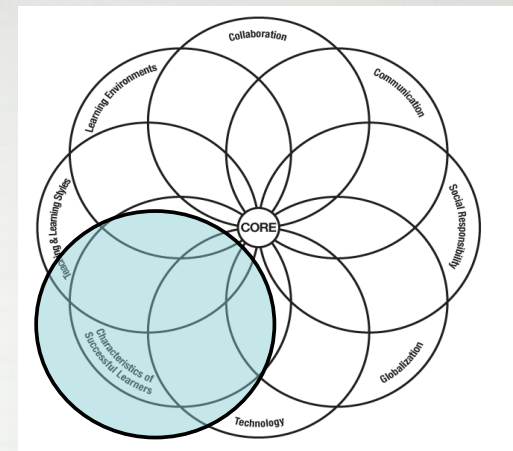


CRC 2011-2012



ASSESSING CHARACTERISTICS OF SUCCESSFUL LEARNERS

Supporting CONNECTED Learning in Wilmette Public Schools District 39

Prepared by Community Review Committee and Presented to the District 39 Board of Education

May 21, 2012

CRC 2011-2012 Members

- Cindy Anderson, Teacher, Highcrest
- Julie Arment, President-WJHS
- Karen Bryant, Teacher, Harper
- Mary Condon, At-Large
- Marc Coren, Parent Rep-Romona
- Ellen Dabrowski, Parent Rep Highcrest
- Romy DeCristofaro, Teacher-Central
- Kirsten Engel, Parent Rep-Harper
- Keith Fishe, At-Large
- Una Fleming, Teacher, Harper
- Allison Gavin, Teacher, WJHS
- Sheri Herd, Parent Rep-Highcrest
- Melanie Horowitz, Admin. for C & I
- Anne King, At-Large
- Kate Lindberg, Parent Rep-Central
- Kristen Novelline, Parent Rep-Harper
- Dave Palzet, Principal -HMS/WJHS
- Karen Pampush, Teacher-Romona
- Tracy Peacock, At-Large
- Susan Petito, Parent Rep-WJHS
- Stacey Pigott, Vice-President-Central
- Joyce Pollack, Parent Rep-Romona
- Pam Roehl, Parent Rep-McKenzie
- Kristen Sawdey, Secretary-McKenzie
- Denise Welter, Principal-McKenzie

“It is a world in which comfort with ideas and abstractions is the passport to a good job, in which creativity and innovation are the key to the good life, in which high levels of education—a very different kind of education than most of us have had—are going to be the only security there is.”

New Commission on the Skills of the American Workforce, Tough Choices or Tough Times (2006)

Assessing Characteristics of Successful Learners

Why does it Matter?

- High stakes assessments alone do not generate evidence of the skill sets that the business and education communities believe will ensure success in the 21st century.
- Kids today need to be proficient in more than just core knowledge. Teachers are already teaching beyond just the core subjects. We need to have a more consistent way for schools to measure what is being taught and what students are learning.
- District 39 has already made a strong commitment to teaching Characteristics of Successful Learners ("CSL"), through the CONNECTED Strategic plan. The district's progress reports for K-4 all include a section on assessing CSL. All schools in the district have thriving character education programs and/or Social Emotional Learning ("SEL") programs. To continue developing and promoting CSL in our district now requires a more accurate system of measurement so teachers, parents, and administrators can better chart and understand student progress in these equally important areas.

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CONNECTED Background

- Since 2009, the work of the CRC has focused on Learning in the 21st Century.
- The 2010 CRC report resulted in the CONNECTED framework, which was adopted by the Board of Education as the basis for strategic planning for 2010-2015.
- The 2010-2011 committee selected one of the themes of CONNECTED, social responsibility, to study for their report.

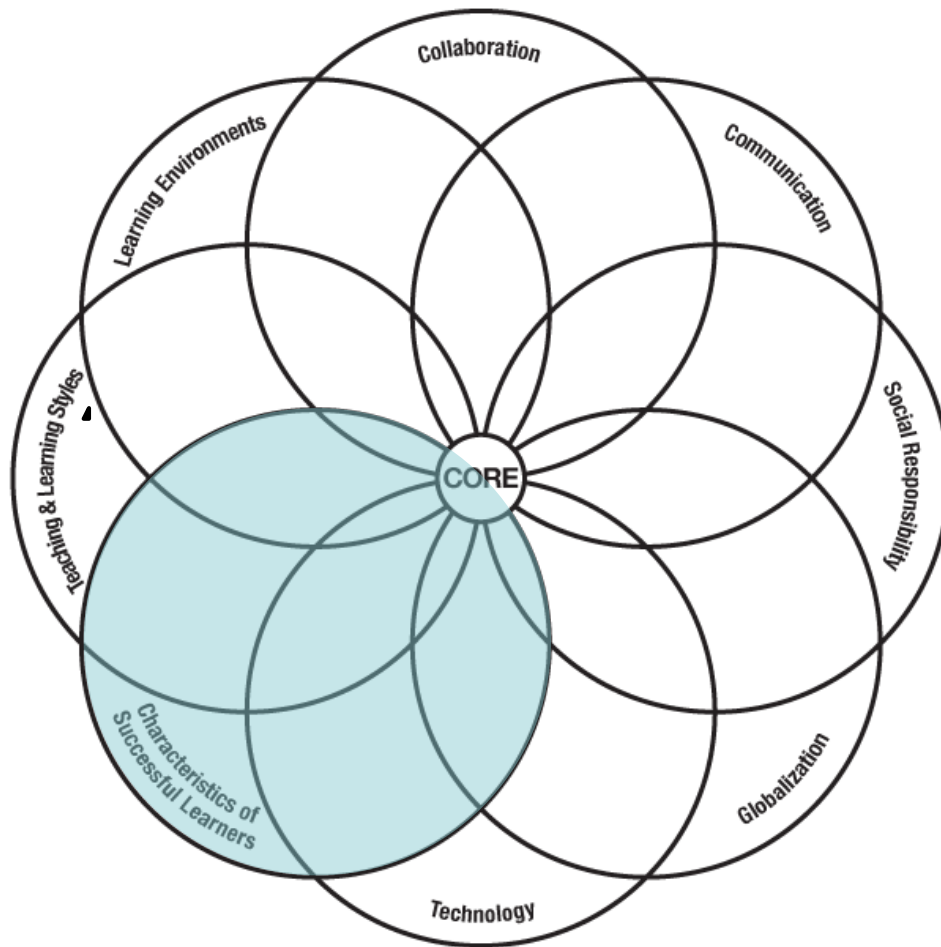
CRC 2011-2012 Topic Selection

Based on much discussion at the June 6, 2011 and August 29, 2011 meetings, the CRC narrowed down its focus to the following three topics:

1. Globalization
2. How do we measure the impact and value of 21st Century Learning?
3. Learning environments: teaching and learning styles

By a majority vote via confidential ballot, the committee chose the topic on measuring 21st Century Learning skills.

The CONNECTED Strategic Plan



This year the CRC investigated the ways the district measures the success and value of the **Characteristics of Successful Learners.**

This information will help with continued implementation of the “CONNECTED” plan for District 39.

CONNECTED

Characteristics of Successful Learners (CSL)

(per D39 K-4 Progress Reports)

Transfers Knowledge to New Situations

Thinks Flexibly

Is a Self-directed Learner

Thinks Reflectively

Listens Actively

Demonstrates Perseverance

Strives for Personal Best

Takes Responsible Risks

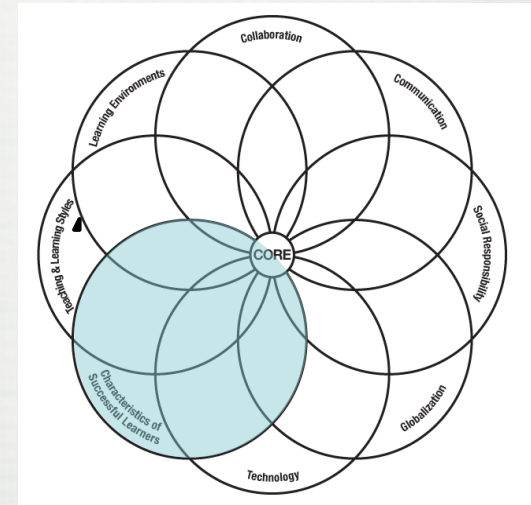
Acts Responsibly

Responds Effectively

Maintains Focus

Thinks Inter-dependently

Self-advocates



Examples of D39 K-4 Progress Reports can be found in the Appendix.

First Step: Literature Review

We began by conducting a literary review.

We divided into reading groups and read the following texts:

1. "enGauge 21st Century Skills: Literacy in the Digital Age" by Cheryl Lemke, Ed Coughlin, Dr. Vandana Thadani, and Crystal Martin.
2. Catching Up or Leading the Way, by Yong Zhao
3. The Asia Society's "Going Global: Preparing Our Students for an interconnected World"
4. Assessment Strategies for Self-directed Learning by Arthur L. Costa, Ed. D. and Bena Kallick, Ph.D.
5. Mindset by Carol Dwek
6. Now You See It by Cathy N. Davidson

CRC Sub-committees 2011-2012

Our literature review resulted in the creation of four sub-committees, charged with the following tasks:

- Researching current assessment practices in District 39
- Researching best practices in the assessment of the Characteristics of Successful Learners (CSL)
- Identifying best assessment practice in educational settings
- Studying partnerships between schools, parents and communities

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State of the District

Current Assessment Practices

Given the integration of CONNECTED into the D39 curriculum, we know that D39 staff is already using multiple assessment tools (such as progress reports, reflections, rubrics, conferences) to evaluate CSL. Teachers are then using the assessment data gathered to not only mark progress, but to also guide instruction.

The Current Assessment Practices in District 39 subcommittee used two different research methods to gather more information about how District 39 is currently teaching and assessing CSL.

State of the District

Current Assessment Practices

The two methods used to determine our findings were:

1. In-person qualitative interviews

- Compiled a questionnaire for educators asking about experiences teaching and assessing CSL
- Interview sample of 21 included representative staff from D39

2. Online survey to further evaluate qualitative findings

- Developed survey to test thematic findings from qualitative interviews in a larger population
- Distributed to more than 300 educators and 73% responded

The teacher questionnaire can be found in the Appendix.

Key Finding #1

Taken from Educator Interviews and Online Survey

According to the interviews and survey conducted by the subcommittee, it was clear that educators are aware of CSL and value them. Although CONNECTED is a relatively new initiative, many educators are already teaching and assessing CSL in their classrooms.

"We think that these characteristics are valuable and would like to teach them..." (Highcrest Teacher)

"These characteristics are a natural part of our activities...and these characteristics are infused in the lessons and assessments." (WJHS Teacher)

Key Finding #2

Taken from Educator Interviews and Online Survey

Teachers reported several opportunities for potential improvement in teaching and assessing CSL.

- a. A lack of consistent vocabulary was frequently reported and seen as an obstacle
- b. Lack of established guidelines and structure
- c. The challenge of time

Key Finding #2a

Taken from Educator Interviews and Online Survey

A lack of consistent vocabulary was frequently reported and seen as an obstacle.

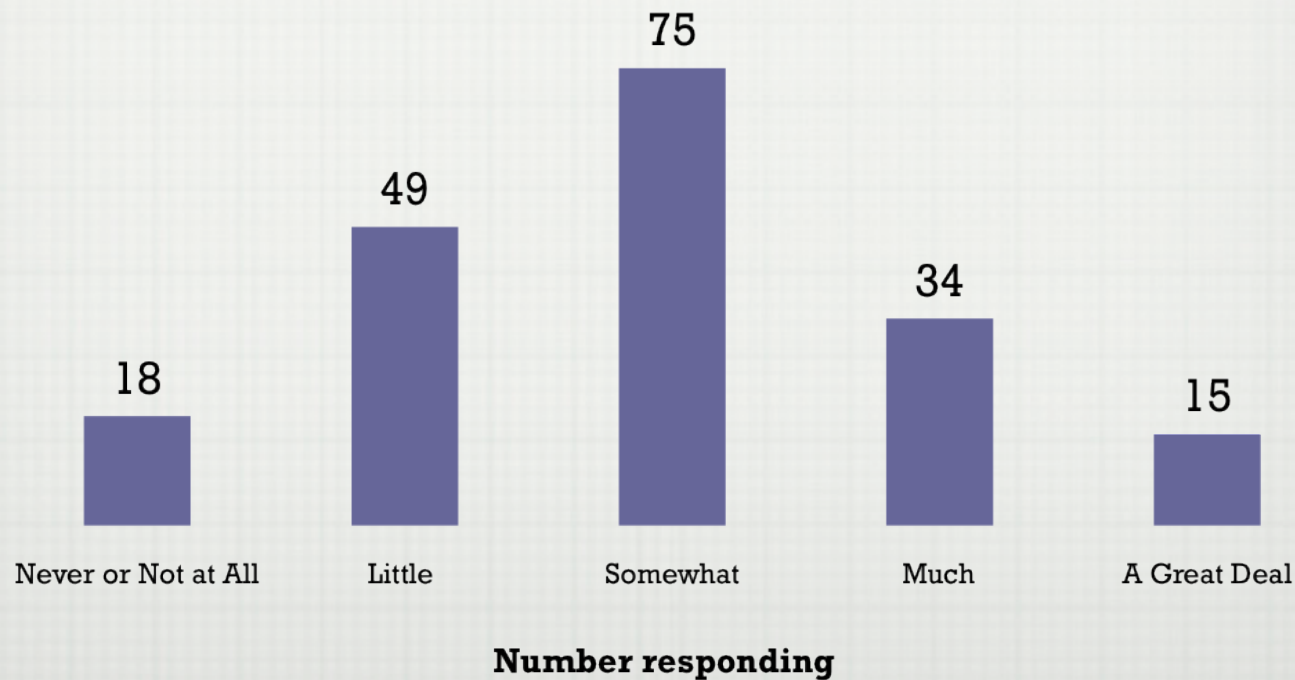
“The biggest obstacle right now is...having a common vocabulary to use in teaching, assessing, and discussing. Each school has created their own lists, processes and vocabulary.” (Highcrest Administrator)

“There is confusion between 'Habits of Mind' and 'Characteristics of Successful Learners. One of the biggest hurdles is the inconsistency between what we are asked to teach (Habits of Mind), and what we need to base the reports on, Characteristics of Successful Learners.” (4th Grade Teacher)

Key Finding #2a

Taken from Educator Interviews and Online Survey
Survey Results Did Not Conclude Consistent Use of CSL Language in D39

Question: To what extent do you feel consistent language is used to discuss CSL in the DISTRICT?



Key Finding #2b

Taken from Educator Interviews and Online Survey

Other than the elementary report cards, there is no district-wide initiative to systematically assess Characteristics of Successful Learners. Schools vary in their approaches for teaching and evaluating characteristics of successful learners. Teachers report teaching CSL at greater rates than assessing CSL.

"We do not have clear benchmarks for assessing these characteristics and some teachers may go to the 'middle' in their assessments - 'sometimes' is a vast area of unknown." (Elementary Administrator)

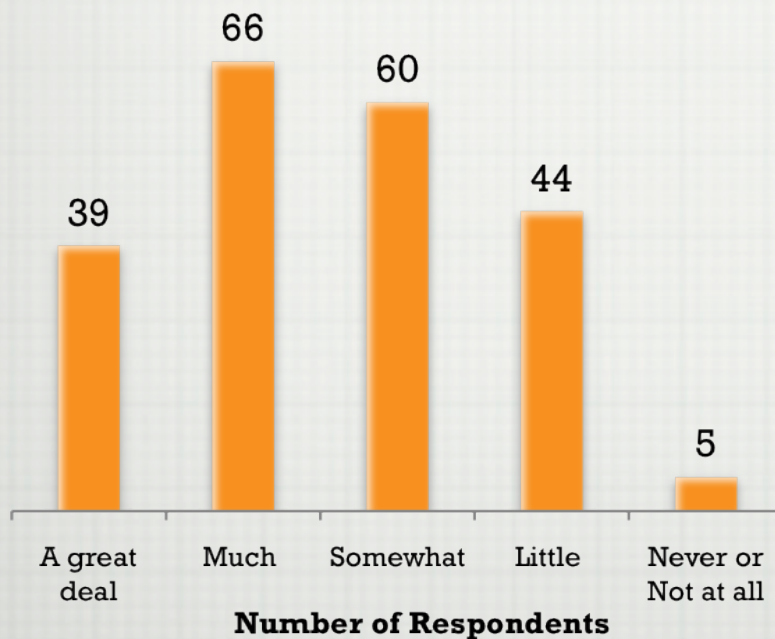
"This is a very individual process. Each teacher learns by trial and error in finding the things that his/her students respond to and what yields the learning that is desired." (4th Grade Teacher)

Key Finding #2b

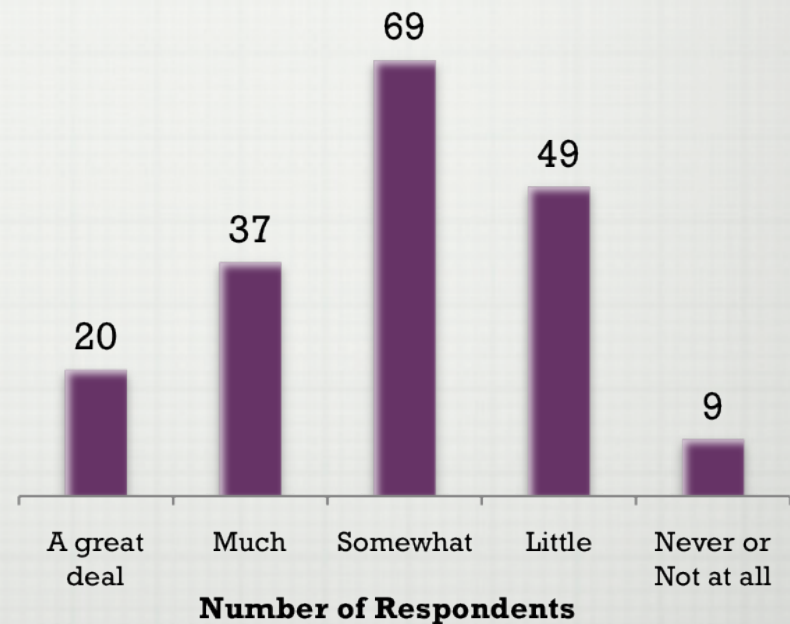
Taken from Educator Interviews and Online Survey
Respondents Report Teaching CSL to a Greater Extent than Assessing CSL

Question: To what extent do you teach CSL in your classroom? To what extent do you assess CSL in your students?

