

# Engaging the Disengaged: How One School Re-Engages Students in Learning

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*Engagement can prevent struggling students from dropping out, and re-engagement in learning can help struggling students who have dropped out return to school and graduate. This chapter presents a case study about a struggling student who dropped out and then came to Eagle Rock School and Professional Development Center, became engaged in her learning, and graduated. The authors provide policy and practice recommendations as well as a discussion of factors that affect engagement.*

Sylvie Rose Ortiz<sup>1</sup> is a 16-year-old adolescent from California. A child of a Hispanic father and an African-American mother, Sylvie lived in middle-class comfort until her parents divorced when she was 13. At that time, she and her mother and two younger siblings moved into an apartment with her maternal grandmother in the Compton area of South Central Los Angeles. Both her mother and grandmother worked full time; her father had abandoned the family. Sylvie's responsibilities for her younger brother and sister multiplied, and she frequently had to miss school to take care of them when they were sick.

It was hard to stay involved in her new school and much easier to be at home with her family. Sylvie began to cut her last two classes of the day so that she could be home when her younger siblings came home. She began to cut other classes as well, using her time out of class to connect with the only new friends she could find, students who were also cutting classes and hanging around nearby convenience stores.

"I didn't matter," Sylvie said, recalling eighth grade. "The teachers didn't recognize me when I was there, and they didn't notice when I was gone." Sylvie intercepted most school communications sent to her mother, who, like her grandmother, had begun working two jobs just to make ends meet because the family was in crisis financially.

Somehow, Sylvie passed eighth grade and was promoted to ninth grade at a nearby high school. "I'm not sure I learned anything in them, but my core classes were in the morning and usually I could get to them. I didn't do homework, but I was a good test-taker. So I passed."

As a freshman, Sylvie attended classes for the first month and then dropped out. "I didn't see the point [of going to school]," she said. "My home-life sucked. My brother kept running away, and I couldn't do anything for him. School was so boring." Her friends had dropped out, and they provided her only escape from the depressing responsibilities she had at home. Eventually, she moved in with two of these friends and began to work at a convenience store. She also began to drink and do drugs with her friends. In mid-October Sylvie passed out at a party, and her friends took her to the emergency room.

Frightened by her visit to the emergency room, Sylvie moved back in with her mother, grandmother, brother, and sister. She tried to go to school again but eventually dropped out, despairing because she felt she was far behind other freshmen, still had not made friends, and had renewed responsibilities at home. A social worker who had contacted her at the hospital remained in contact with her and suggested that Sylvie think about going to Eagle Rock, which the social worker described as an independent school in Colorado designed for drop outs.

This story has a happy ending. Sylvie Rose Ortiz became fiercely engaged in her own learning at Eagle Rock School and Professional Development Center. She grew to be a leader, mentoring other students, for example. She graduated from Eagle Rock in April, 2010, served a six-month fellowship with a youth services organization, and chose among three colleges that had accepted her with a full scholarship. She selected a college known for service learning, Warren Wilson College in North Carolina, has been a leader in terms of service to others there, and expects to graduate in 2014 with a degree in sociology.

Much happened, of course, between her admission to Eagle Rock in

2006 and her graduation in 2010, as this chapter reveals. Sylvie's path to graduation was neither smooth nor steady, but she managed to do something she thought impossible in 2006—she graduated from high school, looking forward to college, believing she could succeed, and living a healthy, productive life.

What *had* happened during the time in between? Can the conditions that made it possible for Sylvie to succeed be established at other schools, rescuing students who have either dropped out or are likely to do so? The authors of this chapter believe that they can. The key to Sylvie's success was engagement, and, although public, private, parochial, charter, and independent schools cannot be expected to replicate Eagle Rock, they can adapt their environments to engage young people who are struggling to learn. The factors leading to engagement are replicable in other environments.

In the first section of this chapter, the authors describe Sylvie's journey through Eagle Rock, highlighting school conditions that led to her engagement in learning. Then they discuss engagement in general and what it means at Eagle Rock. Finally, they offer policy and practice recommendations related to enhancing engagement in all schools.

## BACKGROUND

Eagle Rock School and Professional Development Center (ERS) is an initiative of the American Honda Education Corporation, a nonprofit subsidiary of the American Honda Motor Company.<sup>2</sup> It is a full-scholarship (free tuition, room, and board) school for high-school age students from around the country and a low-cost professional development center for adults. Eagle Rock is located in the mountain resort community of Estes Park, Colorado, gateway to Rocky Mountain National Park.

Eagle Rock opened in the fall of 1993 and, since then, has admitted and graduated students three times per year. A year-round residential school, Eagle Rock is purposefully small with a capacity of 96 students.

Its students are admitted between the ages of 15 and 17 and can stay until they graduate; the oldest graduating student was 21. About half are of color and half are male. Typically, they have not experienced success in "regular" (mostly public) schools, and most have dropped out with no expectation of graduating from high school.

The school year is comprised of three 13-week trimesters and 3–5 week breaks in between each trimester (see a typical year's schedule in Figure 1). Most students take between eight and 14 trimesters to graduate (two and two thirds to four and one third years).

Many, but not all, students stay to graduate from Eagle Rock. Some leave on their own volition or are asked to leave because they break a

**Figure 1. Eagle Rock schedules**

A Year at Eagle Rock					
Trimester 13 weeks	Break 3+ weeks	Trimester 13 weeks	Break 4+ weeks	Trimester 13 weeks	Break 5+ weeks
A Trimester at Eagle Rock					
Trimester		Veteran students		New students	
Orientation 1 week		Service projects Community building House meetings		New students arrive at the end of the week.  ERS 101 (Orientation to 8 + 5 = 10)	
Five weeks of classes		Variety of learning experiences (choices)		Preparation for wilderness trip (skills, gear, conditioning, expectations, etc.) 3 weeks in wilderness and return	
Explore Week		Single learning experiences		Debriefing wilderness trip 5-min Presentations of Learning	
1 week					
Five weeks of classes		Variety of learning experiences (choices)		Preparation for learning at ERS (Kitchen Patrol, computer skills, research skills, etc.)	
POLs		Preparation for and Presentations of Learning		Preparation for and Presentations of Learning	
BREAK—3–5 weeks • Sylvie’s Schedule for ER 38					
Monday, Tuesday, Thursday, & Friday		Wednesday	Saturday	Sunday	
6:30 Morning Exercise or Breakfast KP		6:30 Morning Exercise or Breakfast KP	8:00 Breakfast KP	9:00 Brunch KP	
7:30 Breakfast		7:30 Breakfast	8:30 Breakfast		
8:30 Gathering		8:30 Community Meeting	9:30–11:30 Saturday Seminar	10:00 Brunch	
9:00–10:30 The Science of Cooking		10:00 Intramurals			
10:30–11:30 Gonzo Journalism					
11:30–12:00 Chores or KP					
12:15–1:45 Lunch				11:30–4:30	
2:00–4:30 Entrepreneurship		2:00–4:30 Advisory	2:00–4:30 Field Trips, Activities, Study Time	Field Trips, Activities, Study Time	
4:30–6:00 Dinner KP or Study Time;		4:30–6:00 Dinner KP or Study Time	4:30–6:00 Dinner KP or Study Time	4:30–6:00 Dinner KP or Study Time	
6:00 Dinner					
6:30–9:30 Activities or Study Time					
10:00 Lights Out			11:00 Lights Out	10:00 Lights Out	

nonnegotiable (no violence, sex, tobacco, drugs, or alcohol). Some of those who leave recommit to their education at Eagle Rock, apply to return through a process called Second Chance, and graduate. Most who leave but do not come back are able to graduate from their home or other schools or get their General Equivalency Diplomas (GEDs). Approximately 90% of all students who entered Eagle Rock not expecting to graduate from high school are able to obtain diplomas.

