

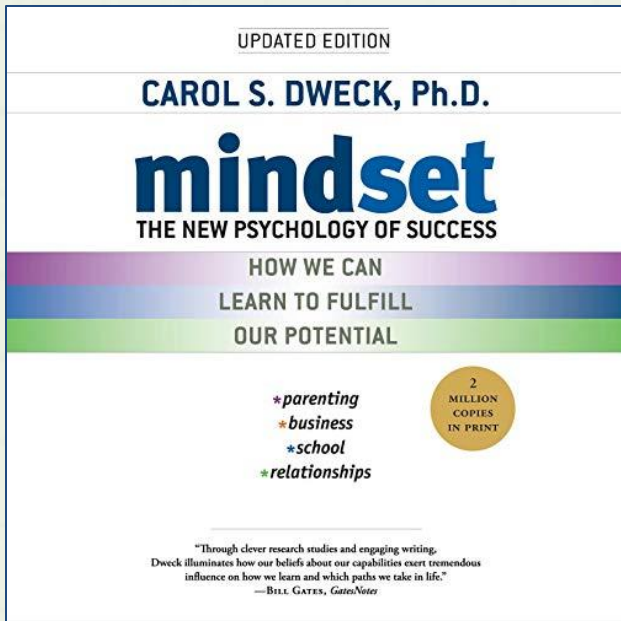
Developing the Seaford Scholar Profile

Dr. Adele Pecora
Superintendent of Schools
&

Dr. Sheena Jacob
Assistant Superintendent for Human Resources & Instructional Support

August 9, 2023





Points of Pride

- ❖ 2016-2017 School Year – Growth Mindset Elementary Implementation
- ❖ 2016 Research Study with Dr. Kevin Sheehan at the Manor: Using Children's Literature to Reinforce Pedagogical Tendencies
- ❖ Staff Development Districtwide and New Teacher Book Talks
- ❖ Continue to Infuse Growth Mindset in our Instruction (2016- Present)
- ❖ September 2017-LIASCD Presentation by Kevin Sheehan, Deb Emmerich and teachers

Fixed

Mindset

Growth

Mindset

Carol Dweck

Intelligence is static.

Leads to a desire to LOOK SMART and therefore a tendency to:

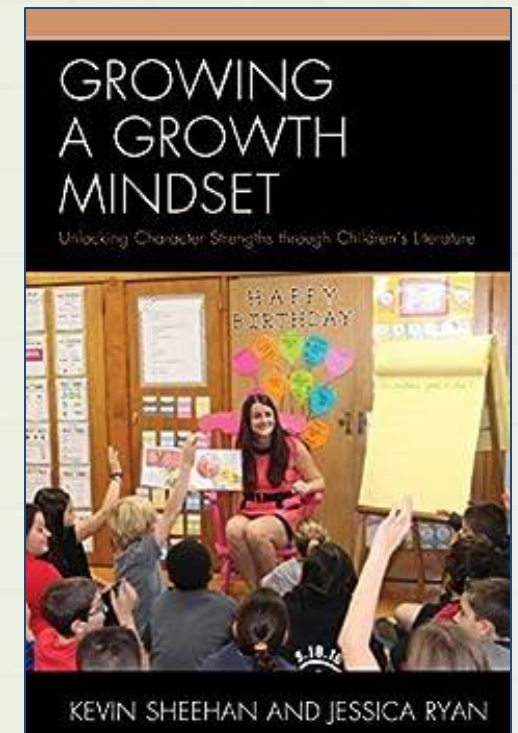
- AVOID CHALLENGES
- GIVE UP EASILY DUE TO OBSTACLES
- SEE EFFORT AS FRUITLESS
- IGNORE USEFUL FEEDBACK
- BE THREATENED BY OTHERS' SUCCESS

Intelligence can be developed

Leads to a desire to LEARN and therefore a tendency to:

- EMBRACE CHALLENGES
- PERSIST DESPITE OBSTACLES
- SEE EFFORT AS PATH TO MASTERY
- LEARN FROM CRITICISM
- BE INSPIRED BY OTHERS' SUCCESS

Silvia Rosenthal Tolisano- @langwitches



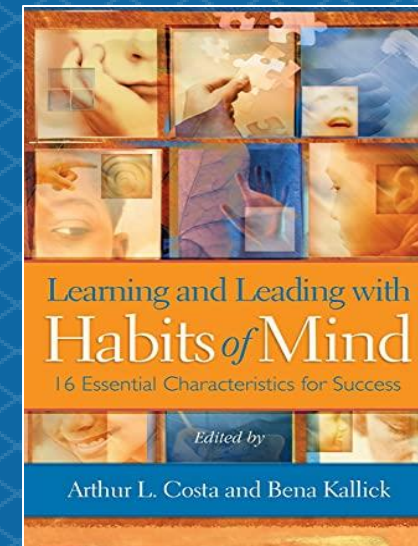
Habits of Mind

Points of Pride:

- November 2017 NYSASCD Conference in Schenectady for Habits of Mind
- November 2018 Bena Kallick presented at Superintendent's Conference Day (SCD)
- December 2018 HOM Implementation Districtwide
- September 2019 NADCO Presentation by Adele Pecora and John Strifflino
- November 2019 HOM Presentation by Adele Pecora and John Strifflino on SCD
- January 2020 Presented HOM to Valley Stream and West Hempstead School Districts
- February 2021 Habits of the Manor Mind School Publication
- June 2021 Harbor and the Manor Schools area awarded the designation: *International HOM Learning Community of Excellence*

Knowledge, skills and dispositions that operate in tandem with the academic content in the standards and offer a portrait of students who, upon graduation, are prepared for college, career and citizenship. These are skills that are critical to academics and to success in work and life. These are skills we elicit, encourage and employ in Seaford Schools.

