

# Whole Child Policy

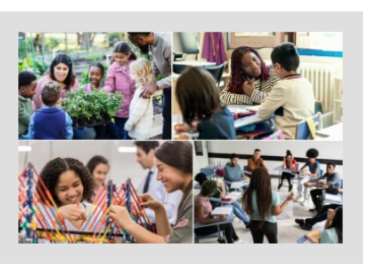
## Redesigning Curriculum, Instruction, Assessment, and Accountability



May 24, 2023

# Whole Child Policy: Putting the Science of Learning and Development Into Practice

Co-Sponsored by AASA, The School Superintendents Association; Science of Learning & Development Alliance; and the Learning Policy Institute



WEBINAR | DECEMBER 7, 2022

## Whole Child Policy: Setting a Whole Child Vision

Co-Sponsored by AASA, The School Superintendents Association; National Association of State Boards of Education; Science of Learning & Development Alliance; and the Learning Policy Institute



WEBINAR | JANUARY 18, 2023

## Whole Child Policy: Transforming Learning Environments

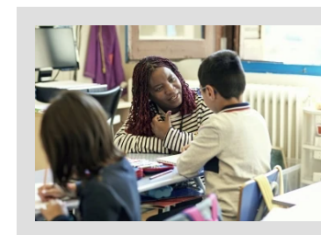
Co-Sponsored by AASA, The School Superintendents Association; Collaborative for Academic, Social, and Emotional Learning; Science of Learning & Development Alliance; and the Learning Policy Institute



WEBINAR | MARCH 1, 2023

## Whole Child Policy: Building Adult Capacity and Expertise

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WEBINAR | APRIL 12, 2023

## Whole Child Policy: Investing Resources Equitably and Efficiently

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# WHOLE CHILD POLICY TOOLKIT

What Is Whole Child Policy?

## POLICY ELEMENTS

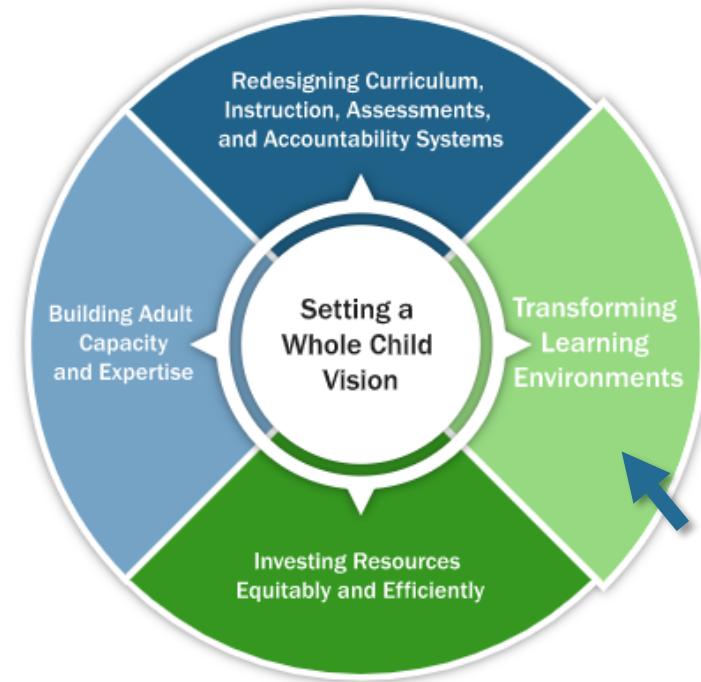
- ▶ Setting a Whole Child Vision
- ▶ Transforming Learning Environments
- ▶ Redesigning Curriculum, Instruction, Assessments, and Accountability Systems
- ▶ Building Adult Capacity and Expertise
- ▶ Investing Resources Equitably and Efficiently

## RESOURCES & TOOLS

- State Policy Library
- Resource Library
- Related Initiatives
- Acknowledgments
- About the Whole Child Policy Table

This toolkit is designed to give state policymakers and education leaders the strategies, tools, and resources to advance whole child policy and systems change. A whole child education prioritizes the full scope of a child’s developmental needs—social, emotional, cognitive, physical, and psychological, as well as academic—to ensure that all children are able to reach their full potential. A whole child approach is built on the understanding that students’ education and life outcomes depend on their access to positive relationships inside and outside of school, a safe learning environment, and deeper learning opportunities.

The whole child approach builds on decades of research from the [science of learning and development](#) that defines the environments and experiences that children need to thrive. It also draws on the [policy agenda](#) set by the [National Commission on Social, Emotional, and Academic Development](#), which brought together leaders from education, policy, research, business, and the military to make recommendations on how to ensure that students’ social, emotional, and cognitive development is centered in schools.



Shifting toward a whole child education has far-reaching implications for our education system, requiring greater