Teach CSL?



Assess CSL?



Key Finding #2c

Taken from Educator Interviews and Online Survey

The educators interviewed indicate that it is a significant time investment to document information for CSL assessment.

"We have so much academic content to teach and assess, along with our district assessments, that there is very little "space" or time to dedicate to the characteristics."

(Highcrest Teacher)

Key Finding #3

Taken from Educator Interviews and Online Survey
Teacher-to-Teacher CSL Assessment Communication Could Be Improved

CSL assessments are being communicated with variable frequency to parents and other educators. Some educators indicate that there are more opportunities to communicate with parents about CSL than there is with their colleagues.

"There is no standardized process for communicating learner qualities from teacher to teacher." (Elementary Administrator)

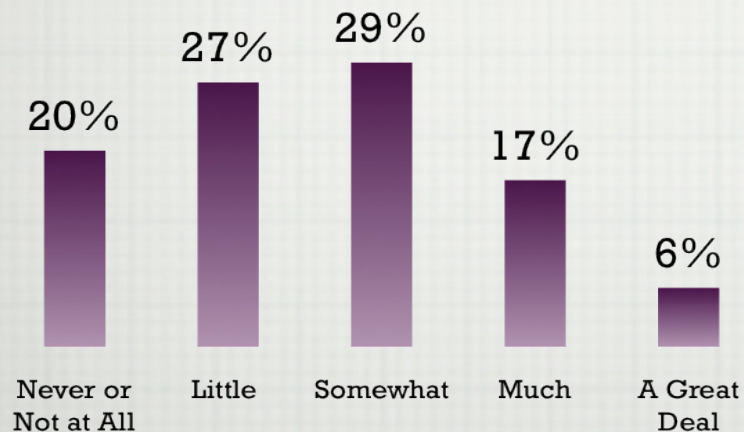
"Teachers have lots of personal conversations with others...this often happens at lunch time or otherwise informally, during, before or after the school day. Formal meetings between teachers tend to be more focused on academic issues - not so much on these characteristics - but at times they are discussed if there is an issue or problem." (1st Grade Teacher)

Key Finding #3

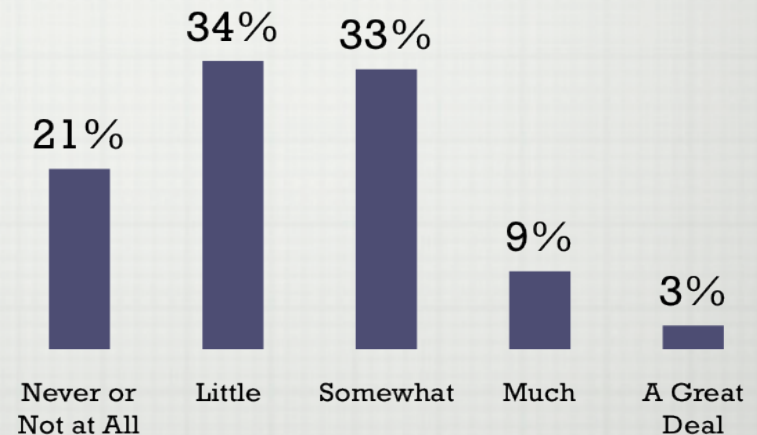
Taken from Educator Interviews and Online Survey
CSL Progress is More Likely to Be Communicated to Parents than Teachers

Question: To what extent are assessments of CSL communicated to students' parents? To other teachers?

**Assessments
Communicated to Parents**



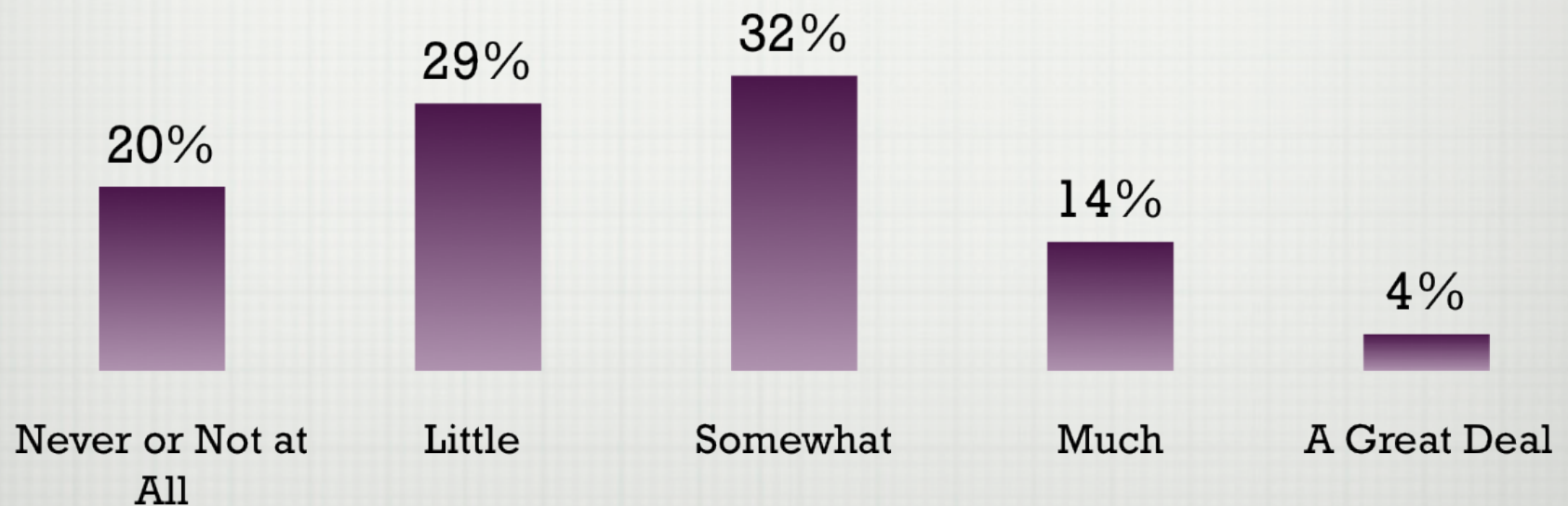
**Assessments
Communicated to Other
Teachers**



Key Finding #4

Taken from Educator Interviews and Online Survey
Teachers Reported a Lack of Regular Opportunities for CSL Self Assessment

Question: To what extent do students in your class have the opportunity to assess their own success regarding CSL?



Key Finding #5

Taken from Educator Interviews and Online Survey

Respondents Feel They Would Benefit from CSL Guidelines and/or Workshops

Question: To what extent do you feel that you would benefit from guidelines and/or a workshop to support teaching and assessing of CSL?

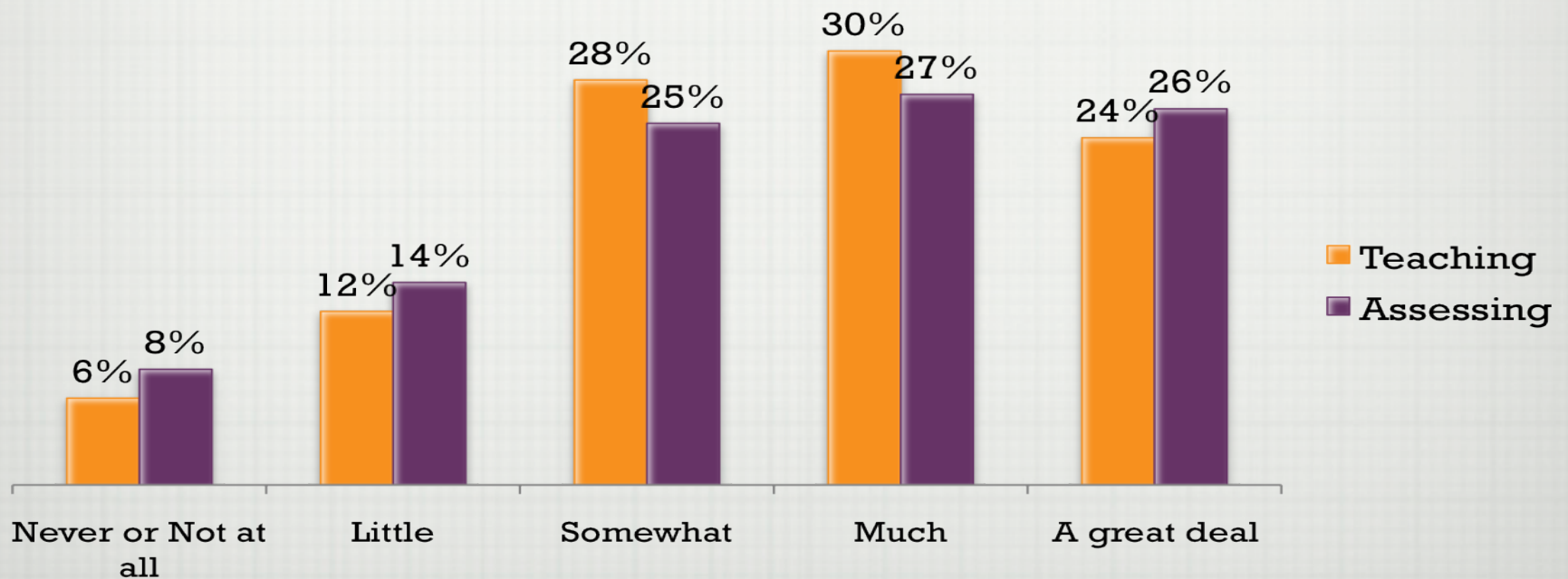


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The Research

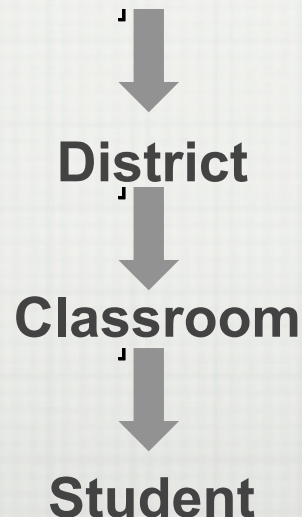
21st Century Learning and Assessments

- The Current Research subcommittee collected and analyzed print and internet research which supported the need for CSL instruction and assessment.
- There is a growing body of research which highlights the conflict between traditional instruction and high stakes testing with 21st Century Learning objectives and assessments.
- There is growing consensus that our education system should pursue measurement of student outcomes that are:
 - Performance-based (applied learning)
 - Authentic (embedded in curriculum with real life applications)
 - Based on age-appropriate models of cognition and learning
 - Understood and supported by all stakeholders

Source: Partnership for 21st Century Learning, 2009

The CONNECTED Strategic Plan

21st Century Learning and Assessment



After researching best practices of assessing 21st century skills, the subcommittee analyzed the research and looked at the importance of assessments at all three levels of a school district.

21st Century learning and assessment must be **transparent from the top down through the district, classroom, and student level.**

District Level Assessments

Alignment of 21st Century Learning and assessments throughout a school district begins at the top. We were able to find several programs which can assist a school district in implementing 21st Century skills into the curriculum and annual district goals.

The MILE Guide Self Assessment Tool

- A visual mapping and self-assessment tool for school districts
- Used by districts to plot their starting point on the continuum of 21st century skills integration
- Guides districts in charting a course for more effective integration of 21st century skills into their systems of learning
- Shows progress over time towards 21st Century classroom integration goals
- Provides a blueprint for school districts to infuse their curriculum with 21st Century Skills while continuing to develop core academic subject knowledge. (MILE Guide)

Partners in Learning School Research Report (PILSR)

- Conducts online surveys with school leaders and educators
- Measures innovative teaching practices based on educators' reports of their own teaching practice
- Surveys can be repeated each year to measure progress

Classroom Integration Assessments

The research also provides several assessment tools for classroom educators. These tools help guide teachers to integrate 21st Century Skills into their classroom through goal setting, lesson planning, and teacher self-reflection.

MILE Guide: The MILE guide may help districts identify training needs for teachers. Self-assessment checklists along with implementation rubrics can serve as an assessment tool that teachers can use to collaborate, set goals, and reflect on their practice.

HEAT Rubric: The H.E.A.T. rubric may be used as a self-assessment checklist for teachers or used as a classroom walkthrough protocol for mentors, coaches, and administrators. It measures H.E.A.T. integration in the classroom.

- Higher Order Thinking
- Engaged Learning
- Authentic Connections
- Technology Use

Student Assessment

There is a significant body of research dedicated to providing tools for student assessment.

The challenge presented to the subcommittee was to find assessments that were aligned with 21st Century learning and CSL.

Student assessments not only needed to be aligned with the curriculum of District 39 but also appropriate for our student population.

Student Assessment Continued

The Partnership for 21st Century Learning recommends building formative (ongoing) and summative (evaluative) assessments that measure:

- Critical thinking
- Problem-solving
- Communication skills
- Information and Communication Technology (ICT) literacy
- Information literacy
- Media literacy

The research, such as Costa and Kallick's Assessment Strategies for Self-Directed Learning (Experts in Assessment Series), supports the integration of authentic student assessments that are embedded into the curriculum. Some examples of such assessments include:

- Rubrics
- Student Self-assessment
- Student portfolios
- Project-based assessments

Student Assessment Continued

The research provided testing alternatives to the traditional standardized tests.

While many of these alternative formal assessments (such as the College Work and Readiness Assessment, CWRA) are most often administered in junior high school through high school, there are some testing programs that have been developed for elementary through middle school.

One such program is the Key Stage (1,2,3) ICT Literacy Assessment.

- Key Stage 1 is for primary grades, Key Stage 2 is for grades 3-5 and Key Stage 3 is for grades 6-12.
- The test assesses students' ICT (Information and Communication Technology) skills, as well as their ability to use those skills to solve a set of complex problems involving research, communication, information management and presentation.
- The test is set in a virtual world and students carry out tasks using a controlled set of resources like pictures, data, "canned websites" without internet access.
- Test results provide both summative information - in the form of a national score for each student - and detailed feedback about student performance that could be used formatively to inform future teaching and learning.

Current Research: Badges

Other fields are also struggling with how best to measure achievement in the 21st Century. One concept applicable across several fields, especially education, is badges. Digital badges are an incentive system which marks progress and achievement of specified accomplishments.

One way to mark achievement by students, teachers, administrators, and schools is to create a digital badge system. Badges would be awarded based upon the criterion established and would be a way to recognize and thus incentivize achievement. 'Badging' is a flexible way to mark such progress as it could be applied to a variety of accomplishments by an member or structure of the educational setting. Furthermore, the badges become a vehicle to communicate such accomplishments to other educators, parents, and the broader community. (See article on "Badges" in Appendix)

"Learning happens everywhere and at every age. Traditional measures of achievement like high school diplomas, GEDs and college degrees, do not adequately convey the full range of knowledge and skills that students and workers master. Badges are a simple, visible representation of accomplishment that can be earned through a variety of formal and informal learning environments. They can present a more nuanced picture of what an individual knows and can do. These competencies can then be demonstrated and marketed to employers, academic institutions and peer communities." (The MacArthur Foundation)

Current Research Findings

- There is a wealth of research which provides the argument for and examples of authentic assessment in an educational setting. However, such research needs to be viewed as to how it relates to the needs of District 39 and the CONNECTED strategic plan.
- The CRC's Research has shown that all aspects of an educational setting should be subject to rigorous and consistent assessment. Frequent and varied assessments must be part of the entire school culture. Schools noted for their success in teaching CSL take a holistic integrated approach.
- Students, teachers, administrators, and parents are all stakeholders, as well as active participants in the assessment of the school's progress in teaching, learning, and measuring CSL.
- Districts with comprehensive CSL programming include a triangulated approach to assessment that requires aligning district, classroom, and student tools.

