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Educating the Whole Child for Whole School Improvement

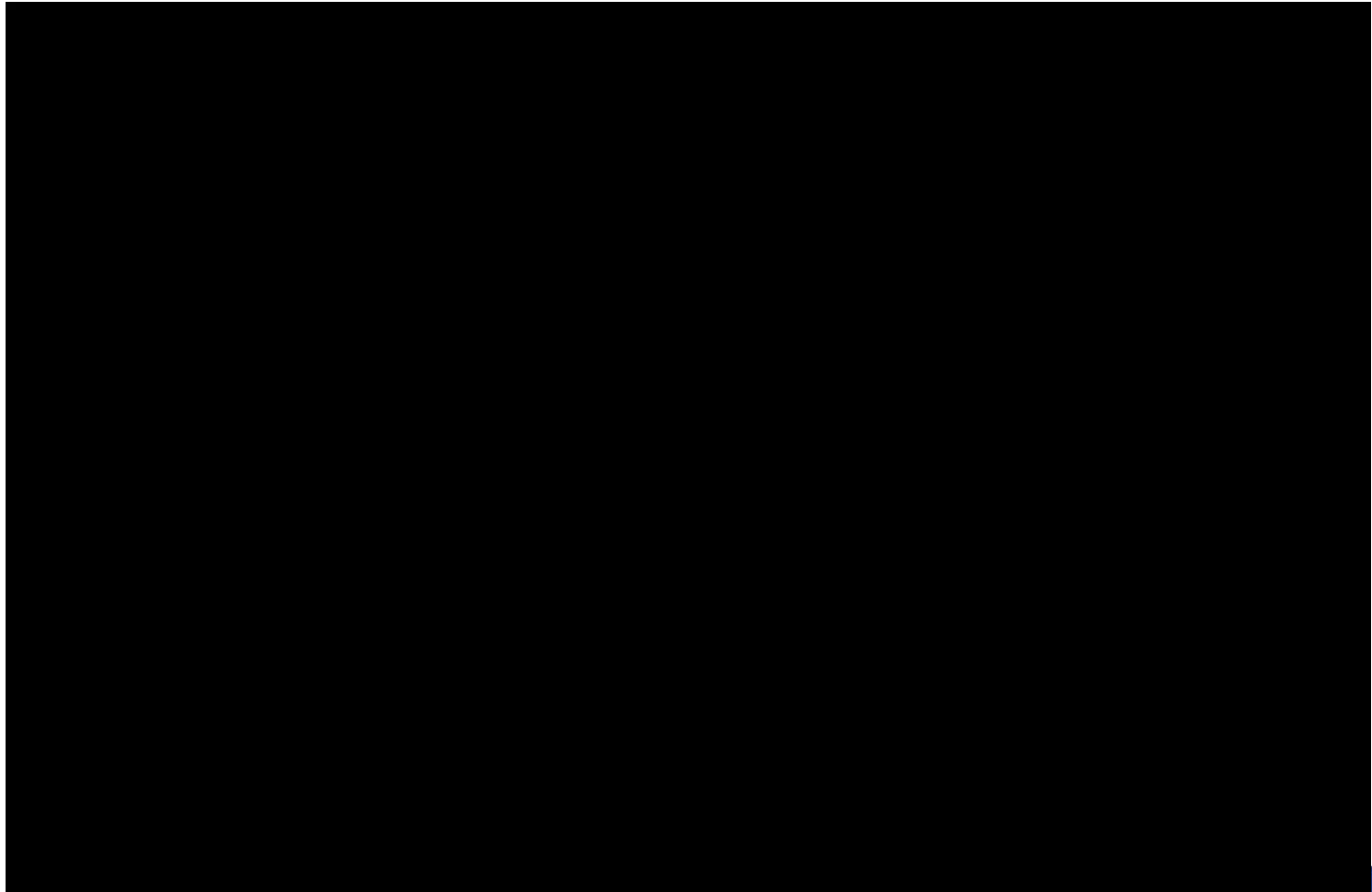
the ASCD Whole Child approach

Presenter: Mike Rulon, ASCD Whole Child faculty



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What do Students want from their Teachers?





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**What do you know about The Whole Child Initiative
Or
What does the term Whole Child mean to you?**





