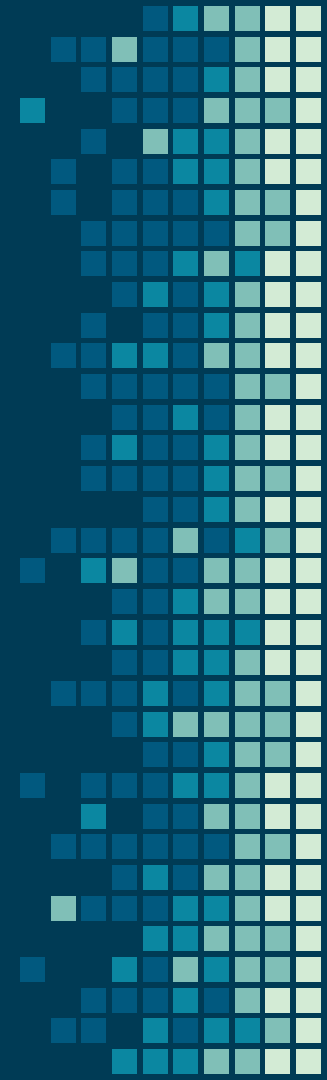


District Goal 8 Update

Westwood Public Schools

Westwood School Committee

March 15, 2018

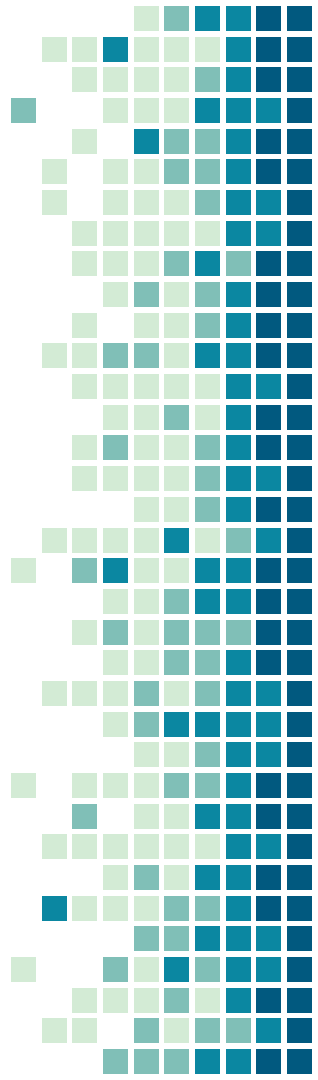


Goal #8

Standard IV: Professional Culture*

Develop and support practices that acknowledge the diverse backgrounds, identities, strengths, and challenges of students. (IV.B.1)

**References Massachusetts DESE Administrators' Rubric standards, indicators, and elements.*

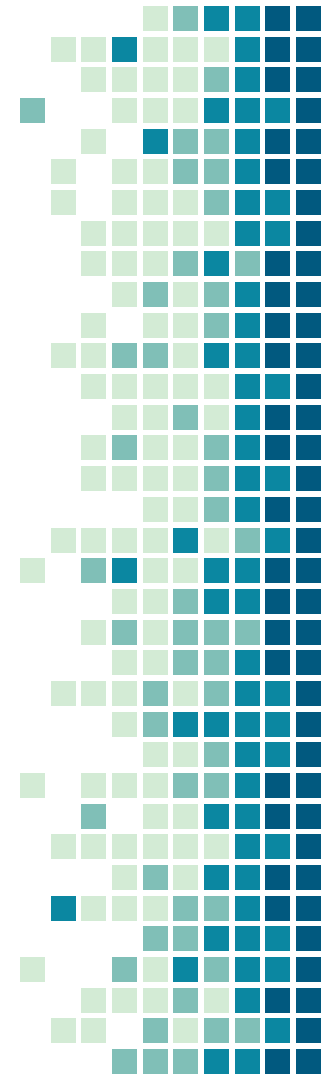


Specific action steps

Provide professional development for teachers focused on concrete strategies for supporting diverse students, including our LGBTQ students and students with social/emotional needs.

