

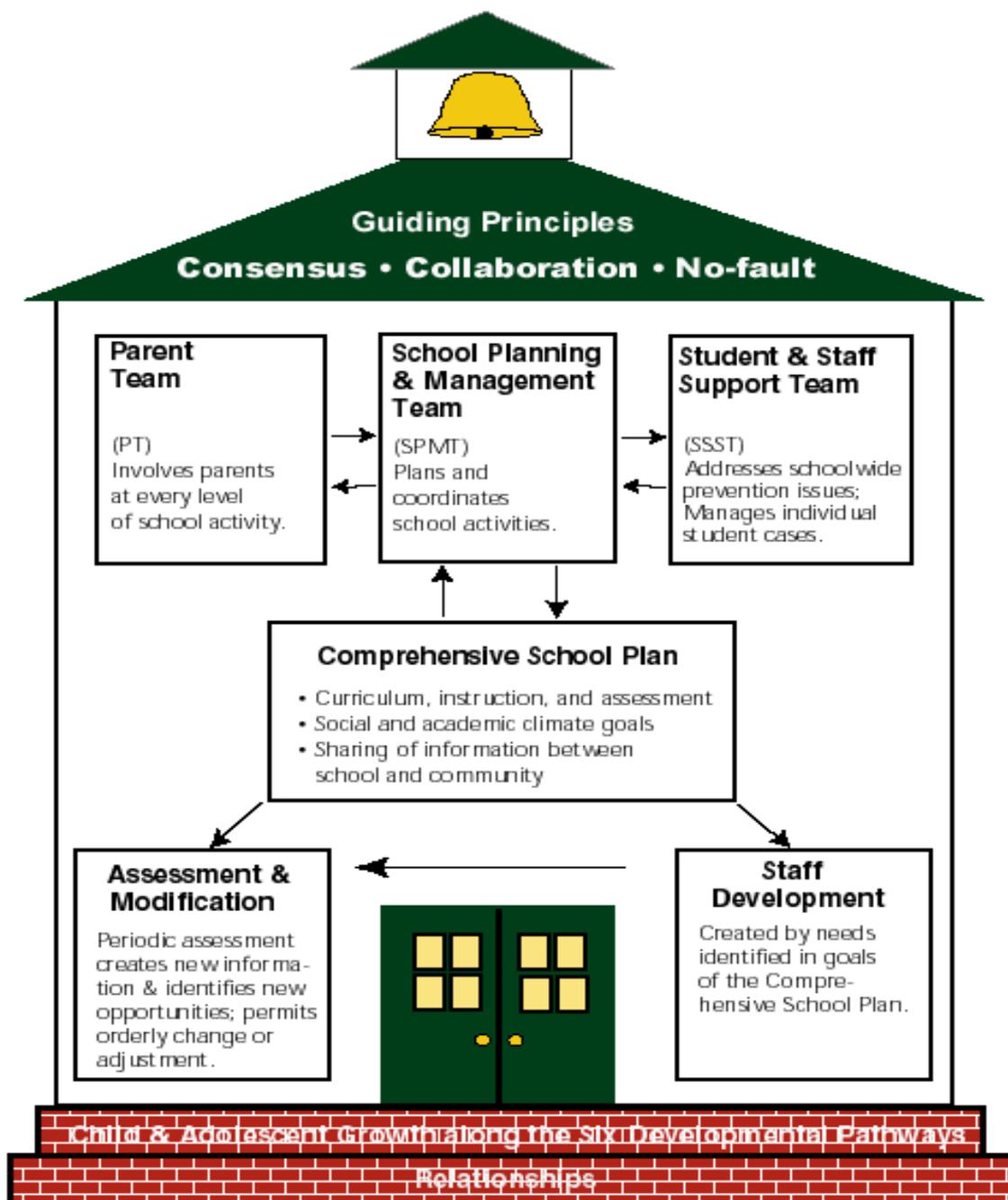
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1. 「SDPプロセスのモデル」(別称「校舎 (Schoolhouse) モデル」)

Model of the SDP Process

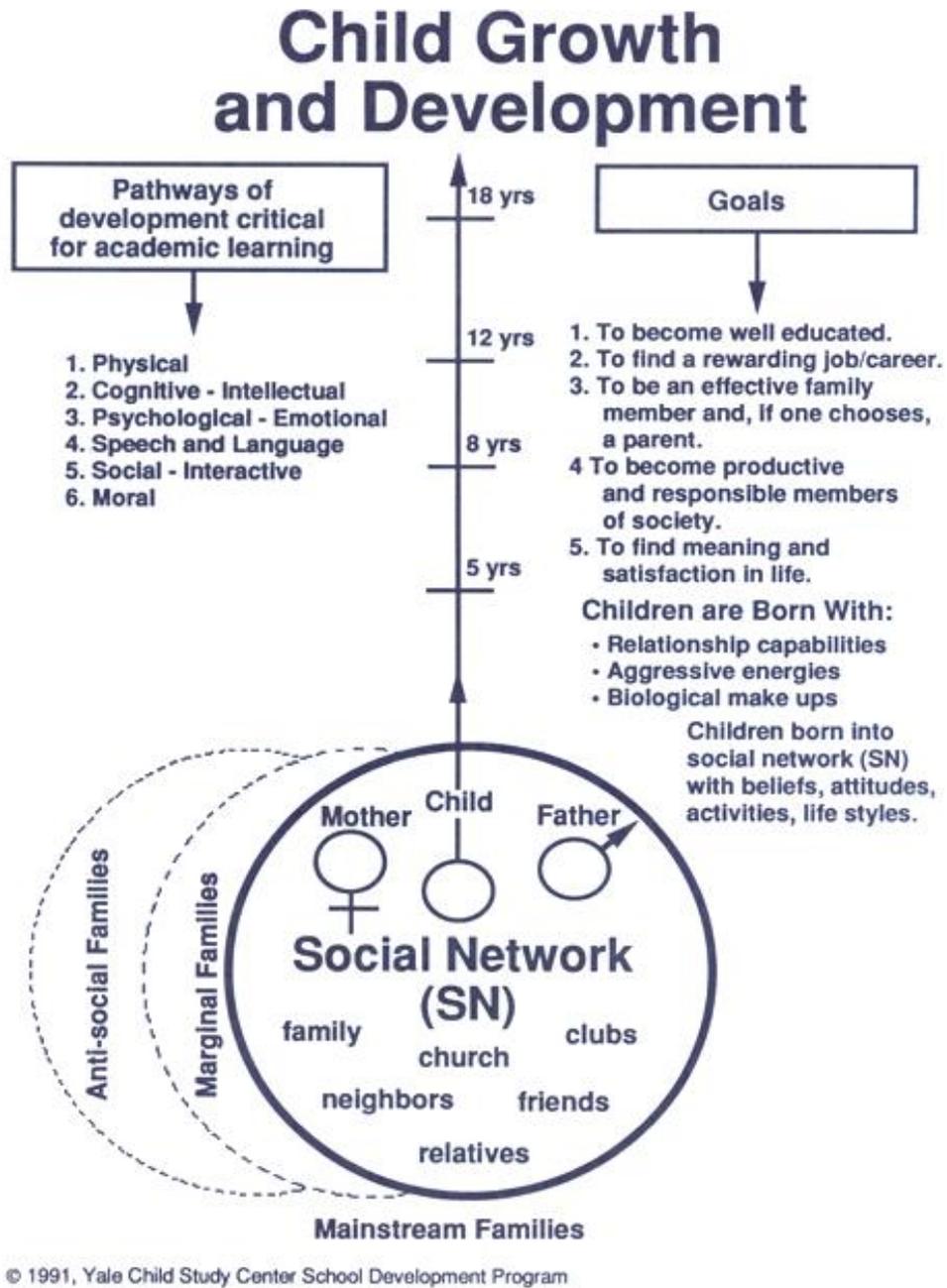


1998 © Copyright School Development Program (SDP), Yale Child Study Center

出所 : Yale Child Study Center Comer School Development Program, *Model of the SDP Process*

(<http://medicine.yale.edu/childstudy/comer/images/sdpmodel.gif>) .

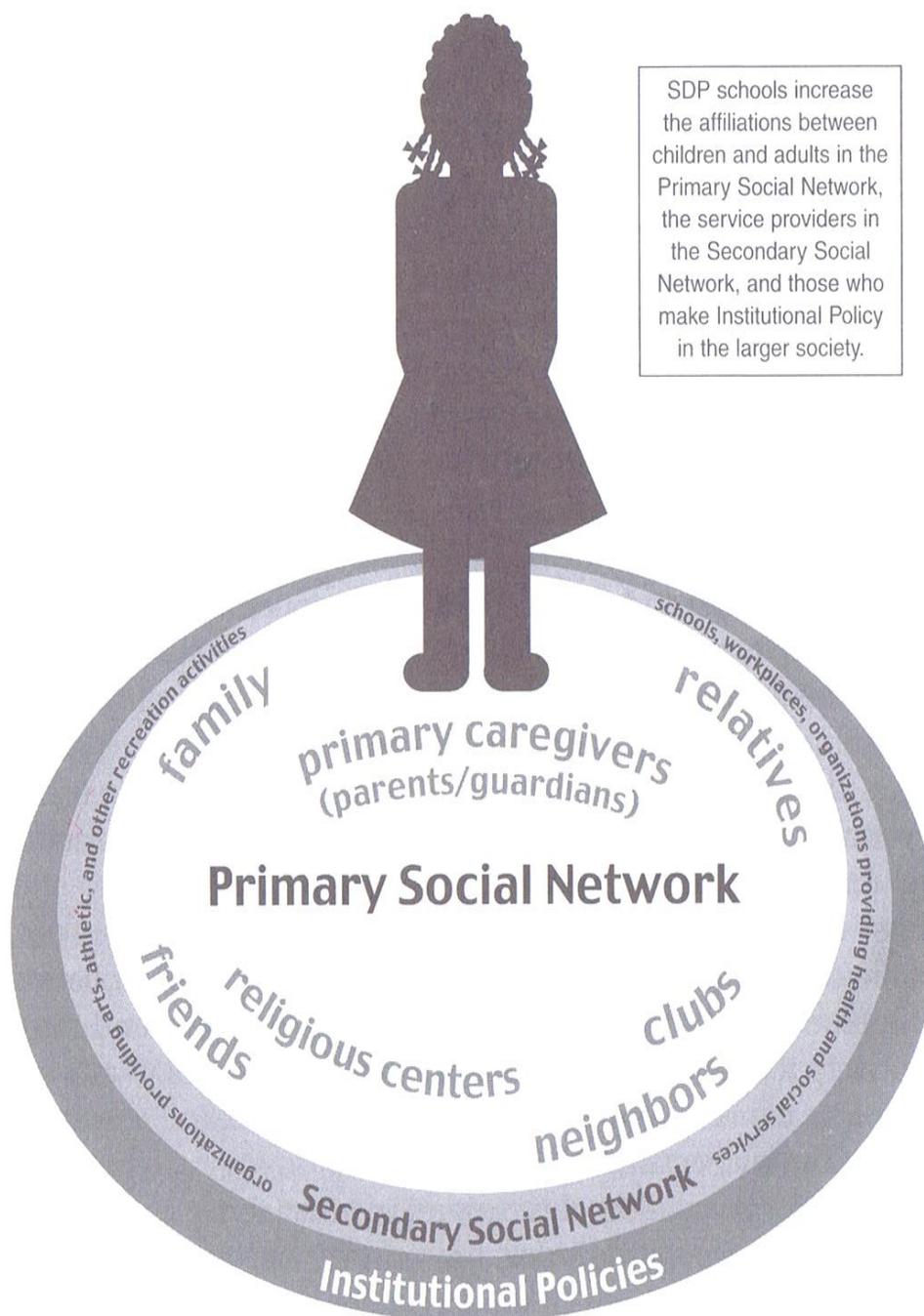
2. 「子どもの成長と発達」概念図



出所 : Christine Emmons and James P. Comer, *Yale Child Study Center School Development Program Impact of Systemic Reform*, p. 3.

