Educating the Whole Child
An ASCD Action Tool

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Engaging Stakeholders:
Beginning Your Whole Child
Strategic Planning Process

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Action Tool One: Determining the Mission and Guiding Principles of Your Team

PURPOSE OF THIS TOOL
Just as a school mission establishes what that learning organization is in business to accomplish, your Whole Child strategic planning team can begin its work by articulating its own mission and key operating principles. This tool will help your team to articulate its purpose and guiding principles. Using this tool, you will be able to summarize the specific intended effects of your work and your aims for the school as a Whole Child learning organization.

HOW TO USE THIS TOOL
Your Whole Child strategic planning process can begin with a group of interested stakeholders reviewing the highlights of the Whole Child Compact. This tool will help group members come to consensus about their purpose and guiding principles for addressing the five Whole Child tenets. They can use this tool to summarize their long-term aims, against which stakeholders will design and adjust their work with this initiative. In effect, the team’s mission should summarize its governing purpose within the school or district.

TIPS AND VARIATIONS
✓ Once your Whole Child team has developed the initial draft of its mission and related operating principles, it can share them with other relevant stakeholders in the school or district.
✓ Use the finalized team mission as a tool for stakeholder groups to judge the level of organizational change occurring as a result of your Whole Child strategic planning process.
Determining the Mission and Guiding Principles of Your Team

DIRECTIONS:
Appoint a group facilitator responsible for leading your team’s discussion about the Whole Child. Under each section, record the big ideas the team agrees should be part of its mission.

According to the Whole Child Compact, a whole child is
- intellectually active
- physically, verbally, socially, and academically competent
- empathetic, kind, caring, and fair
- creative and curious
- disciplined, self-directed, and goal oriented
- free
- a critical thinker
- confident
- cared for and valued

Our team agrees that the following big ideas from this list should become a part of our team mission statement:

The Five Tenets of the Whole Child Compact:
- Each student enters school healthy and learns about and practices a healthy lifestyle.
- Each student learns in an intellectually challenging environment that is physically and emotionally safe for students and adults.
- Each student is actively engaged in learning and is connected to the school and broader community.
- Each student has access to personalized learning and to qualified, caring adults.
- Each graduate is prepared for success in college or further study and for employment in a global environment.

What are the big ideas in the Whole Child Compact that our team members wish to emphasize as part of our team mission statement and guiding principles?
To develop the whole child requires that communities provide

- Family support and involvement
- Government, civic, and business support and resources
- Volunteers and advocates
- Support for their districts’ coordinated school health councils or other collaborative structures

We agree that the following big ideas from this list be included in our team mission statement and guiding principles:

To develop the whole child requires that schools provide

- Challenging and engaging curriculum
- Adequate professional development with collaborative planning time embedded within the school day
- A safe, healthy, orderly, and trusting environment
- High-quality teachers and other staff (e.g., nurses, counselors, coaches, custodians) and administrators
- A climate that supports strong relationships between adults and students
- Support for coordinated school health councils or other collaborative structures that are active in the school

We agree that the following big ideas from this list be included in our team mission statement and guiding principles:

To develop the whole child requires that teachers provide

- Evidence-based assessment and instructional practices
- Rich content and an engaging learning climate
- Student and family connectedness
- Effective classroom management
- Modeling of healthy behaviors

We agree that the following big ideas from this list be included in our team mission statement and guiding principles:
DIRECTIONS:
Use the big idea discussion results to finalize your Whole Child strategic planning team’s mission and to articulate the guiding principles you will adopt to guide and inform your long-term Whole Child work.

<table>
<thead>
<tr>
<th>Finalizing the Elements of Your Whole Child Team’s Mission Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>If we are successful, each of our graduates will</td>
</tr>
<tr>
<td>If we are successful, our community will</td>
</tr>
<tr>
<td>If we are successful, each of our schools will</td>
</tr>
<tr>
<td>If we are successful, each of our teachers will</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Our Whole Child Team Mission Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>As a result of our long-term commitment to the whole child:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Guiding Principles for Our Whole Child Team</th>
</tr>
</thead>
<tbody>
<tr>
<td>To achieve this mission, we dedicate ourselves to the following guiding principles:</td>
</tr>
</tbody>
</table>
Introducing...

