

Video: Where the hell is Matt? (2008)



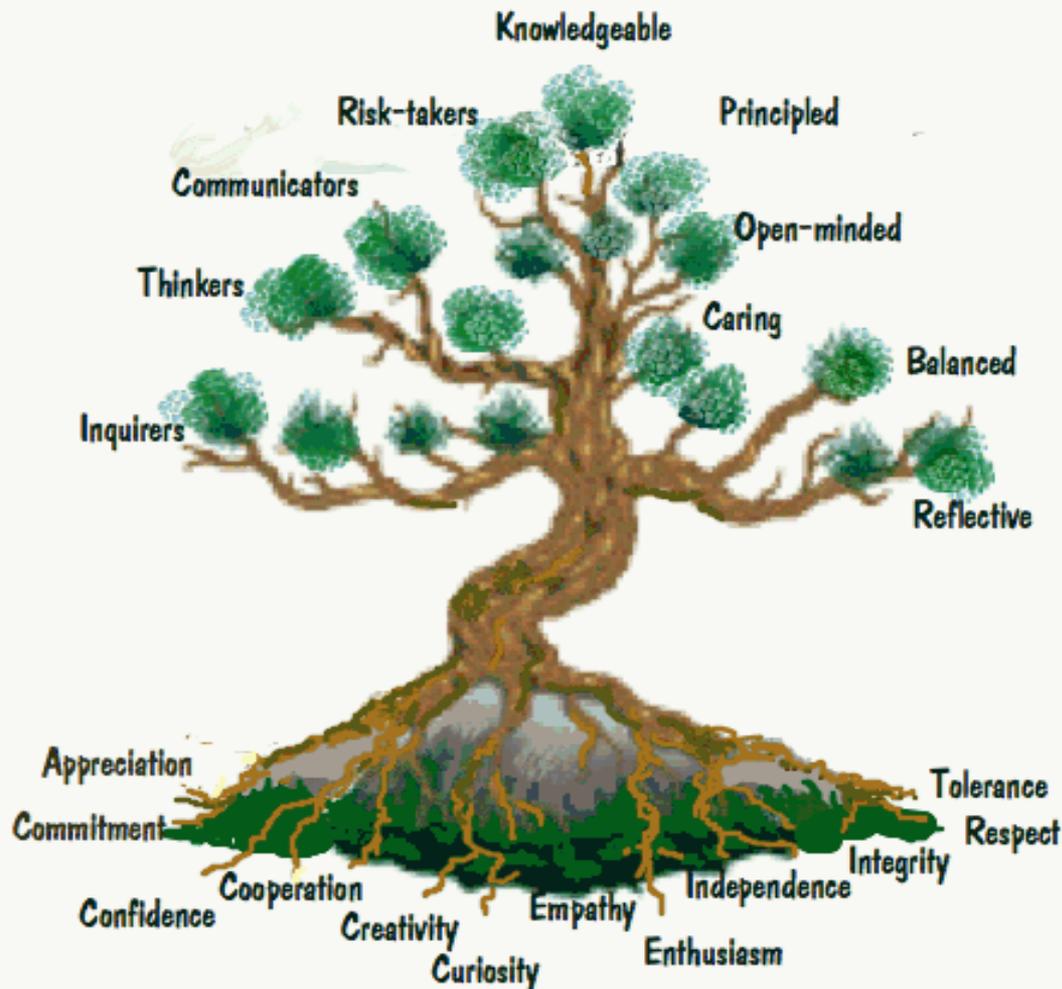
IB CONFERENCE
OF THE AMERICAS 2013
NEW ORLEANS 18th - 21st JULY



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Fostering Resiliency through the IB Learner Profiles

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Objectives

- Apply strategies to promote success in at-risk students
- Differentiate strategies to meet the needs of all learners
- Reflect on supporting one student to meet their social, emotional and academic needs

Agenda

- What do we do to help at-risk students?
 - What does an at-risk student look like?
 - Attribute discussion
- Strategic Data Use
 - Steps of the data cycle
- Action
 - Intervention strategies
- Commitment statement
- Question and reflection

What is an at-risk students?

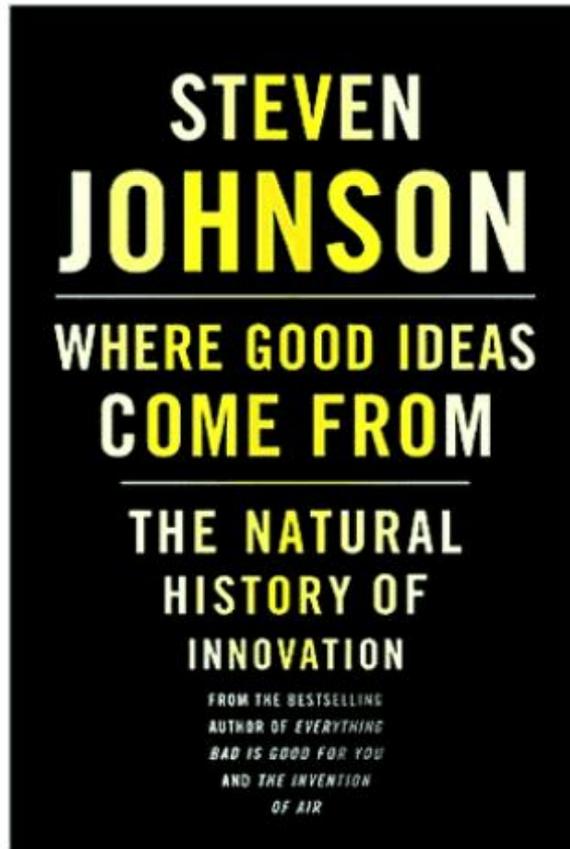
- Define what “at-risk” means to you
 - Cooperative learning (Think Pair Share)
 - *Principled*
- Learner Profiles Attributes and “at-risk” students
 - What attributes do at-risk students struggle with
 - Group discussion (Popcorn)
 - *Risk-taker*

Why help at risk students?

