

NCBI - AUSD Interview
October 18th, 2012

Q: Where you said you used your NCBI skills and we, Gail, Joyce, and I are talking about doing an article about this project that could be in a National Administrator's magazine (fire alarm goes off)

So we're going to be doing this article and we thought it would be very useful, and so part of it is the question yesterday but we actually want it broader because the question yesterday morning was how have you used your NCBI skills, we're asking you that's one piece but the other is you know how have you seen the NCBI program overall impactful those of you who have been working with the young people who are leading the work, so it's both how you used the skills and what have you noticed that's been most impactful you know around the training work we've doing and the young people reading the work, and we'll just pass it, are you going to, if we just hold it.

FS: We can pass it and it will be clearer that way.

Q: It'll be easier if we pass it. I think we should say your name and your role so it's there so that we could use it. (Side conversation and crosstalk)

MS: What was the first question?

Q: So have you used NCBI's skills you've learned...

MS: And how has that been impacted?

Q: How you've used and how it's impacted you and what have you noticed about the work and the system as a whole?

Rossi: Well just from being part of NCBI for... Oh I'm sorry. Eto LaRossi Antioch High School, California. I am a teacher, science teacher, I've seen NCBI... For me NCBI has like evolved... (Interruption)

I've seen it evolve when I first started it really opened my mind to you know all the different issues that we've been discussing I've obviously used it with my students, working with colleagues, working with other adults, it's helped me become more of a listener, more of a patient person to listen to, students and adults problems and how I can help them so it has definitely impacted me as an educator, as a professional to be the best person that I can be to, not just as a listener but also as someone that could be resourceful to others.

So I think that's the major key point that comes to me with those two questions regarding NCBI.

Q: And also if there's a particular example or story you can think of, a young person that led something or did something or led something or any of that?

NCBI - AUSD Interview
October 18th, 2012

Rossi: Well a recent example last year I had a very difficult student in the beginning of the year. She was African American, very defiant, you know seemed like she didn't want to be in class, in school, very unsocial and I started to you know, I noticed that about her in the beginning of the first, second week of school and I told myself well maybe if I start talking to her more, if I greet her with a smile and ask her how is her day and you know, and I started doing that every day and she started little by little, "uh hi" and then later I got a "Hi." And later I got a "Hi Mr. Rossi" and it just kind of evolved from there.

And you know just, I asked her what, how she was doing, how was school going, she just opened up and she went from you know being antisocial to like this bright kid, this bright student that would actually talk to me. And I asked her other teachers how she was doing and it seemed like she was doing a lot better in my class compared to the other teachers. So that to me just was like an eye opener, let me share with these other teachers what I'm doing so maybe it works for them you know.

So I think that's something I can take back and grow from there. Use your listening skills and really use that to make suggestions for students so that's a personal recent story that I can share.

Bernard: Thank you. Hello my name is Bernard Stevens I work for the Antioch Unified School District. I teach health at Deer Valley High School. I was very resistant initially to go back to Baltimore and receive training. I saw no reason for me to go back to Baltimore to receive diversity training. After I went back to Baltimore and received some training I discovered that a lot of the things that the NCBI was instructing and teaching I was doing some of those but it gave me more cause.

And in coming to Antioch Unified School District I used to often wonder looking at the beautiful homes, looking at the neighborhoods as to what were the issues and the problems and what things could be going on behind you know these beautiful and wonderful doors and the neighborhoods. And after listening to students and children's stories it became apparent that there were issues and problems centered in governing and around what was going on in the classroom, in the neighborhoods and things and I began to understand more of what my calling was as an educator and as a person to be able to institute change and to help facilitate some things and improvements in the Antioch Unified School District.

So I have been elated, glad, happy, and pleased that you know we have had people to embrace the model of the NCBI and just go ahead and perpetuate the growth and the betterment and enrichment of what they're doing and I just hope that I can continue the work and working in capacity with the NCBI.

Q: (inaudible)

NCBI - AUSD Interview
October 18th, 2012

Bernard: Well we have students that and it's amazing at how the students embrace and understand that there are needs and diversity and that there are changes that they need to make within themselves, the students have embraced it totally. We have found that maybe some adults from time to time as we've discussed in talking about, don't necessarily see the necessity of building relationships and foundations with children and looking at the clientele and students in which we serve if we don't build bridges children won't open up to you and you won't have any concept in how to actually teach and instruct them.

The children, the students have been wonderful, they have embraced it, we've seen school climate improve, you know we provide leadership for them, they take it and they just run with it and they're hungry for more of it. We initially started with cross sections of our school population but we have gone on to try and seek younger students so we could have them for longer periods of times to help to move the process along so we would have them 3 to 4 years. It's work for us, sometimes we struggle because looking at our limitations as far as time and commitment is concerned because our job is also to teach and instruct but we do the best that we can to keep up with all of the rigorous things that we do and it becomes a challenge.

