



President's Message



Manitoba ASCD 11th year is off to an excellent start and I am very proud to be serving the organization as President. This first newsletter will update you on our future professional learning opportunities, highlight the enlightening session facilitated by Kathy

Collins, author of *Growing Readers*, and set the tone for this year.

Professional learning is a prime focus of our organization but not our sole endeavour. Participation in the broader worldwide ASCD community is also a large part of our mandate. In our leadership roles, Sandra Herbst-Luedtke, our past president and I had the opportunity in late September to take part in ASCD International's LEAP (Leadership for Effective Advocacy and Practice) Conference in Washington. As part of the event, we participated along with 57 other affiliates as Manitoba's representatives on the organization's Leadership Council. Integral to the experience was our opportunity to caucus with our fellow Canadian Affiliates to discuss the ASCD's worldwide five point advocacy agenda.

The ASCD agenda focuses on the following points:

- Determine accountability through multiple measures of assessment.
- Provide flexibility and resources to support innovative high school reform.
- Increase support and resources for school readiness and early development of the whole child.
- Increase flexibility for research-based interventions in schools needing improvement.

We heard that many ASCD affiliates are actively involved in attempting to impact local and national educational legislative agendas to create better learning environments for children. As Manitoba educators, we found that while we have issues at home we have much to be thankful for. Our time away has helped us develop an appreciation for some of the challenges faced in other provinces and south of the border.

As we move through this year, our Board of Directors will be reflecting on the ASCD agenda while continuing to focus on engaging cutting edge professional learning for the Manitoba educational community. We look forward to seeing you at our upcoming professional learning opportunities or in hearing from you as members of our organization.

Bill Burns

INSIDE THIS ISSUE

Collaborating with Students in the Assessment Process by Damian Cooper	2
Growing Readers: A Review By Linda Prystupa-Cyr	7
What is ASCD?	8
Reflections on a Day with Kathy Collins By Karen Kroft and Susan Prescott	9
Reflections 2007 Theme: Valuing the Whole Child	11
Intention to Write in Reflections	12

Collaborating with Students in the Assessment Process

by Damian Cooper



Assessment is not something that is “done” to students; it is a process of collaborative communication in which information about learning flows between teacher and student. This two-way exchange of information is at the heart of assessment *for* learning. If assessment *for* learning is to improve the quality of students’ work, then students must also be involved in their own assessment.

Teachers play a key role in coaching their students to be self-assessors. As self-assessors, students need to

- know and understand how their teacher defines quality work
- know what the expectations are with respect to quality work and performance
- be trained in the use of assessment tools such as checklists and rubrics
- be coached in assessment process skills such as conferencing, self-assessment, and peer assessment
- be reminded constantly, especially as they progress towards intermediate grades, that the purpose of completing work is to improve their learning, not to accumulate as many gold stars or points in as short a time as possible.

“...self-assessment by pupils far from being a luxury, is in fact *an essential component of formative assessment.*”

Black and Wiliam,
Inside the Black Box, 1998

If you have embraced the idea of students involved in their own assessment, you may have heard parents remark that, “Surely assessment is the job of the teacher, not the students.” Such comments are sometimes made when parents are upset about what they perceive to be unfair grading of their child’s work by a peer, or because they do not understand the purpose of peer assessment. That leads to an important guideline to follow when including students in the assessment process:

- Train students in the skills of self and peer anecdotal assessment.
- Provide them with frequent opportunities to practice these skills to help them learn deeper and better.
- Do not require students to assign marks, either to their own work or to the work of their peers. Marking is part of evaluation (judgment) of student work and it is the responsibility of the teacher.

How Students Benefit from Involvement in Assessment

Students benefit in the following ways when they participate in the assessment process:

- 1 They come to understand the standards for quality work when they have to apply these standards themselves (self and peer assessment).
- 2 They learn to be less dependent on the teacher for feedback about the quality of their own work and, as result, become better able to independently monitor the quality of their own work (self and peer assessment).
- 3 They develop metacognitive skills so they are more able to adjust what they are doing to improve the quality of their work (self and peer assessment).
- 4 They develop and refine their capacity for critical thinking (self and peer assessment).
- 5 They broaden their own learning when they see how their peers approach a given task (peer assessment).
- 6 They practice and hone their communication and social skills when they are required to provide useful and meaningful feedback to others (peer assessment).

