International School of the Americas: Social Emotional Learning and Social Justice Education for the 21st Century
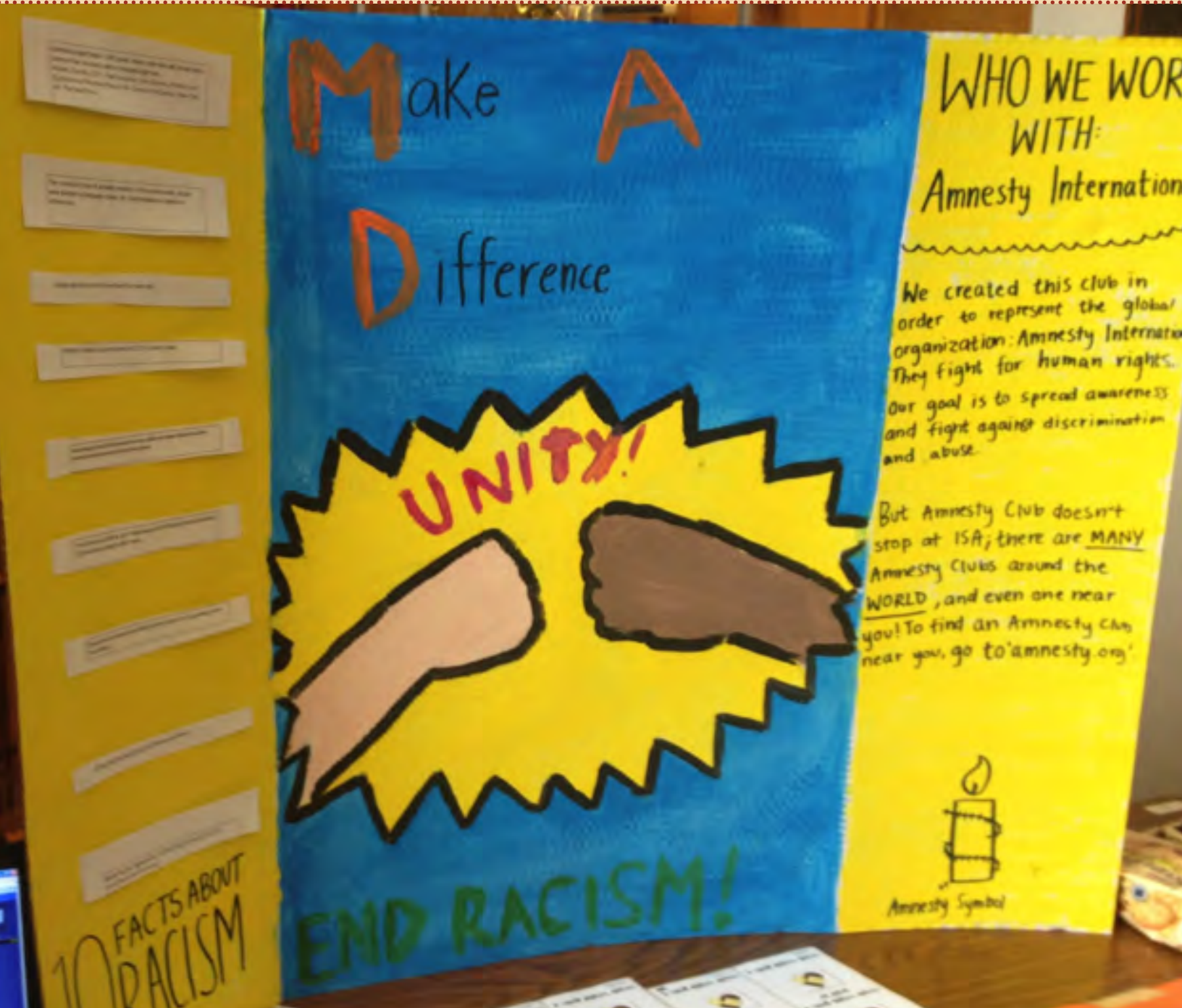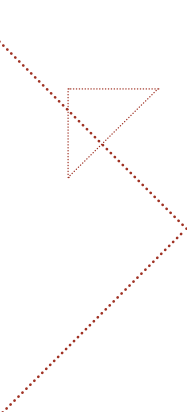
Brandy P. Quinn

Suggested citation: Quinn, B. P. (2015). *International School of the Americas: Social emotional learning and social justice education for the 21st Century.* Stanford, CA: Stanford Center for Opportunity Policy in Education.

Stanford Center for Opportunity Policy in Education
http://edpolicy.stanford.edu
@scope_stanford

scope
Stanford Center for
Opportunity Policy in Education

Table of Contents

Project Overview

Social Emotional Learning in Diverse High Schools Study

The psychological, social, and emotional aspects of education have enjoyed increased attention in recent years as oft-termed "non-cognitive factors" and "soft skills" have gained traction in research, policy, and practice circles as major drivers of student achievement. Despite this attention, the accountability-driven practices and policies that are the legacy of No Child Left Behind, and that still dominate the education world today, often leave them out of the picture. Further, failing to meet students' psychological, social, and emotional needs will continue to fuel gaps in opportunity and achievement for students—in particular, low-income students and students of color—who are frequently underserved by the schools they attend. While critical to providing students with an equitable education suited to today's world, more research is needed to better understand how schools can effectively implement and sustain practices that meet students' social and emotional needs as well as provide them with the opportunity to learn adaptive skills and strategies to succeed both inside and outside of the classroom. The growing field of social and emotional learning aims to do just that across research, policy, and practice arenas.

Much of the existing research on social and emotional learning, however, has focused on elementary and middle schools. This is likely because fostering the development of social and emotional skills is often seen as part of the educational mission in earlier grades, social emotional initiatives have been easier to launch and implement in primary and middle school contexts, and scholarly and practical interest has centered around early intervention. As a result, little is known about what effective social emotional learning practice looks like at the high school level and throughout the later years of adolescence. Further, the intense emphasis of education policy has been on measurable academic outcomes, which has focused most high schools' attention on delivering increasing bodies of subject matter content to students in order to boost test scores, rather than on attending to the education of the "whole child."

There do exist some high schools, however, that have centered their work on developing young people as whole human beings who are socially and emotionally aware and skilled, who engage a growth mindset that enables them to persevere when challenged, who learn to be mindful, conscientious, and empowered, and who develop a sense of social responsibility about making positive contributions to their school community and the wider community beyond. We identified three such schools, which operate in very different contexts, and designed our study to address three open questions in research on social and emotional learning:

1. How is effective social emotional learning practiced in high schools? In particular, what can we learn from high schools that have developed an explicit mission to prepare students to be personally and socially aware, skilled, and responsible?

2. How can social emotional learning strategies be tuned to meet the needs of students in diverse socioeconomic, racial, and ethnic schooling contexts?

3. How does a systemic, whole school approach to social emotional learning, in contrast to an interventionist or programmatic approach, function as a model of school-wide practice?

Through in-depth case studies of three urban, socioeconomically and racially diverse small public high schools, a student survey, and a comparison of student survey results to a national sample of students, this project investigates the ways in which these highly effective schools design, implement, and practice school-wide social emotional learning as well as how this focus on social emotional learning shapes students' educational experiences and outcomes. In particular, the schools we study— which aim to engage and empower the student communities they serve—ground their educational approach in an expanded vision of social emotional learning that incorporates a social justice education perspective as essential to their practice. This study was funded by the NoVo Foundation.

Research Questions

This case study is one of four reports—three case studies and a cross-case analysis—written by SCOPE on effective social emotional learning practice in diverse high schools. The reports investigate the following research questions, with the case studies focusing primarily on the first two questions and the cross-case report addressing all three:

1. How is social emotional learning conceptualized and implemented at these high schools? How is it informed or shaped by a social justice education perspective?

2. How do these schools practice social emotional learning to meet the needs of their respective urban, diverse student communities and with what results?

3. How does effective social emotional learning practice shape students' educational experiences and provide them with critical psychological resources that foster personal, social, and academic success?

The high schools selected to participate in this study were: Fenway High School (Boston, MA), El Puente Academy for Peace and Justice (Brooklyn, NY), and International School of the Americas (San Antonio, TX).

Research Methodology

The researchers employed a multi-method, multiple case study research design. Schools were selected using a rigorous screening procedure that involved: nomination by a panel of experts in the fields of social emotional learning and social justice education; strong academic performance and attainment outcomes (compared to each school's district); and a selection interview with school leaders and teachers to confirm an explicit, well-established, school-wide focus on social emotional learning and social justice education. These school sites we selected also represent a range of socioeconomic, racial, and ethnic diversity among the student communities they serve, which provided us with the opportunity to investigate how these factors impact the school context and student experiences.

Qualitative data sources included: observations (e.g., of classrooms, student events, and faculty meetings), document analysis (e.g., of school websites, student handbooks, and course syllabi), and interviews and focus groups (with school administrators, teachers, students, parents, and community partners). Quantitative data sources included publically available school record data (e.g., attendance rates, graduation rates, and state achievement test performance) and a survey of current students' educational experiences (e.g., perceptions of school climate, attitudes about learning, motivation for school, and attainment goals). The majority of the student survey items were drawn from the Educational Longitudinal Study of 2002, which enabled us to compare the data from the student sample in our study to a national sample of high school students with similar school characteristics.

Drawing on an ecological or sociocultural systems data analysis strategy, observations, interviews, focus groups, and document and artifact analyses centered on identifying how social emotional learning and social justice education were practiced across key levels of the school context: climate and culture, features and structures, and formal and informal practices (see Table 1, page 4).

Researchers also evaluated how social emotional learning and social justice education were conceptualized at each school and examined how key social emotional learning and social justice education skills and competencies prevalent in the literature both converged with and diverged from each school's understanding and practice (see Table 2, page 5).

Table 1: Key Levels of Schooling Contexts

Level of school system	Definition	Examples
School climate & culture	*A school's physical and social environment and the norms, values, and expectations that implicitly and explicitly structure that environment.*	• School mission and vision • Core values • Expectations of graduates
School features & structures	*School design features and organizational structures that shape how the school and its activities are organized.*	• Advisory • Counseling and support services • Community-based partnerships
School practices	*Formal and informal daily practices that reflect what people do, how they teach and learn, and how they participate in the school community.*	• Teaching and learning strategies • School traditions and activities • Classroom participation practices

Notes: Definitions and examples derived from empirical and theoretical work on studying schools through an ecological, sociocultural, and/or organizational framework. See cross-case report for an extended discussion and reference list: https://edpolicy.stanford.edu/publications/pubs/1310

During the 2012–2013 academic year, the research team made site visits to each school and administered the student survey. Members of the research team: conducted off-site phone interviews with school leaders and teachers; participated in intensive site visits to each school for a total of 4–6 days per site; worked closely with teachers and school leaders to collect pertinent documents, schedule interviews and focus groups with school personnel as well as students, parents, and community partners; and administered the student survey during the winter and spring of 2013. Data analysis and supplemental data collection took place during the summer of 2013 through the fall of 2014.

The case studies have been verified with key members of each of the schools for factual accuracy. Additional detail about the data collection activities for this study can be found in Appendix A. More information on the study's background, research design, and methodology can be found in the cross-case report main text and appendices.

Resources

Findings from the Social Emotional Learning in Diverse High Schools Study are published in three case studies, a cross-case report, a research brief, and a technical report. Visit https://edpolicy.stanford.edu/publications/pubs/1310 to view these products.

Table 2: Social Emotional Learning and Social Justice Education Skills and Competencies

Social Emotional Learning Skills & Competencies	Social Justice Education Skills & Competencies
Self-awareness: accurately assessing one's feelings, interests, values, and strengths; maintaining a well-grounded sense of self-confidence.	**Interdependence:** seeing oneself as part of community; having a sense of shared fate and common destiny with others; recognizing how collective experiences shape individual lives.
Self-management: regulating one's emotions to handle stress, control impulses, and persevere in overcoming obstacles; setting and monitoring progress toward personal and academic goals; expressing emotions appropriately.	**Social responsibility:** understanding how one's actions impact others; treating others with respect; acting with ethical standards; maintaining relationships and connections.
Social awareness: being able to take the perspective of and empathize with others; recognizing and appreciating individual and group similarities and differences; recognizing and using family, school, and community resources.	**Perspective-taking:** taking the perspective of and empathizing with others; coordinating others' points of view with one's own; recognizing factors that shape multiple perspectives.
Relationship skills: establishing and maintaining healthy and rewarding relationships based on cooperation; resisting inappropriate social pressure; preventing, managing, and resolving interpersonal conflict; seeking help when needed.	**Multicultural literacy:** recognizing and appreciating group similarities and differences; having a critical understanding of how identities and significant social categories of difference matter in everyday life and across social contexts; understanding experience through multicultural and equity-focused lenses; having an awareness of systems of privilege, power, and oppression.
Responsible decision-making: making decisions based on consideration of ethical standards, safety concerns, appropriate social norms, respect for others, and likely consequences of various actions; applying decision-making skills to academic and social situations; contributing to the well-being of one's school and community.	**Community engagement:** actively contributing to the well-being of one's community; understanding democratic principles and values, citizenship, and civic participation; having leadership, voice, and efficacy to be change agent and organize for social action.

Notes: Social emotional learning and social justice education skills and competencies. See cross-case report for an extended discussion and reference list: https://edpolicy.stanford.edu/publications/pubs/1310

A Look Inside the International School of the Americas: 10th-Grade Virtual Exchange Class

The school day for students at the International School of the Americas (ISA) officially begins at 8:45 a.m. However, in a brightly lit classroom on the second floor of the school, 12 sophomore girls arrived an hour early to take part in an elective course that involves virtual collaboration with a group of female students at Princess Rahma School in Jordan.[1] The two groups of students are taking part in *Youth Talk!*, a virtual exchange program sponsored through the Global Nomads division of Bridges of Understanding—a non-profit group working to foster stronger relationships between the U.S. and the Arab world—that pairs students in the United States with students in the Middle East and North Africa to build cultural awareness and to foster global citizenship (Global Nomads Group, 2013).

Earlier in the school year, the students took part in one of four international videoconferences that are a part of the program. During these videoconferences, they participated in conversations designed to improve cross-cultural understanding. ISA's social studies teacher, who teaches the elective course, told us that the type of understanding achieved in that first conversation can sometimes be as simple as, "Hey! They [the students in Jordan] are wearing jeans!" In other words, "Hey! They are sort of like me!" Students then build from there.

During that particular morning we observed students working in two small groups to narrow down project topics that they and the Jordanian students would discuss together and then individually complete. In a previous class session, students completed "conflict trees" that showed the roots (sources) and branches (effects) of a particular societal conflict or issue they had chosen. On the day we observed this class, students worked on extending the thought process that started with the conflict trees. One group discussed "brain drain," which they described as the most talented and educated individuals in one country immigrating to another country due to a lack of jobs in their home country that necessitated higher level skills. The other group discussed women's rights.

We watched the teacher facilitate conversations in both groups to advance their discussion topics to specific questions that would be used later to guide conversations between the students and their Jordanian counterparts. The group working on brain drain re-examined their conflict tree, and, with the help of some well-placed questions from the teacher, began to discuss whether brain drain influences the US to the same extent as it influences Jordan. The teacher then shifted his attention to the group discussing women's rights.

---

[1] Enrollment in the elective is normally 20 students, but an unusual traffic incident delayed the arrival of several students on the day we observed the class.

This group's original question was "How does religion play a role in women's rights and what is being done to improve women's rights?" One student, after sharing some of the group's current thinking, told the teacher that he thought he looked "hesitant" and then asked the teacher what his concerns were. In response, the teacher guided the students to think about ways of asking the question that maintained an open stance about potential answers and that did not reflect a cultural bias. As the students continued their discussion, the teacher knelt down to get at the level of their table to talk with them. He suggested it was a complex question, and he challenged them to think about how this question would come across in Jordanian vs. U.S. or Texan contexts (ISA is located in San Antonio, TX). Through more conversation, the students shifted their topic to be about the relationship between a commitment to human rights and traditional beliefs—an issue they thought was both relevant to their lives in Texas and that might also be relevant to the lives of their Jordanian peers.

This back and forth between student-directed conversation and guidance from a teacher continued for the duration of the morning meeting. We observed this group of students early in our visits to ISA, but what we saw in this visit—strong relationships, reflective thinking, and relevant instruction—turned out to be indicative of ISA's overall approach to education. In this case study we describe how ISA fosters social emotional learning and social justice education through its own "Three Rs"—relationships, reflection, and relevance—and vision of an intentional school community.
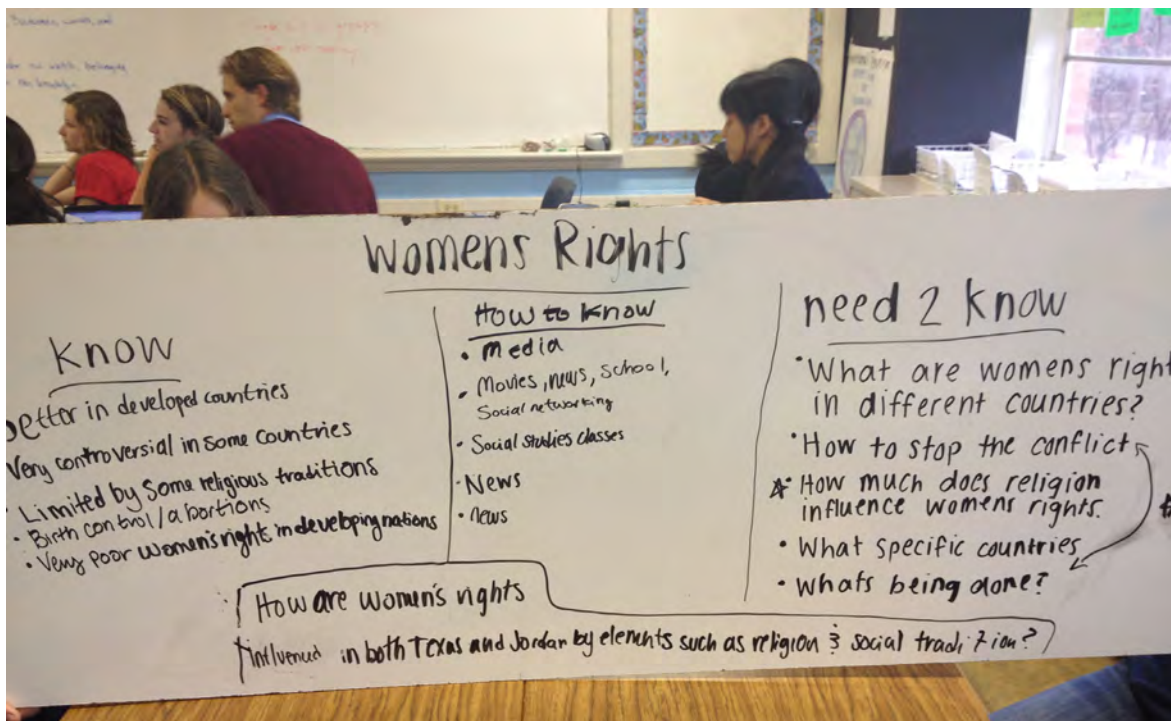
School Context and History

SA is a public magnet school in the North East Independent School District (NEISD), located on the campus of Robert E. Lee High School in the northern part of the city of San Antonio, Texas. Robert E. Lee High School is a large, comprehensive school serving a diverse population of students. ISA occupies one building at the center of the Lee campus. There are two other magnet schools on the campus: NEISD Science, Technology, Engineering, and Math Academy and North East School of the Arts. Students at ISA take some classes, participate in co-curricular activities, and have lunch integrated with the other three schools on the campus.

