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Espoused curriculum and philosophy and curriculum and philosophy-in-use in a K-12 public charter school system

Elizabeth G. Polito

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The University of San Francisco

ESPOUSED CURRICULUM AND PHILOSOPHY AND CURRICULUM AND
PHILOSOPHY-IN-USE IN A K-12 PUBLIC CHARTER SCHOOL SYSTEM

A Dissertation Presented to
The Faculty of the School of Education
Department of Leadership Studies

In Partial Fulfillment
of the Requirements for the Degree
Doctor of Education

by

Elizabeth G. Polito

San Francisco

December 2007

SIGNATURE PAGE

This dissertation, written under the direction of the candidate's dissertation committee and approved by the members of the committee, has been presented to and accepted by the Faculty of the School of Education in partial fulfillment of the requirements for the degree of Doctor of Education. The content and research methodologies presented in this work represent the work of the candidate alone.

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CHAPTER I
THE RESEARCH PROBLEM

Introduction

Approximately 10 years ago, a middle school located in an affluent community actively began the process of changing its master schedule. The master schedule is the listing of course offerings, organization of periods, and list of teachers responsible for teaching each class. The school board initiated the process for change in an effort to mitigate stress and provide a more developmentally appropriate program for young adolescents.

The principal and research team reviewed other middle school programs, visited school sites, and surveyed constituent groups prior to recommending a new schedule. It was immediately clear that the teachers, parents, and students were not in agreement about basic components of the school program.

After months of review, research, and discussion, no change occurred. The school still has the same instructional day and program 12 years later. The principal explained the failure of the effort as a lack of defined curriculum. He said, "We did not know as an organization what we valued and wanted for our students as they left our K-8 program." Even if the constituent groups knew what they wanted for students, the vision was not coherent across the educational community. Without that agreement, the school community could not make decisions about the content of the program or how it was organized. Without a clear educational philosophy, important decisions about curriculum and instruction could not be made.

The principal of this school identified the problem as an absence of a defined curriculum. Similarly, William Torrey Harris spoke in 1880 about the importance of defining curriculum: “The question of the course of study is the most important question which the educator has before him” (p. 170). Defined curriculum can also be categorized as the theory in action or curriculum-in-use. Regardless of the term being used, the lack of coherence in regard to what the community wants for its students makes providing a quality program with clear goals very difficult.

Preparing children for adult life, although a common goal of society, is certainly not an easy or clear task. The task is made difficult due to conflicting visions of what adult life should be like. Achieving society’s vision has been the responsibility of schools (Tyack & Cuban, 1995) and that vision has been translated into school goals. All school experiences, presented to meet the goals of society, make up a school’s curriculum, and that curriculum reflects educational philosophy. Philosophy is found within every aspect of a school’s curriculum.

Curriculum is a very broad term. Depending on the perspective of the individual leader or organization, components of the curriculum may vary. Numerous authors have described curriculum as including much more than the typical academic experience of students. Kliebard as cited in Beyer & Apple, 1998 described curriculum as an assemblage of competing doctrines and practices while Eisner and Vallance (1974) present curriculum as including various types of experiences and skills. These conceptions include; cognitive processes, curriculum as technology, curriculum for self-actualization, consummatory experiences, and curriculum for social reconstructionism and academic rationalism. Cognitive processes refer to intellectual capacity or skills, the

process of learning, while curriculum as technology refers to how the learner access materials. Curriculum as self-actualization and consummatory experiences relates to personal purpose and sees education as an opportunity for self-discovery. Social reconstructionism is focused on the role the learner plays in the larger community as a citizen. The learner and the school have a responsibility to the greater good. Lastly, the academic rationalist is interested in a strategic approach to instruction of content. All five orientations combined describe a huge scope of curriculum.

Goodlad (1984) also considers the contents of curriculum to be extensive. He describes curriculum as including both explicit and implicit curriculum. Explicit curriculum includes all the typical aspects of a school experiences, classes offered, tests given, instructional materials, etc. The implicit curriculum is the way instruction takes place and “messages transmitted” through the physical structure and the social relationships encountered at school. For the purposes of this study, curriculum was defined as, “all of the learning experiences of students in the school setting” (Baker, 1999.)

The type of curriculum taught, how it is taught, the relationships students have with school, their peers, and their teachers, are reflective of an educational philosophy. Each aspect of school curriculum illustrates something about how schools hope to prepare students for life beyond high school. Curricula that focus on classical programs which include Latin, Greek, and the History of Western Civilization would be examples of a humanist or classic liberal curriculum. These courses are intended to prepare students for a four-year college experience. Successful completion of a college education is a primary goal of classic liberal curriculum. Most schools have an eclectic curriculum that

includes courses and materials from numerous curricular or philosophical categories. Some of these courses are chosen with a clear philosophy about student outcomes in mind, others are not.

It is important at this stage to identify the various terms used to address each component of philosophy and curriculum. For the purposes of this study, theory and philosophy were considered to be the same thing. The philosophy that is proactively communicated is espoused philosophy. The philosophy that is evident in curriculum-in-use is the philosophy in use. The curriculum we say we use is espoused and the curriculum that is actually used is the curriculum-in-use. The terms that were used throughout the study are espoused philosophy and curriculum, and philosophy and curriculum-in-use.

A question of great interest in education and political circles has been whether the goals of each community are being met by the curriculum presented in schools (Tyack & Cuban, 1995; Eisner, 1994; Goodlad, 1984). The success of a curriculum can be determined in many ways: test scores, data comparisons with other nations, preparation of the work force, or an informed citizenry. Studies have shown that clear goals connected to a chosen educational philosophy are positive variables in the equation of school success (Iatarola & Fruchter, 2004).

Iatarola and Fruchter examining the effectiveness of New York City Schools and Districts, showed that educational goals were a key factor in determining school success. For the purpose of this research, school goals were considered representative of a school's educational vision and philosophy. Iatarola and Fruchter (2004) found that the highest performing schools and districts had clear educational goals and a high level of

autonomy. “The high-performing districts exhibited much more clarity about their educational goals and the instructional programs they provided and were far more likely to have defined the district role as support for schools rather than as mandating instructional programs” (Iatarola & Fruchter, 2004, p. 503).

Iatarola and Fruchter illustrated that clear educational goals have a bearing on school success. They found that understanding the philosophy behind school goals, and the clarity and commitment to those goals, will greatly impact the ability of a school to meet them.

Curriculum is the “what” of teaching. The what, or content, is labeled as curriculum and it comes from a variety of places. Each state department of education chooses curricular frameworks or outlines. Local school districts then take the framework of what will be taught and choose specific programs and materials to meet the goals of the framework. Lastly, most teachers use their own curricula. Generally, teachers have numerous types of curricula to choose from when teaching any one concept. Teachers also design their own materials to meet framework expectations. In California, curricular frameworks are chosen for schools by the California Department of Education.

The frameworks chosen for each state are currently dominated by a core subject curriculum that includes English-language arts, math, science, and social science. The frameworks spell out how much instructional time is to be spent on each subject area with English-language arts and math being given the most amount of time (California Department of Education, Data and Statistics, 2006). The choice to concentrate educational experiences within these two subject areas is reflective of educational philosophy. As mentioned previously, curriculum is the “what” of instruction while

educational philosophy is the “why.” Curriculum includes representations of various educational philosophies. In fact, it is likely that many curricula contain representations from numerous philosophies. This study included a look at four educational philosophies, classic liberal, academic rationalism, progressive and social reconstructionism. These four philosophies were described in both the background and need section of Chapter I and again, in further detail in Chapter II.

In a school where the majority of instructional time is spent on English-language arts and math, it is likely that the goals of the school are consistent with the educational philosophy, academic rationalism. Academic rationalism places emphasis on basic skills in the areas of English-language arts and math with clear, measurable objectives for each subject area (Eisner & Vallance, 1974).

The state-sponsored educational goals are consistent throughout public schools in California and do focus on English-language arts and math. The curriculum in California’s public schools also contains locally chosen curricula. The type of curriculum is therefore contingent, to some degree, upon the particular school or even classroom being considered. For example, elective offerings can vary substantially from one district to another depending on the priorities of the community.

Schools have been charged with not meeting the established goals of the society (Tyack & Cuban, 1995; Eisner, 1994; Goodlad, 1984), even though these have shifted over time. School reform has been presented as the solution to the problem. The first task in a reform process is to clarify the school’s purpose. Few truly successful schools lack clear goals. In fact, research has shown that the most successful schools operate as professional communities that share a common purpose for learning (Newmann &

Wehlage, 1995). Not only does there need to be a clear purpose for learning in the form of goals, but teachers, students, and parents need to work with the school administration to gain coherence regarding goals and, as times change, the content of the curriculum will need to be adaptable to change (Lunenberg, 2003).

Statement of the Problem

The problem explored is two-fold: 1) the level of coherence in educational philosophies in schools and 2) the degree of congruence between espoused philosophy and curriculum and curriculum-in-use. This study explored what educational philosophies are evident in one K-12 public charter school organization, whether these philosophies are coherent, and to what degree the espoused philosophies in curriculum and curriculum-in-use are congruent. Exploration included a look at these questions at the charter district level, an organization called Collegiate¹ Public Charter Schools, and at two of their schools, Swan Academy, a K-5 school and Washington Prep, a 6-12 school into which Swan feeds.

Coherence in school goals has been mentioned previously as the potential determining variable in school success (Iatarola & Fruchter, 2004). Coherence in school goals is determined by the degree of clarity and agreement about those goals within the educational community. Once coherence is achieved, the goals of the community are played out in the curriculum. Congruence between what is stated as the goals and what action is taken to achieve them may have bearing on the success of schools. Some research has claimed that congruence between the espoused curriculum and curriculum-in-use also plays a role in the success of schools (Tsangaridou & O'Sullivan, 2003;

¹ Collegiate is a pseudonym selected to protect confidentiality.

Harrison, 1997). Argyris (1980) proposed that organizations become more effective when there is less distinction between what is claimed to be and what actually is; the goal is to have consistency between stated philosophical goals and the goals actually implemented through curriculum.

The educational philosophy of the school is embedded in every course offering, textbook, and homework assignment given to students. Textbook companies respond to the current societal, political, and economic environment when designing books (Apple & Beyer, 1998). Currently, instructional materials are designed to reflect national and state standards. Standards-based curriculum is an example of the academic rationalist or social efficiency educational philosophy. This philosophy places emphasis on a list of educational objectives that are measured objectively by grade level and using standardized testing to measure the degree to which they are mastered.

The results of tests aligned with the standards are partnered with substantial consequences for schools and districts. Failure to meet state achievement expectations results in financial penalties, publishing school and personnel names of those that fall below achievement expectations, and loss of governance to state authorities. An article written by Gunzenhauser (2003) for *Theory into Practice*, asserts that standards-based assessments are considered “high stakes” testing that create a default philosophy of education for all the schools in California. “The default philosophy is one that placed inordinate value on the scores achieved on high-stakes tests, rather than on the achievement that the scores are meant to represent” (2003, p. 1). The results of these high stakes test scores are only one measure of student and school progress. Substantial decisions are made about the fate of students and schools using their test scores.

The primary instructional tool for most curricula is the textbook. California public schools are expected to purchase all textbooks from a list of standards-based texts that have been created by publishers to directly align with the academic standards set by the state for each grade level and content area. In fact, school districts can be financially penalized as a result of Williams, et al., vs. State of California (2000) for failure to provide standards-based instructional materials to students in all core subject areas (California Department of Education, Testing and Accountability, 2006). The Williams lawsuit was brought against the State of California and state education agencies, including the California Department of Education. The accusation in the class action lawsuit was that education agencies failed to provide students with equal access to standards-based instructional materials, safe and decent school facilities, and qualified teachers (California Department of Education, 2006). The outcome of the lawsuit included compliance requirements for public schools and heightened awareness of requirements for instructional materials, teacher credentialing, and facilities (California Department of Education, 2006).

The content of textbooks can be reflective of various educational philosophies. School communities will choose the textbook that best meets the needs of their constituents and meet state curriculum requirements. The school that chooses to implement the College Preparatory Mathematics Algebra curriculum (Sallee, Kysh, Kasimatis, & Hoey, 2002) reflects a different philosophy about what students need from the school that implements the Dolciani Algebra curriculum (Brown, Dolciani, Sorgenfrey, & Cole, 2000). The College Preparatory Mathematics curriculum is conceptual in nature and emphasizes hands-on learning, while the Dolciani curriculum is

linear, and its presentation is practice-focused. College Preparatory Mathematics is an example of progressive educational philosophy, where Dolciani exemplifies academic rationalism. Progressive educational philosophy puts the focus of instruction on student acquisition of meaning through hands-on learning affording students opportunities to experiment and find multiple ways to solve problems. Academic rationalism requires memorization and practice as instructional methods in order to cover the amount of material set forth for each set of grade level standards. Each aspect of the curriculum illustrates different educational values.

Currently, curricular decisions are made both locally and at the state level. The State of California has approximately 1,053 independent school districts (California Department of Education, Data and Statistics, 2006), each one governed by a local school board with unique values and agendas. Local districts were established at the turn of the century with the primary purpose of centralizing and creating consistency in public education (Tyack & Cuban, 1995). Curricular choices were and still are made primarily at the district level. However, the State of California provides the framework for each subject area, the list of objectives to achieve, and a list of instructional materials from which to teach. Local districts provide curriculum that fits within the state's curricular framework and is accountable for the objectives set out through testing each year. Districts are also able to choose from the list of materials on the state-adopted textbook list. On the surface, it may appear that districts have few choices regarding specific curricula taught in their schools. However, schools still have control over substantial portions of their curricula. All coursework beyond English/Language arts, math, science, social studies, and physical education is outside the curriculum required by the state.

Many schools offer more physical education and science instruction than is required by state mandates, as well as art, drama, social and emotional literacy, and other locally chosen electives and courses. For the purpose of this study, the scope of decision making for philosophy and curriculum included both local and statewide curricula.

Textbook implementation may not seem to have much bearing on the larger picture of what the school considers best for its students. However, it is the culmination of this and many other curricular decisions that result in defining a school's total curriculum.

Purpose of the Study

The purpose of this study was to explore what educational philosophies are evident in one K-12 public charter school organization, whether these philosophies are coherent and to what degree the espoused philosophies in curriculum and curriculum-in-use are congruent. Exploration included a look at these questions at the charter district level, an organization called Collegiate Public Charter Schools, and at the school level. Two schools were involved in the research, one K-5 school and the 6-12 school it feeds into.

The study took place at a K-6 Collegiate Public Charter School and a 6-12 Collegiate Public Charter School, both in Northern California. The Collegiate Public Charter Schools are a not-for-profit organization that opens and operates public charter schools in California with an emphasis on low-income urban communities (Collegiate Public Schools, 2006). Collegiate Public Charter Schools operates within the Oakland Unified School District and other urban districts throughout the state of California. The

two schools chosen for this research, Swan Academy a K-6 school and Washington College Preparatory Academy a 6-12 school, feed into one another.

Charter schools were chosen as the subject in this research due to their unique ability to craft their educational program within both the public and private systems. Charter schools are required to meet certain basic public school requirements such as teacher credentialing and standards based instruction (California Department of Education, 2006). However, charter schools have the ability to organize the instructional day, year and practices to suit the needs of those who established the charter. Collegiate Public Charter Schools was chosen for this study due to the distinctly different educational program they offer. Many charter schools offer a similar alternative to local public schools. The instructional day and year, course offerings and professional development programs are largely the same as the public program. Collegiate has responded to socio-cultural context of the communities their schools are in. All Collegiate schools are located in urban areas where the local school districts are dealing with low test scores, and social issues such as poverty and crime. The Collegiate program has been designed to address student achievement concerns and includes a longer school year, school day, extended professional development for teachers, and smaller schools.

The relationship between educational philosophy and curriculum was examined through a qualitative case study. Site and district administrators were interviewed regarding their perceptions of the relationship between educational philosophy and the definition of curriculum. Data was gathered through classroom observations with emphasis on the relationship between educational philosophies espoused by the school system and those actually present in curricula and instruction.

This study was conducted by collecting relevant documents about the school system for analysis, interviews with key administrators who are in the position of making curricular decisions, and observations of classroom instruction. Observations provided the researcher with data regarding the curriculum actually in use in classrooms. Follow-up interviews were conducted with observed teachers to clarify observable data. The data was then analyzed to examine the relationship between espoused philosophy and curriculum and curriculum-in-use.

Background and Need

Often inarticulate and seldom profound, but frequently without design, generation after generation of our forefathers pondered the issue of how to prepare children for their places in society. Even when they were not fully aware of what they were doing, they were planning for education and, in a sense, constructing a philosophy for it (Power, 1982, p. 4).

The contents of curriculum have changed repeatedly in the United States since the colonial period. The following can sum up primary goals of curriculum over the course of American history: (a) prepare students to carry out religious and family responsibilities, (b) provide employers with a source of literate workers, (c) desegregate society, (d) reduce crime, poverty, and injustice, (e) help our country maintain its competitive edge in the world economy, (f) provide the scientists needed to keep our country strong, (g) educate students for intelligent participation in a democracy (Parkay, 1998, pp.12).

The primary focus of American education began with the needs of various Christian churches. Primary education transitioned to include preparation for citizenship. During the colonial period, the emphasis of instruction was reading. Adults and children were taught to read in order to gain access to the Bible. Education was conducted informally, in the home.

Historical forces pushed schools to teach basic academics consistently across communities to prepare for citizenship in the early 1700s. First the American Revolution and then westward expansion spurred national interest in promoting citizenship through practical skills such as drawing, surveying, navigation, and accounting. The first public high schools taught basic history, geography, health, and physical training (Parkay, 1998).

The next century placed educational focus on the teacher and practical skills. Colleges at the time were concerned about the lack of consistency in K-12 curriculum. Students were not adequately prepared for college and there was no common curricular experience among them. In 1893, the Committee of Ten, a group of university leaders, which included Harvard's Charles W. Eliot, met to establish uniform college entrance requirements. Eliot, a leader in the humanist movement, promoted a curriculum grounded in the development of reasoning powers as well as curricular options for students (Eliot, 1905). The Committee of Ten established a curriculum that is very similar to that of many high schools today. The general education experience was to include classical academic courses such as foreign languages, algebra, literature, and western civilization. All students were to have access to this curriculum regardless of college aspirations. The humanist ideal of a liberal education for all was born (Kliebard, 2004).

Before humanism and liberal education were introduced, schools were organized around the teacher as the source of knowledge and skill building. The industrial revolution, expansion of urban centers, and international upheaval created the initial shift away from the teacher as the source of curriculum to the development of curriculum beyond the classroom. The school was newly regarded as a tool for social change. "With

the change in the social role of the school came a change in the educational center of gravity; it shifted from the tangible presence of the teacher to the remote knowledge and values incarnate in the curriculum” (Kliebard, 2004, p. 1).

As mentioned previously, educational philosophies are linked to the goals of the society. Each historical movement includes educational goals that reflect societal needs. Historical movements and educational philosophy are not synonymous but are related as historical movements typically generate the educational philosophy of the time period. Educational philosophy has had a direct impact on public education since its organized inception. In the 1840s, Horace Mann called on the school to produce social salvation, and schools were designed to help make Americans out of the mass of immigrants arriving daily (Tyack & Cuban, 1995). The backgrounds of educational philosophical and historical movements are important since they show the evolution of four major educational philosophies and what curriculum those philosophies represent.

Classic Liberal

The first major philosophy of education to review is humanist philosophy. Humanists designed curriculum to include courses heavy in the classical perspective. Western civilization, Latin, and Greek were all included in a program that had a distinct function, “the passing on of the great western cultural heritage” (Harris, 1886, p. 95).

The humanist curriculum was seen as unrealistic for many students. Its content included courses previously included only in college preparatory programs. The content of these courses was seen by many as unnecessary for adult life. The number of students requiring a college preparatory experience was small in comparison to the total number of students receiving a humanist or liberal curriculum.

Academic Rationalism

The second educational philosophy to gain inroads into public education curriculum was originally referred to as social efficiency. The primary goal of the social efficiency model was to ensure America's economic productivity. The educational practices of the times were considered sloppy and ineffective. The social efficiency model spelled out an educational system with measurable objectives that aligned with increased educational productivity and, ultimately, economic productivity (Ward, 1893). The current manifestation of the social efficiency model is academic rationalism. Academic rationalism promotes curriculum that is quantifiable. Educational content is broken down into measurable units that are assigned at each grade level. Progress is measured using standardized tests. The accountability focus of academic rationalism is a response to two societal realities, too much to learn in the information age and increased competition for jobs (Eisner, 1994; Tyack and Cuban, 1995).

Progressive

The third major educational philosophy to explore is developmentalism. Developmentalists, led primarily by Stanley Hall, saw a need to design curriculum that was based on the developmental phases of students. Also called the child study movement, this curriculum focused on research regarding children's developmental phases and how those phases needed to be acknowledged and planned for when providing instruction (Hall, 1895). The developmental and child study movements were eventually wrapped up in the progressive movement. Progressive philosophy as a variation of developmentalism focuses on student readiness and interests.

Social Reconstructionism

The fourth educational philosophy to consider is social reconstructionism. The social reconstructionist movement arose as a response to the Great Depression. The goal of the movement was to utilize schools as agents of change. America was in great need of redirection away from consumerism and materialism (Kliebard, 2004).

In the last century, public schools have incorporated both progressive and humanistic curricular components. The purpose or goals of school have changed to also include the broad philosophies of social reconstructionism and social efficiency. With at least four major philosophies, as well as numerous other strains of thought, it is no wonder that the underlying goals of public education have been confused. Each shift in thought has been associated with economic and political change. As American culture has responded to World Wars I & II, the Great Depression, and other periods of social upheaval, schools have been seen as the place to exert control over cultural change. According to E. D. Hirsch (1987), a current educational philosopher, "School is the traditional place for acculturating children into our national life. Family, church, and other institutions play an important role, but school is the only institution that is susceptible to public policy control" (p. 110).

The background for the exploration of curriculum and philosophy has been spelled out. The need for such an exploration revolves around the idea of coherent philosophy in schools. Research shared in chapter II illustrates a reasonable understanding of curriculum development, educational philosophy and theories in action as it pertains to teacher behaviors. What is missing is a clear understanding of coherent philosophy and how it might impact school success. What is also missing is a critical

look at school curriculum, espoused and in-use. It is one thing to have a coherent philosophy it is still another to see that philosophy in action.

Theoretical Foundations

Three theoretical foundations were used to analyze data collected in this study. As mentioned in the previous section, educational philosophies of classical liberalism, academic rationalism, progressivism and social reconstructionism were considered when looking at each aspect of the school's curriculum. Aristotle's framework for choosing "the good for man" was considered when identifying and analyzing *telos* or goals set by each school (trans. 1925). Lastly, philosophy and action through the use of curriculum were brought together using Argyris and Schon's theories in action (1974).

Choosing curriculum is a complicated process for California public schools. Each year, in a seven-year rotation, all schools choose a textbook and supplemental materials for one specified subject area. The subject area and approved list of textbooks for that subject area are determined by the California State Department of Education. The instructional materials selection process includes all constituent members: parents, students, teachers, and administrators. All review the materials available, measure the materials against a list of criteria, and ultimately seek approval from their Board of Education for the textbook they have chosen (California Department of Education).

Aristotle's "The Good for Man"

The criteria for instructional material choices include a look at the school community's culture, student need, and teacher style and preference. A school community that is struggling to meet basic state standards and has a less experienced staff may choose a very prescriptive textbook. On the other hand, schools that are meeting

state accountability expectations can seek a waiver from the state adopted textbook list restrictions to purchase instructional materials that suit the needs of their educational community. The school community chooses what is best for it as a unique entity.

The curriculum that is chosen by each educational community reflects what that community believes is “best” for their students. The factors that are involved in determining what is “best” are varied because each educational community finds itself in unique academic, social, and economic circumstances. Communities that include families with high socio-economic status may want educational focus and subsequent materials to reflect higher order instructional experiences such as problem solving and critical thinking. Other communities that include families of a lower socio-economic status may be more concerned with basic skill acquisition for their students.

Educational goals are not separate from the social environment of the school. The daily experience of the community members will impact the goals of their student’s education.

The base theoretical framework for choosing a curriculum that is “best” comes from Aristotle and *The Nichomachean Ethics* (Ross, trans. 1925). This meta-ethical debate concerns “the good for man” regarding every concept and material object. The outcome of such a critique is to uncover the *telos*, or goal of such a concept. The value placed on an idea or material object comes from a set of criteria. The teleologically-oriented criteria may be set internally for each individual or by the collective process of a community. Aristotle gives a clear set of criteria that are to be utilized both individually and as a community.

The “good” is defined broadly by considering four ideas: (a) Is the concept or activity worthy on its own despite its connection or relation to other things? (b) Does the concept or activity reflect the goals of the community? (c) Does the concept or activity promote our relation to others? (d) Does the concept or activity lead one to happiness (Aristotle, trans. 1925). The choice of curricula should come after considering these four questions.

For example, the goal or *telos* of a standards-based curriculum would be to provide the populace with a consistent and minimum level of academic knowledge and skills. The content of academic knowledge should be: worthy on its own, reflect the goals of the community, promote positive relations within the community, and help make the learner happy.

Within Aristotle’s framework, basic academic knowledge would give a citizen enough skills to maintain work, participate in his/her community, and establish a basic level of personal satisfaction with daily life. The variable component of the academic formula is the goals of the community.

Curriculum is chosen based on what is believed to be “best” where the “best” curriculum reflects the values of the community, which in turn reflect educational philosophy or theory. The next step in the process of curricular choice is to actually implement a curriculum. There is a substantial difference between determining what the school community values and delivering instruction. This difference is also called espoused versus curriculum-in-use. Wortham conducted a study about the complex ways planned curriculum is transformed prior to and during instruction (1995). Through the observation of a contemporary, urban, ninth grade class, Wortham found that relational

issues such as, rapport and trust, between the teacher and the students can complicate aspects of the official or planned curriculum. Findings also included the need to pay attention to the political and social consequences of school curricula, both planned and unplanned.

Theories of Action

To analyze the relationship between espoused educational philosophies and curriculum, and the use of curriculum that is tied to particular educational philosophies, research drew on Argyris and Schon's theory of action (1974). The theory of action is a broad theory that has been used to illuminate organizational learning. Argyris and Schon have studied the relationship between espoused theory and theory-in-action. "The words we use to convey what we, do or what we would like others to think we do" and theories in use, "actual behavior that has tacit structures" (Argyris & Schon, 1974, pp. 4).

When someone is asked how he could behave under certain circumstances, the answer he usually gives is his espoused theory of action for that situation. This is the theory of action to which he gives allegiance, and which, upon request, he communicates to others. However, the theory that actually governs his actions is this theory-in-use. (Argyris & Schon, 1974, pp. 6-7)

Argyris proposed that organizations become more effective when there is less distinction between what is claimed to be and what actually is. As the gap closes between them, members of the organization are able to reflect and engage in authentic dialogue (Argyris, 1980). When considering organizational change, it is important to look at the process of change and how individuals within the organization approach learning. Single-loop learning will consider organizational change reactively and within the existing structures of the organization, while double-loop learning will question the existing

structure itself rather than approach correction within the existing organizational framework.

In many respects the distinction at work here is the one used by Aristotle, when exploring technical and practical thought. The former involves following routines and some sort of preset plan – and is both less risky for the individual and the organization, and affords greater control. The latter is more creative and reflexive, and involves consideration notions of the good. Reflection here is more fundamental: the basic assumptions behind ideas or policies are confronted...hypothesis are publicly tested...processes are disconfirmable not self-seeking. (Argyris, 1980, p. 103-104)

The process of reviewing existing structures in organizations is complicated.