(http://medicine.yale.edu/childstudy/comer/images/SDP%20Systemic%20achieve%20impact_tcm147-22562.pdf) (last accessed 2010/09/23)

3. 「ソーシャル・ネットワークの中に埋め込まれた子ども」のイメージ図



SDP schools increase the affiliations between children and adults in the Primary Social Network, the service providers in the Secondary Social Network, and those who make Institutional Policy in the larger society.

Panel 1

出所 : ©2004 by The Yale School Development Program, Yale Child Study Center (James P. Comer, Edward T. Joyner, and Michael Ben-Avie, eds., *Six Pathways to Healthy Child Development and Academic Success: The Field Guide to Comer Schools in Action*, Corwin Press, 2004, p. 5).

4. 「学校開発プログラム」のビジョン, ミッションと信念

THE SCHOOL DEVELOPMENT PROGRAM'S VISION, MISSION and CORE BELIEFS

Vision

Our vision is to help create a just and fair society in which all children have the support for development that will allow them to become positive and successful contributors in family, work and civic life.

Mission

The School Development Program is committed to the total development of children and adolescents by helping parents, educators and policymakers create learning environments that support children's physical, cognitive, psychological, language, social and ethical development.

Guiding Principles

Consensus Decision Making
Collaborative Relationships
No-Fault Problem Solving

Core Beliefs

We believe that development is the foundation for all learning, noting especially that:

- child rearing, child development and learning are inextricably linked;
- development starts early and must be a continuous process;
- children's most meaningful learning occurs through positive and supportive relationships with caring and nurturing adults;
- parents are children's first teachers;
- all parents, staff and community members, regardless of social or economic status, have an important contribution to make in improving students' education and their preparation for life; therefore
- adults must interact collaboratively and sensitively with one another in order to bring out the best in children.

We believe that children:

- are capable of higher-order learning;
- learn through various developmental pathways: physical, cognitive, psychological, language, social and ethical;
- should be at the center of the educational enterprise; [at the core of the education process]
- who develop well, learn well.

We believe school communities should:

- provide supportive work environments for teachers to maximize their ability to deliver instruction and provide developmental experiences to prepare students for life beyond school;
- facilitate positive relationships between parents, students and school staff to develop the bonds necessary for effective teaching and learning;
- be structured to promote collaborative decision making and a culture of inclusion;
- promote learning as a lifelong process;
- value cultural, linguistic and ethnic differences to enhance the educational process for all people;
- use data from all levels of the system--student, school, and the district--to inform educational policies and practices;
- view change as an ongoing process guided by continuous constructive feedback;
- design curriculum, instruction and assessment to align with, and promote child and community development and high content-area standards;
- provide administrators with the support they need to lead and manage schools;
- promote organizational coherence among school boards, educators and parents; and
- provide a sound education with an emphasis on civic responsibility.

Thus, we believe that an education system that fosters child and adolescent development will make it possible to maintain and improve our democratic society.

5. イェール大学子ども研究センター「学校風土調査」概要

July 20, 2010

The Yale University Child Study Center School Development Program
SCHOOL CLIMATE SURVEY
Revised Versions

The School Climate Survey (SCS) measures the general tone of the school and the quality of relationships that exist among students and adults in the school building. According to the SDP model of effects, the faithful implementation of the Comer Process should result in improved school climate that would facilitate student learning and development. This manual serves as a guide for administering the SCS.

Description of the School Climate Survey

There are four versions of the SCS: (1) the Elementary and Middle School Student Climate Survey, (2) the High School Student Climate Survey, (3) the Parent School Climate Survey, and (4) the Staff School Climate Survey.

Elementary and Middle School Student Version, Revised

The Elementary and Middle School Student Version Revised consists of 37 statements about school conditions, (e.g., "Teachers at my school help us children with our problems"). Students respond on a three-point scale, according to how much they agree with the statement. The scale is labeled: Agree = 3, Not Sure = 2, Disagree = 1.

High School Student Version, Revised

The High School Student Version Revised consists of 42 descriptive statements about prevailing school conditions, (e.g., "Teachers at my school help students with their problems") Students respond on a five-point Likert scale ranging from "Strongly Agree" to "Strongly Disagree," depending on how well they think that the statement describes their school. The responses are coded in the following manner: Strongly Agree = 5, Agree = 4, Not Sure = 3, Disagree = 2, Strongly Disagree = 1.

Parent Version, Revised

The Parent Version Revised consists of 41 descriptive statements about prevailing school conditions, (e.g., "At my child's school, parents have a great deal of confidence in the school staff"). Parents respond on a five-point Likert scale ranging from "Strongly Agree" to "Strongly Disagree," depending on how well they think that the statement describes their child's school. The responses are coded in the following manner: Strongly Agree = 5, Agree = 4, Not Sure = 3, Disagree = 2, Strongly Disagree = 1.

Staff Version, Revised

The Staff version Revised consists of 54 descriptive statements about prevailing school conditions, e.g. "At this school, teachers find ways to motivate their students to learn." Staff members respond on a five-point Likert scale ranging from "Strongly Agree" to "Strongly Disagree" depending on how well they think that the statement describes their school. The responses are coded in the following manner: Strongly Agree = 5, Agree = 4, Not Sure = 3, Disagree = 2, Strongly Disagree = 1.

Scoring

Respondents answer on a five-point Likert scale rating their perceptions of various aspects of the school climate.

Elementary and Middle School Revised Version

The responses are coded in the following manner: agree = 3, not sure = 2, disagree = 1. Items 1, 6, 9, 12, 14, 20, 21, 23, 24, and 33 are reversed scored after the frequency analyses on individual items have been performed, but before means of the variables are computed or any inferential analysis completed. These items are reverse scored because agreement with them reflects negative opinions of school climate. A positive view of the climate should elicit disagreement with these items. For these items, a program is written that changes the scores such that agree = 1 and disagree = 3.

All the variables are scored in the positive direction: the higher the score on the variable, the greater the amount of that quality that students perceive the school as having. The highest possible mean score on a variable is 3.0. The lowest possible mean score is 1.0. For example, if Student-Teacher Relations has an overall mean of 2.7, this means that the students believe that the level of caring, respect and trust that exists between students and teachers in the school is high. (See table 1 for a description of the variables and the items that define them.)

High School Revised Version

The responses are coded in the following manner: strong agree = 5, agree = 4, not sure = 3, disagree = 2, strongly disagree = 1. Items 1, 3, 7, 14, 18, 20, 25, 31, 32, 34, 35, 39, 40, and 41 are reverse scored after the frequency analysis on individual items have been performed, but before means of the variables are computed or any inferential analysis completed. These items are reverse scored because agreement with them reflects negative opinions of school climate. A positive view of the climate should elicit disagreement with these items.

All variables are scored in the positive direction: the higher the score on the variable, the greater the amount of that quality that students perceive the school as having. The highest possible mean score on a variable is 5.0. The lowest possible mean score is 1.0. For example, if Student-Teacher Relations has an overall mean of 4.5, this means that the students believe that the level of caring, respect and trust that exists between students and teachers in the school is high. (See table 2 for a description of the variables and the items that define them.)

Scoring the Staff Revised Version

The responses are coded in the following manner: strongly agree = 5, agree = 4, not sure = 3, disagree = 2, strongly disagree = 1. Items 2, 3, 4, 9, 14, 15, 20, 26, 30, 31, 47 and 52 are reverse scored after the frequency analysis on individual items have been performed, but before means of the variables are computed or any inferential analysis completed. These items are reverse scored because agreement with them reflects negative opinions of the school climate. A positive view of the climate should elicit disagreement with these items.

All the variables are scored in the positive direction: the higher the score on the variable, the greater the amount of that quality that staff perceive the school as having. The highest possible mean score on a variable is 5.0. The lowest possible mean score is 1.0. Therefore, if Parent Involvement has an overall mean of 4.5, this mean that the staff believe that parents participate a great deal in school activities. (See table 3 for a description of the variables and the items that define them.)

Scoring the Parent Revised Version

The responses are coded in the following manner: strong agree = 5, agree = 4, not sure = 3, disagree = 2, strongly disagree = 1. Items 2, 12, 19, 29, and 39 are reverse scored after the frequency analyses on individual items have been performed, but before means of the variables are computed or any inferential analysis completed. These items are reverse scored because agreement with them reflects negative opinions of school climate. A positive view of the climate should elicit disagreement with these items.

All the variables are scored in the positive direction: the higher the score on the variable, the greater the amount of that quality that parents perceive the school as having. The highest possible mean score on a variable is 5.0. The lowest possible mean score is 1.0. For example, if Academic Focus has an overall mean of 4.5, this means that the parents believe that teachers place a very strong emphasis on academics cultivated in an atmosphere of respect and trust. (See table 4 for a description of the variables and the items that define them.)

6. 「イエール学校開発プログラム：変化の理論」

Yale SCHOOL OF MEDICINE

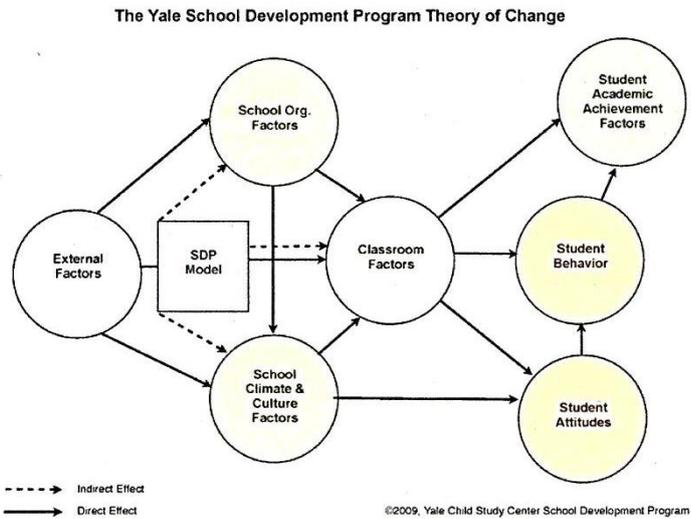
Child Study Center

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SDP Theory of Change



The diagram depicts the theory of change that has guided our work. We hypothesize that the introduction of the SDP model:

Directly influences the proximal outcomes of school organization and management;
Influences school culture both directly and through its effect on organization and management; and
Affects classroom practices both directly and through its effects on organization and school culture.

Classroom factors, in turn, affect the distal outcome of student achievement both directly and through their influence on other distal outcomes like student attitudes and behavior.