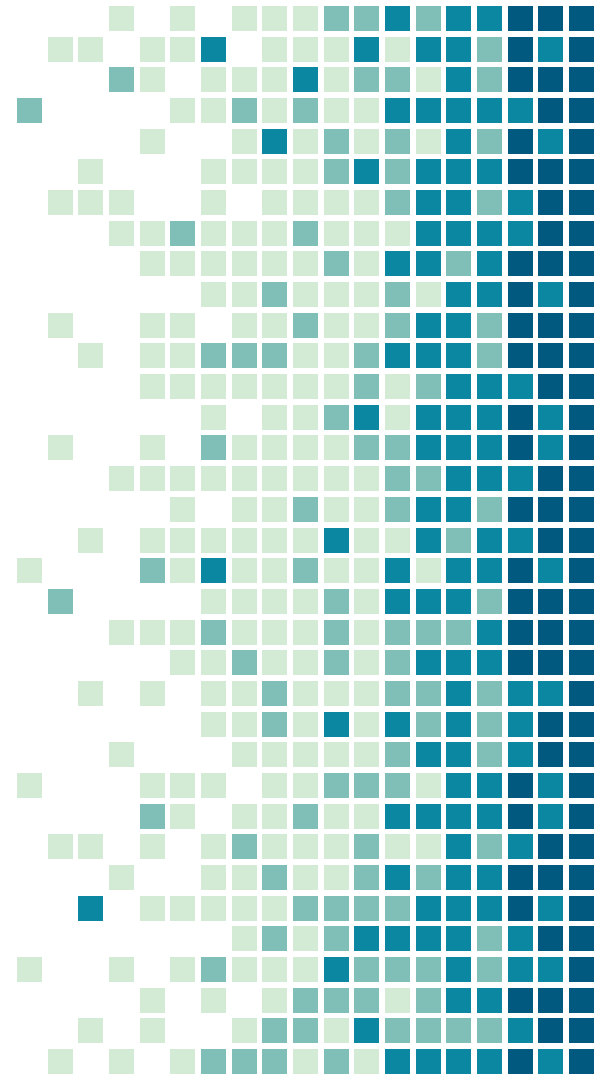
Implement and evaluate the impact of professional development series for elementary school staff about supporting the mental health of young children

Provide training for middle school staff to support the peer leadership model through ADL's World of Difference Institute.



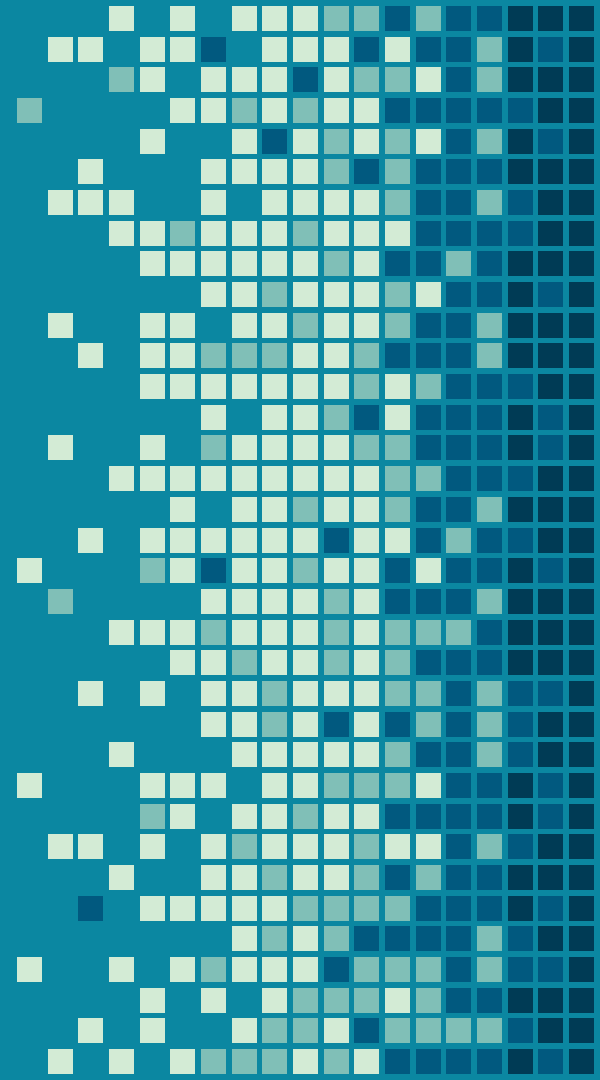
TMS Peer Leadership

Program Year 1



“Taking part in the peer leadership program makes me feel like I am a helpful member of society.”