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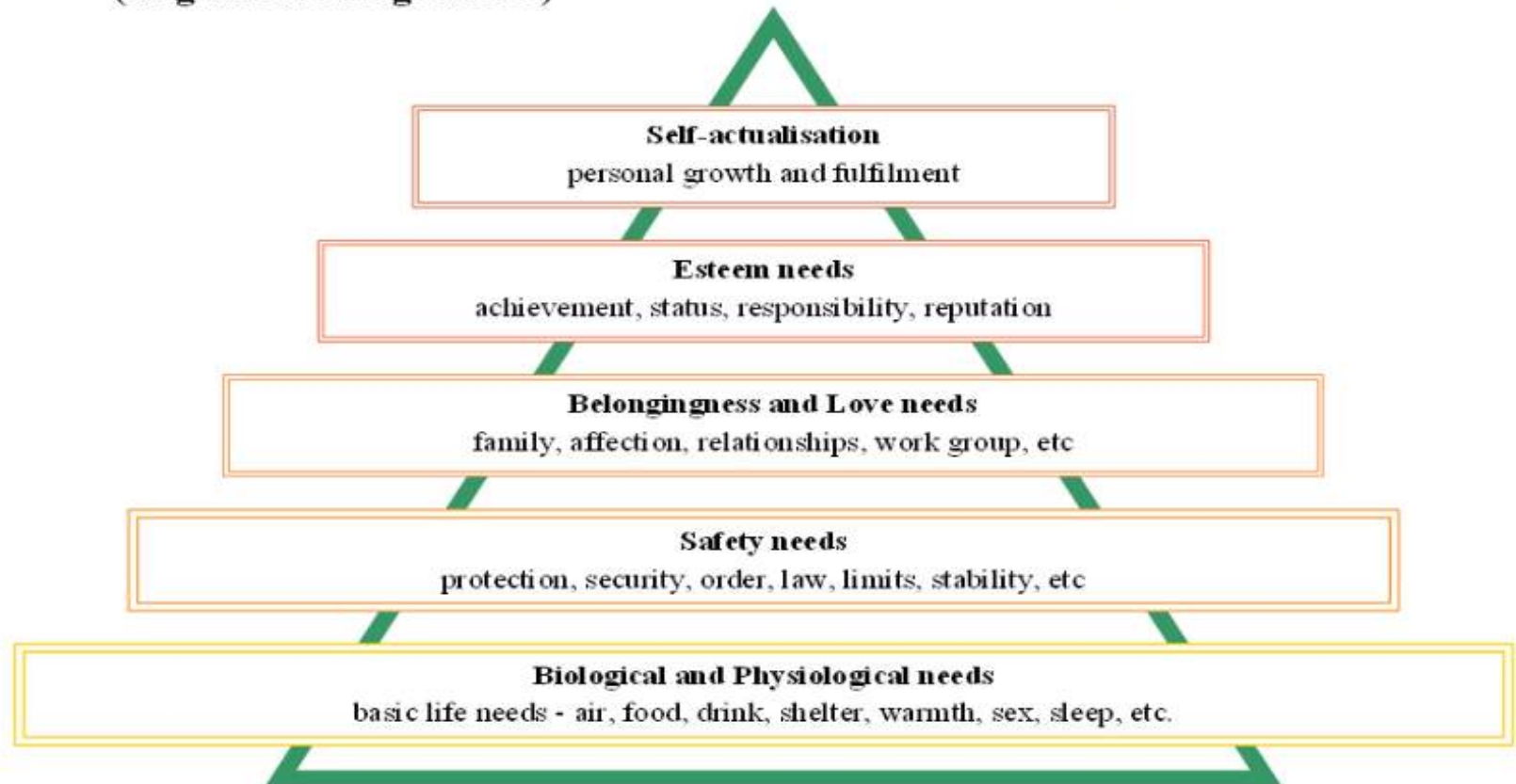
“If decisions about education policy and practice started by asking what works for the child, how would resources — time, space, and human—be arrayed to ensure each child’s success?

If the student were truly at the center of the system, what could we achieve?”

