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Doing Something Real: *Horace* interviews Debbie Meier on Community Service

Deborah Meier began her teaching career as a kindergarten and Head Start teacher in Chicago, Philadelphia and New York City. She was the founder and teacher-director of a network of highly successful public elementary schools in East Harlem. In 1985, she opened Central Park East Secondary School, one of the founding members of the Coalition of Essential Schools. She was a recipient of the prestigious MacArthur Fellowship in 1987. She has authored or co-authored six books, including *In Schools We Trust* and *The Power of Their Ideas*.

Between 1992 and 1996, she served as co-director the Coalition Campus Project which successfully redesigned two large failing city high schools and created a dozen new small Coalition schools. She was an advisor to New York City's Annenberg Challenge and Senior Fellow at the Annenberg Institute at Brown University from 1995-1997. From 1997 to 2005, she was the founder and principal of the Mission Hill School in the Roxbury neighborhood of Boston.

Currently on the faculty of New York University's Steinhardt School of Education as senior scholar and adjunct professor, Meier is also on the board of CES and other education-related organizations.

Horace editor Jill Davidson talked with Deborah Meier about her conviction that community-based learning helps provide to young people and schools the often-missing element of connections with the adult world.

Horace: When there are so many other possibilities for meaningful learning and connections between students and teachers, why do community service?

Deborah Meier: At Central Park East Secondary School in the 1980s—when it was not a particularly well-known or widespread practice—we first started community service because we wanted to provide more concentrated time for faculty to spend working

together during the school day. We thought that if we could use three hours one morning a week, plus more after school, that would solve our problem. The question, of course, was what to do with the kids? We figured that we could hire one person to send 80 kids at a time out to community service and that would pay for four teachers having the morning free. We thought it would be fun for the kids to go to interesting places, meet interesting adults doing interesting things, learn something about the city and maybe even do some good in the world. But the drive behind it actually was getting faculty the time to work together. It didn't have much to do with any specific long-term benefits we thought the students would get.

Horace: But the CPES staff must have thought that the students would benefit from the experiences they had, right?

Meier: Yes, but they didn't benefit in ways that we were able to imagine at first. Most of the time, we found placements that kids might find interesting where there was easy transportation. These were always nonprofits because we thought it was supposed to be community service. But it wasn't the community service part per se that turned out to be important to our students. They loved the idea of going around the city and doing something real. They became less parochial about knowing Harlem well but not knowing the city; they felt more belonging in Manhattan. And



they benefited from knowing adults who weren't there to teach them but took an interest in them.

And to our intrigue and, really, amazement, we eventually learned that those experiences had been far more powerful than we had initially realized. Over the six years they were with us, all students had made some powerful adult relationships that were important to them and their futures. They expanded the company that they kept and in many cases, this helped them get in college. We acknowledged that we had to take less credit for ourselves for getting them into college because in some cases, it was some adult they'd met who had gone to Dartmouth or somewhere else who took an interest in them and wrote letters of reference.

So when we started Mission Hill, we tried to do something similar with the older kids. But we found that it was just plain hard to do in Boston. New York—Manhattan in any case—is a very compact city. It was much easier to find things for kids to do and much easier to get them around. Also, we had two remarkable people who ran the community service project in New York and we tried to do it on the cheap in Boston by having someone do it on the side. That was harder. And the kids were younger, so there were limitations on where and how they could travel. More of the jobs turned out to be “Mickey Mouse” jobs where the kids didn't meet grownups or have relationships with grownups that were doing things of intrinsic interest. Still, it was amazingly popular.

Based on what I saw at CPESS and Mission Hill, and informed by looking at the work that Dennis Littky does at the Met schools, my theory is that the most powerful thing missing in the lives of young people today is the company of adults, any sense of the adult world and some relationship with that world. Most of the jobs that young people tend to get on their own are in largely teenage industries, extensions of their teenage social lives. Community based-learning helps produce a more porous line between “the world” and schooling. You have to get rid of excuses. It makes it harder to say to kids things like, “Oh, you can't wear hats, because they don't wear hats in the real world,” because some kids will come back and say, “Well, they do where I work.” It forces the adults in the school not to pretend that they have secret knowledge that pertains to the adult world.

Horace: So it's less about what students do than who they interact with and the relationships that they form.

Meier: I worry less than I used to that some experiences will be pointless. There are two separate issues: meaningful work and relationships with the outside world. One of the peculiar things about the way we've organized schools is that we often place schools at a

distance from adult lives, on the outskirts of suburbs instead of in town, somewhere out there surrounded by fields. This doesn't lend itself to students seeing people working or having connections. We've built schooling so it's isolated from adult work. It wasn't so serious when many adults left school at the age of 13 or 14 and when their family economy was dependent on their working. But today people are in school from four to 20 and schools are disconnected from other adult communities. I think it can be dangerous and the idea of finding adults who are not their parents or teachers to be part of kids' lives is significantly important.

Horace: You said earlier that sometimes kids made meaning of their experiences in ways that the staff members in the schools didn't expect.

Meier: When we did interviews ten years afterward about CPESS, it was startling to us how many kids brought back stories about work experiences that we hadn't thought were very powerful. Mostly it was about the people. In some cases it was about the job, but mostly it was the people. There was a whole world that kids had engaged in through our school to which we had not paid much attention.

We tended to pay attention only when we had a strong incentive. There were some kids with whom we went out of our way to match with particular adults who would be powerful because these kids weren't connecting with any of the adults in school. One of things that we know is that kids who don't make connections with any of the adults in school are among the most likely to drop out. Sometimes, rarely, we consciously looked for summer or community service experiences with an adult we thought might make a connection.

There was this wonderful guy who should have been a social worker—well, maybe he was, really. His occupation was setting stereos up in rich people's apartments. He liked young people. He was a father-ish big brother figure and he agreed to take a kid with him, as a shadow. Bob was a talker and kids had a relationship with him. He'd had an extraordinarily interesting life and he had done all kinds of interesting things. To me a person like that is delightful—to

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Related Resource

For another example of the importance of meaningful relationships as part of an Essential education, read “A Caring Adult in a Different Setting” from *Horace* volume 19, issue 4:

www.essentialschools.org/pub/ces_docs/resources/horace/19_4/heyder_letter.html

Eagle Rock School: An Ethic of Service

by John Guffey

Eagle Rock School, located in Estes Park, Colorado, is two schools in one: a school for high school age students and a professional development center for adults, particularly educators. Year-round, residential and full-scholarship for high school students, Eagle Rock enrolls young people ages 15-17 from around the United States in an innovative, nationally recognized learning program. With a capacity of 96, the student body is diverse in many ways, but all students share two common characteristics: young people who apply to attend Eagle Rock have not experienced success in traditional academic programs and, for the most part, they have given up on the expectation of graduating from high school.

Eagle Rock's mission is stated in two phrases, one pertaining to our work with young people and the other to our work with educators. "An Eagle Rock student has the desire and is prepared to make a difference in the world," and, "Eagle Rock has a positive effect on schools in the United States." Our emphasis on service-learning is essential to our dual missions. Our approach to service-learning embraces a range of activities extending from direct service within our school community to integrated service/academic experiences reaching far beyond the Eagle Rock campus. Programs such as Eagle Serve, chores, kitchen patrol, housekeeping, service special, Legacy Projects, many academic course activities and most community-based projects fit within the rubric of "service-learning." At Eagle Rock, service learning isn't a stand-alone program; it's the framework of everything that we do.

Eagle Rock School is a CES Mentor School and part of the CES Small Schools Project. For more on Mentor Schools and the Small Schools Project, please visit www.essentialschools.org.



Eagle Rock is a value-driven school. This means that our values, embodied in the seemingly incongruent saying, "Eight Plus Five Equals Ten," are the source and purpose of ongoing conversations around curriculum, daily living, organizational decisions and more. The value of service shows up through the **themes** (service to others), the **expectations** (participating as an engaged global citizen, providing leadership for justice) and the **commitments** (serve the Eagle Rock and other communities through the contribution of my labors, become a steward of the planet, practice citizenship and democratic living). Eagle Rock's commitment to integrating service and community brings these ideas to life.

Service-Learning in Many Forms

At Eagle Rock, students are expected to contribute approximately 500 hours of service per year through chores, service-learning courses, independent projects and school-wide service projects. In the process of serving, students help maintain the school as a functional community within a larger social system. Service work also applies to each student's personal growth wherein learning is directed first and foremost toward the individual's emotional and psychological development.

Opportunities for service occur from the time a young person is being considered for admission as a prospective

student to the time he or she graduates and moves on, we hope, to a life of service. A prospective student is one who has made it far enough through the admissions process to warrant a three-day visit to the school. "Prospectives" join other students in conducting chores on campus, including serving the community meals. Once admitted to the school, students are required to participate in a 25-day wilderness experience. During this extended stay in the backcountry, students are exposed daily to the Eagle Rock values of leadership, communication, compassion, responsibility, knowledge base, healthy life choices, fortitude and perseverance, and authenticity/overcoming self-deception.

