The Common Core of a Whole Child Approach
Imagine...

A child important to you has just turned 25 years old…

What do you want for him or her in the future?
ASCD believes that each child…

in each school, in each of our communities deserves to be…
HEALTHY   
SUPPORTED   
SAFE   
ENGAGED   
CHALLENGED   
SUPPORTED
The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them.
All students should graduate from high school prepared for the demands of postsecondary education, meaningful careers and effective citizenship.

*Out of Many, One: Toward Rigorous Common Core Standards from the Ground Up*

*Achieve, Inc. 2008*
Fact:

Technology is transforming how we learn, work, and play.
Fact:

Our children live in a dynamic, digital world and a global economy.
FACT
1.2 million US high school students drop out every year.
That’s one student every 26 SECONDS.
Or **7,200** students every school day.
The #1 reason for dropping out is Boredom
Across the United States…

- 8% of teenagers are not in school and not working
- 33% of kids live in families where no parent works full time year round
- 18% of kids live in poverty
- 8% live in extreme poverty (<50% of poverty income)
- 31% are obese
- 20% of children under age 17 do not have health insurance

(www.kidscount.org)
Consider…

The proficient v. prepared gap

Otherwise known as…

“I passed all my state proficiency tests.

Would you like fries with that?”
Consider…

<table>
<thead>
<tr>
<th>Constant</th>
<th>Variable</th>
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<tbody>
<tr>
<td>96 minutes</td>
<td>Student Learning</td>
</tr>
<tr>
<td>7 periods</td>
<td></td>
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<tr>
<td>180 days</td>
<td></td>
</tr>
<tr>
<td>140 hours</td>
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<tr>
<td>5 days</td>
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<tr>
<td>6.5 hours</td>
<td></td>
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<tr>
<td>50 minutes</td>
<td></td>
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<tr>
<td>70 hours</td>
<td></td>
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<tr>
<td>4 blocks</td>
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<td>8:00 – 2:30</td>
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</table>
Research and common sense tell us when kids are... Unhealthy
Research and common sense tell us when kids are... Unsupported
Research and common sense tell us when kids are. . .

Bored
Research and **common sense**
tell us when kids are... 

**Scared**
Research and common sense tell us when kids are... Tuned Out
They cannot become their BEST!
Who was your favorite teacher... and why?
Healthy

Each student enters school healthy and learns about and practices a healthy lifestyle.
Safe

Each student learns in an intellectually challenging environment that is physically and emotionally safe for students and adults.
Engaged

*Each student is actively engaged in learning and is connected to the school and broader community.*
Supported

Each student has access to personalized learning and is supported by qualified, caring adults.
Challenged

Each graduate is challenged academically and prepared for success in college or further study and for employment in a global environment.
How do we know when we’ve met them?
What have we done to make this so?
ASCD supports the Common Core because we support challenging education
- We have historically always advocated for standards
- We saw the need to be engaged in the discussion
Each child, in each school, in each of our communities deserves to be healthy, safe, engaged, supported, and challenged. That’s the whole child approach to learning, teaching, and community.

- “each” and “and” are critical
- Common Core provides the framework to honor this
Common Core measures outcomes in terms of access, delivery and expectations

- Higher Order Thinking Skills
- Habits of Mind
- Content
- Skills
Common Core sets higher expectations for students
• Cannot be taught like traditional standards
• Both the answer & a higher level question
• Indicators of what you are doing broadly
• Creates the need to build structures so children can be successful
There is no endpoint in this work

- Implementation is an ongoing process
- Still plenty of ways to get involved
- Don’t wait for test items
Each student enters school **healthy** and learns and practices a healthy lifestyle.

Each student has access to personalized learning and is **supported** by qualified, caring adults.

Each student learns in an intellectually **challenging** environment that is physically and emotionally **safe** for students and adults.

Each student learns actively **engaged** in learning and is connected to the school and broader community.

Each graduate is **challenged** academically and prepared for success in college or further study and for employment in a global environment.
Time to close the "believing – doing" gap
Whole Child Approach including Common Core defeats

1. The wrong kind of “and” school:

   Unhealthy, Unsafe, Unengaged, Unsupported, AND Unchallenged.
2. The “academic pity” school: Healthy, Safe, Engaged, Supported, BUT Unchallenged
3. The “rigor above all else” school:

Unhealthy, Unsafe, Unengaged, Unsupported, BUT Challenged
Issues to Consider

- Integration and Alignment
- A Well-Rounded Education
- Assessment
- Sustainability
## Sustainability matrix

<table>
<thead>
<tr>
<th>Domain</th>
<th>Policy</th>
<th>Practice</th>
<th>Capacity</th>
<th>Evaluation</th>
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<tbody>
<tr>
<td>Curriculum and Instruction</td>
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<td>Climate and Structures</td>
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<td>Professional Development</td>
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<td>Student Learning</td>
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<td>Community Partnerships</td>
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Critical Planning Questions:

1. Are our students healthy and ready to learn?
2. How do we know?
3. What have we done to make it so?
4. What have we taught them to help them keep it so?
Wash, Rinse, Repeat
SUSTAINABILITY

Schools implementing a whole child approach use **COLLABORATION**, **COORDINATION**, and **INTEGRATION** to ensure the approach’s long term success.

1. Implementation of a whole child approach to education is a cornerstone of our school improvement plan and is included in our data collection and analysis process.

2. Our professional development plan reflects emphasis on and implementation of a whole child approach to education, is individualized to meet staff needs, and is coordinated with ongoing school improvement efforts.

3. Our school regularly reviews the alignment of our policies and practices to ensure the health, safety, engagement, support, and challenge of our students.

4. Our school uses a balanced approach to formative and summative assessments that provide reliable, developmentally appropriate information about student learning.

5. Our professional evaluation process emphasizes meeting the needs of the whole child and provides opportunities for individualized professional growth.

6. Our school identifies and collaborates with community agencies, service providers, and organizations to meet specific goals for students.

7. Our school implements a proactive approach to identifying students’ social, emotional, physical, and academic needs and designs coordinated interventions among all service providers.

8. Our school leaders implement a distributed leadership plan to ensure progress.

9. Our school staff, community-based service providers, families, and other adult stakeholders share research, appropriate data, idea generation, and resources to provide a coordinated, whole child approach for each student.

10. Our school and all our partners consistently assess and monitor our progress on all indicators of student success to ensure progress and make necessary changes in a timely manner.
Questions?
Contact Information

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