In short, in our theory, implementation of the School Development Program transforms the school into a learning environment that:

- Builds positive interpersonal relationships;
- Promotes teacher efficacy and competence;
- Fosters positive student attitudes;
- Increases students' pro-social behaviors; and
- Improves student academic achievement.

While the arrows in the figure show the principal direction of influence, we realize that in reality, relationships are reciprocal and that feedback loops exist between virtually every pair of points in the model.

出所 : Yale Child Study Center, Comer School Development Program, *SDP Theory of Change*
(<http://medicine.yale.edu/childstudy/comer/about/change.aspx>) (last accessed 2013/11/05) .

7. イェール大学『学校風土調査』尺度（小中学校用）

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Research & Evaluation | SDP Surveys | School Climate Surveys | Elementary & Middle School Students

School Climate Survey

Elementary and Middle School Version

The Elementary and Middle School Student Version (Revised) consists of 37 statements about school conditions, (e.g., "Teachers at my school help us children with our problems"). Students respond on a three-point scale, according to how much they agree with the statement.

Scoring

Respondents answer on a five-point Likert scale rating their perceptions of various aspects of the school climate.

The responses are coded in the following manner: Agree = 3, Not sure = 2, and Disagree = 1. Items 1, 6, 9, 12, 14, 20, 21, 23, 24, and 33 are reversed scored after the frequency analyses on individual items have been performed, but before means of the variables are computed or any inferential analysis completed. These items are reverse scored because agreement with them reflects negative opinions of school climate. A positive view of the climate should elicit disagreement with these items. For these items, a program is written that changes the scores such that agree = 1 and disagree = 3.

All the variables are scored in the positive direction: The higher the score on the variable, the greater the amount of that quality that students perceive the school as having. The highest possible mean score on a variable is 3.0. The lowest possible mean score is 1.0. For example, if Student-Teacher Relations has an overall mean of 2.7, this means that the students believe that the level of caring, respect and trust that exists between students and teachers in the school is high. (See Table 1 for a description of the variables and the items that define them.)

Table 1: School Climate Variables, Elementary & Middle School Student Version (Revised)

Variable	Definition	Reliability
Fairness (Items 3, 7, 13, 31, 32)	The equal treatment of students regardless of ethnicity and socioeconomic status	0.83
Order and Discipline (Items: 1, 6, 9, 18, 20, 24, 33)	Appropriateness of student behavior in the school setting	0.75
Parent Involvement (Items 4, 8, 27, 29, 36)	Frequency of parent participation in school activities	0.68
Sharing of Resources (Items: 12, 14, 21, 23)	Equal student opportunity to participate in school activities, materials, and equipment	0.75
Student Interpersonal Relations (Items: 2, 5, 15, 16, 22, 25, 34)	The levels of caring, respect, and trust that exists among students in the school	0.84
Student-Teacher Relations (Items: 10, 11, 17, 19, 26, 28, 30, 35, 37)	The level of caring, respect, and trust that exists between students and teachers in the school	0.87

出所 : Yale Child Study Center, Comer School Development Program, *School Climate Survey: Elementary and Middle School Version* <<http://medicine.yale.edu/childstudy/comer/evaluation/surveys/scs/elementarymiddle.aspx>> (last accessed 2013/11/05) .

8. イェール大学『学校風土調査』尺度（高校用）

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Research & Evaluation | SDP Surveys | School Climate Surveys | High School Students

School Climate Survey

High School Student Version

The High School Student Version Revised consists of 42 descriptive statements about prevailing school conditions, (e.g., "Teachers at my school help students with their problems") Students respond on a five-point Likert scale ranging from "Strongly Agree" to "Strongly Disagree," depending on how well they think that the statement describes their school.

Scoring

Respondents answer on a five-point Likert scale rating their perceptions of various aspects of the school climate.

The responses are coded in the following manner: strong agree = 5, agree = 4, not sure = 3, disagree = 2, strongly disagree = 1. Items 1, 3, 7, 14, 18, 20, 25, 31, 32, 34, 35, 39, 40, and 41 are reverse scored after the frequency analysis on individual items have been performed, but before means of the variables are computed or any inferential analysis completed.

These items are reverse scored because agreement with them reflects negative opinions of school climate. A positive view of the climate should elicit disagreement with these items.

All variables are scored in the positive direction: the higher the score on the variable, the greater the amount of that quality that students perceive the school as having. The highest possible mean score on a variable is 5.0. The lowest possible mean score is 1.0.

For example, if Student-Teacher Relations has an overall mean of 4.5, this means that the students believe that the level of caring, respect and trust that exists between students and teachers in the school is high. (See table 2 for a description of the variables and the items that define them.)

Table 2:School Climate Variables, Revised High School Student Version

Variable	Definition	Reliability
Sharing of Resources (Items: 14, 18, 31, 37, 39)	Equal student opportunity to participate in school activities, materials, and equipment.	0.62
Order and Discipline (Items: 1, 3, 4, 20, 35, 41)	Appropriateness of student behavior in the school setting.	0.72
Parent Involvement (Items: 7, 9, 13, 21, 24, 26)	Frequency of parent participation in school activities.	0.71
School Building (Items: 15, 16, 25, 32, 34, 38, 42)	The appearance of the school building.	0.72
Student Interpersonal Relations (Items: 2, 5, 11, 19, 27, 28, 30, 33, 36)	The levels of caring, respect, and trust that exists among students in the school.	0.88
Student-Teacher Relations (Items: 6, 8, 10, 12, 17, 22, 23, 29, 40)	The level of caring, respect, and trust that exists between students and teachers in the school.	0.89

出所 : Yale Child Study Center, Comer School Development Program, *School Climate Survey: High School Version* 〈 <http://medicine.yale.edu/childstudy/comer/evaluation/surveys/scs/highschool.aspx> 〉 (last accessed 2013/11/05) .

9. イェール大学『学校風土調査』尺度（親用）

Yale SCHOOL OF MEDICINE

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Research & Evaluation | SDP Surveys | School Climate Surveys | Parent

School Climate Survey

Parent Version Revised

The Parent Version Revised consists of 41 descriptive statements about prevailing school conditions, (e.g., "At my child's school, parents have a great deal of confidence in the school staff"). Parents respond on a five-point Likert scale ranging from "Strongly Agree" to "Strongly Disagree," depending on how well they think that the statement describes their child's school.

Scoring

Respondents answer on a five-point Likert scale rating their perceptions of various aspects of the school climate.

The responses are coded in the following manner: Strong agree = 5, Agree = 4, Not sure = 3, Disagree = 2, Strongly disagree = 1. Items 2, 12, 19, 29, and 39 are reverse scored after the frequency analyses on individual items have been performed, but before means of the variables are computed or any inferential analysis completed.

These items are reverse scored because agreement with them reflects negative opinions of school climate. A positive view of the climate should elicit disagreement with these items.

All the variables are scored in the positive direction: The higher the score on the variable, the greater the amount of that quality that parents perceive the school as having. The highest possible mean score on a variable is 5.0. The lowest possible mean score is 1.0.

For example, if Academic Focus has an overall mean of 4.5, this means that the parents believe that teachers place a very strong emphasis on academics cultivated in an atmosphere of respect and trust. (See Table 1 for a description of the variables and the items that define them.)

Table 1: School Climate Variables, Parent Version Revised

Variable	Definition	Reliability
Academic Focus (Items: 18, 23, 28, 37)	The emphasis that teachers place on student learning and achievement in an atmosphere of respect and trust	0.80
Achievement Motivation (Items: 1, 5, 7, 29, 41)	The extent to which students at the school believe that they can learn and are willing to learn	0.79
Principal Caring and Sensitivity (Items: 6, 9, 11, 15, 20, 22, 27)	The extent to which the principal shows consideration for the students, parents, and school staff, and cares about their needs	0.94
Collaborative Decision Making (Items: 12, 24, 36, 39)	The involvement of parents, staff, and students in the decisions affecting the school	0.75
Parent Involvement (Items: 14, 16, 19, 25)	Frequency of parent participation in school activities	0.68
School Building (Items: 2, 26, 31, 33, 38)	The appearance of the school building	0.84
School-Community Relations (Items: 8, 10, 13, 30, 32)	The support and involvement of the community in the life of the school	0.86
Student-Teacher Relations (Items: 3, 4, 17, 21, 34, 35, 40)	The level of caring, respect, and trust that exists between students and teachers in the school	0.94

出所 : Yale Child Study Center, Comer School Development Program, *School Climate Survey: Parent Version* (<http://medicine.yale.edu/childstudy/comer/evaluation/surveys/scs/parent.aspx>) (last accessed 2013/11/05) .

10. イェール大学『学校風土調査』尺度（教職員用）

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Research & Evaluation | SDP Surveys | School Climate Surveys | Staff

School Climate Survey

Staff Version Revised

The Staff Version Revised consists of 54 descriptive statements about prevailing school conditions, e.g. "At this school, teachers find ways to motivate their students to learn." Staff members respond on a five-point Likert scale ranging from "Strongly Agree" to "Strongly Disagree" depending on how well they think that the statement describes their school.

Scoring

Respondents answer on a five-point Likert scale rating their perceptions of various aspects of the school climate.

The responses are coded in the following manner: strongly agree = 5, agree = 4, not sure = 3, disagree = 2, strongly disagree = 1. Items 2, 3, 4, 9, 14, 15, 20, 26, 30, 31, 47 and 52 are reverse scored after the frequency analysis on individual items have been performed, but before means of the variables are computed or any inferential analysis completed.

These items are reverse scored because agreement with them reflects negative opinions of the school climate. A positive view of the climate should elicit disagreement with these items.

All the variables are scored in the positive direction: the higher the score on the variable, the greater the amount of that quality that staff perceive the school as having. The highest possible mean score on a variable is 5.0. The lowest possible mean score is 1.0.

Therefore, if Parent Involvement has an overall mean of 4.5, this mean that the staff believe that parents participate a great deal in school activities. (See Table 3 for a description of the variables and the items that define them.)