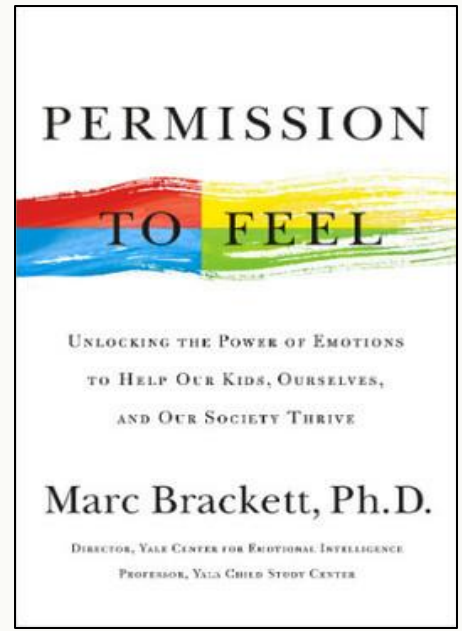
 <p>1. Persisting <i>Stick to it!</i> Persevering in task through to completion; remaining focused. Looking for ways to reach your goal when stuck. Not giving up.</p>	 <p>2. Managing Impulsivity <i>Take your time!</i> Thinking before acting; remaining calm, thoughtful and deliberative.</p>	 <p>3. Listening with understanding and empathy <i>Understand others!</i> Devoting mental energy to another person's thoughts and ideas; Make an effort to perceive another's point of view and emotions.</p>	 <p>4. Thinking flexibly <i>Look at it another way!</i> Being able to change perspectives, generate alternatives, consider options.</p>
 <p>5. Thinking about your thinking <i>(Metacognition)</i> <i>Know your knowing!</i> Being aware of your own thoughts, strategies, feelings and actions and their effects on others.</p>	 <p>6. Striving for accuracy <i>Check it again!</i> Always doing your best. Setting high standards. Checking and finding ways to improve constantly.</p>	 <p>7. Questioning and problem posing <i>How do you know?</i> Having a questioning attitude; knowing what data are needed & developing questioning strategies to produce those data. Finding problems to solve.</p>	 <p>8. Applying past knowledge to new situations <i>Use what you learn!</i> Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned.</p>
 <p>9. Thinking & communicating with clarity and precision <i>Be clear!</i> Strive for accurate communication in both written and oral form; avoiding over-generalizations, distortions, deletions and exaggerations.</p>	 <p>10. Gathering data through all senses <i>Use your natural pathways!</i> Pay attention to the world around you. Gather data through all the senses: taste, touch, smell, hearing and sight.</p>	 <p>11. Creating, imagining, and innovating <i>Try a different way!</i> Generating new and novel ideas, fluency, originality</p>	 <p>12. Responding with wonderment and awe <i>Have fun figuring it out!</i> Finding the world awesome, mysterious and being intrigued with phenomena and beauty.</p>
 <p>13. Taking responsible risks <i>Venture out!</i> Being adventuresome; living on the edge of one's competence. Try new things constantly.</p>	 <p>14. Finding humor <i>Laugh a little!</i> Finding the whimsical, incongruous and unexpected. Being able to laugh at one's self.</p>	 <p>15. Thinking interdependently <i>Work together!</i> Being able to work in and learn from others in reciprocal situations. Team work.</p>	 <p>16. Remaining open to continuous learning <i>Learn from experiences!</i> Having humility and pride when admitting we don't know; resisting complacency.</p>