In a culture that does not prize testing, especially large-scale testing using standardized multiple-choice formats, Eagle Rock students do well, with the differences between pre- and post-test scores at a significant, highly significant, or very highly significant level (Easton, 2008a, p. 2). Their performance on SATs and ACTs matches the profile of high school students anywhere.

Many graduates go on to college or university but not all. A few have gone on to obtain graduate degrees. As in public high school populations, not all ERS students stay in college; some leave and some return at some later date. In addition, some serve in the military, get jobs, and/or start families.

#### MORE ABOUT SYLVIE: HER FIRST TRIMESTER (ER 37)

Sylvie entered with 12 other students as part of the class of ER 37 (the 37th trimester of the school since its beginning). She settled into a “house” (a dormitory with two wings, one for up to eight females, one for up to eight males, and a houseparent who is also a member of the faculty or staff) with 10 continuing and two new students, like Sylvie. In her first two weeks as a student, she attended courses required of all new students to prepare them for Eagle Rock and their 25-day wilderness trip. These included physical conditioning, learning the basics of thriving in the wilderness, and ERS 101, taught by the head of school to orient new students to the culture. In ERS 101, she and her cohort were required to recite by memory the founding code of Eagle Rock, summarized as “ $8 + 5 = 10$ ” (Figure 2), and she had to demonstrate that she understood deeply what the code means, which she chose to do through artwork and stories. Understanding school culture at Eagle Rock is not left to chance; students study it in ERS 101 and it is embedded in everything they do from their first trimester through graduation.

After two weeks of orientation, ER 37 went on a three-week wilderness trip. At Eagle Rock, the wilderness trip is seen as a way to introduce students to challenges they’ll face personally, socially, and academically. It is a metaphor for what they think they can and cannot do. As it was January, she went to the Superstition Mountains in Arizona with her cohort. After

Figure 2. 8 + 5 = 10

<b>“An Eagle Rock Student Will Have the Desire and Be Prepared to Make a Difference in the World.”</b>		
<b>Eight themes</b>	<b>Five expectations</b>	<b>10 commitments</b>
<p><i>Individual integrity</i></p> <ol style="list-style-type: none"> <li>1. Intellectual discipline</li> <li>2. Physical fitness</li> <li>3. Spiritual development</li> <li>4. Aesthetic expression</li> </ol> <p><i>Citizenship</i></p> <ol style="list-style-type: none"> <li>1. Service to others</li> <li>2. Cross-cultural understanding</li> <li>3. Democratic governance</li> <li>4. Environmental stewardship</li> </ol>	<ol style="list-style-type: none"> <li>1. Expanding knowledge base</li> <li>2. Effective communication</li> <li>3. Creating and making healthy life choices</li> <li>4. Engaging as a global citizen</li> <li>5. Practicing leadership for justice</li> </ol>	<ol style="list-style-type: none"> <li>1. Live in respectful harmony with others</li> <li>2. Develop mind, body and spirit</li> <li>3. Learn to communicate</li> <li>4. Serve the community</li> <li>5. Become a steward of the planet</li> <li>6. Make healthy personal choices</li> <li>7. Find and develop the artist within</li> <li>8. Increase leadership</li> <li>9. Practice citizenship</li> <li>10. Devise a moral and ethical code</li> </ol>

a week of hiking with a 50-lb pack, making camp and learning to trust and be trustworthy (and fighting her own demons through “strong circles,” during which the whole group stood in a circle until reaching resolution of a personal or interpersonal issue), she and ER 37 engaged in a service project for a week, and in the third week reached a level of collaboration and shared leadership that allowed them to exit the wilderness. After the long drive from Arizona, the students shrugged off their packs, ran together the last few miles onto the Eagle Rock campus, and were welcomed as new students (no longer provisional) by the Eagle Rock community.

As part of their wilderness debriefing, students prepared the first of the many Presentations of Learning (POLs) they would give; they each had 5 minutes to demonstrate their personal and social growth to the ERS community. Sylvie’s 5-minute presentation of learning about her wilderness trip was agonizing and she cried as she gave it, but other members of ER 37 and the entire ERS community supported her both physically and psychologically. She reasoned that she had managed to climb Weaver’s Needle in the Superstitions, and so she could just as easily make a 5-min presentation. She also understood that she would do regular presentations and demonstrations in classes, as well as a formal one at the end of each trimester, and that she would get better at them.

During the last three weeks of the trimester, ER 37 students developed a variety of skills through learning experiences that prepare them to enter the “real” world of Eagle Rock: kitchen skills (students work in KP—Kitchen

Patrol—teams to prepare, serve, and clean up meals); library, research, and computer skills; and time management and study skills. They continued to work on personal and social growth as well. Eagle Rock does not assume that students know how to succeed. All first trimester experiences, including the wilderness trip, are orchestrated to help students learn to succeed rather than succumb to failure. Success is not left to chance.

Sylvie continued to do service projects with her cohort, learning the value of service as well as learning through service. For example, ER 37 built a play shelter at a preschool for low-income families. After initially reacting to service in a typical way (“What! They’re not paying me for all this work! Why should I do it?”), Sylvie began to take on leadership roles in service projects. Service helped her overcome feelings of powerlessness and worthlessness. She discovered that she liked being of use and, with other students, engaged in over 500 hours of service per year. She also liked learning mathematics and other subjects through service because service gave learning these subjects greater purpose.

Sylvie also learned how to prepare a Presentation of Learning (POL) packet to introduce herself to panel members (such as policymakers, teachers from other schools, university professors, or simply friends of Eagle Rock) who would witness her end-of-trimester exhibition of learning, required of every student. The packets include a cover letter to panel members; an autobiography that is updated each trimester and presents information on both academic and personal growth; a description of classes taken and learning achieved; a list of service projects; a list of books read; the beginnings of a moral and ethical code; and a set of growth statements that fit this sentence frame: “I used to \_\_\_ and/but now I \_\_\_\_.” Students know that panel members can ask questions about the contents of these packets as well as about the POLs themselves.

Over three days and in concurrent sessions, each student delivers a 15-minute presentation which is followed by 15 minutes of questions, first from panel members who come from outside Eagle Rock, and then from the audience comprised of peers, faculty, and staff who are likely to ask different questions from those asked by panel members. In addition to witnessing her peers’ Presentations of Learning, Sylvie also watched five graduate POLs, each 1 hour (or more) attended by the whole community. Not only did she learn from her peers through observing their POLs, she also raised her own expectations. Perhaps, she thought, perhaps I will get to do a graduate POL.

Like all ER students in their first trimester, Sylvie could not go home. In subsequent trimesters, they and she (if she could arrange it) could go home occasionally on weekends, but going home also meant missing out on important community endeavors and activities. Community is

important at Eagle Rock. Small as it is, the whole Eagle Rock community can fit into one large room: students, faculty, staff, fellows, administrators, parents, family members, and visitors on campus. For example, the whole community participates in 30-min Gatherings each weekday, except Wednesdays, when they participate in a 1-hour Community Meeting. Gatherings and Community Meetings feature face-to-face information sharing; dialogue and discussion on issues and problems; rituals and story-telling; humor, fun and games; rewards, recognition, and celebration; a focus on what  $8 + 5 = 10$  looks like in daily ERS life; the reading of letters from graduates, former staff members, and friends of Eagle Rock; presentations on personal growth from near graduates; focus on leadership and learning; and singing and silence. Students often organize and run these meetings or parts of them.