# Presentation



**Carol D. Lee, Ph.D.**

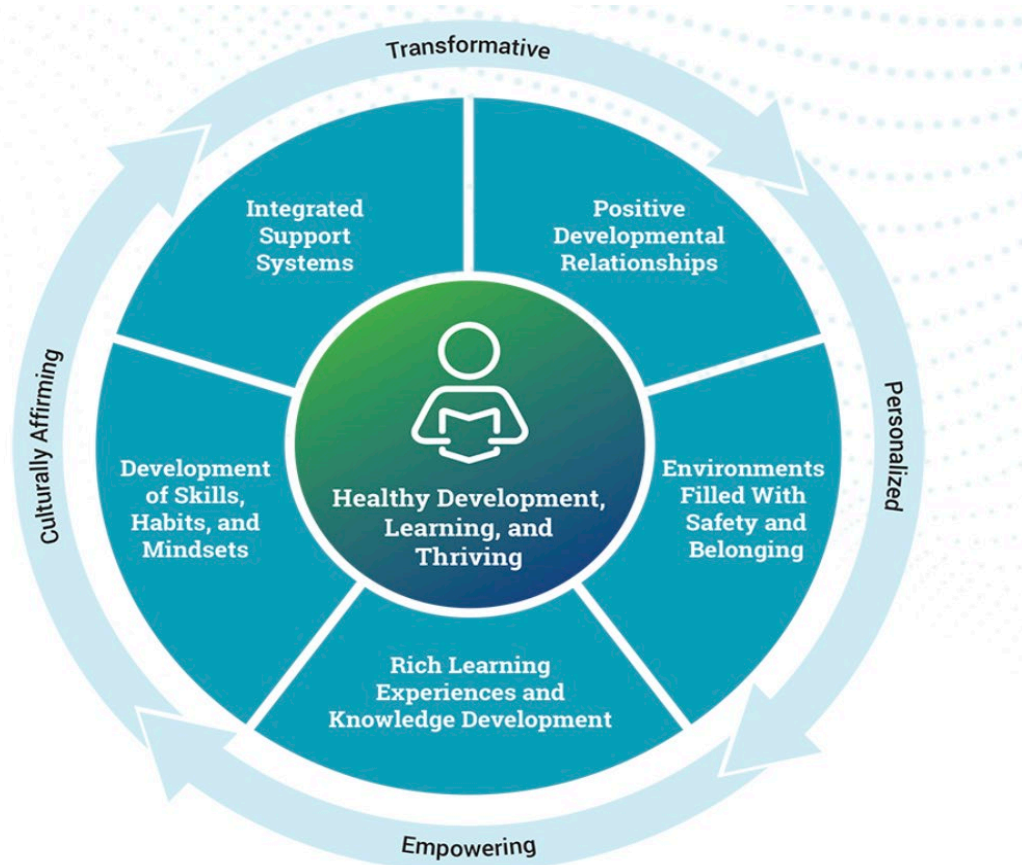
Edwina S. Tarry Professor Emirata, School of Education and Social Policy, Northwestern University

# Whole Child Focus: Implications for Curriculum, Instruction and Assessment

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# Whole Child Focus



## Guiding Principles for Equitable Whole Child Design

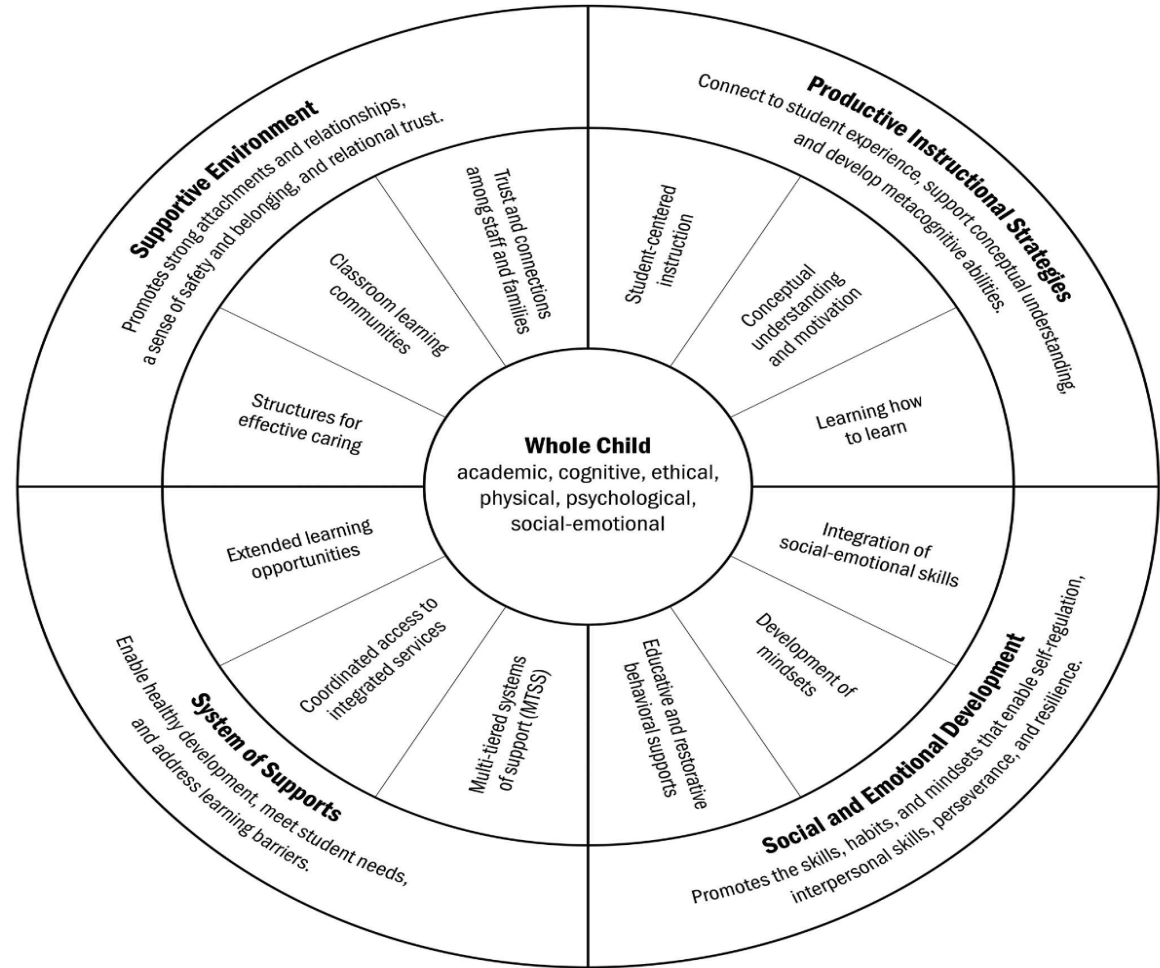


Figure 1. SoLD principles of practice.

