A story from the field...

Over the last 27 years, I have taught a range of students, from kindergartners to seniors. Sometimes those big classes of surly teenagers would shake me up, and I would react to them from a closed tight place of fear—not present, not compassionate, without emotional range and certainly without an open heart. It was a lose-lose situation for everyone involved. Then one day I was substitute teaching in a middle school class and had an interesting realization. I saw that these same outwardly surly, 'disrespectful', rude teenagers were the same children I had known since they were in Kindergarten with my own children. In that moment, as I looked at them, I saw that they were still those cute Kindergarten children I had watched grow. I melted, let down my self-protective guard and was present, compassionate, wide open and ready to ride the wave of authentic energizing connection, learning and growing.

Margaret Dodd, Teacher
Reflections on the Teaching Presence:
open heart, being present, respectful discipline, and emotional range
(see page 10)
# Table of Contents

A story from the field... .................................................. ii

Table of Contents .......................................................... iii
  PassageWorks Core Classroom Practices ........................ iv
Letter from the Executive Director ...................................... v
  A 5th Grade Teacher’s Reflections about PassageWorks ....... vi

School Projects .................................................................. 1
  West High School 9th Grade Transition Pilot ................. 1
  Think College Now Kindergarten Pilot ......................... 3
  School Sites ................................................................... 4
  Evaluation and Research ................................................ 4

Curriculum .................................................................... 5
  PassageWorks Comprehensive Curricula K–12 ............. 6
  Kindergarten First Steps Curriculum ........................... 7
  Transition to First Grade .............................................. 8
  Journey Beyond Middle School (for 8th/9th grades) ....... 8
  Integration of Journey Into High School and Newcomers Transition Curriculum ........................................... 8

Courses and Professional Development .............................. 9
  Course Refinement and Development ........................... 10
  Teaching Presence Course ............................................. 10
  2008 Foundation Courses ............................................. 11
  Certifying PassageWorks Faculty ................................ 11

Outreach ...................................................................... 13
  Community Events ...................................................... 13
  Parent Engagement Network Keynote December 2008 .... 13
  Publications .................................................................. 14
  The Handbook of Moral and Character Education ........... 14
  New Website and Video ................................................ 14

Our Organization ........................................................... 15
  The Board and Committees ......................................... 16
  Board of Directors ...................................................... 16
  Advisory Board .......................................................... 16
  Committees .................................................................. 16
  Urban School Project Advisory Council ....................... 17

2007 - 2009 Strategic Goals ............................................... 18

Financial Summary ........................................................ 19
  Individuals ................................................................... 20

Thank You .................................................................... 20
  Foundations and Organizations ................................. 20
PassageWorks Core Classroom Practices

- **Focusing Activities, Silence and Reflection** to awaken the mind and cultivate awareness, concentration, inquiry and learning readiness
- **Symbolic and Creative Expression** to foster self-awareness, critical and creative thinking and innovation
- **Deep Listening** practices that provide opportunities for students to speak and listen to each other in new ways, promoting a culture of kindness, compassion and collaboration
- **Systematic building of Classroom Community** that is safe for intellectual and emotional risk
- **Inclusion of relevant Developmental Themes** that address critical life transitions and support students to connect their personal lives to academic content

“The Kindergarten *First Steps* curriculum brings the children into community. I am so amazed and impressed with how quickly and easily they have learned the skill of Deep Listening and how much patience they have in Sharing Circles. Through PassageWorks they have made profound connections to one another.”

Batya Greenwald, Teacher and PassageWorks Faculty Member
Letter from the Executive Director

January 1, 2008 was my first day as Executive Director of PassageWorks. I knew already from my research and from the search process what an extraordinary organization I had joined. My first year began with a great deal of listening and learning. I spent many hours with our founder, Rachael Kessler, talking about the work and about our unique approach. Our staff and board were also generous in helping me understand the Institute and the schools and teachers we were serving. We formed a powerful team that has grown stronger and more resilient with each success and challenge we faced.

The aspect of PassageWorks that most impressed me as an incoming staff member was its consistent history of meeting its goals. Our number one goal for 2008 was to begin a pilot project with an urban school to evaluate and adjust our methods to meet the needs of diverse students. We are pleased to report that we initiated two urban pilot sites in 2008, offering our transitions programs to students entering elementary school in Oakland, CA and students entering high school in Denver, CO.

Skillfully navigating transitions is the hallmark of our work, and 2008 offered us numerous opportunities to “practice what we preach”. Rachael was diagnosed with cancer in late June 2008 and has taken periodic medical leaves to accommodate treatments and recovery. While her absence has presented all of us with personal and professional challenges, it has also accelerated our transition from a founder-based organization to one with a broader and more sustainable leadership team. Rachael has continued to engage in the work of the Institute, directing her efforts to critical strategic decisions and projects. An additional challenge of 2008 was the financial collapse that impacted fundraising efforts for many non-profits. Director of Programs Laura Weaver and I have been working closely with Rachael and the board during this organizational transition. Our Operations Manager Liz Amore has provided consistent administrative support, financial management, and outreach services to the community.

We have all been inspired by Rachael’s example, and together our staff, faculty, board, advisors, school partners, and benefactors accomplished a great deal in 2008 and created a sound foundation for PassageWorks in the future. I hope you find the following report informative and inspiring.

