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New Mexico Association for Supervision and Curriculum Development

The New Mexico News

Fall 2008

Statewide Healthy School Report Card

An ASCD News Release

Alexandria, VA (09/08/08) Governor Bill Richardson and Education Secretary Veronica Garcia announced plans today for a statewide report card that will measure how New Mexico's public schools are responding to increasingly alarming child health issues.

"We've eliminated junk food from our schools, increased physical education, and doubled the number of school-based health centers," Governor Richardson said. "This report card will help us track our progress in ensuring that New Mexico's are healthy and ready to learn.

This school year, 67 schools across the state, including all Santa Fe public schools will use the Healthy School Report Card developed by the Association for Supervision and Curriculum Development. It will measure each school's efforts to promote physical activity, provide nutritious food, and encourage family involvement in the health and education of their children.

All New Mexico public schools will be-

gin using the report card within the next three years. Each school's data will contribute to the statewide report card.

Research shows direct links between student health and academic progress. About a quarter of New Mexico students are considered overweight or obese and increasing percentages are suffering from preventable diseases, such a type two diabetes, caused by poor nutrition and sedentary lifestyles. The problem is worse among the state's Hispanic and Native American students.

"In New Mexico we know that healthy students make better learners, which is why Governor Richardson has placed a focus on the whole child in New Mexico's school reform efforts," said Secretary Garcia. "the Healthy School Report Card will provide our schools with a cost-effective planning tool in order to affect positive change, determine policies, and establish programs at the local level."

In addition, the report card will help districts and schools meet the state's wellness policy and mandate, which requires school health advisory councils to provide twice-yearly data-based recommendations for improving student health.

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Mission

NMACSD ensures that successful teaching and learning are a priority for all New Mexicans

Is it Good for the Kids?



It Takes a Whole School to Support a Whole Child

*by Gene R. Carter,
Executive Director, ASCD*

A recent HBO documentary depicts the 2005 school year at a struggling Baltimore high school. The school's statistics are alarming: 50 percent of its 9th graders drop out by the end of the year, 66 percent of its teachers are uncertified, and its test scores are well below state averages. But perhaps even more troubling is the documentary's depiction of the school's overall climate: chaotic classrooms and hallways, disrespectful and apathetic students, rampant truancy, and dismal turnout at events like back-to-school night.

In this column, I frequently emphasize the importance of nurturing the whole child so that all children are healthy, safe, engaged in learning, supported by caring adults, and academically challenged. This doesn't just happen. It takes a "whole school" to nurture the "whole child."

A whole school is one that collaborates with its community to deliberately build and sustain a positive school climate. The Center for Social and Emotional Education (CSEE), an ASCD whole child partner, has outlined essential dimensions of school climate that range from a school's physical environment to its expectations for learning, but the Center sums up school climate as the "quality and character of school life."

CSEE's National School Climate Center and the Education Commission of the States' National Center for Learning and Citizenship recently released "The School Climate Challenge," a white paper that underscores the importance of school climate and how that importance is inconsistently reflected in educational policy and practice.

So how does a school create a positive climate that's capable of nurturing the whole child? A logical first step is to take the pulse of the school's current climate. "The School Climate Challenge" emphasizes the importance of using scientifically sound school climate evaluation tools that account for the experiences of students, parents, and school personnel.

But measurement alone will not fix school climate. "Too often schools administer a school climate evaluation, look at the results once, and fail to use the data as a springboard for collaborative learning and improvement," says Jonathan Cohen, president of CSEE. "School climate data give us information related to social, emotional, and ethical learning that can build community and help schools create an action plan."

Incorporating school climate measures into a broader and richer accountability system in one way to ensure schools use the data to make improvements. Valid and reliable indicators of school climate and student achievement-beyond those used to evaluate school and district performance under No Child Left Behind-would provide a more complete and accurate picture of how schools are doing. Some states, like Ohio, are developing school climate assessments as an additional and complementary form of accountability. (Continued on pg. 3)

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(continued from pg. 1.) "We need a community approach to address rising rates of obesity among our students," said New Mexico Health Secretary Alfredo Vigil. "getting schools more involved in promoting healthy lifestyles is an essential key to helping youth develop patterns now that will carry with them through adulthood.

Des Moines Municipal School in Des Moines, NM, is one of 11 school and district sites from across the United States and Canada that have been using the Healthy School Report Card to involve their communities in improving student health and academic performance as part of a pilot study with ASCD. The school opened a school-based health center last August that provides physical, dental, and mental health care for students, staff, and the surrounding communities.

"The work at Des Moines Municipal School epitomizes community collaboration to ensure all children are healthy, safe, engaged, supported and challenged," said ASCD Executive Director Gene Carter. "I admire and applaud Governor Richardson and Secretary Garcia's commitment to providing resources so that all New Mexico schools can work with their communities to address a critical, but often overlooked, element of academic achievement.