- Relations among physiological processes (inherited from our evolution as a species – and their adaptations through epigenetic processes) and participation in cultural practices in influencing our goals and actions
- Dynamic relations among different levels of ecological systems that structure resource allocations, processes of interaction within and across ecological contexts: micro, meso, macro, cultural-historical
- As people engage in activity, how thinking unfolds through relations among thinking, feeling, and relationships; and how these relationships shape the nature of knowledge required, particularly for participation in complex problem solving (e.g. knowledge as conceptual and procedural, epistemology, mindset); role of perceptions of self, of tasks, of settings, of people

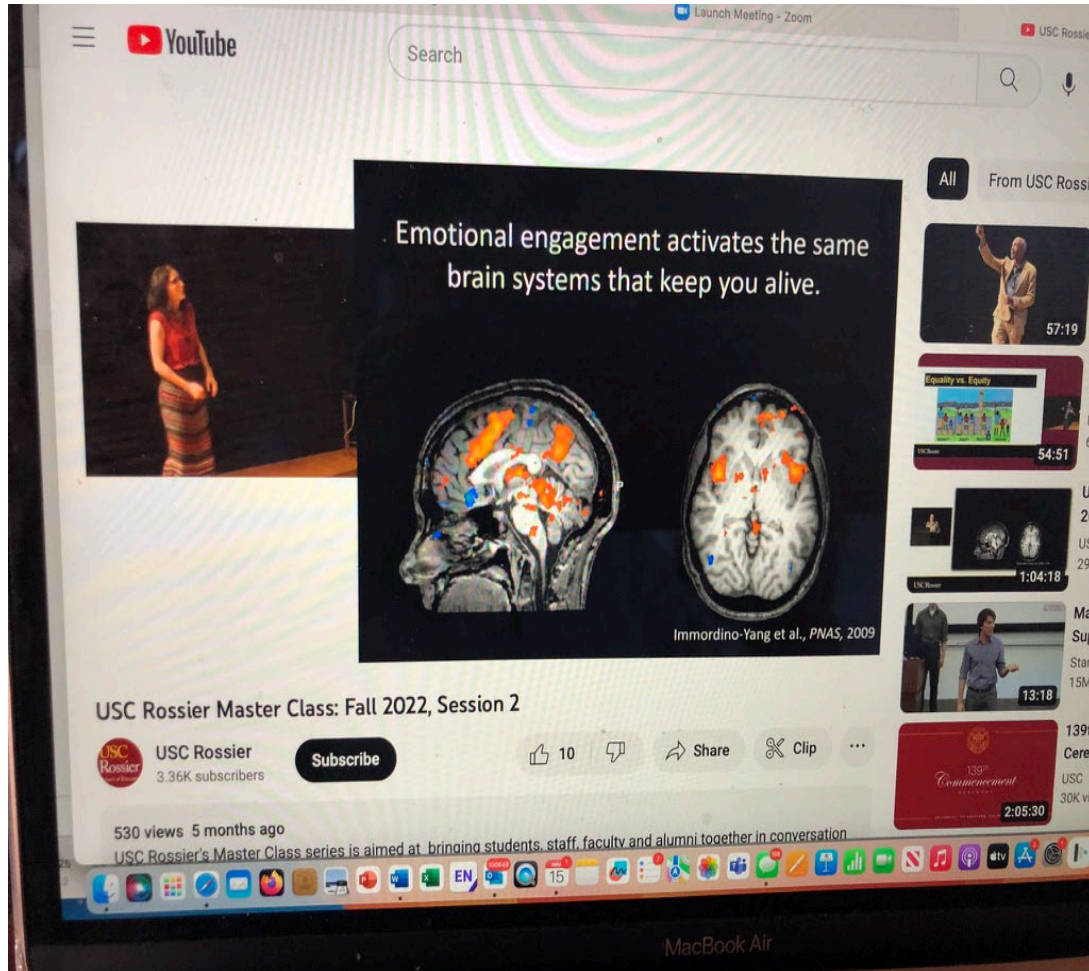
# SoLD Emerging Big Ideas

- How development unfolds across and is influenced by different levels of time: cultural historical, ontogenetic, microgenetic
- Overall seeking to understand how this cauldron of development unfolds through diverse pathways, at the level of individual variation, and variation based on participation in and across multiple social communities (e.g. nuclear family, extended family, social networks, institutional configurations).



