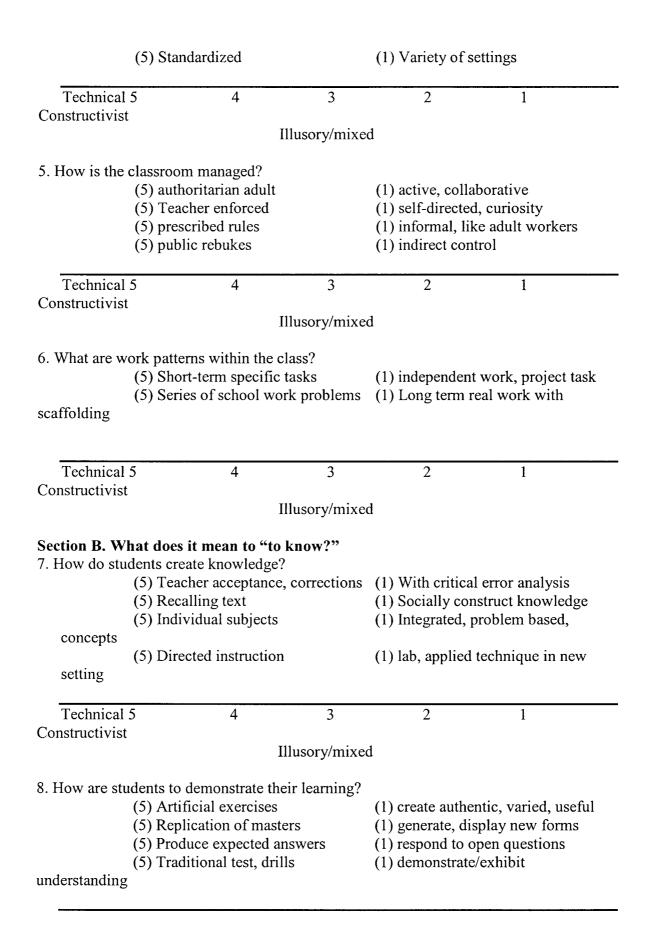# I. What does instruction/the learning process look like?

Section A. What does it mean for students "to work?"

1. What are the observed work strategies and practices?

(5) Individual work   (1) cooperative learning, collaboration
(5) Textbook questions   (1) real work, adult applications
(5) answers without explanations   (1) public explanations/display

Situation Analysis: Our Alternative School Program Now
Field notes will describe observations.

Our school is mostly

Technical 5	4	3	2	1

Constructivist

Illusory/mixed

2. Description of the Alternative High School Program
2. With whom do students work? What is the logic or sequence of their work?

Teacher
(5)Individual Tutor   (1) Leader of Public discourse
(5) Purveyor, Checker   (1) Coach, Facilitator
With Other students as
(5) Parallel workers, same jobs   (1) independent peers
With Other adults as
(5) Sources of information   (1) interactive learners, mentors.
Family

Technical 5	4	3	2	1

Constructivist

Illusory/mixed

3. What Kinds of materials and tools do students use in their work?

(5) no materials   (1) multi-source, multimedia, internet
(5) Workbooks, sheets   (1) multi-source, multimedia, internet
(5) School materials   (1) tools of adult work settings

Technical 5	4	3	2	1

Constructivist

Illusory/mixed

4. What are the work spaces and how are they organized?

(5) Isolated seats   (1) for teams, temporary groups
(5) Non-specialized, general   (1) resource centers
(5) Traditional classroom   (1) Adult work settings, labs

| | (5) Standardized | | (1) Variety of settings | |

Technical 5	4	3	2	1

Constructivist

Illusory/mixed

5. How is the classroom managed?

(5) authoritarian adult   (1) active, collaborative
(5) Teacher enforced   (1) self-directed, curiosity
(5) prescribed rules   (1) informal, like adult workers
(5) public rebukes   (1) indirect control

Technical 5	4	3	2	1

Constructivist

Illusory/mixed

6. What are work patterns within the class?

(5) Short-term specific tasks (1) independent work, project task
(5) Series of school work problems (1) Long term real work with scaffolding

Technical 5	4	3	2	1

Constructivist

Illusory/mixed

Section B. What does it mean to "to know?"

