents
in school governance—charter schools (50%), comparison schools (0%); parents as instructors—charter schools (28%), comparison schools (9%); alternative assessments—charter schools (44%), comparison schools (0%); community service—charter schools (36%), comparison schools (11%); community partnerships—charter schools (17%), comparison schools (0%); multi-age grouping—charter schools (36%), comparison schools (14%); after-school scheduling—charter schools (14%), comparison schools (0%).

In order to obtain a broader and deeper understanding of trends, issues, concepts, and practices that bear upon modern education, I studied educational classics and landmark publications authored by great thinkers and educators of Western civilization. Some dealt with a single issue, whereas others dealt with multiple issues as indicated by the attached descriptors. The discussions and contributions of certain individuals were too comprehensive for such descriptors.¹ Ten

¹They were: Plato (1989), justice, virtue, truth; Aristotle (1947), philosophy of learning; Bacon (1902), philosophy of learning; Luther in Painter (1905); Comenius (1896); White (1952); Rousseau (1803); Pestalozzi (1885, 1969); Froebel (1887)—the romantics which dealt with such issues as sensory learning, nature, learning and society, learning environment, holistic learning, and learning stages; Parker (1894), Dewey (1910, 1916, 1938)—progressive education; Montessori (1912, 1967), learning potentiality, learning/teaching modalities; Gregory (1917), instruction; Hutchins (1943), higher education; Lewis (1947, 1952), instruction,
educational principles emerged from their writings. A

spirituality; Erikson (1950), stages of human
development; Flesch (1955), reading; Whitehead (1957),
progressive education; Goodman (1960, 1964), educational
sociology; Kohl (1967, 1982), teaching inner-city
children, basic skills; Kozol (1967, 1975, 1980, 1985,
1991), teaching inner-city children, illiteracy,
educationally deprived children; Schaeffer (1968), Kuhn
(1975), history of philosophy; Rogers (1969), self-
realization; Dennison (1969), interpersonal
relationships; Silberman (1970); Neill (1970),
experimental education; Freire (1970), liberation of
learners; Kirschenbaum, Simon, & Hapier (1971),
assessment; Ginott (1972), teacher-student relationships;
education, home schooling; Sire (1976), philosophy; Moore
& Moore (1977, 1979, 1981), early education, home
schooling; Rist & Schneider (1977), and Steiner (1995),
holistic education; Adler (1981, 1982), educational
philosophy, model education; Elkind (1981, 1988), early
education; Sizer (1982); Ravitch (1983), history of
American education; Gardner (1983), educational
psychology; Palmer (1983), relationships and community;
Goodlad (1984); Goodlad and Anderson (1987), nongraded
classroom; Maslow (1987), motivation; Cole (1987),
learning disabilities; Colfax & Colfax (1988), home
schooling; Cannell (1989), standardized achievement
testing; Smith (1990), history and reform of higher
education; Finn (1991); Fiske (1991), model schools;
Bennett (1992), American values; Wiggins (1993),
assessment; Gerstner et al. (1994), market-driven
education; Nathan (1996), charter schools; and other
authors.

Certain of these educators, researchers, and
authors have initiated and/or been associated with school
systems or school reform networks. These are schools of
Greece (Plato), schools of the Protestant reformation
(Luther), schools of pansophia (Comenius), Adventist
schools (White), progressive education (Dewey),
Coalition of Essential Schools (Sizer), Project Zero
(Gardner), National Network for Education Renewal
(Goodlad), Next Century Schools (Gerstner, Semard, Doyle,
& Johnston), Edison Project (Finn), Paideia Schools
(Adler), reform-oriented schools throughout the United
States (Finn; Fiske), charter schools (Nathan),
Montessori schools (Montessori), Waldorf Schools
(Steiner), and home schools (Colfax & Colfax; Elkind;
Holt; and Moore & Moore).
1. Core Curriculum of Essential Learning: In his famed Republic, Plato laid the foundations for the medieval curricular triad: the "Trivium" (grammar, rhetoric, and logic), and the "Quadrivium" (mathematics, music, geometry, and astronomy). Hundreds of years later, Comenius in a break with the tradition of his time that was steeped in a classical curriculum, advanced what he termed "Pansophia," essential learning for the holistic development of all the peoples of the world. The curriculum consisted of religion, language, mathematics, history, science/nature studies, art, music, vocational training, and play. Through this education he sought to establish universal peace and faith in God. Luther (cited in Painter, 1905) (16th century) emphasized language along with the other arts, history, mathematics, music, and a good portion of each day spent on physical labor and the trades. Although he did not articulate his ideas to the extent of Comenius, he recommended well-supplied libraries that included the Scriptures, and books representing languages. Also important to Luther's curriculum were poetry and the orators, arts, sciences, law, medicine, and history.

In modern times, Adler (1982) offered The Paidea Proposal, a return to essentialism, with a heavy emphasis
on culture and great literature. Goodlad (1984) prescribed a return to what he calls the historic "five fingers of education"--language, science/math, social studies, vocational education, and fine arts.

2. **Individualized Learning:** Comenius (1896) in his renowned treatise on education, *The Great Didactic*, wrote that a teacher should train children to their capacities, characterized by spontaneity and designed to meet the needs and interests of the pupils, thus agreeable and useful. Rouseau (1883) illustrated his educational philosophy in the training of Emile. Emile’s full-time tutor trained him according to his needs and allowed him to ripen naturally, learning at his own pace, largely through commonplace experiences of life. Steiner’s (1995) contribution is found in his belief that thinking and selfhood or individuality are intertwined. Ways of knowing lead to freedom and self-realization, not adaption to society. Highly prized is the ability to act responsibly and creatively. Montessori (1912) developed the novel concept that children possess self-learning, self-developing capabilities of the mind. Like Rousseau, she maintained that education should be centered around their own personal experiences and natural child-like activities. Students should be free to learn at their own pace and
given certain liberties in selecting learning activities. Dewey (1910, 1916, 1938) asserted that schools should address individual problems and needs of the student—intellectually, socially, physically, and morally. Like Madam Montessori, he placed the child’s needs at the center of the educational enterprise. Associated with this concern was his belief that we must be faithful to the principles of democracy and demonstrate how these should and could be successfully applied to the school setting. Dewey held that each child must be given a fair and just opportunity to maximize his/her potential and protect him/her from educational experiences that could limit one in adult life. The school as a social institution in a democratic society must not be used as a sorting instrument for those who have power, wealth, and professional opportunities and those who do not. This could be avoided by adapting the curriculum to the needs of students on an individual basis, and offering the necessary support to ensure their success.

These historic insights, generated largely by philosophy, intuition, and experience, were followed by a series of landmark scientific discoveries of the 20th century. Piaget, along with Inhelder (1964), discovered that children are capable of certain levels of cognitive experience and education at various stages and ages.
Each enter and leave these stages at approximately the same time although the exact age may vary by a number of months to a year or more. They recommend that education be age appropriate and adapted to the needs and capabilities of each child.

Moore and Moore (1977, 1979) concluded that children's neurological, auditory, visual, physical, and psychological development and maturity level are sufficient for formal education no sooner than age 7 or 8 and possibly later. Readiness for formal schooling varies from child to child. They advocate a delayed and varied entrance into formal school. Howard Gardner argues from his research that the human mind manifests a range of intelligences (note plural) and that this insight should individualize the teaching-learning situation.

Holt (1975, 1976, 1983), a maverick and insightful teacher, argues that the mind needs a certain amount of time to process new information and must be allowed to do so at its own rate. One must not assume that information can be forced upon the human mind through the magical powers of instruction or other inappropriate means. Ellen White, at the turn of the century, commented also on the danger of forcing knowledge on an unready mind.
3. **Cooperative Learning**: Comenius was the first educator to publicly advance the concept of cooperative learning through peer tutoring. Dewey also advocated that the school should serve as a family of learners who engage in collective learning projects and experiences. Students should learn to work together preparatory to the world of work. In the same vein, Montessori advocated children assisting each other when asked by another student, and verbally sharing individual learning experiences and projects with others at appropriate times.

4. **Balance of Theory and Practice**: Three centuries before Christ, Aristotle maintained that man was a learning animal equipped to engage in education through the senses—philosophical wisdom, practical wisdom, sight, and intuition. Bacon (1902) maintained that personal experience and observation provide the most important knowledge. Comenius, influenced by the insights of others, including Bacon, advanced the primacy of action in learning. He stated that a student learns to speak by speaking and to write by writing. He advocated teaching children by first using real things and afterwards by moving to symbols. Rousseau elevated sensory learning to a high level through his exposition on *Emile*. Pestalozzi (1885, 1969), greatly influenced by
Rouseau, believed we learn through the intelligent perception of real things. He stated that life shapes us; it is made up of action and reality; that experience is the seal of truth.

In the late 1800s, Steiner perceived a natural interrelationship between theory and practice. Activity is to be reflected upon; that reflection impacts upon activity. Parker (1894) advocated the project method, where learning begins with a real-life project then followed by the learning of classroom theory and facts. Dewey, a contemporary of Parker and fellow proponent of "progressive education," maintained that real-life activities and experience should drive the curriculum. This was a link back to Montessori who stated that motor and sensory activity were the only means by which the mind could learn and develop. Such activities must be engaged in all learning experiences. Piaget, writing with Inhelder, found that teachers must engage children in active learning through the use of the concrete world. This is particularly required through the early stages of cognitive development. Holt, as observed before, insisted that theory and practice never be separated. He stated that teachers must bring the world to the classroom and take the classroom to the world.
5. **Work/Service**: Luther (cited in Painter, 1905) recommended daily work, which should constitute a large portion of the students’ learning. He recommended more study time for students entering the professions. White (1952) believed that the ultimate purpose of all education is service. Daily physical labor in school industries develops character, teaches students how to work, ensures the health of student and teacher, enhances education, provides lifelong practical skills, and blesses the institution financially. Dewey agreed with White's teaching that schools should provide a means of service for students on a regular basis and for essentially the same reasons. Work/service could be used to meet needs and solve problems at school and the community. Freire (1970) connected learning to praxis, or real-life applications of the classroom theory. This would assist deprived and oppressed peoples by giving them self-respect and dignity, a clearer understanding of and ability to address the sociological/political forces that negatively impact their lives, and enhance freedom and social betterment throughout the world.

6. **Values**: Plato was probably the first serious exponent of values in education, when he championed three fundamental ideas: justice, virtue, and truth. To Plato, the true philosophy was faith, sincerity, and
constancy. Steiner declared that knowledge is the basis for all moral decisions. Knowledge has instrumental value for inner productivity. Comenius saw education as a great means of propagating moral and spiritual values. He took a practical approach to character development by stating that one learns virtue by being virtuous and obedience by obeying. Luther (Painter, 1905) believed the purpose of education was to teach the Christian faith, develop character, and to train for service. White agreed with Luther and further believed that Christian values should permeate the curriculum and all learning experiences. In more recent times, Adler (1981) advanced the six great ideas for society and the education of youth—truth, goodness, beauty, liberty, equality, and justice. These are values that we believe in and act on. Koniberg and Bennet both maintain that a battle over traditional American values exists in current society, including the public schools. The impact of this “De-valuing of America” confirms that values are under attack.

7. Competency-based education: Comenius formulated four stages of education that children pass through—infancy, childhood, adolescence, adulthood. Childhood is the time to master academic fundamentals and adolescence and early adulthood is the time to master
higher learning, the additional liberal arts. White concurs with Comenius's views of academic competency. Education must be based upon mastery, not chronic repetition of subject matter; educators and students must set high standards and be responsible that these are honored through mastery learning. Montessori believed that the child has an internal teacher and authentic desire for self-respect, personal satisfaction, and achievement. With proper guidance the child will achieve academic mastery and move on to the next level of learning.

Three contemporary studies cast additional light on the topic: Bloom, Glasser, and Goodlad. (For me, these constituted my most influential modern theorists on this topic.) Bloom (1970) found that appropriate learning conditions were vital factors to student success. He stated that individual differences were "man-made and accidental" and that all persons of the world can learn equally, with appropriate background and sufficient support. He supports mastery learning, cooperative learning, and a grading system that cherishes true educational success. Glasser (1969) found that children have a primary need to feel worthwhile through successfully experiencing a meaningful and relevant education. The traditional grading system—which
produces most of the failure, lowers academic standards, divides teachers and students, and depreciates self-esteem and self-confidence—should be replaced with written reports. Teachers must hold high expectations for student success and provide them enough love and support to master the material. Goodlad and Anderson concur and recommend that evaluation and reporting be adjusted to reflect a more flexible learning pattern.

8. **Institutional flexibility in using time, space, and personnel**: The beliefs of various educators about institutional flexibility are a natural outcome of their educational paradigm discussed above and are assumed if not directly stated. Comenius (1896) believed in adapting methods to the needs of the child, which will vary from student to student. Rouseau (1883) said we should allow nature to dictate how and when to educate children. Montessori (1912, 1967) stated that we should allow children to study at their own pace and honor their own educational interests to the greatest extent possible. Goodlad and Anderson (1987) maintained that the institution should be flexible to accommodate student needs, abilities which differ drastically and increase as they ascend the academic ladder.

Rouseau and Pestalozzi both believed that nature should provide much of the student's environment. The
latter also said that the schoolroom should be home-like. Froebel (1887) emphasized the need for an environment that is emotionally secure, with a garden, where children could grow naturally and correctly. Montessori (1912, 1967) held to a fundamental belief that the environment should be carefully prepared and well organized. Dewey also felt that the learning environment should resemble a home in its tone and authenticity—in all the experiences and relationships. The school environment and experiences were to be real-life oriented and thus a miniature of the larger society.

Comenius (1896) departed from the norm by advocating that children should not be beaten for motivational purposes as did Luther (Painter, 1905), but motivated through encouragement and emulation. Rousseau (1883) believed that teachers should love their students and be of complete service, caring for them as their own child. Pestalozzi (1969) concurred with this belief—that to understand and love is the essence of training man's nature. Parker stated that learning is relational and takes place only in a context of love and personal relationships. Dewey also said much about the social and emotional needs of children. Glasser (1969) believed that children have a basic need for love and self-worth, and their need for identity is satisfied in meeting this.
need. The school must facilitate social responsibility through healthy relationships among adults and students. Kozol (1967, 1975, 1991) declared that we need humanity in our professional and teacher-student relationships. He maintains that there is a basic need for respect and compassion that has far-reaching interpersonal, academic, moral, institutional, and sociological implications.

Two classic works that gather the original essays of many of the above theorists, particularly those of earlier times, deserve special mention as a rich resource: Ulich, *Three Thousand Years of Educational Wisdom*, and Back/Lottich/Seckinger: *The Great Educators*.

The above studies, excluding the educational classics, generally speaking, made significant contributions to charter schools. Nevertheless, little consideration has been given to an in-depth analysis of curricular and instructional issues. This study addressed these issues in the context of charter schools. First, I sought to affirm educational imperatives by studying a wide array of innovative schools. Second, I developed a detailed master plan of curriculum and instruction.
Summary of the Review of Related Literature

Findings from the literature review included 10 timeless principles of education. It also addressed contemporary trends in the U.S. school-choice movement: (1) a history of school-choice options, (2) a definition of charter schools within the context of school reform, (3) needed changes in public-school governance and charter schools, and (4) charter-school characteristics and issues—size, autonomy, challenges, and successes. The contemporary literature positioned the study in relation to current developments. The 10 principles formed the foundation for the ethnographic study and curriculum development addressed in subsequent chapters.
CHAPTER III

METHODOLOGY AND PROCEDURES

Type of Research

This was a developmental study designed to produce a comprehensive curriculum document for charter schools. I studied and utilized 12 landmark research efforts of the modern era to produce a conceptual framework. Also consulted were a range of notable curriculum documents for the design, general direction, and direct input. In addition, two supplemental methodologies were employed in establishing foundational premises for the curriculum. These included an exhaustive literature review of educational classics from which I distilled 10 timeless educational principles. Also, I conducted a qualitative inquiry into selected schools in an attempt to confirm these principles and to gain insights into educational theory and practice. Because of the complexity of the ethnographic study, an in-depth description is provided in the remainder of the chapter.
An ethnographic study was the research method of choice because, as Eisner (1991) notes, "qualitative thought is ubiquitous in human affairs . . . a pervasive aspect of daily life. For that reason and others it is useful" (p. 5). Also it enabled me to have direct contact with schools. The above scholar confesses,

I do not believe improvements of our schools are likely if we distance ourselves from their problems or their achievements. Detachment and distance are no virtue when one wants to improve complex social organizations or so delicate a performance as teaching. It is important to know the scene. (Eisner, 1991, p. 2)

As Jacobs (1988) makes clear, various types of qualitative research are available, including human ethology, cognitive anthropology, ethnography of communication, symbolic interactionism, and holistic ethnography. He discusses the latter, which I elected to use because it enabled me to obtain a wider viewpoint of social situations.

Culture, a central concept for holistic ethnographers, includes patterns of behavior and patterns for behavior. . . . Holistic ethnographers focus on the study of the culture of bounded groups, with an interest in describing and analyzing the culture as a whole. Their goal is to describe a unique way of life, documenting the meanings attached to events and showing how parts fit together into an integrated whole. (pp. 17, 18)
Description of the Population

The charter schools were selected after reviewing information of existing charter schools generated and disseminated by Central Michigan University. The following schools were sampled: four chartered public schools, three non-chartered public schools, a magnet school, a school affiliated with the Coalition of Essential Schools, and an alternative education school, two private schools—a Montessori school and a Waldorf school—and two home schools. In order to represent a cross section of various Midwestern communities, metropolitan, rural, and inner-city schools were chosen. Because of the sensitive nature of this study and its anticipated findings, I made a professional agreement that I would ensure anonymity by keeping the names of participants and schools confidential throughout the project and in the final report.

These schools were selected for research whose philosophies and programs were anticipated to adhere basically to the following principles: (1) core curriculum of essential learning; (2) individualized learning; (3) cooperative learning; (4) a balance of theory and practice; (5) work/service; (6) values; (7) competency-based education; (8) institutional flexibility.
in using time, space, and personnel; (6) appropriate learning environments; and (10) healthy interpersonal relationships. This selection process was developed in consultation with Dr. Gary Knowles of the University of Michigan, a distinguished scholar in alternative education. Also, beyond these criteria, with the exception of the charter schools, the school associated with the Coalition of Essential Schools, magnet school, alternative education school, Waldorf School, Montessori School, and home schools were selected because of the long-standing traditions with which they are associated and which recommended them. Additional factors that influenced the selection of the Paradise Valley Alternative School were personal conversations with the director and the interest in the school’s success in educating students with a history of low academic achievement. Unaware of accessible home schools for research, I sought the input from a home-schooling local parent.

The four categories of schools were chosen to offer a balanced and broad perspective of possible educational patterns. I felt they would provide more opportunity for comparison and/or contrast than a more narrow scope of institutional types.
This study attempted to gain a broad understanding of a number of schools (11). In this regard I was aware that I was foregoing the opportunity to acquire a more in-depth insight into fewer schools. This is a trade-off that I was prepared to take in order to gain exposure to a cross section of American institutions, each of which made a meaningful contribution to the development of a master plan of curriculum and instruction for a charter school.

Instrumentation

I utilized a pre-established set of criteria to interview school administrators and other staff. These were placed under the categories of "program components" (Patton, 1990, p. 197). They also represented a reorganization of Eisner's five "dimensions of schooling"—"intentional," "structural," "curricular," "pedagogical," and "evaluative," with the "intentional" being subsumed in the other dimensions (Eisner, 1991, p. 72). These are the use of (1) a core curriculum of essential learning; (2) individualized learning; (3) cooperative learning; (4) a balance of theory and practice; (5) work/service; (6) values; (7) competency-based education; (8) institutional flexibility in using time, space, and personnel; (9) appropriate learning
environments; and (10) healthy interpersonal relationships. I define "core curriculum" by the historical five fingers of education—Language Arts, Social Studies, Science and Math, Fine Arts, and Vocational Arts. This was used to determine the educational culture and the effectiveness of the educational institution. Furthermore, the instrument was used to garner educational concepts and activities that could be utilized in developing a master plan for curriculum and instruction. Thus, the orientation for this study was both deductive and inductive. In addition, I used "descriptive questions" as recommended by Spradley (1979, p. 60). For example, "Please describe how you group students in your school." (See Appendix C)

I recognized that I was an instrument for collecting data. As I observed, interviewed, and studied school documents, I tried to employ judgment, character maturity, and emotional sensitivity in these research activities. At the same time I sought to exercise emotional "neutrality" (Patton, 1990, p. 41), thus to avoid advancing my ideas. Eisner's thoughts on this subject are particularly pertinent.

This appreciation for personal insight as a source of meaning does not provide a license for freedom. . . . What we wish to see and know is not some subjective, make-believe world created through fantasy, ideology,
or desire, but what is really out there. (Eisner, 1991, pp. 34, 43)

Spradley (1980, pp. 58-82) discusses four different levels of participation, (1) "passive," (2) "moderate," (3) "active," and (4) "complete." I functioned as a passive participant and, therefore, did not participate in the school program, leaving the normal dynamics of the school culture unaltered.

**Data Collection and Recording**

The data collection and recording took place from 1995-1997. It was taken from observation, interviews, and documents (Eisner, 1991). Information was gathered from campuses of select schools. The observation was unobtrusive. I observed the school facilities and classrooms and studied school-produced literature including curriculum documents and other literature made available by the institution. Interviews were conducted with school administrators, the curriculum and instruction leaders of the school, other staff members, and students who were encountered in the guided tours. I was accompanied by an additional educator/administrator. Through the methods discussed above I triangulated both sources and methods, and thus enhanced and verified the accuracy of the information (Denzin, 1978). In addition,
curriculum documents and literature from various states, including ones that have passed charter legislation, were also consulted.

**Data Analysis**

As stated, this was partially ethnographic in nature in order to learn to what extent the principles previously articulated were applied, if at all, and the results realized. Field notes and a journal were kept to record experiences, thoughts, and reactions, as well as an accurate account of the places, dates, and informants.

The triangulation of data assisted in producing research conclusions that are valid, reliable, and generalizable to other schools. In order to accomplish this the analysis strove for "insight," "coherence," and "instrumental utility" (Eisner, 1991, p. 38).

This study included "universal," "cross-cultural," and "cultural" analysis (Spradley, 1979, pp. 207, 208). The principles above were referred to as "program components" (Patton, 1990, p. 187). As recommended (Mirriam, 1988, pp. 132, 133), I analyzed the "words," "phrases," and "sentences," including any "categories" or "themes" that emerged in my investigation, in search of meaning.
In communicating the research findings, common-sense descriptions were used. Speaking of researchers in the qualitative tradition who authored publications, Eisner says:

These scholars not only try to make sense of those settings in their "natural state," but they try to make sense of those settings through language that is not tied to formalism or to theories that abstract vivid particulars into oblivion. Each tries to tell a story that has the ring of truth without compromising figurative or interpretive language. (Eisner, 1991, p. 3)

Chapter Division

The study is divided into the following chapters:

Chapter 1 introduces the study, chapter 2 reviews related literature, chapter 3 presents the methodology of the study, chapter 4 presents the ethnographic study and analysis, chapter 5 presents the curriculum, and chapter 6 presents the summary, conclusion, and recommendations.
CHAPTER IV

ETHNOGRAPHIC STUDY OF SCHOOLS

For 20 years I have looked forward to establishing and working in the school of my dreams. As part of that dream, I have always envisioned studying outstanding schools to learn why they do well. When the opportunity came, I decided to study 11 schools: (1) four charter public schools, (2) one Sizer public high school, (3) one high school with alternative education, (4) one magnet public high school, (5) three private schools, and (6) two home schools.

Drawing upon my education and professional experience, I constructed 10 issues of curriculum and instruction to be considered in visiting these schools: the use of (1) a core curriculum of essential learning; (2) individualized learning; (3) cooperative learning; (4) a balance of theory and practice; (5) work/service; (6) values; (7) competency-based education; (8) institutional flexibility in using time, space, and personnel; (9) appropriate learning environments; and (10) healthy interpersonal relationships. The assumption
was that these concepts must be incorporated into an institution to produce a top quality school. My quest was to determine whether these elements existed in these schools and the results produced. Fictional names were assigned to these schools.

Charter Public Schools
Green Fields Academy

In the rural area of a small Midwestern town I find our first charter school, made available by a teacher/administrator who had renovated the garage and living room of his own home.

As the principal is detained with administrative responsibilities, I get tired of waiting for the interview and eventually ask a 12-year-old student to show me around. He is sweet, well-mannered, and well-composed. He tells me with a smile that he likes the school and is very pleased with his education here. He gives a quick tour of the school inside and out.

Outside there is play equipment consisting of swings, bars, a sandbox in the yard, basketball hoop in the driveway, and snow sleds leaning against the house. Mature evergreen trees and a beautiful lake provide an atmosphere conducive to learning. He is in love with the
trees and low-hanging branches which provide little
hideaways for the students to play under.

The main classroom is packed with people and
things. About two dozen desks or so are pushed together
to make a huge rectangle for the older students. Younger
students study in smaller groups either at a table or
where desks are arranged together. The walls are lined
from top to bottom with typical classroom paraphernalia--
shelves of books, games and learning exercises,
organizational charts, and posters. A computer learning
station is located at one end of the room where there are
several computers set up for all ages of children down to
the first-graders. The student gives a quick but
impressive demonstration of a program designed to build
an understanding of city planning.

Not much is said about the garage. I encounter
three female teachers there who are pleasant and
conversant and happy to tour the area and visit with me.
The garage serves as an arts/crafts room, space for
books, and other educational functions--the maintaining
of a daily weather report, students' height and weight
chart, a record revealing who has been out of the
country, etc. No power tools are used in order to reduce
the risk of accidents.
Finally, I am able to visit with the administrator. He speaks of being tied up on the phone dealing with bureaucratic hassles. Apparently the legal battle over charter schools has frozen state funding. When I ask how the year is going he responds, "Great for the students but rough for the educators." He personally has lost $100,000. Part of this has been recouped through support from the parents and community. Parents have been accustomed to paying tuition to the school that has operated as a private school the last several years. More trouble is anticipated, and the future of the charter school movement seems uncertain to him. He advises to move cautiously in setting up a charter school. The visit is abbreviated as he must resume his teaching responsibilities.

Later I visit with a new administrator of this school. He has replaced the former one, who has gotten burned out physically and emotionally with the pressures of the school. The interview begins by asking the administrator how the school relates to the idea of individualized education. He says that they operate as an ungraded school with one self-contained classroom of 32 students and two teachers. The school is divided into two sections: primary grades (first and second), and upper elementary (third through sixth). The divisions are
"not a track" in that they "slide back and forth" and thus are "not real rigid." The students may "move up" and "go back and forth" as their "needs dictate." Students progress as they pass through skill levels. He says that this design works well with small schools, which seek to meet the students where they are academically. Also, a small school such as theirs with only two teachers cannot teach a full slate of subjects to six grade levels. The two adults work a lot together and "orchestrate a lot of things." Students may receive instruction as a full group, tutor their peers, or study individually.

He is anxious to sell the point that they have a "well-rounded exposure" and the name of their school which highlights certain concepts is a "misnomer." They seek to give their students a "core curriculum" which prepares them for the MEAP, Michigan Education Assessment Program. Fine Arts and Vocational Education are required subjects. Their curriculum rotates on a "2-year cycle."

I ask him about active, real-life learning. He had just mentioned that the school recycles heavily. He also suggests that it is not always possible to experience everything firsthand such as traveling to foreign lands. Nevertheless, a school can still simulate
such experiences with artifacts, postcards, currency, presentations from those who have visited abroad, etc.

The question about how the idea of values fits into his school met with an interesting answer. This school has one main rule, "being nice." If the school honors this one, then all the others will be honored.

Along these lines the faculty enjoy a good working relationship. Students by and large are happy there but "people have come and left" because it is "not what they're looking for." The charter school is not for people who are "coming out of total dissatisfaction" with a non-charter school situation.

I raise the issue of competency-based learning. He tells me that he is open to the parents' input in this regard. Issues of importance to him are "how we see students" and "lose students." He testifies that he and his colleagues "conference a lot with our families." He confesses that they "haven't decided exactly where they need to be" academically in each particular grade. Their primary concern is to meet the students' needs and thus the students "can't diddle when they can move to a higher level." A lot of discussion revolves around standardized testing that the charter includes in its evaluation program. The "Stanford Achievement Test" and the MEAP are both cited in this process.
A state-wide publication confirms some points of the interview as it discusses small groups of students learning at centers throughout the school—constructing science projects, writing newspaper articles on computers, or directing their own discussion about a play. Students are responsible and curious, perhaps, because subjects are related to real life and the pupils have an active voice in determining how they will meet specific academic objectives.

As I pick up the charter I am immediately fascinated by its contents, which reinforce much of what I have heard, seen, and read. A complete core curriculum is offered including foreign language. Teaching is defined as "direct instruction" and "guided student investigation." Learning is "an active process of sense-making and knowledge construction that takes place mostly through social participation in authentic tasks." "Authentic and Relevant Outputs" include "student work," "demonstrations," "unstructured performances," and "creations." The school is interested in the children directing their own learning and inquiry as young as 6 years of age. For example, "writing" includes "learning to use an editing checklist" which incorporates spelling, punctuation, and other skills. Mathematics is regarded as the "language of science" and is integrated with
science and "isolated only to address remedial or corrective purposes." Science is "laboratory-centered" where the majority of the "science concepts are taught through experiments." Social Studies is also included. The students are taught to be "Response Able." Much significance is placed on hands-on activities, personal skills, and self-directed inquiry.

Adult Advancement Academy

As I arrive at Adult Advancement Academy, the director is pulling into the parking lot. She visits with me for a moment on the pavement, explaining her divided professional life. She discusses the school's progress as well as the relationship of the school to the college from which they lease. The college did not want them there but the charter school fought back and won. After walking with me to the classroom, the director leaves abruptly.

The college facility is modern and attractive. Inside I find one classroom that houses the entire student body. There are desks in the front of the classroom used by two teachers who team teach, and rows of tables that seat two students. Chalkboards and a VHS are available for use.
The charter school is a life survival skill program for those students who need assistance coping in the adult world. It has grown over the last few years as a non-chartered school funded through special provisions of the state. A teacher explains that the clients are the students and parents.