The wilderness service project, an integral part of this program, takes place just after students complete their three-day "solo," which consists of living alone in a simple shelter with a small amount of food and water and without communication with any person for 72 hours. This is a time to reflect on one's life and what has been learned over the past three weeks. Following this extraordinary solo experience, students regroup for the service project. The wilderness service project may consist of building a trail, building a foot bridge, restoring native habitat, planting trees or some other hands-on activity. The intent is to provide students with an opportunity to give back to the land that has taught them so much and to engage in one of the fundamental Eagle Rock School values: "Service to others." Many students make a strong connection with the service project, as this account makes clear: "After days of backpacking, searching for water, and a 72-hour solo, we were given nearly three days to do service in the Superstition Mountains of Arizona. We were working in an area called Revis Ranch, which has recently become part of the wilderness area. It has tons of barbed wire fence enclosing different areas. Our task was to take down as much of this fence as we could. We were trying to restore the area back to its natural beauty. A ranger showed us the most efficient ways of taking down the fence so we wouldn't further hurt the land. By the end of three days, we compiled what we had collected and were able to figure that we had taken down roughly 400 yards of fence. We took before and after pictures to see the difference we had made. Besides learning how to work with different tools, and the different ways of not getting eaten alive by the fence, I learned how to work with people of all levels, in terms of work ethic, skill, and different personalities. I felt good about what I was doing. I could see the difference I was making. I am planning a return trip to revisit the area I was able to help."

Upon returning to campus, new students complete their first reflection paper, articulating the learning gained during the wilderness trip. At this time they also begin moving toward full integration in the Eagle Rock community. And as it was during prospective

Eagle Rock School's Values: $8 + 5 = 10$

8 Themes

- Individual Integrity
- Intellectual Discipline
- Physical Fitness
- Spiritual Development
- Aesthetic Expression
- Citizenship
- Service to Others
- Cross-cultural Understanding
- Democratic Governance
- Environmental Stewardship

5 Expectations

- Developing an expanding knowledge base
- Communicating effectively
- Creating and making healthy life choices
- Participating as an engaged global citizen
- Providing leadership for justice

10 Commitments

- Live in respectful harmony with others
- Develop mind, body and spirit
- Learn to communicate in speech and writing
- Serve the Eagle Rock and other communities
- Become a steward of the planet
- Make healthy personal choices
- Find, nurture, and develop the artist within
- Increase capacity to exercise leadership for justice
- Practice citizenship and democratic living
- Devise an enduring moral and ethical code

visit and wilderness, so it is for the veteran: Eagle Rock students continue to engage daily in experiences that emphasize the value of service. Within a few days of their return to campus, new students are assigned to chore teams where they work alongside veterans and staff members to help maintain and run the campus physical plant. Chores include the upkeep of buildings, the operation of the greenhouse and garden, woodcutting, firewood delivery, groundskeeping, residential resupply and other functions essential to the school's operation. While most chores are done four times a week during a 30-minute slot between second period and lunch, some chores, like woodcutting, take place in a two-hour period once a week after classes. Students and instructors work together during chores, collaborating on work assignments, developing a system of accountability and supporting one another as a team. If students are late, unprepared or not participating during chores, they may receive one or more "dings," which, as in any other class, can lead to loss of campus privileges or make-up work early Sunday morning.

Kitchen patrol (KP), probably the most prominent, labor intensive service activity on campus, is fulfilled by each student working at least two meals per week for up to two hours at a time in a scheduled rotation. Veteran students, serving as KP leaders, are responsible for assigning duties and supervising each team. The kitchen depends upon well organized KP teams. The chefs, along with meal preparation, teach students kitchen skills and oversee all food handling operations. Credit toward graduation is earned by each student developing essential culinary skills and performing KP assignments. In her final essay before graduating, one student noted that KP was the first form of service she did at Eagle Rock. After completing over 750 hours of service in the kitchen she had this to say, "Most people don't realize that KP is a form of service. They think that it is slave labor of some sort. I enjoy being in a kitchen. I like when people are enjoying the food that I made or the salad bar that I prepared, and I feel that it is a good way to give back to the school." Another student, writing in his final essay, recalled a lesson in the kitchen that had come just the day before, while preparing his graduate meal: "Yesterday I was in the kitchen all day for graduate dinner. I was working nonstop for about eight hours. It was a lot of work. I realized that food preparation and presentation is very tedious and requires fortitude. To think that (the chefs) do that almost everyday is incredible. I have new respect for them and appreciate the food so much more now that I have performed that service."

Housekeeping is another aspect of every student's service-learning experience. This activity is organized and managed by students in each house, with oversight and supervision provided by the houseparents. At the beginning of each trimester, students come up with the standards and system for cleaning the bedrooms and common areas of their houses. Each house posts a schedule with individual and group assignments that are reviewed on a weekly basis. Some houses conduct reflections on the strengths and challenges of their housekeeping during weekly house meetings. Efforts are ongoing to resolve conflicting interests between the need for cleanliness and respect for how individuals choose to keep their personal space.

Many incoming students perceive service-learning experiences at the school as "forced work" or "manual labor" to be avoided, downplayed or endured. Over time, the majority of students come to appreciate these activities and projects as substantial parts of their overall learning experience. "I came into service," wrote a first year student, "with only the notion of it being a punishment. Now when I hear the word 'service' I get a mental image of tutoring, woodwork-ing, moving someone's furniture, gardening and much

more. At this point in time, I feel that service is two-party enjoyment instead of just benefiting the recipient. I truly believe I have learned so much as a person and as a person of service."

A recurring theme in student writing about what they've learned through service at Eagle Rock relates to changes in attitudes and feelings toward themselves, others and the environment. One student describes it like this, "When I first came to Eagle Rock I considered service as punishment; in fact when I heard that Eagle Rock required service it discouraged me away from wanting to be here. As I pursued my stay here, I began to get used to service. I began to understand why it was beneficial. I also gained a great amount of appreciation for nature." Another student noted that, "Service has had a tremendous impact on my life during the last three years. I have learned to appreciate the actions of everyone around me a lot more. Living a life without service is living a life in ignorance. I cannot fully appreciate what I am given until I understand how difficult it is to always be giving."

During his final trimester, a soon-to-be graduate commented, "From my career here at Eagle Rock, I have gotten a lot and I've learned that there are definitely things that need improving. I feel that Eagle Rock has shown me what a group of people can do to change the world." In describing her philosophy of service, another student summarized the educational aspect of service by saying, "There is a learning experience with any type of service project that is done. The learning can be on many different levels. Through the service I have done, I have learned new skills, I have learned how to work with different groups and types of people, I have learned more about fortitude and perseverance, I have learned how I work, and I have had time to think. Some of my most valuable service is done when I am able to be in silence, reflecting, thinking about what I am doing and why."

During the five weeks of classes that remain after new students return from wilderness, they may enter either Service Special or Choir. Choir offers students an introduction to music performance, recognized here as a service-learning activity within a credit-bearing music course. Service Special provides an introduction to different types of service including direct, indirect and advocacy work. It gives students a chance to read and write about what service means on both personal and community levels, and to develop partnerships with others, on and off campus. In this course students are actively engaged in individual and group projects, either at Eagle Rock or in the larger community. Three-quarters of the class time in a given week is spent working on projects. The other quarter finds students engaged in discussion or writing about their projects. Discussions generally focus on some aspect of the service-learning cycle, ranging from

preparation to action to demonstration to reflection. Readings are occasionally introduced to help develop understanding of the pedagogy of service-learning and to deepen engagement in specific projects.

Community-Wide Development of Service-Learning Options

At the close of their first trimester at Eagle Rock, qualified students enter into veteran status and are free to register for courses of their choice from the list of options provided during registration week. Courses are developed through a proposal process built around a constructivist framework incorporating a course description, possible credit, a major learning concept, essential questions, goals and objectives, standards and assessment design as well as service-learning components that strengthen the design. Each course proposal, submitted for inclusion by members of the instructional staff, is reviewed by other staff members and students before a final draft is incorporated into the upcoming schedule. The review process includes a peer pass-around as well as a reading by members of the "Service-Learning Advisory Council," a group devoted to making the student voice heard in school planning and policies. Each new course proposal has space for a service-learning component, which may be included or omitted, depending on the overall design of the course and the preference of the instructor. During the pass-around, feedback and suggestions are provided to encourage thinking about how to improve the content and quality of the course proposal.

Principles of good practice in service-learning are emphasized in this process. First of all, projects that connect to the mission and values of the school and engage students and partners in responsible and challenging actions that serve the larger community are encouraged. Opportunities for students to reflect on their service experience strengthen proposals. Reciprocity and community partnerships are valued. Subsequently, these goals are supported by training, supervision, celebration, evaluation and assessment within the course to achieve successful outcomes. These evolving principles provide a framework for program development that directly connects the course proposal process to student-centered, community-based service-learning outcomes.

Connections Between Service-Learning and Academics

Students are awarded academic credit for their service involvement in several ways. In the wilderness experience, students earn credit directly for completion of the service project. They also are credited for the reflection paper and presentation of learning completed after the trip. Credit is earned in KP for passing a sanitation test, spending two trimesters as a successful crew

Activities and readings for the Service Special course have been drawn from the following books as well as other resources:

Growing Hope: A Sourcebook on Integrating Youth Service into the School Curriculum by Rich Cairns and Dr. James Kielsmeier (National Youth Leadership Council, 1995)

Voices of Hope Service-Learning Guide edited by John Graham (Free Spirit Publishing, 2006)

The Complete Guide to Service Learning: Proven, Practical Ways to Engage Students in Civic Responsibility, Academic Curriculum, & Social Action by Cathryn Berger Kay (Free Spirit Publishing, 2004)

Learning Through Serving: A Student Guidebook for Service-Learning Across the Disciplines by Christine Cress, Peter Collier, Vicki Reitenauer and Associates (Stylus Publishing, 2005)

A Practitioner's Guide to Reflection in Service-Learning: Student Voices and Reflections by Janet Eyler and Dwight Giles and Angela Schmiede (Vanderbilt University, 1996)

Community Service-Learning: A Guide to Including Service in the Public School Curriculum edited by Rahima C. Wade (State University of New York Press, 1997)

leader and preparing two meals at the time of their graduation for the entire school. Chores, housekeeping, all-school service activities, independent service and service-learning projects in courses or seminars contribute to credit in service-learning through completion of the following: Service Reflection Paper (first year expectation), Legacy Project (second or third year expectation), Philosophy of Service Paper (graduating trimester), Public Service Presentation (any trimester) and Record of Service Activities, submitted each trimester as part of the Presentation of Learning (POL) packet.

