

## • EGIA 2017 Course Project

**Project Title:** How to Make Friends in 9<sup>th</sup> Grade

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## • Project Step A: Learners in Context

### Context for your Educational Design (*What is the “Big Picture” context?*)

#### Topic Context

- In what domain have you or other educators noted learning challenges, and which of them will your project target?

In the U.S., we often assume that students will learn social and emotional learning (SEL) skills on their own after elementary school. When looking for educational standards in this area, there were no federal standards, and only 11 states had K-12 standards related to SEL. (States with K-12 standards for SEL with developmental benchmarks as of February 2017 include: IL, KS, ME, WV.<sup>1</sup>) Of the few schools that do teach SEL, many SEL programs will only teach these skills as temporary add-ons to the “regular” curriculum – which are then perceived to be less important than other content areas.<sup>2</sup>

My project will target the domain of interpersonal skills and social awareness within SEL by teaching typical 9<sup>th</sup> grade students to foster healthy friendships.

- Explain what knowledge, skills, and dispositions are central to what you plan to teach.

Knowledge: what a healthy friendship looks like, social norms and “fitting in”, peer pressure, cliques, bias, ethical behavior

Skills: perspective-taking, emotional management

Dispositions: empathetic, supportive, respectful, caring, takes initiative, positive attitude

#### Learning Context

- Who will you teach? Grade Level within K-12? Type of students? Type of community? Community values & priorities?

This unit is designed to teach American 9<sup>th</sup> grade public school students. These students will be coming from different middle schools in the district that feed into the same high school, so many students will be meeting at least 50% of their high school class for the first time in 9<sup>th</sup> grade. I designed this unit with typical learners in mind, situated in a relatively diverse community in terms of socioeconomic, ethnic, and racial composition. Since we are in America, the community values outgoing people with good interpersonal skills who can build rapport with casual acquaintances easily and maintain healthy and respectful friendships. However, SEL is not explicitly taught in the community’s public school system except in preschool and kindergarten.

- Where will you teach them? In school or another learning environment? In what subject area within school?

<sup>1</sup> CASEL, 2017, K-12 SEL Standards in the 50 States - February 2017

<sup>2</sup> Elias et al., 1997

Students will be taught in school and will be encouraged to engage with the community outside of school for their capstone project (although they can still choose to stay in the school community for their project if desired). Bringing class content outside of the school simultaneously meets one of the unit's goals of engaging with the community in a supportive fashion as well as engages students in their learning outside of school (and acknowledges these out-of-school activities as learning).<sup>3</sup>

This unit will be part of the physical education / health class subject area, since this is the subject area where other practical life skills such as sex ed and drivers' ed are also taught.

- When will you teach them? Time of year? Anticipated length of instructional sequence? Estimated total time of lessons?

This course on social relationships will be taught during the students' physical education/health class period during the students' trimester of health class, i.e. the trimester when students are not taking physical education. All students in the 9<sup>th</sup> grade class are grouped so that each trimester, only one third of 9<sup>th</sup> graders are taking their health class instead of physical education. There will be a total of two teachers who will each teach two classes of ~20-30 students during each trimester. This way, each teacher can get to know each of their individual students and offer time outside of class to meet with students. These teachers can also work together or get feedback from each other, as they will be teaching the same course. The instructional sequence will primarily last through this trimester with fourteen 40-minute classes (total of 560 minutes, or 9 hours and 20 minutes). There will also be three 15-minute checkpoints throughout the students' high school experience for students to reflect on their progress with their guidance counselor: at the end of 9<sup>th</sup> grade, end of 10<sup>th</sup> grade, and end of 12<sup>th</sup> grade (just before graduation). An additional checkpoint could be added at the end of 11<sup>th</sup> grade if deemed helpful, but the original focus here was to determine somewhat-near long-term effects of instruction with the 10<sup>th</sup> grade check-in and compare students' performance in 9<sup>th</sup> grade and 10<sup>th</sup> grade with their performance at graduation<sup>4</sup>.

- How will the learning experiences you envision relate to other parts of the learners' program within the grade level or across grade levels?

Learning about healthy friendships and strategies to foster these friendships relates to the whole learner<sup>5</sup>. This relates to students' social well-being throughout their high school experience and also prepares students to work collaboratively in their other classes – such as for formal team projects and informal group study or club activities. This course seeks to improve students' interpersonal skills - which in turn influence their motivation and engagement. Interpersonal skills, motivation, and engagement are examples of what DiPerna, Volpe, and Elliott (2002) refer to as academic enablers: “student attitudes and behaviors that facilitate a student's participation in, and benefit from, academic instruction” across all classes and grade levels. In this sense, this course is designed to improve students' general academic performance.

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<sup>3</sup> Washor & Mojkowski, 2013

<sup>4</sup> Big Idea: Look for and design for opportunities for effective educational implementation and impact.

<sup>5</sup> Big Idea: Take the time to learn holistically about your individual learners.

- Which of the standards established by professionals in the field are related to your design focus?

Please refer to the appendix.

- Why is it important for students to learn what you plan to teach? Remember our priorities for transfer goals and real life connections.

Schools today talk about promoting “twenty-first-century skills” and fostering these skills in students. The U.S.-based Partnership for 21<sup>st</sup> Century Skills is a consortium of 19 states and 33 corporate partners that promotes a broad approach to curriculum and learning that includes the following categories<sup>6</sup>. The ones that are directly relevant to my proposed unit are underlined below.

#### **Interdisciplinary Themes**

- Global awareness
- Financial, economic, business, and entrepreneurial literacy
- Civic literacy
- Health literacy
- Environmental literacy

#### **Learning and Innovation Skills**

- Creativity and innovation
- Critical thinking and problem solving
- Communication and collaboration

#### **Information, Media, and Technology Skills**

- Information literacy
- Media literacy
- Information and Communication Technologies (ICT) literacy

#### **Life and Career Skills**

- Flexibility and adaptability
- Initiative and self-direction
- Social and cross-cultural skills
- Productivity and accountability
- Leadership and responsibility

If our learning goals for children are largely dispositional, and we want students to become knowledgeable, responsible, and caring adults, teaching interpersonal skills and social awareness is key to students’ success in our global, interconnected society. Research shows that SEL skills, such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making, are associated with students’ long-term academic and career success<sup>7</sup>.

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<sup>6</sup> P21, n.d.

<sup>7</sup> CASEL, 2017, Brief - ESSA and SEL: Five Strategies - April 2017

Humans are innately social creatures. Social competence and relationships are largely important to become a happy, fulfilled member of society. How do we foster happy, optimistic, good citizens with constructive behavior? A good portion of this can be supported by healthy friendships. By fostering healthy friendships, students can learn to form other healthy relationships in their lives and work cooperatively in school, work, and society.

- How can you maximize the continuity between your goals and the learners' goals (a la Bain's "promises") so that you can tap their natural motivation?

According to the Reinforcement (and reward) chapter in our *ABCs* book, autonomy, competence, and social relatedness are foundational intrinsic motivators (Ryan & Deci, 2000)<sup>8</sup>. Social relatedness is unsurprisingly represented in this unit's goal to foster both existing and new healthy friendships. Students will also be given the autonomy to evaluate, initiate, and/or adapt their own friendships of their choosing – since that is how the process works in real life. This student autonomy is made explicit in the capstone project where students are asked to make a new friend in the course of pursuing a hobby of their choice. If students feel supported and confident in class, they will likely feel more capable in their own competence to foster healthy friendships – which ties into both competence and social relatedness.

If there are students who may say they do not need any help with fostering healthy friendships (e.g. because they feel they are experts in this area or because acknowledging their room for improvement could reflect poorly on their own social standing or on their current group of friends), I will encourage these students to leverage their expertise and take this opportunity to meet new people, make more friends and acquaintances, and get to know their peers better within the context of this unit. Society values charismatic, outgoing individuals who can make anyone feel well-liked, valued, and respected, and having a greater amount of healthy friendships can help students in their current school life and moving forward into adulthood – both in the context of their job search and personal life.

## Learner Profile as a Baseline

- Developmental Level = learner characteristics based primarily on age / maturity  
Consider learning predispositions, processing capacity, metacognitive abilities, etc.  
Consider physical and social development, as well as cognitive.

9<sup>th</sup> graders generally are **14-15 years old** in the U.S. These students are simultaneously making the transition from middle school to high school while also maturing developmentally from a young teen to a teenager.

**Young teens (12-14 years old)**<sup>9</sup> make many of their own choices about friends, sports, studying, and school. Young teens have more ability for complex thought and a stronger sense of right

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<sup>8</sup> Big Idea: Foster self-driven, life-long learners using intrinsic motivation.

<sup>9</sup> Centers for Disease Control and Prevention, 2017, Young Teens (12-14 years old)

and wrong. They are also better able to express their feelings through words. During this time, they go through several emotional and social changes. They are going through puberty and feel a lot of stress, moodiness, sadness or depression. Young teens also focus on themselves, going back and forth between high expectations and lack of confidence. At the same time, they show more interest in and influence by peer group and may face peer pressure and bullying.

“What all this means is that the biggest need for young adolescents in education is not getting higher test scores but rather learning how to direct those surging emotional impulses into productive channels, learning how to transmute the drive for mate-seeking into positive social relationships, and learning how to mobilize their newly developed metacognitive abilities in the service of reflecting on and modulating the transformations that are taking place in their bodies and minds. Erik Erikson (1993) saw adolescence as the time of identity formation... Young adolescents are struggling to find out who they really are. They do this, according to Erikson, by essentially bouncing their provisional identities off significant others in their midst—groups, gangs, cliques, girlfriends and boyfriends, heroes, and villains—and seeing what sticks. Consequently, adolescence is an intensely social time, when the hunger for belonging, community, social status, and emotional closeness provide the context within which teens discover their identity.”<sup>10</sup>

**Teenagers (15-17 years old)** in high school have developed a more stable sense of self and identity as a result of widening social networks, increasing awareness of the world, self-reflection, and discovery of their new talents and abilities. Many positive developmental changes are taking place during this time, including the ability to “develop coherent plans and long-term goals, the capacity to analyze problems with greater facility, and the capability to ask deeper questions about moral, ethical, and religious issues.”<sup>11</sup> Teenagers are on the threshold of becoming independent adults, as they slowly gain freedom in new areas (such as being able to drive a car independently).

Erik Erikson (1993) noted that the key issue of young adulthood is the quest for intimacy, so it makes sense to teach teenagers how to foster friendships and be selective about these friendships. Teenagers also have a deeper capacity for caring and for developing more intimate relationships, spend more time with friends, and feel a lot of sadness or depression<sup>12</sup>, so a unit on fostering healthier social relationships is appropriate and relevant for these learners.

- Knowledge Base = learner characteristics based primarily on experience
  - Pre-existing knowledge, skills, and dispositions related to the domain
  - Consider both helpful foundations and possible misconceptions.
  - Consider the impact of cultural and social norms as well as specific experiences.

Regarding knowledge base, you can assume that your students have been in the program related to your topic area from the beginning of their education. In other words, if you are designing the middle school level, imagine that the students have already been through the programs in the same context for their early

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<sup>10</sup> Armstrong, 2006, Chapter 5

<sup>11</sup> Armstrong, 2006, Chapter 6

<sup>12</sup> Centers for Disease Control and Prevention, 2017, Teenagers (15-17 years old)

childhood and elementary years.

