

Expeditionary Learning

Esperanza Rising joins the Scholastic Gold line, which features award-winning and beloved novels. Includes exclusive bonus content! Esperanza thought she'd always live a privileged life on her family's ranch in Mexico. She'd always have fancy dresses, a beautiful home filled with servants, and Mama, Papa, and Abuelita to care for her. But a sudden tragedy forces Esperanza and Mama to flee to California and settle in a Mexican farm labor camp. Esperanza isn't ready for the hard work, financial struggles brought on by the Great Depression, or lack of acceptance she now faces. When Mama gets sick and a strike for better working conditions threatens to uproot their new life, Esperanza must find a way to rise above her difficult circumstances—because Mama's life, and her own, depend on it.

Almost fifty years ago the Coleman Report, widely regarded as the most important educational study of the twentieth century, found that the most powerful predictor of academic achievement is the socioeconomic status of a child's family. The second most important predictor is the socioeconomic status of the classmates in his or her school. Until very recently, the importance of this second finding has been consciously ignored by policymakers, and the national education debate has centered on trying to "fix" high-poverty schools by pouring greater resources into them, paying educators more to teach in them, or turning them into charter schools. At the local level, however, eighty school districts educating four million students now consciously seek to integrate schools by socioeconomic status. The Future of School Integration looks at how socioeconomic school integration has been pursued as a strategy to reduce the proportion of high-poverty schools and therefore to improve the performance of students overall. It examines whether students learn more in socioeconomically integrated schools—and pre-K programs—than in high-poverty institutions and explores the costs and benefits of integration programs. The book also investigates whether such integration is logistically and politically feasible, looking at the promises and pitfalls of both intradistrict and interdistrict integration programs. Finally, it examines the relevance of socioeconomic integration strategies being pursued by states and localities to the ongoing policy debates in Washington over efforts to turn around the nation's lowest-performing schools and to improve the quality of charter schools. Contributors include Stephanie Aberger (Expeditionary Learning), Marco Basile (Harvard University), Jennifer Jellison Holme (University of Texas-Austin), Ann Mantil (Harvard), Anne G. Perkins, Jeanne L. Reid (Teachers College), Meredith P. Richards (University of Texas-Austin), Heather Schwartz (RAND), Kori J. Stroub (University of Texas-Austin), and Sheneka M. Williams (University of Georgia).

A practical guide to deeper instruction—a framework for challenging, engaging, and empowering students of all ages For schools to meet ambitious new standards and prepare all students for college, careers, and life, research has shown unequivocally that nothing is more important than the quality of daily instruction. Learning That Lasts presents a new vision for classroom instruction that sharpens and deepens the quality of lessons in all subject areas. It is the opposite of a 'teacher-proof' solution. Instead, it is predicated on a model of instruction that honors teachers as creative and expert planners of learning experiences for their students and who wish to continuously grow in their instructional and content knowledge. It is not a theoretical vision. It is a model of instruction refined in some of the nation's most successful public schools—schools that are beating the odds to create remarkable achievement—sited primarily in urban and rural low-income communities. Using case studies and examples of powerful learning at all grade levels and in all disciplines, Learning That Lasts is a guide to creating classrooms that promote deeper understanding, higher order thinking, and student independence. Through text and companion videos, readers will enter inspiring classrooms where students go beyond basics to become innovators, collaborators, and creators. Learning That Lasts embraces a three-dimensional view of student achievement that includes mastery of knowledge and skills, character, and high-quality work. It is a guide for teachers who wish to make learning more meaningful, memorable, and connected to life, and inspire students to do more than they think possible.

“A searing and emotionally gripping account of a young black girl growing up to become a strong black woman during the most difficult time of racial segregation.”—Professor Charles Ogletree, Harvard Law School “Provides important context for an important moment in America's history.”—Associated Press When fourteen-year-old Carlotta Walls walked up the stairs of Little Rock Central High School on September 25, 1957, she and eight other black students only wanted to make it to class. But the journey of the “Little Rock Nine,” as they came to be known, would lead the nation on an even longer and much more turbulent path, one that would challenge prevailing attitudes, break down barriers, and forever change the landscape of America. For Carlotta and the eight other children, simply getting through the door of this admired academic institution involved angry mobs, racist elected officials, and intervention by President Dwight D. Eisenhower, who was forced to send in the 101st Airborne to escort the Nine into the building. But entry was simply the first of many trials. Breaking her silence at last and sharing her story for the first time, Carlotta Walls has written an engrossing memoir that is a testament not only to the power of a single person to make a difference but also to the sacrifices made by families and communities that found themselves a part of history.