# The Centrality of Emotions and Perceptions

Mary Helen Immordino-Yang



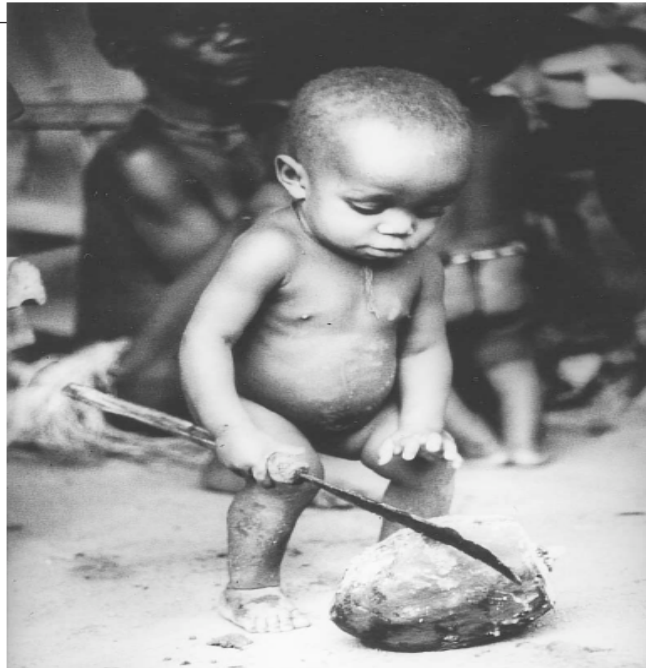
- What we now understand is that complex networks within the brain interact with one another in dialogic processes in which emotions, cognition, and perceptions interact to fuel our actions. And what is particularly interesting is that the same networks that monitor our physiological processes (hunger, bodily distress – fever, pain) also are taken up in processing our cognition. And in many ways it is the emotional salience we attribute to that which we experience through our bodies (what we see, touch, hear) that triggers and recruits from across brain networks how we respond.



# Developmental Pathways: Context Matters

## Ewe baby of 11 months

6



**FIGURE 1.2**

An Efe baby of 11 months skillfully cuts a fruit with a machete, under the watchful eye of a relative (in the Ituri Forest of the Democratic Republic of Congo).

## Mayan girl – 6 years old



*Orienting Concepts*

**FIGURE 1.1**

This 6-year-old Mayan (Guatemalan) girl is a skilled caregiver for her baby cousin.

# So what are the over arching take aways here?

- Thinking and emotions are deeply intertwined and interdependent
- Perceptions of the self, others, tasks and settings matter
- Humans are adaptive and multiple pathways of development is both normative and essential

## **The Boy Who Sees with Sound**

Blind since age 3, Ben Underwood skateboards, shoots hoops and plays video games. How does he do it? Just like bats and dolphins

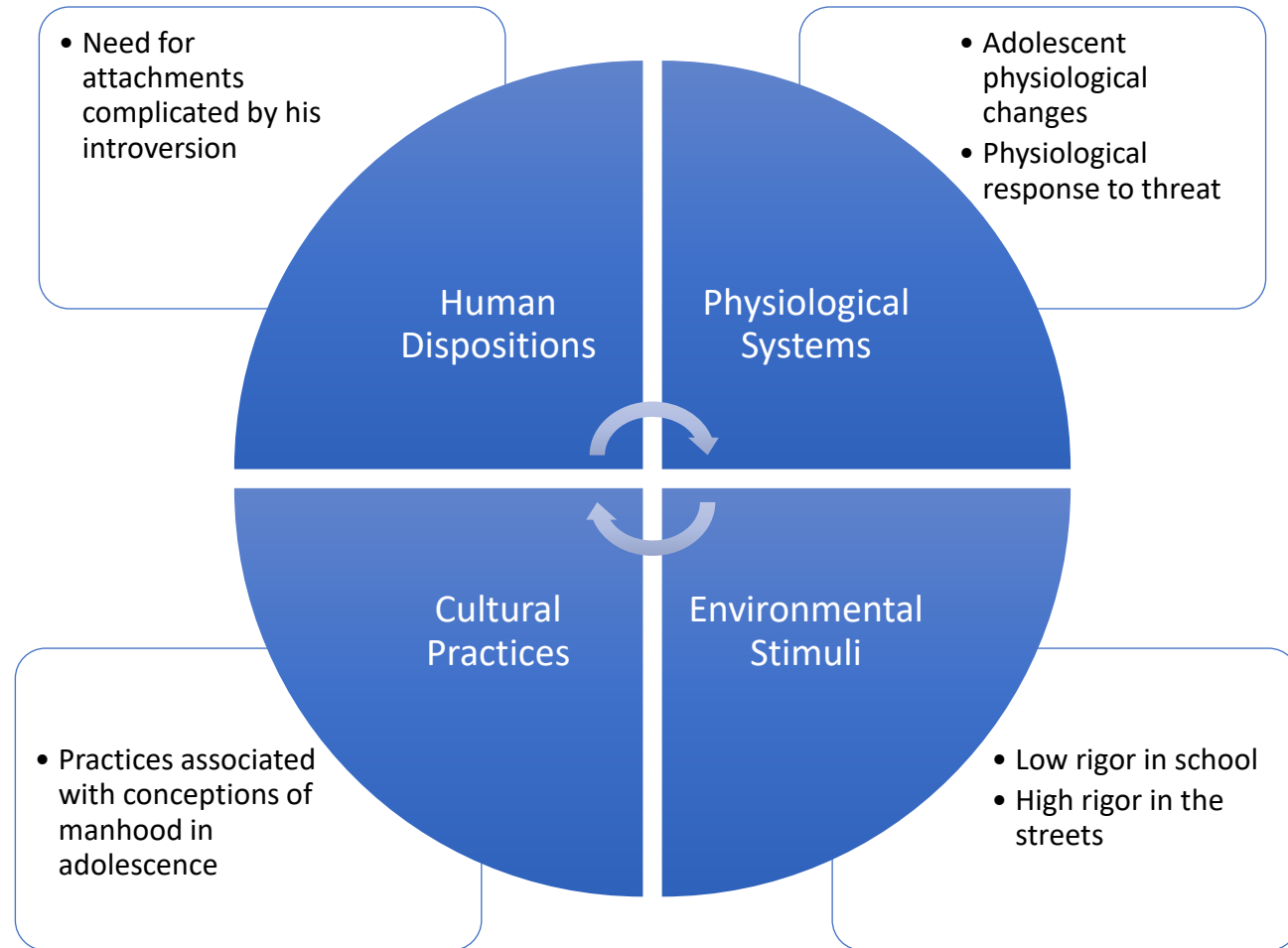
Originally posted Friday July 14, 2006 06:00 AM EDT



"I'm a normal kid," says Ben, who lost his sight at 3. (above, he inspects his prosthetic eyes.)