Students already have experienced several social relationships and friendships: likely some that were/are healthy and based on shared values and others that were/are more destructive. This means they can draw on their personal experiences to relate to the class content. Some students may use the terms “friend” and “acquaintance” interchangeably, so vocabulary and definitions will be reviewed and discussed during early classes to establish some agreed-upon definitions.

- Individual Differences = learner characteristics based primarily on stable, individual properties more than age or experience  
Consider interest, abilities (e.g., multiple intelligences, neurodevelopmental profiles), and temperament (e.g., EQi) as briefly described in class.

Learners will have varying social abilities as a result of their family upbringing, life experiences, abilities, interests, and temperament. This means that students with weaker social abilities will have a higher perceived need for this course than students with stronger social abilities. If there are students who may say they do not need any help with fostering healthy friendships (e.g. because they feel they are experts in this area or because acknowledging their room for improvement could reflect poorly on their own social standing or on their current group of friends), I will encourage these students to leverage their expertise and take this opportunity to meet new people, make more friends and acquaintances, and get to know their peers better within the context of this unit. Having a greater amount of healthy friendships can help students in their current school life and moving forward into adulthood – both in the context of their job search and personal life. Regardless of social skill level, students will be able to practice their communication skills in the classroom, and students will receive personalized guidance on deliberate practice to work on based on their teachers’ evaluations.

Relevant but not quite the same are learners’ varying confidence levels with speaking in class. The Think-Pair-Share instruction method is designed to address this by scaffolding learners who are not as confident about sharing their thoughts with the rest of the class to their partner before synthesizing this information to share with the class. Students who have higher confidence levels may help their partners by being the one to share the insights from their discussion to the class, while students with lower confidence levels contribute their perspective (which is often unheard) to the overall discussion through the low-stakes pair setting. Additionally, the teacher communicates his/her availability outside of class to speak with and listen to students, so students with more private and sensitive concerns can share what is on their minds in a more private setting.

### **Initial Resources Available**

- Start searching for articles and other web / print resources for your domain. Include your annotated bibliography here (i.e., reference & brief description of each).

**Please refer to the References section at the end of this document (before the appendix).**



Elias, M. J., Shriver, T. P., Schwab-Stone, M. E., Kessler, R., Haynes, N. M., Greenberg, M. T., . . . Zins, J. E. (1997). *Promoting Social and Emotional Learning: Guidelines for Educators*. Association for Supervision and Curriculum Development.

- Perceived quality from an initial skim: excellent

Aside from this book, I am aware of several state resources from [CASEL's February 2017 50 states report](#).

- Are you aware of any educational materials (instruction and/or assessment) that have already been designed to teach this domain? List them here, along with your opinion of their quality.

Assessment:

- Student self-report survey, such as the questions included below to assess a Social Awareness competency – implemented by Transforming Education in partnership with the California CORE districts
  - Transforming Education. (2017). Measuring MESH: Student and Teacher Surveys Curated for the CORE Districts. Retrieved from [https://www.transformingeducation.org/wp-content/uploads/2017/04/160406\\_MeasuringMESH\\_ForRelease2.pdf](https://www.transformingeducation.org/wp-content/uploads/2017/04/160406_MeasuringMESH_ForRelease2.pdf)
  - Quality: overall good, although their focus is broader and will need to be narrowed and tailored specifically for social relationships and friendships for my use
- Stop, Think, Act framework to be ready to assess SEL
  - American Institutes for Research. (2015). Are You Ready to Assess Social and Emotional Development? Retrieved from <http://www.air.org/resource/are-you-ready-assess-social-and-emotional-development>
  - Quality: Very good. The [tools index](#) seems particularly helpful for some examples of assessment materials – particularly at the middle/high school level, although the framework overall seems to be very thought out.
- Lions Quest Student Survey (pre- and post- tests)
  - <https://www.lions-quest.org/student-survey/>
  - Okay – gives a general guideline for types of questions to ask on a SEL student survey, although this seems to be more of a survey to find out the culture of SEL at the school and surrounding community.

Instruction & Context:

- 2015 CASEL Program Guide – Middle and High School Edition
  - <http://secondaryguide.casel.org/#HS-Programs>
  - Very detailed in terms of implementation guidelines. Difficult to navigate and determine where relevant components are though.
- Stanford Center for Opportunity Policy in Education. 2015. Social Emotional Learning in High School: How Three Urban High Schools Engage, Educate, and Empower Youth – Full Series: executive summary, cross-case analysis, technical report, research brief, individual case studies
  - <https://edpolicy.stanford.edu/publications/pubs/1310>

- Very detailed and high quality – focused on social justice education in diverse communities, which should be relevant to my proposed unit

Other:

- TeachThought.com’s “25 Resources for Social Emotional Learning”
  - <https://teachthought.com/learning/2-resources-for-social-emotional-learning/>
  - Have not reviewed thoroughly yet, but a lot of these resources seem to be behind paywalls (in other words, they require a paid subscription or purchasing a textbook).

### Proposed Focus for a One-Week / 10-Hour Segment to Design in Detail

- What **central chunk** of the educational program you envision do you propose to design for a one-week unit or 10-hour intervention spread over a period of time?

How to evaluate and improve existing social relationships and foster new healthy friendships by practicing communication, empathy, reflection, and ethical behavior in learners’ day-to-day environments – whether that is in their high school, local community, and online social networking environments.

- Which of the educational standards you listed above are the most relevant to the central chunk you have selected?

### **Kansas Social, Emotional, and Character Development Standards<sup>13</sup>:**

#### **Character Development**

##### **Core Principles**

C. Create a caring community.

1. Consider it a high priority to foster caring attachments between fellow students, staff, and the community.

C.1.a. Evaluate characteristics of a caring relationship and hurtful relationship.

C.1.b. Manage personal behavior in family, school, and community that contributes to caring relationships.

2. Demonstrate mutual respect and utilize strategies to build a safe and supportive culture.

C.2.a. Communicate respectfully and effectively in diverse environments.

C.2.b. Evaluate active listening skills of all parties involved before, after and during conversations.

C.2.c. Analyze ways to respond to ethical issues in life as they appear in the curriculum.

C.2.d. Utilize multiple-media and technologies ethically and respectfully, evaluate its effectiveness, and assess its impact.

#### **Social Development**

##### **Interpersonal Skills**

A. Demonstrate communication and social skills to interact effectively.

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<sup>13</sup> Kansas State Department of Education, 2012

- A.1. Evaluate how societal and cultural norms and mores affect personal interactions.
- A.2. Create positive group dynamics.
- A.4. Practice strategies to use constructively in social and other media.
- B. Develop and maintain positive relationships.
  - B.1. Define social networking and its impact on your life.
  - B.2. Identify consequences of safe and risky behaviors.
  - B.3. Reflect upon personal role in applying and responding to peer pressure.
  - B.4. Develop understanding of relationships within the context of networking and vocational careers.

## **Personal Development**

### **Self-Management**

- A. Understand and practice strategies for managing thoughts and behaviors.
  - A.1. Identify and evaluate techniques to successfully manage emotions, stress and maintain confidence.
  - A.7. Apply effective listening skills in a variety of setting and situations.
- C. Set, monitor, adapt, and evaluate goals to achieve success in school and life. (9-12)
  1. Evaluate factors that lead to goal achievement and success (for example, integrity, prioritizing, managing time, adequate resources).
  2. Analyze the effect personal tendencies have on goals.
  4. Analyze and activate strategies used previously to overcome obstacles including negative peer pressure.
  5. Analyze factors that may have negatively affected personal success.

### **CASEL Curriculum Guidelines<sup>14</sup>:**

#### **Peers/social (elementary/intermediate)**

- Friendships based on mutual trust and assistance
- Shows altruistic behavior among friends
- Becoming assertive, self-calming, cooperative
- Learning to cope with peer pressure to conform (e.g., dress)
- Learning to set boundaries, to deal with secrets
- Dealing positively with rejection

#### **Peers/social (middle school)**

- Choosing friends thoughtfully, but aware of group norms, popular trends
- Belonging is recognized as very important

#### **Peers/social (high school)**

- Initiating and maintaining cross-gender friends and romantic relationships
- Understanding responsible behavior at social events

#### **Key concepts**

- relationships, healthy relationships, fidelity, intimacy, love, love and loss
- responsibility, commitment
- respect, caring
- human commonalities
- emotional intelligence

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<sup>14</sup> Elias et al., 1997

- identity, self-awareness

**West Virginia School and Community Social Skills Standards<sup>15</sup>:**

9-12.3.05: Evaluate how responsible decision-making affects interpersonal and group relationships and apply the skills to establish responsible social and work relationships.

9-12.2.07: Evaluate the application of communication and social skills in daily interactions with peers, teachers and families.

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<sup>15</sup> West Virginia Board of Education, 2012

## • Project Step B: Goal Specification

### Goal Specification / Task Analysis

#### Key

FR: Friendship

EM: Empathy

ET: Ethics

COMM: Communication

SM: Social media & social networking

#### Conceptual Knowledge:

- FR.C.1 Summarize characteristics of a healthy, caring friendship and a toxic relationship.
  - Healthy, caring friendship: mutual trust, responsibility, & care; solving problems together; honest communication; shared values and goals
  - Toxic relationship: someone feels used and/or taken advantage of (e.g. *Mean Girls*); manipulation and jealousy; dishonesty; blaming each other for relationship problems
- FR.C.2 Provide personally desired results of positive social relationships within the context of the rest of high school, life after high school, and networking (e.g. friends to study with, friends to hang out with outside of school, a romantic relationship, finding a job).
- EM.C.1 Explain what empathy is and provide at least two examples of situations when someone demonstrated empathy.
  - Empathy is the ability to understand and share another person's experiences and emotions from that person's perspective.
- ET.C.1 Explain what goes into ethical decision-making.
  - Ethics, morals, personal values, character, judgment
  - Ethical violations: acting in a way that goes against your personal ethics code (e.g. lying, stealing, not getting permission)
- SM.C.1. Explain the social impact and effectiveness of texting and social media (e.g. Snapchat, Facebook, Twitter, Instagram) in your life.

#### Meta-Level Conceptual:

- FR.MC.1 Evaluate your beliefs and original misconceptions about the characteristics of a good friend: What is similar and different between your initial beliefs coming into this class and the characteristics of healthy friendships presented in class?
- ET.MC.1/ET.MP.1 Seriously consider the foundation of your morals and communicate them effectively. Figure out what you believe is right and why.
  - What are your ethical guidelines for living? How do you make decisions?
  - Do your actions match up with your code of ethics? In other words, do you often feel that you are doing the right thing?
  - Most of us rarely understand how we make ethical decisions. We know what seems right, but we don't necessarily know why.<sup>16</sup>

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<sup>16</sup> Prager, 1993

## Procedural Skills:

- FR.P.1 Adopt personal behaviors that foster caring friendships (e.g. respect others' choices, see mistakes as normal and forgivable, communicate openly and sort out conflicts fairly).
- FR.P.2 Evaluate friendships thoughtfully based on your personal values, shared values, and shared interests.
  - What do you value?
  - What does the other person value?
  - What interests do you have in common?
  - How do your values and interests affect the nature of your friendship? For example, have you felt pressured to do something outside of your values and/or interests because of your friends' values and/or interests?
- COMM.P.1 Practice active listening skills and build upon others' ideas. Active listening not only means focusing fully on the speaker but also actively showing verbal (e.g. positive reinforcement, remembering, clarification, summarizing) and non-verbal (e.g. smile, eye contact, posture, mirroring) signs of listening.
  - Positive reinforcement shows that you are listening and agreeing with the speaker's points.
  - Remembering what was said and bringing it back into the conversation shows that you understand what was said.
  - Clarification involves asking relevant questions and/or making statements to clarify what the speaker said.
  - Summarizing shows that you understand what was said by repeating it in your own words.
  - Small smiles can show that you are listening to and agreeing with what is said.
  - An appropriate level of eye contact demonstrates that you are paying attention and encourages the speaker to keep talking.
  - Leaning slightly forward in the speaker's direction shows that you are interested in what they are saying. Posture can also communicate lack of interest or agreement, such as hunching over or crossing your arms.
  - Mirroring the speaker's emotions through subtle facial expressions shows that you are following the flow of the conversation.
- COMM.P.2 Collaborate with peers to synthesize your collective ideas into an agreed-upon set.
  - First, brainstorm ideas individually or as a group.
  - Then share your ideas with your peers and actively listen to others' ideas.
  - Synthesize these ideas into a set of ideas that the group agrees upon through respectful collaboration.
- COMM.P.3 Since all social relationships start with casual relationships, it is important to know how to communicate effectively with strangers and casual acquaintances.
  - Approach the person and initiate conversation.
  - Start with a conversation starter that should interest your partner. If stuck, it's alright to default to "How's it going?" or "How are you?"
  - Engage in active listening and continue the conversation flow as appropriate. If you have a request to make, this is a good time to voice it.
  - Read your conversation partner's social cues and consider your motivations for striking the conversation to determine when to wrap up the discussion.

