

ANNUAL REPORT 2008-2009



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.



ESR provided training for New Leaders for New Schools at a summer institute (see page 2.)



EDUCATORS FOR SOCIAL RESPONSIBILITY

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“I got so much out of my Resolving Conflict Creatively Program training experience! I started last school year with RCCCP as the focus. I believe those lessons set the tone for the whole year. Though I had quite a few students with academic and behavioral challenges, because of RCCCP, we were all able to enjoy the year together as a class family.”

Kindergarten teacher, Hughson, CA

Cover: ESR peer mediation training at Phoenix Charter Academy, Chelsea, MA

MESSAGE FROM THE EXECUTIVE DIRECTOR

Dear Friends,

As I write this, I feel a sense of renewal as children and teachers head back to school and ESR program experts and educational resources accompany them for training and support. I'm also hopeful about the opportunity for change with a new administration in place and a vigorous debate underway about how to correct the failed policies of No Child Left Behind.

This summer I was one of 40 leaders organized under United Voices for Education who met with Secretary of Education Arne Duncan. He listened carefully to our urgent call for legislation that supports a school's responsibility to educate the whole child so that young people become socially skillful, emotionally intelligent, ethically principled, and civically engaged, as well as academically successful.

It was clear that Secretary Duncan supports goals that ESR cares deeply about: educational equity, social and emotional learning, a positive school climate, and social responsibility. Among the challenges to achieving these goals, we were told, is the need for more evidence about the effectiveness of programming in these areas and more demonstration sites that show success.

I'm pleased to say that ESR is poised to rise to these challenges. You'll see from this report that we already have many examples of educators making major changes to focus on whole child education and reach and engage all learners. And last year we developed an ambitious three-year plan to significantly expand our impact.

We're preparing secondary teachers to create safe and welcoming school climates and cultures, disciplined and supportive learning environments and personalized, high achieving classrooms

that promote healthy development and academic success for each and every student. We're also continuing other successful work such as helping schools build high-quality social and emotional learning programs and initiatives that promote respect and help reduce intolerance, harassment and bullying, and risky and aggressive student behaviors.

If we are successful in building the capacity needed to implement our plan, we will work directly in over 500 schools, train 36,000 educators, and distribute 60,000 publications – reaching an estimated 3 million young people! We're also developing a research plan to show the effectiveness of our strategies and practices.

The challenge is great and the stakes are very high, but ESR is committed to doing as much as we can to make schools work for all students and to help children of all ages learn the skills to succeed in school and life, and shape a safe, democratic, and just world. I want to thank you again for your unrelenting support of ESR that makes so much of what we do possible. I look forward to our continued partnership in the year ahead.

Best regards,



Larry Dieringer



ESR provides training and consultation in advisory, Guided Discipline, and instructional practice to middle and high schools nationwide with the goal of reducing educational disparities and facilitating equal access to quality schooling for *all* students. Over the last year we worked in large urban districts such as Austin, New York City, Atlanta, Chicago, and Washington, DC, and smaller ones including Wicomico County, MD, Missoula, MT, and Rutland, VT.

Advisory

Since ESR began advisory training, we have served over 250 schools and distributed over 25,000 copies of *The Advisory Guide*. Advisory is a key programmatic structure for personalizing students' experiences and building their attachment to school by ensuring that each student is well known by at least one adult. One example of our advisory work last year was in Atlanta, where ESR provided consultation to 14 public high schools, including the four small schools of the New Schools at Carver. An *Atlanta Journal-Constitution* story on May 10, 2009 said, "When students graduate from the New Schools at Carver later this month, Atlanta school leaders will point to them as proof that high schools can turn around. Superintendent Beverly Hall picked Carver as the first high school to undergo a transformation to reverse the district's high dropout rates and low test scores. Only 36 percent of the students graduated in May 2005. Hall predicted the school's graduation rate would be about 80 percent this year. 'Today Carver is a model,' she said. 'This success will be replicated across the district.'"



These educators took part in ESR's training in collaboration with New Leaders for New Schools (NLNS), a national leadership development program that provides a pathway for current and former educators to become principals of urban public schools. Over the last six years, ESR has trained over 600 NLNS participants, many of whom are now leading schools throughout the country.

Helping Students Get Back on Track in New York City

ESR continues to address the dropout crisis through our work with New York City's Office of Multiple Pathways to Graduation (OMPG). Students served by OMPG are generally older and may be truant, are considering leaving school, or have accumulated too few credits.

PROGRAM HIGHLIGHTS

Good to Go New Teacher Project

Twenty-seven new and mentor teachers in seven New York City public schools participated in the pilot of a new teacher support program called Good to Go. Its goal is to provide new and inexperienced teachers with the skills they need to create effective and supportive classrooms for *all* students, including those who skip school or are at risk of dropping out.