The Public Service Presentation credit results from providing an audience with information, education or persuasive argument on a topic of interest to the community or group that is present. The Philosophy of Service paper requires students to account for their understanding of service and service-learning and what this means to them in the context of an Eagle Rock education and their future life goals.

The Legacy Project may be a course-based or independent service project designed to benefit the Eagle Rock community through the arts or crafts, an historical interpretation, a policy change, development or deepening of a service partnership, introduction of a new course, program or environmental service or other action. Students often start thinking about

Courses that exemplify ongoing efforts to incorporate service-learning into all aspects of the curriculum include the following:

- Musical theater and performance courses such as "Choir" and "Summer Theater,"
- Courses in which students develop creative skills and learn to produce things that meet community needs such as "Art Sale," "Sacred Benches," and "Connections in Wood"
- Science and environmental science courses such as "For the Birds," "The Three R's (reduce, reuse, recycle)," and "ERS Unplugged," in which students work with community partners to produce valuable research data, analysis and reporting that increases understanding of ecosystems, energy systems, native plant and animal life, water quality and biological systems, in many cases building upon the work of partnering agencies and organizations including Cornell University, Rocky Mountain National Park, Colorado Fish and Game, and regional recycling programs
- World language courses such as "The Guatemala Experience," where an immersion experience in language, culture and service takes students to work in a small, rural community in Central America
- Societies and cultures courses such as "Close-Up," where students study national issues and government systems take a trip to Washington, D.C. and come home to a hands-on civics project in the local community
- "4-Corners of Culture and Service," which includes literature, culture and service from a Native American perspective on the Navajo Nation
- Human performance courses like "Soccer and Service" in which students develop their teaching skills by coaching teams in the local youth league
- "Summer Olympic Games" where students developed a course around an international event bringing our community together in celebration of teamwork, competition, creativity and the human spirit

the legacy project early in their Eagle Rock careers and may work on a project over several trimesters. One Legacy Project, Bettering Da Family (BDF), was a committee of students engaged in the practice of democratic governance and youth voice to provide a forum and specific opportunities for students to step up and get involved. BDF introduced the radio band, Saturday jam nights and a new process for second chance students (students returning to Eagle Rock after going home for breaking a non-negotiable*). Other examples have included a video for the wilderness program to show prospective students and new wilderness staff that gives a realistic view of what the

trip is like; Etched in the Rock, a collection of Eagle Rock poetry from many students across the years; a large, wood sculptural rendering of the African continent showing topographical features, political boundaries, and results of colonization across the region; a batik portrait in recognition of a staff member who had contributed over ten years of service to students and the school; totem poles built and erected on the school grounds to celebrate the presence of nature and the awakening of student learning; numerous and various images and renditions of "The Spirit of Eagle Rock," symbolized by proud eagles as well as other naturalistic and abstract art forms; a visual art piece called, "The Need to Be Loved," designed to remind the community to not disregard the value of love; and several murals decorating houses, classrooms and lodge walls across the campus. A reflection paper addressing the learning associated with the project and demonstrating a solid grasp of service-learning must be submitted with the completed legacy project to round out this assignment.

Eagle Rock School's Non-Negotiables

- Alcohol
- Tobacco
- Drugs
- Intimate Sexual Relations
- Violence

Purpose That Transcends the Self

Service-learning at Eagle Rock lends itself to interdisciplinary study, to collaboration across the curriculum, outreach beyond the campus confines and a deepening understanding of what it means to live in community. Service-learning is all about developing partnerships and engaging students in real-life experiences where math, science, language, history, music, the arts, human performance and personal growth meet and find expression in life. Yet there is a more fundamental objective that sparks interest in service-learning at Eagle Rock School. The overarching goal of service-learning, as we have sought to make clear in this article, is the emergence of an intrinsic value and purpose, or ethic, within our students that transcends the self. In reflecting on his service experience as an elementary school tutor a current student put it this way:

"(Through tutoring,) I learned that I could make a difference in someone's life and help out other kids... When I first started with service I wasn't planning on learning anything, I just wanted to get the credit out of the way, but as you can see I have learned a lot. I feel that the meaning of service isn't just helping the

community, though that is a big part of it. I feel that service is about finding peace with myself and doing positive things that aren't necessary for me to survive but are good for me."

However we describe the action, whatever form engagement takes, this is the outcome that really matters when it comes to measuring the success of service-learning today. ●

John Guffey actively supports student engagement in community-based service-learning as the service-learning instructional specialist at Eagle Rock School & Professional Development Center. He can be reached at jguffey@eaglerockschool.org.

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spend time with him while you were driving around New York, finding places to park, setting up equipment, listening to sound. Who we sent with Bob was a conscious plan because we knew it was a rare opportunity.

Horace: Did you feel the need to connect what the students were doing "out there" with the schools' curricula?

Meier: Well, it certainly helped us to get to know our own kids better. If a kid didn't show up for community service, we made calls. When kids got to the workplace, they had to call in, and the person in charge of community service called their homes if they didn't show up at school to make sure they called the workplace. Through this, we learned a lot about kids' home lives. Teachers don't always have time at 8:30 in the morning to make calls and it had an impact on attendance. The person in charge of community service would write a note for the advisor about what was going on for this kid.

But she was really dissatisfied with the fact that community service didn't really connect with what we were studying in school. But the kids were reluctant to discuss their experiences. It was like when parents say, "What did you do in school today?" And the kid says, "Nothing," and thinks, "School belongs to me." Part of me understands that feeling—there is so much that could be taken from those experiences. But maybe there's a good reason not to tie them together. It wasn't that we couldn't find connections, though some of them weren't quite natural. And teachers are overwhelmed with the number of ideas they have themselves. Part of it may have been trying to carry this out with teachers not totally enthusiastic about community service and who felt like they had enough on their hands. And part of it was that kids weren't as sharing as we thought they should be.

Since we don't do longitudinal studies in this country, who knows if, overall, community-based learning is or isn't a significant part of students' experiences. One of the things kids said was that CPESS and Mission Hill made them feel much more comfortable in their cities. That's an intangible but I think it's enormously important. Kids began to talk about certain museums like they belonged to them; they worked in them or visited so often that they knew people who worked there. Believing that the resources of the city belong to you: that's an important outcome, I think. ●

"Learning Through Interests": Lessons from the Met

by Kristen Waugh Hempel

Kristin Waugh-Hempel has been working at The Metropolitan Regional Career & Technical Center (the Met) since 1998. After serving as an advisor for four years, she focused her energy on the school's Learning Through Interests (LTI) program and now serves as its director, overseeing the LTI process for all six Providence, Rhode Island Met schools and, through the Big Picture company, training Big Picture staff nationwide. Waugh-Hempel describes how the Met uses community-based learning as one of its cornerstones, relying on the depth and strength of relationships to guide students through the process of learning through their interests.

The Met Center is a network of small public high schools that offer student tailored curricula and opportunities to apply their academic learning at internships in the community. To date, the Met has inspired a national network of 30 similar schools, all founded by The Big Picture Company.

At the core of the Met's curriculum is the Learning Through Interests program, which helps students find opportunities to learn in real-world settings and through meaningful projects. We pair students with adult mentors in the community who share their career interests and passions. Two days a week, students work as interns and take on projects that benefit their worksites. Back at school, with their advisors, students build and reinforce the skills and knowledge needed to complete those projects. Unlike traditional internships which train students for specific jobs, the purpose of an LTI is to allow students to apply their academic knowledge and meet their learning goals.

It can be challenging to engineer the combination of hands-on work that comes from a student's passion and that is useful to his/her community along with the development of a relationship with an adult s/he can

trust academically, professionally and personally. The LTI search and placement is a very personal process during which the Learning Plan Team—advisor, student, family members and LTI Coordinator—helps the student to look deeply within herself to find out what objects, ideas or questions are of interest to her. Then we give her interest primary importance in guiding the internship process.

Finally, the LTI is not simply about the product that is created or the service that is rendered. On a deeper level, it is about teenagers learning to become mature, thoughtful adults. The LTI creates the forum for adults and teenagers to get to know each other, to have close relationships and to learn from each other. Thus, the Met uses the LTI as a real-world opportunity for students to learn from the interplay of hand/body and mind, to learn from the interaction between the individual and the world around her and to learn

Related Resource

Horace Volume 20 Issue 4, "We All Win Together: Met Graduates Reflect on Advisories," features Kristin Waugh-Hempel and her students discussing the role of advisories in the Met structure.

http://www.essentialschools.org/cs/resources/view/ces_res/344



from the messiness of real world planning, critical thinking and problem solving.

One of the most important aspects of the success of our internship is the strengths and depth of the partnership between the mentor at the LTI site and the Met advisor. Learning at an LTI site is messy. It is complicated and nuanced. It doesn't follow a linear outline. Often the most powerful learning isn't planned for and happens in areas or ways that are unexpected.

So how can a school manage and track it? With a lot of communication! To begin, when the LTI is set up, the reality of the messiness of the learning experience needs to be put on the table for the mentor, student and advisor to acknowledge and brainstorm how they will work together to document any "aha! moments" as well as take the time to observe the more subtle but equally important constant growth. The team then commits to regular communication, aiming for weekly phone calls and emails, monthly on-site meetings and occasional drop-in check-ups.