- Why we are passionate about at-risk students?
- Person Centered Relationships
 - Caring

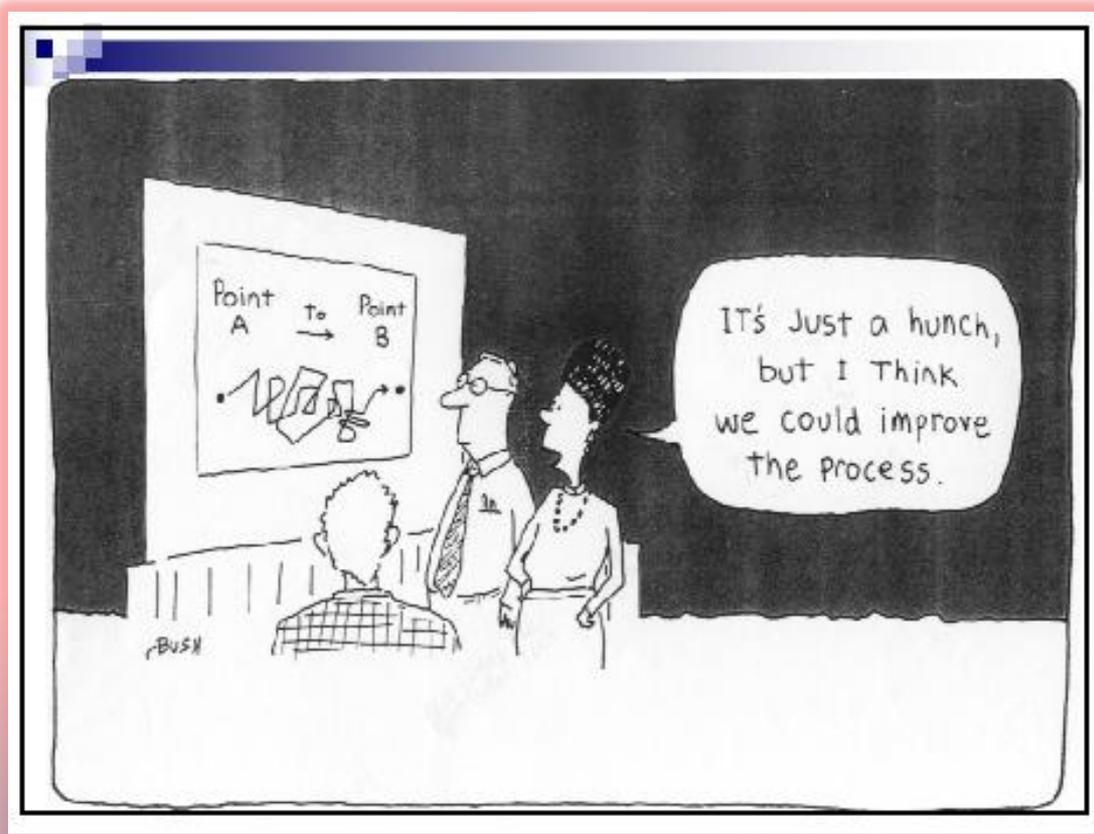


Evolution of the process of working with at-risk student

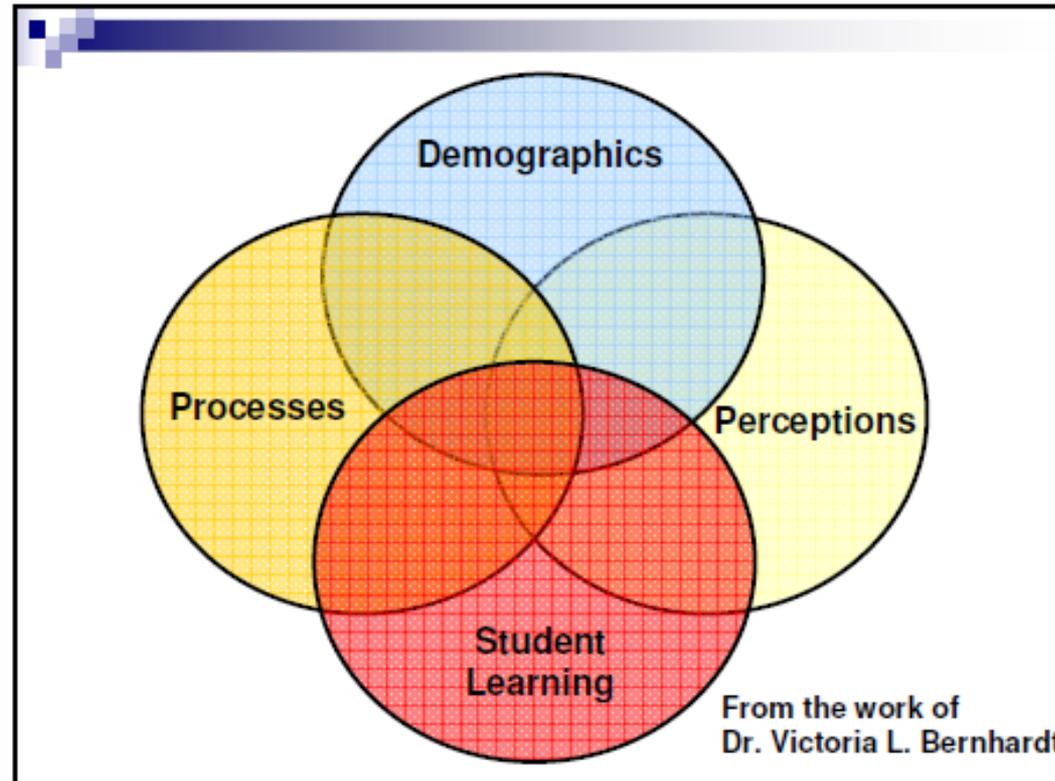


Think time

- Who are your “turtles” in your system?
- Quick write
 - *Communicator*



So what does this all mean?



