Jericho Middle School
an Essential Elements
School-to-Watch

Presentation to
NYSED Middle-Level Liaisons
March 24, 2011
Donald Gately
Principal, Jericho MS

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Jericho, NY 11753
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Website:
http://www.jerichoschools.org/ms/index.htm
Blog: http://dfgately.wordpress.com/
Jericicho Middle School NYS School-to-Watch Designated 2009

- **School Statistics**
  - *(NYS Report Card)*
  - Community: Size/characteristics Suburban NY
  - Enrollment: 737
  - Grade Levels: 6-8
  - School Schedule: 9 periods day- 2 day cycle
  - **Per pupil expenditure:** $21,705
JERICHO MIDDLE SCHOOL NYS SCHOOL-TO-WATCH DESIGNATED 2009

- **School Statistics**
  (NYS Report Card)

**Student Demographics**

- 2% Hispanic/Latino
- 64% White
- 0% American Indian/Alaskan Native
- 3% African American
- 0% Filipino
- 31% Asian/Pacific Islander

- 12% Students with Disabilities
- 0.8% Free/Red. Lunch/Economically Disadvantaged
- 1.5% English Learners
Jericcho Middle School NYS School-to-Watch Program Highlights: Academic Excellence

- Standards-based benchmarks
- Flexible support classes
  - in lieu of elective class
- Open enrollment acceleration: math and science
  - 55% enrollment
- Research and development curriculum projects
Jericcho Middle School NYS School-to-Watch Program Highlights: Academic Excellence

- Differentiated Supervision
  - Portfolio
  - Strategic Teaching Projects
  - Collegial Sharing

- New Teacher Orientation
- “Study Island”
- “Blackboard”
  - All teachers post homework, materials and course outline
Jericho Middle School NYS School-to-Watch Program Highlights: Developmental Responsiveness

- Counseling services
  - Looping
  - Full-time social worker
  - SEL building cabinet

- Elective program
  - Nine period day
  - Examples: community service learning, Little chefs, arts and crafts, videography, intro to technology, debate, project history, Web design, et. al.
Jericcho Middle School NYS School-to-Watch Program Highlights: Organization and Structure

- Middle School Steering Committee

- Community Partnerships:
  - Nassau County Bar Association
  - Nassau County Anti-Bias Consortium
  - Long Island Tolerance Center

- Mentoring Program for New Teachers

- Interdisciplinary teams
Jericho Middle School NYS School-to-Watch Program Highlights: Social Equity

- Heterogeneous grouping
- Open enrollment acceleration
- Special Education Inclusion
- Clubs: Gay Straight Alliance, Diversity Club
- Programs: S.E.E.D. Wellesley College
  - (Seeking Educational Equity & Diversity)
Jericcho Middle School NYS School-to-Watch
Focus of Presentation

- Student Team Advisor
- Standards Based Grading
- Social/Emotional Literacy Program
## 2010-2011 MS MASTER SCHEDULE CONFIGURATION

<table>
<thead>
<tr>
<th>TIME</th>
<th>GRADE 6</th>
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<tbody>
<tr>
<td>1 7:26 – 8:11</td>
<td>Core</td>
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<tr>
<td>2 8:15 – 8:55</td>
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<td>Core</td>
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<tr>
<td>3 8:59 – 9:39</td>
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<td>4 9:43 – 10:23</td>
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<td>5 10:27 – 11:07</td>
<td>Lunch</td>
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<tr>
<td>6 11:11 – 11:51</td>
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<td>Core</td>
<td>Lunch</td>
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<tr>
<td>7 11:55 – 12:35</td>
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<td>Lunch</td>
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<tr>
<td>8 12:39 – 1:19</td>
<td>Core</td>
<td>Core</td>
<td>Core</td>
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<tr>
<td>9 1:23 – 2:03</td>
<td>Core</td>
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The Role of the Student Team Advisor (STA)

- Liaisons to other staff
- Student advocates
- Coordinators of team activities
- Support and promote SEL programs
- Attendance at CST, CSE and 504 meetings
- Weekly meetings with administration
- Interdisciplinary Curriculum Maps
The STA's Responsibilities

- Coordinates Parent Teacher Conferences
- Team Meetings
- Liaison to Encore Teachers

- Disseminator of Information, Flyers, etc.
- Attendance at:
  - CST
  - CSE
  - Annual Review/504 Meetings
- Student Recognition
- Record Keeper of Student Profiles, Standardized Test Scores, etc.

