Interpretivist-Experientialism

"Learning is active. It involves reaching out of the mind. It involves organic assimilation starting from within."

—John Dewey, *The Child and the Curriculum*, 1902

Interpretivist-Experientialism Language:

"The child is the starting-point, the center, and the end. His development, his growth, is the ideal. It alone furnishes the standard."
—John Dewey, *The Child and the Curriculum*, 1902

Interpretivist-Experientialists recognize the learning process is a culmination of multi-content social interactions designed to foster each student's individuality and potential as lifelong critical-thinkers and problem-solvers prepared to improve society.

Supporting Data:

A 2014 study by "Education Evolving" showed that:

- "Three out of four study schools, graduation rates for Latinos, ELL, and low-income students ranged from 10 to 24 percentage points higher than the state averages."

- "Survey data from the graduates in the study suggested that their school's practices of relationship building, high standards, deeper learning, and instructional relevance contributed to their success in college."

Aims:

- Promotes student-centered learning through personalized classroom experiences
- Moves away from traditional teaching methods
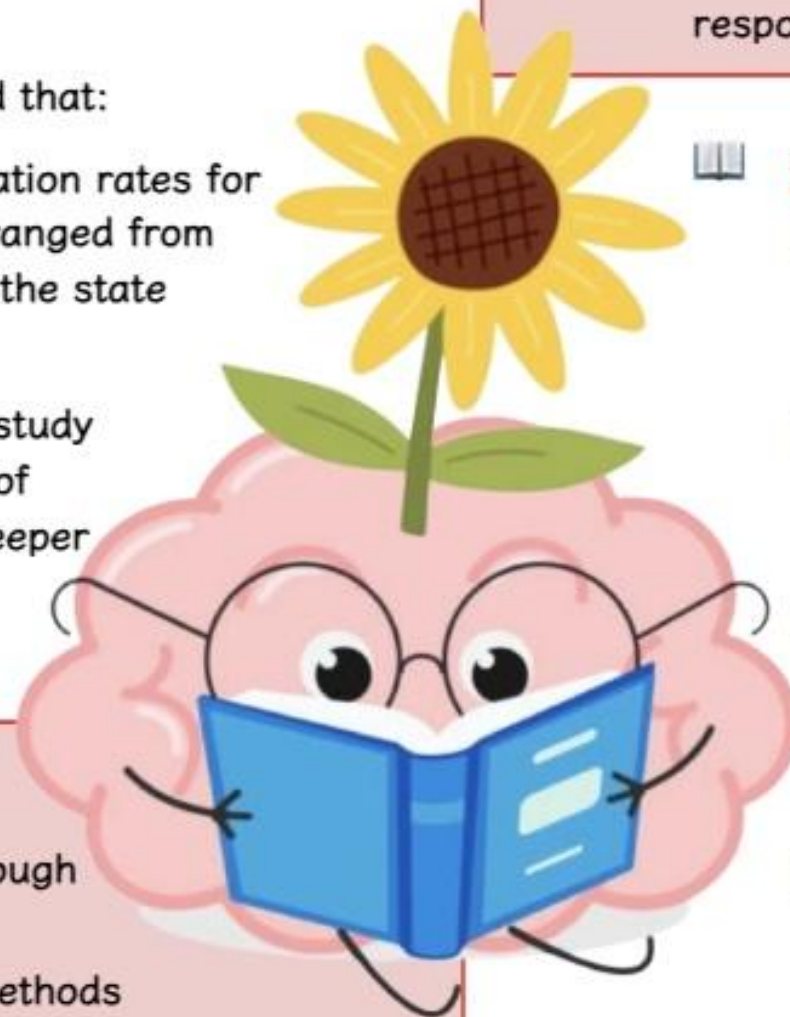- Encourages student collaboration & community awareness

Goals & Objectives:

The purpose is to facilitate a progressive education with interdisciplinary curriculum aimed at collaboration for real-world application based on the student interests and conducive to the learner's development. 100% of students will:

- Take ownership of learning by expressing their curiosities and exploring inquiries about academic content

- Engage in cross-curricular experiences to investigate their responsibilities in the community

Community Plan & Parent Engagement:

- Ongoing communication through home visits, parent-teacher-student conferences, and parent night community meetings

- Teacher guided parent workshops to facilitate carry over of student-centered teaching and instruction between school and home

- Monthly tech troubleshooting orientation of devices, programs, and multi-platform communication (Google Classroom, Talking Points, Class Dojo, chromebooks)

- Regular opportunities for parent leadership and participation in school activities

Reference: Kaput, K. (2018, January). Evidence for student-centered learning. https://www.educationevolving.org/files/Evidence-for-Student-Centered-Learning.pdf

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Language

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Goals and Objectives

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100% of all students will:

- Take ownership of learning by expressing their curiosities and exploring inquiries about academic content.
- Engage in cross-curricular experiences to investigate their purpose in the community.

Aims

- Promotes student-centered learning through personalized experiences
- Moves away from traditional teaching methods
- Encourages student collaboration and community awareness

Parental and Community Involvement

- Ongoing communication through home visits, parent-teacher conferences, and parent night community meetings.
- Teacher-guided parent workshops to facilitate hands-on learning between home and home.
- Monthly tech troubleshooting of devices, programs and multi-platform communication. (Google classroom, Dojo, chromebooks, etc)
- Regular opportunities for parent leadership and participation via school activities.

Supporting Data

A study done in 2014 by "Education Evolving" showed that:
- "Three of the four study schools, graduation rates for Latino, ELL, and low-income students ranged from 10 to 24 percentage points higher than the state averages."
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