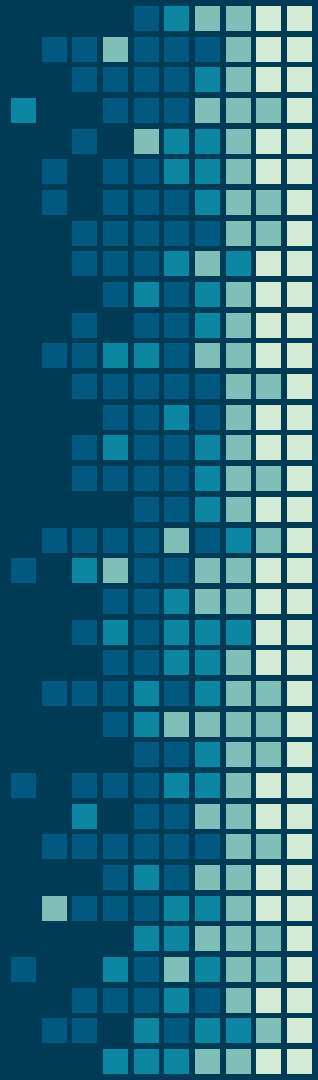
- Ryan Kaplan, 7th grade

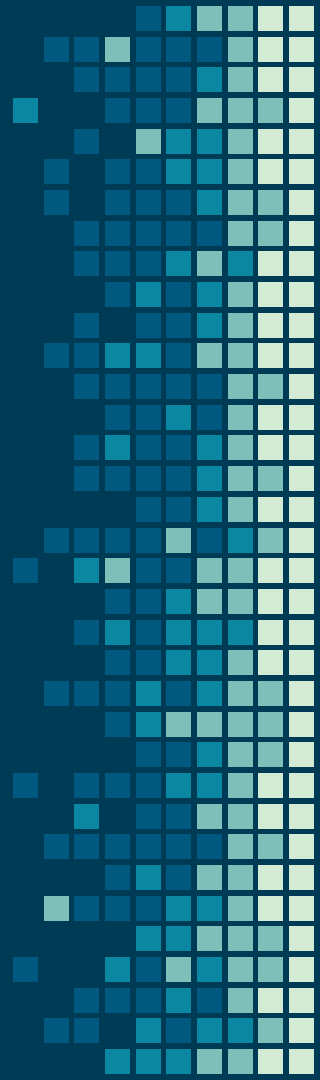


Peer Leadership Program at TMS

- Based on ADL World of Difference Institute
- Supported by Thurston PTO
- Up to 30 students selected from 7th and 8th grade applicants
- Students trained to run anti-discrimination classroom activities for their peers
- Full faculty training in January to support program implementation