7. How do students create knowledge?

(5) Teacher acceptance, corrections (1) With critical error analysis
(5) Recalling text   (1) Socially construct knowledge
(5) Individual subjects   (1) Integrated, problem based, concepts
(5) Directed instruction   (1) lab, applied technique in new setting

Technical 5	4	3	2	1

Constructivist

Illusory/mixed

8. How are students to demonstrate their learning?

(5) Artificial exercises   (1) create authentic, varied, useful
(5) Replication of masters   (1) generate, display new forms
(5) Produce expected answers (1) respond to open questions
(5) Traditional test, drills   (1) demonstrate/exhibit understanding

Technical 5	4	3	2	1
Constructivist				

Illusory/mixed

9. How are students' curiosities and competencies incorporated in schoolwork?

(5) Not explicitly considered   (1) Student team initiated projects

(5) Prescribed content   (1) Talents, nurtured, exhibited

(5) Standardized work   (1) student initiated research projects

(5) Attempted homogeneity   (1) Diverse backgrounds expressed,

valued

Technical 5	4	3	2	1
Constructivist				

Illusory/mixed

10. What order thinking skills are evident in student work?

(5) Simple recall   (1) Problem identification, divergent

opinions

(5) Facts   (1) understanding, concept driven

(5) Non critical   (1) creative, evaluative, critical

(5) Disjointed, illogical   (1) Persuasive, logical, thematic

Technical 5	4	3	2	1
Constructivist				

Illusory/mixed

11. How do students relate their learning to their lives in the community?

(5) Private thoughts   (1) Personal experience as focus of

study

(5) Unlinked   (1) contextualized, occupational link

(5) disjointed, illogical   (1) persuasive, logical, thematic

Technical 5	4	3	2	1
Constructivist				

Illusory/mixed

12. In what ways is student learning organized into a meaningful, sequential, and coherent instructional program?

(5) Random course track   (1) incoherent themes

(5) Separate courses   (1) interdisciplinary units

(5) Annual organization   (1) multiyear assignments, looping

(5) Work assigned without support   (1) Scaffolding for projects

(5) Unrelated field experience   (1) Shadow – mentor-intern

(5) Individual classroom rules　　　(1) consistent, coherent class rules

Technical 5	4	3	2	1
Constructivist				

Illusory/mixed

II. How is the school organized?

13. How does the school group or place students, thereby controlling access to instruction and services? Who makes these decisions?

(5) Categorical, pullouts, age graded (1) inclusive, multiage
(5) Specialist team assign　　　　　(1) teacher based, parents engaged
(5) Special entry test, criteria　　　(1) self advocate, declared interest
(5) Probable destiny tracts　　　　(1) common core with special
courses
(5) Traditional high stakes test　　(1) on going evaluation and grouping

Technical 5	4	3	2	1
Constructivist				

Illusory/mixed

14. How are facilities and school time used? What is the flow and cycle of activities?

(5) Rigid schedule　　　　　　　(1) flexible schedule
(5) Segmented blocks　　　　　　(1) Large, enriched blocks
(5) Assigned standard spaces　　　(1) activity spaces, open schedule
(5) Standard classroom　　　　　(1) adult working settings
(5) Formal, official spaces　　　　(1) informal gathering
(5) Study center, limited access　　(1) open multimedia center
(5) Regular school day, week　　　(1) extended day, week, weekends

Technical 5	4	3	2	1
Constructivist				

Illusory/mixed

15. How are students organized for their school career and what continuity is provided?

(5) Random groups annually constituted　　(1) continuing cohort
(5) Individually selected courses　　(1) core studies for all
(5) Teacher determined grade level content　(1) reference to core
standards
(5) No identity groupings　　　　　(1) family/advisory groups

Technical 5	4	3	2	1
Constructivist				

Illusory/mixed

16. How do adults relate to each other within the context of the school?

        (5) "My job" orientation   (1) Broadened roles, sense of community

        Work to Contract

        (5) Separated by Specializations   (1) Integration of instructional/support teams

        (5) Socially detached, seniority   (1) partners/mentors integrated

Technical 5	4	3	2	1
Constructivist				

Illusory/mixed

17. What do staffing patterns look like for the educational program (within the school?)

        (5) Professionally Inexperienced   (1) Professionally Experienced

        (5) Non-certified   (1) certificated

        (5) Grade level Teams   (1) Disciplinary, interdisciplinary teams

        (5) Collection of individuals   (1) collaborating teams, task groups

        (5) Disproportionate Teacher support (1) Adult engagement with students

Technical 5	4	3	2	1
Constructivist				

Illusory/mixed

18. How do external agencies and families relate to the school?

        (5) Loosely linked by referrals   (1) collaborative planning

        (5) detached external services (1) co-located, school based

        (5) low, formal parental involvement (1) family engagement

        (5) Passive recipients of allocation   (1) Seeks Resources, Grants

        (5) Reluctant partners   (1) Active, sustained, advocacy

Technical 5	4	3	2	1
Constructivist				

Illusory/mixed

III. How is the school Governed?

19. How is the school governance system representative of the stakeholders? Who plans and/or implements the school model or design?