Table 3: School Climate Variables, Staff Version Revised

Variable	Definition	Reliability
Achievement Motivation (Items: 2, 17, 30, 39, 44)	The extent to which students at the school believe that they can learn and are willing to learn.	0.78
Collaborative Decision-Making (Items: 7, 22, 24, 40, 46)	The involvement of parents, students, and staff in the decisions affecting the school.	0.84
Equity and Fairness (Items: 10, 19, 25, 35, 45)	The equal treatment of students regardless of ethnicity or gender.	0.86
Leadership (Items: 1, 6, 14, 28, 33, 34, 38)	The principal's role in guiding the direction of the school and in creating a positive climate.	0.90
Order and Discipline (Items: 3, 5, 9, 11, 29, 31, 37, 49, 54)	Appropriateness of student behavior in the school setting.	0.93
School Building (Items: 8, 12, 18, 42, 47)	The appearance of the school building.	0.87
School/Parent/Community Relations (Items: 4, 16, 27, 43, 48, 52, 53)	The support and involvement of parents and the community in the life of the school.	0.89
Staff Dedication to Student Learning (Items: 13, 23, 41, 50, 51)	The effort of teachers to get students to learn.	0.85
Staff Expectations (Items: 15, 20, 21, 26, 32, 36)	The expectations of staff members that students will do well academically and will lead a successful life.	0.87

出所 : Yale Child Study Center, Comer School Development Program, *School Climate Survey: Staff Version* (<http://medicine.yale.edu/childstudy/comer/evaluation/surveys/scs/staff.aspx>) (last accessed 2013/11/05)

11. C.L. エモンズ (1992) による構造方程式モデル (仮説図)

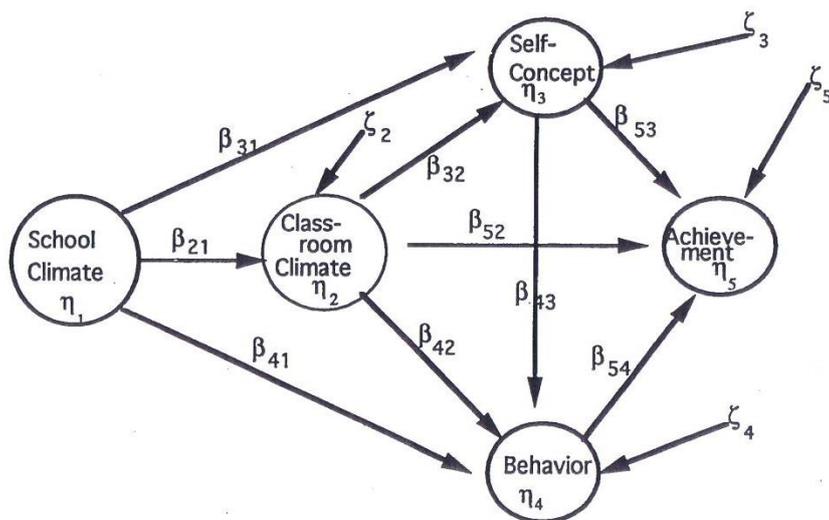


Figure 3: Structural equations model of relationships among variables hypothesized to affect achievement

出所 : Christine Laura Emmons, *School Development in an Inner City: An Analysis of Factors Selected from Comer's Program Using Latent Variable Structural Equations Modeling*, Unpublished Dissertation, Ph. D., University of Connecticut, 1992 (UMI Number 9326212), p. 12.

12. カマー・スクール, 学校計画経営チームアジェンダ

2012年4月5日 8:15A.M.~ (Davis Street Magnet School)

DAVIS STREET MAGNET SCHOOL
35 DAVIS STREET
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(203) 497-7800/7801

LOLA NATHAN, PRINCIPAL

S.P.M.T. AGENDA

April 5, 2012

8:15 A.M.

- * COMMITTEE REPORTS
 - Curriculum & Instruction
 - Science Fair
 - SSST
 - Schoolwide
 - PTA *Parents*
- * International Day – Dates
- * Raisin Up Club
 - Criteria
- * SDP (School Development Program)
 - Organization of Comer Kids
 - Transparency of Developmental Pathways as Part of Environment
- * Student Council – Activities
- * Arrival/Dismissal Procedures
 - Timeline for Exiting Cafeteria
 - Reading Incentives

13. カマー・スクール, 親チームアジェンダ

2012年4月3日 6:30P.M~ (Cooperative Arts and Humanities Magnet High School)

Cooperative Arts and Humanities Magnet High School
PTO Meeting Agenda for
April 3, 2012
Time 6:30

1. Welcome and Introductions- Marilyn Inge
2. Reading of Minutes- Beth Raccio (1 minute)
3. Parent Link- Susan Papa
4. School Governance Committee Report and Parent Involvement- Beth Raccio (5 minutes)
5. Administrator's Report (20 minutes)
 - i Graduation and Prom Updates
 - a. Discussion- Possible use of PTO funds to help pay for buses used to transport students from the prom back to Coop for parent pick-up. Possible use of PTO funds to help pay for items used for the Class of 2012 graduation reception.
6. Teacher Appreciation Brunch- Can the school give us a Wednesday in April or June on the calendar for this event?
7. Family Movie Night at Coop: The Blind Side, Courageous, Soul Surfer or another newly released movie.
8. National Arts Honor Society School Memberships- Marilyn Inge (2 minutes)
 - a. Creative Writing
 - b. Music
 - c. Dance
 - d. Acting
9. Announcement of the next City Wide PTO Report- April 5, 2012
10. Meeting Adjourned.

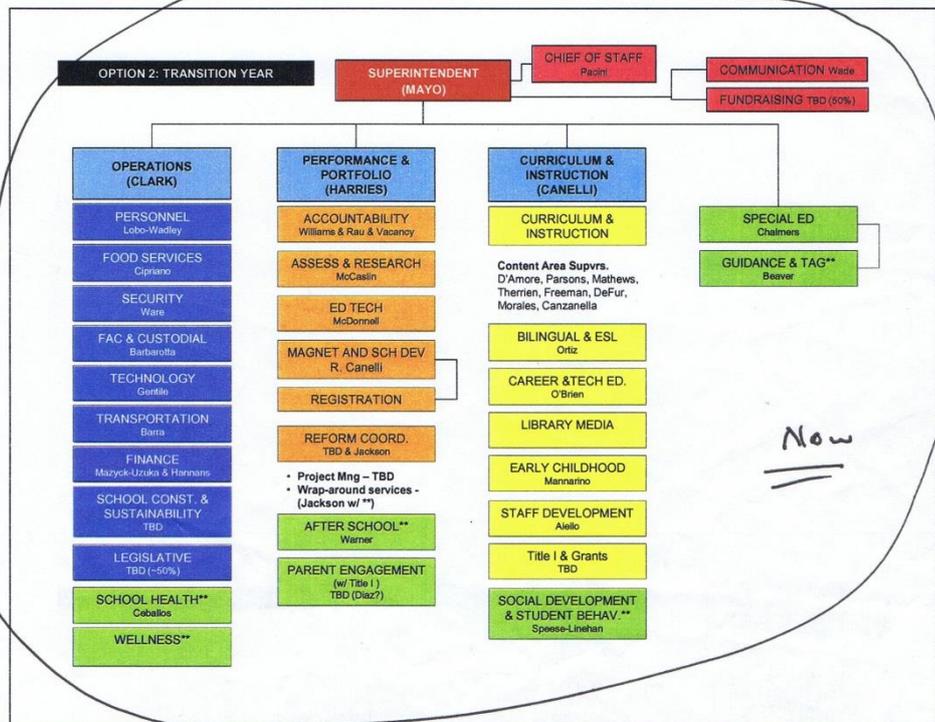
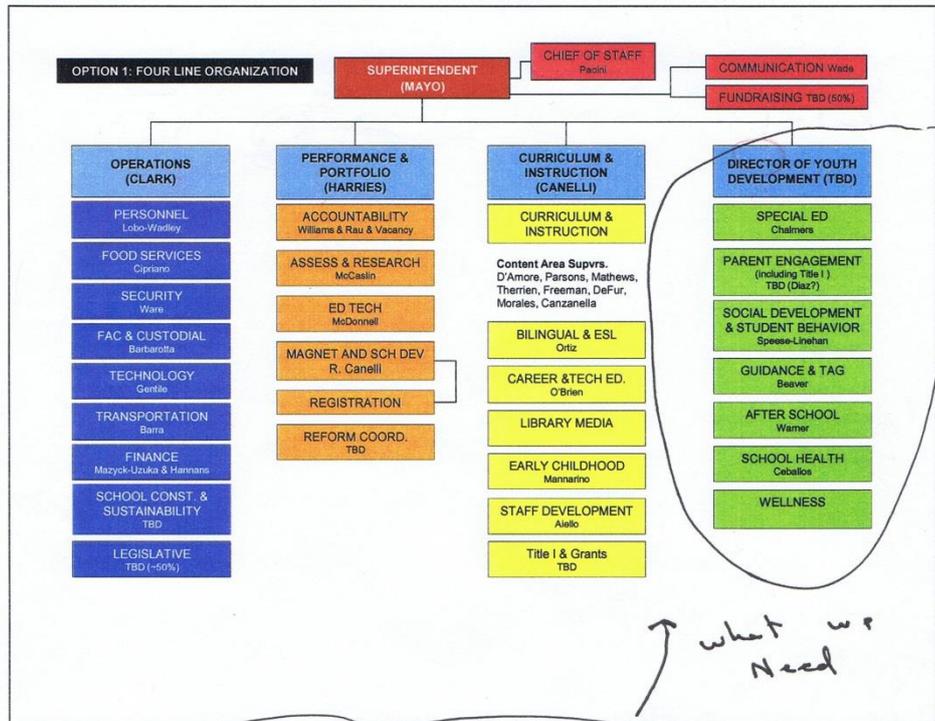
Thank you for coming. We look forward to seeing you at our next meeting on Tuesday, May 1, 2012.

PROPOSED
Senior Class End-of-Year Activities
 2011-2012 (rev. 3/30/2012)

Event	Date	Time	Place
Prom	5/31/2012	7:00pm - 12:00am	Aquaturf (\$70)
Final Exam Period	6/7-12/2012	7:30am - 11:30am	Everyone is expected to attend all testing times
Senior Class Trip	TBD	7:30am - 5:00pm	Coney Island, Long Island, NY
Senior Breakfast & Awards Ceremony STUDENTS ONLY	6/1/2012 OR		
	6/13/2012		
Graduation Rehearsal (Part 1)	6/18/2012	9:00am - 11:00am	Omni Hotel
			Hot Buffet Breakfast (FREE)
Graduation Rehearsal (Part 2)		6/18/2012	Co-Op High School Cafeteria to Line Up
		11:30am - 12:00pm	
Distribution of Graduation Materials (tickets, caps & gowns, sashes, honor cords)		6/18/2012	Shubert Theater for Full Rehearsal
		12:00pm - 1:00pm	
Senior Night STUDENTS ONLY		6/18/2012	Cafeteria
		1:00pm - 2:00pm	
Co-Op Graduation Ceremony	6/18/2012	6:30pm - 8:30pm	Main Stage (FREE)
	6/19/2012	6:00pm	Final Art Performances Shubert Theater

ニューハイブン学区資料

1. ニューハイブン学区教育委員会組織図



Positions In Consideration	Potential Candidates	Suggested Next Steps & Comments
<ul style="list-style-type: none"> Reform Wrap-Around Coordinator 	<ul style="list-style-type: none"> Tiffany Jackson Other? 	<ul style="list-style-type: none"> Draft charge/job description (Garth) Approach Tiffany Jackson, and designate for role (Dr. Mayo) Make decision on whether to backfill PBS/Special Ed role, and with whom (Dr. Mayo)
<ul style="list-style-type: none"> School Construction & Sustainability Director 	<ul style="list-style-type: none"> Noemi Santana 	<ul style="list-style-type: none"> Draft job description (Will) Post and hire for position (Will) Funding in place through Sue's position
<ul style="list-style-type: none"> Fundraising Coordinator (~50%) 	<ul style="list-style-type: none"> Recruitment from foundation community Laoise King (writing and relationship good) 	<ul style="list-style-type: none"> Decide whether to merge legislative and fundraising job (Dr. Mayo) Decide on reporting structure – particularly if combined with legislative (Dr. Mayo) Identify funding source (100% or 50%), including any savings from Sue's salary
<ul style="list-style-type: none"> Legislative Coordinator (~50%) 	<ul style="list-style-type: none"> Laoise King Recruit from CT political scene 	<ul style="list-style-type: none"> Meet with Keith Stover to expand their role; consensus that we will still need internal coordination (Will to organize) See fundraising above
<ul style="list-style-type: none"> Reform Associate (project management) 	<ul style="list-style-type: none"> Shonu Ghandi (?) – we would need to be careful with JDS Broad foundation fellows (i.e. early career) Consultant Emily Byrne 	<ul style="list-style-type: none"> Identify funding (Doc/Mayor) Grant funding possibilities? Would consulting project rather than permanent hire be easier? (i.e. WellSpring) Draft job description (Garth) Post and hire for position ASAP (Garth)
<ul style="list-style-type: none"> Title I and Grants Coordinator 	<ul style="list-style-type: none"> Potential internal recruit? (i.e. teacher or similar with good organizational skills?) 	<ul style="list-style-type: none"> Draft job description (Imma) Post and hire (Imma) Funding in place, paying for Burt currently (is this accurate?)
<ul style="list-style-type: none"> Parent Engagement Coordinator (managing Parent Advocate and Title I Parent Coordinators) 	<ul style="list-style-type: none"> Danny Diaz (promotion, and hire a more jr. person to do current advocacy work) Other community Audi XXX from Mayors Office? 	<ul style="list-style-type: none"> Decide whether to bring internal or leave at NHPS Foundation Needs tight relationship with NPO coordination, as NPOs have many parents relationships Funding in place at the NHPS foundation
<ul style="list-style-type: none"> Wellness (if grant-funded) 	<ul style="list-style-type: none"> TBD 	<ul style="list-style-type: none"> Wait for grant receipt

2. ニューヘイブン学区教育長の職務記述書

JOB DESCRIPTION

A-1

TITLE: Superintendent of Schools

QUALIFICATIONS:

Connecticut Certificate – Superintendent of Schools

Experience – Extensive teaching experience, preferably on a variety of grade levels.