Yours in service,

Mark D. Wilding
Executive Director

“We are pleased to report that PassageWorks initiated two new urban pilot sites in 2008 offering our transitions programs to students entering elementary school in Oakland, CA and students entering high school in Denver, CO.”
A 5th Grade Teacher’s Reflections about PassageWorks

Fifth grade students struggle with issues of: How do I fit in? Who am I? What do people think of me? They wonder; do other people have these fears and concerns that I have? PassageWorks helps students see that these struggles are universal—that everyone has these questions. Just knowing that and being able to share that gives them a sense of comfort.

When fifth graders graduate and move onto middle school, they are the youngest again in a new school. In middle school, there are a lot of messages that suggest to them that they need to conform. While some of that is true any time you come to a new community, the hardest thing for students is finding the balance between remaining true to who they are while adapting to the new school culture. Through PassageWorks, students learn a lot about who they are, so that when they leave fifth grade they have a clear sense of the essential things that make them unique. They also have a clear sense of what they are willing to let go of and what they want to hold on to so that they can remain true to themselves. This awareness helps them navigate through this rocky transition.

Schools are always struggling with the question: how do we create a safe learning environment for our students? We know that students can't learn if they aren't both physically and emotionally safe. PassageWorks supports kids to feel a sense of community and a sense of responsibility. PassageWorks offers kids the tools they need to make friends, keep friends, treat each other well and advocate for themselves—and these are all essential components for creating healthy school communities.
School Projects

PassageWorks realized a key 2008 goal of launching two urban school pilots in Denver and in Oakland, CA...

Since our inception in 2001, the PassageWorks Institute has been committed to establishing implementation projects for the PassageWorks Model within public and private schools. PassageWorks realized a key 2008 goal of launching two urban school pilots in West High School in Denver and Think College Now in Oakland, CA. We also began a number of new school projects as we continue to refine our model at every level so that we can broadly serve schools nationwide.

West High School 9th Grade Transition Pilot

In May 2008, PassageWorks launched an urban high school pilot in Denver, Colorado. Led by the PassageWorks team and West Principal Patrick Sanchez, the collaborative project served 200 incoming freshmen and included a customized curriculum that integrated lessons from PWI's Newcomer Transition Program (for recently immigrated and other bi-cultural ELL students) with Journey into High School—giving this program a unique emphasis on students' heritage and culture. The West High School pilot site had a student population that was 90% Latino, 5% African-American and 5% Asian-American and Anglo. 86% of students participated in the free and reduced lunch program. As with many urban high schools, the 9th grade was a particularly critical year to improving graduation rates (in past years, up to 50% of West students did not graduate.)

The PassageWorks program was part of a larger restructuring project at West, involving integrated initiatives designed to support the 9th grade high-risk transition year. The project was designed to support the school's goals of fostering Rigor, Relevance and Relationship. Through our partnership, these vital interlinking goals were expanded to include Resilience as well. Additional project partners included the University of Colorado Denver (UCD) Evaluation Center (see below) and Denver Public Schools Office of Intentional School Culture.

“If kids can't deal with something on the social and emotional level, they are less likely to come to school and achieve. If they aren't meeting those needs first, education tends to come second.” —West 9th Grade Teacher
Throughout the project, PassageWorks provided West High School ongoing consulting, professional development and program refinement:

- August 2008: two day Foundation Course training for West 9th grade faculty
- September 2008: “Kick-off” event for advisory program at West High School: an extended advisory period for students to build community as the school year began
- Monthly consultation meetings with 9th grade team to discuss curriculum, troubleshoot challenges, build on strengths and refine the program
- Monthly consultation with West High School Leadership Team for program refinement and change management
- Ongoing curriculum customization
- End of year debrief and program evaluation

**UC Denver Evaluation of PassageWorks-West High School Pilot:** As part of our urban pilot project, PassageWorks partnered with an evaluation team at the University of Colorado at Denver (UCD). This team gathered quantitative and qualitative data from both teachers and students related to the PassageWorks program, allowing us to refine our curriculum, professional development model, and implementation plan and to study the impacts of our advisory program on the students and faculty at West. The Evaluation Center developed a PassageWorks Logic model, which clearly articulated the way the PassageWorks model is designed to impact faculty, students and school culture. Below are the projected outcomes and objectives for the 2008-2009 PassageWorks urban school project at West:

<table>
<thead>
<tr>
<th>Short-Term Objectives</th>
<th>Long-Term Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students establish close relationship with a teacher</td>
<td>Improve student academic success</td>
</tr>
<tr>
<td>Students strengthen interpersonal/intrapersonal skills</td>
<td>Increase graduation rates</td>
</tr>
<tr>
<td>Students constructively navigate the 9th grade transition</td>
<td>Reduce student discipline referrals</td>
</tr>
<tr>
<td>Family bonds are honored and strengthened</td>
<td>Decrease abuse of drugs and alcohol</td>
</tr>
<tr>
<td>Students articulate goals, challenges, questions and dreams</td>
<td>Increase school safety</td>
</tr>
<tr>
<td>Students explore meaning, purpose, and integrity</td>
<td>Decrease drop-out rate</td>
</tr>
<tr>
<td>Faculty promote classroom culture of kindness &amp; respect</td>
<td>Increase faculty satisfaction and retention</td>
</tr>
<tr>
<td>Students strengthen their sense of identity</td>
<td>Improve faculty culture—strengthening personal connections and learning community of teachers</td>
</tr>
</tbody>
</table>
Think College Now Kindergarten Pilot

In August 2008, PassageWorks launched a second urban pilot site in Oakland, CA elementary school Think College Now (TCN)—a public school dedicated to “closing the achievement gap and giving all students an equal opportunity to attend college and pursue their dreams.” The TCN student population is 73% Latino, 20% African-American, and 7% Asian-American. 68% of the students are English Language Learners and 91% of students receive subsidized or reduced-price lunches. In August 2008, two TCN kindergarten teachers began implementing the PassageWorks First Steps curriculum in their classes.