Organizations have learning systems that reflect the values of the organization around learning and change. Single-loop learning approaches problems with the goal of detection and correction within the existing structure of the organization. Double-loop learning would have members of the organization take a critical look at the structure itself (Argyris & Schon, 1974).

Theories of action were utilized to help identify the philosophies within in the curriculum both espoused and in action. Philosophies were evident in both school and organizational literature, textbooks and courses of study. Educators who make decisions about curriculum also hold views about and allegiances to philosophies. Both individuals and curriculum contain ideas from various philosophies rather than reflecting one particular philosophy.

As mentioned previously, four broad educational philosophies were used to help identify specific theories that are associated with the educational experience. Classic liberalism, academic rationalism, progressivism and, social reconstructionism will be described in further detail in Chapter II.

The introduction to the theoretical foundations section of chapter I states that three theoretical foundations were used to analyze data collected in this study. Theories of action help bring the goals and philosophy of a school together with the implementation of curriculum.

Figures 1, 2, 3, and 4 illustrate high and low levels of congruence between espoused curriculum and philosophy and curriculum and philosophy-in-use. For example, figure 2 illustrates a school that espouses an academic rationalistic philosophy and provides curriculum that is in line with that philosophy has a high level of congruence. The high congruence figure shows a focus on standards based programs, assessment and testing. These practices and curriculum are congruent with the philosophy espoused. The low level of congruence figure shows an espoused philosophy of academic rationalism but offers curriculum that is progressive and social reconstructionist, such as integrated core, portfolios, service learning, and social and emotional literacy, respectively.

Figure 1

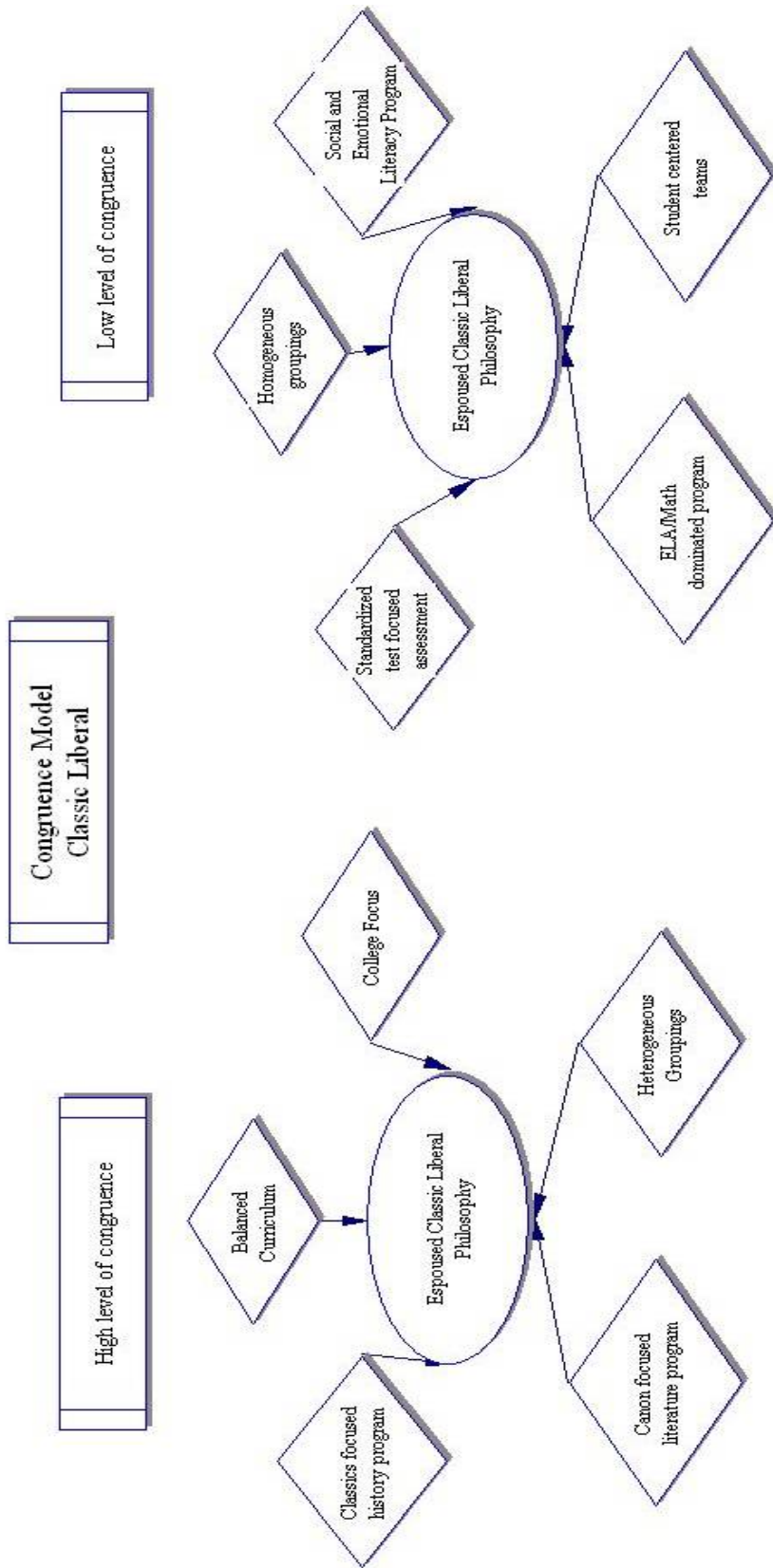


Figure 2

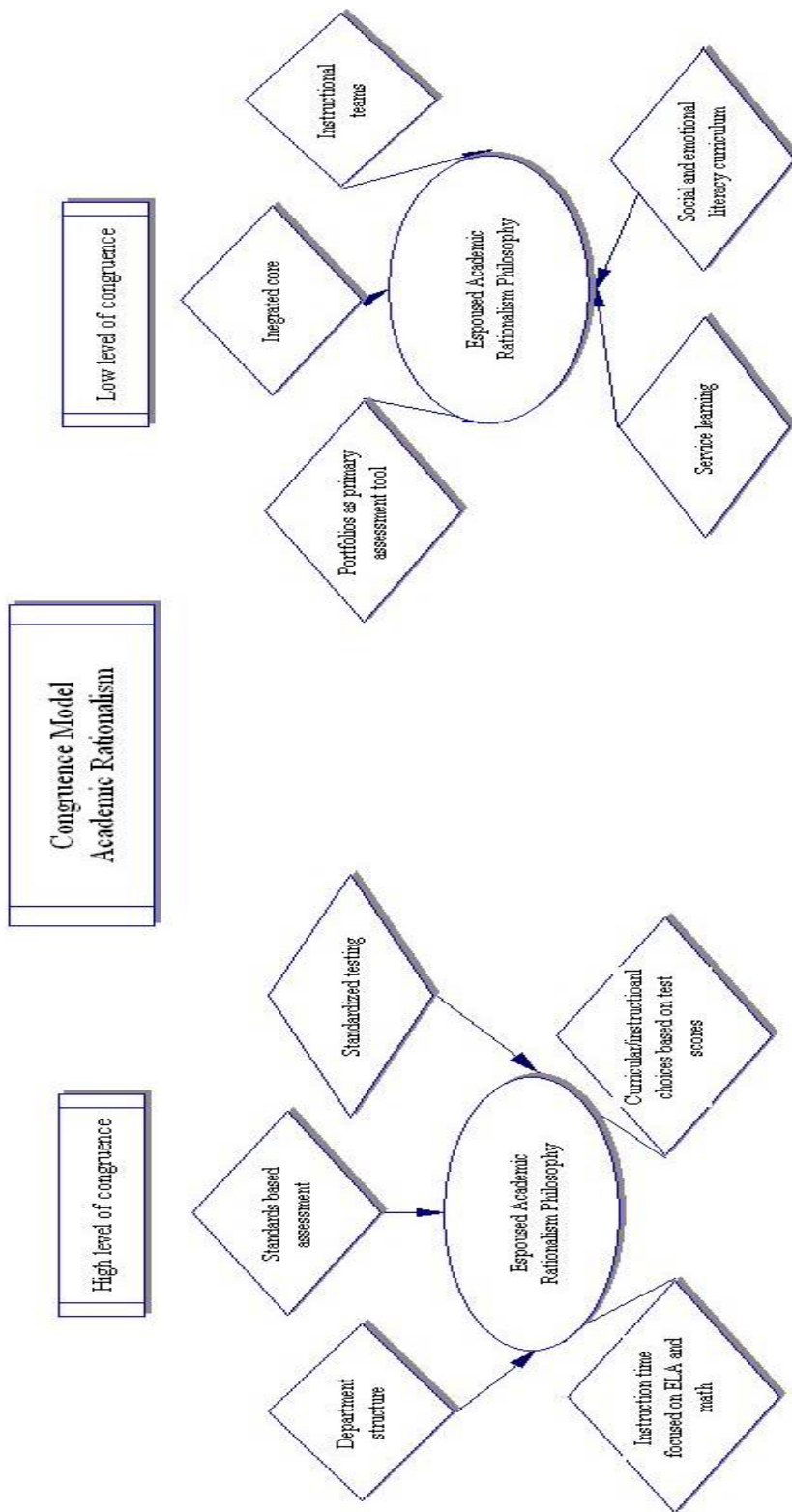
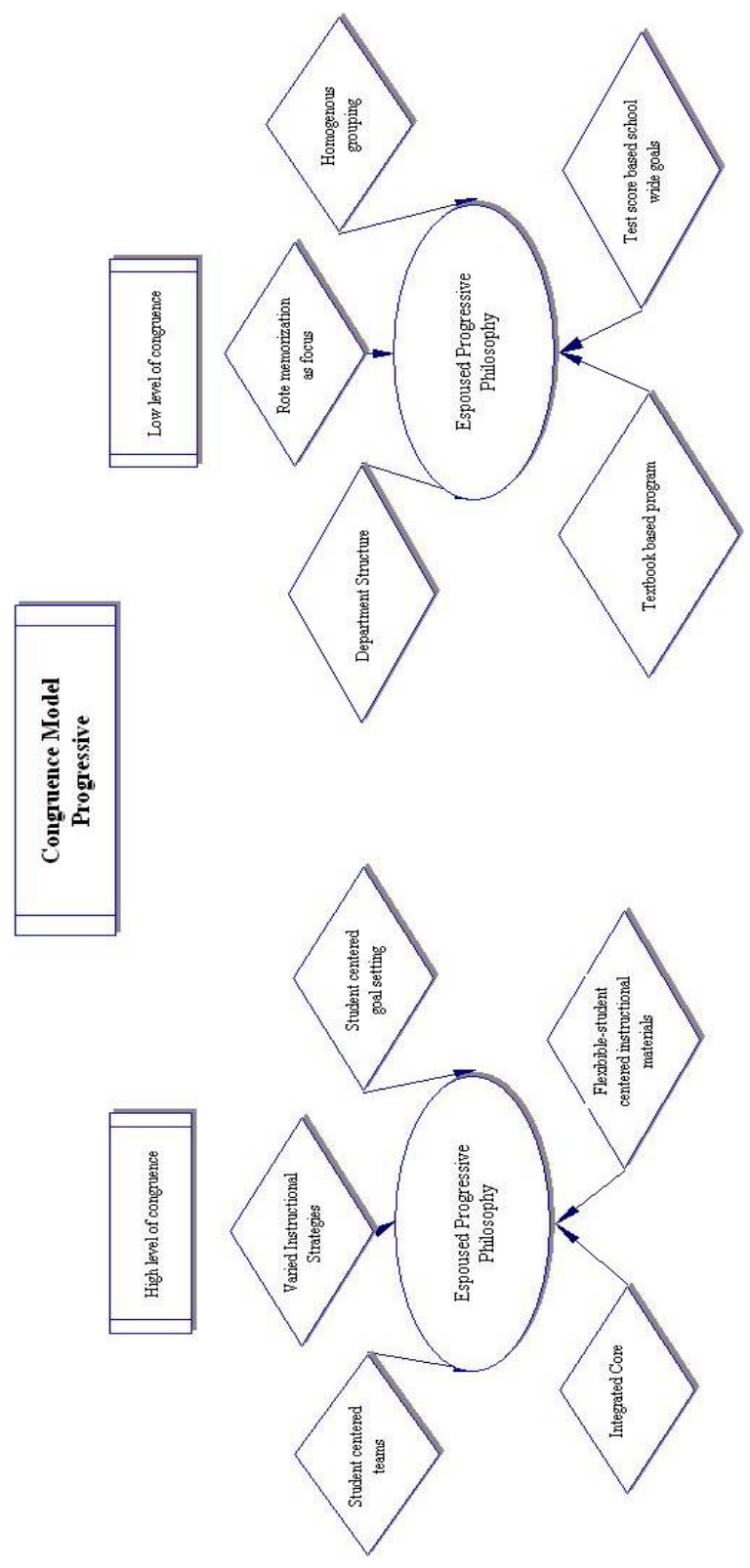


Figure 3



Congruence Model Progressive

High level of congruence

Low level of congruence

Student centered teams

Varied Instructional Strategies

Student centered goal setting

Department Structure

Rote memorization as focus

Homogenous grouping

Espoused Progressive Philosophy

Espoused Progressive Philosophy

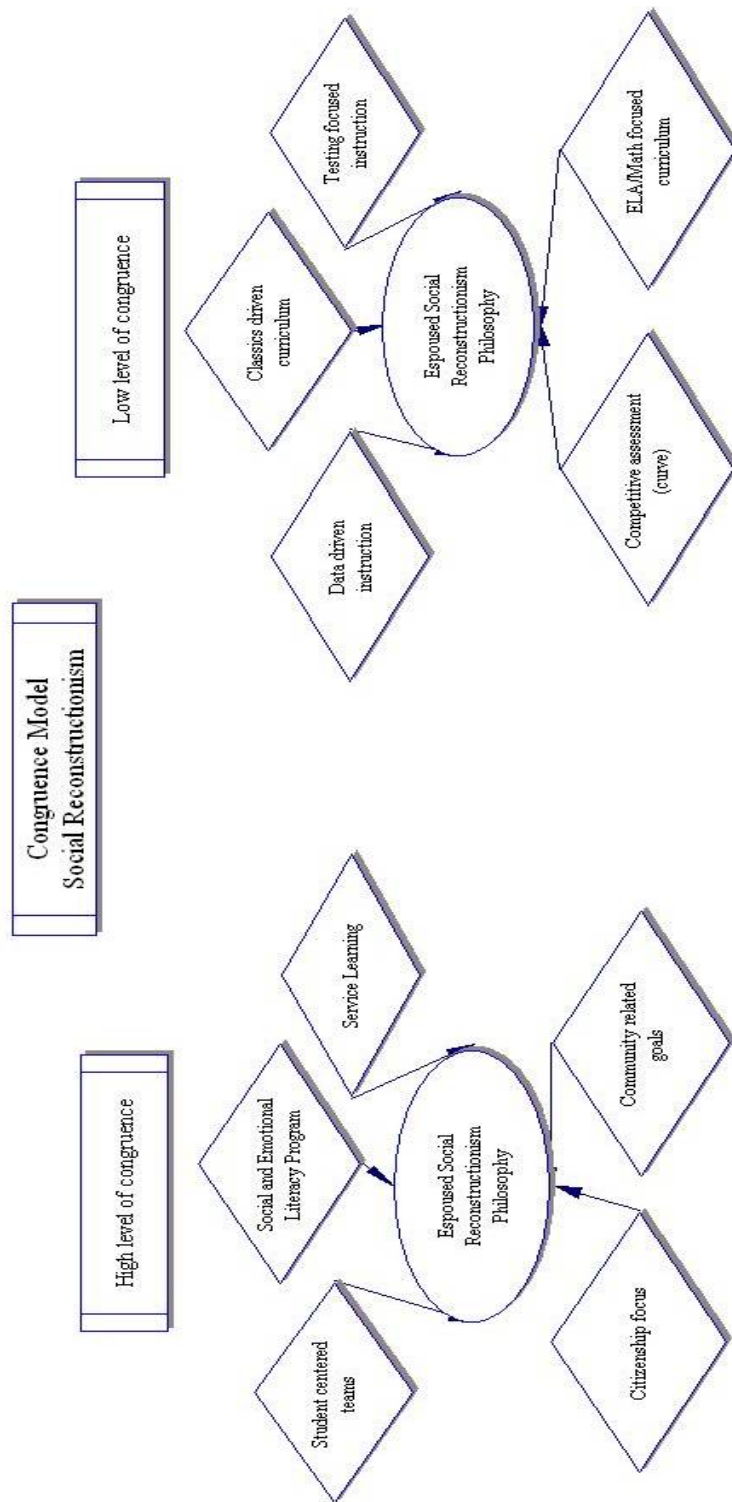
Integrated Core

Flexible-student centered instructional materials

Textbook based program

Test score based school wide goals

Figure 4



Research Questions

The purpose of this study was to examine educational philosophy found at Collegiate public charter schools, whether the philosophies are coherent and whether the espoused curriculum and curriculum-in-use at each of the two schools studied were congruent. Research addressed the following broad questions:

1. What educational philosophies are espoused at Collegiate Public Schools, Swan Academy (K-5) and Washington College Preparatory (6-12), charter schools as evidenced in their documents and interviews?
2. To what extent are these philosophies coherent across the two schools?
3. What philosophies underlie the curriculum-in-use as observed at Swan Academy and Washington College Preparatory public, K-12 charter schools?
4. To what extent are the espoused curriculum and curriculum-in-use congruent?

Definition of Terms

Educational philosophy

A vision for the purpose and value of education: inspirational, analytical, prescriptive, and investigative. Inspirational educational philosophy defines the ideal education system and curriculum. Analytical educational philosophy is critical of the components of education, separating principle and policy to review for meaning and validity. Prescriptive educational philosophy interprets reality and hones it down to daily life needs. Investigative educational philosophy is, “a moderator of educational and scholastic experience rather than a judge of what is right or wrong in educational goals

and practices” (Power, 1982, p. 5). The operational definition of educational philosophy for this study is, a vision for the purpose and value of education. Philosophy may be espoused and or in action.

Curriculum

“All of the learning experiences of students in the school setting” (Baker, 1999). Learning experiences include field trips; non-academic instruction such as social skills and conflict resolution; social events; and the difficult to quantify teacher component. The teacher is a source of curriculum. Teacher stories, life experiences, and any other unique aspect of themselves that they share with their students are part of the curriculum. Of course, the instructional materials that teachers use to teach skills and share information are a major component of the curriculum as well. The operational definition for curriculum for this study is, all learning experiences in the school setting.

Congruence

The level of compatibility between espoused curriculum descriptions and the actual use of curriculum in the classroom.

Curriculum-in-use

The curriculum implemented in the classroom through actual instructional behavior.

Espoused Curriculum

The curriculum described in instructional materials. “The words we use to convey what we do or what we would like others to think we do” (Argyris & Schon, 1974).

Limitations

The primary limitation of this research was the small number of schools that were studied. Two public charter schools were studied. One school is a kindergarten through sixth grade school, and the other is a sixth grade through twelfth grade school. There are 502 charter schools operating in the state of California and each charter is unique (California Department of Education, 2006). Each charter is based on the specific interests and needs of a local school community. The Collegiate charter school system is a statewide program that includes 16 schools K-12. The Collegiate vision is to “enrich students’ lives and reshape local public school systems” (Collegiate Public Schools, 2006). The vision of this organization is likely to be different from many other charter schools and therefore cannot be representative of charter schools in general.

Significance

The significance of this research is to help illuminate the relationship among espoused curriculum, curriculum-in-use, and the philosophies that are reflected in both at two public charter schools.

Charter schools have a unique opportunity to establish school curriculum based on a common vision. However, along with this vision, these schools also have state requirements and mandates to address. Research shows which aspects of the curriculum are mandated and which are chosen locally. Identifying curriculum components includes looking at which aspects of the curriculum reflect each of the four broad educational philosophies.

Research looks at both the published or espoused curricula and the curricula being delivered in schools. The degree of congruence that is found between what is published

as the curriculum and what is implemented on a daily basis helps explain the type of organizational learning taking place at the school. School leaders will be able to use this type of analysis to determine if school goals are clear, consistent, and viable.

Looking at the level of congruence between philosophy and curriculum can also be used to assess particular programs at a school. Schools that have intervention programs for students who are not meeting grade level expectations can conduct analysis about the philosophy behind the program and the actual curriculum being used to implement the program. Are the goals of the program being met with the instructional strategies and materials being used? The level of success the program experiences would be reflective of the level of congruence between the two.

CHAPTER II

REVIEW OF THE LITERATURE

Overview

A critical review of the literature is presented to discuss themes related to educational philosophy and its relationship to curriculum. The review of the literature accomplishes five objectives: (a) to understand the major components of four educational philosophies, (b) to explore espoused curriculum and curriculum-in-use, (c) to understand each philosophy as a component of published, K-12 public school curriculum, (d) to identify how philosophies of education are manifested in non-published curriculum in K-12 public schools, and (e) to understand the research that has been conducted to explore the relationship between curriculum development and educational philosophy.

Four Broad Educational Philosophies

The four major educational philosophies that are explored in this literature review are spelled out nicely in Kleibard's, *Struggle for the American Curriculum* (2004) as well as Eisner and Vallance's *Conflicting Conceptions of Curriculum* (1974). Both works present four major areas of educational philosophy, each using some differing terminology. Each of the four philosophies are presented as though they are discrete. However, this presentation may be misleading because each philosophy overlaps to a certain degree, as do the affiliations of each individual philosopher. Table 1 identifies the definition, affiliated authors, common labels, and teacher terminology for four broad educational philosophies (Eisner & Vallance, 1974).

Table 1

Four Broad Educational Philosophies

Philosophy	Educational Philosophies			
	Classic Liberal	Academic Rationalism	Progressive	Social Reconstructionism
Definition	Curriculum designed around classic works from western heritage and ancient tradition. Primary purpose is college preparation.	Curriculum designed around minimum basic content and skills. Standardized testing used to measure mastery of standards.	Curriculum designed to address student development. Instructional activities based on experience.	Curriculum designed around affective aspects of citizen development. Schools as agents for social change.
	Traditional content.	Utilitarian content.	Student determined content.	Political content.
Contributing or Affiliated Authors	Harris, 1886, 1893 Adler, 1982 Eliot, 1905 Hirsch, 1988, 1996	Hirsch, 1988, 1996 Rice, 1912	Dewey, 1897, 1900, 1936 1938, 1944 Hall, 1895 Kilpatrick, 1918	Friere, 1970 Ward, 1893 Noddings, 1992 Apple, 1998 Giroux, 1988
Also referred to as:	Humanist Canon Perennialist	Social Efficiency Essentialism	Developmentalism Project Method Child Study	Social Meliorist Democratic
Teacher Terminology :	Classic curriculum: Greece, Rome, classic literature, latin Western Civilization	Standards English-Language Arts & Math	Multiple Intelligences Varied Instructional Strategies	Democracy Building Character Education Social and Emotional Literacy

The evolution of each philosophy follows a logical chronology that correlates with social and political events that occurred during the time period in which it developed. The four philosophies reviewed and then used in data analysis are: Classic Liberal Education, Academic Rationalism, Progressive Education, and Social Reconstructionism.

Each of these educational philosophies has experienced various labels. This literature review contains a brief description of the labels associated with each philosophy

at the beginning of each section. At least one author is listed in two philosophical categories as individuals and their work are not always cleanly associated with a school of thought.

Classic Liberal Philosophy

A classic liberal education has been referred to with numerous labels. Classic liberal educational philosophy, initially referred to as humanism, refers to the educational philosophy that values western culture and traditions. Classic liberal educational philosophy has also been compared to and referred to as perennialism. Perennialist curricula include teacher-directed learning that is shaped around content with the goal of helping students understand the intellectual tradition of the society in which they live (Eisner & Vallance, 1974).

A classic liberal education establishes a school's primary purpose as facilitating the transfer of cultural heritage from one generation to another, preparing students for college, and continuing the intellectual tradition. Intellectual traditions were seen as universal in American society. Humanist philosophers, such as Charles Eliot and William Torrey Harris (Tyack & Cuban, 1995), believed in the innate intelligence of all students. Therefore, all students were to have access to what was considered a rigorous and intellectual curriculum. "All students regardless of destination were entitled to the best ways of teaching the various subjects" (National Education Association, 1893).

William Torrey Harris, the last major proponent of humanism, saw the study of ancient literature and western culture as subordinating oneself to "divine will" or the "fruits of civilization" (Harris, 1898). Far be it for school personnel to tinker with the greatest resources civilization had produced. The idea of allowing student interest or

choice to determine topics of study was ridiculous. Humanist curricula for schools included the following “five windows to the soul”: Arithmetic, Geography, History, Grammar, Literature, and Art (Harris, 1886).

The humanist tradition was and is still seen as the status quo in educational philosophy and practice. A major focus of high schools is to prepare students for college, and Harris’s “five windows of the soul” (Harris, 1886) curriculum is considered a large part of college preparatory curriculum, which still dominates curricular descriptions at high schools across the United States (Kliebard, 2004).

Classic liberal curricula, from the humanist educational philosophy, continue to have a substantial presence in many of today’s public schools. Three major components of classic liberal curricula are found in modern high school curricula: (a) the Carnegie unit system is still the “academic accounting device” (Tyack & Cuban, 1995, p. 91) for completion of the public high school program, (b) most curricula required for graduation come from the initial recommendations of the Committee of Ten (1893), (c) college entrance requirements align with the recommendations of the Committee of Ten.

California public high schools require 220 units of a prescribed list of core academic subjects for graduation. Carnegie units were established in 1906 by the president of the Carnegie Foundation for the Advancement of Teaching (Tyack & Cuban, 1995). The Carnegie unit system was designed to standardize the high school experience in the United States. Each unit represents the completion of set amount of instructional time. Traditionally a 45- or 55- minute period experienced each day of a five day week, in each subject area.

Humanist ideals were firmly embedded in American school curricula at the turn of the century as the work of the Committee of Ten was implemented. The recommendations of the Committee of Ten established a classic liberal core curriculum. The primary components of the initial recommendation are still present in today's curricula. Harris's "five windows of the soul" can be seen in the following course requirements for graduation at a Northern California High School: English, History (numerous courses), Economics, Government, Physical Education, Arts, Mathematics (numerous courses), and Science (Los Gatos High School, 2006). The similarities are obvious and show that the curriculum set forth in 1886 by Harris is firmly entrenched in modern public education.

The last example of the classic liberal philosophy in place in public education is the college requirement list. These requirements are very similar to the graduation requirements listed above and have not changed dramatically since the Committee of Ten report in 1893. For example, California State Universities require the following for Freshman admission consideration: two years of social science (includes history), four years of English (includes literature), three years of mathematics, two years of science, two years of a world language, one year of arts, and one year of electives (California State Universities, 2006). The vast majority of public schools place a substantial emphasis on college entrance. Therefore, the majority of the courses offered and instructional materials used are focused on preparing students for college.

Those who are in the position of curricular decision-making, school administrators and boards of education, continue to choose classic liberal curriculum. That curriculum is reflected in their core subjects. Over the course of the last century, the

progressive concept of tracking has taken hold in math, science, and foreign language courses. And yet, the humanities, established by the Committee of Ten, have largely been untouched as courses that all students must have access to regardless of skill level or tracking (Graubard, 2004).

