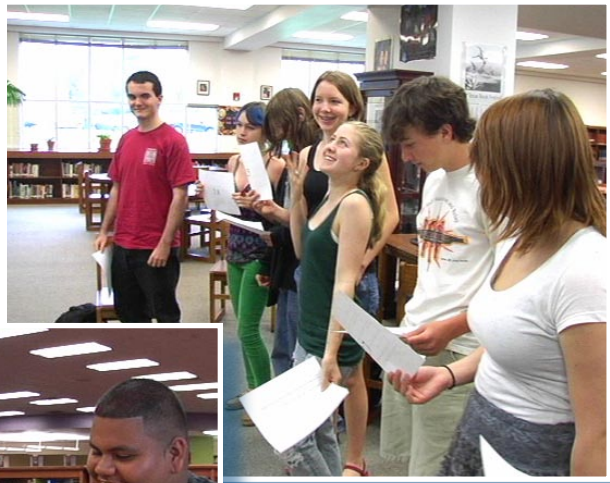
Annual Report 2009-2010



Educators for Social Responsibility

esr

Mission Statement

ESR works directly with educators to implement systemic practices that create safe, caring, and equitable schools so that *all* young people succeed in school and life, and help shape a safe, democratic, and just world.

Every elementary school student in Hughson, California is learning social skills through the Resolving Conflict Creatively Program (see p. 5).

I know how valuable a good education is to every young person in our country. ESR fosters schools that emphasize cooperation, respect, and personal and social responsibility.

– Robert E. L. Strider, President Emeritus, Colby College

ESR helped me become a good teacher. I support ESR because they are always doing cutting edge work, always refining the skills that we, as educators, want to teach to young people.

– Betsy Sason, Teacher (second grade), Ridgewood, New Jersey

EDUCATORS FOR SOCIAL RESPONSIBILITY

23 Garden Street
Cambridge, MA 02138
(617) 492-1764
(800) 370-2515 toll-free
(617) 864-5164 fax
educators@esrnational.org
www.esrnational.org

Cover: Advisory in action, Austin, Texas

Message from the Executive Director

Dear Friend,

For nearly 30 years, ESR has believed that education plays a critical role in creating a positive future. By aiming to reach and engage all young people, we help level the playing field and create access to success in education and the workforce, especially for those who currently face very limited opportunities.

By fostering social and emotional competency, we lay the foundation for young people to forge and maintain positive relationships and lead productive and fulfilling lives. By developing caring and respectful school communities and providing opportunities for young people to make a difference, we shape effective citizens who are committed to actively participate in our democratic society and work for a safe and just world.

I am pleased to share this report on the many different ways that ESR is helping tens of thousands of educators implement best practices that create schools and classrooms rooted in this mission. Our strategies, programs, and practices are informed by the latest research on what works and by the overwhelming positive feedback we receive from educators about the effectiveness of ESR's support.

For example, research shows that helping young people feel a sense of connection to their schooling increases the likelihood that they will stay in school and that they will succeed. With 1.2 million young people now leaving high school for the streets each year (that's more than 3,000 every day), strategies for fostering a sense of belonging can make a big difference. ESR is helping to do just that in over 150 schools where we have provided training and consultation for setting up advisory programs.

Guided Discipline shows educators how to manage their classrooms in ways that promote social skill development and create a sense of community and responsibility in the room. ESR's Reaching and Engaging All Learners program is a set of learning strategies that increase motivation, effort, and engagement to ensure that every student becomes college, career, and life ready.

And our longstanding commitment to teaching and modeling nonviolent conflict resolution and understanding and respecting differences is woven into all of the above as well as in focused resources like our latest publication, *Book By Book: An Annotated Guide to Young People's Literature with Peacemaking and Conflict Resolution Themes.*

While the debate rages on in the country about how to fix our educational system, ESR is helping to do just that in hundreds of schools and tens of thousands of classrooms, working with the unsung heroes of our country – great teachers – and with the support of many concerned citizens and institutions. Thank you for being a part of the solution through your commitment to ESR.

Best regards,

Larry Dieringer

Reaching and Engaging All Learners Institutes

ESR has begun conducting Reaching and Engaging All Learners institutes, a new kind of professional development for teachers to help them create student-centered, personalized learning environments in their classrooms. In 2010, we held institutes in Austin, Texas and in Bethel and Castle Rock, Washington, that were attended by a total of over 200 participants. In Bethel, ESR provided a district-wide opportunity for teachers, counselors, and administrators to work together for two sessions for a total of five days. The institute in Austin included nearly 100 teachers and counselors.

Michele Tissiere, ESR's new director of professional services, works with an advisor in Austin, Texas. Michele oversees program development, builds capacity to expand our outreach, and maintains ESR's commitment to high-quality services. She has been involved with ESR since 1989.