I am seated and told a short videotape of the program has been prepared especially for me. It is an informative presentation that examines the personal and vocational skills that are taught to the students in their homes, local markets, etc.

The students introduce themselves and through moving testimonies reveal how the school is helping them acquire personal and employment skills.

This is further explained in a question-and-answer session with one of the teachers. The school teaches such skills as hygiene, finance, purchasing skills, driving skills, employment skills, interpersonal skills, and emotional well-being. Each learns according to one's own ability. Fifty percent of the time is spent in the community, stores, and student homes where they receive hands-on experience. A bus driver/teacher is constantly going and coming--picking up, working with, and delivering students. Values are incorporated into the skills taught to the students. Student evaluation is
targeted at the success in acquiring real-life skills. The kind, supportive teachers impress me.

I am handed a brochure that gives a succinct overview of the items to which I have been exposed. Generally the time is split between developing personal skills and occupational skills. Faculty are flexible in working with students because employment schedules vary.

The curriculum in their charter states that the school is for those with "cognitive impairments." The general description of their program makes an outstanding statement about a central goal of education: "Classroom training, which links to life experiences through community based instruction, and on-the-job-training prepare students to become fully integrated members of their community." Students are pre-tested and post-tested for placement and must attain a mastery level of education to receive recognition that they have acquired a skill.

The curriculum is grouped into three broad areas--"daily living skills," "occupational guidance and preparation," and "personal social skills." These, in turn, are subdivided into 22 "competencies."
As I approach Lakeland School I encounter a well-constructed building that suggests it was built in the 1950s or 1960s. I am met at the front door by the principal. He is business-like and matter-of-fact, yet unassuming and down-to-earth. He gives me a quick tour of the traditional-looking, three-room school. An annex in a separate building in the back accommodates the older students. The rooms are well organized, well-stocked with resource materials, and actively used. There is plenty of lawn, especially in the back of the building.

In the office, the principal explains that administering the program takes his full-time attention, especially with all that is involved in starting the charter school. In reality, the school has enjoyed a number of successful years on a private basis and was converted to a charter school just this year. His wife—alert, informative, and helpful—assists in the office.

A healthy and wholesome atmosphere pervades the entire place. The teachers are kind and professional. The students seem happy and content, and are active and engaged in learning. In the middle of our interview, the principal gives a student a big hug in the hall and takes time to ask how things are going. Another student gets the same treatment as we enter the classroom. The
principal displays genuine concern, which is well received by the students.

As I inquire about the school I am enthralled with the school's ideas and program. Learning grades have been replaced with learning levels--beginner and advanced preschool; beginner, middle, and advanced elementary. This is driven by the idea of mastery learning where each learning level represents a true level of education. The students' instruction is individualized. They may learn at their own pace. For example, they may enter a higher level of learning at any time in the school year when mastery of their present level is demonstrated. Students assist each other in peer tutoring and learn in group settings.

I raise the issue of classroom flexibility. The principal responds that teachers are expected to be flexible and he is not interested in teachers telling him that a certain activity "is not in my job description," as so often happens in unionized labor. For the most part, teachers are supportive of the program.

They emphasize a core curriculum. Real-life, character-building experiences through community work and service are required. Beyond the assistance students give to each other, each year they vote on programs in which they wish to get involved. "Peacemakers," a
current activity, sends the students to other schools where they encourage "world peace." Values are strongly emphasized and demonstrated. The school encourages ideas such as practicing good "stewardship" and putting forth your "best effort." The principal speaks often of a school where there is "respect for others," a sense of "community," a place where students feel like they "belong" and people "care for you" and "a place that is for you." Their program, as underscored in their literature, emphasizes a practical education that prepares students for real-life survival and success.

The school is interested in educating the whole child and does not view the national test as a tool that enhances that process. The administrator expresses great reservations regarding standardized testing, but yields to public pressure to administer them. The students are well above the national average, the significance of which he does not entirely discredit.

Yet, the institution is interested in high standards and holds to high expectations for its students, including some who have experienced "special education." The school offers such students--"kids other schools have given up on"--a "fresh start" because they "remove all biases." For that reason, all such students are mainstreamed. The age of the student entering their
school makes a difference in the results they get. They lose a few 5-year-olds.

When I ask the principal to discuss his views of evaluating students and institutional success, he remarks that this is an "almost impossible task." He declares it is perceived and approached in so many ways depending on whom you are speaking to. The school is interested in the "real life success" of its students, young people with "a sense of purpose," which means more than producing "little robots for the national economy." He speaks frankly, "Some people don't give a whit about what we are talking about" and cannot think past the "MEAP," the state-generated standardized test known as Michigan Education Assessment Program.

Such a program is made possible partly by limiting each classroom to a maximum of 20 students. Also, two teachers team teach in each room, and are assisted by a grandmother and a student aid. Moreover, even with charter school funding, teachers take a modest salary to provide quality education for these children.

He summarizes much of what has been discussed when he speaks of learning as a "natural" function of humans. He says that society has a tendency to "over-complicate" and "overdefine" education, but when the
school "provides the experiences, the natural processes take over and learning occurs.

A handout of school goals reiterates some of his interests. The students will be trained to be: (1) "self-explorers," (2) "seekers of knowledge," (3) "effective communicators," (4) "cooperating group members," (5) "contributing and responsible citizens," and (6) "future planners." Student "development" will be evaluated holistically addressing (1) "personal," (2) "social," (3) "emotional," (4) "physical," (5) "creative," and (6) "cognitive skills." The range of evaluation includes "satisfied," "unsure," and "concerned."

The charter reveals a core curriculum—language arts, mathematics, science, social studies, as well as cultural awareness and foreign language. It is quite thorough in covering many of the routine "outcomes" that one might expect in a curriculum document.

Nevertheless, any mention of fine arts is conspicuously missing. Neither is there any input on the practical arts, although the students receive practical experiences in the community as discussed. Perhaps Fine Arts is incorporated into the others, but there is no indication of that either.
I do notice that the "outcomes" are academic and practical. The student is expected to "identify," "define," "explain," and "describe." Each one is also to: "listen for meaning in the ideas of peers and adults"; "select a range of books independently that are appropriate to her/his reading ability"; "in real life situations use manipulatives or illustrations as needed to add and subtract."

Also, to the credit of the charter, I do read that "the outcomes will be accomplished through hands-on, experiential, student learning, field trips and outdoor education, and thematic instruction." This admission does help to provide a needed balance between theory and practice.

Ford Academy—School 101 and School 201
First Inquiry

I pull into the parking lot of Ford Academy 101, one of a chain of private schools that will be chartered soon, and view a large well-constructed brick structure that dates back to 1927. It has been remodeled, providing considerable additional space. The parking lot/play area consumes most of the three acres. To the far end and around the back the lawn is sparse.
I am met at the door by an early-middle-age African American who relaxes me with her genuine kindness. She guides me through the immense building which is only partially filled with 110 students. The building reveals the quality of construction that was characteristic of such buildings in the early 1900s. Certain color schemes diminish the charm that has survived. Carpets show wear, and there are visible signs that maintenance is needed, particularly the gym.

Another site we visit, Ford Academy 201, is a newer, more modern type of school structure. It is well constructed, but, as expected, with less architectural frills. It also shows signs of needing maintenance, but a painter is working here. This reveals concern and effort on the part of the school.

In spite of these setbacks, both places are clean, orderly, and functional. The same holds true for the school program. I do not get the impression that money is free-flowing. The public funds that will accompany the charter will not impact the school until the next school year. Nevertheless, the students have desks, books, and educational supplies. The library is more than adequate. I note that the class size is small—12 to 15 students—offering a great student-to-teacher ratio.
The high school (101) and the elementary school (201) offer a core curriculum of Language, Math, Science, and Social Studies.

The elementary school includes Art in its core subjects. "Special Subjects" include Computer Education, French Language, Physical Education/Health, and Music, which are required of all students.

The high school requires Physical Education, Foreign Language, and Computer Education of all students. Art, Music, and Vocational Education are offered as electives.

The staff are state certified, high quality, kind, intelligent, and upright. Our guide is intelligent and has a respectable grasp of the issues. A wonderful sense of community exists as hugs and conversation are offered freely in school 201.

A strict code of behavior is adhered to, which is reflected in the children who are sweet, well-mannered, composed, and studious in both schools. The educational climate denotes order, discipline, and productivity. Hard work is the norm as indicated by the school motto: "To the stars through hardships." This sense of structure, dedication, and high expectations seems to permeate the school and no doubt bears directly on the success of the school.
The parents and their youngsters are faithful to the program year after year. The students begin to slip away only at the junior-high level. For this reason tuition is reduced at this level. In spite of this, according to the director, 90-94% go on to higher education. The students score competitively with the national average on standardized achievement tests.

In schools 101 and 102 I witness outdated concepts of education that have characterized American education for decades—a heavy emphasis on passive learning, teacher centeredness, formal atmosphere, and rigid use of time and space. Nevertheless, I feel pride for what they are doing and accomplishing. It is apparent from this visit and a survey of their brochures that a great deal of thought and effort have been invested to run a solid, well-organized school. Everything is communicated and understood by faculty, students, and parents alike—curriculum, discipline, tuition, etc. The school is state approved. The fact that they have operated a respectable program for 2 decades, in the midst of all the inner-city problems prevalent in our large cities, is a major accomplishment.

A word that comes to mind over and over is "sacrifice." Furthermore, this is not an elitist school, but one patronized by working families who struggle and
sacrifice to provide their children a safe, respectable education—a real concern in this metropolitan area. For this reason, tuition rates are under $3,000; this is far less than the normal amount allocated to a student in a public school. The teachers' salaries are far below a competitive level. Yet these high-quality teachers, picked from stacks of applications, reflect contentment and happiness as they converse. The guide, who joined the founder of the school 20 years ago, shares their positive attitude.

Follow-up Inquiry

Later I learn that the former principal is no longer with the school and her position has been recently filled. I visit with the new principal and learn that a number of their concepts and approaches to education—discovered from my initial observations, interview, and review of their promotional literature—have been altered. Students are often broken up into smaller groups at their learning level. A new program called "student helpers" has been instituted where older students tutor younger students. A great deal of flexibility has been brought into the classroom as it relates to scheduling activities, using space, and working together.
I ask the principal about hands-on education. He enthusiastically reports of thousands of dollars he has made available to teachers to spend for classroom manipulatives. The school is involved in the Junior Achievement program for grades K-6 to promote "learning by doing." On "Arbor Day" the school will plant trees and flowers outside. Already children are planting seeds in their classrooms.

Furthermore, each class has been given a business emphasis. The students are challenged to benefit the institution financially by either saving it money through activities as "taking out the trash" or generating funds by "selling popcorn, bagels, or pizza," etc. Each class has to keep its own budget. Learning on computers is cited as another source of active learning. At present, the school has no community service, as such, but students help their classmates on a regular basis. The principal plans to address this issue in the future and is presently organizing business people to share their hopes for the school.

When I inquire about values, he gives a short lecture on Bloom's taxonomy of learning that includes the "affective" domain. The school has a strong honors program that recognizes student effort. Also, the school requires all students to wear uniforms which "make you a
part." This eliminates a lot of social abuse caused by differences in students' attire, he explains.

In response to the question of relationships, he says, "Well, I get a lot of hugs in the hallway," then he quickly shifts the conversation to the issue of staff relations. He likes the idea of "managerial preference," which translates into "a short chain of command." He speaks proudly of their "personable atmosphere" as opposed to an "adversarial attitude between teacher and administration." Furthermore, the adult-to-adult relationships in the school favorably affect other relationships--how the staff treat the students and how students relate to the teachers. He states that the school "tolerates no violence."

I ask for his perspective on the expectations teachers place on the students. He refers me to the handbook which clearly defines school standards. The institution has "high ideals" for its students. After years of experience, the general director of the several affiliated schools "knows what works and what doesn't work and what to expect." The teachers get strong support from parents who sign contracts that they will honor the handbook and volunteer service to the school. Only 4 or 5 students are expelled each year out of 600.
In this regard, report cards are informative. Kindergartners receive one of three possible indicators of progress: "+" for Concept Mastered, "✓" for Satisfactory, and "-" for Needs To Improve. Older students receive traditional grades: "A" for Excellent, "B" for Very Good, "C" for Average, At Grade Level, "D" for Below Grade Level, and "E" for No Progress, Please Contact Teacher. Additional indicators of progress are "✓" for Mastery of Skill—Good, "/" for Partial Mastery—Needs Improvement, and "0" for Skill Not Mastered—Poor. Additional testing and special academic support are available for students with behavioral, speech, and academic difficulties.

I wonder aloud how he knows his school, not just the students, is successful. He tells me about The Loton School of Business, a new program this school has adopted. When their students graduate from high school, a number go on to their business college to learn further skills to prepare them for the marketplace.

The curriculum document from their charter reveals concepts that have been articulated in others I have reviewed. For instance, "Science Education" highlights "experiments" and "investigations," and the use of the "senses" as well as "Technology," "Careers," "Process Skills," and "Societal Issues." "Mathematics
Education" speaks of challenging youth to think "critically, flexibly, cooperatively, and independently" and to develop higher-order thinking skills. "Language Arts" is based "upon the belief that children possess rich language experiences which should form the basis for concept and skill development." This should take place through "an integrated, interdisciplinary program."

Non-chartered, Public High Schools

Paradise Valley High School

As with the other schools, I initially attempted to arrange an interview with the school administrator. However, she, for her own reasons, connected me with one of the educators. On the day of my visit, I meet at the office a female teacher who is to be my guide. We sit for a few moments and visit about the school, which is now a member of the Coalition of Essential Schools, an organization founded by Theodore Sizer of Brown University. The school has been researching and developing its program for 6 years and has just been officially credentialed as a Sizer school. The middle and elementary schools are not affiliated with the new program, which is generally the case.

All the issues are not totally settled. For example, they are struggling to define and develop their
"learning houses." They group teachers and classes to establish a sense of community, but, in reality, they function as isolated entities. Nevertheless, they have put together an impressive core curriculum program around three broad fields of study—American Studies, World Studies, and Math and Science. Language Arts are subsumed in these subject areas. These subjects consume 95 minutes apiece and include group projects and presentations.

Small syllabi have been developed to guide the classroom activities and evaluation. These have replaced the standard texts. Library materials, journals, high-tech equipment, and community resources are used as well. Science and Math are organized around life issues and problems. In both instances, no normal subject sequence is followed. Interestingly, various math advanced subjects (Algebra, Geometry, Physics, Calculus, etc.) are studied simultaneously in one class. Real-life problem-solving assignments are designed to inform the students of essential content in the process of solving them. High-level subjects in Math and Science are offered to students who desire them. American and World Studies provide a holistic approach to studying life that embraces the Fine Arts as well. Completed projects are often reported to the entire class or group of classes in
the form of presentations, which are then evaluated by
the class as well as the educator. Thus, learning
communication skills and mastering the content are both
blended in these assignments.

The plan calls for smaller classes of 15-20
students per class. Each teacher is responsible for a
total of approximately 50-70 students from his or her
combined classes, but my guide anticipates fewer students
per class next year. The practice of team teaching is
both rewarding and frustrating to her. At times, she
dislikes giving up her independence.

The facility itself is immense, wonderfully
built, and lavishly furnished, lending itself to a
quality program. The classrooms are well stocked with
overheads, chalkboards, tables for group learning, etc.
A folding partition has been installed in her classroom,
thus providing the capability of combining her class with
another.

I am shown one classroom that has been funded by
a corporate foundation. It is divided into two sections
by a portable wall. Round tables, which are wired for
computers, are placed throughout the room. Break-out
rooms are positioned around the perimeter for
discussions, work activities, and special education.
Soft overhead lights offer a warm, relaxing atmosphere.
Science students are talking on the phone, working on computers, or discussing their projects with instructors as they seek to solve actual problems in the local community. The guide asks one student how things are going. Later, she informs me that the student formerly had academic problems but is thriving on the new program.

Other learning areas are impressive as well. One of the highlights of the tour is the TV studio with state-of-the-art equipment, again funded by a foundation grant. Students are taping a live interview with the superintendent, which is to be aired over a local TV station. I see various computer labs—one with IBMs, another with Macintoshes, and a third used to learn high-tech functions. I am shown the auditorium—a beautiful 1,000-person-capacity room with various types of media capabilities. Later, my attention is called to the commons area—a spacious corridor that extends 150 feet. The cafeteria is a multipurpose room, like the classrooms, and has folding doors that make separate rooms. A nice gym confronts me as well. Everywhere there is space, quality equipment, and good ideas. It is overwhelming to me. Furthermore, soon they are to inherit another building as the middle school is receiving a new facility.

I visit with a counselor who informs me that his role is to support students who are experiencing
difficulties in school and to give them academic counseling. Another counselor gives me insights into other features of the program that directly or indirectly relate to his department and professional efforts. I am told that students who are "struggling" receive "extra help." The idea is to "keep them working . . . don't turn them out." Paradoxically, he confesses that in terms of study habits it is "O.K. to screw around in the classroom and ignore their studies. We don't make them feel bad." After a period of inactivity in the semester, "some kids come around with a support team," in reference to academic success.

When asked about the idea of competency-based education, he concedes that it is not easy to answer this question. He would "like to think it is based on standards" but, on the other hand, the "goal is not to learn everything about chemistry," but rather "to know where to find things" and "research" for themselves.

All students are mainstreamed, including those he labels "special education" students. Even here he emphasizes a strong commitment to successfully educate students. These students receive a "strong occupational component to their program." The school does "lose a few" but "the numbers are insignificant." Students who cannot make it there are sent to the "alternative
education" school across the street. When asked about the support of the teachers, he tells me that the "faculty are basically behind the program" although "one or two maybe not so much." The school utilizes letter grades to evaluate—"A," "B," "C," "D," and "E."

When the subject of values comes up, he restrains his enthusiasm. He says, "It would be hard not to talk about them." Consequently, they "let students discuss" various values but desire that they "come up with their own." Yet, when discussing relationships, this counselor informs me that visitors notice "that the atmosphere is different here." The reason is because they have a "different relationship" with the students. "We trust our kids a lot," he tells me, but admits that this trust "occasionally backfires." Nevertheless, they "are not ready to abandon it."

When I inquire about community service, he tells me of a class entitled "Vision and Volunteers." The class, which lasts for one semester, joins a 60-minute period with the 30-minute lunch break to constitute the 95 minutes allotted each class. Yet, when I ask him if all students take this class, he informs me that it is an elective. He says, "Not everyone can do the same thing." A school report indicates that approximately 1 in 7 took this course the preceding year.
Many of the things I have heard sound familiar. Theodore Sizer's *Horace's Compromise* (Sizer, 1992) lists the nine principles which guide the Coalition of Essential Schools. One is "personalization," where teaching loads are reduced to no more than 80 students. Another is "student as worker," where students as active learners "learn how to learn" and "teach themselves." The "attitude" of the school is to be one of "un'anxious expectation," "trust," and "decency." The "staff" are to "perceive themselves as generalists first and specialists second . . . with multiple obligations" (pp. 225-227).

Their most recent annual report and general information publication reinforces some of what I have learned. The mission statement is upbeat. It declares: "The Paradise Valley High School will provide all students with a learning environment and educational programs that enable them to become caring people and effective users of ideas and information."

The school emphasizes a wide-ranging curriculum, which encompasses Language Arts, Mathematics, Social Studies, Science, Health, Physical Education, Art, Vocal/Instrumental Music, Business, Career and Educational Planning, Applied Technology, Computer Applications (all students use computers each day), and Foreign Language. Its goal is to provide students with a
solid foundation that is necessary for future successes as students in school settings and eventually as adults in society.

Included in the publication is a 3-5-year improvement plan that is designed to fulfill requirements for regional accreditation and membership in the Coalition of Essential Schools.

"Target Area 1: Student Responsibility" addresses their efforts to increase student attendance and punctuality, and maintain "high expectations" of students' behaviors "by all school employees."

"Target Area 2: Involvement" speaks of increasing parent attendance at "parent organization and information meetings" which will be "parent friendly."

"Target Area 3: Curriculum Relevance and Rigor" resolves to revise the curriculum "to include what our community wants and expects" (which was determined at a Town Meeting of community members) and "world class standards." They also wish to decrease "overlap" in classes and disciplines, making room for more "rigor and relevance."

"Target Area 4: Personal Marketing and Communication Skills" sets goals in which "students will demonstrate proficiency in their ability to secure meaningful employment and communicate effectively" in the
workplace. Avenues to master these skills include "work experience placements," "interim experience," "Community as School," "job shadowing and mentorship experience," and studies exploring vocational interests.

Finally, the publication showcases the school's academic achievements. MEAP scores range from average to above average. The average ACT score for 1993 was 20.8. The dropout rate is at 1%. Seventy-seven percent of its graduates are college-bound.

The battles are not completely over at Paradise Valley. They are still experiencing struggles internally and externally. The total community is not behind the new ideas. Opposition has recently surfaced as upper-middle-class parents are concerned that their children are being used as "guinea pigs" and deprived of the "basics." In this regard, one educator whom I visit with recommends caution in implementing progressive ideas that are foreign to a community.

Paradise Valley Alternative Education

As I pull in to the high-school compound I discover an old, two-story brick building reminiscent of the 1940s and 1950s. The school was formerly a high
school that has been converted to a charter school.¹ I find the office, which is small but orderly, and introduce myself to the principal. He is casually dressed, modest and unassuming in his demeanor.

We tour the classrooms where much is traditional in terms of scheduling, curriculum, organization, evaluation—letter grades—and classroom appearance. The furniture is old and mismatched; the classrooms are somewhat austere but adequately equipped.

Yet, there are interesting things happening here. The teachers are involved in administering the school program. The administrator is teaching part-time along with his supervisory responsibilities. At this school, they seek to run a balanced program by offering a full slate of subjects—the core curriculum of Social Studies, Science, Math, and Language Arts, plus Art and Music, with a strong emphasis on Vocational Education. The school places a heavy emphasis on hands-on experience and group learning. He mentions, for instance, the science class goes for a camp out over a weekend.

There are indications that the school works hard to instill values. Student abuse is not tolerated. This

¹Before this research project was completed, the school lost its charter (students were crossing district boundaries to attend there).
school is a drug-free school. The students are told that they must stay clear of drugs or the school will develop a bad reputation. The building is in good repair. No graffiti or scratches on the lockers are found, which have a "just painted" appearance.

"At risk," "alternative education"-type students are the primary targets for their program. Students are drawn primarily from the Paradise Valley High School, although a few come from other districts. One can detect that these students have special needs. A special room is designated for the nursery to house the babies of certain teenagers. Smoking is allowed on campus—outside the school building and in the cafeteria. The principal feels that a hard-line "no smoking" policy would eliminate his students. Thus, the main thrust is to prepare these students, whom he perceives to be destined for vocational careers, to enter the job market with some entry-level skill and job experience. He hopes to get them out of the fast-food job slots and into some meaningful work opportunities.

Subsequently, his real passion and strongest emphasis emerges as the vocational portion of the school. We enter an outbuilding which houses an impressive program involving auto mechanics and paint and body repairs. I learn that this workshop accommodated his
entire program 6 years ago. A room was finally given to him in the main building to protect his pregnant students from breathing paint fumes. We walk over to another building and observe an array of state-of-the-art woodworking equipment. All the wood used in classes is donated. Adjacent to this workshop is the cafeteria, which is operated entirely by the students. Here, the students cook and serve meals to the student body and provide a business for themselves as well.

After an initial training period, the students are placed in jobs in the community where they can earn up to two educational credits. A school-generated packet consisting of a work permit, student contract, work release form, and weekly work report reveals the thought and effort that have gone into this endeavor.

Later, I strike up a conversation with another staff member. As I inquire about individualizing student learning, she speaks of separate programs for students with special needs. One student was allowed to study in the office because the students' language in the classroom was offensive. Also, the school will change lesson plans for individuals if necessary. Students also learn in group situations. The art class is painting the ceiling tiles. Some are working on the school newspaper. Students are allowed to study in groups as they wish.
Not surprisingly, the subject of improving student language arises when I ask about the issue of values. The school is interested in improving the morals of the students. It wants to "feel comfortable sending them out to the world." I am delighted to hear that 80 hours of community service are required to graduate. Students may choose to work in a nursing home, church, "God's Kitchen" (a program for the homeless), "Dogs for the Blind" or any service organization they desire. They are encouraged to select a service situation on their own without the assistance of their parents.

When I ask how the school relates to the concept of competency-based education, the staff member confesses that it is "not as important with their clientele" and therefore "not high on their priority list." She speaks of "real-life skills," "communication," and "technology," among other things, as their primary emphasis over classroom academics. Nevertheless, in reference to academic standards, she admits that raising the MEAP scores is a basic concern of theirs and this topic will be addressed next year.

The principal later informs me that the letter grades A, B, C, and D are used. He does not believe in giving Es. Students who turn in unacceptable work are
given an Incomplete and the opportunity to bring their work up to at least a D level of 60%.

Mountainview Magnet School

I pull up to a large, fairly modern, one-story building which, I learn later, houses 400 high-school students. I find a large lawn and parking space in the back.

The principal is pleasant and cordial. This school is a math- and science-oriented, magnet public school in which eighth-graders are selected from area schools. These students are gifted, as a general rule, but some are selected who may be less academically oriented but have strong interests, recommendations, etc. I am told that they try to be "fair" but this is definitely an elitist group of students. They operate a very high-quality program, which includes a comprehensive offering of all high-school math, science, and computer courses. The students study here for half a day, and then return to their other school for the other half of the day where they take three more courses.

Occasionally, elementary-school students come in for field trips. The school also offers training to staff members of area elementary schools who desire such assistance.
The teachers balance theory with hands-on activities. The principal seeks to employ and utilize educators with multiple competencies. This enables the school to promote teamwork among teachers as well as students in an integrated curriculum. Also, students study and learn independently. Project-oriented assignments are reported in a presentation form to the class; this activity interfaces content mastery with communication skills. Discovery and curiosity are encouraged and promoted in class assignments.

Dissatisfied with commercially produced materials, the school has begun a project of writing and publishing its own, which are marketed throughout the state.

Various school publications illuminate my understanding. Day-to-day schedules are flexible to accommodate the needs of the instructional program. Courses are integrated so that students can understand the natural relationship that exists between them. The school curriculum offers a wide range of rigorous courses such as Geometry, Algebra, Chemistry, Biology, Calculus, and Physics. Several are customarily taken at the college level, including Discrete Mathematics, Genetics and Biotechnology, Astro-Physics, Robotics, Analytical Chemistry, Research, and others.
I inquire about expectations and discover to my surprise that some kids "don't excel." The principal explains further that some students come from a rather mediocre if not poor academic background but are given a chance when the will to succeed appears to be there. In reality, the school does "lose some." Each student starts at the same place each year, but some teachers are better than others, and this variation in professional expertise impacts on the students' ability to succeed or inclination to fail. Better teachers are more inclined to help the "at risk" students.

A publication prepared for prospective families reveals a great deal about the grading system and expectations.

**QUESTION:** What are the Center's expectations regarding grades?

**ANSWER:** The Center believes in the concept of outcome based learning and that only the student can do the learning. This belief places the responsibility for learning on the student. It also places the responsibility for aiding the learning process on the teacher, the home and the school.

The Center recognizes that its students have a history of outstanding achievement and anticipates continuation of that level of learning. Grades are to reflect the degree of student learning rather than their performance relative to other students thus a curved grading system is not used. The grading scale which the Center uses is:

- 93% - 100% = A
- 90% - 92% = A-
- 87% - 89% = B+
- 83% - 86% = B
- 80% - 82% = B-
- 77% - 79% = C+
- 73% - 76% = C
- 70% - 72% = C-
- 67% - 69% = D+
- 63% - 66% = D
- 60% - 62% = D-
- Less than 60% = E

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Any cumulative score less than 80% will be cause for careful analysis of progress. The analysis will involve evaluation of both the program and the student's endeavor. The Center has high expectations for students and for itself as a vehicle of learning. If it is determined the Center is not the best place for the student he/she will be encouraged to return to their home school full time.

QUESTION: I've heard of students receiving grades of "incomplete" from the Center. What does this mean and how does it affect their grades?

ANSWER: Usually an incomplete occurs when a student has yet to finish laboratory reports or assignments to the specifications set. As part of its outcomes based approach to learning, the Center asks that students meet pre-set criteria on assignments and labs. Items handed in which do not meet those criteria are returned to the students with notations about what needs to be corrected. The students are to correct the material then return it. This approach is designed to help students learn by correcting their own work while building the habits of responsibly completing their work accurately and in a timely manner. Emphasis is on quality of effort rather than effort alone. The process also helps students strengthen study and organizational skills while allowing for differences in learning time among students. Students must also learn to meet deadlines and, if an incomplete has not been corrected with a reasonable time period agreed to by students and staff, a zero may be entered for that assignment.

The director informs me that the school makes full use of standardized tests.

The students are well behaved and studious. I learn that the lockers are left unlocked. Nothing has been stolen in the 4 years of operation. Neither do they have a scratch on them. This is not totally inconceivable. Indeed, the ideas of team building and working together in groups are ones that arise as we speak of values. The school does not make an issue of
values, but incorporates them into its curriculum and classes in natural and meaningful ways. Because of this, teachers seek to be "supportive" rather than "confrontational" in their relationships with the students. One school publication states that "teams also serve as the forum for emphasizing kindness, consideration, and respect as students work and play together." In order to humanize the school further, no bells are used.

The principal spends his entire time administering the program, including supervising the staff. However, the board serves only in an advisory capacity, leaving the staff to make decisions that affect the classrooms. A lot of confidence is placed in the faculty. The principal would like to see teachers bring to the school a professional background that is affiliated with their academic discipline.

As we tour the school, I am inspired by the facility that is clean, well-organized, and well-equipped. Besides the 10 classrooms or so, there is a lecture room for special presentations, a workroom for hands-on activities, and an all-purpose room. We come across a gym, which we do not enter and which is not part of the program.
In the back of the building there is a large storage room where course materials are organized, stored, sold, and shipped to schools all over Michigan. Some materials are developed by the staff and used here in the school as well. Others are bought wholesale. Schools that purchase these goods save half of their normal expense.

Private Schools

Waldorf School

First Inquiry

I arrive at Waldorf School hours late because I am unavoidably detained. The principal squeezes me in for an abbreviated interview. She is a very impressive individual—cordial, composed, intelligent, sincere, businesslike, and pleasant.

