Citizens of the World Charter Schools

Founded in

2010

Number of Schools, Location(s)

7 total
Five (under three charters) in Los Angeles, CA
Two (under one charter) in Kansas City, MO

Number of Students

2,500 across seven schools

Number of Teachers / Teacher Retention

100 teachers across seven schools

90%+ retention during first term of charter of founding school

Per-Pupil Funding

$11,100 – $12,700

Sector

Charter

Grades Served

K through 8th

Student Demographics [1]

45-51% White
23-27% Hispanic
5-15% Black
5-18% Asian

9-14% students with disabilities
10-25%% English language learners
31-66% students eligible for free or reduced lunch

Teacher Demographics

55% White
20% Hispanic
10% Black
10% Asian
5% Two or more races/ethnicities

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[1] Ranges reflect data across different schools.

Anchoring to Established Cognitive Developmental & Educational Theories

Piaget's Theory of Cognitive Development — Constructivism[2]

Researcher: Jean Piaget

Theory's Key Tenets: Children learn as an artifact of factors both internal and external to the child. Children learn best by doing and through engaging in their environment and with the adults and peers around them.

Sociocultural Theory [3,4]

Researcher: Lev Vygotsky

Theory's Key Tenets: Children learn through hands-on experiences. Everyone in the child's environment and the overall culture and society are responsible for developing higher order cognitive functions. Learning is inherently a social act. Adults facilitate children's knowledge development through scaffolding and the Zone of Proximal Development — the space between a child's prior background knowledge and what they can do on their own, and the new knowledge, understandings, or skills that they need support mastering.

Ecological Systems Theory [5]

Researcher: Urie Bronfenbrenner

Theory's Key Tenets: Children learn through both internal and external factors by engaging in several environmental or ecological systems:

- Microsystem *(e.g. family, caregivers, school)*

- Mesosystem *(refers to relationships between those within the child's microsystem, such as parent-school partnerships)*

- Exosystem *(refers to larger social systems that impact the child's development, such as community-based resources or parent workplace environments that may cause stress on parents that lead to stress for children)*

- Macrosystem *(refers to cultural values, customs and laws)*

- Chronosystem *(refers to dimensions of time and the interplay between time and a child's external life changes and circumstances as well as the child's internal development and identity)*

Introduction

Chief executive officer Kriste Dragon begins her Citizens of the World Charter (CWC) story by recounting her childhood. Dragon grew up as a member of a close-knit family in Atlanta, the daughter of a White father and a Filipina mother who immigrated to the United States. Growing up in a city with a long history of racial divides and inequity, in which everyday life and opportunities were largely defined by one's race — particularly being Black or White — Dragon developed the ability to bridge cultural differences and the empathy necessary to process life situations from different perspectives. She translated those abilities into a rare set of problem-solving, leadership, and communication skills that are essential in our modern, global world. In addition to her family history, Dragon celebrates the role that her progressive, racially diverse Montessori school experience played in shaping her life and developing these skills.

Early in her career, Dragon encountered corners of the education sector that sharply contrasted with her childhood experiences. As a law student working with youth in alternative schools and in her role as a Teach For America corps member in underserved Los Angeles schools, Dragon saw the immense challenges that many students faced and the comparatively narrow approach that many schools took to education. This dissonance heightened when Dragon sought to find a school for her own child in the early 2000s. Dragon wanted a diverse school setting like the one she enjoyed; however, she saw alarmingly little racial/ethnic or socioeconomic diversity in area schools. While she had a high bar for the academic aspects of her child's school, she also wanted her child's educational experience to be creative, self-directed, and comprehensive of the depth and breadth of skills required for lifelong well-being. Too often, Dragon encountered schools with a narrowly defined, solely academic set of target outcomes. At the same time, inspired by the potential of high-achieving charter schools to dramatically enhance young people's lives, Mark Gordon, a successful film and television producer with a fervent commitment to improving public education, sought to create a new charter school in Los Angeles with an emphasis on community service. Gordon and Dragon assembled a broad coalition of parents, educators and community members to create a new school based on this vision. Motivated by the chance to serve many more students and families, this growing community coalition was joined by Chris Forman and Cam Starrett, longtime philanthropists and passionate advocates for education reform.

