



LSDS Notes

Dorothy Lloyd New LSIDS Director



A new director with long ties to the work of John Goodlad and to renewal of democratic schools has been chosen to lead the continuing development of the LSIDS.

Dr. Dorothy Lloyd served as the Founding Dean and Professor of the College of Professional Studies at California State University, Monterey Bay, from 1994—2006. The areas under her deanship included: Education, Business, Liberal Studies, Health, Human Services and Public Policy; and Human Performance and Wellness Education.

Dr. Lloyd's prior positions include:

- Five years as Founding Faculty, Associate Dean and Director of Teacher Education in the College of Education, California State University, San Marcos

- Twelve years as Professor of Education, San Francisco State University
- Four years as Full-time Lecturer in the Graduate School of Education at UCLA, and Senior Researcher with John Goodlad
- Eight years as Team Leader, Demonstration and Supervising Teacher at the UCLA Laboratory School
- Five years as a Classroom Teacher in the Los Angeles Unified School District

Dr. Lloyd has been a dynamic force in education. She has been an active presenter and keynote speaker at state, national, and international conferences. She is also a consultant, trainer, and staff development leader for school districts and universities across the country in the areas of leadership, school and instructional effectiveness, and staff development. She has conducted seminars and workshops in thirteen states and Canada, and over thirty California school districts.

Among her honors and awards are: Educator of the Year Award, Western Region Professional and Business Women; Community Education Awards (San Francisco, Monterey, and San Mateo); Outstanding Educator, Leader, Professional, African-American Community, Monterey, California; and Monterey County Outstanding Woman in 2003.

League of Small
Democratic Schools Notes

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*If you have
items to submit
for future
newsletters
please email
them to
Dick Clark at
rwcuw@msn.com*

Annual Reports Reveal LSDS Activities

Annual reports received from LSDS schools provide insight into what happens in these schools during the year. One of these reports is excerpted below. More will be shared later.

New Vista High School

New Vista High School applied for and received a grant from the Rice Foundation to prepare the school to welcome and provide services to English Language Learners. With support from this grant, the entire regular staff was trained in pedagogical strategies to support linguistically diverse students. Known as **sheltering strategies**, the training helps teachers think about the ways in which all students can learn essential content despite differences in their command of English. The strategies emphasize careful planning, differentiated instruction, use of visual and kinesthetic learning and varied assessment strategies, as well as explicit instruction in the vocabulary and language structures needed for each lesson.

The whole staff was also involved in ongoing training in equity with the goal of helping them feel comfortable handling the issues and conflicts that will inevitably arise when the school encompasses more student diversity.

By the end of the school year New Vista had also designed the instructional program for our incoming English Language Learners and agreed to create and implement a school wide equity curriculum delivered through the advisory structure.

The school kept parents and the student body informed of

ongoing plans and training.

The heart of the program was to give ELL students limited choices in core 9th Grade academic classes and to make sure that they were enrolled in courses that directly taught reading and/or writing. New Vista identified the following classes, offered during the morning block, as the classes from which students would choose across the year: Equations IA, Equations IB, Physical Science Lab Skills, World Geography, Developmental History and Civics. During 2006-2007 courses will be added to this list as students progress to 10th Grade: Biology A and B, Figures I, Statistics, two to three social studies and two to three reading/writing courses.

Students became peer leaders on issues of equity throughout the school bringing their new awareness to conversations in classrooms and advisory periods.

To meet students' needs for direct instruction in English, all 9th Grade ELL students were placed in beginning writing class, Skill-Building, with the regular teacher and a teacher who is finishing her ELL endorsement. In each subsequent quarter students will be placed in the Language Arts class that is most appropriate to their individual needs.

At the end of the first quarter the school convened the teachers of each student to garner information about individual progress and needs. That information was used to make schedule changes and to inform programming needs.

A final piece of New Vista's work was the creation of a Student Equity Leadership Cohort. This group of twenty-five students was led by a counselor and assistant principal. The goal was to train interested students in the equity lessons being learned by the staff. Using methods and content from the **National Coalition for Equitable Education**, the students had an opportunity to learn sophisticated material relating to privilege and oppression, as well as the 'isms of contemporary US culture—racism, sexism, homophobia, classism, and language oppression. The students actually trained the staff in issues relating to classism.

These students became peer leaders on issues of equity throughout the school bringing their new awareness to conversations in classrooms and advisory periods.

A small group of the 2005—2006 cohort volunteered to help teach the 2006—2007 cohort and play a major role in the training of another group of about twenty students.

Engaging with the Community

Enhancing the Future of Public Deliberations—Dick Clark

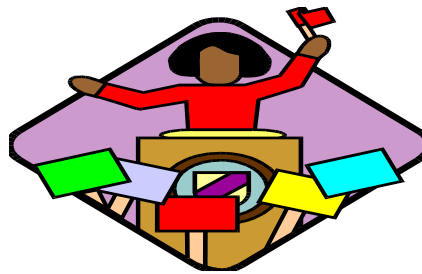
In a 2004 article “Education and the Work of Citizenship” Harris Sokoloff spoke at length regarding the importance of developing students’ capacity to participate actively in the deliberations that are central to the functioning of a democratic society. His comments included the following remarks:

“To serve the future of democracy, this nation must find a way to rekindle arenas for public deliberation of key policy issues, and its schools are one of the best places to start.