In this communication, the advisor builds a relationship with the mentor. We have found that when mentors feel comfortable with the advisor and have informal discussions, they are more likely to reveal some of the important learning on which we want to capitalize. In the official "Check-In Meeting," the mentor may revert to a strictly professional approach that narrows the scope of the conversation and may unintentionally put an overly positive spin on the LTI. There are two reasons for this: many mentors are eager to "do a good job" as a mentor and don't want to admit when they're struggling or when things aren't going well because they see it as failure on their part. And some mentors did not have positive experiences with their own teachers and do not understand the role of the advisor as advocate, coach and student support. Thus they don't realize that they can reach out to the advisor without getting the student "in trouble." So taking the time to build trusting relationships and creating informal opportunities to talk is not only pleasant but it's really important to the success of the work.

In addition to building a relationship, the advisor asks the mentor and student questions above and beyond matters of accountability and progress. For example, the advisor facilitates discussions about what the student is most excited about or what was hardest to do or understand. It is often in this triangle of dialogue that learning is identified and then supported. A similar series of facilitated discussions happens with the parent. All of this coalesces at the exhibition when multiple members of the community as well as the student's Learning Plan Team are able to share their insights into the student's learning and growth over

Eight Keys to LTI success:

- 1) LTI and/or project aligned with student interest
- 2) Student and advisor are actively involved in the LTI search process
- 3) Mentor, advisor and student are trained on their roles and expectations in the LTI
- 4) The mentor and advisor have strong, regular communication
- 5) The student and mentor have a strong relationship built on trust and openness
- 6) Students reflect regularly on their learning and overall experience at the LTI
- 7) The LTI project is authentic and deep, and is the focus of the Learning Plan
- 8) The assessment of the project and overall LTI is based on professional standards of quality

the quarter. Each person sees a piece and throughout the quarter the advisor is collecting these insights and directing and encouraging the student accordingly.

Our methods of tracking are going to look very different than other schools and what we capture will look very different. This was a tough adjustment for me and for many of our new employees—it's even hard for new parents. The best piece of advice I can give is to communicate all the time with the people on the Learning Plan Team and to have faith in what you know. It can be really tough when a student stagnates and a learning experience doesn't end up being as rich as you'd first hoped, but a strong team both knows how to learn from that "failure" and to understand that learning isn't a steady process but is full of ups and downs. ●

Kristin Waugh-Hempel graduated from Swarthmore College in 1997 with a Bachelor of Arts degree in Education and Sociology/Anthropology. In 2004, she received her Master's of Educational Psychology from Vermont College of the Union Institute.

The Coalition of Essential Schools: Common Principles



The Coalition of Essential Schools

Imagine schools where intellectual excitement animates every student's face, teachers work together to improve their craft, and all students thrive and excel. For over twenty years, the Coalition of Essential Schools (CES) has been at the forefront of making this vision a reality. Guided by a set of Common Principles, CES strives to create and sustain personalize, equitable, and intellectually challenging schools.

The CES network includes hundreds of schools and 24 Affiliate Centers. Diverse in size, population, and programmatic emphasis, Essential schools serve students from kindergarten through high school in urban, suburban, and rural communities.

Essential schools share the Common Principles, a set of beliefs about the purpose and practice of schooling. Reflecting the wisdom of thousands of educators, the ten Common Principles inspire schools to examine their priorities and design effective structures and instructional practices.

CES was founded in 1984 by Theodore R.Sizer and is headquartered in Oakland, California. Please visit our website at www.essentialschools.org for more about CES's programs, services, and resources.

Horace

CES publishes its journal *Horace* quarterly. Combining research with hands-on resources, *Horace* showcases Essential schools that implement the ten Common Principles in their structures, practices, and habits. Within four focus areas—school design, classroom practice, leadership, and community connections—*Horace* explores specific questions and challenges that face all schools in the CES network.

Subscriptions to *Horace* are a benefit of affiliating with CES National as a regional center, school, or network friend. We invite you to visit the CES website at www.essentialschools.org for information on affiliation and to read *Horace* issues from 1988 through the present.

Jill Davidson, editor of *Horace*, welcomes your comments, issue theme and story ideas, and other feedback via email at jldavidson@essentialschools.org.

Lewis Cohen
Executive Director

Jill Davidson
Publications Director

Spotlights on Community-Based Learning: The Center for Technical Education and Wildwood School

by Jill Davidson

By most measures, the Center for Technical Education in Leominster, Massachusetts and the Wildwood Secondary School in Los Angeles seem to be vastly different sorts of schools: public, East coast, working-class and decades-old versus private, West coast, generally wealthy and newly founded. In many ways, they define the maxim “no two good schools are alike.” Yet these two small schools share a key characteristic: a commitment to meaningful community-based learning that is integral to their curricula, designs and assessment systems. In quite different ways the Center for Technical Education and Wildwood School rely on the strength of connections forged between the “adult world” and young people’s community-based work. *Horace* shines a spotlight on each, illuminating two very different approaches to community-school learning partnerships.

Cooperative Education at the Center for Technical Education

Richard Mailloux, coordinator of cooperative and educational services at the Center for Technical Education (CTE), recalled that Ted Sizer, the founder of the Coalition of Essential Schools and central Massachusetts resident, visited CTE and recognized a student—because the student had fixed his house’s pipes as a local plumber’s apprentice. “Now that,” said Mailloux with a laugh, “is student as worker!”

Cooperative education is a feature of all Massachusetts vocational-technical programs, placing qualified juniors and seniors in actual paying jobs in their fields of study to gain experiences and skills above and beyond those available through their in-school shop environments. Students are paid for their work, accrue hours needed for licensure and earn academic credit.

Mailloux connects cooperative education students with employers—often CTE graduates themselves—who can deal well with students in a safe work environment. Periodic check-ins and progress reports help students, employers, Mailloux and CTE’s shop teachers stay in touch and evaluate students’ work.

“They’re out there learning and experiencing the real work of work; they also bring experience and talent. That’s the nature of the cooperative relationship. Otherwise, it’s just free labor,” observed Mailloux. Students’ schedules allow them to spend a full week at a time at their work sites. “If the job runs from seven

Leominster’s Center for Technical Education offers a variety of programs in which students specialize:

- Auto Technology
- Carpentry
- Culinary Arts
- Collision Repair
- Drafting
- Electrical
- Electronics
- Graphics
- Health Occupations
- Heating, Ventilation/Air Conditioning
- Machine Technology
- Plumbing



to four," described Mailloux, "they're there every day swinging hammers and hauling and cutting lumber, the same as the craftsmen that they're learning from."

The cooperative nature of the student-employer relationship creates other productive connections between CTE and the larger Leominster community. The various CTE shops rely on professional expertise from the trade to stay current, and cooperative education employers often serve on CTE advisory committees. "Two years ago, our machine shop was moribund. It was brought back to life by an advisory committee that made contacts and got equipment," said Mailloux. Employers also play a role in assessing senior projects, sometimes benefiting from CTE students' work, such as when a local plumber adapted a senior project on professional workplace behavior.

The cooperative education program strengthens community connections long established between the citizens of the Leominster area and CTE. For decades, in conjunction with the Leominster city government, the local Lions Club, and more recently Habitat for Humanity, CTE students have participated in a house building program that has built an estimated 50 houses in the city. This year, CTE students are working on a

Part of Leominster High School, The Center for Technical Education participates in the CES Small Schools Project as, with the help of CES Mentor School Parker Charter Essential School, Leominster High School converts itself into five small schools.

house for a family with a child with a physical disability who requires ramps and other accommodations. Building on a city-donated corner lot, with donations from local developers, builders, and suppliers, the year-long project involves staff and students from multiple CTE shops, among them carpentry, drafting, electrical, heating/ventilation/air conditioning and plumbing. Once the house is, as Mailloux describes, "tight to the weather," qualified students can then continue to work in the community in other cooperative education placements.

Reflecting on his work coordinating CTE's cooperative education program, Mailloux observes, "I was an English teacher for 31 years, have always had trade kids and always kept my roots in the shops. Seeing students working with their hands and their heads allows you to deal with them as individual people. It is so easy if you're in academic component of a big school system to teach classes instead of students. 25 kids march in, 25 kids march out. We see kids

working in multiple ways and have built-in systems of working with them as individuals." Based on knowing his students well, Mailloux places them on job sites with confidence, knowing that their work is integral to their own educational success and to the maintenance and strengthening of bonds between the school and the community.

Community Service Schoolwide at Wildwood School

Wildwood School, an independent K-12 school in Los Angeles and CES Mentor School, describes itself as a "private school with a public mission." Rasheda Carroll, Director of Community Programs, leads Wildwood's secondary school, staff and students to integrate community service into the school day, combining off-campus community-based learning with on-campus service, and weaving the community-based work into students' classroom curricula. From sixth grade through the end of senior year, Carroll estimates that Wildwood secondary school students will complete 160 hours of service.

Seventh and eighth grade students engage in year-long community service projects, choosing among four themes: AIDS education, ocean and environment, animals, and diversity within Los Angeles. Students spend the first quarter of the year in research on campus, listening to speakers, and going on fieldtrips. In the following quarter, they do the service: for example, cleaning up beaches or raising funds for an African AIDS orphans organization. Students then return to campus to share their knowledge with other Wildwood students through presenting what they learned and have done. For the final quarter of the year, students engage in reflection through projects, writing and discussion. To assess their work, advisors have created a rubric that offers a timeline, outlines goals and assesses students on core concepts including awareness of the community, civic engagement and understanding of personal impact and responsibility.