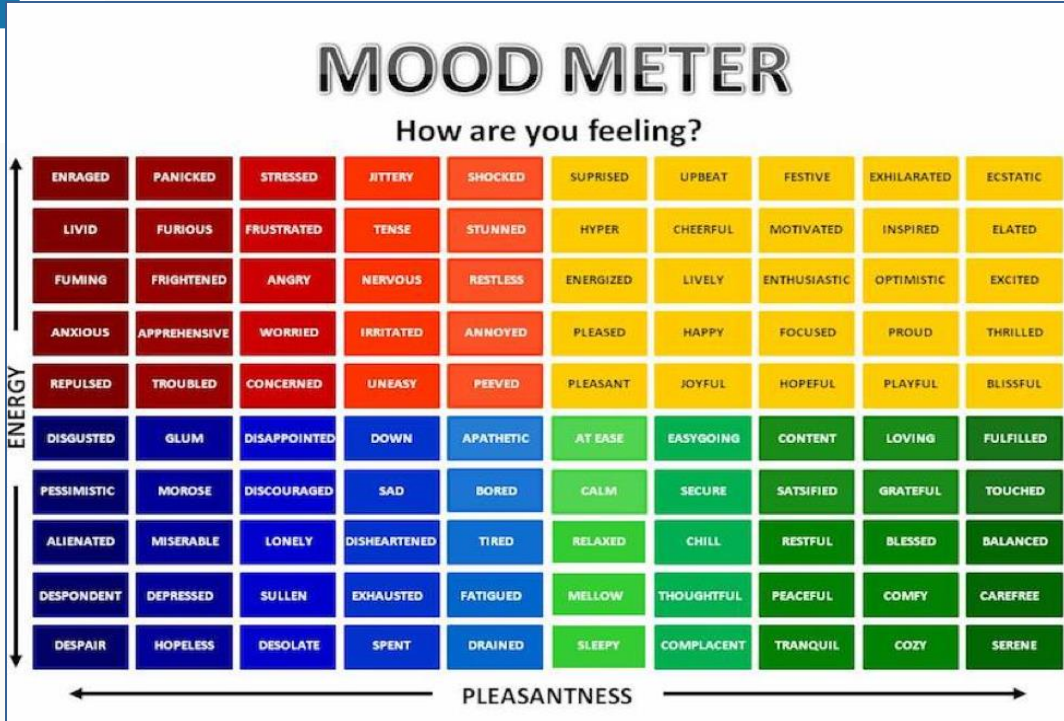
A Systemic Approach to SEL

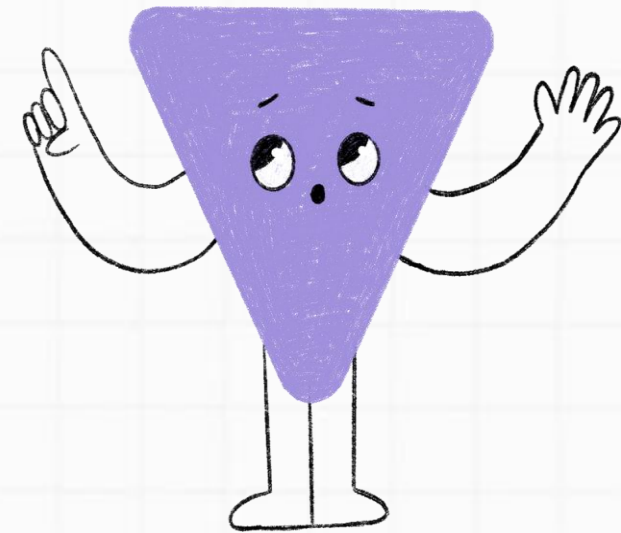
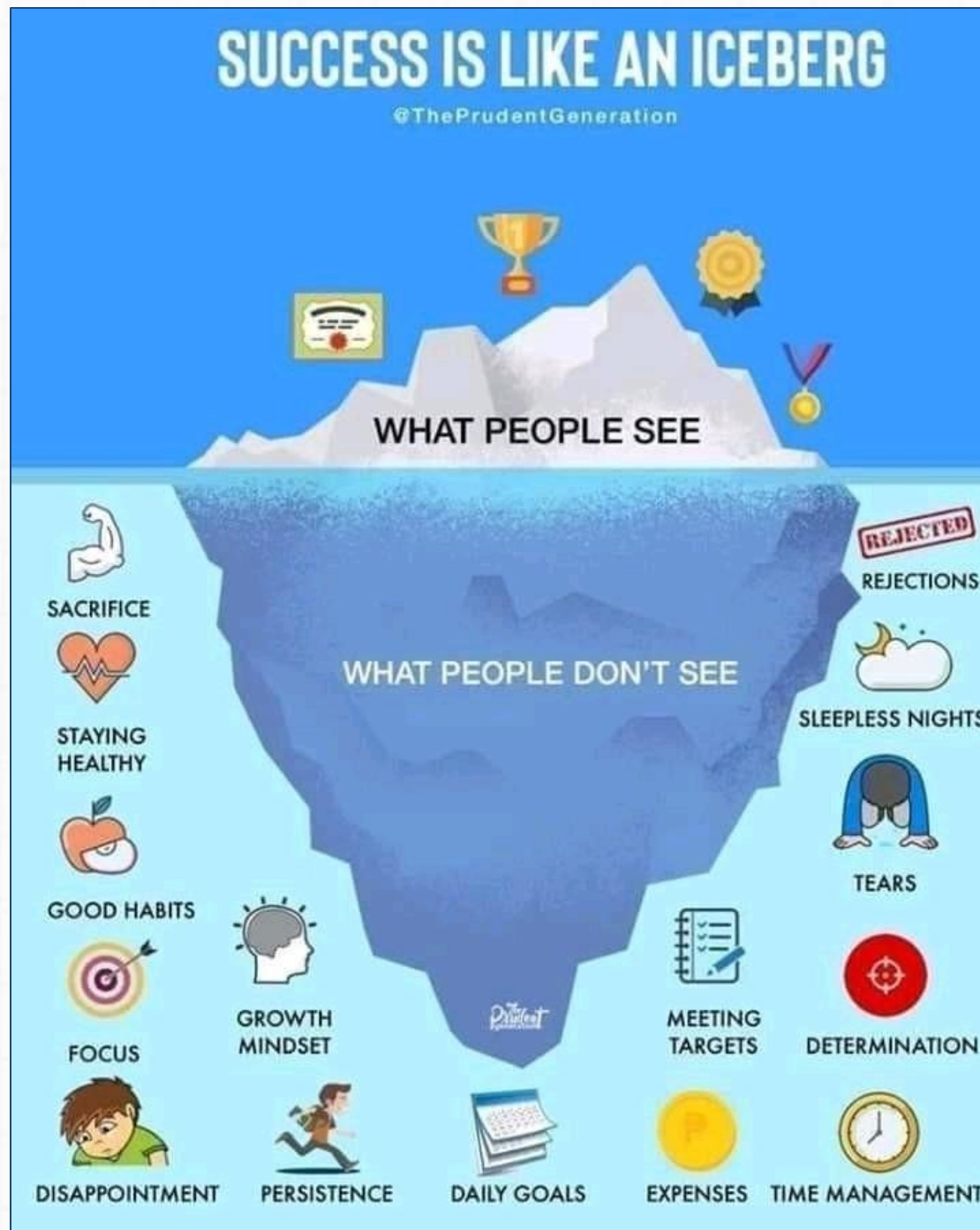
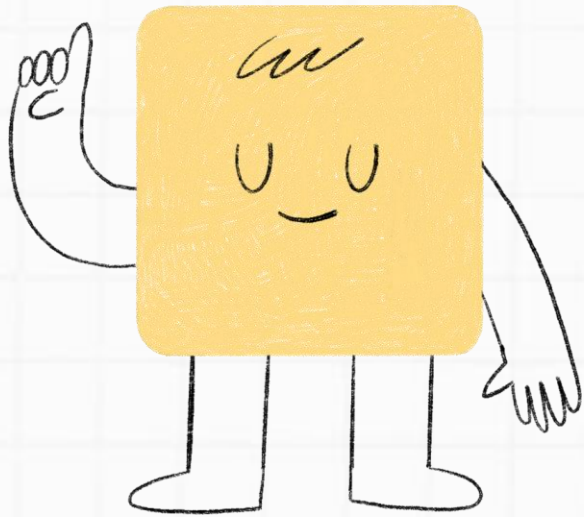
RULER is a systematic approach to SEL developed at the Center for Emotional Intelligence. RULER aims to infuse the principles of emotional intelligence into the immune system to PreK to 12 schools, informing how leaders lead, teachers teach, students learn, and families support students.

Ruler is an acronym for the five skills of emotional intelligence.



- Points of Pride:**
- ❖ Summer 2021-Teams of Teachers went to RULER Training this includes, PPS Staff & Administrators
 - ❖ Marc Brackett is Keynote Speaker Superintendent's Conference Day 2021
 - ❖ Brackett Leadership Team: Student Club SHS
 - ❖ Teen Leaders Care: Student Organization SMS



