

2015 World Conference on Invitational Education & school visits on Long Island, NY

18/10/2015-26/10/2015

written by Lancy Tam Suk Yin, Principal, Law Ting Pong Secondary School, Hong Kong

Our trip

It has been a really fruitful trip. Me and Kin Man, our Assistant Principal flew to New York on Sunday morning with 30 other participants from various schools. We belonged to Team A where Team B of another 15 educators were on a later flight. It was my first time to New York. Whilst I was hoping to see skyscrapers, I was welcomed by a bunch of lovely little cumulus clouds dangling in the sky when the plane started to touch down! How inviting!



When we reached the hotel in Long Island where the conference was, it was late evening. It was then that I realized that Long Island was a residential area which was dotted with Fall colors instead of high rise buildings! Quite a pleasant surprise!

What followed in the week was quite of colors too! We visited *four schools*, all different in a way or the other and had a *four day conference*. During the conference, we had to have poster sessions and break- out sessions to present our school to visitors from the States and Hong Kong. It was quite an experience and as one of the speakers said,

We grow because we are enabled to grow out of our comfort zone!

Risk and challenge are the ingredients of learning!

The trip therefore has certainly been one of the great learning trips for me!

School visits

COMMACK HIGH SCHOOL

We were warmly welcomed by the teachers and a jazz band when we arrived the school, which surely drove the chill away! Big reception at the entrance and whichever classroom you went in, there would be kids waiting to tell you the niche of the class/ subject. All the students were so proud of their school!

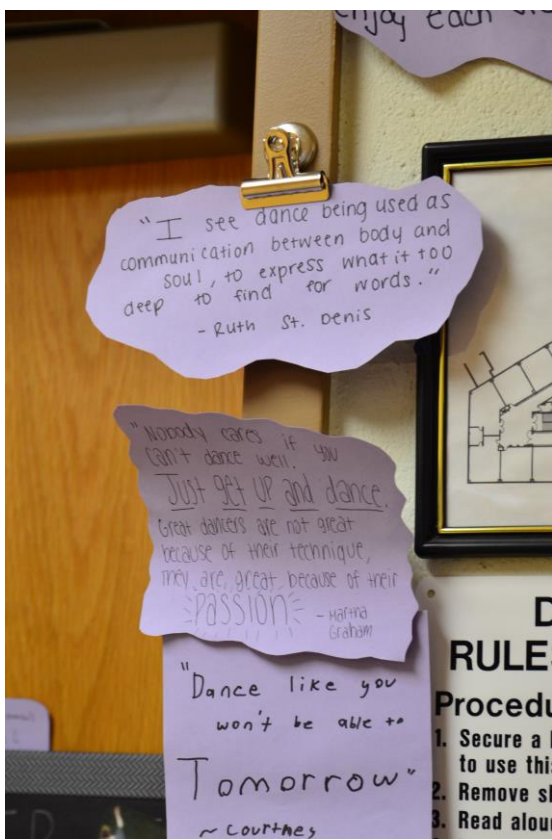
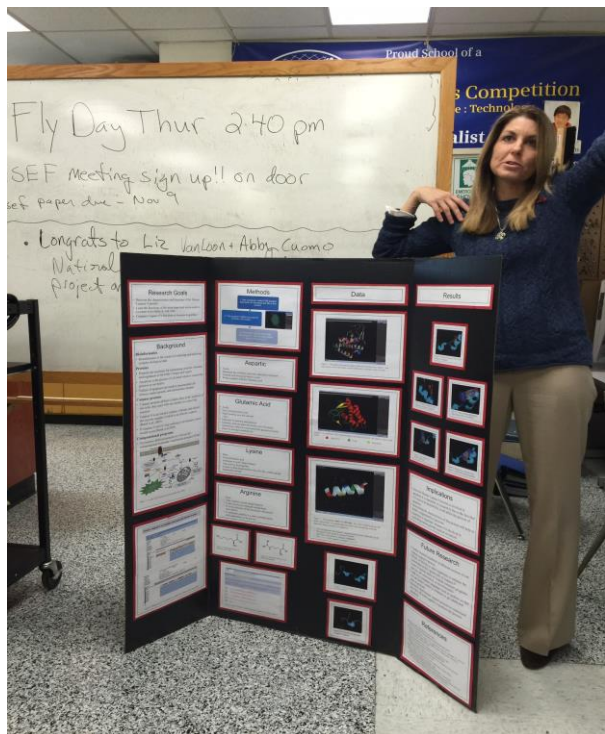


This school drew so much resemblance to our school as they believe that *'everybody is a star'* and they adopted philosophy similar to our *Formative instructional Practice*.

They have a long list of elective course offerings ranging from global history on film, smart robotics to banking internship and even wildlife & nature internship. There must be something for you, no matter what your interest is!

We were also impressed by all the school display including the poster boards done by students for their various projects. Something our school could start doing! In the homerooms, learning targets were everywhere including those for campus TV episodes! Their campus TV program played a key role in academic and character development, not to say global citizenship. Each day, there would be morning announcement done by the campus TV team and some of the programs were linked with the media production electives in the school.

Their school newspaper was a very comprehensive one, allowing students, teachers and other stakeholders to make their voices.



NEWS

Your voice, your paper

the Courant

Vol. 27 Issue No. 4 June 2015

Budget pass allows improvements for next year

By Anna Tobin, News Editor

The district-wide budget proposed for the 2015-2016 school year passed after a 1927 to 573 vote occurred on May 19 and will lead to new developments in the high school.

According to the district website, the budget spending plan for next year calls for a total budget of \$185,123,747, a 1.03 percent increase from this year's budget of \$183,234,238. Next year's tax levy has been set at 0.95 percent under a tax cap of 1.26 percent, a decrease from previous years.

"I believe it's the lowest increase in our recent history so it was a very attractive budget because it was able to maintain programs and enhancements [from kindergarten to twelfth grade]," said assistant superintendent for curriculum, instruction and assessment Dr. Adele Pecora.

The budget increase gives administration the ability to maintain the quality of high school programs and to invest in new and existing programs to further improve student options.

"In high school, we have a very rich program with electives and core curriculum," said Pecora. "The goals when creating the budget were maintaining all our programs and enhancing them, from the instructional perspective and extracurricular perspective."

Additional courses and electives in a variety of subjects will be available for students to take next year. These include AP World History, Project Lead the Way (PLW) Design and Drawing, Production, ELW, Computer Science and Software, and Italian Language and Culture.

"We have a myriad of offerings now that reach various student interests so that it is attractive for students to take advantage of these [college courses]," said Pecora.

Improvements to technology are also going to be made under the new budget. These will include an increase in the number of middle and high school using Google Chromebooks and the installation of a 40-inch monitor in the lobby of each district building that will display pertinent information.

High school athletics and physical education will experience changes next year as well.

"The new budget actually has a great impact on not only athletics but also physical education. In that budget, a couple of great things that are going to be happening," said director of health, physical education and athletics Patrick Friel.

Under the new budget, 100 additional hours have been added to the intramural program. The athletics department plans on developing an intramural sports league for students.

"I think those 100 hours are going to go a long way in have kids staying active and in our buildings," said Friel.

Interested students will be able to sign up to play selected sports after school with school equipment under the supervision of staff.

"It's important to keep the kids engaged and connected with the school," said Friel.

Introducing intramural sports to the school also comes with its own set of challenges.

A substantial amount of students must be interested in the league and an ample amount of space must be reserved that does not conflict with the needs of any regular school team.

"Those are all the growing pains of starting a [new] program," said Friel. "But they'll work themselves out pretty quickly because I am going to have knowledgeable staff running the programs."

This opportunity for students is still in the planning stages. Any information on this development will be distributed through the physical education department.

"It's going to be a pilot [program] so we don't know what the format is going to be but all the communication will go through the physical education classes," said Friel.

Existing school sports will experience no cuts this coming school year.

"That keeps the athletic program strong," said Friel. "That we can provide the same opportunity for kids as we did this past year." In addition, all non-league junior varsity games have been restored this upcoming year after being cut out of the budget this past year. The athletics department will also put new uniforms into circulation for players on school teams.

Better to be safe than sorry; Local break in

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FEATURES



Opening up

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A&E



Tips for dressing smart for summer job interviews

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Say no to stress: opportunities created during testing

By Andrea O'Brisky, Managing Editor

Due to elevated student stress levels during times of high degree testing, the administration has increased resources for students.

"Any time you give kids more opportunities, it can only help them," said IB Spanish teacher Carolyn Ingram.

Administration aided students taking IB and AP examinations during the month of May.

