



ANNUAL REPORT UPDATE: JANUARY-OCTOBER 2009

I. PassageWorks School Projects

- **Alexander Dawson, Lafayette, CO -- 6th and 10th grade curriculum**
 - In 2009-2010, the Alexander Dawson School will continue their 6th grade transitions program and begin a new implementation with our *Journey Into High School* curriculum. Seven faculty members and 70-80 students will be involved in this project.
 - Additionally, in September PWI provided leadership training to 20 juniors and seniors who serve as peer leaders at Dawson.
- **Think College Now, Oakland, CA -- Kindergarten curriculum**
 - In spring 2009, we completed a successful pilot year with TCN. PassageWorks faculty member, curriculum author and consultant Carrie Simpson supported TCN kindergarten teachers with ongoing consulting and a site visit.
 - TCN kindergarten teachers have begun implementing the expanded, revised kindergarten curriculum for a second year in 2009-2010.
- **West High School Denver, CO – Completed 9th grade Urban School Advisory Project**
 - In May 2009, we completed a rich and challenging pilot year with West High School in Denver, under the leadership of Principal Pat Sanchez.
 - University of Colorado-Denver's Evaluation Center administered pre and post project surveys with students and teachers to study school climate issues and the impact of the PWI advisory program (See below in Evaluation Section for survey data)
 - Project Outcomes: The number of students completing 9th grade went from 64% in 2008 to 80% in 2009 (after the pilot)
 - West Video Interviews: PWI completed ten video interviews of teachers and students regarding their experiences with advisory and created a video to share the outcomes of the project (9 minute DVD on the West Project is now available)
- **East Prairie, MO Project~ Professional Development and Implementation at Martin Elementary & RA Doyle Elementary**
 - In July 2009 Batya Greenwald partnered with elementary school principals Mellisa Heath and Donna Turnbo-Smith to offer follow-up trainings with their respective faculties.
 - During this visit, Batya also offered a two-hour introductory workshop and presentation for local elementary school principals.
 - Both elementary schools have been integrating the PassageWorks model for the last three years, implementing our 5/6th grade and Kindergarten curricula; their full faculties participated in a school-based Foundation Course in 2006.
- **Sacramento Waldorf High School, CA: 10th grade & Service-Learning curriculum**
 - In fall 2009, Sacramento Waldorf School began implementing our *Journey into High School* and *Service-Learning Curriculum* in their high school.



- **Boulder Community School of Integrated Studies (BCSIS) Boulder, CO: Implementation and Outcomes**
 - BCSIS continues to integrate PassageWorks principles and practices with their other social, emotional and academic goals and to regularly send teachers to our Level 1 and Level 2 courses.
 - BCSIS implements the PassageWorks Kindergarten and Fifth Grade Transitions Programs and has annually offered parent-child witness councils as a culmination to these rites of passage programs.
 - School Climate Survey Improvements 2008-2009: Two major areas of improvement included 1) children feeling cared for by teachers in the building and 2) reduction in students' experience of bullying at the school. Teachers commented that utilizing the PassageWorks model played a considerable role in these gains.
- **Friends School Boulder, CO**
 - Friends School continues to offer our Kindergarten and 5th grade transition programs and send teachers to our Level 1 and Level 2 courses. Five teachers attended our October Foundation course and one teacher attended our June Level 2 Teaching Presence Course.
- **Urban School Project**
 - Launched in the Spring of 2009, the Urban School Project serves to support schools with limited sources of funding to bring the PassageWorks models to their teachers and students. The initial \$15,000 was distributed to eligible schools in 2009.

II. Evaluation

- **Independent Evaluation of PassageWorks-Poudre High School Project**
 - **Project Report:** In May 2009, Rhonda R. Parmley, PhD, CRC, and faculty of Colorado State University completed a report titled "*Poudre High School (PHS) Nurturing Pedagogy Project: Synthesis of Three-Year Program Implementation by PassageWorks Institute.*"
 - **Impact on Students:** The report stated that the PassageWorks Institute Nurturing Pedagogy Project helped "young people develop a sense of belonging, meaning and respect for others, thus creating an enhanced context for learning and school culture".
 - **Impact on Teachers:** The report also stated that teachers experienced:
 - Growing with their advisory groups
 - Keeping an open heart that allowed them to extend care for students outside of classroom time
 - An appreciation for the opportunity to develop relationships with students
 - Classroom community building and individual student growth
- **University of Colorado-Denver Evaluation of PassageWorks-West High School Project**
 - **UCD Report:** In July 2009 the University of Colorado-Denver School of Education & Human Development Evaluation Center completed a report titled "*PassageWorks Institute/West High School Evaluation.*"
 - **Impact on Students:**
 - The report stated: "...students showed improvement on two subscales – the *Caring Adult and Future Efficacy* subscales--indicating that, on average, students believed they had an adult who was concerned about them at school and were looking forward to future success."
 - More than 60% of student respondents agreed they had "grown in a positive way (64%); "would recommend this Advisory class to incoming 9th graders (66%); "improved my relationship with peers (66%), and that "Advisory class helped me understand how other people feel (70%)."
 - "The most frequently cited positive aspects of Advisory by students included the opportunity to hear and learn about the feelings and perspectives of others, as well as having the opportunity to speak their minds or share their concerns."
 - **Overall Impact—Students and Teachers:** In fall 2009 PWI produced a *Passageworks-West High School Project Outcomes DVD*, which includes project data and the voices of students and teachers involved in this project. Please contact us to receive a copy of this DVD.