- Social Emotional Activities
- Team Leader Coordinator
- Grade Level Meetings

- Liaison with Outside Consultants
- At Risk Meetings: Progress Reports, Report Cards
- Monitors Student Attendance/Lateness
- STA Meetings
- Collection of School Forms, Emergency Contact Forms, Field trip Forms, etc.
The Student Team Advisor consults with and communicates with various constituents.
Discussion of Grading

- Pair off with another person
- Each person speaks for exactly one minute

Why do we grade? What would happen if we did not grade students?

Start
Standards Based Report Card

- Research based criteria for grading
- Specific rubrics for academic and SEL competencies
- Tool for communication
- Website with links to support documents
Why Do WE Grade?

• Provide feedback to students and parents
• Document progress
• Guide instructional decisions

We do not grade to punish or to sort students.
What is the best way to document grades?:

- A, B, C, D, F
- 0% – 100%
- Level 1 – 2 – 3 – 4
- Mastery, Proficiency, Initial Proficiency, Passing, ND (or other descriptors)
# Calculating Grades

<table>
<thead>
<tr>
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<th>Curley</th>
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<tbody>
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# A Test in 3 Sections

<table>
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<tr>
<th>Section</th>
<th>Items</th>
<th>Description</th>
<th>% for section</th>
<th>% score</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Items 1-10</td>
<td>Ten items that require recall of important but simpler content that was explicitly taught</td>
<td>%</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>B. Items 11-14</td>
<td>Four items that ask for application of complex content that was explicitly taught AND in situations similar to what was taught.</td>
<td>%</td>
<td>4</td>
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</tr>
<tr>
<td>C. Items 15-16</td>
<td>Two items that ask for application in novel situations that go beyond what was explicitly taught.</td>
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<td>2</td>
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100%
Example

<table>
<thead>
<tr>
<th></th>
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<tr>
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Fair Isn't Always Equal
Assessing & Grading in the Differentiated Classroom
Rick Wormeli
Standards Based Generic Scoring Scale

A  Mastery – Student makes inferences and/or applications that go beyond the simple and complex content that were explicitly taught.

B  Proficiency – Student demonstrates no major errors or omissions regarding any of the information and/or processes (SIMPLE OR COMPLEX) that were explicitly taught.

C  Initial Proficiency - Student demonstrates no major errors or omissions regarding the simpler details and processes BUT major errors or omissions regarding the more complex ideas and processes

P  Passing- With help, student demonstrates a partial knowledge of some of the simpler and complex details and processes.

ND  Not Demonstrated - Even with help, student demonstrates no understanding or skills.

“+” approaching next level of performance

Adapted from Classroom and Assessment and Grading that Work. Robert Marzano. 2006.
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Choose the comment to his parents we hope the student will use:

“If I could just understand the relationship between the causes of the American Revolution, I could do better on that test.”

or

“If I could just get four more questions right, I could do better on that test.”
How do you improve your golf game?

“If I could just learn how to putt I could score under 72.”

or

“If I could just shave 6 strokes off my score I could score under 72.”
<table>
<thead>
<tr>
<th>FN</th>
<th>GD</th>
<th>Social and Emotional Development</th>
<th>Academic Development</th>
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<tr>
<td></td>
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<td>Listens attentively: progress demonstrated</td>
<td>Transfers skills to real-world applications: consistently apparent</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Shows a sense of responsibility: consistently apparent</td>
<td>Demonstrates content related writing skills: consistently apparent</td>
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<tr>
<td></td>
<td></td>
<td>Shows a sense of responsibility: consistently apparent</td>
<td>Prepares thoroughly for tests and quizzes: progress demonstrated</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Listens attentively: progress demonstrated</td>
<td>Demonstrates an understanding of Major historical themes: consistently apparent</td>
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## Middle School Report Card

**Date:**

**JERICHO MIDDLE SCHOOL REPORT CARD**

(516) 203-3600

<table>
<thead>
<tr>
<th>Name:</th>
<th>Counselor:</th>
<th>Ext.:</th>
<th>Student-Team Advisor:</th>
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<tr>
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<tr>
<td>Hist at the Movies</td>
<td>A+ 1 0 A+ 1 0 A+ 1 0</td>
<td></td>
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<tr>
<td>Intro to TV Prod</td>
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<td>B 1 1 B+ 1 0 B 2 0</td>
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<tr>
<td>Technology</td>
<td>A 1 0 A 0 0 A 1 0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Comments

