A Whole Child Approach to Education and the Common Core State Standards Initiative


Reaction Questions:

1. Will implementing the Common Core State Standards (CCSS) with a more comprehensive school improvement approach have a positive effect on student achievement? Explain your thoughts.

2. What difference will a whole child approach make in addition to the CCSS?

3. From your unique perspective, how can only one thing change the outcome of achievement?

4. What does a comprehensive whole child approach look like?

5. What does the curriculum include: academic and behavior?

6. What does the CCSS mean to you and within your role? What is the value?

7. What does the whole child approach mean to you and your child from your perspective?

8. What does community mean to you?

9. What is involved in a school improvement approach and why is it needed in your setting?
   a. Are high expectations a part of the culture of this setting?
   b. Why or why not?

10. How do high expectations affect student achievement?
11. Are educators, students, families, and all other stakeholders setting high expectations and working together for this goal? Explain your response.

12. In addition to high expectations, in your opinion, what is needed for long-term school success in preparation for career, college and citizenship?

13. Do you believe that CCSS measure progress towards to college, career and citizenship? Why or why not?

14. Please describe a school using a whole child approach and CCSS effectively.

Application Questions:

1. Who needs to be involved in the whole child approach and CCSS?

2. How can student and family voice included in a meaningful way? In what ways can the students be involved in this process?

3. Who else should be involved, including community stakeholders, other school personnel, etc., and what value will they offer?

4. How will we measure our progress?

5. What are needed steps, processes and procedures to engage various levels (classroom, etc) to insure proper implementation of CCSS?

6. What strategies will we utilize to get disenfranchised groups involved in the process?

7. What steps or changes are needed in order to achieve these characteristics in this setting?

8. What professional development is needed for district and states and what resources are needed?

9. How do we include all stakeholders throughout the process, including development and then informing when initiatives are in place?

10. What are the implications for students with disabilities?

11. How will we accommodate all students?
This document was generated within the IDEA Partnership by cross-stakeholders representing teachers, administrators, related service personnel, family members and youth, state education agencies, higher education, technical assistance providers, and assessment consortia.

The IDEA Partnership located at the National Association of State Directors of Special Education is sponsored by the U.S. Department of Education Office of Special Education Programs. 2012