[2] Jean Piaget, "Piaget's Theory," in: Bärbel Inhelder, Harold H. Chipman, and Charles Zwingmann, eds., *Piaget and His School* (New York: Springer-Verlag Berlin Heidelberg, Springer Study Edition, 1976).
[3] Lev Vygotsky, "The Development of Higher Psychological Functions," *Russian Social Science Review* 18, no. 3 (1977): 38.
[4] James P. Lantolf and Aneta Pavlenko, "Sociocultural Theory and Second Language Acquisition," *Annual Review of Applied Linguistics* 15 (1995): 108–124. doi:10.1017/S0267190500002646.
[5] Urie Bronfenbrenner, "Ecological Systems Theory," in Ross Vasta, ed., *Six Theories of Child Development: Revised Formulations and Current Issues* (London, England: Jessica Kingsley Publishers, 1992), 187–249.

Dragon's bold vision for Citizens of the World schools emerges from this context: schools that "celebrate and reflect the full diversity of their communities" and "prepare students to succeed in an increasingly interconnected, global society." CWC leaders know how immensely important the work is; they directly tie the success or failure of the education sector to implications for students' lives, our society, and our world. As Dragon notes, "Our aims are human aims. We want students who are ready for a lifetime. The educational experience should address challenges we face societally: race and, secondly, income. These challenges lead to lots of consequences, including literal fighting in the streets over our inability to work across lines of difference." Translating this vision into an organizational culture or "DNA," CWC leaders identify three interwoven strands of consistent focus: academic development, social-emotional development, and difference and inclusion — with equity as the connective tissue across all three.

Today, Citizens of the World operates three elementary and two middle schools in Los Angeles, and an elementary and middle school in Kansas City, Missouri. The case study that follows focuses on one of these campuses: CWC Mar Vista, a pre-k through eighth-grade school in Los Angeles. Focusing on structure and practice at this school enabled deeper research and richer storytelling; however, the themes identified are core to the CWC model and thus likely to appear across all CWC campuses.

Defining and Measuring Success

Definition of student success. CWC's definition of student success is truly comprehensive. The school's vision includes students displaying a breadth of skills, habits, and mindsets (known as graduate dispositions) against all strands of its DNA: academic development, social-emotional development, and difference and inclusion

Current and desired ways of measuring success across domains. Citizens of the World desires to measure success across its three strands of DNA. However, while numerous formative and summative measures of academic success exist, CWC reports difficulty finding strong measures for social-emotional development, difference, and inclusion. Still, CWC has piloted innovative tools to measure these areas, such as one that explores students' social networks (including the extent to which students form bonds across lines of difference). CWC leaders maintain a healthy skepticism about such measures.

Citizens of the World can point to data that indicate it is delivering on its vision. Leaders cite staff and student diversity, staff retention, and stakeholder survey feedback as indicators of success. Additionally, CWC has experienced high demand for its schools: In 2015, CWC had seven times more interest than space, with over 2,500 applications for just under 350 seats,

including 1,680 applications for approximately 220 kindergarten seats.

Academic success. Citizens of the World's California students outperform their peers in Los Angeles and across California. CWC data on the 2017-18 Common Core-aligned Smarter Balanced statewide assessment indicate:

- 69% of TK-5 students in the region achieved at a level 3 or 4 in English Language Arts (ELA) and 67% in math

- Out of approximately 600 elementary schools in Los Angeles, including charters and magnets, CWC Los Angeles students ranked in the top 8% in math and top 12% in ELA

- All CWC's California schools outperformed schools across California and Los Angeles in ELA and math, on average

- All "subgroups" at CWC's California schools outperformed district-wide and statewide subgroups in ELA and math, on average

Comprehensive Child Development
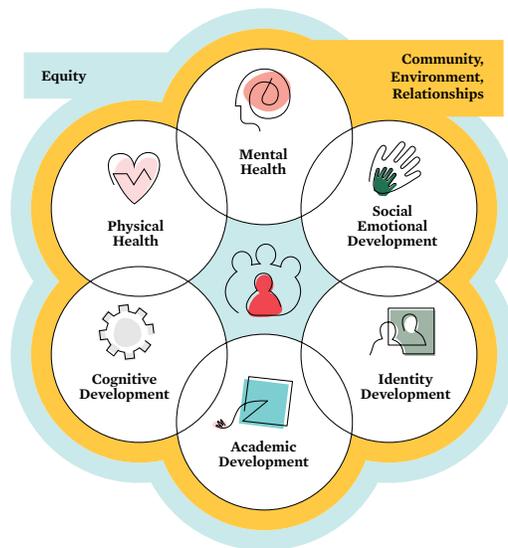
How Citizens of the World Facilitates Comprehensive Student Development

Citizens of the World (CWC) demonstrates integration across multiple domains of Comprehensive Student Development (CSD). In the sections that follow, we explain what CWC's model looks like. We also clarify how the model fuels CSD.