Considerable, successful experience in school system administration, preferably in assignments with broad responsibility for all phases of school system administration (e.g., Assistant Superintendent, Director-Administration/Supervision.)

Extensive practical experience in public relations programs and working with community groups.

Considerable practical experience in personnel administration.

JOB GOAL:

To provide educational and administrative leadership in the development and delivery of educational programs and services in the school district.

JOB DESCRIPTION:

REPORTS TO: Board of Education

SUPERVISES: Assistant Superintendent: Administration/Supervision
Assistant Superintendent: Business
Assistant Superintendent: Curriculum
Director of Staff Placement and Evaluation
Executive Assistant to the Superintendent
Director of Pupil Services
Secretary
Clerks

TERMS OF EMPLOYMENT: Established by Board of Education, in compliance with State Statutes and City Charter.

SALARY GROUP: Established by Board of Education.

EVALUATION: Performance evaluated by the Board of Education in accordance with Board policy on Evaluation of the Superintendent

PERFORMANCE RESPONSIBILITIES:

Develops and promulgates a philosophy of education for the New Haven Public School System.

Develops for submission to the Board of Education, proposals for policies, objectives, and programs designed to improve the operation of the school system.

Develops sound methods and procedures for carrying out policies, objectives, and programs approved by the Board of Education.

Sets organization and operating goals and directs administrators in the system in the accomplishment of their responsibilities.

Attends, or sends a representative to, all meetings of the Board of Education.

Is responsible for seeing that all applicable federal, state, and city laws are observed in operating the school system.

Develops proposals for new programs and plans for their implementation and funding; integrates new programs with current operations.

Reviews, approves and expedites operational proposals of staff members.

Keeps up to date on all developments, legal, educational, financial, etc., relating to the operation of the school system.

Evaluates continuously the effectiveness of organization performance, and makes or recommends to the Board, changes to facilitate improvement in functions.

Is responsible for negotiation of contracts with organizations recognized by the Board.

Develops and presents to the Board long and short range budget requirements.

Prepares the annual operating budget recommendations and implements the Board approved budget.

Presents agreements with contractors for Board approval; checks out and presents bills for contract services fulfilled.

Prepares and submits to the Board recommendations relative to all matters requiring Board action, placing before the Board such necessary and helpful facts, information, and reports as are needed to insure the making of informed decisions.

PERFORMANCE RESPONSIBILITIES (Continued)

Develops staffing needs; presents specific personnel appointments and changes to the Board for approval.

Evaluates the performance of those reporting to him and works with them to increase their capabilities.

Develops rapport within the system by scheduling visits to classes and meetings with employees at all levels; establishes two-way channels of communication.

Coordinates the relationships between line and staff components and resolves differences in organization philosophy.

Makes prompt decisions based on sound judgement in moments of crisis or emergency to resolve unexpected problems.

Delegates at own discretion to other employees of the Board the exercise of any powers or the discharge of any duties with the knowledge that the delegation of power or duty does not relieve the Superintendent of final responsibility for the action taken under such delegation.

Seeks opportunities to open communication with concerned segments of the population such as attending meetings of parent or community organizations, etc.

Maintains good relationships with the news media; promotes favorable image of the system in the media.

Serves on committees, boards, councils, and other group associations related to professional and community activities; represents the system's views, interprets the Board philosophy, policies and procedures; contributes to the achievement of the goals of the City of New Haven.

Makes recommendations with reference to the location and size of new school sites and of additions to existing sites; the location and size of new buildings on school sites; the plans for new school buildings; all appropriations for sites and building; and improvements, alterations, and changes in the buildings and equipment of the district.

Keeps informed of modern educational thought and practices by advanced study, by visiting school systems elsewhere, by attending educational conferences, and by other appropriate means, and keeps the Board informed of trends in education.

Coordinates the plans and activities of the system with those of other City Department Heads, with government and private agencies.

3. ニューヘイブン学区教育長補佐（カリキュラム）の職務記述書

A-4

JOB DESCRIPTION

TITLE: Assistant Superintendent: Curriculum

QUALIFICATIONS:

Connecticut Certificate – Intermediate Administrator or Supervisor; Superintendent’s certificate desirable.

Experience – Two (2) years of post graduate work, including a master’s degree. At least five (5) years of successful experience in and an administrative position in a school system, preferable in a position involving supervision of diversified operations (e.g. principal). Experience in a curriculum development and implementation in a particular subject area (or range of subjects) over a broad spectrum of grade levels is desirable.

JOB GOAL:

To identify, implement, and maintaining meaningful academic programs in the system Pre K-12.

To coordinate all educational programs in the school system Pre K-12.

To develop, and initiate new programs that challenge our youth to excellence from diverse communities.

To assist in the evaluation of all programs Pre K-12.

To communicate, and disseminate the instructional program to the administration, the staff, and the public.

JOB DESCRIPTION:

REPORTS TO: Superintendent of Schools

SUPERVISES: Director – Special Projects and Program Planning
Supervisor – Arts
Supervisor – Audio-Visual and Libraries
Supervisor – Bilingual/Bicultural Education
Supervisor – Business Education and Business Programs
Supervisor – English/Foreign Languages
Supervisor – Health, Physical Education and Athletics
Supervisor – Home Economics and Homemaking Careers
Supervisor – Industrial Arts and Industrial Arts Programs
Supervisor – Mathematics
Supervisor – Music
Supervisor – Reading and Language Arts, K-6
Supervisor – Science
Supervisor – Social Studies
Supervisor – Headstart
Office Staff

JOB DESCRIPTION, cont'd

A-4

TERMS OF EMPLOYMENT: Established by Board of Education

SALARY GROUP: Established by Board of Education.

EVALUATION: Performance evaluated in accordance with provisions of the Board of Education's policy on evaluation of administrative/supervisory personnel.

PERFORMANCE RESPONSIBILITIES:

Reviews research conducted by the Director of Special Projects and Program Planning for new funded programs.

Recommends possible programs to the Superintendent.

Develops proposal in applications for special funding to implement new programs.

Analyzes evaluative reports on special programs undertaken, and makes recommendations to the Superintendent.

Plans and implements programs of curriculum oriented in-service training aimed at increasing the capabilities of all categories of Board of Education employees.

Evaluates staff development programs for more effective planning and/or programming to achieve goals.

Directs the overall programs of Pre-Kindergarten education, and pupil personnel services assistance to non-public schools.

Develops the proposed operating budget for instructional services and participates in the development of comprehensive budget for the Board of Education.

Exercises initiative in keeping the community informed on developments in curriculum and on system academic and vocational achievements.

Acts on behalf of the Superintendent and represent him/her at meetings, on committees, etc., when requested to do so.

Maintains a current curriculum manual to show graduation requirements, approved courses, credit allowed, and any pertinent information useful to students and staff.

Observes teachers in their classrooms upon request of principals, and offers insights for the enhancement of the teaching-learning experience.

-2-

PERFORMANCE RESPONSIBILITIES, cont'd.

Assumes a leadership role in developing curriculum for any course newly mandated by the legislature or the Board.

Assists in the recruitment, screening, hiring, training, and assigning of instructional personnel.

Interprets the present curriculum and proposed curriculum changes to the Board, the Administration, the Staff, and the general public.

Assist in the preparation and administration of the curriculum services budget.

Guides development, implementation, and evaluation of curriculum oriented Pre-service and In-service training programs for professional personnel.

Works with the directors of elementary and secondary schools and with building principals in the improvement of individual staff competencies.

Assists in the development and coordination of the sections of the budget that pertains to curriculum, and instruction.

Evaluates, and reviews the performance of instructional coordinators, and supervisors.

Communicates the approved curriculum to the professional staff, and general public. Maintains a list of approved instructional materials.

Interprets the curriculum, and its philosophy to the Board, the Administration, the Staff, and the general public.

Assists in the development of educational specifications for remodeling projects, or new construction.

Maintains liaison, and active participation with educational leaders in curriculum, and instruction at state, regional, and national levels.

Studies, evaluates, and as appropriate, recommends adoption of new instructional materials, methods, and programs as related to instructional supplies, equipment, and materials.

Recommends the addition of new courses, grade placement of courses, credit allowance for courses, and graduation requirements.

Works with principals and teachers committees in organizing, and coordinating grade levels and departmental meetings in order to effect horizontal, and vertical continuity and articulation of the instructional program throughout the district.

Assumes responsibility for reviewing, and evaluating result of district-wide testing programs, and for other evaluating measures used by the schools.

PERFORMANCE RESPONSIBILITIES, cont'd.

A-4

Directs creation of, and edits for publication all curriculum guides, and materials prepared by, and to be distributed among the instructional staff.

Responsible for implementing all programs and policies of the Board of Education.

4. 調査・評価・アセスメント部長の職務記述書

New Haven Public Schools...New Haven, Connecticut

Notice of Available Position: Director of Research, Evaluation & Assessment Department

Job Description:

The Director will provide leadership for the development of the new Research, Evaluation & Assessment Department (READ) and will provide ongoing leadership for and management of the Department once it is created. The Director will report directly to the Superintendent of Schools. The Director will work closely with other Central Office staff, especially in the areas of Curriculum & Instruction and the Data Center. Descriptions regarding the four principle functions to be managed within READ (Testing and Assessment Administration, Data and Systems Quality Control, Curriculum Support and Evaluation, and Project Evaluation & Special Programs) are contained in the following list of responsibilities.