Academic Rationalism

Academic rationalism has been linked to numerous educational philosophy descriptors: social efficiency, essentialism, and most recently, “back to basics.” The basic premise of academic rationalism is that there is too much information to be learned. Therefore, a curriculum must be broken down into a prioritized list of objectives. This premise is based on the idea that there is specific knowledge that is more important and should therefore be a component of a limited curriculum.

The central theory is simple. Human life, however varied, consists in the performance of specific activities. Education that prepares for life is one that prepares definitely and adequately for these specific activities. However numerous and diverse they may be for any social class, they can be discovered. This requires only that one go out into the world of affairs and discover the particulars of which these affairs consist. These will show the abilities, attitudes, habits, appreciations, and forms of knowledge that men need. These will be the objectives of the curriculum. They will be numerous, definite, and particularized. The curriculum will then be that series of experiences children and youth must have by way of attaining those objectives. (Bobbitt, 1918, p. 42)

The efficiency model of education was initially born out of the results of research conducted in the trenches of public schools at the turn of the century. Rice (1912) spent innumerable hours observing the process of schooling. Rice felt that with the introduction of standardizing techniques for instruction, schools could become an efficient means of serving the society as a whole.

The primary aim of the social efficiency model is to create model citizens. Schools are seen as the most “effective weapon in society’s arsenal” (Kleibard, 2004).

This model was created and reinforced as a direct response to the humanist tradition. In the 1940s and certainly in the 1950s with the success of Sputnik, America was perceived to be lagging behind other nations in student achievement in math and science (Casas, 2003). The beliefs of the humanist philosophers about the innate abilities of all students were countered with a more realistic, task-oriented program. The individual benefits of the humanist curriculum were outweighed by the needs of society as a whole.

With the introduction of measurement tools such as intelligence testing and the sorting tool of middle and junior high schools, the social efficiency production model was solidified. School curriculum was to be organized in measurable units of instruction. This scientific approach to curriculum development was encapsulated by David Sneddon's (1921) "thousand definite educational objectives" (p. 240).

The goal to establish clear educational objectives set the stage for the standards movement of the twenty-first century. Social efficiency scholars of the 1930s and 1940s paved the way for the more modern educational philosophy of Academic rationalism (Eisner & Vallance, 1974). Academic rationalism is the term that will be used in this research to refer to the educational philosophy that was once called social efficiency. As is the case with the other educational philosophies considered in this research, the label and certain aspects of these philosophies have changed over time.

Within the last 30 years, this country has made a swift shift away from progressive educational approaches toward academic rationalism. Hirsch, an essentialist philosopher, has written a few books regarding essentialist curriculum. In his book, *Cultural Literacy, What Every American Needs to Know*, he presents a finite list of objectives that every American student should know. Hirsch claims that national literacy

can be found in common vocabulary and content knowledge. He believes that national literacy will pave the way for national and international economic success (Hirsch, 1988).

Just as the developmentalist movement evolved to include different ideas, the social efficiency model also took on additional clarifying ideas such as essentialism. Essentialism is defined with the educational community as the bare essentials needed to prepare students for adult citizenship (Eisner & Vallance, 1974).

Essentialism was communicated as a response to progressive education. Progressive education was seen as relativistic in its focus on student interest in experience while the essentialist movement declared that “the ideals of democracy are among the first essentials in the platform of the essentialist” (Bagley, 1938, p. 250). William C. Bagley (1926), a critic of progressive ideas, insisted that there were certain things Americans needed to know and that those things should be at the “heart of the curriculum”. This philosophy strongly contrasts with social reconstructionism, which places educational focus on schools as change agents rather than a tool to perpetuate economic prosperity.

Academic rationalism as represented by standards-based curriculum is the primary if not the only published curriculum in many schools in California (California Department of Education, 2006). Each grade level and subject area standards list is available on the state education website. Lists are organized in a framework structure that lists major topics and skills to be covered in each course at each grade level.

Textbooks are the primary tool used in classroom instruction and the only resource typically listed on course descriptions. Instructional materials such as textbooks must be standards-based for school districts to be reimbursed for the cost of the materials.

Schools that do not have other means of funding generally do not purchase supplemental materials and therefore do not have any other published curriculum at their disposal.

Progressive Education

Progressive education had several names and has been linked to several fields of thought since its inception. The major components of each philosophy are generally similar. The first name of the philosophy was developmental or child study philosophy. As the names would imply, both the developmental and child study movements centered around a child's developmental stages and how those stages should be acknowledged when designing curriculum. The project method was also linked to progressive education as a major component of the instructional method. Progressive education can be confusing and out of step with the other educational philosophies in that many of the ideas contained in the philosophy refer to instructional methods rather than content.

One response to classic liberal curriculum, which was considered by some to be out of date and unscientific, was the developmentalist or child study philosophy that emerged in the early 1900s. The developmental movement was spearheaded by G. Stanley Hall (1895). Hall spent a great deal of time studying students in an effort to understand their developmental stages and how those stages responded to curriculum and instructional practices. Hall found that not all students were developing at the same rate and therefore required a different level of education at different times.

Stanley Hall also promoted the idea of student interest in curriculum design. It was in this area that he found common ground with John Dewey. Dewey was briefly linked with the developmental movement, when he explored the National Herbart Society (Kliebard, 2004). The developmental movement was closely linked to the National

Herbart Society when Stanley Hall was member in the late nineteenth century (Kliebard, 2004).

Dewey's interest in hands-on learning and curriculum generated through student interest fit in well within Herbartianism. The schism between Dewey and the National Herbart Society occurred when considering hereditary determinism (Dewey, 1897). Hereditary determinism placed students in categories of potential. Dewey did not see student potential as being predetermined. He wished that each student would experience a differentiated and equitable curriculum.

If we were to conceive our educational end and aim in a less exclusive way, if we were to introduce into educational processes the activities which appeal to those whose dominant interest is to do and to make, we should find the hold of the school upon its members to be more vital, more prolonged, containing more culture. (Dewey, 1900)

Despite Dewey's views on hereditary determinism, the developmental movement influenced the implementation of tracking in schools. Tracking is the educational practice of offering the same course in a variety of skill levels. The belief that students were born with certain hereditary strengths and weaknesses justified the tracking system promoted by the developmentalist movement. Tracking based on skill level or level of intelligence has been in place in most secondary schools since the turn of the century. Tracking tends to be implemented in math classes in the middle grades and spreads to other subject areas in high school. Middle schools or junior high schools have become inadvertent sorting facilities for tracking that is more fully implemented in the high school (Hirsch, 1987; Kliebard, 2004).

Tracking is not the only outcome of the developmentalist movement. In fact, developmentalism evolved to include largely progressive tendencies and labels.

Progressive philosophy included Edward Thorndike's (1911) Home Projects or Experience Curriculum and William H. Kilpatrick's (1918) project method.

Developmentalist curriculum evolved to include experience-based curriculum. This shift in focus garnered John Dewey's return to the fold. He was interested due to the focus on student interest, experience, and activity. At this stage of the philosophical debate, the developmentalist curriculum took on other names, pragmatic and progressive education being the most commonly used. For the remainder of this paper, the term progressive education will be used to represent the main ideas set out in this discussion of developmentalist philosophy.

The progressive movement arose in clear contrast to the social efficiency movement that espoused the need for schools to prepare students for adult life. Kilpatrick (1918) proposed defining learning as a task of the here and now and not as a method to prepare students for adult life. "Education should be considered as life itself and not as mere preparation for later living".

While not as substantial a component as humanist philosophy, progressive ideals are present in numerous supplemental curricula used in schools. The ideals of student interest, experience-based, and student-directed instruction is found in many classrooms as examples of instructional strategies but not necessarily in published curriculum. Programs such as College Preparatory Mathematics (Sallee, Kysh, Kasimatis, & Hoey, 2002) mentioned earlier, and Teacher's Curriculum Institute (Teacher's Curriculum Institute, *History Alive*, 2006) are good examples of curricula that sufficiently represent progressive ideology and may be published as parts of a school's curriculum. The College Preparatory Mathematics curriculum was designed by teachers to present aspects

of mathematics in a curriculum that is conceptually driven, practical, and focused on problem solving. The Teacher's Curriculum Institute curriculum was designed by teachers with the goal of taking history and making it come alive. In fact, aspects of the curriculum are titled, *History Alive*. This curriculum follows state standards frameworks but presents each unit with a variety of instructional activities that allow students to participate in cooperative groups, simulations, inquiry groups, and interactive lectures (Teacher's Curriculum Institute, *History Alive*, 2006).

Social Reconstructionism

Social Reconstructionism emerged from the social meliorism movement of the 1930s. Beginning in the 1890s, Lester Ward, an author critical of the social Darwinism of the times, wrote and spoke about the unequal distribution of wealth and resources in American society. He saw school resources as being unfairly distributed and the restructuring of the educational system as the path to social progress. "The key to progress and the great undertaking that lay before us was the proper distribution of cultural capital through a vitalized system of education" (Ward, 1893, p. 23).

As a direct result of the Great Depression, George S. Counts and other educators associated with the social meliorism movement claimed that the status quo curriculum was discriminatory and elitist. The humanist curriculum was firmly entrenched in schools by this time. And all reform efforts set out to challenge it. Counts identified school boards as agents of the status quo that favored the values of the upper classes. School boards have always had the power to define curriculum and Counts brought attention to the "preserving and stratifying of existing social conditions" (Counts, 1932, p. 82) through curricular choices.

The goal of social reconstructionism is to level the playing field for all students. Schools are designated as agents for social change. The humanist, progressive, and academic rationalist approaches all limited “intellectual capital” through tracking and the weeding out process of college preparatory paths. In stark contrast, the social reconstructionists saw “intellectual capital” of all students as being the key to social progress. “The key to progress and the great undertaking that lay before us was the proper distribution of cultural capital through a vitalized system of education” (Kliebard, 2004, pp. 271).

Henry Giroux (1988), a social reconstructionist educator, promoted schools as social agents in his book, *Schooling and the Struggle for Public Life*. Giroux’s goal for schools was to promote critical citizenship and activist democracy.

The social reconstructionist is committed to the good of society. Curriculum in schools needs to have an “organic connection” to problems students face. (Giroux, 1988) Within the social reconstructionist model, students and teachers are responsible for being critical citizens, questioning authority, and challenging social forms. The social reconstructionist curriculum focuses on critical thinking. This skill enables students to look critically at the society and perhaps change it.

The important issue here is that the development of a child’s intelligence or capacity for critical thinking was not merely an epistemological or cognitive issue; it was also a moral undertaking and could not be removed from a wider social and political discourse. (Giroux, 1988, p. 84)

The social reconstructionist sees the current implementation of educational philosophy in schools as political, economic, and socially dominated by the conservative elements of society. The dominant model of education is the production model originally presented mid-century by the social efficiency philosophers. The standards movement’s

measurable outcomes and accountability structures are effective examples of the production model in practice.

Domination is specifically apparent in the use of tracking, power-related language, accountability systems that rely on public humiliation, the overt and hidden curriculum, and the lack of voice. The voice of students, teachers, and the school is missing in the formation of curriculum.

Schools are increasingly being subordinated to the imperatives of neoconservatives and right-wing interests that would make them adjuncts of the workplace or the church or convert them into pulpits for preaching and reproducing the cultural uniformity of the classical canon. (Giroux, 1988, p. 172)

Despite John Dewey's affiliation with the developmentalist philosophy, he wanted the broader progressive education movement to move beyond its developmental beginnings to include social reconstructionist ideas such as teacher and student voice. He saw schools as having a role to play in promoting social progress. And that progress needed to be led by those most closely associated with the school: teachers and students. In fact, a summary of Dewey's goals for schools is an eclectic list of philosophies: intellectual development, command of the environment, and the promise of a better society (Dewey, 1936).

Social reconstructionism is seldom part of a school's published curriculum. However, there are aspects of the school curriculum that are published as non-academic curriculum that do reflect social reconstructionist philosophy. Schools that are able to provide social and emotional literacy programs are providing access to social reconstructionist philosophy. Harold Rugg, George Counts, and Theodore Brameld defined social reconstructionism as the relationship between the school curriculum and the political, social, and economic development of society (Reed & Davis, 1999).

Programs such as Lions Quest (Keister, Apacki, Kaye & Barr, 2001) focus on social and emotional skills such as decision-making, conflict resolution, and coping strategies. This program and others like it empower students to change their social experience by acquiring important social skills.

Service learning has also become a component of some school curricula. The primary goal of service learning is to participate in social change. The National Service-Learning Clearinghouse (2006) defines service-learning objectives as:

Service learning combines service objectives with learning objectives with the intent that the activity changes both the recipient and the provider of the service. This is accomplished by combining service tasks with structured opportunities that link the task to self-reflection, self-discovery, and the acquisition and comprehension of values, skills, and knowledge content. (Defining Service Learning, 2006)

Social reconstructionist curricula such as a service-learning program can be more readily found in private, charter, and affluent school districts. There are only so many instructional minutes in a day. Schools struggling to meet state academic expectations may not include service learning or social and emotional literacy in their published curriculum since there is no time for it.

Summary of Educational Philosophies

Clearly, the philosophies that have emerged over the last century are complicated and diverse. Schools have included aspects from each of the four major philosophies in their curricula over the years. Literature on the subject of educational philosophy has described the representation of these philosophies in curriculum as an important reflection of society's values (Kliebard, 2004; Goodlad, 1984; Tyack & Cuban, 1995). Kliebard states that very much is at stake for society as a whole.

The question may then be raised as to why this struggle was so bitterly fought. The most immediate answer is that it was a battle for control over the forms of knowledge as well as the values that an important social institution would pass on to the next generation. (Kleibard, 2004, p. 288)

The educational experiences of the current generation are affected by educational philosophy. The next section of the literature review will look at the representation of each philosophy in published curriculum. The published curriculum of a school or district advertises the aspects of the curriculum that are endorsed by the school and district personnel. It will not necessarily be fully representative of the curriculum that is implemented in the classroom. That distinction will be addressed in the third section of the literature review.

Giroux's social reconstructionist version of democracy was certainly different from that of Hirsch, an academic rationalist. While Hirsch's list of national literacy terms can be seen as a narrow range of ideas and interpretations of public life, social reconstructionists want to expand and broaden access to various ideas and views of the world.

Ultimately academic rationalist philosophers such as Hirsch believe that curriculum is or can be value neutral while the social reconstructionist embraces values as an integral component of curriculum.

Americans, for the first time in one hundred and fifty year history, seem ready to do ideological surgery on their public schools – cutting them away from the fate of social justice and political democracy completely and grafting them instead onto elite corporate, industrial, military, and cultural interests. (Giroux, 1988, p. 17)

Espoused Curriculum and Curriculum-in-Use

This section of the literature review includes research conducted about

theories of action (Argyris & Schon, 1974) and the relationship between this organizational theory and curriculum. Argyris and Schon have identified theories of action as the relationship between the theory one holds and espouses and the theory spelled out in practice or enactment.

This review section includes three studies regarding the congruence between espoused curriculum and curriculum-in-use in schools. Two of the three studies focus specifically on the theories of action for teachers. The last study takes a broader look at theories of action from the school or institutional level.

There has been very little research conducted about the alignment of teacher theory and practice (Fang, 1996) and the work of Argyris and Schon (1974) has suggested that there is a general misalignment of theory and practice in organizations (Wilson, Konopak, & Readance, 1991).

Theories of Action for Physical Education Teachers

Niki Tsangaridou and Mary O'Sullivan (2003) conducted research to explore the theories and practices of physical education teachers. They wanted to see to what degree their educational theories guided their practices. Through extensive observation and interviews, Tsangaridou and O'Sullivan were seeking to explore the meaning teachers were associating with their practices and what they identified as important. In order to be specific about those practices, the researchers broke practices into three categories: (a) curricular theories, (b) pedagogical theories, and (c) social theories.

Teacher practice is typically guided by personal and professional theories about pedagogy, discipline, the realities of teaching and learning, and lastly, what makes someone educated (McCutcheon, 1992). The data collected in this research showed that

these teachers hold distinct views about teaching and physical education. Research also showed a high level of congruence between theories espoused and theories-in-use.

“These four teachers articulated and practiced their theories of teaching” (p. 147).

Tsangaridou and O’Sullivan found that not did these teachers have clearly articulated theories about teaching and practices that were largely aligned with those theories, but they also had practices identified as effective. They attributed this alignment and effectiveness to preservice and inservice opportunities for teachers to identify their own theories and to reflect upon them.

Implementing a New Sociology Curriculum

This study explored the process of introducing a new curriculum and to what degree teachers adjusted their theories of action during the implementation process. Jo-Ann Harrison (1997) studied eight high school teachers in seven Israeli schools to collect data regarding theories of action, the factors associated with adjustment to those theories, and whether those theories changed the presented curriculum.

Harrison used the concept of mutual adaptation to frame the changes that she expected to occur throughout the implementation process of the new sociology curriculum. Mutual adaptation has been described as a major component of a successful change process (Fullan, 1996; Snyder, Bolin, & Zumwalt, 1992). The adaptation process, also described as professional development, was measured by collecting data about teachers’ thinking, feeling, and assumptions about the change process.

Findings include a reiteration that “complex innovations are difficult to implement, but enhance the possibility of significant educational change” (Harrison, 1997, p. 32), and that the teachers who participated in the implementation of the new

curriculum had to change their theories of action in order to implement the curriculum successfully.

Harrison measured teacher change by using Argyris and Schon's (1974, 1996) single- and double-loop learning categories. They found that half of the teachers who participated in the study made significant changes to their theories of action to better align themselves with the theories behind the new curriculum. Harrison considered those teachers to have experienced double-loop learning.

Lastly, Harrison explored Argyris and Schon's (1974, 1996) dilemmas that professionals face when confronting change. She found that the key dilemmas that arose were incongruity between espoused theory and theory-in-use, testability, and effectiveness.

Reconstitution of Schools and Theories of Action

The last study to be shared in this section of the literature involves a mid-western school district that chose to reconstitute six of their schools (two middle and four elementary). Malen, Croninger, Redmond, and Muncey (1999) spent two years looking at the potential contradictions between the goals of the reconstitution and the outcomes. Theories of action were used to analyze the reconstitution reforms.

Reconstitution is typically the result of state intervention in schools or districts that are not performing to the level set forth by state mandates. It typically includes a change in most if not all staff members, changes in curriculum structure, materials, and testing (California Department of Education, 2006). The district in question was not forced into reconstitution. The district leaders chose this action "to secure dramatic change" (Malen et al., p. 5).

The general goal of the reconstitution efforts was to improve student achievement. This goal was to be reached by realization of three key outcomes: (a) staffing assumptions: eliciting commitment while fostering exit, (b) start-up assumptions: clean slate aspirations and real school conditions, and (c) program assumptions: the promise of innovation and the press for standardization.

Findings show substantial contradictions between the theories of action and the actual outcomes of reform. In this case the espoused theories or goals set forth by the district were distinctly different from the theories-in-use or outcomes. Data showed “the two-staged theory of action embraced contradictory approaches to school improvement” (p. 26). Malen et al. identified the goals of the district as a controlling strategy while hoping for commitment from staff. The goals of reconstitution were contradicted by the strategy used to implement change.

Summary of Espoused Curriculum and Curriculum-in-Use

Each of these studies explored different aspects of theories of action. While two of the three studies focus on teacher theories, they are different. The first study explored the congruence between theories stated and practiced for established curriculum, whereas the second study looked at transforming theories while implementing new curriculum. The last study explored the change process at the institutional level.

Educational Philosophy in Classroom Curriculum

This section of the literature review includes a look at two aspects of the curriculum that are found in daily instruction: the teachers’ educational philosophies found within classroom curriculum as distinct from published school curriculum and

instructional practices that are linked to educational philosophies, specifically, tracking and democracy building.

Teachers' Educational Philosophies

The most influential educational philosophies are the ones held by the classroom teacher. Those philosophies are reflected in the classroom curriculum. However, this curriculum may or may not be a mirror of established school curriculum, but a reflection of the unique curriculum each teacher brings to the classroom.

Research conducted by Knepper (2001) examined the impact of teacher philosophy on student achievement. Her study showed that there are indeed certain educational philosophies and instructional practices that positively impact student achievement (2001). Knepper studied seven successful English teachers in a Northern California middle school. She found three educational philosophies common among the teachers who were able to successfully impact student achievement: the element of care, viewing students as individuals, and modeling academic and behavioral expectations. The daily behaviors of these teachers included making time for individual student contact, informal relationships as well as formal ones, and clear individual expectations as well as classroom ones. The teachers studied did not have one-dimensional educational philosophies. In fact, Knepper (2001) describes their philosophies as unique. "Differing schools of thought – from progressivism to essentialism to critical pedagogy – are reflected in their classrooms and through their interactions with students" (p. 19).

As shown in recent research (Knepper, 2001), teacher philosophies have an impact on students. Teacher educational philosophy is the philosophy that will determine

the curriculum experienced rather than the published educational philosophy and curriculum.

Tracking and Democracy Building as Examples of Curriculum-in-Use

Tracking and democracy building are aspects of the curriculum that happen on a daily basis without necessarily being part of the published curriculum. As discussed previously, educational philosophy is reflected in all aspects of the curriculum and curriculum is made up of all aspects of the school experience. Courses of study are one aspect of curriculum and instructional practices are another. For example, courses of study that are tracked into levels of such as tenth grade English versus honors English reflect educational philosophy. Tracking was initially recommended as an instructional practice by progressive educators as a way to acknowledge distinct developmental stages among students (Kliebard, 2004). Tracking is not an educational practice that is advertised as part of the school's curriculum and yet the practice does reflect educational philosophy.

Tracking

Developmentalists of the early 1900s were the original advocates of the tracking of students into levels based on skill. The developmentalist position was that students grow at different paces and that content should be organized with varied options of difficulty to account for those differences in readiness. Developmental philosophy transitioned into progressive philosophy. Ironically, progressive educators and philosophers saw the tracking of students as counterproductive and likely to result in a self-fulfilling prophecy (Kliebard, 2004). Students placed in lower tracks perform as such due to the designation rather than actual skill or potential.

Tracking has become a major component of most secondary school structures over the last century. Tracking was initially seen as a way to meet two educational tasks: (a) provide students with the educational experience that best fit their abilities and skills, and (b) help produce a variety of workers for the world of work (Oakes, 1995).

Despite considerable research regarding the drawbacks of tracking, it has remained a part of the comprehensive high school for numerous reasons. One study conducted by UCLA researchers (Wells & Serna, 1996) found that one primary reason for the resiliency of the practice is the opposition of parents who wish to maintain perceived elite standing of those in higher tracks. Other research points to the structure of schools as the reason that tracking remains. Progressive ideals such as developmental appropriateness of instruction are ill suited to current school structure. Tracking is seen as the only realistic structure for addressing individual needs within such large and diverse student populations (Graubard, 2004).

The success of tracking has been studied by numerous researchers and has resulted in varied conclusions. James Rosenbaum's (1976) *The Hidden Curriculum of High School Tracking* focused on the inequality of opportunity found in tracked schools. In a second study Rosenbaum (1999) chronicled the failure of a detracked high school, "If Tracking Is Bad, Is Detracking Better?" Another study, conducted by Jeannie Oakes (1995) took a look at two school districts' tracking practices. The purpose of the research was to take a look at the espoused goals of tracking, such as, does tracking meet the goals of remediation and narrowing the achievement gap between students in lower and accelerated tracks? Not only did she find that tracking in both systems was creating more discrepancy between white and minority student success, but that the theory of tracking

and ability grouping was contradicted by a growing gap between ability groups and little to no remediation of low-achieving students who were getting farther and farther behind each year they were placed in lower-tracked courses.

There does not appear to be a plan to meet the goals of developmentalism within the current structure of schools. Whether tracking is considered a success or a failure, it does represent some aspects of progressive educational philosophy.

Democracy Building

Similar to tracking, democracy building is an instructional strategy that is endorsed and implemented by some schools and yet not typically part of an official curriculum. Tracking was a solution to individual student needs where democracy building was promoted as a global need. Michael Apple and James Beane (1995) promote the idea of democracy building in their book, *Democratic Schools*, as the primary need among students and that this need is collective rather than individual. A primary goal of democracy building in schools is to eliminate tracking and biased testing, both of which are considered by the social reconstructionists as structures that deny access to students based on race, gender, and socioeconomic status (Apple & Beane, 1995).

Democratic schools, as defined by Apple and Beane, fit nicely into the social reconstructionist model. Central Park East Secondary School (CPESS) is a democratic public alternative school located in New York City, which Deborah Meier and Paul Schwarz (1995) studied and found that it did indeed fit Apple and Beane's criteria for a democratic school. CPESS is part of the National Coalition of Essential Schools directed by Ted Sizer. Coalition principles include: less is more, personalization, goal setting, and student as worker (Apple & Beane, 1995). A primary goal of this school is to teach

students democratic habits. Having opportunities to use democratic principles gives students the chance to form democratic habits.

The courses provided by the school may fall along traditional or humanist lines and be similar to the courses offered in any comprehensive high school. However, the instructional strategies and cooperative focus of the school align with social reconstructionist values.

Summary of Educational Philosophy in Classroom Curriculum

The literature reviewed in this section summarizes research conducted in K-12 schools that shares evidence of educational philosophy found in various aspects of the school experience. While most aspects of the school experience will reflect an educational philosophy, the examples shared in this literature review focus on specific components found in schools that can be directly related to the four philosophies discussed in this research.

It is important to understand the difference between espoused curriculum and curriculum-in-use. As this review illustrates, the standards-based curriculum governs most instructional materials and curriculum descriptions. The standards-based curriculum is a good example of academic rationalistic philosophy. This is the espoused curriculum. A look at teacher philosophies, tracking, and democracy building helps illustrate that there are many philosophies present in schools today that are not part of the espoused curriculum of a school or district.

Curriculum Development and Educational Philosophy

The last component of the literature review includes discussion of three research studies that explore curriculum development. Before delving into the research, it is

important to understand how curriculum development is related to educational philosophy and why this process is important to the overall goal of school effectiveness.

First, curriculum is a product of educational philosophy. The easiest way to make the connection between curriculum and philosophy is to look at how curriculum is typically developed. Tyler (1949) introduced steps for curriculum development:

- (a) What educational purposes should the school seek to attain?
 - (b) What educational experiences can be provided that are likely to attain these purposes?
 - (c) How can these experiences be effectively organized?
 - (d) How can we determine whether these purposes are being attained?
- (Tyler, 1949, pp. 2)

It is clear by looking at the first step that a philosophy of education is embedded in the purposes around which curriculum is designed. Purposes, goals, vision, guiding principals, mission, all of these terms essentially describe the same thing: philosophy.

The steps set forth by Tyler (1949) make sense and yet there is a disconnect between these steps and the actual process for curriculum development in public education today (Poppink, 2005). The process in California includes the state legislature handing school districts the purposes that “schools seek to attain” (Poppink, 2005). The educational experiences are largely spelled out in textbook programs approved by the state, and the assessments to ensure the “purposes are being attained” are provided by the state as well. It appears that the only step in the process that is conducted locally is how to organize educational experiences effectively.

Even though curriculum may not be developed locally, corrective action to address the needs of schools is accomplished at the school level. As previously mentioned, school reform is a popular topic in many circles. Fullan (1996), a prolific writer in the area of school reform, attributes school reform needs to two major issues in

public education, overload and fragmentation. His belief is that both issues reduce educators' interest and ability to conduct effective school reform. A common response to the problem is to cry for school-wide systemic reform.