"The school has catered towards the needs of the students in times of testing," said senior Angela Kubik. "By giving students the choice to be involved in these sessions, the school is giving students the opportunity to find out how they study best."

These testing resources were created as a result of previous conversations within student and IB advisory groups.

"Often when we come up with ideas, it's not one person who comes up with an idea; it's usually born out of conversation and among many," said director of literacy and advanced studies Eliot Lewin.

During the testing season, the decompression room was used by students as an alternative to attending classes as an alternative to attending classes immediately after or before an exam allowing increased study time and relaxation.

"I think it's good to give the kids an opportunity to try to clear their minds before an exam and de-stress afterwards," said Ingram.

When students attended the decompression room before or after tests rather than class, they had control over the amount of work they could

handle on a day in addition to testing.

"The stress of other classes on top of a test can be overwhelming," said Kubik. The decompression room was also created to decrease the number of students who return home after major tests which happened in past years.

"It's just a place where a student can relax and then go from there," said Lewin. "It's also understood for a lot of our students, that right after a two hour exam they're not ready to go back to their class and fully give it their all right away."

The decompression room can provide much freedom to students; however, such freedom comes with the possibility of abuse by some.

"[Students] like it. They are grateful for the space to unwind but I've also heard that it's noisy and overcrowded," said IB and AP math teacher Amy Cappiello.

At such times, the administration attempted to provide additional enforcement to restore the decompression room to its intended purpose.

"If there was a period where there were a lot of students, we would get additional supervision if we needed it," said Lewin.

The administration also worked to minimize student stress by permitting increased flexibility.

"Principal Nolan made a very clear message that we are to be lenient with students during testing in terms of due dates, attendance due to the decompression

room, et cetera. If teachers are following that recommendation, the environment they are creating should mimic the decompression room," said Cappiello.

Stress was also alleviated through more student review sessions which students could attend in order to brush up on material necessary for testing.

"I benefit from student review classes greatly and appreciate the opportunity to go over course work from the year," said Kubik. "I also have found that review sessions have benefited me by showing me what specifically I have to review by myself and what topics I am okay with."

Review sessions can be positive in the sense that they provide review when there is not enough time within a class before tests to go over material.

"In some cases teachers are teaching up to the last minute, so the review sessions are necessary in order to get the review in," said Cappiello.

As this year's testing period comes to a close, the school continues to be proactive in its search to identify methods to alleviate student stress.

"We're always evaluating, assessing and reflecting on everything we do. Any decision that's made, we're always willing to gain feedback," said Lewin. "If we feel that something we can do to help support the students more, we'll [certainly] look into doing that."

Two Languages, One View

Written in English/Translated to Spanish by Jesse Wolta, Contributing Writer

The Commack School District is a community that is expanding linguistically. An increasing number of English as a Second Language (ESL) students is being paralleled by a passionate World Language Department and an International Baccalaureate-affiliated student body, curious about the world and its people. To provide further enrichment to all of our students, the Commack High School Library will have foreign language resources available for checkout starting next year. The new materials will be housed in their own foreign language section, covering a wide range of needs. Projected implementations include language learning guides, bilingual poetry collections, globally recognized novels, and nonfiction titles. The inclusion of the new section in our library can be used to the benefit of all students. Those who need to improve their proficiency in English will find materials that will help them more naturally ease into the language. Students who speak English natively but are looking to improve their competency in a foreign language or find sources for assignments will also find value in the new section. The goal is to foment a more linguistically diverse and curious Commack community, where dialogue flows fluently between all the languages we represent.

In addition, thank you to all of those who have supported this new column and to those who will take it over next year and bring a fresh set of languages to **The Courant!**

¡En Español!

El Distrito Escolar de Commack es una comunidad que se está expandiendo lingüísticamente. Un número creciente de alumnos que estudian el inglés como segundo idioma (ESL) se empareja con un Departamento de Idiomas Extranjeros apasionado y un cuerpo estudiantil afiliado con el Bachillerato Internacional, interesado en el mundo y su gente. Para proveer aún más enriquecimiento a todos nuestros estudiantes, la biblioteca de la Escuela Secundaria de Commack tendrá recursos de lenguas extranjeras disponibles para sacar a partir del año que viene. Los nuevos materiales estarán alojados en su propia sección de idiomas extranjeros, y satisfarán un amplio espectro de necesidades. Las implementaciones proyectadas incluyen guías de aprendizaje de idiomas, colecciones de poesía bilingües, novelas mundialmente reconocidas y títulos de no ficción. La inclusión de la nueva sección en nuestra biblioteca puede beneficiar a todos. Los que necesitan mejorar su dominio del inglés encontrarán materiales que les ayudarán a adaptarse naturalmente a la lengua. Los que hablan inglés como lengua materna pero quieren ganar de mejorar su competencia en una lengua extranjera o encontrar fuentes para deberes también apreciarán la nueva sección. La meta es fomentar una comunidad más curiosa y diversa lingüísticamente en que el diálogo fluye con fluencia entre todas las lenguas que representamos.

Además, ¡gracias a todos que han apoyado esta columna y a aquellos que la retomarán el año que viene y llevarán unos idiomas frescos **Al Courant!**

EAST PORT SOUTH MANOR SECONDARY SCHOOL

“The Eastport- South Manor Central School District will promote and sustain an educational system which is dedicated to academic excellence and the fulfillment of each individual student’s potential. “-mission statement of ESM



Just looking at the mission statement of the school, we could tell that the school honors individual progress and personal development. They called themselves ‘Students achieving individualized learning academy’. They even have departments taking care of students needing credit recover, students with IEP’s, students experiencing school related anxiety/phobia and students who have difficulty conforming to regular day school. In order to enhance a positive atmosphere, they

implemented a ‘positive behavior intervention support system’.

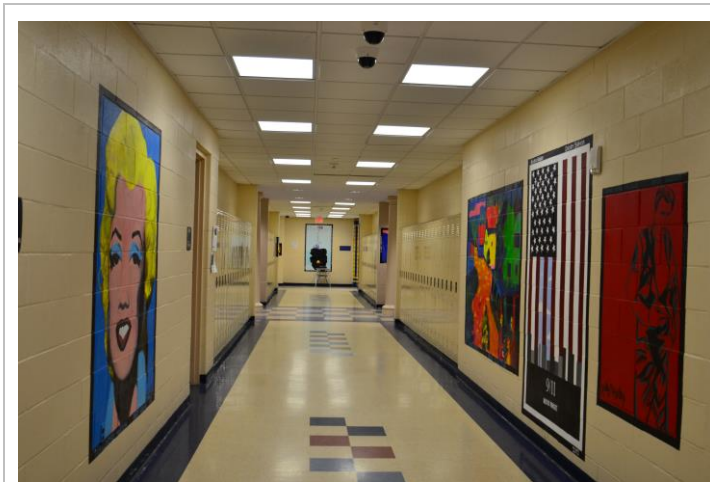


They focus on the positives, encouraging students and parents to write cards to teachers and each other. To stretch students, they encourage students to take challenges. They constantly ask students what they would do with the information they have and how they could apply into life experience and set challenges. Some science students have succeeded in designing fish ponds in the campus with water filtering systems they designed.





As a team building and leadership training, they also set challenges for students in the form of adventure education. Students, in teams have to take challenges, like getting on a boat and keeping it float as though it is a balance in life. Students were offered choices for the challenges as well, the types and levels.



The school has an impressive theatre in which they stage performances and musicals. Performing arts education in the school has nurtured many students for Broadway.

ROCKY POINT MIDDLE SCHOOL

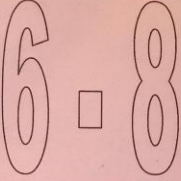

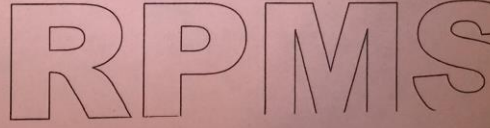
Excellence, Tradition and Pride

I thought I was the Chinese President when I arrived the school. Nearly 1/3 of the students came out at the entrance and waved 'welcome' signs to us. They prepared a huge breakfast reception in their library and fed us with food of all sorts of choices. Most important was that most of the food was made by the teachers at home! They did the pastries and baking before we came and some did that at home. What else could be more inviting than that! Wherever we went, we met smiles and nods and some students even came up with selfies! All rooms were stationed with student representatives who did their best to brief us on the teacher and the class and the subjects! We were just flattered by the great hospitality!





Besides, this school impressed me with the multifaceted 'guides' and 'pride'. They have curriculum guide, club and activity guide and even communication Guide. There are tons of programs to let you know that the school really caters for diverse needs.