Professional development included teachers’ immersion in the PassageWorks model through our Foundation Course and ongoing consulting with the PWI Kindergarten specialist Carrie Simpson through telephone, e-mail and a site visit. The First Steps curriculum, a school-based rite of passage program for children and families, was first piloted in 2007 with four classrooms in a rural Missouri school with high rates of poverty and in three classrooms in Boulder, CO. Now serving 40-50 families at Think College Now, this urban project will give us essential feedback as we refine the Kindergarten curriculum for broad use with diverse populations of students.

“Visiting the kindergarten classrooms at Think College Now was a dynamic experience for me as a teacher and learner. The Kindergarten teachers used their PassageWorks time to build community, strengthen peer relationships, and give opportunities to children to be self-aware and express themselves authentically. The students were engaged in practices such as experiencing silence, using play to build connections and focus attention, and listening to and sharing with each other. I witnessed the students' growing respect for individuality and interest in each other.”

Carrie Simpson, specialist on the TCN project, teacher, and PWI faculty member
School Sites

PassageWorks partners with schools across the U.S. to develop focused, caring and rigorous learning communities that support the academic, social and emotional development of young people. Teachers implement our work in two ways: by integrating our core practices and principles into a content area class or by utilizing one of our K-12 transitions curricula on a weekly basis. PassageWorks supports teachers to personalize our programs for their unique learning environments through consulting and professional development. In 2008, teachers utilizing our model served over two thousand students in public and private schools in ten states.

Evaluation and Research

- PassageWorks continues to engage in both “action research”\(^1\) and more formal evaluation of our sites.
- Following the tragic loss of our primary research consultant/partner, we searched for researchers to complete the analysis of data from our Poudre High School (PHS) Demonstration Site. During the fall of 2008, CSU professor and researcher Jim Banning completed a preliminary analysis of a portion of our PHS project data. We then contracted with Jim’s colleague, researcher Rhonda Parmely, to complete the analysis of this data and prepare a final evaluation report in 2009.
- PWI partnered with UCD on evaluation of West High School project. (see p. 2)
- JoAnn Robinson, a national early childhood expert and researcher has agreed to provide pro bono consultation on our kindergarten curriculum.
- PassageWorks is committed to building in an evaluation plan for each school implementation, including pre and post student and teacher surveys.

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1. Action Research: Kurt Lewin, then a professor at MIT, first coined the term “action research” in about 1944, and it appears in his 1946 paper “Action Research and Minority Problems”. In that paper, he described action research as “a comparative research on the conditions and effects of various forms of social action and research leading to social action” that uses “a spiral of steps, each of which is composed of a circle of planning, action, and fact-finding about the result of the action.”

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... a sixth grade girl at the end of her passage into middle school course wrote, “Once I get to know who these people really are, I don't want to hurt them.” That's the essence of anti-bullying—kids don't want to hurt other people because they feel a connection and out of that connection comes respect and sometimes affection, empathy and compassion. That's what prevents bullying.” — Rachael Kessler

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Schools We Served in 2008

- Alexander Dawson School, CO
- Bear Creek Elementary, CO
- Boulder Jewish Day School, CO
- Boulder School of Integrated Studies, CO
- Casey Middle School, CO
- Eastern Sun Academy, CO
- Friends School, CO
- Hilliel Community Day School, FL
- Horizon K-8, CO
- Jeffco Open School, CO
- Lexington High School, NE
- Mackintosh Academy, CO
- Maimonides Jewish Day School, MA
- Maui Prep School, HI
- Northfield Mount Hermon School, MA
- North Rockland High School, NY
- Oakwood School, CA
- Platt Choice, CO
- Poudre High School, CO
- R. A. Doyle and Martin Elementary Schools, MO
- Rainbow Mountain Children’s School, NC
- Sacramento Waldorf School, CA
- Shining Mountain Waldorf School, CO
- Shoreline High School, WA
- St. Paul Academy, MN
- Talmud Torah School, MN
- TCN Elementary, CA
- Twin Cities Jewish Middle School, MN
- Waldorf School of the Peninsula, CA
- Watershed School, CO
- West High School, CO
- Wildwood School, CA

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Curriculum

...PassageWorks has now begun development on or completed comprehensive curricula for each transition year into and out of elementary, middle and high school, including a unique kindergarten program called First Steps....

Our School Transition Program integrates five essential components to support teachers in the classroom and positively impact school culture: Implementation Planning, Curriculum, Professional Development, Consulting, and Evaluation. We recognize that each school has a unique culture, student population, and styles of leadership and teaching. We customize our programs to respond to the specific needs of schools. PassageWorks has now begun development on or completed comprehensive curricula for each transition year into and out of elementary, middle and high school, including a unique Kindergarten program called First Steps.