**Social and Emotional Development**

- **Comm Serv. Learn**: Listens attentively: progress demonstrated
- **Eng Lang Arts**: Shows a sense of responsibility: consistently apparent
- **Health**: Shows a sense of responsibility: consistently apparent
- **Hist at the Movies**: Listens attentively: progress demonstrated
- **Intro to TV Prod**: Shows initiative: progress demonstrated
- **Math**: Listens attentively: consistently apparent
- **Physical Education**: Shows a sense of responsibility: consistently apparent
- **Science**: Follows directions: consistently apparent
- **Social Studies**: Demonstrates understanding, tolerance, sensitivity and acceptance: consistently apparent
- **Spanish A**: Shows a sense of responsibility: consistently apparent
- **Technology**: Relates well to peers: progress demonstrated

**Academic Development**

- **Comm Serv. Learn**: Transfers skills to real-world applications: consistently apparent
- **Eng Lang Arts**: Demonstrates content related writing skills: consistently apparent
- **Health**: Prepares thoroughly for tests and quizzes: progress demonstrated
- **Hist at the Movies**: Demonstrates an understanding of Major historical themes: consistently apparent
- **Intro to TV Prod**: Demonstrates effective communication skills: progress demonstrated
- **Math**: Actively participates in classroom activities: consistently apparent
- **Physical Education**: Demonstrates knowledge of skills to maintain physical fitness: progress demonstrated
- **Science**: Demonstrates analytical skills: consistently apparent
- **Social Studies**: Demonstrates an understanding of Major historical themes: consistently apparent
- **Spanish A**: Utilizes content related techniques and strategies as required: consistently apparent
- **Technology**: Demonstrates knowledge of applying technology processes: progress demonstrated

**Cumulative Attendance:**
Absent: 2  Late: 2
Former Learning Descriptors

A - Mastery: Excels in demonstration of skills and application of principles.

B - Proficiency: Exhibits competence in demonstration of skills and application of principles.

C - Initial Proficiency. progress being made: Exhibits progress in demonstration of skills or application of principles.

P - Passing, but experiences difficulty: Not yet able to demonstrate skills or application of principles consistently.

ND - Not Demonstrated: Unable to demonstrate skills or application of principles at this time.

I - Incomplete: Needs to complete assignments.
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C  Initial Proficiency - Student demonstrates no major errors or omissions regarding the simpler details and processes BUT major errors or omissions regarding the more complex ideas and processes.

P  Passing- With help, student demonstrates a partial knowledge of some of the simpler and complex details and processes.

ND  Not Demonstrated - Even with help, student demonstrates no understanding or skills.

“+” approaching next level of performance

Adapted from Classroom and Assessment and Grading that Work. Robert Marzano. 2006.
Scoring Scale: Student version

A  Mastery – I can do it well enough to make connections that weren’t taught.

B  Proficiency – I can do everything that was taught without making mistakes.

C  Initial Proficiency - I can do all the easy parts, but I can't do the harder parts.

P  Passing- With help, I can do some of what was taught.

ND  Not Demonstrated - Even with help, I can’t do any of it.
Materials available on the Jericho Middle School Website

- Scoring scale
- SEL Competencies
- FAQ’s
- Departmental Rubrics
NYS Regents Policy on Middle Level Education: 
*The Essential Elements of Standards Focused Middle Schools and Programs*

“Teachers use a variety of methods to assess student performance. Students learn how to assess their own and others’ work against the performance standards.”
Enabling students to demonstrate what they know...

- Tests
- Quizzes
- Assignments
- Checklists
- Learning contracts
- models
- Demonstrations
- Exhibitions
- Performances
- Essays and other writing
- Videos
- CD’s

Source: Fair Isn’t Always equal: Assessing and Grading in the Differentiated Classroom. Rick Wormeli
Enabling students to demonstrate what they know...

