

ANNUAL REPORT 2010 - 2011



EDUCATORS FOR SOCIAL RESPONSIBILITY

esr

MISSION STATEMENT

Educators for Social Responsibility 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.



Cover:

Students at the Denver Center for International Studies at Montbello (DCISM), Denver CO. DCISM is a new public school and member of the nationwide International Studies Schools Network. ESR has partnered with the leadership team and faculty since 2010 as they planned the mission, structure, and design of the school, and then opened in the fall of 2011. The school's mission is, in part, "to create a diverse, respectful, and socially responsible community of learners where students and teachers are challenged and honored as individuals." For more information about ESR's work with DCISM, see p. 2.



EDUCATORS FOR SOCIAL RESPONSIBILITY

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MESSAGE FROM THE EXECUTIVE DIRECTOR

Dear Friend,

Equality. Social justice. Fairness. I can't remember a time when these enduring themes have been so much on people's minds—from the Occupy movement's protest of corporate greed, the debate in Congress about increasing taxes on the wealthy, and the recent news that the poverty rate is increasing, to the broad efforts to reduce the achievement gaps in schools.

Inequity pervades schools in many ways. For example, last summer, a groundbreaking report described the results of a study of school and juvenile justice records in Texas and found that nearly six in ten public school students were suspended or expelled at least once between their seventh- and twelfth-grade school years. African-American students and those with particular educational disabilities were disproportionately likely to be removed from the classroom for discretionary disciplinary reasons. Suspended and expelled students are more prone to academic failure, dropping out, and, ultimately, more likely to end up in prison. In fact, the problem is now so severe that a new term has been coined: the "school-to-prison pipeline."

ESR is focused on creating safe, caring, and equitable classrooms and schools. We believe that every young person deserves an array of high-quality educational opportunities and supports and that schooling can play a critical role in leveling the playing field for them. At the same time, we recognize that broader efforts are also needed such as those to reduce poverty and make sure that everyone in our society can meet their needs and realize their potential.

ESR's commitment to educational equity traces back to our origins when we formulated a mission that includes helping young people

develop the skills and convictions to work for a more just world. Today, we help create equitable schools in many ways. The adults with whom we work create personalized and culturally responsive learning environments. Teaching is learner-centered, and aims to reach and engage all students. Schools provide every student with a challenging and relevant educational program and ultimately, each student develops a post-secondary plan that reflects her or his needs, interests, talents, and aspirations. Students develop and practice a wide range of academic, social, emotional, and civic competencies that help them succeed in school, in their relationships, and in their communities. ESR helps schools implement restorative justice practices and Guided Discipline that equip teachers and schools with a problem-solving rather than a punitive approach to behavioral issues.

By providing professional services for over 100 schools and distributing nearly 15,000 educational resources annually, we are reaching tens of thousands of teachers and touching the lives of two million students each year. We are deeply grateful for the many people who share our beliefs and support our success.

Best regards,



Larry Dieringer



Educating Educators about Conflict Resolution

ESR continues its partnership with Temple University's CRETE Project and the organization Creative Response to Conflict (CRC) to expand the teaching of conflict resolution to teachers-in-training as well as those who already have their own classrooms. Since 2009, this JAMS Foundation-funded project has paired ESR and CRC with schools and schools of education in Chicago, Northern California, New York City, and Washington DC – with the education schools incorporating conflict resolution education into their coursework. Last year we conducted sessions in the Atlanta Public Schools.

The project aims to build capacity, sustainability, and a culture of conflict prevention and resolution in schools throughout the U.S. One teacher educator said, "If schools everywhere had this, we'd have a totally different system – things would be a lot more positive." A high school safety officer commented, "With this program, teachers don't have to send students out of the classroom as much because students don't show as many disruptive behaviors. The sense in the classroom is more collaborative and cooperative so it results in more time on task."

Teachers in a summer institute participate in a gathering activity. Each chooses an image that represents something she wants to learn about more deeply, then speaks to the group about it.

ESR's Whole-School Approach

We made significant progress last year toward development of our approach to supporting whole school change, where we bring together all of our strategies, concepts, and practices in one place and where the whole student is also supported. Year One in our first pilot site, the Murray Hill Academy (MHA) in Manhattan, saw substantial gains in academic achievements and positive student behaviors.