Waldorf is the second largest private, educational system in the world, next to Montessori. This school is one of the oldest of the chain in the United States. Training institutes exist for would-be teachers.

All school decisions are made by consensus. "Everybody agrees" for the "higher good." A decision, which eventuates in time, is postponed until everyone sees eye-to-eye.
The school is run strictly by its philosophy. It is dedicated to teaching the whole person, "mind, heart, and hands." The foundation and "background" of each individual are represented by its "soul." The spirit of the student represents qualities of love and reverence, which are central issues in the school program.

Teachers begin with students in the first grade. As students progress up the academic ladder, the teacher remains with them through the eighth grade. I am told that this enhances a family atmosphere and bonding between the teacher and students. Core curriculum classes are held in the morning, and active, hands-on classes are held in the afternoon. The school believes in a balance of theory and practice. It has a well-balanced K-12 curriculum that offers academic rigor, interdisciplinary learning, and practical development of artistic and practical skills. A broad range of topics and skills is offered in the area of English, History, Science, Mathematics, Practicum (Community Service), Fine Arts, Life Arts (Vocational Education), along with Physical Education, and a foreign language. The curriculum in every way models the principles of balance, relevance, and excellence. (See Appendix C.)

There are no standardized tests to take until the eighth grade. This keeps the "heat off" the teachers and
students to perform. As the principal says, "You don't pull a plant up by its roots to examine how it's doing." This damages the plant. The teachers have no standard texts they must use. Each uses the resources he/she chooses to meet certain goals. Another director in a future visit elaborates on the evaluation program. Students are assessed each year but do not receive letter grades—"A," "B," "C," "D," and "E"—until the sixth, seventh, and eighth grades. This satisfies the interests of parents and prepares them for high school. Writing assessments remain the main tool, with two major teacher/parent conferences per year. Students who do poorly are given additional support in order to maintain their progress.

The director excuses herself to meet some commitment, and I take myself on a tour of the building. To my complete surprise, as I walk down the hall I find a store—a little gift shop—being run by a woman who, I learn, is a parent. Inside there are craft items, stationery, and all sorts of miscellaneous items. The parent is very friendly and explains that she works in the store along with other parents. Parents make items that are combined with other commercial products they purchase. These are then bought by the teachers and students. This enterprise generates funds for scholarships for needy
students. Consistent with their philosophy, everything here is biodegradable and natural.

A teacher arrives to make a purchase. She has taught for 20 years, 15 of which have been here at Waldorf. She quit her other job. "Just couldn't take it anymore," she proclaims. She enjoyed working with the kids but became intolerant of the suppression of her ideas. Here she loves it. Her job offers a support system to slower students or those who learn in different ways from some of the others. She does not call it "special education" and does not want me to think in terms of it being so either. Participants in her program are not considered to be problem students but rather those who learn in special ways. It is the position of the institution to assume responsibility as professionals to determine the students' learning needs and educate them accordingly. Students are not pushed aside or failed out of the program, I am told. When students come here they are educated. She concedes that on occasions a student will come through who cannot be reached.

I meet an assistant to the kindergarten program. She tells me of the garden where all students, kindergarten included, plant, grow, and cook vegetables for the school. The kindergartners hand-grind corn and wheat and bake bread. She emphasizes this several times.
Recess is not negotiable and all teachers and students, regardless of inclement weather, participate in outside exercises. Students leave special outdoor attire, including umbrellas, here at school for that reason. Field trips are taken several times a year. They go to farms, nature centers, zoos, and museums. The assistant informs me that most students live in the city, so the primary concern at the school is to expose the students to natural settings. This tendency is also consistent with its philosophy of emphasizing nature and nature's way.

As I move around the building, I learn other bits and pieces of information. Someone tells me there is no vandalism. A kindergarten teacher speaks of the importance of creating the right environment, which is the "textbook" for the children at her level. Because they have a tendency to "soak up everything," a properly planned environment that reproduces the objects and atmosphere of a natural, outdoor setting to the greatest degree is the ideal. The kindergarten room is memorable with a water fountain, things from nature, wood, plants, etc.; there is a lot to see and work with. She mentions that parents are given a seminar in early childhood education every 2 weeks. Once a month, parents visit the classroom for an update on the school program.
The art teacher with a prominent European accent tells me that even though he is retired he has to keep coming to school. More than a profession, his involvement in the institution is a way of life. The outstanding architecture, culture, and charm of this antique structure, built in the early years of the century, make it easier to accept his confession.

One room is set aside for displaying various works of art, which line all four walls. It also doubles for a music room. To one side, a kind teacher is teaching a classical piece of music to an elementary student on a grand piano.

One teacher informs me that the school also teaches drama, and adds that the students have been working on a certain production. He lights up as he speaks of how it "seems to bring everything together."

I find the woodworking shop, which is nicely organized, well-stocked with tools and supplies. It seems to invite one to enter and set the creative spirit free.

While I am milling around, I meet a few students in the hallway. Older students tell me they are pleased with the school program and project a positive attitude. When I ask one student how long he has been in the school, he informs me, "10 years," which gives more credence to
his testimony. Two younger children say they "love it" as well.

I find myself outside, at last, taking in the natural setting and playground area. I find a little girl upset and weeping, sitting beside her friends. I ask her how it is going. "Terrible," I am told, in no uncertain terms. She hates her teacher and the school. Nothing in her life seems positive at the moment. She settles down as I visit with her a little more.

A young assistant and I visit for a while. I find myself being drawn to him as I have been to so many others in this place. He is warm and thoughtful and projects a wisdom beyond his years. It comes out in our discussion that salary is not a drawing card. Teachers take a reduced salary to work here while finding their rewards in nontangibles.

One cannot fully appreciate or understand what is happening here unless that person is aware of the facility and setting, which are quite remarkable in more than one regard. Surrounding Waldorf and its immediate neighborhood for miles on all sides is everything that comes with big city slums—unemployment, men standing around with "nothing to do," trash and litter on the streets and sidewalks, and everywhere the eye can see, run-down stores, closed businesses with windows boarded
up, indications of vandalism, and slum houses. Three or four blocks from Waldorf, an absolute environmental miracle takes place, which must be seen to be fully appreciated. Suddenly the ghetto just dies and out of nowhere emerges an upper-class neighborhood where the homes look like institutions and the yards like a park. In the middle of this material oasis is Waldorf.

The exterior, which dates back to 1923, reminds me of some grand, European castle. It is a magnificent two-story building, with aged stucco, wonderful woodwork, and ivy. Massive trees are scattered everywhere and provide a park-like setting to the outside.

Inside I am confronted with the charms of yesterday—high ceilings, ornamental walls, and beautiful oak lavished everywhere. The building is large and sufficient to run a creative K-8 program of this size. (The high school phased out some time ago I am told.) The rooms are casual, not decorated per se, except where I find educational essentials and displays of student work. After visiting with the workers, I am inclined to take the view that this school is lived in and enjoyed, and the people are not overly concerned with appearance.

The main floors of this two-story building house the classrooms, art and music room, principal's office, and school store. The basement level houses the
I notice in a handout ("The Results of Waldorf Education") I received from the director that my premonitions are validated by the testimonies of others "out-side of the Waldorf movement." These individuals have had a long-standing relationship with Waldorf graduates, and "have an objective professional basis for judging whether this form of education really accomplishes its goals." One high-school teacher who teaches history at a private academy has taught many graduates from a local elementary Waldorf School. He confesses that what he likes "about the Waldorf school is quite simply, its graduates," because "in all cases they have been remarkable, bright, energetic and involved." They are "eager to learn," "taught to think," can "converse intelligently on almost any issue," are "calm, centered, and confident." Nevertheless, they "are not simply bookworms" but possess an "integration of the faculties--mental, emotional, physical, and spiritual."

A professor from New York speaks of values and humanity in education. He says:

Throughout this dynamism of activity where values were under attack and standards of behavior were challenged, from time to time there would be a unique stabilizing influence in my class—a Waldorf School graduate. They were different from others. With-out
exception, they were at the same time, caring people, creative students, individuals of identifiable values, and students who, when they spoke made a difference."

Another educator indicates that Waldorf students score well above the norm on the Abitur, which is a national test. He indicates further that the test "does not lie within the interests of Rudolf Steiner's pedagogy" and the students "are not specially prepared for the diploma examination."

The students are indeed impressive—well-mannered and studious. This is reflected in their classrooms, which are orderly, well managed, and businesslike in their tone.

Follow-up Inquiry

A follow-up inquiry about the school leads me to a new director who fills in missing pieces about the program. When asked about individualizing students, he states the school's philosophical position is that all humans are "unique." He adds further, in all "social interactions" we must be found "respecting human beings." Showing respect to individuals leads to a "family atmosphere." An extension of this concept is that students are directed to study in small groups either "briefly or for an extended period of time." When I ask about values, which are subsumed in the overall program of
the school, this general theme of respect is repeated. The school promotes two major themes--"reverence for all life" and "respect for the worth and uniqueness of other people." For this reason, he notes that it is "rare for a seventh-grader to pick on a kid from the fifth grade."

Teachers are respectful in how they treat the students and each other, and thus serve as role models for the younger ones. For instance, teachers freely help each other when needed. Also, parents will substitute (free of charge) for a teacher who has to be away from school. Interestingly, this concern for people does not translate into community service, which was phased out when the high school was eliminated several years ago.

Upon inquiry about hands-on activities, the director speaks of gardening and woodworking projects. The fourth grade studies "house building"--various designs from around the world. From the information learned they design and build a playhouse.

I ask the director about the quality of learning that takes place in his school and what is the basis of his thinking. He informs me that the school is accredited by a regional independent school association which runs each school through a grueling process to determine the quality of its education. Members of the association sit in on classes and generally "look at the school inside
out." As they evaluate each school they essentially ask, "Are we doing what we say we are doing?"

The teaching staff are highly qualified because they are both state certified and certified through the Waldorf 2-year training program. They also receive additional assistance through "master teachers" who have had 15-20 years of experience or more. These veteran educators visit their school each year and work particularly with the new teachers, evaluating and making recommendations.

I am told that this school has high expectations for all students. Strong emphasis is placed upon a "good curriculum" that is "inspiring." The director speaks of the "great books" and "outstanding literature" that the students are educated on. When students come with "special education" backgrounds, the label is not retained. If learning difficulties arise, instructors tell them they only "need a little help in this area." The problem is minimized and the solution is maximized. Students are expected to take the MEAP and "do very well" when tested. They do not prepare for it deliberately. The director believes education is a learning/living process that prepares them for evaluation by giving them a high-quality, meaningful education.
I ask the director, "How do you know that your school is a success?" He responds that the school has "a good retention ratio," and those who "go on to college do very well." He takes the liberty to divert from the immediate discussion and makes the point that this is all possible because their "education is founded on principles."

Montessori School

As I pull into the driveway I am confronted with a nice, modern, contemporary-style wooden building. Montessori School is set back only a quarter mile from a busy thoroughfare but you get the feeling of being in a rural area. I learn later that several acres of the wooded property I see adjoining the building are owned by the institution. Traditional play facilities/paraphernalia are available. I also view playhouses that appear unique and inviting.

The head teacher/director meets me as I enter and invites me to her office. She is neat, modest, and wholesome in appearance. Added to these attributes is a genuine kindness, warmth, keen mental abilities, and dedication to her beliefs and school program. This is an exceptional individual, one whom you immediately admire and enjoy at the same time. We talk for a few minutes...
about the charter school movement and what possibilities the new law might hold for her school. Eventually she dismisses the idea because it would force her to select students based on a lottery system. She would not be allured by the money the school would receive.

She explains the Montessori philosophy and system, adding to my fragmented, superficial knowledge of it all. Children contain the resources to learn and teach themselves as if they have a built-in teacher who directs what and how long they should study. The staff provide the environment, materials, and a minimum of "teacher talk." Most of the classroom time is spent with students working quietly alone, but they also share among themselves, complete learning activities, and work, play in the playground area, and go for walks. One student may help another but only if invited. Practice, example, and precept are prioritized, in that order.

Students are given choices in what they study and what methodology they use. However, they must make good choices. They cannot study anything they choose. Along these lines the Montessori system believes that a student will terminate a function when an inner need is met.

The teacher may give a 5-minute presentation to the entire class on a topic or instructions on how to use materials. The directors then look for teaching moments
to assist the students. Follow-up may be given later. One lesson overlaps the other. Units are planned for 2 months at a time with week-by-week goals.

The curriculum is on a 3-year cycle. Montessori believed that children go through cycles of 6 years each, composed of two sets of 3 years. The first set of 3 years, ages 1, 2, and 3, for instance, is characterized by unrest. This is followed by a 3-year period of calm years, ages 4, 5, and 6. This trend is repeated for the 6- to 11-year block and the 12- to 17-year block—each a self-contained learning era of life. Subsequently, learning families are established where kindergarten accommodates ages 3 to 5, Grades 1 to 3 accommodate ages 6 to 9, and Grades 4 to 6 accommodate ages 9 to 12.

Inside the classroom, as with the rest of the building, everything is modern, clean, extremely organized, and neat. Rooms are divided by kindergarten, Grades 1-3, and Grades 4-6. Part of their education environment includes the out-of-doors. The director tells me that the building is surrounded by nine acres of woodland. Students use some of this property to hike in and gather things for classes.

In the kindergarten room, learning areas for Language, Math, Science, and Social Studies are sectioned off by 2 1/2-feet shelves of materials. Students are
trained to help keep the room clean, tidy, and organized. When items are used in the classroom, the students put them back exactly as found.

Upon entering the room, I observe a child carrying a globe around a circle of a dozen children or so seated on the floor. He stops at the student of his choice who then may follow suit. This exercise is done to the sound of classical music, which is played on a record player at the end of the circle. Music is also used in sound-discrimination exercises, where a certain sound must be matched with a certain shape.

The director gives me a tour through the various subject regions of the classroom. In the reading area simple flash cards with a letter, picture, and word are available on a ring. Children start here and go on to sounds with more than one letter. Letters have sandpaper on the surface to take advantage of the child's tactile sense. Children learn to read by age 5 or 6 but exceptions to the rule exist. One little 5-year-old boy enters the office and reads to the director in the middle of our visit. The director welcomes this unannounced intrusion. The director concedes that the progress of the children at this age is limited and will more readily advance when older.
In the math area I learn that this subject is taught by the use of a number of manipulatives sets. The concept of numbers is taught with a small box which has four components numbered "1," "2," "3," and "4." Ten sticks are provided that must be placed in the compartments. When this is done accurately the sticks will be gone. In teaching numeration, place values are represented by varying groups of beads. These beads come in denominations 1, 10, 100, and 1,000. Students are taught numbers "1" to "9" and then asked to bring on "10" and "2" hundreds. Place values are taught easily this way.

We move to the writing area where I learn that students are asked to trace a metal stencil that creates a circle. They are given a metal plate insert to trace around. Afterwards, they make little lines around it. When they are even, then they are ready to write.

I inquire about the institution's position on spirituality. I am told that religion is taught as a basic human need. Many accounts of creation, including the biblical one, are shared as a historical fact. Thus, religions are taught so as to support the idea that we have the same basic spiritual needs but different ways of meeting those needs.
It is redundant to ask about values as the entire system seems to be so value-laden, but I do anyway. Moral and ethical behavior, the director tells me, is taught as an integral part of the program. Respect for materials, room, students, and teachers is of utmost importance. As we make our way to a kindergarten classroom a teacher at the door enlarges on this point. She explains that students are not allowed to verbally disrupt a teacher, pull on her clothes, etc., when wanting her/his attention. To get help, students touch the teacher's shoulder softly.

Work/service is a major feature of the program. Students are allowed to help their teachers. Students like this role because it is a natural inclination of children to help adults as well as their peers. I notice mini-janitorial tools—small brooms, etc., leaning against the wall, and a sink as I enter the classroom. These are used to clean the schoolroom and the dining area. Also, I recall two 5-year-old students walking into the office earlier showing off the bread they had baked. I am impressed with the work culture they have developed.

A social component is also promoted as part of the academic program. When students have finished a project they show their work to their friends. This serves as a support system for the other students. In addition, students eat together on little tables, using fine china.
This activity provides an opportunity for social skills and table etiquette to be learned.

Evaluation is low-key and natural. Teachers live with these kids and can tell by questioning and observing whether they have grasped the previous lesson. Detailed written reports are used for student assessment. Quizzes, etc., come in the later grades. Nevertheless, standardized tests are used.

In a later visit the director explains that Grades 1 through 6 continue with many of the same concepts upon which the kindergarten is established. Students continue with a heavy emphasis on the tactile. The use of manipulations really begins here. In all of the educational levels, teachers begin with the concrete and then move to "abstract experiences." The elementary program is organized around a weekly plan.

Teachers team teach in each classroom. The kindergarten has one teacher and two assistants per room, which maintains a ratio of one adult to every 10 students. The elementary level has one teacher. One assistant is added in each classroom over 15 students. Class size is capped at 25.

I know the school connects itself with real-life activities, but I ask about them to learn more. The director speaks also of the school farm consisting of
three goats and a rabbit. She wants a pony, bear, and a peacock. The students clean the farm area and feed the animals as well.

When I raise the issue of relationships, she reinforces what I have witnessed and been told. The two principles that come into play here are "respecting individuals and the environment."

I am interested about the position the school takes on community service. I am not surprised with its philosophy. Its goal is to give back to the community that sent them students young people who will serve its needs. Out-of-school service activities begin in the seventh grade, which excludes this particular school that goes only to the sixth grade. In Houston, Texas, the older students run a food service business providing the lunch program for the school. Students are expected to apply for a job, which may be voluntary or for gainful employment. Every Friday, students offer their services to these agencies.

I inquire about the school's expectations of student achievement. I am surprised that the director does not believe the school is equipped to educate all students. "Special needs" students who may be hyperactive or have a short attention span, among other problems, are sent to the intermediate school district for psychological
and academic testing. If students qualify for special assistance they are sent to a public school designed for helping them. Otherwise, students who may be behind—"delayed learners"—are individualized. Fundamentally, she says that they have "high expectations" of students and endeavor to "bring out the best" in them.

The school's system of evaluation reflects this attitude as well. Report cards are always positive, speaking of the strengths of the student. Teachers refrain from any negative statements. They communicate with comments about projects the student has been involved in as opposed to letter grades. The school teachers meet with the parents in October for 20 minutes, send a report card home in January, meet again with the parents in March, and send a final report card home in June. In return, parents give the school feedback at the end of the school year.

As I reflect upon my visits, I am reminded of various writings by Montessori or others expressing her philosophy and program.

Home Schools

Mary and Bill Jones's Family

In a rural area of a small country town I find a modest home that belongs to the Jones family. Inside, the
house appears lived in. Things are not overly tidy or organized in appearance. Yet, the table in the dining room is large and adequate for the book work and paperwork that are taught and learned. A schedule of daily activities is on the door. Shelves next to the wall hold educational materials that are readily accessible.

Mary is sweet, outgoing, easygoing, and informal. The children impress me as happy and secure. They are also energetic, enthusiastic, and proud of their school and education. Both Mary and the kids put me at ease as I begin my visit.

Mary explains how all of this began. Rachel, her oldest, was sent to school at the age of 6 but things did not work out very well. Kids were cliquish and the teacher was felt to be unreasonable in learning expectations. Mary tells how Rachel was punished by losing her recess for not finishing her Math. Rachel purposely failed to complete her Math so she could stay in for recess and study and read. Rachel was pulled out of school after 1 year, at which time her mother began to homeschool her. As the other children became ready for formal learning they were incorporated into the program.

The children display work that demonstrates competency in spelling, writing, and grammar. I see science projects that are impressive on various grade
levels. I hear about Social Studies projects where the Joneses live like the pioneers for a day—carry water, chop wood, etc. I am told that Math is taught from a book initially but later is applied in the kitchen, home repairs, etc. Outside, I see the children working on a tree house. Inside they are cooking and cleaning the house. While I swap notes with Mary and the younger children, the older ones prepare a meal—soup, fruit, toast and peanut butter, which proves to be delightful. Mary tells of assignments that are teaching them to wire a house, fix drywall, and paint. They are learning music-instrumentation as well as singing in the church choir, which their father directs. They are learning to speak Spanish. The baby of 18 months is bilingual. They plan to take on other languages including French, German, and Chinese. The family opens the day with the Lord's Prayer, singing (including their theme song), the Pledge of Allegiance, Bible reading, and prayer. They pray daily for others and write letters telling them so.

As Mary discusses their program with me, she receives constant competition from the children who are bubbling over with pride and excitement with their studies and accomplishments. This one single fact impresses me more than anything else. The children are happy, comfortable, well adjusted, sweet, well behaved,
responsive to their mother's wishes, and successful in their pursuits. Family members are close to each other. They are good friends. They find such pleasure in each other's company. They seem to live for each other as they assist each other in their studies, look after the toddlers, keep up the household chores, and please their mother.

The family schedule starts at 7:30 A.M. and goes to 9:00 P.M., although the schedule lists some activities before 7:30 A.M. Their learning and living schedule is not separated. I am told they study in the morning, but only a portion, as a general rule. Fine Arts and Practical Arts are handled in the afternoon.

Mary tells me they are very practical oriented. She also speaks of "educational moments" and keeps things flexible to accommodate such times. When driving down a road she will explain to the kids that a woman in an advertisement immodestly dressed is not becoming of a Christian.

All of the children are on or above the normal achievement level according to standardized tests they took. They are all happy and well adjusted. Mary says that "children who have been schooled at home mix well with adults or may ask to hold a baby." They are not cliquish like so many kids who want to socialize with
only their age group. This is attributed to the family setting in which they are educated.

The curriculum comes from a series of three large manuals which provide guidance, including daily lesson plans if desired. Each volume covers a 3-year span. The program evolves around values where one value will be pursued through an interdisciplinary approach. Mary teaches all the children the same Science and Social Studies units but varies the requirements for each.

Sue and Sam Brown's Family

My next trip takes me to another rural setting where I find a lovely home with acreage and a pond in the back. This home has that lived-in look—not the museum-type appearance so customary in a neighborhood such as this. The home has a wonderful classroom in the basement, but the kids prefer to study on the table in the dining room.

Sue is a sweet, intelligent, Christian mother of seven. She tells me she started teaching her oldest in kindergarten and just grew into it. She now formally teaches four of her children but quickly tells me that they all are "in school."

Classes run in the morning. Sue began by individualizing each child's curriculum, but this got to
be too big of a job as the others started school. She now uses units for the whole group and each learns on his or her own level. This involves primarily Science and Social Studies. She uses the Writing Road to Reading to teach the Language Arts. She uses a variety of materials including that of Bob Jones University, A Beka Books, and Bill Gothard. She refers to a resource book that seems to be quite popular and helpful as it informs the parents of materials on the market. Sue mentions that her kids were tested last year and scored very high on the standardized test.

Real-life projects are used. Students role play in Social Studies. Today a group of three families meets to consider Science presented by one mother. Sue does not differentiate between "school" and real life at her home. Later, her husband, a professional man, tells me of a kitchen remodeling project that not only gave the children hands-on experience but an opportunity to use fractions. Each year they put in a garden. Actually, "everything" they do is used for educational ends, he informs me.

I ask him how his home school relates to the idea of values. This question strikes a raw nerve. He declares that it is positively part of the program and, even more, "moral training is the basis" for education.
He speaks of modern education as "foundationless education." For example, students may be told to not "beat each other up" but there is "no anchor" to serve as a reference for this directive. When the Brown family takes a trip, things they see and conversations they have provide the opportunity for education and moral training. If they see a fire it may spark a conversation about chemistry. He explains that a more important concept than the "home" is "family"--a unit that lives, loves, and learns together. This, for example, is demonstrated when offspring take care of their elderly parents.

The kids are sweet, well-groomed, well-behaved, obedient, and intelligent appearing. Sue mentions that one of her children is a slow learner and she is positive he would have been "labeled and tabled," put in a special education program, and would have experienced a lot of difficulty in the system. She does not consider him a "problem" student. She simply slows the pace and uses a different approach--more sensory learning. He is progressing satisfactorily.

This could never happen without certain components--a functional family, good parents, and a good single source of income. Her husband is an anesthetist.
Sue does not give quizzes and tests. She lives with her kids each day and is aware of what they know and need to know. Sam informs me that students score well above average on standardized tests.

He further explains that they use Bill Gothard's grading system of "above average," "average," and "not acceptable." If work is poor, it is redone so that mastery learning is achieved. Because the parents have high standards for their children, the grading system is not that critical to them and has more practical value as a method of recording academic accomplishments for high-school transcripts.

This family, like the Jones family, is a Christian one and the interests in values along with quality education compel her to keep going.

I am quite impressed with the family and school. Love, joy, contentment, intelligence, and responsibility flow everywhere. Sue is monitoring and directing her children as she talks to me. The children impress me with their good manners and the obedience they give to their mother. This is a quality family which shapes and is shaped by the education program.
Analysis

The analysis is divided into three areas: (1) school culture by school culture, (2) cross cultural-school ratings, institutional themes, and conceptual themes, and (3) universal themes.

My first research question was, "To what extent do certain select schools implement the program components used in this research?" This is answered in the "School Culture by School Culture," and "Cross Culture" sections of the analysis.

School Culture by School Culture

Charter Public Schools

Green Fields Academy

Green Fields Academy has a history of operating as a private school for a number of years, which makes a statement within itself of its quality. It does not seem reasonable to assume that a group of parents would support a private school for an extended period of time unless the school was basically meeting their children's needs. A conversation I had with a parent, the mother of my student tour guide, at her place of business, is more than convincing that Green Fields has won the respect and support of the parents and community. Indeed, this would seem evident by financial
support that has rallied around the school when state aid was withheld. This support cannot be discounted when seeking to assess the quality of the curriculum and instruction of the school.

In terms of my concerns, the following can be said. A traditional core curriculum is honored. Although a special emphasis was placed on Science and Math initially, the new principal indicates that this is no longer the case. Strong emphasis is placed on group learning while maintaining individual needs. Self-inquiry and personal responsibility for one’s learning are stressed. This enables the students to become "response able" as indicated by the curriculum guide. The workshop/activities room and the out-of-doors provide an outlet from the books, computers, and paper work. In particular, higher-level thinking skills are emphasized. There seems to be a happy spirit, family-like atmosphere with the 32 students and two teachers—down from 38 students and three teachers earlier. The students are respectful and well-behaved. This indicates that certain values are honored here.

There are strong indications that the school is seeking to be progressive in a number of respects. Ironically, innovative ideas such as teaming, individualizing, peer tutoring, and family atmosphere are
forced upon them by the ancient model they are using—a one-room schoolhouse. Perhaps, one possible way to introduce innovation to teachers is to experiment with such a model. If one educator teaches three grade levels simultaneously in one classroom, the need is eliminated for two additional staff members. Otherwise, in order to justify his or her salary, each of two additional teachers must teach a full classroom of one of the three grade levels taught by the one educator.

This begs the question as to whether the school founder would change his educational design if a larger student population, more teachers, and a larger facility allowed him to do so. I also wonder if using the former living room would have retained more of the family atmosphere as opposed to the more formal classroom setting.

Adult Advancement Academy

It is only fair to say that Adult Advancement Academy is a non-traditional school whose curriculum and instruction do not reflect the same needs, resources, and functions of mainstream schools. Nevertheless, I am tremendously encouraged by what I see. There is team teaching; totally individualized learning, which also uses a group setting when appropriate; and an educational
program that finds its center in real-life education. The school requires mastery-level learning of survival competencies. Everything said and done in the classroom has a direct connection to, and is driven by, self-sustaining skills in the outside world. The testimonies from the students reveal that interest, motivation, understanding, and meaning are all promoted in their educational experience here. Is there really any reason to assume that general educational settings could not be established upon the same basis to yield the same positive results?

Lakeland School

Lakeland School leaves me in a daze. The things I hear and observe are a living witness to the feasibility of accommodating a wide array of innovative curricular ideas in one facility. Furthermore, faculty frankly state they are interested in operating a model of quality education. I learn that this program of 20 years has stood the test of time. Where did all this inspiration and collection of great ideas come from? It is clear to me that the faculty are deeply committed to young people and that all that is discussed in our interviews is essentially connected to their central love
for people. One leaves a place like this greatly inspired to teach.

Ford Academy Schools 101 and 201

Ford Academy Schools 101 and 201, part of a chain of schools, present an interesting scenario for reflection. When I initially visited the school it was a private academy seeking a charter from the state of Michigan. By all indications, it had enjoyed a long history of a traditional but successful program. My tour guide, who had been the director's right-hand assistant since its beginning, was replaced by a dynamic man from the Waldorf tradition who brought a great deal of energy, courage, and fresh ideas with him. It is no exaggeration to say that the school went through a transformation in between my two visits. Why was this so? The replacement was coincidental and not related to the fact that it was at the beginning of the transition year to a charter school. Yet, the director, needing to fill the void, sought out an exceptional leader who has brought needed talent and energy with him. The charter and the director's vision for his school suggest a more dynamic program than what I first witnessed and what the history of the school would reveal.
On the other hand, the curriculum from the charter does not disclose all that is offered at the school. The paperwork of the school cannot keep up with the dynamic program it has spawned. This demonstrates that curriculum design and change are not only a collection of ideas that must be implemented from a curriculum guide but a living reality that must be learned and envisioned within the lives of people.

Non-chartered Public Schools

Paradise Valley High School

Paradise Valley High School provided an exciting and stimulating visit. The quality of curriculum and instruction directly reflects upon Theodore Sizer's grasp of educational issues being promoted through the Coalitions of Essential Schools. I am impressed with their emphasis on student responsibility, overall high student expectations, relevance, and their academic achievement.

This is not meant to disregard mixed signals I picked up. All students can and should succeed. Teachers should get behind the students. Nevertheless, students are allowed to "screw around" in the classroom and ignore their studies. Furthermore, alternative education is available if they do. I am also bothered by the fact
that the school is soft in promoting values in the classroom. At the same time, the staff struggles valiantly to adopt the Coalition's program which defines itself by nine value-laden leadership principles. Are they aware of these inconsistencies? "Have we departed from the historic three-fold approach to education--'precept, practice, and example?'"

Yet, all in all, this 700-student school demonstrates what can be done even in a large, conventional school when people catch a vision. The accomplishments are formidable in supplying these students with a high-quality education.

