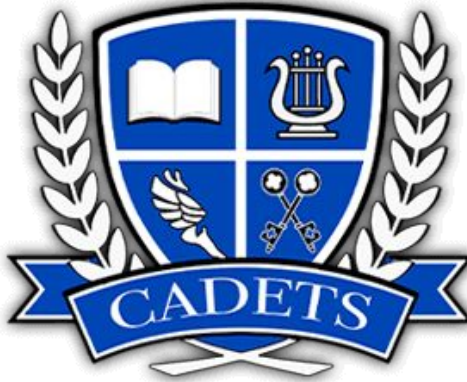


# 3.0



# Welcome!

Creating a System to Assess Learner Behaviors Grounded in Employability Skills

-Tyler Wedemeier, MS Principal



**Crestwood Middle School**

*"Be Here - Do Your Job - Be KIND"*



# Description

What you will need:

*Pen/Pencil*

*Paper for a few notes*

*(or ability to successfully split screen)*

*Separating student's academic skills from their behaviors makes perfect sense until you have to figure out what behaviors and how you will assess and communicate them. In this session, you will hear how one middle school used employability skills to create school-wide expectations that served as the foundation for student accountability and enhanced parent communication.*



**Crestwood Middle School**

*"Be Here - Do Your Job - Be KIND"*



# Where are you?

- Early adopter and looking for efficiency or change?
- Implementing consistently within the last few years?
- New to SBG?
- Looking to implement SBG?



**Crestwood Middle School**

*"Be Here - Do Your Job - Be KIND"*



## A few foundational pieces:

- Behavior is often an expression of need.
- Skills are not behaviors - Behaviors are a result of skills.
- Emotionally intelligent teachers help students become emotionally intelligent.
- A few movie clips that beautifully illustrate behavior.



Belief:

*“Students are  
what we tell them  
they are.”*

*What is your system telling kids?*



**Crestwood Middle School**

*“Be Here - Do Your Job - Be KIND”*



Individuals who have significant difficulties identifying or naming emotions they are feeling may experience more confusion, and ultimately distress, upon feeling negative emotions. Difficulties identifying emotions or that one's physiological responses may be related to emotions and not to health (*I am sick*) or external factors (*someone else is the problem*) may increase distress and preclude individuals from applying beneficial emotional regulation strategies. Incorrect identification of an emotion may influence individuals to use maladaptive regulation strategies, such as suppressing ([Goldin et al., 2008](#)) or avoiding emotions ([Venta et al., 2013](#)), and escaping rather than reappraising emotion in a healthier manner.

A little deeper...