But the students really embrace it, we have noticed that school climate has began to increase as a result of what the students are doing and we just look to grow it and hopefully the students we can get more students and impact them.

Pandora: My name is Pandora Bethea (ph.) I'm an English teacher Deer Valley High School in the Antioch Unified School District and I'm very committed to public education. NCBI reminds me of all the skills that we need in order to be effective teachers in public education, I really have seen students at my school lead NCBI program, have been very impressed, one of them is one of my students that I've had throughout the years, and I think that this program has a great asset for us thank you.

Brian: Brian Cofford (ph.) Deer Valley High School teacher. I've been involved with NCBI since its onset in 2009, currently some examples of the skills that I've learned is, primary ones are communication and listening to kids because when you have nearly 200 students sometimes you don't have the time to listen to them. An example I'll give is a student this year who was falling asleep in my class every day. I talk to his other teachers and he was falling asleep in their class every day.

And no matter how engaging the, the lessons he was still falling asleep. So I went, in the past I would have said why are you sleeping? And he would have said because I'm tired but I didn't provide him with that opportunity I said, what is going on, I'm really concerned about you, I'm really concerned about your health, have you got a physical, you know, you could have mononucleosis, you could have the onset of leukemia, scared him a little, I said you could have something

NCBI - AUSD Interview
October 18th, 2012

very serious and his dad is a physician, I said I know your dad get blood tests, find out what's going on because I am concerned.

And so he had a conversation and talked to me a little bit but since then he has not fallen asleep, he is proud to tell me I stayed awake in all of my classes and just again a communication type skill using some of the NCBI skills to break through to this kid is really all of a sudden he's staying awake and mostly he's communicating with me how successful he can be rather than old school it would have been why are you sleeping and we wouldn't have got anywhere.

The biggest benefit I see from NCBI is the growth of the students, the student trainers. We've probably had 2,000 kids at least go through our trainers and we've had 40 kids that have gone through the 2 day trainings at Deer Valley Students, the growth of the students is the key. I know a lot of those students who and they're not as, they're selected by teachers so it's a pretty diverse group of our trainers, they're, a lot of them are not high academically. They are across the board. But they have such confidence in their presenting after they've done it a few times and that confidence just improves them leaps and bounds.

Two examples I'll give are Dominic Crevenus (ph.) and Lamonte (ph.) Marshall and they were our leaders for years and they just embraced the system and they're still involved even though they're in college they're still involved with NCBI and right now we have a Jose Hernandez and Jose is an English, ELD student, English language learner and so Jose not real high academically, now Jose even told us first time I heard of it when he was talking to the staff that now Jose wants to be a teacher and he didn't want to be a teacher before because he loves presenting in front of kids and doing those things so again a lot of pride in how NCBI has really helped our students.

Mark: Mark Libby, Live Oak High School Antioch, California. We're a continuation high school and many of our students you could say are not very connected to school, most of them protect themselves by the walls they put up around them and after the beginning NCBI two years ago we started having student led workshops and the effects were immediate as the kids began to find ways of opening up to each other and finding commonality.

We had much less conflict and the closeness that the kids got was pretty incredible again because they tend to protect themselves by keeping everybody away. That kind of got legs into the following year into last year, we continued with getting more students trained and having student led workshops and the kids that would always come back to see us are NCBI kids. And one thing struck me earlier this year was our principal passed way. And I think we had probably about a dozen kids came to the funeral and afterwards I noticed that every single one of them had been through NCBI and I think that was a big reason for it.

NCBI - AUSD Interview
October 18th, 2012

Amy: Amy Tilson (ph.) Deer Valley High School, physical education teacher and softball coach. What I've, what NCBI has helped me as a teacher is to the patience, the listening, taking time to listen because we get so busy with everything else in our lives that we don't take time to listen to the kids. I've tried to become a better listener to them and help them and realize that I'm here for them, I'm an advocate for them, that they can come talk to me at any time about anything.

Dealing with student athletes I've had my former athletes who are struggling in the classroom and it takes out to the field and having them just engaging them in conversation, what's going on, this isn't about softball or anything just making it more personal and having them come to me and talk to me about you know stuff at home with their parents or with their boyfriends or whatever is going on that's causing these things and seeing them start to become better in the classroom and with the issues you know, not acting up in class or getting kicked out of class because they knew they had somebody to talk to.

So no matter what they could text me at any time, call me at any time, come see me during lunches it didn't matter that they could come talk to me and it's through this training that I've learned how to ask questions and how to sit there and be an active listener but just let them speak, let them have their voice, and know that somebody is there for them when they feel that nobody is there for them.