The following aspects of Citizens of the World's model are critical to its success in facilitating student development:

1. Instructional tools and school culture reflecting broad definition of student success

2. Diverse-by-design environment

3. Focus on developing global advocates and "citizens of the world"

4. Strong classroom communities

5. Comprehensive adult development

1. Instructional tools and school culture reflecting broad definition of student success

Citizens of the World has a robust definition of student success that spans multiple domains of Comprehensive Student Development (CSD), including academic, social-emotional, identity, and cognitive development.

This robust definition is captured by Citizens of the World's 11 graduate dispositions, which represent the skills, habits, and mindsets a student should have developed upon completion of her time at CWC. The graduate dispositions represent a range of CSD domains. For example, self-understanding is an important part of **identity development**. Communication, collaboration, cultural competency, and empathy demonstrate **social-emotional development**. Critical thinking and adaptability map to **cognitive development**. Each of the dispositions supports strong **academic development**.

The vision and values articulated by the dispositions have always been part of Citizens of the World's culture; as the organization grew, leaders realized a need to articulate, codify, and train people on the model. This was especially important because the CWC model relies on deeply held and shared values more than it does on prescriptive practices. Thus, CWC started crafting the graduate dispositions and refined them over time to reflect the values of families, educators, and students.

Cognitive	Physical	Academic
Mental	Social Emotional	Identity

■ Primary Domain   ■ Secondary Domain

Beyond simply words on a page, these dispositions are the central focus of a suite of tools designed to translate vision into practice. These resources effectively demystify the process of **social-emotional, identity, cognitive, and academic development.**

Teachers can reference robust rubrics to identify developmentally appropriate indicators of each disposition. Integration is reinforced as each disposition is framed in relation to the three strands of DNA: social-emotional development, difference and inclusion, and academics.

- For example, teachers use a Self Efficacy rubric to judge what self-efficacy looks like in an academic setting: For young students, this means one's ability to plan to execute a task. For older kids, self-efficacy in an academic setting entails ability to define a short- and long-term achievement goal, steps to reach that goal, possible obstacles, and ways to overcome obstacles.

- This same disposition (self-efficacy) applies to the difference and inclusion strand of DNA: For pre-k or first-graders, it might look like identifying ways to make the classroom or school a better community. For older students, self-efficacy applied to difference and inclusion looks like defining a goal that's focused on community improvement, defining steps to reach that goal, identifying possible obstacles, and considering ways to work around those obstacles.
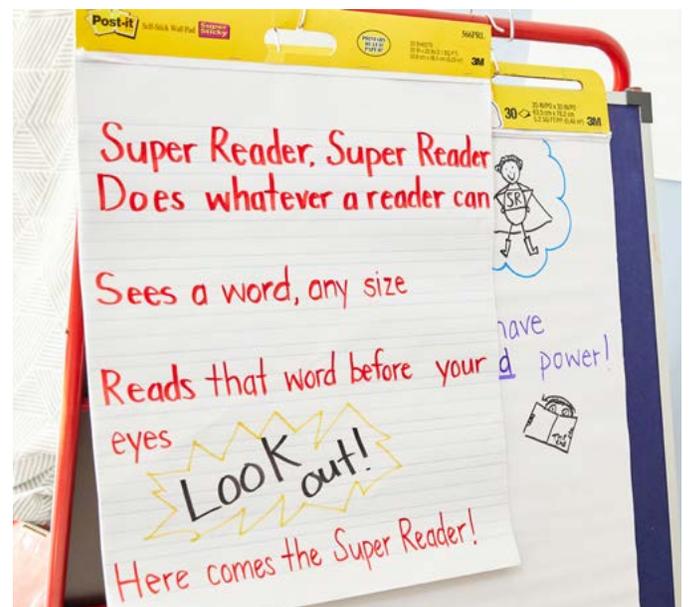
This provides a common language and usable tool for teachers, families, and students to notice, reflect, plan, and assess progress against each disposition.

- Citizens of the World has also developed resources to help educators design the tools and indicators to develop students' graduate dispositions. The index of instructional guidance translates research into actionable insights for teachers. In the self-efficacy example below, a teacher looking to support development in this area has easy access to important framing considerations, instructional tactics, and assessment tools. For example, the teacher is guided to explicitly teach and model growth mindset, to help students set meaningful goals, and to avoid stigmatizing failure. Each of these strategies stems from research conducted by the CWC team of how to support student development in these areas. However, the level of guidance provided by these resources is not prescriptive. Instead, the tools and strategies may be implemented by teachers in different ways according to each educator's personality and student needs.[6]

- Teachers deliver lessons with clear connections to dispositions, such as in a recent fourth-grade math class where students paired up to tackle a tricky darts-themed project with dual explicit objectives of (1) reinforcing a math standard and (2) demonstrating perseverance (thus strengthening self-efficacy).