Data Driven Identification of At-risk Students



It starts with one...

- Reflect on supporting one student to meet their social, emotional and academic needs
 - Who is “one” student you would like to focus on?



Problem

- Several students are in the need of intervention
- How do we identify, diagnose, monitor interventions?
 - *Inquirer*



Data Collection and Analysis



Referral form from Teachers to Administration

✘ Think about how you would fill out this form for your “one.”

✘ *Thinker*

CSI/TST Student Referral Form
(Please turn in to Attendance Office when Complete)

Student Name: _____

Please rank the above mentioned student based on your observations.

- Student attempts to participate in classroom discussion.
Never Seldom Occasionally Consistently Always Not Observed
- Student demonstrates an interest in their grades or achievement.
Never Seldom Occasionally Consistently Always Not Observed
- Student appears to have a low self-esteem which may have a negative effect on his/her grades.
Never Seldom Occasionally Consistently Always Not Observed
- Student voices intentions to drop out of school.
Never Seldom Occasionally Consistently Always Not Observed

Grades/Achievement

- Student turns in ___ assignments late per quarter
 0 1-2 3-4 5-6 7+
- Student does not turn in ___ assignments per quarter.
 0 1-2 3-4 5-6 7+

Classroom Behaviors

- Please circle all of the behaviors that apply to this student. These behaviors must have been observed by you personally.

Fails to follow rules	Displays dramatic attention-getting behavior
Throws objects	Frequently talking out in class
Cheating	Does not accept responsibility for his/her actions
Arguing	Frequently out of seat or in the wrong area
Fighting	Uses inappropriate language

Developmental Pathways (Describe behaviors reflective of these pathways)

Pathways	Describe Strengths	Describe Needs	Describe Current Interventions
Cognitive			
Language			
Social			
Ethical			

Administration Form

CSI/TST Student Referral Form (Administrative Form)

Student Name: _____

Attendance Office:

1. Attendance Percentage:
2. Tardies:
3. Number of Discipline referrals:

Nurse

1. Student has ___ recorded nurse visits this year.
 0 1-2 3-4 5-6 7+
2. Please circle all the physical symptoms that apply to this student.

Physical Injuries	Evidence of drug/alcohol use
Inappropriately dressed for the weather	Poor Hygiene
Constantly tired	Dirty Clothes
Nutritional Concerns	

Self-endanger behavior/evidence of self-inflicted wounds on the body, unexplained bodily injury.

Counselor

1. Student has ___ recorded counselor visits this year.
 0 1-2 3-4 5-6 7+

Peer Behavior

1. Please circle all of the behaviors that apply to this student.

Is verbally aggressive to peers and adults	Gets mad easily
Destroys property of peers	Temper outbursts
Excessive talking to peers during inappropriate times	Arguing with peers
2. Student demonstrates that they may be exposed to negative emotional situations that impact his/her learning:
Comments:

3. Describe any negative emotional situations that may impact his/her learning.
Comments:

Recording form for students in the office

Student Name	Teacher	Time	Date	Removal	Referral	Statement	Tardies	Good
	Palmer	9:19am	9/8/2009					
	Palmer	8:15am	9/8/2009					
	Zeigler	2:00pm	9/11/2009					
	Palmer	10:30am	9/15/2009			x		
	Smith 10min.	10:15am	9/16/2009	x				
	Palmer	11:23am	9/16/2009					
	Jones	1:53pm	9/18/2009	x				
	Palmer	1:05pm	10/5/2009					
	Palmer (write statement)	8:48am	10/6/2009			x		
	Palmer (write statement)	9:11am	10/6/2009			x		
	Young	12:19pm	10/7/2009		x			
	write statement	8:00am	10/8/2009			x		
	Palmer	2:20pm	10/14/2009					
	Young/ Palmer	1:05pm	10/20/2009					
	Smith time out 10min.	9:57am	10/22/2009	x				
	Lawson	2:00pm	10/26/2009	x				
	Stewart/Cooney	9:49am	10/29/2009	x				
	Goodman	1:22pm	11/4/2009	x				
	Smith	10:10am	11/4/2009	x				
	Lawson	12:41pm	11/5/2009	x				
	Pitts	11:35am	11/11/2009		x			
	Jones (15min time out)	10:20am	11/12/2009	x				
	write statement	10:40am	11/18/2009			x		
	Lawson (time out)	12:30pm	11/18/2009	x				
	write statement	9:59am	11/18/2009			x		
	Morehead	8:20am	11/20/2009	x				
	Christman	11:28am	11/20/2009	x				
	Smith	10:15am	11/20/2009	x				
	Lawson	12:33pm	11/20/2009	x				
	Smith (5min time out)	10:00am	11/23/2009	x				
	Palmer	8:00am	11/24/2009					
	Smith	10:09am	12/3/2009	x				
	Zeigler	11:55am	12/8/2009					
	Lawson	12:00pm	12/11/2009		x	x		