<p>Character Counts Awards</p> <p>Students may be nominated for this award for a onetime "being caught good" action. Names are read over the loud speaker and certificates are provided to students. Students are acknowledged for their particular action and receive a voucher for the school café.</p>	<p>Police Smart Assemblies</p> <p>There are three assemblies, per grade level, held throughout the year. They are presented by a Suffolk County Police Department Officer and focus on a variety of topics. Some areas covered include, but are not limited to, character education, bully prevention, cyber-bullying prevention, violence prevention, and drug & alcohol prevention. Students are also given the opportunity to ask questions. Subsequent conversations take place in the classrooms to reflect on everything the students have heard and learned.</p>
<p>Mentoring Program</p> <p>Known as "Caring Connections," this mentoring program pairs faculty/staff members with students based on interest surveys as well as teacher, staff, and parent referrals. The program aims to provide students with a staff member who will listen and care about the specific needs of that student. There is a bond of trust built as well.</p>	
<p>Natural Helpers</p> <p>Natural Helpers is a national program. Those selected are a cross section of students identified through an anonymous school wide survey. Ideally those chosen are representatives of all the subgroups in the school community. They are invited to participate in the Natural Helpers program. Natural Helpers are a group of students who are selected by their peers and staff who have shown a natural skill for helping others. They are trained to handle a variety of situations and to keep what they are told confidential. They have been a wonderful resource for students.</p>	<p>Second Step</p> <p>Second Step is a violence prevention program that focuses on three areas:</p> <ol style="list-style-type: none"> Empathy Training : topics include, but are not limited to, identifying others' feelings, communicating feelings, and exploring how feelings can change. Impulse Control and Problem Solving : topics include, but are not limited to, identifying problems and generating solutions, calming-down techniques, ignoring distractions, and resisting peer pressure. Anger Management : topics include, but are not limited to, recognizing signs of anger, positive self-talk, and dealing with name calling and teasing. <p>**This program is implemented through the MS Social Studies Curriculum and is geared towards a Middle School audience.**</p>
<p>Connecting Character to Conduct</p> <p>This program is integrated into the curriculum across all content areas. The primary goal is to help students recognize that their actions impact their education, and that of their peers. All students are encouraged to be aware of the "big picture," which is to "learn well, stay safe, and graduate." Through the cross-curricular integration, students are continuously exposed to this philosophy.</p>	
<p>Rachel's Challenge</p> <p>This program began as an assembly to enhance the Middle School culture and has led to the creation of the <i>Friends of Rachel</i> club. The goal of this club is to promote kindness and compassion throughout the school. This initiative has been overwhelming been met with incredible support from all members of the Middle School community.</p> 	
<p>Character Education Student of the Month</p> <p>This program is intended to recognize students for outstanding character in all areas. Two student, per team, are selected each month. Students are photographed and featured in the main hallway display case. Students are presented with a school certificate.</p>	
	

ICARE program (individual comprehensive academic response for excellence) is an opportunity for students who have specific skill deficits to receive direct short-term instruction to close his/ her academic gap toward attaining grade-level performance. Participants will be identified through a collaborative review by classroom teachers, counsellors and administrators and students in the program will receive targeted instruction in respect of the identified need.

IEP, Individualized Education plan is issued to each child who receives special education and related services. All personnel would work together to ensure that students are receiving the proper educational resources in their learning environment.

There are other awards and program which are geared at personal development, like Rachel's challenge which is to promote kindness and compassion throughout the school and character education student of the month.

	Lunch Period	Stairway/ Hallway	Locker Room/ Gym	Bus	Classroom	All Settings	Bathroom
Participation	<ul style="list-style-type: none"> Walk at all times Place your trash in the garbage can Keep food and drinks in the cafeteria 	<ul style="list-style-type: none"> Walk at all times Stay to the right Only one person's belongings per locker 	<ul style="list-style-type: none"> Arrive on time Change in a timely manner Wear appropriate attire Follow directions first time asked 	<ul style="list-style-type: none"> Stay seated Bring bus notes to the main office prior to first period 	<ul style="list-style-type: none"> Have all materials in class including a pen/pencil Work cooperatively with others 	<ul style="list-style-type: none"> Work cooperatively with others Keep food and drink in the cafeteria Gum chewing is not permitted in school 	<ul style="list-style-type: none"> Wash hands when finished Flush toilets when finished
Respect	<ul style="list-style-type: none"> Use appropriate language Use a respectful tone of voice Keep hands, feet and objects to yourself 	<ul style="list-style-type: none"> Throw out trash Use appropriate language Use a respectful tone of voice Keep hands, feet and objects to yourself 	<ul style="list-style-type: none"> Use appropriate language Respect each other's personal space and belongings 	<ul style="list-style-type: none"> Respect bus property Use appropriate language Keep hands, feet and objects to yourself 	<ul style="list-style-type: none"> Raise your hand for questions or comments Use appropriate language Use a respectful tone of voice Keep hands, feet and objects to yourself 	<ul style="list-style-type: none"> Use appropriate language Use a respectful tone of voice Keep hands, feet and objects to yourself 	<ul style="list-style-type: none"> Keep all surfaces clean
Integrity	<ul style="list-style-type: none"> Arrive promptly Clean up after yourself Stay in your place on line 	<ul style="list-style-type: none"> Respect school property Keep locker combinations private 	<ul style="list-style-type: none"> Always put forth your best effort Dispose of gum Remain in locker room until dismissal Follow safety guidelines 	<ul style="list-style-type: none"> Use a respectful tone of voice 	<ul style="list-style-type: none"> Hand in all assignments Remain on task Contribute to class discussion Respect each other's property 	<ul style="list-style-type: none"> Follow school dress code Leave cell phones in your locker Respect school property Use polite language at all times (please, thank you) 	<ul style="list-style-type: none"> Respect the privacy of others
Diversity	<ul style="list-style-type: none"> Use language that respects individual differences Use actions/gestures that respect the differences of others 	<ul style="list-style-type: none"> Use language that respects individual differences Accept diversity 	<ul style="list-style-type: none"> Use language that respects individual differences Respect all levels of athletic ability 	<ul style="list-style-type: none"> Use language that respects individual differences Accept diversity 	<ul style="list-style-type: none"> Use language that respects individual differences Accept diversity 	<ul style="list-style-type: none"> Use language that respects individual differences Accept diversity 	<ul style="list-style-type: none"> Use language that respects individual differences Accept diversity
Excellence	<ul style="list-style-type: none"> Follow adult directions Obtain permission when leaving the cafeteria before the period ends 	<ul style="list-style-type: none"> Arrive to class on time Use agenda book as hall pass 	<ul style="list-style-type: none"> Secure all personal items in your locker Report immediately to your squad Pay attention during instruction 	<ul style="list-style-type: none"> Follow bus driver's directions at all time 	<ul style="list-style-type: none"> Be actively involved in lessons 	<ul style="list-style-type: none"> Use your agenda book as your pass Pick up after yourself 	<ul style="list-style-type: none"> Get in and out as quickly as possible Report all issues immediately

# OF PRIDE TICKETS	PRIZES
2	CHOOSE ONE ITEM FROM THE 2-TICKET PRIZE BOX
3	CHOOSE ONE ITEM FROM THE 3-TICKET PRIZE BOX
5	FREE COOKIE FROM CAFETERIA OR CHOOSE ONE ITEM FROM THE 5-TICKET PRIZE BOX
8	FAST PASS TO BE FIRST IN LUNCH LINE OR CHOOSE ONE ITEM FROM THE 8-TICKET PRIZE BOX
10	A PICTURE OF YOU AND YOUR FRIENDS IN THE DISPLAY CASE OR FREE HOMEWORK PASS OR CHOOSE ONE ITEM FROM THE 10-TICKET PRIZE BOX
15	PICK MUSIC TO BE PLAYED ON LOUD SPEAKER BETWEEN CLASSES OR FREE BOOK FROM BOOK FAIR OR CHOOSE ONE ITEM FROM THE 15-TICKET PRIZE BOX
20	HANDBALL OR TENNIS BALL OR FREE DANCE TICKET OR VIP PLAY TICKET
30	FREE YEARBOOK OR ELEVATOR PASS! (USE THE ELEVATOR WITH A FRIEND FOR ONE WEEK)

All students who earned at least 10 tickets will be invited to an ice cream social at the end of the year!

Every Pride Ticket earned goes into a raffle at the end of the year for the grand prize...