III. Curriculum

- **Kindergarten First Steps Curriculum Completion**
 - In the fall of 2009, Carrie Simpson and Rachael Kessler completed the second semester of the kindergarten curriculum. The single-semester curriculum has now been piloted in four schools across the country in rural, urban and suburban environments. The full-year curriculum is now available to the public.
- **8th grade Curriculum Development**
 - 8th grade Language Arts teacher Diana Bamford partnered with PassageWorks staff in the fall to develop the initial outline of the 8th grade transitions curriculum. PassageWorks plans to complete and publish this integrated curriculum in 2010.
- **Integrated Curriculum Project**
 - Responding to the needs of schools around the country, PassageWorks has begun an initiative to create an integrated approach that will offer more specific support to teachers wanting to infuse PassageWorks practices and principles into their content area teaching. PassageWorks convened a dialogue with group of teachers in August 2009 and will consult with teachers and administrators to develop a curriculum development framework and a new course for teachers.

VI. Courses & Professional Development

- **February 2009 Foundation Course; Maui HI**
 - facilitated by Laura Weaver, assisted by Jenelle Peterson
- **March 2009 Foundation Course; Boulder, CO**
 - facilitated by Carrie Simpson and John McCluskey
- **June 2009 Foundation Course; Boulder, CO**
 - facilitated by Batya Greenwald and John McCluskey
- **June 2009 Teaching Presence Course; Boulder, CO**
 - co-facilitated by Rachael Kessler and Laura Weaver
- **October 2009 Foundation Course; Boulder, CO**
 - facilitated by Carrie Simpson and new faculty Lorri Acott-Fowler and Ari Gerzon Kessler
- **Updated Approach and Materials**
 - Throughout 2009, we piloted new approaches and distributed a re-organized, updated and improved participant sourcebook and other materials.
- **2010 Courses**
 - *Foundation Course (Boulder): April 9-11, June 25-27, October 2010 (TBD)*
 - *Teaching Presence Course (Boulder): February 26-28, June 28-30, 2010*
- **PassageWorks Field Book**
 - PassageWorks has begun planning of a new book project that will clearly articulate the core practices and principles of our model, offer experiences from the field, and share wisdom and stories about the four interrelated aspects of teaching presence: open heart, being present, respectful discipline and emotional range. This book will support the broad use of our model and will be augmented by an on-line class. We anticipate the publication of this book in late 2010-early 2011.
- **Customized Professional Development**
 - PassageWorks has been developing a variety of customized professional development options to meet the unique needs of teachers and schools.
 - **Boulder Jewish Day School:** a half-day of professional development in August included experiential activities that illustrated PW core practices and principles
 - **Daniel C. Oakes High School; Castle Rock, Colorado:** PWI will offer a series of four professional development modules throughout 2009-2010, beginning with a Seven Gateways Workshop in November 2009.