Photo by: Theo Rigby

# Yetu



# What Makes Succeeding in School Challenging for Yetu?

- Adolescence
- Being Black in America
- Being a Black Male in America
- Living in Poverty
- Popular culture representations of manhood
- A Personal History of Schooling That Has Positioned Him as Incompetent
- Incoherence in Expectations and Socialization Among the Adults at the School
- The Structure of High Schools and the Content of High School Instruction
- Pedagogy That Does Not Make Problem Solving Explicit Nor Convey the Social Good of Such Efforts



# Expanding Goals for Learning

- Healthy sense of self
  - As an individual
  - As a member of multiple cultural communities
  - As a learner
  - Expansive perceptions of future possibilities
  - Healthy self – mentally, emotionally, physically; learning resilience in the face of challenge
  - As a citizen (broadly defined) of the nation and the world
- Preparation for civic reasoning and engagement
  - Dispositions
    - Weigh multiple perspectives
    - Weigh competing evidence
  - Epistemologies – value complexity
  - Ethics – empathy for others
- Knowledge
  - Conceptual
  - Procedural
  - Epistemological

# Features of Robust Learning Environments

- Position the learner as competent
- Anticipate sources of vulnerability
- Examine and scaffold resources the learner brings
- Make public the social good and utility
- Make problem solving explicit & public
- Provide supports as learners are engaged in complex problem solving
- Provide expansive opportunities
- Remain adaptive and dynamic

# Re-visiting knowledge in the domains

# Relations among everyday knowledge and practices and formal disciplinary knowledge

- Conceptual
- Epistemological
- Histories of the evolution of the disciplines
- How academic disciplines seek to examine and explain the real world (physical, biological, social, political, economic)
- Construct validity
- Ecological validity
- Complexity of learning progressions
  - Reading comprehension example



# Fundamental Shifts

Reading is a relational skill

Progressions of difficulty across grades not based on simple readability formulas

- Texts change
- Tasks change
- Demands post primary are discipline specific

We need to teach

- Generic strategies
- Discipline specific strategies
- Domain knowledge
- Dispositions of inquiry

# Social & Emotional Demands

Wrestling with uncertainty and complexity

Wrestling with competing demands

Perceptions of the self and others

- Ability
- The task of reading in the disciplines
- Peers and teachers

Perceptions of the setting

# Cognitive Demands

Constructing, testing & revising	Constructing, testing & revising predictions AS WE READ.
Monitoring and repairing	Monitoring and repairing understandings
Integrating	Integrating what we already know with new information gleaned from the text and adjusting our attention and efforts in relation to our goals for reading.
Taking Stances	Taking a critical stance toward the text, engaging in critical dialogue with the author.

# Relations between everyday practice and disciplinary knowledge: Situated Exemplars

- Bill Tate math problem
- Nasir basketball
- Edd Taylor grocery
- Ecological
  - Saxe
    - Brazilian candy sellers
    - Papua New Guinea work

