What Every Administrator Needs to Know About Minimizing Behavior Problems by Implementing a High School Program That Changes the School and Students' Approach to Learning

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Brief Overview

We will discuss the theoretical basis, structural design, and as well as the practical implementation of an inquiry based instructional model that results in a relevant, rigorous, respectful learning environments. Successful implementation of the model has been shown to increase student achievement and attendance, while lowering disruptive behaviors, discipline problems and drop-out rates.

Two Models

It 's scary enough to think about the future implication of high school dropout rates reported by the National Center for Education Statistics as approximately 381,000 students in grades 10 through 12 in a single year, and approximately 3.4 million persons in the United States ages 16 through 24 being high school dropouts. Unfortunately according to an ETS report, the real numbers are far worse. In this report, ETS claims that the National Center for Education Statistics skews its results by narrowly defining the term "dropout". ETS instead looks at high school completion rates and has found that "A number of independent researchers have made recent estimates that put the national rate variously at 66.1, 66.6, 68.7, 69.6, and 71.0 percent. That's about three times the NCES dropout rate, or close to 1,000,000 (one million students annually).

They also found that the high school completion rate has been falling. Nationally, after peaking at 77.1 percent in 1969, the rate dropped to 69.9 percent in 2000. From 1990 to 2000, the completion rate declined in all but seven states. In 10 states, it declined by 8 percentage points or more.

Sadly, there are many more statistics I could point to show that our public schools haven't figured out how to successfully educate our countries children and young adults, but I believe that this issue and the need to resolve it are evident to all, the question that remains is how.

Our presentation will look at 2 models that assist us in dealing with the challenges associated with educating secondary students. IBIDeM is an educational model that achieves two specific goals.

Knowledge Base

IBIDeM was created to increase the effectiveness of classroom instruction based on the consistent research and development of John Dewey, John Goodladd, Jean Piaget, and Herbert Spencer. Its mission is to provide schools with a constructivist approach to learning, research based methods and training that will allow them to meet state and federal mandates through a process that create students who are life long learners that positively contribute to a democratic society.

We do provide this background knowledge for the reader. It is helpful for those reading the book to have a basic understanding of the process of learning but not required to understand the book or find the text useful to enhance daily practice.

Nature of Content

A detailed and comprehensive approach, specific guidelines for admin, teachers and mentors and other school staff are included in this structure. The foundation gives specific outline to implementation and practical strategies.

Competing or Related Works

Dennis Littky's book *Big Picture* is related to the same conceptual background that runs throughout our book. His book, however, provides general broad stroke descriptions with emotional commentary. Although and interesting read, it is not intended to provide a foundation for implementation. Our book will provide both the foundation and strategies to guide implementation.

This session is organized in the following way:

Philosophical Foundation

Model Description

Implementation

Wrap-up