Jericcho Middle School
an Essential Elements
School-to-Watch

New York State Middle School Association
Annual Conference
October 19, 2012

Maureen Clemente, Martha Sammartano, Don Gately

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Jericho, NY 11753
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E-mail: dgately@jerichoschools.org
Website:
http://www.jerichoschools.org/ms/index.htm
Blog: http://dfgately.wordpress.com/
School Statistics
(NYS Report Card)
- Community: Size/characteristics Suburban NY
- Enrollment: 720
- Grade Levels: 6-8
- School Schedule: 9 period day- 2 day cycle
- Per pupil expenditure: $21,705
Jericcho Middle School NYS School-to-Watch Re-Designated 2012

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

**Student Demographics**
- 2% Hispanic/Latino
- 62% White
- 0% American Indian/Alaskan Native
- 2% African American
- 34% Asian/Pacific Islander
- 12% Students with Disabilities
- 3% Free/Red. Lunch/Economically Disadvantaged
- 8% 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
Jericho Middle School NYS School-to-Watch Program Highlights: Academic Excellence

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

- New Teacher Orientation

- Study Island

- Edline
  - All teachers post homework, materials and course outline. Every day.
 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, 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)
Student Team Advisor
Standards Based Grading
Social/Emotional Literacy Program
# 2010-2011 MS MASTER SCHEDULE CONFIGURATION

<table>
<thead>
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<td>2 8:15 – 8:55</td>
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<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>8 12:39 – 1:19</td>
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<td>9 1:23 – 2:03</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
- 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.
- Record Keeper of Student Profiles, Standardized Test Scores, etc.
- Social Emotional Activities
- Team Leader Coordinator
- Grade Level Meetings
- Attendance at PTSA Meetings
- Student Recognition
- Disseminator of Information, Flyers, etc.
- Attendance at:
  - CST
  - CSE
  - Annual Review/504 Meetings
The STA's Role in the Communication Process

The Student Team Advisor consults with and communicates with various constituents.
Conversation Protocols

Structure to make conversations:

- Professional
- Purposeful
- Productive
Discussion of Grading

- Pair off with another person
- Each person speaks for exactly one minute – then respond to each other for one minute...

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

Start
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)
- Other
Calculating Grades

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

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

100%
## Example

<table>
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<tr>
<th>A. Items 1-10</th>
<th>% for section</th>
<th>% score</th>
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</thead>
<tbody>
<tr>
<td>Ten items that require recall of important but simpler content that was explicitly taught</td>
<td>40%</td>
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<table>
<thead>
<tr>
<th>B. Items 11-14</th>
<th>% for section</th>
<th>% score</th>
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<th></th>
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<th>% score</th>
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<tr>
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<td><strong>Total</strong></td>
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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
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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Adapted from Classroom and Assessment and Grading that Work. Robert Marzano. 2006.
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 keep my head down when I putt I could score under 72.”

or

“If I could just shave 6 strokes off my score I could score under 72.”
<table>
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<tr>
<th>FN</th>
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<th>Academic Development</th>
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<tbody>
<tr>
<td>GD</td>
<td>Lists attentively: progress demonstrated</td>
<td>Transfers skills to real-world applications: consistently apparent</td>
</tr>
<tr>
<td>GD</td>
<td>Shows a sense of responsibility: consistently apparent</td>
<td>Demonstrates content related writing skills: consistently apparent</td>
</tr>
<tr>
<td>GD</td>
<td>Shows a sense of responsibility: consistently apparent</td>
<td>Prepares thoroughly for tests and quizzes: progress demonstrated</td>
</tr>
<tr>
<td>GD</td>
<td>Listens attentively: progress demonstrated</td>
<td>Demonstrates an understanding of Major historical themes: consistently apparent</td>
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<tr>
<td>Class Schedule</td>
<td>Subject</td>
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<tr>
<td>------------------------</td>
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<tr>
<td>Technology 3</td>
<td>Students</td>
<td>A 1 0</td>
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</tbody>
</table>

**Jericho Middle School Standards Based Reporting Expectations**

A Mastery: Student demonstrates a thorough understanding of the subject and can apply it in a variety of contexts.
B Proficient: Student demonstrates a comprehensive understanding of the subject and can apply it appropriately.
C Proficient: Student demonstrates a sufficient understanding of the subject and can apply it in simple contexts.
M Not Demonstrated: The student has not demonstrated a basic understanding of the subject.
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.
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.
Everything counts

Nobody counts
Standards-based grading
Key ideas

- Homework does not “count”
- Do not assign grades using averages
- Effort does not “count”
- Use multiple forms of assessment
- Allow “do-overs”
- Use formative assessment frequently
“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
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

(Not drawn to scale)

14 Which process is shown by this diagram?  
   (1) competition  
   (2) metabolism  
   (3) metamorphosis  
   (4) migration
17 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.
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.
Materials available on the Jericho Middle School Website

- Scoring scale
- SEL Competencies
- FAQ’s
- Departmental Rubrics
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:
http://www.youtube.com/watch?v=6EjJsPyjEOY
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.”
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?
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
- Forming positive relationships, working in teams, dealing effectively with conflict
- Relationship skills
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

From C.A.S.E.L.: Collaborative for Academic, Social and Emotional Learning
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)

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
- Leaders Strategies
- Student Ambassadors
- Bystander Responsibility
- Conflict Resolution
- Communication
Bully Reduction Anti-violence Education
LEADERS
Leave no one out
Empower yourself
Muse 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
“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
“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
- Family Booktalk
- Monthly newsletter
- Website
- Presentations at conferences
- Schools to Watch visitations
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
For Further Information…

Visit the following websites

Jericcho Middle School Website:  
http://www.jerichoschools.org/ms/  
Go to Presentations

National Forum STW Website  
www.schoolstowatch.org

New York State Middle School Association Webpage  
www.nysmsa.org

NYSED Middle Level Webpage  
www.emsc.nysed.gov/ciai/mle/middle.html