V. Outreach

- **Facebook Page**
 - In June, we officially launched a PassageWorks Facebook page for the general public.
- **PassageWorks Blog**
 - PWI launched our public blog in October with Mark Wilding's reflections on "21st Century Education" and the need for an emphasis on both skills and content in our educational approach (<http://passageworks.org/index.php/blog>). Our next post on "Teacher Quality" will be published in December.
- **PassageWorks On-Line Learning Community**
 - In July, we launched the *PassageWorks Learning Community*—a password protected section of our website for educators, administrators and parents who have taken the Foundation Course or Teaching Presence Course. Registered users will have access to our "Teacher to Teacher" blog, photos, videos, links, articles, and resources that relate to the PassageWorks mission and vision, as well as to national and global education topics.
- **Colorado Association of School Executives (CASE) conference; July 2009**
 - Mark Wilding and West High School Principal Pat Sanchez presented a breakout session to over 50 administrators about the PassageWorks advisory program and other West initiatives that positively impacted West High School's 9th grade drop-out rate.
- **Holistic Education International Conference, October 2009**
 - Rachael Kessler presented a keynote on the Teaching Presence outside of Toronto, ON
- **National Network for Educational Renewal Conference (NNER), October 2009**
 - Mark Wilding presented a break-out session entitled "It's About Relationships" at the annual National Network for Educational Renewal Conference in Seattle, WA.
- **Mind and Life Conference and Dinner Dialogue, October 2009**
 - Mark Wilding and Laura Weaver attended the *Mind and Life Conference: Educating World Citizens for the 21st Century* in Washington, D.C.—a dialogue with educators, professors of education, developmental psychologists, neuro-scientists, His Holiness the Dalai Lama, and contemplative practitioners. PassageWorks co-hosted a post-conference dinner and dialogue with Erica and Will Shafroth, convening a group of twenty colleagues who are leaders of national educational and youth development programs to explore possible future collaborations and partnerships.
- **21st Century Education Coalition**
 - PassageWorks is a core member of an emerging coalition of partner organizations in Colorado currently working with **Colorado Department of Education (CDE)** and other stakeholders to revise state standards and participate in Race to the Top dialogues. The Coalition is dedicated to developing effective schools in Colorado through the integration of new state standards for post-secondary and workforce skills (21st century skills: *critical thinking, self-direction, information literacy, collaboration, invention*) and academic content knowledge. The methodology we advocate supports schools to sustain effective learning environments, cultivate positive school culture, build strong relationships within school communities, and promote civic responsibility. Participating organizations include *PeaceJam, PassageWorks, Earth Force, Foundation for Character Education, Rachel's Challenge, Institute for Excellence & Ethics, Abraham Lincoln Center for Character Development*. Organizations involved span the range of the fields of Social-Emotional Learning, Service-Learning and Character Education.
- **Garrison Institute: Initiative on Contemplation and Education**
 - Rachael Kessler was invited to serve on the Senior Advisory Board to support a systematic field building process. Mark Wilding has also been invited to join the Leadership Council for the project and will attend the project retreat in November 2009
- **Spirituality in Education Article**
 - UK Journalist interviewed Laura Weaver to inform her article about PassageWorks. The article was published in the summer of 2009 in the UK Journal entitled "Secondary Ed." To view this article, go to: http://www.sec-ed.co.uk/cgi-bin/go.pl/article/article.html?uid=42963;type_uid=2



- **Six Passages of Childhood Article**
 - Rachael Kessler partnered with Laura Weaver to write a new chapter entitled “The Six Passages of Childhood: A Model for School-Based Rites of Passage” for a book entitled *Educating from the Heart*, edited by Aostre Johnson and Marilyn Neagley, due to be published in spring 2010.
- **Early Childhood Transitions Book**
 - Judy Langford, Senior Fellow at the Center for the Study of Social Policy, has included material about PWI’s kindergarten transitions program in an upcoming book on early childhood transitions edited by Sharon Lynn Kagan from Teachers College, Columbia University. This book will be published in 2010.
- **Collaborative for Academic, Social and Emotional Learning (CASEL) Community of Practice**
 - PassageWorks has been invited by the Collaborative for Academic, Social, and Emotional Learning (CASEL) to join and support the work of a national *Community of Practice of Evidence-Based SEL Program Providers*. This group is being convened because “The demand for SEL programming is accelerating and may soon dramatically increase, and the field needs to be ready to function at both a capacity and level of quality responsive to this interest.”

VI. Our Organization

- **Staff and Volunteers**
 - Batya Greenwald, Passageworks adjunct faculty member and public school kindergarten teacher, joined our staff for ten hours a week to support outreach and development work.
 - PassageWorks has welcomed two volunteer graduate student interns for 2009/2010 academic year, Marjorie Wyman and Alex Peterffy.
 - Margaret Thompson has continued to volunteer in support of our social networking project.
 - Jim Halligan has continued as volunteer in technical support for our website, on-line learning community, FaceBook, Twitter, and launch of the PassageWorks blog.
 - Marya Read, People Productions continues to assist us in the development of a rich digital library of video and audio documentation of our work in schools.
 - Kirsten Boyer, professional photographer volunteered her time to capture beautiful photos of BCSIS students, and of our Foundation Course program.
 - Rachael Kessler, Founder and President, has been on intermittent medical leave and continues to provide critical strategic direction, and curriculum, course and faculty development.
- **PassageWorks Legacy & Impact Project**
 - We have begun a broad-scale initiative to collect qualitative data about the history of PassageWorks and its impact on **students, faculty members, administrators, parents and school systems**. The purpose of this initiative is to steward and advance the foundational work of Rachael Kessler and PassageWorks. The project will focus on gathering and archiving experiences, stories, practices and principles associated with this body of work so that its impact can be shared more broadly. Additionally, the project will foster innovative new delivery systems for the PassageWorks model.
 - Our first Impact Project video shoot in early July included interviews with teachers, donors, principals and board members. This footage will be used for outreach, education and development.
 - Nationally known author and writer Pamela Gerloff is conducting a series of interviews with Rachael Kessler about the foundations of her work to be utilized in an article to be published in 2010.
 - We also want to thank Rabbi Zalman M. Schachter-Shalomi for advising our Leadership Team on how to create a strong legacy for PassageWorks.