The Seven Gateways
- The yearning for deep connection
- The longing for silence and solitude
- The search for meaning and purpose
- The hunger for joy and delight
- The creative drive
- The urge for transcendence
- The need for initiation

© The Soul of Education ASCD 2000

Learning and the Brain – Robert Sylwester

“Emotions drive attention which drives learning, memory, and just about everything else.”

“After listening for many years to students’ stories, questions, and wisdom, I began to see a pattern. Certain experiences— quite apart from religious belief or affiliation — had a powerful effect in nourishing the inner life of young people. As the pattern became clearer, a map emerged. I found seven gateways, each gateway representing a set of key experiences embedded in their stories. Together these gateways offer both a language and a framework for developing practical teaching strategies.”

Rachael Kessler on the Seven Gateways

The PassageWorks Approach to Curriculum

Supporting students in critical transition years is an essential component of their future success. Research shows consistent student achievement loss associated with the shift from self-contained elementary schools to intermediate-level schools. And, nationwide, the rate at which 9th grade students drop out of school before 10th grade has tripled in the past 30 years. Our curricula are designed to honor and support the transition into and out of elementary, middle and high school.

Connecting with new families as they enter our school is of paramount importance to us. PassageWorks not only gave me a framework in which to do that, but facilitated deeper connections among students and allowed the parents to get to know each other in a real way. I feel good about the community we have built this year, knowing they will be together for the rest of their children’s elementary school lives.”

Colorado Teacher

PassageWorks Comprehensive Curricula K–12

First Steps into Elementary School: A curriculum to support the transition into the kindergarten year. Through play, verbal and artistic sharing, and reflective practices, this curriculum supports Kindergarten students in developing self-awareness and meaningful interpersonal connections. Students acknowledge the depth and range of changes that are taking place and have opportunities to build trust in themselves and in each other. A strong parent component strengthens families and guides parents to empower and honor their children.

Making Healthy Transitions out of Elementary School (for the 5th or 6th grade year) provides tools that help students and parents cope and thrive as they navigate the profound shift that comes with completing this stage of childhood and schooling and preparing for the academic, physiological, social and emotional challenges of adolescence and middle school.

Entering the Culture of Middle School (for the 6th or 7th grade year) strengthens individual identity while fostering meaningful new relationships across social divides. This program promotes a culture of kindness and emotional and social competence that can mitigate the slide into incivility, insecurity and the lure of risk common to the middle school years.

Journey into High School (for the 9th or 10th grade year) is designed to build community, promote identity definition and resilience, and take students and teachers on an inward exploration of meaning, self-awareness, and transitions.

Senior Passages (for the 12th grade year) is a school-based rites-of-passage designed to help students navigate the major transition at the completion of high school, which is often characterized by both deep anxiety and exquisite awakening.

Newcomers Transition Curriculum serves students who are recent immigrants, a population at especially high risk for alienation from school, school failure and self-destructive behaviors. This curriculum offers students the opportunity to honor the people, lands, cultures and personal identities they have left behind; reclaim and integrate aspects of their past; and become empowered to move with strength and confidence as they transition into a new school, culture and country.
**Kindergarten First Steps Curriculum**

As of December 2008, the first semester of the kindergarten program has been piloted in rural, urban and suburban settings with great success.

- Four kindergarten classes at a low-income public school in rural Missouri
- One kindergarten class at an independent elementary school in Boulder, Colorado with a mission of educating the whole child.
- Two kindergarten classes at a public elementary school in Boulder, Colorado with a focus on integrated arts curriculum.
- Two kindergarten classes at Think College Now in Oakland, CA—a high poverty urban school with over 90% of students receiving free/reduced lunch.

**Student Outcomes (noted by teachers):**

- Became more self-reflective
- Named and shared feelings; better managed intense emotions when they arose
- Noticed and celebrated connections, similarities and differences
- Experienced routines that built safety in the community
- Increased tolerance for and enjoyment of silence and stillness
- Built memory, listening and expressive language skills
- Increased abilities to focus and concentrate
- Received dedicated support from adults and peers during a significant transition

Carrie Simpson is partnering with PassageWorks staff to develop the second semester of the First Steps curriculum in the summer of 2009, so that the year-long version of the curriculum is available for the 2009-2010 school year.

A kindergarten teacher commented:

“Using PassageWorks with my class has created very strong bonds among students. They are adept at resolving conflicts, working in pairs and groups, and have a good basis for knowing and discussing their feelings.”
“An extraordinary component of the curriculum is the idea of encouraging communication and self-awareness through reflection. There are very few opportunities for children to reflect on the past, to look closely at the present and then to communicate the sense of growth between the two. My son reveled in this homework. He took great pride in realizing the social and emotional growth he has achieved: from a tentative experimenter, to a bold and active do-er who now thrives when trying new things... He was able to define the reason for his progression, from tentative to bold, pinpointing his newfound idea of success as the key... he sees that success is also found in the trying, the effort, the process.”

Parent of kindergarten student

“PassageWorks helps me set a stage and create a container so that my students feel they can come and really share and at the same time learn academically. I have been able to get really great results in my testing, both in my classroom and also at the state level standardized tests. But more importantly, I have seen a deeper sense of growth from my students who later come back and tell me “wow, this is powerful.” It is amazing to see them grow from the beginning of class to the end of the year, because of what I am able to bring in from the richness of PassageWorks.”

