

Principles of Democratic Learning

<i>Principles</i>	<i>Indicators</i>	<i>Action Taken</i>
Students and teachers work together to make students' learning a contribution to their community.	<ul style="list-style-type: none"> • Themes are collaboratively identified. • A real community need or interest is identified. • Teachers and students are engaged in action research. • Project positively impacts the targeted community. • Community members are involved. 	<ul style="list-style-type: none"> • Participate in brainstorming, chalk talk, concept mapping, etc. • Conduct surveys, interviews, observations, needs analysis. • Develop/implement action plans. • Contact stakeholders for input, networking, and financial support.
Students demonstrate their learning in public settings and receive public feedback.	<ul style="list-style-type: none"> • There are multiple opportunities for presenting work. • Work is exhibited in prominent and appropriate locations. 	<ul style="list-style-type: none"> • Develop portfolios. • Create newsletters or brochures. • Write letters of persuasion. • Publish results and products. • Post/publish photographs of project.
Students have escalating degrees of choice, both as individuals and as groups, within the parameters provided by the teacher.	<ul style="list-style-type: none"> • Students and teachers respect one another's perspectives. • Students and teachers engage in negotiation. • Students assume responsibility for action plan and implementation. 	<ul style="list-style-type: none"> • Establish classroom guidelines and expectations. • Decide upon goals and objectives. • Select topics based on interests. • Select method(s) of presentation.
Students are assessed according to high degrees of academic objectives learned and contributions made to a larger community.	<ul style="list-style-type: none"> • Learning is documented throughout process. • Appropriate assessments are determined for objective(s) being measured. • A variety of assessments are used, including authentic assessment. • Students participate in ongoing reflection. • Students articulate the connections between academic objectives and community project. 	<ul style="list-style-type: none"> • Create rubrics to document learning. • Use checklists for standards and/or objectives met. • Keep log of academic connections and activities. • Use formal & informal assessments. • Use portfolios, publications, exhibitions, tests, presentations. • Discuss, illustrate, and/or write about progress, process, and products. • Discuss relevance, importance, implications, extensions of the project.