In ninth and tenth grades, says Carroll, Wildwood is "more strategic about getting kids out in the community and building real relationships." Along with their advisors, students work in the community two mornings a week at Venice, California's St. Joseph's Center, a nonprofit community organization that assists low-income families, the elderly and people who are

Related Resource

For a look at Wildwood School's personalized approach to assessment, see "Elements of Smallness Create Conditions for Success," *Horace* 19.1.

http://www.essentialschools.org/cs/resources/view/ces_res/275

To culminate their community involvement experience, Wildwood seniors are required to design and execute their own independent community involvement project. Among the 2006 graduates' projects were:

- An original cookbook of Catalan food, featuring both traditional and new recipes. Proceeds from the book's sale went to UNICEF to help children in Darfur.
- A bowling party for Wildwood students in order to raise money for heart operations for Vietnamese children. Along with the efforts of two other students who sold bracelets that were made on their trip to Vietnam, this work raised almost \$4,000, enough for seven surgeries.
- Gender retreats for Wildwood's Division Two girls and boys. These daylong programs allowed middle school students to explore gender roles, images in the media, and what it means to be a girl or boy through a number of activities.
- With other Wildwood musicians, a Music4Music concert that raised money to begin an instrumental program at CityLife Downtown Charter School (also a CES school).

homeless. Other Wildwood staff and students work at Westside Children's Center. "We found organizations that we are able to support, not burden, and we've developed solid relationships," says Carroll. Working directly with people in need at St. Joseph's, for example, students staff an on-site restaurant, serving food, refilling coffee and cleaning up. They distribute food from the center's pantry, distribute mail and are otherwise, in Carroll's words, "pretty hands on."

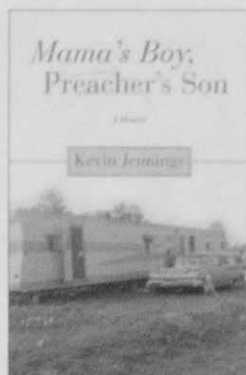
Building reciprocal relationships between Wildwood students and the community organizations has presented specific challenges. "Our kids are teenagers with attitudes sometimes. Staff members try to work hard to do something special for us, and they are sometimes greeted with teenage ambivalence. Of course they feel disappointment. And as much as we want to serve others, we need to make sure that our children get something out of this—they are giving up a lot of potential class time. At one point at St. Joseph's, some of the staff were unresponsive to us and our kids were not engaged, so I pulled kids from those placements. The staff there pushed to have us back, but I held off. We talked a lot, and they came back with three different position descriptions for students that better met everyone's needs. The situation completely turned around, because we knew we were in this together and we willing to find ways to make it work for everyone involved."

Carroll and other staff member at Wildwood are working to create the kind of curriculum integration for the ninth and tenth grade community-based learning that the school has created for seventh and eighth grade students. At various points in the year, students will be engaged in reflective activities, thinking about what a community is, drawing images of their homes and what makes them special and otherwise connecting to topic of homelessness in Los Angeles.

During their junior and senior years, students alternate between community involvement on campus and offsite internships. On campus, for five hours a week, juniors assist Carroll in her work, run diversity programs, write bulletins for the school's advancement department and conduct school tours. Off campus, juniors put in 75 hours at internships that they find for themselves or that Carroll and other staff members help identify. Seniors do the same time but devote 125 hours to their off-campus internships. At the same time, seniors prepare and present a Community Contribution exhibition required for graduation.

Wildwood's Head of School Hope Boyd says the community-based service-learning that Wildwood requires of its students helps them make transitions to adulthood. "We're still working on making the learning that our students do off-campus seamless with the rest of their learning. And we're going to make it happen as well as possible, because this is so central to what we believe. Part of our work is preparing young people to be true citizens of the world. We can't isolate them from the adult work and world that we expect them to become a part of. I don't see any other way to prepare kids for their role in the world. We can't say that we're preparing them to be adults and isolate them in a world of adolescents." ●

Mama's Boy, Preacher's Son by Kevin Jennings
(Beacon Press, 288 pages, \$24.95), reviewed by Daryl
Lynn Johnson



Mama's Boy, Preacher's Son gives us a glimpse of the familiar worlds of family and school told from a different perspective.

Kevin Jennings starts his memoir in the rural south, an unplanned child in an already struggling family. He feels his outsider status early: told that his birth was God acting mysteriously, he sees himself as more of a burden than a blessing. We learn that

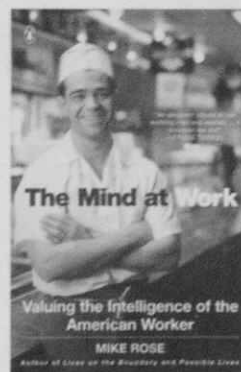
part of Jennings' otherness is that he is gay, something he realizes at an early age. Children in his school can tell that he is different, daily torture begins, he feels abandoned by the adults in his life. He makes it through his teens by reinventing himself at a new school. Immersed in his education, Jennings makes it to Harvard and a successful teaching career. Even then, he carries a scarlet "O" for outcast, always doubting himself. As a teacher, he finally regains courage and comes out to his students. A new chapter in Jennings' life begins when he becomes an advocate for children who need a voice.

There seems to be considerable conflict in the media about how we relate to children. There are bullies and mean girls running amok in our schools. Yet schools coddle our children, ruining them with politically correct ideology. Jennings reminds us how we should treat children. They need advocates. And their schools should not be islands where shipwrecked children create their own societies. They need to be places where all children should be safe. Gay, lesbian and bisexual students are most definitely not safe in our schools, we learn, having to lie to survive and killing themselves at a higher rate than their straight peers. In response, Jennings creates the Gay and Lesbian School Education Network (GLSEN) which gives gay students a voice that has been ignored by schools, a voice that speaks about harassment by other students, indifference of adults in the schools, violence and discrimination.

Jennings reminds us that all over, there are children who do not fit in. Persecuted for being different, they need a safety net. As we follow Jennings' journey from child in danger of falling through the cracks to teacher and advocate holding out a rescuing hand, we develop a deeper understanding of what everyone who spends time with young people can do to make them feel safe, known, accepted and able to thrive.

Harrisburg, Pennsylvania resident Daryl Lynn Johnson is an early childhood education student, mother, writer and volunteer tutor.

The Mind at Work: Valuing the Intelligence of the American Worker by Mike Rose (Penguin, 288 pages, \$15.00) reviewed by Jill Davidson



In *The Mind at Work*, Mike Rose examines the connection between the body and the mind through careful study of professions involving physical labor. Rose's observations provide educators with a view of the skills, attitudes and habits of mind people need to succeed in often undervalued jobs—undervalued, at least, from the perspective of intellectual richness.

Rose analyzes the cognitive dimensions of the physical work of food servers (waitresses, specifically, with intentional emphasis on that job being women's work—the work of Rose's mother, as it happens), hair stylists (again, often women), plumbers, carpenters, electricians, welders and an automobile factory foreman. These "labor biographies" help us understand the mind at work without paeans or platitudes. Rose identifies with and respect hard physical labor, but he doesn't generalize. He gets inside, conveying the specific cognitive, emotional and physical capabilities of a great waitress. We better understand the satisfactions, problems and skills of an accomplished hairstylist. He honors the work by helping us understand it in terms that resonate for educators. After *The Mind at Work* you will view the work of food servers, hair stylists and other professions with an inevitably enhanced understanding that will likely help you make connections with your students, their families and, depending on your own work history, yourself.

Rose further serves teachers by writing about them, describing the work of a plumbing shop teacher, a carpentry skills teacher and an electrical wiring instructor. These teachers demonstrate how physical labor is taught and learned, and Rose's portraits further illustrate the persistence, higher order thinking, temperament and skills that such professions require. These classrooms traffic in intelligence that's often overlooked or misconstrued in more "academic" classrooms and that's certainly elided by the sorts of high-stakes standardized testing to which students are subjected. "What testing vocabulary do we have," Rose asks, "to discern the making of judgments from the feel of things, or the strategic use of tools, or the rhythmic spacing of tasks, or the coordination of effort and material toward the construction of a complex object?"

The Mind at Work will challenge your ideas about intelligence and make you reconsider the messages you send to your students about the connections between school and work. Rose helps us understand how schools have the potential to develop the capacities of all students by helping us understand more thoroughly the intellectual dimensions of physical labor.

Where to Go for More on Community-Based Learning

The Giraffe Heroes Project

"Giraffe Heroes are people who stick their necks out for the common good," says the Giraffe Heroes Project website, meaning that people whom the project designates as heroes are those who have undertaken real risks to accomplish their work. Over the years, some have been young people; many are adults. All serve as good examples for teaching and inspiration to demonstrate that individuals can do powerful, momentous good in our world. The Giraffe Heroes project offers a program combining literacy skills with service learning called *Voices of Hope*, teacher training and extensive K-12 curriculum.

The Giraffe Heroes Project

P.O. Box 759
Langley, WA 98260
phone: 360/221-7989
email: office@giraffe.org
www.giraffe.org

It's Your World—If You Don't Like It, Change It: Activism for Teens

It's Your World—If You Don't Like It, Change It: Activism for Teens by Mikki Halpin is one of those books that I can't keep on my shelf. I buy it, and before I know it, I've given it away again to a teacher friend, a parent or a young person. Halpin covers youth activism in a wide range of areas: helping animals, fighting racism, saving the environment, ending war, fighting the spread of HIV/AIDS, stopping school violence and bullying, defending women's rights, protecting civil rights and civil liberty, and promoting tolerance toward lesbian, gay, bisexual, transgender, and questioning youth. She provides examples of service, ideas for getting involved and first-person accounts from engaged and committed teens (including a few from Essential schools!). *It's Your World* is a catalyzing resource for students interested in identifying ways to serve their communities, providing ideas, inspiration and powerful examples of what others have done.