Francisco García-Quezada, High School teacher

Transition to First Grade

In the fall of 2008, we began collaboration with first grade teacher Zoe Borrell and faculty member/primary grades expert Carrie Simpson to adapt our Kindergarten curriculum for use in the challenging transition into first grade. Results of this adaptation and pilot will be available in June 2009 and will allow us to offer our First Steps curriculum to a K-1 student population.

Journey Beyond Middle School (for 8th/9th grades)

In the summer of 2007, PWI launched the development of an 8th grade transition program, specifically designed for implementation in a Language Arts or Advisory class. Throughout 2008, Rachael Kessler has worked closely with Language Arts teacher Diana Bamford and Counselor Bruce Rose to develop this integrated program that blends PassageWorks core practices and principles with reading and writing activities. We anticipate the completion of this year-long curriculum in 2010.

Integration of Journey Into High School and Newcomers Transition Curriculum

Because of a broad and urgent national need to serve high schools with large immigrant or dual-culture students, we customized our incoming high school curriculum to include the integration of lessons from our Newcomer curriculum. The piloting of this integrated curriculum at West High School will inform the refinement of this curriculum for broader use in 2009 and beyond.
Courses and Professional Development

... PWI offered four Foundation Courses in 2008 and in June launched the newly developed Teaching Presence course...

PassageWorks supports the professional development of teachers in three different domains: PWI offers programs and consulting for educators in the field, develops and certifies PWI faculty, and collaborates with universities on pre-service certification programs for teachers and principals. PassageWorks offers local and regional courses and customized school-based trainings. Methods learned in these courses prepare participants to implement each of our K-12 transitions curricula and provide practical tools that educators can integrate into any classroom or content area to enhance student engagement, build community, and improve academic outcomes. We have grown and strengthened our professional cadre of trainers, presenters, consultants and writers to extend and enrich our work with teachers.

PWI offered four Foundation Courses in 2008 and in June launched the newly developed Teaching Presence course.

Comments by Foundation Course Participants

“I learned the essential, central, crucial element of keeping my heart open to every child.”

“The training was great, inspiring, and practical.”

“This is a restful, invigorating, centering, informative and readily applicable program.”

“Do it! It will change your teaching forever!”

“This is a great opportunity to round out your teaching practice.”

“This course helps with so many aspects—from life outside the classroom to increased learning in Algebra II.”

Teachers from around the U.S. participated in the June Teaching Presence Course
### The Teaching Presence

Beyond technique and curriculum, the most effective teaching also includes a more elusive quality that profoundly affects the learning that is possible – the teacher’s own way of being with students. We celebrate those precious moments when we embody a “presence” that carries the class to a place where minds and hearts are moved and genuine connections occur. Some teachers just naturally live there most of the time. But how do we find that place? What qualities of teaching or being do we develop to discover what I have called the “teaching presence?”

- **Open Heart**: willingness to be vulnerable, willingness to care, respect for one’s own boundaries, acknowledging our own “shadow,” working with obstacles to caring
- **Being Present**: alert and relaxed, flexible and responsive to the needs of this moment
- **Respectful Discipline**: clarity of purpose, willingness to set boundaries with respect, inner strength to be able to risk being disliked
- **Emotional Range**: growing comfort in self and others with joy, grief, anger, exuberance, fear, silence, vulnerability

Nourishing the hearts of students, our own souls are fed. We find renewal of our passion for teaching and a long term recipe for avoiding burnout....

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### Course Refinement and Development

#### Teaching Presence Course

In summer 2008 Rachael Kessler taught a PassageWorks course entitled Teaching Presence. This course is designed to rekindle teacher's passion for their craft and to support teachers to dive deeply into the qualities of teaching that go beyond technique, curriculum and classroom. Teachers were given the opportunity to explore their relationship to the four interconnected qualities of teaching presence: open heart, being present, respectful discipline and emotional range. The development and refinement of this course represents an essential component of the PassageWorks model. We will continue to offer the Teaching Presence Course on a yearly or twice-yearly basis. Comments from participants from the June course:

- **This course is absolutely worthwhile–Essential–Transformational!**
- **This workshop is rich, empowering, concentrated. Show up and wait for surprises.**
- **This course will deepen your love of your life and of your teaching.**
- **Be ready to challenge yourself and to reap great reward for doing so.**

#### Foundation Course Trainers' Manual

After consulting with colleagues, our founder, Rachael Kessler completed the Foundation Course Manual—an essential tool in supporting our faculty to deliver our model with fidelity to our approach and a deep understanding of PWI’s core principles.

#### Foundation Course Materials

Marya Read created striking new PowerPoints for our course with graphics, pictures, video and a more streamlined and engaging approach. Marya also conducted a presentation training for PWI faculty.
2008 Foundation Courses

- In March 2008 PassageWorks faculty Batya Greenwald and Chuck Fisher led a PassageWorks Foundation Course for twenty participants from around the U.S. in Boulder, CO.
- During the summer 2008, Chuck Fisher and Batya Greenwald provided two Foundation Courses customized for the Jewish Education community—one in Minnesota and one in California.
- In June 2008 we offered our inaugural six-day Summer Institute, which included our Foundation Course and our newly developed Teaching Presence course. Laura Weaver and John McCluskey facilitated the Foundation Course component, while Rachael Kessler facilitated the Teaching Presence.