**Crestwood Middle School**

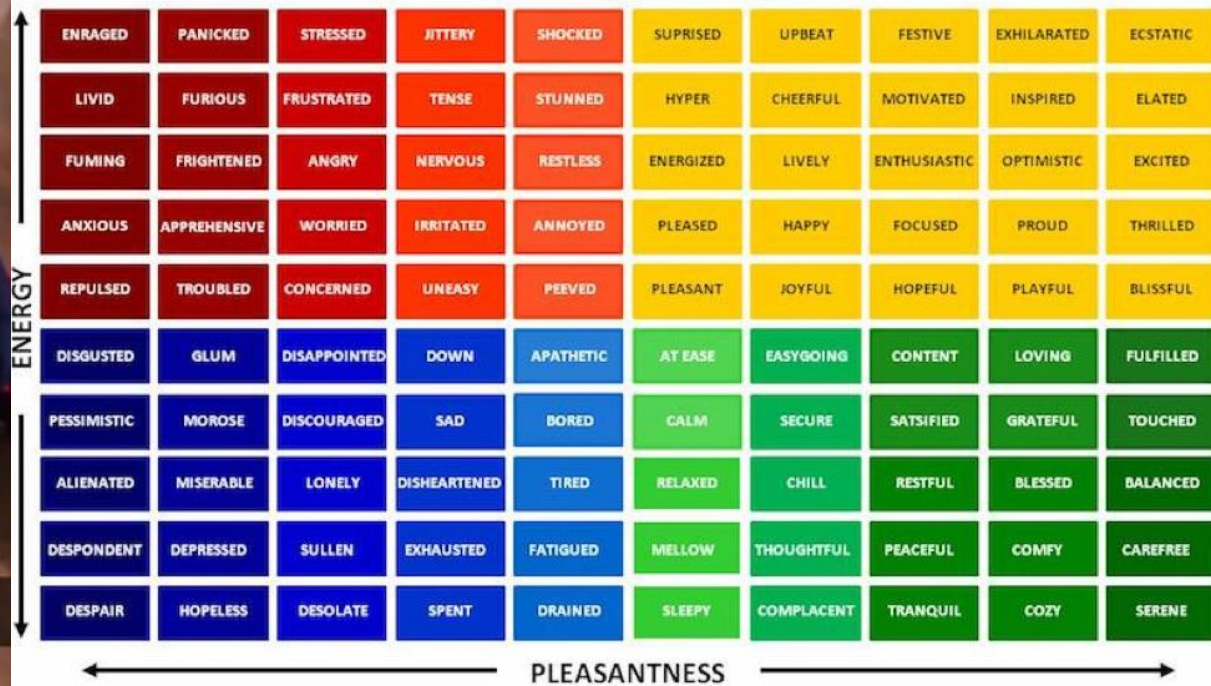
*"Be Here - Do Your Job - Be KIND"*





# MOOD METER

How are you feeling?






Check your own mood and emotions!

# MOOD METER

How are you feeling?



As adults in this profession...



You will find  
what you look for,  
so look for  
something wonderful!

— BRYANT MCGILL



**Crestwood Middle School**

*"Be Here - Do Your Job - Be KIND"*





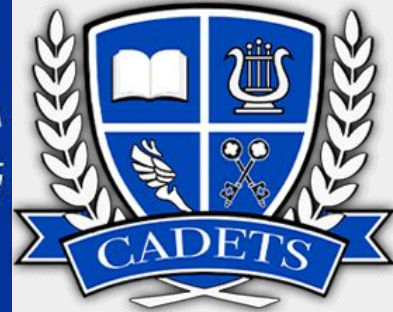
**MORNINGSIDE  
COLLEGE**



# Educational History

B.A. M.A. Administration  
Elementary Education  
5-8 Science  
5-8 Math  
Talented & Gifted  
Coaching Authorization

*Education is a human endeavor – it's  
about the people that fill your path  
along the way that create the  
educator you become.*



# Who am I and why am I doing this session?

- Managing student behavior is exhausting.
- SBG enables educators to dig in to behavior.
- I am proud of the work my staff did and education is about stealing good ideas.
- Every district has a unique need.
- 6'8"
- Yes, I played basketball - getting to be longer ago.



**Crestwood Middle School**

*"Be Here - Do Your Job - Be KIND"*



# Agenda:

Year 1: Learner Behavior Creation and Trial

Year 2: System Creation

Year 3: System Refinement & Student Accountability

Year 4: Refinement & Parental Communication



**Crestwood Middle School**

*"Be Here - Do Your Job - Be KIND"*



## REPORT MULTIPLE GRADES

Every marking period, teachers gather multiple forms of evidence on students' performance that reflect three different types of grading criteria: *product*, *progress*, and *process* (Guskey, 1994, 1996).

- *Product* criteria show how well students have achieved specific academic learning goals, standards, or competencies, typically demonstrated through major assessments, classroom quizzes, compositions, projects, reports, and other culminating activities.
- *Progress* criteria, sometimes called “growth” or “development” criteria, show how much students have gained or improved in their learning. Students could make outstanding progress, but still not be achieving at grade level, and highly skilled students might achieve the product criteria without making notable improvement.
- *Process* criteria describe student behaviors that facilitate, broaden, or extend learning. These may include activities that enable learning, such as formative assessments, homework, and class participation. They also may reflect nonacademic social-emotional learning skills, such as collaboration, goal setting, perseverance, habits of mind, or citizenship. In some cases, they relate to students' compliance with procedures, like turning in assignments on time.

Addressing Inconsistencies in Grading Practices - Thomas Guskey (2024) [\(LINK\)](#)



# Crestwood Middle School

“Be Here - Do Your Job - Be KIND”



# What's the “Why”?

When I was hired at CMS...

7-12 System → 5-8 System

12 years of SBG

*System clarity was lacking.*

What you permit, you promote; what you promote becomes your culture.



**Crestwood Middle School**

*“Be Here - Do Your Job - Be KIND”*



# What's yours?

What are you hoping to take away from this session?