Short Term Operational Planning



Current Process

Student Status List with Attendance, Discipline and Academic Data

Building: Pipkin Middle School Year: 2013 Enrollment Date: Aug 14, 2012

Student ID	Name	Grade	Gender	Ethnicity	IEP	ELL	Present Percentage	Number of Fs	Math/CA Fs	Discipline Incident Count	BOY Math Quartile	BOY Math SIP	BOY Math Percentile	BOY Reading Quartile	BOY Reading SIP	BOY Reading Percentile	BOY Language Arts Quartile	BOY Language Arts SIP	BOY Language Arts Percentile
Student Information		06	F	White	N	N	100.00%	0	0										
		06	M	Hispanic or Latino	N	Y	98.97%	4	2		2	33	37	2	71	43	2	53	43
		06	F	Hispanic or Latino	N	N	98.27%	0	0		2	30	32	3	76	51	3	60	60
		06	F	White	N	N	100.00%	0	0		2	37	47	3	86	75	2	49	35
		06	F	White	N	N	93.58%	0	0		2	38	49	4	93	94	4	74	91
		06	M	Pacific Islander or Native Hawaiian	N	Y	90.09%	0	0		2	34	40	1	51	22	1	32	13
		06	M	White	N	N	97.75%	2	2	7	1	15	8	2	74	47	2	47	31
		06	F	Hispanic or Latino	N	N	99.42%	0			4	66	93	3	83	68	2	56	50
		06	M	White	N	N	95.71%	0	0	1	2	32	35	3	85	72	3	63	67
		06	M	White	N	N	98.63%	0	0	1	3	44	61	3	80	60	1	39	21
		06	F	White	N	N	97.87%	0			3	47	68	4	87	78	3	66	73

Who is the at-risk student?

- Evaluate the data and determine who is the at-risk student
 - *Open-minded*

Grade	Gender	Ethnicity	IEP	ELL	Present Percentage	Number of Fs	Math/CA Fs	Discipline Incident Count
06	F	White	N	N	100.00%	0	0	
06	M	Hispanic or Latino	N	Y	98.97%	4	2	
06	F	Hispanic or Latino	N	N	98.27%	0	0	
06	F	White	N	N	100.00%	0	0	
06	F	White	N	N	93.58%	0	0	
06	M	Pacific Islander or Native Hawaiian	N	Y	90.09%	0	0	
06	M	White	N	N	97.75%	2	2	7
06	F	Hispanic or Latino	N	N	99.42%	0		
06	M	White	N	N	95.71%	0	0	1
06	M	White	N	N	98.63%	0	0	1
06	F	White	N	N	97.87%	0		
06	F	White	Y	N	98.54%	0	0	6
06	F	White	N	N	99.84%	0		
06	F	White	N	N	93.59%	0		
06	F	White	N	N	100.00%	0		
06	F	White	N	N	99.82%	0		
06	M	White	N	N	98.56%	1	0	
06	M	White	N	N	94.37%	0	0	2
06	F	White	N	N	96.40%	0		
06	M	White	N	N	90.58%	4	2	7
06	M	White	N	N	96.92%	0	0	
06	F	White	N	N	99.40%	0		
06	M	White	N	N	92.24%	0		
06	F	White	N	N	92.14%	0		
06	F	Black	N	N	99.63%	0	0	
06	F	White	N	N	98.11%	0	0	
06	M	White	N	N	95.92%	3	2	2
06	F	White	N	N	98.97%	5	2	2
06	F	White	N	N	85.15%	0	0	
06	F	White	N	N	99.95%	0	0	
06	M	Black	N	N	90.45%	4	2	
06	F	White	N	N	96.47%	0	0	
06	F	White	Y	N	97.59%	0	0	
06	F	White	Y	N	95.18%	0	0	
06	M	White	N	N	87.42%	5	2	



Grade	Gender	Ethnicity	IEP	ELL	Attendance	Fs	ISS/OSS	Indicators	Present Percentage	Number of Fs
08	M	White	Y	N	1	1	1	3	76.88%	8
08	M	Black	N	N	1	1	1	3	68.16%	14
08	M	White	N	N	1	1	1	3	88.45%	3
08	M	White	N	N	1	1	1	3	88.00%	1
08	M	White	N	N	1	1	1	3	81.89%	3
08	M	White	Y	N	1	1	1	3	85.23%	3
08	M	White	N	N	1	1	1	3	88.57%	7
08	M	Hispanic or Latino	N	N	1	1	1	3	77.68%	7
08	M	Black	N	N	1	1	1	3	88.19%	6
08	M	White	Y	N	1	1	1	3	83.66%	2
08	M	Black	N	N	1	1	1	3	89.69%	5
08	F	White	N	N	1	1	1	3	86.24%	4
08	F	White	N	N	1	1	1	3	59.66%	8
08	F	White	Y	N	1	1	1	3	81.34%	1
08	F	White	N	N	1	1	1	3	87.16%	2
08	F	White	Y	N	1	1	1	3	68.84%	4
08	F	Black	Y	N	1	1	1	3	86.25%	1
08	M	White	N	N	1		1	2	87.02%	0
08	M	White	Y	N		1	1	2	100.00%	1
08	M	White	N	N		1	1	2	92.15%	2
08	M	White	Y	N		1	1	2	95.99%	1
08	M	White	N	N		1	1	2	91.28%	2
08	M	White	Y	N	1		1	2	89.60%	0
08	M	White	N	N		1	1	2	95.32%	1
08	F	White	N	N		1	1	2	91.19%	1
08	F	White	N	N	1		1	2	88.28%	0
08	F	Black	N	N	1	1		2	77.78%	4
08	F	Hispanic or Latino	N	N		1	1	2	90.43%	2
08	F	White	N	N	1		1	2	89.66%	0
08	F	White	N	N		1	1	2	95.32%	2
08	M	White	N	N	1			1	87.50%	0
08	M	White	N	N			1	1	94.09%	0
08	M	White	N	N			1	1	90.02%	0
08	M	White	N	N			1	1	97.03%	0
08	M	White	N	N			1	1	98.00%	0
08	M	Black	N	N			1	1	95.31%	0
08	M	White	N	N		1		1	94.74%	1
08	M	Black	N	N			1	1	99.82%	0