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1. Orientation, Group Discussion, and Initial Activities Exploring Key Criteria Associated with Tenet One
2. Examining Your School’s Current Status for Tenet One—Suggested Strategies for Data Collection and Analysis
3–7: Planning and Implementing Professional Development for Tenet One
3. A Suggested Agenda for Your Tenet One Professional Development Activities
4. Identifying Key Players in Your Tenet One Strategic Planning Process
5. Characteristics of a Healthy School
6. Helping Each Student Enter School Healthy and Ready to Learn
7. Helping Adults Practice and Model Healthy Behaviors for Students
8. Study Group Articles and Discussion Questions
9. Inquiry Team and Action Research Questions

Entering School Healthy and Promoting Healthy Schools and Healthy Lifestyles
Action Tool Four: Identifying Key Players in Your Tenet One Strategic Planning Process

DIRECTIONS:

STEP 1:
For each of the 11 characteristics, list at least one person that you have involved or plan to involve in the assessment of that characteristic. You may list more than one person per category. One person may serve in multiple roles (i.e., as an expert, stakeholder, and champion).

Definitions:
- Expert—A person with a high degree of skill in or knowledge of a certain subject
- Stakeholder—A person who has a share or an interest, as in an enterprise
- Consumer—A person who uses goods or services
- Champion—An ardent defender or supporter of a cause

STEP 2:
Review the people listed and determine if you have missed anyone. If so, add their names to the chart.

STEP 3:
By each person’s name, identify which people are Mavens (M), Connectors (C), or Salespeople (S).

Definitions:
- Mavens—People who know a lot about a specific area of knowledge
- Connectors—People who know and talk to a lot of different people
- Salespeople—People who can sell anything to anyone
Identifying Key Players in Your Tenet One Strategic Planning Process

THE PLAYERS CHART—WHO ARE YOUR PLAYERS?

**Directions:** There are 11 structural factors (characteristics) in a school that need to be present to ensure a health-promoting school. These 11 characteristics are an expansion of the eight components of school health. Complete the chart to identify and communicate with team members and the public those involved in your Tenet One efforts.

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Ideas and Recommendations for Next Steps:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Expert</td>
</tr>
<tr>
<td>1. Social and emotional school climate</td>
<td></td>
</tr>
<tr>
<td>2. Family and community involvement</td>
<td></td>
</tr>
<tr>
<td>3. School facilities and transportation quality</td>
<td></td>
</tr>
<tr>
<td>4. Health education</td>
<td></td>
</tr>
<tr>
<td>5. Physical education and physical activity</td>
<td></td>
</tr>
<tr>
<td>6. Food and nutrition services</td>
<td></td>
</tr>
<tr>
<td>7. School health services</td>
<td></td>
</tr>
<tr>
<td>8. Counseling, psychological, and social services</td>
<td></td>
</tr>
<tr>
<td>9. School-site health promotion for staff</td>
<td></td>
</tr>
<tr>
<td>10. Coordination</td>
<td></td>
</tr>
<tr>
<td>11. Policy and strategic planning</td>
<td></td>
</tr>
</tbody>
</table>
Creating Intellectually Challenging Learning Environments That Are Physically and Emotionally Safe

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Action Tool Two: Examining Your School’s Current Status—Suggested Strategies for Data Collection and Analysis for Tenet Two

PURPOSE OF THIS TOOL
As your Whole Child strategic planning team completes its preliminary discussion and analysis of Tenet Two programs and practices in your school or district, a logical next step will be preliminary data collection and analysis related to your recommendations. This tool will provide a process and methodology for your team to begin determining how accurate your initial insights and recommendations were, based on available student, staff, and related stakeholder data involving intellectual rigor in all classrooms, student and staff perceptions of physical safety within the building, and student and staff perceptions of emotional safety within the context of school climate.