The 2011-12 school year marks the second year of ESR's involvement with MHA as well as the addition of our second pilot site, Denver Center for International Studies at Montbello (see inside front cover). Our approach includes supporting advisory; design of courses, units, and lessons; classroom discipline and restorative practices; leadership development; and coaching teachers on student-centered learning.



HIGHLIGHTS 2010-2011



ESR helps a New Charter Put Down Roots

The staff of a new K-2 charter school in Orange County, California called Community Roots Academy enjoyed a three-day immersion in ESR's Resolving Conflict Creatively Program in preparation for the opening of the school in September 2011. With ESR's training and coaching, teachers geared up to implement practices that teach children self-management, cooperation, and problem-solving skills and promote interpersonal effectiveness and intercultural understanding. The goal is to establish a safe, respectful, and caring learning community. The school will grow into a K-8 school over time.

School Climate Matters More than You Think

ESR Executive Director Larry Dieringer was a featured speaker in October on a panel addressing the topic "School Climate Matters More Than You Think" at the annual Grantmakers for Education conference in Los Angeles. The panel provided a good opportunity to educate funders about why something so intangible and hard to measure is so critical. School climate refers to how safe, welcomed, and respected students (and adults) feel at school. Do they feel trusted, supported, and treated fairly? Is there a general tone of warmth and decency? Is the school safe and clean? Can students trust their teachers? And do teachers believe in and respect them? Not surprisingly, research shows that students feel more connected to school, perform better academically, and have fewer disciplinary problems when the climate is healthy and positive. ESR is a national leader helping schools create these climates.



In July 2011 ESR was delighted to welcome Jill Davidson (l) as our new Director of Publications and Communications. Jill is the former Managing Director of the Coalition of Essential Schools. She will work closely with Denise Wolk (r), Director of Marketing and Sales, and together they are aiming to significantly expand the reach and impact of ESR's publications and services.

HIGHLIGHTS 2010–2011

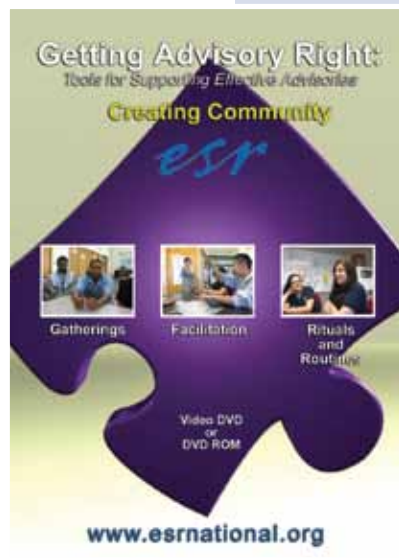
Advisory

Teachers, principals, and superintendents continue to flock to ESR for support in starting and improving advisory programs for their middle and high school students. For example, building on our work in Atlanta public high schools, with ESR's consultation, all 16 middle schools in Atlanta now include advisory. Every student

in grades 6-8 has an advisor – someone who has a different relationship from that of a teacher, someone who plays the role of an ongoing advocate guided by the mantra, “I’m on your side and on your case.” Students participate in advisory twice per week for at least 25 minutes.

New DVD series

Our newest resource, *Getting Advisory Right: Tools for Supporting Effective Advisories*, supplements and supports ESR's professional development for schools that want a high quality advisory program. Each of the four DVDs contains extended episodes of real advisory sessions in action from three high schools in different regions of the U.S. and comments from adults and young people on the difference advisory makes for them. Advisory program leaders can download one-hour sessions for each of the 12 topics in the set to be used in professional development, with the videos as a central focus of the training.