Cognitive	Physical	**Academic**
Mental	**Social Emotional**	**Identity**

■ Primary Domain　　■ Secondary Domain

CWC believes that a warm, vibrant culture is required for students to develop the graduate dispositions. Practicing the graduate dispositions in turn contributes to a strong school culture. The result is that multiple stakeholders — from parents to teachers to students — speak of an atmosphere where each child is known and supported as a whole person.

This supports **social-emotional development** as students practice relationship skills, social awareness, and empathy with one another. The culture also fosters **identity development** as students are celebrated as individuals and are nurtured according to values that resonate with their parents' values.

All of these aspects of culture are seen as essential foundations for student **academic development.**

- One parent chose Citizens of the World because "children are encouraged to be who they are in an environment that challenges their minds while nurturing their spirits."

- Another reflected, "I'm at CWC because the hearts and ideas of my children will be honored and nurtured. I'm here because my son can wear pink and my daughter can share her mind, because social-emotional learning starts now, because learning how to learn is more important than memorizing facts. I'm here because it's different and different voices are celebrated. Because people smile and say hello."[7]

- One teacher shared: "Social-emotional learning is such an integrated part of the school; we give students tools to use when they need to resolve conflict. We help them develop vocabulary and give them room to solve problems on their own."

- Another teacher added that she values helping students to "develop their own definitions of success, to gain skills they need to be successful and help them understand their own identities." This reflection contrasted with the teacher's experiences at other schools, where she reported: "Teaching at a [traditional] charter, I felt something was missing… considering the whole child, being responsive to those needs."

- Families' hopes for their children are woven into the school experience, as in the notes from loved ones that dotted an elementary classroom with messages like "Grow your brain and your heart!" and "Remember… you are safe… you are surrounded by love… you are never alone."

2. Diverse-by-design environment

Cognitive	Physical	Academic
Mental	**Social Emotional**	**Identity**

■ Primary Domain　　■ Secondary Domain

One of Citizens of the World's DNA strands is difference and inclusion. Aligned to that strand, CWC fosters an environment

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[6] Ruth Colvin Clark and Richard Mayer, "Does Practice Make Perfect?" in *E-learning and the Science of Instruction*, 4th ed. (Hoboken, NJ: Wiley & Sons, 2016): 265–287.

[7] Jim Cummins et al., "Identity Texts and Academic Achievement: Connecting the Dots in Multilingual School Contexts," Tesol Quarterly 49, no. 3 (2015): 555–581; Rebecca Covarrubias and Stephanie Fryberg, "The Impact of Self-Relevant Representations on School Belonging for Native American Students," *Cultural Diversity and Ethnic Minority Psychology* 21, no. 1 (2015): 10–18.

that represents the full diversity of the community, that celebrates difference, and that seeks to make all students and families feel included. This diverse, inclusive environment enables richer social-emotional and identity development than a more homogeneous community.

Citizens of the World strives to attract a diverse student body, racially/ethnically, socioeconomically, and in ability. Across CWC, 62% of students identify as students of color; more than 24 languages are spoken by families; 43% of students qualify for free or reduced lunch; 15% of students are English language learners; and 11% of students have an identified learning difference. CWC explains the importance of this: "By learning, interacting, and growing in a diverse setting, our students are preparing to thrive in our pluralistic society. This model allows students to form meaningful relationships with individuals of other races, cultures, and backgrounds. Studies have shown that students with these experiences are better able to live and work in diverse settings than those from more homogeneous schools."[8]

Students are explicitly taught to respect differences, navigate them, and see them as strengths. This helps students' **social-emotional development** by fostering a sense of belonging among all students and by providing a rich environment in which to practice social awareness and relationship skills. Students practice these social-emotional skills in CWC's diverse environment, where a student is more likely to encounter difference. Via the process of encountering difference, students gain unique perspectives on themselves — thus enhancing their **identity development**. The snapshots below illustrate the way in which CWC enables and promotes difference and inclusion:

- One parent reflected how her child struggled to fit in at a previous school. The child felt excluded as a result of being biracial. The parent shared that after the first day at Citizens of the World, the child bounded in to say, "Everyone's my friend!"

- A middle school class filled with students representing a diversity of racial/ethnic backgrounds recently completed an exercise in which each student's name was written on a piece of paper. Students were prompted to write something to celebrate about each other student. Through this exercise, students demonstrated the relationships they had built across lines of difference. They also identified and honored the unique strengths each student brought to the classroom.