In addition to congregating as a whole community, faculty and staff connect with a house and participate in house meetings, and they play intramurals with students in their houses against those in other houses. Advisories are smaller groups within houses that unite students, faculty, and staff to focus on individual progress. Gender meetings twice a month allow students to focus on personal issues such as sexuality. Also, students serve with adults on a variety of committees, including those charged with hiring new faculty or staff or improving some aspect of Eagle Rock. Most important to Sylvie was the community available through just hanging out with fellow students and faculty and staff in the Lodge and taking meals together.

Her first break, between Trimesters 37 and 38, was a real challenge for Sylvie, who could hardly wait to get back to her friends. Naturally, she indulged in all the behaviors that had sent her to Eagle Rock, forgetting the admonishment before she left to “wear one hat”—the Eagle Rock hat—and practice  $8 + 5 = 10$ , even while home.

Sheepishly and a little hung over, Sylvie returned to the campus for ER 38. She participated in a two-day service project with the entire Eagle Rock community. She also engaged in community-building activities with her housemates during a three-day house retreat. During the ensuing two-day all-school retreat, she and students and staff focused on the meaning of a book they had been given to read during break, *The Four Agreements* by Don Miguel Ruiz. Along with others, she welcomed ER 38 students when they arrived, and served as a mentor to one of them, just as she had had a mentor in ER 37.

## SYLVIE'S SECOND TRIMESTER (ER 38)

In an advisory meeting at the beginning of ER 38, her peers and staff advisor helped Sylvie understand that graduation from ERS is different from graduation from traditional schools. For example, Sylvie had no credits from her previous high school as she had attended it for the first few weeks only, so she expected to be admitted as a freshman, something that would have embarrassed her because of her age. However, she soon learned that ERS does not divide students into grade levels, such as freshman, sophomore, junior, or senior, and it does not expect students to advance from one grade to another in a year's time or graduate in four years' time.

Like most new students, Sylvie also understood high school according to a "regular" school model of seat time. She thought all she had to do was show up for minimum number class periods, do some assignments, take tests at a passing level to get credit, and thereby gain enough credits in the required classes to graduate. She learned that there are a variety of learning experiences at ER, of which classes are only one. Others include service activities, internships, committee responsibilities, and self-initiated and independent study. She learned that classes are vehicles for learning, not units of credit, and that she needed to document what she had learned—through any learning experience—in order to get credit.

Best of all, Sylvie discovered that ERS provides a map to graduation, the Individualized Learning Plan (ILP). The ILP is simultaneously a description of graduation requirements, a way of noting progress towards graduation, and a transcript. Sylvie's advisor shared the ILP from one of the advisory's graduates with the entire advisory (Figure 3).

On the first page, left column, they found the 5 Expectations Power Standards, which describe the final demonstrations, performances, or documentations students must provide in order to graduate. These are based on the five expectations from the Eagle Rock code  $8 + 5 = 10$ . The power standard for each expectation establishes the importance of the expectation in terms of life at and after Eagle Rock. The assessment gives students some guidelines for the demonstration, performance, or documentation they must produce to prove proficiency in the standard.

When students have achieved a level of proficiency or better on an assessment, according to a rubric specific to it, the registrar checks the box in front of that expectation and puts the demonstration, performance, or documentation (or an artifact of it) into the student's portfolio.

Sylvie's advisory examined the middle column on the first page, Distribution Requirements. Students are required to earn a minimum of 24 credits in this column, at least two in each of the five expectations. Once students have met the required two credits per expectation (a total of 10),

they can pursue the remaining credits in a manner that matches their strengths, struggles, and goals. Thus, they can concentrate on expectations that are the most important to them—what might be called a major—after they have engaged minimally in all five expectations.

The credits in this column reflect the accomplishment of classwork, such as a science portfolio, to a level of proficiency or better. The instructional specialist determines how much credit can be awarded, based on the demands of the work (usually one or two credits). The titles after the number of credits in this column are the titles of the learning experiences, often courses, followed by the dates and trimester the credits were recorded.

Within a single learning experience, students might earn credits for more than one expectation (or more than one credit for the same expectation). For example, in one learning experience, a student may have designed and carried out to a level of proficiency or better a service project (recorded as a credit under Expanding Knowledge Base) and written an essay about an issue raised in class (recorded as a credit under Effective Communication). Or, in a single class, a student might complete to proficiency or better two mathematics portfolios (recorded as credits under Expanding Knowledge Base).

Sylvie and her advisory talked about the Required Experiences on page one in the far right-hand column of the ILP. These describe specific documentations a student must produce in terms of the expectations. They do not necessarily produce these in a class. For example, students create their personal growth portfolios, their Portfolio of Possibilities (planning for their future) and Life Skills Portfolio (personal budgeting, for example) on their own or with the individual help of a staff member. They do Presentations of Learning outside classes (although classes involve them in making plenty of presentations of learning). They may enroll in a class to help them with the food service credits or do these through KP. They may create their service learning portfolio through classes or by working on their own as they engage in any of a number of ERS service learning opportunities. Peer mentoring occurs outside of class.

When they flipped to page two, Sylvie's advisory noticed that this page provides a place for details and explanations of what is on the first page of the ILP. It also includes Non-Credit Awards, Experiences, & Recognitions, one of which is "3Ps." Sylvie already knew about the 3Ps; in fact, she had received a 3P Superstar Award twice in ER 38, which meant that she had no marks against her for a week in terms of Preparation, Participation, and Punctuality. She didn't see any reason she couldn't get zero 3Ps, thus getting a Superstar Award and having Zero 3Ps marked on her ILP for each week of each trimester. She didn't yet know about Excellence

Awards, which are given at the end of each trimester to 5–10 students, staff, and others who have gone “above and beyond” in some way. And she found herself excited by the unusual Explore Week class, the Green River trip, which was also recorded on this page.

She was impressed that leadership counts so much at Eagle Rock that instances of it are recorded on the ILP. A *wing leader* is someone who has served as the leader in either the boys’ or girls’ wing of a house or dormitory. Students do chores once a week, and each crew has a leader; the student whose ILP Sylvie’s advisory was viewing was the leader of the Library Research Center (LRC) clean-up crew during one trimester. A KP leader is someone who leads a Kitchen Patrol team in terms of food preparation, service, or clean-up. A Mag 7 leader is among the *Magnificent 7*, a group of veteran students who have responsibilities in the evenings and on weekends in terms of monitoring the behavior of others, providing assistance to students who need help, and assisting the staff on duty.

Although Sylvie did not know it, this ILP was the latest generation of ILPs created by the faculty based on standards current at the time. Initially, ILPs referenced standards published by professional groups such as the National Council of Teachers of Mathematics. When Colorado developed the Colorado State Model Content Standards (with the ERS Director of Curriculum chairing the English/Language Arts Committee to develop standards in that discipline), the Model Content Standards were the basis for the ILP. Currently, the ILP reflects the philosophy and standards expressed as the Common Core State Standards (CCSS), in accord especially with the CCSS’s emphasis on higher level thinking and literacy.

