



LODS Newsletter

Fifth Anniversary of the League of Democratic Schools



League of Democratic
Schools
Newsletter

Volume 5, Issue 1

November 2008

The League of Democratic Schools (LODS) was founded in 2004 by John Goodlad and Dick Clark. It began with fourteen small schools, seven of which remain members of the League that today includes twenty-one schools.

These seven original schools are Friday Harbor High School (WA), Westside Village Magnet School (OR), Lincoln Elementary School (WA), Whatcom Day Academy (WA), Eagle Rock School and Professional Development Center (CO), New Vista High School (CO), and the University of Wyoming Lab School (WY). See page 11 for Common Characteristics of LODS Schools and page 9 for a list of all twenty-one member schools.

The purpose of the League is

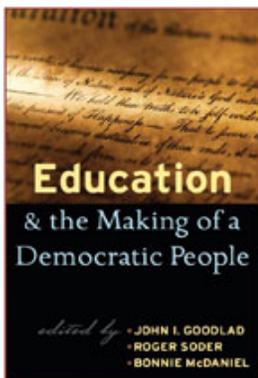
- to promote professional development focused on the growth of students as individuals who are successful members of a democratic society; and
- to help preserve schools that successfully advance the Agenda for Education in a Democracy.

A panel made up of members from each of the seven remaining original schools will discuss their continued work and insights related to the purpose and goals of the LODS at the January 2009 annual meeting in Seattle. Dick Clark will serve as moderator.

Inside this issue:

Fifth Anniversary of LODS	1
New LODS Schools for 2008-2009	2
"The Elementary Classroom," by Vale Hartley	3
2008-2009 Goals of the Three LODS Regions	4-5
Announcements from the League	5
Highlights from LODS Schools	6-7
Summaries of 2007-2008 Regional Meetings	8-9
2008-2009 LODS Member Schools	9
Eagle Rock School Hosts Grant-Writing Session	10
Common Characteristics of LODS Schools	11

Education and the Making of a Democratic People



Unfortunately, civic values such as equity and justice that constitute the moral grounding of American democracy are losing their place in public affairs. The promise of this democracy is inclusive: no one is to be left out. Yet many people are.

Education and the Making of a Democratic People regards the challenge of inclusiveness as a fundamental and nonnegotiable educational agenda. America's public schools are a public forum in which people can learn to preserve and actively protect our democratic process. The value of our schools as a democratic forum extends beyond the classroom to parents and other members of local communities. By engaging in conversations and actions that support the democratic purpose of schools, local communities can ensure that the United States will become a healthy, robust democracy that represents all of its citizens.

— Edited by John Goodlad, Roger Soder, and Bonnie McDaniel (Paradigm Publishers, 2008)



New LODS Schools for 2008-2009



Dayton Regional STEM School

Principal: Brian Boyd

The Dayton Regional STEM School in Fairborn, Ohio, focuses on teaching practices that are student centered and inquiry based, with a curriculum that raises relevant and meaningful problems to engage students in important STEM concepts and skills. While these phrases are used in many educational circles today, the mission is to make these practices a reality for the students. Part of this challenge is to create a culture in which these practices become the norm of the school, not just a one-time activity. This means having a more broad understanding of what it means to do math, science, and the humanities: that problem solving, critical thinking, and creativity are part of what it means to "do school."

Guernsey-Sunrise High School

Principal: Kenneth Griffith

Guernsey-Sunrise High School is a small rural school located in southeastern Wyoming right on the Oregon Trail. It has about 140 students in grades 7 through 12. Because of its size, it has a rather traditional curriculum. However, it is also a very technical school. The computer-to-student ratio is nearly 1:1, and a lot of time is spent working with technological tools in students' learning. All of its graduates go through a Senior Exit Interview prior to graduation. During this interview, students bring forth their Body of Evidence to prove that they have the knowledge and skills necessary for graduation and life beyond. Although it is nearly impossible to know what skills and abilities students will need in their future, staff members are doing all they can to adapt to the rapidly changing world.