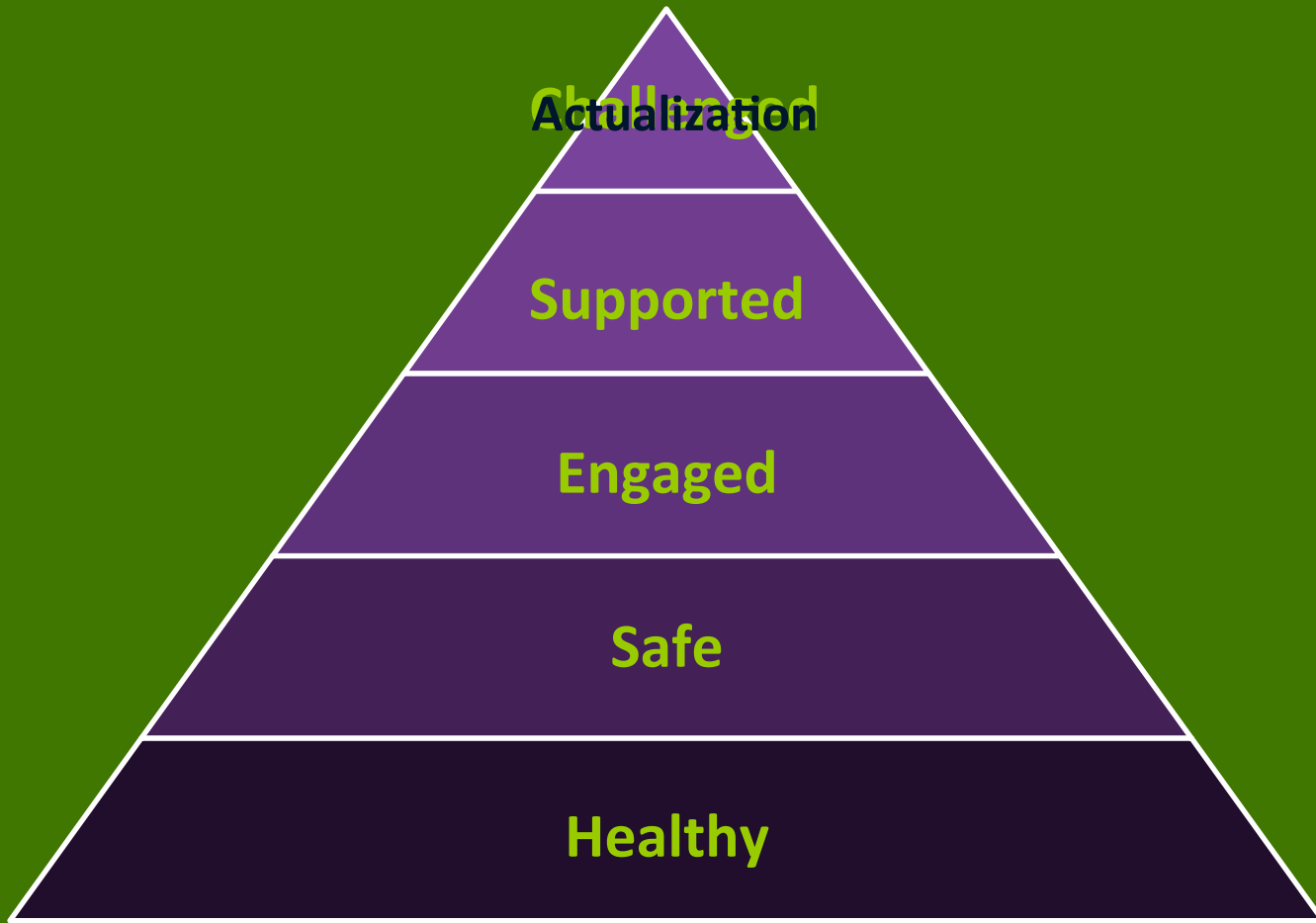


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Maslow's Hierarchy of Needs (original five-stage model)



© alan chapman 2001-4. based on [Maslow's Hierarchy of Needs](#)



ASCD's Whole Child Tenets
Abraham Maslow's Hierarchy of Needs

issue

*No matter how well teachers are prepared to teach,
no matter what accountability measures are put in place,
no matter what governing structures are established for schools, educational progress
will be profoundly limited if students
are not motivated and able to learn.*

- Charles Basch

Sometimes kids are not ready to learn

What does

- Healthy
- Safe
- Supported
- Engaged
- Challenged

Have to do with motivation

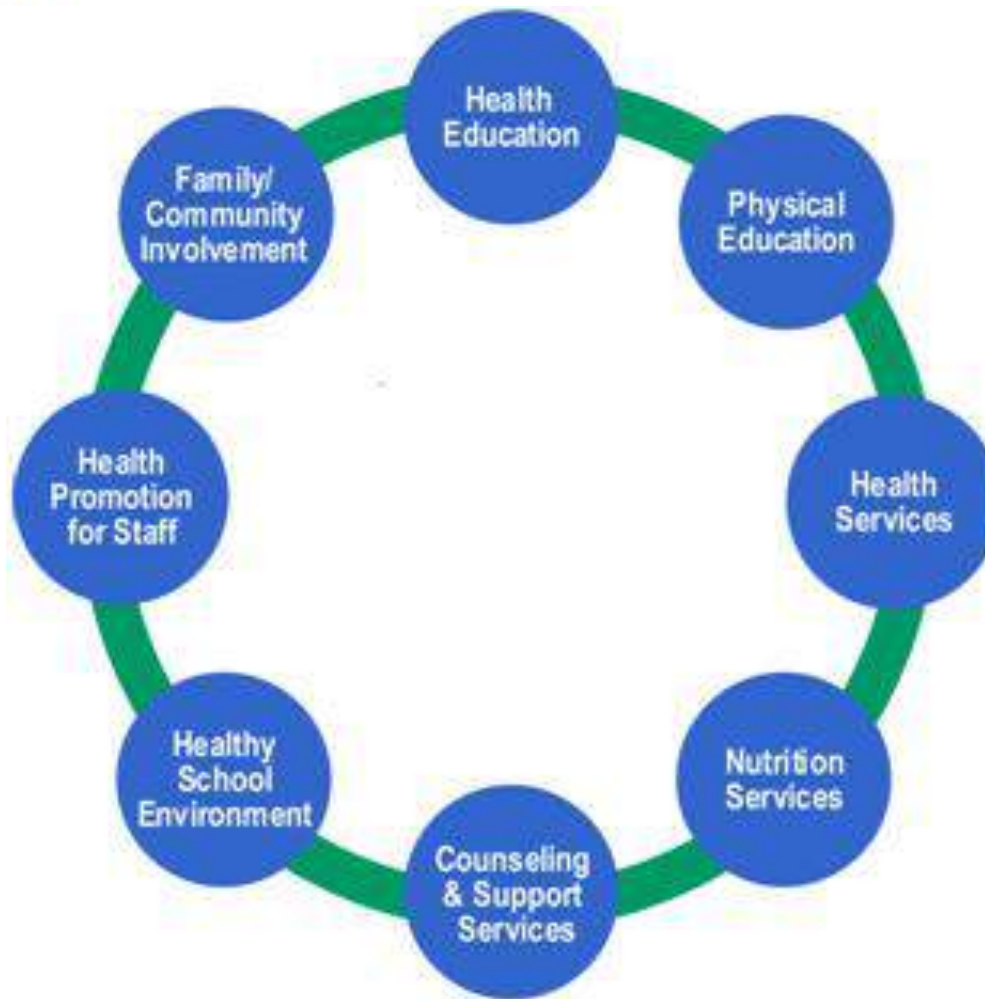
issue

Though rhetorical support is increasing, school health is currently not a central part of the fundamental mission of schools in America nor has it been well integrated into the broader national strategy to reduce the gaps in educational opportunity and outcomes.

