

# **Chappaqua Central School District**

## **Middle Schools Update 2011-12**

**Martin Fitzgerald**

**Principal**

**Robert E. Bell Middle School**

**Martha Zornow**

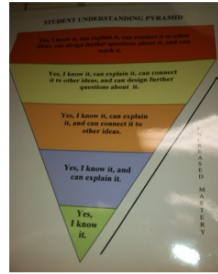
**Principal**

**Seven Bridges Middle School**

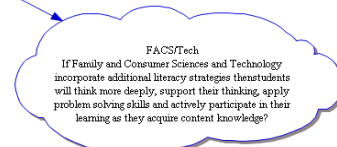
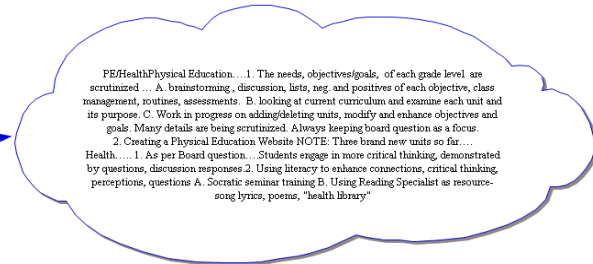
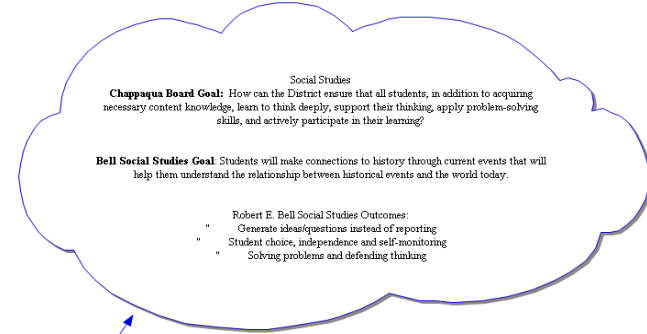
**The formulation of a problem is often more essential than its solution, which may be merely a matter of mathematical or experimental skill. To raise new questions, new possibilities, to regard old problems from a new angle, requires creative imagination and marks real advances.....**  
-Albert Einstein

**Observe perpetually.**  
-Henry James

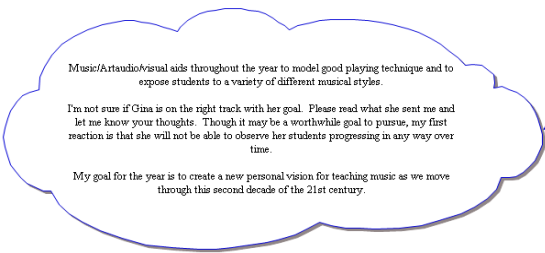
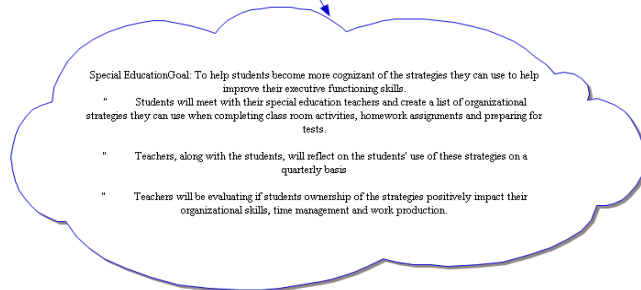
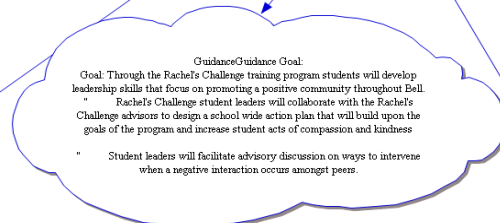
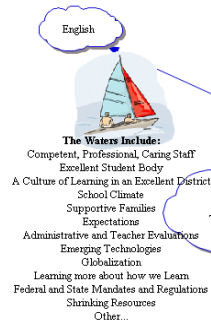
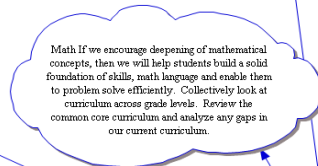
**"The future is not some place we are going to but one we are creating. The paths are not to be found, but made, and the activity of making them changes both the maker and the destination."**  
-John Schaar, Political Scientist,  
University of Santa Clara  
Author, *Loyalty in America*



Science  
The science dept. is electing to continue work on the Student Understanding Pyramid and how it is implemented in our classes.