        (5) School Employees only   (1) inclusive of community based agents

        (5) Central office, administrators   (1) Core groups, team, Working committees

        (5) Expert Planners   (1) Stakeholders, Advocates

Technical 5	4	3	2	1
Constructivist				

20. What commitment do stakeholder partners make to the program? What do they bring to the table?

(5) Sporadic participation	(1) generate civic capacity
(5) Goodwill, advice	(1) Filed experiences, mentors,

access, jobs,

	teacher support
(5) Decision Protection	(1) Active engagement

Technical 5	4	3	2	1

Constructivist

Illusory/mixed

21. Who controls development or training of participants e.g. student leadership, parent training, staff development?

(5) centralized authority	(1) core teams, groups
(5) Officials employees	(1) School council, parents
(5) School Determined	(1) Collaborative efforts

Technical 5	4	3	2	1

Constructivist

Illusory/mixed

22. Who participates in inquiring into the school design or model's success?

(5) External experts	(1) core group, teacher researchers
(5) Official assessors	(1) Continuous action research
(5) Designated persons	(1) Open through digital media

Technical 5	4	3	2	1

Constructivist

Illusory/mixed

23. How is authority distributed among participants? How are decisions made? Who has veto power?

(5) Elected elites by vote	(1) Stakeholder consensus
(5) One Governing unit	(1) Linked, consultative units
(5) According to contract	(1) informal and informative
(5) Seniority, cliques	(1) constructive participants

Technical 5	4	3	2	1

Constructivist

Illusory/mixed

IV. How does the school account for education?

24. How will the school design or model make the school community better for all adults as well as for all children? What will it do to build civic capacity and a sense of community?

       (5) Narrow scope of claimed impact (1) Broad focus on civic capacity, social

                                            Capital

       (5) Official standard data sources (1) Process
Visualization/interpretation

       (5) Isolated services and agencies (1) integrated, collaborative efforts

Technical 5	4	3	2	1

Constructivist

                    Illusory/mixed

25. How does the school account of adult growth?

       (5) Limited official expertise   (1) developing learning organization
       (5) Process accounting   (1) Engage in action research
       (5) Legal Supervision   (1) Collaborative work,
Interdependency
       (5) Inactivity to Protest   (1) indicators family
satisfaction/welfare

Technical 5	4	3	2	1

Constructivist

                    Illusory/mixed

26. How will the unit monitor the quality of daily life?

       (5) Informal random talk   (1) organized family style advisories
       (5) Individual responses   (1) focused groups, forums
       (5) Student protest   (1) organized student assessments

Technical 5	4	3	2	1

Constructivist

                    Illusory/mixed

27. How does the school account for student needs and competencies? Does accounting include community service?

       (5) Standard measures, records   (1) Authentic assessment, product
                                     Exhibitions, multi-media
portfolios

Technical 5	4	3	2	1
Constructivist				

Illusory/mixed

28. How does this model make use of data to determine what the children know? How are data analyzed and presented?

(5) cross sectional test, slices	(1) cohort, trend analysis
(5) periodic report cards	(1) public career portfolios
(5) Avoidance of teacher assessment	(1) incorporates data about teachers
(5) Print reports	(1) Use digital media with open

access

(5) User of commercial tables	(1) Visual interpretations of data
(5) Annual Reviews	(1) Continuous assessment

Technical 5	4	3	2	1
Constructivist				

Illusory/mixed

29. What types of information are collected; how is it distributed; and who receives it?

(5) Personal report card, test results	(1) Competency profile
(5) Student records	(1) Community development

indicators

(5) Generalized teacher evaluations	(1) Program specific assessments
(5) Official Profiles of School	(1) School – based Assessment

Sessions

Technical 5	4	3	2	1
Constructivist				

Illusory/mixed