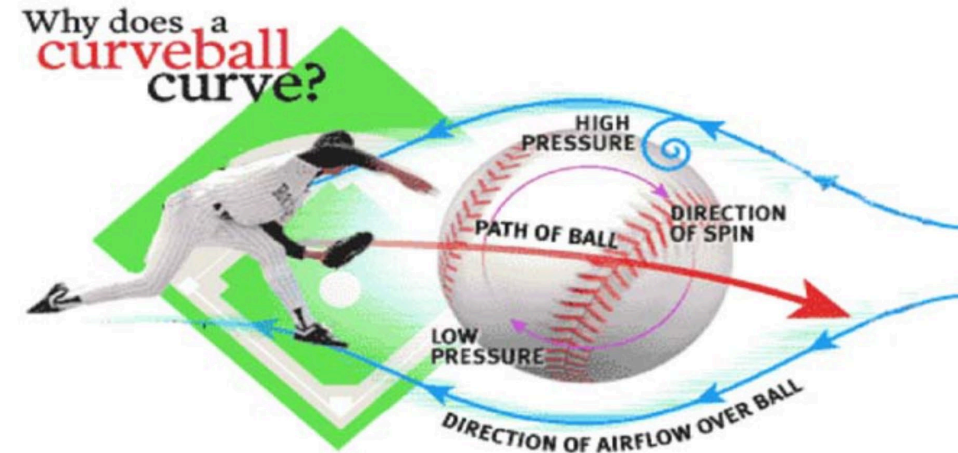


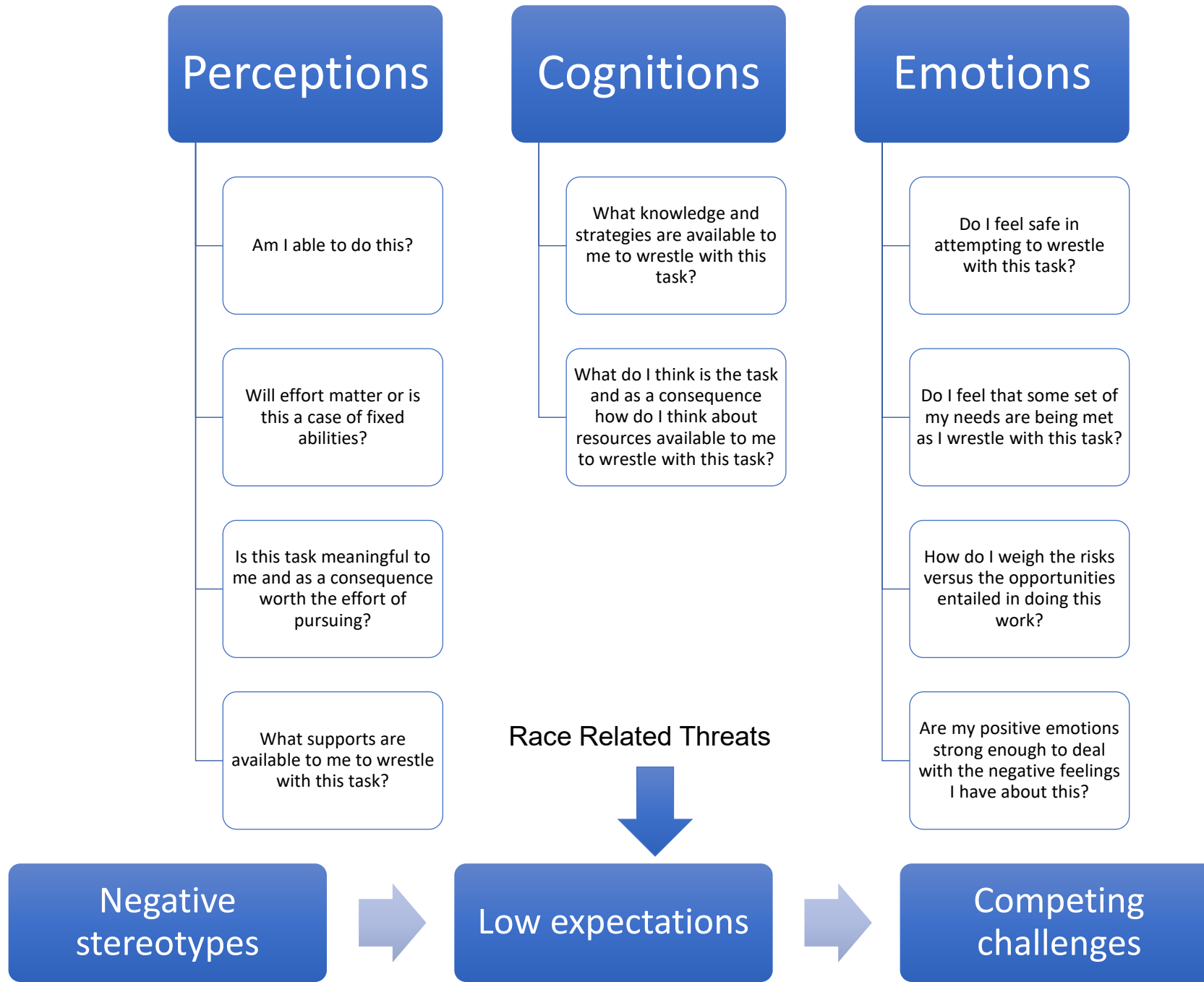
Fig. 1 Causal factors for a curveball



# Cultural Modeling

## My Own Efforts

Use of culturally relevant text not because required to learn to read, but because of opportunities for learning about life – e.g. developmental goals



## Perceptions

Am I able to do this?

Will effort matter or is this a case of fixed abilities?

Is this task meaningful to me and as a consequence worth the effort of pursuing?

What supports are available to me to wrestle with this task?

## Cognitions

What knowledge and strategies are available to me to wrestle with this task?

What do I think is the task and as a consequence how do I think about resources available to me to wrestle with this task?

## Emotions

Do I feel safe in attempting to wrestle with this task?

Do I feel that some set of my needs are being met as I wrestle with this task?

How do I weigh the risks versus the opportunities entailed in doing this work?

Are my positive emotions strong enough to deal with the negative feelings I have about this?

Race Related Threats



Negative stereotypes



Low expectations



Competing challenges

Transcript Excerpts	Analysis of Emergent Understandings
<p>63. Male student: Orion is a -- we assume is a slave, who may have experienced rebirth.</p>	<p>63. Powerful <b>emergent understanding</b> assertion – <b>the archetypal theme of rebirth</b></p>
<p>65: Student: Because in the story it said, "If the whites had not stolen him, he would have learned the fishing magic." And then it says right here, "The white people who decided to kill him." So that's why we believe he was rebirthed, and why we think he's a slave.</p> <p>66: [00:18:33]Tamika: Okay, we think he's a slave because there was some type of ownership over him?</p>	<p>65. Evidence: Student provides textual evidence. But also introduces <b>Conceptual Opportunity: Understanding foreshadowing</b>. The student attends to salient detail “the white people who decided to kill him” but assumes it applies to the present action in the story, namely Orion bathing in the river, rather than foreshadowing Orion’s death that will come at the end of the story.</p> <p>66. <b>Missed Opportunity</b>: Teacher takes up the more literal detail – evidence that Orion is a slave; but misses/does not take up the assertion about re-birth.</p>
<p>81. Female student: Are they talking about Orion, or are they talking about Damballah? So who is this reading? Who's telling the story? That's a bigger question.</p> <p>82. [00:20:19]Tamika: Who's telling the story? So first and foremost, whose perspective is this story being told from?</p>	<p><b>81. Emergent Understanding: Point of view</b></p> <p><b>82. Teacher Revoicing</b>: Introduces a new literary term: whose perspective is this story being told from? <b>Missed Opportunity</b>: Who is telling the story and from whose perspective the story is being told are not necessarily the same construct.</p>
<p>97. Tamika: Orion. So we know that the first paragraph is all about him. And then, when we get to Page 18, that last paragraph, who is the narrator now speaking about?</p> <p>98. Female student: the boy.</p> <p>99. Male student: somebody like Orion.</p> <p>100. Female student: They don't say about Orion though.</p>	<p>97. <b>Teacher Scaffolding and Missed Opportunity</b>: Teacher points to another shift in who is being addressed by the narration.</p> <p>99. <b>Missed Opportunity: Emergent Understanding – Parallels between characters</b>. Student connects the boy as “somebody like Orion.”</p>