Major Responsibilities Include:

1. Provide leadership in the development of an explicit assessment philosophy for the district.
2. Lead the development of an appropriate organizational structure for the Department organization, including decisions regarding appropriate staffing to address the four functions contained in the job description.
3. Establish appropriate procedures to provide for ongoing coordination of READ staff efforts and the efforts of district staff, both at the Central Office and building levels. In particular:
 - a. Coordinate the administration of all student assessment activities.
 - b. Ensure the accuracy of all data and systems used in the entry, retrieval and reporting of data, both for internal and external purposes. Such data includes but is not limited to student assessment and student records data.
 - c. Provide support to Central Office and building staff to assure the appropriate use of data in the conduct of their responsibilities.
 - d. Conduct evaluations of district programs, identify appropriate external funding sources, generate grant proposals, and provide support for district grant activities.
4. Provide management oversight of all READ staff.
5. Provide appropriate ongoing communication with the Superintendent, the Board of Education, members of Central Office, building principals, teachers, and the community at large regarding the activities of the Department.
6. Provide staff development leadership in the appropriate use of information-based decision making.
7. Prepare an annual budget for the Department and manage the budget once it is approved.
8. Represent the District on READ activities at local, state, and regional levels, and participate in local, state, regional, and national professional organizations and meetings.

Qualifications

Candidates should possess a Doctorate in Education or a closely related field such as Research Methods, Psychometrics, Educational or Developmental Psychology. They should also be able to provide evidence of at least five years of successful knowledge/experience in the areas of:

1. formative and summative research, evaluation and assessment activities in preK-12 settings,
2. participative, team-oriented decision making and shared leadership,
3. internal and external communication,
4. supervision and leadership of subordinate staff,
5. fiscal management, including obtaining external funding, and
6. design and delivery of staff development.

5. 生徒援助および特殊教育サービス部長の職務記述書

A-8

JOB DESCRIPTION

TITLE: Director, Pupil Personnel and Special Educational Services

QUALIFICATIONS:

Connecticut Certification as Intermediate Administrator or Supervisor.

Experience - At least five (5) years successful experience as an administrator or supervisor in the area of Pupil Personnel and/or Special Educational Services.

Two years post graduate work, including a Master's Degree.

Extensive academic background and experience in Pupil Personnel and/or Special Educational Services, including at least five (5) years successful experience as a pupil Personnel Worker and/or Special Education Teacher.

JOB GOAL

To serve as Chief Administrative Officer for the maintenance and development of all programs and services within the Department of Pupil Personnel and Special Educational Services.

JOB DESCRIPTION:

REPORTS TO: Superintendent

SUPERVISES: Supervisor - Guidance
Supervisor - Physically Handicapped
Supervisor - Psychological Services
Supervisor - Social Work
Supervisor - Special Education
Office Staff

TERMS OF EMPLOYMENT: Established by Board of Education

SALARY GROUP: IX (12 months)

EVALUATION: Performance evaluated in accordance with provisions of the Board of Education's policy on evaluation of administrative/supervisory personnel.

PERFORMANCE RESPONSIBILITIES:

Develops and administers, with the assistance of the supervisory staff, system-wide educational programs for all students who are classifiable as exceptional children, including the mentally handicapped, and the socially maladjusted.

Develops and administers, with the assistance of the supervisory staff, system-wide pupil personnel services including social work, guidance, psychological, and psychiatric services.

Serves as Manager for Pupil Personnel Central Offices.

Serves as Chairman of Central Office Planning and Placement Review Team.

Implements the Connecticut State Laws and State Department of Education Regulations concerning pupil personnel and special education.

Provides input to school system at large through membership on the Superintendent's Administrative Planning Council.

Serves on the Central Office Administrative Policies Committee.

Reviews project and study proposals related to pupil personnel and special education which are submitted by outside agencies and persons.

Serves as liaison with the State Department Pupil Personnel and Special Educational Services.

Serves as liaison with public and private agencies and organizations in the community whose services relate to those of this Department.

Coordinates the services and programs of pupil personnel and special education with those of the total school system.

Evaluates existing programs on an ongoing basis in order to assess and improve their effectiveness.

Serves as Custodian of School Records.

PERFORMANCE RESPONSIBILITIES, cont'd.

Maintains ongoing evaluation of pupil needs preparatory to developing programs to meet those needs.

Evaluates regularly the performance of those reporting to him and helps to develop their maximum leadership capabilities.

Reports to Superintendent on all matters arising from pupil personnel and special educational services requiring his attention.

Responsible for implementing all programs and policies of the Board of Education.

6. 指導部長の職務記述書

JOB DESCRIPTION

TITLE: Director of Instruction, New Haven Public Schools

POSITION SUMMARY

We are seeking a dynamic, results-oriented educational leader to provide district-level leadership as a Director of Instruction. In the New Haven Public Schools, the Directors of Instruction are responsible for supervising, coaching, and evaluating the principals in the district. As such, they provide crucial individual and collective leadership to improve student achievement in New Haven and to accomplish the goals of New Haven's School Change initiative. Candidates should have a strong track-record in improving educational results for students, the highest standards for student achievement goals, outstanding adult coaching and development skills, and an ability to translate school needs into district leadership and policy.

QUALIFICATIONS & EXPERIENCE

Candidates should possess a Master's Degree and at least five (5) years of successful experience in leadership position in a school system, preferably including experience as a school principal. Successful candidates will need the appropriate Connecticut certification (the Intermediate Administrator or Supervisor Certification, or 092), and so should either already hold that certification, or hold a comparable certification with the ability to secure the appropriate Connecticut certification. Candidates should also be able to provide evidence of successful experience that demonstrates:

- Demonstrated excellence as an educational leader with vision and strong instructional insight, including specific evidence of improvement in student learning as a result of the candidate's leadership
- Effective management and leadership of adults, including in coaching, evaluation, and team-building among a variety of stakeholders,
- Outstanding problem-solving and policy design skills
- Demonstrated ability to get along with a diverse group of co-workers and other stakeholders.
- The ability to use multiple forms of influence in order to accomplish results, including the potential to operate as an effective leader outside of school context.

REPORTS TO: Assistant Superintendent for Portfolio and Performance Management

TERMS OF EMPLOYMENT: Established by the Board of Education

SALARY GROUP: Director (12 months)

EVALUATION: Performance evaluated in accordance with provisions of the Board of Education's policy on evaluation of administrative/supervisory personnel.

DUTIES AND RESPONSIBILITIES

Responsibilities will include, but are not limited to:

- Lead and manage a cohort of 10 to 15 principals, including coaching and evaluation of the principals on all aspects of their school leadership. Provide feedback that improves individual leadership and overall school success, and support a strong growth trajectory for both principals and their schools
- Help to coordinate and direct the range of district supports and resources provided to schools in the Director's cohort, ensuring appropriate and coherent support to schools consistent with individual school needs and goals
- Implement the Districts performance management systems for schools in the Director's cohort, including both evaluation of principals and support to school-level planning (i.e. the School Improvement Plans)
- Work with principals and other district leaders to cultivate a strong pipeline of prospective leaders and an outstanding teaching staff in the district, including both identification and training of leaders and teachers.
- Collaborate with the other Directors of Instruction and Assistant Superintendent for Portfolio and Performance Management and other Senior Leadership at the District to craft and implement the School Reform Strategy, including assuming responsibility for key policy initiatives impacting school management.
- Represent the District, the Superintendent, the Assistant Superintendents, and other Senior Leadership in communicating the school district's goals and activities within the community, including with parents, community groups, and in public settings
- Other duties as assigned.

7. R. R. メーヨー教育長から父母, 生徒, 地域リーダー宛メッセージ

Dear Parents, Students and Community Leaders,

The vision of New Haven Public Schools is to ensure that all students will learn, succeed, think independently and value all people.

We also strive to provide nurturing, healthy, and safe school environments.

NHPS aim to teach respect, trust, understanding, acceptance, and appreciation of individual differences among all students through quality teaching and effective leadership.

We also work to make sure that family and community engagement as well as an equitable system of support and resources is provided to everyone.

We hope this website will provide you with all the information you are looking for about the New Haven Public Schools.

Sincerely,

Dr. Reginald Mayo, Ph.D.

Superintendent

出所 : New Haven Public Schools, *About NHPS* 〈<http://www.nhps.net/node/4>〉 (last accessed, 2013/06/30) .

注 : メーヨー教育長は 2013 年 6 月 30 日付けで教育長を退任。退任後の上記頁は, 後継者であるハリエス教育長 (前・教育長補佐) のメッセージに更新されている。

8. 学区全体の親リーダーシップ・チーム会合アジェンダ（英語版） （2012年4月5日，5:30PM～）

“ The mission of the Citywide Parent leadership Team is to positively impact the lives of children and families by empowering and supporting parents in their partnership with the school district, to achieve better communication and collaboration with the schools and the district with the ultimate goal of improving student learning, achievement and success for our children”.

City Wide Parent Leadership Team

April 5th – 5:30 PM
Wilbur Cross High School Foyer

Agenda

I. Introductions

- Marleen Kim Welcome and Introductions of Topics to be discussed
Introduction of Board of Education Staff
- Dr. Reginald Mayo A message from the Superintendent of Schools

II. Upcoming Issues

- Dolores Garcia-Blocker – Reminder on College Fair
- Susan Weiselberg – Boost Update
- Garth Harries, Assistant Superintendent – Surveys

III. What have we learned about parent engagement in our schools (30 minutes)

- Collection of data from each schools
- Collection of data from schools (Month, Events, meetings, Parent Workshops)
- Discussion
 - a. How can we use the information from this year to help us build collaborations and strengthening parent teams for the future?
 - b. What are some innovative solution/planning for parent engagement (events, meeting, workshops)

IV. What to take back to your schools?

- College Fair information
- Ideas for parent engagement in our schools
- Next Meeting – may 3rd, 2012

“Dinner will be served sharply at 5:30 p.m.”

Child care will be available, spaces are limited, please RSVP (Ages 4 and Up)

Citywide parent Leadership Team Agenda Subcommittee – Mary Rosario (Fair Haven), Erik Clemons, Melisa Mckeon (HSC-MicroSociety, Marleen Kim (John Daniels), Ruth Swanton (MicroSociety), Gina Ross (Hill Central), Johna Pompano (Barnard)
Rotating Member Attending December meeting– Yury Maciel-Andrews (Davis)

学区全体の親リーダーシップ・チーム会合アジェンダ（スペイン語版） （2012年4月5日，5:30PM～）

La misión del PTO de la ciudad de NH es el de impactar positivamente las vidas de nuestros niños y familias potenciando y apoyando a los padres en su asociación con el distrito escolar, para que desarrollen una mejor comunicación y colaboración con el distrito escolar, con el objetivo final de mejorar el aprendizaje de los estudiantes, aprovechamiento y éxito de nuestros niños.

Liderato de los Grupos de Padres de la Ciudad

5 de abril del 2012
Escuela Superior Wilbur Cross
5:30 PM

Agenda

I. Presentación

- a. Yury Marciel Bienvenida y presentación del material
Presentación del personal del Departamento de Educación
- b. Dr. Reginald Mayo Un mensaje del Superintendente de las Escuelas Públicas de New Haven

I. Upcoming Issues

- Dolores Garcia-Blocker Feria Colegial
- Susan Weiselberg – Información sobre BOOST
- Garth Harries, Asistente Superintendente - Encuestas

II. Que hemos aprendido sobre la participación de padres en nuestras escuelas (30 minutos)

- Colección de información de las escuelas (Meses, Eventos, Reuniones, Talleres Para Padres)
- Discusión
 - a. ¿Como podemos usar la información de este año para ayudarnos a establecer colaboraciones para fortalecer a los grupos de padres?
 - b. ¿Cuales son algunas soluciones innovadoras para la participación de los padres en los eventos, reuniones y talleres?