Teachers often ask, “How often should my students be involved in self and peer assessment?” The answer to this question is more a matter of purpose than frequency. What is your purpose

when you ask students to assess their own work, or the work of their peers? Decisions about who should assess a given task - teacher, student self-assessors, peers, or a combination of these people - are best made with that question in mind. That said, there are certain points in the teaching/learning process when peer and self assessment are most effective:

1. Include peer assessment as a routine practice when students are working on early drafts of written material. Provided that they have been taught what to look for in their partner's work, have an assessment tool such as a checklist to focus their comments, and are required only to provide anecdotal comments and not scores, then peer assessment can be extremely effective in improving the quality of work before it is viewed by the teacher.
2. Include self assessment as a routine practice in subjects like mathematics where students typically complete practice questions following the teaching of a new concept or procedure. Let students check their answers against the answers in the Teacher's Guide to determine whether they've "got it" or whether they need to review the new learning and complete more practice work. Scores from these practice exercises need not be recorded by the teacher; the purpose of such work is just practice. At a later date, there may be a test or assignment; the game that will be scored by the teacher and will count towards students' grades.

Collaboration in Action: Two Examples

The following classroom examples illustrate how two teachers use a combination of teacher, self, and peer assessment to accomplish different assessment purposes. Sharon's Language Arts classroom, for example, incorporates self, peer, and teacher assessment at different stages of a writing task to improve students' work. In Dave's mathematics class, he has moved from an entirely teacher-driven assessment approach to one that emphasizes collaborative communication. As a result, Dave has discovered that his students are demonstrating deeper mathematical understanding than they did several months ago.

Case Study 1: Sharon's Language Arts Class

For some time, Sharon had been feeling that she was doing too much marking of students' written work. Every time she assigned them a task, however small, she felt compelled to collect it and take it home to mark. She raised this concern with the literacy consultant in her district. As a result of their discussion, she began to share the assessment responsibilities with her students.

Today, Sharon is teaching a lesson on improving the sensory impact of writing. She begins by showing students pairs of sentences and asking how the second sentence in each pair is better than the first. Here is one such pair:

Sentence Type 1

Marco walked up to the house.

Sentence Type 2

His heart pounding with each step, Marco inched towards the cobweb-covered door of the crumbling mansion.

Students work with their writing partners to discuss what makes the second sentence in each pair more effective than the first. After a few minutes, Sharon asks students to share their observations about the sentences. Based on their responses, she writes on the board a set of guidelines about writing descriptive sentences that appeal to the senses:

Writing Effective Descriptive Sentences

- Vary the syntax: don't always begin with the subject e.g. His heart pounding, Marco...
- Vary the sentence length e.g. short sentences create suspense.
- Use, but don't overuse, modifiers to provide sensory details e.g. "crumbling".
- Use concrete, specific nouns instead of generic ones e.g. "mansion".

Next, Sharon provides students with five Type 1 sentences. Students read the sentences and, working alone, rewrite them as Type 2 sentences. After fifteen minutes, Sharon instructs her students to follow five steps.

