

An Introduction to the Whole Child

The demands and challenges of the 21st century require innovations on the part of teachers, administrators, schools, and communities to fully prepare students for college, career, and beyond.

Educators who take on the whole child approach, which aims to ensure that each student is healthy, safe, engaged, supported, and challenged, set the standard for comprehensive, sustainable school improvement and provide students with the opportunity for long-term success.

In this PD Online course, ASCD looks at how this approach works in relation to a school's culture and climate, curriculum and instruction, assessment, classroom management, and outside of the classroom practices. After being introduced to the whole child approach, participants will have the opportunity review characteristics of it while comparing and contrasting their current professional practices with the approach through assessments, articles from *Educational Leadership* as well original readings for this course, videos featuring noted education experts, and applications to implement new ideas and strategies.

Course Objectives

After completing this course, you should be able to

- Understand the framework and indicators of a whole child approach.
- Reflect on individual appreciation / reaction to tenets and indicators
- Compare and contrast current professional practice with the whole child approach.
- Interpret classroom behaviors in relationship to the student's position along the critical developmental continuum.
- Build positive classroom relationships based on an understanding of students' developmental needs.

- Reflect and improve upon current culture and climate practices.
- Identify and reflect on practices of instruction and how they relate to the five tenets.
- Understand curricular modifications that will keep students challenged and engaged.
- Define, categorize, and give examples of formative and summative assessments.
- Analyze classroom situations and select the most appropriate form of assessment.
- Identify social and emotional learning techniques most appropriate for your grade level or subject area.
- Understand how differing classroom techniques can support or inhibit a Whole Child approach to education.
- Understand the importance of sustaining the whole child approach outside of the school community.
- Implement efficient professional development and capacity-building efforts for faculty and staff as whole child educators.

Course Syllabus

Module 1	What is a Whole Child Approach? Module Welcome <ul style="list-style-type: none">• Reading 1: EL—What Does it Mean to Educate the Whole Child?• Video 1: The Whole Child: The New Compact• Video 2: The Whole Child Award: Quest Early College High School• Reading 2: The Broken Compact Check for Understanding <ul style="list-style-type: none">• Application: The School Improvement Tool Module Journal
Module 2	Culture and Climate Module Welcome <ul style="list-style-type: none">• Reading 1: EL—The Inner World of Teaching• Video 1: Supported• Video 2: Safe• Reading 2: Classroom Climate Check for Understanding <ul style="list-style-type: none">• Application: School Improvement Tool: Culture and Climate Module Journal
Module 3	Curriculum and Instruction Module Welcome <ul style="list-style-type: none">• Reading 1: The Whole Child Approach—Relating the Five Tenets to Curriculum and Instruction• Video 1: Challenged• Video 2: Engaged

	<ul style="list-style-type: none"> • Reading 2: <i>EL</i>—Encouraging and Challenging Students’ Understandings <p>Check for Understanding</p> <ul style="list-style-type: none"> • Application: School Improvement Tool—Classroom Management <p>Module Journal</p>
<p>Module 4</p>	<p>Assessment</p> <p>Module Welcome</p> <ul style="list-style-type: none"> • Reading 1: Assessments for the Whole Child • Reading 2: <i>EL</i>—Assessing Creativity • Video: The Power of Formative Assessment to Advance Learning <p>Check for Understanding</p> <ul style="list-style-type: none"> • Application: School Improvement Tool—Assessment <p>Module Journal</p>
<p>Module 5</p>	<p>Classroom Management</p> <p>Module Welcome</p> <ul style="list-style-type: none"> • Reading 1: Differentiation and Classroom Management for the Whole Child Educator • Reading 2: <i>EL</i>—The Key to Classroom Management • Video: Classroom Management that Works • Reading 3: <i>EL</i>—Assuming the Best <p>Check for Understanding</p> <ul style="list-style-type: none"> • Application: Teaching Social Skills <p>Module Journal</p>
<p>Module 6</p>	<p>Whole Child Beyond the Classroom</p> <p>Module Welcome</p>

