

Challenges

- teacher retention, ongoing initiatives/PD
- smallness of schools
- complexity of student aspiration
- limited access to technology
- school funding
- low community and parental involvement



Complexity of Student Aspiration

Student Resistance to Schooling

- Rooted in Resistance Theory
- Qualitative Interviews with Observations
- Investigates Student Reasoning for Resisting Education
- Majority of students in vocational trainings
- Little to no research examining white, rural students

Themes:

- school and home values do not align
- feelings about education quality
- student behavior vs. teacher expectations

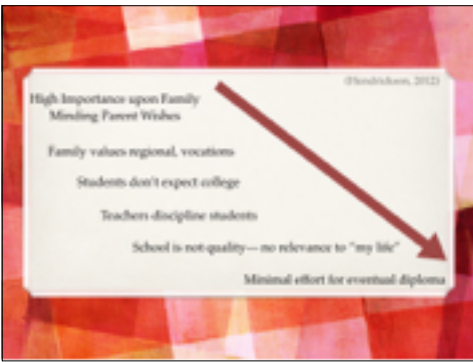
Complexity of Student Aspiration

Student Resistance to Schooling

"This (differing backgrounds of students and teachers) can result in a culture clash between students with close-knit families valuing place-based knowledge and teachers with a message of worldliness" (Hendrickson, 2012, p. 27).

Study Revealed:

- Discord in value systems
- Mislabeled and mislabeled misbehaviors
- Curriculum and Methods do not meet needs
- Eds/examines rural, resistant attitudes



Complexity of Student Aspiration

According to Henrickson, 2012, “These students justified their resistant actions by blaming the teachers for not relating to them . . . This may have been a result of students’ attempts to save face and protect their culture by confronting teachers and disengaging with coursework, while lacking a critical understanding of these disparities” (47).

Educators must:

- Value student voices
- Reinforce community
- Family value systems
- Increase motivation to do work that is valued
- Use resistance as critical conversation catalyst
- Believe that resistance = potential racial revolution

(Henrickson, 2012)

Complexity of Student Aspiration

Stability and Change in Rural Youth’ Educational Outcomes Through the Middle and High School Years

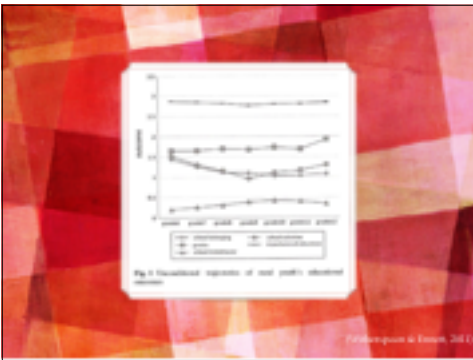
- 3,312 Students- African Americans 50% and White Youth 46%
- 4 Middle Schools, Three HS, 2 Alternative MS/HS combination- all rural
- Surveyed Over 3.5 Years

Survey questions targeted trajectories tied to aims of the study:

- School Belonging
- Value of Education
- School Misbehavior
- Extracurricular Participations

Data to be compared with Urban Youth

(Pillars & Emery, 2011)



Complexity of Student Aspiration

Lasting Implications of Pathways Identified

- Over 3.5 year span, most all trajectories worsened
- “Light at the end of the tunnel,” though middle to high transition years imperative
- Misbehavior increased dramatically
- Sense of belonging dropped significantly in 6-11 grades
- Corollaries to urban research
- Stark contrast to suburban or affluent findings

Study finds that school pathways, unique to district are more “salient to students’ sense of school belonging” than geography as some previously posited.

(Pillars & Emery, 2011)

Complexity of Student Aspiration

Relationship of School Context to Rural Youth's Educational Achievement and Aspirations

"Students across high and low-poverty communities broadly have positive perceptions of their ability, a sense of school valuing and belonging, and preparation for postsecondary education" (Erick, Moore, Ryan, Farmer, & Haskins, 2011, p. 110).

Findings are contrary to past research, attributed to economic changes over 20 years.

Entrepreneurial Competence configurations, Attachment to Community, and Residential Aspiration of Rural Adolescents

A pressing issue is meeting the needs of high-risk youth who "may not have the necessary skills or resources to leave . . . but who also have no desire to stay" (Petric, Farmer, Moore, & Ryan, 2011, p. 110).