ESR has been a true partner in helping us grow what we believe is one of the finest advisement systems in the country. ESR has helped us understand that if we are serious about authentically improving student achievement and attainment, then we have to be as attentive to students' social-emotional health as we are to their intellectual health.

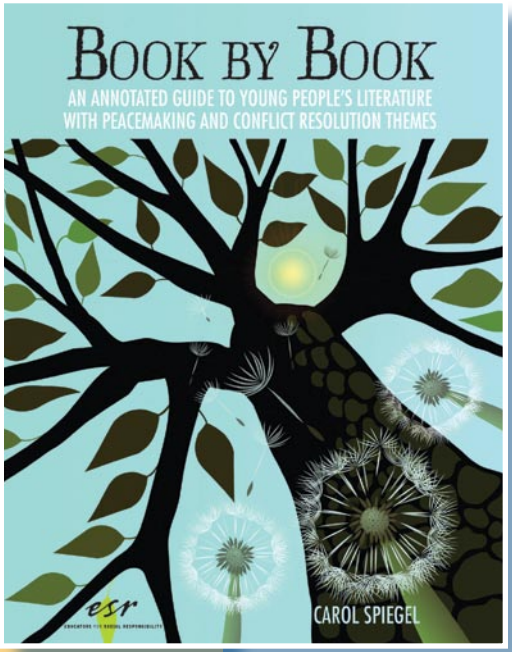
– Kent Ewing, former Director, Office of Redesign, Austin Independent School District

Advisory

ESR continues to be a national leader in advisory, helping over 150 middle and high schools implement advisory programs in which each student in a school has a caring adult who is "on their side and on their case." In Austin, Texas, where ESR has helped 11 schools that serve 17,000 young people implement advisory, we completed a series of DVDs of advisory "in action" to be used for advocacy and professional development. Advisors can deepen their skills by watching their peers conduct successful advisory sessions on a range of topics such as "Facilitating and Debriefing," "Rituals and Routines," and "Postsecondary Planning."

Chicago's Culture of Calm

In response to an upsurge in youth violence, the Chicago Public Schools started an initiative to create a "culture of calm" in many of their hardest-hit schools. ESR was selected as a key partner and began supporting faculty in six high schools that formed Culture of Calm Teams.



Book By Book

ESR's newest publication, *Book By Book: An Annotated Guide to Young People's Literature with Peacemaking and Conflict Resolution Themes,* contains over 900 entries on children's picture and chapter books to support social and emotional development. It was written by veteran peace educator Carol Spiegel.

Following in the footsteps of our highly successful *Advisory Library,* we compiled a set of ESR publications for elementary schools. With six individual books and a series of posters, *The Social and Emotional Learning Library* offers a wide variety of resources and activities to be used with elementary students. Included are: *Connected and Respected: Lessons from the Resolving Conflict Creatively Program; Links to Literature: Teaching Tools to Enhance Literacy, Character, and Social Skills; Peace Place Posters; Linking Up!; Elementary Perspectives 1: Teaching Concepts of Peace and Conflict;* and *Book By Book.*

This support helps teachers manage their classrooms to reduce conflict and disruption and to increase students' learning, cooperation, self-management, and responsible decision-making. Rather than relying on ineffective punitive measures, ESR's approach has a problem-solving orientation and includes early identification of students who need special behavioral and social supports. Teachers learn conflict resolution practices, enabling them to teach these skills to students.

Faculty at each school have also committed to implementing powerful new practices rooted in ESR's approach to reaching and engaging all learners. One example is setting up one-on-one conferences each week outside of the school day (either before or after school or during lunch) with students with disciplinary problems or typically overlooked students. One hundred faculty can accomplish 3,000 meetings in one year in this way. The positive impact on students is enormous. Using these practices consistently helps to build relationships between teachers and students – a key ingredient in a "culture of calm."

A REAL (Reaching and Engaging All Learners) School Model

Though ESR's many programs and publications are already making a difference for tens of thousands of teachers and millions of young people, the time has come for us to magnify the impact of our outreach by putting all of our expertise together in a whole school model. Over the last year we've been developing a research-based design for middle and high schools that uniquely applies ESR's integration of social, emotional, and cognitive development to best practices in education reform. We call this the REAL (Reaching and Engaging All Learners) School model.

The goals of our REAL School model are to:

- improve academic achievement and school success
- foster healthy social and emotional development
- increase post-secondary readiness and access
- cultivate active citizenship and social responsibility

ESR's model allows each school community to develop organically and authentically, based on principles and practices in four domains:

- youth development — emphasizing advocacy, postsecondary readiness, and social and emotional development
- climate, discipline, and behavior supports — ensuring an environment that is safe, welcoming, and equitable
- leadership and vision — developing and practicing a common, shared vision and set of expectations among adults
- student-centered teaching and learning — paying personalized attention to each student as a whole person

Our model is evolving into a concrete reality. Murray Hill Academy, a new public high school in New York City, partnered with us as the first pilot site for implementation of the REAL school model. The school will initially serve approximately 100 ninth graders and will build year by year into a grade 9-12 school. ESR has teamed with the founding principals to design the structure, core principles, and learning objectives of the school and is working side by side with them to develop all of the REAL school components.