What questions do you have about implementation and execution of Learner Behaviors?

# 01:00



## Crestwood Middle School

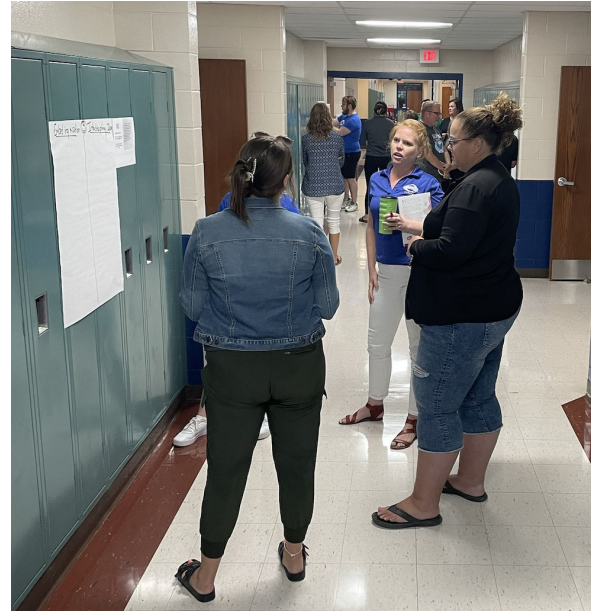
*"Be Here - Do Your Job - Be KIND"*



Successful grading reforms *always* begin with focused discussions on the purpose of grades and report cards (Brookhart, 2011). These discussions must address three questions:

1. What information will grades communicate?
2. Who is the primary audience for that information?
3. What is the intended goal of grading?

Take 30 seconds to process this information by yourself or with your team. What would your responses be at this time?



**Crestwood Middle School**

*"Be Here - Do Your Job - Be KIND"*



# Activity:

I won't ask you to move or talk to anyone else.

- One half of the room is going to close their eyes while I give the other half of the room a question to answer.
- The other half will close their eyes while I give the other half a question to answer.

Don't worry - you will find out both questions!

It works best if you play along.



**Crestwood Middle School**

*"Be Here - Do Your Job - Be KIND"*



What behaviors do students need to be successful in **life**?

Life:



**Crestwood Middle School**

*"Be Here - Do Your Job - Be KIND"*



What behaviors do students need to be successful in **school**?

School:



**Crestwood Middle School**

*"Be Here - Do Your Job - Be KIND"*





# Crestwood Middle School

*"Be Here - Do Your Job - Be KIND"*



# What behaviors do students need to be successful in...?

School:	Life:
---------	-------

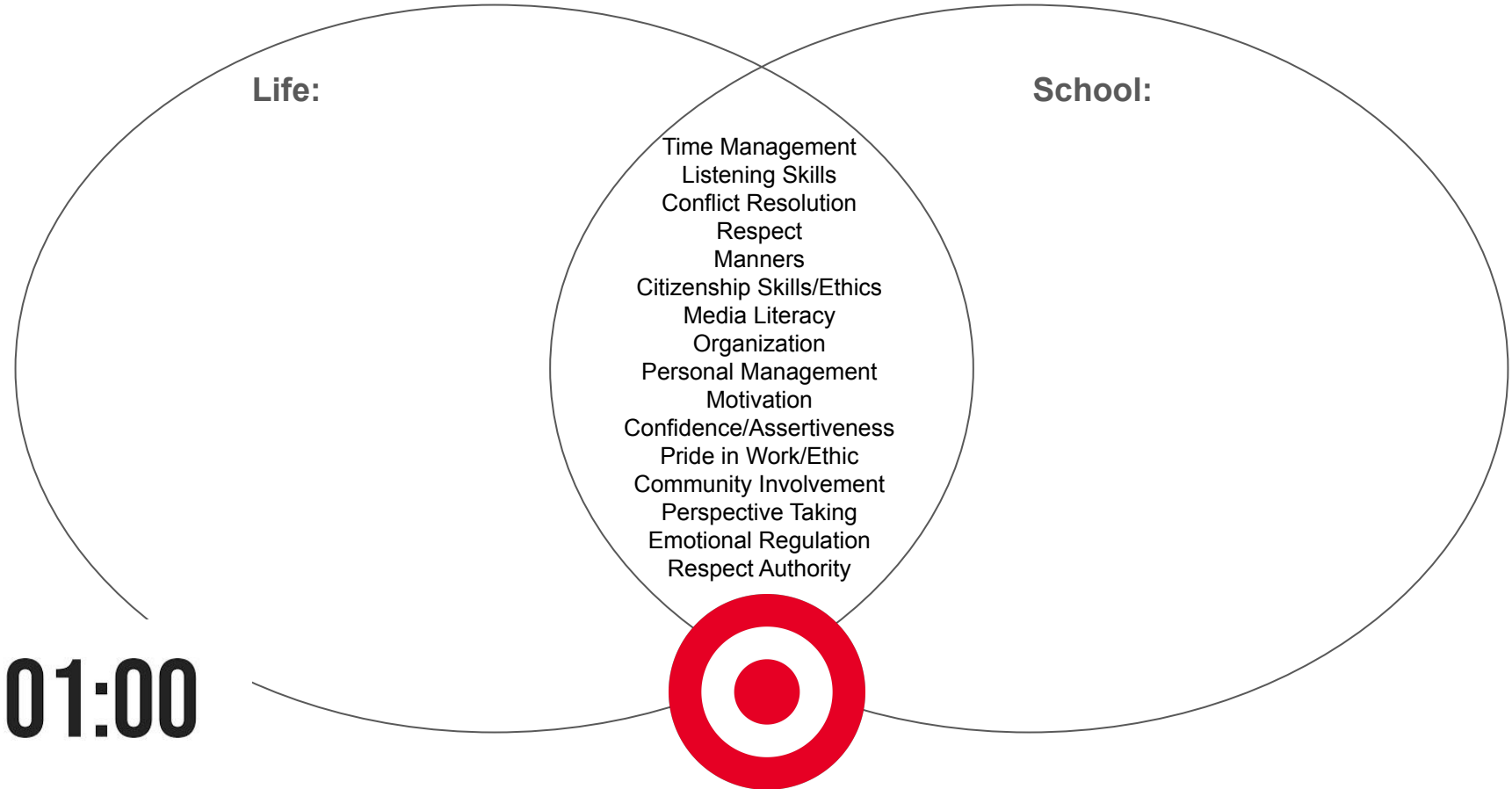


**Crestwood Middle School**

*"Be Here - Do Your Job - Be KIND"*



# What skills/behaviors overlapped? Any that didn't?



# Employability Standards

(6-8)



Department of Education



05:00

What skills or behaviors that you identified earlier match what you find on the website?

Instructional Focus

Outcome

Do you have **skills** or **behaviors**?

Work appropriately and productively with others (**Behavior**)

- Manage and resolve conflict (**Skill**)



Crestwood Middle School

"Be Here - Do Your Job - Be KIND"



# (Actual Staff Tasks)

On your own, you have 10 minutes to work through the document provided (Employability Stds)

You can highlight no more than 10 of your top learner behaviors.

## **Few Think-Abouts:**

- Is it teachable? Learnable? Improvable?
- On a scale of subjective to objective, where does it lie?
- Can it umbrella any other important points?

In groups of three:

Take all of your highlights and get it down your top 10 as a group.

## **Few Think-Abouts:**

- Is it teachable? Learnable? Improvable?
- On a scale of subjective to objective, where does it lie?
- Can it umbrella any other important points?

And... something that was already in place along with some behind the scenes work...