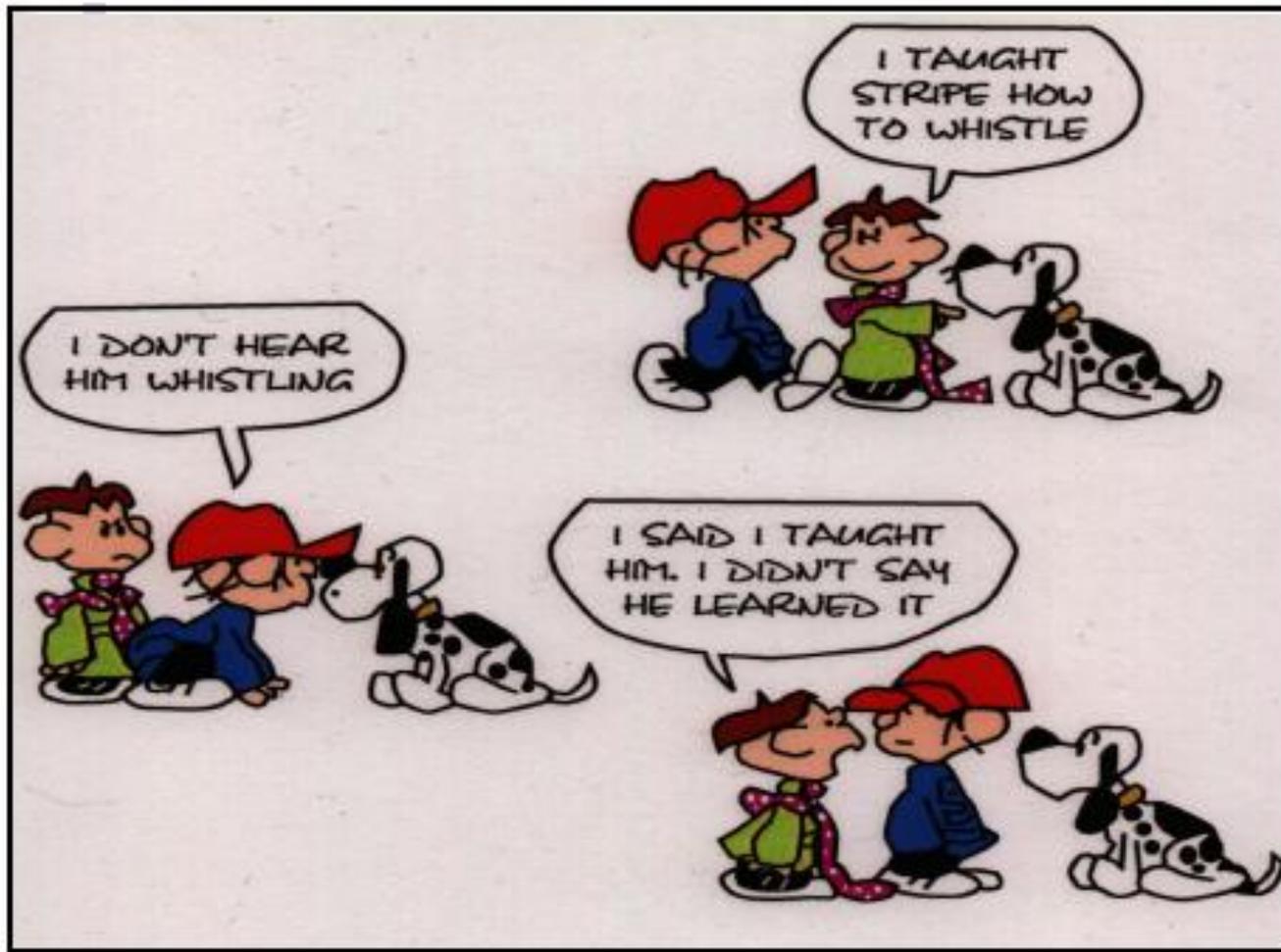
Levels of intervention

- Intense
 - Assigned to a daily intervention classroom
- Moderate
 - Weekly check ups
 - Review attendance, discipline and classwork with student
- Low
 - As needed intervention
 - One on one discussion
 - Call home, parent conference

Looking back...

- What have we covered so far?
 - *Reflective*





Action



Let's get relevant

Class Routine

- Monday: Social Skills: Learner Profile of the Week
 - Journal, Read Book/Newspaper
- Tuesday: Literacy Coach/ Ipourlife
- Wednesday: Counselor/ Ipourlife
- Thursday: District Representative/ 10 Things Every Leader Must Know
- Friday: Check Planners, Journal, Reflect on Learner Profile Attribute of the week.

Let's get relevant

- 6th Grade Girls
 - Journaling, Animoto, Pen Pals, sewing, literacy coach, counselor
- 7th Grade
 - Ipourlife, blankets, literacy coach, counselor, special speakers
- 8th Grade
 - Ipourlife, sewing, literacy coach, counselor, intervention celebration dinner

Community support

- Donations of time and money
 - Inspirational Speakers
 - Sewing partners – Café workers
 - School police officer
 - College students
 - Retired Warden of Prison
 - Ipourlife
 - Missouri Trout Fishing Association of Missouri, Springfield Chapter

Do you have PRIDE?

Do you have PRIDE?