ISA, which opened in 1995, is consistently noted as a top high school in both the state and the nation. *Children at Risk*, a Texas-based research and advocacy group focusing on children, recently named ISA the #2 high school in the greater San Antonio area (out of 65 high schools) and the #24 high school in the state of Texas (out of 1,171 high schools; Children at Risk, 2013). *U.S. News and World Report* awarded ISA a Gold Medal in its 2013 rankings of U.S. high schools and ranked the school #215 nationally. ISA is a mentor school for the Coalition of Essential Schools (CES) and is also a past winner of the Goldman Sachs Foundation Prize for Excellence in International Education. Students and their families also testify to ISA's high-quality reputation; during the year of the study, nearly 300 students and their families submitted applications to be included in the admissions lottery for 120 spots in the incoming ninth-grade class (Bieser, 2013). ISA students overall performed better on state exams, graduated at higher rates, were more likely to be college-ready, and were more likely to attend college than students in the district as a whole (see Table 3, page 9).

ISA draws its students from over 25 middle schools across San Antonio as well as a few schools from surrounding areas. Acceptance is determined by a lottery system, and the school does not use achievement-based criteria for admission. During the 2012–2013 school year, 465 students enrolled at ISA (Table 4, page 10). Of these, the majority of students that attend ISA were Latino (55%) and White (36%). Just under a quarter of students were eligible for free or reduced lunch, reflecting a largely middle class population of students. The school did not have any English language learners and the special education population was very small (2%). ISA, however, did enroll significantly more female than male students (60% vs. 40%). Additionally, gifted and talented students comprised 14% of the 2012–2013 student population and 17% of students were classified as "at-risk" (http://ritter.tea.state.tx.us/perfreport/tapr/2013/index.html).

ISA's current students inherit a history that combines a focus on small communities with the goal of fostering global citizenship. ISA developed in the midst of the small schools reform movement in the United States during the 1990s and a parallel growing recognition across many sectors of society of the global nature of human interconnectedness. The late and former professor of education at

Table 3: ISA School Performance Indicators Compared to District

Performance indicator	International School of the Americas Grades 9–12				North East Independent School District, San Antonio Grades 9–12			
	2008–2009	2009–2010	2010–2011	2011–2012	2008–2009	2009–2010	2010–2011	2011–2012
Attendance rate	97%	96%	97%	97%	95%	94%	95%	95%
Gr 10 ELA TAKS: Met standard	99%	99%	98%	99%	94%	94%	93%	94%
Gr 10 Mathematics TAKS: Met standard	85%	87%	80%	85%	75%	81%	81%	78%
4-year graduation rate	100%	100%	100%	100%	87%	87%	88%	89%
5-year graduation rate	100%	100%	100%	100%	91%	91%	92%	92%
College-ready graduates	74%	83%	75%	80%	58%	60%	60%	65%

Notes: Data represents past four years for which indicators are publicly available for all schools in the study. Enrollment for International School of the Americas was 464 for 2008–09, 458 for 2009–10, 461 for 2010–11, and 472 for 2011–12. Enrollment for North East Independent School District, San Antonio was 18,406 for 2008–09, 19,168 for 2009–10, 19,799 for 2010–11, and 20,203 for 2011–12 and includes all public high schools housing Grades 9–12 only. Attendance rate was calculated at the district level by averaging rates of all North East Independent public high schools with students in Grades 9–12 only. The Texas Assessment of Knowledge and Skills (TAKS) was a comprehensive testing program for public school students, directly linked to the state-mandated curriculum, administered to students in Grades 3–11 from 2003 to 2011. For 2012, only students in Grades 10 and 11 were administered the TAKS. The "percent met standard" on TAKS for each grade includes performance on the first administration of all TAKS tests, including TAKS-Accommodated (which has format accommodations such as font size), TAKS-M (based on modified academic standards for special education students who meet certain requirements), and TAKS-Alt (based on alternate academic standards for students with significant cognitive disabilities). Students must pass the Grade 11 (exit-level) TAKS in English language, arts, mathematics, science, and social studies in order to be eligible to graduate. Graduation rates are calculated by cohort. Cohort is defined as the number of students who entered Grade 9 in Texas public schools for the first time four years earlier, plus transfers who entered the school system in the grade level expected for the cohort, less students who cannot be tracked or left the school system for a reason other then graduating, receiving GEDs, or dropping out. College-ready graduates met or exceeded the college-ready criteria in ELA and in Mathematics on one of the following exams: 1) TAKS: 2200 scale score on exit-level TAKS in subject and a 3 on essay for ELA requirement; 2) SAT: 500 in Mathematics or Critical Reading and 1070 total; or 3) ACT: 19 in subject and 23 composite.
Sources: http://www.tea.state.tx.us/acctres/dropcomp/years.html#campsum; http://ritter.tea.state.tx.us/perfreport/aeis/

Trinity University and scholar of educational leadership, Thomas Sergiovanni, wrote extensively about the role of community in school reform, and about the ways in which small school size facilitates the communities he envisioned (e.g., Sergiovanni, 1994a). ISA opened in 1994 as an effort by a group of employees at Trinity University and NEISD to implement Sergiovanni's thinking into practice at the high school level. ISA traces its founding to a white paper written by Sergiovanni and presented to the NEISD in which he outlines the formula for quality that ISA still follows:

The formula for quality is a simple one: demand a lot from students; love them at the same time; keep the scale down so that everyone knows each other, do only a few things, but do them well; link graduation to students being able to demonstrate that they have mastered essential skills; and share the burdens of leadership with teachers and students. If you want to teach students to use their minds well, make learning relevant, make learning real, make learning fun and give students a reason for learning. Place character development above all. Aim to graduate students who are competent, who know how to think, who care about others and who are eager to accept the responsibility for active citizenship. (Sergiovanni, n.d.)

In other words, relationships matter at ISA, as does the development of caring, socially responsible students. ISA's approach also depends upon academic rigor, a relevant curriculum, and performance-based ways of assessing student progress towards goals. ISA challenges its students to achieve a minimum grade of 80% in each of their courses by the year's end—significantly higher than that required by the state. ISA also provides support to help students achieve this standard when they need it. One ISA student described the way in which there is "something different" about ISA in its combination of care and high standards:

> I know [ISA is] not like most high schools, because I have friends that go to the different high schools around the district, and at ISA, the teachers expect more from you, and they trust you more, and they teach you more, and they care more.

This sentiment was echoed by a ninth-grade teacher:

> They know that we aren't going to accept less from them. They may not be there skill-wise, because everyone comes in at a different skill [level], but they know we're going to hold them to the fire, but we're also going to love and help them get there. We're not just going to let them suffer and feel like they are ailing alone.

Table 4: ISA Student Demographics

International School of the Americas 2012–2013 Demographics Grades 9–12	
Enrollment	465
Race/Ethnicity	- -
African American	2%
Asian/ Pacific Islander	4%
Latino	55%
White	36%
Other	3%
Free or Reduced-Priced Lunch	23%
English Language Learners	0%
Special Education	2%
Gender	- -
Female	60%
Male	40%

Sources: http://ritter.tea.state.tx.us/adhocrpt/adste.html; http://ritter.tea.state.tx.us/perfreport/aeisl; http://ritter.tea.state.tx.us/perfreport/tapr/2013/index.html

Later, we expand on some of the specific ways in which ISA's existing school community embodies Sergiovanni's vision of a caring community where all students are held to high standards, particularly as it relates to ISA's approach to social emotional learning and social justice education. As a way of introducing ISA, however, we note that the meanings behind the words that shaped ISA at its beginning are still felt by ISA's students and teachers today.

Since its inception, ISA has understood and embodied its founding vision in a variety of ways. Today, ISA combines a dual emphasis on a caring community and high standards for all with a global focus that both inspired and aligns with the goals of the Asia Society's International Studies Schools Network. John D. Rockefeller III founded the Asia Society in 1956 to help people in the United States understand more about Asia. The Asia Society articulates its current mission on its website:

> Asia Society is the leading educational organization dedicated to promoting mutual understanding and strengthening partnerships among peoples, leaders, and institutions of Asia and the United States in a global context. Across the fields of arts, business, culture, education, and policy, the Society provides insight, generates ideas, and promotes collaboration to address present challenges and create a shared future. (http://asiasociety.org/about/mission-history)

Growing from this broader purpose, the 34 United States public schools that make up the Asia Society's International Studies Schools Network (ISSN) are challenged with a mission "to develop college-ready, globally competent high school graduates" (http://asiasociety.org/education/international-studies-schools-network). The Asia Society credits ISA as the school that inspired the ISSN design, and points to the "relationship-driven environment where all students are provided with an honors-level curriculum and the extra academic support required to succeed at this challenge" as one of ISA's primary characteristics, followed by emphasis on "real world application of the skills and content" (http://asiasociety.org/education/international-studies-school-network/international-school-americas). As we will detail later, many of the characteristics of ISA that the Asia Society noticed and thought worthy of replication insofar as they support the development of college-ready, globally competent graduates are also those that we identified as most important to the process of social emotional learning and social justice education at the school.

ISA's current partnership with the Asia Society manifests in two particular ways. First, the partnership has helped to cultivate a deeper global focus at ISA as well as provided resources for sharpening this focus. Second, ISA's fingerprints are found throughout the Asia Society's Graduate Performance System (GPS), which is a tool the Asia Society uses to offer guidance and support to schools in the ISSN. The GPS includes tools, faculty training, and on-site coaching aimed at improving

teacher instruction and achieving student outcomes (http://asiasociety.org/education/partnership-global-learning/events-services/graduation-performance-system). During the creation of the GPS, ISA proved a resource to the Asia Society. For example, ISA teachers helped to write the performance outcomes, and a former ISA principal was an early member of the design and decision-making team. ISA's own graduate profile, habits of mind, and performance outcomes—which will be discussed later in the report—reflect a combination of Sergiovanni's emphasis on a caring community while also emphasizing a global education. These elements converge to create a high caliber secondary school education for San Antonio's youth.

ISA's curriculum is structured around Pre-Advanced Placement and Advanced Placement courses. College Board AP Courses are offered in: English Language, English Literature, U.S. History, U.S. Government and Politics, Comparative Government and Politics, World History, Macroeconomics, Calculus, Biology, Environmental Science, Physics, Spanish Language, and Spanish Literature. Gifted and Talented programs are offered in Mathematics and English. World languages (other than Spanish, Sign Language, and Japanese), athletics, band, choir, theatre, debate, art, physical education, and career and technology courses are offered through Robert E. Lee High School. Due to ISA's requirement of a 120-hour career exploration internship and portfolio, many students have one "off campus" period in their senior schedule. Students are also required to complete 120 hours of community service in order to graduate.

Vision for Education:
ISA's Approach to Social Emotional Learning
and Social Justice Education

ISA envisions and implements a view of education that focuses on improving one-self as well as social betterment for ever-broadening circles of others with whom the self is interconnected. This view of education necessarily incorporates two distinct, yet related, forms of learning: social emotional learning and social justice education. In this section, we provide an overview of the operational understanding of each concept at ISA.

Social Emotional Learning at ISA

ISA articulates an educational vision and community expectations that align strongly with mainstream conceptions of social emotional learning prevalent in the research community (e.g., CASEL, 2013), which cohere around fostering students' skills and competencies in the following key areas: self-awareness, self-management, and positive relationships with others. Without exception, and prior to commenting on mainstream conceptions of social emotional learning, administrators and teachers at ISA described social emotional learning as a process through which students learn about themselves and others in order to be in more positive relationships and become engaged members of their communities. Table 5 (page 15) shows the alignment between these key areas and some of the spontaneous language used to describe ISA's approach to social emotional learning. The table also indicates whether or not teachers and administrators indicated alignment between the ISA approach to social emotional learning and mainstream conceptions after they were shown a list of the key skills and competencies in interviews and focus groups.

The Relationship Between Social Emotional Learning and Social Justice Education at ISA

Social emotional learning typically focuses on changing the self in order to participate more positively in society. Social justice education, on the other hand, also focuses on changing the self, but turns equal attention to creating changes in society that will lead to a more just world. Metaphorically speaking, social emotional learning helps students learn to sit together peacefully at the lunch table; social justice education aims to make students aware of both their own actions and societal structures that keep some people away from the table, and then challenges students to act in ways that change themselves and those structures in order to make more room at the table. Infusing social emotional learning with a social justice education perspective answers a potential critique of social emotional learning—namely, that social emotional learning puts the entire responsibility for creating the foundations for aca-

demic success and positive relationships on the self-awareness and self-management skills of children and youth. While responsibility for oneself is certainly a quality that many educators would like to instill in their students, a sole focus on this level of individual responsibility ignores the very real systemic problems that prevent academic success and positive relationships for some, while preserving it for others. Social justice education, while not ignoring important self-directed change, directs equal attention and effort towards necessary changes in society.

To understand how ISA conceptualizes social justice education, and how it relates to and informs the school's approach to social emotional learning, we listened for the ways in which ISA's efforts targeted change beyond the individual student as well as the development of relationships beyond the immediate circles of those with whom students came into contact. Here, we describe the basic ways in which ISA administrators and teachers understood social justice education.

Some focused on the development of empathy for widening circles of others, while others focused on action and advocacy in the broader world. Importantly, the significance of taking action came up in all individual interviews and focus groups with teachers and administrators. For example, one teacher said, "It's not just recognition of the injustice or the social dilemma, it is acting and how you act that is part of what citizenship in these United States means." Another teacher specifically defined social responsibility and social justice as "being able to look at the world around you and see that possibly not everything is as it should be, and to feel responsibility for trying to rectify some of those situations."

Many administrators and teachers described the ways in which a social justice perspective was developed among students, and noted that it was done through broadening and expanding the circles of relationships of which one is a part. Many also described ways in which particular social emotional skills—such as self-awareness, self-management, social awareness, and relationship skills—become even more necessary as those with whom you are interacting are less like you and as the situations one is addressing become more complex. In other words, if one is going to enact societal change, and be a socially responsible global citizen, the self-directed skills of social emotional learning increase the likelihood that one will be able to create the types of essential and respectful relationships and sense of interdependence that enable change.

Table 5: Alignment Between Mainstream Conceptions of Social Emotional Learning and Language Used by Teachers and Administrators at ISA

Core competencies: Mainstream conceptions of social emotional learning	Examples of language used by teachers and administrators to describe social emotional learning at ISA	Alignment between ISA's approach and mainstream conceptions of social emotional learning?
Self-awareness: accurately assessing one's feelings, interests, values, and strengths; maintaining a well-grounded sense of self-confidence.	• Knowing oneself • Having confidence • Thinking about who one is and aligning beliefs with actions; being true to oneself • Growing in awareness of how you work with others	Yes
Self-management: regulating one's emotions to handle stress, control impulses, and persevere in overcoming obstacles; setting and monitoring progress toward personal and academic goals; expressing emotions appropriately.	• Taking care of oneself; attention to well-being • Metacognition	Yes
Social awareness: being able to take the perspective of and empathize with others; recognizing and appreciating individual and group similarities and differences; recognizing and using family, school, and community resources.	• Understanding different viewpoints • Being able to take multiple perspectives • Learning to agree to disagree	Yes
Relationship skills: establishing and maintaining healthy and rewarding relationships based on cooperation; resisting inappropriate social pressure; preventing, managing, and resolving interpersonal conflict; seeking help when needed.	• Learning in relationships • Learning in small groups • Learning how to be a person who can be in relationships with other people effectively • Group-based learning • How to be with different people in different situations	Yes
Responsible decision-making: making decisions based on consideration of ethical standards, safety concerns, appropriate social norms, respect for others, and likely consequences of various actions; applying decision-making skills to academic and social situations; contributing to the well-being of one's school and community.	• Being a part of a community • Being a citizen	Yes

Other ways teachers and administrators described social emotional learning at ISA

- Ensuring that students feel safe and comfortable
- Highlighting social and emotional aspects of instructional content
- Life skills to go along with academic skills; learning to navigate the world
- Becoming comfortable in various roles in various communities
- Addressing the needs of the individual student
- Supporting the whole student
- Making learning in your content area a conversation
- Avoiding the practice of a "banking model" of education

School Climate and Culture

Level of school system	Definition	Examples
School climate and culture	A school's physical and social environment and the norms, values, and expectations that structure that environment.	• School mission and vision • Core values • Relationship norms and expectations

ISA's climate and culture fosters social emotional learning and social justice education by creating a safe, caring, and participatory learning environment. In this section, we highlight how ISA's community commitments; articulation of its identity, norms, and expectations through the school's mission statement, educational vision, graduate profile, and habits of mind; and core values work together to support and sustain the kind of learning environment that ISA strives to cultivate (see Figure 1).

Figure 1: How ISA's climate and culture promotes social emotional learning and social justice education

Community commitments
- Mission statement
- Vision of education
- Graduate profile and habits of mind

Core values: Relationships, reflection, and relevance
- Positive relationships motivate students to come to school
  - Relationships between students & adults
  - Relationships among students
- Reflection develops a mindset that makes school a safe place for growth
- A relevant education promotes student engagement and global citizenship

Starting at the Center: Community Commitments

Thomas Sergiovanni, who was instrumental in the founding of ISA, wrote often about how school improvement might best be accomplished by shifting our collective thinking about schools from understanding them as organizations to understanding them as communities (Sergiovanni, 1994b). He describes organizations as entities that are held together by ideas imposed from the outside; because of this, organizations require top-down rules and management systems to achieve their goals. In contrast, communities are defined by their "centers"—the binding agent for a community comes from within. Sergiovanni further describes the role of a community's center in the following way:

Centers are repositories of values, sentiments, and beliefs that provide the needed cement for uniting people in a common cause. Centers govern the school values and provide norms that guide behavior and give meaning to school community life. They answer questions like, *What is this school about? What is our image of learners? How do we work together as colleagues?* (Sergiovanni, 1992, p. 41)

Sergiovanni argues that communities must go through the process of discerning and articulating their centers—expressed in forms such as mission statements, vision statements, and core values. Part of ISA's story is that it has done the work of articulating its center and publically commits itself to a particular set of values, sentiments, and beliefs. For example, just two clicks on the ISA website links the online visitor to two key ways in which ISA expresses its center. The school's mission statement and *Vision of Education* are best understood as the overarching goals for the kind of education that ISA works to provide for its students. Beyond these, the *Habits of Mind* describe the attitudes and approaches to learning to which all members of the ISA community aspire, and the graduate profile describes the performance standards that the ISA graduate is expected to meet. Each of these is a way of saying, "This is who we are as a community." They are also benchmarks, indicating how ISA educators can know if they have implemented the school's mission and vision successfully.

Mission Statement

ISA articulates its commitments through its mission statement:

> The mission of the International School of the Americas (ISA) is to challenge all members of the school community to consistently reflect on and question what it means to be acting at one's fullest potential as a learner, leader, and global citizen. Students and teachers are asked to use their education to improve themselves, their school, and the local and global community.

While many schools and districts focus their missions, if one is articulated, solely on the students they serve, ISA's mission statement targets "all members" of the school community. When all members—students, administrators, teachers, counselors, and other school staff—are invited to enact the mission, a sense of togetherness and commitment emerges. ISA's mission commits its members to educating for a particular end—the improvement of the self and the improvement of broadening circles of communities. In doing so, ISA's mission articulates a specific focus on educating its community members to take action and work for the betterment of society, both locally and globally. The language of social emotional learning and social justice education is embedded in the school's mission—from a focus on self-awareness, to one's relationships and connections with others, to the importance of taking action for societal betterment.

Vision of Education

While ISA outlines its community commitments in the mission statement, its Vision of Education further details what it looks like to be the sort of school that accomplishes this mission. ISA envisions itself as:

- A school of choice.

- A school in which learning does not take place solely within the walls of the classroom.

- An environment that nurtures a student's uniqueness and individual potential.

- A place in which interactive telecommunications link students and teachers across the United States and across the world.

- An educational setting designed for immediate response to the rapidly changing needs of the international community.

- A community of learners where professional educators and business leaders work together to provide real-world experiences for students.