- Charles Basch



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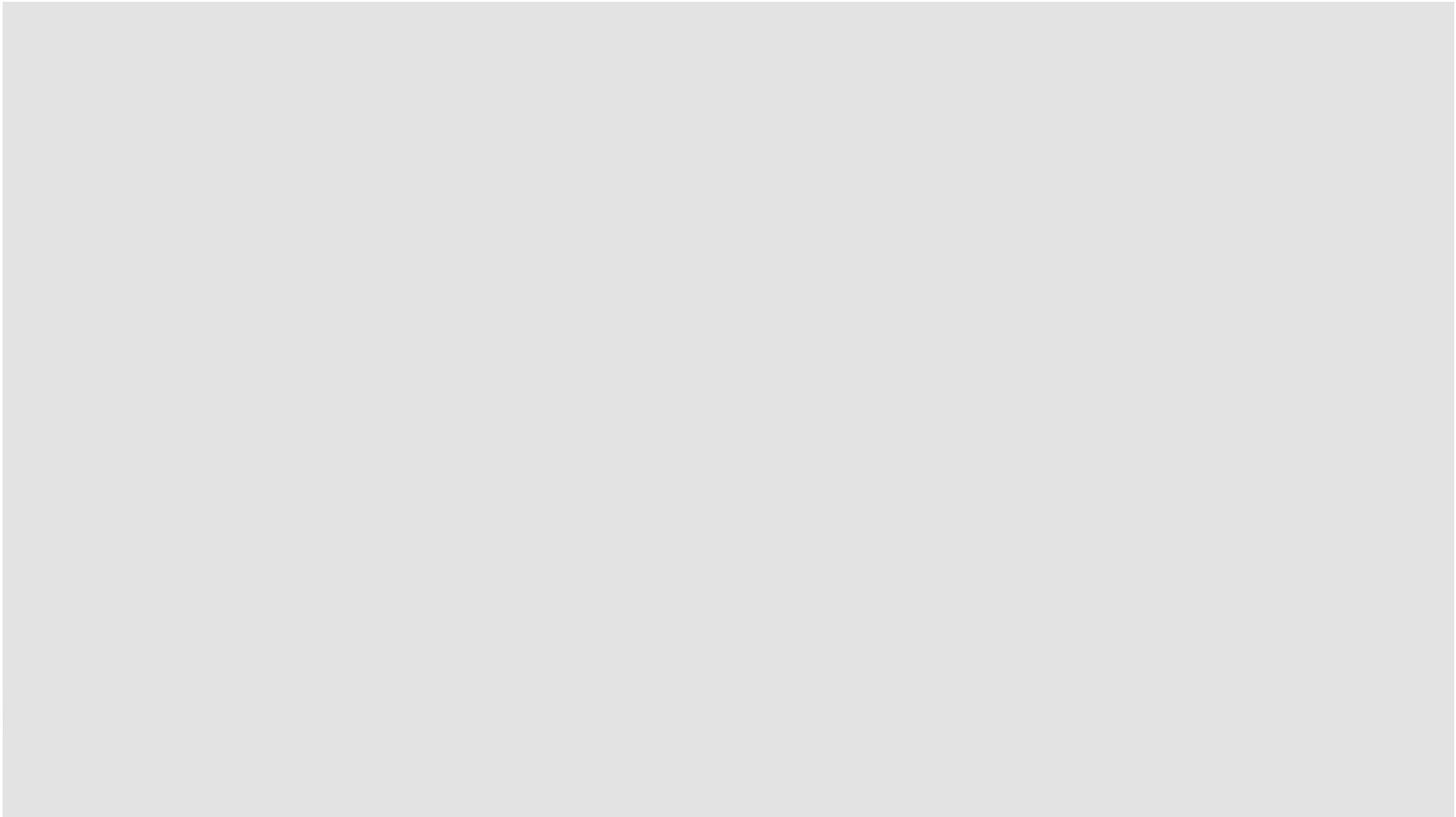
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WHOLE SCHOOL, **WHOLE COMMUNITY**, WHOLE CHILD





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In sum, if American schools do not coordinate and modernize their school health programs as a critical part of educational reform, our children will continue to benefit at the margins from a wide disarray of otherwise unrelated, if not underdeveloped, efforts to improve interdependent education, health, and social outcomes. And, we will forfeit one of the most appropriate and powerful means available to improve student performance.

- Lloyd Kolbe, 2002



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We challenge communities to redefine learning to focus on the whole person. We encouraged schools and communities to put aside perennial battles for resources and instead align those resources in support of the whole child. Policy, practice, and resources must be aligned to support not only academic learning and growth for the success of each child.

- Whole Child Commission, 2007



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Each moment we live never was before and will never be again. And yet what we teach children in school is $2 + 2 = 4$ and Paris is the capital of France.

What we should be teaching them is what they are. We should be saying: “Do you know what you are? You are a marvel. You are unique.”

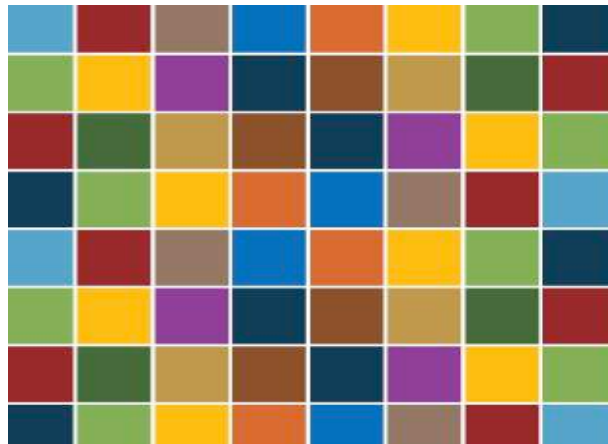
In all the world there is no other child exactly like you. In the millions of years that have passed, there has never been another child exactly like you.

— *Pablo Casals*

HEALTHY



SAFE



ENGAGED

SUPPORTED

CHALLENGED





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Digging Deeper



Whole Child Tenet #1
HEALTHY Each student enters school healthy and learns about and practices a healthy lifestyle.