Paradise Valley Alternative Education

The principal at Paradise Valley Alternative Education impresses you with his accomplishments and dedication. In 6 years his school program has managed to grow from a handful of students in a one-room workshop to 65-70 students and five teachers--three full-time and two part-time--in a two-story building. Furthermore, he provides special services to the community in lieu of rent. I am left with the impression that this is a practical, balanced, value-laden program which is aimed at saving these young people. The principal and staff
are dedicated to a practical, skill-based, survival-oriented type of education for these students.

One of the most fascinating aspects of the school design is its goal to place its graduates in worthwhile trades as a result of the hands-on experiences they received at school and school-connected, on-the-job training in the community. If the school succeeds here, it takes a position that it has succeeded in its mission for the students. This must be understood as a landmark feature of school evaluation. Not since the pre-modern era have schools defined themselves in such a manner without the primary use of grades and standardized testing.

Nevertheless, I am disheartened to hear that classroom academics are less of a priority than the practical aspects of the program. What is more discouraging is the fact that classroom expectations are low for these young people. It is these expectations that have driven the development and implementation of this "trade school"-oriented curriculum. Who is to say that the students would not respond favorably to, and excel in, classroom academics that more appropriately link them with professional skills? If we are all gifted, just in different ways, is it correct to assume that poor academic performance defines one's gift as
falling under the heading of some hands-on trade? I think not.

For that matter, is the success of the Paradise Valley High School across the street due partly to its inability or unwillingness to educate a certain portion of its student population who may have special needs or learn in divergent ways? What the alternative education school is doing with a number of students who have emotional, behavioral, and academic problems is admirable and no doubt appropriate for some. Nevertheless, are less capable teachers in the Paradise Valley High School and shortsighted teachers in the alternative education school victimizing certain students? Certain principals in my interviews indicated this can happen.

Mountainview Magnet School

The Mountainview Magnet School is a high-quality institution. It promotes good ideas of education that challenge students in relevant and practical ways. It enjoys a group of high-quality students by drawing upon a wide constituent base in the area. Notwithstanding the values they promote, this quality of student is reflected in the immaculate condition of the school. It was noted the lockers look as if they were installed yesterday—not a scratch—and are never locked. This school sets as one
of its goals to employ educators who have had professional experiences that give them skills and meaning to teach their academic disciplines (e.g., English teachers are expected to have published written material). Teachers have multiple competencies. They write, teach, publish, and market their own curriculum materials. The quality of their school attracts grant money that is used to buy state-of-the-art equipment which, according to the principal, some colleges cannot afford. As an educator, I am thrilled to see good things happening to young people. We are in need of good schools.

Nevertheless, it seems that the entire enterprise is buttressed by the unique privilege of skimming the best quality students from a larger-than-normal geographical area. Does this educational paradigm and institution, consequently, put it on vantage ground thus enabling it to offer and accomplish that which cannot be expected of other schools? Conversely, does it remove student role models and peer teachers from other schools and leave such institutions less capable of accomplishing their goals?

In the final analysis, one must ask if the school can justify its existence when it enjoys privileges and inequities not available to other tax-supported public schools? I am excited about its fine educational program
but concerned about its means to produce it. Have we gained in our efforts of curriculum reform if our model does not benefit and apply in principle to all schools and students? I think not.

Furthermore, the school gives double messages about evaluation and expectations. First, it has high expectations for its students and for itself as a vehicle of learning. Because of this, cumulative scores that fall below 80% (B-) are cause for concern and may be the basis for encouraging the student "to return to their school full-time."

The emphasis clearly is upon institutional success as opposed to student success. If students fail to meet the school's high standards, which they are "expected" (required) to do, then another school and teacher(s) must attend to their academic needs.

This explains the second message, that "only the student can do the learning," which "places the responsibility for learning on the student." Teachers, the school, and the home are responsible for "aiding the learning process." This belief abdicates too much of the responsibility to the student who, after all, is under the authority and leadership of both professional educators and parents. Students often sink or swim because of the expectations that are placed on them and/or the support provided for them.
Private Schools

Waldorf School

The basic analysis of this Waldorf School is simple—it employs every assumption I have about good schools. I am captivated by the depth and breadth of its curricular and instructional design, and its ability to implement it. Some of the many admirable elements to what it is and what it does, are:

1. The emphasis on holistic learning
2. The affinity it has with nature
3. The strong belief in the potential of the human spirit including those with special needs
4. The high moral tone of the school and classroom experiences
5. The ownership that teachers take of one group of students for 5 years
6. The careful introduction of symbolic learning to young children
7. The school store which raises scholarship money for disadvantaged students, etc.

As with each school, a certain theme or personality trait of the institution emerges to give it its identity. This school begins with a fundamental respect in the individual and his or her mental,
emotional, physical, and spiritual make-up. This respect determines the institution's belief in the student's potential and his or her subsequent appropriate education. The school curriculum is grounded in a strong philosophy about the worth of a human being. Each exciting and successful idea this school enjoys is rooted in some belief about humankind. Interestingly, this belief system was born out of the experience of one man whose ideas proved themselves in the arena of formal education. Furthermore, it must be noted that Steiner, the founder of Waldorf schools, gathered much of his wisdom and inspiration from John Amos Comenius, the "father of modern education." In lieu of this fact, perhaps we have a clue to the success of the Waldorf system, and a cause to reconsider the educational principles of the Moravian educator. Last, the Waldorf schools are the second largest private system in the world. The fact that a large number of people around the world will pay for something which is free through public-funded schools speaks positively for the school.

It is also equally important to note that the Waldorf schools have developed a certain culture that sustains itself decade after decade. Its purity and stability are not undermined by those who lack the confidence or maturity to honor it—parents or teachers.
Those who are out of sync with its philosophy and practices must look for a school elsewhere. No doubt, their teacher training program, which is required of all Waldorf educators, partly accounts for this.

Montessori School

The Montessori School could be considered a first cousin to the Waldorf School. It is similar in its beliefs about holistic education, the use of nature in education, the importance of values, etc. One remarkable difference is Montessori's belief in the child's "teacher within" which begins his or her symbolic education at age 4 and 5. This opposes the Waldorf's practice of delaying symbolic learning until 7 or 8.

Like the Waldorf system, a Montessori school has a teacher training program that orients its educators to its philosophy and pedagogical design.

Nevertheless, I have certain reservations. Montessori's materials are excellent but certainly other materials of comparable quality could be used to enrich the students' education. Do they believe this? Apparently they do not. One area of concern is that these children act like little adults. Teachers make it imperative that they be quiet, careful, and deliberate in their moves; they are to act like little ladies and
gentlemen under all circumstances. The Montessori School believes in active learning, but the classrooms seem too controlled, contrived, and concerned about culture. Let kids be kids. Also, I was discouraged to learn about their acceptance policy that excludes a number of students with special needs.

Notwithstanding my reservations, I must confess my exposure to this school was a landmark experience for me. After all that I had read and heard regarding them, the impression I gathered from their operation did not disappoint me. These people understand culture, ethics, morality, children, and education. They know what they stand for and practice their belief system. Most importantly, the school works on a highly successful level.

Home Schools

The Jones home school

As I reflect upon my trip to the Jones home school I am reminded of the words of my first professor of education: True education is more than a technical academic exercise--"it is an experience." After all I had read and experienced in home schools many years ago, I was not prepared for the awakening I was to encounter. This home has more than a checklist of good things they
do called education. They couch it all in a culture that makes everything fit in an organic whole. This includes the curriculum, which interfaces the disciplines revolving around a series of values the parents seek to instill in their children.

Living and learning are not separated here. The curriculum and instruction/learning grow out of the lives of these family members. "Nurturing," "directing," "training," and "teaching" are all synonyms for a range of basic activities and functions here that ultimately translates into what we call "raising kids." It all happens so naturally, so smoothly that you can hear the voice of nature speaking through it all. Together, parents and offspring are living, loving, teaching, leading, learning, and maturing. Because the quality and value of their experiences draw upon the forces of nature, it is not possible for me to imagine how they could be equaled anywhere else.

As I visited and observed this sweet, unassuming, little family conducting their home school, I was stunned, inspired, and expanded beyond expectations. Never have I been so moved, or have had my thoughts about education so influenced. I feel that for the first time in my life I have come to fully grasp what primal authentic education is all about. All other versions of
education can only substitute. This is one of those experiences that is too dynamic to fully transmit into words.

The Brown home school

Sue and Sam Brown's family was also a real joy to visit. What was said of the Jones family can be said of this one as well. The love, the quality of experiences, the depth and breath of their learning, and the education, which directs and is directed by the needs and interests, are all present.

In this home, I am again enthralled by the wisdom of the parents. They draw upon a number of disciplines to explain their philosophy of life and of education for their children. This impresses me all the more. Also, like the Joneses, they have a strong religious belief system and draw upon it to establish a moral foundation for their school and teaching practices.

Cross Cultural School Ratings

A cross-cultural analysis is a challenge because these schools were handpicked due to suggestions they were respectable. This may have been due to prior knowledge of the organization they are affiliated with,
the schools' reputations, or their literature promoting the concepts this study wished to research. Quite frankly, I was not disappointed. An inescapable conclusion is that all the schools were high caliber and would stand out in a community as superior institutions. This must be borne in mind as I put these schools under the microscope, critique them against the highest standards, and seek to bring meaning from my research.

A 4-point scale to rate these schools was chosen due to the limited variance among them. At this point, I was interested in interpreting the data to determine which schools stand for general concepts that my 10 concerns would promote—balance, relevance, and excellence.

At the lower end of the scale I put the Mountainview Magnet School and Paradise Valley Alternative Education. I commend both for the quality education they are producing. Yet I assign the Magnet school this grade because of the nature of its institution, which necessarily limits its scope and ability to address the wider spectrum of curricular issues. It lacks the balance that makes up an outstanding school. This imbalance denies it the opportunity for complete interdisciplinary learning which is necessary to understand the broad scope and complexity
of the world we live in. Additionally, the students are
denied work and service opportunities. The alternative
education school is doing equally well when judged by its
goals of basically preparing all students for a hands-on
trade. I am, however, concerned about its limited vision
and the low expectations placed upon the students, and
ultimately the faculty themselves, to produce
academically in the classroom. I give these schools a
"1."

The remaining schools are so impressive that it is challenging to classify one from the other.
Nevertheless, I must give Adult Advancement Academy, Paradise Valley High School, the Montessori School, Green Fields Academy, and Ford Academy a "2." The Adult Advancement is specially commended, also, for providing a quality education and accomplishing the most that can be expected given the context of its students' abilities. Its curricular scope is limited by the nature of its student body, but otherwise is providing a thoughtful, well-balanced program.

The data from the Montessori School are impressive. After my initial visit, I found myself very favorably influenced on a number of accounts. After my follow-up interview, though, I was dismayed to find that certain students are dismissed from the institution, are
tested for possible special education, and taught elsewhere. Clearly, less is expected of some students because of problems that are displayed initially.

Another issue, possibly worse than this one, is the somewhat formal, if not stilted, atmosphere and activities of the children. I get the sense that they must feel constrained by the unusually quiet, slow activities and movements in which they are engaged. At times they act more like little adults or toy soldiers rather than children. I realize that the Montessori program is renowned for the grace, civility, sense of order, and discipline it transmits to its students. Yet, I feel that it is taken too far, and thus it unduly removes itself from certain students who may possess high energy. In addition, I would appreciate a more open-minded attitude to other materials besides those developed by Montessori.

Paradise Valley works with its students to provide a high-quality education. Its program and academic achievement are commendable. Yet, certain things concern me. One educator concedes that some of its teachers do not have the ability or expectations as others to save "at-risk" kids. The alternative school next door, which receives the majority of its students from Paradise Valley, makes it convenient to dismiss
students "if they don't fit in well." Moreover, does its presence suggest that--because of human nature, personal background, etc.--not all are expected to succeed at a high level? Why could we not give low-motivated students a year or two off to acquire work experience and then re-enter Paradise Valley when they are more mature and ready to complete their education?

I realize that even a superior school will lose a few students. However, is the answer to place the students in an inferior type of school that has built a reputation for lowered student expectations and poorer quality education? Moreover, is it fair to send children away because they exhibit less than model behavior and demonstrate that they have special needs? Other schools that I visited had a belief system, educational practices, and academic results that indicate that more students can be saved than many times are. High expectations and teacher capabilities are critical issues. Also, values here seem to be undefined. Finally, the Paradise Valley High School seems somewhat unsettled. Staff are still seeking to develop their ideas and find unity. Certain parents are still not in harmony with their program.

Green Fields Academy is another school with a solid program and good reputation. Nevertheless, certain
things disturb me. The curriculum was initially characterized as stressing certain subjects over others. The administrator/teacher did not totally convince me that the situation has changed. In addition, the school is unsettled in terms of academic standards and other areas. The unduly cluttered, congested, and disorganized classroom environment, which cannot be a positive influence on learning, seems to echo this concern.

Ford Academy is a fine school with a history of providing a good education to its young people. Yet, the new principal is implementing as many good ideas as he can in as short a time frame as possible. He is breathing new life into a school that has in some respects been held back by outmoded approaches to education. Nevertheless, his program is still in its developmental stage and some interests are yet on the drawing board.

I considered the things I read about the school’s curricular designs and practices. It occurs to me that the real curriculum of a school is that which is believed and practiced, regardless of what is printed in curriculum guides, mission statements, and published books.
Since I find these schools lacking to some extent in "balance" and/or "excellence" in certain regards, I give a very respectable "2."

The Lakeland School and the Waldorf School are very special, and left me with certain perceptions, attitudes, and beliefs about them that I did not have for the other formal schools. All the necessary elements are present and fit together at a high level. For these schools I give the top mark of "3."

Unequivocally, the two home schools are on a level above the others. Beyond the specific educational concepts they honored was the context in which they happened. This included such factors as the home unit, the familial relations among the parents and children, the control over the program and quality of things done, the expectations, the adult-to-student ratio, academic support among siblings, the real-life context in which they learned (kitchens, garages, etc.), the ability to transfer concepts learned to a wide variety of family activities and circumstances not generally considered "school" (vacations), and the ability to discipline their children when needed in ways formal schools cannot.

These schools were, in a sense, in the same category as the other schools that received a "3." I do not feel comfortable, however, giving them a "4" because
this would imply that the schools that received a "3" were less than top quality. Nevertheless, because of the added dimensions that the home schools had—which they possessed because of the superior nature of the home unit over a formal school unit—I give them a "3+.

Table 1 provides an overview of the cross-cultural analysis. Schools are grouped according to their classification (charter, public, etc.). As discussed, the schools with "3s" had all program components in place. "Twos" were assigned to certain schools that, while commendable, had one or two components that were significantly weak or nonexistent. The remaining schools were given a "1" because several components were missing or weak. I perceived that the latter needed substantial improvement in order to rank with those that received the highest rating.

My second research question was, "What meaning can I derive from the implementation or lack of implementation of these program components?" This is answered in the "Cross-Cultural Themes" and "Universal" sections of the analysis.
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<tr>
<th>School</th>
<th>Rate</th>
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<th>Ind Lrn</th>
<th>Coop Lrn</th>
<th>T/P Lrn</th>
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**Note.** C = Charter; PS = Public Sizer; PAE = Public Alternative Education; PM = Public Magnet; PI = Private; H = Home School.
Information was gathered that enlightened me about both the program components and school cultures. During the school visits, each informed the other simultaneously. These are now isolated in the analysis to enhance understanding of the data and to develop worthwhile conclusions for producing a curriculum for a charter school.

Cross-Cultural Themes--Institutional Quality as Determined by School Types

It is worthwhile to note that, with the exception of the home schools, no clear relationship developed between the category of the school analyzed and the quality of curriculum and instruction that arose from the data. Two of the three categories of schools—charter public school, non-chartered public school, and private school—were represented at each of the levels of evaluation, "1," "2," or "3." Furthermore, the line between private and public schools is somewhat fuzzy. All four of the chartered public schools were previously established private schools that were converted to charter schools. With the exception of Ford Academy, nothing was communicated in the interviews that would reveal that converting to charter schools had
significantly changed their design of curriculum and instruction or altered their program in any way.

Two schools were actually in transition. The Ford Academy was a private school and Paradise Valley Alternative School was a charter school at the beginning of the study. By the time I had finished gathering my data, the Ford Academy had converted to a charter school and the Alternative school back to a regular public school. The latter standings determined their classification in my research.

Institutional Philosophy

The schools that fared well in the ratings put the most emphasis on a sound philosophical base to form their plan for curriculum and instruction. The above is particularly true of the four schools that were awarded a "3." In particular, the interviews with them began and ended with discussions of philosophy, beliefs, and values that undergird their practices. Waldorf emphasized "nature," the "whole man," addressing the needs of the "spirit" within. Lakeland was concerned with "holistic" education, letting the "natural man" learn, and how institutions "over-define" education. The home school parents discussed their faith in God, the artificiality of separating life from learning, their implicit faith in
the human spirit to learn, the sociological advantage of multiple ages, etc.

Some schools that did not fare quite as well anchored their practice in a strong belief system also. Montessori stands out in this regard. I cannot find in the data any school that did not exercise some rationale for its actions. Nonetheless, the trend stated above holds true.

Curriculum Alignment
With School Program

Oftentimes, printed curriculum pronouncements by an institution harmonized with what the school was delivering, but this was not always the case. A number of principals spoke of programs and activities being developed or already operational not mentioned in their curriculum guides. This is a welcome change from the practice of schools making glowing mission and goals statements that they cannot and do not implement. True curriculum design and change have to do with a living reality that must be learned and envisioned within the lives of people. When this happens, the paperwork of the school cannot keep pace with the dynamic program it has spawned.
Age of Schools

It is essential to note that a number of the schools or recently implemented school programs had enormous potential and, in a fundamental sense, the worst that could be said is that they need time to mature. This is true of every school except for the Montessori School. Further, with the exception of this school, it seems no accident that the two institutions that surfaced with a rating of "3" were, along with their established programs, older than the rest. Clearly, I came to associate ideas as "stability," "maturity," and "institutional productivity" with these schools.

School Autonomy and Change

A conclusion that slowly dawned on me was that the special autonomy that each of these schools enjoyed positively affected every component of their school: hiring, curriculum, texts, scheduling, budget, and leadership. The home schools, private schools, charter schools, the Sizer school, and even the alternative education program have enjoyed a great deal of professional and institutional freedom. The magnet school may have certain constraints of which I am not aware. Nonetheless, they were able to produce their own texts, design a special curriculum, and more or less run
things as they wished. To be free from certain state regulations, district mandates, and union contracts had to make a difference in their ability to run effective schools.

Cross Cultural Themes--Conceptual (Program Components)

Of the concepts that I studied, I found none that were not represented in a significant percentage of the 11 schools--approximately 50% or more. Observe that in Table 2 seven of the concepts were found in 82-100% of the schools. Three concepts, "work/service," "learning environment," and "competency-based learning," were found in 64-73% of the schools. When I isolated the home schools, which are not formal schools as the others, the percentages of these three concepts dropped to 55-67%.

In two schools, the learning environment was physically drab, underfurnished, and emotionally and socially flat (Ford Academy and Paradise Valley Alternative Education). The absence of a work/service component to the school program was felt to be influenced by the restriction of available time (magnet school), emphasis on electives (Ford Academy), and the age of the students (Green Fields Academy). A complete core
Table 2

Percentage of Schools That Honor Program Components

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<tr>
<th>School</th>
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<th>Core Curr</th>
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% of Tot Schs Inc this Prog Component
82% 100% 100% 100% 73% 91% 64% 91% 73% 91%

% of Form Schs (1-9) Inc Prog Comp
78% 100% 100% 100% 67% 89% 55% 89% 67% 89%

Note: C = Charter; PS = Public Sizer; PAE = Public Alternative Education; PM = Public Magnet; PI = Private; H = Some School.
curriculum was absent in two schools by design (Adult Advancement Academy and the Magnet school). The concept least honored, and paradoxically one of the most critical, as discussed previously, was competency-based education. Reasons for this included low expectations for students in general (Paradise Valley Alternative Education), a lack of school ownership of student success (Mountain View Magnet School), belief that certain students have behavioral and academic problems that render them incompatible with the school and require special assistance elsewhere (Montessori), and variation in the quality of the staff (Paradise Valley High School and Mountain View Magnet School).

The absence/weakness of values, flexibility, and relationships, in a separate school each, is felt to be incidental.

It is fair to say that an overall respectable percentage of schools honored the concepts. Certain discrepancies discussed above could be rectified with a bit of planning, effort, and vision.

The concept least honored and the only one seriously questioned by the study—competency-based education—was undermined because of two general reasons: professional inability and professional perspective. The latter bears consideration as modern beliefs and theories
of human nature and behavior are used to support low expectations in certain students. This study did not attempt to research such issues on a theoretical basis. Nonetheless, it did seek to gain understanding into the viability of implementing competency-based education in modern schools. In the four schools that had lower expectations, students were rechanneled to an alternative school, public school (from which they left to attend the magnet school), special education school, or to a career in the trades. Interestingly, both public schools, along with the magnet public school, fell short of truly honoring the concept of competency-based education. The magnet school is a school of choice which is designed to provide higher quality education. This they do but fall prey to a historic tradition of poorly serving underachievers.

The seven remaining schools—four charter schools, one private school, and two home schools—were all found to have exceptionally strong competency-based programs. Impressive and inspiring things were happening in these places. Two inner-city schools, one almost entirely populated with minority students, were doing an exceptional job. The Waldorf School, in particular, accounted its success with students who had special learning needs to the staff’s unwillingness to assign
them academic labels and by their professional flexibility and effort exercised to get them through. One of the home schools had a student whose progress was slow and difficult. The mother had to make special concessions in the learning pace and educational program used. She spoke with conviction in her belief that this child would have been "labeled" and experienced real problems academically had she been allowed to go to a formal school.

The information I gathered from these schools demonstrated to my satisfaction one principle: When faculty have high expectations for students to which they hold the students and themselves accountable, provide them love and support, and are professionally flexible in aligning educational experiences to students' needs, all students can and do learn. (Isolated students who refuse to put forth an effort are the clear and unavoidable exception.) Indeed, the interviews revealed that the implementation or lack of implementation of this principle had the most discernible connection to student academic success. Nevertheless, the absence of such a principle among a number of schools demonstrates the challenge to develop a well-constructed school mission/goals statement and to carefully select and train school staff.
Analysis of Individual Concepts

Core curriculum

All schools, with the exception of the Magnet school and the Adult Advancement Academy, offered a traditional core curriculum of Social Studies, Science, Math, and Language Arts along with what generally is considered to be electives in the areas of Fine Arts and Vocational Education. The inclusion of these subjects came as no real surprise, with the exception of the latter two, which are often considered expendable--their value and affordability questionable. I was delighted to witness a well-rounded curriculum which is essential in producing well-rounded individuals. The Lakeland Academy made no mention of Fine Arts but it may have been subsumed in the other subjects. With the exception of the Waldorf School, which teaches computers only in the high-school years, computer technology was taught both as an elective and/or interfaced with the rest of the curriculum in a "learn-as-you-go" approach. Schools kept close to their mission of teaching these areas. They were not deterred by a "shopping center" curriculum that attempts to teach too many areas and undermines the resources needed to teach the essential subjects well.
Other curricular concepts emerged. Certain schools used an interdisciplinary approach, seeking to link single subjects into broad fields thereby giving students an opportunity to understand the wholeness of life. The Adult Advancement Academy, Lakeland Academy, Paradise Valley High School, Waldorf School, and the Jones home school stand out in this regard. At times I learned that learning grades had been replaced with learning levels. In such schools the practice of identifying the "grade" a student was in was retained as a means of communicating the number of years, out of the 12 required, that students had completed. The Adult Advancement Academy, Lakeland Academy, Montessori School, Jones home school, and Brown home school are examples of this practice. Holistic learning addressing the emotional, physical, moral, and mental needs of students was found throughout the study.

Work/service

Work/service was one of the weaker concepts. Three schools did not support this area: Green Fields Academy, Ford Academy, and Mountain View Magnet School. In contrast, the remaining schools had strong work and/or service programs. The Adult Advancement Academy and Paradise Valley Alternative Education, Jones home school,
and the Brown home school were exceptionally strong models. In these schools opportunities were given to apply the theories and concepts of the classroom in real-life situations on a regular basis. The students received practical experience in gardening, school upkeep, peer tutoring, and the lunch program, which, in the case of Paradise Valley Alternative Education, was industry owned and completely operated by them. Students had apprenticeships and held various jobs in the community. Impressive community service opportunities were offered by a number of schools.

Values

Even though one school was weak in this area, in the remaining schools no concept received stronger support. Values, per se, were not taught as a discrete subject but integrated throughout the curriculum. The home schools were the exception and did both. They taught values in the broader context of their religious faith.

Schools spoke of personal values, relational values, and values pertaining to work and service. Most often, though, they referred to values in the context of positive school relationships they sought to establish. (This seems reasonable considering the value we place on
human life and the time we invest interacting and serving others in one capacity or the other.) The classroom and school atmosphere, and many social interactions I observed and participated in, demonstrated this emphasis.

In addition, with the exception of the Paradise Valley High School, each school had a positive and clear definition of the values it espoused. Such terms as "relative," "conditional," "situation ethics," or "values clarification" were not used by the interviewees.

Relationships

As discussed above, interviewees treated relationships and values more as one topic. The faculties' ability to relate well to the students and to establish strong, healthy relationships with them and each other was central to their success academically.

Individualized learning

Every school supported individualized learning. Many offered assistance to individuals with special needs. Others offered select opportunities to work on individual projects. Some were truly individualized, offering a nongraded, continuous-progress learning program such as Green Fields Academy, Adult Advancement
Academy, Lakeland Academy, the Montessori School, the Brown home school, and the Jones home school.

In these schools, students were placed, educated, and advanced according to a range of issues: (1) student assets—achievements, capabilities, and giftedness; (2) student needs—academic requirements, learning pace, and biological/neurological readiness; and (3) student interests. The Waldorf School did not believe in teaching the children to read until they had cut their teeth, generally around the age of 7 or 8.

Cooperative learning

Cooperative learning was found in every school, as well. Schools that excelled in this area were the Greenfield Academy, the Lakeland Academy, Mountain View Magnet School, the Jones home school, and the Brown home school. Students tutored each other, worked in small groups, and also interacted on a large-group basis. Larger classrooms, as in the Paradise Valley High School where classes were combined for team-teaching purposes, and classrooms that were more formal, as Ford Academy and Paradise Valley Alternative Education, do not seem to lend themselves to maximum student interaction in large-group settings. Students who are more shy and socially
immature seem to lose out the most in these types of situations.

**Balance of theory and practice**

The interest in a balance of theory and practice sought to determine if active learning was utilized to a significant degree in balancing and applying the theoretical learning which constitutes so much of formal education. This applies multiple sensory learning: visual, auditory, taste, olfactory, and tactical. This was another category that received unanimous patronage from the schools studied. I observed or learned of all categories of learning activities: investigating/gathering information, experimenting, problem solving, creating, building, and serving. The Montessori School, the Jones home school, and the Brown home school were especially strong in this area.

**Flexible use of personnel, time, and space**

The schools were quite flexible, free, and more informal in their structure and use of resources. Indeed, it seems that they had to be in order to accommodate their progressive and dynamic programs. School features as interdisciplinary learning, team teaching, individualizing student learning, and
work/service experiences in the school and community required such flexibility. Schools used block scheduling, moveable walls, the free movement of teachers and students within and among classrooms, and, in certain instances, a great deal of freedom for students to engage in learning activities that met their particular needs.

*Classroom resources:*

The schools were generally well stocked in classroom resources: texts, computers, overhead projectors, tools, etc. The number of library holdings varied from school to school.

Because most of the textbooks were traditional, I question whether these curriculum materials were in harmony with the progressive ideas the schools were implementing. It was exciting to witness materials produced by Paradise Valley High School, as well as those produced by Mountainview Magnet School, which were being marketed throughout the Midwest. Other schools selected materials on an eclectic basis. In both instances, the materials supported advanced curricular ideas of these schools such as: problem solving, hands-on learning, small-group projects, etc. Additionally, the staff

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'This is an additional program component abstracted from the findings.'
understood and appreciated the value of their own materials to a high degree.

Waldorf held to the same general philosophy: Require the materials to honor your program rather than alter your program to fit the materials. They hand-selected quality books that were not laden with undesirable features—such as lower-level questions—found in many standard textbooks. The Montessori School has its own materials that support its curriculum.

The Jones family used a special three-volume curriculum guide that coordinated subjects, promoted values, and enabled families to teach several levels using the same general lesson plans.

Learning environment

I looked for classrooms that were aesthetically pleasing, educationally stimulating and enriching, and projected a healthy climate where students were energetically engaged and yet well disciplined. Most schools had positive learning environments.

The small classrooms found in all institutions seemed to be a special asset in enhancing student learning and creating a warm and personable atmosphere. A stronger adult-to-student ratio strengthens the opportunities for personalized attention to the students,
classroom discipline, and classroom discussion. Classes generally ranged from 15-20 students.

I also found that smaller schools exhibited more of a family atmosphere, teachers and administrators were generally more approachable and accessible, and the staff could more easily identify and meet student needs. The schools that come to mind are: Greenfield Academy, Adult Advancement Academy, Lakeland School, the Montessori School, and particularly the two home schools.

Keeping the student population at a manageable size is a challenge. This is especially true of high schools where knowledge is fragmented and is taught in the form of specialties by teachers who have single-subject credentials and are restricted to certain grades. The self-contained classrooms often found at the elementary level eliminate this problem.

The data suggest that the battle must be won on two fronts. As with Green Fields Academy, teaching a wider range of grade levels in one classroom abolishes the need for additional teachers. Otherwise, the extra staff expand the school size, with additional students required to justify their salaries.

Additionally, Mountainview Magnet School uses teachers with multiple competencies. Multiple-subject certification enables a teacher to teach more than one
subject and thus abolishes the need for another teacher and classroom of students. Multiple-subject certified teachers teach broader fields of knowledge. This helps the students to see life in broad terms rather than little pieces. This curriculum design also gives the teacher and students additional time to bond, as in the Waldorf design where one teacher remains with the same group from Grades 1 through 8. It also gives quality teachers more control over developing good study habits and personal values in students. The benefits of the self-contained classroom become more available to teachers and students at the high-school level.