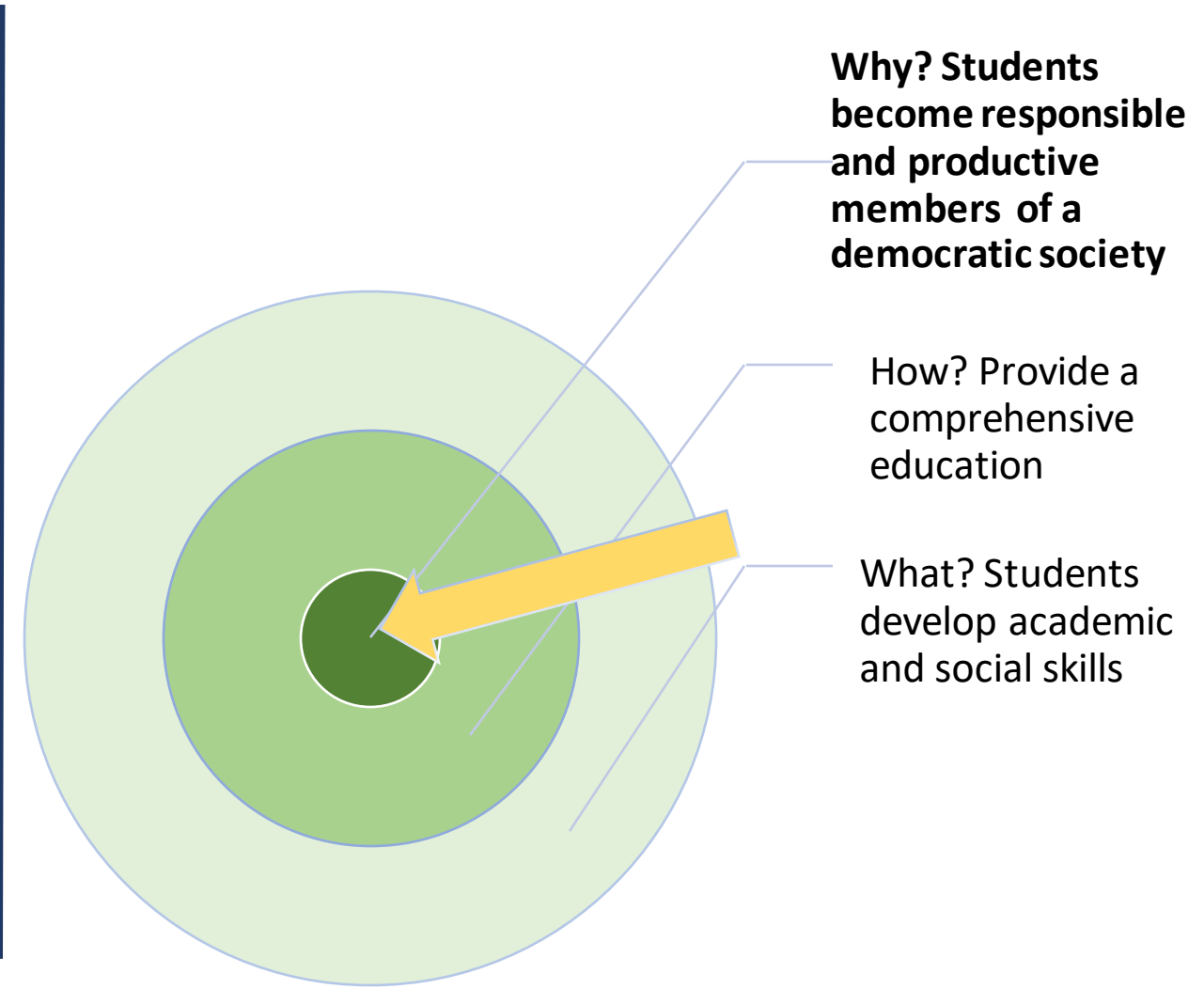


What is the WHY in Seaford Schools?

MISSION



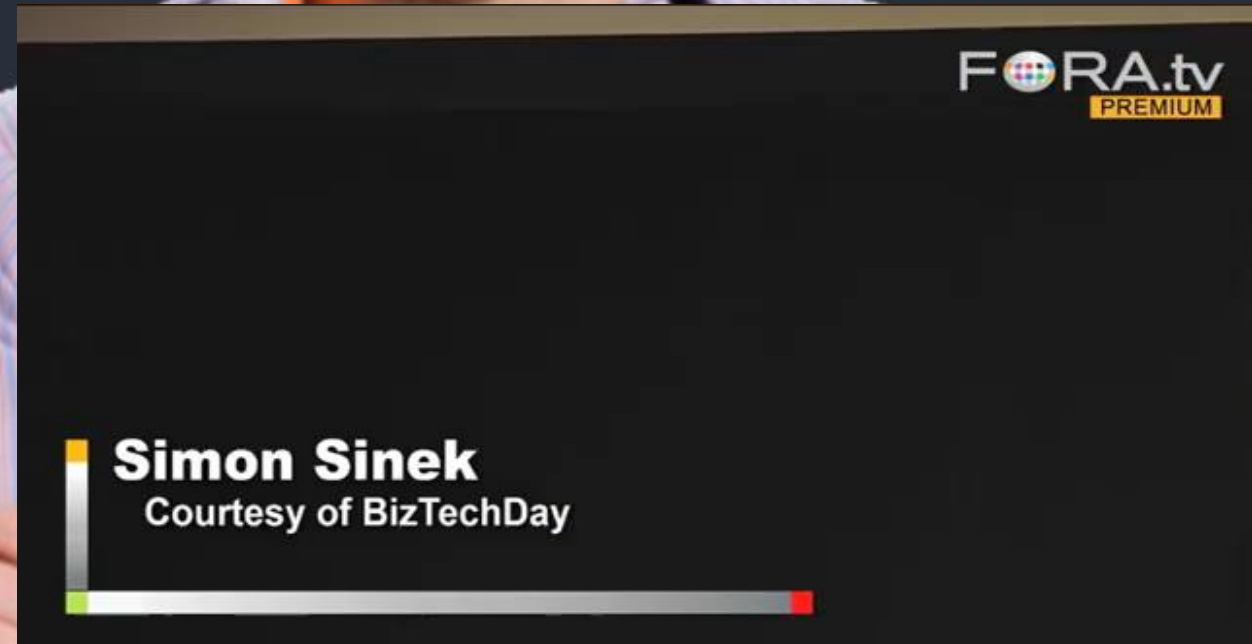
The Seaford Union Free School District's purpose is to provide our students with a comprehensive educational program that will allow them to develop fully the necessary academic and social skills to become responsible and productive members of a democratic society.