- An American classroom where students and teachers communicate in multiple languages and explore international cultures, issues, and languages.

- An academic program that stresses high standards in all areas and prepares students to live and learn in our global community.

- An instructional program where teachers, students, parents, and community members all share responsibility for students successes.

ISA's educational vision is evident in the actual life of the school and provides an initial blueprint for thinking about how the school's climate and culture, features and structures, and practices engender a particular type of community—one in which social emotional learning and social justice education are at the core.

Graduate Profile and Habits of Mind

While a commitment to community is central to ISA's educational practice, the school, of course, exists within a larger educational system that is often more interested in the degree to which schools are able to meet desired achievement outcomes than in the extent to which schools build and sustain successful communities. As such, ISA must meet all of the state of Texas's graduation requirements. However, in creating its graduate profile, the school is able to reconnect the language of student outcomes to its own commitments as a community as well as articulate its particular graduation requirements. The ISA graduate profile is as follows:

The International School of the Americas pledges to graduate reflective, life-long learners, individuals who approach each new experience mindful of previous learning and open to the possibilities of new learning and growth.

- Life-long learners are conscientious citizens who actively participate in their local and global communities because they realize they are part of an interdependent world.

- Life-long learners are inquisitive and seek to investigate and make meaning of the world around them.

- Life-long learners recognize different perspectives and seek to understand the opinions, viewpoints, and philosophies of others.

- Life-long learners actively engage in dialogue as a means of resolving conflict, recognizing that often the most positive outcomes are achieved through discussion and mutual agreement.

- Life-long learners are creative in their approach to solving problems; they rely on a wide array of background knowledge and skills from multiple disciplines and creatively combine that knowledge to generate new and productive outcomes.

Equipped with all of this knowledge and all of these skills, life-long learners are poised to be leaders and change agents in their spheres of influence.

The graduate profile contributes to our understanding of ISA as first and foremost a particular type of community in several ways. First, while it would be easy to overlook, the language of making a "pledge" opens the text of the graduate profile. In other words, the language of student outcomes is framed as a promise made by members of the ISA community. Second, each of the individual components of the graduate profile is relational. In other words, ISA determines the success of its graduates not by a list of individual outcomes but instead by measures of how the individual lives and works as a member of various communities. Finally, the profile draws on the cultivation of key social emotional learning and social justice education skills and competencies: in particular, self-awareness, social awareness and responsibility, interdependence, perspective-taking, and multicultural literacy.

If the graduate profile can be understood as a list of standards that define an ISA graduate's role as a member of various present and future communities, the school's habits of mind articulate some of the individual qualities that make inhabiting those roles possible. *The Habits of Mind* are as follows:

- **Collaboration & Cooperation:** An ISA community member works toward the achievement of group goals; demonstrates effective interpersonal skills; contributes to group maintenance; and effectively performs a variety of roles within a group.

- **Inquiry:** An ISA community member shows intellectual curiosity and wonder; seeks clarity by asking thoughtful questions and seeking out answers; is aware of and uses necessary resources; collects feedback and data; predicts outcomes based on patterns in the feedback and data; and generates and maintains one's own standards of evaluation.

- **Creative Thinking:** An ISA community member generates problems to solutions using both creative and rational thought; is open-minded by giving consideration to all sides; generates new ways of viewing a situation.

- **Organization:** An ISA community member arrives on time for classes and events prepared for what is needed; makes effective plans with reasonable goals and objectives; and manages time so as to meet them.

- **Involvement &/or Engagement:** An ISA community member takes the initiative to participate in the process of learning; remains attentive to the task at hand and engages intensely even when answers or solutions are not immediately apparent; takes a position when the situation warrants it; pushes the limits of one's own knowledge and ability; and evaluates the effectiveness of one's own actions.

The language of ISA's habits of mind references "ISA community members." In doing so, it is not just students who are expected to live up to these expectations, but all members of the ISA community—a theme we saw reflected in the school's mission statement. The habits are also written in the present tense—they are not just ideals that ISA community members should work to fulfill in the future, but also communicate ways of being that should be enacted in the present community. Finally, as in the graduate profile, social emotional and social justice education learning goals are prominent. There is a focus on fostering relationship skills, social awareness, interdependence, and social responsibility.

Core Values: Relationships, Reflection, and Relevance

We have just described the formal ways in which ISA articulates its center—the binding glue that makes it a community—and how social emotional learning and social justice education goals are embedded therein. When we asked administrators, teachers, students, and parents about social emotional learning and social justice

education at ISA, they often pointed us back to the school's climate and culture. ISA's approach to education is based on the goal of creating a school environment characterized by relationships, reflection, and relevance. In fact, relationships, reflection, and relevance can be identified as the three core values that shape and give form to ISA's climate and culture. ISA names these values themselves, and the sections that follow describe the ways in which we observed these values come to life.

- **Core Value #1: Relationships.** ISA values building and maintaining positive relationships among students, between students and teachers, among faculty, between faculty and parents, and between the school and the wider community. These networks of positive, interdependent relationships are foundational to ISA's approach to education.

- **Core Value #2: Reflection.** ISA values reflective practice for students and teachers, which involves serious thought about one's efforts and outcomes in order to grow in a positive direction. Reflection at ISA may focus on academic work (for students), pedagogical practice (for teachers), or relational skills and community dynamics, and functions as a tool for self- and community improvement. This practice of reflection helps students develop what psychologist Carol Dweck calls a "growth mindset," in which students view their own intelligence and abilities as malleable, improvable, and responsive to effort rather than as fixed and indicative of their innate talent (Dweck, 2007). Reflection contributes to a safe learning environment for students because it allows for an interpretation of mistakes and failures as an essential part of the process of learning. Reflective practice is made possible by safe, trusting, and caring relationships that the school supports.

- **Core Value #3: Relevance.** ISA values a relevant education in which students learn what they need to know to be leaders and change agents in their spheres of influence. ISA's focus on relevance serves as a motivational factor for students. Because students view their learning experiences at ISA as relevant to interpersonal, community, and global concerns, they are more likely to come to school, be engaged while there, and think that their time in school is meaningful.

All three of ISA's core values interact to create and sustain a learning environment that is safe, caring, and connected to students' lives, which, in turn, motivates students to come to school and value why they are there. The voices of students in the survey, focus groups, and interviews suggest that ISA's enactment of its core values is one of the main reasons they come to and stay at school.

Core Value #1: Positive Relationships Motivate Students to Come to School

> The first thing that struck me about ISA is how willing everyone is to help each other out. It's like a family.
>
> *—Junior female student*

> I think probably the most important thing to know about [both social emotional learning and social justice education], but especially about the social-emotional, is how do teachers go about establishing relationships with their students, and then how do they manage the establishment of relationships among the students? I think if somebody could come up with a formula for that, we'd solve all the world's problems.
>
> *—ISA English teacher*

The sentiments of the student and teacher quoted above echoed those of most in the ISA community. Adults and students consistently pointed to positive, supportive, and caring relationships as the most salient feature of the ISA experience. In this section, we first describe the quality of those relationships at ISA, and then show that these relationships motivate ISA's students to come to school, serving as a foundation for social emotional learning and social justice education.

Relationships Between Students and Adults

Positive relationships between students and adults at the school are a hallmark of ISA. One freshman teacher described how the school sets aside concentrated time for students and teachers to build relationships and work on their relationship skills:

> I think one of the things that make us different is that we spend the entire first week building relationships with our students. We have a summer assignment that is interdisciplinary, so that our kids coming from different campuses have a common experience. But then we take time outside of that to start letting them know what ISA is about. Just building the relationships. That's one thing I've heard back from kids who have transferred in.

Students repeatedly spoke of the availability of teachers and their desire to help students. A senior student gave us the following advice for our visit:

> Watch for interactions between Ms. Bieser [principal] and Mr. Smith [assistant principal] with the students. At other schools, the principal and vice principal are figures who don't walk out of their offices. Here, they are happily greeting you in the morning and afternoon, rain or shine. They're both good individuals to talk to. Giving opinions, helping you. It's something really great and another level of connection that's not apparent in other places.

Across our conversations with students, we heard similar sentiments about ISA teachers. A senior student described teachers as "always there to help" and "always very friendly." A freshman student echoed this, saying, "Whenever I need help or something, I'll ask—they don't mind. They want to help. They want to listen to what we are struggling with." Another student, a recent immigrant to the U.S., characterized student–teacher relationships at ISA as familial:

> The teachers—you just ask them a question. It's not like student–teacher relationships—[it's] like they're your family and you can always go and talk to them.

Our classroom observations confirmed the positive relationships that both teachers and students highlighted for us. Interactions between students and teachers were relaxed, friendly, and respectful. For example, on those occasions when we were able to witness the beginning of a class period, we routinely heard teachers checking in with students about their lives and observed friendly banter and joking between them.

Students also spoke of the principal, Kathy Bieser, warmly, and this warmth was often on display for us to observe as students frequently visited the front office with queries or to seek advice. If Principal Bieser was in the office, she engaged with students who dropped by and made this a priority. Assistant Principal Smith, as well as many other teachers, could be seen in the main hallway during every break and passing period, greeting their students by name, and checking in on their lives.

Table 6: Student Perceptions of School Climate

How much do you agree with the following… (% agree)	ISA N = 191	Comparison schools N = 418	χ^2
Students and teachers get along	98.4	63.6	83.64***
The teaching is good	98.4	77.8	42.21***
Teachers are interested in students	99.5	72.0	63.23***
There is real school spirit	85.3	72.9	11.29***
School rules are fair	85.9	50.1	70.42***
Everyone knows the school rules	89.0	81.1	5.97*
I often feel put down by other students	9.9	16.5	4.48*
I feel safe	97.9	81.3	30.98***
Students are friends with others from different racial/ethnic backgrounds	96.9	92.1	4.97*

Notes: * p < .05; ** p < .01; *** p < .001; Responses are valid percentages; the average response rate for the ISA sample across items was 100%. Sample size provided in the table is based on the greatest number of valid responses per sample across items. Response categories: % agree, % disagree.
Sources: SEL schools sample collected by authors; comparison schools sample drawn from ELS: 2002 dataset, U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002; authors' calculations.

When asked about their school's climate, ISA students who we surveyed overwhelmingly agreed they were part of a safe, caring, and respectful community where students have strong, positive relationships with their teachers—at significantly higher rates than students in the comparison school sample (Table 6, page 23).

Relationships Among Students

Relationships among students reflected similar qualities as those between students and teachers. At the most basic level, multiple students remarked that ISA is a place where students know each other by name, even beyond their own grade level. Beyond this, students often referred to other students in the school by commenting on the diversity of the student body and its friendliness. One sophomore student explained how he did a "full-on presentation" where they "kind of dressed up," indicating that this was something he could not have done at another high school because he would have been judged or bullied by his peers. At ISA, he felt safe stepping outside of his normal comfort zone and was able to trust in his peer community.

We also observed students acting in respectful ways towards each other. For example, students usually worked in groups or engaged in whole class discussions during our observations. On more than one occasion during classroom observations and focus groups, we witnessed more talkative students try to restrain themselves from speaking first so that quieter voices might be heard. This was not always successful, but attempts were consistently made to make room for all voices. We also saw students who displayed higher levels of comfort with material helping those who seemed less comfortable with the same material—without teacher prompting. Students also welcomed our team, even when only surrounded by peers and

Table 7: Extent to Which Students Like School and Want to Do Well

How much do you like school? (% response)	ISA N = 191	Comparison schools N = 433	χ^2
Not at all	4.2	7.8	81.16***
Somewhat	38.2[a]	71.3[b]	
A great deal	57.6[a]	20.9[b]	
How important are good grades to you? (% response)	ISA N = 191	Comparison schools N = 433	χ^2
Not at all	0.0	0.7	1.43
Somewhat	11.0	11.8	
A great deal	89.0	87.5	

*Notes: * $p < .05$; ** $p < .01$; ***$p < .001$; letter superscripts indicate that simple effect is significant. Responses are valid percentages; the average response rate for the ISA sample across items was 100%. Sample size provided in the table is based on the greatest number of valid responses per sample across items.*

Sources: SEL schools sample collected by authors; comparison schools sample drawn from ELS: 2002 dataset, U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002; authors' calculations.

Table 8: Students' Motivations for Attending School

I go to school because… (% agree)	ISA N = 191	Comparison schools N = 418	χ^2
Subjects I take are interesting and challenging	90.1	63.9	44.64***
I get satisfaction from schoolwork	86.9	64.5	32.30***
It's a place to meet friends	93.7	78.9	20.84***
My teachers expect me to succeed	95.3	67.8	55.05***
My parents expect me to succeed	97.9	94.0	4.41*
Education is important for getting a job later on	99.5	98.1	1.76
I'm learning skills I will need for a job	83.8	89.0	3.28
Follow-up question for ISA sample only: I go to school because… (% agree)	ISA N = 191	Comparison schools N = 418	χ^2
I feel cared for	95.8	N/A	N/A
I'm part of a community	97.4		
I'm respected and valued	92.7		
School matters to me	96.3		
I can learn to make a difference	94.2		

Notes: * p < .05; ** p < .01; ***p < .001; Responses are valid percentages; the average response rate for the ISA sample across items was 99%. Sample size provided in the table is based on the greatest number of valid responses per sample across items. Response categories: % agree, % disagree.
Sources: SEL schools sample collected by authors; comparison schools sample drawn from ELS: 2002 dataset, U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002; authors' calculations.

unprompted by faculty or staff. On multiple occasions, students stopped a member of the team in passing to introduce themselves and welcome the team member to ISA. Overall, we saw students who enjoyed and supported each other in their school environment, and who extended these accepting attitudes to others.

Schools cannot foster a just school environment and support students' social and emotional needs if students either do not come to school or do not like being there. Students overwhelmingly love ISA, and the vast majority of students participating in the survey agreed that some of the reasons they come to school are rooted in the relationships we have just described (see Table 7 on page 24, and Table 8). While students at ISA want to do well in school to the same extent as students in the comparison school sample, ISA students were more likely to say that they like school "a great deal." When asked about their motivation for attending school, ISA and comparison school sample students both agreed that school was important for their future and that their parents wanted them to succeed. ISA students, however, were much more likely to say that they were engaged in their schoolwork, that school was a place to see their friends, and that their teachers expect them to succeed. In a follow-up question asked of students in our student sample, ISA students were also highly likely to say that they go to school because their social and emotional needs are supported. Students feel cared for, part of a

community, respected and valued, that school is relevant, and that they can learn to make a difference with their education.

Focus groups confirmed the motivational role of the strong and supportive relationships that characterize ISA. One sophomore spoke to us about the role of peer relationships:

> I chose to come here—the other school [I could have gone to] was no—there weren't many different kinds of people, they were all one kind of people. The education is supposed to be good, but I needed something to…where it was more…flexible in learning, something that I can do hands on, and just with people that I know are going to be in the same situation and that I can feel comfortable around.

From this student's perspective, the choice between two schools was not so much about academics—he told us the other school was academically strong, too—but rather, about the types of people he could be around and about the degree to which he could feel comfortable with those people. Students in every focus group expressed similar levels of comfort in their relationships at ISA. Repeatedly, we heard that positive relationships are critical to ISA's culture and create the type of school climate necessary for social emotional learning and social justice education to take place.

Core Value #2: Reflection Develops a Mindset That Makes School a Safe Place for Growth

One of the key strengths of ISA's relational foundation is its ability to create a safe space for reflection. Since reflection often requires risky sharing and exposing of the self, reflecting in the context of caring relationships can mitigate this risk. ISA encourages students to engage in reflection, especially about their own learning and the world around them, and in doing so promotes a growth mindset. A teacher on the ninth-grade team described faculty goals for developing this type of mindset among students:

> …It was part of our language all summer long with professional development. Not having years of experience I can't speak to whether it's always been this way, but it feels that it has always been a part—our goal for students—it was that word, "iteration." There is always that opportunity to continue improving on what you weren't successful with before. We don't want them to settle. It's "Okay, you didn't do well on that test, maybe next time—no no no—let's go ahead and work on that now." That continual growth…

Students also told us about ways in which ISA had encouraged a growth mindset through reflective practices. A senior student confirmed that the reflective process

has been an ongoing part of her ISA experience, in particular, in her development of self-awareness and self-management:

> In English today we were working on our posts for our DC project. I was going back on my [online portfolio] and looking at the past things I had done. It's pretty humorous, but it's also neat to see my essay from freshman year, and now I'm posting a new one senior year. Just to see the growth. I do think we learn from our mistakes and I think ISA enforces that—to move forward, or if you do make a mistake or do something wrong, it's not the end of the world. We'll build on it and make it better. That's something I've seen in all of my classes, whether it's just correcting a test or going in for tutoring, or doing [online portfolio] posts every year.

We saw daily signs of this iterative, resilience-building, growth-oriented reflection during many of our observations. In an observation of a ninth-grade English class, we watched a peer review process where students worked together on improving written work. One partner read his or her work aloud, while the other partner was instructed to listen for "sentence sense." We saw several instances where students either changed something in their writing because of something their partners pointed out to them, or changed something as a result of something they heard as they listened to their own work read aloud. Students were also given questions such as "Have I proved my point with evidence?" to evaluate their own work during this activity, and we saw them make changes in their work as they thought about this question and others like it. In their reflective practices around the writing process, students demonstrated that they were comfortable showing their insecurities and mistakes, and they were given multiple opportunities to bolster their self-awareness and self-management skills.

In addition to evidence from class observations, ISA's advisory curriculum, which is discussed in detail later in this report, further highlighted the centrality of reflection to the ISA experience. Through activities in advisory, an ISA student will be asked to reflect on his or her own growth or place in the world almost every week of his or her high school career. Advisory offers structured support to students as they learn how to reflect. In this way, a thread of reflection is woven throughout each student's time at ISA.

Students at ISA, compared to students in the comparison school sample, were more likely to say that they felt efficacious, they were resilient, and they viewed themselves through a growth mindset—key psychological factors that foster academic success for students (Table 9, following page). Moreover, ISA students were significantly more likely to indicate that their teachers supported these experiences of resilience and growth than students in the comparison schools sample—89.5% vs. 63.3%.

Table 9: Students' Efficacy, Resilience, and Growth Mindset

How often do these things apply to you? (% often)	ISA N = 191	Comparison Schools N = 418	χ²
When I sit down to learn something really hard, I can learn it	80.5	62.3	18.50***
If I decide not to get any bad grades, I can really do it	87.4	68.7	22.57***
If I want to learn something well, I can	93.2	69.9	38.09***
When studying, I try to work as hard as possible	70.5	58.9	7.06*
When studying, I put forth my best effort	62.6	56.2	2.38
When studying, I keep working even if the material is difficult	72.1	55.2	17.56***
When studying, I try to do my best to acquire the knowledge and skills taught	81.1	64.4	15.75***
How much do you agree with the following… **(% agree)**	**ISA** **N = 191**	**Comparison** **Schools** **N = 418**	**χ²**
When I work hard, teachers praise my effort	89.5	63.3	44.24***

*Notes: * p < .05; ** p < .01; ***p < .001; Responses are valid percentages; the average response rate for the ISA sample across items was 100%. Sample size provided in the table is based on the greatest number of valid responses per sample across items. Response categories: % often, % sometimes, % never; % agree, % disagree.*
Sources: SEL schools sample collected by authors; comparison schools sample drawn from ELS: 2002 dataset, U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002; authors' calculations.

Core Value #3: A Relevant Education Promotes Student Engagement and Global Citizenship

ISA's third core value—relevance—builds upon the safe and caring school environment created through ISA's focus on relationships and reflection to foster student participation and engagement. In describing ISA, the school's website claims that attending ISA typically appeals to students "who are curious about the world, who are independent thinkers, and who want to make change happen in their world" (http://www.neisd.net/isa/aboutus/brochure.html). Students are also encouraged to "join the global generation" by attending ISA. These examples reflect how the school consistently links students' educational experiences to what it will take to be an effective leader and change-maker in today's world. Being a change-maker requires an understanding of one's place in the world, how one relates to others, and how to work for social change—a perspective that merges social emotional learning and social justice education. This approach promotes social emotional and social justice learning at ISA by fostering a participatory school culture—students at ISA engage in school because what they learn is action-oriented and connected to real world content, issues, and experiences.