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Best Practice Research

Assessment of CSL

“ When educators are serious about helping students develop the habits of mind, they find ways to make those habits integral to both assessment and feedback. Keep in mind the distinction between those two aspects of evaluation. Assessment without feedback merely serves as judgement. Feedback is the part of assessment that enables us to make sense of judgement and improve our work. Educators must consciously create school cultures that require both feedback and assessment.”

Assessing and Reporting on the Habits of Mind, Costa and Kallick p. 29

Best Practice Indicators

- The Best Practice: Educational Setting subcommittee set out to find a framework upon which our school and other schools could be evaluated regarding a character education model.
- The Rutgers study, Character Education Needs Assessment, by The Center for Social and Character Development, was selected because it outlines the many indicators which demonstrate the successful integration of character education within a school's curriculum, community, instruction, and culture.
- These indicators provide a lens upon which one could evaluate if a school was indeed a best practice model for the assessment and feedback of CSL.

Character Education Needs Assessment can be found in the Appendix.

Character Education Needs Assessment

Indicators for Improving Schools

The Center for Social & Character Development at Rutgers

- **Curriculum:** Character education is infused into the curriculum.
- **Classroom evaluation and assessment:** Formal tools are used to measure student work and teacher implementation of character education.
- **Instruction:** Character education and social/emotional skills are integrated into the instructional program.
- **Culture:** There is leadership support for character education and SEL (Social and Emotional Learning) as a key feature in creating a productive learning environment.
- **Additional programs and services:** Character education and SEL program skills are integrated in the district's student support services and after school programs.
- **Student, family and community support:** The district/school regularly involves students, parents, and the community in character education policies, programs and activities.
- **Professional development:** The district provides sufficient professional development opportunities to assure the adoption of evidence-based character education practices and programs with fidelity to the program design and structure, and continuous improvement of program implementation.
- **Leadership:** The district/school leadership provides the organizational policy, direction and support necessary to implement and maintain character education programs and activities.
- **Organizational Structure and Resources:** The district and school work to establish organizational policies and supports that foster long-term commitment and on-going improvement of character education.
- **Comprehensive and effective planning:** Core ethical values are identified and accepted by school and community.

Full document can be found in the Appendix.

Best Practices

Existing Educational Models

Using the lens of the Rutgers Study, "Character Education Needs Assessment Indicators for Improving Schools," the Best Practices Group set out to find schools that:

- Explicitly embraced, embedded and communicated a CSL value system throughout the entire school community
- Published a curriculum and corresponding assessments based on the merging of the traditional “three ‘R’s’ curriculum” with a CSL-type curriculum. The Partnership for 21st Century Learning defines this as “the merging of the three ‘R’s’ with the four C’s, critical thinking and problem solving, communication, collaboration , creativity and innovation.”
- Recognized the value and need for both feedback and assessment of CSL

Best Practices

Existing Education Models

The schools and programs researched varied in their representation of the Rutgers indicators. While we were unable to find a single best practice example that successfully represented all indicators and is aligned with the District 39 CONNECTED strategic plan, we did find several schools exemplifying different facets of a potential CSL assessment model. Some of the schools and programs studied were:

- **KIPP**, NY, NY (Grade 5-8)
- **Winnetka Public Schools**, Winnetka, IL (K-8)
- **Kenosha Unified School District**, Kenosha, WI

Examples of documents from the programs can be found in the Appendix.

Best Practices Example #1

KIPP (Knowledge is Power Program)

KIPP Charter Schools excel at:

- **Communicating their character education program throughout their school and the wider community.** KIPP schools successfully identify and publish information highlighting the KIPP value system in a wide variety of sources, such as KIPP websites, educational journals, school contracts, and report cards.
- **Communicating to parents, teachers and students clear expectations, values, and progress.** The "character" words are embedded in the curriculum as part of dual-purpose instruction, where there is explicit talk about character strengths within every lesson. Furthermore, these words would also be consistently utilized in all assessment documents and the KIPP Character Report Card.
- **Using consistent language as a tool to reinforce school philosophy.** KIPP uses a consistent set of "character" words that can be found throughout all areas of a student's experience, such as posters on walls and student t-shirts.

Best Practices Example #1

KIPP (Knowledge is Power) continued

Kipp also excels at:

- **Student-led assessments and conferencing.** Students are included in parent-teacher conferences at certain milestone grades.
- This is an example of a driving concept of Bena and Kallick's Assessment for Self-Directed Learning. Assessments should be student-driven whenever possible and student self-reflections are critical to the learning process.
- Other examples of student-led assessments are portfolios, conferences/reflections, checklists, and self-reflection worksheets.

Best Practices Example #2

Winnetka Public Schools

The Winnetka Public Schools excel at:

- **Parent/Teacher/Student Reflection Opportunities.** Winnetka uses a combination of guided reflections to inform student learning. For example, in fourth grade, reflection forms include: “Fall Parent Reflection”, a student intake reflection form, a mid-year progress student reflection form and a year end “Portfolio Reflection” packet. This is in addition to teacher progress reports and report cards which are entirely narrative.
- **Assessment and measurement of student progress.** Winnetka uses a portfolio program to assess student communication skills, curiosity, and maturity. The portfolios are reflected upon by students on a bi-annual basis. The portfolios are stored in the building and added to each school year. Students leave the building after fifth grade with a multi-year portfolio.

Best Practices Example #3

Kenosha Unified School District

Kenosha excels at:

- **Parent Communication and Education.** Kenosha publishes a one page brochure for each grade outlining the types of learning and values expected from all students. The sections include the District Mission Statement, Core Values & Character Education, Parents as Partners, and all curriculum areas.
- **Consistent Language.** Kenosha uses consistent character education language from the top down. This includes board of education policy, school mission statements, and school newsletters.
- **Continuum of Reflection.** Kenosha uses a continuum of reflection for student self-reflection which is not tied to numeric values but rather measured with qualitative scales that more accurately measure a work in progress. Such self-reflection tools are applicable to the measurement of CSL.

Best Practices Findings

There are many school districts and programs which have elements of best practice assessment models that align with both the Rutgers Indicators and District 39 CONNECTED Strategic Plan.

These schools illustrate several strategies that could be of great benefit to District 39 Instruction and Assessment of CSL.

Applicable strategies include:

- Increased opportunities for quality student, teacher, and parent reflection.
- Student-led conferencing and assessments.
- A consistent language which unifies and connects all members of the school community to CSL.
- The ability to track student progress from year to year, beyond summative grade-level assessments.
- Greater efforts to educate the community and parents of the importance of our CONNECTED themes and how we are measuring student progress.
- A curriculum that is aligned with the teaching and assessment of CSL.

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Recommendation #1

Strategies to Improve Teacher/Parent/Community Communication

- Consistent language for communicating the characteristics of successful learners should be implemented throughout District 39. This language should be kid friendly and consistently used among students, teachers, administrators, and parents. Such consistent language could include, but should not be limited to, student intake forms, parent/teacher correspondence, conference surveys, school/teacher webpages, and the CONNECTED website
- Greater efforts need to be made to have parents and the community recognize and value student achievement of CSL. Assessment: A 21st Century Skills Implementation Guide, Partnership for 21st Century Skills

Examples of revised D39 forms can be found in the Appendix.

Recommendation #1 Continued

Strategies to Improve Teacher/Parent/Community Communication

- Parents as well as the community-at-large have come to look at standardized test scores as a barometer of student and therefore school success. Greater efforts should be made to highlight and educate the community on classroom efforts to incorporate CSL in the curriculum and classroom assessments.
- Opportunities to educate parents and the community on such efforts should be maximized during traditional evening programming such as Curriculum Nights, Open Houses, and teacher conferences. Opportunities to educate parents and the community on the value of CSL could also include FAN speakers, school newsletters, and through the PTA/PTOs.

Recommendation #2

Strategies for Teachers and Administrators

- The staff would welcome more consistent guidelines on the teaching and assessing of CSL and greater district-wide training is encouraged to make the teaching and assessing of CSL more consistent and meaningful. This could be accomplished through professional development/institute days, mentoring/coaching programs, and Academy 39.
- There should be structured opportunities for teachers to share how they teach and assess CSL across grade levels and between schools. The newly established Professional Growth Networks (PGNs) would be one such appropriate forum in which to accomplish these goals and should emphasize both the teaching and assessing of CSL.

Recommendation #2 Continued

Strategies for Teachers and Administrators

- Where inconsistencies exist, Habits of Mind language should be replaced or aligned with CSL language in all District 39 S.I.P.'s, curriculum plans, etc. in an effort to streamline, strengthen, and clarify CONNECTED goals and assessments.
- Future district curriculum reviews should be integrated with CSL language and goals in order to create richer environments for assessments.

Recommendation #3

Strategies for Assessing Students

- CSL assessments should be differentiated, meaningful, authentic, formative, on-going, and align with the curriculum.
- Students must be an equal partner in assessing their development and progress with CSL. Self-reflection opportunities must be embedded as part of instruction and assessment.
- Parent-Teacher Conferences are an ideal opportunity to strengthen the discussion of student progress of CSL goals. Exploration of student-led or student-involved conferences is recommended where parents, teachers, and students are partners in assessing student progress.

Recommendation #3 Continued

Strategies for Assessing Students

- Inclusion of CSL goals and language into District 39 incentive programs such as, S.A.S., Student of the Month, First Class Central, Romona Rocks, etc. should be considered.
- The District should study further potential assessment strategies which could better track and communicate student progress through CSL goals, such as greater development of rubrics, portfolios, online role-play simulations, and projects.

Recommendation #4

Use of Assessments

- Tools for benchmarking individual student progress with CSL from grade-to-grade should be used.
- Milestones projects should be incorporated throughout the district as a summative assessment of how students are moving towards specified CSL. For example, projects at exit grades (4th, 6th, and 8th) or a digital portfolio that followed each student from grade-to -grade could be used to track student progress with CSL.
- Several programs already in use in the district, such as Outdoor Education, SLUDGE, Bridge Building Expo, etc., should be realigned as potential CSL projects.

Recommendations #4 Continued

Use of Assessments

- Progress Reports, while already reflecting CSL standards, could benefit from greater explanation of CSL for parents. Progress Reports should continue to use the comments section as an opportunity to provide more specific input on student CSL development.
- The ability of teachers to archive progress reports and specified projects/portfolios should be explored as a way for parents, teachers, and students to better evaluate CSL progress from year to year.

Table of Contents

- I. CONNECTED's Characteristics of Successful Learners: Background
- II. The State of the District: Current Practices in District 39
- III. Current Research: Tools and Measurement
- IV. Best Practice Research: Assessment and Educational Models
- V. CRC Recommendations
- VI. Resources and Appendices

Resources

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- Assessment: A 21st Century Skills Implementation Guide, Partnership for 21st Century Skills
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- Bailey, Jane M. and Guskey, Thomas R. Implementing Student-Led Conferences. Thousand Oaks, CA: Corwin Press, August, 2000.
- [PPT] Ends Assessment and Reporting - Calgary Board of Education
- schools.cbe.ab.ca/b205/EndsAssessmentReportingOverview.pps
- Catalina Foothills School District 21st Century Learning http://www.cfsd16.org/public/_century/centMain.aspx
- Center for Social and Character Development at Rutgers. Character Education Needs Assessment: Indicators and Standards for Improving Schools. <http://www.rucharacter.org/>
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- Costa, Arthur L. and Kallick, Bena. Discovering and Exploring Habits of Mind. Alexandria, VA: Association for Supervision & Curriculum Development, February 2000
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Resources Continued

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- Symposium Session. April 13 elc.fhda.edu/project_documents/21stC_Skills_AERA_09.pdf
- Turley, E. and Gallagher, W. On the Uses of Rubrics: Reframing the Great Rubric Debate. March 2008
- Zhao, Yong. Catching Up or Leading the Way: American Education in the Age of Globalization. Alexandria, VA: Association for Supervision & Curriculum Development, 2009.
- What if the Secret to Success is Failure?" by Paul Tough published September 14, 2011 in The New York Times Magazine)

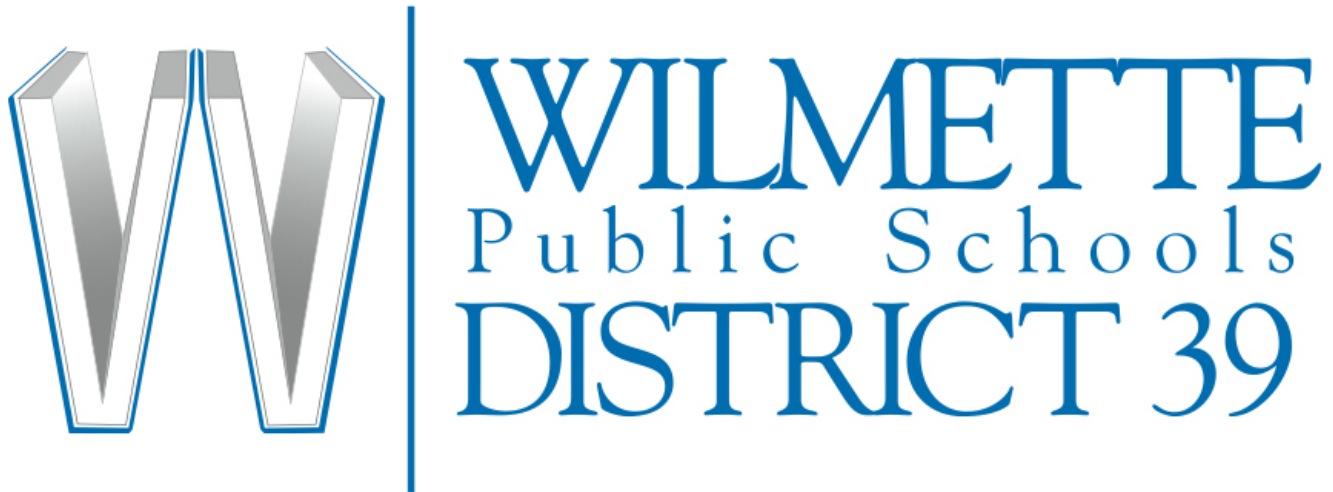
Interviews with D39 Educators

February 2012 Interviews

- Patty Ballard (first grade teacher at Harper Elementary School), interviewed by Una Fleming
- Becky Bartsch (fourth grade teacher at Central Elementary School), interviewed by Susan Petito
- Melanie Biggs (fifth grade teacher at Highcrest Middle School), interviewed by Anne King
- Beth Cummo (technology teacher at Wilmette Junior High School), interviewed by Alison Gavin
- Katie Dix (third grade teacher at Harper Elementary School), interviewed by Una Fleming
- Teresa Dobson (fifth grade teacher at Highcrest Middle School), interviewed by Susan Petito
- Heather Glowacki (principal at Romona Elementary School), interviewed by Susan Petito
- Tina Honore (music teacher at Romona Elementary School), interviewed by Susan Petito
- Jessie Louie (fourth grade teacher at Harper Elementary School), interviewed by Kirsten Engel
- Jodi Macauley (seventh grade teacher at Wilmette Junior High School), interviewed by Alison Gavin
- Traci Meziere (administrator at Highcrest Middle School), interviewed by Susan Petito
- Julie Mirabelli (third grade teacher at Central Elementary School), interviewed by Anne King
- Sharon Murray (first grade teacher at Harper Elementary School), interviewed by Kirsten Engel
- Laura Nerenberg (third grade teacher at Harper Elementary School), interviewed by Una Fleming
- Kathleen Peth (physical ed. teacher at Central Elementary School), interviewed by Anne King
- Chris Porter (art teacher at McKenzie Elementary School), interviewed by Kristen Sawdey
- Elizabeth Ryan (eighth grade teacher at Wilmette Junior High School), interviewed by Alison Gavin
- Donna Tripicchio (physical ed. teacher at Harper Elementary School), interviewed by Kirsten Engel
- Barbara Ungar (library media teacher at Central Elementary School), interviewed by Anne King
- Jennifer Weil (second grade teacher at McKenzie Elementary School), interviewed by Kristen Sawdey
- Denise Welter (principal at McKenzie Elementary School), interviewed by Kristen Sawdey

Appendix

- D39 progress reports
- Current Practice Sub-committee teacher interview questionnaire
- Character Education Needs Assessment: Indicators and Standards for Improving Schools, from The Center for Social and Character Development at Rutgers
- "Digital Badges Show Promise, Potential to Supercharge 21st Century Learning" March 1, 2012/PNR Newswire-US Newswire/
- Examples of documents from Kenosha Public Schools
- Best Practice Research Sub-committee school comparison chart
- Parent Reflection, Student Self-Reflection, and 4th grade Student Portfolio Reflection from Winnetka Public Schools
- Character Report Card from KIPP
- "Planning Matrix for Collecting Evidence" from Costa & Kallick's Assessing and Reporting on Habits of Mind
- Examples of revised D39 forms from CRC communication sub-committee



Report Card - 09-10 Year

Student Name:

School Name:

Grade: 1st Grade

Teacher:

Days Absent:

Days Tardy: 0

The purpose of the District 39 Reporting System is to provide a communication framework among students, parents/guardians, teachers, and administrators that fosters each student's lifelong academic growth and character development.