- Websites
- Animations
- Art projects
- Panel discussions
- Rubrics
- Graphic organizers
- Socratic seminars
- Drawings
- Mind maps/outlines
- Displays
- Discussions
- Presentations

Source: Fair Isn’t Always equal: Assessing and Grading in the Differentiated Classroom. Rick Wormeli
Everything counts

Nobody counts
Mastery Tasks

A Mastery - Inferences and/or applications that go beyond the simple and complex content that were explicitly taught.
Mastery Tasks

New York State Assessments

Mastery Tasks = Level 4
Base your answers to questions 14 and 15 on the diagram below and on your knowledge of science. The diagram shows the life cycle of the common housefly.

**Life Cycle of the Common Housefly**

- Adult fly → Egg → Maggot (larva) → Pupa → Adult fly

(Not drawn to scale)

14. Which process is shown by this diagram?

(1) competition  (3) metamorphosis  
(2) metabolism   (4) migration
The table below shows the deer population in Arizona for a 30-year period.

### Deer Population in Arizona

<table>
<thead>
<tr>
<th>Year</th>
<th>Average Number of Deer per 1,000 Acres</th>
</tr>
</thead>
<tbody>
<tr>
<td>1905</td>
<td>5.7</td>
</tr>
<tr>
<td>1915</td>
<td>35.7</td>
</tr>
<tr>
<td>1920</td>
<td>142.9</td>
</tr>
<tr>
<td>1925</td>
<td>85.7</td>
</tr>
<tr>
<td>1935</td>
<td>25.7</td>
</tr>
</tbody>
</table>

What is the most likely reason that the deer population decreased from 1920 to 1935?

1. There was less air pollution.
2. More water was available.
3. Fewer hunting licenses were issued.
4. There was increased competition for food.
Base your answer to question 6 on the illustration below and on your knowledge of social studies.

The Columbian Exchange

From the Americas to Europe, Africa, and Asia
- maize (corn)
- potatoes
- sweet potatoes
- beans
- peanuts
- squashes
- pumpkins
- tomatoes
- chili peppers
- avocados
- pineapples
- cocoa
- tobacco
- quinine (a medicine)

From Europe, Africa, and Asia to the Americas
- wheat
- sugar
- bananas
- rice
- grape (wine)
- dandelions
- horses
- pigs
- cattle
- goats
- sheep
- chickens
- smallpox
- measles
- typhus

Source: Guide to the Essentials of World History, Prentice Hall (adapted)

6 A conclusion best supported by this illustration is that the Columbian Exchange

(1) increased the isolation between Europe and the Americas
(2) ended the slave trade in the Eastern Hemisphere
(3) led to the spread of disease to the natives of the Americas
(4) resulted in a decrease in trade between North America and Europe
33 You are going to spend the summer in Costa Rica. Your host mother wants to know what you like to eat. In Spanish, write a note to your host mother about some of your favorite food. You may wish to include:

- food items that you like
- food items that you do not like
- how often you eat them at home
- at which meal you like to eat them
- where you eat them
- how you like them prepared
Write an essay in which you describe the benefits of a car that can run on air, and the benefits of the clothes washer and clothes dryer. In the essay, include your opinion of which invention might have the greater impact on people's lives and why. Use details from both articles to support your answer.

In your answer, be sure to
• describe the benefits of the inventions
• include your opinion of which invention would impact people more and why
• use details from both articles to support your answer

Check your writing for correct spelling, grammar, and punctuation.

January 16–19, 2007
The figure below shows a diagram of Veronica's garden.

The shaded area of the garden represents a patch of carrots. Veronica estimates that she will get about 40 carrots from the patch shown above. Veronica is going to plant the rest of her garden with carrots.

**Part A**

ESTIMATE the total number of carrots she can expect to grow.
Next Steps

- Formative assessment
- Parent education
- Technology integration
Social Emotional Literacy

Experiment first conducted at the Bing Nursery School on the campus of Stanford University

The marshmallow test:
What are SEL competencies?

- List some things you are good at doing?
  - Example: reading, bicycling...
- Review the survey:
- Put an “x” next to any item you do not understand
Look at the survey:

- Take a few minutes to complete the survey:
  - Answer honestly
  - No one sees it but you
  - You won’t be graded on it
Assessing Your Social and Emotional Skills

- Pair off with another person
- Each person speaks for exactly one minute
- Discuss an “always” response
- Discuss a “needs improvement” or a “never” response

Start
Review your answers:

- What are some jobs that you’d be good at doing?
- What kinds of situations would you handle well?
- What kinds of situations would you NOT handle well?
Don’t Eat the Marshmallow

Low delayers...
- Were more likely to have behavioral problems
  - Both at home and school
- Struggled in stressful situations
Don’t Eat the Marshmallow

---

Low delayers...
- Had trouble paying attention
- Found it difficult to maintain friendships
Don’t Eat the Marshmallow

...the child who could wait fifteen minutes had an S.A.T. score that was, on average, two hundred and ten points higher than that of the kid who could wait only thirty seconds.