Jossey-Bass and PCG Education are proud to bring the Paths to College and Career English Language Arts (ELA) curriculum and professional development resources for grades 6–12 to educators across the country. Originally developed for EngageNY and written with a focus on the shifts in instructional practice and student experiences the standards require, Paths to College and Career includes daily lesson plans, guiding questions, recommended texts, scaffolding strategies and other classroom resources. Paths to College and Career is a concrete and practical ELA instructional program that engages students with compelling and complex texts. At each grade level, Paths to College and Career delivers a yearlong curriculum that develops all students' ability to read closely and engage in text-based discussions, build evidence-based claims and arguments, conduct research and write from sources, and expand their academic vocabulary. Paths to College and Career's instructional resources address the needs of all learners, including

students with disabilities, English language learners, and gifted and talented students. This enhanced curriculum provides teachers with freshly designed Teacher Guides that make the curriculum more accessible and flexible, a Teacher Resource Book for each module that includes all of the materials educators need to manage instruction, and Student Journals that give students learning tools for each module and a single place to organize and document their learning. As the creators of the Paths ELA curriculum for grades 6–12, PCG Education provides a professional learning program that ensures the success of the curriculum. The program includes: Nationally recognized professional development from an organization that has been immersed in the new standards since their inception. Blended learning experiences for teachers and leaders that enrich and extend the learning. A train-the-trainer program that builds capacity and provides resources and individual support for embedded leaders and coaches. Paths offers schools and districts a unique approach to ensuring college and career readiness for all students, providing state-of-the-art curriculum and state-of-the-art implementation.

Use the Constructivist Learning Design (CLD) six-step planning framework to engage students in constructivist learning events that meet standards-based outcomes.

A New Companion to Leaders of Their Own Learning Puts Students in Charge of Their Learning and Growth Five years after the publication of *Leaders of Their Own Learning*, EL Education is back with a new companion guide to help you tackle the common challenges of student-engaged assessment. This unique, student-centered approach to assessment equips and compels students to understand goals for their learning and growth, track their progress toward those goals, and take responsibility for reaching them. EL Education has more than 25 years of experience supporting school transformation through student-engaged assessment. With their new book, *The Leaders of Their Own Learning Companion*, they have harvested the best tools and wisdom from schools across the country to help you hone student-led assessment practices in your classroom and school. Identifies the common challenges of implementing each of the eight interrelated student-engaged assessment practices from *Leaders of Their Own Learning*, and provides strategies and tools for tackling them Offers practical tips for school leaders Deepens your learning with 46 videos and an online toolbox *The Leaders of Their Own Learning Companion* is designed for teachers and leaders of all grade levels and no prior knowledge of the original *Leaders of Their Own Learning* is necessary to make the most of this book.

When the Sudanese civil war reaches his village in 1985, 11-year-old Salva becomes separated from his family and must walk with other Dinka tribe members through southern Sudan, Ethiopia and Kenya in search of safe haven. Based on the life of Salva Dut, who, after emigrating to America in 1996, began a project to dig water wells in Sudan. By a Newbery Medal-winning author. *Crew* is two things. It is a schoolwide culture that supports social and emotional wellness, character development, and academic and life success for students and staff. It is also a unique and transformational meeting structure for secondary school advisories, elementary school morning and closing circles, and for staff collaboration. *We Are Crew* provides guidance for bringing *Crew* to your school or district and highlights numerous examples from successful schools that have used *Crew* to foster student and staff success for more than 25 years. *We Are Crew* is paired with an online toolkit of resources and a suite of open-source videos. This book should be read by anyone concerned about the future of education in the U.S. It was written for students, parents, educators, administrators, and policy makers because it will require effort from all these individuals to create meaningful change in the education system. This book discusses why the education system needs to change now, and provides practical examples of teaching approaches, school models, and assessment systems that can move the education system forward in the right direction. Students deserve an education that teaches them how to solve challenging problems and inspires them to become life long learners. Read this book and then go out and implement these ideas."