As Sylvie studied her own ILP, she appreciated that the expectations were so clear and seemed worthwhile. Who could argue with a requirement to create healthy life choices or communicate well? She also appreciated the transparency of the ILP; she understood exactly what to do. Still, she was a bit dismayed about all she had to do. Only after she had completed ER 38 would it be clear to her that she could work on more than one expectation and document several of the distribution requirements from a single learning experience. -

She was also a little daunted by the rigor of the requirements. How in the world, she wondered, would she be able to do the major research project, which required her to “Explore a topic you are passionate about, you know little about and communicate your new knowledge to a predetermined audience”? Like many students, before coming to Eagle Rock she had written nothing longer than half a page, and these hurriedly composed paragraphs were mostly plot summaries of books she found boring.

At the end of ER 37, teachers of the classes scheduled for ER 38 had pitched their courses during one lively Gathering (“Who ever heard of

teachers acting like the worst TV sales guys ever, just to get students to take their classes?” she noted in a letter home), and Sylvie had registered for three classes that excited her: The Science of Cooking, Gonzo Journalism (taught by the head of the school), and Entrepreneurship. She liked having choices and being in classes with students both older and younger than she.

Although she was not aware of it, early in ER 37, any staff member who wanted to teach a class (especially the instructional specialists, fellows, and student teachers) had crafted one or more course proposals for ER 38, using the five expectations, power standards, and other aspects of the ILP as the basis for these courses. Midway during ER 37, the Director of Curriculum and the instructional specialists had analyzed the course proposals and decided which ones would create an optimum course schedule for ER 38. They made sure of several things: (a) that near-graduates had the courses they needed to help them graduate; (b) that there were offerings addressing all five expectations; (c) that the courses catered to a variety of learning style preferences; and (d) that the schedule provided a blend of old, familiar, and cherished courses and new exciting offerings.

Then they had to create a schedule for ER 38. Conventionally, the day has three periods, and most courses are one period in length for the entire 10 weeks. But sometimes course proposals require some reconfiguring of time. For example, service learning courses often need two periods so students can travel to and from a service site and do substantial work while there. Intense courses such as *Devising Your Own Moral and Ethical Code* require a shorter but constant time period, best scheduled for five weeks, one period a day. Obviously, as one alteration in the conventional schedule is made—such as scheduling two periods for a class or one class for five rather than 10 weeks—other alterations also need to be made, and this process is complicated because ERS always wants to give students a variety of classes from which to choose. As a small school, ERS has the luxury of formatting learning experiences to fit the needs of the students, instructors, and content, but the process is not without its challenges.

The classes Sylvie took were very different from the classes she had taken at her previous public high school. First, there were no textbooks; students used teacher-made materials, the Internet, the library, and primary resources (including real people they could interview, such as the chefs and chemists Sylvie interviewed in her Science of Cooking class). Second, there were no grades. Student work is declared proficient or not according to specific rubrics that students are provided advance of their work, and may even have created themselves with the guidance of instructors. If not proficient—yet—the work can be redone until it demonstrates

proficiency or better. Sometimes “yet” means that students carry work over into the next trimester, folding it into what they do in new classes (as Sylvie did with work started in Entrepreneurship); sometimes it means that they independently work to complete in one trimester something started in another. Sometimes students abandon the work they have started and, later, begin again, perhaps with a new focus or a new process.

Sylvie learned that most learning is project based; some learning involves students teaching other students; all of it is discovery or inquiry oriented. It is active and interactive. Sylvie seldom sat and simply listened to a lecture—although occasionally she learned through mini lessons that led to activities. She also seldom took a quiz or test; she discovered that she had to demonstrate her learning in other ways.

According to Sylvie, assessment had always been a bit of a “hidden-ball trick.” For example, she had seldom known what would be on a test, sometimes being lucky and sometimes not. At ERS, she welcomed being assessed according to documentations of learning that she produced according to known performance qualities. The rubrics were especially valuable to her because she knew exactly what qualities she had to demonstrate in her work for it to reach proficiency or better, and the instructional specialists often crafted mini lessons related to these qualities. The rubrics also established rigor in the ERS curriculum and, through them, Sylvie learned to raise expectations for her own work. Gradually, the rubrics stimulated Sylvie to strive for quality, rather than settle for whatever was the minimum, as she had in the past.

In two of her classes, Sylvie had two teachers, called instructional specialists, and a fellow; in the third, she had three teachers because ERS was hosting a student teacher. She struggled to call the adults she worked with by their first names but gradually began to like what a first-name basis connotes in terms of equality as learners. Instructional specialists are expected to be proficient in a particular discipline but cross-disciplinary in their thinking, and above all, experts in what it takes to help students learn.

Each year, Eagle Rock hosts 12 fellows who are part of Public Allies, a national organization that develops new generations of diverse leaders (<http://www.publicallies.org>). Each year, a few ERS fellows enter and complete ERS’s alternative licensing program approved by the Colorado Department of Education. In addition to fellows, Eagle Rock sometimes has other interns, student teachers, graduate researchers, and other individuals who want to study and learn at ERS. The large number of adults plus the small number of students means that most classes have about 15 students and two or three teachers.

Midway through Trimester 38, classes stopped for a week called Explore

Week so that students could engage in special one-week learning experiences. Explore Week classes are mostly intensive five-day learning experiences, such as glassblowing, hip-hop, French cooking, or painting a mural in the town of Estes Park. They may involve service learning or a trip such as the Green River trip the student on the sample ILP (Figure 3) took in ER 51. During this time, instructors prepare midterm Learning Experience Records (LERs), which are narrative progress reports shared with students through their advisories.

At the end of the trimester, each of Sylvie's instructors prepared final Learning Experience Records (LERs) for Sylvie on which they indicated what she had accomplished to mastery level. They submitted these to the registrar as well as to Sylvie and her family and her advisor, who made LERs the subject of the first advisory meeting the next trimester. The registrar recorded the results on Sylvie's ILP and, suddenly, she had four credits under the Distribution Requirements. She had a credit in Expanding Knowledge Base for the chemistry she explored through the science portfolio she created during her Science of Cooking class and another in Creating Healthy Life Choices for a menu she planned and justified. In Gonzo Journalism, she completed an analytic essay to mastery level (Effective Communication), and made a mastery-level speech about the importance of alternative voices in journalism (Leadership for Justice), so she received two Distribution Requirement credits through that course. She also had a credit under Required Experiences for Early Career Student Prepared Meal, which she did as part of the Science of Cooking class (although she could have done it independently, too)—five credits!

In Entrepreneurship, Sylvie started a mathematics portfolio on statistics but never finished it (Expanding Knowledge Base). Her housemate had told her, "There is no failure at Eagle Rock," and this experience made a believer out of Sylvie, who didn't get an F for the course because there are no grades at Eagle Rock. Her grade point average was not affected (there is no grade point average at Eagle Rock). She simply had not yet completed documentation at a level deemed proficient; she simply had not yet demonstrated mastery and therefore didn't get a credit as a result of taking the course, but she wasn't punished. The operative words were "not yet," rather than "you've failed." In fact, she worked on that portfolio again in ER 39, submitted it, achieved mastery on that documentation, and earned a distribution requirement credit on her ILP.