School Report Card

PAOG<

Teacher: - Grade: 1

January 4, 2010

Process Descriptors		
3- Consistently	2-Sometimes	1- Seldom

Characteristics of Successful Learners		Term 1	Term 2	Comments
Thinking Skills	Transfers knowledge to new situations			Term 1:
	Thinks flexibly			
	Is a self-directed learner			
	Thinks reflectively			
Work Skills	Listens actively			Term 2:
	Demonstrates perseverance			
	Strives for personal best			
	Takes responsible risks			
	Acts responsibly			
Inter-personal Skills	Responds effectively			
	Maintains focus			
	Thinks interdependently			
	Self-advocates			

Product Descriptors			
M - Meets Standards	W - Working Toward Standards	E - Experiencing Difficulty	N/A - Not Assessed

Reading	Term 1	Term 2	Term 1:
Uses decoding skills			
Reads fluently			
Broadens reading vocabulary			Term 2:
Applies comprehension strategies			
Responds thoughtfully to text			

Writing	Term 1	Term 2	Term 1:
Communicates Ideas in Writing			
Uses prewriting strategies			
Edits for punctuation, grammar, and spelling			Term 2:
Revises content into successive drafts	N/A	N/A	

Mathematics	Term 1	Term 2	Term 1:
Computes accurately			
Applies mathematical concepts			
Uses problem solving strategies			Term 2:
Communicates mathematical thinking			

Science	Term 1	Term 2	Term 1:
Uses Science vocabulary			Term 2:
Understands key Science concepts			
Draws meaningful conclusions in Science			
Engages in inquiry using scientific processes			

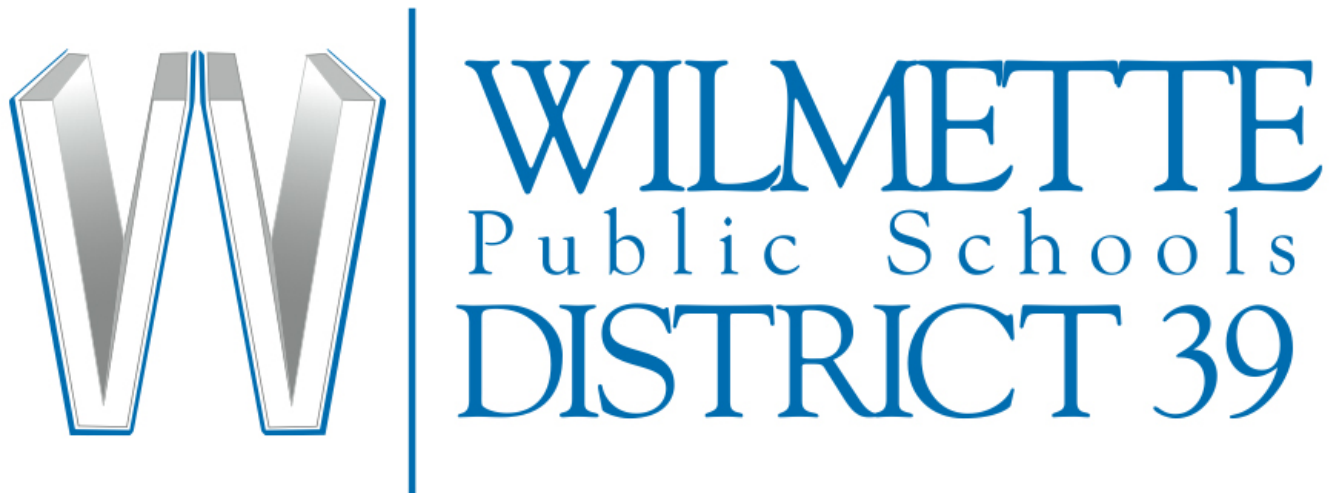
Social Studies	Term 1	Term 2	Term 1:
Uses Social Studies vocabulary			Term 2:
Uses and interprets maps			
Understands key Social Studies concepts			
Draws meaningful conclusions in Social Studies			

Spanish		Term 1	Term 2	Term 1:
Process	Participates appropriately			Term 2:
Product	Communicates using Spanish			
	Identifies and comprehends vocabulary			

Art		Term 1	Term 2	Term 1:
Process	Acts responsibly			Term 2:
	Thinks interdependently			
Product	Demonstrates knowledge of skills			
	Applies art concepts			
	Meets project criteria			

Music		Term 1	Term 2	Term 1:
Process	Listens actively			Term 2:
	Responds effectively			
Product	Demonstrates singing skills			
	Demonstrates rhythmic skills			
	Demonstrates instrumental skills			

Physical Education		Term 1	Term 2	Term 1:
Process	Maintains focus			Term 2:
	Acts responsibly			
	Demonstrates perseverance			
	Thinks interdependently			
Product	Demonstrates skill development			



Report Card - 11-12 Year

Student Name:

School Name: Highcrest Middle School

Grade: 5th Grade

Teacher:

Days Absent:

Days Tardy:

The purpose of the District 39 Report Card is for teachers to communicate academic achievement, social development, and work habits to parents and students.

Process Descriptors		
3 - Consistently	2 - Sometimes	1 - Seldom

Product Descriptors				
A	B	C	D	U - Unacceptable
Demonstrates understanding of skills and concepts at the 90% level or greater.	Demonstrates understanding of skills and concepts at the 80 - 89% level.	Demonstrates understanding of skills and concepts at the 70 - 79% level.	Demonstrates understanding of skills and concepts at the 60 - 69% level.	Demonstrates understanding of skills and concepts at a level of 59% or below.

Highcrest Middle School Report Card

Student
Teacher:

Date

Reading -		S1	S2
Semester 1 (Quarters 1 and 2):	Process:	Work Completion	
		Preparedness	
		Participation	
	Product:	Achievement	
Semester 2 (Quarters 3 and 4):			

Language Arts -		S1	S2
Semester 1 (Quarters 1 and 2):	Process:	Work Completion	
		Preparedness	
		Participation	
	Product:	Achievement	
Semester 2 (Quarters 3 and 4):			

Math -		S1	S2
Semester 1 (Quarters 1 and 2):	Process:	Work Completion	
		Preparedness	
		Participation	
	Product:	Achievement	
Semester 2 (Quarters 3 and 4):			

Student

Science -		S1	S2
Semester 1 (Quarters 1 and 2):	Process:	Work Completion	
		Preparedness	
		Participation	
	Product:	Achievement	
Semester 2 (Quarters 3 and 4):			

Social Studies -		S1	S2
Semester 1 (Quarters 1 and 2):	Process:	Work Completion	
		Preparedness	
		Participation	
	Product:	Achievement	
Semester 2 (Quarters 3 and 4):			

World Language - -		S1	S2
Semester 1 (Quarters 1 and 2):	Process:	Work Completion	
		Participation	
		Preparedness	
	Product:	Achievement	
Semester 2 (Quarters 3 and 4):			

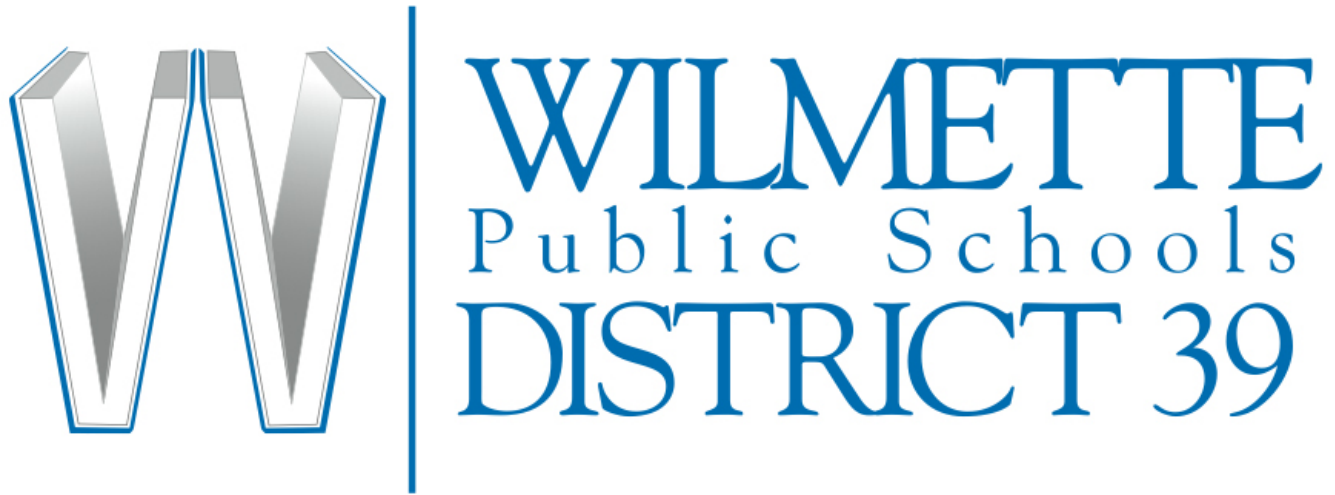
Physical Education -		S1	S2
Semester 1 (Quarters 1 and 2):	Process:	Works to Ability	
		Preparedness	
		Sportsmanship	
	Product:	Achievement	
Semester 2 (Quarters 3 and 4):			

Related Arts - Term (Quarter) 1 - -			Q1
	Process:	Cooperation	
		Preparedness	
		Participation	
	Product:	Achievement	

Related Arts - Term (Quarter) 2 - -			Q2
	Process:	Cooperation	
		Preparedness	
		Participation	
	Product:	Achievement	

Related Arts - Term (Quarter) 3 - -			Q3
	Process:	Cooperation	
		Preparedness	
		Participation	
	Product:	Achievement	

Related Arts - Term (Quarter) 4 - -			Q4
	Process:	Cooperation	
		Preparedness	
		Participation	
	Product:	Achievement	



Report Card - 08-09 Year

Student Name: Suzy, Sample

School Name: WJHS

Grade: 7th Grade

Teacher:

Days Absent: 0.0

Days Tardy: 0

The purpose of the District 39 Reporting System is to provide a communication framework among students, parents/guardians, teachers, and administrators that fosters each student's lifelong academic growth and character development.

Process Descriptors		
3- Consistently	2-Sometimes	1- Seldom

Product Descriptors				
A	B	C	D	U - Unacceptable
Demonstrates understanding of skills and concepts at the 90% level or greater.	Demonstrates understanding of skills and concepts at the 80 - 89% level.	Demonstrates understanding of skills and concepts at the 70 - 79% level.	Demonstrates understanding of skills and concepts at the 60 - 69% level.	Understanding of skills and concepts is below the 60% level.

Reading -			Grading Term			
			1	2	3	4
Q1: Q2: Q3: Q4:	Process:	Homework Completion				
		Participation				
		Responsibility				
	Product:	Achievement				

Writing -			Grading Term			
			1	2	3	4
Q1: Q2: Q3: Q4:	Process:	Homework Completion				
		Participation				
		Responsibility				
	Product:	Achievement				

Mathematics -			Grading Term			
			1	2	3	4
Q1: Q2: Q3: Q4:	Process:	Homework Completion				
		Preparedness				
		On-Task				
	Product:	Achievement				

Science -			Grading Term			
			1	2	3	4
Q1: Q2: Q3: Q4:	Process:	Homework Completion				
		Preparedness				
		Effort				
	Product:	Achievement				

Social Studies -			Grading Term			
			1	2	3	4
Q1: Q2: Q3: Q4:	Process:	Homework Completion				
		Participation				
	Product:	Achievement				

Physical Education -			Grading Term			
			1	2	3	4
Q1: Q2: Q3: Q4:	Process:	Preparedness				
		Behavior				
	Product:	Achievement				

Health -			Grading Term			
			1	2	3	4
Q1: Q2: Q3: Q4:	Process:	Preparedness				
		Behavior				
		Homework Completion				
	Product:	Achievement				

World Language - -			Grading Term			
			1	2	3	4
Q1: Q2: Q3: Q4:	Process:	Homework Completion				
		Participation				
	Product:	Achievement				

R1 Visual/Performing Arts -			-	R1
	Process:	Participation		
		Preparation		
		Cooperation		
	Product:	Achievement:		

R2 Visual/Performing Arts -			-	R2
	Process:	Participation		
		Preparation		
		Cooperation		
	Product:	Achievement:		

R3 Visual/Performing Arts -			-	R3
	Process:	Participation		
		Preparation		
		Cooperation		
	Product:	Achievement:		

R4 Visual/Performing Arts -			-	R4
	Process:	Participation		
		Preparation		
		Cooperation		
	Product:	Achievement:		

R5 Visual/Performing Arts -			-	R5
	Process:	Participation		
		Preparation		
		Cooperation		
	Product:	Achievement:		

R6 Visual/Performing Arts -			-	R6
	Process:	Participation		
		Preparation		
		Cooperation		
	Product:	Achievement:		

CRC Committee #1: Current Practice

1. Our goal is to find out how you currently assess the characteristics of successful learners.

The characteristics are

1. Creativity
2. Flexibility
3. Risk-Taking
4. Empathy
5. Persistence
6. Problem-Solving
7. Self-Awareness
8. Life-Long Enthusiasm for Learning

2. Tell me about your experiences with teaching and assessing these characteristics.

Formal

Informal

Concrete Examples

Barriers/Challenges

3. How do you communicate your assessment to parents?

4. How do you communicate your assessment to future teachers?

The Center for Social & Character Development at Rutgers

CHARACTER EDUCATION NEEDS ASSESSMENT

Indicators and Standards for Improving Schools

1. Curriculum

STANDARD 1	The school develops and implements a curriculum that is rigorous, intentional, and aligned to state and local standards.			
INDICATOR (1.8)	Character Education is infused into the curriculum.			
	PERFORMANCE LEVELS			
Documentation and Data	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
District curriculum	Core ethical values are infused in and articulated throughout all grade levels and content areas to enhance state and local curriculum standards.	Core ethical values are infused and vertically articulated in all grade levels and horizontally articulated in selected content areas consistent with curriculum standards.	Character education is infused in some grades and some content areas but not as a planned strategy to meet curriculum standards.	Character education is taught sporadically, if at all, as a separate lesson unrelated to curriculum standards.
Lesson Plans				
Student handbook	The academic curriculum provides meaningful and appropriate challenges to students that promote character development.	The academic curriculum provides meaningful and appropriate challenges to students that promote character development.	The academic curriculum provides references to promoting character development.	The academic curriculum does not provide any references or challenges to students in character development.

CHARACTER EDUCATION NEEDS ASSESSMENT

Indicators and Standards for Improving Schools

2. Classroom evaluation and assessment

<u>STANDARD 2</u>	The school uses multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.			
<u>INDICATOR</u>	Formal tools are used to measure student work and teacher implementation of character education.			
	PERFORMANCE LEVELS			
Documentation and Data	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
	Formal tools used for ongoing individual performance-based student assessment.	Formal tools are used for ongoing individual test-based student assessment of character education.	Formal tools used for infrequent individual student assessment.	No formal tools used for individual student assessment.
	Tools are used by others for observation and feedback on classroom implementation.	Teacher self-monitoring tools used.	General classroom implementation or monitoring guidelines used.	No classroom implementation supports used.

CHARACTER EDUCATION NEEDS ASSESSMENT

Indicators and Standards for Improving Schools

3. Instruction

STANDARD 3	The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic performance.			
INDICATOR	Character education and social/emotional skills are integrated into the instructional program.			
	PERFORMANCE LEVELS			
Documentation and Data	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementations</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
	Consistent opportunities for application of core ethical values and social/emotional skills beyond the lesson and across many Core Curriculum Content areas.	Consistent opportunities for guided in-lesson practice applying core ethical values and social/emotional skills in different Core Curriculum Content areas.	Consistent provision of character education and social/emotional skill information only.	No or minimal coverage of character education or social/emotional skills.

CHARACTER EDUCATION NEEDS ASSESSMENT

Indicators and Standards for Improving Schools

4. Culture

STANDARD 4	The school/district functions as an effective learning community and supports a climate conducive to performance excellence.			
INDICATOR (4.12)	There is leadership support for character education and SEL (Social and Emotional Learning) as a key feature in creating a productive learning environment.			
	PERFORMANCE LEVELS			
Documentation and Data	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>

STANDARD 4	The school/district functions as an effective learning community and supports a climate conducive to performance excellence.			
INDICATOR (4.12)	There is leadership support for character education and SEL (Social and Emotional Learning) as a key feature in creating a productive learning environment.			
	PERFORMANCE LEVELS			
Documentation and Data	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
District strategic plan documents Professional development policies and procedures Staff evaluation policies and practices Annual evaluation program outcome reports Student Code of Conduct	There is a district-wide vision for character education and SEL that is articulated through: <ul style="list-style-type: none"> • Staff development; • Support for implementing research-based programs • Infusion throughout the school culture; and • Home-school partnerships. 	Character education and SEL are understood and supported at the district and school levels as fundamental to developing a school culture conducive to learning.	Character education and SEL are promoted on special occasions such as assemblies or award ceremonies and in specific classes, but are not a part of the district's vision or planning.	Character education and SEL are rarely visible in district plans, programs, curriculum or staff development.

