

Half-Time Community-Based Learning Fellow Work Plan

Color Code:

Rose = Current principal focus (relevant in terms of time/workflow, P4C Workplan and Fellow Learning Plan)

Black on green = Currently in process

Grey = Areas with potential, which (so far) remain nascent

<u>Goal/Essential Question</u>	<u>Project(s)</u>	<u>Relevant Date(s)</u>	<u>Notes</u>
<p>Where are the opportunities to expand student learning (or the “credit” for student learning) beyond the typical school day and school calendar?</p>	<ul style="list-style-type: none"> ● <u>Mapping current menu of real-world/extended/ personalized learning -- within existing structures and partnerships</u> ● <u>Follow/pilot [BHS] Summer Farm/Garden credits</u> <ul style="list-style-type: none"> ○ <u>faculty/community co-taught course for elective credit</u> ● <u>Follow/pilot [BHS] After-school /college partnership</u> <ul style="list-style-type: none"> ○ <u>non-teaching faculty leading applied-learning course for elective credit</u> ● <u>Investigate current dual-enrollment programs--and opportunities for expansion, model-shifts, pilots, etc.</u> <ul style="list-style-type: none"> ○ <u>Potential</u> 	<ul style="list-style-type: none"> ● <u>Summer, 2013</u> ● <u>Summer, 2013</u> ● <u>ongoing</u> ● <u>ongoing</u> 	<p><i>Relevant Research:</i></p> <ul style="list-style-type: none"> ● <i><u>Michigan’s flexible school-year</u></i> ● <i><u>Big Picture Schools’ multiple graduations</u></i> ● <i><u>VAL’s individualized programs</u></i> ● <i><u>Co-op/internship options through BTC / CTE</u></i> ● <i><u>Alison Bromage (Rowland Fellow)’s work related to Act 176</u></i> ● <i><u>Internship/work-based-learning options through LLL</u></i> ● <i><u>Harwood’s HCLC, Hub, and Next Step</u></i> ● <i><u>Dual-enrollment (current, and potential options)</u></i> ●

	<p><u>Burlington College partnership</u></p> <ul style="list-style-type: none"> ● <u>Support evolution of the school-integration of WHS' Senior Project, as we move toward proficiency-based assessment</u> 		
<p><u>Where are the opportunities to integrate traditionally isolated disciplines and programs?</u></p>	<ul style="list-style-type: none"> ● <u>Follow/pilot BHS Food Systems program to bridge schools/disciplines:</u> <ul style="list-style-type: none"> ○ <u>Research MPLR/Center for Sustainable Systems' approach to curricular/thematic integration</u> ○ <u>Follow AALV grant -- integrating New American businesses with International Food Line at BHS</u> ○ <u>Integrate classes from 2-3 disciplines with farm project</u> ○ <u>Develop/pilot BHS Food Truck, with collaboration from BHS, BTC, Healthy City, FBG, etc.</u> ● <u>Follow/pilot using ECHO's Race exhibit as a</u> 	<ul style="list-style-type: none"> ● <u>ongoing</u> ● <u>Winter, 2012-13</u> ● <u>Spring, 2013-14</u> 	<p><u>Research:</u></p> <ul style="list-style-type: none"> ● <u>Caine's "Natural Learning" http://www.cainelearning.com/Index.html</u> ● <u>Hattie's "Visible Learning"</u> ● <u>Kathy Lake -- Integrated Learning</u> ● <u>Noble H.S.</u> ● <u>Fayston Elementary's Food System</u> ● <u>MHS' Greenhouse Program</u> ● <u>WHS IMP (math)</u> ● <u>Bloomington, IN Project School</u> ● <u>Buck Institute</u> ● <u>Nova H.S. (Seattle)</u> ● <u>Other exceptional models of department-less learning?</u>

	<p>bridging-theme to connect 9th Grade Academy teachers/curricula</p> <ul style="list-style-type: none"> ● Follow/pilot the development of WHS' Senior Project ● Design Thinking <ul style="list-style-type: none"> ○ Apply to WHS Math (extending to create x-d projects) ○ Apply to YES program(s) <ul style="list-style-type: none"> ■ My own (student-entered) pilot ● Begin discussion of potential bi-school place-based semester program 		
<p><u>Where are the opportunities to integrate real-world learning into traditional coursework?</u></p>	<ul style="list-style-type: none"> ● Piloting renewable-energy/sustainability-themed learning into BHS Physics ● Piloting additional integrated math projects/partnerships to WHS' program ● Supporting an Addison grant to support (WHS) science students' fieldwork 		<p><i><u>Whereas a full-time fellowship may have allowed for more program development and program management, a half-time fellowship may not allow for the time-investment required to develop classroom-scale transformation.</u></i></p>

	<ul style="list-style-type: none"> ● <u>Supporting RETN's "Student Voices" project</u> ● <u>Supporting VT Folklife's New Neighbors Music Project</u> 		
<p><u>How can I help engage stakeholders in considering a more robust vision and a broader menu of high school learning environments and experiences?</u></p>	<ul style="list-style-type: none"> ● <u>Developing/Designing a DT4E event here in Burlington/Winooski</u> <ul style="list-style-type: none"> ○ <u>include teachers from both schools</u> ○ <u>include my YES Program students?</u> ● <u>Engage with participants at Rowland Conference, 9/27/12</u> ● <u>Work with I-Team co-chairs to establish a diverse learning community on the CBL I-Team</u> ● <u>Share expertise, perspectives, and innovations across existing community partners</u> 	<ul style="list-style-type: none"> ● <u>Fall 2012</u> ● <u>Fall 2012</u> ● <u>Fall/Winter 2012</u> ● <u>Ongoing</u> 	
<p><u>How can an expanding vision of what it means to teach and learn help to make the process more authentic for/to all</u></p>	<ul style="list-style-type: none"> ● <u>Facilitate I-Team learning through offering training, reading, etc. and/or convening discussion about a change in vision for</u> 	<ul style="list-style-type: none"> ● <u>Ongoing</u> 	

<u>involved?</u>	<u>school/learners (and teachers)</u>	<ul style="list-style-type: none"> • <u>Spring, 2013-14</u> 	
	<ul style="list-style-type: none"> • <u>Pilot Fellows' Coursework</u> 		

NOTE: The following document was developed to define terms, provide resources, and support individual research on the part of the CBL I-Team.