## SYLVIE'S NEXT TWO AND A HALF TRIMESTERS (ER 39, 40, AND HALF OF 41)

Sylvie's schedule was always full (see Figure 2). From morning exercise to Gathering, from one class to another, from KP and community meals to study times and activities, from community meetings to intramurals, from chores to lights out, there was little time for slacking or hanging out. The only exception was on the weekends, and even they were frequently event filled. On Saturday morning, students participated in a Saturday Seminar (still another experience to entice students into learning) ranging from book club to classical movie matinees, followed by study time, a field trip or a concert, or activities such as hiking or shopping in the afternoon and evening. Sundays featured a late brunch, followed by study time, field trips, and activities.

Sylvie progressed somewhat regularly through ER 39 and ER 40. Many of her classes involved service projects, and she enjoyed applying what she was learning to something useful. She did not earn credit in all of her classes; in other words, as in ER 38, she did not always complete something that documented learning at mastery level.

However, during ER 41, Sylvie broke one of the nonnegotiables embedded in the  $8 + 5 = 10$  expectation that students will create healthy life choices. She obtained some liquor during a weekend break and brought it back to campus to drink. Drinking is a nonnegotiable, meaning that the student cannot negotiate his or her way out of consequences, but the consequences vary according to history and context. On her first violation, Sylvie was not sent home. Instead, she participated in a Restorative Justice meeting facilitated by trained staff and students and agreed to a contract that allowed her to repair the harm she caused the community, first by writing a letter of apology to the community; second by "sitting on the hearth" during a community meeting, reading aloud her letter, and letting the community give her feedback; and third by attending group meetings related to addictions. It was a difficult trimester, and she could have chosen to leave (as any student can), but she chose to tough it out.

Breaking a nonnegotiable was symptomatic of Sylvie's growing distress. She was getting restless, becoming aware of her age, and ready to graduate and get on with her life. She anticipated that she would need four more trimesters to get enough credits to graduate, and then she would have to perform an assessment on each of the power standards for the five expectations. It seemed overwhelming. She would never finish!

She began coming late to classes. She stopped interacting with her housemates and created little dramas wherever she went. She talked about wanting to drink, have sex, smoke, do drugs . . . like "real people" her age. Her advisor and her whole advisory called her on this change in attitude,

and the staff discussed her needs. The community rallied around her, but one day she announced that she was leaving ERS. And she did, just before ER 41 ended. She had been at Eagle Rock for three trimesters (a year) and most of a fourth.

She was sure she could succeed at home on her own, and she wanted to live in an apartment and have a car and “hang out.” She would get her GED and a job to support herself.

#### LIFE AWAY FROM EAGLE ROCK: ER 42 AND 43

The ERS community kept in touch with Sylvie during the two trimesters that she was gone. Getting her GED proved more difficult than she had hoped and she gave up on that idea. Also, she could not find a job, even at the convenience store where she had worked. She was living with her mother, grandmother, and siblings again and chafing at the restrictions. Most of all, “It’s boring,” she said about her life in general.

With the help of her advisory, she submitted a letter for Second Chance, a program through which students can reapply and, possibly, return to Eagle Rock. Sometimes, students need to get away from Eagle Rock, consider what they want from their lives, and make a decision about how best to achieve their goals. Sometimes there are even third chances. Eagle Rock does not give up easily on its students.

Sylvie’s letter was read aloud at a Community Meeting. A Second Chance panel formed of students and staff interviewed her according to questions that were asked at the Community Meeting. Sylvie had done enough hard thinking about why she wanted to be back at Eagle Rock, did well during the interview, and was invited back to Eagle Rock with some stipulations about what she would do on her return such as taking a leadership role in her house.

#### BACK AT EAGLE ROCK: ER 44–46

On her return Sylvie moved quickly and with passion towards graduation, as do most Second Chance students who have renewed their commitment to learning and succeeding. She lived up to the staff’s description of a Second Chance graduate to be: She came at her learning full force, full of energy, curiosity, and the will to work.

A Public Allies, Inc., fellow was particularly valuable as a mentor to Sylvie, both during her first trimesters at ERS and her time away from Eagle Rock, even though the fellow had left, having completed her year-long fellowship. Sylvie herself became a mentor and also enjoyed mentoring the adults who came to Eagle Rock’s Professional Development Center

(PDC). When they shadowed her throughout her day, a professional learning opportunity typically provided to educators who visit Eagle Rock (see Easton, 2008b), she had much to tell these adults about what struggling students need to succeed, especially how adults cannot give up on young people who disaffiliate from learning. ERS hosts groups of educators from schools, districts, and youth organizations who visit for a half day up to seven days to learn at ERS and apply what they are learning in their own environments. The combination of adult and student learning opportunities helps make Eagle Rock a true learning community.

It took Sylvie three more trimesters to graduate (a year). In summary, she was admitted in ER 37, earned credits during that trimester, and then completed ERs 38, 39, and 40. She left in ER 41 before she earned any credits. She returned in ER 44 and worked hard in ERs 44, 45, and 46 in order to graduate in ER 46. She was 19 when she graduated.

Sylvie completed the assessments needed for each of the five expectations (and their power standards). She also had sufficient credits in the Distribution Requirements to graduate (with LERs and a portfolio of her work to back them up). She had achieved proficiency on all of the ILP Required Experiences. She also completed a Portfolio of Possibilities and a Life Skills Portfolio with the help of the Life After Eagle Rock (LAER) specialist. She prepared a Graduate Personal Growth Portfolio and made a Personal Growth Presentation, which brought her to tears as she described how much she had grown personally.

Sylvie became a respected leader at Eagle Rock, within her house and on intramurals. She mentored many new students. She co-led a wilderness trip. She designed and cotaught two classes with an instructional specialist. She started a writers club. She initiated three proposals to improve the school and followed through on the processes for approval. She served as one of the student representatives at staff meetings and engaged with Eagle Rock faculty when they did lesson study. She hosted visitors and let them shadow her, frequently served on panels of students who addressed topics of interest to visitors, and traveled with the Director of Professional Development to two national conferences to help make presentations. She served an internship with the Estes Park Chamber of Commerce. Helping students to discover their leadership capabilities is one of the expectations at ERS.

She also made a whopper of a graduation Presentation of Learning. Lasting over an hour, it consisted of her reflections on both academic and personal growth, complete with videos, music she had composed, her artwork, samples of writing she had done, a physics demonstration, and a dramatic skit to show the before and after Sylvie. She spoke movingly about her decision to leave ERS and her decision to return. She answered panel and audience questions with vigor. She radiated confidence about her future.

What happened to Sylvie is typical of what happens to students who enroll in and graduate from Eagle Rock. What happened to Sylvie and other Eagle Rock students, even if they do not graduate from ERS, is that they become engaged in their own learning.

## ENGAGEMENT

*Engagement* describes the psychological and cognitive state that students need to be in to learn well. Engagement, as witnessed at Eagle Rock, is more than time on task (Carroll, 1963, 1989; Huit, 2006) and more than motivation (Glasser, 1998a, 1998b; see also Jones, this Yearbook). At times, Eagle Rock students seem to be in “flow,” which Mihaly Csikszentmihalyi (1990, p. 3) described as “a voluntary effort to accomplish something difficult and worthwhile.” They are in “the state in which people are so involved in an activity that nothing else seems to matter; the experience itself is so enjoyable that people will do it even at great cost, for the sheer sake of doing it” (Csikszentmihalyi, 1990, p. 4). Csikszentmihalyi maintained that being in flow helps mitigate entropy (“pain, fear, rage, anxiety, or jealousy,” 1990, p. 36) that so many at-risk students experience. Flow is an optimal experience for learning, and Eagle Rock students are not always in that state, but neither are they simply “on-task” or motivated in the traditional sense. They are engaged.