<i>Sharon's new approach to assessment.</i>	<i>How is Sharon's new approach to assessment effective?</i>
<p>Step 1 Read over your five sentences carefully and critically to ensure they are correct and that they meet the requirements listed on the board. (Self-assessment)</p>	<p>Students are required to look critically at their own work, checking their sentences against the guidelines that have been written on the board. This is an essential but often overlooked step. Too often, teachers assess work that students have not even taken the time to read over. As a result, they waste huge amounts of time correcting careless errors.</p>
<p>Step 2 Hand your five sentences to your writing partner and ask him or her to give you feedback by indicating on each sentence what makes it effective in appealing to one or more senses what weakens its effectiveness one suggestion for how the sentence might be improved (Peer assessment)</p>	<p>Students engage in thought-provoking peer assessment. They must critically examine the quality of their partner's work and provide useful and meaningful feedback. Notice, there is <i>no</i> requirement that students score each other's work Numerical scores are not relevant to this process. At this stage, students need information that directs them how to improve the quality of their work.</p>
<p>Step 3 Have a brief, one-on-one writing conference during which you explain your comments to the writer. Each partner takes a turn providing this feedback. (Peer assessment)</p>	<p>Students practise both interpersonal and communications skills as they provide partners with feedback about their sentences. Sometimes peers disagree or one peer will want more feedback. This part of the process can help both partners clarify their thinking and understanding about quality descriptive writing.</p>
<p>Step 4 Sharon monitors her students' progress on this peer assessment task. Once they have had sufficient time to complete it, she tells her students to revise their five sentences, incorporating the feedback they received from their writing partners. The result of this activity will be polished sentences that can be submitted for teacher assessment. (Teacher assessment)</p>	<p>The teacher collects her students' polished work so that she may conduct her own assessment. Consider how much better will be the quality of the work Sharon receives compared to the work she might have received had she collected it without using the step-by-step process outlined here. Depending on her assessment purpose, and at what point in the term this task occurs, Sharon's assessment may be purely anecdotal (similar to the student assessment), or it may include a letter grade or level.</p>

Case Study 2: Dave's Mathematics Class

Dave had been teaching mathematics in a consistent, and some would say traditional way, in the junior grades for ten years. For most of that time, Dave believed that assessment meant measuring what his students had learned. He has assumed that assessment is entirely the responsibility of the teacher. In recent years, Dave has become increasingly frustrated and disappointed with his students' poor achievement in math. These are his concerns:

- Despite his best teaching efforts, many students do not understand the math concepts.
- Although he assigns homework on a daily basis, many students fail to complete it.
- He is constantly overwhelmed by the marking that he feels compelled to do, yet he knows it is having little impact on student learning.
- He is invariably disappointed by the poor performance of many students on the bi-weekly tests.

Last year, Dave had the opportunity to visit a neighbouring school known for teaching excellence in mathematics. Dave spent the day observing one teacher and her students and chatting with her about her success. As a result of this visit and subsequent communication with his colleague, Dave implemented a number of new strategies in his mathematics class:

Teacher Assessment: Checks for Understanding

Dave now constantly checks to see whether the whole class, as well as individual students, are “with him” when he is teaching a new concept or procedure. These checks for understanding include:

- **“Show me your thumbs”:** Dave will stop part way through the lesson and say, “If you understand completely, thumbs up; if you understand partially, thumbs straight across; if you don’t understand, thumbs down. Now, show me your thumbs.” Dave scans the room and notes which students have thumbs down, or thumbs horizontal. He instructs those who understand to move ahead and then groups the other students in a corner of the classroom and provides further instruction that is targeted at their misunderstanding.
- **One-on-One Questioning:** During whole-class instruction, the teacher may be unaware which students are not following the lesson. Many students who have difficulty understanding a concept are reluctant to raise their hands to ask questions. Once Dave has completed a lesson on a concept and students are working, he moves from desk to desk, speaking to individual students, especially those who have been having trouble with this topic, and asking questions to check for understanding.
- **Conferencing:** As a regular part of his classroom routine, Dave conducts brief, one-on-one conferences with his students. While these conferences serve many purposes, a key purpose is to conduct periodic checks on each student’s understanding. His students know when conferencing days fall, and they know what Dave’s behavioural expectations are for the rest of the class during these sessions.

Self and Peer Assessment

- **Self-checking:** When Dave has finished checking orally for understanding of a new concept or procedure, he assigns practice questions from the text. Once they have completed these, students check their own answers against the answers in the back of the Teacher’s Guide. If they are mostly correct, they move on. If they got several wrong, they work with a partner to try and improve their understanding.
- **Consolidating Understanding:** Dave now builds into every lesson the opportunity for students to talk through their understanding with their peers. While this does result in a noisy classroom, there is a between “good noise” (the chatter of students sharing their learning) and “bad noise” (off-task chatter).