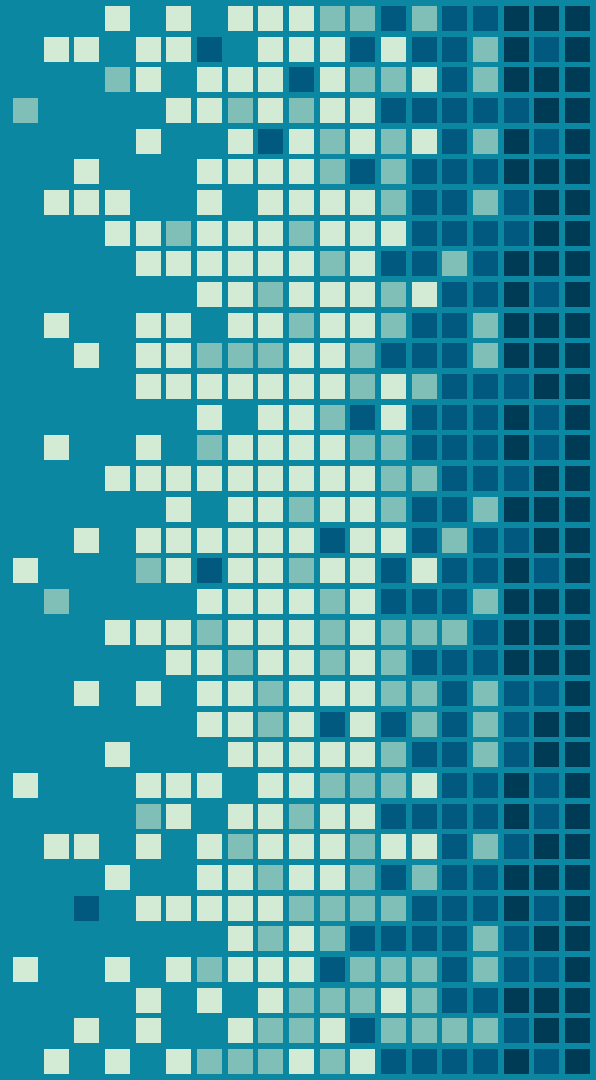






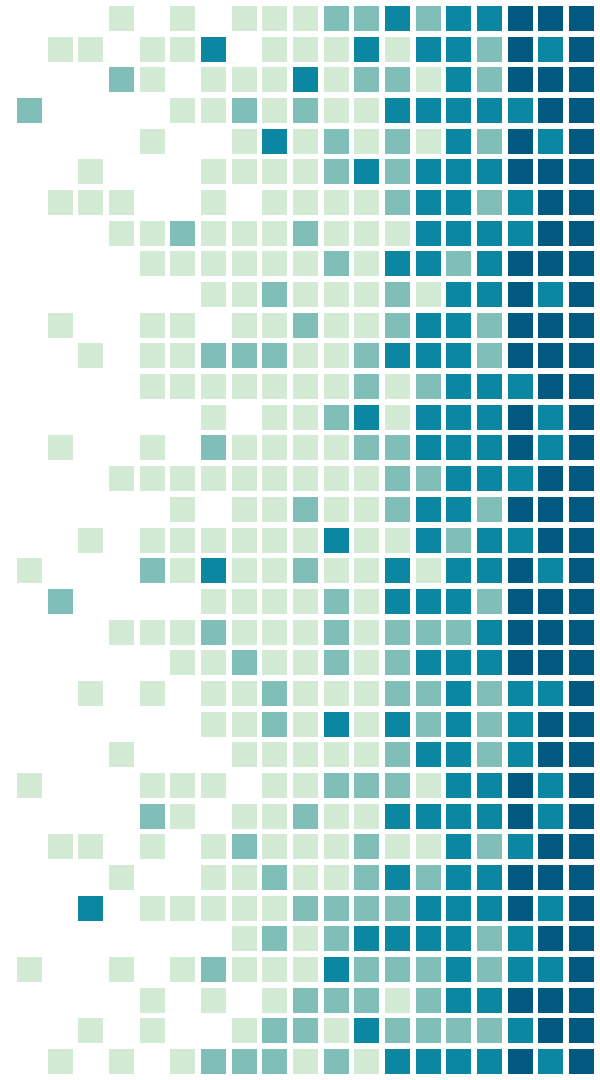
It has been exciting and encouraging to see the Peer Leaders develop their voice and leadership roles within the school community over the past months! They have done a tremendous amount of work and planning in order to support their peers within our school community with acknowledging and respecting the differences amongst all of us!"