Joseph Kanke, an advisor at Lanier High School in Austin, commented, “*Before advisory, students used to hit a wall when there were challenges. Now they know they have places to go for help and they’ve also learned how to advocate for themselves.*”

Carolynn, a student at South Bronx Preparatory in New York City said, “*Advisory really focuses on collaboration. It doesn’t allow you to be isolated. When you go into Advisory you have to talk and engage with your peers and teacher, so that when you go out in the world, you have all these skills – teambuilding, communication, all the stuff you need to be prepared.*”



HIGHLIGHTS 2010–2011

Supporting High School Students' Aspirations for Life after Graduation

ESR recognizes that *all* students need support throughout high school in thinking about and preparing for their lives after graduation. Comparisons of college-going and college completion rates between inner-city, low income, and mostly minority students and their suburban, middle-to-high-income peers indicate that the outcome gap, already large before graduation, widens after students leave high school. When dropout data are included in the numbers, fewer than 50% of high school students actually enroll in two-year, four-year, or career and technical programs. Even more alarming, almost half of these young men and women never complete a degree or certificate. Many high schools focus their counseling resources on those students already aiming for college and are ill-equipped to support the rest.

ESR has begun to address this challenge by offering a range of strategies that support the goal of every student having a postsecondary plan. In January 2011, ESR facilitated sessions with over 120 representatives of 20 different school districts and officials from the federal Department of Education at the Academy of Educational Development in Washington DC, sharing our expertise on consistent, cohesive, and comprehensive support for every student's plans for life after high school. In June 2011, five ESR program staff facilitated a one-day Postsecondary Summit for over 150 counselors in New York City. Participants learned how to help students begin to define their aspirations starting in 9th grade



or earlier, and to develop appropriate, realistic plans over the course of high school. Counselors learned ways to support those who aim for career training or work after high school as well as those who want to go to college but need support navigating the process.

ESR Joins SEL Initiative in Toledo High Schools

Toledo Ohio has been conducting a social-emotional learning (SEL) initiative in its schools for two years. Last year, ESR was asked to join to coach and consult with educators at Scott High School. United Way of Greater Toledo, a partner in the initiative, characterized the outcomes of the SEL program: “Teachers’ and students’ behaviors change, school climate improves, students become engaged, risky behaviors decline, attendance and academic performance go up, family communication improves, and parents get more involved.”

A groundbreaking study in Texas recently revealed that nearly six in ten public school students were suspended or expelled at least once between their seventh-and twelfth-grade school years! It sent shock waves throughout the country as educators and policy makers realized the size of the problem and that it is not unique to Texas. Fortunately, it also sounded the alarm for something to be done.

ESR is already involved in addressing this travesty – and the larger needs around classroom management and discipline – through our program called Guided Discipline and Personalized Student Support. Guided Discipline helps teachers learn how to manage their classrooms by creating a sense of community among the students and focusing on develop-

ing self-management and self-discipline skills (rather than punishment). One of our newest resources, Getting Classroom Management RIGHT, is a 370-page resource that describes ESR's Guided Discipline approach and provides background information on adolescent development as well as hundreds of research-based teacher practices. To date, we have distributed more than 6,000 copies of this resource. We've also conducted more than 100 five-day Guided Discipline institutes for thousands of educators.

Guided Discipline in San Francisco

One of these institutes was held with the staff of San Francisco's Dr. Martin Luther King, Jr. Academic Middle School. MLK is typical of schools where many students regularly engage in unwanted behaviors and the faculty is under-equipped to handle them. In addition, the school has had five principals in the last six years.



Bea Krivetsky and MLK Assistant Principal Anthony Braxton role-play a teacher and student engaged in a confrontation during an activity where teachers explore what both parties say and do when conflict escalates.

Special Help for the MLK Middle School

We are grateful to ESR supporters Bea Krivetsky, Bill & Louise Lidicker, Lorene Lamb, and an anonymous donor for their support of the MLK Guided Discipline institute. Special thanks go to Bea, co-founder of the Bay Area chapter of ESR in the 1980's, who also reached out to her family and friends and found 17 additional people to support the project! Bea spent over

30 years as a K-6 classroom teacher, worked for the district modeling teaching practices for other teachers, and then supervised student teachers at San Francisco State University. She participated in the institute, offering both her insights as a longtime teacher and her support to the MLK staff for taking on the challenge of making their school better.

PERSONALIZED STUDENT SUPPORT

Natalie Eberhard, the school's newest principal, attended the entire five-day institute sending a clear message to the staff about its importance. ESR staff developer Carol Miller Lieber began by informing the group that everything she was going to do and say during the institute was intentional. This is because ESR believes firmly in modeling as a powerful way to teach adolescents in middle school. Carol then set out to create a "community of learners" among the participants, knowing that the teachers would emulate in their classrooms what they were experiencing in the institute. What ensued was five days of intensive conversation, role-plays, analysis, and activities to help these teachers learn – as one of them said at the end – "what every teacher should learn in education school but doesn't."