Engagement is not a new concept in modern education, with references to it dating back to Dewey’s time (1916). Newman (1992) defined engaged students as “having a psychological investment in learning (p. 3). Others (National Research Council, 2004; Strong, Silver, & Robinson, 1995) have defined and described engagement as an active rather than passive attitude towards being in school and learning.

The *2009 High School Survey of Student Engagement* (HSSSE) uses three dimensions to describe engagement: (a) cognitive/intellectual/academic engagement (which, together, relate to engagement of the mind), (b) social/behavioral/participatory engagement (engagement in the life of the school), and (c) emotional engagement (engagement of the heart) (Yazzie-Mintz, 2010, pp. 2–3). The HSSSE report also describes engagement as actions students take to learn: Time devoted to a task and the importance of the task to the student, which represent student effort; rigor and relevance, which relate to the challenge of classes, the focus of the work, and how it contributes to growth; and relationships, support, and connection, which are affected by the beliefs of teachers, support from adults and peers, safety and fairness, and connection to school community. These are affected by (and affect) “instructional methods and pedagogical possibilities” (Yazzie-Mintz, 2010, p. 11).

Eagle Rock students themselves have determined that engagement means learning, learning means engagement, and, in fact, the two are inseparable. At a Gathering one morning, Eagle Rock students described engagement as occurring when people are doing something; experiencing new input or stimulus; practicing, reinforcing, repeating, or extending what they know; working according to their passions and interests; teaching others; applying what they are learning; problem solving or struggling with ideas; relating what they are learning to themselves; learning about what they value; discovering and understanding their place in the world; feeling empowered to act; working in a safe environment; motivated (feeling some inner compulsion about learning); reflecting; feeling as if they are having fun; part of a continuous connected process of learning; and working according to their own style or preferences (Easton, 2008a, p. xl).

## CONDITIONS LEADING TO ENGAGEMENT AT EAGLE ROCK

Some aspects of culture and of the academic program at Eagle Rock, along with a fervent belief that schools need to attend to the whole student, are powerful in terms of how they help students engage in learning. The authors describe these aspects according to a framework developed by Easton (2008a).

### CULTURE

#### *(a) Being Part of a Learning, Not a Testing, Culture*

Sylvie showed up for tests and managed to pass classes in her middle school, and she anticipated that Eagle Rock would be similar to that school. Many struggling students see school as a combination of passivity (e.g., listening to lectures or reading textbooks) and regurgitation of information (e.g., on tests). The content feels irrelevant to them and the process meaningless. Why bother? That is why many students drop out, although they may say that they are dropping out because they are “bored.”

Many students disengage from a testing culture because they have been tested, tested, and tested again. For them, tests often led to labels and special placements; in their minds, tests have negative consequences. Tests proved that these students were different, and most kids just want to fit in. Also, many struggling students do not do well on tests even though they may know and understand tested material. Students engage when they feel that what they are doing is worthwhile and meaningful.

Eagle Rock has proven with its entry and graduation scores on a norm-referenced standardized test that a learning culture does not preclude

proficiency on tests. In *Engaging the Disengaged: How Schools Can Help Struggling Students Succeed*, Easton (2008a) demonstrated that ERS students' "scores on a nationally normed, standardized test show differences between pre- and posttest scores that are significant, highly significant, or very highly significant" (p. 2 and appendix).

*(b) Being Part of a Culture That Focuses on Relationships*

Asked by their own teachers, other educators, their own families, and others, Eagle Rock students consistently—and emphatically—name relationships as the key difference between schools that “work” for them and those that do not. Sylvie struggled to find relationships with peers (and, perhaps, others) in her schools before coming to Eagle Rock; her relationship with a Public Allies fellow, her ER 37 cohort, and others at Eagle Rock had considerable impact on her personally and academically.

Relationships promote trust, which is essential for learning. Relationships that convey interest in the student as a whole person (not just their academic sides) also convey respect, which students often complain is lacking in many schools. Many students would rather disengage than be disrespected. Also, when students feel that teachers care about them personally, they are less likely to have issues with status, hierarchy, power, and authority that often get in the way of adolescents generally. Interestingly enough, relationships can also challenge students to be accountable for themselves, something that can spur their engagement. Engagement happens when people care about what they are doing in relationship to others in their environment.

*(c) Being Part of a Culture That Focuses on Principles, Not Rules*

A culture that is conducive to learning for struggling students has a focus on principles not rules. Sometimes visiting educators are aghast at Eagle Rock's focus on principles (such as  $8 + 5 = 10$ ) as a way to engage students in their own learning. In their minds, struggling students act out their struggles and are, therefore, discipline problems. Discipline requires rules. However, many young people chafe at rules. They want boundaries but prefer them to be based on principles, rather than driven by rules that often seem arbitrary. In their idealized worlds, they disdain playing the black and white game of absolutes (“You can do X but you cannot do Y”). Many enjoy pushing the limits and finding what is gray (unspecified) within the black and white rules. Moreover, some begin to scorn the environment (such as a school) that forces them to play the game, much preferring the energizing dialogue that ensues when principles challenge them to figure out the right thing to do.

*(d) Being Part of a Democratic Culture*

The focus on principles, not rules, leads to another aspect of culture that struggling students value: a democratic community. Students who have thought about it realize that, although they teach democracy, schools are hardly democratic. Schools do not practice what they preach, and canny students are keenly aware of this lack of integrity.

Democracy is about voice, choice, and accountability. Students engage in learning when they have a say (voice) in matters that pertain to them. The more choices they can make, the more engaged they become in terms of what they choose to do, and the more they have both voice and choice, the more they feel accountable for results.

*(e) Being Part of a Learning Community*

Through the Professional Development Center, Eagle Rock is a community of adult as well as student learners. All around them, students observe people learning. The head of the school announces, "I am the head learner here. But," he adds, looking at everyone in the room, "you can *all* be head learners here." Staff members readily admit when they do not know something and invite students to engage with them in a search for information or ideas. Students help each other learn. Students help teaching fellows learn. Students help visitors learn. Learning is the main topic of conversation at Gatherings and Community Meetings and around the Lodge tables at mealtimes. Learning at Eagle Rock is "cool."

## THE ACADEMIC PROGRAM

*(a) Personalizing Curriculum*

The Individualized Learning Plan (ILP) is the mechanism by which Eagle Rock personalizes curriculum. There are requirements, of course, referencing the Common Core State Standards, but students are able to have voice and make choices about how they achieve mastery of these standards. Because students do not get credit through seat time but through demonstration of competency through a variety of learning experiences, instructors can create classes with zest (not the "same-old, same-old" courses), and students can choose those or other learning experiences that most appeal to them.

*(b) Using Innovative Instructional Strategies*

Eagle Rock staff employ many of the instructional strategies that have been promoted for public schools but not, perhaps, as widely implemented as needed to engage students. Project-based learning, a constructivist approach to learning, learning in groups, learning by teaching, inquiry or discovery learning, service learning, the gradual release of responsibility, scaffolding, differentiation, animated dialogue, in-depth reading and writing for a variety of purposes—these are all innovative instructional strategies all students experience at Eagle Rock. These strategies engage students but are underutilized in most schools as educators race to cover the curriculum and prepare students for tests.

*(c) Learning From Assessing Learning*

Assessment that is part of curriculum and instruction can make a difference to learners, engaging them in further learning. Assessment at the end of learning is just that: the end of learning. Documentations require students to address the question, “How do you know what you’ve learned?” Presentations of Learning give students a way to gauge their own learning against that of others; they witness other students’ POLs and judge their own accordingly, noting what to improve next time; they get feedback from “real” people outside Eagle Rock, their panel members. They learn.