In a fourth-grade morning meeting, a teacher invited a student to suggest a morning greeting in a language other than English for the class to share. One boy suggested the Mandarin greeting "ni hao" that he remembered learning in first grade. The teacher prepared students to repeat the greeting by reminding them to show respect for a language that is many people's native language. The class gave an enthusiastic "ni hao," with attention to pronunciation and demeanor that demonstrated their respect.

- In choosing facilities, Citizens of the World has prioritized locations that are accessible to families in lower-income neighborhoods. CWC has also intentionally planned community events at hours that reflect parents' work schedules, thereby not assuming that all parents have the flexibility to leave work for midday programs.

- Citizens of the World is mindful of linguistic diversity in its communities. Leaders realized that Spanish-speaking parents were always the ones asked to listen to community meetings via headphones while a translator spoke. Leaders decided to switch up this pattern by alternating the language used by the leader at the front of the room and the language communicated by a translator via a headset.

- Citizens of the World intentionally attracts staff from a diversity of backgrounds. For example, 45% identify as people of color. This enables a range of students to see themselves reflected in adult mentors.

[8] Citizens of the World Charter Schools, "Diverse Learning Communities," http://www.citizensoftheworld.org/Diverse-Learning-Communities.

- One student in a recent racially/ethnically diverse focus group noted: "Here, there are so many people of different ethnicities and religions and backgrounds. Everyone has different experiences. Everyone has a different story to tell. We don't celebrate sameness, we celebrate diversity. We balance each other out." Another African-American student reflected: "I went to private schools before that were all African-American and there was no diversity. Here, I love it being more diverse."

3. Focus on developing global advocates and 'citizens of the world'

Cognitive	Physical	**Academic**
Mental	**Social Emotional**	**Identity**

■ Primary Domain ■ Secondary Domain

In its efforts to educate "citizens of the world," Citizens of the World exposes students to global and national issues and empowers students to be advocates for change in the world. Learning about the broader world and one's place within it supports academic, social-emotional, and identity development.

Citizens of the World classes frequently feature content that increases student awareness of the world around them. For example, students regularly and intentionally are taught about various cultures, are informed of political and social movements in the U.S. and abroad, and are exposed to literature from a variety of perspectives. Rather than passively consuming this information, students are prompted to use their new knowledge to consider their individual roles as advocates for a better community, nation, and world.

Citizens of the World's emphasis on developing global advocates is based on strong **academic development**, through which students are exposed to a breadth of rigorous content. Engagement with this content builds students' **social-emotional** skills. As students encounter stories of people from other backgrounds, countries, and eras, they build curiosity, empathy, self-awareness, and social awareness. The charge to become global advocates fosters **identity development**. Students are encouraged to foster a sense of purpose around improving one's community and world. The vignettes below show how CWC builds global advocacy among students:

- During a morning meeting (a common practice across classrooms), 20 fourth-graders gathered around a newspaper photo depicting a scene from Venezuela in which a worker was submerged in neck-high, muddy water. Students spent several minutes analyzing the photo and, without much context, responded to three prompts: "I see … ," "I think … ," and "I wonder… ." Once all students had reflected on the photo, the teacher prepared them for the big reveal of just what was happening in the photo. Students listened intently as the teacher explained that the photo showed a man trying to fix a broken pipe under the road, and that the photographer believed the picture to be a metaphor for the current state of Venezuela amid political and civil unrest. Students asked questions about the context, expressed sympathy for the man as he navigated the dirty water, and noticed similarities and differences between the Venezuelan scene and their surroundings.

- Later that afternoon, middle schoolers in a social justice elective class perused books about political art. Students took turns sharing a photo, explaining the social and political context, decoding the message of the art, and articulating why that particular piece spoke to them. One boy chose a World War II propaganda poster and, after describing the social context in which the poster was created, reflected on his Jewish identity. Another girl chose a 2016 poster of a woman wearing a hijab with an American flag design; she spoke of her experiences joining the Women's March and seeing women of all racial/ethnic backgrounds unite. One participant later reflected that she especially enjoyed this social justice class: "I'm a feminist, and an LGBTQ activist. And I really care about immigration. I like to talk a lot and I like to give speeches. I want to be a TV writer when I grow up. One of my mom's best friends is a TV writer and I love his shows. I'm a creative writer. CWC has helped me perfect my stories and visualize them."

- A fourth-grade teacher noticed that her students want to do good in the world amid seeing discrimination and racism. Harnessing the students' curiosity and desire to help, the teacher engaged her students in activities to explore what it means to be a bystander, advocate, and ally. Through these activities, students learned about the role of early American abolitionists and allies who stood up for Jews and other persecuted groups during the Holocaust. In light of examples set by others, students then brainstormed how they can be allies as they encounter racism, discrimination, and bullying in their communities.