Kirschen Elementary School

Principal: Rob Williams

Kirschen Elementary School is a year-round elementary school in Modesto, California, that offers students the benefit of an enthusiastic staff dedicated to providing a strong academic program. Students further benefit from a powerful emphasis on reading, writing, and mathematics and the integration of these curricular areas in science, social sciences, and fine arts. The school's vision is to be nationally recognized for providing every child with the skills needed for a life of citizenship, intellectual growth, and economic productivity.

Pasadena Park Elementary School

Principal: Robyn Davis

Pasadena Park Elementary School in Spokane, Washington, is the largest of four elementary schools in the West Valley School District, a small district nestled among much larger ones. With over 400 students, Pasadena Park has seen a steady increase due to new construction in the area. Its free and reduced lunch count is about 32 percent. The parent community is actively involved in the school, as is demonstrated by a very high parent volunteer rate. Pasadena Park is working steadily on the district goals that include college, career, and citizenship, with the best way to achieve these goals being for each student to pursue them through rigor, relevance, and relationship.

Staff members at Pasadena Park are particularly interested in the League of Democratic Schools because it fits in so well with the district mission. Pasadena Park's strong character education program begins in Kindergarten and helps impart to students the tools that they need to be a good citizens in this world. They must understand their role in our democracy and what is required of them to be fully productive citizens.

Toyon Middle School

Principal: John "Jep" Peckler

Toyon Middle School in Valley Springs, California, is part of Calaveras Unified School District in the Gold Country of the Sierra Nevada foothills. It is a 7th and 8th grade middle school of 560 students that receives students from the district's six elementary schools. It serves six diverse suburban and "up-country" communities with schools that range from 700-plus students to fewer than 100. While Toyon's degrees of ethnic and linguistic diversity are modest, its degrees of cultural, geographic, and economic diversity are great. Toyon's mission is to equip all its students with the academic, aesthetic, and social skills that will enable them to live rich and meaningful lives and to participate effectively as compassionate and engaged citizens of their communities, their country, and their world.

The Elementary Classroom: A Key Dimension of a Child's Democratic World

By Vale Hartley

Intermediate Teacher at Whatcom Day Academy, Bellingham, Washington

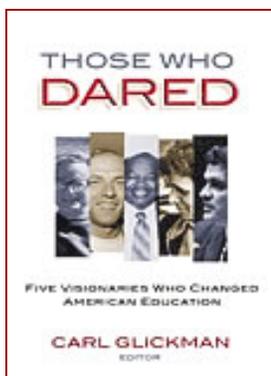
In the educational climate today of high-stakes testing and increasing demands to improve academic achievement, why should a teacher devote precious class time to the democratic life of classrooms? A democracy depends upon a well-educated and informed citizenry, and society expects schools to perform this function. John Goodlad argues that we have a moral imperative to do so, "The skills, disposition, and habits of intellect necessary for democratic citizenship have to be developed somewhere. People are not born with them." (Goodlad, Mantle-Bromley, & Goodlad, 2004, p. 28). What are these skills, dispositions, and necessary habits of intellect, and how can we develop them in our students?

I focus on three aspects of student life: reading skills, communication skills, and valuing community and diversity. My classroom democratic process is a dynamic one, compiled from a variety of sources. It includes nurturing each child, communicating to equalize power, inviting students to lead themselves in class meetings, providing opportunities for building understanding together with Socratic Seminars, listening to what my students say, and learning from colleagues and professional development.

I try to think of the skills and dispositions for citizenship as an integral part of my everyday teaching, rather than something I plan to teach once a week in a Social Studies class. Talking about how democracy works is not the same as experiencing democracy in action. I know that democratic dispositions must be developed within a context of issues and conversations that are relevant to my students.

I have come to realize that the most important thing I can do to prepare students for their lives as adults in our shared democratic world is to help them talk with and listen to each other. Goodlad argues that participation in the "human conversation" is too often lacking in schools, and yet it is the heart of essential preparation for citizenship. I invite students to take part in this human conversation.