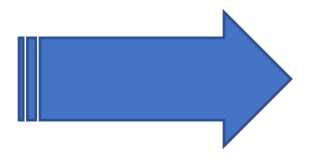
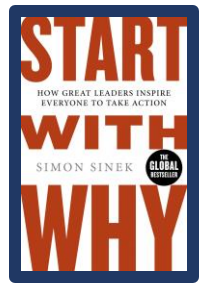
START WITH WHY

SIMON SINEK

[The Golden Circle: Why Does Apple Command Loyalty? - YouTube](#)



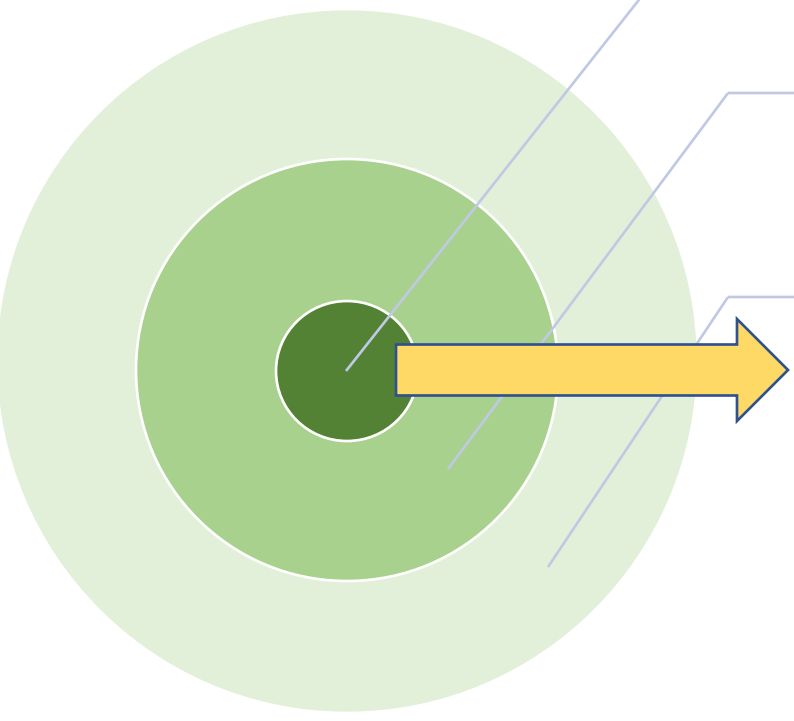
What if the WHY shifts a bit?



Why? Students become learners and leaders who create a better present and future.

How? Provide teachers with the tools to innovate – create something new and better.

What? Inspire our students to wonder, to explore, to become leaders.



MISSION



The Seaford Union Free School District's purpose is to provide our students with an innovative educational program that will empower students to develop their academic and social skills while becoming learners and leaders who create a better present and future in a democratic society.

What does innovation look like?

- Start with the premise that change is the ability to do something amazing
- Create a culture that encourages everyone to be a teacher and learner
- Spark curiosity that empowers students to learn on their own
- Inspire our students to wonder, to explore and to become leaders
- Professional development needs to foster a culture of innovation
- Teachers are empowered to innovate in the pursuit of providing optimal learning environments



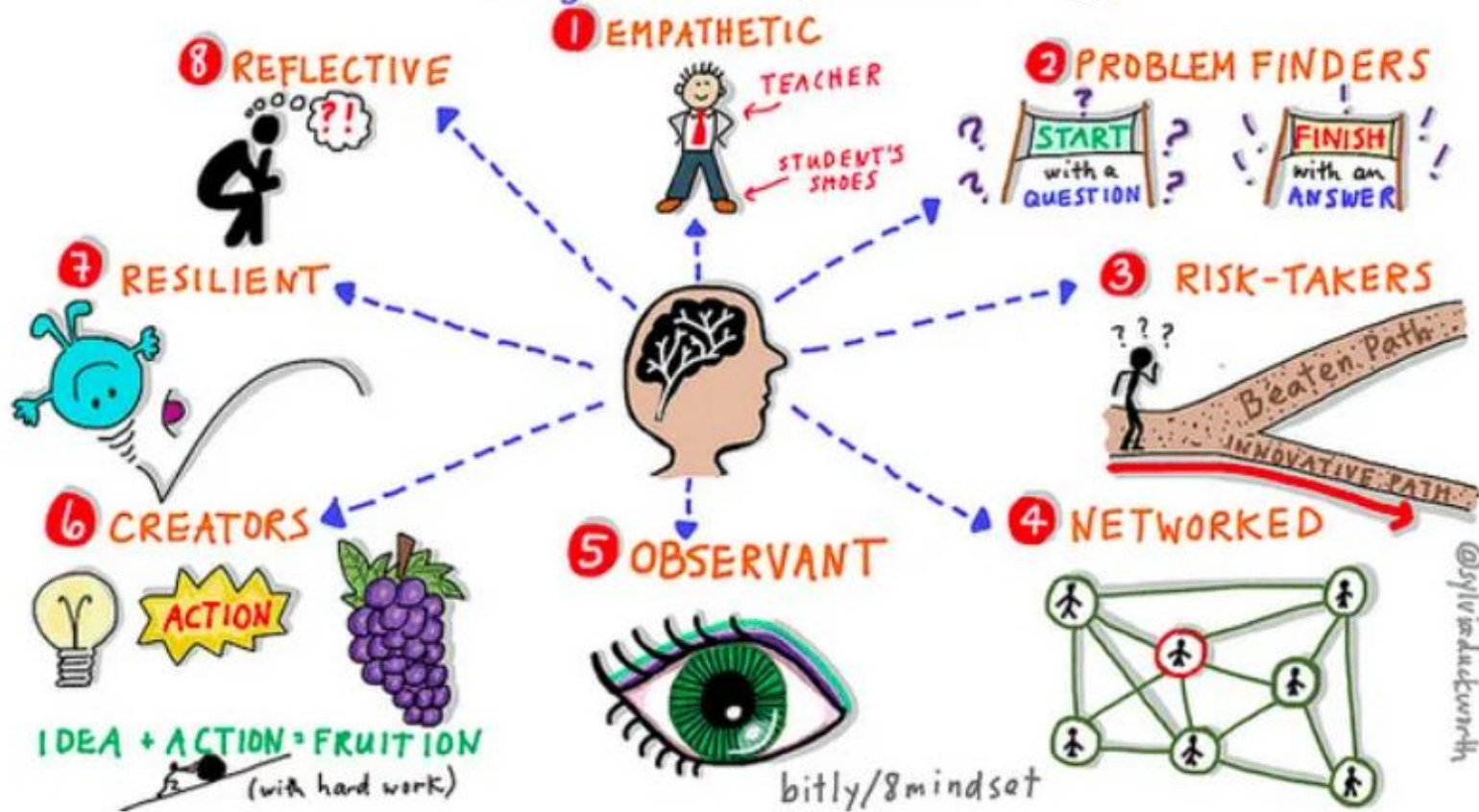
Innovator's Mindset



8 Characteristics of the Innovator's Mindset

By George Couros @gcouros

The innovator's mindset: The belief that abilities, intelligence and talents are DEVELOPED, leading to the creation of BETTER ideas. 💡



What skills are needed by present leaders?