- EM.P.1 Communicate respectfully and effectively in diverse social settings.
  - Consider the background and perspective of your audience. If you do not know much about your audience, do your research and/or ask someone who does to help. This way, you are prepared for the next step of communicating in a respectful, effective way that is well-received by your audience.
  - Tailor your message in a way that will make it well-received by your audience, given what you know about them.
- ET.P.1 Respond appropriately to ethical concerns as they happen. Consider your personal ethics code and the impact of any decisions you make on both yourself and others.

#### Meta-Level Procedural:

- FR.MP.1 Reflect on current/previous friendships and note progress, challenges, and resources needed to achieve desired healthy friendships.
- COMM.MP.1 Evaluate your communication and social skills in daily social interactions. Plan adjustments and find strategies to help you achieve your desired level of communication skills.
- COMM.MP.2 Evaluate your and your conversation partner's active listening skills before, during, and after conversations. Plan adjustments and find strategies to help you and your partner become better listeners.

#### Dispositions:

- FR.D.1 Be a caring and supportive community member, classmate, and friend.
- COMM.D.1 Be confident, positive, and pro-active in social interactions.
- EM.D.1 Demonstrate empathy, respect, and understanding for others.
- SM.D.1/ET.D.1 Act constructively, respectfully, and ethically on social media (e.g. texting, Facebook); digital citizenship

#### Meta-Level Dispositional:

- FR.MD.1 Reflect on your role as a caring and supportive community member and friend. Plan adjustments and find strategies to help you become the person you want to be.
- COMM.MD.1 Evaluate how well you have initiated, been open to, and reciprocated social interactions. Plan adjustments and find strategies to help you engage in more fulfilling social interactions.
- SM.MD.1 Reflect on your texting and social media behavior in the context of digital citizenship principles. Plan adjustments and find strategies to help you become a better digital citizen.
- EM.MD.1 Evaluate your empathy, respect, and understanding for others. Identify underlying reasons for any low self-ratings and plan strategies to address them.

## • Project Step C: Assessment Design

### General Description

- What is the focus of your assessment efforts in the context of your complete goal specification? What will be the primary focus (usually “core tasks”) vs. secondary and tertiary coverage (more likely part of “other evidence”)?

### Core tasks:

- Friendship:
  - FR.C.1 Summarize characteristics of a healthy, caring friendship and a toxic relationship.
  - FR.C.2 Provide personally desired results of positive social relationships within the context of the rest of high school, life after high school, and networking (e.g. friends to study with, friends to hang out with outside of school, a romantic relationship, finding a job).
  - FR.P.1 Adopt personal behaviors that foster caring friendships (e.g. respect others’ choices, see mistakes as normal and forgivable, communicate openly and sort out conflicts fairly).
  - FR.P.2 Evaluate friendships thoughtfully based on your personal values, shared values, and shared interests.
  - FR.MP.1 Reflect on current/previous friendships and note progress, challenges, and resources needed to achieve desired healthy friendships.
- Active listening and collaboration:
  - COMM.P.1 Practice active listening skills and build upon others' ideas. Active listening not only means focusing fully on the speaker but also actively showing verbal (e.g. positive reinforcement, remembering, clarification, summarizing) and non-verbal (e.g. smile, eye contact, posture, mirroring) signs of listening.
  - COMM.P.2 Collaborate with peers to synthesize your collective ideas into an agreed-upon set.
  - EM.P.1 Communicate respectfully and effectively in diverse social settings.
  - COMM.MP.2 Evaluate your and your conversation partner’s active listening skills before, during, and after conversations. Plan adjustments and find strategies to help you and your partner become better listeners.
- Communication skills: Initiating conversation, continuing the conversation flow
  - COMM.P.3 Since all social relationships start with casual relationships, it is important to know how to communicate effectively with strangers and casual acquaintances.
  - COMM.MP.1 Evaluate your communication and social skills in daily social interactions. Plan adjustments and find strategies to help you achieve your desired level of communication skills.
  - COMM.MP.2 Evaluate your and your conversation partner’s active listening skills before, during, and after conversations. Plan adjustments and find strategies to help you and your partner become better listeners.
- Self-reflection



- Use deliberate practice to work on personal weaknesses and capitalize on personal strengths.
- Dispositional goals:
  - FR.D.1 Be a caring and supportive community member, classmate, and friend.
  - FR.MD.1 Reflect on your role as a caring and supportive community member and friend. Plan adjustments and find strategies to help you become the person you want to be.
  - COMM.D.1 Be confident, positive, and pro-active in social interactions.
  - COMM.MD.1 Evaluate how well you have initiated, been open to, and reciprocated social interactions. Plan adjustments and find strategies to help you engage in more fulfilling social interactions.

### Secondary tasks:

- Empathy
  - EM.D.1 Demonstrate empathy, respect, and understanding for others.
  - EM.C.1 Explain what empathy is and provide at least two examples of situations when someone demonstrated empathy.
  - EM.P.1 Communicate respectfully and effectively in diverse social settings.
  - EM.MD.1 Evaluate your empathy, respect, and understanding for others. Identify underlying reasons for any low self-ratings and plan strategies to address them.

### Tertiary tasks:

- Ethics
  - ET.C.1 Explain what goes into ethical decision-making.
  - ET.MC.1/ET.MP.1 Seriously consider the foundation of your morals and communicate them effectively. Figure out what you believe is right and why.
  - ET.P.1 Respond appropriately to ethical concerns as they happen. Consider your personal ethics code and the impact of any decisions you make on both yourself and others.
- Digital citizenship
  - SM.C.1. Explain the social impact and effectiveness of texting and social media (e.g. Snapchat, Facebook, Twitter, Instagram) in your life.
  - SM.D.1/ET.D.1 Act constructively, respectfully, and ethically on social media (e.g. texting, Facebook); digital citizenship
  - SM.MD.1 Reflect on your texting and social media behavior in the context of digital citizenship principles. Plan adjustments and find strategies to help you become a better digital citizen.
- What is the purpose(s) of your assessments? Which are formative vs. summative? Student vs. Program focused?

**Daily observations of student behavior/performance:** are formative assessments that allow teachers to evaluate individual students' progress daily. This way, the teacher is forced to be aware of any student issues and is able to act in a timely fashion to help students.

**Student journal:** is a formative assessment which is both student- and program-focused, as much of the unit is focused on self-reflection. Since some topics are better written about than discussed about in front of the whole class and writing about class topics prepares students for the next day's discussion, student journals are a key assessment tool for this unit.

**Peer feedback during in-class practice and mock scenarios:** allow students to get real-time feedback on their procedural knowledge in a safe, constructive manner from both their peers and teacher. This is formative and student-focused.

**Self-perception surveys:** are primarily formative and student-focused. These surveys are designed to help students track their thinking and learning throughout high school.

**Teachers' observation feedback forms and parents' observation feedback forms** are formative and primarily diagnostic.

**Capstone project** is summative and program-focused.

## Specific Assessments

### Alignment of Assessment:

	Daily observations of student behavior/ performance	Student journal	In-class practice & mock scenarios	Self-perception surveys	Teachers' & parents' feedback forms (deliberate practice)	Capstone project
Friendship	FR.C.1, FR.P.1	FR.C.2, FR.MC.1, FR.P.2, FR.MP.1		FR.C.1, FR.P.2	FR.P.1, FR.MP.1	FR.P.2, FR.MP.1
Active listening and collaboration	COMM.P.1, COMM.P.2		COMM.P.1, COMM.P.2, COMM.MP.2	COMM.MP.2	COMM.P.1, COMM.MP.2	COMM.P.1, COMM.MP.2
Communication skills	COMM.P.3, EM.P.1	COMM.MP.1	COMM.P.3, EM.P.1, COMM.MP.1	COMM.MP.1	COMM.P.3, EM.P.1, COMM.MP.1	COMM.P.3, EM.P.1, COMM.MP.1
Dispositional goals	FR.D.1, COMM.D.1	FR.MD.1, COMM.MD.1	FR.D.1, COMM.D.1	FR.D.1, COMM.D.1, FR.MD.1, COMM.MD.1	FR.D.1, COMM.D.1, FR.MD.1, COMM.MD.1	FR.D.1, COMM.D.1, FR.MD.1, COMM.MD.1
Empathy	EM.C.1, EM.P.1, EM.D.1	EM.C.1, EM.D.1, EM.MD.1	EM.C.1, EM.P.1, EM.D.1	EM.MD.1	EM.P.1, EM.D.1, EM.MD.1	EM.P.1, EM.D.1, EM.MD.1
Ethics	ET.C.1, ET.MC.1/ ET.MP.1, ET.P.1	ET.C.1, ET.MC.1/ ET.MP.1	ET.P.1	ET.P.1	ET.MC.1/ ET.MP.1, ET.P.1	
Digital citizenship		SM.C.1, SM.MD.1		SM.MD.1		SM.D.1/ ET.D.1

Daily observations of student behavior/performance:

- **Formative in-class assessment with class-wide discussion**
  - Students answer a question (or multiple questions) posed to the class and build off each other's ideas to reach a final group consensus. The teacher serves a recorder role by taking notes on the whiteboard/chalkboard on what students say. He/she also selects students who have raised their hands to speak (and some who have not, if volunteering becomes a problem for some students) – allowing for a diversity of perspectives to be heard. However, the teacher should generally allow students to guide the discussion and refrain from lecturing during discussion.
  - Given the relevant learning goals for the class discussion, the teacher notes whether or not he/she observed behaviors that reflect these learning goals. This would be done either during class or right after class. Ideally, there would be another teacher or teaching assistant in the class, so one person can record notes on the students' discussion, and the other can take notes assessing students' in-class behaviors.
  - E.g. "Think about all the information you know about healthy friendships."
  
- **Think, Pair, Share**<sup>17</sup>

Think

  - Set a timer for 90 seconds.
  - Each student writes a quick, low-stakes answer to an open-ended question asked by the teacher (e.g. What do you think are the most difficult parts of speaking with a stranger or casual acquaintance?). This individual answer is written on an index card and submitted to the teacher at the end of the Share portion of the activity.
    - The teacher reviews these index cards after class using the observation checklist of relevant learning goals for the day.