# Archetypal Themes of Re-birth and Power of Memory

## Conclusion of text

- The boy wiped his wet hands on his knees and drew the cross and said the word and settled down and listened to Orion tell the stories again. Orion talked and he listened and couldn't stop listening till he saw Orion's eyes rise up through the back of the severed skull and lips rise up through the skull and the wings of the ghost measure out the rhythm of one last word. Late afternoon and the river slept dark at its edges like it did in the mornings. The boy threw the head as far as he could and he knew the fish would hear it and swim to it and welcome it. He knew they had been waiting. He knew the ripples would touch him when he entered.

## Expert analyses

- Orion embodies
  - the collective remembrance of the power of relations with the ancestors
  - the spiritual connections between ancestors and the living
  - the sustenance of African belief systems as a source of resilience and resistance to enslavement
  - the theme of re-birth as symbolic of transformation

# Student's Thematic Abstraction

- She basically said what I wanted to say. Damballah is -- I'll just kind of repeat what Kiera said. She said what I wanted to say. Damballah is about trying to hold onto a part of you without letting slavery take all of you. And I think particularly the part where, in Section, maybe Six, where the mistress screamed out of fear when the spirit of Ryan was coming out of him, I think that was symbolizing the fact that part of him, like the old him, was leaving him. And the enslaved, the worn-out, tired Ryan was the only thing left of him. I think that's what it symbolized. That's basically like Kiera says, that's basically what the story is about.

# Epistemology

Process variable	MULTIPLE MEANINGS	SOCIAL FUNCTIONING	Does NOT appreciate MULTIPLE READINGS
Student perceptions of lessons as RELEVANT to own life	.12	.19+	-.01
Students perceptions of lessons as having REAL WORLD applications	.18+	.27*	-.11
Students' perceptions of lessons encouraging them to CONNECT readings to their own life experiences	.19+	.28*	-.12
Students' perceptions of lessons encouraging them to adopt a SOCIAL JUSTICE perspective	.25*	.33**	-.12
Students' perceptions of lessons encouraging them to consider readings from multiple PERSPECTIVES	.29**	.29*	-.12
Students' perceptions of lessons encouraging them to think about WHY DO writers and the characters they create do what they do	.27*	.25*	-.17+
Students' self-reports of how frequently they use different NOTE taking strategies	.10	.13	-.07
Students' self-reports of how frequently they use different approaches to ANALYZE readings	.36**	.30**	-.20*
Students' self-reports of how frequently they consider how others' INTERPRET readings	.40**	.36**	-.18+
Students' self-reports of how frequently they are taught one STRATEGY or another to interpret literature	.35**	.28**	-.22*

\*\*Correlation is significant at the .01 level (1-tailed), \*Correlation is significant at the .05 level (1-tailed)

# Positive Coping Matters

Table 3. Correlations between Reading Comprehension and Writing scores with Coping Subscales of the Brief COPE.

	Literature Comprehension	Writing Skills
1. Active Coping	.49*	.51*
2. Seeking Help From Others Coping	.30	.59**
3. Avoidance Coping	-.06	-.28

*Note:* N = 25



Table 5. Correlations between Reading Comprehension and Writing scores with School Climate Subscales.

	Literature Comprehension	Writing Skills
1. Instructional Climate Inventory	.38	.49*
2. Project READi School Climate Scale		
High Teacher Expectations	.20	.38*
Challenging Schoolwork	.16	.24
Classes Relevant to My Life	.28	.30
Classes Support Success	.34*	.15
Classes Make Connections to My Life	.17	.10
Classes Make Me think about Social Justice	.25	.44**
Classes Take Others' Perspectives into Account	.38*	.35*
Classes Make me Think about Character Motivations	.48**	.31
Classes use Different Note-Taking Strategies	.26	.24
Classes Promote Text Analysis	.31	.32
Classes Consider Interpretations of Others	.41*	.36*
We Learn Strategies for Interpreting Literature	.29	.31
Overall Project READi Measure	.39*	.42**

Note: N = 23 for ICI. N = 38 for Project READi Scale

# Belief in Ability as Malleable Matters

Table 4. Correlations between Reading Comprehension and Writing scores with Dweck's Theories of Intelligence Scale.

	Literature Comprehension	Writing Skills
1. Belief in intelligence being fixed	-.07	-.35
2. Belief in Intelligence being malleable	.24	.36

*Note:* N = 23

# Racial Identity Matters

Table 2. Correlations between Reading Comprehension and Writing scores with Personal and Racial Identity Subscales.