**01:00**

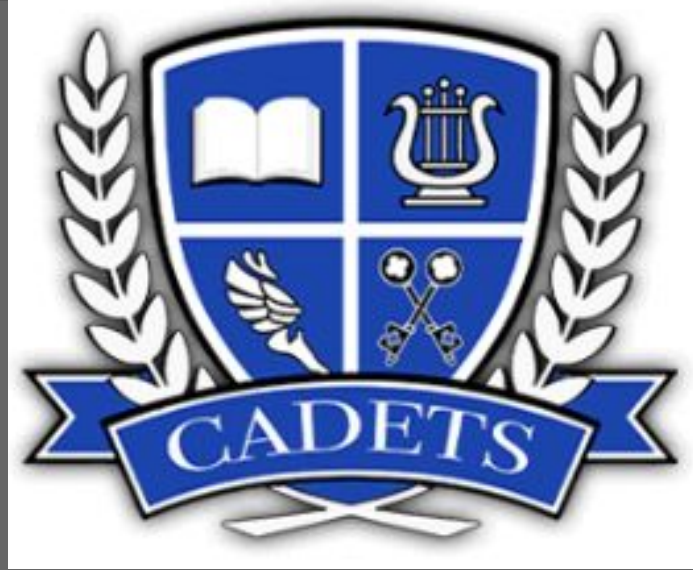


**Crestwood Middle School**

*"Be Here - Do Your Job - Be KIND"*



Be here.  
Do your job.  
Be KIND.



# 1s w/ 1s

## **RESPONSIBLE:**

Students at Crestwood Middle School are accountable for behaviors within their control.

**BE HERE**

# 2s w/ 2s

## **ENGAGED:**

Students at Crestwood Middle School give their best attention to the task at hand.

**DO YOUR  
JOB**

# 3s w/ 3s

## **RESPECTFUL:**

Students at Crestwood Middle School are considerate of the needs of self and others.

**BE KIND**



**Crestwood Middle School**

*"Be Here - Do Your Job - Be KIND"*



The finished  
product is a  
blend of...

Staff Input

Employability Skills/Standards

Unique reflection of our  
community and student needs



**Crestwood Middle School**

*"Be Here - Do Your Job - Be KIND"*



# CRESTWOOD MIDDLE SCHOOL LEARNER BEHAVIORS

## **RESPONSIBLE:** Be Here

*Students at Crestwood Middle School are accountable for behaviors within their control.*

### **Students Can:**

Follow Directions and Have  
Required Materials

Carry Out Tasks and Projects  
To Completion

Take Ownership and Accept  
Responsibility of Actions/Errors

## **ENGAGED:** Do Your Job

*Students at Crestwood Middle School give their best attention to the task at hand.*

### **Students Can:**

Use Active Listening  
and Engaged Speaking Skills

Stay Productive  
When Completing Work

Set Short-Term  
and Long-Term Goals

## **RESPECTFUL:** Be Kind

*Students at Crestwood Middle School are considerate to the needs of self and others.*

### **Students Can:**

Communicate Effectively in a  
Group Setting, Contributing Positively  
to the Discussion

Accept and Provide Feedback in a  
Constructive and Considerate Manner

Listen and Ask  
Appropriate Questions



**Crestwood Middle School**

*"Be Here - Do Your Job - Be KIND"*



# Done...right?

That was year 1 - The rest of the year, staff were asked to play around with these scores.

- How do they fit in with your instruction?
  - What skills are students lacking?
- How often should we enter these scores?
  - What does communication look like?



**Now the hard part -  
executing the pretty  
chart.**



**Crestwood Middle School**

*"Be Here - Do Your Job - Be KIND"*



# Status Check

1. Learner behaviors will communicate skills and behaviors that are vital for student success in school and life.
2. ?
3. ?

1. What information will grades communicate?
2. Who is the primary audience for that information?
3. What is the intended goal of grading?



**Crestwood Middle School**

*"Be Here - Do Your Job - Be KIND"*



# Who?

Who is the primary audience for this information?



**Crestwood Middle School**

*"Be Here - Do Your Job - Be KIND"*



# Why?

When I was hired...

7-12 System

12 years of SBG

*System clarity was lacking*

*...and the parents say they don't know...*

**Of course...because (we)you are missing a system that communicates,  
teaches, and reinforces (y)our expectations.**



**Crestwood Middle School**

*"Be Here - Do Your Job - Be KIND"*



# Who is this for?

Teachers:

Students:

Parents:

1. Why is it important to know these  
Learner Behaviors?

2. What will they do with this information?

**02:00**



**Crestwood Middle School**

*"Be Here - Do Your Job - Be KIND"*



Who is this for?

Teachers:

Students:

Parents:

COMMON EXPECTATIONS  
&  
COMMUNICATION



**Crestwood Middle School**

*"Be Here - Do Your Job - Be KIND"*



# Communication System:

Work in Progress...