HOW TO USE THIS TOOL
Examine the recommendations presented here in this tool. Then, consider the available evidence (e.g., formal student and program evaluation data) to determine the extent to which each element or strategy is fully operational. For areas in which there may be insufficient data to allow valid conclusions, consider how your team might acquire those data to make valid inferences and recommendations for program development and school change in relationship to key Tenet Two focus areas.

TIPS AND VARIATIONS
✓ Use this tool and the analytical processes it generates to determine key elements of your Tenet Two work. For example, Who should be the key players in bringing about change and transformation? Who needs to be involved to address Tenet Two gaps and emerging priorities and goals? How should we involve the community? How will students be involved in making change occur, including potential service learning projects?
✓ Once again, be certain to communicate your conclusions and recommendations to members of your school improvement team(s) as well as other relevant stakeholders and stakeholder groups. A key goal should be the alignment of all Whole Child work with the learning organization’s commitment to holistic, unified, and coherent educational transformation. Tenet Two’s focus on intellectual rigor, for example, is closely aligned with Tenet Three’s ideas about the importance of student engagement in promoting high levels of achievement for all.
✓ At the completion of the discussion and analysis process facilitated through Action Tool Two, it will be an ideal time for your Whole Child strategic planning team to engage in outreach to individuals and organizations that can support your recommended changes. In addition to finding experts (e.g., university researchers, program directors, central office leaders) who can help you with your work, you will need to start the conversation: How will we fund and sustain recommended organizational changes? Will our expanded emphasis on intellectual rigor necessitate additional resources such as time for professional development? How can cross-institutional partnerships (e.g., with local universities) support us in achieving our vision for renewal in key Tenet Two areas?
### Examining Your School’s Current Status—Suggested Strategies for Data Collection and Analysis for Tenet Two

<table>
<thead>
<tr>
<th>Suggested Discussion Questions for Data Collection and Analysis</th>
<th>Questions and Recommendations</th>
<th>Recommended Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>How do we communicate and maintain behavioral expectations, rules, and routines for everyone in our learning community?</td>
<td></td>
<td></td>
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<tr>
<td>How do these expectations, rules, and routines contribute to our school’s organizational climate?</td>
<td></td>
<td></td>
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<tr>
<td>How do we make certain that expectations, rules, and routines are administered equitably to promote the success of each student?</td>
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<tr>
<td>To what extent do we have early-intervention systems in place to identify and lessen the impact of potential behavior issues and disciplinary problems?</td>
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<tr>
<td>How do we welcome families and community members into our school? What do we communicate through this process?</td>
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<tr>
<td>How effective are our extracurricular activities in providing challenge and relevance for every student?</td>
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<tr>
<td>To what extent is every classroom in our school intellectually challenging? What criteria do we use to determine intellectual challenge?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To what extent does every student experience intellectual challenge in every classroom? How can we tell?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How do our teachers employ active and experiential learning strategies (e.g., experiential learning, inquiry-based learning, authentic culminating projects) to challenge every student?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall, how safe is our building? To what extent does each participant feel physically and emotionally safe here? How do we know?</td>
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</table>

**Initial Reflections and Recommendations for Tenet Two:**
TENET THREE TOOLS

Ensuring Active Student Engagement and Connectedness

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DIRECTIONS:

1. This activity engages participants in an imaginary walk-through activity. You will need several video examples of classroom episodes representing a variety of areas (5–10 minutes per episode).

2. Participants will form walk-through teams. They will be responsible for “moving” from classroom to classroom, applying the criteria identified below from Robert Marzano’s text, *The Art and Science of Teaching*.

3. Ideally, television monitors can be set up throughout a large training room as viewing centers. As in a real walk-through, the team will attempt to go in and out of as many classrooms as possible. If multiple monitors are not available, the entire training group can watch the series of short classroom episodes and then complete their team reports.