While we will discuss how ISA's features, structures, and practices integrate relevance in more depth later on in the report, an example that illustrates ISA's con-

sistent focus on relevance comes from the school's AP English syllabus. While the course content focuses on typical AP requirements, the teacher tailors the course to meet ISA's goals and values. The course is subtitled, "Footprints: Creating a Legacy." In the course, students are not only expected to develop their analytic and writing skills, they will also develop an "awareness of interconnection," which is defined on the syllabus as follows:

> In an increasingly complex world, you need to develop a "big picture" view of related trends and themes and to examine how literature serves as a cultural and historical "footprint." I wish to challenge you to discover the relevance of literary ideas to your own life. (Anderson, 2012–13)
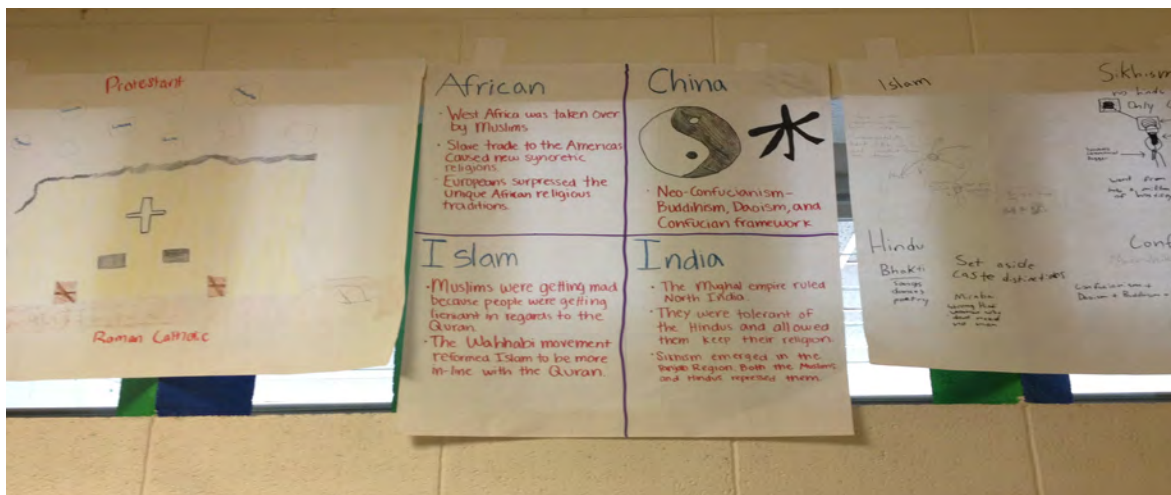
In the syllabus, the teacher also describes the course as promoting "cultural literacy" and "a stronger sense of your place (legacy) in the world" (Anderson, English IV AP Syllabus, 2012–13). During the fall semester, students focus on the overarching theme of identity: who am I, what are the various factors that shape identity, and in what ways is our identity defined by others? In the spring semester, students go the next step to focus on the overarching theme of legacy: how does society influence our identity and the choices we make, how do we reconcile ourselves with an imperfect world and still affect change, and what will be your legacy? Here, a traditional senior AP-level English course is tailored to incorporate opportunities for social emotional learning and social justice education by challenging students to analyze their own and others' identities, the impact that they have on the world, and the impact that they hope to have in the future. The course helps students build their self-awareness and social awareness skills as well as sense of interdependence, social responsibility, empathy, multicultural literacy, and community engagement. A sophomore teaching team newsletter further shows how teachers integrate a focus on relevance across traditional subjects (e.g., math, chemistry; see Appendix B).

While ISA's traditional high school courses frequently tailor course content and student learning experiences to focus on relevance, social emotional learning, and social justice education, the school also offers a number of elective courses that provide students with the opportunity to go deeper in these areas. Examples of some of these elective course descriptions are below (ISA Elective Courses, 2013–14):

- **AP Environmental Systems:** This science class interweaves and reinforces concepts learned in Biology, Chemistry, and Physics. There is a basic science concept review, i.e., atoms, molecules, and biology basics, energy flow within a system. In addition we look at endangered species, viral, and bacterial infections, human population control, and analyze our usage of water, energy, and other resources. The goal is to better understand how the world works together, in unison, and how to correct human impact on the earth.

- **Global Art I:** Global Art, an Art I studio class, through projects, lecture, discussion, and research, examines the cultural and historical aspects of art. Students will study the elements of art and the principles of design; experience and develop basic skills with a variety of media including electronic; and explore personal expression and creativity. Both a studio workspace and a digital portfolio will be created and maintained throughout the year.

- **21st Century Global Leadership:** What does it mean to be a global leader in the 21st century and what does that have to do with me? We will explore this question personally and collectively as we participate in a Flat ClassroomTM Project. This project gives you the opportunity to put your global leadership skills into practice as you collaborate with students from around the world to research, compose a wiki page, and create a multimedia video project about technology's role in globalization.

- **Discovering the Arab World:** This class will be an in-depth study of Northern Africa and Southwestern Asia including culture, religion, and politics. The course will be divided into units on the different geopolitical regions and will include looking at evolution of culture and language and worldwide implications. The course will also include opportunities to collaborate on curricular projects with students attending schools in these regions.

When asked to describe their school, students at ISA frequently said "global," "international," and "globally aware" as well as "different" and "innovative." ISA's relevant, global focus fosters social emotional learning and provides opportunities for social justice education by connecting what students are learning to their own lives and challenging them to consider the local, national, and global impact of their actions.

School Features and Structures

Thus far, we have seen how the school's climate and culture foster an environment where social emotional learning and social justice education are central to ISA's goals, values, and approach to education. Next, we turn to how the school's features and structures support the central themes and core values we observed, and how they function as institutional tools that enable social emotional learning and social justice education to be built into the organization and educational practice of the school. While there are many features of any school, in this section, we focus on those that offer the greatest opportunities for social emotional learning and social justice education (see Figure 2).

Professional Collaboration, Learning, and Leadership

Several professional learning and collaboration arrangements support social emotional learning for both students and adults in the ISA community. These include grade-level teaming, a professional development program for school staff, and a partnership with a local university's teacher preparation program.

Figure 2: How ISA's features and structures promote social emotional learning and social justice education

- Professional collaboration, learning, and leadership
  - Grade-level teaming
  - Professional development and collaborative leadership
  - Partnership with Trinity University
- Widening circles of community
  - Small school, shared campus
  - Advisory
  - Travel experience program
  - Model United Nations
  - Senior internship program
  - Service program
- Supporting students
  - Pupil support staff
  - Teacher accessibility
  - Saturday school

Grade-level teaming

While teachers at many high schools identify and form small communities around their subject matter, teachers at ISA find their primary professional community in the grade-level team. Each grade-level team has one teacher per core academic subject area—English, math, science, and social studies. This teaming structure supports social emotional learning by enabling teachers to build strong relationships with other adults working with the same group of

students, and provides opportunities for social justice education by creating cross-discipline teaching relationships that support interdisciplinary projects based around important social justice issues.

Social emotional learning is supported by grade-level teaming because it allows adults working with the same students to communicate with and learn from each other regarding both specific students and the general developmental needs of students in a particular age group. Teachers who are responsible for the same students have more support to offer each other than teachers who are only linked by subject matter. A freshman teacher put it this way:

> Our freshman team is incredibly close.…It's constant teamwork of building a community [among] ourselves to help our students. I think we are so much more successful that way. You have five people building the success of each student rather than all of these individual people. Our students absolutely catch on to it without knowing it at all.

ISA teachers meet with the members of their grade-level team approximately every other day, using planning periods to come together as a group. Teachers take this "team time" seriously and use the time to collaborate and plan, check in about students, and confer with parents as needed. Since they are engaged in regular conversation about the same group of students, there is a greater likelihood that someone will have a solution or a way to approach a particular student and that teachers' efforts to support students can be coordinated and comprehensive. In this way, grade-level teaming supports social emotional learning by building relationships among teachers that, in turn, allow teachers to develop better relationships with their students.

Grade-level teaming also affords more opportunities for teachers to develop interdisciplinary projects that expose students to past and current social justice issues across subjects. The specifics of some of these projects will be discussed later during the school practice section. Here, it is important to note that grade-level teaming makes the depth and quality of these interdisciplinary projects successful at ISA.

Professional Development and Collaborative Leadership
ISA's professional development program emphasizes collaboration and reflection, applying social emotional learning to teachers and other staff at the school. While many forms of professional development take place at ISA, the Critical Friends Groups model (CFGs) greatly influences how it takes place. CFGs at ISA involve groups of six to eight educator colleagues who participate in monthly meetings organized around protocols that enable them to engage in dialogue about student work and professional practice. CFGs contribute to social emotional learning for adults at ISA in much the same way as grade-level teaming, by providing a resource through which teachers and administrators can form better relationships

with one another and with their students. In addition, the working relationships that teachers develop in CFGs serve as models to students of strong working relationships and how to engage in self-awareness and self-management through reflection.

Principal Bieser described how participating in CFGs builds self-awareness for faculty:

> Every three weeks the teachers will work—as well as myself—in cross-disciplinary, cross-grade-level CFGs facilitated by teacher leaders on the campus. In that setting especially, when teachers bring their work and bring their students' work—and hear other perspectives on that. I think in many ways it builds their own self-awareness of who they are as a teacher and the assumptions that they bring to the table.

We were able to see ISA's professional development at work during our observation of an early morning faculty meeting. During this meeting, Principal Bieser led the faculty in a small-group conversation protocol focused on a shared text, Tony Wagner's Creating Innovators. In both small group and large group interactions, we heard teachers think together about the ways in which they support their students. Together they struggled with how to achieve a balance between support and care of their students and the right amount of "push" to give them at the same time. Teachers offered creative ways of thinking about the issue, including viewing their work as a Venn diagram of sorts between teaching, parenting, and mentoring. Another part of the conversation centered on project-based learning. In reference to students who do not enjoy group work, a teacher asked the whole group, "Do we just keep plugging along, or for those kids that just really hate the group piece, do we figure out a new way of dealing with them, or push the fact that groups are a fact of life?" Principal Bieser offered this response:

> It makes me think—what other questions do we need to ask? I would like us to think about those things ourselves. I remind myself that [students] also come to us as ninth graders with eight years of previous schooling when they come to our mindset.

ISA's leadership models strong relationships and reflection, creating an environment where teachers and other staff feel comfortable and where leadership and responsibility for the school is shared. Many teachers spoke of the ongoing availability and willingness to help on the part of key administrators. One told us, "I know I can go into Kathy [Bieser] or David's [Smith] office any time of day and talk something through, early in the morning, late at night, weekends…it's very much being open to conversations." Teachers across our interviews and focus groups echoed these words.

One teacher said, "Kathy Bieser is always showing us and putting us in situations that she wants us to recreate. [She is] always this reminder of 'this is what we do here.'" More specifically, a community partner involved with ISA's teacher intern program told us:

> Kathy is an amazing model of [protocol-based conversation]. Every faculty meeting we have is not a faculty meeting—it's a learning experience. She keeps the questions alive. She probes and pushes back on people and won't solve the problem for them. Especially having that model as a leader and then engaging in learning experiences with your colleagues and students. I think those come together in really meaningful ways.

By providing this model, Principal Bieser "gives permission" to the rest of the ISA community to take the risks necessary to create a community characterized by relationships, reflection, and relevancy—the core of social emotional learning at ISA.

Partnership with Trinity University

ISA, along with Robert E. Lee High School, is a professional development school for Trinity University, also located in San Antonio, TX. The most visible dimension of this partnership—in addition to Sergiovanni's founding vision for the school—is the presence of intern teachers from Trinity's Master of Arts in Teaching program, who work with mentor teachers at ISA. The program is unique because of the length of time that interns spend on the campus—almost the entire year, beginning prior to the start of the school year—and because of the degree to which interns are integrated into the life of the school. Interns and administrators both told us about the significant number of the teaching faculty who have graduated from the Trinity program. While we visited ISA, we saw the tradition continue—one of the current interns was offered a job for the following school year.

This partnership with Trinity University contributes to social emotional learning and social justice at ISA in several ways. First, much of ISA's professional development emerges from opportunities created through the partnership. Second, the embedded nature of the intern program means that a significant number of new teachers at ISA are immersed in ISA's commitment to community and socialized into ISA's culture before they formally begin their career at the school. One of the interns talked about how he and the other interns developed a common professional language through their integration into the ISA community. The partnership contributes to the sense of common commitment to strong relationships, reflective practices, and a relevant curriculum that provide the foundation for learning at ISA.

Widening Circles of Community

Small School, Shared Campus

ISA is a small school with a student population of under 500 students. The school's small size ensures that students and teachers have to work through relationships with the same people over the course of four years, fostering the cultivation of relationship skills as well as a strong sense of interdependence and social responsibility to the school community. Teachers, administrators, parents, and students all described ways in which the small size of ISA fostered these valuable life skills, important for students' time at ISA and beyond. When asked how ISA helps students engage in relationships, one parent responded with the following:

> When [my son] has had some issue happen, we say, "Okay let's figure—you have to figure this out. You're going to be with these same kids for four years....We're going to figure it out in the best way—we may not love the person but we are going to figure out how to be there every day and work with the person and smile when you're there."

Students, for example, are unable to simply find another group of friends to hang out with if they experience challenges in a relationship—they are in close contact for four years and need to learn how to get along effectively. Echoing this perspective, one freshman said:

> You just have to be careful and you have to be nice to everybody, because you are going to be stuck with these same people for four years, and you're going to get to know them really well from all the [shared] projects.

The influences of ISA's small size, however, must be understood in the context of its location on the campus of Robert E. Lee High School—a large, diverse, comprehensive school—alongside two other magnet schools focusing on the arts and the sciences. Although ISA is small, students and parents noted the importance of interactions with peers from the other schools. ISA itself is diverse; however, students who participate in co-curricular activities—such as sports, band, and theater—interact more with students from the other school communities. A senior student described it this way:

> ISA is important, but being on the Lee campus is really important, because it's such a diverse campus—a public school, three magnet schools…the diversity on the campus has influenced me. I ran cross-country with Lee, because ISA doesn't have its own team…ISA is a community in itself, but there is the Lee community we are all a part of.

This co-location is also one of the ways in which ISA's largely middle-class, Latino and White student population confronts privilege and stereotypes in its own backyard. Specifically, respondents often linked social justice education themes—such as a sense of community or interdependence, the capacity to take others' perspectives, and multicultural literacy—to interactions with students across the four schools. For example, when describing the different schools, some students began to talk about students from Lee in ways that matched up with stereotypes of students at large, under-resourced, public high schools (e.g., that Lee students were not as smart as students from the three magnet schools). However, without exception, students caught themselves or were caught by their classmates and ultimately corrected themselves upon realizing that they were being biased, unfair, and lacking an empathetic perspective. While students see it as a privilege to be a part of the ISA community, their co-location on the Lee campus provides the opportunity for them to learn about the benefits, and downsides, of that privilege.

Advisory

Advisory at ISA consists of a multi-grade-level group of students and one teacher who meet with each other once a week for 25 minutes. Ideally, students stay with the same advisory teacher over the course of their four high school years, with a group of freshmen replacing the graduating seniors in each group each year. While teachers expressed some ambivalence over the benefits of advisory in relation to other school features, structures, and practices at ISA, they emphasized that the program helps to build community, creates and strengthens relationships, and fosters social emotional skills.

The advisory curriculum is written by a team of teachers and supports social emotional learning and social justice education through activities and discussions that focus on the self and increasingly wider circles of community (see Appendix C). There is some variation in the curriculum each year, and logistical tasks (e.g., distributing student schedules) take up a portion of dedicated advisory time. However, the curriculum explicitly engages students in school community and self-awareness building, before moving on to supporting students as they engage constructively with the broader community.

Students begin their advisory experience in much the same way that the founding members of the ISA community started the school—by reflecting on the "center." In other words, students begin advisory by reflecting on the constitutive elements of the ISA community. For example, Day 2 of the advisory curriculum directs teachers to facilitate a "chalk talk" activity for students in which they share thoughts on the question, "What makes our campus unique?" Chalk talk is a collective brainstorming activity through which students are able to discuss their thoughts about an assigned topic in pairs or small groups, and record those thoughts on the chalkboard or whiteboard. In this particular chalk talk activity, students are invited to work in

small groups to analyze the collected responses to the prompt and jointly determine the most important characteristics of ISA.

The advisory curriculum also provides ways for students to find their own place within the unique ISA community that they have recognized and defined. Grouping practices within advisory create safe spaces for the further work of building community norms, where the likelihood of each voice being heard is higher than it might be in a larger group. Within advisories, for example, students are organized into smaller "families" comprised of one student from each grade level. The teachers we spoke with recognized the importance of the multi-grade peer support offered in these families:

> I think the powerful thing is that you have all grade levels. So to hear some of the upperclassmen tell the freshmen, "You know I felt that way too my freshmen year," or "Yeah, I used to do my homework the night before, but that's not working. Here are some ideas." Knowing that they have a support system with their peers as well—I think it's important.
>
> —*Freshman teacher*

Families provide opportunities for students to experience a sense of belonging, and much of the later social emotional learning accomplished in advisories takes place within these micro spaces of belonging. For example, early in the school year students engage in a process of reflecting on values and norms that are historically central to ISA's community (e.g., by reading Sergiovanni's prospectus about ISA), while also bringing their new perspectives to the table. The dialogue between an inherited sense of community and current students' understandings of norms that ought to guide the community provides opportunities for developing social awareness and social responsibility in the specific context of ISA.

Having spent time defining community norms and creating a sense of belonging within families, the advisory group, and ISA, the advisory curriculum then encourages teachers to engage students in multiple tasks of self-reflection. In this way, advisory becomes a tool for developing self-management and self-awareness competencies in students at ISA.

The "Give Yourself an 'A'" activity found in the advisory curriculum is an example of this type of social emotional learning. Students are asked to imagine that they earned an "A" in each of their courses, reflect on what would be required of them to earn that grade, and then communicate that information to themselves in a letter. To help encourage reflection, students are given prompts like, "What habits did you have to develop or overcome?" Teachers keep letters in order to deliver them to students later in the school year. In addition to these more formalized exercises,

teachers also facilitate reflective, informal conversations throughout the year with their advisory classes. A freshman teacher recalled one of them:

> We just kind of had a refresher of "How are you guys feeling? What are you seeing that you would like to get back to? What are you happy about that you've done?" It's just an opportunity for them to see— these are some of the habits we created that we would like to change or get back to the way we were, or these are some of the habits we've created that we would like to continue on with.

The advisory curriculum also includes time to support students as they engage in more formalized reflective practices outside of advisory. Student portfolios and student-led conferences are two of these practices. Advisory provides specific times during which students are supported in thinking about how to best engage in these processes. For example, "check-ins" concerning student-led conferences and portfolios are written into the curriculum to coincide with the timing of conferences and senior presentations of portfolios.

In addition to the attention given to forming a strong community and providing opportunities for students to better understand themselves, the advisory curriculum also encourages students to reflect on their participation in the broader community. Grade-level travel experiences centered on social justice themes (e.g., a trip to Mobile, Alabama focused on civil rights) are a concrete way in which ISA broadens circles of community for students. While some advisory time is devoted to the logistics of travel preparation, the advisory curriculum also includes structured ways for students to reflect on their travel experiences before and after the trips. In this way, advisory supports the social emotional learning and social justice education goals of the travel experiences.