As Dave compared his past practice to his new approach, he realized that his focus had been teaching curriculum rather than teaching kids to. He had been driven more by pressure to “cover the outcomes” than by a commitment to learning for all. If the purpose of teaching is to “uncover understanding” (Wiggins, 1998), then Dave knew he had left that purpose behind.

Although the changes to Dave’s classroom routines are relatively recent, he has already noticed a big improvement in his students’ attitudes, especially those students who had been struggling. No longer does he hear students saying, “I just don’t get it! I’m useless in math!” Long before they have to write a unit test, students know that their teacher is going to check their level of understanding and address any misconceptions they may have.

These two case studies illustrate the power of collaboration in the assessment process. Sharon realized that if she involved her students in self and peer assessment, she could save herself a lot of marking while at the same time, significantly improving the quality of the work that she did mark. Dave discovered that by introducing a feedback loop into his mathematics class, he was able to monitor his students’ understanding of concepts and to respond immediately to those who were having difficulty, rather than waiting for poor test results to indicate this. Furthermore, he discovered that by introducing self and peer assessment into his daily routines, he could deepen mathematical understanding and at the same time lessen his marking load!

Can Very Young Children Self and Peer Assess?

Recently, I was asked by a Grade 2 teacher if I thought that five and six year-olds could self and peer assess reliably. I replied by asking her another question: “Do you think it’s important for young children to be engaged in self and peer assessment?”

“Absolutely!” she said without hesitation.

“So perhaps,” I continued, “we should be less concerned with reliability at these early grades than we are with providing children with lots of opportunities to practice self and peer assessment.”

Yes,” she said, “I understand what you’re saying. Reliability is about consistency. But before we can expect children to demonstrate consistency when they are self or peer assessing, they need lots of practice.”

I smiled. “Exactly. Reliability is of vital importance when we are talking about assessment of learning—in other words, assessment that is going to be used for reporting student achievement. But self and peer assessment by students in all grades should be limited to *assessment for learning*—assessment that helps them improve their work.”

“OK, here’s another question,” she said. “What form should this assessment take, especially with primary students?”

I replied, “Descriptive feedback, such as ‘This is what you did well’ and ‘This is what you could do to make it better.’ Children should not be assigning marks and numerical scores to their own work or the work of their peers.”

“Absolutely, that’s my job,” she said.

“They’ll also learn more about assessment and become more critical thinkers if they have to provide descriptive feedback instead of a score.”

Summary

This article has explored the benefits of involving students directly in their own assessment as well as assessment of their peers:

- Self and peer assessment help students to internalize the standards for quality work.
- Through being involved in the assessment process, students develop the capacity to be objective about the quality of their own work.
- When students are taught how to self and peer assess, the quality of work that they submit for marking improves.
- Effective and routine use of self and peer assessment can significantly reduce the amount of marking for teachers.
- Very young children can learn how to self and peer assess.

However, teachers should be mindful that self and peer assessment are “assessment for learning” strategies and as such, they need to take the form of descriptive feedback. The evaluation and grading of student achievement for reporting purposes is the responsibility of the teacher.

References

Black, Paul and Wiliam, Dylan. “*Inside the Black Box: Raising Standards Through Classroom Assessment*”, Phi Delta Kappan, October, 1998

Wiggins, Grant and McTighe, Jay. *Understanding By Design*, ASCD, 1998

This article is adapted from a chapter in *Talk About Assessment: Strategies and Tools to Improve Learning*. This resource is published by Thomson Nelson. Reprinted with permission from the author.

Mark Your Calendars

Manitoba ASCD

Annual Distinguished Lecturer Series

Ann Lieberman

May 11, 2007

Douglas Reeves

May, 2008

Growing Readers: A Review

by Linda Prystupa-Cyr

Have you ever wondered exactly what knowledge and strategies comprise the curriculum of Early Years literacy classes? Have you ever wondered how to organize instruction in a manner that will enable all young learners to develop literacy competencies successfully? Kathy Collins explicitly addressed these issues in her presentation titled, "Growing Readers." Drawing heavily upon knowledge and experience gleaned from her many years as a classroom teacher, as a team member and as a project leader of Lucy Calkin's Teachers College Reading and Writing Project, and from her book *Growing Readers: Units of Study in the Primary Classroom*, Kathy developed these issues during her September 28, 2006 ASCD presentation.