Paths to College and Career Jossey-Bass and PCG Education are proud to bring the Paths to College and Career English Language Arts (ELA) curriculum and professional development resources for grades 6–12 to educators across the country. Originally developed for EngageNY and written with a focus on the shifts in instructional practice and student experiences the standards require, Paths to College and Career includes daily lesson plans, guiding questions, recommended texts, scaffolding strategies and other classroom resources. Paths to College and Career is a concrete and practical ELA instructional program that engages students with compelling and complex texts. At each grade level, Paths to College and Career delivers a yearlong curriculum that develops all students' ability to read closely and engage in text-based discussions, build evidence-based claims and arguments, conduct research and write from sources, and expand their academic vocabulary. Paths to College and Career's instructional resources address the needs of all learners, including students with disabilities, English language learners, and gifted and talented students. This enhanced curriculum provides teachers with freshly designed Teacher Guides that make the curriculum more accessible and flexible, a Teacher Resource Book for each module that includes all of the materials educators need to manage instruction, and Student Journals that give students learning tools for each module and a single place to organize and document their learning. As the creators of the Paths ELA curriculum for grades 6–12, PCG Education provides a professional learning program that ensures the success of the curriculum. The program includes: Nationally recognized professional development from an organization that has been immersed in the new standards since their inception. Blended learning experiences for teachers and leaders that enrich and extend the learning. A train-the-trainer program that builds capacity and provides resources and individual support for embedded leaders and coaches. Paths offers schools and districts a unique approach to ensuring college and career readiness for all students, providing state-of-the-art curriculum and state-of-the-art implementation.

"A practical framework for planning learning expeditions ... includes six examples of expeditions written by K-12 teachers ..." Includes: Planning a Learning Expedition, definitions and examples, planning outline, plan overview.

This anthology, first published in 2000, explores EL Education's roots in the educational philosophy of Kurt Hahn. Hahn, the founder of Outward Bound, started two schools and inspired many other educational initiatives. *Roots* includes an excellent essay on Hahn's educational thought, *The Only Mountain Worth Climbing*, by Thomas James, and the transcript of a speech on the educational contributions of Outward Bound, *The Missing Dimension*, by Paul Ylvisaker.

This edition, published in 2021, includes a new foreword by Sydney Chaffee, a teacher at Codman Academy in Boston and the 2017 National Teacher of the Year.

While much research has been done on experiential learning opportunities in study abroad settings, there are fewer publications devoted to experiential learning in the domestic context. This volume aims to fill that gap by providing a collection of chapters highlighting research-based innovations in experiential learning in domestic settings. The book focuses on three experiential learning contexts: community engagement experiences, professional engagement experiences and other unique experiential contexts such as language camps and houses. The collection focuses on the US context but the research projects and curricular innovations described here can serve as models for educators working in other local contexts and will encourage interested practitioners to explore experiential learning opportunities in their local areas. It will also provide the reader with a better understanding of this growing field of inquiry and should appeal to graduate students and researchers who are interested in experiential language learning.

"Low graduation rates and decreasing student achievement are signs of the need for change in public education. Educational theorists such as John Dewey and Howard Gardner have been foundational to school change. High expectations and an experiential approach are proven to increase student motivation. The Expeditionary Learning Schools reform model addresses all facets of education to meet the many needs of learners. The model has been in practice for 15 years and is implemented in 29 states, with over 160 schools, almost 4,300 teachers and 45,000 students. Expeditionary Learning infuses the foundation of Outward Bound with the K-12 educational setting. Research has provided evidence of success in progressive schools. This paper will address how the model affects the learning of secondary students."--leaf 4.

Here are 51 easy-to-use, classroom-tested alternatives to the "stand and deliver" teaching techniques that cause so many students to tune out or drop out. Teachers report that these techniques motivate students to participate in learning, as they build confidence and are supported by compelling and safe ways to demonstrate their knowledge and understanding of lessons. Refined through years of classroom experiences and supported by updated research, this 2nd edition delivers a dozen new techniques to engage K–12 students in active learning. The authors provide detailed descriptions of the Total Participation Techniques (TPTs) with step-by-step instructions--plus reproducible blackline masters for student response cards as well as posters to remind you to use the techniques. They also suggest how you can adapt and personalize the techniques to fit your context and content. Packed with examples from authentic classrooms, Total Participation Techniques is an essential toolkit for teachers who want to present lessons that are relevant, engaging, and cognitively challenging. Párisida Himmele and William Himmele are professors who regularly work with preservice teachers and consult with educators in U.S. and international schools. They are also the authors of Total Literacy Techniques.