STANDARD 4	The school/district functions as an effective learning community and supports a climate conducive to performance excellence.			
INDICATOR (4.12)	There is leadership support for character education and SEL (Social and Emotional Learning) as a key feature in creating a productive learning environment.			
	PERFORMANCE LEVELS			
Documentation and Data	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
Student handbook School climate measures administered to students and staff	Character education and SEL programs are systematically evaluated and teacher practices are closely monitored through teacher observation. Staff modeling of SEL skills is consistently reinforced and supported.	Character education and SEL are promoted consistently through <ul style="list-style-type: none"> • Adoption of research-based, skill-oriented programs and practices, • Staff development opportunities; and • Home-school partnerships. 	Character education and SEL are promoted and adopted as specific programs in individual schools and include some staff development opportunities and partnerships.	Character education and SEL are not promoted or adopted at all or are used sporadically due to individual staff initiative and effort.

CHARACTER EDUCATION NEEDS ASSESSEMENT

Indicators and Standards for Improving Schools

5. Additional programs and services

STANDARD 5	The district and school develops and implements high quality student support services, and after school programs to facilitate student academic and social development.
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INDICATOR	Character education and social/emotional learning (SEL) program skills are integrated in the district's student support services and after school programs.			
	PERFORMANCE LEVELS			
Documentation and Data (examples)	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementations</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
Peer mediation program and training design Intervention and Referral Services building team training design and procedures Disciplinary referral procedures	Evidence-based character education and SEL programs are infused into skill-based, planned programs and services in all district student support services and after school programs.	Character education and SEL program skills are a planned part of all district student support services and after school programs.	Character education and SEL program skills are part of programs and activities in some of the district student support services and after school programs.	Character education and SEL program skills are not a planned part of the district student support services and after school programs.

CHARACTER EDUCATION NEEDS ASSESSMENT

Indicators and Standards for Improving Schools

6. Student, family and community support

STANDARD 6	The school/district works with family and community groups to remove barriers to learning in an effort to meet the intellectual, social, career and developmental needs of students.			
INDICATOR	The district/school regularly involves students, parents and the community in character education policies, programs and activities.			
	PERFORMANCE LEVELS			
Documentation and Data	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementations</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
	Structure provided for consistent family involvement through use of multiple well-designed strategies.	Structure provided for consistent family and community involvement in character education policies, programs and activities through use of a single, well-designed strategy.	Structure provided for sporadic family and community involvement in character education policies, programs or activities.	No support provided for the family and community in the character education policies, programs and activities.

CHARACTER EDUCATION NEEDS ASSESSMENT

Indicators and Standards for Improving Schools

7. Professional development

STANDARD 7	The school/district provides research-based, results driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning.
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INDICATOR	The district provides sufficient professional development opportunities to assure the adoption of evidence-based character education practices and programs with fidelity to the program design and structure, and continuous improvement of program implementation.			
	<u>PERFORMANCE LEVELS</u>			
Documentation and Data	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
	Pre-implementation professional development and orientation to character education mission, policy and programs.	Pre-implementation professional development and orientation to programs being implemented.	Some but not all staff receive pre-implementation professional development; others receive support as implementing.	Very little or inadequate attention paid to pre-implementation professional development.
	Structured on-site classroom observation and teacher feedback.	Informal or sporadic on-site classroom observation and teacher feedback.	Implementation support information only; no on-site observation.	No implementation support or feedback.
	Follow-up booster sessions, coaching or advanced training regularly available.	Adequate support following initial training.		
	Opportunities for leadership team members or advisory board members to attend regional, state and national conferences.	Opportunities for selected staff members to attend limited out-of-district conferences.	Opportunities for administrators or team leaders to attend regional events.	No out-of-district training.

CHARACTER EDUCATION NEEDS ASSESSMENT

Indicators and Standards for Improving Schools

8. Leadership

STANDARD 8	The School/district instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture, developing leadership capacity.
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INDICATOR	The School/district leadership provides the organizational policy, direction and support necessary to implement and maintain character education programs and activities.			
	PERFORMANCE LEVELS			
Documentation and Data	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementations</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
	District board of education adopted code of student conduct values in compliance with N.J.A.C. 6A: 16-5.1; district policies reflecting a commitment to character education and core ethical values.	The character education advisory board is established/expanded with representatives from the entire school community, including administrators, teaching staff, support staff, parents, students, students with disabilities, community, business/corporate, and faith-based organizations.	Leadership supports professional development opportunities that facilitate the formation of an advisory board.	Currently, an advisory board does not exist.
	A history of at least three years of sustained development and implementation of a character education programs in all schools (integrated/infused throughout the standards), including efforts to document program effectiveness.	A commitment to organize character education so that it complements or is integrated into other school reform efforts, including responses to the No Child Left Behind Act and is adopted at some level in all schools.	Character education program activities present in some schools and some grades with minimal coordination.	There is currently little or no sustained character education program activity.

STANDARD 8	
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INDICATOR	The School/District Leadership provides the organizational policy and resource infrastructure necessary to implement and maintain Character Education Programs and Activities.			
	PERFORMANCE LEVELS			
Documentation and Data	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementations</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
	Character Education is established as part of the district's vision and objectives, and as a core component of the school improvement plans, with diverse leadership roles throughout the school/community.	Students , parents and community members are involved in leadership roles, in ways that contribute to the character education effort.	Parent and community involvement in programs present in some schools or classes.	Character education activities, when implemented, are done by individual teachers or staff.
	Leadership is seen at different levels through the articulation and implementation of goals and principles; personal example; policy and personnel decisions, and allocation of resources.	District /school administrators and other leaders consistently support implementation of character education efforts, and share the leadership responsibilities with other school stakeholders.	District and school administrators support specific character education events and programs.	Little if any district/school administrative support; individual teachers provide implementation.

CHARACTER EDUCATION NEEDS ASSESSMENT

Indicators and Standards for Improving Schools

9. Organizational Structure and Resources

STANDARD 9	There is evidence that the school is organized to maximize use of all available resources to support high student and staff performance.			
INDICATOR	The district and school work to establish organizational policies and supports that foster long-term commitment and on-going improvement of character education.			
	PERFORMANCE LEVELS			
Documentation and Data	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
	District and school character education program choices and decisions are based on a district wide policy and strategies designed to support the integration of character education into the school curriculum and culture	District and school character education program choices and decisions are coordinated across grade levels to support consistent learning and skill development.	Character education program choices are implemented without coordination between grade levels or in relation to multi-year plans.	Character education activities, when present, are planned for annually without coordination between district and school levels or other curriculum or program plans.
	District and school resources are budgeted and planned for as part of the district's long-range or strategic plan.	District and school resources are organized to provide necessary support for materials and staff development to implement adopted programs.	Resources for character education are dedicated at the district and/or building levels but are not planned for in relation to long-term programs goals.	Dedicated resources for character education are not adequate to initiate or sustain substantial skill-based programs.

CHARACTER EDUCATION NEEDS ASSESSMENT

Indicators and Standards for Improving Schools

10. Comprehensive and effective planning

STANDARD 10	The school/district develops, implements, and evaluates a Three-Year Operational Plan that communicates a clear purpose, direction, and action plan focused on teaching and learning.			
INDICATOR (10.2)	Core ethical values are identified and accepted by school and community.			
	PERFORMANCE LEVELS			
Documentation and Data	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
District Operational Plan Student Code of Conduct Student handbook Assessment and discipline policies and procedures	Core ethical values have been identified through a school/community process to guide all aspects of district policy and programs. They form the basis for the district's vision, beliefs, mission and goals in the Three-year Operational Plan.	Core ethical values are identified by a school/community process and are referenced in the district's Operational Plan. Core ethical values serve as a reference point in areas such as curriculum decisions, personnel and student performance assessments and discipline.	Core ethical values are stated in policy or program documents and used as reference points in some schools and classes as part of curriculum and instruction but are not part of the district's Operational Plan.	Core ethical values have not been determined at the district level.

Digital Badges Show Promise, Potential to Supercharge 21st Century Learning

SAN FRANCISCO, March 1, 2012 /PRNewswire-USNewswire/ -- The Badges for Lifelong Learning Competition winners were announced Thursday, March 1, at the [Digital Media and Learning Conference](#). The Competition links designers, entrepreneurs, technologists and educators with leading business and industry organizations to build digital badge systems and explore the ways badges can be used to help people learn, demonstrate skills and knowledge, and unlock job, educational and civic opportunities. The Competition is held in collaboration with Mozilla and is part of the [4th Digital Media and Learning Competition](#) supported by the John D. and Catherine T. MacArthur Foundation and administered by HASTAC.

Learning happens everywhere and at every age. Traditional measures of achievement, like high school diplomas, GEDs and college degrees, do not adequately convey the full range of knowledge and skills that students and workers master. Badges are a simple, visible representation of accomplishment that can be earned through a variety of formal and informal learning environments. They can present a more nuanced picture of what an individual knows and can do. These competencies can then be demonstrated and marketed to employers, academic institutions and peer communities. The winners—awarded grants ranging from \$25,000 to \$175,000—demonstrate the wide range of approaches to, and uses for, digital badges and badge systems. They illustrate the potential of new technologies to improve academic achievement, economic opportunity and civic engagement. Thirty winners (<http://dmlcompetition.net/Competition/4/winners.php>) were selected from a highly competitive pool of 91 finalists, including:

The **Disney-Pixar Wilderness Explorers Badge System** engages youth in nature-based explorations, offering them a way to learn about and become advocates for wildlife and wild places.

The **Manufacturing Institute's National Manufacturing Badge System** will recognize the wide range of skills, competencies and achievements that students and workers need to be competitive in today's Advanced Manufacturing workplace.

NASA's Robotics and Science, Technology, Engineering and Math (STEM) System will engage learners in exploring new STEM topics and will create a unique collection of digital badges for learners of all ages.

The **Young Adult Library Services Association's Badge Program** will help librarians develop the skills and knowledge they need in order to meet the needs of 21st century teens.

"The number, quality and vision of competition applicants demonstrate the potential of badges to help us reimagine learning," said Julia Stasch, vice president of U.S. Programs at the MacArthur Foundation. "Organizations from across an array of industries see great value in developing a system that recognizes skills and competencies achieved over a lifetime. Badges are simple, easy and, if done well, can change the way people share information about themselves, businesses make hiring decisions and organizations support the acquisition of skills important to their mission or to the larger society."

To accelerate and support the creation of a badge ecosystem, Mozilla is currently developing an open source platform that will offer a "digital badge backpack" for learners to collect and display their badge credentials from youth through adulthood. The platform, called the Open Badge Infrastructure, was inaugurated in September 2011 to coincide with the Competition's launch.

"We believe digital badges have the power to unlock the full educational potential of the Web," said Mark Surman, executive director of Mozilla. "Our goal is to provide a free and open infrastructure that today's award winners—and any organization or learning community in the world—can use to easily issue and share badges across the Web. This will empower learners to take charge of their online identity and reputation, gathering badges from any site on the Internet and combining them into a single story about what they know and what they have achieved."

In conjunction with the Badges for Lifelong Learning Competition, Badges for Vets—sponsored jointly by the Department of Veterans Affairs and the Departments of Education, Energy and Labor—awards were granted to three badge systems that aim to help veterans translate their military skills into civilian jobs or to receive advance credit in higher education. "We strive to support the men and women who served in uniform as they make their transitions to good jobs and advanced education," said Secretary of Veterans Affairs Eric K. Shinseki, "Our Badges for Vets program will offer veterans a handy tool to demonstrate their experience to employers and educators."

Applicants were also invited to propose badging systems not only for learning content, but also for teacher learning and feedback. The four winners of the Teacher and Project Mastery Competitions, supported by the Bill & Melinda Gates Foundation, were granted awards of varying amounts to develop their proposed badging system. "We are thrilled to include teacher badge winners in this competition," said Carina Wong, deputy director of education, Bill & Melinda

Gates Foundation. "Teachers, as much as students, need to be recognized for their achievements. Badging provides a potentially innovative and motivating way to acknowledge teachers' contributions to creating lifelong learners in schools." "Digital badges have the potential to supercharge 21st century learning," said Dr. David Theo Goldberg, director of the University of California Humanities Research Institute and co-founder of HASTAC. "While we don't yet know everything there is to know about how a digital badge ecosystem will work in the real world, we know that digital technologies are changing the way we learn, play, socialize and participate in civic life. The badge systems in this year's Competition offer a promising platform to explore how we, as a society, can harness the power of digital media to advance learning in the U.S. and around the world."

This announcement concludes the final stage in the three-stage Competition. The badge systems awarded were judged on their overall technical and pedagogical quality, the effectiveness of the badges' assessment process, the system's aesthetic and design quality and the likelihood of acceptance and adoption by learners, institutions, employers and the general public. Winners will have one year to complete their work. Throughout the year, awardees and other applicants will receive ongoing support and training and will work together to form a robust community that will focus on developing and testing a thriving badge ecosystem. The MacArthur Foundation supports creative people and effective institutions committed to building a more just, verdant and peaceful world. In addition to selecting the MacArthur Fellows, the foundation works to defend human rights, advance global conservation and security, make cities better places and understand how technology is affecting children and society. The Digital Media and Learning Competition is part of MacArthur's \$85 million digital media and learning initiative, which aims to determine how digital media are changing the way young people learn, play, socialize and participate in civic life. More information is at <http://www.macfound.org/learning>.

Mozilla is a global, nonprofit organization dedicated to making the Web better. We emphasize principle over profit, and believe that the Web is a shared public resource to be cared for, not a commodity to be sold. We work with a worldwide community to create open source products like Mozilla Firefox, and to innovate for the benefit of the individual and the betterment of the Web. The result is great products built by passionate people and better choices for everyone.

HASTAC (the Humanities, Arts, Science, and Technology Advanced Collaboratory) is an international network of educators and digital visionaries committed to the creative development and critical understanding of new technologies in life, learning, and society. HASTAC is committed to innovative design, participatory learning, and critical thinking. www.hastac.org

SOURCE The MacArthur Foundation

Best Practice: School Comparisons

Once a school/district was identified as a best practice model, its specific assessment and reporting methods were researched.

	KIPP	Calgary	Kenosha	Chiaravalle	Winnetka
Assessment Formats	24 indicators, rubrics, checklists	triangulation of student work, teacher observation and student assessment; no rubrics used	40 developmental assets, rubrics, continuums	not investigated	varies by classroom and school
Formal Reporting from school to family	summative; student-involved conferences	descriptive and descriptive-summative	summative, continuums, rubrics, narrative pieces	portfolios; student-involved conferences	all narrative
Creating Assessment-Rich Environment	dual-purpose lesson plans including character strengths	blended lesson plans with explicit character education goals	lesson plans are formatted for the character components on report card	not investigated	varies by classroom and school
CSL Integration Transparent Top to Bottom	very transparent	very transparent	transparent with a few holes	transparent	some transparent, some opaque

Examples of assessment tools, report cards, lesson plans, newsletters, etc. are also included in the Appendix

Many best practice indicators from the Rutgers Study were evident on the Kenosha website and through interview. Six examples follow.

1. Board of Education Policy
2. Success Brochures by Grade including curriculum and parent/student roles
3. Published assessment tools measuring progress and growth as opposed to mastery**
4. School Newsletters
5. School Mission Statements
6. Engagement with Police Department, Libraries and Boys and Girls Club
(obtained via interview with Tremper High School Principal, Ed Kupka)

We also found a similar pattern of alignment with the KIPP schools and the Calgary schools.

Kenosha Unified School District in Wisconsin

* Aligned curriculum and assessment with both state-standards and internal asset development goals

* Used the Search Institute's "40 Developmental Assets" to align and engage community (parents, police department, libraries, etc.), student goals, report cards, state mandates, curriculum and assessment. The language adopted was inspired by the Search Institute Developmental Assets. However, the final language selected by Kenosha was developed and streamlined by the Kenosha administrators.

*The Internal Assets developed by the Search Institute (items 21 to 40) have a lot of cross over with CSL

Search Institute Internal Assets for Grades K-3

21. Achievement Motivation—Child is encouraged to remain curious and demonstrates an interest in doing well at school.
22. Learning Engagement—Child is enthused about learning and enjoys going to school.
23. Homework—With appropriate parental support, child completes assigned homework.
24. Bonding to School—Child is encouraged to have and feels a sense of belonging at school.
25. Reading for Pleasure—Child listens to and/or reads books outside of school daily.
26. Parent(s) help child grow in empathy, understanding, and helping others.
27. Equality and Social Justice—Parent(s) encourage child to be concerned about rules and being fair to everyone.
28. Integrity—Parent(s) help child develop her or his own sense of right and wrong behavior.
29. Honesty—Parent(s) encourage child's development in recognizing and telling the truth.
30. Responsibility—Parent(s) encourage child to accept and take responsibility for her or his actions at school and at home.
31. Self-Regulation—Parents encourage child's growth in regulating her or his own emotions and behaviors and in understanding the importance of healthy habits and choices.
32. Planning and Decision Making—Parent(s) help child think through and plan school and play activities.
33. Interpersonal Competence—Child seeks to build friendships and is learning about self-control.
34. Cultural Competence—Child continues to learn about her or his own cultural identity and is encouraged to interact positively with children of different racial, ethnic, and cultural backgrounds.
35. Resistance Skills—Child is learning to recognize risky or dangerous situations and is able to seek help from trusted adults.
36. Peaceful Conflict Resolution—Child continues learning to resolve conflicts without hitting, throwing a tantrum, or using hurtful language.
37. Personal Power—Child has a growing sense of having influence over some of the things that happen in her or his life.
38. Self-Esteem—Child likes herself or himself and feels valued by others.
39. Sense of Purpose—Child welcomes new experiences and imagines what he or she might do or be in the future.
40. Positive View of Personal Future—Child has a growing curiosity about the world and finding her or his place in it.