Reference: Goodlad, J. I., Mantle-Bromley, C., and Goodlad, S. J. (2004). *Education for Everyone: Agenda for Education in a Democracy*. San Francisco: Jossey-Bass.



In a new book, *Those Who Dared*, edited by Carl Glickman, five visionary educators—Deborah Meier, John Goodlad, James Comer, Ted Sizer, and Henry Levin—share their personal stories. This is an inspiring call to action for anyone concerned about America's public schools and the education of our children.

"I hope this book will be read and treasured as a gift from these veterans to those of the younger generation who will carry on their struggle for democratic education."

—Jonathan Kozol, author of *Letters to a Young Teacher* and *Amazing Grace*

If you have items to submit for future newsletters,

please email them to Dorothy Lloyd at

Dorothy_Lloyd@csumb.edu

2008-2009 Goals of the Three LODS Regions

(for names of schools in each region, see page 9)

Western Region

California Schools

Collaboratively established goals for the three Modesto schools:

- **Goal #1 Program:** Develop an action plan that identifies three specific school/classroom lessons that support the Agenda for Education in a Democracy (AED) and create a rubric for "measuring" school/classroom civic focus.
- **Goal #2 Professional Development:** Develop a site-based staff-development action plan to increase teacher, parent, and student awareness about the AED.
- **Goal #3 Family and Community Engagement:** Develop a site-based, family-friendly survey to foster relationships between parents and school.
- **Goal #4 Modesto Principals:** Develop a presentation on the purpose of the League of Democratic Schools and the Agenda for Education in a Democracy and present it at the spring K-6 Modesto principals' meetings.
- **Goal #5 Regional Symposium:** Sponsor a regional LODS symposium in collaboration with the Stanislaus County Office of Education (September/October).

Washington and Oregon Schools

Goals established for the four elementary and K-8 schools:

- **Networking and Sharing** related to the four major goals of the Agenda for Education in a Democracy: fostering in students the skills, dispositions, and knowledge necessary for effective participation in a social and political democracy; ensuring that all students have access to those understandings and skills; creating a nurturing pedagogy; and serving as stewards of the schools.
- **Engage in Cross-site Visits** that include professional development directly related to purposes and goals of democratic schools (literacy, the arts, and democracy).
- **Focused Attention on the Characteristics of Democratic Schools**—democratic purpose of schools, student achievement, ongoing professional development, and innovative approaches to learning, AND create a learning environment that is democratic, nurturing, and stimulating and where excellence in expected and differences are valued.



Rocky Mountain/Plains States Region

Colorado, Nebraska, and Wyoming Schools

Goals:

- **Foster and Support Democratic Traits:** being respectful, caring, cooperative, honest, open-minded, responsible, reflective, and a risk-taker.
- **Foster Community Awareness and Service:** actively engage students in group community service experiences and activities.
- **Provide Thoughtful Learning Experiences:** student centered, active, and age appropriate.
- **Foster and Support Academic and Personal Growth** of all students.
- **Equity training:** build cross-cultural skills.
- **Mentoring Other Schools** (Eagle Rock).

Eastern Region

Georgia, Kentucky, New York, Ohio, and Pennsylvania Schools

Goals:

- **Promote the Four Goals of the Agenda for Education in a Democracy:** Prepare students to be successful, responsible, caring citizens in our social and political democracy through solid, engaging approaches to learning.
- **Establish Approaches that Will Allow for Ongoing Professional Development** during the academic year, including the possibilities of site visits and on-line videoconferencing.
- **Secure Time and Funding** for members to attend the Annual Meeting of LODS in 2008-2009.
- **Establish a Meeting Place and Agenda** for a regional meeting in 2008-2009.