- **P** **Principled Communicator**
- **R** **Risk-taker** demonstrating personal **R** **Reflection**
- **I** **Inquirer** who is **O** **Open-minded**
- **D** **Develops Knowledge** and **T** **Thinks** critically
- **E** **Emotionally, physically and intellectually** **B** **Balanced** who **C** **Cares** about others.

PRIDE Cards

<input type="checkbox"/> Principled Communicator <input type="checkbox"/> Risk-taker demonstrating personal Reflection <input type="checkbox"/> Inquirer who is Open-minded <input type="checkbox"/> Develops Knowledge and Thinks critically <input type="checkbox"/> Emotionally, physically and intellectually Balanced who Cares about others.	<input type="checkbox"/> Principled Communicator <input type="checkbox"/> Risk-taker demonstrating personal Reflection <input type="checkbox"/> Inquirer who is Open-minded <input type="checkbox"/> Develops Knowledge and Thinks critically <input type="checkbox"/> Emotionally, physically and intellectually Balanced who Cares about others.	<input type="checkbox"/> Principled Communicator <input type="checkbox"/> Risk-taker demonstrating personal Reflection <input type="checkbox"/> Inquirer who is Open-minded <input type="checkbox"/> Develops Knowledge and Thinks critically <input type="checkbox"/> Emotionally, physically and intellectually Balanced who Cares about others.
Student Name: _____	Student Name: _____	Student Name: _____
<input type="checkbox"/> Principled Communicator <input type="checkbox"/> Risk-taker demonstrating personal Reflection <input type="checkbox"/> Inquirer who is Open-minded <input type="checkbox"/> Develops Knowledge and Thinks critically <input type="checkbox"/> Emotionally, physically and intellectually Balanced who Cares about others.	<input type="checkbox"/> Principled Communicator <input type="checkbox"/> Risk-taker demonstrating personal Reflection <input type="checkbox"/> Inquirer who is Open-minded <input type="checkbox"/> Develops Knowledge and Thinks critically <input type="checkbox"/> Emotionally, physically and intellectually Balanced who Cares about others.	<input type="checkbox"/> Principled Communicator <input type="checkbox"/> Risk-taker demonstrating personal Reflection <input type="checkbox"/> Inquirer who is Open-minded <input type="checkbox"/> Develops Knowledge and Thinks critically <input type="checkbox"/> Emotionally, physically and intellectually Balanced who Cares about others.
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<input type="checkbox"/> Principled Communicator <input type="checkbox"/> Risk-taker demonstrating personal Reflection <input type="checkbox"/> Inquirer who is Open-minded <input type="checkbox"/> Develops Knowledge and Thinks critically <input type="checkbox"/> Emotionally, physically and intellectually Balanced who Cares about others.	<input type="checkbox"/> Principled Communicator <input type="checkbox"/> Risk-taker demonstrating personal Reflection <input type="checkbox"/> Inquirer who is Open-minded <input type="checkbox"/> Develops Knowledge and Thinks critically <input type="checkbox"/> Emotionally, physically and intellectually Balanced who Cares about others.	<input type="checkbox"/> Principled Communicator <input type="checkbox"/> Risk-taker demonstrating personal Reflection <input type="checkbox"/> Inquirer who is Open-minded <input type="checkbox"/> Develops Knowledge and Thinks critically <input type="checkbox"/> Emotionally, physically and intellectually Balanced who Cares about others.
Student Name: _____	Student Name: _____	Student Name: _____

Do you have PRIDE

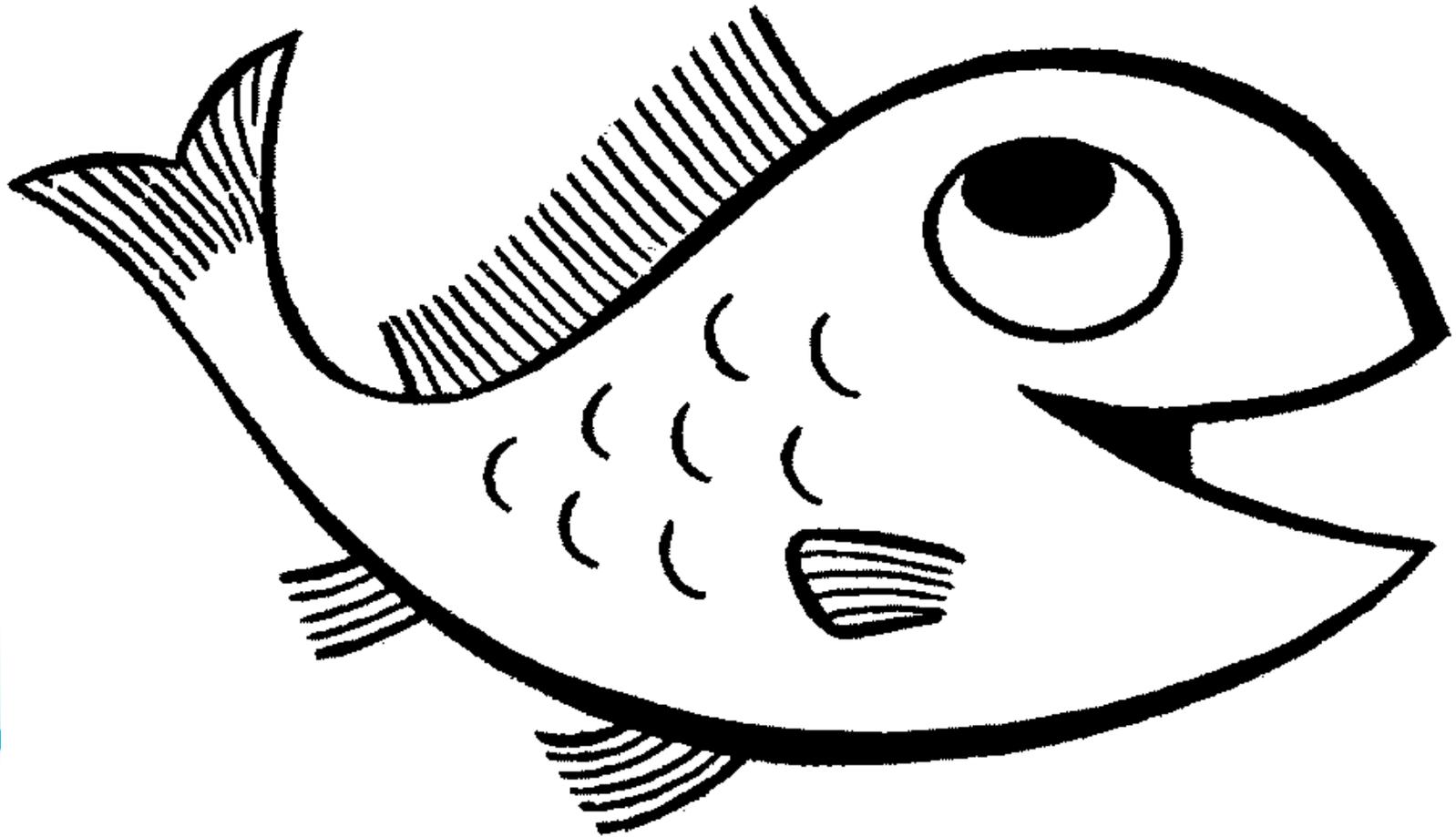
Keep Your Head Up!