*Instructional leadership*

An added bonus to smaller schools may be that their principals are more able to instruct in the classroom and thus come to appreciate the needs of students and teachers in a way they could not have if they were trapped in an office. Five of the 11 directors of the schools were able to do so. To this list could be added the Adult Advancement Academy whose director held a full-time job elsewhere, and the head teacher functioned as the principal for all practical purposes. All six

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"This is an additional program component abstracted from the findings."
worked in small schools, the largest being Paradise Valley Alternative Education with an enrollment of 80 students. The one exception was the Lakeland School principal who said he was too busy to teach and worked in a separate building. The reasons were not made clear.

In summary, six of the seven small schools had teaching administrators. However, none of the principals spoke of their classroom involvement as being a hardship on their ability to administer the school program. The administrators of the four larger schools—Paradise Valley High School, Mountain View Magnet School, the Ford Academy schools, and the Waldorf School—did not do any teaching.

I also found that teachers in every school were given a prominent role in administering the school program and their own classroom. Certainly this sharing of administrative duties contributed to the administrators' ability to take on classroom assignments.

It was inspiring to witness grandmothers as well as student aides assisting in the classrooms at the Lakeland Academy. Students were used as peer tutors in most schools. It is also important to note that the students were part of the instructional leadership in another respect. They led themselves to a significant degree in their learning program. This self-directed,
ownership of their education was evident essentially everywhere I went.

These varieties of additional assistance to the teacher, combined with small classroom size, are an important asset in the effort to build strong learning communities. It certainly frees the teacher to invest time and energies to other classroom needs. It was also impressive and informative to learn of the Mountainview Magnet School’s philosophy to employ teachers with professional experience in their disciplines.

Competency-based education

Essentially all schools, in a general sense, sought to honor a competency-based education and evaluation but varied in the degree of expectations they placed on students and themselves to meet academic standards. In many schools, poor students with special needs were able to succeed when much was expected of them and was accompanied with professional support and resources. It also became clear, through the statements of the interviewees, that students in their schools are, at times, victimized by lower expectations and less capable teachers, resulting in lower academic achievement and evaluation.
Certain schools educated, evaluated, and advanced their students according to their completion of certain academic competencies—the Green Fields Academy, Adult Advancement Academy, Lakeland Academy, Montessori School, Waldorf School, Jones home school, and Brown home school. These schools are the same ones that held high expectations for their students. Academic competencies and high expectations go hand-in-hand, as a school cannot have one without the other.

Most of the schools used letter grades and all utilized certain indicators revealing poor performance. Some schools used them to only denote low achievement or failure. Others used them to assess needs and to assist students to attain respectable levels of academic achievement. The Lakeland Academy was a strong example of the latter as their lowest grade was "concerned"—as the school did not embrace failure or low achievement as a part of its school philosophy or practice. Similarly, the Adult Advancement Academy trained and educated each student until teachers were satisfied that this was the student's highest possible level of attainment, which was based on mastery learning. The Jones home school and Brown home school were the strongest example of this principle. Clearly, under no circumstances would they allow their children to perform at a low level of
achievement. Though not without its limitations in revealing student progress for a variety of reasons, standardized test results in these schools bore this out.

When evaluation of student success was discussed with school employees, a number, in fact, mentioned the use of standardized achievement tests which, in many instances, consumed more of our time than any other single evaluation issue. It should be noted that the higher quality schools placed less value on quantitative evaluation and more on assessments that take into consideration the rich tapestry of the human experience. The Waldorf School and Lakeland School made a special point of telling me that they did nothing out of the ordinary to prepare their students for taking standardized tests.

Notwithstanding my limited confidence in standardized tests, particularly in assessing student success as opposed to institutional success, I did ask for general information about the students' performance on them. I felt that the high interests in these tests and the importance placed on doing well on them required me to do so. Without exception, all schools said their students did "above the national average," "very well," and so on. It was pleasing to learn of the schools' respectable performance on these tests. While I remain
wary of placing too much stock in them, I do not totally discredit their value. Of interest is the fact that the Brown home school used no teacher-made tests or quizzes as Sue had a knowledge of her students' academic progress at all times.

I find myself wanting to prove for all time the value of each school's curriculum and instruction by some concrete and specific system of evaluation—students who think at a certain level, have compassion, possess moral qualities, are well adjusted, who go to college, and are successful based on certain criterion, etc. All the multiple realities of interest would constitute a formidable list. Nevertheless, the schools and I were limited to simply communicating the experiences they were encountering. Because of the complexity of human nature and the long-term goals that society has for its young people when they reach adulthood, no school was able to fully prove what it was accomplishing in the lives of these students. As indicated by the principal of the Lakeland School, the real test of a school's success cannot be known until the children under our care grow up with the attitudes, behaviors, and skills that we have sought to impart as educators.

In addition, the idea of school success is a related but separate issue beyond that of student success.
These issues surfaced with the Lakeland School, Mountainview School, and the Jones and Brown home schools. Discipline needs, school crime, truancy, parental support, and other concerns all help to determine the success of a school and ultimately the success of its students. This study entertained a certain amount of discussion on this topic but the particulars were beyond its scope.

I found in analyzing the findings that the program components fell naturally into several general categories. The schools sought to teach four of the program components—core subjects, work and service, values, and relationships. These actually represented the "curriculum." The "methods" consisted of individualized learning, cooperative learning, balance of theory and practice, and the flexible use of personnel, time, and space. The classroom resources for teaching and learning, the learning environment, and the instructional leadership made up the "resources." Finally, competency-based learning determined the school's "accountability" system.

Universal--Institutional Themes

The following general statements can be made from the information I gathered:

1. There are schools from all sectors of the educational community that genuinely care about young people and
have the ideas, resources, and potential to improve and operate outstanding programs. They need the opportunity to plan, organize, and implement good ideas and time to allow their programs to mature.

2. Local schools and the people who work in them need enough autonomy to make meaningful changes and to direct young people under their care. This applies to regular public schools that do not enjoy the quasi-private status of chartered public schools.

3. Schools and school systems tend to not only congregate but also to isolate themselves. Each school culture is unnecessarily unique and narrowly focused because of this isolation.

4. Each school has strengths and weaknesses that need to be shared with other members of the education family so that all may be mutually benefited.

5. Educators have varying degrees of respect for and belief in human potential. Subsequently, they place varying degrees of expectation upon themselves and their students. This variance affects student achievement and ultimately the accountability of the school.

6. Meaningful, lasting change can take place when a school culture as a whole addresses its needs.
7. Certain areas of improvement are possible only if the educational infrastructure—state officials, teachers, colleges, publishers, testing firms, and others—unifies and collaborates to meet the needs of our youth.

My third research question was, "What ideas and practices can I glean from the select schools' education programs that would be beneficial in establishing a master plan of curriculum and instruction for a charter school in the state of Michigan?" This is answered with the Curriculum/Instruction Model found in chapter 5.
CHAPTER V

DEVELOPMENT OF A CURRICULUM MODEL

Introduction

The following is a master plan of curriculum and instruction for a charter school in the state of Michigan. This curriculum was developed from a wide range of sources as discussed in the "rationale." Nevertheless, the design and general direction for the curriculum were particularly guided by the works of Tyler (1949) and Pratt (1994). Tyler identified four basic curriculum ingredients—objectives, learning experiences, organization of institution, and evaluation—and gave a theoretical discussion of why and how these should be...

The actual charter is on file at Pansophia Academy in Coldwater, MI. Central Michigan University, Pansophia Academy's authorizing agent, required incidental information in the charter not required by this doctoral project. Likewise, this doctoral project required preliminary information not required in constructing the charter. Nevertheless, the core information of the master plan is replicated in both documents represented by items "II," "III," and "IV A-F" below. The development of the curriculum document began as a professional project through a doctoral internship under the direction of Dr. Paul Denton. Further development of the curriculum document transpired concurrently with and after the data collection.

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formulated. Pratt included 13 curriculum components: needs assessment, aim, rationale, objectives, assessment, context, entry characteristics, instruction, individual differences, resources, program evaluation, and implementation.

I have incorporated these curriculum concerns in the document below. The organizational structure is as follows:

I. Curriculum Justification and Context
   A. Needs Assessment
   B. Rationale
   C. Context

II. Design, Strategies, Resources
   A. Aim
   B. Goals
   C. Learning Objectives
   D. Curriculum Overview--Scope and Sequence, Curriculum Offerings, Daily Schedules
III. Implementation

IV. Evaluation

A. Student Assessment

B. Evaluation of Goals

C. Program Evaluation

Curriculum Justification and Context

Needs Assessment

A needs assessment regarding charter schools can be validated by national authorities, local experts, or through a survey. I chose the first two methods: utilizing scholars and local educators who have a  

'The ten guiding principles were reaffirmed by the ethnographic study; they were found to be comprehensive (honored in the schools in varying degrees). However, two added dimensions surfaced, those of resources and instructional leadership. Since the development of the model and the conducting of the ethnography were concurrent and not necessarily sequential, the interplay between the two activities were ongoing together, which allowed the enrichment of the model with the two considerations.
personal knowledge of the needs that are driving the establishment of charter schools.

**National Authorities**


Their findings are organized by the 10 concepts used in the ethnographic study, along with two additional ones that emerged from my study and theirs, "appropriate classroom resources," and competent and diversified instructional leadership. The following curricular and instructional needs were determined.

**Core curriculum of essential learning**

1. Apply the principles of democracy to the school setting.

2. Engage students in higher level of thinking.
3. Provide a curriculum that is both child-centered and knowledge-centered.

4. Transform the structure, content, and objectives so that education is humane (genuinely concerned with joy, individual growth, and fulfillment), stresses aesthetics and moral education, and is child-centered without sacrificing intellectual discipline and development, subject centeredness, or weakening the three R's.

5. Provide education that maintains that

"children need to be themselves, to live with other children and with grownups, to learn from their environment, to enjoy the present, to get ready for the future, to create and to love, to learn to face adversity, to behave responsibly, in a word, to be human beings" (Silberman, 1970, pp. 207-209).

6. Provide a non-graded, continuous learning educational program to accommodate individual differences in learning rates.

7. Stress the centrality of language.

8. Link curriculum to a changing national and global context.


Required classes should include Literature, United States History, Western Civilization, non-Western Civilization, Science and the natural world of
technology, Mathematics, foreign language, the Arts, Civics, Health, and work.

10. Require that students master the basics before entering high school.

11. Emphasize quality over quantity of material to be covered.

12. Establish clear goals.

13. Connect learning goals to outcomes.

Work/service

1. Provide a balance of academic pursuits with work/service activities.

2. Address needs and solve problems that pertain to the student's social environment—the school and the community.

3. Recognize that all students must be prepared for a lifetime of work.

4. Provide students with "opportunities for services in anticipation of their growing civic and social responsibilities as they become adults" (Boyer, 1983, p. 7).

5. Recognize that excellence in education is possible only when connections are made with the corporate world.
Values

1. Provide social experiences with the student’s peers and adults in order that moral-cognitive abilities will develop and mature and thus develop appropriate attitudes, beliefs, and behaviors for moral responsibility.

Healthy interpersonal relationships

1. Establish the ideal school after the ideal home.
2. Fulfill the students’ need for identity by meeting their need for (a) love and self-worth and (b) to feel worthwhile through successfully experiencing a meaningful education.
3. Provide students with a voice in determining their education and rules.

Individualized learning

1. Develop skills and information around the child’s personal experience and natural, child-like activities.
2. Provide age-appropriate education based on the learning/psychological stage of the student.
3. Impose entrance requirements, on a student-by-students basis because students vary in development and maturity. Consider auditory and visual
perception, sound discrimination, emotional and psychological maturity, and behavioral patterns.

4. Vary and enrich the learning options available to students of varying learning productivities: logical, linguistic, spatial, musical, kinesthetic, interpersonal, and intrapersonal.

5. Take into account the student’s interests/thoughts, ideas, and feelings.

6. Individualize student learning to honor his/her learning rate.

7. Provide a variety a learning methods for the pluralistic student population in America.

Cooperative learning

1. Eliminate the use of rewards, punishments, and rivalry to stimulate academic progress.

2. Provide a balance of independent students with social activities.

3. Facilitate cooperative learning among students and teachers.

4. Group according to achievement level in Reading and Math.

5. Eliminate a comparative marking system (A, B, C, D, F) as it is inadequate and "both unwise and unprofitable for schools to emphasize competitive and

Balance of theory and practice

1. Utilize life experiences to develop the educational program.
2. Allow the student to be an active learner, engaging the whole person and the physical body, all five senses, and the intellect.
3. Provide real-life activities and experiences so that the school becomes a miniature representation of the larger society.
4. Address needs and solve problems that pertain directly to the student’s social environment: the school and community.
5. Move from sensory and concrete experiences to logical and abstract thinking and learning experiences according to the learning capabilities of the student.
6. Relate every subject to something children do in their lives so that education is relevant and makes sense to them.
7. Link technology to teaching and learning in the schools thus taking full advantage of the information revolution.
Flexible use of time, space, personnel

1. Allow students to move about and explore.
2. Provide learning experiences that are more personable and flexible.
3. Provide a more flexible, individually oriented, longitudinal growth picture for each child.
4. “Smooth the transition from school to adult life through more flexible class scheduling and by making available to students new learning places both on and off campus” (Boyer, 1983, p. 7).
5. Provide large blocks of time for instruction.

Appropriate classroom resources

1. Provide well-organized, carefully prepared materials through the school staff.
2. Develop educational materials that will enable students to understand and appreciate the rules and behaviors that society requires of us.
3. Adopt school materials (which are generally unrealistic, dull, and unemotional) to the needs and interests of children.
Appropriate learning environment

1. Provide a well-organized and carefully prepared environment through the school staff.

2. Utilize the home environment for training children in the early years, 0 to 6 or 7.

3. Reduce class size and assign teachers fewer students.

Competent and diversified instructional leadership

1. Maintain high expectations for all students to ensure success.

2. Provide students with enough love and support to master the material.

3. Provide lead teachers who function more as co-teachers than traditional administrators.

4. Facilitate team teaching and professional cooperation and respect.

5. Give teachers more autonomy. Provide opportunities for professional and financial advancement.

Competency-based learning

1. Provide each student with a fair and just opportunity to maximize his/her potential.

2. Adapt the curriculum to the needs of the students on an individual basis.
3. Provide the necessary support to ensure the student’s success.

4. Provide sufficient motivation through (a) positive feedback from peers, teachers, and parents, teacher support, and individual corrective assistance; (b) appropriate instruction; and (c) appropriate prerequisite learning. Students need enjoyable and successful learning experiences.

5. Require mastery learning of all students.

6. Employ a grading system that honors educational success. Replace the traditional grading system, which produces most of the failures and lower academic standards, and which has become a substitute for schooling itself.

7. Utilize written reports for student assessment that communicate what the student is doing and where he or she needs to improve.

8. Adjust evaluation and reporting to reflect a more flexible learning pattern.

9. Provide evaluation that reveals how well the student “perform[s] and compares to his past performance . . . the direction and rate of his development in mastering tasks in that field, and how well this performance relates to what the teacher planned for him” (Goodlad & Anderson, 1987, p. 105). This is

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particularly helpful in less-structured content such as Social Studies and Science.

10. Substitute a levels approach of evaluation for a grade-norms approach in skill-oriented subject areas.

11. Require that students master the subject matter by graduation.

12. Train students to teach themselves and take ownership of their education.

13. Hold up high standards to our students as goals to be appreciated and sought after.

Local Experts

Local experts provide further input of the need for schools of choice. Their comments include the following:

Administrator

1. Accommodate each individual’s learning style on a one-on-one basis.

2. Learner’s actual ability level is being met instead of his or her “grade level.”

Administrator

1. Serve home-schooling families.

2. Loan all families a computer, internet connections, and E-mail accounts for free.
3. Staff a learning center where we have enrichment activities, field trips, classes, and hold meetings and group projects.

4. Could not be accomplished through any regular district schools.

*Teacher and curriculum director*

The following testimonies reveal the need for special professional support to certain clientel who have unmet needs. The only way to discern whether there is a need for charter schools in our state is to ask parents and students if they want an alternative. Here in Coldwater, the answer is yes. We opened in August 1995 with 200 students and, in spite of a horrible school fire in January 1996, we are open for business with a growing clientele.

1. Majority are “at risk” who are looking for a second chance.

2. Twenty percent are at the high end of the scale—geniuses who are looking for more freedom and challenge.

Therefore, is there a need for charter schools? Ask the students who chose them. Even without busing, proper buildings, and many other extras, they say yes in increasing numbers.
Curriculum supervisor

1. Additional school choices to middle- and lower-income families

2. Various educational programs available to better meet the needs of children and their families.

Finally, testimony of the need for charter schools is found in charter legislation passed in 30 states and Washington, DC, which has spawned over 700 schools.

Rationale

The documentation for this study comes from three basic sources.

One source is my ethnographic study in which I researched 10 principles of education: the use of (1) a core curriculum of essential learning; (2) individualized learning; (3) cooperative learning; (4) a balance of theory and practice; (5) work/service; (6) values; (7) competency-based education; (8) institutional flexibility in using time, space, and personnel; (9) appropriate learning environments; and (10) healthy interpersonal relationships. I studied the interrelationship of these principles with 11 schools: four charter schools, a magnet school, Sizer school, alternative education
school, Montessori school, Waldorf school, and two home schools. The concepts were found to be significantly honored and the schools of respectable quality, both to varying degrees.

Second, I studied 12 landmark inquiries into education of the modern era. These were conducted by Maria Montessori, John Dewey, Jean Piaget, Lawrence Kohlberg, Dorothy and Raymond Moore, Howard Gardner, Benjamin Bloom, William Glasser, Charles Silberman, John Goodlad, Earnest Boyer, Theodore Sizer, and Chester Finn.

Beyond these research initiatives, I studied additional educational classics and landmark publications authored by great thinkers and educators of Western civilization. Some dealt with a single issue and others offered a broader discussion.

Third, I consulted various curriculum documents. Certain ones were helpful in the design and general direction of the curriculum (Bobbitt, 1918; Pratt, 1994; Taba, 1962; Tyler, 1949; Zais, 1976). Certain documents provided direct input for the document including Department of Interior, Bureau of Education (goals; 1918), Goodlad (1984), State Board of Education, Michigan Department of Education (outcomes; 1983).

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See the literature review on p. 28, footnote 1, for the names of these individuals.
1991), General Conference of Seventh-day Adventists (outcomes; 1981), Goodlad (goals; 1984), Vanourek et al. (1997), Brantley (program evaluation; 1993), Joyce, Wells, and Showers (1972), Marzano (1992), and Dale (1996). A summary of 250 charters for charter schools throughout the United States was also consulted.

Also, the extensive study of school effectiveness conducted by Mortimore (1988) discussed in Pratt's (1994) book was insightful and supportive. Mortimore found that schools were more effective when (1) they were kept small, approximately 160 pupils, (2) students were involved in manual labor, (3) principals were active in implementing curriculum with teachers, and (4) the students were happy and friendly.

Context

Coldwater, Michigan, is a small Midwestern town of approximately 10,000 people. It is sustained by several industries, agriculture, and representative commercial enterprises. It is a conservative, heavily churched community. It is populated predominately with citizens of European descent and small traces of Asian, African, and Latin American minority groups. These citizens represent a middle-class socioeconomic background.
Four thousand youth attend the local public school system, whereas several hundred support private, parochial, and home schools.

The youth are challenged to resist significant negative social influences: illegal drugs, sexual promiscuity, gangs, etc. The town has been called "a little Detroit."

**Design, Strategies, Resources**

**Aim**

The central focus of the school is provided by the following: The mission of the school is to successfully educate, train, and nurture all young people in the interests of enhancing and fulfilling their basic human needs. These include personal, domestic, vocational, and social/civic needs. This will be accomplished in a quality learning environment that is safe, friendly, supportive, and mindful of the personal rights and needs of both students and teachers as human beings.

**Goals**

Below are the goals for student learning and development that serve as a framework for the educational objectives. The goals are drawn from four fundamental
areas of human need: personal, domestic, vocational, and social/cultural/civic.

**Personal**

*Mental/academic*

Goal 1.1 The student will learn to read.

Goal 1.2 The student will learn to acquire ideas through reading.

Goal 1.3 The student will learn good penmanship and to spell accurately.

Goal 1.4 The student will learn to communicate ideas through writing.

Goal 1.5 The student will learn to handle basic arithmetic operations and utilize mathematical concepts.

Goal 1.6 The student will learn to acquire ideas through listening and speaking.

Goal 1.7 The student will learn to develop the ability to locate and utilize available sources of information and to employ other study habits.

**Intellectual**

Goal 2.1 The student will develop the ability to memorize at a mastery level.
Goal 2.2 The student will develop a positive attitude toward intellectual activity, including curiosity and a desire for further learning involving life-long goals.

Goal 2.3 The student will develop the ability to think rationally, apply principles of logic, solve problems, and use different models of inquiry.

Goal 2.4 The student will develop the ability to use and evaluate knowledge critically and to employ independent thinking skills that will enable him or her to make judgments and decisions in a wide variety of life roles (citizen, consumer, worker, etc.) as well as intellectual activities.

Goal 2.5 The student will accumulate a general fund of knowledge, including information, concepts, and/or skills in Mathematics, Science, Social Studies (philosophy, history, government, geography), Literature and the Arts, Foreign Language, and Computer Science.

Goal 2.6 The student will develop knowledge and understanding of the order, beauty,
complexity, and interdependence of the universe.

**Physical health**

**Goal 3.1** The student will develop a knowledge of his or her own body.

**Goal 3.2** The student will develop health practices that support and sustain one's body.

**Goal 3.3** The student will develop fitness and lifestyle skills.

**Goal 3.4** The student will learn to avoid consumption of addictive substances.

**Goal 3.5** The student will develop an understanding of disease.

**Goal 3.6** The student will develop safety consciousness.

**Goal 3.7** The student will learn and develop the ability to utilize first-aid life-saving techniques.

**Philosophy, values**

**Goal 4.1** The student will develop a philosophy and belief system of life.

**Goal 4.2** The student will develop a lifestyle that is consistent with his/her beliefs.
Emotional health

Goal 5.1 The student will understand emotional health and maturity.

Goal 5.2 The student will develop and maintain emotional health.

Aesthetic

Goal 6.1 The student will understand the history of art.

Goal 6.2 The student will develop the ability to enjoy, create, view, and evaluate different forms of creative expression, including that provided in nature.

Goal 6.3 The student will pursue artistic interests.

Domestic

Goal 7.1 The student will develop a knowledge of the family unit.

Goal 7.2 The student will develop the attitudes, skills, and behaviors needed for worthy home membership and a successful marriage and parenting.

Goal 7.3 The student will develop the economic and consumer skills necessary for making
informed choices that protect and enhance one's quality of life.

Vocational Goals

Goal 8.1 The student will understand and apply the concepts and skills necessary for worthy membership in the workforce.

Social/Cultural/Civic

Social

Goal 9.1 The student will develop a positive attitude toward people.

Goal 9.2 The student will learn to form positive relationships with others.

Goal 9.3 The student will develop a concern for humanity and a sympathetic understanding of and ability to meet the needs of others.

Goal 9.4 The student will develop the ability to be sensitive to, to identify with, and advance the goals and concerns of others.

Goal 9.5 The student will develop an understanding of and appreciation for cultures different from one's own and an understanding and appreciation for international relations.
Goal 9.6 The student will develop a concern for the peoples of other nations and a sympathetic understanding of and ability to meet their needs including human development, relief from suffering, and social justice.

Cultural

Goal 10.1 The student will develop insight into the values and characteristics of the civilization of which one is a member and its influence on the individual and society.

Goal 10.2 The student will develop an awareness and understanding of one's cultural heritage and become familiar with the achievements of the past that have inspired and influenced humanity.

Goal 10.3 The student will develop an understanding of the manner in which traditions, good or bad, of the past are operative today and influence the direction and values of society.

Goal 10.4 The student will understand and adopt the worthwhile norms, values, and traditions
of the groups of which he or she is a member.

Civic

Goal 11.1 The student will develop historical perspective.

Goal 11.2 The student will develop knowledge of the basic workings of government.

Goal 11.3 The student will develop a commitment to the values of liberty, government by consent of the governed, and representational government.

Goal 11.4 The student will develop a willingness to participate in the political life of the nation and the community.

Goal 11.5 The student will learn to exercise the right to dissent in accordance with personal conscience.

Objectives

The following objectives, found in Table 3, are derived directly from the preceding goals and subgoals. These objectives fall under 11 categories: mental academic, intellectual development, physical health,
philosophy and values, emotional health, aesthetic, domestic, vocational, social, cultural, and civic.
Subject areas and academic levels are included.
<table>
<thead>
<tr>
<th>Subjects</th>
<th>Level</th>
<th>Learning Outcomes</th>
</tr>
</thead>
</table>
| Reading  | 1     | • Develop a wide variety of language arts experiences.  
|          |       | • Repeat letters of the alphabet.  
|          |       | • Develop auditory perception of phonetic sounds.  
|          |       | • Develop auditory perception of rhyming.  
|          |       | • Recognize simple sight words.  |
|          | 2     | • Read all phonetic sounds.  
|          |       | • Know and read vocabulary through the middle grades level.  
|          |       | • Understand and apply the principles of syllabification and accenting.  
|          |       | • Read effectively through the middle grades level.  |
|          | 3     | • Know and read vocabulary through the high school level.  
|          |       | • Read effectively through the high school level.  |
**Goal 1.2: The student will learn to acquire ideas through reading.**

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Level</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>1</td>
<td>● Possess basic comprehension of teacher-read stories.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Predict teacher outcomes in teacher-read stories.</td>
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<tr>
<td></td>
<td></td>
<td>● Distinguish between reality and fantasy.</td>
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<tr>
<td></td>
<td></td>
<td>● Draw a picture of a person with adequate complexity.</td>
</tr>
<tr>
<td>Reading</td>
<td>2</td>
<td>● Use literal and inferential comprehension skills in reading.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Use interpretive comprehension skills in reading.</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>● (Continuation of Level 2 skills)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Identify the writer's purpose.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Use evaluative comprehension skills regarding appropriateness of written material,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>logic, credibility, etc.</td>
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<td></td>
<td></td>
<td>● Understand literature from various world cultures and regions.</td>
</tr>
</tbody>
</table>

**Goal 1.3: The student will learn good penmanship and spell accurately.**

<table>
<thead>
<tr>
<th>Penmanship, Spelling</th>
<th>Level</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>● Work from left to right.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Hold pencil correctly.</td>
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<tr>
<td></td>
<td></td>
<td>● Write legibly letters of the alphabet in manuscript form.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Write one's name.</td>
</tr>
<tr>
<td>Subjects</td>
<td>Level</td>
<td>Learning Outcomes</td>
</tr>
<tr>
<td>-----------</td>
<td>-------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
|           | 2     | • Write letters of the alphabet legibly in cursive form.  
|           |       | • Spell vocabulary words correctly through the middle grades level.  
|           |       | • Use appropriate learning strategies effectively that are needed to learn to spell.  
|           |       | • Understand and apply rules of spelling.                                                                                                           |
|           | 3     | • (Review of Level 2 skills)  
|           |       | • Spell vocabulary words correctly through the high school level.  

**Goal 1.4: The student will learn to communicate ideas through writing.**

| English   | 2     | • Understand and use prewriting strategies (as reading, brainstorming, research, outlining, etc.)  
|           |       | • Use knowledge of English grammar and mechanics to write effectively and correctly.  
|           |       | • Analyze and revise written work in relation to clarity, accuracy, brevity, style, organization, and intended audience and purpose.                                                                           |
|           | 3     | • (Continuation of Level 2 skills)  
|           |       | • Write creatively through poems, stories, plays, etc.                                                                                             |
### Goal 1.5: The student will learn to handle basic arithmetic operations and utilize mathematical concepts.

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Level</th>
<th>Learning Outcomes</th>
</tr>
</thead>
</table>
| Math (Basic)   | 1     | - Count by rote numbers 1 to 100.  
  - Recognize numbers 1 to 100.  
  - Write numbers 1 to 100.  
  - Recognize parts of an object (one-half).  
  - Identify by name a square, circle, triangle, rectangle.  
  - Compose objects for quantity, height, length, width. |
| Math (Basic)   | 2     | - Understand and use number theory and numeration.  
  - Understand and apply concepts and skills of basic math (addition, subtraction, multiplication, division, fractions, decimals, percentages, ratio, rounding of whole numbers).  
  - Understand and apply principles, concepts, and procedures related to measurement (length, area, angles, volume, mass, time, money, and temperature). |
### Goal 1.6: The student will learn to acquire ideas through listening and speaking.

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Level</th>
<th>Learning Outcomes</th>
</tr>
</thead>
</table>
| Speech    | 1     | • Speak clearly and distinctly.  
          |        | • Speak in sentences.  
          |        | • Listen in group when personally addressed. |
|           | 2     | • Understand and apply proper usage.  
          |        | • Understand and apply effective listening skills.  
          |        | • Understand the process of vocabulary production.  
          |        | • Understand and apply principles and techniques of interpersonal communication.  
          |        | • Understand cultural factors that influence interpersonal communication.  
          |        | • Understand the characteristics and purposes of group communication.  
          |        | • Understand and assume the role and responsibilities of the individual in group discussion.  
          |        | • Understand and apply the principles and functions of leadership in group discussion.  
<pre><code>      |        | • Understand and apply the principles of group problem solving and decision making. |
</code></pre>
<table>
<thead>
<tr>
<th>Subjects</th>
<th>Level</th>
<th>Learning Outcomes</th>
</tr>
</thead>
</table>
|         | 3     | • Identify types of speeches and their characteristics.  
|         |       | • Understand the factors in planning a speech.  
|         |       | • Apply research skills used in speech preparation effectively.  
|         |       | • Understand and apply the steps to speech organization successfully.  
|         |       | • Understand and apply elements of effective speech delivery.  
|         |       | • Understand the principles of debate.  
|         |       | • Apply the principles of effective reasoning in argumentation and persuasion successfully.  
|         |       | • Understand the use of evidence in argumentation and persuasion.  
|         |       | • Apply evidence in argumentation and persuasion effectively.  |
Goal 1.7: The student will learn to develop the ability to locate and utilize available sources of information and employ other study habits

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Level</th>
<th>Learning Outcomes</th>
</tr>
</thead>
</table>
| All Subjects | 2-3   | • Understand and apply appropriate study skills:  
|             |       | (Display initiative and responsibility.  
|             |       | Complete assigned tasks.  
|             |       | Use time wisely.  
|             |       | Demonstrate organization in study program.  
|             |       | Follow directions.  
|             |       | Memorize successfully.  
|             |       | Learn from errors, etc.)  
|             |       | • Understand and apply research skills and strategies (note taking, understanding and using the parts of a book, using a variety of reference sources to locate information, etc.) |
Intellectual Development

Goal 2.1: The student will develop the ability to memorize at a mastery level.
Goal 2.2: The student will develop a positive attitude toward intellectual activity, including curiosity and a desire for further learning involving life-long goals.
Goal 2.3: The student will develop the ability to think rationally, apply principles of logic, solve problems, and use different models of inquiry.
Goal 2.4: The student will develop the ability to use and evaluate knowledge that enables one to make judgments and decisions in a wide variety of life roles—citizen, consumer, worker, etc., as well as intellectual activities.