4. Reports should be a combination of bulleted notes on flipchart pages and an oral summary of what the team members observed in response to three major questions related to “the rules of engagement”: (a) How engaged in learning were students in each classroom we observed? (b) What were the signs of engagement we can identify (e.g., high energy, activities involving missing information, activation of the self-system)? (c) What commendations and recommendations would we make?

Robert J. Marzano:
What the Research Tells Us About Student Engagement

(Research conclusions presented by Dr. Robert J. Marzano in his 2007 ASCD text, *The Art and Science of Teaching*.)

1. Engagement is reflected in on-task behavior combined with students’ emotions, cognition, and voice. According to Reeve (2006, cited on p. 99 of Marzano’s text), “When engagement is characterized by the full range of on-task behavior, positive emotions, invested cognition, and personal voice, it functions as the engine for learning and development.”

2. Marzano cites five major areas in which teachers can increase student engagement (pp. 100–103):
   - High energy: boosted by physical activity, instructional pacing, and teacher enthusiasm.
   - Working with missing information: engaging students in working with puzzles and games that activate the phenomenon of “clozentropy,” the impulse to lessen the discrepancy between what someone predicts will occur and what is actually occurring.
   - Activating all aspects of the “self-system”: involving students in activities that touch on or activate what is important to them at their core, that is, what they find increasingly valuable and interesting.
   - Using mild pressure to stimulate engagement: nonthreatening but interesting activities in which mild pressure is present to increase levels of engagement. Unpredictable questioning patterns, for example, can increase levels of attention and engagement.
   - Incorporating mild controversy and competition: activities such as structured debates to increase student engagement and interest without threatening the learner. Similarly, games in which students compete in teams can also enhance engagement.
How Engaging Were the Classrooms You Observed?

1. Examples of student behaviors reflecting engagement:

2. Examples of teacher behaviors that encouraged engagement:

3. Examples in which engagement was weak or missing:

4. Commendations:

5. Recommendations:
TENET FOUR TOOLS

Personalizing the Learning Process and Ensuring That All Learners Work with Qualified, Caring Adults

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Action Tool Seven: Implementing and Sustaining Effective Student Advisories, Mentoring Programs, Counseling, and Related Student Support Systems—Dream a Little Dream of Me!

DIRECTIONS:
1. Invite participants to dream a little and imagine what a true support system for every student might look like if you had the resources (human and material).
2. Ask them to form “dream teams” responsible for creating and presenting their vision for a comprehensive student support system that fully addresses the needs and developmental requirements of every learner in your school.
3. Use the suggestions presented below for a starting point. Then, use flip-chart paper to present a verbal or nonverbal (e.g., pictograph, graphic organizer, flow chart) representation of the support system you are proposing. As part of your discussion, be prepared to compare your “dream” to the reality of your current school-based support services and programs for students. How closely do they align?
4. After each team has had a chance to present their dream visions, ask the entire group to provide feedback about the implications of this activity for your work with Tenet Four.

STUDENT ADVISORIES
Student advisories can take a variety of forms. Specifically, however, they require that each student be assigned an advisor who has the time to work with them on a regular basis. Ideally, advisors move across grade levels with the student, remaining a firm part of the student’s support system. Student advisors should be well trained in identified areas in which the student may require intervention, extra support, tutoring, or intervention via health and human services. The advisor does not have to be one of the student’s teachers. In an ideal situation, student advisory meetings are a regular part of the formal school schedule.