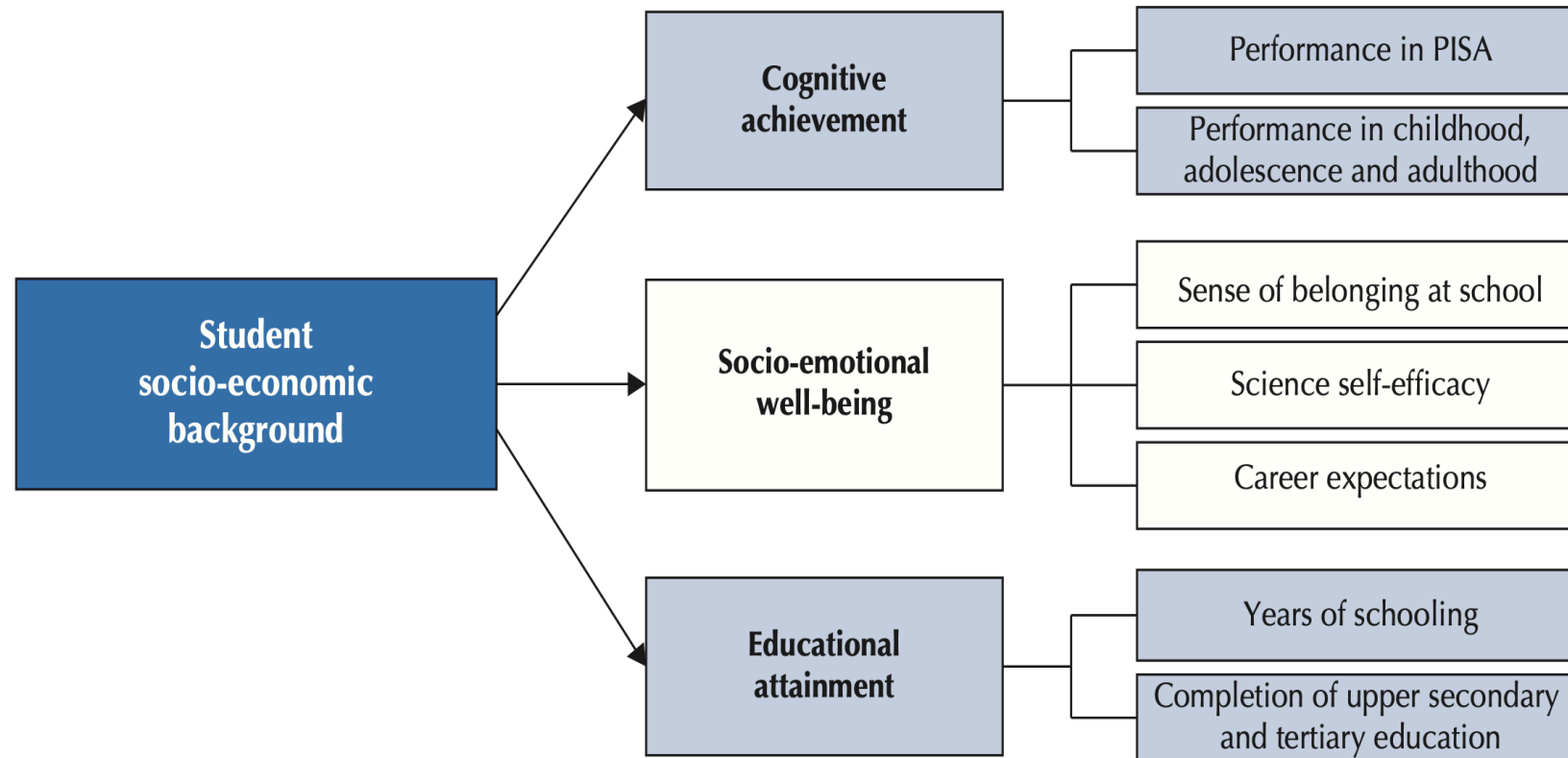
	Literature Comprehension	Writing Skills
1. Hare Self-Esteem/Block Ego Resiliency	.16	.58**
2. Crocker Collective Self-esteem		
Membership Self-esteem	.20	.34
Private Collective Self-esteem	.17	.26
3. Cross Racial Identity Scale		
Self-hatred	-.15	-.38
Miseducation	.40*	.23
Anti-white	-.10	-.45*
Afrocentric	.19	.17
Multicultural	.31	.19
4. Seller's Oppressed Minority	.23	.02
5. Stevenson's Cultural and Racial Experiences of Socialization –Youth Agreement		
Positive Affirmations	.28	.40
Coping with Race-based Issues	.30	.28
Protection	.28	.15
Racialism	-.22	-.52**
Beliefs in Negative Stereotypes	-.37	-.50*

Note: N = 25

# Large Scale Assessment Systems

## Actionable Data at Systems Level - PISA

Figure 2.1 ■ **Equity in education outcomes**



# Infrastructure Challenges

- Factory model of teacher preparation and teaching as a profession
- Complexity of our decentralized system of educational decision making
- Challenges of communicating to both policy makers and the general public the need to re-conceptualize how we teach children and prepare professionals who support student learning
- Infrastructure to support robust student learning includes:
  - Professional learning communities for teachers
  - In school staff for social and health supports
  - Laisons who connect school with families and community

## Creating Infrastructure

### Forms of Reasoning: Everyday to Scientific (Warren & Rosebery)

Elena: I think I got the answer to Juana's question.

Mrs. Pertuz: Good.

**Elena: That I don't - I don't think we could see them grow but I think they could feel themselves grow.**

Mrs. Pertuz: ooooooh.

Ronaldo: Yeah, I feel myself growing.

Mrs. Pertuz: Look at the look on his face. Putting us on. So plants can feel themselves grow?

Students: Maybe.

**Elena: Sometimes we can feel ourselves grow because my feet grow so fast cuz this little crinkly thing is always bothering my feet. That means it's starting to grow. It's starting to stretch out.**





# Panel Discussion



MODERATOR

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# Thank You!



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