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(Continued from pg. 2) " ASCD's Whole Child Initiative emphasizes that schools should leverage community resources to provide students with the education, health, and social services they need. Similarly, a school administrator-even one armed with the best data and intentions-can't single-handedly improve a school's climate.

Recent data show community involvement can improve. The Public Education Network conducted a national poll that captures the public's views on community commitment to helping improve education. The public thinks business leaders and community organizations can do more to support public schools. "The School Climate Challenge" suggests school leaders use their school climate evaluation results as a way to promote community participation in improvement efforts.

HBO's grim documentary of the Baltimore high school showed how futile it can be to narrowly focus on raising test scores in the context of a dysfunctional climate that undervalues learning and relationships. But there is hope. The climate can improve if the school listens to its students, uses reliable data to build an action plan, and marshals community resources to implement the plan. All children deserve whole schools that promote achievement and prepare them to be engaged members of a democratic community. Three years from now, wouldn't it be great to watch HBO's follow-up documentary about the turnaround success of this Baltimore high school?

[www. wholechildeducation.org/blackboard/resolutiontoolkit](http://www.wholechildeducation.org/blackboard/resolutiontoolkit)

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New Mexico PDS Network

New Mexico Professional Development Schools Network held their second annual conference recently in Taos. With a theme of "Building a Community of Learners through Professional Development Schools" two days of rich discussion followed in support of current PDS schools models, elements of effective PDS partnerships and future directions for the organization. Conference participants consisted of pre-service teachers, mentor teachers, district administrators, university faculty and other interested educators from across the state. Presentations featured perspectives from university deans, teacher candidates, and from university faculty/classroom teachers. The daily view of the "real life" collaboration provided an opportunity for attendees to see professional development schools philosophy in action.

In order to strengthen the common understanding of Professional Development Schools, discussions centered on the nine required essentials that identify a PDS as defined by the national Association for Professional Development Schools.:

1. A comprehensive mission
2. A school-university culture committed to preparation of future educators
3. On-going and reciprocal professional development
4. Shared commitment to innovate and reflective practice
5. Public sharing of results
6. Articulated agreement delineating roles and responsibilities
7. Shared governance, reflection, and collaboration
8. Work by university faculty and P-12 faculty in formal roles across instructions
Dedicated and shared resources.

Through-out the conference, the consistent message was that in order for a PDS initiative to be truly successful there must exist an authentic partnership between the P-12 school and the university that is fluid, trusting and collaborative in every sense. Future plans include further development of organizational structures, and research in the area of secondary PDS initiatives.

For further information contact Dr. Kathleen Pittman at kathleen.pittman@enmu.edu

Important Dates:

10/23-25

Council for Educational Diagnostic Services (CEDs), a division of CEC Annual National conference: Kicking Up Assessment on Route 66, Albuquerque, NM. for more information contact conference co-chairs Kathie Good at kathie.good@enmu or Becky Davis at rebecca.davis@enmu.edu.

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New Mexico Council for Social Studies Fall Conference. for more information please visit their website: www.nmcass.org or contact Peggy Jackson at psjj2849@aol.com.

NMASCD Administrator of the Year



Dr. Judith Tanner NMASCD annually sponsors the Administrator of the Year Award. This award is for a clearly outstanding administrator who is committed to the mission of NMASCD and is considered a visionary leader dedicated to making a difference for the children of New Mexico. This year's award winner received her award at the New Mexico Coalition of School Administrators Summer Conference in July 2008.

Dr. Tanner is considered a consummate professional educator who contributes in many ways to the field of education throughout the state. She is recognized in her school, district, and statewide as an educational leader, current on best practices to improve and sustain student development and learning. In addition to her regular job responsibilities, she finds time to serve as the president of the NMASCD, as well as serving on numerous state educational committees and taskforces. As the NMASCD president for the past two years, Judy has led our state organization boldly and consistently. She is an "idea" person who brings projects to fruition using a collaborative leadership approach.

Judy has taken on the responsibility of working with pre-service teachers at NMSU through the teacher of the Elementary Student Teacher Seminar. She infuses the highest standards for future teachers, mentors, and university supervisors. Judy brings the connection between real life teaching and the theory and pedagogy focus of the university through instruction, assignments, and supervisory practice. Judy is a leader in the Professional Development Schools district initiative, assisting in maintaining the collaborative support of pre-services and mentor teachers, as well as the university supervisors and instructors.

Dr. Tanner embodies the characteristics needed for the challenges of an educational leader for today. Judy is warm and caring: bringing a sense of humor, and true enjoyment of all ages. But most of all, Judy Tanner is passionate about children and their opportunities for success. Her knowledge and skills, enthusiasm and dedication ensure that she is successful as a representative of **all** students and **all** educators.

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