- Diana Robbins, Advisor



Professional Development

Educator training to support an
increasingly diverse student population



Support for LGBTQ Students

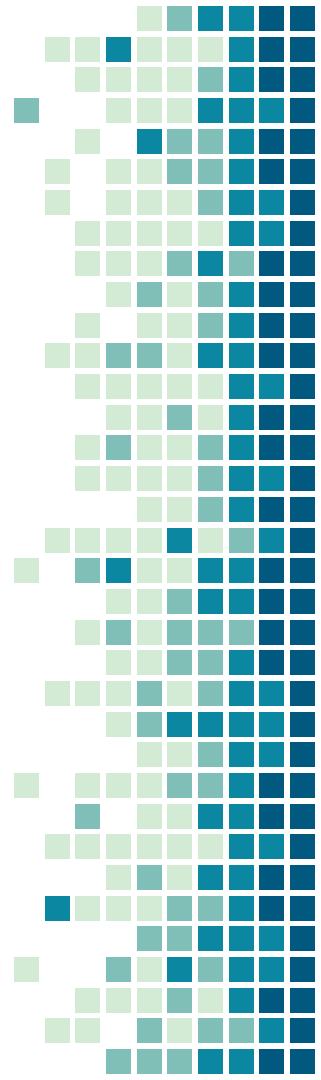


Focus: creating safe and supportive environment for students and families

- Partnerships: Safe Schools Initiative (Massachusetts DESE) and Welcoming Schools program (nationwide)
- 3 sessions for teachers at Thurston
- Workshop offerings for all WPS faculty during November inservice day
- Expanded Ally Week activities at WHS

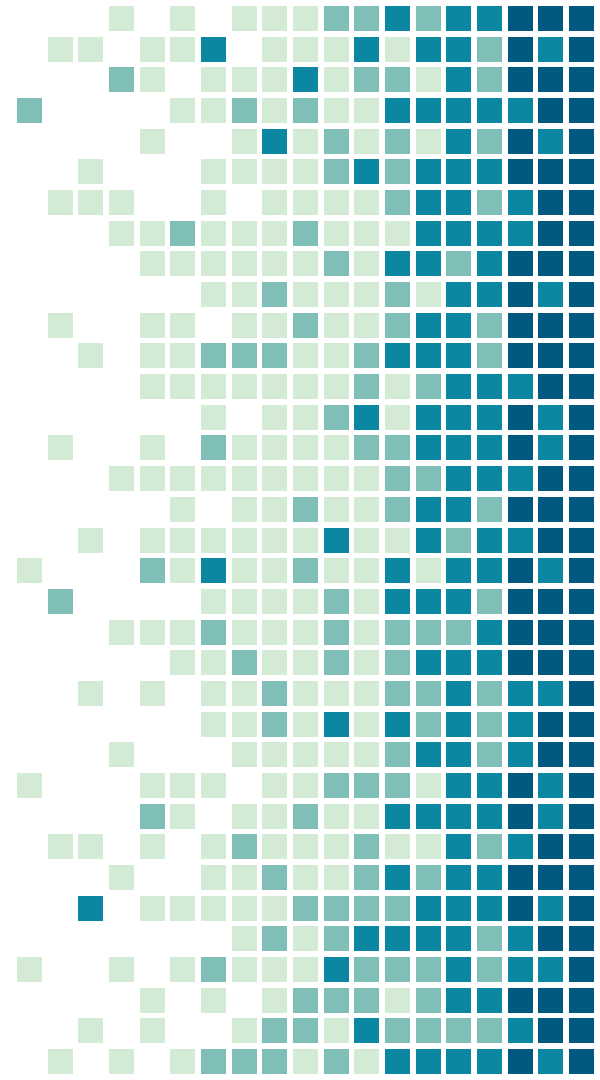
Social Emotional Health

- Work with Dr. Nadja Reilly
 - Anxiety/depression in young students
 - Infusing play & joy in classroom
 - Parent panel: raising kind and resilient kids
 - Book group (thank you FWE)
- WPS presenters and topics
 - Mindfulness
 - Social Emotional Learning
 - ABA Principles
- Mental Health Awareness week at WHS



Looking Ahead

Recommendations for next year



Social Emotional Learning (SEL)

"Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions."

(CASEL, 2018)

Focus on SEL

- WPS faculty seeking more opportunities for professional learning
 - Interest in November SEL workshops
 - PD Council survey results
- Area of concern nationwide and in Massachusetts
- MA has joined Collaborating States Initiative



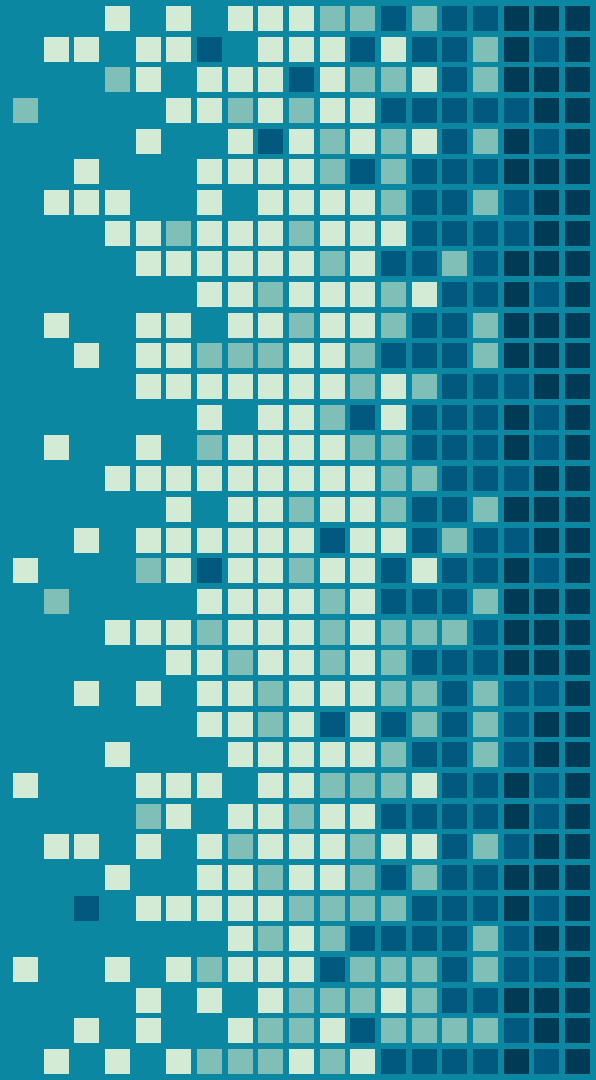


I found that this was just the tip of the iceberg! I would love more PD on this topic."

- teacher feedback from November SEL session

"I feel that the SEL topic is enormous and we need so much more PD time to really dive deep."

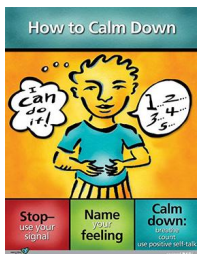
- teacher feedback from March SEL session



SEL in Our Schools

Stand alone lessons

Various programs (e.g., Open Circle, Second Step) designed to be used during dedicated class time.

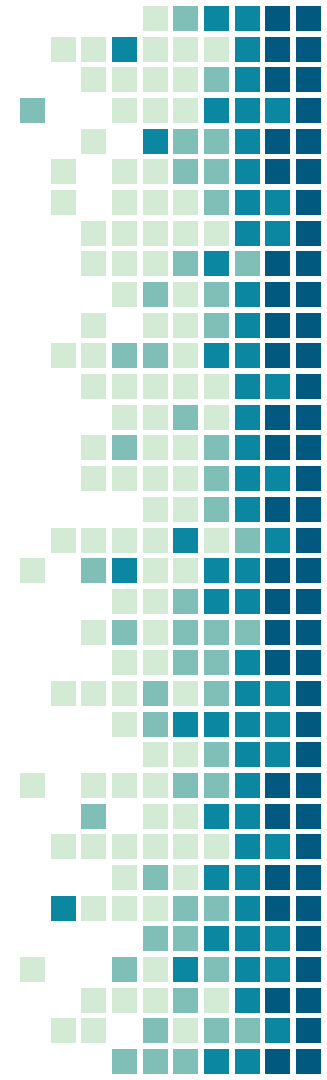


Integrated lessons

SEL concepts and skills reinforced through core academic curriculum (e.g., learning about/practicing perseverance while problem solving in mathematics)

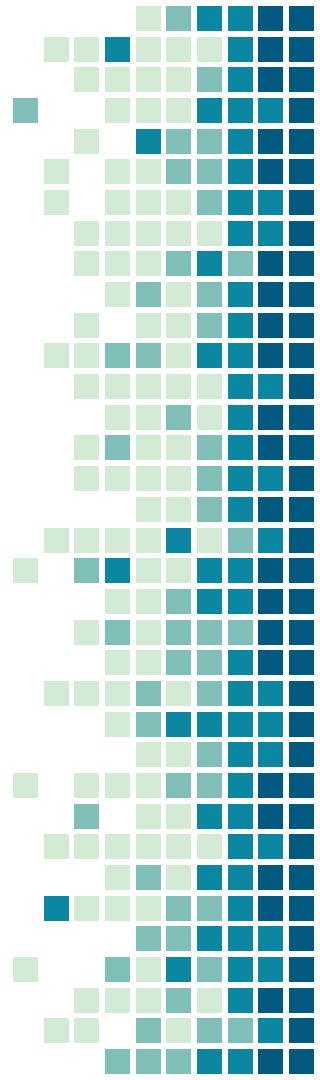
Classroom practices

Routines and norms within classrooms that help students develop SEL competencies (e.g., expectations about how students participate in classroom discussion)



Recommendation

**A comprehensive review of SEL
Curriculum and Instruction K-12.**



Differences from 2015 review

2015 review

Grades 6 - 12

Focus on identifying and supporting at risk students

Review of specialized programs (e.g., SOS) and services

Strengthen communication & support at secondary level

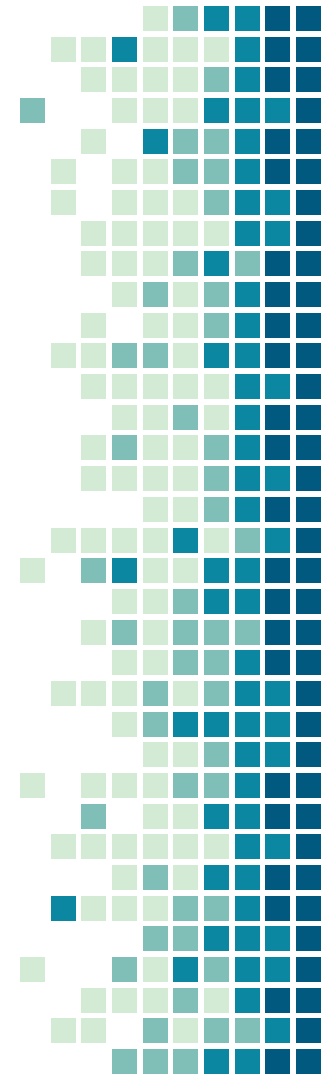
Proposed review

Grades K - 12

Focus on learning needs of all students

Review of curriculum resources and instructional practices

Improve curriculum and instruction at all levels



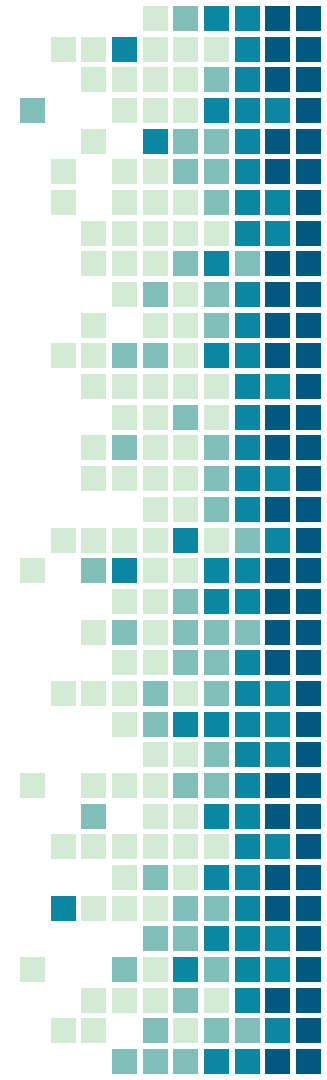
Review timeline

April outreach to prospective committee members

May - August review of curriculum resources

September - October site visits

November 1: recommendations complete



Thank you.