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Level</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Subjects</td>
<td>1-3</td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td>3</td>
<td>• Understand and apply the characteristics, properties, relations, and functions of algebra, geometry, trigonometry, and calculus.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Understand and apply concepts and skills necessary to be a competent consumer.</td>
</tr>
<tr>
<td>Other Subjects Discussed</td>
<td>1-3</td>
<td></td>
</tr>
</tbody>
</table>
Goal 2.6: The student will develop knowledge and understanding of the order, beauty, complexity, and interdependence of the universe.

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Level</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td>1</td>
<td>• Know external parts of the body.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Appreciate and enjoy nature and living creatures</td>
</tr>
<tr>
<td>Science—Earth Science</td>
<td>2</td>
<td>• Understand the theories of geologic history and geologic time.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Understand the rock cycle and geologic processes.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Understand basic cartography.</td>
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<tr>
<td></td>
<td></td>
<td>• Understand water systems.</td>
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<tr>
<td></td>
<td></td>
<td>• Understand the characteristics and properties of the earth's atmosphere.</td>
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<td></td>
<td></td>
<td>• Understand the earth's weather and climate and methods of observation and prediction.</td>
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<tr>
<td></td>
<td></td>
<td>• Understand the components and processes of the solar system.</td>
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<td></td>
<td></td>
<td>• Understand the theories of the origin of the earth.</td>
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<tr>
<td>Subjects</td>
<td>Level</td>
<td>Learning Outcomes</td>
</tr>
<tr>
<td>--------------------------</td>
<td>-------</td>
<td>-----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Science--Life Science</td>
<td>2</td>
<td>• Understand characteristics of vertebrates and invertebrates.</td>
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<tr>
<td></td>
<td></td>
<td>• Understand characteristics of plants.</td>
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<tr>
<td></td>
<td></td>
<td>• Understand the principles of taxonomy and classifications in biology.</td>
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<tr>
<td></td>
<td></td>
<td>• Understand the concepts and theories of the origin of life.</td>
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<tr>
<td></td>
<td></td>
<td>• Understand ecosystems.</td>
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<tr>
<td></td>
<td></td>
<td>• Understand the effects of pollution and conservation on the environment and apply that understanding for the purpose of protecting the earth's resources.</td>
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<tr>
<td></td>
<td></td>
<td>• Understand human ecology and support attitudes and efforts for global survival of humans.</td>
</tr>
<tr>
<td>Science--Physical Science</td>
<td>3</td>
<td>• Understand the nature, characteristics, and/or behavior of force, work, and power, kinetic energy and potential energy, motion, and simple machines.</td>
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<tr>
<td></td>
<td></td>
<td>• Understand heat and temperature.</td>
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<td></td>
<td>• Understand the characteristics and behavior of waves (frequency, etc.), sound, and light.</td>
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<td></td>
<td></td>
<td>• Understand the characteristics and behavior of electric charge and currents.</td>
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<td></td>
<td>• Understand magnets and magnetic fields.</td>
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<td></td>
<td></td>
<td>• Understand radioactivity nuclear reactions and nuclear technology.</td>
</tr>
<tr>
<td>Subjects</td>
<td>Level</td>
<td>Learning Outcomes</td>
</tr>
<tr>
<td>------------------</td>
<td>-------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Science-Chemistry | 3     | • Understand the states and properties of matter.  
• Understand the structure and properties of atoms, molecules, and ions.  
• Understand chemical rotation and the properties of elements in relation to the periodic table.  
• Identify types of properties of solutions, compounds, and mixtures.  
• Understand the gas laws and kinetic theory.  
• Understand and apply basic principles of organic chemistry.  
• Understand types and characteristics of chemical bonds.  
• Understand acids, bases, and salts.  
• Understand chemical reactions.  
• Understand the procedures and principles of experimental research.  
• Understand methods and equipment used in measurement, computation, and quantification.  
• Understand techniques used in collecting, analyzing, and reporting data.  
• Handle tools, equipment, and materials (including chemicals and living organisms commonly used in science properly and safely). |
## Physical Health

**Goal 3.1:** The student will develop a knowledge of his or her own body.

**Goal 3.2:** The student will develop health practices that support and sustain one's body.

**Goal 3.3:** The student will develop physical fitness and lifestyle skills.

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Level</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science, Life Science,</td>
<td>2</td>
<td>• Understand the anatomy and physiology of humans.</td>
</tr>
<tr>
<td>Physical Education</td>
<td></td>
<td>• Understand and apply health principles that support and sustain life including proper nutrition, stress management, and hygiene.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Understand the anatomical stages of physical growth and development, including aging and dying.</td>
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<tr>
<td></td>
<td></td>
<td>• Understand and apply principles of physical fitness.</td>
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<tr>
<td></td>
<td></td>
<td>• Understand and apply concepts and skills of physical labor for vocational and avocational purposes.</td>
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<tr>
<td></td>
<td></td>
<td>• Understand and apply concepts and skills of beneficial recreation of nature activities (camping, rock climbing, etc.).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Understand and apply concepts and skills of beneficial recreation in organized sporting activities.</td>
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<tr>
<td></td>
<td></td>
<td>• Understand and appreciate the philosophies and issues entailed in competition.</td>
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<td></td>
<td></td>
<td>• Understand and apply principles and skills for developing correct posture and efficient body mechanics.</td>
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<tr>
<td></td>
<td></td>
<td>• Develop the ability to create and implement a plan for physical fitness.</td>
</tr>
</tbody>
</table>
**Goal 3.4:** The student will learn to avoid the consumption of harmful or addictive substances.

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Level</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science--Life Science</td>
<td>1-3</td>
<td>• Understand and avoid the dangers of consuming harmful and addictive substances as drugs, tobacco, alcohol, etc.</td>
</tr>
</tbody>
</table>

**Goal 3.5:** The student will develop an understanding of disease.

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Level</th>
<th>Learning Outcomes</th>
</tr>
</thead>
</table>
| Science--Life Science | 2     | • Understand the nature (viruses, bacteria, etc.), cause, treatment, and prevention of disease, including the value of healthful living and the healing powers of the body.  
• Apply consumer skills in health-related areas (health-care products, health insurance, etc.).  
• Understand and make appropriate choices in using health-care services, professionals, and agencies.  
• Understand and apply principles of social behavior with the opposite sex that reflect respect, maturity, and responsibility.  
• Understand basic concepts of cell biology, mitosis, and meiosis.  
• Understand the basic principles of genetics. |
**Goal 3.6:** The student will develop safety consciousness.

**Goal 3.7:** The student will learn and develop the ability to utilize first-aid life-saving techniques.

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Level</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science-Life Science</td>
<td>2</td>
<td>• Develop safety consciousness in various life settings and understand and apply first-aid and life-saving techniques.</td>
</tr>
</tbody>
</table>

**Philosophy and Values**

**Goal 4.1:** The student will develop a philosophy and belief system of life.

<table>
<thead>
<tr>
<th>Social Studies-- Philosophy, Language Arts, Literature (All Subjects)</th>
<th>Level 1-3</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>• Understand principles and values in making moral decisions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Understand and appreciate the interaction of beliefs, relationships, and values.</td>
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<tr>
<td></td>
<td></td>
<td>• Understand and appreciate human spirituality and the individual needs that exist because of it.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Possess the judgment to evaluate events and phenomena as good and evil.</td>
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<tr>
<td></td>
<td></td>
<td>• Possess a commitment to what is pure, true, and noble.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Understand the necessity for moral conduct.</td>
</tr>
</tbody>
</table>

**Goal 4.2:** The student will develop a lifestyle that is consistent with his/her beliefs.

<table>
<thead>
<tr>
<th>Level 1-3</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Utilize values in making choices.</td>
</tr>
<tr>
<td></td>
<td>• Possess moral integrity.</td>
</tr>
<tr>
<td></td>
<td>• Use leisure effectively.</td>
</tr>
</tbody>
</table>
| Emotional Health  
Goal 5.1: The student will understand emotional health and maturity. |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Subjects</td>
<td>Level</td>
<td>Learning Outcomes</td>
</tr>
</tbody>
</table>
| Social Studies--Philosophy, History, Language Arts, Reading Literature (All Subjects) | 1-3 | • Understand the importance of self-awareness.  
• Recognize and respect the intrinsic value of each human being and their vocational contribution to society.  
• Possess physical, moral, and psychological health and maturity and understand its interactive nature.  
• Understand the relationship between self-concept and human relationships. |

| Goal 5.2: The student will develop and maintain emotional health. |
|---|---|---|
| 1-3 | • Recognize the need for healthy human relationships, establish them and have a positive impact on friends.  
• Possess a healthy self-concept free from shame or pride.  
• Accept responsibilities for one's own decisions and their consequences and engage in constructive self-criticism.  
• Experience continuous personal adjustment and emotional stability, including coping with social change.  
• Engage in non-violent conflict resolution.  
• Utilize professional services to reconcile previous problems or handle present crises. |
Aesthetic

Goal 6.1: The student will understand the history of art.

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Level</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Arts--Art, Music, Drama</td>
<td>3</td>
<td>• Understand the visual and performing arts of the ancient, classical, and modern periods and their usage as forms of communication (express ideas, explore feelings) and the transmission of culture.</td>
</tr>
</tbody>
</table>

Goal 6.2: The student will develop the ability to enjoy, create, view, and evaluate different forms of creative expression, including that provided in nature.

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Level</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Arts--Art</td>
<td>1-3</td>
<td>• Appreciate, create, view, and evaluate visual art (drawing, painting, ceramics, photography).</td>
</tr>
<tr>
<td>The Arts--Music</td>
<td>1-3</td>
<td>• Appreciate, produce, listen to, and evaluate music (instrumental, vocal, electronic).</td>
</tr>
<tr>
<td>The Arts--Drama</td>
<td>2-3</td>
<td>• Appreciate, produce, listen to, and view drama (role playing, puppetry, pantomime, plays).</td>
</tr>
</tbody>
</table>

Goal 6.3: The student will pursue artistic interests.

<table>
<thead>
<tr>
<th>Level</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-3</td>
<td>• Contribute to cultural and social life through one's vocational and avocational artistic interests and creative work.</td>
</tr>
</tbody>
</table>
### B. Domestic

**Goal 7.1:** The student will develop a knowledge of the family unit.

**Goal 7.2:** The student will develop the attitudes, skills, and behaviors needed for worthy home membership and a successful marriage and parenting.

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Level</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Studies--family</td>
<td>1-3</td>
<td>- Understand the types, characteristics, roles, and functions related to kinship,</td>
</tr>
<tr>
<td>(Unit Study)</td>
<td></td>
<td>marriage, and family systems.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Understand and appreciate the characteristics, role, and functions of the</td>
</tr>
<tr>
<td></td>
<td></td>
<td>traditional family unit.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Understand and apply the concepts and skills (compassion, respect, trust,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>forgiveness, cooperation, caring, communication, association, child obedience,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>care and training of children, home organization and management that are needed</td>
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<tr>
<td></td>
<td></td>
<td>for a successfully functioning marriage and family).</td>
</tr>
</tbody>
</table>

**Goal 7.3:** The student will develop the economic and consumer skills necessary for making informed choices that protect and enhance one's quality of life.

<table>
<thead>
<tr>
<th>Level</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>- Understand and apply concepts and skills necessary to be a competent consumer.</td>
</tr>
</tbody>
</table>
C. Vocational Goals
Goal 8.1: The student will understand and apply the concepts and skills necessary for worthy membership in the workforce.

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Level</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Industrial Arts</td>
<td>1-3</td>
<td>• Possess the understanding and skills to select an occupation that will be suitable to one's skills and interests and thus personally rewarding.</td>
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<tr>
<td></td>
<td></td>
<td>• Understand how to best plan and prepare for one's life work.</td>
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<tr>
<td></td>
<td></td>
<td>• Possess saleable skills, specialized knowledge, and personal maturity that will prepare one to become economically independent.</td>
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<tr>
<td></td>
<td></td>
<td>• Possess job-securing skills.</td>
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<tr>
<td></td>
<td></td>
<td>• Understand, develop, and apply attitudes and habits (such as pride in good workmanship and cooperation that will make one a productive participant in economic life).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Understand, develop, and apply positive attitudes toward work, including acceptance of the necessity of earning a living and appreciation of the social value and dignity of work.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Understand and apply fundamental concepts and skills of gardening (cultivating, fertilizing, planting, nurturing, harvesting), woodworking (wood selection, sanding, assembling, and finishing), home repairs (carpentry, plumbing, electrical, drywall, painting, carpeting, roofing, concrete masonry), auto mechanics (tuneups, brakes, shocks, transmission, minor/major overhaul), home economics (menu and meal planning and preparation, sewing, home selection, home decoration).</td>
</tr>
</tbody>
</table>
D. Social/Cultural/Civic

Social

Goal 9.1: The student will develop a positive attitude toward people.
Goal 9.2: The student will learn to form positive relationships with others.
Goal 9.3: The student will develop a concern for humanity and a sympathetic understanding of, and ability to meet the needs of others.
Goal 9.4: The student will develop the ability to be sensitive to, to identify with, and advance the goals and concerns of others.

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Level</th>
<th>Learning Outcomes</th>
</tr>
</thead>
</table>
| Social Studies--Sociology (Unit Study), Family (Unit Study), Philosophy, American History | 1-3 | • Understand the worth of each individual and the respect he or she is due.  
• Understand and apply the concepts and skills required for productive and satisfying relations with others of both sexes based upon respect, trust, consideration, caring, and cooperation.  
• Identify types and functions of groups.  
• Understand group processes.  
• Understand socioeconomic stratification, class, and social mobility in contemporary society.  
• Understand urbanization, industrialization, and the effects of modernization on individuals, families, and communities.  
• Understand types, origins, and impact of social movements.  
• Understand the issues concerning race and ethnic relations.  
• Understand the issues concerning employment, poverty, and the social welfare system.  
• Understand the issue concerning child and adult illiteracy.  
• Understand the nature, types, characteristics of crime, and the criminal justice system.  
• Understand contemporary family formation and dissolution.  
• Understand and apply the concepts and skills required to meet social needs.  
• Understand the principles of psychology, including major theories of learning, human development, human behavior, and personality. |
Goal 9.5: The student will develop an understanding of and appreciation for cultures different from one's own and international relations.

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Level</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Studies--World History</td>
<td>1-3</td>
<td>(Ancient History)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Understand early civilization of Asia and the Middle East, including China, India,</td>
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<td></td>
<td></td>
<td>Egypt, and Mesopotamia.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Understand the ancient civilizations of Greece and Rome. (Middle History)</td>
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<td></td>
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<td>• Understand the Celtic Anglo-Saxon and Norman cultures in England to A.D. 1100</td>
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<td></td>
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<td>which shaped Europe (following the collapse of the Roman Empire).</td>
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<td></td>
<td>• Understand the Middle Ages (500-1500), the major developments and events and</td>
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<tr>
<td></td>
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<td>the emergence of European states.</td>
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<tr>
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<td></td>
<td>• Understand the Byzantine and Moslem civilizations from A.D. 500 to A.D. 1500</td>
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<tr>
<td></td>
<td></td>
<td>and their contributions to the development of world cultures. (History of the</td>
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<td></td>
<td></td>
<td>Development of Modern Times)</td>
</tr>
<tr>
<td>Subjects</td>
<td>Level</td>
<td>Learning Outcomes</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Social Studies--World History</td>
<td>1-3</td>
<td>• Understand the Renaissance.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Understand the Reformation.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Understand the Age of Exploration, the Scientific Revolution, and the Enlightenment.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Understand the Age of Revolution as related to England, France, America, and Latin America.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Understand the Industrial Revolution.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Understand the developments in Asia and Africa from the Age of Exploration through the nineteenth century—the Far East, North Africa, the Middle East, and sub-Saharan Africa, and the colonial experience of Asian and African peoples during imperialism.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Understand the development of nations and empires in Europe during the nineteenth century, including the German, Hapsburg, Russian, and British empires and France, and the development of imperialism in European nations.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Understand the development of nations in Latin America from independence to World War I.</td>
</tr>
</tbody>
</table>
Goal 9.6: The student will develop a concern for the peoples of other nations and a sympathetic understanding of and ability to meet their needs, including human development, relief from suffering, and social justice.

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Level</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Studies--</td>
<td>1-3</td>
<td>• Understand the political developments of the early 20th century.</td>
</tr>
<tr>
<td>Contemporary Trends and Issues</td>
<td></td>
<td>• Understand the causes and effects of World War II.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Understand the causes and effects of modern conflicts.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Understand, respect, and appreciate contemporary Asia, sub-Saharan Africa, Middle East and North Africa, Australia, Latin America, Europe, and the United States (Study of history includes political, economic, religious, educational, social and cultural issues).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Possess a concern for the peoples of other nations and a sympathetic understanding of and ability to meet their needs, including human development, relief from suffering, and social justice.</td>
</tr>
</tbody>
</table>
Cultural
Goal 10.1: The student will develop insight into the values and characteristics of the civilization of which he or she is a member and their influence on the individual and society.
Goal 10.2: The student will develop an awareness and understanding of his or her cultural heritage and become familiar with the achievements of the past that have inspired and influenced humanity.
Goal 10.3: The student will develop understanding of the manner in which traditions, good or bad, of the past are operative today and influence the direction and values of society.
Goal 10.4: The student will understand and adopt the worthwhile norms, values, and traditions of the groups of which he or she is a member.

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Level</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography</td>
<td>2-3</td>
<td>- Understand the nature, causes, and effects of seasons, climates, and weather patterns and forces.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Possess appropriate map and globe skills, including the ability to recognize mountains, hills, rivers, lakes, oceans, nations, continents, degrees, latitude, and longitude.</td>
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<tr>
<td></td>
<td></td>
<td>- Identify important rivers, lakes, oceans, mountains, deserts, forests, etc., on the globe.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Identify important continents, nations, states, and capital cities on the globe.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Understand how geographical features as rivers, plains, hills, etc., contribute to the growth of communities.</td>
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<tr>
<td></td>
<td></td>
<td>- Understand how geographical features as rivers, oceans, mountain ranges, deserts, forests, etc., affect the growth of nations and international political relationships.</td>
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<td></td>
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<td>- Understand how geographical features influence population density.</td>
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<tr>
<td>Subjects</td>
<td>Level</td>
<td>Learning Outcomes</td>
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<tr>
<td>------------------</td>
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</tr>
<tr>
<td>American History</td>
<td>2-3</td>
<td>• Understand major cultures of pre-Columbian America.</td>
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<td></td>
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<td>• Understand the colonization of North America.</td>
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<td></td>
<td></td>
<td>• Understand the Colonial Period in North America.</td>
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<tr>
<td></td>
<td></td>
<td>• Understand the American Revolution.</td>
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<td></td>
<td></td>
<td>• Understand the development of the United States’ Constitution.</td>
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<td></td>
<td></td>
<td>• Understand and appreciate the principles of the United States’ Constitution.</td>
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<tr>
<td></td>
<td></td>
<td>• Understand major issues and events in the establishment of the United States government during the early national period.</td>
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<td></td>
<td>• Understand major domestic issues in the United States during the early 19th century.</td>
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<td>• Understand westward expansion in the United States during the 19th century.</td>
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<td>• Understand the Civil War.</td>
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<td></td>
<td></td>
<td>• Understand Reconstruction.</td>
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<td></td>
<td></td>
<td>• Understand the political, social, and cultural development of the United States from Reconstruction to World War I.</td>
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<td></td>
<td></td>
<td>• Understand the cause and effects of World War I.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Understand the cause and effects of World War II.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Understand the political, social, and cultural issues and developments of the United States since World War I.</td>
</tr>
</tbody>
</table>
Michigan History 2-3 • Understand Michigan history from the pre-Civil War era through the 20th century. • Understand and appreciate Michigan constitutions and governmental structures.

Civic
Goal 11.1: The student will develop historical perspective. (See 10.1 to 10.4.)

Goal 11.2: The student will develop knowledge of the basic workings of government.
Goal 11.3: The student will develop a commitment to the values of liberty, government by consent of the governed, representational government, and one's responsibility for the welfare of all.
Goal 11.4: The student will develop a willingness to participate in the political life of the nation and the community.
Goal 11.5: The student will learn to exercise the right to dissent in accordance with personal conscience.
<table>
<thead>
<tr>
<th>Government</th>
<th>2-3</th>
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</thead>
<tbody>
<tr>
<td>(World Government)</td>
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<tr>
<td>• Understand and relate political philosophies and structures of ancient civilizations and the Medieval and early modern eras to modern governments.</td>
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<tr>
<td>• Identify and understand the characteristics of modern democratic, authoritarian, and totalitarian governments.</td>
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<tr>
<td>• Understand the problems and characteristics of governments in developing countries.</td>
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<tr>
<td>• Understand and appreciate diplomacy between governments, United States foreign policy, and relations among modern nations.</td>
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</tr>
<tr>
<td>• Understand and appreciate the purposes and forms of international organizations. (American Government)</td>
<td></td>
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<tr>
<td>• Understand and appreciate the government of the American colonies.</td>
<td></td>
</tr>
<tr>
<td>• Understand and appreciate the establishment of the United States government.</td>
<td></td>
</tr>
<tr>
<td>• Understand, respect, and appreciate the United States Constitution.</td>
<td></td>
</tr>
<tr>
<td>• Understand the United States political history since independence.</td>
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<tr>
<td>• Understand the development of political parties in the United States.</td>
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</tr>
<tr>
<td>• Understand and appreciate the executive, judicial, and legislative branches of the federal government.</td>
<td></td>
</tr>
<tr>
<td>• Understand and appreciate system of checks and balances.</td>
<td></td>
</tr>
<tr>
<td>• Understand the relationship of government to the United States economic system.</td>
<td></td>
</tr>
<tr>
<td>• Understand and appreciate the structures and functions of state and local governments.</td>
<td></td>
</tr>
<tr>
<td>• Understand and appreciate and participate in the election process.</td>
<td></td>
</tr>
<tr>
<td>• Understand the functions of and influences in the modern United States government (pressure groups and special interests).</td>
<td></td>
</tr>
</tbody>
</table>
Goal 11.6: The student will develop an understanding of the interrelationships among complex organizations and agencies in a modern society and learn to act in accordance with it.

Goal 11.7: The student will develop an understanding of the values of traditional institutions and present organizations and support those that uplift society and align themselves with one's values.
(See Goals 10.1 to 10.4)

Goal 11.8: The student will develop an understanding of the basic interdependence of biological and physical resources of the environment.

Goal 11.9: The student will develop the ability to protect and preserve biological life and the physical resources of the environment. (See Goal 2.6)

General Developmental Outcomes for Level I Students

General Behavioral Development
- Pay attention to direct instruction.
- Complete assigned tasks.
- Demonstrate that he/she is punctual and responsible.
- Keep learning area clean and orderly and care for personal possessions.
- Demonstrate obedience, honesty, respect, courtesy, cooperation, helpfulness, generosity, and kindness.

General Behavioral Development Emotional Development
- Show positive self-concept.
- Feel secure (cheerful away from parents for several hours).
- Accept praise and criticism.
- Trust people and adults.
- Enjoy being in a group.
- Work well with others.
- Tackle a challenging task for a period of 30 to 45 minutes with patience and perseverance.
- Demonstrate industry.
- Express positive emotions.
- Express negative emotions.
- Show self-control.
Curriculum Overview

The Curriculum Overview consist of Scope and Sequence, Curriculum Offerings, and Schedules. The Scope and Sequence is found in Table 4.
<table>
<thead>
<tr>
<th>Level</th>
<th>Language Arts</th>
<th>Mathematics</th>
<th>Science</th>
<th>Social Studies</th>
<th>Vocational Arts/PE</th>
<th>Fine Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>Pre-Language Arts, Play Activities, Alphabet, etc.</td>
<td>Pre-Math Play, Activities, Counting, etc.</td>
<td>Nature Stories, Walks, Activities</td>
<td>(Integrated in other subjects)</td>
<td>Gardening, School Chores, Community Service</td>
<td>Music, Art, Crafts</td>
</tr>
<tr>
<td>100</td>
<td>Composition</td>
<td>Basic Math Skills, Counting</td>
<td>Nature Studies</td>
<td>Your Family</td>
<td>Elementary Gardening</td>
<td>Drawing, Oil, Water Painting, etc.</td>
</tr>
<tr>
<td>200</td>
<td></td>
<td>Addition, Subtraction, Division,</td>
<td>Nature Studies</td>
<td>Your Neighborhood</td>
<td>Elementary Sewing</td>
<td></td>
</tr>
<tr>
<td>300</td>
<td>Literature</td>
<td>Multiplication, Division,</td>
<td>Earth Science</td>
<td>U.S. Communities</td>
<td>Woodworking</td>
<td></td>
</tr>
<tr>
<td>400</td>
<td>Grammar</td>
<td>Fractions, Percentage, Decimals</td>
<td>Life Science</td>
<td>World Culture</td>
<td>House Construction Design</td>
<td>Vocal and Instrumental Music</td>
</tr>
<tr>
<td>500</td>
<td>Spelling</td>
<td>Measurements Metric</td>
<td>Basic Chemistry</td>
<td>US History I</td>
<td>Elementary Auto Mechanics</td>
<td></td>
</tr>
<tr>
<td>600</td>
<td>Pre-Algebra</td>
<td>Elementary Physics</td>
<td></td>
<td>World Biographies</td>
<td></td>
<td>Basic Drama</td>
</tr>
<tr>
<td>Level</td>
<td>Language Arts</td>
<td>Mathematics</td>
<td>Science</td>
<td>Social Studies</td>
<td>Vocational Arts/PE</td>
<td>Fine Arts</td>
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</tr>
<tr>
<td>800</td>
<td>Literature</td>
<td>Algebra I</td>
<td>Earth Science II, Oceanology, Climatology, Astronomy, Environment</td>
<td>World Civilizations</td>
<td>Furniture Repair, Construction, Home Economics</td>
<td></td>
</tr>
<tr>
<td>900</td>
<td>Composition</td>
<td>Algebra II</td>
<td>General Biology--Botany, Zoology</td>
<td>US History II</td>
<td>Auto Mechanics</td>
<td></td>
</tr>
<tr>
<td>1000</td>
<td>Creative Writing</td>
<td>Trigonometry</td>
<td>Anatomy &amp; Physiology</td>
<td>Government</td>
<td>House Repair, Remodeling, Construction</td>
<td></td>
</tr>
<tr>
<td>1100</td>
<td>Public Speaking</td>
<td>Business Math, Calculus I</td>
<td>Chemistry</td>
<td>Family Studies--Courtship, Marriage, Parenting</td>
<td>Computer I Apprenticeships</td>
<td></td>
</tr>
<tr>
<td>1200</td>
<td>Foreign Language (2 years)</td>
<td>Economics, Calculus II</td>
<td>Physics</td>
<td>Careers</td>
<td>Computer II Apprenticeships</td>
<td></td>
</tr>
</tbody>
</table>
Curriculum Offerings

Level I - Pre-Academic

Pre-Language Arts Play Activities
Pre-Math Play Activities
Nature Studies
Music, Art
Physical Education (outdoor exercise)
Vocational Arts/Core Subjects Lab--School/Community Service--Gardening, Home Economics

Level II - Elementary Level

Language Arts (Literature and Composition)
Math/Pre-Algebra
Science
Social Studies
Music/Art/Drama/Speech
Physical Education
Vocational Arts/Core Subjects Lab--School/Community Service--Gardening, Home Economics, Auto Mechanics, Home Repairs, Woodworking

Level III - Higher Learning

English Language Arts--Literature, Composition
Math--Algebra, Geometry, Trigonometry, Pre-calculus, Calculus
Science--Earth Science, Biology, Chemistry, Physics
Foreign Language--Spanish, French
Arts--Art/Music/Drama/Speech
Physical Education
Vocational Arts/Core Subjects Lab--School/Community Service, Gardening/Agriculture/Landscaping, Home Economics, Auto Mechanics, Woodworking, Construction, Computers, School or Personal Business, Apprenticeships

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**Schedules**

*School Day Schedule*

The school day will begin at 8:00 am and end at 2:30 pm. The breakdown of the day will be as follows:

<table>
<thead>
<tr>
<th>Time</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30 - 9:30</td>
<td>Pre-Language Arts Play Activities</td>
</tr>
<tr>
<td></td>
<td>Pre-Math Play Activities</td>
</tr>
<tr>
<td>9:30 - 10:30</td>
<td>Nature Studies</td>
</tr>
<tr>
<td>10:30 - 11:30</td>
<td>Outdoor Exercise</td>
</tr>
<tr>
<td>11:30 - 12:30</td>
<td>Open Time (Independent Activities)</td>
</tr>
<tr>
<td>12:30 - 1:00</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:00 - 1:30</td>
<td>Physical Education</td>
</tr>
<tr>
<td>1:30 - 2:00</td>
<td>Music, Art</td>
</tr>
<tr>
<td>2:00 - 3:00</td>
<td>Vocational Arts/Core subjects</td>
</tr>
<tr>
<td></td>
<td>Lab - School</td>
</tr>
<tr>
<td></td>
<td>Community Service</td>
</tr>
</tbody>
</table>

**NOTE:**
- Flexibility allowed for individual learning needs.
- Approximate age group 4-5
LEVEL 2*

8:00 - 9:30  Language Arts
9:30 - 10:30  Math
10:30 - 11:30  Science
11:30 - 12:30  Social Studies
12:30 - 1:00  Lunch
1:00 - 1:30  Physical Education
1:30 - 2:00  Music/Art/Drama/Speech
2:00 - 3:00  Vocational Arts/Core Subjects Lab - School/Community Service

NOTE:
* Flexibility allowed for individual learning needs.
Approximate age group 6 - 11
LEVEL 3

8:00 - 9:00  Math
9:00 - 10:00 Science
10:00 - 11:00 Social Studies
11:00 - 12:00 Literature
12:00 - 12:30 Lunch
12:30 - 1:00  Physical Education
1:00 - 2:30  Core Subjects Lab - School/
Community Service - Practical Arts
Music/Art/Drama/Speech*

NOTE:
• Flexibility allowed for individual learning
  needs.
• Units of "Common Learning" required for all
  students.
• Approximate age group 12-17.
• Fridays

Curriculum/Instruction Concepts and
Strategies (Itemized)

The following is an itemization of the curriculum
and instruction procedures. They are discussed as
academic imperatives. These are organized first under
four broad categories with 12 subcategories: curriculum--
core curriculum of essential learning work/service,
values, and healthy interpersonal relationships; methods
--individualized learning, cooperative learning, balance
of theory and practice, and flexible use of personnel,
time, and space; resources--appropriate classroom
resources, appropriate learning environment, and competent diversified instructional leadership; and accountability--competency-based learning. By way of introduction these are displayed in Table 5.