The idea of systemic reform is to define clear and inspiring learning goals for all students, to gear instruction to focus on these new directions, and to back up these changes with appropriate governance and accountability procedures. (Fullan, 1996, p. 1)

As much as systemic reform appears to be what schools need to address current practices and outcomes, Fullan proposes that what is really needed is clarity and coherence among teachers about the purpose of schooling. The goal of the teachers should be "the development of inspiring goals and visions for teaching and learning, which can be expressed through curriculum and instructional frameworks" (Fullan, 1996, p. 3).

As much as there is debate about the "what" of curriculum there is also debate about the "how." In a study conducted by Kelley-Laine (1998), a good case is made for the inclusion of parents in the development of curriculum. Taking a look at nine nations that participate in the Organization for Economic Cooperation and Development (OECD), Kelley-Laine found that parents want to influence curriculum and believe that in doing so they will have an impact on the family and cultural values they want to see in schools.

Interestingly, the United States and Canada are the only two nations of the nine OECD members that do not have a national curriculum that outlines what should be taught in schools. They therefore have the best chance of including parents in the curriculum development process. Also interesting is that France, Germany, and Japan (OECD members) deliver a state-established curriculum with virtually no parental

involvement with a high level of success. All three countries are “relatively homogenous societies with a strong consensus as to the purpose and process of education” (Kelley-Laine, 1998, p. 7). Even though the United States has the opportunity to involve parents in curriculum decisions, consensus around purpose may be very difficult to attain in such a diverse nation.

Collaboration appears to be a running theme in the recommendations for how curriculum is developed. Whether collaboration includes parents or other members of the community, researchers speak to the need for team efforts around clear educational goals (Schmoker, 2004). The advice of those in the field is team based, autonomous, and focused around “explicit goals for student learning” (Darling-Hammond, 1997, p. 57).

Another key aspect of curriculum development that is being discussed is the use of empirical data to guide such efforts. Brophy and Alleman (1997) assert that decisions made about the content of curriculum are generally based in values with empirical data playing no role. They claim that curriculum content decisions are currently made based on three assumptions: knowledge of enduring value, the characteristics of the learner, and qualities that our society wants to see in its citizenry. They want decisions to be made explicitly and empirically based on prior knowledge, readiness, and application potential, and they believe that these criteria will help guide curriculum decisions and allow for accountability of purpose.

The research reviewed in this section includes a look at curriculum development from three different perspectives, institutional, site administration, and special programs.

Institutional: Magnet Schools

Magnet schools have developed over the last 20 years as a viable option for families seeking specific learning objectives and environment. Magnet schools operate under the umbrella of their public school district and are required to abide by many of the public school requirements the rest of the schools in the district follow. In the 1991-1992 school year, 2,400 magnet schools operated across the nation and 37% of those schools offered a specific curricular focus (Hausman, 1999).

The research conducted by Hausman takes a look at the market and institutional theories behind schools of choice, and the difference in curriculum and instruction between magnet and non-magnet schools. Magnet schools are classified as schools of choice and the concept of school choice is grounded in market theory that assumes that by offering various educational options, schools will improve through competition for student enrollment. Public education is not accurately represented as a free market. Citizens must enroll their students in a school within their residential district. Choice exists within this district, not across any district. Hausman classifies public schools as a “quasi-market system” because the emphasis is on creating choices rather than competition between schools.

Institutional theory would predict that the differences among schools of choice are minimal. This theory suggests that there are strong beliefs about what real schools look like and that schools of choice will vary within a limited framework.

Research was conducted at two large, urban schools where magnet schools were an important part of the district. Data was collected through questionnaires completed by teachers and administrators at each school. Key data included information about special

courses, content, and materials used in magnet schools versus non-magnet schools. It was also important to look at teacher perception about the level of standardized curriculum used in magnet versus non-magnet schools.

Research findings can be categorized into three areas: content, instruction, and teacher perception. In terms of content, findings show that curricular and instructional innovation is reflected in school-wide program descriptions, but not in the actual content of existing classes. Seventy-five percent of the principals stated that special courses were offered and yet 55 percent of those same principals said that no special or unique content actually exists in those classes (Hausman, 1999).

In terms of instructional practices, findings show that there were minimal differences between the instructional strategies used in magnet versus non-magnet schools. However, teachers did describe more frequent reliance on seatwork at non-magnet schools.

Lastly, teacher perception showed a higher level of autonomy for teachers at magnet schools. With that autonomy comes the freedom to use different instructional strategies and choose content. These teachers described their curriculum as less standardized than non-magnet schools (Hausman, 1999). Standardization was described as the same content being covered with very similar instructional strategies across classrooms.

General findings show that if families are choosing magnet schools with the expectation that their students will experience significantly different instruction, students may not be receiving the experience expected. The parameters around public education

may or may not be the reason for lack of innovation. Further research would be necessary to make such a claim.

Site Administration: The Role of the Principal in Curriculum Development

The purpose of Jean Helen Young's (1993) study was to take a look at the collaborative process of curriculum development, specifically the role of the principal in the process. Conducted in various elementary schools in Alberta, Canada, data was collected through questionnaires distributed to 198 principals.

The completed questionnaire focused on professional development, curriculum, and instructional tasks. Findings revealed two sets of data: general data regarding collaboration by principals, and data regarding the gender differences among principals and how gender factored into collaborative tendencies.

Findings show gender differences in the level of collaboration about professional development and instructional strategies. Less difference occurred when collaborating about curriculum (content). The data shows that both men and women do not engage their staff collaboratively when looking at curriculum content and that the reason for this may be due to the top-down selection process in place at provincial or state levels. The hierarchical system of curricular content selection gives educators little incentive to collaborate.

Major findings in regards to gender included the level of collaboration among schools with female principals versus male principals. The primary purpose of curriculum development is defining the mission of the school. First, female principals were more likely to see the vision of the school as vitally important. Secondly, 75 percent of female principals set forth to define the vision in collaboration with their staff whereas, only a

little more than half of the male principals included their staff in the process (Young, 1993).

Special Programs: Curriculum Development in Special Education

Research about special education, conducted by Sands, Adams, and Stout (1995) is the first of its kind since the 1980s. The lack of research in special education curriculum development may be due to the very different perspectives on the purposes of special education curriculum.

A key aspect of the debate is the role of the Independent Education Plan (IEP). Is it the actual curriculum for each individual student, or is it a reference for how to gain access to the general education curriculum? The latter view assumes that the purpose of curriculum is the same for all students.

The purpose of the Carse, Followay, Patton, Epstein, and Smith (1990) study was to explore teacher curricular training, philosophy and practices. The authors see teacher beliefs and practices as crucial to better understanding about curriculum implementation and evaluation.

Data was collected through a questionnaire distributed to 592 special education teachers in elementary, middle, and high schools in nine Colorado school districts. Over half of the teachers surveyed believed that the IEP supersedes general education curriculum as the primary content for students with disabilities. These students should have their own curriculum that is designed based on their individual needs. The goals as curriculum were seen to come primarily from teacher judgment and lastly from general education curriculum. One insight this finding could relate to is the primary task these teachers attend to during instructional time. Teachers stated that they spent approximately

30 percent of instructional time working on academic skill remediation (Sands, Adams, & Stout, 1989). Remediation would be accomplished using alternative materials and instructional methods to those used in the general education classroom, and would therefore not reflect general education curriculum.

The purposes of curriculum for special education students are directly linked to educational philosophy. As stated earlier, if the assumption is that the purpose behind curriculum is that it is intended for all students, how can a separate curriculum be reconciled for some students and not others? The implication is that most students need certain skills and knowledge but not all students.

Summary of Curriculum Development and Educational Philosophy

Curriculum development research is varied and focused on two major aspects of the conversation: the content or “what” of the curriculum, and the methods for development or “how.” Research has included a look at curriculum development from institutional, site administration, and special programs perspectives. Research has also touched on the framework of schools within the public system and modified public system of education. The holes that are still visible in this field of study include the world of charter schools, as well as the acknowledged and unacknowledged educational philosophy found in curriculum in both espoused and curriculum-in-use.

Conclusion

As illustrated in the literature review, a great deal of research exists about educational philosophy and its ties to historical movements. There are also a number of studies about curriculum development and theories of action in the educational setting. However, one finds an absence of research about the relationships between educational

philosophy and curriculum. Research is also lacking about the difference between espoused curriculum and curriculum-in-use.

Therefore this study examined the level of coherence in educational philosophies in two schools as well as the degree of congruence between espoused philosophy and curriculum and curriculum-in-use.

As long as school success continues to be a societal concern, it is important to determine the impact of factors such as educational philosophy and curriculum and their impact on school success.

CHAPTER III

METHODOLOGY

Restatement of Purpose

The purpose of this study was to explore what curriculum and educational philosophies were evident in two public charter schools, one a K-5 school that feeds into the other, a 6-12 school. The purpose was also to determine if the philosophies were coherent across the two schools, and to what degree the espoused curriculum and philosophy were congruent with the curriculum and philosophy-in-use within each school.

The relationship between educational philosophy and curriculum was examined through a qualitative collection and analysis of data. Documents were gathered and analyzed for evidence of espoused curriculum and philosophy. Site and district-level administrators were interviewed regarding their perception of the relationships between educational philosophy and espoused curriculum and curriculum-in-use. Data was also gathered through classroom observations. Observational data was analyzed to identify the relationship between educational philosophies espoused and those philosophies actually used in curriculum and instruction.

Research Design

The lived experiences of the participants are what you focus on, and researchers are the instruments in this discovery process with the awareness that your worldviews shape your understanding and interpretations of the phenomena under analysis and the stories you narrate. (Heppner & Heppner, 2004)

Qualitative research methods are best suited to an exploration of the relationship between educational philosophy and curriculum. This research was conducted to explore relationships between espoused philosophy and philosophy-in-use as shown through the

curriculum. All observations by the researcher were conducted without preconceived notions regarding what would be found. While it is important to have consistent research practices, it is equally important to remain flexible. Some minor aspects of the research design changed during collection of data due to a change in staffing at one school and availability of teacher participants in both schools.

The researcher intended to review class syllabi during the document analysis part of the process as well as conduct interviews with principals and teacher both prior to and after classroom observations. Class syllabi were not reviewed at either school. Syllabi as an organizational tool are not used at Swan Academy or Washington Prep. Program descriptions retrieved from the Collegiate website, and curriculum and instructional guidelines distributed to each teacher during initial summer professional development contained the majority of curriculum information. Washington Prep also produces a student handbook that includes information about curriculum and programs.

Interviews with teachers were to be held prior to observations and then after observations for clarification purposes. The research design included the intent to conduct formal pre- and post-interviews with both the principal and participant teachers. As research was conducted, it became clear that formal pre- and post-interviews were not necessary or practical. Pre-interviews were intended to provide the researcher with classroom context prior to observations. Some participants requested the observations begin prior to the interview due to their personal schedules, while the researcher requested to observe specific aspects of the instructional day prior to interviews being held. Qualitative research requires the researcher to have firm guidelines while understanding that the research process is iterative (Heppner & Heppner, 2004).

Qualitative research methods such as document analysis, interviews, and participant observations allow the researcher to better understand context and give participants a voice (Bodgan & Bilken, 1992). This study began with document analysis. Document analysis included published materials about the Collegiate organization such as: program descriptions of the school day structure, teacher requirements, programs offered and required, school website descriptions of curriculum such as courses and instructional materials used in each of the schools studied; and individual teacher documentation such as class syllabi. Interviews were conducted with the principal of each site either before or after classroom observations depending on the availability of the principal. Interviews were also conducted with the classroom teachers who were observed. Fifty percent of the participants completed second clarifying interviews with the researcher via phone or email. These second interviews were conducted to flesh out the observational data. Some items of the curriculum observed were not easily identified and additional interviews allowed for the researcher to find out what purpose the item of curriculum served. In addition, an interview was conducted with Collegiate's Chief Academic Officer to help clarify curriculum decisions for the entire organization. Two schools were examined; at each school, three classrooms were observed at least twice. Additional observations were added to traditional classroom observations. In addition to the original research plan, the researcher observed an advisory session, a town hall meeting, and a classroom meeting. Permission for research was sought and obtained from the University of San Francisco Institutional Review Board on June 19, 2006 (Appendix H).

Population and Sample

Collegiate Public Charter Schools were chosen as the research setting for three reasons: (a) charter schools have a unique ability to define a vision for their school or system, (b) Collegiate has schools located in Northern California, and (c) the researcher had access and preliminary permission of the leader of the organization through professional connections (Appendix A).

Collegiate is a charter program that includes 16 schools located in urban areas throughout the state of California. The stated vision of the program is “to enrich students’ lives and reshape local public school systems” (Collegiate Public Schools, 2006).

The first step in choosing the participating Collegiate schools was to identify schools that cover K-12 education in a location that would make data collection realistic. The second step was to identify schools that feed into one another, an elementary school that sends its students directly into the secondary school, in order to look at continuity of curriculum.

Research included the participation of administration and teachers associated with Swan Academy and Washington College Preparatory Academy, which are Collegiate Public Charter Schools in Oakland, California. The goal for participation at Swan Academy was the principal and three teachers from three different grade levels. Participants included the principal and three teachers, one at the second grade level and two at the third grade level. The enlistment of participants began once one second grade teacher volunteered. She then encouraged her peers to participate as well. While it was not ideal to have two teachers from the same grade level and all three from primary grades, the willingness of participants in other grade levels was not forthcoming.

Washington Prep is a 6-12 school that includes teachers organized into departments. The participation goal at Washington Prep was three teachers, each from different departments. Participants at Washington Prep included the principal, one eleventh grade English teacher, one seventh grade Math teacher and a seventh grade Humanities Core teacher. School and participant names have been changed to pseudonyms to avoid direct links to information provided by staff members. The confidentiality of participants allowed for greater access and candor in the data collection process.

Each participant was asked to participate in interviews and observations. Participants were recruited through a voluntary process that was open to all teachers at the site. The researcher utilized the expertise of the principal to determine how to best elicit participants for the study. The researcher met with each site principal to explain the invitation each teacher received asking for teacher participants. The principal also provided some background regarding the research. An additional participant, the Chief Academic Officer of Collegiate Public Charter Schools, was invited to be interviewed. She accepted verbally and a phone interview was conducted.

All teachers were given an invitation (Appendix B) outlining the research and the level of involvement needed from each participant. Once participants were determined, each participant was sent a Consent Form Cover Letter (Appendix C), which introduced the research and researcher to the potential participating teacher. The Informed Consent Form (Appendix D) was completed for the Institutional Review Board by each site principal.

Swan Academy is a kindergarten through fifth grade elementary school that serves approximately 250 students from the Sobrante Park neighborhood of Oakland, California. Swan Academy includes a student population that is approximately 88% Hispanic or Latino and 12% Black (California Department of Education, 2006). According to 2006-07 school data, 97 % of Swan Academy's students qualify for free and reduced lunch (Collegiate Public Schools, 2007). Swan Academy's teaching staff includes 16 classroom teachers, one music teacher, one reading specialist, and one special education teacher. The majority of the teachers in the school are within the first five years of their teaching tenure.

The participants from Swan Academy include two teachers from the third grade team, Lori and Emily, one from the second grade team, Fred, and lastly, the principal, Diane.

Washington Prep is also located in the Sobrante Park neighborhood of Oakland, California. This school serves 468 students grades six through twelve. 88% of their students are Hispanic and 12% are Black. 97% of the students qualify for free and reduced lunch (Collegiate Public Schools, 2007).

Washington Prep's teaching staff includes 24 teachers. Washington Prep is organized into two divisions. Division one is comprised of middle school grades 6-8. Division two includes grades 9 and 10, and division three includes grades 11 and 12. School activity and teaching groups are organized by division. Divisions of teachers include teachers who are designated by content area. Content areas include humanities, and two electives, Spanish and art.

Three teachers from Washington Prep participated in the research conducted. Matt teaches math at the seventh grade level, Tom teaches English at the eleventh grade level and is also considered the Literacy Specialist, and Gloria teaches seventh grade humanities Collegiate, the two schools studied, and each participant are described more fully in Chapter V.

Instrumentation

Multiple forms of instrumentation strengthen both validity and reliability of research (Bogdan & Bilken, 1992). Table 2 illustrates the instrumentation utilized in this study. Document analysis identified curriculum examples and corresponding philosophies. Appendix G outlines the protocol to be used for document analysis. Principal interviews further identify and clarify espoused curriculum and corresponding philosophies. Appendix D outlines the protocol used in principal interviews. Teacher interviews have been conducted with the goal of learning more about curriculum-in-use and its corresponding philosophies. Appendix E outlines the protocol used for teacher interviews. Lastly, classroom observations were conducted to verify curriculum-in-use. Appendix F outlines the protocol used for classroom observations.

Data Collection

Data was collected in four phases: (a) collection of documents, (b) initial interviews with teachers and principals, (c) classroom observations, (d) clarifying interviews with teachers and principals.

The collection of documents included gathering of Collegiate website information, the instructional guidelines provided by school personnel, the School Accountability Report Cards of each school studied, found on the California Department

of Education website, and school-generated documents such as the Washington Prep student handbook and school newsletters created by the principals at each site.

The Collegiate Public Charter Schools website includes general information about the school system. As public schools, Collegiate also publishes a School Accountability Report Card (SARC) that is posted on the California Department of Education website for each of its schools. In addition to the SARC report, Collegiate uses a *Balanced Scorecard* (McKinsey & Company, 2007) to measure academic performance, parent and teacher satisfaction, and impact on the broader community (Collegiate Public Schools, 2006). The School Accountability Report Card includes test scores, teacher credentialing information, and purported school goals.

Website information was easily obtained for collection of curriculum information and the researcher checked the Collegiate website every other week from November 2006 through May 2007 to ensure information was up to date throughout the research period. Initial meetings with each site principal revealed the existence of Collegiate Instructional Guidelines, copies of which were acquired through the school principal at each site.

Each school has school site and Collegiate-wide curriculum descriptions that are published in documentation provided to parents. School newsletters were available in each school office and were gathered during each visit to the school. The principal at Washington Prep provided a copy of the student handbook to the researcher which contained curriculum information relevant to the study.

The second phase of data collection included initial interviews with teachers and administration. Interviews were designed to provide participants with an opportunity to share perceptions and information about curriculum and philosophy. Interviews were

relatively open-ended and structured to cover broad subject areas. An interview was held with the Collegiate Chief Academic Officer to provide information about the organizational perspective on curriculum and philosophy. An interview was held with each site principal to review curriculum and philosophy from the school perspective, and, lastly, interviews were held with each teacher participant to review curriculum and philosophy from a classroom perspective. Each interview was limited to 30 to 55 minutes in length.

The third phase of data collection was the core of the process: classroom observations. Classroom observations were conducted two times within one week of each other in each teacher's room with a total of 12 observations across both schools. Additional observations included an observation of a school-wide town hall meeting and also a classroom meeting at Swan Academy. The researcher also conducted an observation of an advisory session at Washington Prep. Observations took place within class periods at Washington Prep. Observation length was agreed upon prior to arrival between the Swan Academy self-contained classroom teacher and the researcher. Observations in classrooms as well as every visit to each campus included the recording of every aspect of the school experience. Data was collected about school and classroom environment, decorations, interactions observed, appearance of staff, students and teachers, and every document that was posted on walls and bulletin boards.

Follow-up interviews were conducted for clarification of data collected when observations led to further questions only answered in an interview. The goal of these interviews was to fill in the gaps around curriculum-in-use descriptions, the teacher's perspective about curriculum selection, and the educational philosophy behind

curriculum-in-use. Permission to conduct research in these two Collegiate schools was granted by Ron Malten, CEO of Collegiate Public Charter Schools (Appendix H).

Table 2 illustrates the data collection method used to answer each research question. Data used to explore espoused curriculum and curriculum-in-use as well as espoused philosophy and philosophy-in-use came from a variety of sources as is illustrated in the Research Question and Data Collection and Analysis Matrix.

Table 2
Research Questions and Data Collection and Analysis Matrix

Espoused School Curriculum		Curriculum-in-Use	
Research Question	Data Collection Method	Research Question	Data Collection Method
Educational Philosophy Collegiate Public Charter Schools		Educational Philosophy Collegiate Public Charter Schools	
Curriculum descriptions	Document analysis	*Site curriculum examples/corresponding philosophy	*Site observations and interviews
Educational Philosophy Swan Academy		Educational Philosophy Swan Academy	
Curriculum examples & corresponding philosophy	Document analysis	Curriculum examples & corresponding philosophy	Classroom observation and teacher interview
Educational Philosophy Washington Prep		Educational Philosophy Washington Prep	
Curriculum examples & corresponding philosophy	Document analysis	Curriculum examples & corresponding philosophy	Classroom observation and teacher interview
Curriculum Swan Academy		Curriculum Swan Academy	
Description	Organization and school level documentation analysis (Collegiate website, published curriculum descriptions)	Description	Teacher interview, teacher level document analysis (teacher websites, syllabi) and classroom observations
Curriculum Washington Prep		Curriculum Washington Prep	
Description	Organization and school level documentation analysis (Collegiate website, published curriculum descriptions)	Description	Teacher interview, teacher level document analysis (teacher websites, syllabi) and classroom observations

Data Analysis

Data was analyzed using both themes and coding. Each item of curriculum was compared to two themes and then coded accordingly. The first theme was the educational philosophy that was assigned to a particular practice or material being used in the classroom. For example, writer's workshop was observed in numerous classrooms at both the elementary and secondary level. Writer's workshop is an example of curriculum that aligns with progressive educational philosophy. The second theme was whether the practice or instructional material was espoused or curriculum-in-use. Writer's workshop was listed in the Collegiate instructional guidelines as a major component of the English language arts program. This curriculum example is both espoused and in use. Each item of evidence was coded to reflect both themes.

All data was processed, structured, described, analyzed, and interpreted to answer the research questions for both the Collegiate organization and the sites studied. Analysis addressed the following broad questions: (a) what curriculum and educational philosophies are evident at Collegiate, Swan Academy, and Washington Prep? (b) to what degree are these philosophies coherent across the two schools? (c) which philosophies are evident in the curriculum-in-use at these schools? (d) to what degree are the espoused curriculum and curriculum-in-use congruent within each school?

Document Analysis

Documents, such as curriculum descriptions and course and instructional material lists, provided important information about the espoused curriculum of a school. Data present in school and district documentation was useful because participants had given

the subject matter attention and time (Creswell, 2003). Document analysis provided rich data regarding the values and philosophy of school members.

Document analysis included the study of school and organization website information, School Accountability Report Cards, school and classroom communications, and school and district vision and mission statements.

Each document was analyzed using a document analysis protocol to ensure consistent aspects of the document were reviewed (Appendix G). Documents were found on school and district websites, school and district program publications, and School Accountability Reports (SARC) posted on the California Department of Education website. Using the document analysis protocol, each document provided the researcher with specific examples of curriculum espoused to be used at Collegiate schools. Each item of curriculum was then coded to align with at least one of the educational philosophies studied in this research.

Interviews

Interviews were conducted with educators who are in the position of making curriculum decisions at the two schools being studied. Participants included teachers and administrators, both of whom have had the opportunity to make curriculum decisions. Interview data includes surface information as well as clues to the perspectives of each participant (Creswell, 2003). Participants also shared historical information in interviews that may not be found through document analysis.

Interviews were conducted with the organization's Chief Academic Officer as well as the principal and three teachers at each site. As referred to in Table 2, the goals of

interviews with the principal included gaining information about curriculum descriptions in published materials and the curriculum selection process.

Teacher interviews included a preliminary interview, which was conducted to explain research goals to the teacher and to provide the researcher with a better understanding of the instructional context of the classroom prior to observation when possible. Teacher interview protocol included a list of general questions about curriculum and philosophy. A second less formal interview was conducted after the observations on an as-needed basis. Fifty percent of the teacher participants were interviewed a second time to clarify data collected during observations. Also illustrated in Table 2, the goal of these interviews was to fill in the gaps around curriculum-in-use descriptions, the teacher's perspective about curriculum selection, and the educational philosophy behind curriculum-in-use (Appendix E). Each interview with both administration and teachers was approximately 30-55 minutes long. The interview format was guided conversation (Bodgan & Bilken, 2003).

Observations

Observations allowed the researcher the opportunity to explore relationships between espoused curriculum and curriculum-in-use in the classroom. The researcher collected data firsthand. Through the use of field notes that recorded observable data, the researcher studied the behavior and activities of participants. Participation of the researcher was limited by time and setting. Dialogue was utilized with observation participants for the primary purpose of clarification of observable data.

Participant observation allowed the researcher to collect data firsthand within the setting, allowed for unexpected and unusual data to be observed, and offered the

opportunity to collect data regarding educational philosophy that may be difficult to verbally explain but can be observed directly (Creswell, 2003). Observation protocol (Appendix F) was used to ensure consistency of data collection during observations. Observations were to include a list of curricula. Each activity, language used, student work, teacher moves, and instructional materials were all recorded as examples of curriculum.

Classroom observations were conducted two times in each teacher's room with a total of 12 observations. Observations occurred in all classrooms over the course of six weeks. Classroom observations revealed the espoused curriculum and curriculum-in-use. Curriculum included textbook and supplemental material related to curriculum, teacher-centered experiences that are unique to the interests and values of the individual classroom teacher, and the experiences of the students interacting with one another and the teacher. Additional observations included a school-wide town hall meeting and classroom meeting at Swan Academy and an advisory session at Washington Prep. Again, observation protocol (Appendix F) was used to gather curriculum information about these events.

Validity

In an effort to ensure that findings were valid and credible, the researcher implemented the following methodology: (a) employ multiple data collection methods and triangulated findings across data sources and (b) involve personnel from each school in review of factual data (Heppner & Heppner, 2004). As mentioned previously, data was collected through document analysis, teacher and administrator interviews, and classroom observations. Interviews were utilized to ensure validity of data. Teachers and

administrators were interviewed at least once. A second interview was conducted for clarification of data collected during observations when necessary.

The validity study of data was most concerned with the researcher's determining of educational philosophical orientation based on espoused and practiced curriculum in each school and district.

Role of the Researcher

The primary research instrument in this study was the researcher. Considering the importance of the researcher, this method requires acknowledgment of certain requirements. The researcher will have fostered and maintained relationships with participants based on trust and camaraderie (Heppner & Heppner, 2004). Due to the qualitative nature of this research, the researcher participated in the research as an interpreter. In such a role, it is important for the researcher to acknowledge personal biases, values, and personal interests (Creswell, 2003).

At the time of data collection, the researcher was a public middle school principal in a Santa Clara County, California community. The researcher has now switched roles to become the Assistant Superintendent of Educational Services in the same educational community. The idea for the present study arose from her professional interest in the philosophy behind curriculum decisions at both the state and local levels. As a current school administrator, the researcher has academic and professional interest in school success factors and wants to determine what philosophies are behind stated curriculum and unintended curriculum in California public schools. Lastly, the researcher is interested in schools with coherent educational philosophies and whether they find greater school success due to their clearly defined goals.

The researcher has extensive experience in the area of curriculum development. As both a site administrator and as a teacher, the researcher has participated in textbook adoption projects and the selection of supplemental materials for individual classrooms as well as the entire school. The researcher has extensive experience in observing the implementation of curriculum. Observational experience, as both an evaluator and a doctoral student conducting qualitative research, has provided her with the opportunity to observe examples of espoused curriculum and curriculum-in-use.

The researcher has no prior relationship with any personnel in the charter schools studied.

CHAPTER IV

FINDINGS

Introduction

“Because learning transforms who we are and what we do, it is an experience of identity” (Wenger, 1998, pp. 218).