III. ¿Que debe llevar a la escuela?

- Información sobre la Feria Colegial
- Ideas para aumentar la participación de los padres en las escuelas
- Próxima reunión 3 de mayo del 2012-04-05
-

“La Comida Sera Servida a las 5:30 p.m.”

Habrà cuidado de niños/as, los espacios son limitados, favor de responder y dejárnoslo saber (edad 4 en adelante)

Citywide parent Leadership Team Agenda Subcommittee – Mary Rosario (Fair Haven), Erik Clemons, Melisa Mckeon (HSC-MicroSociety, Marleen Kim (John Daniels), Ruth Swanton (MicroSociety), Gina Ross (Hill Central), Johna Pompano (Barnard)
Rotating Member Attending December meeting– Yury Maciel-Andrews (Davis)

Notas:

アジェンダ 2/2 頁

9. ニューヘイブン学区教育委員会とイエールSDPプロジェクト会議アジェンダ

参加者：学区教育委員会：メーヨー教育長，カネリ教育長補佐

イエール大学：カマー，ブラウン，ブラントリー，カミール

(2010年1月5日)

NEW HAVEN/SDP MEETING January 5, 2010 Agenda

1. Opening comments from Drs. Mayo and Comer
2. Summary of Implementation work: Dr. Fay E. Brown and Mrs. Shelia Brantley
3. Summary of work with data teams: Ms. Camille Cooper
4. Questions/Discussions
5. Closing comments

AREAS OF FOCUS FOR CONTEXTUAL ANALYSIS

LEADERSHIP

CLASSROOM MANAGEMENT

CURRICULUM AND INSTRUCTION

CHILD AND ADOLESCENT DEVELOPMENT

STAFF

STUDENTS

ACADEMIC ACHIEVEMENT

COMMUNICATION

PARENT INVOLVEMENT

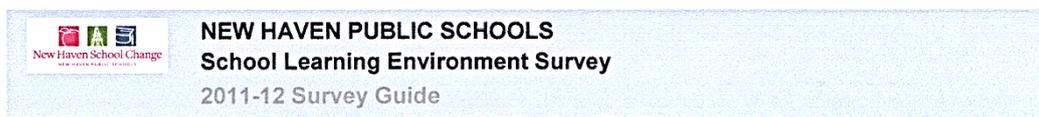
SCHOOL STRUCTURES AND PROGRAMS

SCHOOL CLIMATE

TECHNOLOGY

DISTRICT SUPPORT

10. ニューヘイブン学区教育委員会『学習環境調査』ガイド



UNDERSTANDING THE SCHOOL LEARNING ENVIRONMENT SURVEY

The New Haven Public Schools School Learning Environment Survey is designed to support efforts among all members of the school community to improve the school climate. The information obtained from the survey helps school leaders understand what key members of the school community say about the learning environment at their school. The annual survey is administered to all NHPS parents, teachers, staff, and students grades 5-12.

Survey results represent the perception of the parents, teachers, staff and students who responded to the survey. Though all stakeholders were encouraged to participate in the survey, those who chose to respond do not necessarily represent the perspective of the entire school community. That said, the perception of stakeholders is an important window into the learning environment of each school and is considered as one among many key indicators of school performance and progress.

Survey questions ask participants about their satisfaction with five key elements of the school learning environment: Academic Expectations, Collaboration, Communication, Engagement, and Safety & Respect. A detailed breakdown of survey results is reported in each school's School Learning Environment Survey Report. The survey report presents a question-by-question look at participant responses as well as summary scores and stakeholder participation rates.

SECTION 1: SURVEY STRUCTURE AND CONTENT

Survey questions were created by a Survey Committee composed of administrators, teachers, staff, and parents. The majority of survey questions were identical to those in the 2010-11 survey, with some changes made for clarity based on stakeholder feedback (to see all survey questions see the 2011-12 LES Question Details sheet). Each of the four surveys is tailored to the target stakeholder group, however questions are intended to be parallel between all four groups so that responses can be compared and aggregated. All surveys include questions in the following domains of school learning environment:

- Academic Expectations
- Collaboration
- Communication
- Engagement
- Safety & Respect

SECTION 2: SURVEY PARTICIPATION

SECTION 2A: SURVEY ADMINISTRATION

In order to maintain the integrity of survey administration, Children's Institute of Rochester, NY was hired to administer all climate surveys and provide preliminary results for analysis. The surveys were administered from January 2012 through April 2012. Surveys were available online for teachers, students, and staff and both on paper and online to parents. Student and parent surveys were available in both English and Spanish.



NEW HAVEN PUBLIC SCHOOLS School Learning Environment Survey 2011-12 Survey Guide

A single, anonymous access code was available for each teacher and staff member. Teacher access codes were distributed by New Haven Federation of Teachers (NHFT). NHFT union stewards were responsible for ensuring that each teacher in their school received one access code to complete the survey. Staff codes were distributed by the school-based survey coordinator who was responsible for ensuring that each staff member received one access code. Students were given the opportunity to take the survey anonymously at school.

Parents were assigned a unique access code for submitting confidential surveys. Parents received their unique access code by mail from the Children's Institute and follow up support from the school-based survey coordinator. To assure confidentiality, access to parent responses was managed directly by The Children's Institute.

All stakeholders had the opportunity to respond but were not required to do so. District and school participation rates are reported in each schools survey report summary.

SECTION 2B: PARTICIPATION RATE CALCULATION

The response rate is calculated by dividing the number of people that took the survey by the number of people eligible to take the survey. Parents with children in more than one school are counted once in each of those schools but are only counted once in the district-wide participation rate calculation. The teacher survey population represents all full time school-based members of the teachers bargaining unit Local #933 of New Haven Public Schools. The staff survey population represents all other school-based personnel.

SECTION 3: SURVEY RESPONSES

In order to summarize and aggregate the information in the survey, the district created a scoring mechanism that enables the calculation of learning environment domain and overall scores. For the majority of questions, participants selected one of 5 possible responses: strongly agree, agree, neither agree nor disagree, disagree, strongly disagree. A small number of questions included alternative response categories – to see response options for each question see the 2011-12 LES Question Details sheet.

SECTION 3A: INDIVIDUAL QUESTION SCORE

Each question is given a maximum point value of 10 points and a minimum value of 0 points. The question score is calculated based on the percent of participants who select each possible response, where "10" points is given for strong agreement with the satisfaction statement, "7.5" for agreement, "5" for neither agreement nor disagreement, "2.5" for disagreement, and "0" for strong disagreement. For the majority of questions, points are evenly distributed from 0 to 10 (as indicated above). Some questions have alternative scoring structures:

- *Questions for which multiple answers are of equal perceived value* are not distributed evenly between 0 and 10. In this case two answers are given a value of 10 and two answers a value of 0.
- *Questions with a 'Does Not Apply' or 'Don't Know'* will have a value of 5, equivalent to neutral, assigned to these options.



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School Learning Environment Survey
 2011-12 Survey Guide

The total question score is calculated by multiplying the percent of respondents who gave a particular response by the point value for that response and summing the results. For example, the score for the question below would be calculated as follows:

How strongly do you agree or disagree with the following statements about your child's school?	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
I feel welcome in my child's school.	50%	20%	5%	10%	10%
	x	x	x	x	x
Point distribution	10	7.5	5	2.5	0
Points per answer	5	1.5	0.25	0.25	0
Total score for this question	$5 + 1.5 + .25 + .25 + 0 = 7$				

SECTION 3B: SUMMARY SCORES

Summary scores are calculated as the weighted average of individual questions within each learning environment domain or participant group. The majority of questions are given equal weight, however two exceptions exist:

- Questions with multiple sub-questions are weighted so that the sum of all sub-questions rolls up to the equivalent of a single question.
- Questions on individual performance (e.g. 'My grades are usually...' or 'This year what percent of your parents...') are included in the question-by-question report but are not included in the summary score.

The Overall school learning environment score (all participants and domains) is calculated as the average of the parent score, student score, and a combined school-based adult score (teacher and staff). The school-based adult score is calculated based on the number of teacher and staff respondents, where the percent of score contributed by each group is equivalent to the percent of total school-based adult respondents from that group.

SECTION 3C: SUMMARY SCORE LABELS

Summary scores are intended to provide an aggregate view of the survey participant responses; they do not replace the range and depth of information available in the question-by-question responses. We interpret the aggregate scores as ranging from 'highly satisfied', a score of 10, to 'highly dissatisfied', a score of 0. The cut scores for each level of satisfaction are indicated in the table below:

Score	Satisfaction Level
8 - 10	Highly Satisfied
6 - 8	Satisfied
4 - 6	Mixed Satisfaction
2 - 4	Dissatisfied
0 - 2	Highly Dissatisfied

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		NEW HAVEN PUBLIC SCHOOLS School Learning Environment Survey 2011-12 Question-by-Question Detail Students				
S Academic Expectations						
How strongly do you agree with the following statements about being successful in your school?		Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
S02_01	Teachers encourage me to be successful in school.	10	7.5	5	2.5	0
S02_02	I need to work hard to get good grades at my school.	10	7.5	5	2.5	0
S02_05	My school helps me develop challenging academic goals.	10	7.5	5	2.5	0
S02_06	Someone at my school helps me understand the requirements that I need to be promoted.	10	7.5	5	2.5	0
S06_02	My teacher(s) believe I am capable of learning.	10	7.5	5	2.5	0
S06_04	My teacher(s) are excited about the subjects they teach.	10	7.5	5	2.5	0
S06_05	My teacher(s) inspire me to want to learn.	10	7.5	5	2.5	0
S11_05	Textbooks and classroom materials are appropriate, up to date, and in good condition.	10	7.5	5	2.5	0
S02_03	Students who get good grades in my school are respected by other students.	10	7.5	5	2.5	0
S11_06	Computer technology and lab equipment are up to date and in good condition.	10	7.5	5	2.5	0
S01_08	Overall, I feel good about this school.	10	7.5	5	2.5	0
S02_07	My grades are usually ---	A's	B's	C's	D's	Failing
		10	7.5	5	2.5	0
S Collaboration						
How strongly do you agree with the following statements about being successful in your school?		Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
S03_01	My parents, family/caregiver thinks school is important.	10	7.5	5	2.5	0
Your School's Question-by-Question Survey Results						0

2011-12 LES Student Survey, Question by Question Results

[Page]

		Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
S03_02	My parents, family/caregiver helps me to be successful in school.	10	7.5	5	2.5	0
S02_04	Students encourage each other to be successful in school.	10	7.5	5	2.5	0
	How available to you are teachers and other adults at your school to talk about:	Always Available	Usually Available	Sometimes Available or Unavailable	Usually Unavailable	Never Available
S05_01	An academic problem you are having in class?	10	7.5	5	2.5	0
S05_02	A problem with another student or students?	10	7.5	5	2.5	0
S05_03	Something else that is bothering you?	10	7.5	5	2.5	0

S Communication

	How strongly do you agree with the following statements about your school?	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
S04_01	I have a voice in classroom and/or school decisions.	10	7.5	5	2.5	0
S11_04	My school provides information about clubs, sports, and other non-academic activities.	10	7.5	5	2.5	0