MLK teachers learn the Status Card game, which helps students explore issues around insiders and outsiders and how different groups of students experience school. Each participant gets a card with a number that represents their status (2, 5, or 10), and holds it so they cannot see their own number, but others can see. The group role-plays students attending a social event, and each responds to their peers according to the status represented by the number on the card. At the end, based on the verbal and non-verbal treatment they received, each guess their status level.



MLK teachers pause during an activity called Back-to-Back where participants reflect and share responses to questions about anger and anger management.

Activity: What's What?

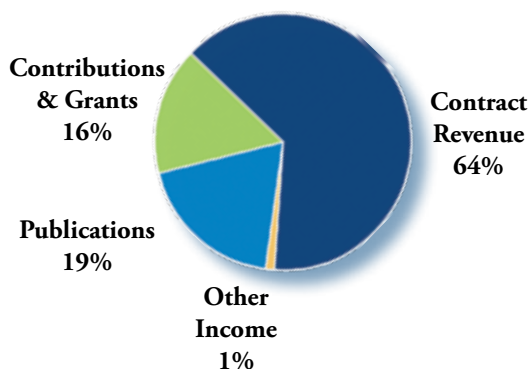
Knowing that feeling disrespected usually evokes feelings of anger that diminish relationships, the group engaged in an activity aimed at learning more about adolescent development and distinguishing between behaviors that are sometimes viewed as disrespect but are actually something else. Working in pairs, the teachers were given a sheet of paper with four columns labeled "Non-cooperation," "Non-compliance," "Non-participation," and "Disrespect" and then 40 typical behaviors typed on slips of paper to place under the appropriate heading. A few examples are: "Student looks away from you when talking;" "Student is always late for class;" "Student never brings necessary materials to class;" "Student doesn't cooperate in small group work." Most of the teachers were surprised to see how often they inaccurately viewed a behavior as disrespect. Understanding the motivations underlying adolescent behaviors helps teachers use the correct response so that they maintain control, prevent escalation, and can support the student in actually changing the unwanted behavior.

FINANCIALS

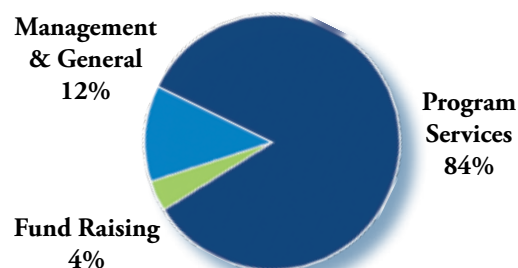
	<u>YEARS ENDED JUNE 30, 2011</u>	<u>2010</u>
Revenues and Support		
Contributions and grants*	\$482,141	\$529,814
Publication income	576,891	421,054
Program contract revenues	1,924,220	2,235,686
Investment and other income	5,385	3,645
Total Unrestricted Revenues and Support	2,988,637	3,190,199
Expenses		
PROGRAM SERVICES		
Publications and marketing	530,951	521,629
Partners in Learning	1,656,779	1,820,948
Social and Emotional Learning Programs/Character Education	78,558	182,231
<i>Total Program Services</i>	<u>2,266,288</u>	<u>2,524,808</u>
SUPPORTING SERVICES		
Management and general	329,502	374,442
Fund raising	113,499	137,160
<i>Total Supporting Services</i>	443,001	511,602
Total Expenses	2,709,289	3,036,410
Increase (Decrease) in Net Assets	275,008	117,305
Net Assets at Beginning of Year	1,564,647	1,447,342
Net Assets at End of Year	\$1,839,655	\$1,564,647

*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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Standing (l-r): Larrie Hall, Leslie Rennie-Hill, Barry Berman, Mariko Lockhart, Larry Dieringer, Carol Bershad, Deborah Childs-Bowen, Sheldon Berman, Rhonda Hall, Kathi Mullen

Seated (l-r): Jan Phlegar, Susan Yonezawa, Adria Steinberg, Janice Jackson

Photos:

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