School Goal



# Robert E. Bell Middle School Inquiry

*Draft Document*

The Inquiry Statement as a Standard

**Inquiry Question: What does it mean for a school to teach students to be socially and emotionally competent?**

**Theory:**

If teachers select and implement instructional projects, strategies and structures that support the emotional/dispositional and social development of students, **then** students will learn to think deeply, support their thinking, apply problem solving skills, and actively participate in their learning as they acquire content knowledge.

**Outcomes:**

- To increase our collective capacity to implement curriculum and instruction from a foundation of knowledge about middle school students' social and emotional/dispositional development.
- To increase our collective capacity to instruct and to coach students in applying social /emotional skills and dispositions.
- To increase our collective capacity to instruct and to coach students in developing dispositional awareness.
- To continue faculty small-group, self-designed, learning related to school goal.

**A Sample Action:**

To develop horizontally and vertically aligned community service projects at Bell; this would be a multi-year endeavor guided by on-going assessment of student learning.

**Reference research:**

**Note: As whole faculty work is developed in this particular area, our department goals will continue to move forward curriculum and instruction related to discipline-based implementation of BOE strategic question.**

**Action Steps / Timeline**

**\* Resources:**

**To be finalized:**

- Principles / indicators / framework for social-emotional development (Bloom, Kohlberg, Covey, Marzano, Costa and Kallick, etc.)
- Sample Curricula and Programs

<b>September</b>	<ul style="list-style-type: none"><li>• Identify principles / indicators* for faculty learning<ul style="list-style-type: none"><li>○ Finalize plan with feedback from Dept. Chairs</li></ul></li></ul>
<b>October/ November</b>	<ul style="list-style-type: none"><li>• Introduce plan / begin professional development at Oct. 11 faculty meeting<ul style="list-style-type: none"><li>○ Will include teacher self-assessment and initial discussion around principles / framework of social / emotional development.</li></ul></li><li>• Additional PD / Feedback from faculty afternoon of Oct. 21 Learning Symposium day?</li><li>• Incorporate learning from “Rachel’s Challenge” and Nov. 8 speaker on bullying</li><li>• Finalize plan with Department Chairs, Nov. 1 and Dec. 6</li></ul>
	Continued Professional Development: Faculty meeting Dec. 13
<b>January- April</b>	Jan. 10 Faculty meeting: Faculty learning groups form and identify inquiry questions and action plans related to school inquiry question
<b>May</b>	Sharing of work and identification of next steps at May 8 Faculty meeting



## **Seven Bridges School Vision**

**We are a community of explorers.**

**In our school, every student thinks hard every day. Seven Bridges students practice creativity and are committed to learning and growth. They are good writers and speakers who express themselves well in many media. They persevere when things get tough, learning that struggle is part of the journey. They are open-minded and at ease collaborating and cooperating with others. They respect each other and show empathy, volunteering to be leaders when they can be and followers when they should be. Students are aware that their actions make a difference in the Seven Bridges community and beyond.**

## **Seven Bridges School Goal 2011-12**

**Students will participate in their own learning by continually and thoughtfully assessing themselves and advocating for their needs.**



## **Topics for Professional Development 2011-2012**

### **1. Differentiation**

Participants might explore working with students with autism, supporting highly able students, enrichment lesson planning, and “differentiation for dummies.”

### **2. Creativity and imagination in the classroom/ Interdisciplinary focus groups**

This topic could include incorporating the arts to enhance understanding, and “stretch a sketch” or Picturing America. Members of this group might also study the confluence of arts and literature, or work with another department on points of intersection in the curriculum.

### **3. Tools for students**

Group members can work on finding/creating motivational tools for students; facilitating executive functioning, homework completion and class participation; using accountable talk; the effective use of graphic organizers.

### **4. Habits of mind/ Self-management and independence**

Members of this group can study how to integrate the habits of mind into the classroom. Topics could also include how to support independence in students, how students manage their own learning, or the issues raised by the film *Race to Nowhere*.

## **5. Technology**

This group's focus could be how to integrate new technology in the classroom and the pros and cons of incorporating technology into lessons. Might cover use of iPads or our new wireless network.

## **6. The Art of Questioning**

This group's focus could be either how to encourage students to generate questions for themselves in inquiry-based education, or how teachers can become more sophisticated questioners.

## **7. Social/emotional education in the curriculum**

This group will study how students' social and emotional needs affect their learning and how to support this in the curriculum.

**Principal's Inquiry Question:** How can we use professional development time to promote a school culture that supports the Board question, our jointly authored school vision, and our current school goal by structuring PD teams and classroom observations around teacher interests in a format that models structures I would like to move into classrooms?