Curriculum

**Core curriculum of essential learning**

1. Establish the school mission, goals, and learning outcomes only upon that which will prepare the student for a meaningful and productive life--entailing the personal, domestic, vocational, and social/civic responsibilities of the real world.

2. Require the learning/teaching of the information and skills found in the following core disciplines--Language Arts, Social Studies, Math and Science, Fine Arts, and Vocational Education.

3. Recognize the wholeness of life and offer learning and team-teaching experiences that address not only the information and concerns of single subjects in isolation when required, but also correlate and fuse them into naturally forming broad fields.
<table>
<thead>
<tr>
<th>Program Components</th>
<th>Core Curriculum of Essential Learning</th>
<th>Work/Service</th>
<th>Values</th>
<th>Health Interpersonal Relationships</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Language &amp; Math Skills</td>
<td>Core Curriculum</td>
<td>Integration with Core Subject</td>
<td>Integration with Core Subjects--Social Studies</td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td>Laboratory Application</td>
<td>Personal Values</td>
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<tr>
<td>Science and Math</td>
<td>Student Involvement in School Operation</td>
<td>Relational Values</td>
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<tr>
<td>Language Arts</td>
<td>Peer Tutoring</td>
<td>Work/Service Values</td>
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<tr>
<td>Fine Arts</td>
<td>Building, Grounds, Vehicles Upkeep</td>
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<tr>
<td>Vocational Ed.</td>
<td>Gardening/Grocery Shopping/Lunch Program</td>
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<tr>
<td>Single Subjects &amp; Interdisciplinary</td>
<td>Holistic</td>
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<tr>
<td>Learning Levels--</td>
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<tr>
<td>Pre-Academic (K)</td>
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<td>Elementary (1-6)</td>
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<td>Higher Learning (7-12)</td>
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<td>Higher Learning (7-12)</td>
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<td>Higher Learning (7-12)</td>
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<td>Program Components</td>
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<td>Learning Resources that Support Curriculum/ Instruction Design</td>
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<td>Administrator/ Teacher</td>
<td>Clearly Defined Stand. of Excellence in Each Subject</td>
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<td>Eclectic and/or Staff Produced Texts, Library Holdings, Audio-Visual Resources, Science Equipment, Computers, Tools &amp; Equipment</td>
<td>Educationally Stimulating, Enriching</td>
<td>Teacher/Managers Multi-Tasks</td>
<td>High Expect. for Student Achievement</td>
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<td>Home-like Manageable Classroom Size Recommended 15-20 students</td>
<td>Healthy Climate-- Students Engaged Disciplined</td>
<td>Parental Support in Classrooms/Guest Instructors</td>
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<td>Small Family-like School-- Recommended 50-few hundred Students</td>
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<td>Peer Tutoring</td>
<td>High Expectations for Professional Achievement</td>
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<tr>
<td>School Facilities Outdoor Classroom/ Parks. The world is our classroom.</td>
<td>Student Self-Direction</td>
<td>Student Self-Direction</td>
<td>Profess. Success, Employment Linked to Student Success</td>
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<td>*Additional program component abstracted from findings.</td>
<td>Teacher &amp; Assistant in Each Classroom/ Team Teaching, Gender Balanced</td>
<td>Teacher &amp; Assistant in Each Classroom/ Team Teaching, Gender Balanced</td>
<td>Eval. Based on Mastery of Theory and Performance of (Real Life) Skills, Prod. &amp; Proj., Experiences</td>
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<td>Staff Qualified by Professional Experiences in School &amp; Market Place Settings, Multi-Competencies, Successful/ Progressive Teaching Experiences</td>
<td>Staff Qualified by Professional Experiences in School &amp; Market Place Settings, Multi-Competencies, Successful/ Progressive Teaching Experiences</td>
<td>Apprenticeships, Jobs, Businesses</td>
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<td>P - Proficient</td>
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<td>Educational Plan for</td>
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<td>Continued Success</td>
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*Knowledge, Understanding, Application*
4. Recognize the holistic nature of humankind and interdependently educate, train, and develop the mental, moral, physical, and emotional aspects of the student's experience.

5. Establish true learning levels which are attained through mastery of the previous ones.

6. Require that the essential student academic requirements are met primarily during regular school hours. Supplement the academic experiences at school with moderate homework so as to protect the right and need for time for private work responsibilities, family association, relaxation, etc.

Work/service:

7. Apply the theory of the classroom in the laboratory of real-life responsibilities and activities.

8. Allow for regular work/service opportunities, in and out of school, for training and development.

Work/Service, Learning Environment, and Competency-based Learning received a significant degree of support from the schools studied. Outstanding evidence of their viability and value in various school programs led to their inclusion in the Curriculum Model. Nevertheless, these concepts received less support in the findings than a number of others. Schools interested in implementing this concept should appreciate the challenge in doing so. They should develop a well-constructed mission/goal statement, and carefully select and train school staff, and invest the time and energy required to ensure their appropriate implementation.
9. Involve the students in the school operations—building, grounds, and vehicle upkeep; vegetable gardening; lunch program; office management, library work, purchasing, and accounting.

10. Establish and involve the students in school- and student-owned industries—greenhouse, recycling, repair shop, manufacturing, sales, or word processing.

11. Establish apprenticeships for older, more mature students with community businesses and services.

12. Involve the students in regular community service projects.

Values

13. Require the transmission of universal, timeless values to the students' academic, personal, social, and work/service experiences, which provide meaning and direction to life, and that enable this and any civilization to cohere and endure.

14. Integrate values education with each subject area of the curriculum.
Healthy interpersonal relationships

15. Require that the school atmosphere, policies, and learning programs promote and expect that teacher/student and institution/student relationships—and student/student relationships to the greatest extent possible—be personable, caring, and humane.

16. Require that schools be places of cheer, love, respect, and trust where open communication and cooperation—in a non-threatening context—are realized in all formal and informal learning experiences.

Methods

Individualized learning

17. Recognize and value the uniqueness of each individual.

18. Recognize the centrality of the student in the learning process and thus be more student-centered than teacher-centered.

19. Promote an individualized, flexible, and varied program that honors the students' achievements and capabilities, learning pace and needs, and gifts and interests.
20. Require the use of a non-graded, continuous-progress learning program, versus a graded one, that allows each student to learn at his or her own pace, attain to his or her level, through unique and varied educational experiences suited to meet his or her needs.

21. Recognize the stages of psychological development and adapt educational demands to the capabilities found at each stage (simple versus complex, concrete versus abstract). Begin formal learning when the child matures to the level required to meet its demands (which will vary among students).

22. Require only learning that will prepare the student for life, which includes personal, social, professional, financial, civic, and responsibilities of the real world.

Cooperative learning

23. Offer opportunities for peer teaching and group cooperation through regular learning experiences with groups of different sizes. Various learning objectives and tasks determine the size and nature of these groups.
24. Guide the students to be motivated by seeking to improve his or her performance and develop his or her potential rather than competing with other students.

Balance of theory and practice

25. Recognize that education is life, life is education, and thus they must be intimately and continuously connected in the learning process. Preparation for life is not a requirement for experiencing it and is only possible by experiencing it. Students learn through interaction with the world they live in.

26. Engage the students in a broad array of learning activities—gathering information, experimenting, problem solving, creating, building and maintenance, communicating, and serving.

27. Require a balance and blend of theory and practice with the major emphasis upon the latter. This calls for learning theory (listening to lectures, reading, etc.) and multisensory, hands-on learning experiences found in learning projects and laboratory experiments, Vocational Arts, Fine Arts, computers, and community service which apply classroom theory. This would include
classroom role-playing, individualized performances (recitations) and project demonstrations, media productions, and field trips.

28. When possible, initiate the learning process with real-life experiences to motivate, develop understanding, and reveal social and personal needs that require and stimulate further study.

Flexible use of personnel, time, and space

29. Require organizational patterns that offer flexible use of personnel, time, and space, thus honoring the uniqueness and demands of varying educational experiences.

30. Shape these organization patterns with the demands of the school program--interdisciplinary teaching and learning, team teaching, individualized learning, work/service experiences in and out of school, and competency-based learning.

31. Utilize block scheduling, moveable walls, and the free movement of teachers and students within and among classrooms and other learning environments.
Resources

Appropriate classroom resources

32. Use curriculum materials, technology, and equipment that honors the educational realities of the school program.

33. Utilize an eclectic approach to selecting instructional materials and/or utilize staff to develop them.

34. Utilize a variety of textbooks, library/media resources, supplemental materials, and teaching aids to accommodate the variability in learning styles, interests, and needs. This includes materials for self-teaching, self-testing, building skill, and review.

Appropriate learning environment

35. Require that the physical environment be esthetically warm, comfortable, enjoyable, and home-like to the greatest degree possible.

36. Require that the physical environment be educationally enriching to the greatest degree possible.

37. Recognize the imperative for institutional guidelines to enhance a functional learning
environment and protect the learners' needs and rights in the classroom.

38. Recognize that the classroom setting should be analogous to life by establishing quality relationships and meeting student needs to the greatest extent possible. This requires manageable classrooms no larger than 15-20 students.

39. Establish small family-like schools of 50 to a few hundred in order that student needs can be met to the greatest extent possible.

40. Recognize the physical, emotional, and academic benefits of exposure to nature and incorporate such in regular physical, recreational, and academic experiences.

**Competent, diversified, instructional leadership**

41. Control the educational program of the school at the local level by those who are directly involved in, have personal knowledge of, and interests in its needs, operation, and success—administrators, teachers, parents, students, and community.
42. Provide well-trained, competent, successful, adult leadership who have multiple competencies and professional experience in their disciplines. Use them for purposes of motivation, guidance, information, evaluation, and modeling.

43. Utilize a head teacher who teaches, coordinates, and oversees the school operations.

44. Disperse all management and educational responsibility upon teams of first-class teachers who, with the head teacher, will exercise control over the teaching, curriculum, evaluation, texts, schedule, calendar, and all operations of the school.

45. Utilize a teacher and assistant in each classroom with each gender represented when possible.

46. Utilize student assistants in peer tutoring.

47. Promote the joint efforts of teacher and student in a democratic process that formulates and determines learning experiences and evaluation procedures.

48. Invite every parent to spend some time each month assisting in the classroom, with educational activities in the school program, and with his/her child's homework.
49. Invite guest instructors to bring special insights and skills to the classroom (diversified teaching).

50. Recognize that holistic learning and professional proficiency are enhanced by team teaching.

**Accountability**

*Competency-based learning*

51. Recognize that the student wants to, can, and will learn when provided the appropriate experiences, that if the students have not learned then the teacher has not taught (unavoidable situations excepted).

52. Educate and assess students against absolute standards of excellence that are developed and well-articulated by the faculty.

53. Educate and assess the student's mastery of these standards and objectives with the goal and expectation of obtaining absolute competency, to which we hold ourselves and our students accountable.

54. Recognize that evaluation must be sensible and humane, tailored to meet the individual learning experience of each student, employed to determine
learning needs, progress, and mastery, and never used to designate failure or detention.

55. Require that evaluation be emphasized in multiple ways to honor the complex realities of the learning experience, which includes mastery of theory and performance of real-life skills, projects, products, and experiences.

56. Pledge the school's professional support to each student, stand behind its service, and thus allow the institution to be held accountable for educating its students responsibly.

Resources

Classroom Resources

The school will utilize:

1. classrooms
2. science labs
3. art room
4. music room
5. gym
6. kitchen facilities
7. school plant (for maintenance by students)
8. wood shop
9. auto mechanics garage
10. vegetable garden
11. school landscaping
12. greenhouse
13. outdoor classroom
14. parks
15. museums
16. commercial and industrial institutions
17. government institutions
18. service institutions

It will utilize texts, instructional and supplemental educational materials, software, films, videos, slides, audiocassettes, overhead projector transparencies, globes, maps, posters, charts, musical instruments, art equipment, gardening tools, mechanics, construction tools.

It will utilize an eclectic approach to selecting instructional materials and/or utilize staff to develop them. The following concerns will be taken into consideration in providing these materials.

Content
1. Is the content accurate, up-to-date, and comprehensive?
2. Is the content accurate, unbiased, and balanced in its treatment of ideological, social, and political issues?
3. Is the content relevant to the curriculum?
4. Does the material teach values and are these values consistent with the community?
5. Are the materials brief and to the point?
6. Is the content interesting? Does it hold the attention of the age group they are targeted for?

Instructional quality
1. Are the materials clear?
2. Are there adequate examples for practice?
3. Can the materials be used for self-instruction?
4. Are self-testing and feedback available?
5. Are there adequate visual aids and pictures?
6. Do the materials actively involve the students?
7. Do the materials provide activities for real-life applications?
8. Do the materials engage the learner in a sufficient amount of higher level thinking?
9. Are the materials designed to support mastery learning?
10. Do the materials establish connections with other subject areas?
Cost effectiveness

1. Is the cost justified based on the value of content, instructional quality, efficiency of learning, and time savings to the teacher?

Classroom layout

The classrooms will consist of tables, individual desks arranged by small groups, and learning stations, which can be used for individual, small group, and large-group learning.

The classrooms will be arranged and furnished so that they are aesthetically pleasing, comfortable, enjoyable, and home-like to the greatest degree possible and practical.

The classroom layout will be kept flexible to accommodate varying educational demands and needs.

Instructional leadership

The instructional leadership will include the efforts of the administration, teachers, parents, students, and community as a collective learning family.

The following are staff responsibilities for salaried employees.

Administrator/Head Teacher. This individual coordinates and oversees all administrative functions
which are assumed by the school staff: enrollment, hiring, curriculum development (including scheduling), instruction and evaluation, professional evaluation, business and finance, building maintenance, and parent education and cooperation.

This person is also responsible for part-time teaching responsibilities. This teacher supervises the teacher assistants in his or her classes.

Requirements: Must hold a B.A. or B.S. from an accredited college or university and be currently certified. Must have a history of successful teaching which includes classroom management, professionalism, and pedagogical understanding and practice, and proficiency in one's subject area(s). Must be experienced and proficient in implementing the following: core curriculum; individualized learning; cooperative learning; active, real-life learning; work projects and community service, traditional values, competency-based education and evaluation; flexible structure of time and space; attractive, secure, stimulating, learning environment; and authentic relationships based upon trust and respect.

This person must be understanding, caring, and supportive in addressing the challenges of nurturing, training, and educating the students of this school.
He/she must respect and model the attitudes, values, and beliefs that are embodied in this school program.

**Classroom Teacher.** This individual is responsible for full-time teaching responsibilities for his/her subject or grade level. This teacher supervises the teacher assistants in his other classes. He/she will share in the administrative responsibilities of the school--curriculum planning, evaluation, text selection, scheduling, and operations of the school.

Requirements: Must hold a B.A. or B.S. from an accredited college or university and be currently certified.

Must have a history of successful teaching which includes classroom management, professionalism, and pedagogical understanding and practice, and proficiency in one's subject area(s). Must be experienced and proficient in implementing the following: core curriculum; individualized learning; cooperative learning; active, real-life learning; work projects and community service, traditional values, competency-based education and evaluation; flexible structure of time and space; attractive, secure, stimulating, learning environment; and authentic relationships based upon trust and respect.
This person must be understanding, caring, and supportive in addressing the challenges of nurturing, training, and educating the students of this school. He/she must respect and model the attitudes, values, and beliefs that are embodied in this school program.

Teacher Assistant. This individual is responsible for tutorial services, grading papers, miscellaneous classroom responsibilities, and lunch and recess supervision.

This person must be understanding, caring, and supportive in addressing the challenges of nurturing, training, and educating the students of this school. He/she must respect and model the attitudes, values, and beliefs that are embodied in this school program.

Parents will be invited to spend some time each month assisting in the classroom, with other educational activities in the school program, and with his/her child's homework.

Guest instructors and parents will be utilized to bring special insights and skills to the school program.

Students will be used as assistants in peer tutoring.
Students

Entry Characteristics

This charter school will maintain an open admissions policy. No student will be denied an education at this institution. If registration numbers exceed capacity, then it is required by law to choose new enrollees on a lottery system.

Students will be accepted, regardless of race, color, national origin, sex, religion, socioeconomic background, academic record, physical handicap, or athletic ability.

This school is dedicated to accommodating the academic needs of its students on an individual basis. Students will be placed in courses based on courses successfully completed and pre-tests. These will determine their academic needs and competence, particularly in skill-oriented courses as Language, Math, Computers, Vocational Arts, and Fine Arts.

Individual Differences

The school program will recognize that each student is unique and special. It will promote an individualized, flexible, and varied program that honors the students' achievements and capabilities; learning pace and needs, and gifts and interests. This is to
recognize that students learn in different ways and the school must offer educational options to accommodate individual differences.

We expect to receive students who have been characterized as having learning disabilities. These students will be mainstreamed and offered optimum professional support—academically and emotionally. Through careful assessment, close supervision, individualized attention, learning options, and a high-quality program we will seek to rectify personal and academic liabilities that have depreciated his/her learning experiences. The school will operate under the basic assumption that all students want to, can, and will learn when provided the appropriate experiences.

Specialized professional assistance may be required by certain students with severe impairments or personal problems.

Implementation

Learning Community Collaboration

The author will use this curriculum document in co-founding a charter school in this state. In planning and promoting the future charter school, he will hold interviews and conferences with potential parents, students, and educators. Ideas, commendations, and
criticisms will be used to improve the curriculum guide so that it can better serve the needs of all associated with the future school.

Teachers who will be employed for the first year will:

1. Attend an Orientation Seminar designed to introduce the educational design
2. Participate in a fundamental, long-range planning session in July and August
3. Participate in team planning each afternoon for week-to-week activities
4. Engage in extensive professional reading pertaining to our program.

Evaluation

Accountability Instruments

The evaluation covers three concerns of accountability: student assessment, evaluation of goals, and program evaluation. The latter deals with the entire educational plan of action.

Student Assessment

This curriculum document recognizes the need for evaluation--to identify students' needs, monitor their progress, recognize their accomplishments, and hold
teachers and the school accountable. We will address these needs in the following way:

**Academic standard**

1. Educate and assess students against an absolute standard of excellence which is developed and well articulated by the faculty. This standard in each subject area will define the level of attainment to be sought for if a student is to be recognized as receiving a quality education. Example: Spelling performance that is not legible and ignoring details such as capital letters, etc., are substandard.

**Learning objectives**

2. Educate and assess students by sensible, responsible institutional and instructional objectives that are needed to lead meaningful, productive lives and benefit society. Included is a wide range of criteria including communication skills, vital information of "content" subjects, higher level thinking, problem solving, mature work habits, social compatibility, commitment to service, etc. See "Outcomes." (Although objectives in theory may include standards, faculty should define subject standards specifically.)
Student expectation: Mastery learning

3. Educate and assess the student's mastery of these school standards and objectives with the goal and expectation of obtaining absolute competency to which we hold ourselves and our students accountable. The minimum acceptable will be based on a 100% model. The goal will be for 100% of the students to master 80% of the material, the lowest percentage in the assessment category $P = \text{Proficient}$. Varying gifts among students will determine the level of mastery they attain to in each subject area.

Forms of evaluation

Utilize forms of evaluation such as:

Evaluation of Written Work

1. A criterion-referenced written test (e.g., recall and essay questions). Essay regarding the value of the federalist papers, explanation of the difference between metosis and mecosis, reading comprehension of inference by author, use of math ratios, use of spelling list in a paragraph.

2. Evaluation of written assignments. Student letter to editor of local newspaper, student
proposal to recycle state garbage, student essay on domestic violence.

**Evaluation of Hands-on Training**

3. **Performance of an acquired skill.** Impromptu public speaking, oral reading of poetry, consumer skill of judging product quality at a retail store, process used in solving a math word problem, first-aid techniques, musical concert, school van tune-up, school drywall repair, building cleaning or yard chores.

4. **Display of a finished product.** Science experiment, water painting, constructed dog house, rebuilt motor produced by the student.

5. **Completed social/community project.** Reduction in gang violence of peers through the promotion of job opportunities and recreational outlets, school conservation of energy through solar and wind energy designed and constructed by students.

**Observation: Reflection**

6. **Teacher observation of student study habits, values, and behavior.** Wise use of time, reverence and respect, group cooperation.

7. **Peer evaluation.** Items 1-5.

8. **Student/teacher/parent conferences.**
9. **Self-evaluation.** Immediate feedback in computer programs.

10. **Portfolio.** Compile and review portfolio.

**Reporting evaluation**

The following evaluation forms are a composite instrument used for assessment. They will provide a written summary of other forms of assessment discussed above.

Evaluation of student progress will be reported in reference to the concept of mastery/non-mastery, where students are given adequate time and support to learn what is expected of them. At the end of a school year students will receive a "P," "E," or "✓" indicating that he/she has performed at a mastery level and received credit for that subject. An asterisk (*) will be given to those who require additional time to master the subject(s) and credit will be suspended until the subject is mastered. Also credit for a subject mastered may be given in the middle of a school year.

Admissions departments from other schools will be provided with an explanation of the evaluation system; course descriptions, learning objectives, and how these were met; reporting forms that include descriptive
## ACADEMIC EVALUATION REPORT

<table>
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<tr>
<th>SUBJECTS</th>
<th>Cognitive Performance</th>
<th>Skills Application</th>
<th>Affective Integration</th>
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<td>Industrial Arts</td>
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P = Proficient  E = Exceptional  O = Outstanding  ✓ = Satisfactory progress/growth

A "P," "E," "O," or "✓" indicates that the student has performed at a mastery level and displays the maturity and readiness for further instruction.

An "**" indicates that the student needs improvement in this area. The student has experienced minimal progress/growth and/or has not performed at a mastery level. The teacher(s), student, and parents need to develop a plan for the student's continued academic success.
Subjects Comments:

Progress, percentage of subject mastered, skill performance, product display, portfolio, student teacher conference.

Teacher________________________

Date__________________________
## ACADEMIC EVALUATION REPORT - PART II

<table>
<thead>
<tr>
<th>INDUSTRIAL ARTS--SKILLS, VALUES</th>
<th>Performance</th>
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<tr>
<td>Does quality work</td>
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<tr>
<td>Does an ample quantity of work</td>
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<tr>
<td>Works at a good, steady pace</td>
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<td>Works efficiently</td>
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<tr>
<td>Does thorough work</td>
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<tr>
<td>Exercises good judgment</td>
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<tr>
<td>Shows good interest and motivation</td>
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<tr>
<td>Makes optimum effort</td>
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<td>Works independently</td>
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<td>Works well with others</td>
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<td>Follows instructions</td>
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<tr>
<td>Shows responsibility and dependability</td>
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<tr>
<td>Displays integrity</td>
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<tr>
<td>Shows cooperation with working policies</td>
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<tr>
<td>Shows loyalty with supervisor</td>
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</table>

A "(✓)" shows that, in our best judgment, the student has displayed satisfactory performance.
An "(X)" shows that, in our best judgment, the student needs improvement in this area.
ACADEMIC EVALUATION REPORT - PART III

<table>
<thead>
<tr>
<th>STUDY SKILLS AND HABITS</th>
<th>Performance</th>
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<tbody>
<tr>
<td>Makes optimum effort</td>
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<tr>
<td>Shows good interest and motivation</td>
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<tr>
<td>Uses time wisely</td>
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<tr>
<td>Works neatly and efficiently</td>
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<tr>
<td>Shows responsibility and dependability</td>
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<tr>
<td>Works well with others</td>
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<td>Listens attentively</td>
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<td>Joins in class discussions</td>
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<td>Follows directions</td>
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<td>Memorizes successfully</td>
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<tr>
<td>Displays sound judgment and reasoning ability</td>
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<tr>
<td>Shows creativity</td>
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<td>Learns from errors</td>
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<tr>
<td>Displays no hyperactivity</td>
<td></td>
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<tr>
<td>Responds promptly to teacher’s requests</td>
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</tbody>
</table>

A "(✓)" shows that, in our best judgment, the student has displayed satisfactory performance.
An "(X)" shows that, in our best judgment, the student needs improvement in this area.
Study Skills and Habits Comments:

Teacher: __________________________

Date: __________________________
CITIZENSHIP EVALUATION REPORT

<table>
<thead>
<tr>
<th>Values</th>
<th>Performance</th>
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<tbody>
<tr>
<td>Respects school standards (dress, language, etc.)</td>
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<tr>
<td>Shows regard for health principles</td>
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<tr>
<td>Shows reverence and respect</td>
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<tr>
<td>Is courteous and cheerful</td>
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<td>Exhibits self-control</td>
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<td>Assumes responsibility</td>
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<td>Responds well to correction</td>
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<tr>
<td>Respects rights of others</td>
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<tr>
<td>Respects property of others</td>
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<tr>
<td>Practices good safety habits</td>
<td></td>
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</tbody>
</table>

A "(✓)" shows that, in our best judgment, the student has displayed satisfactory performance.
An "(X)" shows that, in our best judgment, the student needs improvement in this area.
Citizenship Comments:

Teacher________________________

Date__________________________
evaluations of student achievement, a student portfolio which includes a sampling of his work; standardized test scores; letters of recommendation; and a personal interview from the student.

**Standardized Achievement Tests**

The MEAP will be administered to Grades 4 and 7 in Reading and Math; Grades 5 and 8 in Science and Writing. The Proficiency Test will be administered to Grade 11 in Communication, Arts, Math, and Science.

The California Achievement Test (CAT) will be used for the 1995-96 academic year. This is an assessment instrument developed under Section 104 of the State School Aid Act of 1979, being Section 388.1704a of the Michigan Compiled Laws will.

The minimum satisfactory level of student achievement for each subject in these grades is 50%.

I will not allow this curriculum to be test driven nor allow our teachers to teach to the tests. I believe that a sound educational program is the best preparation for our student assessment.

**Evaluation of Goals and Objectives**

Depending upon its nature and function, each of the 11 goal categories, their respective sub-goals, and
objectives will be assessed according to the 10 forms of evaluation and standardized tests discussed previously.

Each goal and objective involves the inclusion of any given subject as we will seek to represent the wholeness of life and learning with broad fields of study and frequent interdisciplinary study. Thus, any given single goal or objective is met by a range of subjects.

Also, I believe in a "student as worker" concept of education to be used in all subjects.

Thus, the use of broad fields and the blending of theory and practice will require the use of multiple forms of assessment such as criterion-referenced written test, evaluation of written assignments, performance of an acquired skill, display of a finished product, completed social/community project, student-teacher conference, teacher observation of student values, study habits, and behavior, peer evaluations, or a self-evaluation as in immediate feedback. Portfolios will be compiled and reviewed which display samples of representative work that are acceptable. Thus, any given subject will be evaluated by a range of the assessment tools identified.
Program Evaluation

Rationale

*Philosophy.* The school which this curriculum document envisions will hold to the central belief that the human enterprise of education must be governed by universal, timeless principles and moral and academic imperatives. The honoring of these imperatives will bring the successful schools and students that we all seek.

*History.* The charter school movement began with charter legislation in Minnesota in 1991 and has spread to hundreds of schools in 29 additional states and Washington, DC, in the last 6 years. These schools are seeking to meet the challenge inherent in the laws that make them possible—to model quality education and stimulate change throughout our national public school system.

*Significance, purpose of evaluation.* It is generally conceded that public schools must update and restructure themselves if they are to meet the challenge of educating our youth responsibly. Charter public schools have been introduced with the hope that they can make a major contribution in meeting this challenge.
Educators, parents, students, state officials, authorizing agents, and benefactors have all made significant investments in charter schools, in one sense or the other. These investments have been made with the promise and hope that charter schools will fully address the one issue that has eluded the public school system—accountability. Charter schools are given legal, financial, and professional autonomy with the charge to produce high-quality schools or shut down.

The purpose of this evaluation is to assist the support systems of charter schools in assessing their success.

Evaluation questions
1. Is this school successfully fulfilling its mission?
2. Are its students learning more successfully than in previous schools?

Collection of information

What is to be evaluated? The school(s) is to be evaluated by its success in meeting its goals and the educational program and resources it employed to reach those goals. These concerns will be compared to the experiences that local stockholders had in previous schools.
Information needs. This evaluation will seek to learn from the school by those who know it best—the educators, students, and parents. It will ask them to fill out a comprehensive questionnaire that deals with a wide range of school issues. The educators, students, and parents will be invited to give verbal feedback in open discussions. In addition, the principal evaluator of the school will tour the facility and review standardized test scores, report cards, attendance records and records of school discipline and school crime, and faculty evaluations.

Work plan. This is a self-evaluation instrument to be conducted by the school director. It is to be conducted during the last quarter of each school year. Minimal personnel, facilities, and financial needs for this evaluation are to be drawn from the school.

Provisions for privacy and public right to know. Because of the sensitive nature of this evaluation and its anticipated findings, anonymity is to be ensured to the participants and the names of all associated with any school records that are evaluated.
Analysis

Type of analysis. The evaluator will use qualitative means to analyze the findings of his/her tour and any comments provided by questionnaires and report cards. He/she will use frequency counts of the questionnaire items, standardized test results, and report card grades.

Validity. In order to check for validity, the evaluation conclusions will be shared with board members and any other administrative personnel.