Announcements from the League

- ◆ **Bob Hughes**, evaluator for our League of Democratic Schools, has begun the evaluation process. Each school that was a member of the League during the previous four years has been contacted. IEI staff members thank those of you who have participated in the LODS work for addressing Dr. Hughes's survey and any additional requests he may have. We are excited about getting data on our work.
- ◆ **Rona Wilensky**, principal of New Vista High School in Boulder, Colorado, will spend next year as a Resident Fellow at the Spencer Foundation in Chicago. She will spend the academic year writing about her experiences at New Vista and issues in high school reform as well as bringing a field perspective to the foundation's staff. Wilensky writes, "I couldn't ask for a better way to bring closure to this phase of my professional life. I expect to return to Colorado in June 2010 to begin the next chapter of my life and career. What that will be remains to be seen."
- ◆ **Journal of Educational Controversy**, an on-line journal headquartered at Western Washington University (partner agency of Whatcom Day Academy), has started a blog to further the debates raised in the journal. You are invited to join the conversation by going to <http://journalofeducationalcontroversy.blogspot.com/> or use the link at the journal's website at: <http://www.wce.wvu.edu/Resources/CEP/eJournal/>. Please spread the word.



Highlights from LODS Schools



Franklin Elementary School has started a school newspaper (*The Franklin Bee*), which has turned out to be an amazing opportunity for students' voices to be heard. Students have reported on such important issues as the cleanliness of the student bathrooms and what students can do to improve the situation. There is also an advice column written by and about students. This has become an important part of our school and a valuable and ongoing lesson in freedom of the press.

—M. Jamal Fields, Modesto, CA

The **Bulloch County Performance Learning Center** (BCPLC) initiated several program improvements to promote a more democratic school community:

- Adopted a stakeholder-approved schedule that will allow students greater flexibility to attend their base schools for morning electives and dual enroll for evening courses.
- Began a pilot program that will allow BCPLC students access to our county email system for increased communication access and professional email use.
- Trained students to assist polling station workers and to implement strategies for a voter registration drive for the November 2008 election.
- Submitted a grant proposal for a community garden where students use service learning to promote civic outreach. The idea for the project theme, "Growing a Community," originated from similar work shared last spring at the LODS Eastern Regional meeting in Ohio. Thanks to the staff of Central Academy for hosting the visit and providing many ideas relating to the democratic school model.

—Daniel Edenfield, Statesboro, GA

Lehman Alternative Community School held a three-day focused series of Infusion Days initiated by a group of seniors as the culmination of their Interdisciplinary Senior Team Project (a required collaboration in addition to their individual senior projects). The Infusion Days were entitled "Connecting the Dots: Democracy, Social Justice and Sustainability" and featured special guest speakers, targeted workshops, integrated lessons in courses, musical performances, films, and multicultural and localvore [locally grown and produced food] infused meals, etc. While much of the focus was on a global scale, there was also significant emphasis challenging the school's small democratic and progressive learning community to take stock, reexamine who and what we are as a school, and to recommit and reconnect to the values and goals that lead to our mission of educating engaged and courageous twenty-first century global citizens.

—Joe Greenberg, Ithaca, NY

The **Lab School for Creative Learning** has been looking at a set of guiding principles that can help everyone work and play together in a respectful and democratic way. The slogan LAB SCHOOL "R.O.C.K.S.!" describes how everyone should be Respectful, Observant, Cooperative, Kind and Safe members of our community. In classroom meetings or circle times, students have generated ideas to reflect the behaviors that correspond to the R.O.C.K.S. acronym. In weekly whole-school community gatherings, students are asked to share ideas for what constitutes R.O.C.K.S. behaviors. What is unique is the way in which everyone is looking at actions and behaviors in the various environments (e.g., the playground, the hallways, the cafeteria, on field trips into the Ft. Collins community, etc.). The goal is for students to be invested in democratic behaviors that create a positive learning environment for everyone. The goal for next year is to have parent/family nights that produce tools for building upon these behaviors at home as well.

—Stephen Bergen, Fort Collins, CO

Eagle Rock School was recently featured in *Horace* in an article entitled "Speaking for Democracy" (<http://tinyurl.com/barronhorace>). Since the Restorative Justice program is now pretty well woven into the fabric of Eagle Rock, the school is working toward instituting Fairness Councils for lower-level discipline offences. It also submitted an application for the "High-Flying School" award.