4. Strong classroom communities

Citizens of the World heavily emphasizes the classroom community. These communities are constructed to expose students to rich social-emotional and identity development opportunities while creating the foundations for academic development.

At Citizens of the World, classrooms are environments where students are taught to build community. Classroom communities are intended to be microcosms of society. Students are intentionally grouped in diverse classrooms that enable them to interact across lines of difference. Classroom communities are carefully built to be warm, safe places for student learning. Teachers play an active role in facilitating this community development, but students are encouraged to lead. Together, students form strong relationships, define shared goals, and shape the values and culture of their unique contexts.

Cognitive	Physical	**Academic**
Mental	**Social Emotional**	**Identity**

■ Primary Domain   ■ Secondary Domain

This attention to classroom community fuels **social-emotional development** as students practice relationship skills, experience a sense of belonging, and form strong attachment and emotional bonds. The communities enable **identity development** as students explore their individual identities while they shape a classroom identity. Development in these areas creates an environment conducive to **academic development**. The stories from CWC's classroom communities below illustrate what this development looks like:

- Early in the year, upper elementary students started the day with icebreakers that encouraged them to interact. As 20 students scrambled across a classroom to find a new face, their teacher provided conversation prompts designed to let each student engage at a comfortable level. With these bonds, classroom culture becomes warm and safe. One student reflected on what that feels like: "It's a really safe community. You don't feel like you're being pressured. If you ever had a problem, you wouldn't feel you have to hide it."

- Together, students construct a classroom identity. One classroom's identity is on display via a pledge that students co-created: "As a student in this class, I pledge to learn from mistakes and keep trying when something is hard. I will cooperate with others and be loyal while still standing up for what is right. I will help others. I pledge to be mindful and bring energy to class. I will respect our materials. I will make friends."[9]

- Of course, conflict occurs within any school. Citizens of the World staff members facilitate students to resolve conflict constructively. A middle school student recounted: "In the rare case that you have an incident, it's really easy for the incident to get resolved. They investigate further. They get both sides of the story. It's so much better than learning it the hard way. There's less focus on disciplinary action, and more about understanding the problem. They help students resolve the issue. They listen to the victim and then they hear about it in a calm and nice fashioned way. If you have a conflict, they get you talking with the person." School leaders directly link this restorative approach to the dispositions and to the conflict resolution skills so sorely lacking in our broader world. Indeed, CWC is lauded for its low <1% discipline rate across all three Los Angeles campuses; however, CWC's leaders think that the discipline rate is too blunt of a measure that only captures absence of negative consequence. It does not fully capture the positive, proactive ways that CWC students address conflict.[10]

- Students across Citizens of the World classrooms share traditions or practice, such as a ritual to increase calm and focus. Lower elementary students create glitter jars and, when stressed, shake the glitter jars and meditate on how the glitter settles. Middle schoolers engage with mindfulness and meditation exercises; for example, a middle school math class right after recess started with a minute of mindfulness and breathing. Students are guided in the exercise to unwind and prepare for the upcoming lesson.

[9] Benjamin Kutsyuruba, Don Klinger, and Alicia Hussain, "Relationships among School Climate, School Safety, and Student Achievement and Well-Being: A Review of the Literature," *Review of Education* 3, no. 2 (2015): 103–135.
[10] Canadian Paediatric Society, "Effective Discipline for Children," *Paediatrics & Child Health* 9, no. 1 (2004): 37–41.

Cognitive	Physical	**Academic**
Mental	**Social Emotional**	**Identity**

■ Primary Domain   ■ Secondary Domain

Cognitive	Physical	Academic
Mental	**Social Emotional**	**Identity**

■ Primary Domain   ■ Secondary Domain

Citizens of the World approaches academics via a collaborative, social process. Students leverage a strong foundation in social-emotional and identity development to fuel academic development. The examples below give a sense of what this learning can look like:

- As this video from a CWC second-grade classroom shows, how a student learns impacts what a student learns. When a teacher wanted to teach simple machines, she didn't lecture or assign reading about the topic. Instead, she challenged groups to unite pieces of wood together without glue or string. As students shared their ideas, conflict arose. After the teacher facilitated communication among the group, the group achieved the academic goal of the project while also practicing important collaboration skills.

- A middle school student reflected on his experience with collaborative learning: "At my old school, they would just hand you the work to do on your own. People in my class like to work with each other and find different solutions from different mindsets. And that's what I like about this environment." Another student echoed: "The way I learn is different from before … not just learning by yourself."