The conditions in which the students of Swan Academy and Washington Prep live and learn are incredibly difficult. The socio-economic environment that these students live in has a transformative power that will likely impact their identities for many years. Research has shown that urban environments can be a significant obstacle to student success (Carlisle, Jackson, & George, 2006). Conversely, positive family involvement in school and positive school-community relationships can have a very positive impact on student achievement (Barton, 2004; Jeynes, 2003; Zellman & Waterman, 1998). The Collegiate Public Charter School system has attempted to address the most fundamental learning needs of these students through a strategically designed educational program. The Collegiate program is designed to address both the academic and social needs of the organization’s unique student population.

The goal of this study was not to determine if Collegiate had been successful in meeting the needs of their student population. The purpose was to determine if the goals of the organization, implemented through curriculum, had been put into action by the practitioners closest to students, the teachers. The goals of the Collegiate organization are clearly spelled out in its online publications as well as its School Accountability Report Card (SARC) reports on the California Department of Education website. Research focused on the goals of the organization and each school, what philosophies they represent, and whether the goals are actually being implemented in classrooms.

Once participants were established at each site, the goal of data collection through interviews and observations was to gather information about curriculum. Data collection was designed to determine what curriculum was being espoused at each school by both teachers and principals, what philosophy is inherent in each aspect of that espoused curriculum, what curriculum was actually observed, and what philosophies were inherent in those examples of curriculum.

Prior to gathering data, the researcher did not have established research outcomes about curriculum and philosophy in mind. The collection of data was broad and general in nature. Interviews and observations yielded extensive notes that included every aspect of the teacher and student experience at school. Once all the data were collected, data were organized to answer the research questions. Research questions were developed to explore philosophy and curriculum both espoused and in use at two schools in the Collegiate public school system. Evidence was listed under each research question primarily in the category of curriculum. Curriculum espoused fell into one category and curriculum-in-use into another. Lastly, corresponding philosophies were noted on each example of curriculum in both categories.

Data collection was triangulated in order to gain a full picture of the educational experience of the students at the two schools. The combination of document analysis, interviews, and classroom observations provided varied opportunities for the collection of rich data. Document analysis was conducted with the primary aim of identifying school and organizational goals or philosophy. It also revealed a good amount of information about the curriculum espoused to support the established philosophy of the program.

Interviews with administration and teachers allowed for exploration of philosophy, curriculum, and instructional practices. Teachers and administration were given multiple opportunities to communicate their own philosophy about instruction and whether their philosophy matched with the stated vision of the organization and school.

The last aspect of triangulated data collection was the classroom observation. Time in the classroom yielded the most in-depth data due to the researcher's ability to see students interact with the curriculum and teacher, first-hand. Every piece of student work, the agendas posted on the white board, and the books on the shelves or lack thereof, all told a story of philosophy and curriculum.

Framework for Consideration of Findings

Three theoretical foundations were used to analyze data collected in this study. As mentioned in Chapter I, educational philosophies of classical liberalism, academic rationalism, progressivism, and social reconstructionism were considered when looking at each aspect of the school's curriculum. Aristotle's framework for choosing the good for man was considered when identifying and analyzing the *telos* or goals set by each school (trans. 1925). Lastly, philosophy and action through the use of curriculum were brought together using Argyris and Schon's (1974) theories in action.

Aristotle's "the good for man"

Aristotle's concept of choosing what is best based on the *telos* or goals of the community places the responsibility for the development of criteria of *telos* on the curriculum officers at Collegiate. The curriculum chosen by Collegiate's Chief Academic Officer, the curriculum coaches, and teachers reflects what is believed to be best for the students of Sobrante Park and other urban centers in California. Collegiate operates in

urban areas throughout the state of California. The goals of the organization are to directly meet the needs of the children who live in low-income, urban areas (Collegiate Public Charter Schools, 2007), many of which are riddled with high rates of crime and unemployment.

The curriculum that has been designed is based primarily on one key goal, “sending students to college, ready to do competitive work at a post-secondary level,” as stated by Tom, Washington Prep’s principal. How can a curriculum achieve this lofty goal when many of these students are behind in key academic skills and are not provided a great deal of support at home? Collegiate staff designed a program that they consider best for their student population and organizational goals. The program is strategic in its goal to address standards in a streamlined fashion. Key standards are taught at each grade level and within each subject area with little additional curriculum being added. This approach is supported through the use of regular assessment. Collegiate staff assert that this standards-based program is effective in meeting their key goal of getting students to college (Collegiate Public Schools, 2007).

According to Aristotle, the criteria used to determine the goals of the school community would be based on the community’s wishes. The goal of college for all students in Sobrante Park has been established by Collegiate leaders. Through data collection and interviews with principals, it became apparent that the Collegiate goal of college entrance is not universal in the community. Tom shared that some community members send their students to these schools primarily for safety reasons rather than college aspirations. Despite some differing views about goals, the parent satisfaction rate at Collegiate schools is extremely high. Using a Balanced Scorecard measure (McKinsey

& Company, 2007), Collegiate parents, organization-wide, scored their Collegiate school at a 92% satisfaction level (Collegiate Public Schools, 2007).

Theories of Action

Theories of action are used to analyze the relationship between espoused educational philosophies and curriculum, and philosophy and curriculum evident in use (Argyris & Schon, 1974). As a broad theory that is typically used to help explain organizational learning, theories of action help clarify the difference between what is said in schools about curriculum and instruction and what is actually happening in the classroom. Argyris proposed that organizations become more effective when there is less distinction between what is claimed to be and what actually is; the goal is to have consistency between stated philosophical goals and the goals actually implemented through curriculum (1980).

Theories of action were utilized to help identify the philosophies within the curriculum both espoused and in-use. Philosophies were evident in school and organizational literature, textbooks, and courses of study. Educators who make decisions about curriculum also hold views about and allegiances to philosophies that were worth exploring in this study.

Vocabulary of Coherence and Congruence

Congruence is defined in Chapter I as the level of compatibility between espoused curriculum descriptions and the actual use of curriculum in the classroom. Analysis of data looks at congruence within classroom instruction in each class and the published philosophy of the school and organization. The level of congruence was determined by establishing a threshold of evidence.

For example, school A claims in its published curriculum descriptions that they are aligned with the back to basics or academic rationalism philosophy. The observed program contains five examples of evidence of which three are consistent with the back to basics philosophy. Evidence illustrates 1) a preponderance of English language arts and math instruction, 2) traditional instructional materials are used, and 3) practice of basic skills observed as a substantial part of the homework. The other two items of evidence are 1) the school contains a homeroom/advisory program that is non-academic and relationship-building in nature and 2) the counseling staff use ELA instructional time to teach social and emotional literacy lessons. Three of the five examples of evidence are congruent with the published philosophy. This school's level of congruence between what is espoused and what is observed in action is therefore considered to be a high level of congruence.

Coherence is the second standard for data analysis in this study. According to Merriam Webster, coherence is a "systematic or logical connection or consistency" (Merriam-Webster Dictionary, 2007). Analysis will show whether there is a logical connection between educational philosophies both within each school and across the two schools.

Collegiate Public Charter Schools

Collegiate schools are located in urban areas throughout California. Oakland is one of three major metropolitan areas where Collegiate schools have been created. Schools are also located in the San Joaquin central valley and Los Angeles. The San Francisco Bay area also includes two Collegiate schools in East Palo Alto (Collegiate Public Schools, 2007).

The researcher's first contact with Collegiate took place at the Collegiate offices in downtown Oakland. The offices, located in a business high rise, were colorful and clean. This initial meeting was held with the Collegiate Chief Executive Officer, Ron Malten. The meeting had been arranged by a mutual colleague and was offered as a chance to discuss the potential research. Impressions of the staff were positive. Staff members were friendly and helpful. Staff members were generally young, likely between 30 and 40 years old, and the feel of the office was more akin to a business than a school district office. Collegiate has created and currently runs six schools in Oakland. Two of these schools, Swan Academy and Washington Prep are located in East Oakland.

Vision and Design

Collegiate public charter schools were created with a very clear vision in mind. The vision is to successfully get students from inner city schools to college (Collegiate Public Schools, 2007).

An education at Collegiate Public Schools provides all students with access to opportunities for success in all their future endeavors—in higher education, work, and citizenship. Through personalized learning experiences, students master basic skills, develop productive life skills, and acquire the thinking skills needed for the rigorous work of the real world. (Collegiate Public Schools, 2007)

Collegiate sets forth three major learning goals: 1) basic skills, 2) thinking skills, and 3) life skills. The standards for achievement in the first two areas are measured against the California State Content Standards, Newmann's Standards for Authentic Instruction and Assessment, and Secretary's Commission on Achieving Necessary Skills (Collegiate Public Schools, 2007). Life skills are measured through the exit projects at elementary and secondary schools. Collegiate secondary schools also conform to

University of California and California State University A-G requirements (Collegiate Public Schools, 2007).

Academic success, which can be linked to both basic and thinking skills, is monitored through each student's learning plan. Every Collegiate student has a learning plan that is developed in collaboration with the student, parent, and teacher. The personal learning plan (PLP) is set up to measure progress toward goals each semester, and follow up on those goals is conducted through conferencing twice a year (Collegiate Public Schools, 2007).

Collegiate schools are designed to establish a sense of community. Schools are small with no more than 360 students in the K-5 primary schools and 400 in the 6-12 secondary schools. Class sizes are small with K-3 maintaining a 20:1 student to teacher ratio and 4-12 a 28:1 student to teacher ratio. Secondary students also spend time daily in an advisory program with a ratio of 15 students to one advisor. The goal of the advisory program is to establish an enduring, non-evaluative relationship between every student and an adult on campus. Advisory begins with sixth grade students and extends through graduation. Students meet in advisory daily with an adult advisor. Advisors loop with their students for six years. The advisor is intended to serve as a non-evaluative bridge between school and community (Collegiate Public Schools, 2007).

Collegiate has more instructional time for learning than the typical public school in California. The school day is longer. An average day is seven and a half hours for grades 1 through 12 and a five hour day for kindergarten. This difference equates to about one more hour a day of instructional time than typical public schools. The Collegiate school year is longer as well, with 10 additional days of instruction beyond other

California public schools (Collegiate Public Schools, 2007, California Department of Education, 2007).

Collegiate is interested in measurable results. Collegiate leadership is made up of the CEO, the Chief Academic Officer, and a board of directors. The board of directors is largely made up of educators and business people. Collegiate publications indicate that quantified progress is a priority of the organization. The schools are measured both through typical public school measures such as state standardized test scores and Academic Performance Index (API) but also through a Balanced Scorecard. The Balanced Scorecard is used to evaluate the effectiveness of the organization. The scorecard was developed by the consulting firm of McKinsey and Company. The scorecard measures academic performance, parent and teacher satisfaction, and the impact of the schools on the broader community through the use of multiple surveys focused on each constituent group (Collegiate Public Schools, 2007).

Beyond school or organizational level measures, schools are committed to “consistent and persistent assessment” (Collegiate Public Schools, 2007). Assessment is used to observe individual student progress, the development of teacher skills, and the evaluation of the program. In addition to statewide assessments, Collegiate teachers and principals use a software program called *Edusoft*, an assessment management system, to help create benchmark assessments as both pre- and post-measures (Riverside Publishing, 2007). These local assessments are used to measure current skill levels among students in relation to standards and also to help guide instruction and measure progress following instruction. Lastly, both primary and secondary schools use cross-curricular performance assessments such as exit projects. Exit projects that include evidence of student learning

in each key subject area allow school personnel to ensure content mastery that is integrated and meaningful for the student (Collegiate Public Schools, 2007; Washington Prep Student Handbook, 2007; Collegiate Instructional Guidelines, 2007).

Parent involvement is a large part of the espoused curriculum of Collegiate schools. Parents are expected to participate in two aspects of the school. They are expected to sign a School-Family-Student Compact and, secondly, attend special Saturday classes with their students at the beginning of the school year. The School-Family-Student Compact is a “mutual commitment” between parent, student, and school that promotes academic success. The special Saturday classes are half-day sessions held at the beginning of the school year attended by both student and parent. These sessions are designed to help students move further ahead with the parent being trained to help support their work (Collegiate Public Schools, 2007; Washington Prep Student Handbook, 2007).

Collegiate provides additional support to parents by providing at-home coaching and inviting parents to participate in school governance through the Site Advisory Council and Teacher Hiring Committees. The Site Advisory Council is the site governance group that evaluates program effectiveness (Collegiate Public Schools, 2007; WP Student Handbook, 2007).

Collegiate Espoused Curriculum and Philosophy

Collegiate Public Charter School documentation does not explicitly align the Collegiate program to one or more particular educational philosophies. However, school and organizational data describe curriculum and program details that can be linked to

particular educational philosophies. In fact, all four educational philosophies explored in this research can be found in various aspects of the espoused Collegiate curriculum.

The Collegiate curriculum and corresponding philosophy is eclectic but coherent. Each curricular component has been chosen carefully to meet a defined need. Collegiate curriculum draws upon a variety of philosophical perspectives to create a unique curriculum and philosophy.

This segment of the chapter will outline what philosophies are found in different aspects of the espoused Collegiate curriculum. School and organizational documentation states that Collegiate public schools are providing a public education geared toward success. Success for students is expected in school, work, and citizenship. Success in school is defined as meeting grade level competency in the four core subjects: math, science, social studies, and English language arts (Collegiate Public Schools, 2007; California Department of Education, 2007). Success in work and citizenship is not as clearly defined.

Collegiate has created schools that show philosophical leanings through general structural components. One of those structures is a sense of community. Community is built through small schools, classes, and advisory groups. Another general structure component is more time for learning. Collegiate schools have a longer school day and year, and operate on a modified traditional calendar that includes longer trimesters and less extended time away from school (Collegiate Public Schools, 2007; California Department of Education, 2007).

The first research question posed in this study is: what educational philosophies are espoused at Collegiate system wide, Swan Academy, and Washington College

Preparatory, as evidenced in their documents and interviews? All of the four educational philosophies described in this study: classic liberal; academic rationalism; progressive; and social reconstructionism are evident in documentation and interview data.

The curriculum that is offered at each Collegiate school, with a central focus on college preparation, is an example of classic liberal philosophy. The classic liberal educational philosophy is centered on the idea that the primary purpose of K-12 schooling is preparation for college (Harris, 1886). Collegiate public school employees interviewed stated that college entrance and success is the key goal of the program. Curiously, there appears to be no published goal of increased college acceptance and success in college, in either website or SARC materials. Research with Collegiate staff about graduation rates reveals that college application and acceptance statistics are quite promising. Three years worth of data from 2005, 2006 and 2007 show that 100 percent of graduating seniors applied to college each of the three years. Data also shows a 100 percent acceptance rate for 2005 and 2006 and an 87 percent acceptance rate for 2007. These acceptance rates include both community and four year colleges. The graduating class of 2007 had approximately 50% of the students attending a four year college this past fall.

A key component of the Collegiate program is a balanced curriculum. The majority of instructional minutes are spent receiving math and English language arts instruction. However, the Collegiate schools also include science and social studies as core subject areas. Collegiate K-5 schools espouse to integrate science and social studies into their lessons, and students receive music and physical education instruction weekly. Collegiate secondary schools organize English language arts and social studies into a

humanities block that meets for a double period each day. Math is also offered in double periods. Science classes meet daily, and students are given the opportunity to take Spanish and Art as well. Opportunities for daily advisory, key academic subjects, and elective participation culminate in a balanced curriculum (Collegiate Public Schools, 2007).

Philosophically, a balanced curriculum is representative of both a classic liberal and progressive education (Harris, 1886; Dewey, 1900). The key subject areas are reflective of Harris's humanist curricula with the exception of music and Spanish, while the experienced-based approach of the program is a good example of progressive education (1886).

Academic rationalism is viewed in the vision and mission statements of both the organization and individual schools. Meeting basic skill levels, as defined by state assessments such as the STAR exam, is an example of the academic rationalist philosophy. Focusing academic goals on specific segments of curriculum using bare minimum levels of competency is an academic rationalist approach to education (Rice, 1912).

Progressive philosophy is found in student-centered instructional practices such as the mini-lesson or workshop model and integrated exhibition projects, which are all listed in Collegiate documentation regarding curriculum. The mini-lesson or workshop model is designed to meet the individual needs of each student in each key subject area. Collegiate teachers are trained to use this model every day for all students. A typical mini-lesson starts with a short lesson that introduces the general information, and then small groups of students rotate through a series of activities that reinforce the lesson. Small group

rotations include a small group stop with the teacher for individual reinforcement (Collegiate Instructional Guidelines, 2007).

The exit or exhibition project, used by Collegiate secondary schools to integrate studies together into a final project and presentation, focuses on the mastery of key skills. A letter from the principal of Washington Prep, Tom, sent home to parents regarding the event where students share their projects, states the goal and requirements of the project.

The annual school-wide academic exhibition is a major part of preparing our students for college. For all of our students, these exhibitions represent an opportunity to formally present an in-depth learning project in one of their core classes. Students rigorously demonstrate and defend their learning in front of a panel of students and adults.

The sixth grade exhibition projects include work from all four key subject areas with specific standards expected to be mastered and shared in the presentation.

Experience-related instructional activities are progressive strategies (Kilpatrick, 1918).

The use of advisory (defined as a non-evaluative pairing of students and a caring adult) is an example of social reconstructionist philosophy. Noted authors, such as Ward (1893) and Noddings (1992) proposed that schools should be designed around the social and emotional aspects of citizen development. The advisor/student connection is seen as an opportunity for a bridge between school and community (Collegiate Public Schools, 2007). The most direct link between Collegiate's vision and social reconstructionist philosophy is the clear mandate of social change listed in both Swan Academy and Washington Prep's SARC reports under school mission. Each mission statement lists, "to catalyze change in public schools" (California Department of Education, 2007).

Collegiate public charter schools use data to both monitor student academic success and measure satisfaction rates among all constituent groups. According to

participant interviews as well as SARC reports and website information, Collegiate schools use a variety of technology tools to ensure that instruction is being designed based on student performance (2007). Programs such as *Edusoft* are used to measure student skill level around key state standards three times a year (Riverside Publishing, 2007). In addition, Edusoft is used weekly by grade level teachers to help design pending instruction (Riverside Publishing, 2007). Grade level teacher groups meet once a week to design testing instruments, review data collected through the test, and design instruction for the following week based on the information gathered. These weekly meetings are called data talks (Swan Academy, 2007).

A focus on individual student skills is an example of progressive educational philosophy (Dewey, 1897). Student-determined content is a key component of progressive philosophy and is a direct result of developmentalism. Both Hall (1895) and Dewey (1900) placed instructional focus on student interest in curriculum design.

A web-based Balanced Scorecard is utilized to measure satisfaction rates among students, staff, and parents each year at each Collegiate school. The consulting firm of McKinsey and Company designed the Balanced Scorecard to measure organizational effectiveness (Collegiate Public Schools, 2007). “The Balanced Scorecard, a tool developed in the private sector, is a way to ensure an organization is measuring all the important factors that contribute to success.” Collegiate public schools chose goals for each metric or component of measurement. Individual school scores are read individually as well as combined to measure the effectiveness of the entire organization (Collegiate Public Schools, 2007).

The use of satisfaction rates to measure the effectiveness of schools and the larger organization does not fit into the four educational philosophies presented in this research. However, the social efficiency or academic rationalism models of education arose out of a movement toward measurement as crucial to meeting educational goals (Rice, 1912).

Professional development is a key component of the Collegiate program. Both Swan Academy and Washington Prep include a goal “to develop outstanding educators” in their school mission statement (California Department of Education, 2007). Each Collegiate school holds an early release day every Friday. This time is earmarked for teacher collaboration and professional development. In addition, there is weekly time to collaborate and learn with peers. Collegiate teachers are required to participate in a substantial entry in service program prior to entering the classroom.

Collegiate understands that the demands we put on professional educators is greater than most schools. We have high expectations for all of our students; therefore we must have high expectations for our educators. Every new teacher to Collegiate is required to attend three weeks of summer training—one week in math and two weeks in Language Arts/Humanities. These teacher institutes expose new teachers to the rigorous curriculums and instruction that we expect to take place in all of our schools. Lead teachers and administrators at Collegiate attend a 3-day workshop every summer. In the past, workshops have focused on building culture, parent involvement, analyzing data, and effective observation of instructional techniques. Lead teachers and principals also attend training for 4 hours every 6 weeks. Individual sites take an additional 3-5 days for professional development that is tailored to their site. Collegiate sites usually choose one topic to focus on for the year that helps guide professional development. Topics have included: improving writing scores, teaching English language learners in the regular education classroom, and community learning environments (California Department of Education, 2007).

Organizational focus on professional development is not directly linked with the four educational philosophies reviewed in this research. However, the type of work required in a professional development rich program lends itself to a progressive or social reconstructivist paradigm (Hall, 1895; Apple, 1998). Teachers who focus on standards

and/or published, established curriculum such as textbook driven programs, do not typically require the same level or type of professional development program required at Collegiate schools. Textbook driven instruction centers on the material in the text rather than the individual needs of the students in the class (Eisner & Vallance, 1974). The student-centered Collegiate program requires teachers to be well versed in instructional strategies and student development.

An additional Collegiate practice worthy of comment is the use of looping. Looping is the term used to describe a group of students moving progressively from one grade level to the next with the same teacher (Laboratory at Brown University, 1997). Collegiate loops their students in K-5 schools in pairs of instructional years starting with Kindergarten (Collegiate Public Schools, 2007; Swan Academy, 2007). Kindergarten and first grade loop together, second and third loop together, and fourth and fifth loop together. Looping allows teachers to get to know their students well and to avoid loss of valuable instructional time at the beginning of their second year with students. Looping achieves numerous educational goals but it also achieves relationship goals as well. The chance to have students for two years rather than one provides a valuable opportunity to get to know students personally as well as academically. Similar to numerous structures and strategies listed above, looping is a complicated practice that can be linked to at least two educational philosophies: academic rationalism and social reconstructionism.

Collegiate Curriculum and Philosophy-in-use

The philosophies drawn upon in the espoused curriculum of Collegiate are academic rationalism, classic liberalism, social reconstructionism, and progressive philosophy. The curriculum-in-use at the organizational level of Collegiate is evidenced

in the existence of programs. The observed use of the curriculum is found at the site level.

Each program has elements of at least one educational philosophy. The balanced curriculum and focus on college preparation, entrance, and success is classic liberalism (Eliot, 1905). Academic goals, streamlined standards, and the use of data to inform instruction reflect academic rationalism (Hirsh, 1988). Organizational structure and instructional practices at Collegiate Public Charter Schools are largely progressive in philosophical perspective (Dewey, 1900). Relationship and citizenship goals are social reconstructionist (Noddings, 1992). All four educational philosophies are evident in the espoused curriculum of Collegiate Public Charter Schools. To determine what curriculum was in-use at each school, direct observation of programs in practice was necessary. The existence of programs is quite different from the implementation of those programs. Evidence that was gathered through observations at both Swan Academy and Washington Prep indicate specific examples of curriculum-in-use that can be reviewed in relation to espoused curriculum.

Swan Academy

Swan Academy is located in the Sbrante Park neighborhood of Oakland, California. Sbrante Park is part of East Oakland and it is well known for its high crime rate and gang activity (Wikipedia, 2007). The neighborhoods in the deep east side, where both Swan Academy and Washington Prep are located, are considered some of the most notoriously dangerous streets in California (Zamora, 2002). This part of Oakland became the backbone of Oakland's African American community following World War II. Since the 1970s, the cultural landscape of the area has transitioned into a largely Latino and

Asian neighborhood (Wikipedia, 2007). East Oakland is plagued with numerous social problems including an incredibly high homicide rate (Zamora, 2007), high unemployment and low performing schools (Alameda County Social Services, 2007).

Located on a site that was once a private Catholic school, Swan Academy is a clean, colorful, two-story school located one block off the main thoroughfare in East Oakland. The front doors of the school are locked and visitors must be buzzed in by the staff in the main office. The lobby is clean and the office staff is friendly. One side of the lobby is decorated with photos of each teacher along with a one-page description of that teacher's college background. The other wall is decorated with student responses to a prompt about hopes and dreams. One student shared her dream that she would someday have a "gigantic library." Another wrote, "I see me going to college," and still another wrote, "I sense happiness for me and my relatives."

The school houses 353 students from predominately Hispanic or Latino families. The staff is almost entirely young Caucasian women. Families, who send their students to Swan Academy, enter into an agreement with the school regarding a number of school-related parameters. As a charter school, Swan Academy has the ability to choose its students. Families have the choice to send their student to Oakland Unified schools if the charter mission does not meet expectations or goals. Swan Academy requires students to wear uniforms of blue or black tops and khaki trousers. Swan Academy monogrammed clothing items are available for families to purchase as well.

Swan Academy is one of the most successful schools in the Collegiate system in terms of academic performance as measured by the Academic Performance Index. Swan has seen a steady increase in API scores since 2004 when their score was 625. Swan is

now 5 points away from meeting the state goal of 800 with a score of 795 (California Department of Education, 2007).

Parent involvement at Swan Academy includes what Collegiate calls a School-Family-Student Compact. This compact requires all three parties to sign a three-way contract during a conference held at the beginning of the school year. In addition to the compact, parents are expected to attend special Saturday classes along with their student. Parents have access to at-home coaching for reading and homework help, and parents are given the opportunity to participate in School Site Council and the school's Teacher Hiring Committee.

Swan Academy's principal, Diane, was the school site's first point of contact. Diane has been with Collegiate schools since 2001. Her career began in Louisiana as a teacher with Teach for America, a government program that covers the cost of a teaching credential in exchange for placement in challenging schools (Teach for America, 2007). After receiving a Masters in Social Work, she returned to public education. She began with Collegiate as a lead teacher with Washington Prep. Diane was hired to teach at Washington Prep for its first year of operation. She became principal at Swan Academy in 2005. Diane is bilingual in English and Spanish, and she communicates fluently with the almost exclusively Hispanic student and parent population she serves.

The teachers at Swan Academy who participated in this study were within the first six years of their teaching careers. Lori was a third grade teacher who began her teaching career at Swan Academy. She has been teaching there since 2005. As is standard for all Swan Academy teachers, Lori has looped with her students for two years and will be beginning that process again at second grade next year. Grade level groups of

students: kindergarten and first, second and third, and fourth and fifth, loop forward with the same teacher over two years. Lori graduated from the University of California Santa Cruz in 2003. She received her teaching credential from Mills College and she is currently working on her Masters in Teaching there as well.

Emily is a primary teacher at Swan Academy. She began her career with another Collegiate school in 2004 and began at Swan Academy in 2005. She teaches the second and third grade loop. At the time of this research, she had just finished a third grade year. Emily graduated from Brown University and received her credential from Mills College.

The last of the three teacher participants at Swan Academy is Fred. Fred was a second grade teacher who is now moving to the fourth/fifth grade group in the fall of 2007. Fred graduated from Gonzaga University with both his bachelor degree and his teaching credential. Fred will be in his sixth year of teaching next year. He began his career substitute teaching in San Diego and then spent one year in a charter school in San Francisco prior to beginning with Collegiate the year following.

The teachers at Swan Academy were articulate and enthusiastic about teaching. They were all relatively young, probably in their late 20's and early 30's. All the staff observed were Caucasian except for two teachers, one was African American and one was Hispanic. Participants were enthusiastic about their involvement in the research being conducted. They came to each interview on time and ready to discuss their school and Collegiate in general.