—Dan Condon, Estes Park, CO



Whatcom Day Academy's partnership with Western Washington University includes fifteen to twenty university students from the early childhood and secondary education programs who are observing and participating in the school throughout the year. This year, the school began an Education in the Community Speaker Series for the community at large. Well-known authors/lecturers in fields related to children, families, and education are the focus of this series. The first speaker in the series was Dr. Edward Hallowell on his book, *The Childhood Roots of Happiness*.

—Susan Donnelly, Bellingham, WA

Curriculum highlights from the beginning of the 2008-2009 school year at the **University of Wyoming Lab School** have included: participation of 8th and 9th grade students in a memorable, action-packed election simulation; completion and presentation of science fair projects by all 6th and 7th grade students; an artist-in-residence experience for all Kindergarten through 7th grade students exploring the art of weaving, influenced by Patrick Doherty's willow sculpture "Short-cut"; and outdoor education/field study experiences for all students in Kindergarten through 9th grade.

—Margaret Hudson, Laramie, WY

A partnership between **New Vista High School** and CU Boulder Law School began last spring when several students in a civics class expressed interest in teaching other young people about their legal rights and responsibilities. What began as a meeting to brainstorm possible projects turned into a collaboration between law school students and high school students. CU Boulder Law School recently received a grant to teach a law class entitled "Law and Social Change" to run concurrent with classes offered at New Vista High School. Law students will pair up with high school students to work on legal projects related to social change in the community while also taking time to teach and learn about civil rights and civic engagement. A trial run will take place in spring 2009, with the CU law class set to debut in fall 2009.

—Rona Wilensky, Boulder, CO

Lincoln Elementary School staff members agreed upon a whole school theme called "Movers and Shakers." They defined Movers and Shakers as "people who have made a difference on behalf of the common good." After 2 to 3 months, depending on the developmental age groups, they hosted a culminating event where students showed their work to the Lincoln community of families and friends.

—Marcela Abadi, Olympia, WA

M. Jamal Fields, Marilyn Rockey, and Rob Williams from Modesto City Schools (**Franklin, Kirschen, and El Vista Elementary Schools**) attended a one-week Five Freedoms Leadership Academy in Washington, D.C., in July 2008 at the First Amendment Center. At this academy, they learned a specific set of leadership skills to cultivate, individually and schoolwide, the building of their own capacity to lead democratic learning communities for improving student as well as staff motivation and engagement. Through the use of real-life scenarios regarding the First Amendment, they worked collaboratively to address school challenges, conflicts, and community engagement strategies. In December 2008, these LODS school principals will lead a K-12 administrator meeting to share leadership ideas and practices that are making a difference in the school culture and school-wide learning climate.

—Jamal Fields, Marilyn Rockey, Rob Williams, Modesto, CA

Many classes at **Friday Harbor High School** are completing service learning projects related to the new Experience Food Project, a contemporary food service that offers students healthy food choices and supports local agriculture. Students in French and Spanish classes have researched food and cultures of French- and Spanish-speaking cultures. Members of the community who speak French and Spanish have been guests at lunch and have talked with students. Students in Creative Writing have used real-world writing and pictures to communicate with the world through a blog about the food project. Biology students have taught lessons to 4th and 5th grade classrooms about healthy eating and the food pyramid. The Current Events classes have an ongoing display of current food issues around the world. Math students are helping with the analysis of data about the project. Special Education students have developed a worm bin that composts waste from the kitchen, and they sell healthy snacks during a mid-morning break. The common theme has strengthened the students' interest in the various service projects.