5. Comprehensive adult development

Citizens of the World's work with educators mirrors its work with students, especially in its attention to adult social-emotional, identity, and cognitive development. Educators are treated as whole people with professional and personal needs. CWC also balances a high bar for success, and the school provides the structures and supports that enable ongoing adult learning. These approaches to adult development in turn generate a positive impact on students' comprehensive development. CWC is clear that the work it is doing with educators on adult development is in its nascent stages, but the leadership team sees this work as critical to the sustainability and quality of the model.

Teachers value the strong, vibrant adult community at Citizens of the World, in which they are treated as whole people and professionals. This contributes to teachers' social-emotional and identity development. Teachers are drawn to CWC because of their sense of purpose and values. With that foundation, teachers leverage relationship skills to create a collaborative staff community. Staff share ideas with one another via professional development, empathize with one another during stressful times, and consider each other as supports to navigate tricky situations. Teachers also proactively engage in stress management together to diffuse the stress of a big job (particularly in a way that does not unload onto students). Teachers shared examples of what this looks like:

- One reflected that CWC "makes sure that teachers are in a good emotional state, which helps the school dynamic."

- Another reported: "Here, we're told to 'put on our own mask first' or to take care of ourselves." Another shared that a school leader meditated with her during a check-in, a practice frequently used by staff during stressful periods.

- Collaboration is a critical enabler of this support and growth. Teachers contrast the culture of collaboration at CWC with other schools in which they've worked. As one teacher noted, "Collaboration is very strong here; I've been in other places where you close your door and do your own thing. There's competitiveness. Here, every student is our student. Four different teachers came into my classroom last week to support me with a kid who has been struggling this year." Another reported, "I have felt a sense of community here, that my voice matters. I get a voice in how things are implemented."

Cognitive	Physical	Academic
Mental	**Social Emotional**	**Identity**

■ Primary Domain   ■ Secondary Domain

Teachers are also provided scaffolds for the big work of being a Citizens of the World educator. Rather than being expected to understand, internalize, and immediately implement the

CWC model, teachers are continuously supported to succeed. This happens via careful implementation planning and change management among leaders; it is also enabled by strong professional development.

This honors teachers' **social-emotional, identity, and cognitive development**. In its approach to staff development, Citizens of the World demonstrates awareness of adults' **cognitive needs**. Rather than exposing staff to all of the dispositions, rubrics, and instructional practices at once and immediately expecting action, CWC planned implementation in a way that reflects understanding of what it takes to understand and act on new knowledge. As they prepare to teach to the graduate dispositions, teachers are supported in their own ongoing work in each disposition. This furthers teachers' **social-emotional and identity development**. For examples and reflections on this, consider the snapshots below:

- Citizens of the World recognizes it has a big vision for education — one that differs from many educators' own experiences or training. To work toward this vision, then, CWC plans "bite-sized implementation" and thoughtful change management. For example, in rolling out the graduate dispositions, CWC first implemented three dispositions in a discrete context — the "inquiry" or project-based portion of a school day. Of course, the vision is to eventually emphasize all 11 dispositions over the course of the entire school day, but the leadership recognized the need to build adult skills and introduce new, complex goals more gradually. By doing so, CWC prioritized depth of learning over breadth or speed.

- One reflected: "As you seek to equip students with tools for interpersonal skills, difference and inclusion, social-emotional learning, it's important to stop and reflect for yourself: where you are and how you see those things. I've grown through the process of thinking about how to teach students those things." CWC's professional development offers formal spaces for this learning. Over the course of the activity, teachers reflected first on their own experiences with otherness and belonging and then focused on how to create a student environment that fosters inclusion through shared norms and values.

This attentiveness to adult experience attracts and retains staff. Citizens of the World reports high demand among educators to teach at its school. Dragon reports that "the model attracts talent. We get hundreds of applications for each opening." CWC's teacher retention is a remarkably high >90% during the first term of the founding school's charter. Notably, there are no gaps in this data when assessed across lines of difference.

Of course, talented and well-supported staff in turn impact students' learning and student experience. One student

proclaimed, "Miss X is one of the best teachers I've had in my life. She doesn't just teach you history on a board… she gives us projects to learn it." Another added: "If you mess up, you can tell the teacher. You won't get shamed. In certain schools, they will shame you. Some schools don't get it." Citizens of the World teachers serve as models for students of the dispositions in action, as one middle schooler mused, "It all starts with teachers. They set an example for the rest of the students." CWC demonstrates what must be true about how teachers are supported and developed in order for these outcomes to be felt by students.