Pair

  - Set the timer for another 90 seconds, and have the students pair up and take turns reading and listening to each other's answers. Then they can discuss and come up with one synthesized item to read to the class.
  - This way, everyone (even the students who do not speak up in class) has a chance to be heard in the classroom.

Share

  - Go around the room and have one person from each pair share their pair's comment with the group. This method ensures that everyone is involved, alert, and already thinking across a range of ideas.

#### **Preparation for class discussion:**

- Create a supportive classroom environment that encourages trust and openness.
- Ensure discussion topics relate to students' real-world experiences.
- Communicate the goals for the discussion beforehand and provide materials for students to look over and prepare in advance.
- Explicitly communicate that everyone is expected to participate somehow in class discussion.

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<sup>17</sup> Davidson, 2017, p.263 and our Fall 2017 EGIA class

- Emphasize quality of participation over quantity. In other words, communicate that students are not being graded solely based on the number of times they speak in class.

**Teacher's responsibilities during class discussion:**

- Refrain from commenting after each student statement to allow students to participate and build upon each other's statements without the constant reminder of the teacher as an intervening authority/judge.
- Facilitate students in structuring, challenging, questioning, and controlling the flow of class discussion.
- Ask critical, leading, open-ended questions.
- Affirm students' contributions and provide constructive feedback.

*Sample daily observation checklist (Day 9):*

Student: \_\_\_\_\_

	<i>Observed</i>	<i>Not Observed</i>	<i>Comments</i>
<u>Active listening:</u>			
Verbal			
1. Builds on others' ideas	_____	_____	_____
2. Positive reinforcement	_____	_____	_____
3. Remembering	_____	_____	_____
4. Clarification	_____	_____	_____
5. Summarizing	_____	_____	_____
Nonverbal			
6. Eye contact	_____	_____	_____
7. Appropriate facial expressions (e.g. smiling, mirroring)	_____	_____	_____
8. Interested posture	_____	_____	_____
<u>Communication:</u>			
9. Interesting conversation starter	_____	_____	_____
10. Accurately reads social cues	_____	_____	_____
11. Communicates respectfully and effectively given their audience (empathy)	_____	_____	_____
12. Confident, positive, & pro-active	_____	_____	_____

Student journal:

- Students are asked to reflect and prepare for the next day's class in their journals. Each time students are asked to write in their journals, explicit questions are given to students to answer.
- Journals are collected every Friday to return to students at the beginning of the following Monday's class. The teacher will evaluate students' journal entries on completion, detail, evidence of self-reflection, and thoughtfulness (least to most important).

- This is designed to assess students' preparation for class, understanding of the material, and self-reflection. Pre-class journals also prompt thinking and activation of prior knowledge before the lesson.

*Sample journal prompt (Day 1):*

- **Identify 4-5 of your social strengths.**
  - Explain how these strengths affect your social relationships.
  - Explain how you can support your peers, friends, and community given your strengths.
- **Identify 4-5 of your social weaknesses.**
  - Explain how these weaknesses affect your social relationships.
  - Describe several courses of action you can take to work on these weaknesses.
  - Brainstorm people, programs, groups, organizations, and/or resources that can help with this.

Peer evaluation form for in-class mock scenarios (performance tests):

- As students are practicing procedural skills in class, this formative assessment provides students feedback from their peers on their progress with course learning goals. Students are placed into groups of 2 or 3, so one student in the group is practicing a procedural skill in front of their group, and the other student(s) are observing and filling out a peer evaluation form.
- Students will also be assessed on the quality and level of detail of the feedback they provide to their peers.

*Sample peer evaluation form:*

Student being rated: \_\_\_\_\_

Rater's name: \_\_\_\_\_

	<i>Observed</i>	<i>Not Observed</i>	<i>Comments</i>
<u>Active listening:</u>			
Verbal			
1. Positive reinforcement	_____	_____	_____
2. Remembering	_____	_____	_____
3. Clarification	_____	_____	_____
4. Summarizing	_____	_____	_____
Nonverbal			
5. Eye contact	_____	_____	_____
6. Appropriate facial expressions (e.g. smiling, mirroring)	_____	_____	_____
7. Interested posture	_____	_____	_____
<u>Communication:</u>			
8. Interesting conversation starter	_____	_____	_____
9. Accurately reads social cues	_____	_____	_____
10. Communicates respectfully and effectively given their audience (empathy)	_____	_____	_____
11. Confident, positive, & pro-active	_____	_____	_____

Students' self-perception surveys:

Students are asked to rate themselves on their competence, confidence, character, caring, connection, and social awareness (see measures below). They are also asked to evaluate their number of friends, level of satisfaction with their current friendships, frequency of interaction with their friends, and these same questions but focused on only their "close friends." Students also provide open-ended responses on how they became friends with their current friends, the values and interests they share with these friends, the definition of a friend, and the definition of a healthy friendship. Students will take this survey four times during 9<sup>th</sup> grade (at the beginning of each trimester as well as at the end of the year) as well as once a year at the end of 10<sup>th</sup> grade, 11<sup>th</sup> grade, and 12<sup>th</sup> grade. Unfortunately, the now-and-later research educational impact research design necessitates students taking this survey four times in 9<sup>th</sup> grade, but the survey is designed to be short enough to complete during students' homeroom period.

Students' survey responses will be collected by third-party researchers to ensure confidentiality of student responses. A copy of the student's survey responses will also be given to the student to keep after the completion of each survey. These deanonymized survey responses will also be available to the class teacher during the course of the trimester class – and for no longer, i.e. the class teacher loses access to and must purge all survey response data related to the current trimester's students from personal storage by the end of the trimester. Aggregate and anonymized results will be shared with the school in relation to issues of educational impact.

For each of the measures, students will be assigned a score rating based on their responses to the relevant survey questions. These ratings will be used in conjunction with feedback from parents and teachers, students' grades in this health unit, and annual guidance counselor meetings to evaluate the educational impact of this unit. Open-ended responses will be evaluated by the unit's teacher to determine the prior knowledge of their incoming class and also used to summatively assess students' knowledge at the end of the class. Open-ended responses about students' extracurricular activities gives students, teachers, and guidance counselors a better idea of students' obligations and interests at the time of the survey to provide context for their other survey responses. This also gives the teacher an idea of locations where students may be interested in visiting for their capstone projects.

This survey relies heavily on the Lerner and Lerner Five Cs Model of Positive Youth Development (PYD)<sup>18</sup>, which is operationalized through the assessment of the Five Cs: competence, confidence, character, connection, and caring. Some items were also adapted from the Achenbach System of Empirically Based Assessment<sup>19</sup>. Questions from the first two sections about students' self-perception and hours spent on extracurricular activities are borrowed from the Search Institute's (n.d.) Attitudes & Behaviors sample survey. Some questions are borrowed to assess a Social Awareness competency implemented by Transforming Education in partnership with the California CORE districts.<sup>20</sup>

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<sup>18</sup> Bowers et al., 2010

<sup>19</sup> Achenbach, 2001

<sup>20</sup> Transforming Education, 2017

**Measures:**

- **Self-concept/competence**
  - **Academic**
  - **Social**
- **Self-esteem/confidence**
  - **Self-worth**
  - **Positive identity**
- **Social awareness (who their close friends are)<sup>21</sup>**
  - Binary score of 0 or 1 depending on if at least half of the close friends the student identified also identified this student as their close friend
- **Character**
  - **Empathy**
  - **Respect for others and their views**
  - **Initiative for social interaction**
- **Caring**
- **Connection to:**
  - **Family**
  - **Neighborhood**
  - **School**
  - **Peers**

*Sample student self-perception survey:*

Directions: Please answer as well as you can, even if you are not sure about your answer. Feel free to write additional comments besides each item and in the spaces provided. **Please print and answer all questions.** Your answers will only be accessible to your 9th grade health teacher and guidance counselor. Your answers will be anonymized and your identity will be kept confidential for use in school-wide educational research. In this survey, "parents" refer to the adults who are now most responsible for raising you.

How much do you agree or disagree with the following? Mark <u>one</u> answer for each item.					
	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
On the whole, I like myself...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I get along well with my parents...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
All in all, I am glad I am me...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel I do not have much to be proud of...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My parents give me help and support when I need it...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I care about the school I go to...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In my family, I feel useful and important...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students in my school care about me...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In my neighborhood, there are a lot of people who care about me...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I communicate respectfully and effectively in diverse social settings...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I act constructively, respectfully, and ethically on social media...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<sup>21</sup> Parker & Asher, 1993

During an average week, how many hours do you spend...?

- Playing on or helping with sports teams at school or in the community
- In clubs or organizations other than sports at school (for example: language club, robotics club, school newspaper, student government, etc.)
- In clubs or organizations other than sports outside of school (for example: 4-H, Scouts, Boys and Girls Clubs, YWCA, YMCA, etc.)
- Reading just for fun (not part of your school work)
- Going to programs, groups, or services at a church, synagogue, mosque, temple, or other religious or spiritual place
- Helping other people without getting paid (for example: helping out at a hospital, daycare, food pantry, youth program, community service agency, etc.)
- Helping friends or neighbors
- Practicing or taking lessons in music, art, drama, or dance
- Working at part-time job(s)

Please list your favorite hobbies, activities, games, and sports in the order that they interest you. In other words, list your most favorite hobby first and go from there. For example: basketball, video games, reading, musical instrument, painting, photography, etc. (Do <i>not</i> include listening to music, watching TV, checking social media, or other media.)	Compared to others of your age, about how much time do you spend in each?			Compared to others of your age, about how well do you do each one?			Where do you usually go to pursue each hobby/activity?
	Less than average	Average	More than average	Below average	Average	Above average	
<input type="checkbox"/> None							
a) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Location a) _____
b) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Location b) _____
c) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Location c) _____
d) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Location d) _____
e) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Location e) _____

In general, how outgoing/reserved are you at school?

- Very reserved/shy
- Somewhat reserved/shy
- Neutral
- Somewhat outgoing
- Very outgoing

What grades do you earn in school?

- Mostly As
- About half As and half Bs
- Mostly Bs
- About half Bs and half Cs
- Mostly Cs
- About half Cs and half Ds
- Mostly Ds
- Mostly below Ds

**Please answer how often you did the following during the past week. During the past week...**

How carefully did you listen to other people's points of view?

- Not Carefully at All
- Slightly Carefully



- Somewhat Carefully
- Quite Carefully
- Extremely Carefully

Describe the moment this last week when you listened most carefully to another person's point of view.

Describe the moment this last week when you listened least carefully to another person's point of view.

How much did you care about other people's feelings?

- Did Not Care at All
- Cared a Little Bit
- Cared Somewhat
- Cared Quite a Bit
- Cared a Tremendous Amount

How often did you compliment others' accomplishments?

- Almost Never
- Once in a while
- Sometimes
- Often
- Almost all the time

How well did you get along with students who are different from you?

- Did Not Get Along at All
- Got Along a Little Bit
- Got Along Somewhat
- Got Along Pretty Well
- Got Along Extremely Well

How clearly were you able to describe your feelings?

- Not at All Clearly
- Slightly Clearly
- Somewhat Clearly
- Quite Clearly
- Extremely Clearly

When others disagreed with you, how respectful were you of their views?

- Not at All Respectful

- Slightly Respectful
- Somewhat Respectful
- Quite Respectful
- Extremely Respectful

To what extent were you able to disagree with others without starting an argument?