—Beth Spaulding, Friday Harbor, WA

Summaries of 2007-2008 Regional Meetings



Western Region

The Western Regional meeting was held on Friday, May 2, and Saturday, May 3, at Lincoln Elementary School in Olympia, Washington. Participants included Dorothy Lloyd, Lorraine Kasprisin from Western Washington University, representatives from Whatcom Day Academy, Westside Village Magnet School, and Lincoln Elementary School. Representatives from Friday Harbor High School and the three California Schools were not able to attend. Friday morning was spent visiting a number of classrooms to observe democratic school practices and connections between democracy and the arts. In the afternoon, all of the teachers at Lincoln Elementary gathered with the other participants in the library and discussed the article, "Visual Art and Student-Centered Discussions" (Yenawine, 1998), which explored connections between democratic education and the visual arts. This discussion expanded on our experience at the January 2008 meeting that focused on art through movement and expression.

On Saturday, May 3, the group convened at Cheryl Petra's home for breakfast and a fireside discussion of literacy instruction for struggling readers, with a particular focus on individual classroom-based assessments and links between assessment and individualized instruction. We discussed articles by Cunningham (2005), Griffith and Ruan (2007), and Valencia and Buly (2004). At the end of this meeting, we identified place-based education as a tentative theme for 2008-2009. Two questions were raised: How do you balance curricular demands and a focus on the child? In what ways do you develop a professional learning community in your school?

Rocky Mountain/Plains States Region

The Rocky Mountain/Plains States Regional meeting was held on October 3 at New Vista High School in Boulder, Colorado. New Vista High School, which serves approximately 350 students, provides a strong example of LODS's principles through its emphasis on project learning, multicultural perspectives, active involvement in the community, individualized graduation plans, and senior culminating projects. Rona Wilensky, principal and founder of New Vista, and Erin Robinson, assistant principal, served as hosts and coordinators, arranging site visits at their school and at four other schools in Boulder, offering unique educational opportunities. These visits proved very powerful. Boulder Valley School District has embraced alternative educational options effectively, and these site visits offered many examples of the strength of this diversity.



After visiting sites and debriefing in the morning, participants spent the afternoon discussing common challenges in League schools. Dorothy Lloyd, national LODS director, spoke briefly to the group, and the day was capped off by Rona's sharing her article published in the December 2007 issue of the *Phi Delta Kappan*, "High Schools Have Got It Bad for Higher Ed—And That Ain't Good." The discussion around this article and how it related to the mission of LODS sites was most thought provoking.

In addition to our fall regional meeting, the Rocky Mountain/Plains States Region was well represented at the National Network for Educational Renewal annual meeting in September in Dallas. Presentations and poster sessions were done by Woods Learning Center and Casper College from Casper, Wyoming, and by the University of Wyoming Partnership and University Lab School in Laramie.

Eastern Region

The Eastern Region's annual meeting was held May 1-3 at the Miami Inn on the campus of Miami University of Ohio. All but one of the Eastern Region's schools were able to send representatives. The focus of the first day of the meeting was a study visit to Central Academy in Middletown, Ohio. Dianne Suiter, Central Academy's principal, hosted the meeting and provided an opening orientation, a lunchtime discussion with faculty and students, and a late afternoon follow-up session. Between the orientation and lunchtime discussion, attendees were able to observe in all classrooms and other areas of the school building. Based upon John Dewey's work with democracy and education, Central Academy focuses on identifying all children's gifts and helping them to reach their full potential while finding their voice. It seemed that in every place one looked, there were faculty members and students practicing democracy, and there was significant community and university collaboration occurring. During Dianne Suiter's debriefing of this day, participants identified strategies to strengthen the democratic practices in their own schools.

During the second day, participants discussed mechanisms and strategies to strengthen the Eastern Region's support network and set the following three goals to build the network:

- Establish approaches that will allow for ongoing professional development during the academic year, including site visits and on-line videoconferencing.
- Establish a meeting place and agenda for a regional meeting in 2008-2009.
- Secure time and funding for members to attend the annual meeting of LODS in Seattle in January 2009.