COUNSELING SERVICES
Counseling services should be immediately accessible to students to serve a variety of needs. The traditional guidance counselor’s role, of course, is most often associated with this element of a support system. However, counseling services should include options for students to access psychological counseling and health services offered either on-site or through agencies and clinics close to the school. An especially important part of effective counseling services is a limitation on counselor-to-student ratios. Part of a true vision for effective and multifaceted counseling services is reducing the number of students assigned to each counselor, greatly improving the potential for providing substantive counseling services.
MENTORING
Mentors encourage the student and establish a genuine and sustained rapport with him or her. Unlike a faculty advisor, a mentor's role should be relatively nonstructured and can include a range of services and support functions. An important part of effective mentoring is for the mentor to understand and establish direct contact with the mentee's family, asking them for support in providing appropriate services. Ideally, every student should have a significant and highly accessible adult to depend on to be a mentor.

ON-SITE HEALTH AND HUMAN SERVICES
Increasingly, multiservice schools are offering health and human services right at the school site. Generally, doing so requires cross-institutional partnerships with health agencies, social service agencies, and other government and private service entities. Typically, this process begins with a health clinic located on campus, but it can be expanded to family services offered on site. An especially important component is expanded availability of psychologists and social workers who can provide immediate intervention and support for students and families in need.
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Action Tool Eight: Study Group Articles and Discussion Questions

PURPOSE OF THIS TOOL
This tool provides suggestions for Educational Leadership articles in electronic format for use with your Tenet Five study groups. The electronic articles are available for download at www.ascd.org/downloads.

HOW TO USE THIS TOOL
Refer to the study group guidelines and tools included in the Overview section to support the planning and implementation of your study group.
Study Group Articles and Discussion Questions

Transforming the High School

   - Why does Tucker contend that the United States no longer has the best-educated workforce in the world?
   - What are the recommendations presented in the report, *Tough Choices or Tough Times*? To what extent do you agree with these recommendations?
   - What are the implications of this article for your work in preparing students for postsecondary education and the 21st century workplace?

   - To what extent do you agree with Wise that the U.S. high school is “broken”? What are his arguments for this assertion?
   - What are the implications of the conditions described by Wise for high schools in your area?
   - To what extent do high schools need to be restructured to ensure national competitiveness in a global marketplace?

   - Jackson describes the characteristics of International Studies Schools. What are the common structural elements in these schools?
   - To what extent do these elements offer suggestions for reorganizing and restructuring high schools in your district?
   - How do the global knowledge and skills identified by Jackson align with your expectations for the competencies graduates should exhibit as they enter postsecondary education and the workplace?

   - Forbes and Saunders describe a process of “just starting over.” To what extent do their assertions and recommendations align with your vision for high school reform?
   - How do high schools in your district currently address the competencies identified in this article: cognition, academics, real-world connections, and personalization?
   - To what extent can the “lessons learned” presented by the authors be used to guide your work with this fifth tenet of the Whole Child Initiative?

Preparing Each Student for Postsecondary Education

   - What are the challenges of getting students ready for college described by Conley? To what extent do you agree that these are universal imperatives?
   - How can your community collaborate on aligning high school curriculum and instruction with college expectations?
   - To what extent are the suggested strategies and processes presented in this article useful in your Whole Child Initiative, particularly Tenet Five?
   - Why do Wiggins and McTighe contend that the long-term goals of schooling should be meaning making and transfer of learning?
   - To what extent do schools in your district reflect the suggested sequence for teaching and learning presented in this article?

   - What are the key elements of the High Schools That Work model?
   - What does it mean to treat all students like the “best” students? To what extent is this practice operational in your school or district?
   - What would your high school look like if the suggestions in this article were fully implemented there?

**Emphasizing the Arts, Science, Social Studies, and World Languages for Each Student**
   - What role do the arts currently play in your school or district?
   - Based on this article’s recommendations, how would you assess the level to which the arts are an essential part of your curriculum?
   - What do the authors mean when they say “teaching content through the arts”?
   - How can the strategies and suggestions presented by the authors of this article be incorporated into your Whole Child Initiative?

   - This article is an excellent resource for helping staff to explore the concept of “authentic learning.” How does Irvin define and explain this term in his article?
   - What are the article’s implications for your work with ensuring that each student is successful in science specifically and learning in general?