- Not at All
- A Little Bit
- Somewhat
- Quite a Bit
- A Tremendous Amount

How often did you invite/bring a stranger or acquaintance into a conversation or activity?

- Almost never
- Once in a while
- Sometimes
- Often
- Almost all the time

How often was the person you invited into a conversation or activity happy to receive and/or accept your invitation?

- Not Happy at All
- Not Very Happy
- Somewhat Happy
- Very Happy
- Extremely Happy

### Friendships

- How many friends do you have?
- How many friends do you have at school?
- Define what a *friend* means to you.
  
- Generally, how satisfied are you with your friendships?
  - Very unsatisfied
  - Unsatisfied
  - Neutral
  - Satisfied
  - Very satisfied
- Generally, how frequently do you hang out with or talk to each of your friends?
- How did you become friends with your current friends?

- What values and interests do you share with your friends?
- Describe what a *healthy friendship* means to you:

A *close friend* is somebody who you can talk about everything with and makes you feel comfortable without fear of being judged. A close friend can also be someone who is always there for you. Close friends are very often considered like family to you. You feel as if you know a close friend's motivations, honesty, and character.

- How many *close friends* do you have?
- How many *close friends* do you have at school?
- Who are your *close friends* at school?
- Generally, how satisfied are you with your *close friendships*?
  - Very unsatisfied
  - Unsatisfied
  - Neutral
  - Satisfied
  - Very satisfied
- Generally, how frequently do you hang out with or talk to each of your *close friends*?
- How did you become friends with your *close friends*?
- What values and interests do you share with your *close friends*?

#### Teachers' evaluation forms

- First, the school asks students to think about three teachers to request feedback from on the student's social abilities. These three teachers will give feedback about the student to the course teacher and student's guidance counselor three times each over the course of the school year: once at the beginning of the school year, in the middle of the 2<sup>nd</sup> trimester, and at the end of the school year. This allows for teacher feedback before and after each student takes the social relationships course and allows teachers to give more informed and nuanced feedback mid-year (as they probably will not know students very well at the beginning of the year). Since each

student takes the same 7-8 classes year-round (not including homeroom, gym/health, and lunch), this should be feasible with the cooperation of 9<sup>th</sup> grade teachers.

Teachers who are flooded with requests (at each teacher's discretion after receiving at least 30 requests) may also decline to accept any new form requests from students. Students are also asked to explain why they chose each teacher to provide feedback.

- The class teacher summarizes selected pieces of this collection of feedback aggregated from multiple teachers to share with students as soon as possible during a private one-on-one meeting at the beginning of the unit. Students each receive a hard/digital copy of this feedback to keep. The intention behind summarizing the feedback is to keep individual teachers' feedback anonymous: Sharing verbatim feedback could easily deanonymize the feedback and influence students' perceptions of specific teachers.
- During this time, the teacher asks the student about which social skills the student feels they feel they can improve on and which social skills they want to work on. After taking the student's interests and self-evaluation into account, the teacher reviews the student's individual social strengths and weaknesses (according to their teachers and parents) with the student and asks the student to share his/her thoughts (e.g. agree/disagree, surprise, etc.). The teacher and student finally work together to come up with specific goals to target for the student's deliberate practice.
- Some items were adapted from the Achenbach System of Empirically Based Assessment<sup>22</sup>.

*Sample teacher evaluation form:*

- Directions: Your answers will be used to inform the student of his/her strengths and areas for improvement in a paraphrased summary of all teachers' responses and parents' responses for this student. Please answer as well as you can, even if you lack full information. Feel free to write additional comments besides each item and in the spaces provided. Please print and answer all items.
- Your name:
- Your role at the school:
- Student's name:
- Today's date:
- What is your relationship with this student?
  
- How many months have you known this student?
- How much time does this student spend in your class (and any other school activities you supervise) each week?
  
- Please indicate the specific school activities that involve you and this student (e.g. 9<sup>th</sup> grade geometry class, school cross country varsity team, weekly after-school Knowledge Masters club, etc.).
  
- How well do you know this student as it pertains to your class?

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<sup>22</sup> Achenbach, 2001



- 5: Healthy with open communication, mutual conflict resolution, respect for individual choices

Please explain your rating and how confident you are in this rating:

- How well does this student get along with their peers outside of their close circle of friends?
  - 1: Hostile and pushes people away
  - 2
  - 3: Interacts respectfully with peers at an acquaintance level
  - 4
  - 5: Respected and well-liked by a majority of their peers
  - N/A: Student does not interact with peers outside of their close circle of friends

Please explain your rating and how confident you are in this rating:

- Compared to typical students of the same age:

	Much less	Somewhat less	Slightly less	About average	Slightly more	Somewhat more	Much more
How socially confident is this student?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How positive is this student in his/her social interactions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How pro-active is this student in initiating social interactions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How caring and supportive is this student to others at school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- How well does this student show empathy to peers, teachers, and/or staff?
  - 1: Not at all
  - 2: Mostly to people similar to himself/herself in terms of culture, academics, and socioeconomic status
  - 3: Mostly to people similar to himself/herself in terms of \_\_\_\_\_ (one item; fill in the blank)
  - 4: With most peers
  - 5: With most peers, teachers, and staff members

Please explain your rating and how confident you are in this rating:

- How well does this student listen to their peers?
  - 1: Does not really listen and is more focused on saying what was on their mind
  - 2: Agrees (e.g. nodding) or disagrees with peers' ideas with no follow-up
  - 3: Agrees or disagrees with peers' ideas with justification
  - 4: Accurately restates peers' ideas
  - 5: Accurately restates peers' ideas and builds upon them

Please explain your rating and how confident you are in this rating:

- How would you rate this student's communication skills?
  - 1: Very poor
  - 2: Poor
  - 3: Okay
  - 4: Good
  - 5: Very good

Please explain your rating and how confident you are in this rating:

- We would like students to be caring and supportive community members, classmates, and friends. Has this student demonstrated any behavior(s) that supports or goes against this dispositional goal?
  
- We would like students to be confident, positive, and pro-active in their social interactions. Has this student demonstrated any behavior(s) that supports or goes against this dispositional goal?
  
- What are your thoughts on this student's ethical/unethical behavior?

- Please describe the best things about this student.
- What concerns you the most about this student?
- Additional comments:

Parent evaluation form:

This is almost identical to the teachers' evaluation form but with a focus on students' behavior at home and outside of school (rather than in school). These evaluation forms are mailed and e-mailed to parents to complete during the summer before the beginning of 9<sup>th</sup> grade. (Parents can fill out and return the form to the school by mail/e-mail/office dropoff.) In preparation for designing a deliberate practice plan for each student, this parental evaluation should reflect a better understanding of students' temperament and out-of-school behavior. This should also provide a more accurate representation of students especially for those students taking this unit in the first trimester – when their teachers are just getting to know them.

*Sample parent evaluation form:*

- Directions: Your answers will be used to inform your student of his/her social strengths and areas for improvement in a paraphrased summary of the feedback collected from both teachers and parents during your student's 9<sup>th</sup> grade health class. Please answer as well as you can, even if you lack full information. Feel free to write additional comments besides each item and in the spaces provided. Please print and answer all items.
- Your name:
- Student's name:
- Today's date:
- What is your relationship with this student?
- How much time do you actively spend (e.g. working together on homework, talking at dinner, etc.) with this student each week?
- Please indicate the specific school activities that you are involved in with this student (e.g. dropping this student off at school every morning, sending student to tennis practice and games, supporting student at football games, etc.).



- In general, how outgoing/reserved is this student?
  - Very reserved
  - Somewhat reserved
  - Neutral
  - Somewhat outgoing
  - Very outgoing
- How well do you understand this student's interests and motivations?
  - Not well
  - Moderately well
  - Very well

Please explain your rating and how confident you are in this rating. What are this student's interests and motivations?

- To your knowledge, who are this student's closest friends? What evidence leads you to believe this?
  
- How would you characterize this student's close friendships (on average)?
  - 1: Primarily motivated by popularity, status, control, academic value, etc.
  - 2
  - 3: Primarily based on convenience and familiarity (e.g. knowing each other since elementary school)
  - 4
  - 5: Healthy with open communication, mutual conflict resolution, respect for individual choices

Please explain your rating and how confident you are in this rating:

- How well does this student get along with their peers outside of their close circle of friends?

- 1: Hostile and pushes people away
- 2
- 3: Interacts respectfully with peers at an acquaintance level
- 4
- 5: Respected and well-liked by a majority of their peers
- N/A: Student does not interact with peers outside of their close circle of friends

Please explain your rating and how confident you are in this rating:

- Compared to typical students of the same age:

	Much less	Somewhat less	Slightly less	About average	Slightly more	Somewhat more	Much more
How socially confident is this student?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How positive is this student in his/her social interactions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How pro-active is this student in initiating social interactions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How caring and supportive is this student to others?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional comments on any of the ratings above:

- How well does this student show empathy?
  - 1: Not at all
  - 2: Mostly to people similar to himself/herself in terms of culture, academics, and socioeconomic status
  - 3: Mostly to people similar to himself/herself in terms of \_\_\_\_\_ (one item; fill in the blank)
  - 4: With most peers
  - 5: With most people

Please explain your rating and how confident you are in this rating:

- How well does this student listen to their peers?
  - 1: Does not really listen and is more focused on saying what was on their mind
  - 2: Agrees (e.g. nodding) or disagrees with peers' ideas with no follow-up
  - 3: Agrees or disagrees with peers' ideas with justification

- 4: Accurately restates peers' ideas
- 5: Accurately restates peers' ideas and builds upon them

Please explain your rating and how confident you are in this rating:

- How would you rate this student's communication skills?
  - 1: Very poor
  - 2: Poor
  - 3: Okay
  - 4: Good
  - 5: Very good

Please explain your rating and how confident you are in this rating:

- We would like students to be caring and supportive community members, classmates, and friends. Has this student demonstrated any behavior(s) that supports or goes against this dispositional goal?
  
  
  
  
  
  
  
  
  
  
- We would like students to be confident, positive, and pro-active in their social interactions. Has this student demonstrated any behavior(s) that supports or goes against this dispositional goal?
  
  
  
  
  
  
  
  
  
  
- What are your thoughts on this student's ethical/unethical behavior?
  
  
  
  
  
  
  
  
  
  
- Please describe the best things about this student.

- What concerns you the most about this student?
  
- Additional comments:

**Progress on deliberate practice:**

- A midpoint check-in (formative) about students' progress on their deliberate practice is based on the personalized deliberate practice plan teacher jointly created with student input when reviewing teacher and parent feedback forms at the beginning of the unit. The teacher and student will review the goals previously set and agreed upon for the student's deliberate practice. Then, the student will share an update on their progress on each of these goals (previously prepared by the student the day before as homework). Both the student and teacher will finally prioritize the tasks and goals the student should focus on before the final check-in at the end of the unit.
- At the end of the unit, a summative evaluation incorporates both the teacher's and student's perspectives on the student's progress on their deliberate practice goals. The student is also asked to brainstorm some next steps for their self-improvement which their teacher can provide feedback and advice about.
- This deliberate practice plan and progress is also shared with the student's guidance counselor, so guidance counselors can talk with students about students' progress in these areas during students' time at high school after the class is over.