Swan Academy Espoused Curriculum

The espoused curriculum of Swan Academy is largely described in organizational publications such as the Collegiate Public Charter Schools website. In addition, there are

a handful of other documents that include espoused curriculum at Swan Academy. The School Accountability Report Card (SARC) is a school-specific document that is prepared by the Collegiate organization's Chief Academic Officer. The SARC report is a required accountability measure completed annually and posted on the California Department of Education website (2007). The SARC is a detail-rich document that includes student performance, program, and staff information (California Department of Education, 2007). Collegiate instructional guidelines provide information about espoused curriculum, specifically instructional strategies and materials that are expected to be used. Instructional guidelines are supported through an intensive pre-service professional development program and extensive maintenance professional development throughout the school year. School specific information regarding espoused curriculum was also found in the weekly principal newsletter.

SARC program information includes lists of instructional materials used for each subject area and grade level. The instructional materials chosen and used for a subject area are typically seen as the curriculum. While instructional materials are listed in the SARC report as prescribed by the state, Collegiate schools focus on instructional strategies to a much larger degree than written materials.

The espoused curriculum for English language arts, listed in the 2005-06 SARC report, includes the following description of instructional strategies and materials.

The Collegiate K-5 Language Arts Program follows the California Language Arts standards in offering a rigorous curriculum, effective instruction, and meaningful assessments. In providing this program, Collegiate teachers provide students with opportunities to build their reading and writing skills in a variety of forms, styles, and genres, and engage in examinations of themes across history, science, and literature.

Resources K-5:

Strategies That Work, Harvey & Goudvis
 Reading with Meaning, Miller
 The Art of Teaching Reading, Calkins
 Guiding Readers and Writers grades 3-6, Pinnell & Fountas, An Introduction to
 Shared Inquiry, The Great Books Foundation
 Assessment Materials
 DRA K-3 from Celebration Press
 DRA 4-8 from Celebration Press
 Observation Survey – Marie Clay
 (California Department of Education, 2007)

The espoused math curriculum is also described in the SARC report and includes the following instructional strategies and materials.

The Collegiate mathematics Program follows the California Mathematics Standards in delivering a rigorous curriculum, effective instruction, and useful assessments. In providing this program, Collegiate teachers give students opportunities to build their skills, gain conceptual understanding, and learn how to solve complex problems.

Materials for K-5:
 Harcourt Mathematics
 Roll & Write Cubes
 Mathematics manipulatives
 Math games
 Calculators
 Problem of the Month
 (California Department of Education, 2007)

In addition to the program descriptions in the SARC report, the organization-wide, Collegiate Instructional Guidelines provide detailed information about instructional strategies and materials expected to be utilized at Collegiate schools in English language arts and math (Collegiate Public Schools, 2007). The Collegiate guidelines provide a list of numerous programs as key components of the English Language Arts curriculum at the K-5 level. Only one of the programs listed in the ELA instructional guidelines is a textbook-based program, and that is Open Court Phonics (McGraw Hill, 2007). The remainder of the program focuses on instructional strategies rather than materials.

Collegiate instructional guidelines for ELA at the K-5 level include three key areas of language instruction: reading workshop, writers workshop, and word work (Collegiate Instructional Guidelines, 2007).

Reading guidelines include read aloud, literacy centers, shared reading, guided reading, literature circles or book clubs, response to text, independent reading, shared inquiry, and reading mini-lessons. The goal of reading workshop is to use a variety of instructional strategies to meet all student needs.

The workshop approach implies learners are busily engaged in literacy experiences that reflect real-life meaning; learners will read in ways that can be applied throughout their lives. Learners learn by participating in the act of reading, not just hearing about it.

Daily reading work is expected to take between 90 and 110 minutes. Teachers are expected to choose activities from a menu of options within this block of time.

Writing workshop is conducted daily for one hour. Teachers are expected to begin with a mini-lesson and then work on independent writing, interactive writing, guided writing, or investigations. “The key to writing workshop is conferencing and revision using Six Traits rubrics as tools to guide the process” (Collegiate Instructional Guidelines, 2007). The workshop ends with learner or teacher sharing. Grammar and Daily Oral Language (DOL) along with spelling are seen as components of the writing program and should occur daily (Collegiate Instructional Guidelines, 2007).

The last component of the ELA guidelines is word study or word work. Word study is designated to help students learn about how language works and how it is organized. Word study is a contextual activity in which students learn about language through reading and writing (Collegiate Instructional Guidelines, 2007).

The K-5 math instructional guideline includes five guideline areas: math routines, math facts, student led solutions (SLS), math workshop, and problem solving and assessment. Each guideline area lists a variety of strategies, descriptions of those strategies, and the frequency rate expected for those strategies. Daily activities include Math4Today (Schaffer, 2007) and calendar time. Problem-solving projects are scheduled once a week on minimum days. Math fact activities and math workshop are expected to occur four times a week each and student-led solutions three times a week. Assessment is expected to include the use of Collegiate-created benchmark assessments administered three times a year. In addition, *Edusoft* pre- and post-unit tests are designed to measure progress toward standard mastery on a regular basis (Riverside Publications, 2007). Less formal assessments such as observation, checklists, and homework are recommended as well but do not have a required timeline (Collegiate Instructional Guidelines, 2007).

English language arts and math are key components of the espoused curriculum. Science, social studies, physical education, and art are also part of the espoused curriculum at Swan Academy. Swan Academy participants shared that science and social studies are integrated into thematic units and projects. Music is taught weekly and art is offered through volunteers from the community who are seeking community service hours. Students also attend physical education classes twice a week (Collegiate Public Schools, 2007).

The weekly newsletter provides the reader with concrete examples of espoused curriculum at Swan Academy. Swan Academy's principal, Diane, produces and circulates a weekly newsletter that highlights key events and focus areas. The January 12, 2007, newsletter highlights the school's new credentialed librarian and mid-year

benchmark scores in math and English language arts. The data shared is organized into bar graphs for each subject area, and Diane writes about how each grade grew from their fall benchmark assessment and how proud she is of their accomplishments. Diane also states that the school's goal is to reach a 750 Academic Performance Index score in 2007 (California Department of Education, 2007). Another newsletter, circulated January 29, 2007, focuses on the goal of "Figure-It-Out-Fridays." Diane sets the stage to explain the program by outlining the academic goals that the Collegiate organization and school staff have set for the students. Additional reading classes were offered to help support students toward meeting the goals. Figure-It-Out-Fridays are designed to help prepare students for California state testing in May. Each Friday, until testing in May, contains a 30-minute session of test-taking strategies. The description is followed with a week-by-week schedule with key strategies to be covered each Friday. Strategies include learning hand signals, finding key words in questions, and the process of elimination. The analysis of these two newsletters indicates that test preparation is a key focus of the school and its espoused curriculum.

Swan Academy Espoused Philosophies

The espoused curriculum described above is grounded in numerous educational philosophies. Each aspect of the curriculum has elements of at least one philosophy. The most basic component of the curriculum is the courses offered.

Swan Academy students participate in a program made up of English language arts, math, science, social studies, and some music and art. The courses offered at Swan represent a balanced curriculum. A balanced curriculum is an important part of the classic liberal philosophy (Harris, 1886).

As mentioned above, Figure it out Fridays, are a weekly event focused on test preparation. The instructional practice that emphasizes test preparation is closely linked to the academic rationalist philosophy. Test preparation is just one of numerous espoused components of the curriculum that align with this philosophy. Standards-based instruction, in which student progress is measured using standardized testing measures, is a substantial part of the espoused curriculum and is mentioned in the SARC report, Collegiate website, and newsletters written by the principal.

The Collegiate instructional guidelines in the two main areas of instruction, math and English language arts, contain a detailed description of instructional strategies that illustrate the progressive nature of the instructional program. Progressive philosophy is largely based on the idea of instructional activities grounded in experience and that each learner comes to each lesson and activity with a variety of strengths and weaknesses. Dewey (1900), the quintessential progressive philosopher, wished that each student would experience a differentiated and experience-based curriculum. The pedagogical focus of the Collegiate program would fit nicely into the progressive philosophical framework.

Academic success through measurement is a large part of the Collegiate program. In addition to academic goals, Swan Academy and all the other Collegiate schools include a variety of programs that focus on the affective part of a student's life. All Swan teachers have been trained to administer a social and emotional literacy program called CARES (Cooperation, Assertiveness, Responsibility, Empathy, and Self-Control). Each area is a focus for character building. Fred, one of the Swan Academy teachers explains the CARES program as,

getting the kids to use certain language to verbalize and acknowledge issues that they have with other people and themselves, understanding that other people are different, understanding that we can all make a difference in terms of people learning about each other. It gives the school a common vocabulary, language to use. I can walk through school and see another class and make comments and we all know exactly what we are saying. I envision it as a group hug all around them, wherever they go they are getting a consistent message.

The morning meeting held in each classroom includes work about each component of the CARES program. The principal also chooses a book a month that illustrates a CARES skill. Class meetings also include the daily agenda and a chance to greet and support one another.

Town Hall is the whole school version of class meetings. Once a week, the entire school gathers on the school's blacktop for a rally of sorts. The content of the rally includes a class/college roll call in which each class does their respective college cheer, magnificent Swans Academy accolades that celebrate individual student accomplishments, and birthday well-wishes. Magnificent Swans accolades are directly linked to CARES skills. The final activity is the assertive slogan. As Diane, the principal, states, "I am trying really hard to get the teachers and the kids to believe that you are not born smart but smart is something you can get. If you work hard and believe in yourself you can become smart." The school chant, "Think you can, work hard, get smart!" is not only shared at the Town Hall meeting but also posted in every classroom on campus, in the hallways, and on school letterhead.

The CARES program, class meetings, and Town Hall are all programs that focus on the social and emotional parts of a student's success. One Swan Academy teacher participant, Fred, stated that "the highly rigorous academic program is intentionally paired with the social and emotional literacy programs to better support well-rounded

success for students.” The Swan teachers and principal implied that organizational vision was much more than academic and that the school vision was more than simply academic success. Curriculum designed around affective aspects of citizen development fits into the social reconstructivist philosophy of education. Lester Ward (1893) saw the educational system as the path to social progress and curriculum as an avenue to develop our most precious resources, children. The CARES program highlights natural opportunities to use skills to solve problems. The social reconstructionist is interested in curriculum that has an “organic connection” to problems students face and to give them opportunities to practice being critical citizens (Giroux, 1988).

Expectations for what will occur in each classroom are set by the site principal in conjunction with Collegiate leadership. The guidelines are set out and reinforced by administration. According to the Chief Academic Officer, schools that illustrate the ability to stay true to Collegiate instructional guidelines have more freedom to choose their programs and materials. Those that do not follow the guidelines require more time with the instructional coaches and therefore have less freedom when it comes to instructional decisions. There are instructional coaches for each core subject area and they work with the teaching staff at each school (Collegiate Public Schools, 2007).

Swan Academy Curriculum-In-Use

Fred, a second grade teacher at Swan Academy, shared his perceptions about curriculum and parameters for how it is chosen at Collegiate schools.

We don't get the word from on high. You will use Harcourt or Houghton Mifflin. Use Open Court and do not stray or the Open Court police will be coming. However, there are guidelines for how we run a math workshop. So, its not just curriculum, but components of instruction over a period of time. So like our math workshop. There is definitely a plan. And Collegiate wants to see us go through a whole series of things. Its not just teacher lesson and everyone does a worksheet.

It's like you teach a short lesson and the kids work independently and we have small groups here (small semi-circle table) based on their needs. That part is not structured because it is based on their needs. And this is where I love our curriculum.

The Swan curriculum is made up of a combination of Collegiate instructional guidelines and state standards. The standards are the key component of the curriculum but teachers have the freedom to use whatever materials they wish to address the standards.

Interviews and observations at Swan Academy included three teachers and the principal. The teacher participants included Lori, a second grade teacher, Emily, also a second grade teacher, and Fred, a third grade teacher. Observations in three different classrooms over the course of a month revealed that instructional guidelines, which include the workshop model and use of data to inform instruction, were in effect at Swan Academy.

The three classrooms visited included a display of the daily agenda. A sample agenda, listed below, from a third grade classroom at Swan, illustrated the use of instructional time and the format used for each subject area.

8:00	Do Now (Warm up)
8:25	SLS (Student Led Solutions)
8:40	Morning Meeting
9:30	Reading Workshop
10:00	Recess
10:15	School Pictures
10:30	Writing Workshop
11:00	Reading Workshop
11:50	Lunch
12:30	Free choice reading
12:45	Science with Ms. Shooler
1:45	Math Workshop
2:20	ACT
2:30	Closing Circle
2:40	Physical Education

3:15 Dismissal

The workshop model is a prominent part of the instructional guidelines. The agenda listed above and the corresponding observation in Lori's third grade classroom revealed that the workshop model was used regularly for three subject areas: math, reading, and writing. An observation in February 2007 provided an opportunity to the science lesson, math workshop, ACT (Activity Choice Time), and closing circle. In an effort to illustrate the types of instruction taking place, the general components of the observation are shared next.

The Science program was a grade level venture. Each teacher was responsible for one part of the curriculum and classes of students rotated to each of the grade level teachers to receive all the lessons. The curricular focus was simple machines. The Science lesson began with a review. Students were expected to list three things in their log book regarding what they had learned about the screw and to draw a picture of two different types of screws. Students had opportunities to use a screw in a block of wood as well as review key ideas from the previous lesson about screws.

The math workshop began with the teacher circulating and reviewing homework. Individual students were asked to share a single problem from the homework on the board until all the questions were available for full class discussion. The teacher appeared to be looking for examples from the homework that led to discussion about the thinking required for the problem. The students then were asked to get their white board and marker and come to the rug. Rug or carpet work is whole group problem-solving with the opportunity for the teacher to see students thinking as they are completing problems. The last step in the process was for students to work their way through a series of small group

activities. Five activities were taking place simultaneously. One group was working with the teacher while the other four groups were working on reinforcement activities such as computer simulations, games, and worksheets.

Activity time was spent with students playing with puppets, stuffed animals, blocks, making snow flakes, and drawing. Closing circle consisted of thanks to the students from the teacher for their hard work, announcements, and transition to the last activity of the day, physical education.

The observation recalled here included numerous shifts in philosophy. Each shift occurred simultaneously with the transition of each activity.

Swan Academy Philosophy-In-Use

The classical humanist or liberal philosopher would be pleased to observe the college focus observed at Swan Academy.

We are college bound. That is the motto. At Washington Prep, there are kids getting accepted to college all the time. For the most part, we are getting them ready academically for college. We are putting college into their vocabulary

Lori shared that college entrance was the overarching goal of the school. Lori was one of the more veteran teachers at Swan Academy with three years under her belt. Lori's college background was a component of the curriculum at this school. Her biography with a college related story was posted in the lobby alongside all her peers. Her college of choice was the name of the class and the name is flying on a banner outside her classroom. When students lined up to leave the class room, they, "line up college line" to indicate a straight, professional line. Classroom chants during town hall each Friday are the college chants of each classroom. College entrance is a published

goal of Collegiate schools. Organizational and school publications make this goal a clear component of the espoused curriculum.

Observations revealed the school's focus on the results of mandated standardized tests. Every Friday, time was set aside for testing preparation. Figure it out Friday's, include practice with testing strategies and actual test taking. During this observation, Lori simulated the testing environment by requiring quiet, arranging desks in rows, and implementing limited mobility for students during the exercise.

1. Breathe and recharge: When might you use it? Stuck, tired?
2. Practicing hand signals: 1= pencil, 2= scratch paper, 3=bathroom, 4=tissue
3. Read the whole question carefully
4. Find key words in the question
5. Paraphrase the question in your own words
6. Eliminate answers that don't make sense

The test-taking skills were practiced while students took an *Edusoft* created test about dictionary skills (Riverside Publishing). During the test, students were expected to practice test-taking strategy number four, finding key words in the question. After the 15-minute test was over, the teacher reviewed the content of the test with the students and discussed using the current test taking strategy focus, as well as others.

Traditional instructional practices were used to focus on rote skills such as reading speed, times tables, and spelling. Timed reading activities were observed in Fred's second grade classroom. Students were asked to count how many words they could read in one minute. Students kept track of their times and used them as benchmarks when the activity was repeated a few days later. Students were also observed testing themselves with multiplication facts. Progress toward mastery was listed on the board with the number and the student's name. Peer work between a second grade class and a fourth grade class focused on preparing for a traditional spelling test and reading skills.

The fourth grade students listened to the second grade students read, and in turn the second grade students tested the fourth grade students with spelling words. Test preparation in Lori's class and rote skills practice in Fred's class were both examples of academic rationalism.

Rich data was collected through observation of instructional strategies. Examples included: pre-teaching; hands-on activities; pair-share; use of manipulatives; use of song and rhymes; visual reinforcement; journaling; and academic, social, and behavioral scaffolding. Pre-teaching techniques were observed in all three classrooms at Swan Academy. Daily and weekly goals were spelled out in all three classrooms. The goals listed below come from Emily's second grade classroom white board.

Good readers use a dictionary to find the meaning of words
Good writers use an atlas to find information about a state
Good mathematicians identify and describe lines, angles, and polygons
Good physicists understand the properties of a pulley

In addition to goal setting, students were guided through every activity with a review of current knowledge, context setting, and a preview of the concepts to come. This goal was posted on Fred's white board as a focal point for the day's lesson, "What do we know about a screwdriver, this is what we are going to do in two days (shows picture of tool)."

Science lessons were observed in three different classrooms. All the science lessons were hands-on activities. Students were learning about simple machines using a screwdriver, pulley, and fulcrum. Routine class work was conducted using what the teachers called learning tools. Learning tools included white boards, clipboards, markers, and other key supplies.

Rhymes and songs were used for basic rote learning and reinforcement of key messages. Rhymes and songs for multiplication facts were observed in each of three classes. Town hall included two school-wide chants, the “Read Baby Read” chant and the “Think You Can,” “Work Hard and Get Smart Chant.” The “Read Baby Read” chant is posted in each classroom and in the lobby.

You’ve got to read, baby read! Say what?
You’ve got to read, baby read! Say what?

The more I read, the more I know,
The more I know, the more I grow,
The more I grow, more ideas flow,

And knowledge is power
And power helps others,
And I want to say yeah!

You’ve got to read, baby read! Say what?
You’ve got to read, baby read! Say what?
(Swan Academy)

A consistent strategy observed for academics, organization and behavior was scaffolding. Scaffolding theory was first introduced by Jerome Bruner (1996) and is a cognitive theory that describes how students acquire language. Instructional scaffolding is used to support learning by providing additional resources to students in a strategic way. An example of academic scaffolding at Swan was the structure created around the writing process. Each classroom included a writing corner organized for the writing process. Each step of the writing process had a bin with the step labeled on the front. Each student was monitoring progress by posting his or her name on the right bin and turning in work-in-progress in the appropriate bin at the end of the session. The writing process was posted on the wall in each classroom as well. Organizational scaffolding was used to guide students through each activity and to make expectations for work and

process clear. For example, in Fred's classroom, each activity was preempted with a statement like this, "in two minutes we will transition."

Students were also given clear support for behavior through verbal and visual cues. Behavior expectations were stated with concrete examples and in the positive rather than negative. In Emily's second grade class, she reinforced behavior expectations by using positive reinforcement, "Susie cleaned up for her partner and didn't complain because she knows it is the right thing to do." Visual and verbal reinforcement supported most activities. Fred's class was working on shapes and corresponding vocabulary such as symmetry and congruent. He used pictures of vocabulary words and had shape examples hanging from a hanger to illustrate concepts. Students were then given an opportunity to create symmetrical shapes with paper.

Each teacher observed also used manipulatives and journaling in every math lesson. For example, in Lori's third grade class, one math journal entry was guided with this question, "what are all the ways to write or draw five-tenths?" Lastly, pair-share was a prominent instructional strategy found in each classroom observed. Students were given multiple opportunities to verbalize concepts by working with a partner prior to practicing alone. For example, Lori asks students to work together to reinforce an important science concept, "turn to someone sitting next to you and say, the fulcrum does not need to be in the middle."

The instructional strategies listed above draw upon numerous educational philosophies. Standards-driven work such as test prep and rote reading work are both examples of Academic rationalism. The CARES program is an example of social reconstructionism, while the college line, chant, and affiliation are examples of classic

liberalism. The majority of instructional strategies observed, align with progressive philosophy. The student-centered, developmentally appropriate, strategies used, coincide with progressive methods. The instructional strategies observed in these three classrooms are all listed in the Collegiate Instructional Guidelines and SARC program descriptions about instructional practice (Collegiate Public Schools, 2007; California Department of Education, 2007).

The social reconstructionism components of Swan Academy are found primarily in the CARES program. CARES is a social and emotional literacy program used to highlight a set of social skills through ongoing vocabulary use, integration with stories, and structured practice using skills in morning meetings and closing circle. Observation of “Morning Meeting” and “Closing Circle” revealed opportunities for students to practice social skills, practicing greetings, and verbal reinforcement of CARES concepts such as self-control and empathy, by highlighting specific students who were using such skills. Emily used a poster system called STAR of the week to provide an opportunity to get to know each student over the course of 20 weeks. Students provided information about themselves, pictures and stories on their STAR poster, and were provided the opportunity to share these details in a class presentation. Each class observed also incorporated class jobs as a component of classroom culture and expectations. CARES activities were observed in all three classes. CARES is an espoused program at Swan Academy that was found described in weekly newsletters from the Principal. The social reconstructionist activities observed in the classrooms and in the general environment at Swan Academy were also reflected in the espoused curriculum at both site and organizational level.

Congruence of Curriculum Espoused and In-Use at Swan Academy

The congruence between what was espoused as curriculum and what was found as curriculum-in-use was substantial. As one can see in Figure 5, the espoused curriculum and philosophy included elements of each educational philosophy and corresponding practices in their curriculum-in-use.

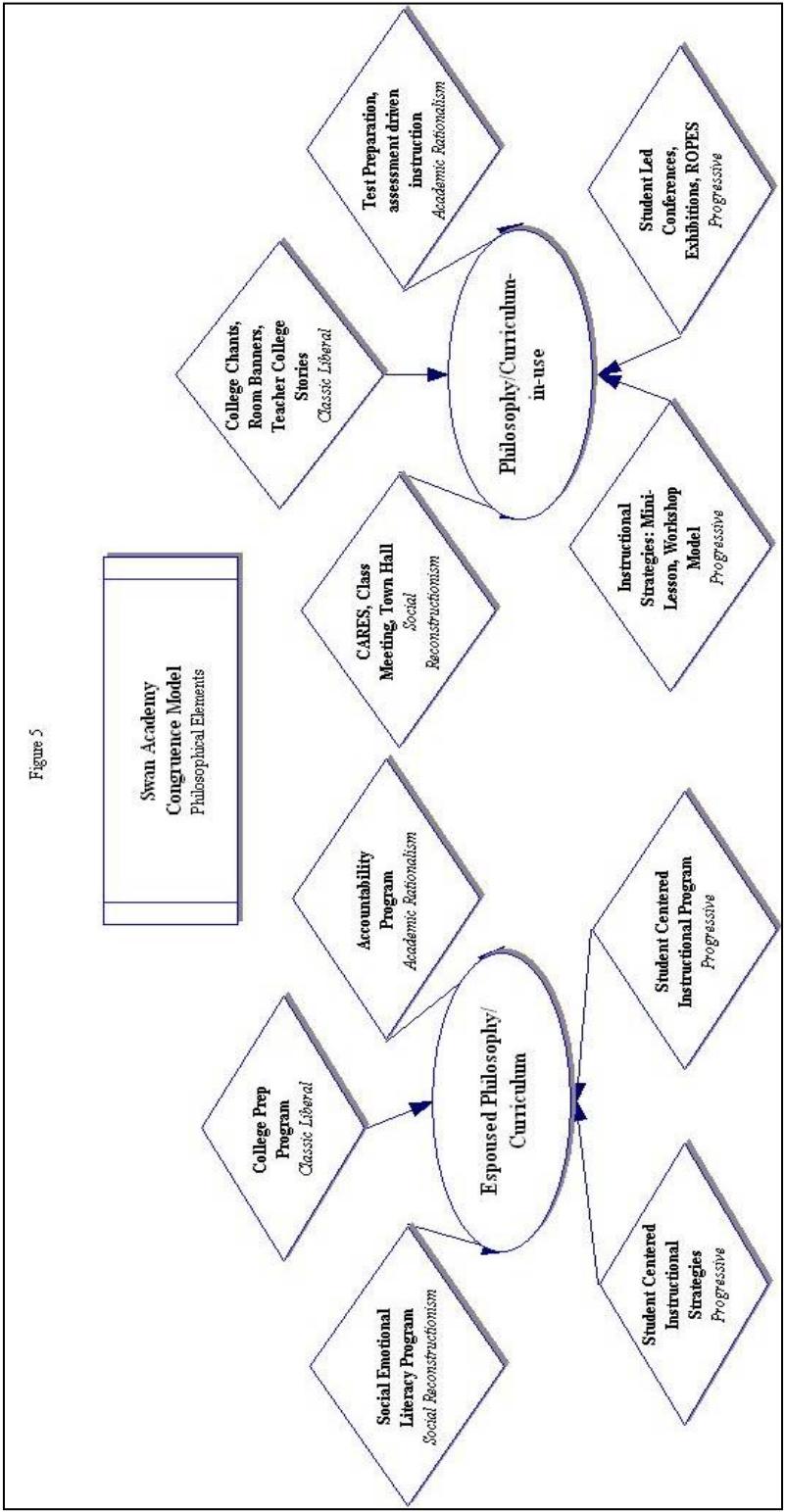


Figure 5

Collegiate instructional guidelines were used as the key example of espoused curriculum when determining the level of congruence between espoused curriculum and curriculum-in-use. Evidence shows that the instructional guidelines established by Collegiate contain the largest single descriptor of instructional practices in Swan Academy. These guidelines are published for internal use by teachers and are the road map to the destination found in the mission and vision. The guidelines spell out what the Collegiate administration expects to be happening in classrooms. Classroom observations illustrated that guidelines are being followed. Numerous aspects of the instructional guidelines were observed. Teachers used the workshop model and they used data on a regular basis to inform instruction. Observations indicated that math and English language arts are primary components of each instructional day, and test preparation activities are conducted weekly. While the CARES program is not listed in the instructional guidelines, it is a documented part of the school's curriculum, found in both principal newsletters and classroom documentation. The CARES program is a daily component of the instructional program as observed in classrooms, use of vocabulary by numerous staff members, and in a town hall session (Swan Academy, 2007).

Washington Prep

Washington Prep is located in Sobrante Park. The school is housed on a city block once inhabited by an open-air drug market. This specific area of Sobrante Park is sometimes called "the maze". The neighborhood is located between the railroad tracks and Interstate Highway 880. There is literally only one way in and out. Sobrante Park is considered one of the most dangerous neighborhoods in Oakland. The "rollin 100s" or "11-5" nicknames for the area come from a reputation for heroin dealings. The "rollin

100s” refers to the street numbers and “11-5” refers to the police code for heroin (Wikipedia, 2007).

Washington Prep opened its door to students in 2002. The vision of the school was to create a safe haven in the midst of a very difficult social environment. The vision listed in the 2005-06 School Accountability Report Card (SARC) is, “To enrich students lives and reshape local public school systems” (California Department of Education, 2007). The mission of the school is broad and goes beyond typical school goals for academic achievement:

Our Mission

- To provide personalized learning experiences for California’s diverse students;
- To develop outstanding educators;
- To catalyze change in public schools;
- To share our successful practices with other forward-thinking educators (California Department of Education, 2007).