Complexity of Student Aspiration

Findings

- "High competent rural youth," maintain links to area (Petric, Farmer, Moore, & Ryan, 2011)
- High behavioral, academic, and social competencies = positive views (Petric, Farmer, Moore, & Ryan, 2011)
- Self-concept tied to achievement; classrooms and schools enforcing this see results (Erick, Moore, Ryan, Farmer, & Haskins, 2011)
- At-risk Youth are not getting the knowledge necessary for a "productive lifestyle beyond their hometown," nor do they envision a rural lifestyle in the future (Petric, Farmer, Moore, & Ryan, 2011)

Positives

- utilize community agencies
- STEAM
- service learning
- place-based learning
- professional organizations

Place-Based Learning

- Essential Attribute - Developmentally Responsive
 - "Curriculum is challenging, exploratory, integrative, and relevant." *Challenging Curriculum*
 - "The school includes community and business partners." *Community & Business*

(Association for Middle Level Education, 2010, p. 14)

Place-Based Learning: Dream Project

Outline of Project

- Laying the Foundation
 - Guiding Question, Mad City Money
 - Buzzati in Math & Exemplars in ELA
 - Career Inventories & Faculty Dream Stories
- The Research
 - Budget: Federal Taxes, Salary
 - Evaluation of Secondary Sources for Credibility
 - Career Education/Training
 - Student Exploration of Any Related Aspect
- Wrap Up
 - Community Speakers Q & A Synthesis
 - Field Trip - Ohio University



Place-Based Learning: Dream Project

Community Partners

- Ohio University Credit Union
- Guest Speakers for Q & A
- Ohio University
- Ohio Middle Level Association





do you make a dream come true?

STUDENT VOICES

"I learned that it's hard to write a check for money you don't have."

"Yesterday at Mad City Money I learned how to balance a budget and stretch a budget."

"Two things I learned what an overdraft is and that children cost a lot of money. That's what I learned at Mad City Money yesterday."

"I had so much fun participating in the Mad City Money project but one of my favorite things was learning how to make out a check (it made me feel important). I also enjoyed learning just how it is to take care of a family."

"By participating in Mad City Money, I learned that being an adult can be hard because of money problems. I also learned that you can't always have the most expensive things in life."

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A Middle-Level Dreamer's Perspective

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Place-Based Learning: Dream Project

School-Wide Opportunity for Aspiration

As a 6th I always wanted to be a teacher of the grade I taught. When I was 6th grade student? The greatest 6, 7th grade teacher. When I was 7th grade student? The greatest 7, 8th grade teacher, and so on and so on... until high school. Things changed. I was really interested in the performing arts and decided to major in dance at college to pursue my passion. I knew that I would write on a second major to complement this and serve as a practical career, but I took a while for me to settle back on teacher.

"I got the feeling about the teacher when the biggest impact on my life was a particular class in school. The class teacher who made me realize my strength. I remember when I was studying at that time. His name was... I called that teacher. He was a teacher who had great ideas and innovative ideas that he used for every student. When I was in high school when I had that class around the teacher and how from the experience could be an inspiration to others as presented in my life. When my class teacher was hospitalized and absent during my senior year of high school, the teacher made a surprising the thought to see with an old teacher and take me to dinner for a week. It showed me in which I reflected back on the the following year in high school, especially for further courses.

In particular, I often recall days in the type of teacher for my middle school. I had become really interested in my class for the and when I remembered the teacher I am writing about in high school for helped me figure out how... my interests, my beliefs, and my passion for teaching.

How do the students in a school, making it clear that my 4th priority is influencing the students to give up and the good things will really a difference in their community and the valuable life.



Place-Based Learning: Dream Project

Math

- Products:
 - Federal taxes, 1040EZ
 - Budget based on salary of career
 - Circle graph in search paper
- Resources:
 - budget template (levelled forms)
 - tax forms
 - research cards
 - pricing packets
 - iPads, computers



Place-Based Learning: Dream Project

Math, foundation

- Continuing to build the foundation with **Banzai!**
- Free web based program
 - pre- and post-assessment
 - guided simulation
 - game

Reflections of Learning

"One thing I learned from using Banzai is that money goes away very quickly and managing money isn't always easy."

"I learned on Banzai to not use your credit card for everything."

"By using Banzai, I learned that I should know how much money I have in a debit card before purchase."

"One thing I learned by using Banzai was to make good decisions. Like don't buy a house where you pay \$700 a month if you only make \$600 a month."