World Economic Forum: Top 10 Skills 2025

We need to create environments in which students develop the dispositions that will make them present and future leaders.

Top 10 skills of 2025

-  Analytical thinking and innovation
-  Active learning and learning strategies
-  Complex problem-solving
-  Critical thinking and analysis
-  Creativity, originality and initiative
-  Leadership and social influence
-  Technology use, monitoring and control
-  Technology design and programming
-  Resilience, stress tolerance and flexibility
-  Reasoning, problem-solving and ideation

Type of skill

-  Problem-solving
-  Self-management
-  Working with people
-  Technology use and development

What Will High Schoolers Be Learning in 2033? See the Predictions

By [Arianna Prothero](#) & [Lauraine Langreo](#) — May 15, 2023 ⌚ 5 min read



Michael Horn, co-founder of the Clayton Christensen Institute, a research group focused on disruptive innovation:

Given the fluid nature of the future of work and the need for students to engage increasingly in lifelong learning, most important will be that students move beyond taking discreet courses and are instead able to get credit as they demonstrate mastery of different competencies, regardless of when and where the learning takes place. Most important will be that students master critical habits of success—self-regulation, executive function skills, growth mindset, agency, self-direction, curiosity, metacognition—such that they are able to continually learn new knowledge and skills as the world continues to change rapidly. Mastering computational thinking will also be a requisite competency that students will need to learn and demonstrate in the different domains and bodies of knowledge—from mathematics to history and civics—that they study.

Disruptive Innovation Explained by Clay Christensen, Harvard Business School professor and the world's most influential management guru according to the Thinkers50, lays out his landmark theory.

<https://hbr.org/video/2226808799001/disruptive-innovation-explained>

(start-1:44)

Real life Example: Bubble Buddy

Introduction to Engineering Class at Dartmouth College Thayer School of Engineering

The course was structured
around one assessment:
*To create something that
made the world a better place*

Fun fact: This project was created in 2019 before the COVID pandemic.

Bubble Buddy

Promoting healthy hand washing habits within elementary schools

Goal

The goal of this project is to partner with elementary schools in the Upper Valley and beyond to promote and enforce proper hand washing techniques among school kids, approximately ages 5-11. Our team of engineers has developed an electronic device to enforce these habits by providing guidance using visual and auditory cues. We believe that working with young children will have a significant immediate and long term social impact. In the short term, we can prevent the spread of diseases among children, a vulnerable population that is more susceptible to getting sick. In the long term, we can help children to build lifelong habits of good hand hygiene. Currently, we are seeking funding to finalize our prototype, develop 50 of these devices, and partner with elementary schools. With your help, we can install them in bathrooms in time for students to return after quarantine.



Figure 1: Difference in bacteria removal from hand washing with water and soap over the course of 30 seconds

Problem

According to the Centers for Disease Control and Prevention (CDC), "Keeping hands clean is one of the most important steps we can take to avoid getting sick and spreading germs to others." However, the majority of adults and children do not wash their hands for the CDC recommended 30 seconds. The challenge is that 30 seconds feels really long. Splashing your hands with some water and soap for 5 seconds does not get rid of the germs, as shown in Figure 1. Especially given the current global circumstances of the COVID-19 Pandemic, it is critical that all people are not only continuously washing their hands throughout the day, but also properly washing their hands. There needs to be a system that reminds you to wash your hands and to time you in a fun way.

Innovation

Our solution is a simple, cost-effective electronic device that encourages CDC-recommended handwashing practices by providing handwashing guidance via LEDs and auditory cues. The device encourages good handwashing that will reduce the spread of not only COVID-19, but many other illnesses including the common cold and influenza. Our current prototype can be seen in Figure 2.

Key Features:

- + Motion Sensor
- + Display using rainbow LED lights
- + Auditory guidance with instructions
- + Easy to install, use and maintain

Budget Item	Cost	Additional Notes
3D-Printing Filament (PLA)	\$100	For printing additional physical prototypes
Custom PCB	\$200	For finalizing advanced-stage prototypes
Fasteners & Mechanical Components	\$100	Components for developing device fixture and waterproof casing
Basic Electrical Components	\$50	Resistors, capacitors, wires, connectors
LiPo Batteries	\$150	Power source for prototypes
Microcontrollers	\$100	For interfacing sensors with visual and auditory cues
Motion Sensors	\$100	For triggering device
RGB Leds/Screens	\$120	For producing visual cues
Speakers/Amplifiers	\$80	For producing auditory cues
Shipping	\$200	Shipping cost for components
Total Cost	\$1,200	

Budget

Our team is seeking **\$1200** in funding to develop 50 electronic devices to install in elementary schools as pilot programs.



Figure 2: Bubble Buddy Product

Personnel

We are a team of Dartmouth students with diverse backgrounds representing multiple disciplines within engineering. We are excited to continue developing our design and work with children, teachers, and parents to promote healthy hand washing habits. Please reach out if you have any further questions or concerns. We would love to hear from you!



Chris Bacotti '20
Chemical Engineering

'19
BE '20
Mechanical Engineering

'21
Engineering Sciences
& Economics

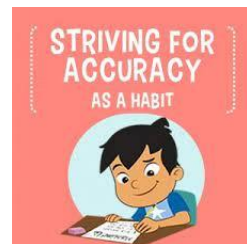
'21
Computer Engineering

'21
Biomedical Engineering

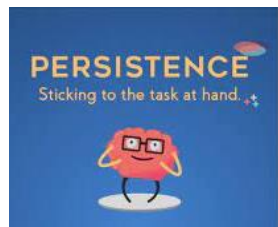
What dispositions do we want our students to display in order to have an innovator mindset?