***Sample midpoint check-in form:***

- What goals have you been targeting? Please list them from highest priority to lowest priority.



takes students' interests into consideration<sup>23</sup> and promotes far transfer, since many adults make friends with new people as a result of discovering shared interests.<sup>24</sup>

- Students will be evaluated on the clarity and completeness of their capstone project summary shared in class. For the essay component, students will be assessed on completeness (i.e. including all parts of the assignment), the description quality of their use of communication and active listening skills, and the description quality of their friend and the context around their interaction(s).

### *Sample capstone project directions:*

Explore outside of your classes in the school or local community to make a new friend. This needs to be someone who you do not already talk to or know well from previous interactions. Think about a hobby you have been interested in but have not (recently) gotten the chance to spend much time on. Find a safe community space that would allow you to safely pursue that hobby in the company of acquaintances/strangers similarly interested in your hobby. This could be at an after school club or local hangout spot/meetup, such as the town's skate park or a volunteering activity. For safety reasons, please confirm your hobby and location you will be going to with your teacher before you go! If you have a hobby in mind but cannot think of a local community gathering area, ask the teacher and/or others who share your hobby for some suggestions.

You will be asked to write a short essay describing who your new friend is, how you met your new friend, a summary of the interaction(s) you had and the communication & active listening skills you used, and how you plan to keep in contact with this friend. Please also attach a photo of you and your friend each holding onto the smiley face sign given in class with a background that clearly shows your location.

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<sup>23</sup> Big Idea: Foster self-driven, life-long learners using intrinsic motivation

<sup>24</sup> Big Idea: Facilitate far transfer

## • Project Step D: Instructional Design

### General Description

- What are the key features of the learning environment you envision?

#### Key features of learning environment:

- **Community of inclusion**<sup>25</sup>
    - Inclusion: commitment to educate each child to the maximum extent appropriate
    - Acceptance of all types of learners (e.g. interests, learning styles) – approaches that are effective for *all* learners
    - Acknowledge individual differences and accommodate for them<sup>26</sup>
  - **The teacher should be a coach to their students (rather than a referee).**
    - The teacher will tell the class on the first day of class and in the syllabus that he/she will be available to meet with students outside of class (before or after school at the school).
    - The teacher should memorize students' names as soon as possible and refer to students by their names.
    - The teacher should provide guidance and timely feedback to students to support students' learning (focus on students over grades).
  - **Classroom organization and class structure**
    - Flexible and open seating in physical classroom
      - Rugs, two couches, and tables with 3-4 chairs each to make students comfortable and encourage social interaction
    - Appropriate level of challenge<sup>27</sup>
    - Opportunities for students to work together
    - Issues that will concern students
    - Explicit daily expectations for students
- What overall routines will you establish to guide the flow of each session, each week, etc.?

#### Overall routines:

- **Start with a big question/idea**<sup>28,29</sup>: What are we trying to find out, answer, or explore?
  - Example: **What makes a good friend?**
  - Introductory activities & capstone project related to this big question
- **Articulate why this unit is important and what it has to do with students.**
- **Model skills needed to meet learning goals.**
- **Activities to involve students in small group activities and social interactions**
- **Class constitution**<sup>30</sup>
  - On the first day of class, have students write a collective “class constitution” to set class norms.

<sup>25</sup> Freiberg & Driscoll, 2000, p.12-13

<sup>26</sup> Big Idea: Understand the individual needs of your learners.

<sup>27</sup> Big Idea: Identify the appropriate level of challenge (ZPD).

<sup>28</sup> Big Idea: Motivate students through question-driven instruction.

<sup>29</sup> Freiberg & Driscoll, 2000, p.26

<sup>30</sup> Davidson, 2017, p.265

- **Collective syllabus design for final 3 class periods<sup>10</sup>**
    - On the first day of class, give students the syllabus for the first 12 classes of the course, and allow them to come up with the syllabus for the last 3 classes before the final class of the unit. The teacher should leave the room while this is happening to allow students to speak freely, although the teacher should monitor the class situation from outside the classroom to make sure the activity is going as planned. If teaching assistant or another teacher is available to supervise the class for 10-15 minutes as students design the syllabus, even better.
  - **Monday Circle: sharing thoughts and feelings (about what you are looking forward to learning more about, anything in class that is bothering you, etc.)**
    - Scaffolds: allow students to be able to reflect on their own feelings over the weekend, write down thoughts in preparation for Pair/Share, and then submit to teacher at the end of Monday Circle (even if they don't share aloud in class).
    - Provides regular feedback on the course to the teacher
  - **Think-Pair-Share for in-class discussion** (see description under Assessments section)
  - **Exit tickets<sup>10</sup>**
    - At the end of each class, students write one thing they don't understand, want to discuss more, or disagree with. This allows for metacognitive reflection and also allows the teacher to tailor the next class's instruction to meet students' needs.
- Provide an overview of the actual curriculum content, activities & sequence, as you would at the beginning of a syllabus.

Students will create class norms and select the course content for the last 3 classes of the unit (not including the final class).

#### **Schedule of unit topics:**

1. Friendships, social relationships
  2. Empathy, perspective-taking, personal bias, ethics
  3. Evaluating friendships based on values, interests, ethics
  4. Active listening
  5. Initiating and sustaining conversation with acquaintances/strangers
  6. Social media & digital citizenship
  7. Student-selected curriculum
  8. Last day: in-class share out of capstone project, submit capstone project paper, unit wrap-up
- Then provide a more detailed schedule of the one-week or 10-hour segment that you are designing to show the flow of instructional elements and assessments together.

#### **Detailed Unit Syllabus**

Day 1: Introduction, Pass the Clap icebreaker, define norms and point out social norms present in Pass the Clap activity, create class norms with students, review syllabus & have students brainstorm what they would like to add to the syllabus tomorrow

Homework: finish self-perception survey, written self-reflection on social strengths & weaknesses in journal, preparation for tomorrow's class syllabus creation activity



Day 2: Class syllabus creation activity, class discussion to define terms: friend, close friend, best friend, acquaintance, boyfriend/girlfriend, frenemy, Facebook (or other social media) friend, clique, healthy friendship, toxic relationship, peer pressure.

Homework: prepare for class discussion on what you like about and want to improve in your social relationships, 3 things you are most worried about for this class, 3 things you can contribute to this class

Day 3: Class discussion about social relationships, how they affect us, and what we want them to ideally look like

Homework: Write about what empathy means to you in your journal. You can use a dictionary to look up the term, but write your answer in your own words.

Day 4: Empathy, perspective-taking, personal bias

Homework: prepare for class discussion about empathy and ethics

Day 5: Class discussion about ethics. Student journals collected.

Day 6: Evaluate friendships thoughtfully based on personal values, shared values, and shared interests. Practice with hypothetical examples in class. Class discussion. Student journals returned to students.

Homework: In journal, evaluate own friendships using the framework provided in class as a baseline (naming friends when reflecting on these friendships not required).

Day 7: Active listening, active listening game.

Homework: Students should reflect on their individual deliberate practice progress and prioritization of goals for the rest of the unit in their journals.

Day 8: Making a friend, initiating conversation. Midpoint check-in for individual student deliberate practice.

Homework: prepare for in-class performance test on conversation and active listening skills.

Day 9: Practice initiating and sustaining conversation & active listening in-class. Finish up any remaining midpoint deliberate practice check-ins. Student journals collected.

Homework: Start capstone project: brainstorm where to go to make a new acquaintance/friend to confirm with teacher before going. Who's on your team brainstorming exercise: Venn diagram to fill in with easily accessible people, places, communities, and organizations that students are interested in.

Day 10: Social media and digital citizenship. Student journals returned to students.

Homework: In your journal, reflect on your texting and social media behavior in the context of digital citizenship principles. Plan adjustments and find strategies to help you become a better digital citizen.

Day 11: Quick discussion review of digital citizenship self-reflections. Planned according to student-designed syllabus.

Homework: Students should reflect on their individual deliberate practice progress in their journals and outline some next steps for self-improvement.

Day 12: Planned according to student-designed syllabus. Final check-in for individual student deliberate practice.

Day 13: Planned according to student-designed syllabus. Finish up any remaining final check-ins for individual student deliberate practice. Student journals collected.

Homework: Prepare to share a summary of your capstone project with the class and turn in your capstone project essay.

Day 14: In-class share out of capstone project, unit wrap-up, student journals returned to students, anonymous class evaluation survey.

### Alignment of Instruction:

	Daily class discussion & exit tickets	Lecture & handouts	Interactive activities & games	In-class practice & mock scenarios	Deliberate practice from teachers' & parents' feedback	Capstone project
Friendship	FR.C.1, FR.MC.1, FR.P.1	FR.C.1, FR.P.1, FR.P.2			FR.P.1, FR.MP.1	FR.P.2, FR.MP.1
Active listening and collaboration	COMM.P.1, COMM.P.2	COMM.P.1	COMM.P.1, COMM.P.2	COMM.P.1, COMM.MP.2	COMM.P.1, COMM.MP.2	COMM.P.1, COMM.MP.2
Communication skills	COMM.P.3, EM.P.1, COMM.MP.1		EM.P.1	COMM.P.3, EM.P.1, COMM.MP.1	COMM.P.3, EM.P.1, COMM.MP.1	COMM.P.3, EM.P.1, COMM.MP.1
Dispositional goals	FR.D.1, COMM.D.1		FR.D.1, COMM.D.1	FR.D.1, COMM.D.1	FR.D.1, COMM.D.1, FR.MD.1, COMM.MD.1	FR.D.1, COMM.D.1, FR.MD.1, COMM.MD.1
Empathy	EM.C.1, EM.P.1, EM.D.1	EM.C.1	EM.P.1, EM.D.1	EM.P.1, EM.D.1	EM.P.1, EM.D.1, EM.MD.1	EM.P.1, EM.D.1, EM.MD.1
Ethics	ET.C.1, ET.MC.1/ ET.MP.1, ET.P.1	ET.C.1, ET.P.1		ET.P.1	ET.MC.1/ ET.MP.1, ET.P.1	
Digital citizenship	SM.C.1	SM.C.1, SM.D.1/ ET.D.1				SM.D.1/ ET.D.1

### Specific Activities / Experiences

#### Class discussion / paired interview<sup>31</sup> / Think-Pair-Share (see description in Assessments section):

- Key teaching approach: guided discovery through discussion
- At the beginning of class, have students work in pairs and interview one another to discuss what they did for homework and/or start discussing ideas about the current class's new topic.
- Builds on students' prior knowledge of friendships, social relationships, communication, empathy, and ethics
- Second day of class:
  - "What 3 things are you most worried about for this class?"
  - "What 3 things can you contribute to our class that most people don't know about?"
- Use throughout trimester:

<sup>31</sup> Davidson, 2017, p.265

- Have students prepare what they think will be an interesting question, challenge, or problem to present to the whole class to address or solve
  - Can sort out the kinds of questions by groups and have them work in a group on the topic
- Review the previous day's homework in preparation for class content
  - "What did you find hardest to understand about the assignment for today?"
  - "What are you sure you understand and can teach someone else about today's assignment?"

### **Lecture & handouts:**

- Key teaching approach: direct instruction
- Lectures and handouts during in-class instruction provide students basic definitions and descriptions of concepts and procedures to introduce and familiarize them with this knowledge.
- This prepares students for practice, interactive activities, and class discussions about these topics.

### **Sample lecture slide (FR.C.1):**

Healthy friendships happen when both people:

- Care about each other.
- Understand and respect each other and are responsible for each other.
- Solve problems together and communicate with honesty.
- Share at least some of the same goals and values.

Toxic relationships involve:

- Manipulation and jealousy.
- Negative attitudes and dishonesty.
- Blaming each other for their problems.