**Combination of:  
Student Reflection  
Teacher Scoring**

(which is going to take conversation & practice)

## 2023-2024 School Year:

- 1) Fall S.L. Conferences - 6th Grade
- 2) January - Student Goal-Setting
- 3) Spring S.L. Conferences - All students

## 2024-2025 School Year:

- 1) Fall S.L. Conferences - Student Reflection
- 2) Teacher Scored @ Semester
- 3) January - Student Goal-Setting
- 4) Spring S. L. Conferences - Student Reflection
- 5) Teacher Scored @ End of Year

## 2025-2026 School Year:

- 1) Bi-weekly entering of student scores in PowerSchool
- 2) All the same reporting periods as above.



**Crestwood Middle School**

*"Be Here - Do Your Job - Be KIND"*



# Purposeful Check-in

Considering opportunities in  
your district...

When will you have opportunities to  
check in with:

- Students (*goal-setting or self-evaluation*)
- Teachers (*feedback of the system &/or patterns of need*)
- Parents (*How are their students doing - strengths and areas for growth*)



**Crestwood Middle School**

*"Be Here - Do Your Job - Be KIND"*



# Status Check

1. Learner behaviors will communicate skills and behaviors that are vital for student success in school and life.
2. This information is for students, teachers, and parents.
3. **Creating a system** that communicates, teaches, and reinforces our expectations.

1. What information will grades communicate?
2. Who is the primary audience for that information?
3. What is the intended goal of grading?



**Crestwood Middle School**

*"Be Here - Do Your Job - Be KIND"*



# Consistent Implementation & Explicit Instruction

Consistent instruction across grade levels

- Tier 1 Behavior Practices - District Goal

Embedding them in our instruction

- *Picking one indicator to focus on each week during academic instruction.*

Holding ALL students accountable

Consistency in the “hills” we identify

**Finding “space” in your schedule:**

- Homebase Lessons (5-8) 1x per week
- Morning Meeting (5/6)
- Study Hall (7/8) - 10 min. Mini-Lessons

We cannot assume students can be proficient.

- 5th graders - teach
- 6th graders - teach
- 7th graders - teach/remind
- 8th graders - maybe by this point

**What does instruction look like?**

- CharacterStrong
- Be Good People ([Link](#))
- Digital4Good - Social Media Literacy
- Jostens - The Harbor

**What tools or supports are needed to help students be successful?**



**Crestwood Middle School**

*“Be Here - Do Your Job - Be KIND”*





# 6-8 Curriculum Materials

Materials are organized by Minnesota's [standards](#), [Requirements](#) – Please ensure that you (non-SCRED districts), **B.** read the [FAQs](#), and **C.** access [training](#) and [pacing guides](#). *Optional*

- ★ BGP Home
- PreK
- K-3
- 4-5
- 6-8



- Mood Monitoring
- Self-Assessment
- Personal Responsibility



- Understanding Others
- Respecting Differences
- Civic Engagement
- Accessing Support



- Self-Control
- Perseverance
- Productivity
- Goals & Feedback



- Communication
- Healthy Relationships
- Conflict Resolution



## Mood Monitoring (6-8)

Back to Main 6-8 Page

Care to share? ❤️

Students who recognize their emotions better manage reactions in challenging situations, staying focused during academic tasks and preparing for workplaces where emotional regulation matters. Identifying emotions early prevents impulsive reactions that could disrupt classroom learning.

### Core Lessons

- Identifying Your Feelings

### Intervention Lessons

- Identifying Your Feelings

### Extension Activities

#### Curated Collections

Copy and paste these bite-sized activities directly into your advisory pacing guide. Care to contribute? Contact us

- Nic van Oss

#### Mood Meter 101

- Feelings on Film
- "How would you feel?" Scenarios

### Video & Discussion

- The Power of Sadness in *Inside Out* (3:00)
- Understanding Feelings (5:00)
- Understanding Thoughts (5:30)

### Computers

- Make Your Own Mood Meter with GIFs

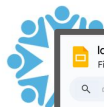
### Discussion

- Identifying Emotions
- Understanding Complex Emotions
- Emotions and Problem-Solving
- Reading Emotions in Different Settings

### Paper

- Calm Practice

*This site is hosted by the St. Croix River Education District in Minnesota and our member districts: Chisago Lakes, East Central, Hinckley-Finlayson, North Branch, Pine City, Rush City.*



- Community
- Community

Identifying Your Feelings - Lesson Slides (6-8) - Core Edition

File Edit View Tools Help Accessibility

View only

1 How does understanding their moods benefit people?

2

3

4

5

6

## How Does Understanding Their Moods Benefit People?

Today, we'll talk about why it's important to grow our emotional vocabulary so we can better take care of ourselves and the people we care about.