Recommendations. The evaluation will provide recommendations for administrators, teachers, students, and parents.

Reporting. A one-to-two-page report will be drafted summarizing the evaluation findings. This will be circulated to the parents, students, teachers, and administrators during the first week of June. During the last week of June a general meeting of all stockholders will be held to discuss and interpret the results. A general plan of action to improve the school program will be made based on the evaluation findings.
## STUDENT QUESTIONNAIRE

1. Rate your level of satisfaction with the following aspects of this school and your previous school.

<table>
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<tr>
<th></th>
<th>Very Satisfied</th>
<th>Somewhat Satisfied</th>
<th>Uncertain</th>
<th>Not too Satisfied</th>
<th>Quite Dissatisfied</th>
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<td><strong>A. Curriculum</strong></td>
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<td><strong>C. Meeting student's personal learning needs</strong></td>
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<td>F. Classroom resources</td>
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<td>G. Learning environment: Pleasing, stimulating</td>
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<table>
<thead>
<tr>
<th></th>
<th>M. Academic standards for students</th>
<th>N. Teacher expectations for student success</th>
<th>O. School directors</th>
<th>P. School values, behavior standards</th>
<th>Q. Quality of teacher/student relationships</th>
<th>R. Quality of student/student relationships</th>
<th>S. Interests in school</th>
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277
2. Rate your performance at your charter school and at your previous school.

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<th></th>
<th>Excellent</th>
<th>Good</th>
<th>Average</th>
<th>Poor</th>
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3. Compare your previous year(s) at your charter school to your previous school—public, private, home school. (Indicate which type of school you attended.)

Better   About the Same   Worse

4. Tell what you like or dislike about charter schools.
**PARENT QUESTIONNAIRE**

1. Rate your level of satisfaction with the following aspects of this school and your child's previous school.

<table>
<thead>
<tr>
<th></th>
<th>Very Satisfied</th>
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2. Rate your child's performance at the charter school and at your child's previous school.

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3. Rate your level of satisfaction with the following aspects of this school and your child's previous school.

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<td>A. Opportunities for parent participation</td>
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<td>B. Accessibility and openness</td>
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4. Tell what you like or dislike about charter schools.
TEACHER QUESTIONNAIRE

1. Rate your level of satisfaction with the following aspects of the program.

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<th>Very Satisfied</th>
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<td><strong>A. Curriculum</strong></td>
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<td><strong>B. Application of classroom theory to the real world</strong></td>
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<td><strong>C. Meeting student's personal learning needs</strong></td>
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<td><strong>D. Opportunities to learn in small groups</strong></td>
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<td><strong>E. Hands-on active learning projects, experiments, etc.</strong></td>
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<td>F. Classroom resources</td>
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<td>G. Learning environment: Pleasing, stimulating</td>
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<td>H. Learning environment: Classroom control</td>
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<td>I. Class size</td>
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<td>K. Quality of teaching</td>
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<td>L. Individualized attention by teachers</td>
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<td>M. Academic standards for students</td>
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<td>N. Teacher expectations for student success</td>
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<td>O. School directors</td>
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<td>P. School values, behavior standards</td>
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<td>Q. Quality of teacher/student relationships</td>
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<td>R. Quality of student/student relationships</td>
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2. Rate your level of satisfaction with the following aspect of the school program.

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<th>Aspect Description</th>
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<td>A. Teacher decision making</td>
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CHAPTER VI

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

Notwithstanding its continuing contributions, because of historical and contemporary trends, American education faces unresolved difficulties and challenges. Efforts to reconcile these difficulties include the concept of educational choice, which has been represented largely through the charter school movement.

Finding scant research available, this study sought to develop a master plan for curriculum and instruction for charter schools based upon educational imperatives.

With this idea in mind, 11 schools, consisting of charter public schools, non-charter public schools, private schools, and home schools, were chosen and studied ethnographically. Principals, teachers, noninstructional staff, students, and parents were interviewed. A series of 10 principles was used to guide the interviews and collect data. Also observed were the classrooms, various interior rooms, school property, and
outdoor facilities. School literature and other printed material that gave insights into the schools' curriculum and instructional practices were also studied.

When evaluated in terms of 10 principles, the schools were found to be of respectable quality to varying degrees. Also, all 10 concepts were significantly honored but several to a lesser extent than the others. Certain universal themes emerged from the study as well. In addition, curriculum documents and literature from various states were consulted.

The above and additional research efforts were utilized to create a master plan for curriculum and instruction. The framework was developed from the works of Ralph Tyler and David Pratt. Tyler provided a philosophical and theoretical foundation whereas Pratt defined the curriculum components. They are listed below.

The needs were determined by three sources: national experts, local experts, and charter legislation in 30 states and Washington, DC, which has generated over 800 charter schools.

The rationale reemphasized these issues and included the fact that charter schools decentralize education and focus on results rather than inputs.
Documentation for the curriculum comes from the ethnographic study and landmark research efforts of this century. In addition, a series of educational classics was consulted.

The context described briefly the local area and students whom the charter school seeks to serve. Significant social challenges face the youth population.

The aim stated that the mission of the school is to successfully educate all students in the interest of fulfilling their human needs.

Four primary goals were identified: personal (academic, intellectual, physical, values, emotional health, aesthetic), domestic, vocational, and social/cultural/civic.

The objectives expanded the goals and identified the level of education to which each pertained.

The curriculum overview provided a scope and sequence of subjects, the curriculum as designated by level, and daily schedules.

The curriculum and instruction concepts and strategies were itemized through 12 principles yielding 52 specific components. These principles are the use of (1) a core curriculum of essential learning, (2) work/service, (3) values, (4) healthy interpersonal relationships, (5) individualized learning, (6)
cooperative learning, (7) balance of theory and practice, (8) flexible use of time, space, and personnel, (9) appropriate classroom resources, (10) appropriate learning environment, (11) competent and diversified instructional leadership, and (12) competency-based learning. Finally, an explanation for the curriculum and instruction was given that reconceptualized these 12 principles into 10 academic imperatives.

Resources were recommended that included instructional materials, classroom layout, and instructional leadership.

The students' area stated that the school will maintain an open admissions policy. No student will be discriminated against. Furthermore, students will be placed in courses that reflect their academic needs. The school will recognize that each student has varying capabilities, needs, and interests. Students who have a background of low achievement will be mainstreamed and supported to rectify personal and academic liabilities.

An opportunity was made available to receive feedback from local constituents to improve the curriculum guide which mandates appropriate activities. Professional training and execution of the program included orientation seminar, summer planning sessions,
daily and weekly team-planning efforts, and professional reading.

The evaluation discussed student assessment which identified a range of assessment tools. They will be employed to address student development and an enriched, dynamic curriculum. The goals will be evaluated as a function of student assessment and program evaluation. The program will be evaluated annually through a self-evaluation procedure that involves the administrator, teachers, students, and parents. It will seek to evaluate its success in meeting its goals and the program employed in reaching these goals.

The trycut was offered as an option to any potential school interested in pilot testing and field testing its curriculum before implementation.

Conclusions

Eleven schools were studied using 10 assumptions about education. These school were found to be of respectable quality when evaluated by the 10 concepts.

The ethnographic study, landmark research, and educational classics were utilized to develop a curriculum and instruction model for a charter school in the state of Michigan. This model consisted of 13 curriculum/instruction components—"needs assessment," "rationale," "context," "aim," "goals," "objectives,"
"curriculum overview," "curriculum/instruction concepts and strategies--itemized," "resources," "learning community collaboration," and "accountability instruments."

Recommendations

Based on the review of literature and based on the findings of this study, two types of recommendations are made: those arising from the study and those for further research.

Recommendations Arising From the Study

1. Schools from discrete persuasions, organizational affiliations, and the public school system should recognize the potential value in cross-fertilizing ideas and successful practices among themselves.

2. The schools should recognize possibilities for significant improvement within the framework of regular public schools as exemplified by The Coalition of Essential Schools program and others.

3. Montessori and Waldorf schools should be given special research attention because of their long-standing traditions as schools of excellence, which are backed by well-established philosophies of education.
4. Home schools should be taken seriously as a viable means of research because of their authenticity and special context of the family unit in which they are found.

5. The charter school movement should be studied because it provides a unique opportunity to approach educational improvement. Many of these are former private schools that, like Montessori and Waldorf, have an established culture. They embrace a wide range of innovations that can contribute to our general understanding of how schools can succeed.

6. As with Sizer's Coalition of Essential Schools, identify among the spectrum of schools, school systems, and organizations a few commonly held universal beliefs and principles of education that represent balance, relevance, and excellence. Educate and promote these to state governors, policy makers, administrators, teachers, professors, researchers, parents, and students on a wide scale.

Recommendations for Further Research

The findings in this study show that the following concepts were represented least among the schools. Further research of these concepts is recommended to enhance our understanding of their feasibility and educational value.
1. Conduct a thorough study on issues pertaining to educational accountability including: (a) the professional and psychological characteristics that determine the expectations that educators hold for student achievement and their own, (b) acceptable standards in core subject areas that determine mastery learning, and (c) an assessment of professional concerns with standardized tests and the feasibility of addressing those concerns in test development.

2. Research: (a) the feasibility and desirability of work/service opportunities for school-age young people at various psychological levels of development, (b) the educational value of student work/service experiences in mastery learning and student understanding, (c) the possible emotional, physical, neurological, and moral benefits of student-work experiences, and (d) the implications of child labor laws as they relate to student labor for educational purposes in school and community settings.

3. Research the emotional and educational impact that various physical/learning environments have on student learning.
Curriculum and Instruction—Explanation

The curriculum and instruction is explained below.

"Ten Steps to Building a Rolls Royce"

We are doctoral students with a vision of developing a new school for our children and our nation. But this dream is not ours alone. It is the shared dream of quality education which began with the ancients and has been kept alive and enriched by each succeeding generation--Socrates, Plato, Aristotle, St. Augustine, St. Thomas Aquinas, Erasmus, Martin Luther, Comenius, Rousseau, Pestalozzi, John Milton Gregory, William James, John Dewey, Alfred North Whitehead, Maria Montessori, Jean Piaget, Eric Erikson, Abraham Maslow, Lawrence Kohlberg, Howard Gardner, Thomas Kuhn, Francis Schaeffer, Parker Palmer, Mortimer Adler, Robert Hutchins, Rudolf Flesh, Paul Goodman, Neil Postman, Herbert Kohl, William Glasser, Paulo Freire, Charles Silberman, John Holt, Jonathan Kozol, Albert Shanker, Ernest Boyer, John Goodlad, Theodore Sizer, William Bennett, Chester Finn, and others. Each left his or her stamp upon the dream. Together they encouraged us to be moral, wise, humane, practical, discerning, and caring. As the historical

This concept paper was written in collaboration with Dean R. Lockwood, as a co-founder of Pansophia Academy.
dream has entered into our lives we would like to enter into the historical dream and, in so doing, build upon it--build upon the foundation principles left as a legacy to this generation by the greatest thinkers and educators of Western civilization. To this we would add the wisdom of teachers, lessons of nature, and common sense. Our program will be guided by four overriding concerns--relevance, balance, excellence, and service.

Our plan is to establish a comprehensive K-12 demonstration school that will offer our youth a world-class education. By taking an average group of teachers, a normal cross section of students (low achievers included), and only the state allotment of funds per student (no additional monies from private sources or government agencies), we intend to show that ordinary people can do extraordinary things when equipped with the power of a superior idea. This education design can then be adapted to a wide variety of circumstances, urban minority schools, multi-ethnic schools, suburban schools, magnet schools, private academies, home schools--any school, anywhere.

Our hope is nothing less than to witness the expansion of the charter school movement to all 50 states and reform in every school in this country. We wish for a national preoccupation to overtake America's schools--a
search as how best to serve its customers, parents, and students, with every other competing interest dying on the vine.

**Ten Principles for Which We Put Our Reputations and Careers on the Line**

We have isolated 10 principles which drive our design. These are not new but until our day we have lacked the professional freedom and resources to fully implement them. But because of a rare partnership between a Republican governor and a Democratic legislative leader, we now have the resources to put $5000 behind each student in a chartered public school academy. This is an enormous achievement. This is more for every K-12 child than the tuition at a state university. By employing these resources in the freedom offered by the charter school legislation, what was only dreamed about can now become reality for all of our children and parents.

1. **School Choice**

   Open all schools to all students--just as in higher education. A student is free to choose Michigan State, Lansing Community College, Hillsdale College, or the American Truck Driving School. This one step will eliminate the current monopoly and will
do more than anything else to return quality to our American system of education. If educators are allowed to choose how and where they will teach, students should be allowed to choose how and where they will learn.

II. Leadership (The teachers are "large and in charge")

1. Return all professional educators to the classroom. Obtain top-quality educators with demonstrated outstanding/successful teaching and real-life applications of their discipline. Place all management and educational responsibility upon teams of first-class teachers who will exercise absolute control over: the budget, the calendar, the schedule, the curriculum, the building, the discipline, the evaluation, the public relations, the counseling, and the health and safety procedures— in a word, the whole enchilada! This will promote synergy, whereby groups of workers achieve far more together than they can individually. Ideas spark ideas, and energy explodes. Work becomes play and the joy of living becomes an
everyday occurrence, the birthright of every teacher and child.

This will automatically professionalize the operation. If our teachers were given a new design and the responsibility which goes with it, they would solve our educational problems by themselves, and we will actually see health and glory return to our classrooms. The profession of teaching would be restored to its rightful place of right respect, remindful of the days when the teacher was the most admired citizen in the community.

True leadership, and the type primarily needed, is found in quality teaching. When educators are master teachers students become meaningfully engaged in learning, and 90-95% of the social, behavioral, and academic problems are eliminated. This will abolish the "need" for detached principals, as well as social workers, counselors, consultants, etc., whose jobs are primarily defined in addressing these formerly unmet student needs. The former leadership will be replaced by a head teacher/director who teaches, coordinates, and oversees the school operations now in the hands of the entire
teaching force--those who know by daily experience what is needed to run the school. Turn teachers into generalists who know and attend to the needs of their students. The savings from low-overhead administration will go directly to enriching the school programs, by way of future college funds for each student.

2. Utilize quality interns as teacher associates. Train them in your demonstration school that gives wings to the wisdom of the university. Use master teachers to give them an education in the school of life.

3. Involve and empower the local stakeholders who are directly involved in and have an intimate knowledge of and personal interest in its needs, operations, and success--parents and relatives, and community members from every profession and institution.
   a. Place them on the school board and school governance committees.
   b. Invite every parent to spend some time each month assisting in the classroom or educational activities in the community. Keep them informed on the weekly plans and activities of their child's
education. Coordinate natural learning experiences in the home with the school program.

c. Establish a "Seniors for Juniors" volunteer program that will place a grandparent or community senior in every classroom assisting the teacher.

d. Put on Parenting Seminars and Education Classes as a joint effort of teachers, successful parents, home schoolers, and community people for each of these groups. This will build respect, trust, and understanding.

4. a. Let students assist each other by peer tutoring.

b. Practice democratic principles both in school governance and daily classroom operations. Give students choices that lead to meaningful and enjoyable learning. This will enable each student to develop his/her gifts, thus share in the academic success, professional accomplishments, and financial rewards, enjoyed by others—regardless of former
achievement, home life, socioeconomic background, or ethnic identity.

III. Restore the Core

Require that all students positively master the fundamentals through the first six years—Reading, Spelling, Grammar, Penmanship, Arithmetic, and an introduction to the Liberal Arts. Provide junior high and high school students with six years of solid education—Mathematics, Science, History, Geography, Philosophy, Literature, Foreign Languages, Art, Music, and Vocational Training. Challenge our kids. Introduce them to the masters—Shakespeare, Plato, Euclid, Milton, and Dickens. Give them the rich texture of human civilization. They should stand on the shoulders of giants!

Set up state-of-the-art science labs and expect them to do high-quality scientific work and careful lab reports. Construct all learning by broad fields and interdisciplinary teaching to broaden and deepen understanding—Language Arts, Math and Science, Social Studies, Fine Arts, and Practical Arts. Expect them to learn, to memorize, to think for themselves, to understand, and to apply knowledge to practical experiences. Teach to the whole child. Prepare for a brand-new millennium—return to good
old-fashioned teaching. Look at Marva Collins' students at West Side Prep.

IV. Bust Out of the Four Walls (Take the classroom to the world and bring the world to the classroom)

Liberate yourselves and your students. Life is three dimensional; it cannot be contained in a classroom. Use some of that $5000, get some vans and get out and go. Visit parks, museums, libraries, courtrooms, police, prisons, mayor's office, orphanages, and factories.

Canoe for a weekend in Minnesota. Go camping. Bike across the state.

Grab a sleeping bag for each student. Rent out a church basement in Washington, D.C. Spend a week visiting there--touch, hear, smell. Be involved in our national life. Raise money and travel to Europe, the Holy Land, or a third-world country. Transform your students' lives. It can happen.

Decide what kind of human beings you dream that your students will be. Determine what life-survival skills he/she should have. Establish your goal, base your curriculum upon these--period. Throw out what is not relevant. Life and learning are inseparable. If one is detached from the other, then both are a shadow of what they should be.
Train the students to speak on public issues. Turn the honesty, sense of fair play, and common sense of children loose on the national deficit. Balance the budget and fax a copy to every congressman from your state. Discover where the pollution comes from that requires chlorine in the school water and institute a plan of action to stop it. Let the kids decorate the school with quality art--murals, paintings, crafts, plants, stained glass. Make a dog house. Inform, solve problems, inquire, create, build. Let them prepare for life by living it. Start with real-life experiences to motivate, develop understanding, and reveal social and personal needs that require and stimulate further study.

V. Habitat for Humanity--The high honor of work; the true joy of service

Bring back the dignity of work. Teach them how to labor with competence, pride, industry, courage, and honesty. Apply the theory of the classroom in the laboratory of real life. Instill in them Einstein's words: "A life that is not lived for others is not worth living."
Practical Arts--School Service

1. Turn over to the students all building maintenance, grounds upkeep, and landscaping.
2. Train them to keep up all school vehicles--oil and lube work jobs, tune-ups, brake jobs.
3. Keep an organic garden year round. Serve the food at school. Let them handle the hot lunch program--study nutrition, plan the menus, grow the food, shop for the food, do the cooking, serve, and clean up.
4. Let them purchase school supplies, and keep the school accounting balanced and up-to-date.

Practical Arts--School Industries

1. Recycle newspaper, cardboard, glass, metals--aluminum cans, tin cans, copper, lead, appliances, plastic, and motor oil--Salvage America, Inc.
2. Start a flea market. Set up a collection station to gather "give-aways" from the community--lawn mowers, appliances, clothes, bicycles, junk cars. Have the students clean, repair, paint, and sew. Let them advertise, price, display, and sell the merchandise.
3. Build a greenhouse and start a nursery. Let the students run the business. Keep your school decorated with wonderful plants.

4. Manufacture something. Print Christmas, Birthday, and Valentine cards. Let the students do the photography, select the prose from literature class or (write their own), print, and sell their handiwork. Make dog houses or permanent calendars. Tomorrow's Leaders, Inc.

Practical Arts--Community

Establish apprenticeships for junior and senior students with the community businesses and services--City of Coldwater, radio stations, retail stores, accounting offices, law firms, computer companies, hospitals. Assist students in starting their own business--yardwork, girl Friday work, word processing, sales, house and office cleaning.

Community Service

1. Study the community. Set aside time and resources to assist others in worthwhile projects. Ask the mayor what needs to be done. Work with charitable and service organizations. Reduce the Federal handouts by helping local communities take care of themselves and their
fellow citizens who have special needs. Two hundred hands can do a lot of work.

2. Travel to foreign countries and help build homes, schools, hospitals. Help in disaster areas.

3. Declare war on illiteracy. Launch a door-to-door, community-wide campaign to teach every uneducated adult to read, including those we, as teachers, have failed. Use the remarkable strategy of Frank Laubach and Jonathan Kozol that allows adults to learn with dignity and success— in their neighborhoods by their own relatives and friends. Dedicated literacy organizations cannot teach the 45 million illiterate and additional 45 million marginally illiterate adults without help and lots of it. Turn loose 5-10 million elementary, high school, and college students, who are available to help and can read, on the masses who cannot. We have five years to reach the governors' six education goals for America. We can do it and the youth will receive the education of a lifetime.

In a word, give up the idea that schools can continue to be responsible for all the educational needs of young people and join hands
with the people, institutions, and causes that make the world go around.

VI. Dan Quayle Was Right—Family and Community Values

Push values and virtues. We come from different backgrounds and ethnic origins, but share common needs and values as members of the human race: honesty, loyalty, patriotism, hard work, courage, citizenship, compassion, tolerance, the golden rule, responsibility, and freedom. Preserve the values that sustain us and allow any culture or civilization to endure. Declare war on the devaluing of America. Fight for the souls of our kids.

VII. To Thine Own Self Be True

1. Customize student learning so that it is personable, sensible, flexible. Recognize the students’ achievements and capabilities, respect their learning pace and needs, and honor their interests and gifts—all that seeks to direct their path into adulthood. Demand that education recognize all forms of human intelligence and accomplishment. Adapt learning demands to the learning capabilities found at each stage of development. Introduce students to formal education only
when they are ready. No two flowers unfold at the same moment. Do not push them beyond their capabilities. No two plants grow at the same rate. Abolish the 19th-century factory "look-alike" grade system. Set up a nongraded, continuous-progress learning program. Leave the assembly line for Detroit. Treat children like human beings.

2. Use time, space, and personnel in a flexible manner. This will facilitate the demands of varying educational experiences. Allow students and teachers flexibility in coming and leaving places of learning, depending upon their needs. Examining life in the context of broad fields often requires team teaching, moveable furniture and walls, and large blocks of time. You cannot pour new wine in old wine-skins.

VIII. A Home Away from Home

1. Convert cold, barren classrooms to places of humanity and joy. Decorate and equip the school so that the environment is aesthetically warm, comfortable, and enjoyable (like a home you are planning to spend 13,000 hours in over 12 years). Design and furnish
classrooms to be home-like, familiar, as well as educational. Besides tables and chalkboards, provide a private, comfortable, informal place in every classroom where kids can get away--read, write a letter, or relax with a good video--The Student Loft, The Lion's Den. Softer overhead lights, lamps, plants, great paintings, quality furnishings. Bring a picture of your family, favorite toy, and drinking cup from home. Paint a mural on the wall. Give students some ownership of the school. Regular dining room tables that seat six with a tablecloth, china, and fresh flowers from the greenhouse. A comfortable lounge with a fireplace for studying, private visits, relaxing, or socials. A home away from home.

2. Release children to learn in their favorite place on earth--the out-of-doors, the original and natural habitat of man. Let the lethargic be stimulated, the hyperactive be sedated, and all be motivated through the magical powers and pleasures of the elements. Build an outdoor amphitheater out of railroad ties, bark, trees, and plants.
appropriate and possible, let them study there or on their beautifully landscaped grounds. Let the indoors and out-of-doors be one holistic learning environment. No one remains the same physically, mentally, or emotionally when regularly exposed to nature's classroom.

3. Stock the school with practical, meaningful, helpful resources—Quality texts that actually honor the dynamic and innovative school program (produced by the faculty or carefully selected from the market place), a library filled with great books written in any language for young or old alike, from the dawn of civilization to modern times, audiovisual resources, science equipment, computers, tools, and equipment.

4. Downsize classrooms to a more manageable, personable size of 15-20 students. Organize your class to small, intimate, informal learning families of four to five students. Give each a sense of belonging, an opportunity to share, and a chance to make a worthwhile contribution, including the ones who are naturally less talkative. Let students learn from each other. Let the older and more
advanced help the younger and slower. Prepare them for the real world where people plan, discuss, solve problems, and produce as teams. Convert classrooms that are "competitive, snobbish, and status-oriented" to places that are compassionate, cooperative, friendly, and cheerful. Make love, respect, and trust the cornerstone, and make schools places of open communication and cooperation in a non-threatening atmosphere.

5. Fulfill the single most important wish of every parent--know their children personally, take an interest in their welfare, love them like your own, and meet their needs. Go pick up the kids if necessary. Take them under your wing. See them through.

   Set up a long-term relationship between team teachers and individual students and families. Let the same teachers and assistants work with the same students for six-year blocks. Know them in the classroom, on the playground, in the greenhouse, at church, at the mall, and in their homes. Invite parents and students to teachers' homes. Swap notes on parenting and
teaching. Share triumphs and troubles. This is a learning family.

IX. Not a Child to Spare (competency-based education/evaluation)

Restore academic integrity to the classroom.

1. Abolish the 12-year graded system which is based on a superficial curriculum for the early grades, chronic repetition in the later grades of material previously not mastered, and endless busy work that explains why boredom is an epidemic in our schools. Based upon true learning levels—preschool, the rudiments, and the liberal and practical arts—implement the following:

a. Educate and assess students against absolute standards of excellence which are developed and well articulated by the faculty.

b. Educate and assess students by sensible, responsible institutional and instructional objectives needed to lead meaningful, productive lives.

c. Educate for and assess the students' mastery of these school standards and objectives with the goal and expectation
of obtaining absolute competency, to which we hold ourselves and our students accountable. Push and support the students to achieve; do not test until they are ready to demonstrate what they have learned, do not compare to a norm (but a clear standard), and do not allow them to fail (e.g., "mastery", "not sure", "concerned").


INSTITUTIONAL--school truancy, school crime rate, parental involvement. REAL-WORLD SUCCESS--successful apprenticeships, jobs, businesses and personal life.

X. Building a Rolls Royce

America is the most tested nation in the world and the least accountable. We have never heard of a
school closing down because of incompetence. We spend more money than any country on education but are far down the scale in international comparisons. Unless we are willing to state our intentions, guarantee our service, and allow it to be judged by our customers (like the real world--business, medicine, construction) there will never be accountability. Therefore, we will live by the following:

"We hand craft and lovingly develop each student. We use only the finest materials to feed the mind and soul. This child will be an ornament to the family, a credit to his or her community, a valued employee, a responsible citizen, a loving mate, a nurturing parent. And this child will bring his or her 5-year-old daughter to these same teachers and say, as you educated me, so I trust the apple of my eye to you as well.

After twelve years of education we, the teachers, place our stamp, our trademark on each graduating senior. This must be so for we educated this child; we are responsible for his or her life. No student is allowed to go through the system illiterate, uneducated, and unattended to. We pledge our love and support. We stand behind our service. We guarantee our work."

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APPENDIX B

TRYOUT
Tryout

The tryout is provided as an option for potential charter schools utilizing this curriculum document.

A group of veteran teachers from a reputable school could be chosen to pilot test the curriculum for one semester. Individual students, small groups of students, and select classes would be tested. A cross-section of slower, average, and quicker students would be chosen to participate. The curriculum planners would observe the pilot testing and get feedback from the teachers and students after one semester. Modifications would be made in the program if necessary.

Three schools could be asked to field test the curriculum for one semester. A journal would be kept by teachers and students recording their reactions and successes (or failures) in the program.

The curriculum planners would in-service the pilot teachers. The curriculum planners and pilot teachers will in-service those chosen for field testing. This would include observations of the pilot testing by the future field testers. The curriculum planners would observe the field testing, get feedback from them at the end of the semester, and make additional modifications if necessary.
INSTRUMENT

1. Could you give me a tour of your school. (This request was made to observe the overall school program and gather information on the learning environment.)

2. Please describe to what extent your school utilizes a core curriculum and what that curriculum is. (This was requested if subject areas were in question.)

3. Does your school individualize student learning? Please describe this aspect of your program.

4. Please describe how students are grouped for learning purposes. Are they grouped for isolated learning or cooperative learning?

5. Does your school incorporate both passive and active/hands-on learning? Please describe this aspect of your program.

6. Does your school incorporate work and service opportunities for the students. Please describe this aspect of your program.

7. Please describe the school's position on teaching values.
8. Please describe your school in terms of competency-based education and expectations.

9. Please describe the school's rigidity or flexibility in using the use of time, space, and personnel.

10. Please describe your school in terms of school relationships and how this relates to the learning program.

*On most occasions these requests were made and questions were asked before, during, and after the school tour. On other occasions the visit began with the tour and the interview took place only during and after the tour.
THE LOWER SCHOOL CURRICULUM

History, language arts, science, math and history are taught in main lesson blocks of three to five weeks during the morning main lesson hours.

Primary Grades 1 - 3

* Pictorial introduction to the alphabet, writing, reading, spelling, poetry and drama.

* Folk and fairy tales, tables, legends, Old Testament stories.

* Numbers, basic mathematical processes of addition, subtraction, multiplication and division.

* Nature stories, house building and gardening.

Middle Grades 4 - 6

* Writing, reading, spelling, grammar, poetry and drama.

* Norse myths, history and stories of ancient civilizations.

* Review of the four mathematical processes, fractions, percentage and geometry.

* Local and world geography, comparative zoology, botany and elementary physics.

Upper Grades 7 - 8

* Creative writing, reading, spelling, grammar, poetry and drama.

* Medieval history, Renaissance, world exploration, American history and biography.
* Geography, physics, basic chemistry, astronomy, geology and physiology.

* Special subjects also taught are handwork: knitting, crochet, sewing, cross stitch, basic weaving, toymaking and woodworking. Music: singing, pentatonic flute, recorder, string instruments, wind, brass and percussion instruments. Foreign languages (varies by school): Spanish, French, Japanese and German. Art: wet on wet water-color painting, form drawing, beeswax and clay modeling, perspective drawing. Movement: eurythmy, gymnastics, group games.
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College/University
• Administrative & Research Assistant, Andrews University, Berrien Springs, MI
• Instructor, Counselor, Santa Rosa Junior College, Santa Rosa, CA
• Assistant Professor, Union College, Lincoln NE

K-12
• Co-Founder/Co-Director/Teacher, Pansophia Academy, Coldwater, MI
• Director/Teacher, I. L. Butler Memorial School, Florence, MS
• Teacher, Wilderness Apple Ranch, North Fork, CA
• Instructional Assistant, San Gabriel Academy, San Gabriel, CA
• Substitute Teacher, Intermediate School District, Berrien Springs, MI

EDUCATIONAL EXPERIENCE
• Andrews University, Berrien Springs, MI
  MA in Religion, MA in Education, PhD in Education
• Southwestern Union College
  BA in Religion, Minor in Speech

Recommendations available upon request.