The most beautiful program is the Rocky point pride scheme. Students would be awarded with points under the categories of Participation, respect, integrity, diversity and excellence. In the end, they could redeem prizes with the tickets they earned. Guess what, the most popular prize is not cookie or anything materialistic. *It's to pick music to be played on loud speaker for teachers and students! Isn't that sweet!*

Hallway PRIDE

Participation

- Walk at all times
- Stay to the right
- Only one person's belongings per locker

Respect

- Throw out trash
- Use appropriate language
- Use a respectful tone of voice
- Keep hands, feet & objects to yourself

Integrity

- Respect school property
- Keep locker combinations private

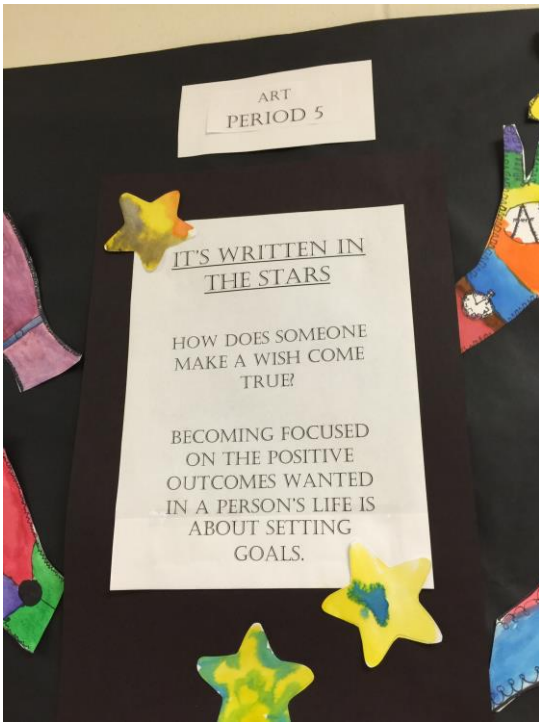
Diversity

- Use language that respects individual differences
- Accept diversity

Excellence

- Arrive to class on time
- Use agenda book as hall pass

Soar with Pride





When you
 Enter this
 Little room
 Consider yourself
 One of the special
 Members of a group who
 Enjoys working and learning

Compass
 Rose

MS

MS

The Water Cycle

Lexile Levels
 600-690L

Lexile Levels
 700-790L

Beezus Ramona
 Beverly Cleary

GORDON KORMAN
 BOOK THREE: ESCAPE

Chemical Changes

Solar System

Blue: 460-500
 Green: 500-540
 Orange: 540-580
 Purple: 580-620

Blue: 460-500
 Green: 500-540
 Orange: 540-580
 Purple: 580-620

Read 1.80 Software Kit

1. **1.1. Enter the Reading Zone**

- 1.1.1. Read the passage at least once (practice).
- 1.1.2. Then read it again to the left and check for a comprehension.
- 1.1.3. Click on highlighted power words for definition. Answer 3 questions carefully about the passage.
- 1.1.4. Check your progress at the end of the zone.

2. **1.2. Spelling Zone**

- 2.1. Listen to the word being used in a sentence.
- 2.2. Type carefully and double-check your spelling.
- 2.3. Click the word button. If you need the word, click the word button.

3. **1.3. Answer Zone**

- 3.1. Read all discrepancy passages carefully, but not the passage itself.
- 3.2. Read the passage carefully, answer the 3 questions.
- 3.3. Record using your best expression—close as you can.

4. **1.4. Writing Zone**

- 4.1. Make your opinion to the question. You need to complete the supporting details and correct punctuation and capitalization.
- 4.2. Complete the response process using the self and peer review words identified as not to use during the writing process.
- 4.3. Record your writing and play it back. Then, let the teacher know you have finished the response—CONGRATULATIONS!



Rocky Point Middle School Bathroom PRIDE

Participation

- Flush toilets when finished
- Wash hands when finished

Integrity

- Respect the privacy of others

Excellence

- Get in and out as quickly as possible
- Report all issues immediately

STUDENT NAME: _____ GRADE: _____
 STUDENT NUMBER: _____

Respect

- Keep all surfaces clean

Diversity

- Use language that respects individual differences
- Accept diversity

Soar with Pride

FEELING PUZZLED?

Self-esteem Goal Setting

Letting Go of Grades

Friends Bullying

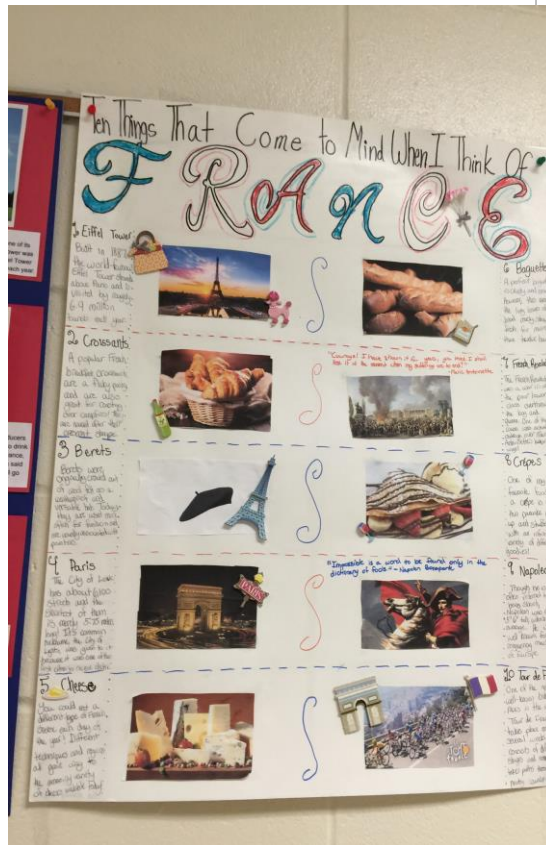
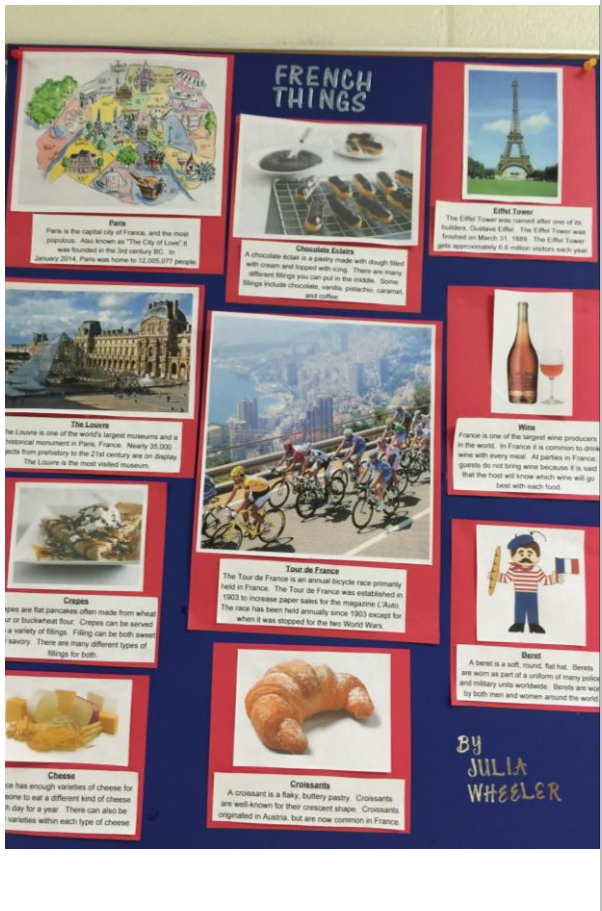
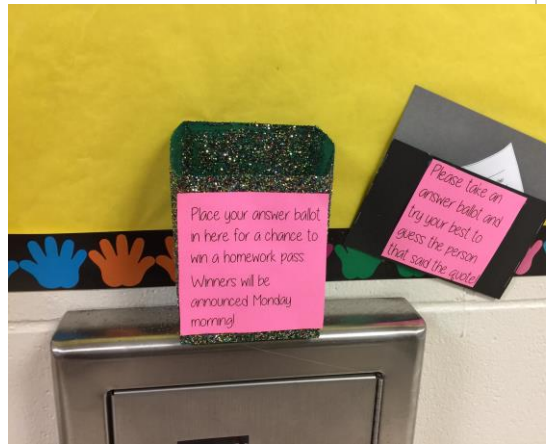
Taking Tests Grief & Loss

Letting Go of Grades

Letting Go of Grades

WATCH YOUR THOUGHTS,
 FOR THEY BECOME **WORDS.**
WATCH YOUR WORDS,
 FOR THEY BECOME **ACTIONS.**
WATCH YOUR ACTIONS,
 FOR THEY BECOME **HABITS.**
WATCH YOUR HABITS,
 FOR THEY BECOME **CHARACTER.**
WATCH YOUR CHARACTER,
 FOR IT BECOMES YOUR **DESTINY.**

Graph plotting



Social Skills Role-Play

Aim: To help individuals with communication and social deficits to understand the back and forth nature that is the basis of a reciprocal conversation

Guiding Question: Are you listening to what others say or are you just waiting for your turn to talk?