Example 1. School Board Policy

CHARACTER EDUCATION

Character education in Kenosha Unified School District No. 1 is based on the Lifelong Learning Standards and the district's Core Values. (See next two pages.)

Board policy 6418 (January 20, 2002—Character Education) reads that “All staff members are expected to exemplify the District's Lifelong Learning Standards and Benchmarks and to incorporate them into the instructional program. Positive character traits are recognized as being a part of our heritage and as being necessary for the full development of our students and our community.”

The Administrative Rule and Regulation which specifies these Lifelong Learning Standards is included as page 2 of this document.

In addition to the reference in Board Policy 6418, Board Policy 6452 (September 23, 2003) on Student Progress Reporting Procedures refers to the Lifelong Learning Standards, stating that:

- Teachers in grades pre-kindergarten through five shall communicate class expectations based on District content and lifelong learning standards and benchmarks with the parent/guardian during the initial weeks of the school year, utilizing the grade level brochures provided by the District. . . . Progress on the District's lifelong learning standards, including effort and personal responsibility, shall also be indicated for each student.
- For grades six through twelve . . . All standards-based learning experiences shall be weighted appropriately to convey their importance within the course/class. The lifelong learning standards shall be treated as one element of the total grade.

More recently, as directed by the District Strategic Plan, core values were defined in Board Policy 6120. The policy states that “The following core values, with corresponding definitions, are adopted to empower all students to reach their unique capabilities, contribute to the community, and compete in a global society. District staff and students are expected to model, reinforce, and recognize these core values in all aspects of district work. The core values with definitions are listed on page 3 of this document.

Lifelong Learning Standards		Benchmarks	
	Knowledgeable Person	Applies Knowledge	Understands and is able to use knowledge as stated in the content standards for each subject
	Complex Thinker	Applies Reasoning	Selects and uses appropriate reasoning and strategies for intended purpose
		Makes Decisions	Utilizes a decision-making process to make appropriate choices
		Solves Problems	Solves problems using relevant resources
	Effective Communicator	Accesses Information	Accesses information using a variety of techniques and resources
		Evaluates Accuracy	Evaluates the accuracy and usefulness of information
		Uses Information	Assembles and synthesizes information for a given purpose
		Communicates Clearly	Expresses ideas clearly in accordance with audience and purpose
	Self-Directed Learner	Sets and Achieves Goals	Sets personally meaningful life goals and develops a plan to achieve these goals in the pursuit of excellence
		Directs Change	Demonstrates ability to adapt, manage, and direct change
		Demonstrates Responsibility	Demonstrates personal responsibility for learning
		Evaluates Self	Evaluates how academic and personal development impact learning
		Sustains Effort	Exerts a high level of efforts and perseveres to complete a task
		Seeks New Ideas	Seeks new knowledge and tries new ideas
	Quality Producer	Creates Quality	Creates quality products or performances that reflect skill, craftsmanship and originality in achieving their intended purpose
		Appreciates Excellence	Recognizes and responds to excellence and can make and defend judgments about the merits of a product or performance
		Uses Appropriate Tools	Selects and applies appropriate tools in creating a quality product or performance
	Contributing Citizen	Connects Family, School and Work	Understands how family, school, work, and community systems are interdependent and influence attitudes, aspirations, opportunities, and behaviors
		Works in Groups	Utilizes interpersonal skills to work cooperatively in diverse groups to accomplish common goals
		Manages Conflict	Uses nonviolent conflict management skills effectively
		Respects Diversity	Accommodates individual differences and considers how diverse perspectives contribute to society
		Serves the Community	Plans and takes action for the welfare of the community

POLICY 6120
CORE VALUES

The following core values, with corresponding definitions, are adopted to empower all students to reach their unique capabilities, contribute to the community, and compete in a global society. District staff and students are expected to model, reinforce, and recognize these core values in all aspects of district work.

- Citizenship: Patriotic, a sense of pride, actively participating in the community, a sharing of time, talents, and resources
- Compassion: Consideration and acceptance of others, patience, tolerance, and kindness
- Courage: Willingness to take a positive stand, even if one stands alone
- Hope: A sense that a positive outcome is possible even in dire situations, a realistic optimism, faith in each other, perseverance
- Integrity: The quality of being upright, honest, and just in character and actions
- Respect: Honoring appropriate authority, treating others as you would like to be treated
- Responsibility: Accountable, accepting of consequences for one's own actions and decisions
- Self-discipline: Confidence in self, knowing that one is of value and can have a positive impact; developing and taking care of oneself
- Work Ethic: Diligent, productive, valuing a sense of accomplishment, a means to achieve one's goals

LEGAL REF.: Wisconsin Statutes
Section 118.01(2) [Instructional program goals requirements,
including those related to lifelong learning and
citizenship]

CROSS REF.: 5430, Student Conduct and Discipline
6100, District Vision
6110, Instructional Program Mission and Beliefs
6418, Character Education
District Learning and Content Standards

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: September 26, 2006

Example 2- Success Brochures Page 1

PHYSICAL EDUCATION

Students will:

- Use acceptable form in balance/tumbling activities on variety of equipment.
- Understand the basic offensive and defensive strategies in modified game environments.
- Understand how to monitor and maintain a health-enhancing level of physical fitness.
- Understand how to use a variety of basic and advanced movement forms.
- Understand the social implications, personal responsibility, and enjoyment associated with participation in physical activity.

HEALTH

Students will:

- Understand the human fertilization process. (Class will be taught by the school nurse in a single-sex class session.)
- Define marriage and identify factors which contribute to a strong marriage relationship.
- Recognize major changes in the family structure.
- Understand different components of accident and injury prevention.
- Understand different components of emotional and mental health.

INFORMATION AND TECHNOLOGY LITERACY

Students will:

- Use the Writer, a portable keyboard, to improve keyboarding speed to 15-20 words per minute with 90% accuracy.
- Use draw, paint, or graphics software to create or modify visuals.
- Understand the need for privacy and protection of personal information.
- Use an online catalog to identify and access library resources.
- Use the index, table of contents, appendix, sidebars, and search boxes to locate information within a source.
- Use summarizing and paraphrasing note-taking strategies.
- Record all sources of information using the appropriate format.

CHARACTER EDUCATION (Board Policy 6120 and 6418)

In all subjects and grades, students will demonstrate these core values:

Citizenship	Compassion
Courage	Hope
Integrity	Respect
Responsibility	Self-Discipline
Work Ethic	

Throughout their school experience, students will develop these lifelong learning standards:

Knowledgeable Person	Complex Thinker
Effective Communicator	Quality Producer
Self-Directed Learner	Contributing Citizen

CONTACT INFORMATION

Reading/Language Arts	(262) 653-7730
Mathematics	(262) 653-6311
Science	(262) 653-6314
Social Studies	(262) 653-7730
Health & Physical Education	(262) 653-6386
Art	(262) 653-7399
Music	(262) 653-6388
Information & Technology Literacy	(262) 653-7653

The Kenosha Unified School District No. 1 is an Equal Opportunity Educator/Employer with established policies prohibiting discrimination on the basis of age, race, creed, religion, color, sex, national origin, disability or handicap, sexual orientation, or political affiliation in any educational program, activity, or employment in the district. The superintendent of schools/designee (653-6320) addresses questions regarding student discrimination, and the executive director of Human Resources (653-6333) answers questions concerning staff discrimination.

PARENTS AS PARTNERS

In order to help your child succeed, it is important to develop a positive home learning climate. As parents/guardians/caregivers you can accomplish this by:

- Encouraging and expecting high performance from your child for school work, household duties, and other responsibilities.
- Showing interest in what your child does each day in the classroom by asking specific questions.
- Providing proper conditions for home study, including definite study time and quiet, nondistracting conditions.
- Reviewing assignments with students each night.

With your child:

- Go to www.kusd.edu and click on **Elementary School Library Online Subscriptions** for research and other educational opportunities. For passwords or questions, contact the school library media specialist.
- Visit www.fossweb.com with your child and investigate the links to many great science websites.
- Encourage children to ask good questions and search for evidence to back up the answers.
- Provide daily reading of the local newspaper, or a news periodical, and discuss local, state, national, or world events.
- Schedule family viewing of special television shows related to U.S. history.
- Find true stories of sports heroes, "how-to" books, and exciting stories from history to keep boys reading.
- When you talk about behavior, use the core value words (under Character Education) to teach their meaning and importance.
- Ask your child to predict how much tax will be added to your bill.
- Read labels on food and talk about fat and sodium.

Fifth Grade Success Steps



The mission of Kenosha Unified School District, an education system which values our multicultural heritage, is to empower all students to reach their unique capabilities, contribute to our community and compete in a global society by providing diverse and challenging opportunities to learn through the collaborative efforts of students, families, community and staff.

This mission statement declares our belief that students learn the most and grow the best when we all work as partners.

The district establishes standards and benchmarks to describe what students should know and be able to do in each content area and grade level. This brochure highlights **essential skills** that students need to develop by the end of fifth grade. The complete standards and benchmarks can be found at www.kusd.edu under Departments and then Curriculum and Instructional Services.

This brochure also provides specific tips for "Parents as Partners." Thank you for the time and attention you devote to helping your child take these success steps this year.

August 2008



Example 2- Success Brochures Page 2

READING

Students will:

- Read with accuracy, expression, and phrasing.
- Identify purpose for reading.
- Read and understand grade level content vocabulary.
- Describe and explain connections to main ideas or themes using examples from books, their lives, and the world.
- Use strategies to strengthen their understanding of text.
- Check meaning by rereading using context clues and adjusting pace as needed.
- Use text features (e.g., table of contents, diagrams, index).
- Identify text structures (e.g., cause/effect) to deepen understanding.
- Summarize narrative text, including theme.
- Summarize informational text by briefly describing main ideas or theme and essential details.

LANGUAGE ARTS

Students will:

- Write a five-paragraph informative or narrative essay on a topic with focused introduction, developed body, and purposeful conclusion.
- Use specific vocabulary to clarify or enhance writing.
- Consistently use punctuation correctly.
- Consistently capitalize correctly.
- Consistently apply grammar and usage rules.
- Consistently apply regular and irregular spelling rules and patterns.
- Write in response to reading, viewing, and listening experiences and to prompts.
- Reread to check for meaning and correctness.
- Listen and observe to gain information.
- Speak clearly using specific and/or content vocabulary to communicate ideas.

MATHEMATICS

Students will:

- Memorize addition, subtraction, multiplication, and division facts.
- Add, subtract, multiply, and divide numbers with more than two digits.
- Write numbers to the ten millions and decimals to the hundredths.
- Identify place values in numbers to the ten millions and decimals to the hundredths.
- Add and subtract money amounts.
- Compare numbers (up to 10,000,000).
- Compare decimals.
- List the factors of a number.
- Rename fractions as decimals.
- Convert between fractions and mixed numbers ($3/2 = 1 \frac{1}{2}$).
- Add and subtract fractions with like and unlike denominators.
- Simplify fractions.
- Measure to the nearest eighth inch and millimeter using a ruler.
- Name, measure, and draw angles.
- Calculate perimeter and area.
- Compare properties of two-dimensional shapes.
- Describe three-dimensional figures.
- Construct and interpret bar, circle, and line graphs.
- Determine the maximum, minimum, median, and mode given a set of data.
- Determine the probability of an event.
- Solve addition, subtraction, multiplication, and division number stories.

SCIENCE

Students will:

- Use a variety of equipment and metric measurements to describe changes in the earth's surface.
- Report the results of changes made to the environments of living things.
- Recognize that all things are made of matter, and some substances are combinations of other substances.
- Practice identifying and manipulating variables in a scientific experiment.
- Plan simple scientific investigations and search for answers to scientific questions.
- Build and revise models and explanations based on evidence and observations.
- Compare and contrast data.
- Describe some jobs that use science and technology.

SOCIAL STUDIES

Students will:

- Describe the movement of people, and products during exploration and colonization of North America.
- Demonstrate an understanding of important events and significant people during the time of exploration through early U.S. history.
- Identify democracy's basic principles of rights, responsibilities, laws, and freedoms and how they influence the American political system—past and present.
- Explain how one's social status impacted the development of the U.S. economy.
- Discuss the cultural contributions of racial and ethnic groups in the U.S.

ART

Students will:

- Know how to manipulate the elements and principles learned in kindergarten-grade 4 (line, shape, color, texture, space, form, value, pattern, contrast, balance, and unity) into an organized composition to convey ideas.
- Know how different media/tools affect formal qualities and that different techniques and processes are used to create visual representations of ideas or things.
- Identify the variety of areas in which art is used in today's media.
- Know the merits of creating art for a community or social purpose.

MUSIC

Students will:

- Match and respond to the cues of a conductor.
- Perform on a variety of melodic and rhythmic classroom instruments.
- Refine their recognition of standard notational symbols and terms.
- Recognize instruments by sight and sound.
- Respond through purposeful movement (e.g., hand jives, creative movement, or choreography) to selected prominent music characteristics (e.g., tempo, meter, dynamics, phrases) while listening.
- Know songs and music representing different types, diverse cultures, styles, and historical periods of the United States.

A Continuum of Reflection

Beginning

Advanced

- Few comments or activities are mentioned that might encourage students to consider and analyze their own thoughts and feelings on the service. Little or no evaluation occurs.
Example: *Selecting from a wide range of stylistic periods and their own writing, middle school English students host a poetry reading for nursing home residents. The teacher prompts no reflection.*
- Students are encouraged to reflect on their own, but few or no structured opportunities are offered. Little or no formal evaluation is performed.
Example: *As they are choosing the poetry to read, the teacher reminds them to consider what kinds of poetry the residents might like to hear. After the project, he asks them to take a moment to think about how their individual readings went, and the residents' reactions.*
- Some structured reflection accompanies the project, but activities are not pre-planned, and are mostly centered on students' emotional responses to the service. The teacher performs a basic formal evaluation of the project.
Example: *After reading at the nursing home, the teacher facilitates a class discussion about how doing the readings for an audience made them feel. Students write a journal entry describing conversations or interactions with the residents. The teacher considers the learning and service goals for the project, and briefly records whether or not they were achieved.*
- Structured, planned reflection takes place at the end of the project. The teacher uses one or two reflection techniques, and focuses on getting students to consider their emotional reactions to the service. The teacher thoroughly evaluates the success of the project with little or no input from the students.
Example: *Students write first-person narrative accounts of their experiences at the nursing home. The students and teacher also create a bulletin board with pictures and captions about the visit. The teacher determines how the project met (or didn't meet) its goals, what could be done differently, and what future service activities, if any, could emerge out of this project.*
- Structured, planned reflection happens throughout the project—before, during, and after the service experience. The teacher employs one or two reflection techniques, and designs reflection so that students consider both the emotional and empathic reactions they experience, as well as connections between academics and the service. Students assist with the evaluation of the project, but don't provide any direction for it.
Example: *Students keep a service journal throughout the project, including a few days before and after the visit. Journal prompts before the poetry reading require the students to write about their impressions or stereotypes of the elderly, why they chose the poems they did, and what specific qualities of sound or subject they think will be appealing to their audience. The journal entry immediately following the visit is a descriptive first-person narrative about the experience. In the days following the project, students journal about their feelings before, during, and after the visit, how the experience differed from what they expected, and how their individual readings went. The teacher facilitates a class discussion in which students talk about how beneficial they think their service was and what they might do differently next time.*
- Structured, planned reflection happens throughout the project—before, during, and after the service experience. The teacher employs multiple reflection techniques, and designs reflection so that students consider both the emotional and empathic reactions they experience, as well as connections between academics and the service. Finally, students and teacher provide direction for and perform a thorough evaluation of the project.
Example: *Before the project, the class discusses their impressions and stereotypes of the elderly; each student tells the class about one experience they have had with an elderly person. They also journal about why they chose the poems they did, and what specific qualities of sound or subject they think will be appealing to their audience. The journal entry immediately following the visit is a descriptive first-person narrative about the experience and describes how it differed from their expectations. Finally, the students react to the service by writing new poems that use designated poetic devices and/or styles. These are displayed along with photographs from the poetry reading. The teacher facilitates a class discussion in which students talk about how beneficial they think their service was and what*

Questions for Reflection

1. What job did you have today at the service site?
2. What communication skills did you use?
3. What new things did you learn today about your partner?
4. What new things did you learn about yourself?
5. Would you do anything differently next time?
6. How did what we learned in class help you today at the service site?
7. Did you learn anything today during service that will help you with class work?
8. Has this experience changed your opinions in any way?
9. Do you have any interest in learning more about a career in this area?
10. When you think about this experience, what is the most important thing you have learned?
11. What has surprised you about this experience?
12. How will you apply for your new insights to your life?
13. How did service to others make you feel?
14. Were there instances when you were afraid or nervous?
15. How did you deal with your nervousness? What helped you to overcome it?
16. If you worked as a member of a team, how did your team function?
17. What did you learn about your community from participating in this project?
18. Is there something you can do now that you could not do before?
19. What risks did you take during this project?
20. What did you learn about yourself from taking a risk today?
21. What advice do you have for anyone considering service-learning?