It's Your World—If You Don't Like It, Change It:

Activism for Teens

Mikki Halpin, author
Simon & Schuster, 2004

Center for Information & Research on Civil Learning & Engagement (CIRCLE)

CIRCLE promotes research on the civic and political engagement of teenagers and young adults in the United States. In the past, it funded a wide range of research projects including youth-led efforts, and a perusal of the resulting publications provides a way to see examples of youth civic engagement, much of which is based in service-learning efforts. Currently, CIRCLE is focusing on engaging young people in elections and voting. Though its overlap with service-learning isn't complete, CIRCLE does supply a wealth of research, background and arguments that could prove to be essential for grant-writers and advocates.

School of Public Policy

University of Maryland
College Park, MD 20742
www.civicyouth.org

Roots and Shoots

Roots and Shoots, founded by Dr. Jane Goodall, is a global service organization advocating and providing a structure for organizing service projects for the human community, animals and the environment. Roots and Shoots really feels global, with over 7,500 groups in nearly 100 countries, most based in schools, universities and community organizations, each organized to address a specific local, national or global problem. And it really feels youth-oriented, with a prominently-featured Youth Leadership Council. For schools, the organization provides curriculum and professional development for school-based groups. If your school doesn't currently have a service-learning program, Roots and Shoots is a good way for an advisory or class to get involved and engaged.

The Jane Goodall Institute

4245 North Fairfax Drive, Suite 600
Arlington, VA 22203
phone: 800/592-JANE or 703/682-9220
email: roots-shoots@janegoodall.org
www.rootsandshoots.org

National Service-Learning Partnership

The National Service-Learning Partnership is a useful first stop for educators getting started with service-learning or seeking to convince higher-ups that service-learning a valid and worthy use of schools' time. Featuring, among other items, a regular column by service-learning guru Cathryn Berger Kaye, the Partnership's site is also a key resource for educators and others dedicated to strengthening current programs. Its resources are extensive, including curriculum, policy briefs, videos, advocacy materials and more.

Academy for Educational Development

1825 Connecticut Avenue, NW - Suite 800
Washington, DC 20009-5721
phone: 202/884-8356
email: nslp@aed.org
www.service-learningpartnership.org

National Youth Leadership Council

Host of the annual National Service-Learning Conference, the National Youth Leadership Council also consults with and trains schools and districts, offers a wide range of resources on its website, and conducts the National Service-Learning Exchange, a peer-to-peer mentoring program that matches practitioners in need of service-learning support with people in their area who can help. As well, the organization sponsors awards for students, practitioners and organizations engaged in service-learning.

1667 Snelling Avenue North, Suite D300
Saint Paul, MN 55108
phone: 651/631-3672
www.nylc.org

Youth Service America

As a resource center committed to increasing the quality and quantity of local, national and global volunteer opportunities for young people, Youth Service America brings thousands of partners offering service-learning opportunities to young people and their learning and living communities. Of particular interest are its grants and awards to youths, schools and other organizations engaged in service-learning. As much as it's true that service is its own gratification, knowing that such recognition is out there can motivate both students and the adults who work hard to create service-learning programs. Youth Service America also produces newsletters, an extensive website, curriculum guides and toolkits. Along with the National Youth Leadership Council, Youth Service America sponsors the annual National Service-Learning Conference.

1101 15th Street, Suite 200
Washington DC, 20005
phone: 202/296-2992
www.ysa.org

Coalition for Community Schools

Though there's more to the Coalition for Community Schools, an alliance of more than 170 local, state and national partners that brings together people and organizations to create and support community schools, than service learning, service- and community-based learning is a major focus of its work. Of particular interest to educators working in the area of service-learning is a January 2006 report, "Community-Based Learning: Engaging Students for Success and Citizenship," available on the Coalition for Community Schools' website that serves as a roundup of research demonstrating that community-based learning works to keep disengaged students in school and learning.

4455 Connecticut Avenue, NW, Suite 310
Washington, DC 20008
phone: 202/822-8405 x156
email: ccs@iel.org
www.communityschools.org

Corporation for National & Community Service and related organizations

An independent federal agency, the Corporation for National & Community Service is an umbrella organization under which service-learning initiatives are organized and deployed. Two matter particularly to educators: Learn & Serve America and National Service-Learning Clearinghouse. The first, Learn & Serve America, is the K-12 partner of the Americorps and Senior Corps programs. Learn & Serve America disseminates lots of information about and—most important—grants for service-learning projects and organizations. The second, the National Service-Learning Clearinghouse, offers a wide-ranging set of programs, opportunities, curriculum and training. As its name implies, the National Service-Learning Clearinghouse is a big tent, with links to many of the other organizations listed on this page.

Corporation for National and Community Service

1201 New York Avenue, NW
Washington, DC 20525
phone: 202/606-5000
email: info@cns.gov
<http://nationalservice.gov/>

Learn & Serve America

1201 New York Avenue, NW
Washington, DC 20525
phone: 202/606-5000
email: LSAabout@cns.gov
www.learnandserve.org

National Service-Learning Clearinghouse

ETR Associates
4 Carbonero Way
Scotts Valley, CA 95066
phone: 1-866-245-SERV (7378)
email: info@servicelearning.org
www.servicelearning.org

Go To The Source: More about the Schools and Other Organizations Featured in this Issue

Schools

The Center for Technical Education

122 Granite Street
Leominster, Massachusetts 01453
phone: 978/534-7735
www.leominster.mec.edu/cte.htm

Central Park East Secondary School

73 Madison Avenue
New York, New York 10029
phone: 212/860-5929
www.nychoe.net/OurSchools/Region9/M555/default.htm

Eagle Rock School & Professional Development Center

Post Office Box 1770, 2750 Nottalah Road
Estes Park, Colorado 80517
phone: 970/586-0600
www.eaglerockschool.org

The Metropolitan Regional Career & Technical Center (the Met)

Public Street Campus
325 Public Street
Providence, Rhode Island 02905
phone: 401/752/2600
www.metcenter.org

Mission Hill School

67 Alleghany Street
Boston Massachusetts 02120
phone: 617/635 6384
www.missionhillschool.org

Quest High School

18901 Timber Forest Drive
Humble, Texas 77346
phone: 281/641-7410
<http://qhs.humble.k12.tx.us/>

Wildwood School

11811 West Olympic Boulevard
Los Angeles, California 90064
phone: 310/478.7189
www.wildwood.org

Other Organizations

Big Picture Company

325 Public Street
Providence, Rhode Island 02905
phone: 401/752-3528
www.bigpicture.org

Character Education Partnership

1025 Connecticut Avenue NW, Suite 1011
Washington, DC 20036
phone: 800/988-8081 or 202/296-7743
www.character.org

Corporation for National and Community Service

1201 New York Avenue, NW
Washington, DC 20525
phone: 202/606-5000
www.nationalservice.gov

United States Department of Labor

Frances Perkins Building
200 Constitution Avenue NW
Washington, DC 20210
phone: 866/4-USA-DOL
www.dol.gov

Affiliate with CES National

If CES stands for what you believe in—personalized, equitable, intellectually vibrant schools—we invite you to affiliate with CES National. Affiliating with the CES network as a school, organization, or individual gives you a number of benefits, including subscriptions to *Horace* and our newsletter *In Common*, discounted fees and waivers to our annual Fall Forum, and eligibility to apply for research and professional development grants, and more. For more information about CES National Affiliation, visit www.essentialschools.org

CES Announcements

Save the Date! CES Fall Forum 2006 Many Voices, Common Principles: The Power to Transform

November 2-4, 2006

At the Chicago Marriott Downtown Magnificent Mile

Join educators, students, parents, and other leading thinkers in education for the 20th annual Fall Forum in Chicago, Illinois! This year, we recognize the principles that we hold in common and focus on adding voices to a movement that works to transform schools into high-achieving and equitable places of learning that are connected to their communities.

Visit www.essentialschools.org for registration and other information.

CES Congratulates the Newest Theodore R. Sizer Dissertation Scholars

Alia Tyner-Mullings

City University of New York

Dissertation Topic: Crafting success: What alternative school students made of their educations

Maria Hantzopolous

Teachers College, Columbia University

Dissertation Topic: Small schools and social justice:

The role of small schools in the lives of youth in New York City

The goals of the Theodore R. Sizer Dissertation Scholars Program are: (1) to stimulate research on CES schools and practice; (2) to increase our understanding of the effectiveness of the ten Common Principles and CES practice, and (3) to encourage a new generation of scholars and educational researchers examining the CES philosophy. To find out more about more about this program, please visit www.essentialschools.org/pub/ces_docs/about/org/DSP_cfp.html. The deadline for the next round of applications is December 1, 2006.

CES EssentialVisions

See How.

The CES EssentialVisions 3-DVD set brings the Common Principles to life with real stories and tools from today's most successful small schools.

Each DVD captures how the Common Principles have been implemented in secondary school classrooms, illustrating how students engage in their education and teachers develop as professionals.

Disc1: Classroom Practice

Available from the Coalition of Essential Schools at www.essentialschools.org.



Coalition of Essential Schools
1814 Franklin Street, Suite 700
Oakland, CA 94612
Tel 510 433 1451
www.essentialschools.org

Photo Information

Cover: Eagle Rock School students Ana Alarid, Saul Flores, Dustin Allison and Coral Ann Schmidt participating in "For the Birds," a class conducting research for a Cornell University study on the impact of development on bird populations and breeding patterns.