Essential Question: How are my social skills related to my future success?

Connection to Standards:

CDOS: 3a: Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.

Interpersonal: 4. Positive interpersonal qualities lead to teamwork and cooperation in large and small groups in family, social, and work situations. Students will communicate effectively and help others to learn a new skill.

ELA CCSS: Speaking and Listening: Comprehension and Collaboration:

1. e. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

College and Career Readiness Anchor Standards for Language: Vocabulary Usage and Acquisition:

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Connection to GIANT Matrix:

Give Respect: Respecting others point of view

Initiating Safety: We may not agree with everyone and everything but we need to give each other a safe environment to express our feelings and beliefs without judgment.

Achieving Success: A successful conversation happens when the purpose of conversation is understood and each party feels their views and themselves have been respected.

Nurturing Responsibility: Maintaining composure during interactions, especially when they may not go the way you want or expect.

Teamwork: Working together through an uncomfortable activity to benefit the greater good.

Differentiated Instruction:

*Non-readers will have cards read to them.

*Extended time will be given.

*Students can be grouped by ability.

*Kinesthetic, auditory and written instruction and activity will be offered.

Assessment: Students will answer the Essential Question by posting an exit slip on the Twitter Feed bulletin board upon activity completion.

Materials needed:

Role-Play cards 1 - 10

Procedure:

Students:

*choose a card.

*pair with other students with matching card numbers.

*collaborate to develop their scenario.

*play out the given situation.

Notes:

The students who have card **A** will display positive/appropriate social skills.

The students who have card **B** will display negative/inappropriate social skills.

LITTLE FLOWER SCHOOL

'Every child you pass in the hallway has a story that needs to be heard. Maybe we are the ones meant to hear it'- Bethany Hill

Little Flower school is a school that deliver services and programs to improve the lives of children with special needs. The campus even has a residential treatment center which helps people to heal and is guided by the understanding that the young people might have experienced multiple traumas which influence their behaviors.

The school adopted a behavior management and growth system, having lots of tools for therapeutic crisis intervention, positive behavioral interventions and supports, behavior management through adventure, restorative practices and sanctuary model.

We were not allowed to take any photographs but we were led to various classes where we witnessed how the teachers helped the students to gain knowledge or even social skills despite all odds. Lots of aids were used, amongst which love and passion was for sure the strongest.

One of those accompanying us throughout the tour was an ex-student who kept telling us how she revamped her life and gained her self-esteem throughout her two years' stay in the campus.

All participants from Hong Kong were even invited to join an adventure training where the games and activities led us to build relationships and trust.

A bit sobering at the end of the visit as we could see the suffering that the students were experiencing but we were glad to see that they are lucky enough to be now in good hands.



Parallel Lines, Transversals, and Angles



This EXTRA CREDIT project will help you to demonstrate your knowledge of parallel lines, transversals and the angles that are created by them.

You will be designing a **city map** using the guidelines listed below. Your map must be drawn on **construction paper** or **poster board**. Use a **ruler** to make your streets straight! On the back of your map, you will include a **write up**. In the write up, please tell me what you all felt was the most difficult part of the project and what the easiest part of the project was. Please also tell me who in your group did what. **Have a title for your map**, and make it **neat** and organized!



A more thorough rubric will be available shortly, but know that you will be graded on accuracy, creativity and neatness.

Guidelines:

- 1) There must be a title for your map.
- 2) Your city must have three streets that are **parallel** to each other and one street that intersects all three of the parallel streets. You must name all of these streets.
- 3) Your city has a hospital that is **alternate exterior** to the school that is in your city. Draw and name the hospital and the school.
- 4) The school and the drugstore are at **corresponding** locations. Draw and name the drugstore.
- 5) The drugstore and the pet shop are at **vertical** locations. Draw and name the pet shop.
- 6) The pet shop and the gas station are at **alternate interior** locations. Draw and name the gas station.
- 7) The hospital and the park are at **same side exterior** locations. Draw and name the park.
- 8) The gas station and the grocery store are at **same side interior locations**. Draw and name the grocery store.
- 9) The grocery store and the nail salon are at **vertical** locations. Draw and name the salon.
- 10) The nail salon and Target are at **corresponding** locations. Draw Target.
- 11) Target and a fast food restaurant are at **same side interior** locations. Draw and name the fast food restaurant.
- 12) Your city has a mall that is in a **corresponding location** to the bookstore that is in your city. Draw and name the mall and the bookstore. (If you did all of the others correctly, then the bookstore and the mall only have one place to be located)

This was the instruction given to students during a Maths class.

Conference

Pre- conference sessions 21/10/2015

APPLYING IE IN CHALLENGING ENVIRONMENTS, BY JIM MAHONEY

The conference started on 21/10 with pre conference talks. I attended the one by Jim and his colleagues. Basically, it's about sustaining an inviting stance in times of disagreement and conflict. First, one needs to know your own mindset as well as the others in the group. The speaker introduced a set of questionnaire for us to assess our own mindset type.

Then we should recognize our *Adaptive mindset*, and be aware of our various mindsets.

We have to keep asking ourselves:

Is your mindset engaging?

Is your mindset intentionally inviting?

Is your mindset disengaging?

Is your mindset intentionally or unintentionally disinviting?

Be constructive- sustain an engaging and intentionally inviting stance.

We should try to make our experiences developmental by reconciling the dilemma between 'challenging' and 'growing/developing'; 'inviting environment' and 'out of comfort Zone'.

Choices to make:

Do we make the disinviting experience inviting?

Do we try to convince the person it will be good for them (Try it, you'll like it)?

Do we make the experience worthwhile in the end (outcome) and worry less about how they feel/react up front? (It only happens if you have a reputation of trust, respect, optimism, intentionality- you are known for not giving in and you continue to move forward) – Then the person will engage and learn.

Recommendation:

Help the individual see the connection between the challenging experience and their growth (what's in it for them)

Help the individual gain lessons learned (via good coaching questions) - What worked for you and what didn't? Why? What bad habits did you fall back on? IF you could do it over again, what would you do differently?

OUR PRESENTATION

In the next few days, we had multiple keynotes and breakout sessions. Of course we made our presentation and put up our poster sessions. The participants found publishing 'Our stories' a very inviting act, helping students with their self-esteem and acknowledging their values and efforts.



OTHER ENLIGHTENING SPEECHES BY SALLY BUTZIN & CLIO CHAN, BY JOHN NOVAK AND BRENDAN BROWNE, BY MICHAEL KEANY, BY JIM MAHONEY. BY MICHAEL FISHER, BY JONATHAN COHEN, BY RICHARD BENJAMIN

Here by I would jot down some ideas, resources or inspirational quotes I heard during the conferences:

22/10

Authentic Engagement: www.ideapartnership.org

- *Habits of interaction(coalescing around issues, ensuring relevant participation, doing the work together)*
- *Elements of interaction(adaptive, technical, operational)*
- *Depth of interaction (informing, networking ,collaborating, transforming)*

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A great learning place : focus on process? Performance? Product? People? Moment? Ways? Innovation? Ideas?

Effective community

- share same expectation,
- enjoy care from supervisors,
- support from companions and
- when mission makes me feel important
- co workers doing quality work
- my intention is your assumption

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Creating joyful classroom. Points to ponder and address:

- Balance between Accountability and assessment
- High stakes hyper- testing? Run sch like a business? How do you make use of data?
- Education system unfair? Can't assess a fish with the criteria of a Monkey
- waste instruction time? Use lessons for assessment? Teacher monitoring assessment instead of teaching?
- Kids free to drop out so that the sch scores could be better?