EXAMPLE 4- SCHOOL NEWSLETTER (K-4)

DIRECT LINK WITH CHARACTER OR “INTERNAL ASSET DEVELOPMENT”GOALS AND SOCIAL WORKER IN CLASSROOM

The Counselor’s Corner

In October, I worked with most classes on Protective Behaviors to help keep them safe.

Ten things you can do to help keep them safe are:

1. Make sure your child has and always uses a properly fitted helmet when riding a bike or scooter.
2. Make sure they're buckled in the back seat of the car and use a booster seat to help the shoulder harness fit properly if they are under 4' 9" & are under 80 lbs. (WI law).
3. Model concentration while driving, never be distracted with a cellphone ,etc.
4. Make sure any weapons in your home are locked up and they cannot gain access. They always know more than we think and children do naturally lack impulse control.
5. Establish and maintain open communication with your child. Play what if... to help them know what to do in various situations to stay safe.
6. Help them memorize their address and phone number.
7. Remember that adult supervision is only provided 10 minutes before and after school.
8. If they walk to or from school make sure they have a walking buddy.
9. Help them know which neighbor you know and trust in case of an unforeseen emergency.
10. Keep encouraging them to wash those hands often & cough or sneeze into their clothing (inside of bent elbow).

We also highlighted the character trait of courage and talked about how to stand up for themselves and when to get help from a trusted adult.

I also coordinated our Red Ribbon Week Activities. Classrooms participated in a door decorating contest. Please check them out during conferences. The winning class is having their teacher’s name and year etched into a traveling trophy that will be in the trophy case soon! It came filled with treats but all the students received treats for pledging not to be tricked into unhealthy habits with drugs, alcohol, or tobacco.

In November we will work on social skills and the character trait of citizenship. We will learn more skills to help us to be good school citizens.

Counselor’s Name, Bose & Harvey School Counselor 262-359-4004 & 359-4049 counselorname@kUSD.edu

Example 5- **Edward Bain School of Language and Art**
School Creed

Everyday, I promise to

Be respectful and compassionate to others.

Show a good work ethic to achieve my goals.

Open my mind and appreciate all of our differences.

Learn to always gain skills and knowledge.

Always try my best and never give up!



Learning Skills/Behavior Rubric

Overview

A rubric is a performance-based assessment that seeks to measure or rate the quality of a students' work or behavior using a scoring guide. This five-point rubric, ranging from "no concept" to "distinguished," was designed to focus on work or behavior typically addressed in gifted education. It is meant to provide an assessment that may be used as benchmark or formative data to describe present levels of academic achievement and functional performance in developing annual goals for an Individualized Education Program (IEP). It is based on Costa and Kallick's 16 Habits of Mind, but also includes elements from Bloom's Revised Taxonomy and Marzano's Dimensions of Learning and 21st Century Learning Skills.

There are many custom made analytic rubrics available to assess components of a finished product, such as research project rubrics and writing rubrics. This rubric is intended as a holistic approach, assessing the student's whole behavior, but a teacher may use it to identify certain behavior(s) to address in the IEP. It may be presented as a pre-post test or as a recurring progress monitoring tool. It may also be presented to the student as a self-assessment.

The following chart provides a range of scores corresponding to each of the five levels of this rubric. Using the rubric holistically, the student's **total** score is used to find the performance level.

	No Concept	Limited/Incomplete	Developing	Proficient	Distinguished
Score ranges	0-14	15-30	31-49	50-65	66-80

Instructions

The Learning Skills/Behavior Rubric contains 20 elements. Scoring requires the assignment of **one** of the numbers **0, 1, 2, 3, or 4** for each element in the spaces provided to the right of the descriptions. The overall score across all elements is determined by adding the scores from each of the elements.

Using the Learning Skills/Behavior Rubric as a pre/post model, the same teacher should pre- and post- assess the student to be consistent in scoring. The score should reflect the student's success and also encourage him/her to continue to develop greater independence in monitoring and evaluating own skills and behavior.

Credits

* Intel Teach Thinking with Technology Course "Higher Order Thinking Skills" (Online) 2006.

<http://download.intel.com/education/EvidenceOfImpact/HigherOrderSkills.pdf>

* Heidi Goodrich Andrade. "Understanding Rubrics." (Online) 22 October 2001.

<http://www.middleweb.com/rubricsHG.html>

Learning Skills/ Behavior Rubric* from Global 21

Student Name (Last – First):

Grade:

Student Number:

Class:

Description		Score	
1. Persisting – When dealing with a new problem, the student			
	• gives up on a problem-solving task.	No Concept – 0	—
	• stays on task with prompting.	Limited/Incomplete – 1	—
	• sporadically stays on task without prompting.	Developing – 2	—
	• sustains problem solving process over time.	Proficient - 3	—
	• is devoted to problem-solving tasks.	Distinguished - 4	—
2. Managing Impulsivity – When attempting a task, the student			
	• is unable to control actions; is impulsive; does not consider a plan of action.	No Concept – 0	—
	• manages negative emotions with assistance; is unable to maintain focus over time.	Limited/Incomplete – 1	—
	• preempts negative emotions before they escalate; engages in goal setting and planning with guidance; maintains focus with prompting.	Developing – 2	—
	• thinks before acting and maintains focus; sets goals and strategically plans to reach those goals; exercises self-restraint without assistance.	Proficient - 3	—
	• intentionally forms a plan before beginning a task; remains composed and focused even under stress.	Distinguished - 4	—
3. Listening to others with understanding and empathy - When given written and/or spoken texts, the student			
	• fails to listen to others.	No Concept – 0	—
	• selectively listens to others.	Limited/Incomplete – 1	—
	• always listens to others.	Developing – 2	—
	• listens and demonstrates understanding of another person's point of view.	Proficient - 3	—
	• listens empathetically and demonstrates understanding of another person's point of view that differs from own.	Distinguished - 4	—
4. Thinking flexibly - When new data is provided, the student			
	• does not consider new information; makes spur-of-the-moment decisions; rigidly follows plan when developed by the teacher or others.	No Concept – 0	—
	• accepts the information as given; restates facts; does not apply facts to actions and continues to follow plan as developed by self or others.	Limited/Incomplete – 1	—
	• considers new information and demonstrates ability to change direction or use different strategies with guidance.	Developing – 2	—
	• considers new information and adjusts effort and strategies when needed.	Proficient - 3	—
	• considers new information, adjusts performance and extends learning to new situations.	Distinguished - 4	—
5. Thinking about our thinking (metacognition) - When in a learning situation, the student			
	• is unaware of individual learning processes	No Concept – 0	—
	• has a limited awareness of certain basic learning processes.	Limited/Incomplete – 1	—
	• is aware of individual learning processes with guidance from the teacher or using visual models.	Developing – Enter 2	—
	• is aware of and applies individual learning processes and can explain strategies in own decision-making.	Proficient - 3	—
	• can consciously reflect on what learning process works and what doesn't; adjusts accordingly; can explain process to others.	Distinguished - 4	—

Learning Skills/Behavior Rubric

Description		Score
6. Striving for accuracy and precision - In any presentation of work, the student		
• turns in sloppy, incomplete or uncorrected work; is disorganized (possibly due to many ideas); is impatient with details or restrictions; does not value accuracy and precision in work.	No Concept – 0	—
• corrects work only when reminded; accepts direction in correcting work.	Limited/Incomplete – 1	—
• is able to confirm that his/her finished product matches a criteria.	Developing – 2	—
• proofreads and checks the quality of personal work; values accuracy and precision.	Proficient - 3	—
• evaluates work and produces exceptional results; understands the importance of and values accuracy and precision; focuses energy on accomplishing tasks with perfection.	Distinguished - 4	—
7. Questioning and posing problems - The student		
• is not able to generate appropriate questions about a problem.	No Concept – 0	—
• is able to generate closed-ended questions but is afraid to probe deeper into an issue or problem.	Limited/Incomplete – 1	—
• is not afraid to probe deeper into an issue or problem but needs prompting from teacher to generate appropriate questions.	Developing – 2	—
• is able to generate appropriate questions to see alternative points of view.	Proficient - 3	—
• is able to pose hypothetical problems; makes connections and relationships.	Distinguished - 4	—
8. Applying past knowledge to new situations - The student		
• considers each event to be separate with no connections to what came before or comes afterward.	No Concept – 0	—
• is able to apply some events to other contexts.	Limited/Incomplete – 1	—
• uses experience from the past when confronted with a new problem when reminded by others how it relates.	Developing – 2	—
• uses previous, knowledge, data, theories or processes to solve challenges.	Proficient - 3	—
• abstracts meaning from an experience, applies it to a new situation and explains how it relates to previous experiences.	Distinguished - 4	—
9. Thinking and communicating with clarity and precision - The student		
• uses vague and imprecise language; does not communicate clearly or effectively.	No Concept – 0	—
• with considerable assistance, articulates thoughts and ideas, representative of real or imaginary experiences, through oral, written or multimedia communication.	Limited/Incomplete – 1	—
• with some assistance, articulates thoughts and ideas through oral, written or multimedia communication.	Developing – 2	—
• articulates accurately, clearly and effectively in oral, written or multimedia communication while avoiding over generalizations and deletions.	Proficient - 3	—
• articulates accurately, clearly and precisely in oral, written and multimedia communication and demonstrates complexity with supporting statements.	Distinguished - 4	—
10. Gathering data through all senses - The student		
• is oblivious to sensory stimuli.	No Concept – 0	—
• uses a narrow range of sensory problem solving strategies to learn.	Limited/Incomplete – 1	—
• uses all available sensory pathways to learn but needs some assistance in using the information to solve problems.	Developing – 2	—
• uses all available sensory pathways to learn and transfers the information to improve overall learning; can distinguish fact from fiction.	Proficient - 3	—
• observes the environment, using all senses to gather and evaluate the information, skillfully using it to solve problems.	Distinguished - 4	—

Name _____ Spring, _____

Teacher _____

Student Portfolio Reflection

Fourth Grade

Crow Island School

*Reflecting on qualities which
support me as a learner and as a
member of a learning community.....*

Self Confidence

Self Control

Communication/Cooperation

Relating to Others

SELF CONFIDENCE

Compared to earlier in the year, do you feel more confident when you approach new work or play situations?

SELF CONTROL

In what ways have you seen changes in your ability to control your reactions to things you don't like? In what ways have you seen changes in your ability to behave well when adults are not watching?

COMMUNICATION / COOPERATION

Compared to earlier in the year, are you better able to communicate your ideas and feelings? Do you work well and show respect for others in teamwork? Give examples which describe your ability to communicate ideas and feelings. Give examples which describe your cooperation.

RELATING TO OTHERS

Give examples of good relationships with others at home or at school.

Give examples of difficult relationships with others at home or at school.

*Reflection on qualities which help
me approach and accomplish tasks
related to my learning.*

*Use examples from some or all of the
following areas: Reading, Writing,
Math, Science, Social Studies,
Spanish, Music, Art and PE.*

CURIOSITY

In what ways have you followed your interests and talents this year in school work as well as activities outside of school?

reading, writing, math, science, social studies, Spanish, music, art and PE.

COMMUNICATION

Do you feel you are able to find the words you need to communicate your ideas and feelings in speaking and writing tasks? Give examples which describe your ability to express yourself.

reading, writing, math, science, social studies, Spanish, music, art and PE.

RESPONSIBILITY

Describe ways you have shown responsibility for assignments and projects in your fourth grade studies. At what times have you asked for for help when you needed it?

reading, writing, math, science, social studies, Spanish, music, art and PE.

PERSEVERANCE

Can you stick to a difficult task and get it done? Give examples of when you knew you needed to spend more time on a task. Give examples of when you were willing to put forth more effort on a difficult task.

reading, writing, math, science, social studies, Spanish, music, art and PE.

Planning Matrix for Collecting Evidence

Habit of Mind	TYPE OF ASSESSMENT							
	Checklist	Portfolio	Rubric	Interview	Anecdotal	Performance	Exhibition	Journal
1. Persisting								
2. Managing impulsivity								
3. Listening with understanding and empathy								
4. Thinking flexibly								
5. Thinking about thinking (metacognition)								
6. Striving for accuracy								
7. Questioning and posing problems								
8. Applying past knowledge to new situations								

FIGURE 3.10—continued
Planning Matrix for Collecting Evidence

Habit of Mind	TYPE OF ASSESSMENT							
	Checklist	Portfolio	Rubric	Interview	Anecdotal	Performance	Exhibition	Journal
9. Thinking and communicating with clarity and precision								
10. Gathering data through all senses								
11. Creating, imagining, innovating								
12. Responding with wonderment and awe								
13. Taking responsible risks								
14. Finding humor								
15. Thinking interdependently								
16. Remaining open to continuous learning								

From: Assessing + Reporting on Habits of Mind
Costa + Kallick



FALL PARENT REFLECTION FOURTH GRADE

Student: _____ Teacher: _____

In the Winnetka Public Schools, we place the highest priority on knowing your child. Your child brings a unique way of approaching learning, people and life to our school community. Therefore, we highly value your input. Please take time to write about your child's strengths and needs in as many of the following areas as possible. Please return to your teacher by **Monday, September 19th, 2011**.

Self- confidence:

Describe how your child approaches new tasks and situations.

Curiosity:

Describe areas in which your child exhibits interest (eg. sports, science, arts, etc.) How does he/she pursue them?

Self-control:

Describe your child's ability to monitor his or her behavior and act appropriately in different situations.

Communication:

Describe how your child communicates ideas, feelings, or concepts with others, including adults, in one-on-one or group situations.

Please turn over...

Name _____

Date _____

My Mid-Year Progress Report

Reflect on your progress as a learner this year. Consider the following qualities of personal development:

**Qualities: Self-confidence, Curiosity, Self-control, Communication,
Cooperation, Perseverance, Responsibility, Relating to others**

I see myself improving in the following areas:

Quality _____

(choose from the list above)

Evidence of Growth _____

Quality _____

(choose from the list above)

Evidence of Growth _____

Which quality do you want to **develop** as you continue to grow in fourth grade?

Quality _____

(choose from the list above)

Ways I could improve _____

READING:

Reflect on your general **READING** experiences since fall.

In what ways have I grown/changed as a reader? (Finding a good-fit book, trying new genres, sharing books, fluency, comprehension, sticking with a book vs. abandoning it, enjoyment level, etc.) _____

Reflect on your Independent Reading Experiences

(Book & genre choices, reading responses, reading projects)

When I think about my independent reading habits, I would say:

Reflect on your reading for school assignments:

One of my favorite reading experiences this year in class was: (Explain why.)

Reflect on your skills as a strategic reader:

(Connections, Visualizing, Inferring, Questioning, Determining Importance, Synthesizing)

How have you changed as a strategic reader? Which strategies do you use most? Least? Which strategies are still difficult for you? Explain.

My winter goal in reading is:

WRITING: Look over your **WRITING** samples: (drafts and final products, revising using thoughts/dialogue/action, reading responses, quick writes and those you turned into published pieces, note-taking in science or social studies or math, etc...)

I have grown in writing in these ways:

My favorite part of writing is:

What is still difficult for you in writing?

How are your editing skills? Explain.

(Spelling, punctuation, capitals, missing words, etc. Do you use the checklist and are you finding your errors independently?)

My winter goal in writing is:

MATH: (Basic facts, multiplication, division, addition & subtraction, data & statistics, probability, measurement, fractions, decimals, Exemplars problem-solving, using math tools, etc.)

In Math this year, you can see my growth especially in these ways:

What is challenging for you in math?

My winter goal in math is:

SCIENCE AND SOCIAL STUDIES:

A Science OR Social Studies investigation which I enjoyed or I am currently enjoying is... Talk a bit about what you learned.

Non-fiction topics in science and social studies I am curious about are:

THE MIND THAT'S MINE!

Other thoughts about myself as a learner...

How do you learn best? What type of environment best supports your learning style and learning needs?

How do you feel about your organizational skills?

How do you feel you are doing with homework responsibilities? Explain.
(Reading and Logs, book projects and calendar planning, spelling tests, practicing math facts, recording in your assignment notebook, having your materials at home, turning it in on time, keeping track of materials, generally are you more independent or do you still need parental help?)

Any other thoughts about the year so far?

Name _____

Self-Confidence

Do you feel confident when you approach new tasks?

Curiosity

Do you seek out new experiences in learning, arts, science?

Self-control

Can you control your reactions to things you don't like, or behave well when adults are not watching?

Communication

Do you feel comfortable communicating your ideas, feelings, or concepts to children and adults?

Cooperation

Do you work well and show respect for others in teamwork?