1	2	3	4	5	26	27	28	29	30	51	52	53	54	55
6	7	8	9	10	31	32	33	34	35	56	57	58	59	60
11	12	13	14	15	36	37	38	39	40	61	62	63	64	65
16	17	18	19	20	41	42	43	44	45	66	67	68	69	70
21	22	23	24	25	46	47	48	49	50	71	72	73	74	75
76	77	78	79	80	101	102	103	104	105	126	127	128	129	130
81	82	83	84	85	106	107	108	109	110	131	132	133	134	135
86	87	88	89	90	111	112	113	114	115	136	137	138	139	140
91	92	93	94	95	116	117	118	119	120	141	142	143	144	145
96	97	98	99	100	121	122	123	124	125	146	147	148	149	150

COMMUNICATORS
INQUIRERS
CARING
THINKER
RISK TAKERS
KNOWLEDGEABLE

PRINCIPLED OPEN MINDED REFLECTIVE BALANCED

Catch and Release



Application of strategies

- Demonstrate the Learner Profile Attributes to through actions
- Be Consistent
- Meet the student where they are
 - Not where we are or where we think they should be
- Treat them with respect not pity

Outcome and Reflection



Video: Simon Sinek Start with Why

WHAT

HOW

WHY



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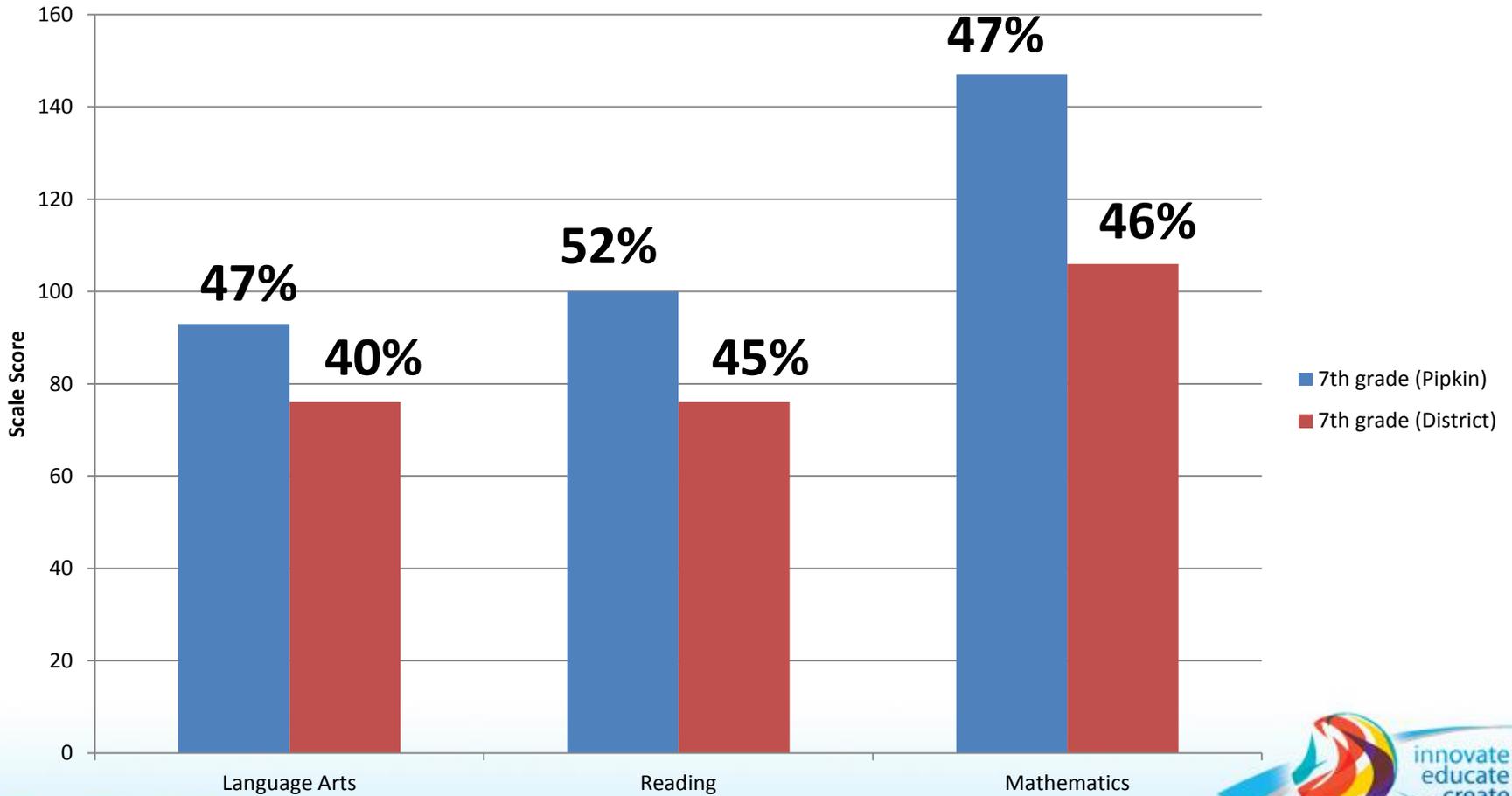
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What can you do?