WWW.WHOLECHILDEDUCATION.ORG

INDICATOR	COMPONENT	INDICATOR	COMPONENT
OUR school culture supports and reinforces the health and well-being of each student.	<ul style="list-style-type: none"> ✓ School Climate & Culture Curriculum & Instruction Community & Family Leadership PD & Capacity Assessment 1	OUR school health education curriculum and instruction support and reinforce the health and well-being of each student by addressing the physical, mental, emotional, and social dimensions of health.	<ul style="list-style-type: none"> ✓ School Climate & Culture Curriculum & Instruction Community & Family Leadership PD & Capacity Assessment 2
OUR school physical education schedule, curriculum, and instruction support and reinforce the health and well-being of each student by addressing lifetime fitness knowledge, attitudes, behaviors, and skills.	<ul style="list-style-type: none"> ✓ School Climate & Culture ✓ Curriculum & Instruction Leadership & Family Leadership PD & Capacity Assessment 3	OUR school faculty and environment support and reinforce the health and well-being of each student and staff member.	<ul style="list-style-type: none"> ✓ School Climate & Culture Curriculum & Instruction Community & Family Leadership PD & Capacity Assessment 4
OUR school addresses the health and well-being of each staff member.	<ul style="list-style-type: none"> ✓ School Climate & Culture Curriculum & Instruction Community & Family Leadership PD & Capacity Assessment 5	OUR school collaborates with parents and the local community to promote the health and well-being of each student.	<ul style="list-style-type: none"> School Climate & Culture Curriculum & Instruction ✓ Community & Family Leadership PD & Capacity Assessment 6
OUR school integrates health and well-being into the school's ongoing activities, professional development, curriculum, and assessment practices.	<ul style="list-style-type: none"> ✓ School Climate & Culture ✓ Curriculum & Instruction Community & Family Leadership ✓ PD & Capacity ✓ Assessment 7	OUR school sets realistic goals for student and staff health that are built on accurate data and sound science.	<ul style="list-style-type: none"> School Climate & Culture Curriculum & Instruction Community & Family ✓ Leadership PD & Capacity Assessment 8
OUR school facilitates student and staff access to health, mental health, and dental services.	<ul style="list-style-type: none"> ✓ School Climate & Culture Curriculum & Instruction ✓ Community & Family Leadership PD & Capacity Assessment 9	OUR school supports, promotes, and reinforces healthy eating patterns and food safety in routine food services and special programming and events for students and staff.	<ul style="list-style-type: none"> ✓ School Climate & Culture ✓ Curriculum & Instruction Community & Family Leadership PD & Capacity Assessment 10

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OUR school culture supports and reinforces the health and well-being of each student.

- School Climate & Culture
- Curriculum & Instruction
- Community & Family
- Leadership
- PD & Capacity
- Assessment



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TENETS: Healthy & Safe

To the doctor, the child is a typhoid patient;
to the playground supervisor, a first baseman;
to the teacher, a learner of arithmetic.

At times, he may be different things to each of these specialists, but too rarely is he a whole child to any of them.

—From the 1930 report of the White House Conference on Children and Youth



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TENETS: Healthy & Safe

With every interaction in a school,
we are either building community or destroying it.
- James Comer



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It is an understanding that students *cannot* learn unless they are Healthy & Safe.

But subsequently they *won't* learn unless they are Engaged, Supported and Challenged.



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TENET: Engaged

"We could have the same headlines,
Kids are bored, not connected to school,"
said Ethan Yazzie-Mintz, HSSSE project director.

"We've got similar numbers in terms of kids who are bored every day -- about 49 percent of the kids are bored every day, 17 percent every class. That's two-thirds of the kids who are bored at least every day."



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Healthy and Safe are the foundation

But Engaged is the connection.



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TENET: Supported

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

Content (culturally and developmentally relevant)

Activities (pedagogically appropriate and meaningful)

Timing (flexible and adjustable)



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TENET: Supported

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

...evidence shows no connection between teaching quality and most of the measures used in contracts to determine pay. Seniority, holding a master's degree or teacher's certification - these all are mostly irrelevant.

- Interview with Bill Gates (USA), Washington Post

All teachers must earn a master's degree at one of the country's research universities.

Competition to get into these teacher education programs is tough; only "the best and the brightest" are accepted.

- Pasi Sahlberg (FIN), Washington Post



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Foundations and connections only work...
if they are **Supported.**



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TENET: Challenged
*each student is
challenged academically
and
prepared for success in college or further study and
for employment
and participation in a global environment.*



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Our curriculum and instruction develop **students' global awareness** and competencies, including understanding of language and culture.

Our school monitors and **assesses extracurricular, cocurricular and community-based** experiences to ensure students' academic and personal growth.

Our school provides **cross-curricular opportunities** for learning with and through **technology**.



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Our school **works with families** to help all students understand the connection between **education and lifelong success**.

Our curriculum and instruction include **evidence-based strategies** to prepare students for further education, career, and citizenship.

Our extracurricular, cocurricular, and community-based programs provide students with **experiences relevant to higher education, career, and citizenship**.



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Each student in our school has access to challenging, comprehensive curriculum in **all content areas**.

Our curriculum and instruction provide opportunities for students to develop **critical-thinking and reasoning skills, problem solving competencies, and technology proficiency**.

Our school collects and uses **qualitative and quantitative data** to support student **academic and personal growth**.

Our curriculum, instruction, and assessment demonstrate **high expectations for each student**.