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This Year in Horace

22.1 School Design: How Essential Schools Create Prepared, Persistent Students and Citizens

Horace focuses on how the Common Principles guide Essential schools to cultivate the structures, guidance, and support for all students to be ready to be admitted to and persist in college and be ready for citizenship and leadership as adults.

22.2 Classroom Practice: Teaching and Learning Essential Literacy Skills: CES Teacher Voices

Horace spotlights the work of Essential school educators skilled in teaching heterogeneous groups while deepening meaning, relevance, and academic challenge for all.

22.3 Community Connections: Community-Based Learning and Essential Schools

Horace explores the challenges and value of internships, service learning, community collaborations, independent projects and other non-classroom centered learning opportunities in CES schools.

22.4 Leadership: Students as Writers: Essential School Students on Education and Activism

Produced in collaboration with CES's Small Schools Project, this student-written issue tells stories about and examines the impact of youth leadership in the CES network.

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22.3 FALL 2006 COMMUNITY CONNECTIONS

Community-Based Learning and Essential Schools

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Notes on This Issue

On evenings and weekends, I'm often immersed in my own service-learning projects. I'm part of the PTO of my son's elementary school. I'm active in a group working for improved public schools in my city, and—not education-related but definitely community-building—I'm creating a community garden with neighbors. Added to work and family time, all of these commitments sometimes seem maddening. Where is that 25th hour of the day and that eighth day of the week (not to mention the whole extra month I sometimes wish I could have)? But even as I refine the balancing act, I value the learning and connections such community-oriented work brings. I am a better parent, a better neighbor and—the real point here, for *Horace* readers—better at my job. If I don't get out of the office, away from my desk and into the "real world," I risk misunderstanding how schools and communities really work. I risk forgetting the messiness, the conflicts, the joy, the pride and the relief of being part of something bigger than myself.

Through service-learning, Essential schools encourage their students to feel like they are part of something bigger than themselves even as they help students know themselves better. For many schools, service- and community-based learning helps students meet their goals and thrive in ways that are inseparable from structures, curricula, pedagogy and assessment processes. We hope that this issue of *Horace* is a valuable resource for all Essential schools no matter where they are on the path to incorporating service in fundamental ways.

Jill Davidson
Editor, *Horace*

The Power of Service-Learning: One School's Quest

by Kim Huseman and Lawrence Kohn

I had no idea when I started this experience how much real learning I would actually do. So much of the understanding of something is not found in a book or classroom experience. It was only when I could actually experience the learning that it held true understanding and meaning for me.
—Excerpt from a Quest student's reflection.

In 2000, Quest High School in Humble, Texas was named a National Service-Learning Leader School, a designation that fewer than sixty schools in the United States had received at the time of the award. Sponsored by the Corporation for National and Community Service, Leader Schools are charged with continuing their excellence in service-learning while assisting other schools in making service-learning a part of their communities and curriculum. In 2002, Quest was named a National School of Character by the Character Education Partnership, making it only one of six public high schools to ever be named in the United States. Quest is one of only two public high schools in the nation to win both awards. We have achieved this by combining a strong service-learning program and a concentrated effort of our faculty and staff to build relationships with students to create a culture of caring and civic responsibility.

How the Quest Began

Quest High School is an eleven-year old school designed by teachers, administrators, students and community members. We are a small school of 235 students, an Annenberg Challenge Grant Beacon School, a First Amendment School and a Coalition of Essential Schools Mentor School. We began our design process with several assumptions in mind, including the commitment that we would use the best practices that school reform models offered. We researched extensively, visited many schools and as a result, during the design process we asked, "What


do students need to know to be successful in the real world?" In other words, what do students need to know beyond the definition of success on any formal assessment, beyond graduation, beyond college admittance? How could Quest create learning for life?

As Kim Huseman mentions in this article, Quest High School is a CES Mentor School and part of the CES Small Schools Project. For more on Mentor Schools and the Small Schools Project, please visit www.essentialschools.org.

Our questioning and research led us to create a "three-dimensional" model of curriculum, the Quest Cube (see page seven for an illustration of this model). The first category, or "side" of the three dimensional model, is made up of five **learner behaviors**: problem-solving and critical thinking, self-discipline and social cooperation, wellness and aesthetic appreciation, communication, and citizenship and concern for the environment.

The second dimension contains the eight **academic foundations** that provide the content for acquiring





the essential learner behaviors: English language arts, mathematics, science, social science, foreign language, health and physical education, career education and creative and performing arts.

The third dimension represents the **workplace tools** that are necessary for applying the essential learner behaviors and academic foundations to the real world: systems, resources, technology, information, and interpersonal skills. These tools are drawn from the United States Department of Labor's Secretary's Commission on Achieving Necessary Skills (SCANS) report, entitled "What Work Requires of Schools." When the three dimensions come together, the Quest Cube's message is that the **tools** are what a student uses to acquire the **behaviors** within the context of **academic foundations**.

Living the Quest

In our planning, we realized that a curriculum-supported service-learning model would help students practice and master both affective and cognitive domain objectives from our curriculum. This model involves application of learning in a real world context, whereas other models are typically confined to the classroom. In addition, this model has the added benefit of actually addressing a community need, therefore giving the learning a deeper, more personal meaning to students.

When Quest first opened in 1995, we piloted a service program in several elementary schools and in a convalescence home. Because we saw much success and great potential for the practice of the learner behaviors and a working knowledge of careers, we expanded the program to over 20 sites in 1996. This trend continues, and we presently have over 40 sites because students readily create their own service sites to meet their individual needs and the needs they see in their community. Every Wednesday morning, each Quest student is bussed or drives to these sites and serves three hours. Sites range from elementary schools in the district where students might teach reading or assist teachers in other ways to a nature park where students perform shows for children or beautifying the park itself. Other sites include rest homes, women's shelters and the district's central office. Our site partners assess the students and our students assess themselves using reflective practices including inquiry and self reflection. This is all done in the context of the above-mentioned curriculum. Quest High School service-learning initiatives have included:

- Students developed and piloted a computer literacy training project for adult English language learners currently attending ESL classes at a program housed in the same building as Quest.

The Secretary's Commission on Achieving Necessary Skills (SCANS)

In 1990, United States Secretary of Labor Elizabeth Dole appointed a commission to determine the skills our young people need to succeed in the world of work. The Secretary's Commission on Achieving Necessary Skills is usually referred to as SCANS and the SCANS report still serves as a meaningful guide for curriculum and pedagogical planning designed to help students make productive transitions from school to work.

The SCANS Report outlines the need for education to provide a foundation of basic skills, thinking skills and learning qualities that support the teaching and learning of five competencies: identifying, organizing, planning and allocating resources; the interpersonal ability to work with others; acquiring and using information; understanding the complex inter-relationships of systems; and working with a variety of technologies.

For more on the SCANS report, please visit <http://wdr.doleta.gov/SCANS/>

- In conjunction with a local human services agency, students solicited sustained community contributions of services—hair styling, cosmetic services, clothing, car repair—that support economically disadvantaged women in the job search process.
- Students created a resource guide for teachers, youth workers and parents to use in breaking down cultural stereotyping and prejudice among groups of young people.
- Students created a sustainable program linking elementary school students with elderly residents of a nearby nursing home through mutual visits, correspondence and invitational programs.
- Students created activities for fifth-grade students aimed at fostering respect for diversity and resolving conflicts in non-violent ways.
- Students increased volunteer involvement, including improvements to building and grounds, at a local adult day care center for people with mental and physical handicaps.

Links to Our Curriculum

As students practice their affective and cognitive skills in various settings and projects over time, the power of this kind of learning became apparent. Service-learning began to move naturally into our core courses and eventually became an integral part of our capstone senior experience.

Details, Details, Details— What a Service-Learning Specialist Does

The logistics of our Wednesday service-learning program are tricky and demand orchestration from a variety of directions. We have to make sure our transportation partners are clear as to their roles and responsibilities so that students get the right places at the right times. We must ensure that our work site partners are clear about their role and responsibilities and that we have developed a quality relationship so they will voice concerns or issues. We have to design communication systems so that our partners have easy access to us and vice versa. Finally, and most importantly, we have to "upload" procedures and training into our students so that they are prepared and ready to enter the real world—not simply to exist there, but to impact it in a positive way. (Then of course we also ensure we have a plan that reaches out to our students when they discover that in some way they aren't ready for the real world.) In some ways, to pull this off, you have to be the resilient. It is not all in your control, not everything will go as planned, and you will make mistakes. But if the real focus is student learning and self-growth, then even with the bumps and bruises, the rewards are profoundly positive.

For example, ninth through twelfth students in biology and chemistry classes designed and participated in water quality projects, partnering with a local nature park and Texas Watch, a non-partisan, advocacy organization working to improve consumer and insurance protections for Texas families, as well as preserving consumers' rights and protections. The curricular components of the project included collecting data from the Lake Houston watershed and reporting findings to the Texas Watch data network, developing cross-curricular units focused around the ecology and conservation of the Lake Houston watershed and addressing related TEKS (Texas Essential Knowledge and Skills) in a field and laboratory setting. The service components included developing cascading mentor relationships within the Humble ISD, creating a volunteer network to report data to the Texas Watch database, developing community awareness of watershed conservation issues, and providing a community outreach program to train volunteer monitors. Students participating in the project were able to master biology and chemistry objectives while having a very positive impact on their community.