Additional findings…

- 30 years after the study... **low-delaying** adults have a significantly higher body-mass index and are more likely to have had problems with drugs
- KIPP academy in Philadelphia gives its students a shirt emblazoned with the slogan “Don’t Eat the Marshmallow.”
Social and Emotional Learning for Student Success

Roger P. Weissberg
Professor of Psychology and Education
University of Illinois at Chicago
CASEL President

Presented at the CASEL Forum: “Educating All Children for Social, Emotional, and Academic Excellence: From Knowledge to Action”
December 10, 2007

Collaborative for Academic, Social, and Emotional Learning
www.CASEL.org
Why Promote Students’ Social and Emotional Competency?

Students who receive SEL instruction are:

- more connected to teachers and school
- more engaged in learning
- more motivated to learn
- more well behaved/less likely to engage in problem behavior
- less anxious and depressed
- And perform better on achievement tests and get better grades

SEL Improves Academic Outcomes

- 23% increase in **skills**
- 9% improvement in **attitudes** about self, others, and school
- 9% improvement in prosocial **behavior**
- 9% reduction in problem **behaviors**
- 10% reduction in **emotional distress**
- 11% increase in **standardized achievement test scores** *(math and reading)*

Universal Promotion of SEDL for All Students

SEL is the process whereby children and adults develop essential social and emotional skills, knowledge, and attitudes related to:

- Recognizing one’s emotions and values as well as one’s strengths and limitations
- Managing emotions and behaviors to achieve one’s goals
- Showing understanding and empathy for others
- Responsible decision-making
- Social awareness
- Relationship skills
- Forming positive relationships, working in teams, dealing effectively with conflict
Jericho Middle School
Social and Emotional Learning (SEL)

SEL is the process whereby children and adults develop essential social and emotional skills, knowledge, and attitudes related to:

- Identifying emotions
  - Accurate self-perception/self-confidence
  - Recognizing strengths, needs and values

- Self-awareness

- Self-management
  - Impulse control and stress management
  - Motivation / discipline
  - Goal setting / organizational skills

- Responsible decision-making

- Social awareness

- Relationship skills
  - Perspective-taking
  - Respect for others
  - Appreciating diversity
  - Using family, school, and community resources

- Problem solving
  - Evaluation/ Reflection
  - Personal/ ethical responsibility

- Building relationships
  - Seeking help

From C.A.S.E.L.: Collaborative for Academic, Social and Emotional Learning
EDUCATING THE WHOLE CHILD
ENGAGING THE WHOLE SCHOOL:

Guidelines and Resources for
Social and Emotional Development and Learning
(SEDL) in New York State
The 4 Domains of Social Emotional Literacy at Jericho Middle School

- SEL Competencies
- Monthly Themes
- BRAVE Program
- Celebrating Diversity
## Monthly Themes

<table>
<thead>
<tr>
<th>Month</th>
<th>Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>September</td>
<td>Community</td>
</tr>
<tr>
<td>October</td>
<td>Courage</td>
</tr>
<tr>
<td>November</td>
<td>High Expectations</td>
</tr>
<tr>
<td>December</td>
<td>Respect &amp; Responsibility</td>
</tr>
<tr>
<td>January</td>
<td>Cooperation</td>
</tr>
<tr>
<td>February</td>
<td>Love</td>
</tr>
<tr>
<td>March</td>
<td>Friendship</td>
</tr>
<tr>
<td>April</td>
<td>Hope</td>
</tr>
<tr>
<td>May</td>
<td>Attitudes &amp; Values</td>
</tr>
<tr>
<td>June</td>
<td>Reflections &amp; Transitions</td>
</tr>
</tbody>
</table>

**Source:** *Eight Habits of the Heart by Clifton Taulbert 1997*
Celebrating Diversity

Building Community through Understanding, Tolerance, Sensitivity and Acceptance

Believing in the Rights and Values of Everyone
B.R.A.V.E.