Hughson, California

Over the past three years, ESR has been implementing the Resolving Conflict Creatively Program (RCCP) in the Hughson, California public schools with great results. The entire program was sponsored by a generous local donor. Interviews with staff members in the spring of 2010 demonstrated that the program has made a positive impact throughout the elementary schools and middle school.

The number of suspensions and the number of referrals to the office have gone down. You can say a lot of things about programs, but the proof is in the pudding. And my proof is how many kids are coming down for fights, arguments. This year, for example, at the middle school, we have not had one major blow-out fight, which is unusual for a middle school because they like that action. We haven't had a single one this year — not one.

– Mark Taylor, Fox Road Elementary and Middle School principal

We have found with RCCP being implemented in our classrooms that our school climate has definitely improved and our children have learned how to de-escalate conflicts. It has also helped our students by giving them the words they can say if they feel they're being bullied and what they can do to help a friend who's being bullied. So the program has been wonderful — teachers see it in practice in their classrooms, I see it on the whole campus, and the other school sites have noticed a change as well. This has been a huge gift to our town.

– Brenda Vaca, principal, Hughson Elementary School.

We're making change within the classroom, within the school, the community as a whole, and also in students' homes. Every teacher needs to take this training.

– Lorena Vega, teacher, Hughson Elementary School

All of the district's elementary school teachers, after-school staff, and middle school teachers participated in intensive training and most received ongoing staff development. Administrators and non-teaching staff learned RCCP skills and concepts and 30 parents attended Peace in the Family workshops that were conducted in both English and Spanish.

As part of helping Hughson sustain RCCP in the district, we completed a professional development DVD featuring several Hughson teachers using RCCP best practices. We also helped the school form a professional development team that will conduct ongoing RCCP training and coaching within the district.

Guided Discipline

ESR has drawn on principles of personalization and youth development to create a powerful and effective approach to classroom management called Guided Discipline and Personalized Student Support.

We use a five-step framework to transform the ways that teachers interact with students:

- know yourself, know your students, know your school
- create group norms, procedures, and learning protocols
- support individuals and the group
- invite student engagement, cooperation, and self-correction
- develop accountable consequences and supportive interventions

We conducted 44 Guided Discipline institutes and trainings last year. Some participants in a five-day institute in New York City shared some of their experiences.

Sonia Burke is a teacher and counselor at A. Philip Randolph High School in Manhattan:

I've been teaching a long time and have seen problems increase in my classroom. I have found that my lack of skill in dealing with them often makes them worse. If I had had ESR's training, many issues wouldn't be issues at all.

I've always had good relationships with my students but I lacked routines, clear expectations, and consequences and kids need these. Before, when a student arrived late I would just say "you're late." Now, I say, "I'm glad you're here. Please take a seat and we'll talk about the consequences after class." This way I communicate that I care that the student is there and that there will be time to talk later, but that there will also be consequences. Since I started using all of the practices I learned with Guided Discipline, I'm no longer having issues in my class.

Paula Anji is a teacher at Urban Assembly Academy of Civic Engagement Middle School in the Bronx.

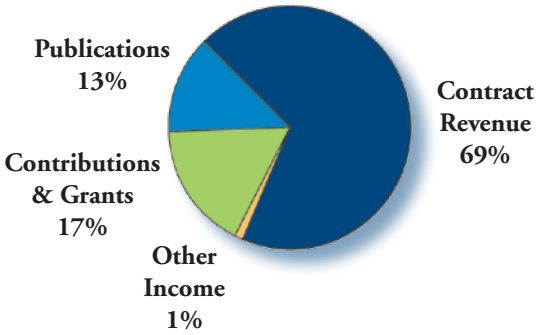
I implemented all of the ideas right away in my classroom, from the entrance procedures to the exit procedures and everything in between. I found that things as simple as explaining to the kids what I was doing and why, and hanging the rules on the wall where kids could see them and they were no longer "my" rules but "our" rules, changed the dynamic in the room.