Washington Prep is slowly working toward meeting a state mandated goal of reaching a score of 800 in the Academic Performance Index. The 2004 score was 545 and has steadily increased each year to a score of 667 in 2007.

Washington Prep has a clear and well-articulated goal for their students: college admittance and academic success while attending college. When entering the campus, a large poster was prominently displayed in the lobby celebrating recent graduate admittance to colleges and universities across the state and beyond. The school can be entered by one door only and all other doors are locked. There was a campus supervisor that greeted anyone who entered the school and confirmed their right to be on the school site. The school office included a receptionist and dean. The students were all in uniform.

Behaviors of students were typical of middle and high school students, some friendly, some with attitude, and some with a clear sense of anger.

Washington Prep was created five years ago. The colors are bright and the building design includes a lot of windows and open spaces. The campus is organized in two major areas of instruction, one for the middle grades (6-8) and one for the upper grades (9-12). There is a substantial multipurpose area with a stage in the same main building as the office. All wings of classrooms lead off from this main room.

The principal, Tom, is relatively new to the site having arrived after the previous principal chose to leave mid-year. Tom is not new to Collegiate, only to this school. Tom has a long history with Collegiate schools. Tom was brought in to run the school for a number of reasons related to management and accountability. Tom was very enthusiastic about the Collegiate program and was very articulate in his descriptions of the philosophy behind the organization. He was somewhat reluctant about sharing details about Washington Prep since he was relatively new to the school. Despite his lack of experience at the school, he was very well-informed about the curriculum at the school and about staff implementation of the curriculum.

Matt is a seventh grade math teacher who came to Collegiate after spending three years with Oakland Unified School District. Matt received his bachelors degree from California State University Monterey Bay and teaching credential from California State University East Bay. Matt is a young father of four. Matt stated that he is only one of two teachers who has children. The staff is young and few teachers are in the age range of raising families. He grew up in this area of Oakland and has family ties to the schools and the community. Matt has been at Washington Prep for two years. Matt shared that his

role as a parent and a member of the community allowed him to have a sense of the student's perspective that may not be a part of his colleague's perspectives.

Gloria is the lead humanities teacher at Washington Prep. The humanities class included English and History in a block of instructional time. The two subject areas were integrated as much as possible. Gloria teaches students in the seventh grade. She has an impressive educational resume: she received her bachelor degree from UCLA, her first Masters from Berkeley, and is now pursuing her second Masters in Educational Administration from San Jose State University. Gloria appeared to be excited about Collegiate as an organization. She was taking a leadership role at the school by being the humanities lead. In addition to pursuing her administrative credential, this position may result in further leadership development within the organization.

Mike is a literacy coach at Washington Prep. Mike received his bachelors degree from Georgetown, and an Advanced Reading and Language MA from University of California, Berkeley. In addition, he had been teaching eleventh grade English. As the most veteran teacher on the staff, Mike had a great deal of history with both the school and the Collegiate organization. Mike was very enthusiastic about sharing his thoughts about the Collegiate program and the implementation of the program at Washington Prep. He was quite articulate about educational philosophy and appeared to be loyal to the goals of the organization. Mike was one of the founding teacher members of Washington Prep.

The participant teachers at Washington Prep were within the first 5 to 10 years of their teaching careers. The remaining staff members also appeared to be relatively young and were likely to be within the first 10 years of their careers. Teacher participants were

eager to participate in the study, showing up on time to their interviews and offering access to additional observations of their classes.

The teaching staff was notably representative of the student population in terms of ethnicity. Two out of three participant teachers came from African American or Hispanic backgrounds as do many of the other teachers on staff.

Washington Espoused Curriculum

Similar to Swan Academy, Washington Prep's espoused curriculum and corresponding philosophy is primarily described in Collegiate publications. The majority of program information is listed on both the SARC reports and Collegiate website. Site specific information is found in other documentation produced locally such as the Washington Prep Student Handbook (2007).

Washington Prep's SARC report for the 2005-06 school year lists school curriculum to include the Collegiate prescribed parent participation program, the professional development program, and Collegiate instructional guideline expectations for math and English language arts at the secondary level. Washington Prep teachers are trained and instructed to utilize Collegiate instructional guidelines for all core subject areas. Instructional guidelines focus on the strategies used to teach concepts rather than the materials. Guidelines for math:

The Collegiate mathematics Program follows the California Mathematics Standards in delivering a rigorous curriculum, effective instruction, and useful assessments. In providing this program, Collegiate teachers give students opportunities to build their skills, gain conceptual understanding, and learn how to solve complex problems.

Materials for 6-12: College Prep mathematics (CPM), Math Exhibitions, Mathematics Manipulatives, Calculators, Computers.
(2006)

Guidelines for English language arts and humanities:

The Collegiate Humanities Program in grades 6-12 follows the California Language Arts and Social Studies Standards in offering a rigorous curriculum, effective instruction, and meaningful assessments. In providing this program, Collegiate teachers provide students with opportunities to build their reading and writing skills in a variety of forms, styles and genres, and engage in examinations of themes across history and literature.

Materials for 6-12: History Alive units, various literary and nonfiction works (2006)

Additional instructional guidelines that are not included in the SARC report, but shared with staff included detailed explanation of instructional strategies that are expected to be used when teaching standards related content. The workshop model, differentiation, problem solving, and conceptual understanding are central to the guidelines expectations (Collegiate Public Schools, 2007).

The espoused curriculum and subsequent philosophies of Washington Prep can be found in the bell schedule, student handbook, and weekly newsletters. The school produces a student/parent handbook that outlines school programs, expectations, and goals. The student handbook also contains information about other aspects of the school's curriculum. The handbook details graduation requirements, academic standards, co-curricular or extra-curricular activities, code of conduct, student health and safety, and parent participation requirements.

The Washington Prep instructional day, as outlined in a bell schedule, provided the reader with virtually all the components of the school's curriculum. Washington Prep has an eight-period program with a half day on Fridays for professional development. Each period is 55 minutes in length. A student schedule contains: math (double period), science, P. E., English (double period), social studies (integrated in grades 6, 7, and 8 into

a humanities block), and an elective (either art or Spanish). Lastly, the Washington Prep day includes a daily Advisory period for 35 minutes (Bell schedule, 2006-07).

Washington Espoused Philosophies

Similar to Swan Academy, the Washington Prep curriculum has elements of numerous educational philosophies. The educational philosophy inherent in the Washington Prep core curriculum is the classic liberal philosophy. The courses included in this bell schedule, with the exception of physical education and advisory, are found in the humanist's five windows to the soul (Harris, 1886). The comprehensive nature of heterogeneous groupings for all general education courses aligns with classic liberal philosophy, as well.

Washington Prep's curriculum is described in the SARC report, Collegiate website, and student handbook as an academic program that focuses on increased student achievement, measured by local and state test scores (California Department of Education, 2007; Collegiate Public Schools, 2007; Washington Prep Student Handbook, 2007). A standards-driven academic program that is measured using standardized tests is an academic rationalist curricular component.

A dichotomy exists in Washington Prep's progressive components. Student-led conferencing and student exhibitions are both examples of progressive educational philosophy, while Washington Prep's lack of tracking contradicts this philosophical approach.

Student-led conferencing is an example of progressive instruction. Conferencing is structured around individualized goals for each student, mapping work toward meeting those goals, and adult-guided but student-led annual reflection. Student exhibitions are

the product that each student completes to illustrate cross-curricular mastery; exhibitions are presented before a panel of judges. Both structures are designed to highlight the individuality of learning and provide opportunity for students to make developmentally-appropriate progress, while still exploring personal interests.

Tracking was established by progressive philosophers who were seeking ways to provide homogenous instruction that aligned with student's developmental readiness. All of Washington Prep's students receive the same grade level courses. There is no tracking for general education classes. Students who seek further challenge are encouraged to take courses through the UC College Prep Initiative (Washington Prep Handbook, 2007).

The instructional materials used at Washington Prep include, College Prep Mathematics (Salle, Adams, & Stout, 2002), and *History Alive* by Teachers Curriculum Institute (2006). Both programs are progressive in nature. They are focused on the individual learner, problem solving, and hands-on instruction.

The mission statement found in the student/parent handbook describes a mission that is largely progressive and social reconstructionist.

Mission Statement: Washington College Prep aspires to be a community of life long learners who honor integrity, courage, and intellectual curiosity. In the spirit of Washington Prep, we consciously commit ourselves:

- To unearth our potential through the development of unique gifts, talents, and passions.
- To nurture dreams by challenging and expanding the comfortable limits of thought, creativity and self-worth.
- To cultivate a safe environment that embraces the diversity of all humankind.
- To inspire active participation in our local and global communities

(Washington Prep Handbook, 2007, pp. 2)

Similar to the CARES program at Swan Academy, Washington Prep promotes a character code to guide student behavior.

Five qualities of success: personal responsibility, social responsibility, critical and creative thinking, applying knowledge in subject areas, communication (rubric in handbook for each one) (Washington Prep Handbook, 2007, pp. 59).

The focus on social skills through a school conduct code, mission statement, and a robust advisory program indicates a program that is robustly social reconstructionist.

The advisory program contains social and emotional literacy goals spelled out in the social reconstructionist philosophy. The advisory class is comprised of approximately 12-18 students and one advisor and meets four days a week. During these class times, students have discussions, are involved in academic goal setting, and complete assignments designed to assist in academic and social development.

Goals of Advisory:

- Each student is known well by one adult on campus who can monitor and support the student's academic and social development.
- Students are exposed to collegiate and professional opportunities.
- Students work together and individually to set goals and to develop plans of action to accomplish goals and to identify and develop individual interests.
- Students have a safe forum in which to speak freely about critical issues and to practice interpersonal skills.

(Washington Prep Handbook, 2007, p.)

The small groups of advisory are complemented by the school community as a whole which meets in what is called Town Hall every Thursday. Some typical Town Hall events include cultural presentations and guest speakers. Students are also recognized for being outstanding community members.

Numerous aspects of the published or espoused curriculum have more than one philosophy represented. Washington Prep is organized into two divisions of school. Division one is sixth, seventh and eighth grades while division two includes ninth, tenth, eleventh, and twelfth grades. Graduation from division to division requires not only a certain level of academic progress but students must also meet citizenship requirements.

Promotion from division I to division II requires students to earn a C- or better in all courses the second semester of 8th grade as well as a passing grade for their exhibition project. Division II promotion also requires students to earn a C- or better in all senior courses, a passing grade in all four exhibition projects for each year, a senior portfolio grade of 80% or better, and to satisfy the service learning requirement. Additional behavior expectations are required of both division promotions (Washington Prep Handbook, 2007).

If promotion is the practical measure of success, these requirements illustrate diverse philosophical underpinnings. The service-learning requirement speaks of social reconstructionism, while the exhibition and senior projects are progressive and the academic requirements of the general curriculum academic rationalist.

Another example of diverse philosophical perspectives is found in teacher evaluations and professional development goals. Teacher performance is measured using STAR data, Collegiate benchmark assessment information, and parent evaluation. Washington Prep focuses on improving student scores, and at the same time lists developing outstanding educators as a bullet point in the school's mission (California Department of Education, 2007).

Washington Curriculum-In-Use

Interviews and observations at Washington Prep included three teachers and the principal. The teachers were Mike, an eleventh grade English teacher, Matt, a seventh grade math teacher, and Gloria, a humanities teacher to seventh grade. Tom was the principal who took over the position about one month prior to the beginning of data collection.

Similar to Swan Academy, Washington Prep's curriculum is largely made up of a combination of state standards, Collegiate instructional guidelines, and teacher discretion. Another similarity between Swan and Washington Prep was the prevalence of Internet resources used for instruction. Mike, the eleventh grade English teacher shared that, once his learning goal was determined for a lesson, the first thing he does is Google. Teachers consider the internet to be a primary curriculum source. According to Mike, Tom, and Gloria, Collegiate also provides teachers with access to an Intranet program filled with lesson plans and instructional activities.

Curriculum was viewed through classroom observations in three different classrooms over the course of six weeks. Classes were observed in three different departments at two grade levels. As mentioned previously, Washington Prep is organized into two divisions. Division I is the middle grades while division II is the traditional high school grades. Some of the curriculum observed was consistent across both divisions. Some was not. For example, the workshop model for instruction in ELA was evident in the seventh grade humanities class, but not in the eleventh grade English class. These distinctions will be elaborated on in the review of the curriculum observed.

Washington Philosophies-In-Use

Curriculum in use at Washington Prep was eclectic and drew from all four educational philosophies. Classic liberal educational philosophy was observed in a number of components of Washington Prep's curriculum. The most obvious example of classic liberal philosophy was the course offerings at Washington Prep. Students take a course load that is traditional and streamlined. Students take classes in math, English, science, social studies, physical education, and one elective. The courses are designed

around the a-g requirements for University of California entrance (University of California Regents, 2007). The primary goal of this school is to get students into college and to have established the knowledge and skills to be successful there.

The first item an observer will notice when entering the school's lobby is a large poster titled "College Wall of Fame." The poster had pictures of students and the name of the college each student will be attending. In addition to the "College Wall of Fame," the eleventh grade English class observed also has a large bulletin board full of students' college acceptance letters.

Similar to Swan Academy, each classroom had a college affiliation. There was a college banner hanging outside each classroom door, and the teachers referred to classroom activities using their college name. For example, in Gloria's class the vocabulary list for the week was not just vocabulary, it was UCLA vocabulary.

College entrance as a major goal of the curriculum was reinforced as part of the language arts lesson. Mike's class was working on writing standards by completing essay practice for their college applications. The constant focus on college entrance was a classic liberal approach to instruction.

Another classic liberal practice was to embrace a certain set of materials as standard. English programs tend to include certain books that are classified as part of the canon of great literature. The canon or "sanctioned group or body of related works" are determined by Collegiate leadership and are entwined with the English standards (Merriam-Webster, 2007).

An interview with Mike, the eleventh grade English teacher, included a discussion about the challenge of incorporating both standards-related literature requirements with Collegiate created canon required readings.

We have some canonical titles that we have to work with. And it is almost like you have two goals and you have to kind of marry them. This is the list of books that we are supposed to address this year. Seven canonical core texts and some lit circle texts and you have that mandate and you also have the mandate to get at the standards. You look at the standards through the lens of the text. And sometimes that works and sometimes it doesn't.

Academic rationalism was also observed in numerous activities at Washington Prep. Academic rationalism was largely reflected in the standards and accountability focus of Washington Prep. This school and all the Collegiate schools are designed to get students into college, and to offer an alternative to the local schools that are not meeting state standards and accountability requirements. Like any other public school in California, these schools need to increase their Academic Performance Index score and help students reach proficient scores in standards-based assessments by 2014 (California Department of Education, 2007). The California State Standards are a key goal of the Collegiate program.

Every lesson observed at Washington Prep was directly linked to a California standard. Students and teachers were aware of which standard was being worked on in each class observed because it was posted on the board during every observation conducted (Washington Prep, 2007).

The math benchmark practice test was designed by Matt using *Edusoft* (Riverside Publishing, 2007). The exam was given and then the grade level math teachers would review the data together to plan the next week's lesson in response to the scores. The benchmark exams were given for a number of reasons: 1) they provide students with the

opportunity to practice taking these types of tests, 2) they provide ongoing information about student's current level of mastery, and to inform communication with teachers and families about accountability goals for the school.

Mike's class also took class time to practice test taking. Their exam was shorter and included just a few questions about literary analysis. Homework that night revolved around another reading assignment and response questions.

Progressive philosophy was evident in numerous student-centered practices observed at Washington Prep. Student-centered goal setting, cooperative groups, the use of scaffolding strategies, and other multiple intelligences activities were all observed in classrooms at Washington Prep.

On a broad scale, students are expected to not only understand what is expected of them academically, they are expected to participate in the goal-setting process to move themselves to a prescribed level of achievement. Students establish goals for themselves, monitor progress through a portfolio system, and participate in student-led conferences.

Goal setting is also the teacher's responsibility and is conducted daily, weekly, and monthly. Daily learning objectives were seen in each of the three classrooms' listed on the board, and woven into monthly and weekly goals. In Gloria's class, students were expected to record the learning objective for the day on their weekly goal-setting worksheet. The objective "by the end of class today students will locate information by using a variety of consumers, workforce and public documents by answering seven out of eight questions correctly," was reviewed at the end of the lesson after a mini quiz had been administered to assess whether the objective had been met. Students recorded their

progress toward their learning objective and handed in the week's worksheet to the teacher when leaving for their next class.

Instructional strategies observed included the writing process using the writer's workshop model and literature circles. Collegiate instructional guidelines list both strategies as instructional expectations. Additional strategies observed included hand signals and quick visual reviews of written work to check if students were on track. In Gloria's class, students were asked to participate in an extensive visualization activity. Students had learned that creating a "Van Gogh" was equivalent to creating a visual product that expresses understanding of a concept. Students were expected to emulate Van Gogh by creating a visual representation of a concept from a novel being read. In Matt's class, students were expected to engage in an ongoing dialogue about their understanding of a concept. Matt asked his students about their confidence level on a warm-up activity: "How many of you completed the problem with confidence?" He also asked for a general show of hands during the lesson, checking for understanding. All three teachers used quick quizzes to get a fast assessment of understanding before delving into the lesson for the day.

Each class observation included a variety of instructional strategies, the majority of which were designed to address the individual needs of the students while making the time spent efficient through constant assessment. Instruction was observed as a combination of progressive and academic rationalist methods. Additional progressive methods of instruction include: Daily Oral Language, mini lessons, and both readers' and math workshops. While most instructional time was spent in concrete activities that were standards based, supplemental programs, such as Advisory and Town Hall and in some

underlying messages found in the climate at Washington Prep, demonstrate social reconstructionism.

Advisory, as described previously, is a daily opportunity for students to meet in a familiar group with an adult advocate and guide. Gloria discussed advisory as having the power to offset the pressure created by the academic portion of the program as well as the stresses that come from home.

The social and emotional stuff that is not standards-based serves a huge purpose. We push hard academically and there is a lot going on in these kids' lives. You have to recognize that and take care of them emotionally, too. My girls are 15 and one had to take a pregnancy test, one's dad is beating her so she had to move out. These kids need support.

An observation of Gloria's advisory class revealed a close relationship between the teacher and her students. Students had just returned from a two-week break. The activity was a check-in which began with a fist of five. Each student was expected to reveal how his or her vacation had gone by choosing to rate it, from one to five, five being the best, by a show of fingers. Each student then had an opportunity to share why he or she rated the vacation as such. Students reported a variety of events taking place over the break including partying, going to a soccer match, Dad losing his job, and being grounded. Gloria took a turn as well and had been to Spain over her break. She brought every student a treat and had pictures to share. The advisory session functioned based on rules of communication and rapport established over three years. Gloria has had this group of girls since they entered Washington Prep. They are now in eighth grade and will continue to have advisory with Gloria until they graduate. In addition to structured programs that reinforce student emotional health, teacher behaviors reinforced the behavioral and relationship-driven priorities of the school.

All three teachers observed used positive language with their students. They reinforced basic concepts of respect for one another and promoted the use of self-talk to promote seeing themselves positively. In Matt's class, a student started to snicker at another when they got a question wrong. Matt was quick to intervene in a calm and measured way: "Hold on, I don't feel safe when we laugh at one another." During another observation, students were asked to repeat the following statement: "I am going to get an A on this test." Positive and critical thinking were goals promoted through student/teacher interaction and guiding questions used to create context for the work being done in the school.

Mike's classroom contained posters that listed guiding questions for the year. Questions such as, "How can we live more sustainably," "What does it mean to be a community," and "What is the relationship between humans and their environment", were listed as possible topics for college essays. Additional guiding questions were posted next to the standards for eleventh grade English, "How did I become me, who am I, and how will I become who I want to be?"

Congruence of Espoused Curriculum and Curriculum-In-Use at Washington Prep

The congruence between what is espoused as curriculum at Washington Prep and what is observed as curriculum-in-use is substantial. Congruence is observed because of the direct link between what is espoused as the curriculum at the school and what is observed as the curriculum-in-use. Observations revealed that instructional strategies set out in the organizational guidelines such as the workshop and mini-lesson model were being used. Data are a large part of the Washington Prep program. The use of data to inform instruction was evident in all three classrooms observed. The social and emotional

components of the Washington Prep model such as advisory, community service, and town hall were all observable.

Figure 6 provides a visual representation of the types of programs espoused at Washington Prep and the corresponding implementation of curriculum in the classroom.

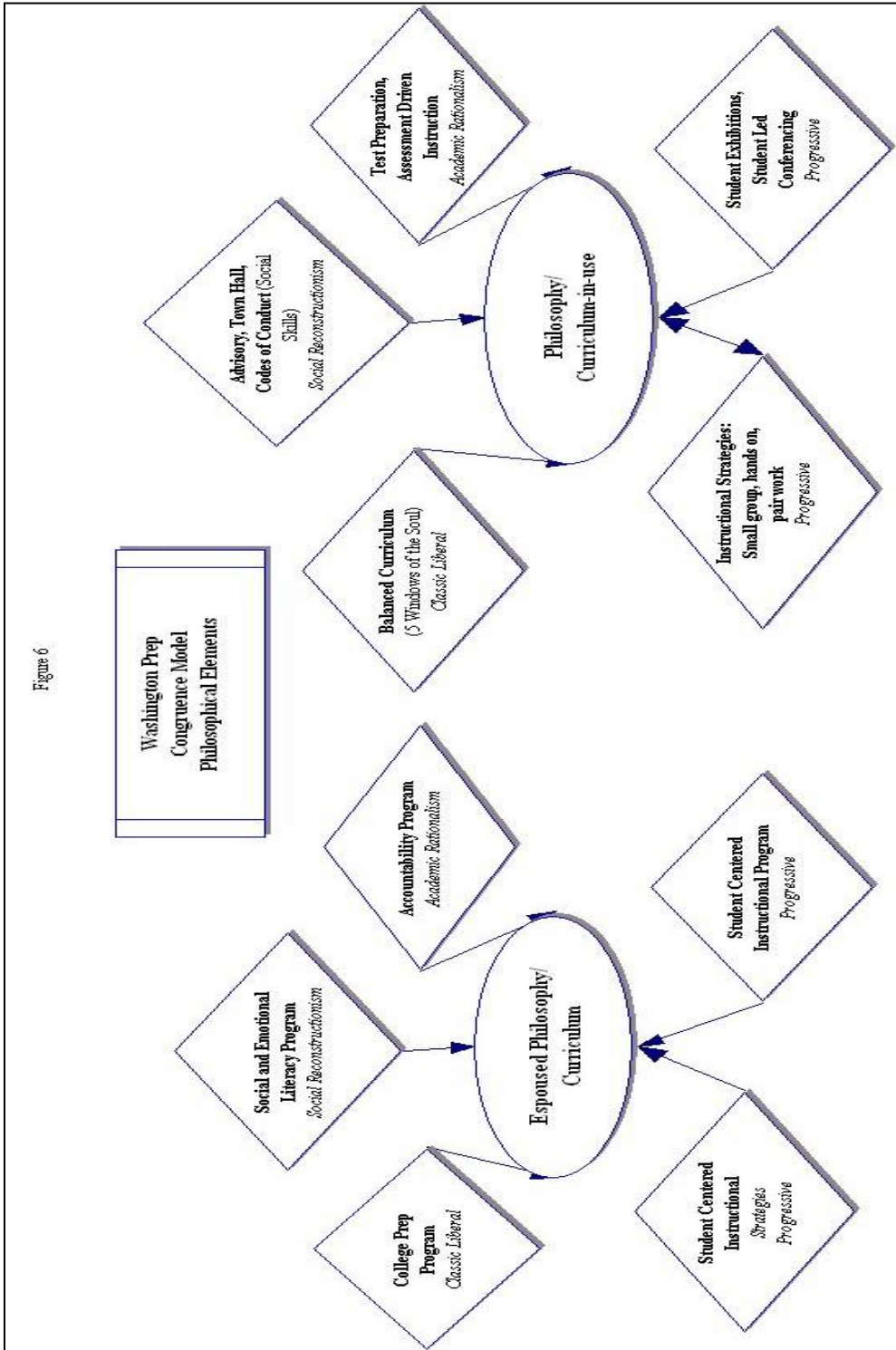


Figure 6

Coherence of Philosophies between Swan Academy and Washington Prep

The Collegiate philosophy is eclectic yet coherent. It is a strategically integrated combination of all four educational philosophies, and is experienced by students at both schools. The extent of coherence between the schools, one feeding students into the other, is strong and observable. The Collegiate philosophy is coherent among the teaching staff at both schools. Evidence of the Collegiate philosophy is found with the young, enthusiastic, and idealistic teachers. All six teachers interviewed were within the first eight years of their teaching career, and teachers stated they buy in to the Collegiate philosophy. In fact, Gloria shared that philosophy is what attracted her to Collegiate in the first place.

The philosophy was music to my ears. That any student can learn, and in this neighborhood. One that is similar to the one I grew up in and was bused into Willow Glen for school. This is a neighborhood where you don't expect to see a school. The goal is to get these kids to college and for them to come back and help their community. The philosophy is also that rigor is good and appropriate here. It sends a message about what we think these kids can do.

The Collegiate philosophy is based on student centered instruction that is data-driven, with high expectations supported by a loving and supportive school structure. All four educational philosophies explored in this research are present in that description. Because the Collegiate philosophy is a unique blend of all four perspectives, some perspectives are easier than others to directly observe. Data indicated that the academic rationalism component of the program is embraced and evidence was abundant. There is observable data that the schools offer and focus on social reconstructivist programs such as CARES and Advisory. Other data showed that instruction is student-focused and that progressive instructional methods are used regularly and in every classroom observed. The last philosophy is classic liberalism which includes the observance of course

offerings, college rhetoric, and a canon based reading list. The key component of this philosophy is the belief that all students are capable of mastering a rigorous and intellectual curriculum (National Education Association, 1893).

While the six teachers interviewed and observed approached teaching with the Collegiate philosophy including the belief in student potential, they also revealed that not all Collegiate teachers believe all their students are capable of handling a college prep program. Tom, the principal, revealed a concern that some teachers present material that is watered down or “standards light.”

There is a kid thing you do with fortune cookies, you open up the fortune cookie, you read it and you say, in bed at the end of the statement. I think that a lot of teachers without saying it outright, say, for a child in Sobrante Park. This student is a really good reader, for a child in Sobrante Park. “This child really works hard, for a child in Sobrante Park.” So they put that caveat on basically or almost implicitly and it lowers the expectations.

Teacher participants echoed Tom’s concerns stating that not all of their colleagues believe in the mission or the Collegiate philosophy, and this is the area where the philosophy breaks down. Mike was asked about the conflict of philosophy that was mentioned by the other participants, and he explained the congruence in terms of a continuum.

People are in different points on the continuum. I think we are bunched up on the Collegiate side of the continuum. I think you would find more consistency than inconsistency. For those that really have a hard time reconciling their philosophy with the Collegiate philosophy, there is enough unrelenting loving pressure to do it the Collegiate way that people often move on.

Another conflict of philosophy lies in the vision of teaching we often get from the media. Matt shared that some teachers enter the profession wanting to be the sage on the stage imparting knowledge and changing lives, and that the Collegiate philosophy shakes out to instruction that is much less glamorous than that.

The biggest problem is trying to reconcile standards-based learning with a vision of school that is fluid and creative and stand and deliver. That is a very seductive view of school. This dramatic person standing in the front, transforming lives. In a quieter, less “you” focused way, I think we are transforming lives.