Participant Chris Fazio, a grade 9 teacher from the Brooklyn Lab School, commented,

“Good to Go was easily the most helpful professional development program of my first year of teaching. I needed a program that could target the issues that get a short shrift in graduate programs: safe classrooms, student-teacher relationships, and, most importantly, classroom management. With such a challenging first year, I didn’t have time to learn by experience.”



ESR provided advisory and Guided Discipline training for 12 OMPG schools as part of an effort to get these young people back on track for graduation and ready for postsecondary opportunities.

We also provided a customized mix of advisory and Guided Discipline training to staff at 29 Alternative Learning Centers throughout the five boroughs. The centers serve students who have been suspended for periods of ten days to a full year. Our trainings helped staff individualize student support, strengthen communication skills, and improve instruction so that students can rejoin their home schools successfully.

Increasing College Access

Funded by a grant from the Bill and Melinda Gates Foundation, we published a paper called “Increasing College Access” with help from a team of national experts. The paper outlines the reasons too few students move on to college or other postsecondary education and proposes detailed remedies that schools and districts can adopt. We have distributed over 2,200 copies to date.

One reader said, “I read with great interest ‘Increasing College Access.’ I teach at the local public university. Your report is an important contribution to getting education back on track in this country.”

SOCIAL AND EMOTIONAL LEARNING



ESR continues to provide leadership in teaching conflict resolution, peer mediation, and other social and emotional skills and in creating safe, caring, and respectful learning communities. Last year we worked in schools from New York to Illinois to California and distributed over 3,600 social and emotional learning resources to educators in all 50 states and beyond.

Phoenix Charter Academy in Chelsea, MA

ESR provided peer mediation training to staff and students at the Phoenix Charter Academy in Chelsea, MA. Most Phoenix graduates are the first in their families to earn a high school diploma. The school is ungraded to better support students who have struggled in more traditional schools and are often older than the typical high school student. Teaching at Phoenix is personalized and individualized and the curriculum includes life skills in addition to academics. “We have all made mistakes,’ senior Jessica T. Gedeus, 18, said at a class graduation dinner amid smiles, cheers, and tears of gratitude. ‘But look at us now: class of ’09.’” (Boston Globe, June 18, 2009.)

“Since Parkway embraced this theme, test scores have risen, suspensions have decreased, attendance has increased, and the graduation rate has hit 100 percent, with almost all students going on to college. Parent participation is stronger. Teachers are more committed to the school’s programs, and students are showing an enthusiasm for learning not always seen in high schools. Adopting this focus has made a difference in students’ self-discipline, interpersonal relationships, and willingness to take responsibility for their own learning.”

Eliot Seif, *Educational Leadership*, July 2009

ESR at Parkway NW High School for Peace and Justice

ESR’s leadership role at the Parkway NW High School for Peace and Justice in Philadelphia was recognized in the July 2009 issue of *Educational Leadership*. The article detailed the grade 9 peer mediation training and leadership courses developed by ESR staff. Thanks to the support of the John C. and Chara C. Haas Charitable Trust, ESR has been providing training and consultation since the school’s opening in 2005.

PROGRAM HIGHLIGHTS

Building Partnerships for Conflict Resolution Education

ESR is collaborating with Temple University and another nonprofit ally, Creative Response to Conflict, in a national project called Building Partnerships for Conflict Resolution Education which was pilot tested last year in Washington DC, Chicago, and New York City. The project – funded by the JAMS Foundation – brings together local university schools of education, school districts, and practitioners to infuse conflict resolution skills into teacher education.



Resolving Conflict Creatively Program (RCCP) in the San Joaquin Valley

ESR completed its second full year of RCCP implementation in the Hughson, CA school system and aims to eventually train all of the district's elementary and middle school teachers. Brenda Vaca, principal of the Hughson Elementary School, shared her thoughts about the program so far:

“Our staff is so thankful for RCCP. Teachers use the lessons to set the tone of the classroom and to build community. I’ve seen improvement in how students relate to each other and adults. Our California Healthy Kids survey showed that bullying has decreased across the board. I feel that’s a big benefit of RCCP – what it does for school climate.”