Schools can not only teach children about a more deliberative democracy, but can also involve them in it. Schools can bring communities together to participate in the kinds of public deliberation being taught to young people. Like libraries, town halls, community centers, museums, firehouses, and parks, schools can be open to the public and inclusive, bringing together a wide range of voices from different ethnic and religious backgrounds, socioeconomic groups, political parties, and ages.

This kind of inclusive public deliberation is not easy. It requires that Americans learn new skills and that they be open to new and different perspectives. It will take work to change current habits of public disengagement. And it will take work for political and business leaders to move from politics and business “as usual” to

more inclusive and deliberative practices. The nation’s schools are an ideal place to start. This kind of outreach would enrich the quality of deliberation and, therefore, the quality of the decisions made and votes cast. And it will strengthen American democracy.”



Such messages are familiar to teachers and administrators in the League of Small Democratic Schools. They challenge us to identify the actions we need to take in our schools.

We are used to engaging students as participants in student government, conducting lessons about our system of government and the history of our nation, creating opportunities for service learning, and building emphasis on social justice and equity into our curriculum. However, close reading of Sokoloff’s remarks suggests a more proactive role within the community than most of us include in our schedules.

Bringing communities together to participate in public deliberation is an ambitious endeavor that may seem like adding one more straw on a camel whose back is already breaking from the overload of tasks being dumped on schools. However it is an idea worth giving more

thought to, not only because it would contribute significantly to the furtherance of democratic deliberation in our communities but because it has the potential of strengthening support for our schools within the community.

The IEI recently published a pamphlet titled “**Engaging with the Community.**” It includes stories from a number of efforts to engage school-university and community members in dialogue. LDS members can find that publication online at: www.ieiseattle.org.

I encourage all LDS schools to take a look at these stories and reflect on what can be done within their community. What topics are ones you could engage community members in discussing with faculty and students from your school? Who would be willing to join with your school to convene such dialogue? Who would be a good source of facilitation for such sessions? Are there people from your partner institutions who would be interested in joining with you?

Please send stories you have of your previous efforts with engaging the community along with any ideas you develop for future initiatives to me at rwcuw@msn.com.

Please remember, we are talking about engaging “with” and not “telling” the community. I look forward to sharing your ideas in a future issue of this newsletter.

Note: When he authored the article Harris Sokoloff was an adjunct associate professor at Penn GSE and the executive director of the Center for School Study Councils.

New Grant to Help Sustain League

The Institute for Educational Inquiry has been awarded a grant from the Stuart Foundation, located in San Francisco, California, to help the LSIDS expand its presence in Washington and California.

The grant provides funding for the first year of a three-year initiative to add schools in California and Washington to the League. The grant will also support the development of refined metrics for assessing the progress students are making as they develop their capacity to function as members of a democratic society.

Plans call for the addition of two to three California schools and a like number of added schools from Washington prior to the annual meeting of the League in January 2008. It also supports meetings of the existing Northwest region of the League and provides for technical support visits to League schools.

Rocky Mountain Site Visits Reveal Progress

Regional coordinator Bonnie Walters reports that during her recent visits to schools in her region she saw very happy students and highly committed teachers and administrators. She commented on a prevalence of the arts in every setting, evidence of a visible commitment to students having a wide range of experiences with performing arts, visual and fine arts. She also noted that literacy is on everyone's mind.

Bonnie found that high levels of engagement and active learning are in every setting. She characterized all the schools as giving personalized attention to students, providing rigorous content, developing confident students, and being staffed by inspiring teachers. She found that renewal was

present in all the schools.

Bonnie was particularly impressed with what she saw at Wakefield where Hispanic students and Anglo students were working and interacting side-by-side. The remodeling project at the school has contributed to improving the school environment. But, she noted, it was the visibility of student work, student-centered teaching, cross-age activities, and a well established ESL program led by a young Hispanic woman who graduated from Wakefield Community Schools and returned to teach that were making the real differences. Bonnie sees the progress in the school as also coming as a result of strong, caring leaders who have intentionally created opportunities for two very different cultures to

come together to form an inclusive community.

As we think of the future of the League we need to keep in mind Bonnie's wish that the Prep School in Laramie, the Lab School for Creative Arts in Ft. Collins, The Woods School in Casper and Wakefield Community Schools were closer in proximity. She believes that each of these schools has something remarkable to share with their counterparts that could make each even stronger. Perhaps the creation of smaller clusters of schools that are close together within regions can provide the opportunities Bonnie mentions. This, of course, would require the addition of new schools.