### **Sample handout: *Who's on your team?*<sup>32</sup>**

- Diagram for students to fill in people, places, communities, organizations, influences who can support their social development to help make students aware of where to find support and help
- Scaffolding by providing examples: parents, siblings, friends, people on social media, TV programs, etc.

### **Interactive activities and games:**

- Key teaching approach: practice and feedback, guided discovery
- Learning is social<sup>33</sup>, and games are designed to be fun and engage students, so interactive activities and games are social games that allow students to discover

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<sup>32</sup> Michigan State University, 2013

<sup>33</sup> Big Idea: Foster self-driven, life-long learners using intrinsic motivation

concepts on their own and practice procedural skills. This also breaks the monotony of the typical high school day filled with lectures by engaging students in a low-stakes social activity.

***Sample interactive activity/game: Pass the Clap icebreaker (Day 1)***

Pass the Clap<sup>34</sup> is played with students in a circle to practice nonverbal communication with eye contact and facial expressions and give a concrete example of a social norm (i.e. eye contact for communication).

One student starts, turns to the person next to him, and establishes eye contact. While doing so, both students must attempt to clap simultaneously, with the initial student being the “sender” and the other student being the “receiver.” The receiver then immediately becomes the sender, turning to another student in the circle and “sending the clap,” which should be coordinated with eye contact, around the circle in this way.

In this game, a valuable social skill is repeatedly targeted: coordinated reciprocal social interaction through mutual timing of an action with another person through eye contact. Eye contact is key to anticipating the other person beginning to clap and achieving simultaneous clapping. Success in this game is achieved without requiring participants to simultaneously engage in other aspects of social interaction, such as speaking, listening, figuring out where to stand, selecting a topic of conversation, or any of the many other communication elements that, as a combined whole, could be difficult for nervous, shy, or less socially skilled learners.

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<sup>34</sup> Lerner & Levine, 2007

## • Project Step E: Evaluation Research Design

### Research to Evaluate Educational Implementation

#### **Fidelity check of teacher following the proposed instruction and assessment design**

Primarily, have teachers collect, organize, and store teaching and students' process products as well as other documentation to qualitatively review for completion and quality. For example: exit cards, Think-Pair-Share index cards, pictures of the whiteboard/chalkboard at the end of each class discussion, peer feedback forms, deliberate practice documentation for each student, capstone project essays.

- Content analysis of reflections and lesson plans
- Interview teachers about their process and how it is similar to/different from the proposed instruction and assessment design
- Observe teachers teaching during class

At the end of the unit, students should also complete a course evaluation survey:

- Evaluative feedback (good/bad)
  - Did you like the course?
    - 1: Highly dissatisfied
    - 2: Somewhat dissatisfied
    - 3: Neutral
    - 4: Somewhat satisfied
    - 5: Highly satisfied
  - Did you like the teacher?
    - 1: Highly dissatisfied
    - 2: Somewhat dissatisfied
    - 3: Neutral
    - 4: Somewhat satisfied
    - 5: Highly satisfied
- Diagnostic feedback (reasoning behind evaluative feedback)
  - How accessible was the teacher?
    - 1: Not accessible at all
    - 2: Not very accessible
    - 3: Neutral
    - 4: Somewhat accessible
    - 5: Very accessible

Please explain your rating:

- Were classes well organized?
  - 1: Very unorganized
  - 2: Somewhat unorganized
  - 3: Neutral

- 4: Somewhat organized
- 5: Very organized

Please explain your rating:

- What did you learn from the course?
  
- What did you like about the course?
  
- What did you dislike about the course?
  
- What did you like about the teacher?
  
- What did you dislike about the teacher?

### **Fidelity check of students participating in instruction and assessment as anticipated**

Daily observations of students' in-class behavior/performance done by teachers and/or teaching assistants based on the day's relevant learning goals should make this apparent (see Assessment section). A third-party evaluator should also observe student participation in the classroom. These observations should focus on students having the appropriate prior knowledge and interest in the course content. Additionally, the teacher (and a third-party evaluator if possible) should qualitatively review student journals for completion and quality at the end of the unit before they are returned to students (between Day 13 and Day 14).

### **Research to Evaluate Educational Impact:**

**Basic Research Outline to follow for your proposed study** (standard research proposal format, but with no need to repeat detailed descriptions that are elsewhere in your project, such as the assessments that will be used to gauge progress):

**Research Question(s):**

**Does this unit on social relationships improve students' overall academic performance, dispositions, and self-perceptions of their competence, self-esteem, social awareness, character, empathy and caring, and connection to their peers, school, family, and neighborhood over the short and/or long term?**

**Experimental Design**

**Experimental group:** Students taking this social relationships unit during this trimester

**Control group:** Students who have not taken this social relationships unit at all (yet)

**Maintenance group:** Students who have taken this social relationships unit before this trimester

**Independent variables:**

- Enrollment and participation in this social relationships unit
  - Grade received for this social relationships unit
- Specific teacher (of the total 2 teachers) who taught this social relationships unit

**Dependent variables:**

- Students' overall academic performance in high school (measured by trimester grades and weighted by academic level of each class)
- Students' dispositions (measured by teachers' survey responses and unit teacher's in-class assessments)
- Students' social awareness (measured by self-perception survey)
- Students' self-perceptions of their (measured by self-perception survey):
  - Competence
  - Self-esteem
  - Character
  - Empathy and caring
  - Connection to their peers, school, family, and neighborhood

**Covariates related to individual differences:**

- Outgoing vs. reserved temperament/personality (item included in student, parent, and teacher surveys)
- Prior overall academic performance (measure: grades from the end of 8<sup>th</sup> grade)
- Initial levels of social awareness (from their first survey at the beginning of the year)
- Initial self-perception levels (from their first survey at the beginning of the year)

**Method (subjects, procedure, materials, timeline)****Subjects:**

9<sup>th</sup> graders, transfer students

All 9<sup>th</sup> grade students must take this class, but transfer students can choose to take this social relationships class as an elective. Transfer students who do not take this class (control group) will still take the self-perception survey at the end of each grade with the rest of their peers.

**Procedure/Timeline:**

Four classrooms (one third of entire grade) per trimester, now-and-later conditions

- Trimester 1: 1st third of 9th graders (& upperclassmen who transferred into school) takes course

- Trimester 2: 2nd third of 9th graders takes course
- Trimester 3: 3rd third of 9th graders takes course

Students will take a self-perception survey four times during 9<sup>th</sup> grade (at the beginning of each trimester as well as at the end of the year) as well as once a year at the end of 10<sup>th</sup> grade, 11<sup>th</sup> grade, and 12<sup>th</sup> grade. Unfortunately, the now-and-later research educational impact research design necessitates students taking this survey four times in 9<sup>th</sup> grade (which may affect students' motivation levels), but the survey is designed to be short enough to complete during students' homeroom period.

Students' survey responses will be collected by third-party researchers to ensure confidentiality of student responses. A copy of the student's survey responses will also be given to the student to keep after the completion of each survey. These deanonymized survey responses will also be available to the unit teacher during the course of the trimester class – and for no longer, i.e. the class teacher loses access to and must purge all survey response data related to the current trimester's students from personal storage by the end of the trimester. Aggregate and anonymized results will be shared with the school in relation to issues of educational impact.

Parents' survey responses will be collected by the school during the summer before 9<sup>th</sup> grade.

Teachers' survey responses: First, the school asks students to think about three teachers to request feedback from on the student's social abilities at the beginning of the school year. These three teachers will give feedback about the student to the course teacher and student's guidance counselor three times each over the course of the school year: once at the beginning of the school year, in the middle of the 2nd trimester, and at the end of the school year. This allows for teacher feedback before and after each student takes the social relationships course and allows teachers to give more informed and nuanced feedback mid-year (as they probably will not know students very well at the beginning of the year). Since each student takes the same 7-8 classes year-round (not including homeroom, gym/health, and lunch), this should be feasible with the cooperation of 9th grade teachers. Teachers who are flooded with requests (at each teacher's discretion after receiving at least 30 requests) may also decline to accept any new form requests from students. Students are also asked to explain why they chose each teacher to provide feedback.

### **Materials:**

- Implementation of social relationships unit in 9<sup>th</sup> grade health class
- Completed student self-perception surveys (7 per student)
- Completed parents' feedback forms (1 per student)
- Completed teachers' feedback forms from 3 of each student's teachers (9 per student)

- Data Collection & Scoring

**Data Collection:** Please see above.

### **Scoring:**



Statistical analysis (two-way ANOVA for each dependent variable) to compare values of dependent variables (students' overall academic performance, dispositions, and self-perceptions of their competence, self-esteem, social awareness, character, empathy and caring, and connection to their peers, school, family, and neighborhood over the short and/or long term) with values of independent variables (enrollment and grade in this social relationships unit, specific teacher (of the total 2 teachers) who taught this social relationships unit) and covariates related to individual differences (see above).

- Hypotheses and Related Predictions

**Hypotheses:**

Enrollment in the social relationships unit should improve students' overall grades, dispositions, and self-perceptions – regardless of the teacher who teaches the unit. Students' grades with this unit should positively correlate with students' overall grades, dispositions, and self-perceptions, although with less overall impact than when comparing the measures of these dependent variables of students who took the unit vs. students who did not take the unit. Overall, students should maintain (or even increase – as a result of the metacognitive knowledge students will have learned to use on their own) these gains over time.

**Assessment of Design Quality**

**Sampling:** Should be balanced and reliable, as all 9<sup>th</sup> grade students will participate in this social relationships unit, and all 9<sup>th</sup> grade students are divided equally across each trimester of health class.

**Validity:** Measuring grades, dispositions, and students' responses about their self-perceptions are what I am measuring and also trying to measure.

**Reliability:** Typical learners should experience the full unit and have all relevant surveys completed at the appropriate times. Students who are consistently absent from their health class during the social relationships unit may need to be removed from the data analysis. Quantitative measures (e.g. Likert scales) ensure consistent scoring. Codebooks for evaluating qualitative survey responses will also ensure consistent scoring.

**Possible confounds:**

- Time students put into their work for this social relationships unit may detract from their performance in other classes.
- Personal social/life/emotional issues that are out of the student's control

## Project Reflection

### Self-Assessment of the Project PRODUCT

- **How well aligned are your goals, assessment and instruction?**

I think the primary and secondary goals are pretty well aligned with assessment and instruction. The tertiary goals about ethics and digital citizenship are less aligned, since I do not place much focus on these goals.

- **How did your age level focus impact the design, compared to similar units that have been or could be designed for younger and / or older age levels?**

My age level focus affected the content level of relevant learning goals and the type of language used in the goals, instruction, and assessment. I also opted on the side of giving students more autonomy and control in the classroom than they are used to receiving, since they are teenagers transitioning into adulthood and independence.

- **In what ways does your design exemplify course principles (i.e., utilize your big ideas)?**

I focused on incorporating question-driven learning and deliberate practice and fostering intrinsic motivation. I have also focused on understanding each individual learner – particularly through use of personalized deliberate practice as well as the student, parent, and teacher surveys.

- **How clearly have you described all five sections of your design?**

I have described all five sections pretty clearly, although the interpretation of survey results and research design could be made more specific if I had more time to dedicate to this design.

- **What are the innovative aspects of your design?**

I chose to design a unit related to a subject area that is often overlooked in American public schools. The instruction is also designed to veer away from the traditional lecture style often seen in middle school and high school classrooms and be tailored to each individual learner.