Quality Circles
Student Ambassadors
Conflict Resolution
Leaders Strategies
Bystander Responsibility
Communication
Bully Reduction Anti-Violence Education
LEADERS

Leave no one out
Empower yourself
Amuse with humor
Distract the bully
Enlist help
Rumors stop with you
Support the victim
Moving Beyond the Classroom...
Quality Circles

- Lunch time: 8-12 students meet and take part in a discussion led by a Quality Circle Coordinator, Facilitator, and Student Ambassador
Student BRAVE Ambassadors:

A Peer Leadership Approach
B.R.A.V.E.

Believing in the rights and values of everyone
Voices of Love and Freedom

- Building Trust
- Inspiring Hope
- Developing Empathy
- Practicing Problem Solving
- Modeling Conflict Resolution
- Writing About Personal Meaning
- Helping Others

Source: Voices Publishing
“Following a synopsis activity for The Girl Who Owned the City, Lisa and Tom’s character traits were compared using the SEL placemat. What are the qualities of a leader vs. a bully”

Grade 6 language arts
SEL Monthly Log Form

- “Students researched the topics of the Great Depression, segregation and Jim Crow laws. Following a jigsaw cooperative learning activity, students reflected on how the topics relate to the quote of the week, ‘We must be the change we want to see in the world’”.

  Grade 7 social studies
SEL Monthly Log Form

- Reading of *Anne Frank*. Class discussion on bystander behavior and hate crimes.
  Grade 8 ELA
- Dropping of the atomic bomb on Japan and the Nuremberg trials focusing on ethical responsibility as individuals and as a nation.
  Grade 8 social studies
SEL “Kindred Educational Movements” at Jericho Middle School

- Guidance groups
- Diversity Club/Day
- Service-Learning
- Functional Behavioral Assessments -- Positive Behavior Supports
- Challenge Day

- Differentiated Instruction
- Gay Straight Alliance
  - National Coming Out Day
  - National Day of Silence
- Personal Best Initiative
  - Personal best day
  - Personal best awards
Staff development

- Partnership with LIJ / Northshore Mental Health Alliance
- Conferences
- New Teacher Orientation
- Faculty Meeting Activities
Community Involvement

- Parent forums
- Monthly newsletter
- Website
- Presentations at conferences
- Schools to Watch visitations
Data driven decision-making
The Comprehensive School Climate Inventory
Measuring the Climate for Learning

Prepared for Jericho Middle School, May 2007

The CSCI has been developed by the Center for Social and Emotional Education (CSEE)
csee.net
# The 10 Dimensions of School Climate

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Major Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Safety</strong></td>
<td></td>
</tr>
<tr>
<td>1 Physical</td>
<td>Crisis plan; clearly communicated rules; clear and consistent violation response; people in the school feel physically safe; attitudes about violence.</td>
</tr>
<tr>
<td>2 Social-Emotional</td>
<td>Rules and norms related to verbal abuse; harassment, and teasing; clearly communicated rules; clear and consistent response for violations; attitudes about and responses to verbal and emotional bullying; conflict resolution taught in school; belief in school rules.</td>
</tr>
<tr>
<td><strong>Teaching and Learning</strong></td>
<td></td>
</tr>
<tr>
<td>3 Quality of Instruction</td>
<td>High expectations for student achievement; all learning styles honored; help provided when needed; learning linked to “real life”; engaging materials; use of praise/reward; opportunities for participation; varied teaching methods.</td>
</tr>
<tr>
<td>4 Social, Emotional and Ethical Learning</td>
<td>Feel social, emotional, and ethical—as well as academic—learning is important; staff are invested in helping students develop these skills; social, emotional, and ethical skills are explicitly and implicitly taught in the school.</td>
</tr>
<tr>
<td>5 Professional Development (school personnel only)</td>
<td>Standards and measures used to support learning and continuous improvement; professional development systematic and ongoing; data-driven decision making linked to learning; school systems evaluated; teachers feel that this is relevant and helpful.</td>
</tr>
<tr>
<td>6 Leadership (school personnel only)</td>
<td>Compelling and clearly communicated vision; administrative accessibility and support.</td>
</tr>
<tr>
<td><strong>Relationships</strong></td>
<td></td>
</tr>
<tr>
<td>7 Respect for Diversity</td>
<td>Positive adult-adult relationships between/among teachers, administrators, and staff; positive adult-student relationships; positive student-student relationships; shared decision-making; common academic planning opportunities; diversity valued; student participation in learning and discipline.</td>
</tr>
<tr>
<td>8 School Community and Collaboration</td>
<td>Students/adults feel and demonstrate sense of community in the school. Mutual support and ongoing communication; school-community involvement; parent participation in school decision-making; shared parent-teacher norms vis-a-vis learning and behavior.</td>
</tr>
<tr>
<td>9 Morale</td>
<td>Students are engaged learners; staff are enthusiastic about their work; students connected to one or more adults; students/staff feel good about school.</td>
</tr>
<tr>
<td><strong>Environment</strong></td>
<td></td>
</tr>
<tr>
<td>10 Environment</td>
<td>Cleanliness and order of facilities; adequate space, materials and time.</td>
</tr>
</tbody>
</table>
Relative Strengths and Weaknesses