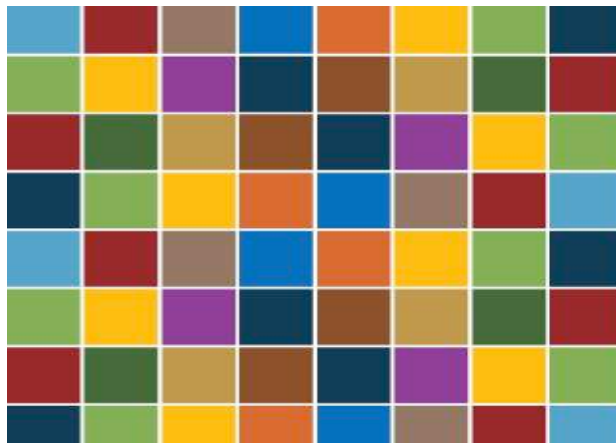
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High expectations
+
access
+
the steps to get there
=
Challenged.

Each student enters school **healthy** and learns and practices a healthy lifestyle.



Each student learns in an 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 is **supported** by qualified, caring adults.

Each student is **challenged** academically and prepared for success in college or further study and for employment and participation in a global environment.





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Sustainability

Schools implementing a whole child approach use collaboration, coordination, and integration to ensure the approach's long-term success.

www.wholechildeducation.org



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The Price of Privilege

In recent years, numerous studies have shown that bright, charming, seemingly confident and socially skilled teenagers from affluent, loving families are experiencing epidemic rates of depression, substance abuse, and anxiety disorder at rates higher than in any other socioeconomic group of American adolescents.



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Time to Take the Survey



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Components

- School Climate & Culture
- Curriculum & Instruction
- Community & Family
- Leadership
- Professional Development & Staff Capacity
- Assessment



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School Improvement Matrix

Component	Healthy	Safe	Engaged	Supported	Challenged
School Climate and Culture					
Curriculum and Instruction					
Leadership					
Family and Community Engagement					
Assessment					
Professional Development and Staff Capacity					

SUSTAINABLE



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School Results:

- Teacher Engagement
- School Climate
- Leadership Support
- Parent & Community Involvement
- Healthy Habits



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Student outcomes:

- Fewer Disciplinary Actions
- Increased Attendance
- Increase in Academic Credits Earned
- Increase in Graduation Requirements



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Implementation Success: (Key Ingredients)

- School Teams
- Use of Data
- Distributed Leadership
- Staff and Student Voice



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Where to Start ...

How to Begin



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In your group

1. Review of the tenets, indicators, components

2. Discuss

- a) Any surprises?
- b) Most descriptive of your current setting?
- c) Least descriptive of your current setting?
- d) Any quick wins?



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LEARN MORE



SAMPLE RESULTS

ASCD

SCHOOL IMPROVEMENT TOOL



WSCC

WHOLE SCHOOL,
WHOLE COMMUNITY,
WHOLE CHILD MODEL



GET STARTED



International Baccalaureate®
Baccalauréat International
Bachillerato Internacional



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School Improvement Tool



SCHOOL IMPROVEMENT TOOL

ASCD School Im

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
HEALTHY Each student enters school healthy and learns about and practices a healthy lifestyle.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To what degree do you agree with each of the following indicators about your school or community?					
Our school culture supports and reinforces the health and well-being of each student.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our school health education curriculum and instruction support and reinforce the health and well-being of each student by addressing the physical, mental, emotional, and social dimensions of health.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our school physical education schedule, curriculum, and instruction support and reinforce the health and well-being of each student by addressing lifetime fitness knowledge, attitudes, behaviors, and skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our school facility and environment support and reinforce the health and well-being of each student and staff member.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our school addresses the health and well-being of each staff member.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our school collaborates with parents and the local community to promote the health and well-being of each student.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our school integrates health and well-being into the school's ongoing activities, professional development, curriculum, and assessment practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our school sets realistic goals for student and staff health that are built on accurate data and sound science.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our school facilitates student and staff access to health, mental health, and dental services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our school supports, promotes, and reinforces healthy eating patterns and food safety in routine food services and special programming and events for students and staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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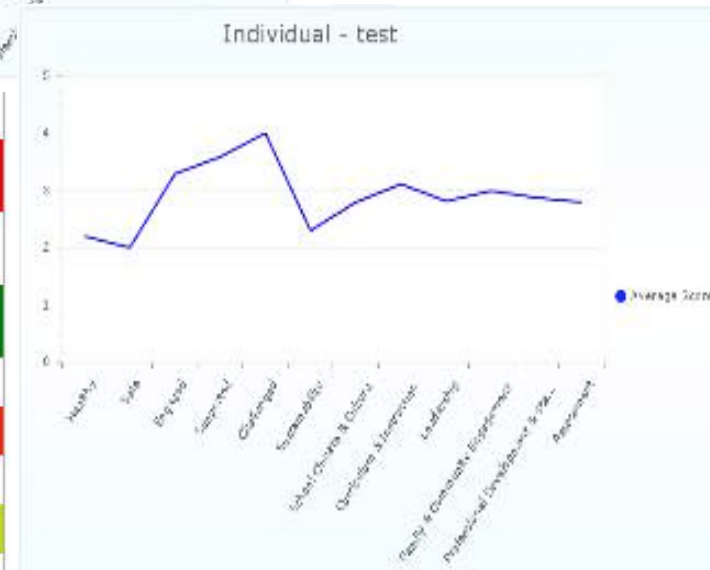
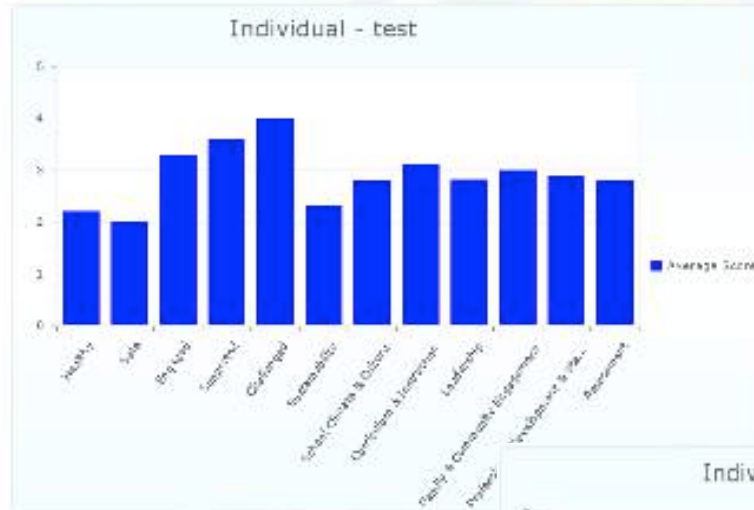
Narrative Analysis

