
DESIGN TEAM DESCRIPTIONS

ATLAS COMMUNITIES

The ATLAS design centers on pathways—groups of schools made up of high schools and the elementary and middle schools that feed into them. Teams of teachers from each pathway work together to design curriculum and assessments based on locally defined standards. The teachers in each pathway collaborate with parents and administrators to set and maintain sound management and academic policies, ultimately resulting in improved student performance.

CO-NECT SCHOOLS

Assisting schools in creating and managing their own high-tech equipment and network, Co-NECT uses technology to enhance every aspect of teaching, learning, professional development, and school management. Co-NECT schools are organized around small clusters of students who are taught by a cross-disciplinary team. Most students stay in the same cluster for at least two years. Teaching and learning revolve around interdisciplinary projects that promote critical skills and academic understanding, as well as integrating technology.

EXPEDITIONARY LEARNING OUTWARD BOUND

Built on 10 design principals, Expeditionary Learning Outward Bound (ELOB) operates on the belief that learning is an expedition into the unknown. ELOB draws on the power of purposeful, intellec-

tual investigations—called learning expeditions—to improve student achievement and build character. Learning expeditions are long-term, academically rigorous, interdisciplinary studies that require students to work inside and outside the classroom. In ELOB schools, students and teachers stay together for more than one year, teachers work collaboratively, and tracking is eliminated.

MODERN RED SCHOOLHOUSE INSTITUTE

This design strives to help all students achieve high standards through the construction of a standards-driven curriculum, use of traditional and performance-based assessments, establishment of effective organizational patterns and professional development programs, and implementation of effective community involvement strategies. Students master a rigorous curriculum, develop character, and promote the principles of democratic government. These elements of the traditional red schoolhouse are combined with a high level of flexibility in organizing instruction and deploying resources, use of innovative teaching methodologies, student groupings for continuous progress, and advanced technology as a learning and instructional management tool.

NATIONAL ALLIANCE FOR RESTRUCTURING EDUCATION

This partnership of schools, districts, states, and leading national organizations works to change the education system from classroom to state house through a five-point set of priorities. Known as “design tasks,” they are standards and assessments, learning environments, high-performance management, community services and supports, and public engagement. The National Alliance seeks to enable all graduating high school students to attain the Certificate of Initial Mastery, a credential representing a high standard of academic accomplishment.

PURPOSE-CENTERED EDUCATION[®]: AUDREY COHEN COLLEGE

The Audrey Cohen College system of education focuses student learning on the study and achievement of meaningful “Purposes” for each semester’s academic goals. Students achieve their Purposes by

using their knowledge and skills to plan, carry out, and evaluate a Constructive Action to benefit the community and the larger world. Leadership is emphasized, and students are expected to meet high academic standards.

ROOTS AND WINGS

This elementary school design builds on the widely used Success for All reading program and incorporates science, history, and mathematics to achieve a comprehensive academic program. The premise of the design is that schools must do whatever it takes to make sure all students succeed. To this end, Roots and Wings schools provide at-risk students with tutors, family support, and a variety of other services. While the “roots” of the design refer to mastery of the basics, the “wings” represent advanced accomplishments that students achieve through interdisciplinary projects and a challenging curriculum provided by the design.

URBAN LEARNING CENTERS

The Urban Learning Centers (ULC) design is a comprehensive K–12 model for urban schools. The curriculum and instruction are designed to ensure that all students are taught in a K–12 community, enabling new strategies to overcome barriers by addressing the health and well-being of students and their families. Governance and management also are restructured to engage community members in decisionmaking and to ensure that the design can improve and evolve. ULC also incorporates the extensive use of advanced technology as an essential element for implementation of the design.