



Models of Progressive Education and Community Development

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Society of Indian
Psychologists



Progressive Education

- ❖ Student Centered
- ❖ Experimental
- ❖ Iconoclastic
- ❖ Concerned with Social Justice
- ❖ Spiritual
- ❖ Reflective



Goddard's Model

- ❖ Residencies
- ❖ Individualized Course Syllabi
- ❖ Collaborative Projects Across Courses
- ❖ Varied Products
- ❖ Narrative Evaluation
- ❖ Competencies
- ❖ Practica/Internships
- ❖ Final Products



The Cohort Model

- ❖ Groups of students from the same community
- ❖ Local Advisor(s)
- ❖ Faculty Mentors
- ❖ The Diné College (formerly the Navajo Community College) Experience



The Cohort Model

- ❖ Groups of students from the same community
 - Able to meet and work together
 - Able to come to residencies
 - Willing to approach issues & questions from multiple perspectives
 - Committed to sharing their learning in meaningful ways with their community



The Cohort Model

❖ Local Advisor(s)

- Mentors small groups at home
- Attends residencies
- Willing to let them fail
- Advocates for students at home
- Works closely with faculty mentors
- Hired by the college



The Cohort Model

❖ Faculty Mentors

- One-on-one working relationship with students for individualized course
- Facilitate students' use of resources available outside home
- Work closely with local advisor
- Facilitates evaluation input from students, local advisor, and community members



The Cohort Model

- ❖ The Diné College (formerly the Navajo Community College) Experience
 - Early 1970's the College sought regional accreditation
 - A cohort attended Goddard and earned Masters' degrees in Education
 - More information to come....



Community Development

- ❖ Students work in their home community
- ❖ Their traditions are part of the work of the cohort and each course
- ❖ The work of the cohort benefits the community
- ❖ The community supports the learning cohort



What might this look like?

- ❖ The cohort and local advisor select an issue or questions to focus study for the semester
- ❖ Students and faculty mentors identify courses that serve the students' exploration of the issue/questions



What might this look like?

- ❖ Students, the local advisor, and faculty mentors define goals for the work of the cohort that reflect the collective goals of the course contracts
- ❖ Frequent communication between students, advisor, and mentors trouble-shoot and keep the work moving



What might this look like?

- ❖ Faculty mentors create narrative evaluations with input from students and the local advisor
- ❖ Internship experiences are community-based and incorporated into the work of the courses and the cohort



What might this look like?

- ❖ Final projects are either collaborative or individual
- ❖ Final projects contribute to the community directly
- ❖ Final projects are evaluated by community members, in addition to the student, local advisor, and faculty



Other models

- ❖ Different colleges and communities approach progressive education differently:
 - Evergreen State College
 - Tribal Colleges
 - State Colleges
 - Private Colleges



In Closing

- ❖ Be on the look-out for progressive education opportunities
- ❖ Consider playing a part
- ❖ Contact me if you'd like to know what more I learn about the Diné – Goddard experience from the 1970's:
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