Scores are color-coded for clarity. Green indicates your highest result. Red indicates your lowest result. Orange and Yellow reflect your mid-level results.

TRINITY SCORES		My Score
HEALTHY	Each student enters school healthy and learns about and practices a healthy lifestyle.	2.0
SAFE	Each student learns in an 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 student is challenged academically and prepared for success in college or further study and for employment and participation in a global environment.	
SUSTAINABILITY	Schools implementing a whole child approach use collaboration, coordination, and integration to ensure the approach's long-term success.	

COMPONENT SCORES		My Score
SCHOOL CLIMATE & CULTURE	Students receive a high-quality education and are prepared to thrive in the world around them. They receive coordinated and continuous support to strengthen their social and emotional skills and enhance positive character traits.	2.79
CURRICULUM & INSTRUCTION	Students develop critical-thinking and reasoning skills, problem-solving competencies, technology proficiency, and content knowledge through evidence-based, relevant, differentiated instructional pedagogy and comprehensive curriculum.	3.12
LEADERSHIP	Leaders act as visionaries, influencers, learners, and instructional guides to ensure school policies and practices to support a whole child approach.	2.81
FAMILY & COMMUNITY ENGAGEMENT	Families, community members and organizations, and educators collaborate on shared decisions, actions, and outcomes for children.	3.00
PROFESSIONAL DEVELOPMENT & STAFF CAPACITY	Staff demonstrate the knowledge, skills, and dispositions necessary to ensure that each child is prepared for long-term success. They are supported by differentiated, job-embedded professional development.	2.87
ASSESSMENT	Assessment is varied and timely; conducted to adjust teaching-learning activities to maximize student progress in all areas; and generates meaningful, useful data for decision making.	2.80