Comments from participants in Foundation Courses in 2008:

This course deepened meaning for me in the work that I do, helped me think further about why I do what I do and was a reminder that I need to make that more explicit with students and their parents.

This course gave time and space to experiencing social and emotional learning processes. I had a positive experience and learned a lot from facilitators and participants.

I am excited to introduce more of this work to my students, co-workers and my own children.

Certifying PassageWorks Faculty

PassageWorks continues to focus on building our faculty cohort so we can offer professional development broadly. Three new apprentice faculty began the process of becoming full PassageWorks trainers in 2008. Additionally, in 2008 PassageWorks began to expand the scope of faculty involvement in other outreach and educational activities. Batya Greenwald co-presented with Rachael Kessler during a Keynote address for the Parent Engagement Network of Boulder Valley School District. Laura Weaver collaborated with Rachael Kessler on a book chapter on school-based Rites of Passage, due out in 2010.
Supporting Students During Transitions

As drop out rates soar, the vulnerability of students during the transition years becomes increasingly evident. Current research links efforts to personalize schools and support students through transition years with increased academic success and school safety. To address these critical issues, PassageWorks delves into principles and practices for building community, increasing student bonding to school, supporting “learning readiness,” and addressing the social, emotional and academic lives of students.

“Each year, more than 1 million students do not graduate with their peers; and 7,000 students drop out every single school day - with an increasing number dropping out in the 9th grade year. In schools in which transition programs are fully operational, researchers saw a dropout rate of 8%, while schools without transition programs averaged 24%.” (Reents, 2002)

“Student self-reports indicate that more transition support that would ease their transition to high school could help. Compared to their perceptions reported the previous year, ninth graders perceive less support and monitoring from teachers and principals and generally like school less than they did in middle school. They also indicate lower self-esteem and higher rates of depression than middle school students.” (Barber & Olsen, 2004)

Based on the model developed by PassageWorks founder, Rachael Kessler, and featured in The Soul of Education (ASCD 2000), this course explores:

- The theory of social and emotional learning (SEL)
- The integration of play, ritual, stillness, expressive arts and community building
- How to develop reflectiveness and “teaching presence”
- How to create a caring classroom environment in which students increase their focus and motivation to learn and develop empathy and compassion
- Stages of group development and methods appropriate to each grade level
- Ways to integrate practices and principles into teaching
Outreach

...PassageWorks continues to expand our outreach capacities—offering events and publications to contribute to the dialogue on transformational education and parenting in the 21st century...

PassageWorks staff and faculty contribute to the growth of the field of transformational education through public presentations, colloquia and workshops and by writing journal articles and chapters in scholarly as well as popular educational publications. PWI promotes discussion and learning about the relationship between nurturing the inner life, academic performance, character development, the prevention of destructive behaviors, and civic engagement. PWI also has a rich history of fostering alliances and dialogue across the spectrum of beliefs in order to enhance this educational reform movement. PassageWorks continues to expand our outreach capacities—offering events and publications to contribute to the dialogue on transformational education and parenting in the 21st century.

Community Events

Parent Engagement Network Keynote December 2008

Rachael Kessler partnered with Batya Greenwald to provide a keynote address for the Boulder Colorado Parent Engagement Network on “The Soul of Education.” The Parent Engagement Network (PEN) is a Boulder Valley district-wide organization whose purpose is to engage parents in fostering healthy choices among all youth and increase awareness of available resources for parents and families. This keynote added a critical new component to our model: the parent-child component. The talk addressed ways parents can support their children’s inner life and foster their own “parenting presence.” Over 100 people attended the talk.

PassageWorks Inspiration Events: We hosted two events in the spring at homes of PWI supporters.
Publications

The Handbook of Moral and Character Education

This new compendium, edited by Larry Nucci and Darcia Narvaez, was published in the spring of 2008, and includes chapters from contemporary pioneers in moral/character education. The handbook includes a chapter researched and written by Rachael Kessler and Catherine Fink on the historical and theoretical context of the PassageWorks Model in Social and Emotional Learning and Spirituality in Education. The editors describe Kessler and Fink’s contribution: “Part III concludes in Chapter 22 with an approach to teaching for morality and character developed by Rachael Kessler and her colleagues at PassageWorks Institute that focuses on the connection to spirituality, and is often confused with religiosity. For that reason, spirituality is thus typically absent from approaches to social and moral development advocated in the majority of educational programs. In their chapter Kessler and Fink attribute many of the difficulties being confronted by today's youth as emerging from a sense of spiritual void. They offer an approach to help youth respond to challenges by engaging in educational practices that attend to their emotional and spiritual needs. Kessler and Fink write as practitioner-scholars in a style that will likely appeal to many readers of this handbook who are confronting similar challenges in their work for students.”

“Welcoming Soul to Our Schools:” an article by Rachael Kessler published in the June-August 2008 issue of Shift magazine is available to download on the Institute’s website.

New Website and Video

• In fall 2008, Liz Amore led the process of redesigning our website to include updated photos, videos and information about PassageWorks.
• Marya Read and People Productions completed a new introductory video for PassageWorks in the fall of 2008. Marya continues to lead efforts to build our video library and to document current transitions programs.
Our Organization

...Mark Wilding and Director of Programs Laura Weaver have been empowered to bring forth their strategic thinking, experience and relationship building with our clients, advisors, board and support community...

