

Proteential Education and Training Report (Page 1 of 2)

We facilitated two group (interactive education and training) sessions with Providence Catholic High School on March 8th from 8:15am - 11:20am. Each session was an hour and twenty-five minutes. There was a fifteen-minute break between each session. Session 1 consisted of 215 Freshmen while Session 2 consisted of 170 Sophomores. Students were seated eight to a table with staff seated in an aisle closest to the group he/she was responsible for. The overarching goal of "Proteential" was to help students develop strong positive self-images and to provide a model for acceptable standards of conduct in school, life, and community settings.

Program Learning Objectives	Academic Concepts	Social Emotional Learning Concepts
Distinguish between healthy and unhealthy peer interactions and relationships	Reading, Comprehension, Critical Thinking Skills, Vocabulary, Communication & Writing Skills	Self-Awareness, Social Awareness, Self-Management, Relationship Skills and Decision Making
Define punctuality (in word and action) and its importance in life and school	Additional topics covered: <ul style="list-style-type: none"> • Being bystanders when they see someone doing something wrong or mistreating another person. • Improper use of technology – taking pictures of people and posting to social media without their permission • Horseplay in the locker rooms and hallways • Causing a commotion at the concession stand 	
Recognize improper and proper usage of social media		
Identify inappropriate communication and behavior (i.e., defiance and disrespect) when interacting with staff		
Admit mistakes and receive feedback regarding (past/present) thoughts, actions and behavior; accountability		

Note: Twenty-two Providence Catholic High School staff were surveyed. Out of the twenty-two staff surveyed, fifteen identified as female and seven identified as male. Female staff ranged from the ages of 24-63 and male staff ranged from the ages of 31-60. On a rating scale of poor, average, good and excellent: Five percent of staff rated the training and education session as average. Thirty eight percent of staff rated the training and education session as good. Fifty-seven percent of staff rated the training and education session as excellent.

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Summary Comments (Staff Feedback)

- A bit long – May need to take breaks.
- The scenarios match our issues and concerns in the school
- More time spent in each scenario
- More time and smaller groups
- More open-ended questions instead of simply right and wrong; for more self-reflection
- Pre-meeting to get to know the school population better
- Microphone situation that makes it easier to understand
- A group like this being a consistent presence on the school would be beneficial
- The behavior expectations were read too quickly
- Not all the objectives for the day were met
- The scenarios at the end were good but felt rushed. Maybe get to those sooner.
- The letters should be bigger on the slides
- The interaction was great – kept students engaged
- Focus questions (practice applied) to choir, band, drama etc. and not just athletes
- Mr. Cage is dynamic and has potential for a profound presentation
- The presenters did not meet its stated objectives. Only objectives 1,4, and 5 were addressed

Highlights: Staff spoke to the authenticity of the scenarios. The feedback came from students but was delivered to one of our facilitators from staff. Staff also asked to use content from the course as an assessment tool to improve student behavior. Students easily approached our lead facilitator with inquiries about his background (life story).