**Preparing Each Student for the Global Economy and Environment of the 21st Century**
   - What do the authors suggest about the impact of student population changes?
   - How do population shifts affect a school’s commitment to the Whole Child Initiative?
   - How could design features from the programs and practices presented here be incorporated into your school or district’s work with the Whole Child Initiative?

   - The author suggests, “The future is here. It’s multiethnic, multicultural, and multilingual.” How does she answer her own question, “But are students ready for it?”
   - What is global competence? To what extent is this concept emphasized in your school or district?
   - How might you use Stewart’s suggestions for “what schools can do” as part of your Whole Child Initiative?
   - The authors of this article present a series of recommendations for helping young people to become culturally sophisticated and prepared to work in an international environment. How would you synthesize their major suggestions?
   - To what extent do the students in your school or district reflect the characteristics advocated by the authors?
   - How could you use their suggestions as part of your Whole Child Initiative?

   - Why do the authors suggest that such practices as the Carnegie unit and awarding course credit for seat time are working against efforts to teach and test 21st century workforce skills?
   - What is the process the authors present for organizing curriculum around applied skills?
   - How might you use their recommendations as part of your work with the Whole Child Initiative?

   - Why do the authors assert that accountability systems in schools should focus on more than basic skills?
   - According to these authors, what school practices and programs are necessary to produce the outcomes needed for success in work and life?
   - Which of the life skills and competencies presented by the authors might become a part of your Whole Child planning process?

Promoting Equity and Excellence in 21st Century Schools

   - How would you describe the authors’ vision for “high schools for equity”?
   - What role does each of the following play in your current school or district: personalization, rigorous and relevant instruction, and professional learning and collaboration?
   - How might you use the authors’ recommendations for policy changes (e.g., organization and governance, human capital, curriculum and assessment, funding) as part of your Whole Child work?

   - The author of this article presents a series of “snapshots” of successful reform models. What do these models all share in terms of their commitment to the Whole Child Initiative?
   - Which programs and practices presented here might become a part of your action planning for the Whole Child Initiative?
PUTTING IT ALL TOGETHER

The Whole Child Initiative as a Holistic, Integrated Transformation Process

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PURPOSE OF THIS TOOL

What should you be able to observe during a Whole Child walk-through process? This tool is designed to answer that question by providing walk-through teams with a set of observation criteria related to each of the Whole Child tenets. Generally, the walk-through process is designed to capture a kind of photograph of a point in time within the learning organization. Ideally, follow-up walk-throughs would be conducted to observe organizational performance over time. Also, walk-through data are used for whole-staff feedback rather than individual staff observations. Walk-through teams are engaged in a kind of anthropological research, discerning observable patterns and group behaviors with the overall learning organization or subcomponents of it.

HOW TO USE THIS TOOL

No individual walk-through team should be expected to observe for all of the performance indicators included with this action tool. Instead, consider having a series of walk-through processes conducted at different times by different observers. Each walk-through might be devoted to one aspect of the Whole Child set of performance indicators. Follow-up sessions can be conducted to triangulate initial data and related observer conclusions about observable patterns. Walk-throughs are valuable resources for inclusion in your school improvement or strategic planning process.

TIPS AND VARIATIONS

✓ Invite external observers from your central office as well as community stakeholders to form walk-through observation teams for a specific tenet or subcomponents of it. Have observers present their observations and conclusions to the staff as soon as possible after the completion of their work.

✓ Consider forming peer-based walk-through teams responsible for observing and analyzing data patterns related to a significant aspect of your Whole Child strategic plan. For example, have a small group of peers move through classrooms during a two-hour period to observe for student engagement, intellectual challenge, or related indicators of a rigorous curriculum and instructional program.