- Now that you have seen the many ways we have used this data, will you
 - Use the data in the same manner?
 - Adapt the processes to meet your classroom/schools/districts needs?
 - Strategies
 - Data
 - Hunches about new processes that will work for your culture

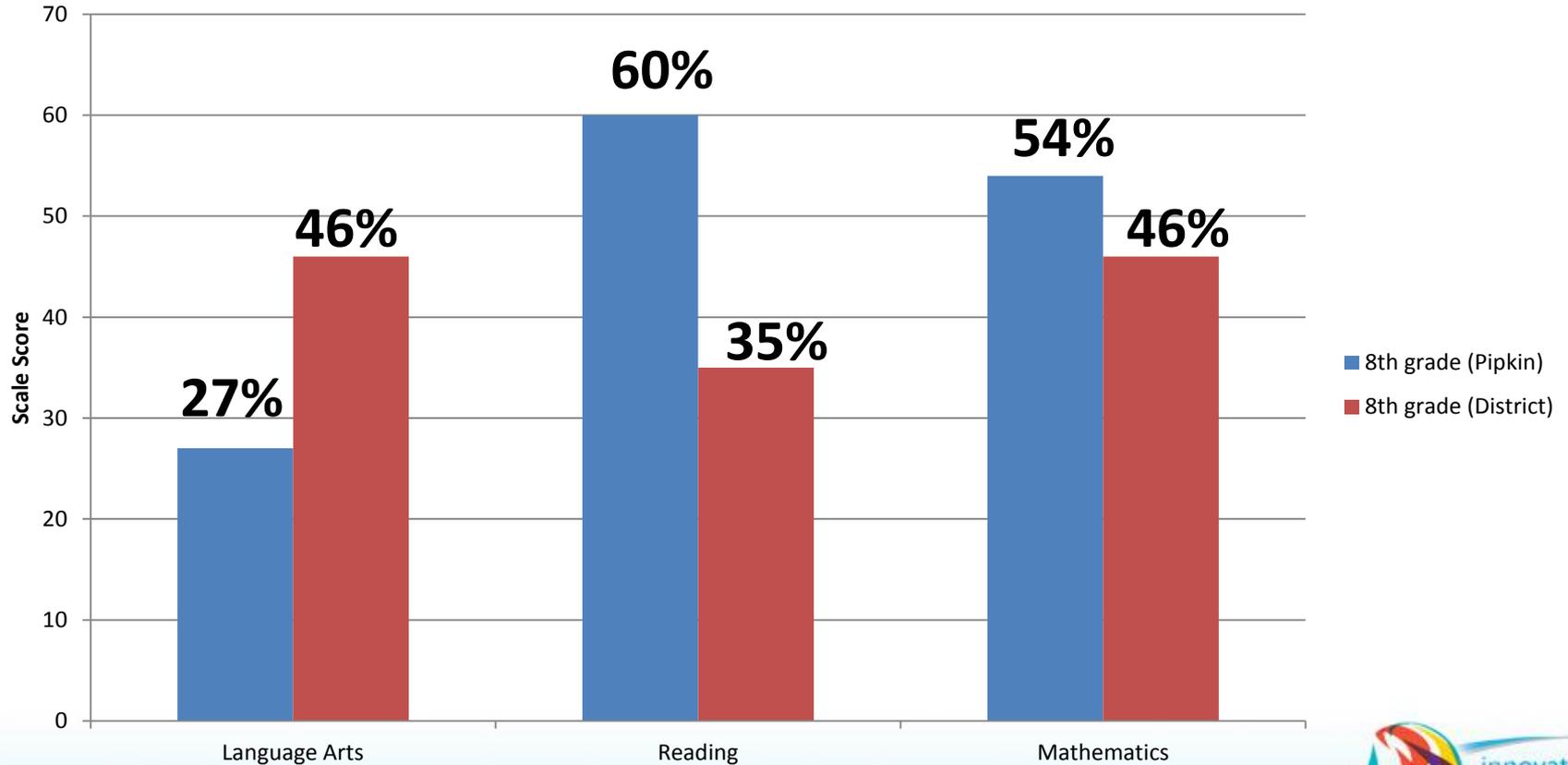
On target

Student Growth: Performance Series Scale Score



Gaps

Student Growth: Performance Series Scale Score



Question or Problem



Commitment

- Share with those who may find this useful?
 - Knowledgeable
- Commitment statement
- One hunch at a time at a turtles pace
 - *Balanced*

Questions and Reflection



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