"One thing I learned on Banzai is you have to be careful of what you spend or you will regret."

"What I learned is life sucks and I'm going to stay young forever."

"I have learned how to not get into debt."

Place-Based Learning: Dream Project

Math, creating the budget

Begin

What is the typical starting salary for this position? _____

→ The salary was listed as a little over \$10k. What? What?

End

Complete the 1040EZ tax forms to answer the following questions.

How much will I owe over the federal government or state? _____

After how long would I have all my money left in the end? _____

Final Work

My budget budget for the year is \$10k _____

My monthly budget will be _____

Place-Based Learning: Dream Project

Math, creating the budget

Category	Item	Quantity	Unit Price	Total Price
Materials

Labor

Overhead

Total Budget				...

Place-Based Learning: Dream Project

Math, creating the budget

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Materials

Labor

Overhead

Total Budget				...

Place-Based Learning: Dream Project

Math, multiple representations



Place-Based Learning: Dream Project

Language Arts

- Products
 - Summary of Secondary Sources, MLA Format
 - Research Questions, Thesis Statement Puzzle Pieces
 - Performance-Task iSearch paper
- Resources
 - Career-Interest Surveys
 - C.A.R.S Checklists & MLA, Purdue OWL
 - Ohio-Link & Starting Points: print, web, and electronic
 - Dream Poetry & Place-based info texts in text-art
 - Cuhlan's 6+1 Traits of Writing, Scholastic Materials

Place-Based Learning: Dream Project

Language Arts

With your group, take all of the items...

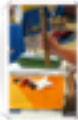
Stand in front of your group and make a speech... (10-15 min)

Working time with your personal topic... (10-15 min)

Place-Based Learning: Dream Project

Language Arts

It will be a fun and exciting project that will be a great learning experience for all.



Place-Based Learning: Dream Project

Language Arts



Place-Based Learning: Dream Project

Language Arts

Research Guided by Question

- MLA
- Sourcecards vs. Notecards
- Summaries
- Paraphrasing vs. Quoting
- Using in-text citations
- Works Cited vs. Ched
- Thesis Statement Answers
- Search format
- Metacognition on new level











Place-Based Dreamers for Q & A

Fun day @ **Smashem** & Middle School
guest speakers @ **from community to**
class **Charm** **Live & Trip 2** @ **COU, MDA,**
COUP **Patrol** **College** **Mon. @** **agave**

U.S. ARMY

ATHENS COUNTY PUBLIC LIBRARIES

The Athens Messenger

ZONEZ
Yeah... we do that!

Q&A

Creation & Synthesis

Inspiration & Celebration

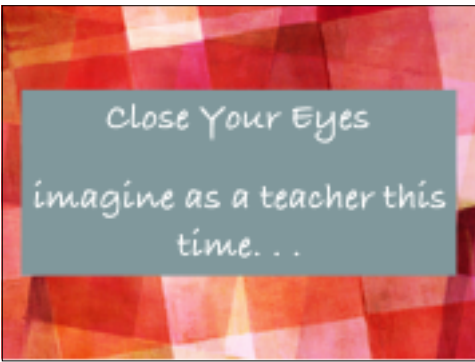
Field-Trip Ohio University

- Hands-on, varied tours & sessions
- Tiring after unit valuable
- New Place, New Voices = "Aha!"

A Middle-Level Dreamer's Perspective

General Tips for Implementation

- Clear Communication & Timeline school-wide
- Work as a team, playing to team members strengths
- Select a topic with many roles not just teachers
- Enhance & Refine each year, tailoring to specific needs
- Ask for student feedback to inform future practice
- Create authentic discourse about the learning through
 - classroom blogs, newsletters, Round
 - engaging specials & guidance department
 - school district through social media
 - greater community
 - family engagement







Resources

Association for Middle Level Education. (2015). *Site no longer key to choosing young adolescents*.
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Johnson, T., Shavelson, D., Klein, B., & Larson, C. (2013). *My next career 2013-2014: The evolution of youth's educational attainment and aspirations*. Washington, DC: Board and Community Trust.

National Center for Education Statistics. (2013). *The state of our education: National Center 17, 2014*. from http://nces.ed.gov/ipeds/data/indicators_files.asp.

Patra, B., Farnen, T., Moore, J., & Ryan, S. (2013). Impersonal competence configurations, attachment to community, and educational aspirations of youth adolescents. *Journal of Youth and Adolescence*, 42(5), 439-458.

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