From Expeditionary Learning Schools comes a proven approach to student assessment Leaders of Their Own Learning offers a new way of thinking about assessment based on the celebrated work of Expeditionary Learning Schools across the country. Student–Engaged Assessment is not a single practice but an approach to teaching and learning that equips and compels students to understand goals for their learning and growth, track their progress toward those goals, and take responsibility for reaching them. This requires a set of interrelated strategies and structures and a whole–school culture in which students are given the respect and responsibility to be meaningfully engaged in their own learning. Includes everything teachers and school leaders need to implement a successful Student–Engaged Assessment system in their schools Outlines the practices that will engage students in making academic progress, improve achievement, and involve families and communities in the life of the school Describes each of the book's eight key practices, gives advice on how to begin, and explains what teachers and school leaders need to put into practice in their own classrooms Ron Berger is Chief Program Officer for Expeditionary Learning and former public school teacher Leaders of Their Own Learning shows educators how to ignite the capacity of students to take responsibility for their own learning, meet Common Core and state standards, and reach higher levels of achievement. DVD and other supplementary materials are not included as part of the e–book file, but are available for download after purchase.

This book explains what experiential learning is, why it works, and how it can be used in both high school and post secondary settings. Tools for assessing experiential learning are also provided.

RootsFrom Outward Bound to EL Education

Two powerful forces are driving American's demands for better schools -- one longstanding force is idealistic and the other is "new" and economic. The current group of young Americans is in danger of being the first full generation to consistently make less money and enjoy fewer worldly rewards than their parents. The intersection of idealistic and pragmatic forces has produced an era of calls for reform in U.S. education that is unparalleled -- calls that have resulted in the creation of the New American Schools Development Corporation (NASDC). The chapters in this book highlight the path traveled by NASDC -- a private, non-profit corporation charged with creating new, "break the mold" school designs for the 21st century -- and describes the first three years' accomplishments of nine NASDC development teams. Background: Expeditionary Learning Schools opens and transforms K-12 schools. Through engaging, long-term interdisciplinary projects designed to achieve academic standards and an emphasis on a healthy school culture, Expeditionary Learning aims to develop students who are not only high-achieving but also highly motivated to do challenging activities and deeply engaged in work that matters. Equally important are character expectations such as cooperation and good citizenship. Recognizing that the student outcomes they are trying to achieve go beyond state test scores, Expeditionary Learning worked with McREL to propose an updated model of student outcomes. It focuses on three primary areas: motivation, character, and engagement. Purpose: The purpose of this report is to present a theory of action regarding how non-academic student outcomes, such as motivation and character (prosocial orientation), foster engagement in learning, leading to student academic success, and to support that theory of action with a narrative literature synthesis. Research Design: Narrative Synthesis. Data Collection and Analysis: The researchers began the literature review with seminal works in each topic area, when appropriate, then supplemented those with articles from the research literature found by searching relevant databases. The databases searched and keywords used are described in each individual section. In general, the literature review focused on studies using K-12 students. The authors focused on defining the constructs and their components as precisely as possible, including their relationships to other constructs. Then they addressed, to the extent feasible given the extant literature, links among the constructs and the classroom environment, student age, and engagement/achievement. Findings: The constructs highlighted in this theory of action are intended to capture the goals beyond academic achievement that Expeditionary Learning has for students. In an Expeditionary Learning school, students are expected to exhibit prosocial character traits that foster a healthy learning environment for everyone. The learning expeditions are intended, in part, to involve them intensely in an intrinsically motivating and mastery-oriented experience that will

support their self-efficacy. Together, the emphasis on character and motivation creates an atmosphere that encourages engagement through effort, persistence, civic engagement, and identification with school. Engagement then leads to student academic success. Conclusion: The reviewed literature pertaining to the Expeditionary Learning theory of action model clearly highlights the importance of attending to the "whole" child. Children do not develop in particular domains independently; rather, development in the social/emotional/motivational domains and development in the academic domains are inextricably connected. Efforts to improve development in one domain will be more successful if attention is given to development in others. Through the various feedback loops represented in the model, the intense focus of Expeditionary Learning schools on multiple aspects of development will likely have strong and lasting impacts on the future academic and life success of the students. Citation: Beesley, A. D., Clark, T. F., Barker, J., Germeroth, R. C., & Apthorp, H. S. (2010). Expeditionary Learning Schools: Theory of action and literature review of motivation, character, and engagement. Denver, CO: Mid-continent Research for Education and Learning. (Contains 1 table, 1 figure, and 4 footnotes.).

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