Perseverance

Can you stick to a difficult task and get it done?

Responsibility

Are you responsible about the tasks that are assigned to you at home or at school?

Relating to others

Do you feel you are a good friend to others in school and at home?

Need to grow Strong in
in this trait ☐ this trait ☐

Cooperation...

Do you work well and show respect for others in teamwork?

Need to grow Strong in
in this trait ☐ this trait ☐

Perseverance...

Can you stick to a difficult task and get it done?

Need to grow Strong in
in this trait ☐ this trait ☐

Responsibility...

Are you responsible about the tasks that are assigned to you at home or at school?

Need to grow Strong in
in this trait ☐ this trait ☐

Relating to others...

Do you feel you are a good friend to others in school and at home?

KIPP Character Report Card and Supporting Materials

<h1 style="margin: 0;">KIPP: CHARACTER</h1> <h2 style="margin: 0;">REPORT CARD</h2>									
Jane Smith Grade: 8		KIPP Imagine Date: 01/28/11		Q2		Q2			
OVERALL SCORE				4.30		<div style="display: flex; justify-content: space-around;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">Teacher 1</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">Teacher 2</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">Teacher 3</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">Teacher 4</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">Teacher 5</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">Teacher 6</div> </div>			
Zest		4.28							
1	Actively participates	4.50		4	5	5	4	4	5
2	Shows enthusiasm	4.17		5	4	3	4	4	5
3	Invigorates others	4.17		3	4	5	4	5	4
Grit		4.11							
4	Finishes whatever he or she begins	4.00		4	5	3	4	4	4
5	Tries very hard even after experiencing failure	4.17		5	4	4	3	4	5
6	Works independently with focus	4.17		4	4	3	4	5	5
Self Control – School Work		4.33							
7	Comes to class prepared	4.50		4	5	5	5	4	4
8	Pays attention and resists distractions	4.50		4	5	4	5	4	5
9	Remembers and follows directions	4.17		4	5	5	4	3	4
10	Gets to work right away rather than procrastinating	4.17		5	4	4	4	3	5
Self Control - Interpersonal		4.54							
11	Remains calm even when criticized or otherwise provoked	4.50		4	5	4	5	5	4
12	Allows others to speak without interruption	4.83		5	5	5	4	5	5
13	Is polite to adults and peers	4.50		4	5	4	5	4	5
14	Keeps his/her temper in check	4.33		4	5	4	4	5	4
Optimism		4.25							
15	Gets over frustrations and setbacks quickly	4.33		5	4	4	4	5	4
16	Believes that effort will improve his or her future	4.17		5	4	4	3	4	5
Gratitude		4.25							
17	Recognizes and shows appreciation for others	4.17		4	4	5	4	5	3
18	Recognizes and shows appreciation for his/her opportunities	4.33		5	4	5	3	4	5
Social Intelligence		4.33							
19	Is able to find solutions during conflicts with others	4.17		4	4	3	5	4	5
20	Demonstrates respect for feelings of others	4.50		5	4	4	4	5	5
21	Knows when and how to include others	4.33		5	4	4	4	5	4
Curiosity		4.28							
22	Is eager to explore new things	4.17		5	4	3	4	5	4
23	Asks and answers questions to deepen understanding	4.50		5	4	5	4	4	5
24	Actively listens to others	4.17		4	4	5	4	5	3

SCALE

- 1= Very much unlike the student
- 2= Unlike the student
- 3= Somewhat like the student
- 4= Like the student
- 5= Very much like the student

The 24 Character Strengths¹

1. Zest: approaching life with excitement and energy; feeling alive and activated
2. Grit: finishing what one starts; completing something despite obstacles; a combination of persistence and resilience.
3. Self-control: *regulating what one feels and does; being self-disciplined*
4. Social intelligence: being aware of motives and feelings of other people and oneself
5. Gratitude: being aware of and thankful for the good things that happen
6. Love: valuing close relationships with others; being close to people
7. Hope: expecting the best in the future and working to achieve it
8. Humor: liking to laugh and tease; bringing smiles to other people; seeing a light side
9. Creativity: coming up with new and productive ways to think about and do things
10. Curiosity: taking an interest in experience for its own sake; finding things fascinating
11. Open-mindedness: examining things from all sides and not jumping to conclusions
12. Love of learning: mastering new skills and topics on one's own or in school
13. Wisdom: being able to provide good advice to others
14. Bravery: not running from threat, challenge, or pain; speaking up for what's right
15. Integrity: speaking the truth and presenting oneself sincerely and genuinely
16. Kindness: doing favors and good deeds for others; helping them; taking care of them
17. Citizenship: *working well as a member of a group or team; being loyal to the group*
18. Fairness: treating all people the same; giving everyone a fair chance
19. Leadership: encouraging a group of which one is a valued member to accomplish
20. Forgiveness: forgiving those who've done wrong; accepting people's shortcomings
21. Modesty: letting one's victories speak for themselves; *not* seeking the spotlights
22. Prudence/Discretion: being careful about one's choices; not taking undue risks
23. Appreciation of beauty: noticing and appreciating all kinds of beauty and excellence
24. Spirituality: having beliefs about the higher purpose and meaning of the universe

¹ Peterson, C. and Seligman, M. E. P. (2004). *Character strengths and virtues*. Oxford: Oxford UP.

Six Keys to Developing Character²

1. Believe It and Model It: Breathe life into the James Baldwin quote that, “The children are ours. Every single one of them... children have never been very good at listening to their elders but have never failed to imitate them.”

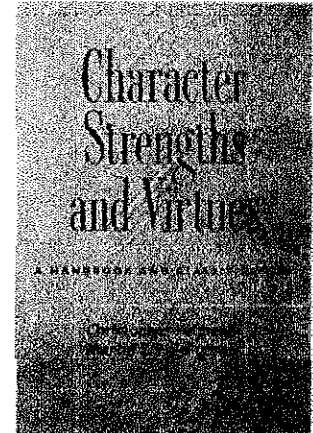
2. Name It: *Give the intangible and often unnamed a name.* Martin Seligman and Chris Peterson identified 24 character strengths that lead to happy, engaged, and meaningful lives. 7 of these strengths are ‘high predictive’ strengths: zest, grit, self-control, hope, love, social intelligence, and gratitude.

3. Find It: Introducing kids to real-world and fictional examples that display the various character strengths

4. Feel It: Giving kids the opportunity to feel the positive effects of being character-

5. Integrate It: Creating dual-purpose experiences that involve the character strengths

6. Praise It: Providing people with growth mindset praise (i.e. precise, descriptive praise) around character



full.

² These keys are based on the work of amazing educators including: Mitch Brenner, Tom Brunzell, Caleb Dolan, Mayme Hostetter, Dave Levin, Brent Maddin, Joe Negron, Chi Tschang, and Mike Witter – and are rooted in and inspired by the research of many scientists including: Angela Duckworth, Carol Dweck, Chris Peterson, and Martin Seligman.

PARENT INFORMATION EXCHANGE

HELPING TO MAKE THIS A SUCCESSFUL SCHOOL YEAR

Kindergarden/1st grade

Child's Name: _____ Birth Date: _____

Nickname: _____ Teacher: _____ Grade: K 1st

Father's Name: _____ Cell Phone: _____

Mother's Name: _____ Cell Phone: _____

Home Phone: _____ Alt. Phone: _____

Email addresses: _____

Other adults who may care for your child (housekeeper, nanny, babysitter, etc.)

Names of brothers/sisters and their ages: _____

List any pets and their names: _____

Primary and other language(s) spoken at home: _____

Does your child have any allergies? If so, please explain. _____

Which hand does your child use? (Please circle) Right Left Both

Describe your child's characteristics as a learner. What are his/her strengths and areas for growth?

Characteristic:	How Demonstrated:	Usually	Sometimes	Rarely
Works/plays cooperatively	Be nice to others!			
Demonstrates confidence	Be proud!			
Manages impulsivity	Take your time!			
Demonstrates flexibility	Look at it another way!			
Respects/organizes materials	Take care of your things!			
Understands personal space	Eyes watching, ears listening, voice quiet, and body still.			
Listens actively	Pay attention!			
Follows directions	Do every step!			
Demonstrates persistence	Stick to it!			
Thinks interdependently.	Works well with a group.			
Self-advocates.	Asks for help.			

In what type of learning environment does your child do his/her best work?

What are his/her special interests? _____

What are your child's fears? _____

To what disciplinary strategies does your child respond best?

What does your child do at home during his/her free time?

List any significant experiences you feel have impacted your child, such as a serious illness, operation, or a family concern you would like to share.

Please add any other information that you believe is important.

PARENT INFORMATION EXCHANGE

HELPING TO MAKE THIS A SUCCESSFUL SCHOOL YEAR

2nd – 8th grades

STUDENT _____ **TEACHER** _____

Parent/Guardian _____ **Grade** _____

Phone: _____ **E-Mail** _____

1. Is there anything significant you would like us to know about your child?


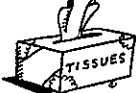







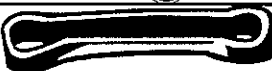
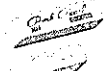





2. Using the characteristics of successful learners, please use the checklist below to create a profile of your child as a learner:

Characteristic:	How Demonstrated:	Usually	Sometimes	Rarely
Transfers Knowledge.	Uses what is learned.			
Is a self-directed learner.	Tries things independently.			
Thinks reflectively.	Learns from experiences.			
Listens actively.	Pays attention.			
Demonstrates perseverance.	Sticks to it.			
Strives for personal best.	Checks work.			
Takes responsible risks.	Ventures from comfort zone.			
Acts responsibly.	Does what needs to be done.			
Responds effectively.	Answers clearly.			
Maintains focus.	Stays on task.			
Thinks interdependently.	Works well with a group.			
Self-advocates.	Asks for help.			

3. What can we do to help your child have a successful year?

4. What are your child's activities and interests outside of school?

Examples of Kid Friendly Language

Persisting		Stick to it!
Listening with Empathy and Understanding		Understand Others!
Thinking About Your Thinking		Know your knowing!
Questioning and Problem Posing		How do you know?
Thinking and Communicating with Clarity and Precision		Be clear!
Creating, Imagining and Innovating		Try a different way!
Taking Responsible Risks		Venture out!
Thinking Interdependently		Work together!
Managing Impulsivity		Take your Time!
Thinking Flexibly		Look at it Another Way!
Striving for Accuracy		Check it again!
Applying Past Knowledge to New Situations		Use what you learn!
Gather Data Through All Senses		Use five senses!
Responding with Wonderment and Awe		Have fun figuring it out!
Finding Humor		Laugh a little!
Remaining Open to Continuous Learning		Learn from experiences!

Characteristics of Successful Learners

(Kindergarten)

Inter pers onal Skills	Works and plays cooperatively	Be nice to others!
	Demonstrates self-confidence	Be proud!
	Manages impulsivity	Take your time!
	Demonstrates flexible attitude	Look at it another way!
	Respects and organizes materials	Take care of your things!
	Understands personal space	Eyes watching, ears listening, voice quiet, and body still.
Work Skills	Listens actively	Pay attention!
	Follows directions	Do every step!
	Demonstrates persistence	Stick to it!

Characteristics of Successful Learners

Thin king Skills	Transfers knowledge to new situations	Use what you learn!
	Thinks flexibly	Look at it another way!
	Is a self-directed learner	Try it on your own!
	Thinks reflectively	Learn from experiences!
Work Skills	Listens actively	Pay attention!
	Demonstrates perseverance	Stick to it!
	Strives for personal best	Check it again!
	Takes responsible risks	Venture out!
	Acts responsibly	Do what you need to do!
	Responds effectively	Be clear!
Inter pers onal Skills	Maintains focus	Stay on task!
	Thinks interdependently	Work together!
	Self-advocates	Ask for help!

Use Kid Friendly Language (Grades 1-8)

Characteristics of Successful Learners

Thinking Skills	Transfers knowledge to new situations	Use what you learn!
	Thinks flexibly	Look at it another way!
	Is a self-directed learner	Try it on your own!
	Thinks reflectively	Learn from experiences!
Work Skills	Listens actively	Pay Attention!
	Demonstrates perseverance	Stick to it!
	Strives for personal best	Check it again!
	Takes responsible risks	Challenge yourself!
	Acts responsibly	Make good decisions!
	Responds effectively	Be clear!
Interpersonal Skills	Maintains focus	Stay on task!
	Thinks interdependently	Work together!
	Self-advocates	Ask for help!

Use Kid Friendly Language (Kindergarten)

Characteristics of Successful Learners

Interpersonal Skills	Works and plays cooperatively	Be nice to others!
	Demonstrates self-confidence	Be proud!
	Manages impulsivity	Take your time!
	Demonstrates flexible attitude	Look at it another way!
	Respects and organizes materials	Take care of your things!
	Understands personal space	Eyes watching, ears listening, voice quiet, and body still.
Work Skills	Listens actively	Pay attention!
	Follows directions	Do every step!
	Demonstrates persistence	Stick to it!

Revised Intake Survey

(Grades 1-8)

Using the characteristics of successful learners, please use the checklist below to create a profile of your child as a learner:

Characteristics:	How demonstrated:	Usually	Sometimes	Rarely
Transfers Knowledge.	Uses what is learned.			
Is a self-directed learner.	Tries things independently.			
Thinks reflectively.	Learns from experiences.			
Listens actively.	Pays attention.			
Demonstrates perseverance.	Sticks to it.			
Strives for personal best.	Checks work.			
Takes responsible risks.	Ventures out of comfort zone.			
Acts responsibly.	Does what needs to be done.			
Responds effectively.	Answers clearly.			
Maintains focus.	Stays on task.			
Thinks interdependently.	Able to work with a group.			
Self-advocates.	Asks for help.			

Revised Conference Survey

(Grades 1-8)

Please rate the following statements:

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
I learned specific information about my child's academic progress.					
I learned specific information about my child's thinking skills. (1)					
I learned specific information about my child's work skills. (2)					
I learned specific information about my child's interpersonal skills. (3)					
This conference was helpful to me.					
The teacher listened to my concern(s).					
I was able to secure a time that met my needs during the conference days.					

1. Characteristics of Successful Learners Thinking Skills includes an ability to: transfer knowledge; think flexibly; think reflectively and be a self directed learner
2. Characteristics of Successful Learners Work Skills includes an ability to: listen actively, demonstrate perseverance, strive for personal best, take responsible risks, act responsively; and respond effectively
3. Characteristics of Successful Learners Interpersonal Skills includes an ability to: maintain focus, think interdependently; and self advocate

Revised Intake Survey

(Kindergarten)

Describe your child's characteristics as a learner. What are his/her strengths and areas for growth?

Characteristic:	How Demonstrated:	Usually	Sometimes	Rarely
Works/plays cooperatively	Be nice to others!			
Demonstrates confidence	Be proud!			
Manages impulsivity	Take your time!			
Demonstrates flexibility	Look at it another way!			
Respects/organizes materials	Take care of your things!			
Understands personal space	Eyes watching, ears listening, voice quiet, and body still.			
Listens actively	Pay attention!			
Follows directions	Do every step!			
Demonstrates persistence	Stick to it!			
Thinks interdependently.	Works well with a group.			
Self-advocates.	Asks for help.			

Revised Conference Survey

(Kindergarten)

Please rate the following statements:

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
I learned specific information about my child's academic progress.					
I learned specific information about my child's interpersonal skills. (1)					
I learned specific information about my child's work skills. (2)					
This conference was helpful to me.					
The teacher listened to my concern(s).					
I was able to secure a time that met my needs during the conference days.					

1. Characteristics of Successful Learners Interpersonal Skills includes an ability to: work and play cooperatively, demonstrate self-confidence, manage impulsivity, demonstrate a flexible attitude, respect and organize materials, and understand personal space.
2. Characteristics of Successful Learners Work Skills includes an ability to: listen actively, follow directions, and demonstrate persistence.

Parent-Teacher Conferences Fall 2011

1. Wilmette Public School District 39

Dear Parents:

In an ongoing attempt to improve the process of parent/teacher conferences, please complete this evaluation survey. We ask that you complete a separate survey for each conference you attended. We will use this information to improve upon the procedures we follow. Your anonymity will be respected.

This survey will be open through November 19. Thank you for providing us with this valuable feedback.

1. Please indicate the school your child attends

- ☐ Wilmette Junior High School
- ☐ Highcrest Middle School
- ☐ Central School
- ☐ Harper School
- ☐ McKenzie School
- ☐ Romona School

2. My child's grade level is

- ☐ Early Childhood
- ☐ Kindergarten
- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ 6
- ☐ 7
- ☐ 8

Parent-Teacher Conferences Fall 2011

3. Please rate the following statements.

	Strongly agree	Agree	No opinion	Disagree	Strongly disagree
I learned specific information about my child's academic progress.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I learned specific information about my child's process skills: thinking, work habits, and interpersonal skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The teacher listened to my concern(s).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This conference was helpful to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was able to secure a time that met my needs during the conference days.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments

4. Overall, I would rate this conference as:

- ☐ Highly informative
- ☐ Informative
- ☐ Somewhat informative
- ☐ Not informative
- ☐ No opinion

5. Additional comments: