



CJDS Parent Seminar

November 19, 2009

- CJDS: Child Centered Approach
- New Progress Report information
- Social Emotional Curriculum



Child Centered Approach

Growth is uneven. Like the seasons, the tides, the turning of the earth on itself and around the sun, the birth and death of stars, the music of the universe --- there is an ebb and flow of life that is mystical and spiritual.

CJDS CHILD CENTERED APPROACH

Valerie Derrick

Tonight I am presenting just a brief overview of the definitions of child-centered education and differentiation. This is to give you a context within which to put the information you will learn tonight which was specifically and carefully designed to reflect the child-centered approach at CJDS. At a later point this year, we will have a parent seminar to go into both of these areas in much more depth. Tonight is just a nutshell glimpse of each area.

Child-centered education, as it is understood and applied at CJDS, is education that is based on the child's physical, intellectual and emotional development, as well as his or her learning style, and individual internal timeline for learning. The child-centered approach recognizes that children learn along a continuum and that continuum can stretch across the grade levels. In a child-centered classroom, the teacher meets the child at whatever point he or she is academically, and helps them to grow to the next level. The child-centered approach recognizes that the social curriculum is as important as the academic curriculum and that children learn better when they are in a safe, congenial environment. It also recognizes that children learn best when they have opportunities to construct their own meaning. Elementary children learn differently from older children. They use their prior knowledge to make sense of new information and in that way construct knowledge that is meaningful to them.

Each child comes with his or her own unique set of abilities, talents, wiring, and inner timetable which need to be considered very carefully when teaching that child. Child-centered education does that. The teachers plan their curriculum around the needs of the particular individuals in the class they have in a particular year. There is no cookie cutter approach that will fill the needs of all children. Teachers need to have a firm basis in knowledge of child development and they have to have a firm knowledge of all the students in their class.

Child-centered education comes historically from the work of such giants as Jean Piaget and Leo Vigotsky, both of whom were pioneers in the area of child development. In the past decade or so, it has evolved to include developments in brain research and how brain development impacts learning along with child development. Mel Levine, MD, is a modern-day proponent of child-centeredness as are the educators at the Northeast Foundation for Child Development.

Differentiation is the method by which a teacher provides students with an individualized curriculum. Differentiation is a term that covers many techniques, such as tiered lessons, that allow the teacher to teach one concept to the entire class and still provide each student with the level of challenge for which he or she is ready.

As I mentioned, we will be covering both child-centered education and differentiation in much more depth at a date later in the school year, however, if you would like to do some reading about these topics before please use the resource information provided on the website to find literature and web addresses that will help to inform you about how children learn.



CJDS Progress Reports

...Why change the format of the CJDS Progress Reports?

- New reports enable us to track student progress over the course of the year.
- New reports steer parents more directly to specific academic and social goals for their child in particular for the coming trimester
- New reports are a tool for teachers to track a child's progress from year to year
- Feedback indicated previous reports were overwhelming in their length and thoroughness



CJDS Progress Reports

...How do I read the new information in the Progress Reports?

- Benchmarks:** A snapshot of your child's specific skills at this point in time
- Asterisks:** Areas we expect your child to be proficient in by year's end
- Narrative:** A snapshot of your child's academic and social strengths as demonstrated on a daily basis
Goals for academic and social growth designed specifically for your child

Progress Report KEY

- NI (Not Introduced):** The information has not been introduced in the class/grade
- EM (Emerging):** The student is beginning to use skill
- DE (Developing):** The student performs with increasing success
- SE (Secure):** The student shows solid, consistent performance
- EX (Exceeding):** The student shows unusual depth and creativity



CJDS Progress Reports

...What has changed?

- New Progress Reports will better reflect student growth over the course of the year
- Benchmarks will no longer be content-based, but will better reflect broad-spectrum skills
- New Progress Reports will provide school wide consistency with regard to benchmarks and assessments from grade to grade
- Narratives/Teacher comments have been streamlined to highlight more specific academic goals for your child



Social Emotional Curriculum

Survey Results

SEC Survey Results: Faculty – 30%

1. Consistency with implementation*
2. Use of tools to help students (Rip Cord, Planner, etc.)
3. Needed more training prior to implementing*
4. Gives teachers a powerful tool for personal growth as well as academic responsibility
5. Daily, hourly evaluation adds to student stress

* STAFF TRAINING IN PROGRESS

SEC Survey Results: Parent – 10%

1. Parents appreciate the rights and responsibilities side to the SEC. They appreciate the “give and take” aspect of the program.
2. Parents see value in the positive feedback and positive reinforcement for students.
3. Parents expressed concern with consistency of SEC implementation between teachers, grades, and classrooms
4. Parents also expressed concern with regard to unstructured times of the school day (recess, lunch, etc.)
5. Clubs for grades 4-6 (are these positive reinforcement opportunities vs. a reward system?)
6. Parents would like to see the SEC tied to our full CJDS mission statement, and connect the program to Jewish Text Study.



Social Emotional Curriculum

Ideas moving forward

Parents were asked to consider the following questions:

1. How do you see the SEC supporting the Mission Statement?
2. How can the SEC improve as it relates to the Mission Statement?
3. How can the SEC best support our children?
4. What suggestions might you offer regarding implementation of the SEC?



Social Emotional Curriculum

Parent Seminar #1 November 19, 2009

World Café – Guided Discussion

Parent response for questions 1 & 2:

How can the SEC improve as it relates to the Mission Statement?

- Do we have a tracking system to see how the program is working?
- Do parents understand connections between Mission Statement and SEC?
- Can SEC be broken down into chunks so parents can better understand it, or work on these initiatives at home?
- Can consistency and message be communicated to families?
- Needs to be simplified.
- Simplify it and make it easy to understand. Focus on little pieces at a time.



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Parent response for question 3:

How can the SEC best support our children?

- Helps them use self-control, treat others with respect, work cooperatively with others and be truthful and honest.

Learn if comfortable

- Provides an opportunity for our kids to practice putting themselves out there---when they're comfortable, builds courage and self-esteem.

- Give them guidelines to make better life choices.

- Helps them to become “menches.”

- Awareness of their behavior helps them develop compassion and empathy for others.

- Helps them to recognize and accept their own emotional state----helps connect actions to emotions.

- Structure makes kids feel safe---spelling out rights and responsibilities for their CJDS community. The SEC creates clear expectations.

- Gives them a goal to reach for.

- Helps them see themselves as valuable and respected as individuals---equal human rights.



Social Emotional Curriculum

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Parent response for question 4:

What suggestions might you offer regarding implementation of the SEC?

- Current information is not clear
- Clear constant message between grades
- Understanding expectations (kids)
- Clear definition of point system (grades 4-6)
- Clearly define purpose of program to kids, parents, teachers
- Picture of program by grade, shared across all grades.
- Keep it simple
- Regular discussion with kids' expectations
- Teachers should demonstrate and model behavior
- Rules and guidelines
- Teach kids to recognize their own emotions and feelings
- Simplicity
- Connect to biblical stories
- Role playing
- Develop tools to demonstrate to whole school, i.e., Monday morning assembly---i.e., puppet show?
- Feedback to parents as how conflicts are addressed