In the last year, PassageWorks has undergone a restructuring process that has greatly served the mission and vision of the organization. Hiring a new executive director and developing and promoting the skills and capacities of the staff and affiliate trainers has increased our ability to serve more broadly. In January 2008, we hired Mark Wilding who has assumed the principal responsibility for strategic planning, financial management, marketing, and fundraising. Laura Weaver, Director of Programs partners with Rachael on programming and faculty development. Rachael also continues to provide leadership in visioning, strategic planning, and field building in transformational education. The new structure enables our Founder to open doors for PassageWorks' service in the world through her writing and speaking, and via relationships with strategic allies.

Rachael was diagnosed with uterine cancer in late June 2008 and has taken periodic medical leaves to accommodate surgery, chemotherapy and the recovery from each. While her absence has presented challenges, it has also accelerated a transition from a founder-based organization to one with a broader, stronger and therefore more sustainable leadership team.

Both E.D. Mark Wilding and Director of Programs Laura Weaver have been empowered to bring forth their strategic thinking, experience and relationship-building with our clients, advisors, board and support community. Additionally, Operations Manager Liz Amore has consistently offered strong support, financial management, and outreach to the community.
The Board and Committees

Board of Directors

We would like to thank past board member Ivan Duran for his service on the board. David Brand and John Lainson served as co-chairs of the board throughout 2008, and their leadership has been steady and creative in this year of change.

Advisory Board

PassageWorks continues to benefit greatly from our esteemed board of advisors and will be relying on the wise counsel of these leaders in this next phase of our growth.

Committees

We are also fortunate to be able to regularly draw on the wisdom of our committee members who offer invaluable consultation and collaboration on a variety of subjects from curriculum to research to program development. Our Finance Committee with John Lainson and Shawna Friedman continued to provide oversight regarding our financial sustainability and accountability.

Our Program Committee, comprised of school and district leaders, policy makers, coaches, and business people, provided an ongoing forum for dialogue and guidance on many of our immediate as well as long term programmatic challenges and decisions. Our Development Committee brought fresh perspective, broader networks, and hands-on support to our fundraising efforts. In early 2008, we convened a Marketing/Communications Committee to clarify our messages and develop a long-term communications strategy that will support our growth and

“Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has.”

Margaret Mead

PassageWorks Advisory Board

Angeles Arrien
Alexander Astin
Joan Borysenko
Peter Cobb
Dee Dickinson
Maurice Elias
Jeannette Gerzon
Julie Glover
Mark Greenberg
Tobin Hart
Mutima Imani
Janice Jackson
Susan Keister
Linda Lantieri
Michael Lerner
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Lynnaea Lumbard
Ron Miller
Derek Peterson
Lee Rush
Pamela Seigle
David Sluyter
Dan Spinner
John Steiner
Peggy Taylor
Roger Weissberg

PassageWorks Board of Directors

David Brand
Gordon Dveirin
Shawna Friedman
Rachael Kessler

John Lainson
K.J. McCorry
Erica Shafroth
Jennifer Walton
impact. The committee's work on core messages and strategy assisted in guiding our video project, the professionalization of our curricula, and our outreach efforts.

In addition to the volunteer support from our committees, we have received the donation of high level expertise from professionals in several arenas: our webmaster, videographer, presentation coach, mentoring and professional learning communities consultants, leadership consultants and research advisors all donated significant amounts of their time to support our progress. Please see the list of our Pro Bono Consultants on the right.

Urban School Project Advisory Council

In late 2008, PassageWorks initiated our Urban School Project that assists schools in need to fund and implement PassageWorks Transitions Programs. Funds will be used to provide curriculum, consulting with teachers/leaders, and professional development at a much reduced cost to schools in need. Funds will be distributed by PassageWorks under the direction of an Urban School Project Advisory Council. This Advisory body consists of PassageWorks staff and professionals, community leaders, and representatives of community funding organizations in the educational field.

The Urban School Project also funds meaningful evaluation designed to create a continual improvement model, where PWI conducts evaluations of our programs, receives feedback from teachers and leaders, and then integrates that feedback into our future curricula and implementation plans. PassageWorks' commitment to collaborative, design team planning with school leadership ensures that our programs are adapted to meet each school's unique needs.

The Urban School Project received its first $15,000 grant in 2008, and the USP Council began meeting in 2009. Funding will be distributed in 2009-2010 and we continue to seek grants to support this project.