Advisory also broadens students' experiences of community by supporting their participation in service activities. One of these is Global Youth Service Day, which is an internationally celebrated day of youth service to communities (http://www.gysd.org). Moving into the middle of the school year and beyond, the advisory curriculum includes time for students to consider and plan their particular contribution to this event. While a leadership group comprised of faculty and students determines five broad topics with which the service projects should align, the responsibility for choosing a particular service project is given to students in each advisory class. A process for determining the group's service response is built into the advisory curriculum. Beyond Global Youth Service Day, the advisory curriculum also includes time for students to track and discuss the community service hours they must complete as a part of their graduation requirements.

In many other ways, advisory serves as a supportive structure for additional practices discussed in this section of the report. For example, the collaborative group projects that occur at each grade level and that require students to rely upon sev-

eral social emotional competencies to achieve success are given attention within the advisory curriculum in the form of sessions during which older students can give younger students advice on projects they have already completed. While the group projects are not a primary focus of advisory, through giving students time to share their experiences of doing these projects (e.g., an older student explaining how she learned that she could trust that group members would complete their assigned work), the lessons of social emotional learning become explicit in a way that may be less likely without the advisory structure.

Overall, advisory at ISA provides a smaller, caring community for students within the larger school community. It is also a space in which ISA gives students multiple opportunities to learn and practice the skills of social emotional learning and social justice education. In so doing, the small community of advisory serves as a spring-board for students as they engage in wider circles of community.

Travel Experience Program

Relevance at ISA is often tied into the degree to which what is being learned is important for life as a global citizen, thus broadening circles of community beyond the walls of the school. As such, each grade at ISA participates in a travel experience. Since ISA's curriculum takes an international perspective and seeks to educate students to be socially responsible global citizens, the school believes that students need tangible experiences interacting with other cultures and contexts. The entire freshman class, for example, takes a multi-day trip to the Heifer International Ranch in Arkansas, where they learn about global social justice issues and community interdependence. Sophomores travel to Santa Fe, New Mexico where they learn about indigenous cultures in the United States. Juniors travel to Mobile, Alabama to study the Civil Rights Movement and seniors travel to Washington, DC to study a social topic selected by their travel group. Teachers, students, and parents all discussed travel experiences as key contexts in which social emotional and social justice learning are promoted at ISA. Here, we highlight the freshman year travel experience to illustrate how this takes place.

In the fall of the ninth-grade year, ISA students travel to the Heifer International Ranch in Arkansas. During this trip, they learn about global issues of hunger and poverty and live in a simulated experience representing varying levels of poverty and food instability around the world.[2] A freshmen focus group noted that this travel experience provided a way to really get to know their classmates while, at the same time, gave them an opportunity to start thinking about their own privilege relative to others in the world.

The Heifer trip supports social emotional learning primarily through the lessons of traveling with other people. For example, one student said, "You had to put up with

_____

[2] See http://www.heifer.org/visit/ranch/overnight-programs for more information.

[your classmates'] crankiness. You're hungry. You're tired. You get to see the other side of people that you have never seen before." All of the students participating in this focus group nodded in agreement and laughed heartily as he said this.

The focus of the trip, on the other hand—learning about poverty and food instability—is centered around educating students about global social justice issues, largely through developing a greater sense of social responsibility, interdependence, and understanding perspectives and experiences different from one's own. Several students spoke to this:

> I used to think I had it rough. Now whenever people say that I kind of get mad.

> Don't waste food. I had it well with my sleeping position—an actual house with bunk beds. I felt so awful because we started out with a lot of food and we had a house, so we let people in our house to get warm.

> I was in the slums so I had to wash dishes. I noticed how a lot of food was still on the plate. A lot of people were picky about it. When I came back…I dropped a fork [in a restaurant] and I was going to use it and my dad was like, "No, see if a waiter can bring another one," and I was like, "Do you know how much water they waste?"…If something small happens, it's nothing compared to what other people are facing.

> Don't take what you have for granted…our village got flooded so they put caution tape all over so we had to sit on a hill for hours…they got all our stuff and just threw it all over the place. After a while we went back, and then we went to refugee camp that was down the hill.

Student comments about trips at the other grade levels followed a similar pattern: the actual experience of traveling together fostered social skills and competencies, while the focus and curriculum of the trips provided memorable opportunities for social justice education.

Parents highlighted similar benefits of ISA's travel experience program, but also added an additional way in which travel supports social emotional learning. They spoke to the ways in which traveling with each other required students to discover skills about themselves:

> The group dynamics push them into discovering their leadership capabilities and skills—you see it right from the start—they go to Heifer two months in…[They're] on the bus together, thrown into cooking together, building fires together.

Another parent continued, "It forces them to figure out how [working in small groups] is going to work for them." Parents, like their children, saw the ways in which travel experiences support a number of social emotional skills as students are introduced to broadening circles of community.

Model United Nations

ISA is known for its Model United Nations (MUN) Conference, which is one of the largest student-run, high school MUN conferences in the world (KFC/Best Delegate, 2013). MUN is a program through which students research a member nation of the United Nations and then attend a model convening of the United Nations acting as that nation. MUNSA—which stands for MUN San Antonio—is entirely run and staffed by ISA students, although students from other schools are invited, and attend, as delegates. The MUNSA program is a unique feature of ISA that supports social emotional learning and social justice education for its students.

Freshmen at ISA take part in MUNSA by writing news articles about the convention, while sophomores are required to participate in MUNSA as delegates. Juniors and seniors participate in MUNSA on a voluntary basis, which the majority choose to do. At this level, students take on leadership roles in running the conference. Through the various ways of participating in MUNSA at each grade level, all students take part in an extended educational experience that aims to broaden and deepen their sense of community, strengthen their perspective-taking skills, and cultivate an understanding of the global reach of social responsibility and multicultural literacy—critical to both ISA's social emotional learning and social justice education goals.

The faculty coordinators for the MUNSA program described the ways in which it is a major community building moment for ISA. Everyone is offered a way to contribute using his or her own gifts and talents, fostering whole school participation and a sense of common purpose. In addition to the roles of committee chairs and delegates, students might be on the logistics crew, the news corps, security, or publications. In reference to these roles, one of the coordinators said: "To me, that's an example of building in [to the ISA experience] the importance of community. Everybody's a part of it. I think the kids that are running it know that they could not have done it without the other parts."

For the leadership and logistics teams—comprised of approximately 140 junior and senior students—the lessons of MUNSA become more about the lessons learned when taking on the responsibility of a major project where others depend on you. The responsibilities the student leaders take on are indeed noteworthy, with approximately 60 of these students dedicating significant time to preparations prior to and during the conference, and the rest responsible for logistics during the conference. If they are part of the secretariat (10 senior students), they not only plan the conference for 950 student participants from across Texas, other states in the United States, and Mexico, but some also take on the job of training sophomores to be

delegates. As one of these student leaders said, "It felt messy at times." Each student we spoke to described ways in which the MUNSA experience undulated through feelings of stress, reward, intensity, sadness, and enjoyment. However, when asked what it taught them, we heard things such as "how to handle stress well," "how to manage my time," "how to juggle responsibilities," "how it's going to be in the future." Each of these is an important social and emotional lesson in self-awareness and self-management.

Senior Internship Program

Another structure that supports social emotional learning and social justice education at ISA through widening circles of community is the senior internship requirement. The senior internship is a graduation requirement that consists of 120 hours of practical internship experience as well as participation in reflection activities under the guidance of the school's full-time internship coordinator. ISA intends that students complete the internship towards the end of their ISA journeys, with most students taking part during their senior year. The internship is student-centered and directed, and is designed to help students prepare for and transition to college and life after ISA, with internships ranging from the medical profession to the arts to learning to fly. Students work with the internship coordinator, teachers, and community partners to find and secure an internship; they then work under the guidance of a mentor that works in collaboration with the internship coordinator and the student to guide the learning process. A description of the program elaborates further:

> …Students create placements that allow them to explore their expectations and interests in the work world and investigate the possibilities of various college majors. In the internship placement, students are able to establish a personal work ethic; receive mentoring from adults who will acquaint them with organizational procedures, corporate etiquette, and professional expectations; and create connections that will assist them in realizing their educational and professional potentials. The internship allows students to apply classroom learning to real-world situations.

The internship, in addition to being a key feature of ISA's relevant education, also provides a wealth of opportunities for social emotional learning. Social emotional skills are mainly developed through myriad opportunities to practice them in a real-life setting. For example, self-awareness is both required and developed to make a decision about what to do for the internship, but it is also developed as the student gets the opportunity to actually experience how he or she feels and responds to that particular career setting. The internship coordinator described how some students think they want to work with animals, and therefore choose to work in a veterinarian's office. However, once there, they realize that there are parts of the daily life of being a vet that they cannot stomach—lessons like these are valuable lessons in self-awareness. Self-management and relationship skills are also developed through work

with other people, and because this work takes students into a community broader than what they experience within the ISA walls, there is the potential to hone social justice skills like perspective-taking, multicultural literacy, and community engagement and action.

Service Program

ISA also requires that each student complete 120 hours of community service before graduation. The service requirement can be met through volunteerism, community service, or service learning activities. ISA distinguishes these activities from one other by the degree to which they benefit the recipient and the student, and by the comparative weight given to the service being provided and the type of learning opportunities available. Students are encouraged to choose activities that incorporate their interests and passions. The school's internship coordinator also serves as the service coordinator, guiding students through the learning process and reflection.

A key component of the service program is reflection. Students reflect on each of their service experiences using a documentation and reflection form. As a part of this form, students are asked to respond to three questions out of five choices. For example, students might choose to answer the question, "What did you learn, and what questions do you have about this organization or issue?" A junior student with whom we spoke described how his service experience developed a stronger sense of community with his city and exposure to diversity that he did not believe he would have encountered had his learning experience stayed within ISA's walls:

> I think doing community service here at ISA has really helped me feel closer to the community, just because I wouldn't consider myself close before ISA, but after coming, I think looking for different opportunities to do community service, like volunteering at the library, or I work for the animal shelter, and I think it really—I meet a lot of people and I see all the diversity in our city, and I think it's made me a lot closer to San Antonio.

A parent we spoke with described the greater levels of self-awareness that she saw in her son as a result of his community service experience:

> My son did a camp a couple of weeks ago, said it was the hardest thing but the best thing. He loved it. Said he signed up again. I would have never believed it—never thought. It's for people with disabilities. He's never been around people with disabilities—being in that environment and caring for somebody like that was huge—I really didn't know he would do that. I hadn't seen that side of him. I think he's a super kid, but I didn't think he'd be able to last and not only did he last but he signed up for another week…seeing those kinds of things I think he's learning his love and his passions, things that he didn't know.

The service requirement, like the internship requirement, MUNSA, and travel experiences, requires that students interact in real ways with real people in real settings. In these relationships and settings, students have opportunities to develop and practice many social emotional learning and social justice education skills and competencies. The key social emotional learning and social justice education skills and competencies that ISA community members connect to the service requirement in particular are: developing a greater sense of self-awareness, interdependence, and community; respecting and appreciating different perspectives and cultural contexts; and experiencing civic engagement and action for social change.

When asked about what they value in life, ISA students were overall more community-minded than students in the comparison school sample. While both groups of students were likely to rate educational and professional values as highly important to them, ISA students were more likely to endorse helping their community, working to correct social and economic inequality, and supporting environmental causes as key life values (Table 10). ISA students were also much more likely than students in the comparison schools sample to have participated in volunteer or community service through their school or outside of their school (99.0% vs. 56.1%).

Table 10: Students' Educational, Professional, and Community Values

How important are the following to you in your life? (% very important)	ISA N = 191	Comparison schools N = 396	χ^2
Helping other people in my community	68.4	48.6	21.36***
Working to correct social and economic inequality	55.8	26.6	56.63***
Being an active and informed citizen	73.2	53.3	22.20***
Supporting environmental causes	50.0	25.6	35.31***
Participation in volunteer or community service work during past two years (through school or outside of school; % response)	ISA N = 191	Comparison schools N = 396	χ^2
Yes	99.0	56.1	112.72***

Notes: * p < .05; ** p < .01; ***p < .001; Responses are valid percentages; the average response rate for the ISA sample across items was 100%. Sample size provided in the table is based on the greatest number of valid responses per sample across items. Response categories: % very important, % somewhat important, % not important.
Sources: SEL schools sample collected by authors; comparison schools sample drawn from ELS: 2002 dataset, U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002; authors' calculations.

Supporting Students

Supporting students happens in many different ways at ISA. However, three of these forms of student support both contribute to a learning environment characterized by relationships, reflection, and relevance and provide direct pathways for social emotional learning. First, ISA is staffed with adults whose specific responsibilities include the development of social emotional skills and competencies. These pupil support personnel

include a full-time counselor and a full-time internship and service coordinator. Second, ISA expects a high degree of accessibility from its teachers, and third, especially at the freshman level, ISA offers Saturday School, which is an additional opportunity for ISA students to receive the support they need to develop socially and emotionally.

Pupil Support Staff
ISA's full time staff includes a school counselor and, as mentioned above, an internship and service coordinator. Both of these staff members play a major role in supporting the social and emotional development of students. The counselor supports social emotional learning by bringing a mental health perspective to students' educational experiences. In discussing a case of school bullying, for example, the counselor described how discipline can attend to both the social and emotional needs of the victim and the aggressor, and that, when this happens, the door is left open for future conversations and growth for both parties. With this restorative approach, a greater sense of community is developed, one in which there are pathways to right wrongs, make amends, and grow together without rejecting students or isolating them from the school community.

The internship and service coordinator is also able to devote time to the social and emotional growth of students. She told us that much of her job involves one-on-one conversations with students where she helps them think about how to use their interests and passions to find an internship or service opportunity, or reflect on the successes and challenges they experience while participating in the opportunity. The capacity for social emotional learning is high in these situations, and without a dedicated support person in this role, many of these reflective, personalized conversations would not happen. ISA's pupil support personnel ensure that social emotional learning occurs in ways that are tailored to individual students' needs.

The school counselor referenced above is also responsible for college advising at ISA. Students participate in both large-group sessions and one-to-one college counseling. True to ISA's whole-school focus on social emotional learning, the counselor told us that she often incorporates lessons about self-awareness into discussions about college preparation, application, and selection. For example, she encourages students to make sure they are challenging themselves or taking on an activity because something is important to them, not only to fulfill a college admissions requirement. Additionally, she told us that her discussions with parents about college preparation often focus on how to challenge and encourage their children to complete rigorous college requirements, but "not to an unhealthy extent."

Students at ISA expect to pursue their education beyond high school, with 73.2% of the students we surveyed expecting to obtain a master's degree or more advanced degree (Table 11, following page). Students at ISA clearly recognize the school counselor as a source of advice about college, with 76% of surveyed students reporting that they

Table 11: Students' Educational Attainment Expectations and Support

As things stand now, how far in school do you think you'll get? (% response)	ISA N = 190	Comparison schools N = 429	χ^2
High school graduation or GED only	1.10[a]	4.7[b]	
Some college	0.0[a]	7.7[b]	
Graduate from college	21.1[a]	37.5[b]	65.10***
Obtain a master's degree or more advanced degree	73.2[a]	39.6[b]	
Don't know	4.7[a]	10.5[b]	
If planning to go to college, where have you gone for information? (mark all that apply; % response)	**ISA N = 190**	**Comparison schools N = 429**	**χ^2**
School counselor	76.0	43.1	52.11***
Teacher	65.9	28.8	68.15***
Coach	13.4	9.6	1.78
Parent	79.3	49.2	45.14***
Friend	65.4	42.9	24.31***
Sibling	41.9	28.0	10.52***
Other relative	41.3	26.4	12.50***
How often have you discussed the following with your parents or guardians? (% often)	**ISA N = 190**	**Comparison schools N = 429**	**χ^2**
Going to college	77.3	48.9	40.64***

*Notes: * p < .05; ** p < .01; ***p < .001; letter superscripts indicate that simple effect is significant. Responses are valid percentages; the average response rate for the ISA sample across items was 98%. Sample size provided in the table is based on the greatest number of valid responses per sample across items. Response categories for last question in table: % often, % sometimes, % never.*

Sources: SEL schools sample collected by authors; comparison schools sample drawn from ELS: 2002 dataset, U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002; authors' calculations.

have gone to her for information. Through the college counselor, students have the opportunity to receive practical guidance about college as well as the social and emotional support that can help them meet their college aspirations. They also report relying on teachers, parents, and friends, in particular, for information and support.

Teacher Accessibility

By design, support for students comes from every adult in the ISA community and is a defining feature of the school. In a handbook given to incoming ninth graders at their orientation, students find each of their teachers' names as well as their email addresses and cell phone numbers. They are also instructed on how to approach and interact with teachers and are encouraged to do so.

During a faculty meeting we observed, we heard a group of teachers talking about how many phone calls they received over the recent spring break, suggesting that

students utilize this resource. Along these lines, one freshman student described an evening conversation between one of her teachers and a group of students she was working with as they struggled with a home version of a computer program they needed to use. Teachers also use multiple online and social media platforms to keep in touch with students and update them about assignments. Additionally, teachers are widely available in person; they are frequently found in their classrooms at lunch and other break periods, usually with students hanging out with them or getting specific help on assignments.

Teacher accessibility supports social emotional learning in several mutually reinforcing ways. First, strong relationships between students and teachers are created when teachers are accessible, and, as we have seen, this contributes to the particular school culture that ISA works to promote. Second, when students are able to ask for help from teachers, they are by default given opportunities to grow in self-awareness, self-management, and relationship skills—they must know when and how to ask for help, how to respect personal boundaries, and how to receive and react to the help that they are given. While teachers sometimes provide direct instruction in these areas, it is through their accessibility they first offer a safe way in which to practice these skills.

Saturday School

Especially during a student's earlier years at ISA, more formalized opportunities for support are also offered, such as Saturday School. Saturday School is offered regularly to freshmen and sophomores—and, as needed, to other grade levels—throughout the year. On these Saturdays, students can come to school to get extra help, use school resources, or complete work that was missed during absences.

Two members of the ninth-grade teaching team are present at each Saturday School session. Much in the way that reflective practices create a safe environment at ISA by developing a growth mindset, Saturday School also puts the emphasis on effort and hard work and normalizes these behaviors. In this way, Saturday School also contributes to creating the safe, caring, and participatory learning environment that ISA fosters.

School Practices

Level of school system	Definition	Examples
School practices	*Formal and informal daily practices that reflect what people do, how they teach and learn, and how they participate in the school community.*	• Teaching and learning strategies • School traditions and activities • Classroom participation practices

Finally, we focus on the ways in which ISA's formal and informal practices foster social emotional learning and social justice education at the school (see Figure 3). These practices serve to promote and reinforce the school's climate and culture as well as its features and structures. As in the prior sections, we highlight practices that specifically support social emotional learning and social justice education at ISA.

Community-Building Activities

ISA works to build community for all people connected to the school and is especially mindful to incorporate parents and mark significant transitions for its students as they progress through their school journey. Two examples that are designed to incorporate ISA parents are report card pick-up nights, where parents come to school to pick up their child's report card and participate in an open-house style activities, and *Hot Diggity Doo Dah*, a community event that takes place at the beginning of the academic year.

Hot Diggity Doo Dah is part family BBQ—ISA is in Texas, after all—and part parent and student orientation. While all ISA families are invited to participate, and most do, parents of incoming ninth-grade students in particular are given a chance to get to know other ISA parents and learn more about the school and its community. Freshmen also get to know each other and have the opportunity to interact with more senior students. During the school year, ISA also hosts three report card pick-up nights, also known as parent nights. These events provide regular opportunities for administrators, teachers, students, and parents to be in the same place and communicate about what is happening at the school. The events also keep everyone in the loop about students' progress and performance, and demonstrate to students that they are supported across their home and school lives.