Northwest Regional Meeting

May 18 & 19, 2007

Regional coordinator Tony Smith has announced plans for this year's Northwest Regional Meeting. In addition to teachers from LDS schools in Washington and Oregon a team from Stilson Elementary, Bulloch County, Georgia, will attend. Educators from schools expressing an interest

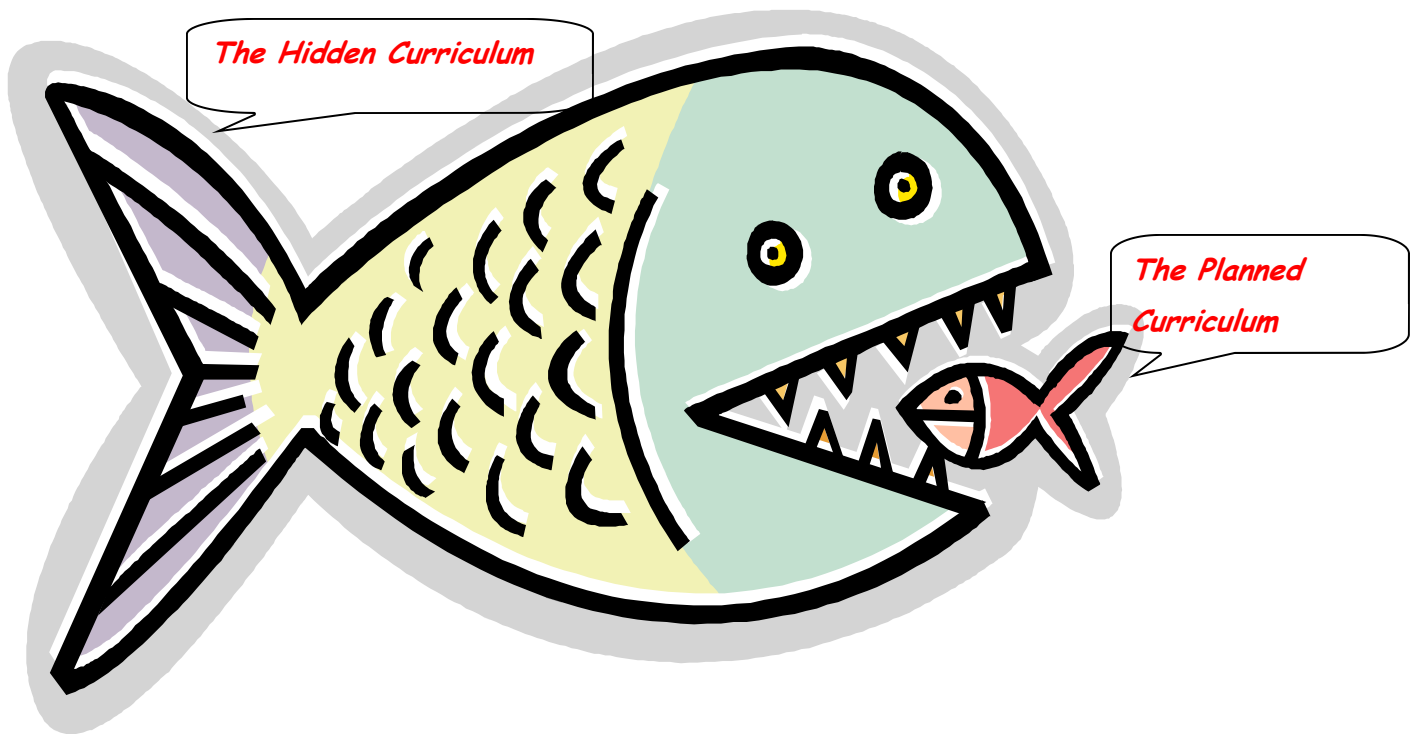
in the League have also been invited.

Each of the schools in the region will bring artifacts (or processes) to the meeting that will be shared in the opening session on May 18th.

Karen Gourd of Knox College will help participants learn about forum-theater workshop

techniques and how this activity can be useful in classrooms and as a way of helping schools with their renewal work.

John Goodlad will lead a discussion of issues facing our democracy that will begin with reflections of Wendell Berry's *In the Presence of Fear*.



Some years ago John Goodlad wrote of the power of the hidden curriculum. Does the hidden curriculum continue to dominate in schools? Readers of this newsletter are invited to submit an essay of not more than 1500 words that addresses the challenges of the hidden curriculum for schools seeking to be exemplary schools preparing students for their role in a social and political democracy.

Send your essay to Dick Clark at rwcuw@msn.com by August 1, 2007. Selected essays will be used to address this issue in future communications to LDS schools.

League of Small Democratic Schools Notes

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Agenda for Education in a Social and Political Democracy



Common Characteristics of LSDS Schools

- **Democratic Purpose:** LSDS schools believe the primary purpose of schooling is to develop in young people the knowledge, skills, and dispositions 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.
- **Small Size:** They are small schools—small enough so that faculty members can gather as a group for dialogue.
- **Governance:** These schools operate relatively autonomously within the larger systems of which they are a part. Whether a public or private, charter or neighborhood school, all serve a broad spectrum of students.

NOMINATE A SCHOOL TO BECOME A NEW MEMBER OF LSDS

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

Tony Smith

smithant@u.washington.edu

Steven Thompson

thompss3@muohio.edu

Bonnie Walters

Bonnie.Walters@cudenver.edu