✓ Use the walk-through process to collect data on phenomena for which you may not already have formalized evaluation standards or processes. For example, this protocol can be used to discern levels of caring on the part of staff members. It can also be an ideal method for analyzing levels of emotional safety within a building.
The Whole Child “Walk-Through” Process—
Suggested Procedures with Observation “Look-Fors”

<table>
<thead>
<tr>
<th>Whole Child Look-Fors</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tenet One</strong></td>
</tr>
<tr>
<td>1. There is a high level of student health and well-being.</td>
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<tr>
<td>2. The school promotes student and staff health.</td>
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<td>3. There are conditions present that confirm the school is a healthy building and learning organization.</td>
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<td>4. Students make healthy choices.</td>
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<tr>
<td>5. Staff models and practices healthy decision making.</td>
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<tr>
<td>6. There are high levels of physical safety within the building.</td>
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<tr>
<td>7. There is evidence of organizational conformity to policy and legislative mandates for healthy and safe environments.</td>
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</tbody>
</table>
### Whole Child Look-Fors

<table>
<thead>
<tr>
<th>Tenet Two</th>
<th>1 (Not Present)</th>
<th>2 (Inconsistent or in Need of Enhancement)</th>
<th>3 (Consistently Present)</th>
<th>4 (Consistently Present with Advanced Enhancements)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Each student experiences learning as intellectually challenging.</td>
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<tr>
<td>2. Intellectual challenge is not threatening or counterproductive for any student</td>
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<td>3. Instructional strategies are clearly aligned with well-articulated content and performance standards.</td>
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<td>4. Instructional practices are designed to challenge each student while accommodating their individual readiness levels.</td>
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<tr>
<td>5. Instructional practices are designed to challenge each student while addressing their individual learning profiles.</td>
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<tr>
<td>6. Instructional practices are designed to challenge each student while addressing their interests, when feasible.</td>
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<tr>
<td>7. The learning environment in each classroom, hallway, and other school area is physically safe for every student and staff member.</td>
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<tr>
<td>8. The learning environment in each classroom, hallway, and other area of the school is emotionally safe for every student and staff member.</td>
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</table>
### Whole Child Look-Fors

<table>
<thead>
<tr>
<th>Tenet Three</th>
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<th>3 (Consistently Present)</th>
<th>4 (Consistently Present with Advanced Enhancements)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Each student is actively engaged in the learning process.</td>
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<tr>
<td>2. The teacher promotes student engagement through a variety of instructional practices.</td>
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<tr>
<td>3. Each student is positively engaged with the curriculum content he or she is studying.</td>
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<td>4. Each student is positively engaged with peers.</td>
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<tr>
<td>5. Each student is positively engaged with the instructor.</td>
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</table>
### Whole Child Look-Fors

<table>
<thead>
<tr>
<th>Tenet Four</th>
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<th>3 (Consistently Present)</th>
<th>4 (Consistently Present with Advanced Enhancements)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The learning process is regularly personalized for every student.</td>
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<td>2. The instructor has a sound and fluent understanding of the content being taught.</td>
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<td>3. The instructor demonstrates a sound and consistent knowledge of effective pedagogy.</td>
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<td>4. The instructor demonstrates a solid understanding of the key strategies related to differentiated instruction.</td>
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<tr>
<td>5. Each staff member demonstrates appropriate caring and concern for the students with whom they interact (both within and outside the classroom).</td>
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### Whole Child Look-Fors

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<tr>
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<th>4 (Consistently Present with Advanced Enhancements)</th>
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</thead>
<tbody>
<tr>
<td>1. All areas of the curriculum promote every student’s preparation for postsecondary education.</td>
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<tr>
<td>2. When feasible, correlations and connections are made between students’ academic learning and their preparation for the 21st century global environment.</td>
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<td>3. There is emphasis on instructional and learning activities that reinforce students’ metacognitive skills and competencies.</td>
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<td>4. Every student has the opportunity to complete a rigorous range of curriculum offerings, including foreign language, the visual and performing arts, social studies, and experimental science.</td>
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<td>5. The curriculum is globally focused and emphasizes ongoing comparisons of perspectives and points of view.</td>
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</tbody>
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References and Other Resources