- Stress rolls downhill
- Inappropriate for preparing students for our past and not their future
- Drains resources from the classrooms

We should do something beyond the test. We should instill energy and communicate care and school success. Song to sing to start the lesson:

- ☺ *I care about you, you care about me*
- ☺ *Whenever I'm stressed, I'll hope for the best*
- ☺ *I'll respect you and you'll respect me*
- ☺ *And always trustworthy we'll be*
- ☺ *And do it intentionally, I with a CORT*

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In Hong Kong, when examination takes a big influence on education, when students find hard to cope with expectations, we should think out of the box, *Rekindle the passion and fire of education and Focus on the five Ps*

- ☺ People: morale and relationship
- ☺ Places: sch look and display
- ☺ Policies: whole person education - improve overall improvement
- ☺ Program : student led project, engage students in learning
- ☺ Process: less concerned with the results, more inviting in the process, celebrate diversity

Educators should sharpen pedagogy with more engagement and involvement, buildup students' confidence and initiative to excel. Invite human potential and engage students in community service. Instill HOPE.

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Coaching students in academic performance are like coaching sport athletes. *The key is how much the athletes feel cared for and how much genuine support he/ she gets.* Avoid mean and disrespect moments, do not make students consider themselves worthless. Each day students may be doing the same thing, making the same performance, then how can the teachers help to make some improvements?

Adopt an inviting stance and intentional mindset. Look for the good stuff and give positive reinforcement, challenge students for better results and do not compromise everyone in a group. Set individualized plan and challenges for each one. But we have to tell the kids how to get there.

Make the coaching session memorable- lunch experience!?! However, watch out for manners, *always talk to the kids as though their parents are there*. Leaders have to be consistent and hold on to the principles.

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Words of wisdom:

Make a difference, create a culture

Optimism, intentionally live, love and enjoy your life

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How do we go from simple to complex? From an inviting theory to educational practice? How do we handle Actual and ideal relationship? How do we put imaginative acts of hope into practice daily as we lead, manage and mentor?

Leadership is fundamentally about people and the caring and ethical relationships they establish with themselves, others, values and knowledge, institutions and the larger human and other than human world.

Special quality of relationships are to *appreciate individuals in their uniqueness*.

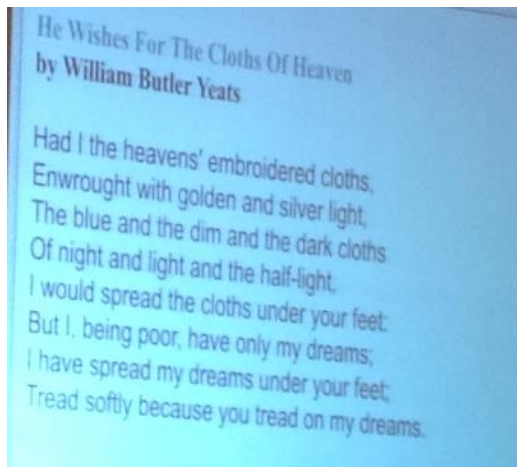
We should *intentionally call forth people's potential to live educational lives*

Inviting theory of practice is to *construct relationships that call for the deepened human possibilities*.

Situation 1: parents asking for change of classes? Then the leaders have to understand the purpose of the class streaming and why each thing is for. He/She needs to be resourceful and persistent. Needs patience and persistence as well. Avoid saying: it would never work here..... Say, we could be better and be positive. Later, proactively improve relationships with parents, with intentionality

Situation 2: students not motivated: Everyone is internally motivated. If students know that they have better chance of achieving something they would be motivated. Create environments for students to learn, promote students' mental health and well-being. Establish a positive wall, let students submit ideas during the learning process. Take the school outside- widen the social vision.

Take a wonderful inviting approach to education, not threatening! *Be inviting and sustain Imaginative acts of hope in a connected world.*



23/10

ITP Toolkit, a new guide to positive climate for learning leading and living.

<http://www.iaie.org.hk/forum.php>

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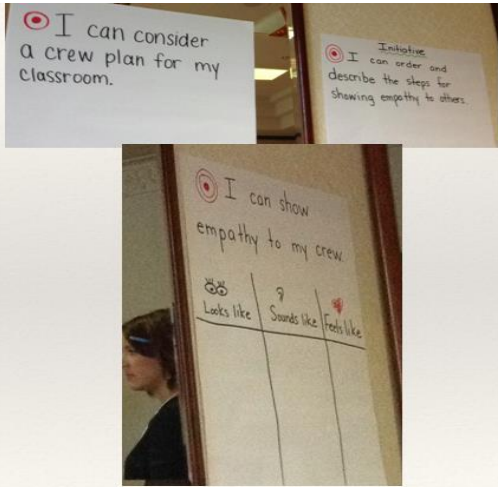
Top few things an inviting school leader can do:

- ❖ Increase the blue cards(see the world as a better place) and fewer orange cards
- ❖ Positive memory is less clear, but negative lasts a lot longer, so eliminate the little murders
- ❖ Don't tell student what they can't do! "Only some people are artists...."
- ❖ Teachers Hv to go and help the ones with wrong answers!
- ❖ Emphasize coaching rather than evaluation, not judging, how you can get an A...
- ❖ Infuse ' not yet'- growth mindset
- ❖ Eliminate class rank, tell people what the students can do and can't do. Don't give a number
- ❖ Eliminate homogeneous grouping, tracking
- ❖ Eliminate grading, change to certifications, what does the number tell of the persons?
- ❖ Open enrolment to advanced class and support them
- ❖ Real world adjudication- enrol students in those programs- make them real
- ❖ Treat students like people, not prison, don't ruin a kid

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Empathy –the uncommon core

- ❖ Sing a song to start with
- ❖ Bring everybody together
- ❖ Shoes greeting
- ❖ Reading on empathy (give me a one if You need a minute more)
- ❖ Brainstorm impressive statements, teacher does a chart



Do the activity as a discussion activity. Start with a topic and each one write down three points. Then go and get someone to share. Tell yours and get theirs. Take turn to report and allow variation which is the beauty of discussion.

Empathy: the Uncommon Core

Guiding Questions:

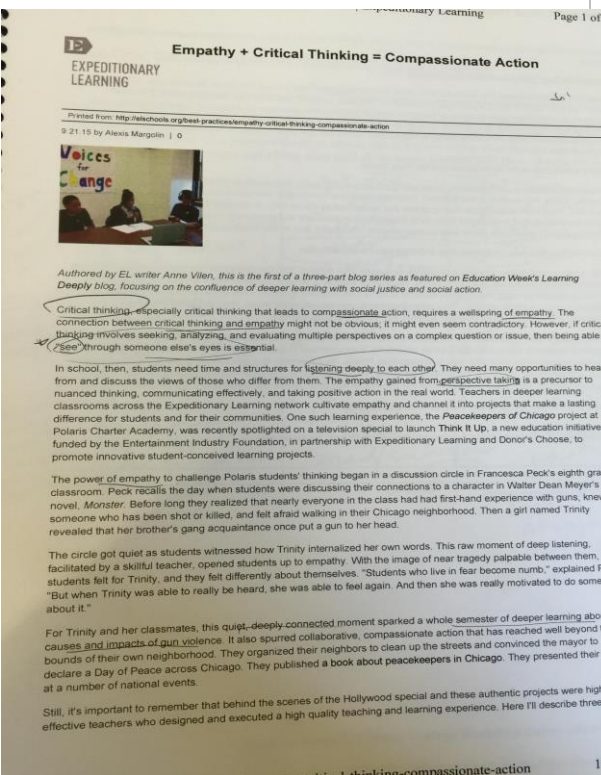
- How will teaching empathy benefit my students?
- How can I explicitly teach empathy to my students?

Learning Targets:

- I can order and describe the steps for showing empathy to others.
- I can work with my crew to develop a plan of action for my classroom

Research:

- After one year of explicit empathy and social-emotional strategy instruction, students had improved overall wellness. After three years of explicit empathy instruction students had positive impacts on their reading scores. After four years, reading and math scores showed improvement (Momentous Institute, 2014).
- Empathy has been correlated with increased achievement in reading and social studies, as well as overall GPA in secondary students (Feshbach, 2009).
- Neurological evidence also indicates that the emotional centers of the brain are intricately interwoven with the neocortical areas involved in cognitive learning' (Goleman, 2004: vi).



Page 1 of 1

Empathy + Critical Thinking = Compassionate Action

EXpedITIONARY LEARNING

Photo from <http://schools.org/deep-practices/empathy-critical-thinking-compassionate-action>
9-21-15 by Alexis Margolin | 0

Voices for Change

Author: EL writer Anne Vilen, this is the first of a three-part blog series as featured on Education Week's Learning Deeply blog, focusing on the confluence of deeper learning with social justice and social action.

Critical thinking, especially critical thinking that leads to compassionate action, requires a wellspring of empathy. The connection between critical thinking and empathy might not be obvious, it might even seem contradictory. However, if critical thinking involves seeking, analyzing, and evaluating multiple perspectives on a complex question or issue, then being able to see through someone else's eyes is essential.

