

STAKEHOLDER DEFINITIONS OF SUCCESS IN PLACE-BASED SCHOOLS

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Approach

RQ: How was success defined for students in place-based schools?



Design:

Qualitative
Multi-case
Multi-site



Ethnographic stance



Sample:

22 adults
•Supervisors
•Educators
•Parents



Connected to
3 Urban PBE
Maritime-based
Schools



Trustworthiness Strategies:

<i>Credibility</i>	Triangulation Member Checking Structural Coherence
<i>Transferability</i>	Thick description Expert review Theoretical Framework
<i>Dependability</i>	Research Methods Data analysis Triangulation Reflexivity
<i>Confirmability</i>	Confirmability Audit Triangulation

Recurring Regularities were organized to construct themes

College/Career Preparation



- Teamwork
- Value of externships
- Domain-specific preparation for and placement in maritime industries

Characteristics of Students



- Characteristics included: commitment, confidence, dedication, diversity, independence, leadership, maturity, motivation, passion, perseverance, responsibility, and self-discipline

Sense of Community Within the School



- Supportive school environments
- Alumni contributions
- School contributes to neighborhood community

Connections to the Community Supporting the School



Learning via:

- Real-world applications Experiences
- Problem solving
- Projects

Quality of Educators



- Hard working, dedicated, and caring
- Use of inquiry-based teaching approach

Student Engagement



- School promotes teacher creativity
- Students have strong attachment and participation in their school
- Working on off-site projects
- Externships

Findings

Connections to Learning Theory

To learn "about" and "to do"

To learn "about" and "to take a stand for"

Situated Learning

Critical Theory

The tangible benefits of the experience students gained seemed to significantly outweigh perceptions of their self-concept development of responsible stewardship.

Stakeholders articulated success definitions in four themes

- College/career preparation
- Characteristics of students
- Sense of community within the school
- Student engagement

Stakeholders articulated contributing factors to success

- Quality of educators
- Connections to the community



Voices of Stakeholders

College/Career Preparation



"... the responsibilities that kids are given early on at [Site 3] are the kinds that help them learn the kinds of important soft skills that turn out to be super helpful for being successful in college." (*Site 3 Supervisor*)

"I think they're more prepared to go into college or to go into service or even to go onto a job because they've had to think things out. It's not about getting the answer right or wrong. It's 'What did you learn?'" (*Site 2 Parent*)

Characteristics of Students



"I just know that they've succeeded at school. They've liked school. They're enthusiastic about school." (*Site 1 Parent*)

Sense of Community Within the School



"So, sail training isn't about teaching kids how to sail; it's about teaching them things like teamwork, responsibility, and confidence." (*Site 3 Supervisor*)

Connections to the Community Supporting the School



"We try and bring it home to the kids as much as possible, that there's reality. You can't escape reality. You do something and then there's either success or there's failure and if it breaks and falls down, then you pick up the pieces, you put it back together again, and you keep on trucking and if it fails, well then you pull it back up together. You fix it again and you keep on trucking. And if it fails again, well you keep on fixing it. To sort of just give them that reality thing." (*Site 2 Supervisor*)

Quality of Educators



"On the waterfront, I've had more than one teacher, so they go out on the water and then they would come back and evaluate what they did right, what they did wrong, what could they do differently to be more successful. It's not just, 'All right, you've got an A for being on the waterfront, or a B. It's making the kids, say like even the successful kids, 'Why were you successful?' So, I think that's another example of the breakdown. I think there's better communication." (*Site 2 Parent*)

Student Engagement



"Every city is next to a massively degraded ecosystem ... and in all those cities there's some small portion of society, normally a small group of rich white people, trying to restore that ecosystem ... and then there's [sic] hundreds of people trying to figure out how to engage high school kids ... and it's just that linking those two together, is just so exciting, because what if we can get those disengaged kids excited about their education because they're given a responsibility and they're learning job skills restoring their ecosystem." (*Site 3 Supervisor*)