

Traditional School/Classroom vs. SEM School/Classroom

Traditional School/Classroom	SEM School/Classroom
INSTRUCTIONAL	INSTRUCTIONAL
Teacher as <i>Director</i> of learning Teacher-driven instruction	Teacher as <i>Facilitator</i> of learning ----teacher and student <i>journey</i> together in quest for learning new concepts/ideas Student-driven instruction ----student-centered focus
More or less <i>One Size Fits All</i> instruction	Curriculum built around student interest areas, learning styles, expression styles
Sees students through their deficits and remediates	Finds students' interests, and enriches curriculum based on strengths ; incorporates this "data" into teaching
Lessons taught with little to no connection to the real world. Students may see school as boring, arduous, and not connected or relevant to them; they become <i>disengaged</i> .	Real-world curricular connections in all lessons ----lesson plan template makes this necessary ----student as researcher/analyzer and presenter of solution to problems Students <i>Enjoy</i> learning, are <i>Engaged</i> in their lessons, and <i>Enthusiastic</i> about their education
End product usually assessment in form of a written retention test	End product is a tangible activity that gives back to the community or world at large
Emphasis on <i>Test Prep</i> teaching to ensure students pass exam	Emphasis on creation of higher-level thinking skills ----project-based learning adopted ----Socratic method encouraged ----students create own questions ----peer assessment taught
Guest speakers, class trips, e.g., integrated minimally into teaching; seen as nice extras	Emphasis on widening student fund of knowledge via Type I Activities ----guest speakers, class trips, etc.-major part of learning ----community encouraged to participate in classroom instruction
Teacher-directed discipline	Emphasis on student self-regulation and preventive measures of discipline; guidance team and disciplinary staff work together
Failing students receive warnings and then fail	Supports in place for failing students through positive means and goal setting ----Academic Advancement Plans
Pre-selected standard and repeating electives offered with no teacher or student input	Electives selected and created by students and teachers with community service project as summative task
Lesson and unit plans that offer little to no student discourse	All lessons and units incorporate protocol-based accountable student discourse with high expectations for academic talk
While classroom instruction may have certain topics in common, no emphasis is placed upon interdisciplinary instruction	Interdisciplinary planning time is a priority for all teachers and is built into schedules.
Teachers only plan in their own content areas and do not overlap unless it is coincidental.	The entire school revolves around a central theme that is evident on their bulletin boards and in student work. Teachers purposefully plan their timelines of instruction so there is a connection between content areas in student learning.
No parental involvement in instruction	Parent involvement in clusters

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COMMUNITY AND PARENTS	COMMUNITY AND PARENTS
No systematic emphasis on community service activities	School-wide emphasis and expectations centered around community service activities
Events kept within school community and shared with parents sporadically	All events and positive experiences sent to the press for publication on an ongoing basis.
Keeping public and specifically the immediate community out of the building	-policy makers and press into building -workshops for parents based on surveys -developing talents and interests of parents -family trips
SEL	SEL
Character Development not explicitly addressed	Character Development and Social-Emotional Learning (SEL) is focus of student development
Respect for all is mentioned occasionally and there may be a few activities to support this	The school focus is placed on respect for all and all school initiatives revolve around treatment of others
Guidance support is established to assist part of the student body as needed	An emphasis is placed on providing support for all students in form of support groups both during the day and after school, designed for individual or group intervention, based on student survey data and crisis reaction
Only standard and major academic accomplishments acknowledged	School of Celebrations --- Academic and Non-Academic -----Total Talent Portfolio-celebration of everything important to students in their lives -----awards and certificates for any improvement in any academic or social emotional achievements -----awards for random acts of kindness -----positive phone calls home
Focus on curriculum first rather than delivery of curriculum first	Focus on delivery of instruction and Social Emotional supports first, i.e.-Yale reading study- <i>no silver bullet</i>
Honor roll only over certain cut off-no celebration	3 levels of honor roll: Summa Cum Laude, Magna Cum Laude, Cum Laude celebrated at family-invited awards ceremonies
ADMIN	ADMIN
Budgeting and Programming includes allocating minimal resources for mental health service providers, teachers only teaching in licensed areas, ancillary staff rigid duties	Out of the box thinking for Budgeting and Programming to include such things as: -reducing student to guidance counselor ratio
Teacher Team Meetings only focused on academics, i.e., Academic Inquiry Team	Teacher Team Meetings focused on Social Emotional Support of students -----Social Emotional Learning team (SEL): evaluation of student, staff, parent surveys of all with actionable next steps -----Social Emotional Inquiry Team (SEIT) -----SIS to record teacher and guidance notes and meet as necessary
General goal setting or no goal setting	Annual individual goal setting with entire faculty and staff
Annual Academic Goals and Instructional Focus	Annual Academic and Social Emotional Goals and Instructional Focus
Limited expectations for struggling students	High standards for all students including those with special needs
Appointments necessary to speak with administration and staff for parents and community members	Open door policy for students, parents, staff and faculty members, community members