Median Scale Scores - Rank Order

- **Students**
  - Physical Safety: 3.73
  - Community & Collaboration: 3.60
  - Morale: 3.57
  - Social, Emotional, Ethical Learning: 3.56
  - Environment: 3.44
  - Quality of Instruction: 3.43
  - Social-Emotional Safety: 3.42
  - Respect for Diversity: 3.17

- **School Personnel**
  - Social, Emotional, Ethical Learning: 4.22
  - Physical Safety: 4.05
  - Morale: 3.96
  - Quality of Instruction: 3.89
  - Community & Collaboration: 3.83
  - Environment: 3.80
  - Social-Emotional Safety: 3.70
  - Respect for Diversity: 3.67

- **Parents**
  - Morale: 4.25
  - Respect for Diversity: 4.00
  - Physical Safety: 4.00
  - Environment: 3.82
  - Social-Emotional Safety: 3.70
  - Quality of Instruction: 3.57
  - Community & Collaboration: 3.50
  - Social, Emotional, Ethical Learning: 3.44
Relative Strengths and Weaknesses

Median Scale Scores - Rank Order

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- Physical Safety: 3.73
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School Personnel
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- Social-Emotional Safety: 3.70
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- Community & Collaboration: 3.50
- Social, Emotional, Ethical Learning: 3.44
Item by Item Survey Responses: Students

**Dimension: Physical Safety**

*I feel physically safe in all areas of the school building.*

<table>
<thead>
<tr>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>44%</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>20%</td>
</tr>
<tr>
<td>Disagree</td>
<td>11%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>4%</td>
</tr>
</tbody>
</table>
Item by Item Survey Responses: Students

**Dimension: Social-Emotional Safety**

*I have friends at school who care about me.*

<table>
<thead>
<tr>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>31%</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>59%</td>
</tr>
<tr>
<td>Disagree</td>
<td>2%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>2%</td>
</tr>
</tbody>
</table>
Item by Item Survey Responses: Students

**Dimension: Social-Emotional Safety**

*I have seen other students hurt with words more than once by the same person or people (for example, teasing, name-calling, harassing, and spreading rumors.)*

<table>
<thead>
<tr>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>37%</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>20%</td>
</tr>
<tr>
<td>Disagree</td>
<td>12%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>5%</td>
</tr>
</tbody>
</table>
Item by Item Survey Responses: Students

**Dimension: Social-Emotional Safety**

There are groups of students in the school who exclude others and make them feel bad for not being a part of the group.

<table>
<thead>
<tr>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>37%</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>30%</td>
</tr>
<tr>
<td>Disagree</td>
<td>8%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>3%</td>
</tr>
</tbody>
</table>
Item by Item Survey Responses: Students

Dimension: Respect for Diversity

I have heard people in this school say mean things about another person’s gender, race, culture, religion, and/or sexual orientation.