- **How did you incorporate peer feedback to enhance your project product?**

This poster session helped to force me to get a better big picture of the unit I was planning to establish a baseline for my project product. I also received helpful constructive criticism related to the evaluation of educational impact, so I improved my research design, as I had originally planned to reduce the frequency of surveys students took (in the interest of their time and motivation), but this would not provide enough data on the effectiveness of the now-and-later research design.

## Self-Assessment of the Project PROCESS

- **What were the strengths and weaknesses of your individual project design process?**

I did an overall good job with research and finding existing material, but the time it took to do this initial research detracted from and was a necessary pre-requisite to designing my assessment and instruction. Because I am not an expert in this content area, this meant that my project design process fell behind, as I did not allocate more time appropriately during the semester to account for this.

- **What challenges did you face?**

I severely underestimated the time it would take to design this unit. I overestimated the number of learning goals I could cover within 10 hours of instruction, so I had to remove conflict resolution and request/refusal skills from this unit, although these might be several of the more important learning goals for my target audience.

- **How did you overcome them and/or why do some remain?**

I asked to take an Incomplete for the class to spend some more time in the beginning of winter break to finish up this project. Unfortunately, conflict resolution and request/refusal skills are still missing from this unit due to poor initial scoping of learning goals.

- **How did the experience of giving and receiving peer feedback impact your project process?**

This poster session helped to force me to get a better big picture of the unit I was planning. I also received helpful constructive criticism related to the evaluation of educational impact, so I redesigned my research design.

- **What are your next steps, either with respect to this project if you plan to continue it, or with respect to other projects that could benefit from this approach?**

Evaluate the survey questions and measures (for students, parents, and teachers) to design shorter, more efficient surveys to assess my learning goals.

- **The next time you have an opportunity to begin a new project, how do you plan to proceed differently than you have on this project?**

Better time management to be able to get timely feedback. Concentrate scope of goals to be smaller and most effective for the target learning audience. Try not to select a content area that is directly related to current personal struggles, since motivation and confidence could become (unnecessary) project-related issues.

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## Appendix: Relevant State Standards

### **Kansas Social, Emotional, and Character Development Standards<sup>35</sup>:**

#### **Social Development**

##### **Interpersonal Skills**

- A. Demonstrate communication and social skills to interact effectively. (9-12)
  - 1. Evaluate how societal and cultural norms and mores affect personal interactions.
  - 2. Create positive group dynamics.
  - 3. Present oneself professionally and exhibit proper etiquette.
  - 4. Practice strategies to use constructively in social and other media.
- B. Develop and maintain positive relationships. (9-12)
  - 1. Define social networking and its impact on your life.
  - 2. Identify consequences of safe and risky behaviors.
  - 3. Reflect upon personal role in applying and responding to peer pressure.
  - 4. Develop understanding of relationships within the context of networking and vocational careers.
- C. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts. (9-12)
  - 2. Utilize appropriate conflict resolution skills to prevent, prepare for, and manage conflict (for example, small group settings, workplace conflict)
  - 3. Develop and utilize mediation skills to work toward productive outcomes.

##### **Social Awareness**

- A. Demonstrate awareness of the thoughts, feelings, and perspective of others. (9-12)
  - 2. Analyze the factors that have influenced different perspectives on an issue.
  - 3. Differentiate between the factual and emotional content of what a person says.
  - 4. Demonstrate empathy for others.
  - 5. Analyze the factors that impact how they are perceived by others in various settings. (For example, job interview, family gatherings, and school activities.)
- B. Demonstrate awareness of cultural issues and a respect for human dignity and differences. (9-12)
  - 1. Recognize how their perspective and biases impact interactions with others.
  - 2. Determine strategies to increase acceptance of others.

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<sup>35</sup> Kansas State Department of Education, 2012

4. Appreciate how cultural similarities and differences contribute to the larger social group.
5. Challenge their perspective.

**Character Development - Developing skills to help students identify, define and live in accordance with core principles that aid in effective problem solving and responsible decision-making.**

**Core Principles**

**C. Create a caring community.**

1. Consider it a high priority to foster caring attachments between fellow students, staff, and the community. (9-12)
  - a. Evaluate characteristics of a caring relationship and hurtful relationship.
  - b. Manage personal behavior in family, school, and community that contributes to caring relationships.
2. Demonstrate mutual respect and utilize strategies to build a safe and supportive culture. (9-12)
  - a. Communicate respectfully and effectively in diverse environments.
  - b. Evaluate active listening skills of all parties involved before, after and during conversations.
  - c. Analyze ways to respond to ethical issues in life as they appear in the curriculum.
  - d. Utilize multiple-media and technologies ethically and respectfully, evaluate its effectiveness, and assess its impact.

**Personal Development**

**Self-Awareness - Understanding and expressing personal thoughts and emotions in constructive ways.**

- B. Identify and assess personal qualities and external supports. (9-12)**
5. Evaluate external supports (for example, friends, acquaintances, archetypal inspirations, historical figures, media representations).

**Self-Management - Understanding and practicing strategies for managing thoughts and behaviors, reflecting on perspectives, and setting and monitoring goals.**

- A. Understand and practice strategies for managing thoughts and behaviors. (9-12)**
1. Identify and evaluate techniques to successfully manage emotions, stress and maintain confidence.
  7. Apply effective listening skills in a variety of setting and situations.
  8. Recognize barriers to effective listening (for example, environmental distractions, message problems, sender problems, receiver problems).
- B. Reflect on perspectives and emotional responses. (9-12)**
1. Analyze personal responsibilities.
  5. Analyze experiences that shape their perspectives.
  6. Demonstrate empathy in a variety of settings, contexts, and situations.
  7. Predict the potential outcome of impulsive behavior.
- C. Set, monitor, adapt, and evaluate goals to achieve success in school and life. (9-12)**

1. Evaluate factors that lead to goal achievement and success (for example, integrity, prioritizing, managing time, adequate resources).
2. Analyze the effect personal tendencies have on goals.
3. Analyze and evaluate consequences of failures/successes.
4. Analyze and activate strategies used previously to overcome obstacles including negative peer pressure.
5. Analyze factors that may have negatively affected personal success.
6. Determine the role of practice in skill acquisition and goal achievement.
7. Design plans for achieving short-term and long-term goals and establish formative and summative evaluation criteria.

**Illinois State Board of Education Social Emotional Learning Standards:**

**Goal 2 - Use social-awareness and interpersonal skills to establish and maintain positive relationships.**

- A. Recognize the feelings and perspectives of others. (Early H.S.)
  - 2A.4a. Analyze similarities and differences between one's own and others' perspectives.
  - 2A.4b. Use conversation skills to understand others' feelings and perspectives.
- B. Recognize individual and group similarities and differences. (Early H.S.)
  - 2B.4a. Analyze the origins and negative effects of stereotyping and prejudice.
  - 2B.4b. Demonstrate respect for individuals from different social and cultural groups.
- C. Use communication and social skills to interact effectively with others. (Early H.S.)
  - 2C.4a. Evaluate the effects of requesting support from and providing support to others.
- D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways. (Early H.S.)
  - 2D.4a. Analyze how listening and talking accurately help in resolving conflicts.

**Goal 1 - Develop self-awareness and self-management skills to achieve school and life success.**

- A. Identify and manage one's emotions and behavior.
  - 1A.4a. Analyze how thoughts and emotions affect decision making and responsible behavior. (Early H.S.)
  - 1A.5a. Evaluate how expressing one's emotions in different situations affects others. (Late H.S.)
  - 1A.4b. Generate ways to develop more positive attitudes. (Early H.S.)
  - 1A.5b. Evaluate how expressing more positive attitudes influences others. (Late H.S.)
- B. Recognize personal qualities and external supports.
  - 1B.4b. Analyze how positive adult role models and support systems contribute to school and life success. (Early H.S.)
  - 1B.5b. Evaluate how developing interests and filling useful roles support school and life success. (Late H.S.)

### **CASEL Curriculum Guidelines<sup>36</sup>:**

#### **Peers/social (elementary/intermediate)**

- Skills for making friends, entering peer groups - can judge peers' feelings, thoughts, plans, actions
- Friendships based on mutual trust and assistance
- Shows altruistic behavior among friends
- Becoming assertive, self-calming, cooperative
- Learning to cope with peer pressure to conform (e.g., dress)
- Learning to set boundaries, to deal with secrets
- Dealing positively with rejection

#### **Peers/social (middle school)**

- Choosing friends thoughtfully, but aware of group norms, popular trends
- Dealing with conflict among friends
- Belonging is recognized as very important

#### **Peers/social (high school)**

- Using request and refusal skills
- Initiating and maintaining cross-gender friends and romantic relationships
- Understanding responsible behavior at social events

#### **Key concepts**

- relationships, healthy relationships, fidelity, intimacy, love, love and loss
- responsibility, commitment
- respect, caring
- human commonalities
- emotional intelligence
- identity, self-awareness

### **West Virginia School and Community Social Skills Standards<sup>37</sup>:**

#### **Standard 2: Social-awareness and Interpersonal Skills (Grades 9-12)**

9-12.2.01 Analyze similarities and differences between one's own and others' perspectives and demonstrate how to express understanding of those who hold different opinions.

9-12.2.02 Use conversation skills to understand others' feelings and perspectives and demonstrate ways to express empathy for others.

9-12.2.03 Analyze the origins and negative effects of stereotyping and prejudice and evaluate strategies for opposing stereotyping and prejudice.

9-12.2.04 Demonstrate respect for individuals from different social and cultural groups.

9-12.2.06 Evaluate the effects of requesting support from and providing support to others.

9-12.2.07 Evaluate the application of communication and social skills in daily interactions with peers, teachers and families.

<sup>36</sup> Elias, M. J., Shriver, T. P., Schwab-Stone, M. E., Kessler, R., Haynes, N. M., Greenberg, M. T., . . . Zins, J. E. (1997).

*Promoting Social and Emotional Learning: Guidelines for Educators.* Association for Supervision and Curriculum Development.

<sup>37</sup> West Virginia Board of Education, 2012



9-12.2.09 Analyze the role of communication and negotiation skills in conflict resolution and evaluate the use of these skills to reach win-win solutions.

### **Example Behaviors that Document Mastery of Social-awareness and Interpersonal Skills**

Individual Behavior with which students demonstrate the ability to:

- Respect cultural diversity

Initiative Interaction with which students demonstrate the ability to:

- Advocate for self and others
- Give affirmations to support others
- Express dissatisfaction in appropriate ways

Responsive Interaction with which students demonstrate the ability to:

- Address rumors appropriately
- Respond to peer pressure appropriately and use refusal skills when necessary

### **Standard 3: Decision-making Skills and Responsible Behaviors (Grades 9-12)**

9-12.3.01 Demonstrate personal responsibility in making ethical decisions.

9-12.3.02 Apply ethical reasoning to evaluate societal practices.

9-12.3.03 Evaluate how social norms and the expectations of authority influence one's personal decisions and actions and examine how the norms and expectations of different societies and cultures influence decisions and behaviors.

9-12.3.05 Evaluate how responsible decision-making affects interpersonal and group relationships and apply the skills to establish responsible social and work relationships.

### **Example Behaviors that Document Mastery of Decision-making Skills and Responsible Behaviors**

Individual Behavior:

- Make ethical decisions

Initiative Interaction:

- Assess personal values and norms

Responsive Interaction:

- Apply a decision-making process to academic and social issues
- Choose appropriate options to negative peer pressure

Work Skills Interactions:

- Use technology in an appropriate manner displaying digital citizenship