Kathy launched her presentation by identifying the components of a Balanced Literacy Framework. To Kathy, these components include Reading Workshop, Writing Workshop, Shared Reading, Read Aloud with Accountable Talk, Small Group Instruction, Word Study/Phonics, and Interactive Writing. Most Early Years teachers are familiar with the concept of a balanced literacy framework. Indeed, many of these teachers likely use components of this framework in their classrooms.

Although Balanced Literacy is not a novel concept, Kathy's specific depiction of the way she organizes Balanced Literacy in her own classroom, helped to enrich our understanding of this concept. For example, Kathy recommended that Read Aloud With Accountable Talk be a daily non-negotiable item in all grades, while Shared Reading should be a daily part of instruction for Kindergarten into grade two. She added, however, that Shared Reading could also be utilized to assist struggling students in older grades.

Using the Balanced Literacy Framework as an overarching guide, Kathy went on to talk about the Independent Reading Workshop. Drawing upon her years of experience and study, Kathy articulated her guiding principles for Independent Reading Workshop. A selection of these guiding principles follows:

- That readers be given time to read every day.
- That readers select their own appropriate books.
- That readers have opportunities to talk about their books in authentic, self-initiated ways.
- That the work for readers is not only reading the words but also to understand the story.
- That what we expect children to do during independent reading time needs to be replicable outside of the classroom.

Kathy enlarged on the theme of balance as she described Independent Reading Workshops. She asserted that balance should be evident in the classroom environment and in the Reading Workshop. An example of balance within the Reading Workshop is balance between exposure, maintenance, and acquisition learning. Some teachers might worry that not every lesson is appropriate for the diverse needs of their students. Kathy counters this with the point that every lesson has the potential for meeting the needs of learners at some level—whether this be at the exposure, maintenance, or acquisition levels of learning. As a teacher, there needs to be a balance in these lessons.

Kathy described the "architecture of a mini-lesson." This architecture includes several components; namely, connection ("Today I want to teach you. . ."), teaching demonstration, active engagement / involvement (turn and talk), and link to work. This mini-lesson is followed by independent reading time (which includes private and partner reading), and teaching/share time. Kathy provided some interesting twists and bits of information. For example, she emphasized the difference between demonstration and narration. Kathy advocates for narration. When demonstrating, the teacher assumes the stance/point of view of a young learner. Kathy also suggests that the teacher report back what students have said, and minimize student talk so that the pitfall of turning a mini-lesson into a maxi-lesson is avoided.

Kathy went straight to the heart of the content of units of study for the primary classroom. She described a sampling of these units including “Readers Use Strategies to Figure Out Words,” and “Readers Read With Stamina, Fluency, Engagement, Meaning, and Attention to Print.” Kathy detailed the planning process she undertakes as she prepares for each unit of study. This planning includes thinking about goals, “bends in the road,” classroom library, support for struggling and strong readers, assessment, celebration, standards, and other details. Kathy’s units of study are recursive. Each unit can be taught in Kindergarten, then again in higher grades at increasing levels of complexity. This strategy facilitates differentiated instruction.

Throughout the day, Kathy provided research based, classroom-tested ideas for “growing readers.” This practical advice, coupled with Kathy’s personable, engaging speaking manner, made the day a worthwhile and pleasant learning experience. If you attended Kathy Collin’s presentation, you will enjoy continuing your conversation with her by reading *Growing Readers: Units of Study in the Primary Classroom*. If you were unable to attend Kathy’s presentation, you can initiate your own conversation with Kathy by reading *Growing Readers: Units of Study in the Primary Classroom*.

Linda Prystupa-Cyr is a teacher at John de Graff School in River East Transcona School Division

References

Collins, Kathy. (2004). *Growing Readers: Units of Study in the Primary Classroom*. Portland, Maine: Stenhouse Publishers.