Matt mentioned that there is also some discrepancy of philosophy about the viability of programs like advisory. Not all the teachers have the same comfort level with the sometimes difficult interactions that may evolve in advisory. Matt’s explanation of the issue lies with the varied backgrounds of the teachers and possible mismatch of experience and understanding. The mismatch of teacher perspective and Collegiate philosophy was not observed or mentioned by any of the participants at Swan Academy.

Lastly, the philosophical perspective of the parent community may not be in line with the Collegiate vision. While the Swan Academy principal assessed the parent community as having the same goals as the school, the Washington Prep principal did not. Possibly due to the increased rigor of high school and certainly the age of the students, the Washington Prep’s parent community does not necessarily have the same goals for the students that the school does.

Their goals are far more practical. A group of people who have not had college themselves. There are people who are aligned with Collegiate but lots are not. While they might think it from a more superficial level. From their perspective once you are of a certain age, you need to get a job. The kids think it and they get it from their parents. There is also a staunchly entrenched community that thinks girls don’t go to college. Some are trying to get their brains around it but it is very difficult and painful. In this school, the goal is going to college. If that is not their goal, they need to go somewhere else. There have been a lot of killings. Seven in this area since the beginning of the year. These families just want their student safe.

The difference between elementary and secondary schools is legendary. The Swan Academy principal, Diane, assessed her teachers as following the Collegiate program to a very high degree, while Tom at Washington Prep estimated that 50% of the

teachers are following the Collegiate program. It is difficult to determine if the discrepancy is due to actual philosophy or the very real differences between self-contained classroom teachers at the elementary level and single-subject teachers at the secondary level.

Despite the lack of coherence among these aspects of philosophy at Swan Academy and Washington Prep, daily instruction is observably consistent and coherent. Perhaps further observation might reveal less coherence.

Congruence of Espoused Philosophies and Curriculum and Curriculum-In-Use at Swan Academy and Washington Prep

The Collegiate instructional guidelines were used as the key example of espoused curriculum when determining the level of congruence between espoused curriculum and curriculum-in-use. Evidence showed that the instructional guidelines established by Collegiate contain the largest single descriptor of instructional practices in Swan Academy. These guidelines are published for internal use by teachers and can be seen as the road map to the destination found in the mission and vision. The guidelines spell out what the Collegiate administration expects to be happening in classrooms. Classroom observations illustrated that guidelines were being followed. Numerous aspects of the instructional guidelines were observed. Teachers were using the workshop model; they were using data on a regular basis to inform instruction. Observations indicated that math and English language arts were primary components of each instructional day and test preparation activities were conducted weekly. While the CARES program was not listed in the instructional guidelines, it was a documented part of the school's curriculum, found in both principal newsletters and classroom documentation. The CARES program was a

daily component of the instructional program as observed in classrooms, use of vocabulary by numerous staff members and in a town hall session.

The congruence between what was espoused as curriculum at Washington Prep and what was observed as curriculum-in-use is substantial. Congruence is observed because of the direct link between what is espoused as the curriculum at the school and what is observed as the curriculum-in-use. Observations revealed that instructional strategies set out in the organizational guidelines, such as the workshop and mini-lesson model, were being used. Data is a large part of the Washington Prep program; the use of data to inform instruction was evident in all three classrooms observed. Lastly, the social and emotional components of the Washington Prep model such as advisory, community service, and town hall were all observable.

Observations at both schools indicated a very high level of congruence between what was espoused as curriculum and the curriculum-in-use. One example of espoused curriculum not observable in the curriculum-in-use was the workshop model. The workshop model was observed in seventh grade humanities but not in seventh grade math or eleventh grade English. The model was referred to in posted plans for the course but not directly observed.

Espoused curriculum included in both SARC reports (California Department of Education, 2007) and website descriptions of curriculum (Collegiate Public Schools, 2007) that were not directly observed include: Harcourt phonics (2007), College Preparatory Mathematics (Sallee, Kysh, Kasimatis, & Hoey, 2002) and *History Alive* (Teacher's Curriculum Institute, 2006). They are all listed as key components of the instructional program and none of them were used in any of the observations at both sites.

However, the interview with Tom revealed that textbooks are not embraced as the primary instructional tool within the Collegiate philosophy.

The curriculum needs to be appropriate for the given student population and the textbook sort of standardizes that and assumes that all students are capable of doing the same kind and amount of work or are ready to start in the same place. By not using the textbook, Collegiate is hoping for planning for flexibility and to align curriculum to student needs and skill set.

In this case, the espoused curriculum lists instructional materials that were not necessarily used as a primary tool. The SARC report from 2006 includes a statement about instructional materials downplaying the use of textbooks. “In Collegiate schools, textbooks are used as a tool for instruction; they never take the place of good teaching and the facilitation of learning.”

While textbooks were not in use, instructional strategies and key programs such as advisory and CARES were largely congruent between espoused descriptions and observed practice. Every class observed included implementation of social and emotional programs, as well as student-centered and data driven instruction. All teachers observed used positive, forward-focused language with their students, and, a focus on college entrance was observable in every classroom.

Findings indicate three conclusions in regard to coherence of philosophy and congruence of espoused curriculum and curriculum-in-use. First of all, teachers appear to believe that the Collegiate curriculum is effective. Observations revealed a high level of congruence between what Collegiate officials want to see in classrooms and what was actually observed. Teachers had a great deal of autonomy and typically reverted to practices that made sense to them and met the goals they have for students. Teachers observed in all six classrooms used Collegiate curriculum exclusively. Teacher practices

that were congruent with espoused curriculum indicated that the philosophy behind the curriculum was coherent across classes and schools.

Secondly, the aspects of the espoused curriculum not in observance, namely the use of textbooks, may be an indication of a conflict between the philosophy of the organization and state mandates to directly link instructional materials to state standards (California Department of Education, 2007).

And lastly, while the Collegiate philosophy may not directly adhere exclusively to one of the four educational philosophies discussed in this study, the organization appears to have a very clearly defined philosophy that includes numerous educational philosophies. This unique blend of educational philosophies creates a Collegiate philosophy that is eclectic and coherent.

It is important to note that the Collegiate organization appears to be led by individuals who are capable of taking a critical look at public education and have engaged in double loop learning. Single loop learning is indicative of surface correction, while double loop learning has members of the organization take a hard look at the structure of the organization (Argyris & Schon, 1974) with massive change in mind.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Summary of Findings at Collegiate, Swan Academy and Washington Prep

Observations, interviews, and document analysis revealed that Collegiate Public Charter Schools, Swan Academy and Washington Prep, have an eclectic yet coherent curriculum that draws from at least four educational philosophies. The curriculum found within this organization and schools was observed to be a combination of programs that can be linked to classic liberal, academic rationalist, progressive, and social reconstructionist philosophies. The curriculum observed had purpose and each lesson and activity was directly linked to the purpose set forth by the organization.

While the goals of the curriculum were not articulated using philosophical terminology, Collegiate leadership had clear ideas about the goals they had for the students they serve. Each goal reflects an educational philosophy, sometimes more than one. Participants were asked to reflect on the goals of the organization and school and they were able to clearly articulate what they want for kids leaving their program. Goals included acceptance to college after leaving Collegiate schools. While the participant did not indicate the goal was to provide a curriculum in the classic liberal model, their description of goals could easily be translated to an educational philosophy.

The purpose or goals of the curriculum were threefold: first, to raise student performance to meet state accountability expectations; secondly, to prepare students for a successful college experience; and finally, to develop caring, responsible citizens (Collegiate Public Schools, 2007). The Collegiate program had additional goals that pertain to their educators, their community, and the larger educational community.

Through extensive training and ongoing professional development, Collegiate strives to build highly effective teachers. The placement of Collegiate schools in struggling communities had been planned strategically to lift the community and focus energies on disadvantaged children and their future. Lastly, the Collegiate organization has plans to be a catalyst for progressive change in public schools.

The level of congruence between what was espoused as curriculum and what was observed as the curriculum-in-use was high. Argyris (1980) proposed that organizations become more effective when there is less distinction between what is claimed to be and what actually is; the goal is to have consistency between stated philosophical goals and the goals actually implemented through curriculum. The Collegiate documentation described a program that was very much visible in these two schools. Collegiate and school specific documentation described instruction designed around the learner. Instructional guidelines were being followed in these schools. Teachers were using the mini-lesson and workshop model. Lessons were designed with data about student performance in mind rather than instructional materials as the focus. Students were supported emotionally through an extensive character education and social and emotional literacy program.

One obvious exception to this high level of congruence is the unobserved use of instructional materials listed in SARC reports, instructional guidelines, and Collegiate website program descriptions (California Department of Education, 2007; Collegiate Public Schools, 2007). SARC and website curriculum descriptions include a detailed list of materials including Harcourt Math (2007) and College Preparatory Mathematics (Sallee, Kysh, Kasimatis, & Hoey, 2002). None of the textbook instructional materials

were observed in practice. Teachers appeared to be given latitude about the instructional tools they used. One explanation for the lack of their use may be a philosophical discrepancy between Collegiate leadership and state mandates regarding the use of textbook based instructional materials. The SARC reports for both schools, included mentions of textbooks not taking the place of quality instruction. Tom, the Washington Prep principal, mentioned that the textbook can even get in the way of effective instruction:

The curriculum needs to be appropriate for the given student population and the textbook sort of standardizes that and assumes that all students are capable of doing the same kind and amount of work or are ready to start in the same place. By not using the textbook, Aspire is hoping for planning for flexibility and for teachers to align curriculum to student needs and skills sets.

Discussion

The purpose of this study was to better understand the relationship between philosophy and curriculum within a charter organization, in this case, Collegiate Public Charter Schools. The purpose of the study was also to determine the level of coherence of educational philosophy within and across two schools within the Collegiate organization as well as the level of congruence between what was espoused as the curriculum and the curriculum-in-use in each school.

This study was conducted primarily to explore the relationship between philosophy and curriculum. A secondary goal was to explore the ability of school personnel to implement a program true to the organization's philosophical beliefs about what they feel is best for kids.

Public schools are constantly under fire for not meeting the goals of the society (Tyack & Cuban, 1995). There has been speculation that, due to the organization of

schools and the seemingly permanent obstacles in their way, it is impossible for schools to reach those goals (Tyack & Cuban, 1995). The findings of this study show that it is indeed possible to operate faithfully to the philosophy set forth by the organization. The goals achieved by having a coherent and congruent curriculum ultimately lie with student achievement of the goals.

Findings do not confirm or negate current literature because there is little research regarding the relationship between philosophy and curriculum. The research that does exist regarding the purpose of this study revolves around theories of action. Numerous studies have been conducted to link successful organizations with a high level of congruence between their espoused programs or curriculum and the program or curriculum-in-use (Fullan, 1996; Harrison, 1997; Synder, Bolin, & Zumwalt, 1992). This study is likely to conform to the findings of other studies that conclude that a clearly articulated and published curriculum reflected in daily practice in classrooms is an indication of a successful organization (Harrison, 1997). The difficulty lies in how to define success for a specific organization. School success is typically measured through state accountability measures such as the Academic Performance Index (API). Collegiate schools are struggling to meet the state mandate of an API of at least 800. In the last four years, Swan Academy has increased its API 173 points and Washington Prep has increased 131 points. API scores posted for the 2006-07 school year show Swan Academy is just five points away from the 800 goal with a score of 795 with an 85-point jump from last year's base score. Washington Prep is much further away from the target with a score of 667 and a growth of 11 points from 2006 (California Department of Education, 2007).

This discussion summarizes how site leadership and professional development affect the ability of an organization to provide a coherent curriculum and philosophy as well as one with a high level of congruence between what is espoused and what is in use.

Site Leadership and How It Affects Curriculum and Philosophy

The work being done at Swan Academy and Washington Prep requires a strong leader who believes in the mission of the organization. Both principals interviewed had a set of qualities that were consistent with the Collegiate philosophy. A belief that all students can learn to the level prescribed by the state standards is a key factor common to both leaders.

School leadership has become more complicated during the school accountability movement due to the shortage of capable applicants. The definition of what a capable applicant must include has grown as well (Malone & Caddell, 2000). In the past, the principal or school leader was seen primarily as a manager who evolved from a classroom teacher. The Interstate School Leaders Licensure Consortium (1996) has established a six-standard description of what an effective school leader looks like. The effective school leader is now expected to be a change agent, as well as a manager and instructional leader. A change agent role requires leaders to possess a firm philosophical foundation that will manifest through goals, programs, and practices (Malone & Caddell, 2000).

School site leaders have many opportunities to guide the organization using their philosophy as a guide. Sometimes, philosophical decisions are made without explicit intention on the part of the leader. As a former site principal, the researcher had personal experience making decisions based on many factors only to look back at the list of

decisions and see patterns of philosophy shine through. The choice to offer a support class for algebra, the dress code description, promoting field trips, endorsing homeroom/advisory, or eliminating French in lieu of Mandarin are all choices that are made with a frame of reference grounded in philosophy.

The leaders interviewed at Collegiate schools have numerous things in common such as a firm focused style and an interest in disadvantaged students. Most notably, they appear to have the same philosophy about learning and what it takes to prepare students for a productive role in adult society. Each Collegiate leader interviewed during this study was able to clearly articulate the vision of the organization. While not using philosophical vocabulary, they were able to share the goals of the program and how those programs would benefit students. Every goal comes from a philosophical perspective. For example, a school goal of increased social and emotional literacy is a goal steeped in social reconstructionism. It is vital for educational leaders to have a firm grasp of what they are doing and why they are doing it.

Professional Development and How It Affects Curriculum and Philosophy

Collegiate has made professional development a priority in their schools and organization. A good indicator of the level of commitment to professional development is that weekly time is set aside for teacher collaboration and training. Summer training sessions provide the organization an opportunity to present and reinforce the instructional philosophy of the organization. In addition to summer training and weekly opportunities for reinforcement of instructional strategies, grade level groups meet weekly to discuss assessment data and use the information to design instruction for the following week. Professionals who have the opportunity to engage in job-embedded professional

development that reinforces the goals of the organization are more likely to confirm that philosophy in daily practice (King, 2004). Collegiate teachers have regular opportunities to work together toward their common goals, and it is likely that this kind of collaboration has a positive impact on the ability to provide a daily program in the classroom that is congruent with the organization's vision.

Summary of Discussion

The impact of quality site leadership, and meaningful, ongoing, professional development on the philosophy and curriculum of the Collegiate schools can easily become a chicken or the egg dilemma. It would be difficult to determine which factor has the most impact and certainly difficult to determine how each factor affects the other. However, both factors are shown to be helpful in making the Collegiate philosophy and curriculum coherent. The professional development and leadership factors help maintain the level of congruence between what is said and what is done in the classroom. Leaders have the opportunity to manage practice in the classroom while professional development reinforces the philosophies behind practice.

Recommendations for Further Research

The Relationship between Social and Emotional Literacy Based Programs and Secondary and Post-Secondary Academic Success

The information gathered in this study helps illuminate the philosophy behind curriculum but it does not address the quantitative outcomes from the curriculum chosen. Are the chosen programs successful? The academic and instructional programs are easily measured using academic tools such as testing, portfolios, and exit projects. The Collegiate schools include significant social and emotional programs intended to provide

support, and social skills. Research conducted to determine the value added by these programs in terms of academic success would be very interesting. Do social skills programs help improve students' academic progress?

The Relationship between Collective Bargaining Systems in Schools and Feasibility of Substantial Organizational Change

Collegiate Public Charter Schools have a unique opportunity in terms of organizational innovation. There are numerous obstacles in public schools that get in the way of organizational change. Collective bargaining, which provides teachers an opportunity to craft the teaching environment, can be an obstacle to change. Collegiate charter schools are not held to the same standard as typical public schools where teacher rights are concerned. Collegiate does not have collective bargaining. Each teacher is an at-will employee. There are a number of programs in existence in Collegiate schools that would be difficult to implement in typical public schools. The professional development program, Saturday school sessions, and fluid resources are just a few of the items that would need to be negotiated with a teacher's union prior to implementation in a non-charter public school. Negotiations can be difficult and time-consuming in the best of circumstances (Henricks-Lee & Mooney, 1998). Further research about the relationship between collective bargaining systems and innovation would be highly instructive of organizational hurdles.

Recommendations for School Leadership Programs

Findings of this research indicate that school leadership programs need to include two key areas of instruction. First, leaders need an opportunity to explore multiple and contradictory educational philosophies. Ideally, potential school leaders would have an

opportunity to see the philosophies in action as they play out in the classroom. The ability to weigh the benefits and drawbacks of different educational approaches is vital in serving the students of each educational community. Secondly, leaders need to study organizational culture and change. An educational leader should have a clear vision about what he or she wants for students. But they should also have enough understanding about organizational culture and change to know how and when to approach changes in school philosophy.

School leadership programs should include opportunities to study community values. As is spelled out in the *Nicomachean Ethics*, the best is determined by those who make up the community (Ross, trans. 1925). There is balance to be struck between the expertise of the practitioner and the community member. Their goals may not be in line and school leaders need to work within their own framework as professionals while respecting the cultural and community values surrounding their school.

An effective program should contain an opportunity to explore educational philosophy and organizational change. A curriculum that combines and addresses these two aspects of school leadership would provide prospective leaders with a clear view of their prospective new and ever expanding job description.

Recommendations for School Leaders

The findings in this study illustrate that a public charter school system has some major advantages for leaders who want to support substantial change. Many aspects of the Aspire program would be very difficult if not impossible to create in a typical public school. That being said, opportunities do exist for change and school leaders need to be observant for when those opportunities arise.

In the State of California, schools adopt new instructional materials every year on a seven-year rotation for each subject area (California Department of Education, 2007). This is an opportunity for a school leader to explore the values of the community, to consult the staff, and to revisit recent research about pedagogy and student outcomes. However, instructional materials are not the only component of the program that allow leaders to put their philosophical stamp on the school.

Hiring procedures are a wonderful opportunity to build a community of teachers to view student achievement in a similar way. Hiring practices can be crafted to reveal candidate philosophy through carefully worded questions, tours, classroom visits, and multiple interviews. Sometimes discussing the vision of the school in an interview sparks conversation that can be very helpful in delineating a candidate's theoretical perspective.

Program creation and master schedule work is another powerful avenue for leaders to impart educational philosophy. The amount and type of electives offered at a school, tracking practices, and the organization of the school day all reflect philosophy and can be guided by the principal.

School leaders have an incredible opportunity to craft an organization. Each decision that is made affects outcomes for students. A social and emotional literacy program may allow a student to gain tools to positively affect his or her ability to handle stress while the student-run student store may give a student the opportunity to use mental math and build the mathematical confidence. Every decision is an opportunity for students to achieve, grow, and become successful adults.

Last Words

Having the opportunity to conduct research in Collegiate Public Charter Schools turned out to be a life-changing experience. There were surprises that informed personal beliefs about the power of public education. I always knew that teaching was a noble profession and that to do it well required a great deal of time, ingenuity, and passion. I was amazed to see the quality of instruction taking place at Collegiate schools amidst a very dangerous and impoverished environment. The teachers with whom I had the honor to spend time were dedicated, passionate, and well-trained. The instruction observed was standards-based, informed by regular assessments, and streamlined. More admirably, this standards and results-driven instruction was wrapped in loving vocabulary, social skills reinforcement, and a sense of community responsibility. These students are respected enough to be given the opportunity to rise to some very rigorous standards and cared about enough to be supported by the staff of Collegiate and their programs.

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² Collegiate is the pseudonym selected to protect confidentiality.

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Appendix A – Letter inviting Collegiate Schools to Participate in the Study

Date

School Administrator
Address

Dear _____:

My name is Beth Polito and I am a doctoral student in the School of Education at the University of San Francisco (USF). As part of my research for the completion of my dissertation, I will need to collect data about how curriculum is chosen and used at public charter schools in California. I am trying to find out what educational philosophies are behind these curriculum choices and if there is a difference between the curriculum that is published and the curriculum that is used in those schools.

I am asking you to approve participation of two of your schools in this research because they are good candidates for this study. Participation in this research will include classroom observations and interviews of key school staff including the teachers whose classrooms are being observed and administrators at the site and at the Collegiate management level. I would also be requesting copies of some school and program level documents.

It is possible that some of the questions posed in the interviews may make school or program level staff uncomfortable, but they are free to decline to answer any question they do not wish to answer. You are also free to stop your participation in the study at any time. All data from your schools will be kept as confidential as possible. No individual identities will be used in any report or publications resulting from the study. Though there will be no direct benefit to you from participating in the study, the anticipated benefit of the study is a better understanding of how educational philosophy influences curriculum decisions and how curriculum is espoused and used.

If you have any questions, please feel free to contact me at (408) 867-3042 ext. 206. If you have further questions, you may contact the IRBPHS at USF, which is concerned with the protection of volunteers in research projects. The IRBPHS's phone number is (415) 422-6092. Thank you for your time and consideration.

Sincerely,

Beth Polito
Doctoral Student, University of San Francisco

Appendix B- Invitation to teacher participants

Invitation

Dear Teachers,

Hello, my name is Beth Polito and I am a doctoral student at the University of San Francisco. I am working on my dissertation and will be conducting research at your school for the next few months. I am looking for teacher volunteers to allow me to observe their classrooms and interview them. The topic of my research is educational philosophy and curriculum.

As a site administrator I am aware of how important it is that educators work together to learn and grow. I am also aware of how busy you all are. Recognizing both of these facts I cannot say how much I would appreciate your willingness to participate in this research.

You are being asked to participate in this research study because you are a K-12 teacher. If you agree to participate in this study I will conduct two interviews with you and two classroom observations in your classroom. Interviews will be held at your convenience and will be brief. Observations will be conducted discretely and classroom instruction will not be interrupted. The focus of observations is curriculum and how different types of educational experiences are provided. I am not interested in teacher behaviors or performance.

No individual identities will be used in any reports or publications resulting from the study. Classroom information will be coded and kept in locked files at all times. Only study personnel will have access to files. Individual results will not be share with personnel from your school or Collegiate organization.

While there will be no direct benefit to you from participating in this study, the anticipated benefit of this study is a better understanding of the relationship between educational philosophy and curriculum. Interviews and classroom observations are intended to uncover the kinds of curriculum being used and the philosophy behind their use.

If you are interested in participating or would like more information about the study before you make your decision, please contact me in any of the following ways:

bpolito@saratogausd.org

(408) 867-3042 ext. 206 Work

(408) 978-3719 Home

(408) 888-1023 Cell

Thank you for your time and consideration,

Beth Polito

Appendix C – Sample Permission Letter from Institutional Management

Date

Institutional Review Board for the Protection of Human Subjects
University of San Francisco
2130 Fulton Street
San Francisco, CA 94117

Dear Members of the Committee:

On behalf of NAME OF CHARTER SCHOOL, I am writing to formally indicate our awareness of the research proposed by Mrs. Beth Polito, a student at USF. We are aware that Mrs. Polito intends to conduct her research by conducting classroom observations and semi-structured interviews with school staff.

I am responsible for employee relations and am an executive officer of the school. I give Mrs. Beth Polito permission to conduct her research in our school.

If you have any questions or concerns, please feel free to contact my office at PHONE NUMBER OF SCHOOL.

Sincerely,

NAME OF AUTHORIZED PERSON
TITLE OF AUTHORIZED PERSON

*letter should be printed on proper institutional letterhead

Appendix D – Administrator Interview Protocol

Guiding Questions

EDUCATIONAL PHILOSOPHY

1. When considering Table A, a brief description of four educational philosophies, how would you describe the educational philosophy of the curriculum in your school? What criteria are used for choosing curriculum in your school?
2. When making curriculum decisions, to what extent did you take into consideration aligning your curriculum with California's content and performance standards?
3. What goals do you believe are achieved by your school when meeting California content and performance standards?
4. What would be some outcomes your school is trying to achieve that are not covered through the California framework?

SCHOOL CURRICULUM

1. What curriculum has been developed at your school in the last two years?
2. What teacher and student needs are taken into consideration when designing curriculum?
3. Who participates in designing or choosing curriculum?

ESPOUSED AND USED CURRICULUM

1. What portion of instruction reflects the published curriculum of your school?
2. What portion of instruction reflects curriculum not published by your school?

How is non-published curriculum chosen?

Appendix E – Teacher Interview Protocol

Guiding Questions

EDUCATIONAL PHILOSOPHY

1. When considering Table A, a brief description of four educational philosophies, how would you describe the educational philosophy of the curriculum in your school? What criteria are used for choosing curriculum in your school?
2. What goals do you believe are achieved by your school when meeting California content and performance standards?
3. What would be some outcomes your school is trying to achieve that are not covered through the California framework?

CURRICULUM

1. How is curriculum chosen in your school?
2. Who participates in choosing curriculum in your school?
3. What student and teacher needs are considered when choosing curriculum in your school?

ESPOUSED AND USED CURRICULUM

1. Is the standards curriculum evident in day-to-day instruction in your classroom?
2. What portion of the day is spent addressing the standards and how is this instruction implemented?
3. What other curriculum competes with the standards curriculum for instructional time?
4. How do you choose what curriculum is used and what is not?

Which standards are not addressed in a school year, and why?

Appendix F – Observation Protocol

Instructional timeframe for observed class:

Observation #____

EDUCATIONAL PHILOSOPHY

Evidence of goals: what students should know and be able to do

CURRICULUM

Published materials

Other materials

Topics generated by the teacher

Topics generated by the students

ESPOUSED AND USED CURRICULUM

Standards based curriculum/materials

Non-standards based curriculum (published or not?)

Appendix G – Document Analysis Protocol

Document analyzed:

Source of documentation:

EDUCATIONAL PHILOSOPHY and CURRICULUM

Evidence of goals: what students should know and be able to do

Curriculum Item #1:

Description

(include publisher, date, standards based, type of curricula and description of espoused use)

Philosophy Reflected

Curriculum item #2:

Description

Philosophy Reflected

Curriculum item #3

Description

Philosophy Reflected



June 19, 2006

Institutional Review Board for the Protection of Human Subjects
University of San Francisco
2130 Fulton Street
San Francisco, CA 94117

Dear Members of the Committee:

On behalf of [redacted] Academy and [redacted] College Preparatory Academy, I am writing to formally indicate our awareness of the research proposed by Mrs. Beth Polito, a student at USF. We are aware that Mrs. Polito intends to conduct her research by conducting classroom observations and semi-structured interviews with school staff.

I am responsible for employee relations and am an executive officer of the school. I give Mrs. Beth Polito permission to conduct her research in our schools.

If you have any questions or concerns, please feel free to contact my office at (510) 251-1660.

Sincerely,

Chief Executive Officer

Appendix I

Invitation: Teachers

I am conducting research at your school for the next few months and am looking for teacher volunteers to allow me to observe their classrooms and interview them.

You are being asked to participate in this research study because you are a K-12 teacher. If you agree to participate in this study I will conduct two interviews with you and two classroom observations in your classroom. Interviews will be held at your convenience and will be brief. Observations will be conducted discretely and classroom instruction will not be interrupted.

NO individual identities will be used in any reports or publications resulting from the study. Student information will be coded and kept in locked files at all times. Only study personnel will have access to files. Individual results will not be share with personnel from your school or Aspire organization.

While there will be no direct benefit to you from participating in this study, the anticipated benefit of this study is a better understanding of the relationship between educational philosophy and curriculum. Interviews and classroom observations are intended to uncover the kinds of curriculum being used and the philosophy behind their use. I am not interested in teacher performance, only the types of educational experiences you provide to your students.

There will be no costs to you as a result of taking part in this study.

If you are interested in participating please email me at bpolito@saratogausd.org by December 6, 2006.