In school, then, students need time and structures for listening deeply to each other. They need many opportunities to hear from and discuss the views of those who differ from them. The empathy gained from perspective taking is a precursor to nuanced thinking, communicating effectively, and taking positive action in the real world. Teachers in deeper learning classrooms across the Expeditionary Learning network cultivate empathy and channel it into projects that make a lasting difference for students and for their communities. One such learning experience, the Peacekeepers of Chicago project at Polaris Charter Academy, was recently spotlighted on a television special to launch Think It Up, a new education initiative funded by the Entertainment Industry Foundation, in partnership with Expeditionary Learning and Donor's Choose, to promote innovative student-conceived learning projects.

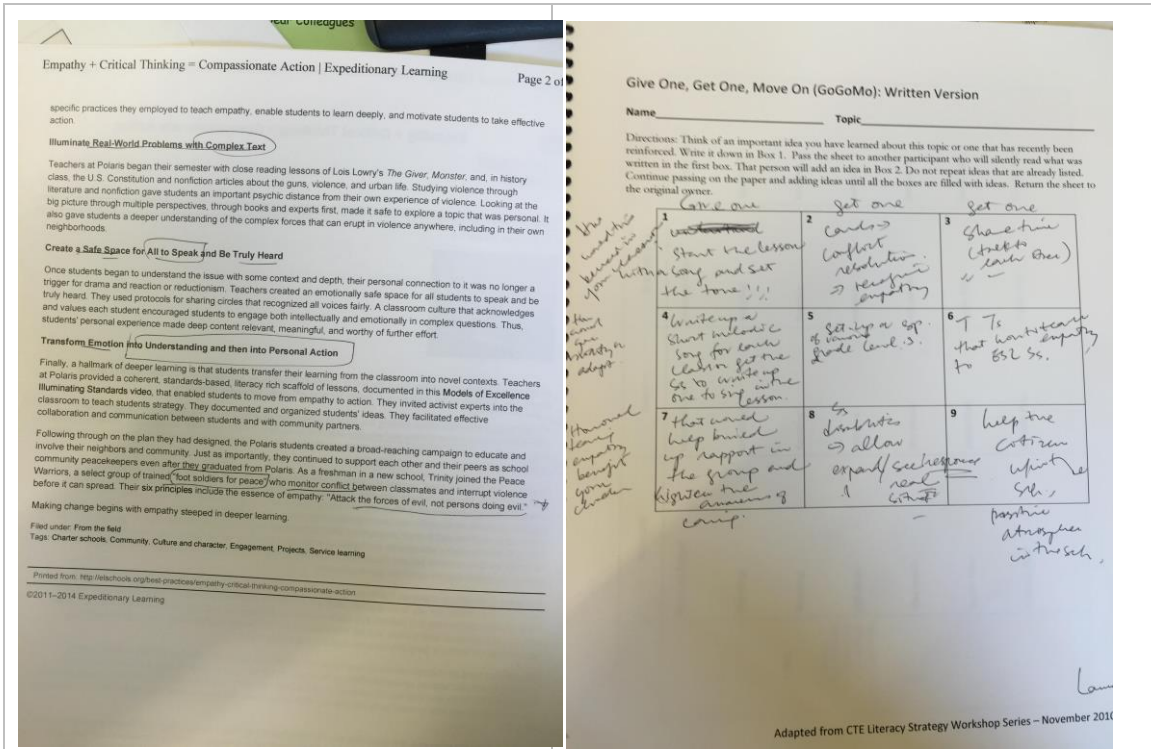
The power of empathy to challenge Polaris students' thinking began in a discussion circle in Francisca Peck's eighth grade classroom. Peck recalls the day when students were discussing their connections to a character in Walter Dean Myers's novel, *Monster*. Before long they realized that nearly everyone in the class had had first-hand experience with guns, knew someone who has been shot or killed, and felt afraid walking in their Chicago neighborhood. Then a girl named Trinity revealed that her brother's gang acquaintance once put a gun to her head.

The circle got quiet as students witnessed how Trinity internalized her own words. This raw moment of deep listening, facilitated by a skillful teacher, opened students up to empathy. With the image of near tragedy palpable between them, students felt for Trinity, and they felt differently about themselves. "Students who live in fear become numb," explained P. "But when Trinity was able to really be heard, she was able to feel again. And then she was really motivated to do something about it."

For Trinity and her classmates, this quiet, deeply-connected moment sparked a whole semester of deeper learning about causes and impacts of gun violence. It also spurred collaborative, compassionate action that has reached well beyond their own neighborhood. They organized their neighbors to clean up the streets and convinced the mayor to declare a Day of Peace across Chicago. They published a book about peacekeepers in Chicago. They presented their work at a number of national events.

Still, it's important to remember that behind the scenes of the Hollywood special and these authentic projects were high effective teachers who designed and executed a high quality teaching and learning experience. Here I'll describe three

critical-thinking-compassionate-action

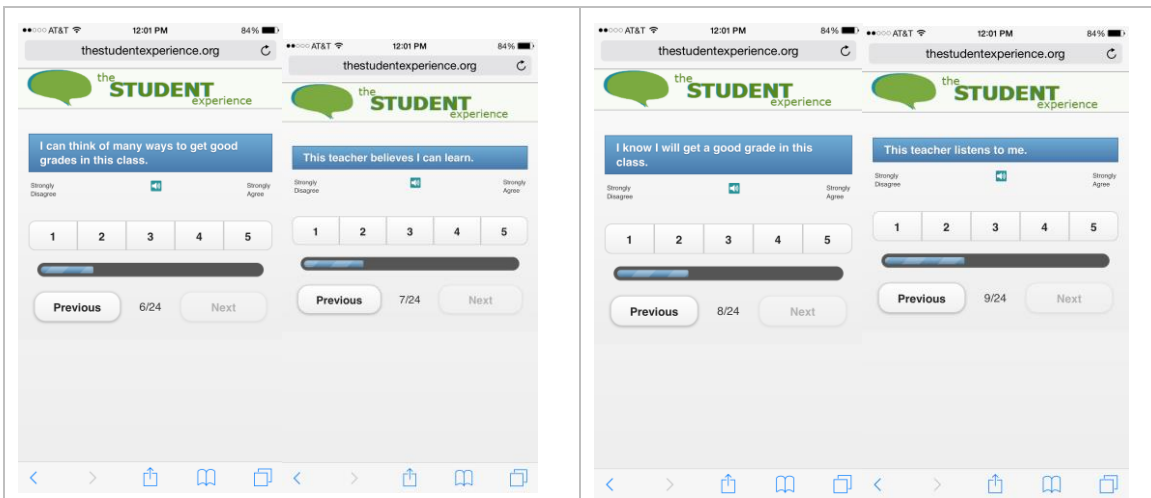


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Hope Building- it's taught, not caught

We have to design edges

How? Technology? How do we take the technology to help us design for edges? How do we teach the rest as though they are the best. What about a student survey?



I have a best friend in the class. I can find lots of ways around my problem in this class.

Hope is a strategy. Hope is not a wishful thinking. Make hope happen.

Tomorrow is going to be better, set goals

Get an agency, be confident of getting those things,

Pathways, offer lines of sight

Give efforts, if you give me efforts, I give you the world- growth mindset

Need someone to share your hope, so our role is to give them competency and that's where confidence comes, Affirmation is powerful.

Entitlement would kill hope

Improve- you don't have to prove to me but improve yourself everyday. Don't name, blame, shame students.

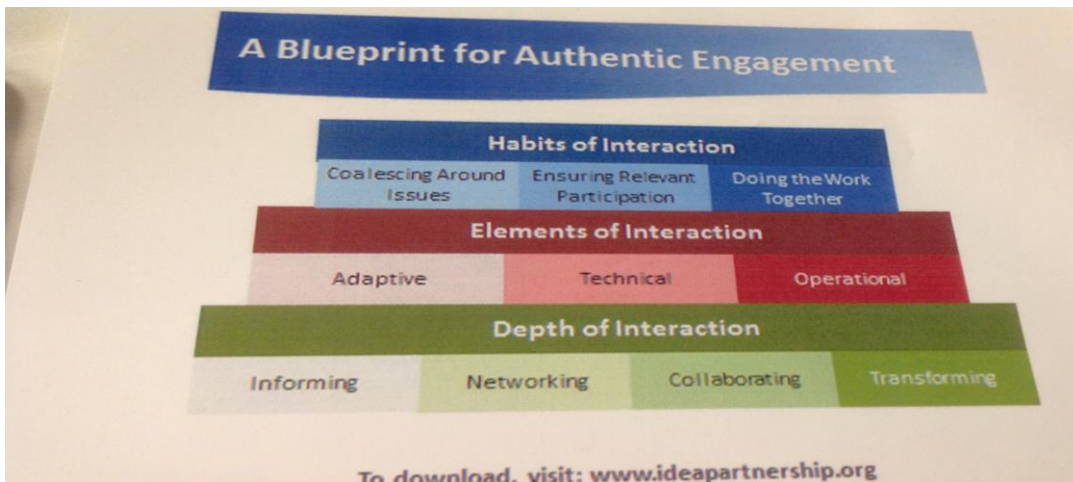
Collaboration- like in a surgery

Celebrate success, flourishing relationship

Love conquers all, live with hope and not doubt

Be the person for someone that he/she would call you at 4am.