What does a Seaford Scholar look like?

1. Planning	2. Monitoring	3. Evaluating and Reflecting	4. Transfer
1.1. Identifying the problem or goal	2.1. Identifying what is known	3.1. Identifying what has worked	4.1. Identifying when to use a strategy
1.2. Identifying the resources	2.2. Identifying what is not known	3.2. Identifying what has not worked	4.2. Identifying when not to use a strategy
1.3. Identifying the steps	2.3. Identifying what is being done	3.3. Identifying why it worked or not	4.3. Identifying when to adapt a strategy
1.4. Identifying the order	2.4. Identifying what is going well	3.4. Identifying what needs to be changed	4.4. Identifying when to try a new strategy
1.5. Identifying the time	2.5. Identifying what is going wrong	3.5. Identifying what to keep	4.5. Identifying when to stop
1.6. Identifying the people	2.6. Identifying what is not going well	3.6. Identifying what to discard	4.6. Identifying when to ask for help
1.7. Identifying the location	2.7. Identifying what is not being done	3.7. Identifying what to reuse	4.7. Identifying when to give up
1.8. Identifying the materials	2.8. Identifying what is not working	3.8. Identifying what to combine	4.8. Identifying when to seek feedback
1.9. Identifying the tools	2.9. Identifying what is not understood	3.9. Identifying what to modify	4.9. Identifying when to try again
1.10. Identifying the methods	2.10. Identifying what is not clear	3.10. Identifying what to improve	4.10. Identifying when to stop trying



FIND THE BALANCE



knowledgeable



GRIT

THE POWER of PASSION and PERSEVERANCE



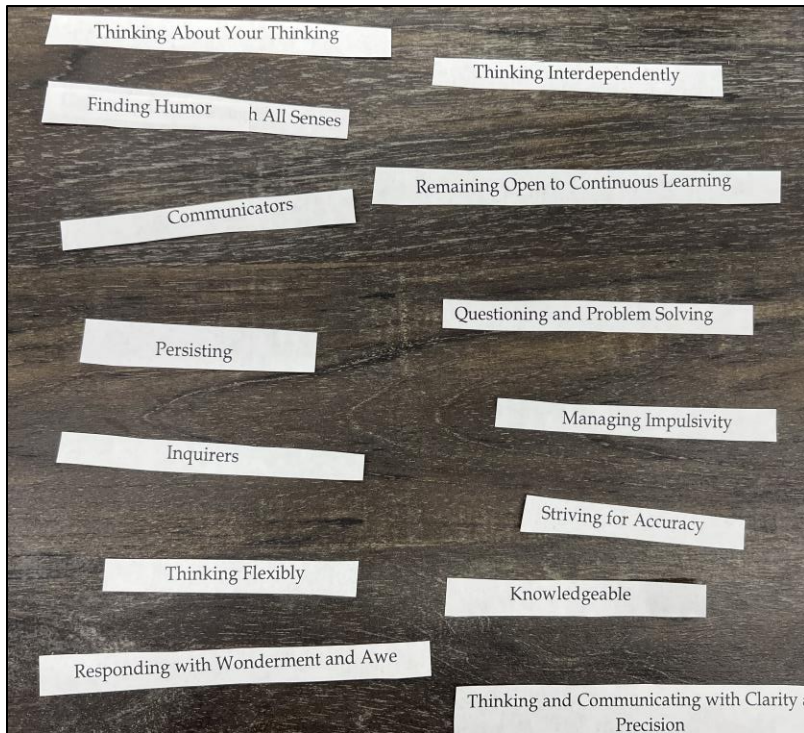
- Managing Impulsivity
- Take your time
 - Think before you act
 - Remain calm, thoughtful, and deliberate
 - Manage your behavior



We asked our Seaford High School Teachers what is a Seaford Scholar?
(2/9/2023)



Sharing MUST HAVE traits...



Seaford Scholar List of Must-Haves

- Listening with understanding/empathy
- Open-minded
- Flexibility
- Persistence
- Balance
- Taking Responsible Risks
- Finding Humor/Caring
- Creation/Imagination/Innovation
- Managing Impulsivity
- Reflective
- Gathering Data Through All Senses
- Applying Past Knowledge to Situation
- Principled
- Knowledgeable
- Responding with wonderment/awe
- Remaining open to continuous learning
- Questioning/Problem Solving
- Thinking about your Thinking (metacognition)

SHS (2/9/23)

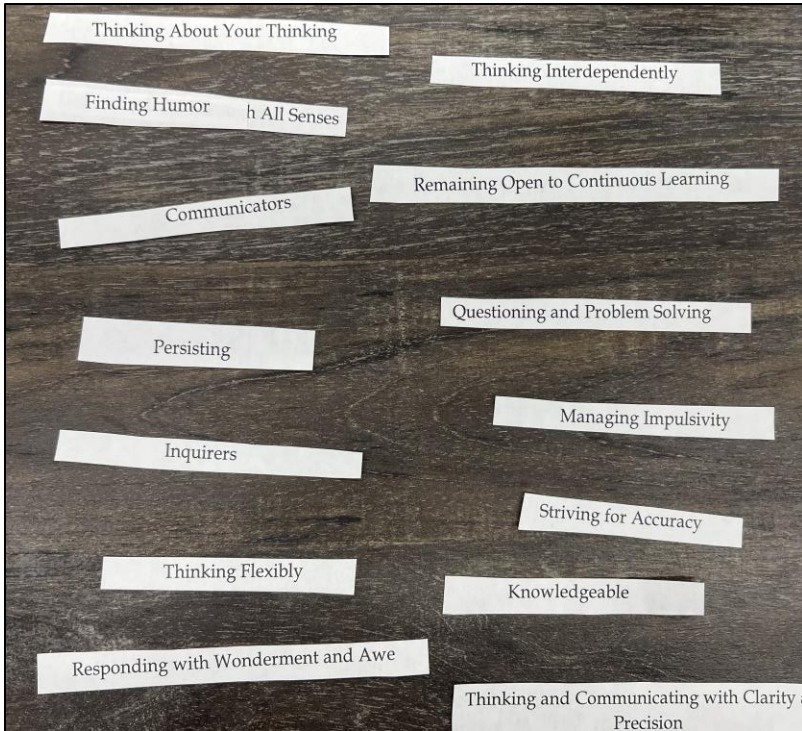


We asked our Seaford Middle School Teachers, what is a Seaford Scholar?