Financials

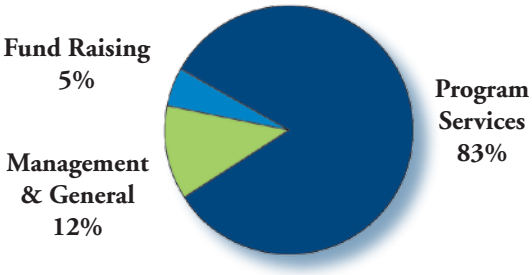
	Years ended June 30, 2010	2009
Revenues and Support		
Contributions and grants*	$529,814	$526,155
Publication income	421,054	348,854
Program contract revenues	2,235,686	2,400,555
Investment and other income	3,645	3,446
Total Unrestricted Revenues and Support	**3,190,199**	**3,279,010**
Expenses		
Program Services		
Publications and marketing	521,629	406,325
Social and Emotional Learning Programs/Character Education	182,231	252,719
Partners in Learning	1,820,948	1,825,399
Special projects and other programs	–	1,065
Total Program Services	2,524,808	2,485,508
Supporting Services		
Management and general	374,442	322,220
Fund raising	137,160	124,631
Total Supporting Services	511,602	446,851
Total Expenses	**3,036,410**	**2,932,359**
Increase (Decrease) in Net Assets	117,305	187,906
Net Assets at Beginning of Year	1,447,342	1,259,436
Net Assets at End of Year	**$1,564,647**	**$1,447,342**

*Includes net assets released from restrictions

Revenues and Support



Expenses



These figures are derived from ESR's audited statements, full copies of which are available upon request.

Board of Directors

Mark Baldwin
Dean, College of Education,
California State University
San Marcos
San Marcos, CA

Barry Berman
Chief Financial Officer (Retired),
Brown Rudnick Berlack Israels LLP
Boston, MA

Sheldon Berman
Superintendent, Jefferson County
Public Schools
Louisville, KY

Carol Bershad
Senior Associate, Education
Development Center, Inc.
Newton, MA

Deborah Childs-Bowen
Director and Associate Professor,
Institute for Teaching and Student
Achievement, School of Education,
Samford University
Birmingham, AL

Larry Dieringer
Executive Director, Educators
for Social Responsibility
Cambridge, MA

Larrie Hall (Chair)
Assistant Superintendent,
School for Integrated Academics
and Technologies
Vista, CA

Janice Jackson
Lecturer on Education,
Harvard Graduate School of
Education
Cambridge, MA

Mariko Lockhart
Director, Seattle Youth Violence
Prevention Initiative
Seattle, WA

Kathi Mullen
Associate Dean, College of
Professional Studies,
Northeastern University
Boston, MA

Jan Phlegar
Executive Director,
Learning Innovations at WestEd
Woburn, MA

Leslie Rennie-Hill
Education Consultant,
LRH Consulting
Portland, OR

Rene Townsend
Managing Partner,
Leadership Associates
Mission Viejo, CA

Nancy Wilsker
Attorney/Partner,
Brown Rudnick Berlack Israels LLP
Boston, MA

Photos:
Cover through page 5,
Cally Robyn Wolk, www.MediaPalette.com
Page 6, property of ESR
Page 7, courtesy of Jerry Starr
Page 8 (left), courtesy of Carla Kirmani-Taylor
Page 8 (right), courtesy of Trish Kaspar

Design:
Bryant Design & Illustration
www.bryantdesignonline.com

Print:
Fleming Printing Co.
Recycled paper with soy-based ink

National Advisory Board

Sheldon Berman
Superintendent of Schools, Jefferson County, Kentucky Public Schools

Gene Carter
Executive Director and CEO, Association for Supervision and Curriculum Development

James Comer
Associate Dean and Professor, School of Medicine, Yale Child Study Center, Yale University

Marian Wright Edelman
President, Children's Defense Fund

Roger Fisher
Professor Emeritus, Harvard Law School

Daniel Goleman
Author, *Emotional Intelligence* and *Social Intelligence*

Maxine Greene
Professor Emerita, Teachers College, Columbia University

Eileen Rockefeller Growald
Founder, Collaborative for Academic, Social, and Emotional Learning

Michael Hartoonian
Scholar in Residence, Hamline University; Former Professor, College of Education and Human Development, University of Minnesota

Mary Hatwood Futrell
Former President, National Education Association; Professor, Graduate School of Education and Human Development, George Washington University

Fr. Theodore Hesburgh
President Emeritus, University of Notre Dame

Jonathan Kozol
Author, *Savage Inequalities, Amazing Grace* and *Shame of the Nation*

Deborah Meier
Founding Principal, Mission Hill and Central Park East Schools; Author, *The Power of Their Ideas*; Faculty Member, New York University

Gabriella Morris
President, The Prudential Foundation

Sonia Nieto
Professor Emerita, University of Massachusetts – Amherst

Vito Perrone
Retired Senior Lecturer, Harvard Graduate School of Education

Robert S. Peterkin
Director, Urban Superintendents Program, Harvard Graduate School of Education

Deborah Prothrow-Stith
Associate Dean and Professor, Harvard School of Public Health

Charles Slater
Professor, California State University – Long Beach

EDUCATORS FOR SOCIAL RESPONSIBILITY
23 Garden Street
Cambridge, MA 02138