Program Committee
Liz Berry
Ivan Duran
Gordon Dveirin
Charles Elbot
Jan Jensen
Marjorie Larner
Karla Reiss
Erica Shafroth
Ulco Visser

Development Committee
Shelli Angel
Lynn Israel
Michelle Osterman
Jordan Paul
Terry Retzloff
Erica Shafroth
Debra Silverman
Mary Wolf

Pro Bono Consultants
Lyn Ciocca - Marketing and Branding
Ron Claman - Strategic Thinking
Tracy Gary - Leadership Coaching
Jim Halligan - Web Designer
Frank Lampe - Marketing and Branding
Marjorie Larner - Critical Friends Training
Robert Morehouse - Marketing and Branding
Cindi Peck - Research and Implementation
Marya Read - Video & Graphic Design, Marketing
Karla Reiss - Coach Training
Pamela Seigle - Curriculum & Faculty Development
2007 - 2009 Strategic Goals

PassageWorks will:

• Prepare and launch urban pilots and demonstration sites for our curricula;
• Develop an implementation roadmap and support materials—a structured sequence designed to support schools to successfully implement the PWI model and navigate the challenges of systemic change;
• Finalize and publish professional versions of the Journey into High School Curriculum, followed by Newcomers, 5th grade, 6th grade, 12th grade, Kindergarten, and 8th grade curricula;
• Complete a protocol and related print and digital materials for preparation and certification of Foundation Course Trainers;
• Create and present advanced level trainings, including the Teaching Presence Course and Supporting Critical Transitions—a Rites of Passage Model; these will include both on-site and distance learning modules;
• Support and collaborate with researchers to complete evaluations of our recent demonstration projects (PHS/East Prairie) and our urban pilots;
• Explore collaboration at a university level for infusion of our principles and practices into pre-service teacher and principal education;
• Convene advisors, staff and board to develop a comprehensive strategic plan for growth and expansion of both our programs and of the broader fields that address education for the inner life;
• Create a marketing/communications strategic plan that includes the refinement of core messages, the production of a digital library and significant upgrading of our website and printed collateral materials;
• Develop a comprehensive long-term development plan to provide the financial and organizational resources necessary to broaden our impact on schools.

Vision Statement
The vision of the PassageWorks Institute is of a world in which all young people are nurtured in their search for meaning, deep connection, and integrity, supporting them to build character and excellence in ways that foster compassion for themselves and for the people and world around them.

Mission Statement
The mission of the PassageWorks Institute is to inspire, prepare, and support educators, on a systemwide basis, to implement its proven model for nurturing the inner lives of students.
Financial Summary

...the Institute tightly managed its expenses and spent 28% less than was budgeted. This enabled PWI to fulfill its programmatic goals and objectives without incurring a deficit, despite a significant shortfall in fundraising from individual donors during the economic downturn in the 4th quarter of 2008...

In the 2008 fiscal year, PWI received over $51,375 in individual gifts and contributions and $288,100 in foundations grants. These gifts included two restricted donations: a $5,000 grant from a foundation for PassageWorks kindergarten program at Oakland elementary school Think College Now (TCN), and $15,000 from a foundation for the Institute’s Urban School Project.

In 2008, in addition to $4,242 in product sales, PWI received $34,758 in fees for training and consulting. PWI earned over 10% of 2008’s income from program revenues.

Our total expenses for program and support were $356,779 and $349,774 respectively for 2007 and 2008. During 2008, the Institute tightly managed its expenses and spent 28% less than was budgeted. This enabled PWI to fulfill its programmatic goals and objectives without incurring a deficit, despite a significant shortfall in fundraising from individual donors during the economic downturn in the 4th quarter of 2008. After several rounds of expense cuts, our revised operating budget for 2009 is $358,450. PWI has a strong base of engaged and loyal donors, many of whom commit to multiple year giving plans. The Institute has plans to develop new product and service revenue streams and will continue to cultivate new relationships with individuals and foundations that are inspired to support the work of the PassageWorks Institute. (See Financial Summary on the right.)
Thank You

Thanks to the generous support of our donors, board of directors, committees, and pro bono consultants, PassageWorks continues to inspire, prepare, and support educators to implement our model for nurturing the inner lives of students. We are grateful to the following financial contributors who helped make our work possible in 2008:

**Foundations and Organizations**
- Bebe and Tom Dunnicliffe Charitable Trust
- Community Foundation Serving Boulder County
- Kalliopeia Foundation
- MADA Charitable Lead Trust
- New Visions Foundation
- Rose Community Foundation
- Records-Johnson Family Foundation
- Schramm Foundation
- The Bamboo Fund
- The Bay and Paul Foundation
- The Compton Foundation, Inc.
- The Israel Family Foundation
- The Morris Foundation
- The Pajwell Foundation
- The Tides Foundation
- The Trio Foundation
- The Whitman Institute

We would also like to thank our anonymous donors for their generosity.

**Individuals**
- Nancy Berman
- David Brand
- Jude Blitz
- Mark Carson & Associates
- Jenny and Bob Chartoff
- Dick and Laura Chasin
- Ron Claman and Tova Jacober
- Randy Compton
- Julie Dolin and Brad Armstrong
- Gordon Dveirin and Joan Borysenko
- Lorraine and Keith Fairmont
- Shawna Friedman
- Carolyn Grant
- Jamie and Joy Harrison
- Sam Jilka
- Rachael Kessler
- John Lainson and Claudia McLaren
- Lynnaea Lumbard
- KJ McCorry
- Laurie McMillan
- Ron Miller
- Michelle and Michael Osterman
- Ann and Jerry Raisch
- Martha Records and Rich Rainaldi
- Erica and Will Shafroth
- Susan Spoon
- Barbara Stern
- William & Lianne Ury
- Jennifer Walton
- Mary Ann and David Wark
- Marion Weber
- Elizabeth and Josh Weinstein
- Judy Wells Warner and Jim Warner
- Karen and Mark Wilding

Joy and delight can be experiences of great simplicity, such as play, celebration, or gratitude.