- Reading 1: Taking the Whole Child Outside the Classroom
- Video: Healthy School Communities
- Reading 2: *EL*—Sustaining Change: The Answers are Blowing in the Wind

Check for Understanding

- Application: Healthy and Supported School Community

Module Journal

Resources

- ASCD (2007). *The learning compact redefined: A call to action*. Alexandria VA: AAuthor
- ASCD. (2011). *Differentiated instruction: An introduction, 2nd edition: An ASCD PD Online course*. Retrieved from pdo.ascd.org.
- ASCD. (2012). *Classroom management: Understanding diverse learning needs, 2nd edition: An ASCD PD Online course*. Retrieved from pdo.ascd.org.
- ASCD. (2013a). *Project-based learning: An answer to the Common Core challenge: An ASCD PD Online course*. Retrieved from pdo.ascd.org⁶
- ASCD. (2013b). About the Whole Child. Retrieved from www.wholechildducation.org/about
- Brookart, S. (2013). Assessing creativity. *Educational Leadership* 70(5), pp. 28-34.
- Dean, C. B., Hubbell, E. R., Pitler, H., & Stone, B. (2012). *Classroom instruction that works: Research-based strategies for increasing student achievement, 2nd edition*. Alexandria, VA: ASCD; and Denver, CO: McREL.
- Dweck, C. (2006). *What is mindset*. Retrieved from [www.mindsetonline.com/whatisit/about /index.html](http://www.mindsetonline.com/whatisit/about/index.html)
- Fisher, J., Hoover, G., and McLeod, J. (2003). *Key elements of classroom management*. Alexandria VA: ASCD.
- Glasser, W. (1986). *Choice theory in the classroom*. New York: Harper and Row.
- Hubbard, R. (2009). Tinkering change vs. system change. *Phi Delta Kappan*, 90(10), 745–747.
- Joseph, R., & Reigeluth, C. M. (2010). The systemic change process in education: A conceptual framework. *Contemporary Educational Technology*, 1(2), 97–117.

Marzano, R.J. (2011). Art and science of teaching: The inner world of teaching. *Educational Leadership* 68(7), pp. 90-91

Marzano, R., Marzano, J., & Pickering, D. (2003). *Classroom management that works: Research-based strategies for every teacher*. Alexandria, VA: ASCD.

Moffett, C.A. (2000). Sustaining change: The answers are blowing in the wind *Educational Leadership* 57(7), pp. 35-38.

Noddings, N. (2005). What does it mean to educate the whole child? *Educational Leadership*, 63(1), pp. 8-13

Popham, W. J. (2008). *Transformative assessment*. Alexandria, VA: ASCD.

Silva, E. (2008). *Measuring skills for the 21st century*. Retrieved from Education Sector website: www.educationsector.org/usr_doc/MeasuringSkills.pdf

Suarez, D. (2007). When students choose the challenge. *Educational Leadership*, 65(3), pp. 60–65.

Zahorik, J.A. (1997). Encouraging-and challenging—students' understandings. *Educational Leadership* 54(6), pp. 30-32.

Videos

ASCD (2001). *At Work in the Differentiated Classroom: Planning Curriculum and Instruction*. [DVD]. Alexandria, VA.

ASCD (2004). *Classroom management that works* [DVD] Alexandria, VA.

ASCD (2005). *Breaking through barriers to achievement: Building resiliency in the classroom* . [DVD]. Alexandria, VA.

ASCD (2006). *High Schools at Work* [DVD]. Alexandria, VA.

ASCD (2008). *Differentiated instruction in action: elementary school* [DVD].
Alexandria, VA.

ASCD (2008). *The Power of Formative Assessment to Advance Learning* [DVD]
Alexandria, VA.

ASCD (2011). *The whole child: A new compact*. Alexandria, VA.

ASCD (2011). *Healthy school communities: Des Moines municipal school*. .
Alexandria, VA.

ASCD (2012). *The ASCD whole child award: Quest early college high school*. .
Alexandria, VA.