## POLICY AND PRACTICE RECOMMENDATIONS

1. State and district policies should reduce the focus on testing and increase the focus on learning. State and district tests should be given periodically to provide “snapshots” by sampling both subjects and grade levels, and tests should be given in the fall so that they are not the goal of instruction all year. Schools should focus on learning, the results of which will be evident on a variety of measures, including test scores.
2. Educators should be provided the conditions for building relationships with each other and students, conditions such as small school and class sizes, the variety of groupings possible within the school, and time and space for informal interactions.
3. Schools should become less rule driven and more principle driven. Entire school communities can make public commitment to these principles, acculturate newcomers (students and staff) to them, and consciously incorporate them into daily life.

4. Schools, with the support of districts, should seek ways to provide students both voice and choice in terms of what and how they learn and how they document their learning.
5. Schools should also institute a variety of mechanisms that make schooling more democratic, such as a proposal system whereby students and adults can promote ideas to make the school better.
6. All educators at all levels should see themselves as learners and be engaged in their own professional learning. Their institutions should be learning organizations. Schools should consider themselves whole-school learning communities where everyone engages in learning, including visitors. In fact, every school should think of itself as a professional development center for its own and other educators.
7. States and districts must reconceptualize policies related to graduation—credits and course requirements based on seat time—especially in this era of standards-based education.
8. Teachers need to be encouraged to design courses, units of instruction, or other vehicles for learning that allow students to choose what intrigues them. Teachers need to provide a variety of ways students can demonstrate mastery.
9. Schools, districts, and states need to rethink time with regard to curriculum and instruction. Coverage of a universe of objectives is not the way to engage students who are struggling. Depth requires more time. Similarly, lecture and textbooks may expedite learning, but, as instructional strategies, they are less likely to engage struggling students than project-based learning and other experiential forms of instruction that may take more time.
10. Educators and their students must be accountable for learning. Educators need to use performance measures with transparent rubrics and offer a variety of ways students can document learning. Furthermore, schools should hold periodic public presentations of learning for community members, graduates, and educators from other schools.
11. Schools—with district and state support—need to reimagine learning in terms of how students need to be engaged as whole people—their emotional, social, and academic selves.
12. Engagement must be seen as more than what struggling students need. All students can learn better if fully engaged in their own learning.

## CONCLUSION

Eagle Rock School and Professional Development Center was not meant to be replicated (although some educators have worked with the PDC to do just that). Rather, it was meant to be fertile ground for experimenting with what works to re-engage struggling students in learning in order for them to graduate and live productive lives, especially students who have dropped out of school or are likely to do so. What has been harvested from the seeds that were planted in 1993 and ideas that have been cultivated ever since can be useful to educators, schools, districts, states, and even nations desiring the same outcomes.

### Notes

1. Her name is a pseudonym.
2. For information about the involvement of Honda, please see L. B. Easton (2012).

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## APPENDIX

### Sample Graduate Individualized Learning Plan

	Incoming ER:49		
<p style="text-align: center;"><b>5 Expectations Power Standards</b></p> <p style="text-align: center;">Must meet "proficiency" on the assessment for each of the 5 Expectations.</p> <p><b>Creating Healthy Life Choices</b></p> <p><b>Power Standard:</b> The decisions I make today influence the health of my body, society and the Earth.</p> <p><b>Assessment:</b> Using data from your life, research the impact of your choices on your body, society and the Earth. Present your findings to the class and predict the future health of one, you, society, the Earth.</p> <p><b>Effective Communication</b></p> <p><b>Power Standard:</b> In order to share intended meaning, it is important to understand your audience, your purpose and the practices of your chosen medium of communication.</p> <p><b>Assessment:</b> Enhanced presentation / performance. Includes a session where a peer gives to an audience and a feedback session. The audience must be pre-approved.</p> <p><b>Leadership For Justice</b></p> <p><b>Power Standard:</b> Leaders promote and model systems that support equity and empower others to take action.</p> <p><b>Assessment:</b> Portfolio of participation in and/or development of leadership systems at Eagle Rock School. Reflection on participation, personal goals and affect on others. Proposal for improving youth views.</p> <p><b>Engaged Global Citizen</b></p> <p><b>Power Standard:</b> Many pressing global issues exist that need immediate attention and I can help address those issues.</p> <p><b>Assessment:</b> Global Action Project. Choosing a global issue, students will present, advocate for, conduct a service project, reflect on and present to the school and community audiences regarding the issue and how it relates to peace &amp; justice.</p> <p><b>Expanding Knowledge Base</b></p> <p><b>Power Standard:</b> The process of research promotes clarity and accuracy when acquiring new knowledge.</p> <p><b>Assessment:</b> Major Research Project. Explore a topic you are passionate about, you know little about and communicate your new knowledge to a predetermined audience. Thesis driven, minimum 1000 words, minimum, double spaced with accompanying bibliography.</p>	<p style="text-align: center;"><b>29 Total</b></p> <p>Must earn 26 credits for each expectation for a total of 10 prior to graduation. 24 min. needed to graduate. <b>See notes on back.</b></p> <p><b>7   Creating Healthy Life Choices</b></p> <p>1 Credit(s) Wilderness ER:49</p> <p>1 Credit(s) Unfurling ER:50</p> <p>1 Credit(s) Feeling Lucky? ER:50</p> <p>1 Credit(s) Wilderness Survival ER:51</p> <p>1 Credit(s) Riverwatch ER:55</p> <p>2 Credit(s) Science of Strength ER:56</p> <p>4/2/2012 ER:56</p> <p><b>8   Effective Communication</b></p> <p>1 Credit(s) Logic &amp; Reason (Music Tech) ER:50</p> <p>2 Credit(s) Summer Production - Alt ER:50</p> <p>1 Credit(s) "Modern Art" Seminar (1860-1970) 2/1/2011 ER:53</p> <p>2 Credit(s) P2 Photography and Poetry 3/28/2011 ER:53</p> <p>1 Credit(s) Gonzo Journalism 3/28/2011 ER:53</p> <p>1 Credit(s) Poetry and Myth 6/16/2012 ER:57</p> <p><b>2   Leadership for Justice</b></p> <p>1 Credit(s) Savage Inequalities 12/1/2009 ER:49</p> <p>1 Credit(s) Be A Leader 1/26/2011 ER:55</p> <p><b>2   Engaged Global Citizen</b></p> <p>1 Credit(s) Wilderness ER:49</p> <p>1 Credit(s) The Hero's Journey 1/26/2011 ER:55</p> <p><b>10   Expanding Knowledge Base</b></p> <p>1 Credit(s) 201 ERS Transition ER:49</p> <p>1 Credit(s) Survival of the Fittest 3/30/2010 ER:50</p> <p>2 Credit(s) Physics of Mountain Biking 6/13/2011 ER:54</p> <p>2 Credit(s) Physics of Rock Climbing 7/26/2011 ER:54</p> <p>1 Credit(s) College Prep Math 1/26/2011 ER:55</p> <p>2 Credit(s) Research Your Piles 4/2/2012 ER:56</p> <p>1 Credit(s) Do Bees Build It Best? 6/16/2012 ER:57</p>	<p style="text-align: center;"><b>29 Total</b></p> <p>Must earn 26 credits for each expectation for a total of 10 prior to graduation. 24 min. needed to graduate. <b>See notes on back.</b></p> <p><b>7   Creating Healthy Life Choices</b></p> <p>10/22/2009 ER:49</p> <p>3/3/2010 ER:50</p> <p>3/30/2010 ER:50</p> <p>6/15/2010 ER:51</p> <p>10/24/2011 ER:55</p> <p>4/2/2012 ER:56</p> <p><b>8   Effective Communication</b></p> <p>2/17/2010 ER:50</p> <p>6/16/2010 ER:50</p> <p>2/1/2011 ER:53</p> <p>3/28/2011 ER:53</p> <p>3/28/2011 ER:53</p> <p>6/16/2012 ER:57</p> <p><b>2   Leadership for Justice</b></p> <p>12/1/2009 ER:49</p> <p>1/26/2011 ER:55</p> <p><b>2   Engaged Global Citizen</b></p> <p>10/22/2009 ER:49</p> <p>1/26/2011 ER:55</p> <p><b>10   Expanding Knowledge Base</b></p> <p>12/1/2009 ER:49</p> <p>3/30/2010 ER:50</p> <p>6/13/2011 ER:54</p> <p>7/26/2011 ER:54</p> <p>1/26/2011 ER:55</p> <p>4/2/2012 ER:56</p> <p>6/16/2012 ER:57</p>	<p style="text-align: center;"><b>Required Experiences</b></p> <p>Must meet "proficiency" for all the items listed below.</p> <p><b>Personal Growth</b></p> <p><input checked="" type="checkbox"/> Mid-Career Portfolio</p> <p><input checked="" type="checkbox"/> Graduate Portfolio</p> <p><input checked="" type="checkbox"/> Graduate PG Presentation</p> <p><b>Aide Awareness</b></p> <p><input checked="" type="checkbox"/> New Student Aide</p> <p><b>Presentations of Learning</b></p> <p><input checked="" type="checkbox"/> Wilderness POL - ER 49</p> <p><input checked="" type="checkbox"/> End of Trimester POLs (Must do a minimum of 6 POLs. Must do a packet and presentation every trimester)</p> <p>ER 49 ER 54 ER 57 ER ER ER ER ER</p> <p><b>Food Service</b></p> <p><input checked="" type="checkbox"/> Food Service Skills</p> <p><input checked="" type="checkbox"/> Crew Leader (2 Trimesters)</p> <p><input checked="" type="checkbox"/> Early Career Student Prepared Meal</p> <p><input checked="" type="checkbox"/> Prospective Graduate Prepared Meal</p> <p><b>Peer Mentor</b></p> <p><input checked="" type="checkbox"/> Service Learning Portfolio</p> <p><input checked="" type="checkbox"/> Service Project and Reflection</p> <p><input checked="" type="checkbox"/> Philosophy of Service</p> <p><input checked="" type="checkbox"/> Legacy Project and Reflection</p> <p><input checked="" type="checkbox"/> Record of Service Activity</p> <p><input checked="" type="checkbox"/> Public Service Presentation</p> <p><b>Wilderness Experience</b></p> <p><input checked="" type="checkbox"/> New Student</p> <p><input checked="" type="checkbox"/> Graduate</p> <p><b>Portfolio of Possibilities</b></p> <p><input checked="" type="checkbox"/> Life Skills Portfolio</p>
<p><b>EAGLE ROCK SCHOOL</b> AND PROFESSIONAL DEVELOPMENT CENTER</p>	<p><b>House: Ponderosa</b></p>	<p><b>GRADUATE INDIVIDUALIZED LEARNING PLAN</b> DATE OF GRADUATION: 8/7/2012 ER 71</p>	<p><b>2950 Health Blvd</b> Eagle Rock, CO 80517 (970)985-0600</p>