Community-Based Learning -- An Overview of Terms/Approaches

Community-Based Learning is an overarching concept that encompasses many different approaches to teaching and learning.

What follows is not intended to be exhaustive. In fact, this barely scratches the surface. Instead, we hope it provides some common language to help us discuss and learn throughout this year.

<u>CBL Approach</u>	<u>Explanation</u>	<u>Examples</u>
Experiential Learning	<p>Learning in which lived experience--and the meaning-making that follows--is a deliberate part of the approach.</p> <p>Experience--->Observation/Reflection--->Conceptualization---->Application--->Experience, etc.</p>	<p>Some (Rutland/BHS) YES Programs; Outward Bound; VYCC; Close-up; SIT study abroad; gap year programs; etc.</p> <p><u>Resources:</u> John Dewey; David Kolb; Paolo Freire; Carl Rogers; Community Works Institute; etc</p>
Place-Based Education	<p>Learning in which a connection to place (location, region, history, identity, ecosystem, etc.) is a deliberate part of the approach.</p>	<p>Environmental education (including the thematic work of the [BSD] Sustainability Academy); Foxfire; Byron Fellowship; Orion Society; (Vergenes) Walden Project; Vital Communities; Our Curriculum Matters; Shelburne Farms; UVM/PLACE; etc.</p> <p><u>Resources:</u> David Sobel, Lucy Calkins, Amy Demarest, etc.</p>

<p>Project-Based Learning / Problem-Based Learning / Applied Learning</p>	<p>Project- and Problem-Based Learning offer opportunities to learn by doing. Projects are often collaborative, applied, and connected to a real issue or problem. Often, they are student-led.</p> <p>Many of these projects offer students a chance to demonstrate their learning in community settings, in front of adult audiences, for authentic purposes.</p>	<p>Applied Academics; Coalition of Essential Schools “Exhibitions;” Met Schools; Winooski HS IMP (math) Program; (Cabot) IOTA; some (Rutland/BHS) YES Programs; (Bloomington, IN) Project School; DT4E; etc.</p> <p><u>Resources:</u> Buck Institute; Edutopia; ASCD; Design Thinking for Educators;etc.</p>
<p>Integrated Learning</p> <p><i>*key Fellowship focus</i></p>	<p>Learning in which there is a deliberate attempt to make connections across curricula, and to weave together our otherwise disparate “disciplines.”</p>	<p>Cross-disciplinary teaching and learning; some of the work of the (BSD) Integrated Arts Academy; “Integrative learning;” Sustainable Schools Project; Cloud Institute; Big Picture Schools; (Bloomington, IN) Project School; Montpelier H.S./Center for Sustainable Systems; (Seattle) Nova High School; Riverdale (NY) School; etc.</p>
<p>Service-Learning</p>	<p>Learning in which students serve the community, responding in partnership to authentic needs, and in turn make meaning of their experience through formal reflection, research, and or application/demonstration.</p> <p>Service-learning develops active civic engagement, builds community, and integrates/applies learning.</p>	<p><i>(As individual projects are often classroom- or unit-based, there are far too many to list here...)</i></p> <p><u>Resources:</u> National Service Learning Clearinghouse; National Youth Leadership Council; Nadinne Cruz; Vermont Campus Compact; AJWS; Community Works Institute; etc.</p>
<p>Work-Based Learning</p>	<p>Learning opportunities in which experience in a professional setting/context provides the primary avenue for growth.</p>	<p>Job shadows, apprenticeships, internships, co-op learning, etc.; Burr & Burton Field Study; Harwood Next Step; South Royalton CBL class; LLL TTPS/-Works; etc.</p> <p><u>Resources:</u> Linking Learning to Life; BTC; CTE; Vermont Adult Learning; Central Vermont STW</p>

		Collaborative;
Extended Learning* <i>*key Fellowship focus</i>	Learning opportunities that extend the time, location, or means of accessing new knowledge, skills, or dispositions--allowing for more authentic, community-engaged, and/or personalized pathways.	Dual enrollment (college credits); online learning; independent study; entrepreneurial opportunities; summer instruction; after-school credit-bearing opportunities; learning opportunities facilitated by community members; Adventure Learning; etc. <u>Resources:</u> Linking Learning to Life; Vermont Adult Learning; etc.
Cross-cultural Immersion	Learning opportunities that offer learners a rich, reflective space in which to encounter a culture different than their own.	Experiment in International Living; Chicago Center for Urban Life and Culture (First-Voice); FrontiersAfar; Global College (ULI); Visions Service Adventures; etc.

NOTE: All of these approaches have a few things in common. In each, it is assumed that

- experience and reflection can be powerful teachers
- relevance, context, and relationship are important
- learning does not begin at 8am or end at 3pm
 - learning does not begin on September 1st and end on June 15th
- the walls of “school” should be permeable
- all kinds of learning should “count”
- teachers, students, and schools, need to partner with community-members to make learning more authentic
- young people are members of their community *today*, and should engage with it actively
- all learning is cross-cultural