What is ASCD?

Visit our website at
<http://manitoba.ascd.org>

Mission

Manitoba ASCD is a community of learners committed to enhancing teaching, learning, and leadership by reflecting on current educational research, by engaging in varied forms of professional learning, and by providing a forum for non-partisan dialogue about education.

Vision

Manitoba ASCD is a highly visible and respected educational organization responsive to the needs of its membership. Valued for its non-partisan voice on issues of teaching, learning, and leadership; Manitoba ASCD engages a large, diverse membership in quality professional learning. We are an intricately connected organization providing regular and frequent forums and networking opportunities to support professional growth at all levels of the educational community.

Beliefs

Manitoba ASCD Believes:

- The individual has intrinsic worth.
- All people have the ability and the need to learn as well as the capacity to lead.
- A safe and caring environment that supports risk-taking and innovation is essential for learning.
- Diversity should be honoured, protected, and promoted.
- A high quality, inclusive system of education is important for society to flourish.
- Society is strengthened when people work together for the greater good.

Reflections on a Day with Kathy Collins

By Karen Kroft and Susan Prescott

What a refreshing experience to attend a workshop facilitated by a down to earth educator with a passion for literacy, and a wealth of knowledge and real life experiences! Kathy Collins, consultant and staff developer was in Winnipeg with ASCD on September 28th, 2006. Kathy's audience at the Greenwood Inn consisted of early years teachers, many attending in school teams with support staff and administrators. Kathy is a primary reading specialist and the author of *Growing Readers: Units of Study in the Primary Classroom* (Stenhouse Publishers, 2004).

The majority of Kathy's professional career has been in New York City schools, most significantly with the Teachers College Reading and Writing Project. In her relaxed and familiar presentation style, Kathy shared her shock when she found herself, as a student, in the position of secretary to the already renowned Lucy Calkins. This was the beginning of a long standing relationship of professional growth and research. She currently lives in Alaska with her husband and sons, continuing her research and study of early years literacy as she writes her second book.

Kathy began her presentation by creating an understanding of her vision of reading and instructional practices that support children in real world experiences both in and out of our classrooms. Collins believes that we can "Grow Readers" by providing both time dedicated to reading "just right books" daily and explicit teaching to develop strategic readers. Explicit teaching is delivered through mini lessons that are cohesive, structured and followed by numerous opportunities to practice the strategies taught. She believes that what "real readers" do during reading time at school must be replicable at home.

Kathy shared how she listens to children and uses their language as she models the habits of strong readers. She uses phrases such as "building your reading muscles", and analogies to help the audience understand her message. She compared reading just right books and reading a difficult books to riding a bike along a slightly bumpy road versus an uphill ride.

By creating a safe and consistent structure, Collins believes that children can use their mental energy for new learning. Her framework of "Reading Workshop" includes mini lessons with a focus on "Habits of Strong Readers, Print Strategies, Comprehension Strategies and Orchestration" by putting these components together as a reader.

Regardless of grade level, she believes that teachers must first create a classroom culture that supports the habits of good readers early in the year, before they move into more focused and text specific mini lessons. Once this stage has been set, her unit of study will focus on supporting the acquisition of print strategies. In her handout Collins listed the four categories of mini lessons that focus on strategies guiding children to use print effectively.

It is important to get my mind ready to read any text.

I have strategies to help me figure out what the words say.

I am flexible with my use of strategies.

I try my best to read in a story teller voice.

Collins also listed four strategies that support the teaching of comprehension

- It's important that I understand what I read.
- I have thoughts about the book that help me understand it.
- I need to know when I don't understand what I am reading.
- I have strategies to help me understand what I am reading.

Children are encouraged from the earliest stages of text reading to put together or orchestrate using habits of strong readers, strategies of using print and strategies in support of comprehension.

Kathy was able to balance her knowledge and research behind the big ideas within the teaching of reading with practical ideas for implementation. Teachers at all stages in their careers could identify with Kathy's passion for literacy. Some teachers may have left feeling overwhelmed by the enormous scope of possibilities presented. The responsibility is left with teachers to make decisions about the timing and content of mini lessons to meet the needs of individuals as well as the needs of the class as a whole.