GRADUATE INDIVIDUALIZED LEARNING PLAN  
DATE OF GRADUATION 8/12/2012 ER 57



2750 Houska Road  
Eaton, CO 80617  
(970)585-8550

EAGLE ROCK SCHOOL  
AND PROFESSIONAL DEVELOPMENT CENTER



<p><b>Distribution Requirement Notes</b> Must earn 2 credits for each expectation for a total of 10 prior to graduation. Must meet all distribution requirements for graduation. Two credits of independent study work outside of class can count towards the required 24.</p> <p><b>Ponderosa</b> ER: 49</p> <p>10/15/1992</p>	<p><b>Distribution Requirements Course List</b> Overflow from front.</p> <p>Creating Healthy Life Choices</p> <p>Effective Communication</p> <p>Leadership for Justice</p> <p>Engaged Global Citizen</p> <p>Expanding Knowledge Base</p>
<p><b>Distribution Requirement Notes</b> Must earn 2 credits for each expectation for a total of 10 prior to graduation. Must meet all distribution requirements for graduation. Two credits of independent study work outside of class can count towards the required 24.</p> <p><b>Ponderosa</b> ER: 49</p> <p>10/15/1992</p>	<p><b>Eagle Rock School Leadership Roles</b></p> <p><b>Mentor</b> ER 51 (Summer 2010) ER 52 (Winter 2011) ER 54 (Summer 2011)</p> <p><b>Wing Leader</b> ER 51 (Summer 2010) Pinon House ER 53 (Winter 2011) Ponderosa House ER 55 (Fall 2011) Ponderosa House</p> <p><b>Intramural Captain</b></p> <p><b>Chores</b> LPG Crew Leader ER 57 (Summer 2012)</p> <p><b>KP Leader</b> ER 56 (Winter 2012) ER 57 (Summer 2012)</p> <p><b>Mag 7 - Student Duty Team</b> ER 56 (Winter 2012) ER 57 (Summer 2012)</p> <p><b>Other Leadership Roles</b> Pinon House Staff Meeting Representative - ER 50, ER 51 Ponderosa House Staff Meeting Representative - ER 53, ER 54 Eaton House Staff Meeting Representative - ER 56 Restorative Justice Facilitator - ER 57</p>
<p><b>Non-Credit Awards, Experiences &amp; Recognitions.</b> (Explore Week, Excellence Awards, Zero 3P's, ETC.)</p> <p>Participated in the Green River Trip during Explore Week ER 51 (Summer 2010)</p> <p>Zero 3P's during ER 53 (Winter 2011)</p> <p>Bronze Presidential Service Award ER 54 (Summer 2011)</p> <p>Zero 3P's during ER 54 (Summer 2011)</p> <p>Excellence Award ER 56 (Winter 2012)</p> <p>Gold Presidential Service Award ER 57 (Summer 2012)</p> <p>Head Referee Water Polo ER 53 (Winter 2011)</p> <p>Head Referee Floor Hockey ER 53 (Winter 2011)</p> <p>Head Referee Soccer ER 54 (Summer 2011)</p> <p>Head Referee Water Polo ER 56 (Winter 2012)</p> <p>Head Referee Floor Hockey ER 56 (Winter 2012)</p> <p>Head Referee Soccer ER 57 (Summer 2012)</p>	<p><b>Other Leadership Roles</b> Pinon House Staff Meeting Representative - ER 50, ER 51 Ponderosa House Staff Meeting Representative - ER 53, ER 54 Eaton House Staff Meeting Representative - ER 56 Restorative Justice Facilitator - ER 57</p>



Date Prepared: 12/10/2012

Eagle Rock School & Professional Development Center - Eaton Park, Colorado - (970)585-0000 - www.eaglerockschool.org

Ponderosa