2008-2009 Membership in the League of Democratic Schools

WESTERN REGION

Dorothy Lloyd, LODS Director & Regional Coordinator

- ◆ Friday Harbor High School, Washington
- ◆ Lincoln Elementary School, Washington
- ◆ Westside Village Magnet School, Oregon
- ◆ Whatcom Day Academy, Washington
- ◆ El Vista Elementary School, California
- ◆ Franklin Elementary School, California
- ◆ Kirschen Elementary School, California
- ◆ Toyon Middle School, California
- ◆ Pasadena Park Elementary School, Washington



ROCKY MOUNTAIN/PLAINS STATES REGION

Judy MacDonald, Regional Coordinator

- ◆ Eagle Rock School and Professional Development Center, Colorado
- ◆ New Vista High School, Colorado
- ◆ Woods Learning Center, Wyoming
- ◆ University of Wyoming Lab School, Wyoming
- ◆ Guernsey-Sunrise School (K-12), Wyoming

EASTERN REGION

Tom Poetter and Stephanie Kenney, Regional Coordinators

- ◆ Central Academy, Ohio
- ◆ Bulloch County Performance Learning Center, Georgia
- ◆ Center for Educational Options, Kentucky
- ◆ Park Forest Elementary School, Pennsylvania
- ◆ Lehman Alternative Community School, New York
- ◆ Stilson Elementary School, Georgia
- ◆ Dayton Regional STEM School, Ohio

Eagle Rock School Hosts LODS Grant-Writing Session



The beautiful Eagle Rock School and Professional Development Center in Estes Park, Colorado, hosted a group of LODS colleagues in June 2008 to discuss and draft a grant proposal to sustain and grow the League. There was great discussion and ideas flowed. An update on the work will be given at the annual LODS meeting.

The workgroup included Judy MacDonald, Joe Greenberg, Tom Poetter, Dan Condon, Michael Soguero, and Dorothy Lloyd.

REMINDER OF LODS ANNUAL MEETING

JANUARY 29-31, 2009

We're looking forward to gathering in Seattle at the Residence Inn by Marriott (Lake Union) in January 2009 for the LODS Annual Meeting! We are excited about the agenda for the upcoming meeting. Highlights include a panel discussion by members of schools that have been part of the League for the past five years; a session with John Goodlad regarding his latest book, *Education and the Making of a Democratic People* (edited by Goodlad, Soder, and McDaniel); a curricular focus on the purposes of education in a democracy; and a session on school leadership/stewardship.

There will be one or two readings for this meeting that will be sent to registered participants soon. Please contact Paula McMannon (paulam@ieiseattle.org) if you have any questions.

Thanks, and see you all soon!

League of Democratic Schools Newsletter

Dorothy Lloyd
LODS Director
Institute for Educational Inquiry
124 East Edgar Street
Seattle, WA 98102

Phone: 206-325-3010
Fax: 206-325-3012
Email: paulam@ieiseattle.org

Agenda for Education in a Democracy



Common Characteristics of LODS Schools

- **Democratic Purpose:** LODS schools believe the primary purpose of schooling is to develop in young people the knowledge, skills, and attitudes students require for successful participation in our nation's social and political democracy.
- **Student Achievement:** Students in such schools are successful academically and socially.
- **Ongoing Professional Development:** All members of the school community engage in continuous learning.
- **Approaches to Learning:** These are schools that use a wide variety of approaches to learning including engaging students with parents and other adults within the community.
- **Personalization:** These schools deliberately personalize the relationships among students, teachers, parents, and administrators either by being small enough that faculty members can gather as a group for dialogue or, if larger, by making other arrangements to facilitate communications among the members of the school community.

See past LODS Newsletters at:
www.ieiseattle.org/LODSnewsletters.htm

NOMINATE A TO BECOME A NEW MEMBER OF THE LODS

Know a school that should be a member of the League? Send the name of the school and the principal's name, email address, and phone number to the appropriate regional coordinator:

Dorothy Lloyd, LODS Director and Western Regional Coordinator

dorothy_lloyd@csumb.edu

Judy MacDonald, Rocky Mountain/Plains States Regional Coordinator

judymacd@gmail.com

Tom Poetter, Eastern Regional Co-Coordinator

poettets@muohio.edu

Stephanie Kenney, Eastern Regional Co-Coordinator

skenny@georgiasouthern.edu