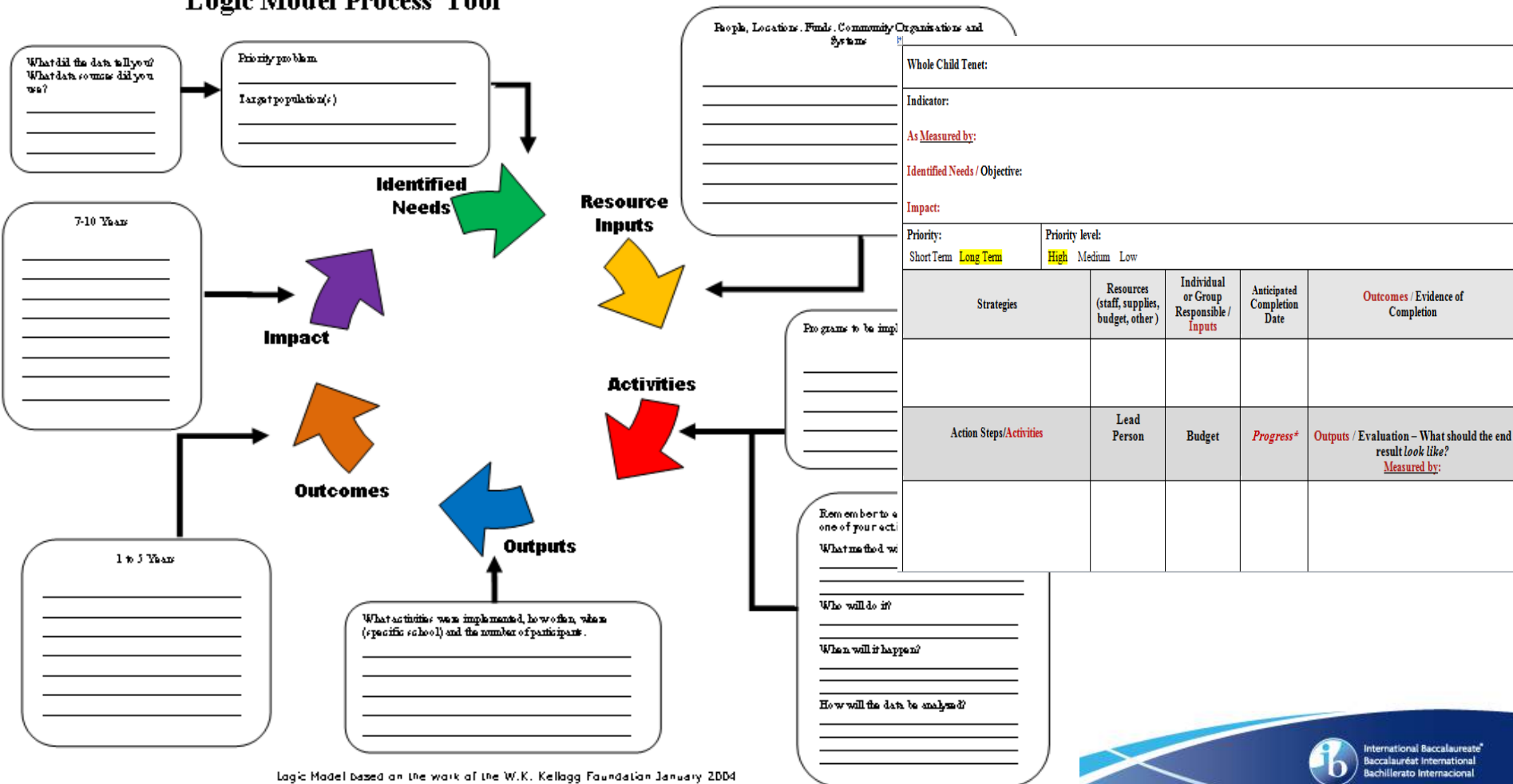
Charts





Logic Model

Logic Model Process Tool





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Can be summarized as the difference
between the “Current State of Affairs” and
the “Desired State of Affairs”



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ASCD's Whole Child Network of Schools (WCN)

Not the right time ...

Timing is Everything!

Successes & Challenges



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Based on What you learned today:

What is the Connection between IB and Whole Child?



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Questions...



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ASCD Whole Child

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What Students Expect from Teachers

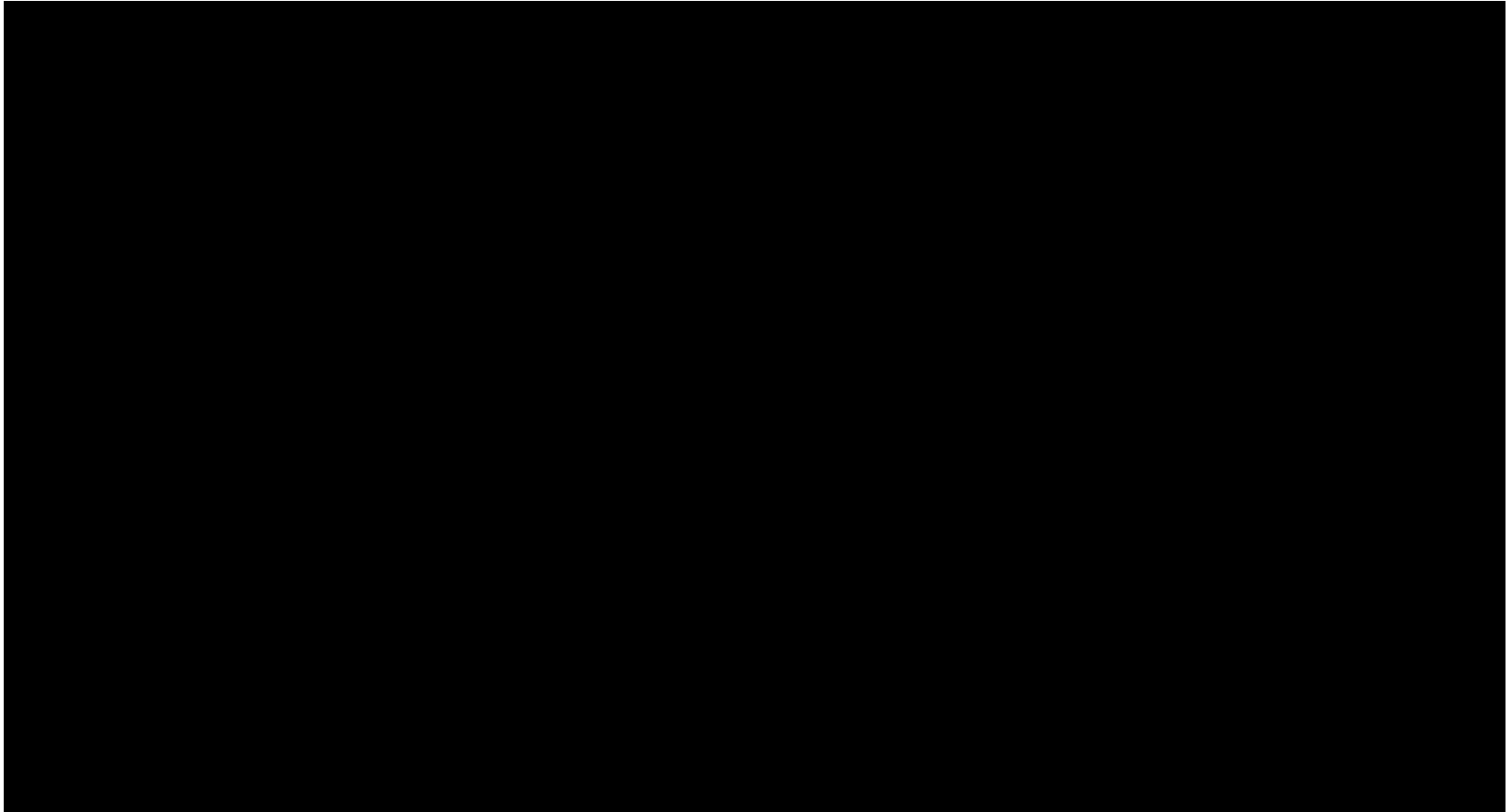
<https://www.youtube.com/watch?v=5gpDNJ4Xvec>



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