It was very beneficial for the Linden Meadows school team to hear Kathy's message together and then continue our discussions while linking the learning to our daily work. Kathy Collins encourages us to be honest, as to what our students are actually doing in the name of reading.

Karen Kroft is a Reading Recovery/Resource teacher at Linden Meadows School and Susan Prescott is a grade 2 teacher at Westgrove School in the Pembina Trails School Division.

Manitoba ASCD Board members wish Carol Kirkhope well in her retirement. Thank you, Carol, for your dedication!



Back Row (Left to right): Michel Chartrand, Lori Tighe, Jayesh Maniar, Stephen Dudar, Barb Isaak, Tom Code

Front Row (Left to right): Brenda Lanoway, Bill Burns, Carol Kirkhope, Shelley Hasinoff, Sandra Herbst-Luedtke



Reflections 2007 Theme: Valuing the Whole Child

Reflections, Manitoba ASCD's annual peer-reviewed journal, is a forum for the exchange of ideas, research, and classroom practices, as well the release of news items of interest to educators at all levels. Submissions for our next *Reflections* to be distributed in September 2007 are invited on the theme of "Valuing the Whole Child". This theme reflects current ASCD initiatives to broaden our vision of teaching and learning beyond academic achievement.

Possible topics for *Reflections* include innovative teaching and learning projects, integration of technology and the arts, multiple intelligences, learning styles, and developing moral and emotional intelligence. Authors are encouraged to draw upon research, educational literature, and personal experiences in their response to trends and issues, opinions on instructional strategies, or statements about theory. In general, the more closely related an article is for the theme, the more likely that it will be published, but articles of great interest on a special topic, not directly related to the theme, will be considered. Feature articles of between 1000 to 2000 words (4-8 pages) in length as well as letters to the editor, graphics, book reviews, and shorter manuscripts on classroom practices and ideas are welcome. Authors are asked to complete an *Intention to Write* with a brief description of their submission by February 15, 2007.

The ASCD Adopted Position on *Valuing The Whole Child* states:

The current direction in educational practice and policy focuses overwhelmingly on academic achievement. However, academic achievement is but one element of student learning and development and only a part of any complete system of educational accountability. ASCD believes a comprehensive approach to learning recognizes that successful young people are knowledgeable, emotionally and physically healthy, motivated, civically inspired, engaged in the arts, prepared for work and economic self-sufficiency, and ready for the world beyond their own borders.

Together, these elements support the development of a child who is healthy, knowledgeable, motivated, and engaged. To develop the whole child requires the following contributions:

Communities provide

- Family support and involvement.
- Government, civic, and business support and resources.
- Volunteers and advocates.
- Support for their districts' coordinated school health councils or other collaborative structures.

Schools provide

- Challenging and engaging curriculum.
- Adequate professional development with collaborative planning time embedded within the school day.
- A safe, healthy, orderly, and trusting environment.
- High-quality teachers and administrators.
- A climate that supports strong relationships between adults and students.
- Support for coordinated school health councils or other collaborative structures that are active in the school.

Teachers provide

- Evidence-based assessment and instructional practices.
- Rich content and an engaging learning climate.
- Student and family connectedness.
- Effective classroom management.
- Modeling of healthy behaviors.

Intention to Write
2006-2007
Theme: Valuing the Whole Child

Name: _____ Date: _____

School Division or Employer: _____

Proposed Title of Article: _____

Brief Summary:

Journal Timelines:

Intention to Write submitted by	February 15th
Completed article to editor	April 1st
Edited articles returned to author for approval	May 15th
Approval of edited article	May 25th
Journal to the printer	June 30th
Journal distributed	September 1st

Please forward your **Intention to Write** to:

Shelley Hasinoff
507-1181 Avenue

Winnipeg, Manitoba R3G 0T3

Phone: 204-945-4547

FAX: 204-948-2154

Email: shasinoff@gov.mb.ca

Copies of this form can be downloaded at <http://manitoba.ascd.org>