(3/23/2023)



Sharing MUST HAVE traits...



Seaford Scholar List of Must-Haves

SMS 3/23/23)

- Caring
- Managing Impulsivity
- Listening with Understanding and Empathy
- Persistence
- Balanced
- Questioning and Problem Solving
- Communication
- Being Open Minded
- Taking Responsible Risks
- Finding Humor
- Being Open to Continuous Learning
- Applying Past Knowledge to New Situations
- Reflective
- Thinking Flexible
- Thinking About Your Thinking
- Striving for Accuracy
- Creating, Imagining, Innovating

What happens next?

Seaford Scholar Profile Committee



Seaford High
School

Patricia Foley
Erica Nagy Iuvara
Caitlyn Wigand

Seaford Middle
School

Jennifer Bass
Mike Burns
Lisa Jones
Julia Spellman
Kristina
Spithogiannis

Seaford Harbor
& Manor
Elementary
Schools

Katharine Black
Kerry Hansen
Angelina Lee

Central
Administration

Dr. Adele Pecora &
Dr. Sheena Jacob

Seaford Scholar Profile Committee



VIKINGS

Our Committee Accomplishments

Continuing and striving for innovation!

2022-2023

Dr. Pecora & Dr. Jacob presented and professionally developed K-12 teachers on Seaford Scholar Profile.

May-June
2023

Creating the Seaford Scholar Profile & Initial Meetings

July-August
2023

Curriculum Writing & Planning to Pilot the Seaford Scholar Profile during the 23-24 school year.

August 29th
& 30th, 2023

Keynote Speaker George Couros working with our faculty and staff

The Seaford Scholar: Learners and Leaders of the Future...

We Have LIFT Off!
Library, Innovation, Fitness,
Technology

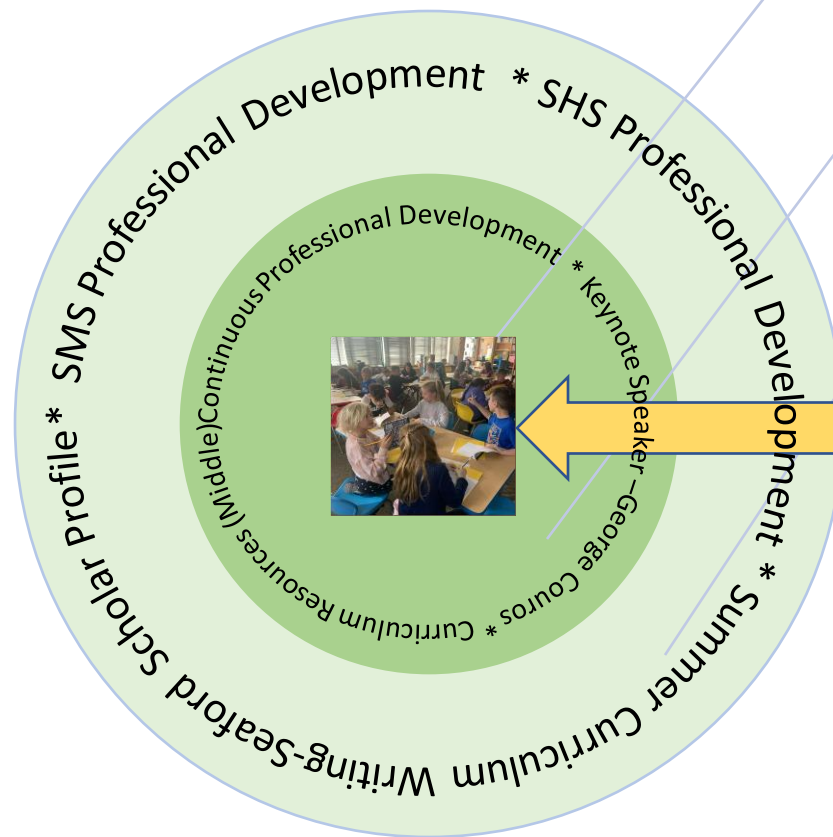


HARBOR ELEMENTARY SCHOOL MANOR ELEMENTARY SCHOOL

Project Lead The Way

Inquiry-Based Learning Mindfulness Library STEAM

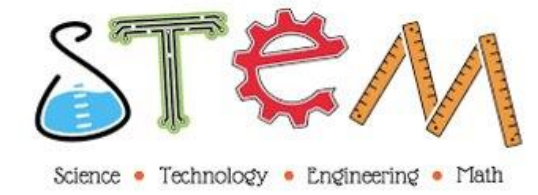
VIKINGS



WHY? Students become learners and leaders who create a better present and future.

How? Teachers are given resources and support to embrace an Innovators Mindset.

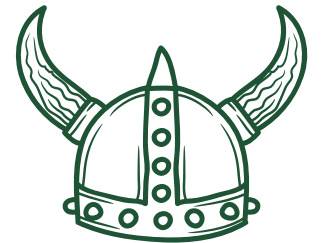
What? Create a Seaford Scholar Profile guided by the desire to grow continuous learners and future leaders.



SEAFORD SCHOLAR PROFILE MISSION



The Seaford Scholar Profile empowers students to become learners and leaders who create a better present and future. The Seaford Scholar Profile incorporates our SEL programs: Habits of Mind, RULER, Lion's Quest, Growth Mindset, and Innovator's Mindset. The profile characteristics are traits that we envision our students will develop on their journeys throughout their time in the Seaford Schools (K-12) and as they embark on their future endeavors.





Seaford

SCHOLAR PROFILE



Communicators

communicating with clarity,
active listening



Flexible

stretching your thinking



Risk Takers

taking responsible risks



Innovators

finding problems and being
curious



Reflective

being metacognitive



Principled

upholding beliefs with integrity

Mindful

being aware of thoughts, feelings,
actions



Networkers

collaborating actively in a global
community



Humorous

laughing, finding joy



Resilient

persisting with grit



The image features a central white rectangular area containing a vibrant, multi-colored paint splatter. The splatter is composed of various colors including purple, blue, green, yellow, orange, and red, with numerous small droplets and larger brush-like strokes radiating from the center. The text "Thank You!" is written in a white, serif font across the middle of the splatter. The entire composition is set against a solid magenta background.

Thank You!