Agree 38%
Strongly Agree 38%
Disagree 7%
Strongly Disagree 5%
Item by Item Survey Responses: Students

**Dimension: Community and Collaboration**

*Adults in my school are friendly with each other.*

<table>
<thead>
<tr>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>55%</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>24%</td>
</tr>
<tr>
<td>Disagree</td>
<td>2%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>2%</td>
</tr>
</tbody>
</table>
36. There are groups of students in the school who exclude others and make them feel bad for not being part of the group.
SEL Climate Survey: Comparison 2007 - 2010

36. There are groups of students in the school who exclude others and make them feel bad for not being part of

<table>
<thead>
<tr>
<th></th>
<th>2007 Survey</th>
<th>2010 Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>strongly agree</td>
<td>28%</td>
<td>30%</td>
</tr>
<tr>
<td>agree</td>
<td>30%</td>
<td>31%</td>
</tr>
<tr>
<td>disagree</td>
<td>12%</td>
<td>8%</td>
</tr>
<tr>
<td>strongly disagree</td>
<td>3%</td>
<td>3%3%</td>
</tr>
</tbody>
</table>
37. I have seen people in this school treated unfairly because of their gender, race, culture, religion, and/or sexual orientation.

- 27% strongly agree
- 32% agree
- 14% disagree
- 8% strongly disagree
70. It is ____ for me to identify and name how I am feeling.

- Really hard: 8%
- Hard: 27%
- Easy: 50%
- Really easy: 15%
73. It is _____ for me to stand up for myself when someone picks on me.

- Really hard: 6%
- Hard: 16%
- Easy: 39%
- Really easy: 40%
25. If students don't dress or look the right way, other students make fun of them.

- Strongly agree: 17%
- Agree: 26%
- Disagree: 18%
- Strongly disagree: 7%

43% agree or strongly agree
29. Students at this school put others down.

- Strongly agree: 13%
- Agree: 23%
- Disagree: 20%
- Strongly disagree: 4%

36% agree or strongly agree
30. I feel close to teachers and other adults at this school.

- Strongly agree: 12%
- Agree: 34%
- Disagree: 10%
- Strongly disagree: 7%
There is at least one adult at school who I feel comfortable talking to about problems I might have.

- **Strongly Agree**: 26%
- **Agree**: 33%
- **Disagree**: 12%
- **Strongly Disagree**: 10%

**22% disagree or strongly disagree**
23% disagree or strongly disagree

35. Students are usually nice to each other on the bus.
SEL Climate Survey: March 2010

43% agree or strongly agree

25. if students don't dress or look the right way, other students make fun of them.
SEL Climate Survey: March 2010

36% agree or strongly agree

29. Students at this school put others down.

- Strongly agree: 13%
- Agree: 23%
- Disagree: 20%
- Strongly disagree: 4%
30. I feel close to teachers and other adults at this school.

- **strongly agree**: 12%
- **agree**: 34%
- **disagree**: 10%
- **strongly disagree**: 7%

17% disagree or strongly disagree
31. There is at least one adult at school who I feel comfortable talking to about problems I might have.

- Strongly agree: 26%
- Agree: 33%
- Disagree: 12%
- Strongly disagree: 10%

22% disagree or strongly disagree
35. Students are usually nice to each other on the bus.

- 8% strongly agree
- 13% agree
- 13% disagree
- 10% strongly disagree

23% disagree or strongly disagree
SEL Climate Survey: 2010

48. I have used strategies to prevent and/or stop bullying.

- **Strongly agree**: 11%
- **Agree**: 33%
- **Disagree**: 14%
- **Strongly disagree**: 8%
SEL Climate Survey: Comparison
2007 - 2010

7% more students agree
11% More students disagree

48. I have used strategies to prevent and/or stop bullying.
44. When students see another student being picked on, do they try to stop it?

- No, never: 24%
- Yes, some of the time: 54%
- Yes, most of the time: 17%
- Yes, all the time: 6%
59. I let teachers or other students in my classes know how I feel

- No, never: 33%
- Yes, some of the time: 47%
- Yes, most of the time: 15%
- Yes, all the time: 5%
47. I have been hurt with words more than once by the same person or people (for example, teasing, name-calling, harassing, or spreading rumors).
Next steps

- School-wide quality circles
- Respond to data
- Continue to address diversity
Insights about STW

- Process is a tool to leverage support for middle level best practice and 7 Essential Elements
- Effective public relations tool-focusing attention on Essential Elements (Not just test scores!)
- Celebrate strengths and address weaknesses.
Leadership Discussion

- Each person speaks for two minutes

*If you were to initiate at your school one of the programs discussed, what would be the leadership challenges in doing so?*
QUESTIONS AND ANSWERS

Reflection and Feedback