S Engagement

	How strongly do you agree with the following statements about student engagement in your school?	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
S01_01	I feel welcome in my school.	10	7.5	5	2.5	0
S01_07	There is at least one adult in this school that knows me well.	10	7.5	5	2.5	0
S01_03	There are activities and programs at my school that I look forward to.	10	7.5	5	2.5	0
S01_04	My school has an active student council that makes a positive difference in the school.	10	7.5	5	2.5	0
S01_05	I care about this school.	10	7.5	5	2.5	0
S03_03	I like to go to school.	10	7.5	5	2.5	0
S03_04	I feel good about my future.	10	7.5	5	2.5	0

Your School's Question-by-Question Survey Results

0.0%

	Almost Never	Rarely	Some of the Time	Often	Almost Always	
S09_02 Students bully other students at my school.	10	7.5	5	2.5	0	
S09_03 Students get into physical fights at my school.	10	7.5	5	2.5	0	
S09_04 Teachers often shout at students.	10	7.5	5	2.5	0	
S09_05 Students bring alcohol or illegal drugs to school.	10	7.5	5	2.5	0	
S09_06 There is gang activity in my school.	10	7.5	5	2.5	0	
S09_07 There is inappropriate physical contact or gestures among students.	10	7.5	5	2.5	0	
S09_08 The school is safe and accepting regarding race, gender, sexual orientation and disabilities.	10	7.5	5	2.5	0	
How strongly do you agree or disagree with the following statements about your school?		Yes	No			
S10_01 I have been bullied at school this year.	NS	NS				
S10_02 I have bullied someone at school this year.	NS	NS				
S10_03 The school has a culture, programs and/or workshops to help to stop bullying.	NS	NS				
How strongly do you agree or disagree with the following statements about your school?		Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
S11_01 Order and discipline are consistently maintained.	10	7.5	5	2.5	0	
S11_02 My school is kept clean.	10	7.5	5	2.5	0	
S11_03 Students know and follow school rules.	10	7.5	5	2.5	0	
S11_07 There is a person or program in my school that helps students learn to resolve conflicts.	10	7.5	5	2.5	0	
S11_08 I am treated fairly in this school.	10	7.5	5	2.5	0	
S11_09 The presence and actions of disciplinary staff help to promote a safe and respectful environment.	10	7.5	5	2.5	0	

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
S04_02 There is at least one adult in this school that I trust.	10	7.5	5	2.5	0
How strongly do you agree with the following statements about your teachers?	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
S06_03 My teacher(s) are role models.	10	7.5	5	2.5	0
S06_06 Teachers give me extra help when I need it.	10	7.5	5	2.5	0
S06_07 My teacher(s) connect what I am learning to life outside of the classroom.	10	7.5	5	2.5	0
S06_08 My teacher(s) have control of classroom behavior.	10	7.5	5	2.5	0
Approximately how often during this school year has/have your teacher(s) asked you to:	Never	Once	Twice	3 or 4 Times	5 or more Times
S07_01 Complete an essay or project using multiple sources of information?	NS	NS	NS	NS	NS
S07_02 Participate in hands-on activities, projects, or science experiments?	NS	NS	NS	NS	NS
S Safety & Respect					
How strongly do you agree with the following statements about experiences you have in your school?	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
S01_02 I feel safe at my school.	10	7.5	5	2.5	0
S01_06 My opinions are respected in this school.	10	7.5	5	2.5	0
How strongly do you agree with the following statement about respect?	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
S06_01 My teacher(s) respects me.	10	7.5	5	2.5	0
S08_01 Teachers in my school treat students with respect.	10	7.5	5	2.5	0
S08_02 Students at my school treat teachers with respect.	10	7.5	5	2.5	0
S08_03 Adults at my school treat each other with respect.	10	7.5	5	2.5	0
S08_04 Students at my school treat other students with respect.	10	7.5	5	2.5	0
How often are the following things true about safety in your <i>school this year</i>?	Almost Never	Rarely	Some of the Time	Often	Almost Always
S09_01 Students threaten other students at my school.	10	7.5	5	2.5	0
Your School's Question-by-Question Survey Results					0.0%

12. 『学校風土調査』結果速報, 学区教育委員会, 2012年7月11日



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SCHOOL CLIMATES CONTINUE TO IMPROVE IN THIRD ANNUAL LEARNING ENVIRONMENT SURVEY OF NHPS SCHOOLS

- **TURNAROUND SCHOOLS SHOW SUBSTANTIAL GAINS**
- **SCHOOLS USE CLIMATE SURVEY RESULTS TO IMPROVE LEARNING ENVIRONMENTS**
- **PARENT ENGAGEMENT IMPROVES, BUT REMAINS AREA FOR FOCUS**
- **ALL SCHOOLS SCORE SATISFIED OR BETTER**

The New Haven Public Schools announced today results of the third annual School Learning Environment Survey, showing substantially improved satisfaction in many schools across the district. The Learning Environment Survey (also referred to as the climate survey) gathers feedback from students, parents, teachers and school staff on a variety of measures grouped into five categories: academic expectations, communication, collaboration, engagement, and safety and respect. School staff received results in June prior to the end of school. The results are now being posted publicly at www.nhps.net. The Learning Environment Survey is a key component of New Haven School Change and was developed collaboratively by school leaders, teachers, and parents.

Aggregate satisfaction scores rose significantly in 18 schools this year, while scores dropped significantly in four. Turnaround schools continued to show substantial gains. Clemente Leadership Academy's aggregate overall score increased by 0.7 on the districts 10 point scale in the first year under new leadership. Also in the first year of a turnaround, Wexler-Grant increased by 0.8, the largest improvement of any preK-8 school. Katherine Brennan and DOMUS Academy also improved their learning environments by significant margins, even in the second year of turnaround. More information on the scale of the scores follows below.

“I am pleased to see the feedback for so many of our school teams,” said Superintendent of Schools Dr. Reginald Mayo. “In so many of our schools, students, parents, teachers and staff clearly feel safer, more engaged, more collaborative, and more academically challenged. The survey also highlights the places where we need to keep working. I urge each school to study the results closely,” he said.

“There are good lessons in the teamwork we see in each of the turnaround schools. Now we need to see the same progress in academic results, particularly in those schools that are in their second year of turnaround,” Dr. Mayo noted.

The survey represents the views of 9,453 5th to 12th grade students (87 percent of the student population), 5,192 parents (38 percent of the parent population), 1,397 teachers (81 percent of the teacher population), and 493 non-instructional staff members, including front office secretaries, security guards, and custodial staff (54 percent of the staff population). Parent participation rose from 31 percent last year, reflecting the hard work of school staff to improve parent engagement. Still, parent participation and parent engagement remain a focus for future efforts.

In order to create a synthesized score, the responses of all survey questions were aggregated on a 0-10 scale, with parent responses providing one third of the weight, students one third, and teachers and staff combined to provide the final third. Scores below 4 were considered “unsatisfied”, scores of 4.0 to 5.9 were “mixed satisfaction”, scores of 6.0 to 7.9 were “satisfied”, and 8.0 and above were “highly satisfied”. Using this scoring method, 10 schools scored in the highly satisfied realm this year, up from zero in the 2009-2010 school year and eight in the 2010-2011 school year. All other schools were in the satisfied range. The district considers a change of 0.25 or more to be a “significant” change in results, either up or down. Fourteen elementary schools and four high schools improved their satisfaction levels significantly. Four schools saw their aggregate satisfaction levels fall significantly.

Survey results are shared with school communities and have been used over the past three years to improve learning and educational practices from the student level through to school administration. The surveys are also one of the factors used to rank schools into tiers each year and to evaluate principals. Many principals use the surveys to set performance goals for themselves and their schools. The survey results include both synthesized scoring, and question by question responses.

The Nathan Hale School had the highest satisfaction score in the district this year, with a rating of 8.8. Principal Lucia Paoletta said, “I am blessed to be part of this school community – so many people care so much about this school. We’ve also worked hard on climate issues, particularly through the support of Dr. Comer and the School Development Process. All that investment in community shows up in the results on our survey.”

The Strong School reflected the highest overall increase in satisfaction in the district, reflecting the hard work of a new principal and the staff of the school. “I am so grateful to my parents, staff, and community for their hard work this year,” said Strong School Principal Susan

DeNicola. “Strong School began its life as an overflow site, and we have come a long way in building culture this year.”

One school that improved significantly this year was Metropolitan Business Academy, particularly in the area of student satisfaction. Based on survey results last year that found Metropolitan Business Academy students did not feel a strong connection to their school community, students there hosted a series of activities and developed a cell phone application to enable students to report bullying. In addition, the BOOST! program focused on after-school activities requested by students. Student satisfaction at MBA improved by 0.9 on this year’s survey.

“I encourage school communities and school leaders to study the question by question results,” said SAA President Peggy Moore. “It is a rich trove of information and feedback, and we should honor the community members who took the survey by taking action on their specific concerns and suggestions. At Wilbur Cross, we are pleased with the improvement we saw this year, but we know we have a long way to go to strengthen the learning climate for students, parents, teachers and staff.”

The Brennan-Rogers School had the highest participation rate in the district across all participant groups with a 96% response rate from parents and a 100% response rate from students, teachers and staff. “As a turnaround school, we highly value the input and opinions of all stakeholders and consequently placed great emphasis on and attention to getting maximum participation rates. Using the survey results as a means for self-improvement we have already analyzed the data as a staff and come up with concrete steps to improve in specific areas where the rankings are not as high as we would have liked,” says, Brennan-Rogers School Principal Karen Lott.

Cheryl Brown, principal of the host school, emphasized similar themes. “At Ross-Woodward, we’ve emphasized parent engagement, and it shows in our survey. The parent response rate more than doubled from last year, and our parents are giving us lots of positive feedback. Thank you to the teachers and staff at Ross-Woodward who made that happen.”

Student engagement has been a priority for the district through the year, and 31 of 42 schools saw significant improvements in student satisfaction, including all nine high schools in the district. Parent satisfaction was also strong. At 39 of 42 schools, more than 80 percent of parents agreed or strongly agreed with the statement “Overall, I am satisfied with the education my child has received at this school.” At 41 of 42 schools, 80 percent or more of parents agreed or strongly agreed that “Adults at this school challenge my child to do better,” and that “I feel welcome at my child’s school.”¹

The trends in teacher satisfaction were mixed, and at most schools teacher satisfaction was lower than that of parents and students. Twelve schools saw teacher satisfaction go up, and twelve schools saw teacher satisfaction go down. Trends in teacher satisfaction appeared closely correlated with teachers’ satisfaction with administrator support and with student discipline and

¹ One school did not have enough parent responses to be scored

behavior; where teachers felt less supported and where student discipline and behavior was more problematic, teacher overall satisfaction trended significantly downward.

“We know we need to continue to work on student behavior and teacher support and professionalism – we’ve already planned for both to be a significant focus of professional development, and both issues are consistent with our vision of ensuring that our schools are engaging and meaningful for both students and staff,” stated Dr. Mayo.

***END**

出所 : New Haven Public Schools, For Immediate Release, July 11, 2012

(http://www.nhps.net/sites/default/files/2012_LES_climate_survey_vfinal.pdf) (last accessed 2013/11/27)

風土調査速報 4/4 頁