Figure 3: How ISA's practices promote social emotional learning and social justice education

- Community building activities
- Reflecting on growth
  - Student portfolios
  - Student-led conferences
- Collaborative, project-based learning
  - Junior civil rights project
- Classroom norms and disciplinary practices

We saw these community-building activities in action when we attended a parent night at the school. Parent turnout is extremely high for these events, and parents and teachers were often seen talking with each other in a relaxed and friendly manner. To confirm the parent perception that they are genuinely known by ISA staff, we observed several conversations where it was clear that a teacher or administrator knew who a parent's child was without any prompting and had particular conversation topics in mind when they interacted. Interactions were deep and meaningful, not superficial and cursory.

The parents whom we spoke with described the ways in which they felt like valued members of the ISA community. Parents, quite simply, appreciated that they were known and intentionally integrated into the school community. One parent of a junior student remarked that when one walks into ISA, "Everyone knows who you are—they know who your children are…the teachers all know you." She continued, "It's nice to feel that your child is noticed and that they know who your child really is." Another parent immediately followed that with, "[At ISA] you're not just a number."

Examples of student-focused community building activities include the Opening Ceremony, which marks the opening of the school year and initiates freshman into the ISA community, and the Junior Rite of Passage, which happens in May of the junior year and marks the transition juniors make as they become the senior leaders in the ISA community. Each of these builds community in unique ways.

Several students and teachers described the way in which ninth graders are introduced to the school during the Opening Ceremony assembly. The following exchange among a group of teachers describes the experience:

> Teacher A: It's a tradition to begin the school year with an opening ceremony with the entire student body and all the teachers. The freshman class goes in last. Everyone is in the auditorium; we are all holding the freshmen out. When the freshmen walk in to go to their seats, the entire auditorium goes crazy. Ninth graders are looking around wondering who they are clapping for. It's a physical and emotional first time that they are with the school, and I think it's powerful.

> Teacher B: My daughter went here, and I remember the first day of her freshman year she came home and told me about that—how everyone clapped. How she thought it was different.

> Teacher C: Rather than feeling like you are the freshmen [with everyone] waiting to give you a hard time, you are welcomed. It's a huge welcome. As a first-year teacher—M. can probably say the same thing—I mean did you know about it at all? I was in tears. It was the coolest thing I've seen, to see all of these kids. They were excited about it. It

wasn't—it is something that the upperclassmen are really excited to do. They are excited to welcome the freshmen, they are excited for them to be here, and I think that's a really good tone to start with.

ISA's teachers, many of whom taught at other high schools or remembered their own high school experiences, were able to articulate that this welcome constituted "something different" about ISA. From day one at ISA, students are made to feel welcome, cared for, and part of an intentional community. Additionally, older students have the chance to step back into the shoes of being new and to respond in a way that honors that perspective. While each of these serves a community building purpose for ISA, they also provide opportunities for social emotional support and engagement, showing students what it means to be a member of the ISA community.

The Junior Rite of Passage is another of these community-building activities. During the Junior Rite of Passage, students present symbolic gifts to the school, such as the gift of reflection or the gift of dance. In other words, they present the ways in which they will draw on their own skills and talents to be leaders and showcase those skills and talents to the school. The class also chooses one teacher from each of their freshman, sophomore, and junior years to speak to them about their identity as a class, as well as what leadership will mean for their class. A teacher from the senior team then welcomes them to their senior year and the leadership role that they will take on—both at the school and for themselves—from that point forward. In this way, community-building at ISA is not simply a show put on for freshmen; it continues throughout the four years a student spends there as students grow into leaders.

Reflecting on Growth

The community building activities we have just described support ISA's vision of being a caring community; it is important to note, however, that theses practices also enable the school to support high standards of academic rigor for all students. As mentioned previously, ISA students follow an Advanced Placement course of study and are challenged to achieve "mastery"—otherwise known as the 80% standard—in each of their courses by the end of the school year. As a part of its strategy to support students in meeting this goal, ISA must assess and evaluate students in an incremental way to determine the degree to which they are making progress towards mastery in their courses, performance outcomes in each discipline, and the graduate profile described in the beginning of the report. While assessment happens in a variety of ways at ISA, three particular practices directly support students' social emotional learning. The first is the general practice of encouraging students to reflect on their own growth; the second is the portfolio assessment process; and the third is the practice of student-led conferences.

As we have seen, students at ISA are immersed in an environment where they are consistently asked to reflect on themselves in a way that will lead to positive growth and change. A junior teacher articulated how teachers facilitate the type of reflection that is encouraged in their interactions with students:

> We have so many conversations with kids when they are not where they need to be as a student—where they need to be emotionally. Because we have a strong relationship we can have a frank conversation: "How's it going? Come up with a plan. Talk about how you best work in the class, where you need to sit." We are very comfortable making individual student plans, making exceptions. The kids can approach us, so there's a comfort level with that.

Another teacher described how he spent the class session after students completed a major project presentation by encouraging them to think through their experiences giving the presentations—what they could have done better, what they did well, etc. We heard about and observed many instances of this type of conversational reflection during our visits to ISA—this practice is integrated across formal and informal teaching and learning opportunities at the school.

ISA's intentionality around student reflection is not limited to conversations, however. The portfolio process is a formal example of reflection built into the students' experience at ISA. As part of the portfolio process, students think and write about their own progress towards meeting the standards in the graduate profile and practicing the habits of mind, described earlier. Student-led conferences, where students lead their parents and teachers in a conversation about their progress, are another formalized opportunity for self-directed reflection.

Student Portfolios

ISA students collect their work, and their reflections on their progress towards performance outcomes and goals—which include the school's graduate profile and habits of mind—in an online portfolio called "edublog." The portfolio also offers a forum for faculty and parents to interact with students and respond to these examples and reflections. The junior and senior students we spoke with expressed mixed feelings about the portfolio, but in general, comments tended to be something like, "Sometimes I don't want to do it, or I get behind, but when I do take the time to look over everything I've done, I learn a lot." Overall, students understand why it is good for them and why it matters even if keeping the portfolio up to date is not the most "fun" task.

The portfolio process supports social emotional learning because it puts emphasis on self-awareness, self-management, a growth mindset, and responsible decision-making. Because students constantly reflect on who they are as learners as a part of the portfolio process, they begin to learn what works and does not work for them in different learning contexts, and see patterns of positive and negative consequences for the

decisions they make. Overall, the portfolio, in its focus on the metacognitive process, serves as a particular useful tool for social emotional learning. Furthermore, as the portfolio requires students to assess themselves by the community commitments we described in the beginning of this report, it also asks students to reflect on what it means to be an interdependent, socially responsible member of the school community.

Student-led Conferences
ISA also requires students to lead conferences to discuss their academic progress with their parents and all of the teachers on their grade-level team. This is different from traditional parent-teacher conferences in several ways. First, the onus of responsibility is placed on the student, and second, all of the student's teachers are involved in the same conversation. Student-led conferences serve many of the same social emotional learning goals as the portfolio process. The conference experience serves to build the relationships and growth mindset that are foundational to a safe and caring learning environment; they also offer opportunities to develop self-awareness, self-management, and responsible decision-making. Additionally, because of their conversational nature and the involvement of a variety of constituencies united around a common cause—the student's progress—student conferences also provide opportunities to develop relationship skills and practice those skills during discussions and interactions that might, at times, be difficult. There are also opportunities to develop a sense of interdependence as a community united around the success of a particular student. As with portfolios, the metacognitive aspects of student-led conferences offer many opportunities for social emotional learning, but the relational nature of these conferences open up additional pathways to the relational and community aspects of social emotional learning and social justice education.

Collaborative, Project-Based Learning

Collaborative, project-based learning teaches social emotional skills, provides a context for reflective practice, and promotes social justice education at ISA. ISA students repeatedly told us about how they work in groups for just about everything they do. Further, each year that a student is at ISA, she participates in a large-scale, grade-level collaborative project. These projects are typically completed across more than one academic subject, with students working in and outside of class time to complete the projects. Project groups tend to range from four to six students. Each year, the projects include a specific focus on an issue of injustice or community need.

During the ninth-grade year, for example, students work together on a "Make a Difference" project and on a "Global Environmental Problems Project." The Make a Difference project asks students to research a particular problem or social issue with a group, present what they learned, and implement a service or social change action related to the issue. The Global Environmental Problems Project requires students

to conduct research and participate in a policy debate about the problem. Sophomores research a culture in danger of extinction and create a persuasive speech and a visual display to educate others about that culture and the challenges that its members are facing. Parents and other community visitors (e.g., district administrators and staff) are invited to the school to attend students' group presentations and vote; the winning group receives a monetary donation to a cause that will assist the researched culture. Juniors research the civil rights movement and how it connects to a contemporary social justice issue. They then present their findings to parents and other community members and include recommendations for how to respond to the injustice they identified as part of their work. Finally, seniors work in groups to identify a question that they want to investigate as a part of their travel experience trip to Washington, DC. This year, upon returning from the trip, seniors created a public service announcement that incorporated what they learned about their question with San Antonio's development goals for SA2020—a city initiative that articulates a comprehensive, collective vision for the city and its future—linking national and local perspectives.

A sophomore spoke generally about the collaborative, project-based work that is common at ISA:

> We always have projects that seem to be structured enough to where it gives us a good rubric, but good and flexible so we can make it our own. And then they always seem to kind of have this thing where we have to figure it out on our own. They kind of help us, but we really have to find things out and find how other things work. We have to learn how to work with people a lot.

Collaborative, project-based work connects to several social emotional skills, for the reasons this student elucidated. First, projects have guidelines, but still require student groups to "find things out," fostering students' capacities to work together and rely on one another. They also foster effort, iterative learning, and a growth mindset. Group projects, like the majority of work in the "real" world, requires all of the skills that social emotional learning targets; in the structured environment of a school project, however, students can both learn and practice these skills with support and feedback.

Collaborative projects also provide a context for teachers to encourage reflective practices among their students. We began this report by describing a group of students who were preparing for a conference call with students in Jordan. As we watched students work, we saw several intentional strategies to encourage reflective thinking about the world and what it means to be an educated global citizen. For example, students created KWL charts (KWL stands for "Already Know," "Want to Know," and "Learn") and the teacher helped guide them through a process of crafting questions that took into account the culture of the students with whom they

would confer. During this process, we heard each small group ask questions along the lines of: "We think this is important, but will [the students in Jordan] think this is important?"

Collaborative projects also provide opportunities for social justice education, largely through the topics or content of the projects. In all projects at ISA, students research real-world issues reflecting ISA's core value of relevance. The real-world issues that students reliably engage with include dimensions of justice and injustice, and, in this way, students are made more aware of the problems and injustices of the world through their projects. For some, what they initially learn through a project becomes a personal passion. A junior, for example, recalled his sophomore project experience for us:

> Experiences at ISA have really allowed me—have given me the resources to see if [the global community is] what I'm interested in, and as a result, I am. One of the main things that really contributed to that was last year—we did something called Advocacy Fair where we were assigned to a culture that was an almost extinct culture in some way. My group focused on the Tofa people and how their language was becoming extinct, and for some reason I got really into that project, and right after that, I did research even after the actual fair happened. I got really interested in the language preservation and about extinction of cultures, and for some reason it kind of triggered something inside of me. It makes me think it's possibly something I would like to at least study, after graduation.

For this student, the sophomore project not only developed social and ethical awareness and a desire to take action, but it also increased his sense of self-awareness, social responsibility, and multicultural literacy. His comments were echoed by several of his classmates, many of whom traced their interest in something they wanted to pursue in the future to something they had first learned about during one of their projects.

Junior Civil Rights Project
We were able to see the ways in which social and emotional learning and social justice education come together in collaborative projects when we observed students' Junior Civil Rights Project presentations during a parent night event. The presentations we saw applied the lessons of the civil rights movement to contemporary issues ranging from immigration to the rights of the mentally ill. Students drew on research conducted during their junior year travel experience to Mobile, Alabama to study the civil rights movement, as well as classroom and textual references and scholarly research.

Students were organized into groups for the Civil Rights Project though their English classes. The purpose of the project was explained to them as follows:

During your junior year at ISA, we explore the changes the United States has undergone as we, the people, sought to make changes for the betterment of all. Our travel experience gives you a first-hand look at some of the most emotional and powerful moments in our American history.

—2012–13 ISA Civil Rights and Social Injustice
Project Outline

Using what they have learned in the classroom and through the school's travel experiences, students were tasked with creating a multimedia presentation that included the following components (2012–13 ISA Civil Rights and Social Injustice Project Outline):

- Articulate the specifics of the injustice, e.g., events, key participants, and timelines;

- Articulate how particular individual(s) responded to the injustice (Who were those individuals? Why were they involved? What affect did their responses have?);

- Articulate how groups within American society responded, including responses of action and inaction (What groups within our society surfaced? Why were those groups involved? What effect did that group's response have? Did their response conflict with other group responses?);

- Explain the current status of that injustice and its place in today's issues (What have we learned about the history of civil rights in America, and how can we apply it to modern issues?); and

- Express the personal perspectives of each of your group's members on the injustice.

These components ask students to demonstrate a wide range of social emotional and social justice learning skills while connecting a pivotal moment in American history to their own lives, contemporary struggles for justice, and current issues and debates (see Appendix D for an example of the media project rubric).

Classroom Norms and Disciplinary Practices

ISA supports social emotional learning and social justice education through its approach to community norms and discipline. Teachers described how they developed meaningful norms and disciplinary practices for the classroom out of the real needs of the relationships in that classroom. For example, one teacher described the following activity for creating classroom norms:

- **Step 1:** The teacher invites students into a conversation where they can ask, and he will respond to, several questions. The purpose of this part of the activity is for students to get to know the teacher—to begin to build a relationship with him.

- **Step 2:** After a while, the teacher stops the question and answer period and asks students to reflect on and articulate the norms they adhered to as they asked questions and listened to responses. Some norms that students may come up with in a process like this can include:

  - *Openness:* Students conclude that they can only develop a good relationship with their teacher if he is open to answering their questions. They, in turn, decide that openness is an important norm for the classroom.

  - *Relevancy/Appropriateness:* At the same time, because the teacher can choose not to answer questions that may not be appropriate, students begin to learn that openness is balanced with relevancy and appropriateness to the situation. They, in turn, determine that a norm like "staying on topic" is appropriate for the classroom.

During the this kind of collective norm-setting activity, students learn, through the norms that are necessary for a positive relationship with their teacher, to create norms for their classroom community as a whole. In this way, norms are germane to real, interpersonal needs and grow out of a collective awareness and dialogue that take place among members of that classroom community.

Beyond classroom norms, ISA's approach to discipline is grounded in the dynamics of interpersonal relationships, as noted previously in our discussion of the school's pupil support staff. The assistant principal described his perception of the ways in which many high schools address inappropriate student behavior with in-school suspension (ISS), but said this is a last resort at ISA. He continued:

> We don't want to put them in ISS because that takes them away from instruction, so we'll have them come up on Saturday, or we'll have them come up early in the morning or at lunch—take their time away and do something that is more instructive. Like, I try to get to the bottom of why they might have done something inappropriate. Like, what can they do to make up for what they did? If they have created a breach in a relationship with a teacher, what can they do to make it right?

When discipline is grounded in the real needs of relationships, as with the approach described by ISA's assistant principal, its goals are restorative and supportive rather than harsh and punitive. Making amends for mistakes or misbehavior is yet another opportunity for reflection, learning, and growth. As Assistant Principal Smith mentions, this helps students develop self-awareness, self-management, relationship skills, and responsible decision-making skills necessary for a more just school environment.
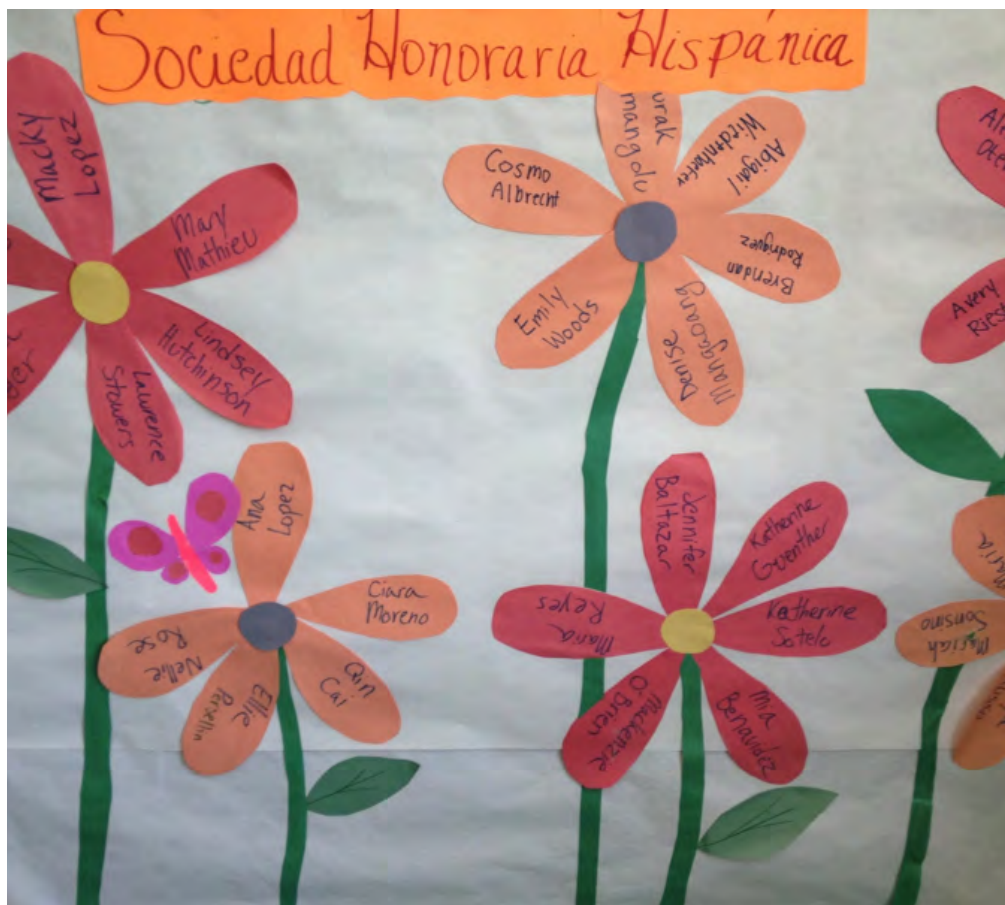
Conclusions, Considerations, and Challenges

T he lessons of ISA are clearly encouraging and offer many insights about what it means to effectively practice social emotional learning and social justice education at the high school level. However, Sergiovanni theorized extensively that thinking about schools as communities is fundamentally different from thinking about schools as organizations (see, for example, 1994b). In this case study, ISA's approach to social emotional learning and social justice education has largely been shown to begin with ISA's strong community identity. However, rooting social emotional learning and social justice education at the high school level in a community, rather than in an organizational framework, raises certain challenges. Additionally, while the adults in the ISA community uniformly emphasized the "taking action" aim of social justice education, this component may prove to be the most difficult to operationalize and assess at the high school level. These challenges are discussed here.

How does a school transform into, rather than start out as, a "community of commitment"?

Sergiovanni, one of ISA's founders and a scholar of school communities, claimed that communities are created by shared, internally created commitments, rather than externally imposed obligations or standards (see, for example, 1992 and 1994a). He also suggested that the particular content of any community's commitments was less important than the fact that commitments were made. ISA went through a lengthy and structured process, with the aid and guidance of a local university, to define its community, propose its particular school vision to the district, and craft official statements of commitment. In Sergiovanni's theory, members of a community must share the actual process of becoming an intentional community of commitment. This perspective raises questions about what it would take to actually implement the social emotional learning and social justice education lessons of ISA at another school (e.g., one already existing in an organizational framework) in terms of scalability and transferability.