Beyond our core courses, service-learning also entered into our senior culminating experience. Since we believed students need the opportunity to demonstrate their skills and knowledge in a deep way, we developed a service-learning opportunity called social action within the Senior Exploratory, a culminating semes-

ter-long group research project in which students must demonstrate what they have learned in order to graduate. In this context, students are asked to design, implement, and evaluate their own sustainable service-learning project. This project is directly tied to their research topic and the curriculum. Its purpose is to enhance and deepen research while students address a community issue or problem via a social action plan. The culminating event of the senior exploratory is a Senior Exhibition, in which students must present their social action as well as justify sustainability.

These social action projects encourage deep analytical thinking, meaningful collaboration, skill development, and authentic application of knowledge. For example, two senior groups (nine students) paired with Lowe's Home Improvement, Wal-Mart, Administaff, and Humble Area Assisted Ministries and chose five home sites of elderly and impoverished people. Together, they generated over \$50,000 in materials and money and brought together over 150 people to refurbish these homes. Students and adults from the community came together, and the results were phenomenal. Three other schools in the community became involved, and some incredible transformations of homes occurred. One trailer home was in such disarray that one of the volunteers actually purchased a new trailer for the elderly owners who are both in very poor health and were living in deplorable conditions. Other sites had wheelchair ramps built, were re-floored, repainted, and re-landscaped, and had new hot water heaters installed; literally hundreds of improvements were made. The recipients had their lives changed, as did the lives of the students and volunteers.

Another project was the creation of a Volunteer Night at the Humble Civic Center that featured over 50 local volunteer organizations. Quest seniors organized the event, advertised and spread the word, and over 600 residents came to the volunteer night and signed up to work for the volunteer organizations. In addition, a senior group hosted a series of public forums to bring awareness to sexual assault crimes; this group received a proclamation from the Humble mayor for their actions. In response to the estimation that over a million rape kits with unanalyzed DNA samples sit on the shelves of police stations, another group determined ways to advocate the funding of the forensic processing of the DNA so that these types of crimes are solved and sexual predators are off our streets. One of their angles was to create press releases and send letters to state legislators and congressional leaders urging them to support legislation to fund the DNA processing of rape kits. During their investigation of forensics and crime investigation, another group of students learned of The Innocence Project, an organization dedicated to the investigation of legal

cases that might have resulted in wrongful convictions. This group of students joined law students at the University of Houston Law School in investigating an actual case. Finally, a group planned and enacted an information seminar on the young women and the dangers they often face to look beautiful in America. Using experts in the field, as well as testimonies from those recovering from eating disorders, the group focused on self-esteem issues, eating disorders and risks of plastic surgery. The seminar targeted pre-teens, teens, parents and teachers. All of these projects deepened students' understanding of complex social issues, and provided an avenue for addressing something they really cared about.

As part of their senior year culminating work, Quest seniors reflected on their sustainable social action projects:

- I think that this project gave me an understanding of the subject that I could not have gained through research alone. Being able to actually work for your cause rather than only report about it gives you a deep emotional connection to your topic, and I know it motivated me to learn and do more than I thought I could.
- While involved with the Innocence Network, our group gained an up close and personal look at how the values of individuals affect the lives of those they have authority over. Sometimes this is detrimental. We learned that on many cases, the actions of one lazy lawyer have led to wrongful convictions, and that sometimes courts appointed lawyers don't do justice to the justice system. We have also learned that we can do something about this issue, and that more Americans need to be aware of this problem. We realized that we can really make a difference in someone's life, and that is empowering. I can't believe the important work that I actually did.
- Our social action plan was uncovered during our research. We discovered that there were many problems with funding and processing rape kits. In fact, thousands of rape kits sit unanalyzed in our country because of lack of knowledge and funding. We created a project that would directly impact the lives of victims, and in doing so we felt so good about ourselves. It's so rare to really learn and act on something you really care about.
- There was never a doubt in my mind that our project would not be able to remain sustainable. After such a great turn out on Make a Difference Day, Lowe's Heroes, along with other organizations and schools, want to take on this project in the future. We have created a strong foundation for others to build upon and make an even greater difference than we have already made. All journeys begin with the first step, and I am proud to say that we are the ones that

took it, and in the future I will lead initiatives because I now have the confidence to do so.

- I am a very shy individual, but I have been pushed into the spotlight enough times during this experience that I have become more comfortable with expressing my knowledge and getting my message across.
- I didn't know learning could be so fun and so hard at the same time. This is the highlight of my high school experience.
- In a project like this, you cannot afford to fail. We laid out specific goals and criteria and they had to be met because other people counted on us to deliver. Organization and time management are imperative when you have a large task to carry out with other people to count on.
- I am a born perfectionist, mainly of myself though. I am very proud of our work, and proud of the contributions that I, myself made. Despite the tribulations, we achieved our main goal that we established at the beginning: to help those individuals that need it most. I believe we have exceeded that goal, as-a-matter-of-fact. The road was bumpy, but that was expected.
- It is a wonderful feeling to know that you personally contributed to another's happiness. That your hard work was exchanged for a simple smile. I do not need a pat on the back, or congratulations because I have already gotten that. I have gotten more than I had bargained for, a better community.
- I consider myself a slacker, and this experience showed me that I have some real hidden talents, including researching and technology. I now know I have some pretty good skills to offer a group, and I won't get by anymore by being dead weight.
- I discovered what it means to really know something, to know it so well that it consumes me.

Clearly, the reflections indicate that seniors are experiencing powerful learning from real-life endeavors. Service-learning seems to consistently provide such experiences for our students.

The Quest for Living Our Mission

Aside from being tied to our standards and being a part of the school's culture, we feel service-learning provides an opportunity to foster strong civic responsibility and citizenship. For example, we fervently believe that by linking affective and cognitive domain objectives to service, we allow our students to live the mission statement of Quest: "Quest High School will provide a personalized learning experience in partnership with the community to create life-long learners and productive members of society." The critical components of our mission statement are common to many mission statements of many schools; the question we try to answer with service-learning is **how** can

students authentically fulfill the mission of the school? We believe that students are able to accomplish the lofty goals of our mission because we provide them with opportunities to learn to serve and serve to learn on a continuous basis while asking them to respond reflectively to how they are fulfilling the curriculum objectives and outcomes.

Additionally as a CES Mentor School, we believe that service-learning in its many facets at Quest helps us to "live" the CES Common Principles, particularly:

- **Helping students learn to use their minds well:**

Service-learning demands that students use their minds well. The learning around a service-learning experience is unpredictable, unscripted, applied and personal. Students really have to utilize their knowledge from within to solve a community issue. For example, a group of students who are studying the complexities of child abuse get a different and deeper perspective of its root causes when they work in a children's assessment center and discuss solutions to this issue with abusive parents.

- **Emphasizing depth over breadth:** Service-learning asks students to investigate and research a real life issue. In order even to begin to understand an issue, let alone begin to solve it, students must have a firm grasp of the specifics and complexities of the issue they are confronting. Given that most societal issues are interconnected and have multiple causes, depth is a necessity. For example, in order to investigate homelessness, a group has to understand the root causes of poverty. Then to impact the issue, the students have to have a firm grip on the multitude of variables within this topic.

- **Embracing student as worker:** Service-learning places students front and center in the learning process. Because students are empowered to make an impact on a need in the community, they take on the leader role, while the teacher becomes the coach and advisor. For example, a group of students investigates an issue such as racial intolerance. They research this issue, become invested in it and become compelled to address it in a meaningful way. It consumes them and their learning becomes active and engaged. They aren't simply learning for a good grade; they are learning for what they consider to be an "important cause." Students work very hard when they believe in something.

Where Do We Go?

Four years ago, Quest, by far the smallest high school in the Humble Independent School District, was the only school with a commitment to service-learning and the only school with a service-learning coordinator. But despite our small size, Quest has

had a huge impact. Currently, Humble ISD has over 6,900 students participating in service-learning. We have a district level service-learning leadership team, a process committee team, five campus level leadership teams, and over 215 practioners and staff—and service-learning continues to grow in the district. In addition, all five high schools in Humble ISD have campus service-learning coordinators, and campus coordinators are emerging at the elementary level. The Quest model has inspired the building of service-learning capacity, as well as serving as a scaffold for the development of a service-learning culture.

And the timing is right. The Humble Independent School District has been focused on the idea of how practioners personalize learning and on authentic education. Authentic learning is one that directly connects to the lives of students, and service-learning when done well, does that better than anything. Service-learning can emerge as an authentic and powerful pedagogy within this conversation about how you deliver what it is you want kids to know and be able to do. In addition, former Quest leaders including assistant superintendent Cecilia Hawkins, and Atascocita High School principal Lawrence Kohn have left Quest but have brought to their new positions knowledge, expertise and beliefs. Under their leadership, along with the leadership of the district service learning board, service-learning will be a part of all Humble high school students' experience. Our challenge is make sure that it is an integral part, not only in enhancing and deepening the learning of core curriculum, but also to address the affective domain of all students' learning. The culture and the direction of who we are and what we believe is transforming well beyond the walls of Quest and deep into the core of our district—a movement that will ultimately benefit all students. ●

Kim Huseman is the Service-Learning Specialist at Quest High School and she teaches social action in the integrated Exploratory Foundation classes at Quest High School. Huseman is also on the board of the National Service-Learning Partnership.

Lawrence Kohn, Quest High School's former principal, is the principal of Atascocita High School, a new school in the Humble Independent School District.

The Quest Cube: A Curriculum Model for Real-World Learning

As Quest High School embarked on its design and planning, its design team focused on the question, "What will students know and be able to do?" In response, the team developed the Quest Cube, this three-dimensional model of curriculum.