Mike: Hi my name is Mike Mastrangelo (ph.) I'm a health teacher at Deer Valley High School and I grew up in the 1950s, 60s, and 70s my neighborhood was predominantly protestant catholic, my high school had one black family, one Asian family. And I had this calling to become a teacher which I did about 10 years ago. And it was going well for me but the NCBI training filled in some gaps for me and as I started to proceed through the program the kids starting coming forward to me, they started talking to me, they started to relate to me and I started to relate to them.

Now with that said I don't think I was the worst person or worst teacher 10 years ago but the leaps that I have made are a direct result of the NCBI training, there's no doubt in my mind that the leaps and the polish that I've given to my instruction has been from the NCBI training, so that's what I wanted to add.

Q: (inaudible)

Mike: Uh the predominant area was the records that I have in my mind that are put there after learning more about this and then just self-reflection. From our society, from my upbringing, from my neighborhood, from the media, and when I look at the children in my class now I, it's just a clarifying, polishing of my vision towards those kids. And I would like to thank the NCBI in general just for what you've done for me in particular and for my community.

NCBI - AUSD Interview
October 18th, 2012

Violeta: My name is Violeta Roscoe (ph.) I'm a high school counselor at Antioch High School. There's a lot that I've learned from NCBI but I think what I learned the most is working with the students. It's interesting because as adults I think we kind of like have so many barriers and we don't want to like go up in front or cry or like talk about a personal experience but with at least high school students they're very, they're way more open to like talk about their emotions.

And I think they don't always get that opportunity to do that and I really remember certain students coming up during one of our workshops talking about you know being physically, sexually abused, there was a student who came up talking about how she was undocumented, there was another student who had been abandoned. So just hearing those stories really resonated with me so when I do talk to students and they're kind of rude, come off rude or maybe come off standoffish, you know in your office really tired or you know maybe aren't approaching you in the best way I remember those stories.

Because that was a reality check, how many students come to school every day with a huge weight on their shoulder and I think so many times that's been one of the key things that I've learned as an educator to just kind of remember that and to remember my broken records but definitely that backpack that they carry every day that weight.

Jennifer: My name is Jennifer Esiltine (ph.) I'm a health teacher at Antioch High School. NCBI has helped me to become a better listener, a listener to my students, to my friends, to my husband to just everything in general and um a specific instance that sticks out in my mind was at one of our "Train the Trainers" I decided to do a speak out and I told my story and a few days or even a couple of weeks later I had run into a student that was at the "Train the Trainer" and she came up to me and she said, "You know after listening to your story it made me realize that teachers have problems too. I never really saw my teachers as people I just thought they were up there telling us to do this and to do that and it never really occurred to me that you have problems also."

So as much as we're helping trying to help our students it gives the students a chance to connect to us as well. And I don't see that girl often on campus but when I do she kind of gives me this knowing look as we're in it together. And that's something special that will stick with me about NCBI.

Pam: My name is Pam Pearson and I teach at Dojalabee (ph.) Medical High School which is a medical based learning pathway school. I teach health there and I'm kind of the on campus unofficial counselor for many, many, many students as well as faculty. In the NCBI I gave my classroom up or my class up to the training at the beginning so I've been a participant of NCBI so through that I've learned more than sometimes I want to know about the students because being empathetic I'm in the back crying half of the time from hearing about the rapes, the

NCBI - AUSD Interview
October 18th, 2012

situations, the drug abuse in families that growing up in the Midwest our biggest thing was cow tipping.

So you know you just, even though it was the 60s and 70s and Vietnam it was just nothing compared to what these kids to school every day with. And seeing the training through those eyes and seeing my kids go through it and the classes just opened my eyes to what is out there and specifically last year I had a student, a Latino girl who was lesbian all of a sudden shut down and she was in the class and just sleeping all the time and I tried and tried to talk to her and have a really good rapport with the majority of my kids I would say but I just never could get all year, towards the end it was like last 3 months I just couldn't figure it out.

So she came back this year and they usually have, and most of us know if you teach freshmen, sophomores have separation anxiety and they're in your freshmen class more than they are in their sophomore classes. So I have a huge group of sophomores, juniors they still come in the class. She would come in and you know we would always give the hug or whatever and I could see something was bothering her. Second month of school which was just a couple, like a month ago, she came in before when she went to lunch and handed me, and I was dealing with another girl who thought she was pregnant and she came in and she stood there.

And I said you know, "What's going on?" And she said well, she handed me some paper and she said, "When you have time would you read this?" And I was like "Sure." So everybody left and I open it up and within 4 sentences I'm crying because she's talking about the abuse she's suffering, her dad being a drug dealer, she's not getting any food, her parent, she lives sometimes with the mom, dad is four doors down, physically being abused, she's figuring that suicide is her next only option because she has no way out. Her girlfriend is 19, is going to move and she wants, just I only got to the 2nd, by the time I'm at the end of the first paragraph I'm in the office with tears streaming down, getting with my principal who is extremely, I pull her out of lunch duty and said we have to deal with this, we were very, very fortunate, it was one of those once a month visits from my actual counselor.