A Peaceable Schools Initiative for Chicago Public High Schools

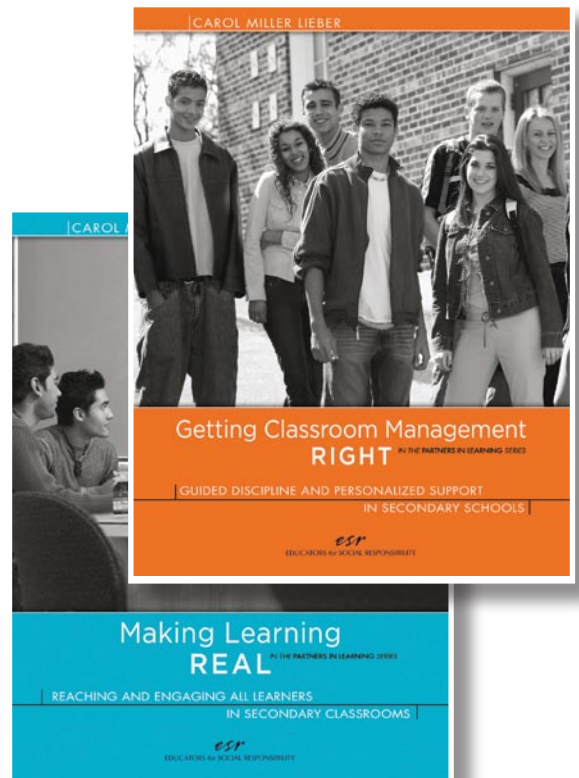
Over the last year, ESR has met with teams of students and staff at four high schools on Chicago's South Side to design and deliver a Peaceable Schools Initiative in response to increasing youth violence. The program is designed to train teams of students paired with mentor teachers to conduct non-violent conflict resolution workshops for specific groups of students. The initiative helps students develop self-management, cooperation, and problem-solving skills, as well as intercultural understanding.

PUBLICATIONS

ESR published two new volumes in its popular Partners in Learning series for middle and high school educators written by ESR Senior Consultant Carol Miller Lieber.

The first book, *Making Learning REAL: Reaching and Engaging All Learners in Secondary Classrooms*, is organized around seven core practices that increase students' motivation, effort, and engagement, enabling teachers and students to become partners in high performing communities of learners. It also helps teachers build strong relationships with students in the context of intellectually rigorous classrooms.

As soon as it was published, *Making Learning REAL* became an essential tool for ESR staff working with the Silver Creek, NY public schools. This small district in western New York, near the Cattaraugus Reservation of the Seneca Nation, serves a diverse population of students. ESR consultants conducted focus groups with students, teachers, administrators, and parents to learn about the challenges facing the schools and identify their needs. ESR is now helping the district consider ways to integrate advisory, freshman orientation, and Guided Discipline into their programs. We're also providing training to improve staff relationships, address bullying, and build students' awareness of post-high school education. ESR is helping the high school create teams of guidance counselors and deans to support the success of students. *Making Learning REAL* will be a valuable tool in helping school personnel improve the school climate during our training and beyond.

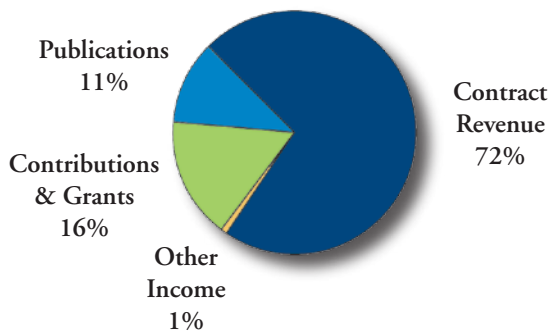


Getting Classroom Management RIGHT: Guided Discipline and Personalized Support in Secondary Schools shows teachers how to create consistent, fair, and effective discipline and support practices that encourage positive and respectful peer climates. It offers research-based tools, skills, and guiding principles for organizing and managing classrooms and creating productive learning environments where students are motivated to become more self-disciplined and responsible learners.

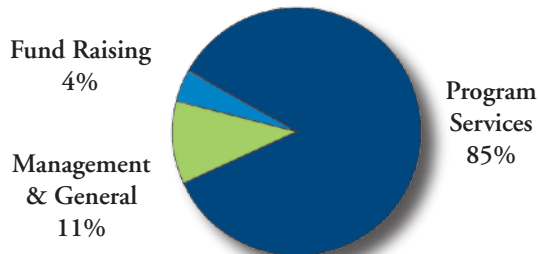
	<u>YEARS ENDED JUNE 30, 2009</u>	<u>2008</u>
Revenues and Support		
Contributions and grants*	\$526,155	\$690,188
Publication income	348,854	409,637
Program contract revenues	2,400,555	1,685,798
Investment and other income	3,446	28,549
Total Unrestricted Revenues and Support	3,279,010	2,814,172
Expenses		
PROGRAM SERVICES		
Publications and marketing	406,325	468,376
Social and Emotional Learning Programs/Character Education	252,719	383,490
Partners in Learning	1,825,399	1,342,047
Adventures in Peacemaking	-	4,128
Special projects and other programs	1,065	30,223
<i>Total Program Services</i>	<u>2,485,508</u>	<u>2,228,264</u>
SUPPORTING SERVICES		
Management and general	322,220	301,313
Fund raising	124,631	120,516
<i>Total Supporting Services</i>	<u>446,851</u>	<u>421,829</u>
Total Expenses	2,932,359	2,650,093
Increase (Decrease) in Net Assets	187,906	212,581
Net Assets at Beginning of Year	1,259,436	1,046,855
Net Assets at End of Year	\$1,447,342	\$1,259,436

*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.

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