Conclusions

Core elements of the Citizens of the World model — instructional tools and school culture reflecting broad definition of student success, diverse-by-design environment, focus on developing global advocates and "citizens of the world," strong classroom communities, and comprehensive adult development — enable Comprehensive Student Development. Across its model, CWC demonstrates particular strengths in systematically attending to integration across social-emotional, identity, and academic development. The particulars of the CWC model are deeply informed by its founder's story and vision; however, themes elevated in this case study about what development in these areas looks and feels like and details about how this development occurs are designed to be broadly applicable.

What enables this success?

The section that follows summarizes aspects of the Citizens of the World school model that enable its success in Comprehensive Student Development. This section is intended to demonstrate the intentionality and comprehensiveness of the school's approach.

The "What": Mission, Vision, and Definition of Student Success

Mission/Vision

- CWC schools' missions are comprehensive. For example, CWC Mar Vista's mission elevates diversity, intellectual challenge, and experiential learning to develop each student's confidence, potential, and individual responsibility as a citizen of the world.

Standards

- CWC's 11 graduate dispositions translate its definition of student success into concrete terms. This creates a common language and clear, shared picture of success.

The "How": Curriculum and Educational Approach

Community engagement

CWC recruits a student population that reflects the diversity of its community. This creates a rich environment in which students can develop across domains.

CWC invests in diversity, equity, and inclusion as important foundations for student development across domains. For example, the school is purposefully located to be accessible by students from a range of racially and socioeconomically diverse neighborhoods; the school broadcasts community meetings in multiple languages.

Parents and community members inform critical programmatic decisions. CWC has engaged in ongoing work to refine its graduate dispositions so that they reflect the values of a diverse school community.

Instructional methods

- CWC has defined three discrete learning spaces: circle, inquiry, and workshop. The combination of these spaces engages students and deepens learning. Circle is a space where intentional activities and projects cultivate students' development in relationship-building skills and identity formation. Inquiry is a space where students engage in inquiry projects designed around local and global themes. Workshop is the space where students build mastery of foundational knowledge, skills, and understanding.

- CWC has created a resource bank that serves as a reference guide in the design of tools, assessments, and other approaches for developing students in the graduate dispositions. For example, to teach empathy, teachers are told to "support learners to recognize and name emotions."

- Teachers have autonomy to shape instructional experiences for students. This allows teachers to express their creativity and respond to students' needs and interests. For example, two fourth-grade math classes studying the same standard might look different on a given day, with one class practicing the skill in a darts-themed game and the other class engaging in an interactive review game.

Curriculum and materials

- Students are presented with real, diverse, engaging content. This makes the learning relevant, promotes student curiosity, and increases student social/global awareness. For example, students learn via newspaper articles of political unrest in Venezuela, a slave narrative, or coverage of the Women's March.

Student Culture

- At CWC, differences are recognized and celebrated. This supports students' sense of belonging and social awareness.

- Students co-create classroom culture as they develop relationships, engage in traditions, and formulate shared values/identities. At the beginning of the year, students develop norms for their respective classroom communities.

- Students resolve conflict via restorative justice practices. After students have a disagreement, a teacher gives each an opportunity to share their perspective.

Assessments and measures

- For each graduate disposition, CWC has built out a set of user-friendly rubrics with clear benchmarks/indicators of development. With this rubric, teachers, students, and families can notice and track progress in each disposition.

- CWC has curated tools and methods for assessing student progress against each graduate disposition. For example, self-reflection is used to assess empathy, whereas the PERTS Student Survey is offered as an assessment of self-efficacy.

The "How": Operational Systems

Use of time

- Teachers carve out time for explicit attention to social-emotional and identity development. The morning meeting held in every classroom every day facilitates strong bonds between students and with teachers; teachers conduct mindfulness exercises with students at the start of a class.

The "Who": Talent

Leadership

- CWC's leadership team is racially and culturally diverse; this reflects the school's value of diversity and the communities it serves.

- Leaders have invested in the codification in the CWC model.

- Leaders hold high standards for staff (e.g., expectation to teach graduate dispositions alongside state standards). At the same time, leaders provide staff with the autonomy, resources, and supports to meet high standards (e.g., the robust toolkit of research and resources for how to develop students in the graduate dispositions).

Staff

- Training and development for staff at CWC align to graduate dispositions. This allows teachers to build their own skills in the dispositions and their skill in educating students. For example, a recent teacher professional development series focused on cultural competency.

- Staff report that the adult culture at CWC is supportive and collaborative; this models the way CWC wants students to work with each other. For example, teachers observe and help out in each other's classrooms

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