Slide 6: SELF AWARENESS

Grade: 6-8  
Benchmark(s): 6-8.Sea.1.1, 1.2, 1.3

Skill: Identifying Your Feelings

LESSON Core Edition  
St. Croix River Education District

# Consistency in Expectations EVERYWHERE...

## CMS Common Space Expectations

	Hallway	Cafeteria	Social	Bathroom	Arrival/Dismissal
<b>Respectful</b>  <i>Students at CMS are considerate of the needs of self and others.</i>	Level 2 Voice w/ appropriate language  Keep hands, feet, & objects to self  Leave the hallway cleaner than you found it (pick up objects that don't belong)	Keep conversation at your table and at a level 2 table talk voice  Keep hands, feet and objects to self  Be kind to peers and lunch staff	Respect personal space  Leave only with adult permission	Use the space as intended - do your business and get out.  Respect others' privacy	Respect school property  Keep hands, feet, and objects to self  Be cautious, especially around younger students
<b>Responsible</b>  <i>Students at CMS are accountable for behaviors within their control.</i>	Walk on the right side of the hallway  Share the hallway  Walk appropriately, don't run	Stay in your spot / No wandering.  Clean up your area before leaving.  Walk to and from cafeteria	Put away equipment when whistle blows  Use appropriate language	No cell phone use  Clean up your mess (flush toilets, throw trash, wash hands)  Report issues to adults	Walk only  Walk bikes on the sidewalk to the road  Be in the gym or the cafeteria in the morning
<b>Engaged</b>  <i>Students at CMS give their best attention to the task at hand.</i>	Do not disrupt other classrooms or students working  Be where you are supposed to be when the bell rings	Have permission to leave the cafeteria (nurse-office, restroom).  No cell phone or computer use-this includes air pods	Be visible for safety reasons  No cell phones or computer use -this includes air pods	Return to class quickly  Use personal hygiene routines	When redirected by an adult, respond/comply respectfully and quickly.  Leave promptly at the end of the day

## CMS Expectations Voice Volume

**0 SILENT VOICE**  
 No talking at all – complete silence.  
 During tests, reading quietly, fire drills

**1 WHISPER VOICE**  
 Soft, quiet voice only one person can hear  
 Partner work, library, hallway when needed

**2 TABLE TALK VOICE**  
 Normal speaking voice – group conversations  
 Group projects, classroom discussions

**3 PRESENTER VOICE**  
 Loud, clear voice for the whole room to hear  
 Presenting in front of class, asking question

# Embedding into Instruction:

**Started SLOW:** One score of one indicator per week in PowerSchool

- Creating that body of evidence.

**Multiple Conversations:** What do these look like specifically in your classroom?

- Managing materials → turning in homework → class discussion.

**Student Input:** What ways can students reflect and have a voice?

- Bottoms of formative assessments - End of Unit reflections

*So what?...What is going to happen when students aren't doing well?*

- *Ideally... but in reality... and not easy...*



**Crestwood Middle School**

*"Be Here - Do Your Job - Be KIND"*



# Student Accountability - Making Positive Behavior Matter

**Quarter Rewards:** Students with multiple poor behavior scores do not get to participate.

**Eligibility Practice:** One district, this is how they determine eligibility.

**Monthly Grade Checks:** Report for all teachers to see to create team conversation.

**Scheduled “Interventions”:** Scheduled time with counselor or success teacher.

*So what?...What is going to happen when students aren't doing well?  
- Ideally... but in reality... and not easy...*



**Crestwood Middle School**

*“Be Here - Do Your Job - Be KIND”*



Make it  
your  
own and  
make it  
matter.

(The process of creation is important)

Take it slow.

(Four year journey)

**More than a score**

(in the gradebook) - It helps create a system.

**Celebrate!**

(You have a lot of great kids - don't forget them!)



**Crestwood Middle School**

*"Be Here - Do Your Job - Be KIND"*



# Thank you!

Questions?



**Crestwood Middle School**

*"Be Here - Do Your Job - Be KIND"*