I am happy to say she was immediately, the process worked wonderfully and actually the police did go to the dad's house and bust him for being a drug dealer. But she was placed in a really good group home in Concord, we were hoping she could come back to this area because she has a real good support of family or friends here, Monday which was the last day I was at school, she came, I saw her at my door outside and immediately stopped the class, I ran out, and she gave me the biggest, biggest hug and said "Thank you."

Because I had taken, she wanted to tell somebody but she couldn't turn her parents in, she even said I really want to call the police on my dad but I'm afraid and when I found her at lunch and brought her to the office, I'm taking that choice

NCBI - AUSD Interview
October 18th, 2012

away from you, I'm doing it for you, you do not have to be the guilty person or feel guilty for turning your parents in and she just let me know how much she had a smile on her face which I hadn't seen in a year because she was in a safe place, she was getting food on a regular basis, she had a blanket and someplace to sleep on a regular basis and our goal is we're trying to find her a place in our area so she can come back to school with her friends.

Sean: My name is Sean Taylor, social science teacher and student activities director at Antioch High School. I teach patience and understanding to my students through NCBI. Letting them as much as we are different, we are, we're the same and we all want to be treated the same and we have common experiences from the past that are very prevalent today that we need to let out. The most important thing that I try to teach them is to teach love because if everyone is teaching love and everyone is happy then everything is going to be better.

Monica: Monica Jones, English teacher Antioch High School, part of the original group to go to Baltimore. I use NCBI throughout my life not just in my classroom, specifically the broken records that we all carry around with us. And it has really helped me become aware of the broken records I have and the broken records other people might perceive me with. And it has allowed me to be more understanding of where other people come from especially my students and their very different backgrounds.

Kreshawn: My name is Kreshawn (ph.) Ross, I teach social science and I'm also a co-lead for a leadership in public service academy here at Antioch High School. I always believed I had a sense of fairness but not technically certain of how to frame it with my students and with my colleagues and my relationship with my personal friends and family. I think what I've gotten out of NCBI training has helped me to frame questions in a way for students to feel as though that they're members and that belong to a community and that I care.

I think especially what I've gotten out of yesterday's training is that I've been able to see people in a different way where I wasn't able to see them that way before and I think I create better connections with other people.

Samantha: Hi I'm Samantha Wilson, I'm an English teacher at Antioch High School and I think the most important thing to me is to, from NCBI training is how everyone has a story and then also the bonds that you make when you go to NCBI training. One of my students that went last year he came and told me at the beginning of this year that his brother had committed suicide and I was very upset but he has this great set of friends from NCBI that will help him and also the next time I saw him he said, (gets choked up) excuse me, he said how excited he was to go to the next NCBI training and that the club is starting and that he's really excited about what we're going to do this year and that maybe he can get all of the trainers to go to the drive-in

NCBI - AUSD Interview
October 18th, 2012

And also I think that, I also think that seeing my co-lead up here who I have a lot of conflict with sometimes, talk about a story which is a little girl and I will remember that story. (Crying) Sorry, now she's my friend and now the other people were surrounding her and remembering that vulnerability and my tough friend.

Gail: I'm Gail Pinnell. I'm an educational services director for the Antioch Unified School District. And the training that I've received has been very consistent through the years because I've seen "Train the Trainers", I've seen "Train the Adults", I haven't attended the 5 day but I feel like over time it's truly made me be much more sensitive and intuitive to people, my experience with students is very limited but my experience with adults is on a day to day basis. And I think that um you've spoken about it before the broken record for me was one thing that has really hit home when I drive through the community when I you know like listen to colleagues, listen to friends, listen to family it just makes me so much more understanding about why we react the way we do sometimes and how we don't have to react that way if we can just listen to what's going on inside.

I think that the efforts that we're trying to do with Antioch with NCBI have been profound especially in regard to the students that have been involved. The passion that I've seen with those students and the confidence that it's given them, the ability to really kind of see who they are and have a voice have been allowed or permitted or taught through NCBI and those are experiences that I don't think they would have had just going through a regular school, public education.

And I think that those experiences are going to affect them for the rest of their lives, I think we've heard examples today of students that we've seen that were going to continue to move and we all know that we touched the lives of students so many different ways as we teach the ways that you've been touching through NCBI I think that we're never going to know what that's done for the future generation but I can only think it's going to be very positive.

I think that we're all allies here for NCBI I think that we are seeing differences on campuses, all of you have talked about the culture, you've talked about different climates in your classroom and the different effects you've had with kids. And I can only say that it's just because of the positiveness of the program and the different strategies and skills that we've learned. And that's made me feel like we've done a good thing in this relationship.

Q: Thank you all.