Leading by convening: Authentic engagement, relationship



Changes happen with a group of people who share the same interests, engagement as strategy. Beginning of relationship focused on practiced change. Create your brand.

Inviting engagement: Replacement Thinking and contemporary students

- ❖ digigogy.com/IAIE , Instruction + time= learning
- ❖ Emotional connection to learning, brain based learning
- ❖ Engagement matters, engagement breeds attention ,Attention breeds performance
- ❖ Teacher's role is to connect and to make sense
- ❖ Project: students given the choice and they create a mind craft movie, or a maths prezi
- ❖ storybird.com- online app, New hive.com
- ❖ Emotional attachment to their learning, Green screening
- ❖ Don't standardize things, Replacement thinking and contemporary actions help teachers teach Beyond their best
- ❖ Invite a shared vision among all stakeholders, Invite collaborative culture

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Borrowing hope, measuring hope

- ❖ You can borrow hope so long as you have spare hope
- ❖ A safe nurturing and inviting environment is conducive to learning.
- ❖ Hope, engagement, well- being
- ❖ We believe what gets measured gets improved. More that matters for student success than academic learning
- ❖ Teachers can positively impact student affect and non- academic skills
- ❖ Student feedback can help bridge the gap between teachers intent and student perception
- ❖ How one perceives emotional response and connections in relation to opportunities and challenges
- ❖ One has to understand there are multiple pathways to success
- ❖ *Hope=goals n agency n pathways. Hope is active, not passive*
- ❖ *Hope is a more robust predictor of success than other tests. Hope can be learned. Hope can be borrowed and shared and fostered*

Students with a sense of belonging

- ❖ Feel cared and respected
- ❖ Think their teachers believe in them
- ❖ Believe their teachers see them as individuals
- ❖ Belonging item: teacher believes I can learn, we care about each other in this class, the teacher knows about my interest
- ❖ Students well managed classroom: believe time is well spent in the classroom, indicate that all teachers handles disruption and distraction well.
- ❖ Capturing n using students feedback
- ❖ Reflect respond collaborate
- ❖ Utilize both micro and macro moments
- ❖ Consider discussing feedback and change with Students

24/10

School climate change. How do we prepare students for life?

With school violence, school dropout, we have to recognize the importance of psychological aspects of learning and school life, the engagement and social norm.

Given the gap between the vision and the current situation, what school wide or instructional or relational goals do we want to focus on now?

Tools on readiness, comprehensive community and process? More awareness in Pro social or whole child education

Is our focus responsive o reactive? Engaging youth is the single powerful thing that we can improve the performance Youth as co-learners and coleaders

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Artful invitation to higher learning potential

Using the power of arts to engage students and strengthen academic achievements and character development (engagement, remembering, applying, deeper learning)

e.g. students writing message for the drawing, peer and cross age teaching through drama, writing proverbs and idioms, figurative drawing, animated version of Chinese painting, learn through rubrics and giving feedback to the juniors.

STAGE THE CHANGE

Theatre as a social voice- original theatrical pieces by Hauppauge High school's Stage the change players (Ruth Pincus, Director)

STAGE THE CHANGE

- Theatre for social activism
- Regular Program, students writing pieces on bullying, mental disorders, on anxiety,
- Students have discussion on global issues and way of presentation
- They started with things happening in the school setting, and how they feel about things
- People may feel upset about the messages they highlighted and they would sit down and see about that and make sure people are not offended.
- Ruthin pincus. rpincus@stagethechange.org
- Performing arts students doing exchanges
- Doing theatre workshop



REFERENCE

<http://invitationaleducation.net/pdfs/forum/vol36issue1.pdf>

<http://invitationaleducation.net/forum.html>

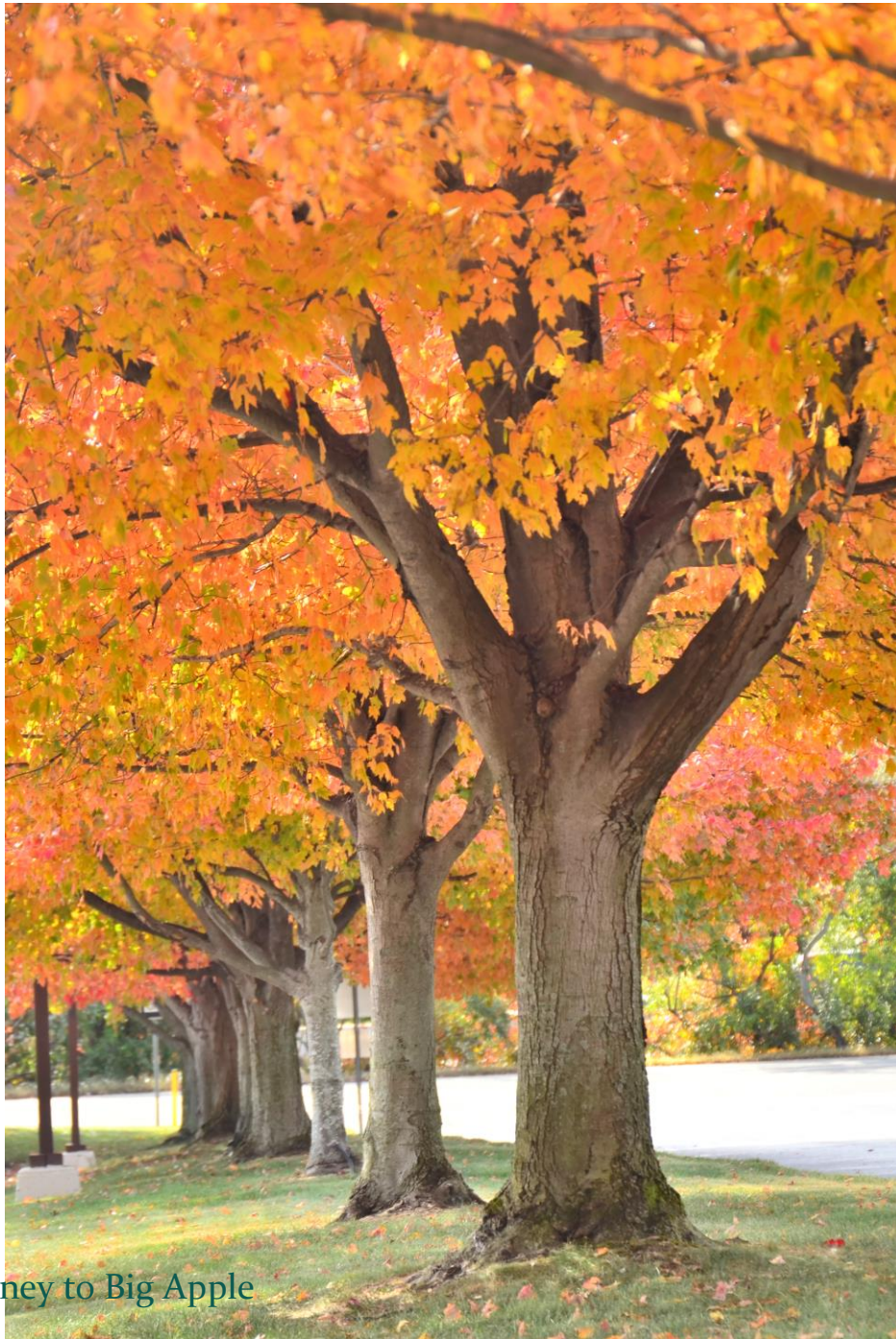
<http://invitationaleducation.net/jitp.html>

<http://www.iaie.org.hk/forum.php>



After Hours delights-Manhattan





A Journey to Big Apple

A Party with Crimson maples

Days questing for skills and wisdom

I paused my life reassuring my passion and vision

- *Lancy Tam*

Fall 2015