The ISA community is functional and strong because of its intentional community and shared history. It also draws students and families who are attracted to these particular commitments. It is not that an existing school cannot participate in a process of identifying and articulating its shared commitments and engaging community members, but rather that the process itself is likely complex, mutually reinforcing, and must involve a coherent vision and conditions that allow for the implementation of that vision. ISA tells a very clear story about the strength of shared commitment when that commitment is there at the beginning of the story, but it tells a less clear story about the process of transforming from an organization mainly concerned with meeting external obligations into a community of shared commitment.

How does a school balance community commitments with external obligations?

ISA exists in the broader educational policy context of the state of Texas, the state that, in large measure, gave birth to the accountability movement in education. During the year we studied ISA, students had to take 12 STARR end-of-course assessments to graduate from high school. There is no doubt that ISA must also meet a number of state mandated, external obligations along with implementing its vision of education. Every teacher and administrator to whom we spoke was aware of these external obligations and worked to meet them.

ISA jointly meets its community commitments and external obligations in large measure through Principal Bieser's deft navigation of the assessment policy context and her support of teachers as they do the same. ISA typically meets or exceeds what the state and district expect of it. In reflecting on these testing expectations, one teacher described a conversation she had with Principal Bieser after the teacher received her students' results on state tests. While her students met the district benchmarks, the teacher was concerned that the results were not high enough. More than anything, the teacher recalled how Principal Bieser affirmed her role as a professional educator. In reflecting on this conversation, Principal Bieser talked about how she tries to help ISA's teachers utilize state tests as one component, rather than the component, of the data they use to assess themselves and their students. She has been able to navigate a policy context that relies on one type of data for assessment, while leading a school that assesses the degree to which it meets its community commitments by many types of data, inclusive of, but not limited to, the results of state tests.

It would seem that honoring community commitments might be more difficult during times when a school faces challenges in meeting its external obligations, especially if the two appear to be in conflict. For example, imagine that a science teacher, in the spirit of the growth mindset encouraged through ISA's commitment to reflective practices, recognizes that she needs to spend much more time on a particular concept than she had originally planned in order for students to really be able to put into practice the information they are learning. However, she also knows that the district benchmarks expect that her students demonstrate knowledge of a breadth of material that will not be covered if they take that time. How does she balance this particular community commitment with that particular external obligation? At present, ISA's teachers navigate dilemmas such as these with great professionalism. However, similar to the challenge raised by creating community commitments in a school that has historically been concerned with external obligations, the lessons of ISA might be more complex to translate into a school that is struggling or failing to meet its external obligations. Certainly, part of ISA's lesson may be that certain community commitments lead to the ability to respond effectively to external obligations, but that may be a difficult path to make out for a school in the thick of an accountability struggle.

What does it mean for a school to provide authentic experiences of taking action?

ISA's teachers consistently pointed to an emphasis on taking action for social change as a key component of social justice education at their school. However, many of the examples of taking action described by students targeted daily, personal practices rather than broader, social change. For instance, one student told us about her refusal to use plastic water bottles after completing a project at ISA where she learned about their negative impact. While this is a concrete, responsible, individual action on the part of the student, which may be understood as a first step on the path to broader social change, individual actions like these do not necessarily result in action towards broader social change. If ISA wanted to create more discrete measures of the degree to which students become leaders and agents of change, where should they begin and how should they operationalize what counts as taking action at a social level?

The challenges of these questions about what counts as action are echoed in literature about citizenship, a concept often linked to social engagement. When social engagement is considered through the lens of citizenship, multiple possible meanings emerge. Responsible citizenship may refer to those who attend to personal responsibilities (e.g., taking out the trash on the correct days), those who participate in civic duties (e.g., voting, volunteering), or those who seek to right injustice by disrupting harmful norms in society (e.g., protesting, activism; Westheimer & Kahne, 2004). If a school wishes to provide authentic experiences of taking action, then each of these levels of involvement is a possibility. However, for which types of civic action, or citizenship, do schools hold a responsibility to prepare students? How should schools deal with the political implications and potential critiques of such action, particularly that which may be disruptive? Civic action at ISA largely revolved around educating others about issues of injustice and positive social change. We also heard about individual students who were inspired to take more long-term action in response to what they learned through a project. For instance, one student created an app that preserved the language of the cultural group he studied as a part of the sophomore advocacy fair project. We heard less from students who might fall into the third category of citizens—the disrupters. While we do not have the data to understand *why* this is so, the prevalence of some forms of action over others highlights the need for schools who wish to educate for social justice to first determine exactly what adolescent action for justice looks like.

Appendix A:
Methodology and Data Sources

The case study employs mixed methods with multiple sources of data. Table 12 summarizes the qualitative data sources for this study. They include: interviews and focus groups (with school administrators, teachers, students, parents, and community partners), observations (e.g., of classrooms, student events, and faculty meetings), and document analysis (e.g., of school websites, student handbooks, and course syllabi). We interviewed the lead administrator multiple times as well as other key informants (e.g., school founders, veteran teachers); talked with diverse groups of students and parents, as well as interviewed community partners (e.g., board members or community partner organization representatives); and targeted newer and veteran teachers as well as students across grade levels. Beyond observations of instruction, professional learning, and governance we also observed key school events and activities that were concurrent with site visits.

Table 12: Qualitative Data Sources

Data sources	Description	Quantity
Interviews and focus groups	• Students, teachers, administrators, community partners, and parents • Recorded • Targeted transcription	• 30–80 minutes in duration • 22 total sessions • 53 individuals
Observations	• Non-participant observations of class periods, staff team meetings, school-wide events, student presentations • Both formal and informal events and activities	• 20–60 minutes in duration • 14 total sessions • Medium to large group activities
Documents and artifacts	• School documents: e.g., Freshmen Student and Parent Orientation Handbook, accreditation documents • Classroom documents: e.g., rubrics, discussion questions, assignment descriptions • Websites: e.g., ISA school website, student portfolio website—including individual student portfolio pages, Asia Society website, MUNSA website	• Approximately 30 print and online documents

We also surveyed a sample of 10th- and 12th-grade students (N = 191) to gauge students' attitudes about school, perceptions of school climate, motivation for attending school, attitudes about learning and achievement, life values, attainment expectations, and experiences of personal and academic support. The majority of survey items were drawn from the Educational Longitudinal Study of 2002 (ELS: 2002), sponsored by the National Center for Education Statistics, for two main reasons. First, to examine how students' experiences at this social emotional learning-focused high school compare to those of students in other high schools, members of the research team identified a national dataset that assessed constructs of interest to the current study and had publically available data for students in the dataset. Second, using schools in the ELS: 2002 dataset, members of the research team identified a set of school-level variables to create a sample of national comparison schools with similar school characteristics to ISA. Schools were selected to be in the national comparison sample if they met the following criteria: 1) The school was located in an urban environment; 2) The school was a public school; And 3) the school free/reduced lunch percentage matched ISA's free/reduced lunch range percentage (i.e., the indicator was 21–30%). A total of 21 schools in the dataset met these criteria, which yielded a sample of 445 students. See Table 13 (following page) for demographic information for both samples.

Students in the ISA sample were more likely to be female, Latino, and have parents who were college-educated or had advanced degrees than students in the ELS: 2002 sample.

Students in the ISA sample responded to 20 survey questions, most of which had multiple sub-items per question. The majority of questions were drawn from either the first administration of the ELS: 2002 student survey or the second administration of the ELS: 2002 student survey, conducted during a follow-up study in 2004. We added a small number of our own items to probe students further on their social emotional learning experiences. The survey was administered in group sessions during the school day in the spring of 2013, and was completed online using the Qualtrics online survey tool. The response rate for students in this sample was 86%. Out of 191 respondents, 94 were in 10th grade and 91 were in 12th grade; 6 participants declined to state their grade.

We compared survey responses from students in the ISA school sample to students in the national comparison schools sample by analyzing the percentage of valid responses with a chi-square test of independence to test for equity of proportions. The valid response range for schools in the ISA sample was 91–100% and 65–97% for schools in the national comparison sample. A Pearson's chi-square test determined whether there was a statistical difference between the two groups of respondents and we report both the chi-square value and p value in the text. A p value of $< .05$ indicates a statistically significant difference at the 95% confidence level. When comparing items with more than two categories, a z-test of column proportions was conducted along with the chi-square to test for simple effects.

Table 13: Demographics for ISA and National Comparison Schools Survey Samples

Demographics	ISA	Comparison schools
Sample size	191	445
Number of schools	1	21
Gender (%)		
Female	61.0	53.0
Male	39.0	47.0
Student race/ethnicity (%)		
Latino	57.2	15.1
White	36.9	37.1
Asian	2.7	19.6
African American	1.1	23.7
Other	2.1	4.5
Mother/Female guardian education (%)		
No high school diploma	4.9	18.5
High school diploma/Some college	28.8	45.5
College degree	23.9	13.7
Advanced degree	40.2	10.2
Don't know/Doesn't apply	2.2	12.1
Father/Male guardian education (%)		
No high school diploma	6.3	17.1
High school diploma/Some college	29.9	42.5
College degree	18.4	14.5
Advanced degree	40.2	8.5
Don't know/Doesn't apply	5.2	17.4
Free or reduced-priced lunch* (%)	23.0	21.0 – 30.0

*Notes: The ELS:2002 data we use for this study was collected when students were in either 10th grade (ELS:2002 first survey administration) or 12th grade (ELS:2002 second follow-up survey administration), depending on question availability. Demographics based on 10th-grade survey administration. * = school-level, rather than individual-level, demographic indicator.*

Sources: SEL schools sample collected by authors; comparison schools sample drawn from ELS: 2002 dataset, U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002; authors' calculations.

Appendix B: Sophomore Teaching Team Newsletter

Sophomore Team News

REPORT CARD NIGHT

JANUARY 17, 2013

What's Happening in the Classroom?

From the desk of Ms. Davis:

In Algebra II, we finished a quadratics unit which resulted in a final simulation where students "saved the world" from an asteroid impact using projectiles and quadratic equations. We are moving on to square root and irrational functions which will combine several algebraic techniques. In **Geometry** we just finished a study of triangles where we discovered characteristics of the sides and angles. We will be moving on to polygons to go more in depth into regular and irregular shapes.

Mrs. Duesing, Pre-AP Chemistry:

At the beginning of this nine-weeks, students will be learning about nuclear chemistry in conjunction with their world history and English classes. We will look at the way that we receive our information and the importance of scientific literacy in understanding our world. Students will also be tackling moles and stoichiometry, during which they will attempt to solve a murder mystery by using chemistry! Other topics for this nine-weeks include thermochemistry and gases.

English II, with Mr. Anderson:

During the third nine weeks, Mr. Anderson will be teaching Mrs. Smith's English class. Currently, students are looking at survivors' stories and reactionary poetry from a literary perspective, trying to discover what about literature and story moves us emotionally. Students will follow their studies of nuclear technology by reading *1984* and connecting its themes to real-world issues.

BIG BROTHER IS WATCHING YOU

AP World History with Mr. Freeman:

Along with Chemistry and English, we will also be exploring the Nuclear Age at the beginning of this semester. After learning about some more recent historical events such as the Cold War, African and Asian Independence movements, and globalization, our studies will take us back in time to the Eurasian empires of the classical period.

AP World History Exam:

This is a reminder that the AP World History exam is nearing (May 16th). We highly recommend that students begin reading and reviewing one of the AP World History study guides. There are many different publications but previous students seem to especially like the Barron's brand reviews. These study books can be purchased at locations such as Amazon.com and Half Price Books. Also, Mr. Sprott has older study guides that are available on a first come/first serve basis. We encourage all students to take the exam. There is no drawback for taking the exam and our district-subsidized test is much cheaper than tuition for the college courses that a passing grade can replace.

Important Dates to Remember:

- Thursday, March 21, 2013, Advocacy Fair and Report Card Night

- Wednesday, May 22, 2013, Student-Led Conferences

ISA Sophomore Team enjoys Thanksgiving lunch in the Lab.

Appendix C: ISA 2013–14 Advisory Curriculum

Fall 2013

The following activities, while important, are flexible; feel free to tweak procedures and dates. We know that some of you already enjoy advisories with strong senses of community and purpose. We are also aware that our students enjoy watching Lee TV each week, and have tried to balance it with our own goals. Our purpose is not to dictate your practice but to provide a framework for a productive and meaningful first semester of advisory.

Day 1: Monday, August 26: First-Day Procedures and Opening Ceremony

Following the instructions on First Day Student Announcements,

- distribute printed schedules to students
- have students compare their schedules to the lists of grade-level core classes listed on the board (or projected on your screen)
- pair upperclassmen with freshmen (and new transfer or exchange students) to help them locate their classrooms and answer other first-day questions
- review schedule change information (in First Day Student Announcements)
- review flag protocol for the opening ceremony (in First Day Student Announcements)
- attend the ISA opening ceremony in the auditorium.

Day 2: Tuesday, August 27: Impressions of ISA Chalk Talk

Regular advisory schedule (advisory meets from 10:32–10:59 today through this Thursday--you might post the schedule and explain it to your students).

Chalk Talk: Pair each student with a student from a different grade level. For two minutes, have these pairs discuss the various categories that you have defined on your whiteboard(s). The general theme is "What makes our campus unique?" After the two-minute discussion in pairs, each student should write at least one comment/idea in each category on the board. New students can participate by sharing what they have heard about the school/what their expectations are.

Categories for the chalk talk are up to you, but might include

- Academics
- Relationships (student with teacher, student with administration, peer with peer)
- Special opportunities (travel, extracurriculars)
- ISA traditions (let kids generate this; might include Culture Fair, lunch in classrooms, etc.)

Follow with a small-group discussion. Each pair joins a second pair (four students per group) to analyze the comments on the board and determine what, in their impressions, are the most important characteristics of the school. Each group then shares their conclusions with the whole advisory.

Day 3: Wednesday, August 28: Defining Mixed Grade-Level "Families"

Preparation for today: based on your knowledge of the personalities in your advisory, build "families" of four students, one from each grade level. This may not work out exactly; use your best judgment to build groups with mixed grade-level representation. You might have these groups written on your board in advance, or just read them aloud. It might also be a good idea to explain the rationale for putting students in these groups: to build relationships with new people from different grade levels.

Have each "family" work toward defining its identity using one of the following procedures, or something else if you prefer. Encourage them to produce an attractive product, as it will be shared with the rest of the advisory and displayed in your classroom.

- Coat of Arms: Using markers and paper, design a coat of arms incorporating symbols, colors, and text that represent the family.
- Some other symbolic representation of the family, such as an animal (real or imaginary), a cell, a tree, whatever.

Reinforce the importance of the families by hanging their symbols either on the wall or from the ceiling before tomorrow's advisory, and having each family sit by/under its symbol from this point forward.

Day 4: Thursday, August 29: Getting to Know Your Advisory Family
Have a spokesperson from each family share the coat of arms or symbol from yesterday with the rest of the advisory, explaining the symbolism and how it represents the group.

Within family groups, follow the School Reform Initiative's Microlab Protocol (substituting family groups for triads), in which you ask the following questions in rounds:

1. What was the highlight of your previous school year?
2. What are you most looking forward to about this school year? What do you hope to do differently or better this school year?
3. What makes you nervous about this school year?

Following the completion of the fourth round, debrief the process--see the debriefing questions listed in the protocol.

The advisor facilitates this protocol. For each question, allow one minute of thinking time, then one minute of sharing time per student. It is important to pace the activity by revealing each question one at a time. Avoid posting the questions or reading them in advance, because students may rush through all four and say they're "done".

Finally, remind students that we will follow the Pep Rally schedule tomorrow--you might want to post it for them.

Week 2: Tuesday, September 3: Establishing Family Norms
Refer to the School Reform Initiative's Forming Ground Rules (Creating Norms) Protocol for this activity. Each family will need one Chromebook or laptop to create and save a list of norms.

First, students will norm within their families. With only four students in each group, they should be able to finish this today. During this time, circulate among the groups to guide them through the process. Have each family create a Google Doc of their norms and share it with the advisor.

If there is additional time, have a spokesperson from each family share its norms with the whole advisory, and have a student scribe record what is shared. This information will be used in the next advisory session, on September 10.

Week 3: Tuesday, September 10: Establishing Whole-Class Norms
Each family will briefly review its norms. If your advisory did not have time last week for each family to share its norms with the whole class, do so today.

As the facilitator of this activity, remind the students why we create norms, and articulate your intention that the norms will be posted and revisited throughout the year.

Use a laptop to project a working document on your screen. The entire advisory will then work through the scribe's notes and form a consolidated list of common norms. Also have them consider and define large-group logistical norms (such as how food will be handled), the advisory's commitment to outside activities (such as Culture Fair), and campus norms (such as recycling, Start On Time, and acting as good citizens of the Lee community).

Finally, post your whole-advisory norms. You might have a couple of volunteers make a poster-sized copy.

Prior to the September 24 advisory, make enough copies of Dr. Tom Sergiovanni's original ISA prospectus for your advisees or, if you have access to enough computers, share it with them electronically to save paper!

Week 4: Tuesday, September 17: Diez y Seis Celebration
*Please send all JUNIORS to the Auditorium for a Class Ring presentation from Jostens
We had planned to celebrate Diez y Seis a day late during today's advisory. But due to a scheduling conflict, the Diez y Seis Celebration has been moved to Monday, September 16 during fifth period lunch in the "Grassy Courtyard."

Today, catch up on previous activities or kick back and watch Lee TV!

Don't forget to photocopy (or, preferably, share in Google Docs) the Sergiovanni Prospectus before next Tuesday.

Week 5: Tuesday, September 24: The Origins of ISA
In honor of the twentieth anniversary of ISA's inception in 1994, we want our current students to examine Thomas Sergiovanni's original prospectus for ISA and compare it to what the school has become in the two decades since. You will need to photocopy it or share it electronically with every student in your advisory before today's session begins.

Working in their families, students will read Sergiovanni's text in its entirety. Refer to steps 1–3 of the School Reform Initiative's Four "A"s Text Protocol to frame students' reading of the text. You will serve as the facilitator of the protocol. For the sake of time, we suggest that you encourage students to focus on Sergiovanni's "Design Principles" and the five items under "Some Design Applications."

Week 6: Tuesday, October 1: The Origins of ISA, Continued: The Sergiovanni Scenario
Having completed the first three steps of the Four "A"s Text Protocol last week, it is time to complete the activity with a whole-group discussion. See steps 4–5 in the protocol: an open discussion and a debrief of the process.

Open discussion:
- What does Dr. Sergiovanni's 1994 paper say about the way ISA should be?
- Imagine that Dr. Sergiovanni is walking through the halls of ISA today. What does he notice about our school, and how does it compare to his original vision?
- How is the reality of ISA in 2013 similar or different to/from Sergiovanni's text, and is this similarity or difference justified? If so, how?*

*For example, Sergiovanni's text states that "emphasis should be on the work that needs to be accomplished and the learning desired rather than on the clock or the calendar. Some students, for example, might finish a project in two weeks and others four." However, district policy for late work conflicts with this; thus, the discrepancy between the paper and our current practice is, procedurally if not philosophically, justified.

Try to allow five minutes at the end of your advisory to debrief the process: How do students feel about the experience of reading Sergiovanni's paper? How did the "Four 'A's" aid in your understanding of the text?

Week 7: Tuesday, October 8: Give Yourself an "A"
As the end of the first nine weeks approaches, have each of your advisees write a letter to him or herself*, addressing the following. Because the letters will be sealed and returned later, old-fashioned pen and paper will work best for this activity.

- Imagine that you received an "A" in all of your courses. What did you have to do in order to reach that level of success?

Students who know that they are not, in fact, going to earn "A"s in all of their courses may be confused. Ask them to think hypothetically and to envision what they would have done in order to earn straight "A"s. What habits did they have to develop or overcome? What did they do when they needed help? How did they balance academic success with their family, social, and extracurricular lives?

When they are finished, have the students seal and turn in their letters. Keep them in a safe place; they will be returned to the students later in the year.

*Students may prefer to write the letter to their advisor instead of to themselves. This is fine.

Week 8: Tuesday, October 15
PSAT week: show Lee TV, including last week's episode if time permits.

Week 9: Tuesday, October 22
Shari Albright was principal of ISA from 1998–2005, and went on to work with the Asia Society from 2005–2011. She is now the Chair of the Education Department at Trinity University, our partner school.

Show Shari Albright's TED Talk from Ted X San Antonio regarding Global Education.
Students will discuss the following questions and record their responses in their family groups:

- Does ISA address the needs of 21st century learners as described in Dr. Albright's talk?
- What examples from ISA are given in the Ted Talk, and why are they described as powerful learning experiences? Do you agree/disagree?

- Does ISA deserve the attention given in this Talk? Why or why not?
- What does Dr. Albright mean by "bridging the relevance gap?" How is ISA an example of a school bridging the gap?

Week 10: Tuesday, October 29: Portfolio: Why Do It?
Today, students will participate in a chalk talk about the portfolio process. After they have shared their responses to the following questions, we will show them the faculty's responses to the same questions, compare them, and discuss.

- Why do we have students create portfolios?
- How do students benefit from creating portfolios?
- What challenges complicate the creation of portfolios?
- What does a "good" portfolio contain?
- What can ISA celebrate about its current portfolio assignments and student products?
- What elements of ISA's current portfolio assignments and student products can be improved?

Week 11: Tuesday, November 5
Lee TV (usually about 15 minutes)

Pre-trip discussion: In rounds, students from each grade level share their memories, advice, etc. about last year's trip. They can then answer questions from underclassmen about what to expect and how to prepare for the trip they will soon be taking.

Week 12: Monday, November 11
Grade-level advisory for pre-trip planning.

Week 13: Tuesday, November 19
Grades 9, 10, 11 traveling. Grade 12 DC Forum.

Weeks 14, 15: Tuesday, December 3 and Tuesday, December 10: Reflection on Trips
Portfolio entry: What the trip meant to me. (Investigate the World, Recognize Perspectives, Communicate Ideas, Take Action). Students will address what they felt like they gained most from the trip. On December 3, half of the advisories log on and post to Edublogs, and the rest of the advisories watch Lee TV; then rotate on December 10.

Seniors, who will not yet have traveled this year, can complete "Washington, D.C.: Things You Should Know" quiz and discuss the answers. This is not a graded activity; rather, it is designed as a way to avoid embarrassing questions and mistakes during the trip.

Write your name below if you need computers on December 10 (actually Dec. 13 per Lee date change)

Winter 2014
Tuesday, January 7, 2014: MUNSA Pep Rally in the Auditorium

Tuesday, January 28, 2014: Assembly with Paul Garo and City Year

Tuesday, February 4, 2014: Theme Exploration
1. What We Know:
- Global Youth Service Day: Friday, April 11, 2014

- Theme: Migration
- Everything else To Be Decided by YOU!

2. Migration 3 part Chalktalk: (15 minutes)
   - What conditions or problems have you seen, heard, read about, or experienced related to migration that have sparked your interest or curiosity, concerned you, or made you feel empathetic?
   - Why is this issue personally important to you?
   - What specifically would you like to see change?

3. Explain the Global Youth Service Day Advisory Council
   - Advisory Council will meet every Monday after school from 4:15–5:15 p.m. as needed.
   - The Advisory Council will begin meeting on Monday, February 24 (after the senior trip)
   - Please consider if you would like to be your advisory's representative!
   - We will vote on Tuesday, February 18 in advisory! (For a competitive election our advisory could nominate one member from each family group)

Tuesday, February 11, 2014:
Welcome ceremony for Japanese and Chinese visitors.

Friday, February 21, 2014:
1. Brainstorm Service Ideas
   - If your advisory is on board with Service Day and the theme of migration, great. If they need some inspiration on the theme, show them this 2-min Amnesty International video.

   - Brainstorm different service ideas such as beautifying refugee parks or tutoring at specific campuses. Ideas for brainstorming: visit the City Year website and look at past projects, discuss ideas generated in committees at MUNSA, or compile a class list of every organization from which students have already earned service hours. This initial list should reflect a "shoot for the moon" mentality; do not get bogged down in lots of pragmatic concerns at this time. Possible ideas: Helping refugee populations in San Antonio (Beautify parks/playgrounds, Tutoring/educating, Fundraising event for a charity, Healthcare access, Baby Shower, Voter registration)
        Record your ideas HERE.

2. Select a Advisory Council Member & Record Name HERE. (10 minutes)
   - Nominees give a short explanation about why they want to be the representative before voting. The first meeting is Monday, February 24 @ 12:45 (during 5th period lunch--this has changed from after school. All meetings will now be during lunch.
   - Next Steps for the Advisory Council:
     - Reviewing Advisory Chalktalks
     - Identifying what we already know about the needs/concerns/conditions identified
     - Identifying what we need and want to learn about?

Please send your advisory's Chalktalk from February 4 to Mrs. ---- room after advisory for the Advisory Council to review

Tuesday, February 25, 2014
ANNOUNCEMENT: Thursday, March 20 ISA will celebrate its 20th Year! There are big plans for that night. Each team has planned special exhibitions of work (Freshman Make a Difference Fair, Sophomore Advocacy Fair, Junior Portfolio Sharing, Senior DC Presentations), and there will be a ceremony with

alumni and student performances (if you'd like to perform, see Ms. ---- before Friday). The events begin during 7th period and end at 8:00 pm. Make arrangements to be there.

Service day planning: Yesterday was the first meeting of the Advisory Service Council. Check the official record to see if your rep attended. If not, someone volunteered to come and speak to your class, and their name is written in your row. If you have no official rep, please select one.

The reps are supposed to tell your advisory that we looked at all the suggestions and developed 5 Umbrella Topics, each relating to the overall topic of Migration. We want each advisory to choose one. Please come to consensus. Suggestions: hand signals, vote with your feet, or other total response option. Put your decision on the official record doc (column G).
- Homelessness
- Hunger
- Green Spaces
- Education
- Community Improvement

After this decision is made, decide what questions you need to ask (and answer) in order to find a concrete volunteering appointment for April 11. Write down at least 3 (consider having each family or small group answer them and then share out). Ask some students to search for the answers to those questions while you show Lee TV to the rest. Your Advisory Council rep should bring the questions (and answers, if possible) to the next meeting on Monday at 12:45 (or share it on Google Docs immediately).

Tuesday, February 25, 2014: Investigate service opportunity choice
1. Representatives report back about the GYLD council decisions. Now that the class has their specific service job, begin to research who is being helped and what their specific needs include. This step helps to contextualize the service opportunity by building empathy with the targeted organization or group and the service need through their perspective.

Tuesday, March 4, 2014: Planning out the logistics of the service day and *recognizing perspectives*
Create a to-do list google doc with short and long term goals. Every person should have a job or responsibility. Include a coded red/yellow/green highlighting system so that everyone can know at a glance if a task has not been initiated, if it has been started, or if it is completed. Consider assigning social media/photographer roles as well. Consider setting up in advance a potential video conference with a leader or spokesperson from the targeted service organization to help gain additional perspective.

Tuesday, March 4th, 2014
1. ANNOUNCEMENT: The Freshman Board will still be taking pre-orders for the Globie Service Day T-Shirts, $12.00 until next Friday March, 7th. After this date limited shirts will be available for $15.00 Our hope is to have as many people as possible wearing this shirt during our upcoming service day. Please see a freshman board member, Tuesday, Wednesday 5th lunch in the Peer Tutoring center or Ms. ---- in Room 801 to order your shirt!
2. The committee met yesterday and split into topic groups, according to everyone's vote last week. They discussed the questions the advisories generated, and worked on finding the answers. Then they worked on placements for advisories.
3. Here is a link to advisory groupings made so far and a list of contacts to begin asking questions about how we could best serve them.
4. Create a to-do list google doc with short and long-term goals. Every

person should have a job or responsibility. Include a coded red/yellow/green highlighting system so that everyone can know at a glance if a task has not been initiated, if it has been started, or if it is completed. Consider assigning social media/photographer roles as well. Consider setting up in advance a potential video conference with a leader or spokesperson from the targeted service organization to help gain additional perspective.

Spring 2014

Tuesday, March 18, 2014: Communicating Ideas
Recruit additional community volunteers to help on April 11 by writing press releases for NEISD, contact MUNSA sponsors/delegates at other schools with invitations, and choose which social media applications (such as Voicethread) will be utilized to promote and document the service day.

Tuesday, March 18, 2014
Check in with your advisory rep to see if your group has an appointment yet. These groups have appointments or are in the process of making one. If you do not see your advisory listed here, you need to use advisory time to make an appointment with an agency, because your class was not represented at yesterday's meeting.

Habitat for Humanity (contact point: ----) appointment confirmed, waivers printed
(Teacher names listed)

Colonial Hills and Ridgeview Elementary (contact point: ----)- he will email today
(Teacher names listed)

Jackson Keller Elementary (contact point: ----) appointment requested
(Teacher names listed)

Graffiti Wipeout (contact point: ----) appointment requested
(Teacher names listed)

Samm Ministries (contact point: ----) appointment requested
(Teacher names listed)

Haven for Hope?
(Teacher names listed)
--we wanted to get in touch with Haven for Hope to coordinate Homeless Games that is based in Dallas (http://www.nbcdfw.com/video/#!/the-scene/events/20th-Annual-Games-Day-for-Dallas-Homeless-a-Success/124550664) Contact person: ----

Refugee Garden at St. Francis Episcopal Church (contact point: ----) appointment almost confirmed
(Teacher names listed)
We just found out that this location is closed on April 11th. They can only support 12 volunteers at a time too. So, we need to look for something else.

City of San Antonio (contact: ----) appointment confirmed but with questions from CoSA contact
(Teacher names listed)

Greenspaces Alliance- Working on gardens (Contact: ----- Contacted organization, waiting on two garden assignments)

(Teacher names listed)

Topics for conversation:
1. How many hours of service have you done? (line up according to hours done)
2. How many have you documented?
3. What's the process for documenting service?
4. What questions do you have about service at ISA?

Tuesday, March 25, 2014: Potential motivational speaker.

Tuesday, March 25 [Only 3 more advisories until Service Day, including today!]
>   Pass out forms - waivers and NEISD permission slips
>   Talk about how to prepare (clothing, lunch, equipment needed, etc.)
>   Advisory Service Resolution--read and discuss.

Tuesday, April 1, 2014: (Probably no advisory that day 10th grade EOC exam) Review Tentative logistics and collect permission slips. Lee TV?

Friday, April 4 [Next to last advisory before Service Day.]
Prep for your field trip.
*   If there are any people in your room that are not assigned to your advisory, send them away. We need all students in their official advisories this period. Take roll.
*   Check the info in Service Day Assignments.
*   Make sure you have field trip permission slips run off. (NEISD permission slips) Make sure your service partner organization does not require additional waivers. Pass out forms and expect them back (signed) at the Tuesday advisory meeting.
*   Fill in this transportation document .
*   Pass around the paper you received during 8th period on Thursday, titled Service Day Logistics for teachers. Each student needs to initial once to indicate their lunch plans. Please type in the names AND ID#s of the kids who want a cafeteria lunch on this Lunch Order form. Tell them they will need to come to the DIM classroom (115) on the morning of the field trip to pick up their cafeteria sack lunch if they order one. Keep this paper to keep track of permission slips and to take roll next week. Don't have it? Message ----.
    >   If you did not read the Advisory Service Resolution last week, read it now.

Tuesday, April 8 (same as last time--prepare for Global Youth Service Day)

Tuesday, April 8, 2014: LAST CHANCE TO PLAN - Advisory planning day to finalize and confirm any last minute logistics of times, travel, and responsibilities of each member.

Friday, April 11, 2014: DAY OF SERVICE: Take Action!

Tuesday, April 15
*   Update the Advisory Attendance spreadsheet. Notice there are only three more advisories after today. Set a goal to have all service hours verified by the end of this year, if not before.
*   Look at the Global Youth Service Day pictures (switch from List to Grid view, then click on the first photo) and show the Twitter feed from the ISA_Globies account (notice all the retweets and favorites!). Encourage students to add their own photos to the shared folder and retweet/favorite things, too.

- Show Lee TV, if desired, while the activities below are happening on a different computer.
- Create an Advisory Service Tracking Sheet for your advisory by making a copy of this document and copy/pasting your students from the Advisory Attendance doc. Share the tracking Sheet with each member of your advisory (if you don't have them in your contacts, ask each one to come up and type in their emails). Ask the students to paste links to their Service Forms (which need to be shared with you so you have editing rights) as well as links to their blogs.
- Go over this new document: Service Blog Post Outline, which explains service documentation with the blog post template the students are already using in all their classes. This document was shared with all students last Saturday.
- Turn in your Service Day permission slips to Lynette.

Tuesday, April 22
Grade level advisories. Freshmen on field trip for Earth Day

Tuesday, April 29
- Ask your freshmen to talk about what they will be presenting at Make a Difference tomorrow night. Allow the upperclassmen to give them advice.
- Ask your seniors what they will say about their Internships tomorrow night.
- Check in to make sure you have access to all the students' Service Forms and Blogs. Give the students a realistic deadline for when you will be able to verify their service hours.
- Watch LeeTV (use the Extend Desktop mode on your new computer so you can show a video while still using your laptop).
- There is only one more advisory, so if you want to have an end-of-the-year party, today is the day to plan it. It will be on Friday, May 16.

Friday, May 15
- Pass out progress reports
- Have a conversation about service hour documentation
- Watch LeeTV

Tuesday, May 20
- Discuss student-led conferences (half the kids did them last night, and half are planning theirs).
- Update students on how many service hours you have documented (When I documented their hours, I added a number to the Advisory Service Tracking doc and created a bar graph to display for the class.) Freshmen need their hours documented by Friday.
- Do an Advisory Evaluation. Feel free to make your own copy and modify the questions.
- Watch LeeTV
- Celebrate the end of the year!

Tuesday, May 27
- Read and discuss the Daily Bulletin for students.
- Check in with your seniors about their portfolio presentations. The senior team placed rubrics for their first run-throughs in each of our boxes. Go over the rubric, briefly, with each of your seniors to offer support and guidance. Ask the seniors if they would like to announce when they are presenting, so that other members of the advisory can come and watch. If time permits, have them present to their advisory family right now.
- Check in with your freshmen to make sure their service hours have been verified. If they never shared their Service Form with you, now is the time.
- If you did the Advisory Evaluation last week, talk about the results.

Appendix D: Junior Civil Rights Project Media Task Rubric

2012 Civil Rights and Social Justice Media Product Rubric

	Advanced (100%)	Proficient (85%)	Developing (70%)	Emerging (< 70%)
Demonstrates an understanding of historical injustice	Events, individuals, groups, and concepts particular to the injustice are accurately presented and explained in great depth.	Events, individuals, groups, and concepts particular to the injustice are accurately presented but explained without significant depth.	Events, individual, groups, and concepts particular to the injustice are inaccurately presented. Product lacks any explanation.	No injustice is named or investigated.
Demonstrates an understanding of the current status of the injustice	The current status of the injustice is explained in depth and seamlessly ties in with the product.	The current status of the injustice is explained without depth.	The current status of the injustice is referred to but is not explained.	The current status of the injustice is not addressed.
Demonstrates a student's individual perspective	Individual perspective is well explained and ties in well to the overall product.	Individual perspective is well explained but does not tie in well with the overall product.	Individual perspective is present but not explained.	Individual perspective is not present.
Connects classroom learning to field experiences	Classroom learning and sites/texts/experiences from the civil rights trip are connected in authentic, interesting, and original ways.	Classroom learning and sites/texts/experiences from the civil rights trip are clearly connected.	Classroom learning and sites/texts/experiences from the civil rights trip are only loosely connected or the connection is contrived.	Classroom leaning and sites/texts/experiences from the civil rights trip are not connected.
Uses evidence to analyze/describe injustice	Product selects, compares, and documents relevant sources of evidence that represent a variety of perspectives and media (e.g., national versus international and primary versus secondary).	Product selects, compares, and documents relevant sources of evidence that do not represent a variety of perspectives and media (e.g., national versus international and primary versus secondary).	Product does not select, compare, and document relevant sources of evidence that represent a variety of perspectives and media (e.g., national versus international and primary versus secondary).	Sources of evidence are not present.
Demonstrates an understanding of how audio, visual, and textual elements work together in an effective presentation	Product contains audio, visuals (video and still) and text. These elements work together to make the product informative, artistic, and unique.	Product contains audio, visuals, and text. These elements work together for the most part to make the product informative.	Audio, visuals, and text are present but are not integrated so as to effectively convey information.	Product is missing key elements, i.e. audio, visuals, or text.
Demonstrates professionalism, especially in its citation of sources	Product is exceptionally professional, neat, and uses technology appropriately. Citation adheres to an appropriate format.	Product is professional, neat, and uses technology appropriately. Minor flaws do not detract from overall product. Citation adheres to an appropriate format.	Product lacks professionalism and neatness or did not use technology appropriately. Citation exists but does not adhere to an appropriate format.	Product demonstrates lack of sufficient effort.

Source: International School of the Americas.

References

Anderson, K. (2012). English IV AP Syllabus, 2012–13. San Antonio, TX: International School of the Americas.

Bieser, K. (2013, April 28). Weekly Community Update. Retrieved from International School of the Americas website: http://isajourneys.net/ebiese/2013/04/28/weekly-community-update-april-28-2013/

Children at Risk. (2013). *Greater San Antonio high school rankings* 2013. Retrieved from Children at Risk website: http://childrenatrisk.org/wp-content/uploads/2013/05/2013-Greater-San-Antonio-High-School-Rankings.pdf

Civic Enterprises, Bridgeland, J., Bruce, M., & Hariharan, A. (2013). *The missing piece: A national teacher survey on how social and emotional learning can empower children and transform schools.* Collaborative for Academic, Social, and Emotional Learning. Chicago: Author.

Dweck, C. (2007). *Mindset: The new psychology of success*. New York, NY: Ballantine Books.

Global Nomads Group. (2013, July). *Youth talk final report: School year 2012–2013*. Retrieved from Global Nomads Group website: http://gng.org/yv-programs/youth-talk

KFC/Best Delegate. (2013, January 21). Model United Nations San Antonio (MUNSA) finds success through community. Retrieved from Best Delegate website: http://bestdelegate.com/model-united-nations-san-antonio-munsa-finds-success-through-community/

Sergiovanni, T. (n.d.). *San Antonio International School of the Americas: Living and learning in today's global market place—a prospectus*. Draft. Provided by A. Breidenstein in email, 2013, July 2.

Sergiovanni, T. J. (1992). Why we should seek substitutes for leadership. *Educational Leadership*, 49(5), 41–55. Retrieved from http://www.ascd.org/ASCD/pdf/journals/ed_lead/el_199202_sergiovanni.pdf

Sergiovanni, T. (1994a). *Building communities in schools*. San Francisco, CA: Jossey-Bass Publishers.

Sergiovanni, T. (1994b). Organizations or communities: Changing the metaphor changes the theory. *Educational Administration Quarterly*, 30(2), 214–226.

Texas Education Agency. (n.d. a). 2012–13 Texas Academic Performance Reports. Retrieved November 1, 2014 from http://ritter.tea.state.tx.us/perfreport/tapr/2013/index.html

Texas Education Agency. (n.d.). PEIMS data standards 2013–2014. Retrieved from TEA website: http://ritter.tea.state.tx.us/weds/index.html?e0919

Westheimer, J. & Kahne, J. (2004). What kind of citizen? The politics of educating for democracy. *American Educational Research Journal*, 41(2), 237–269.

scope
Stanford Center for
Opportunity Policy in Education