

Educating Children of Poverty in a Standards-Based World

What You Must Know and Do

- You must understand the meaning of the standards in terms of student learning.
- You must be able to assess student progress toward achieving the standards on a regular basis.
- You must teach students so they learn the standards, NOT teach the standards to the students.

All Standards Have a Common Format

Subject

Verb

Object

S

V

O

The Subject is the Learner or the Student.

The student (will)

The student (should)

The student (might)

Quite often, the subject is implicit or understood.

We need some common framework to help us understand the verbs and the objects. Without a common framework, we bring our unique, idiosyncratic frameworks to the table. The result ... chaos and confusion.

A taxonomy of educational objectives “could do much to bring order out of chaos in the field of education. It could furnish the conceptual framework around which our descriptions of educational programs and experiences could be oriented. It could furnish a framework for the development of educational theories and research. It could furnish the scheme needed for training our teachers and for orienting them to the varied possibilities of education (Bloom, 1949)

Bloom

Revised Bloom

- **Evaluation**

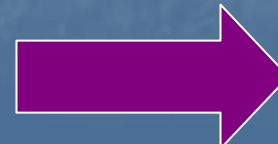
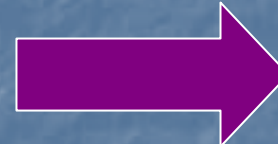
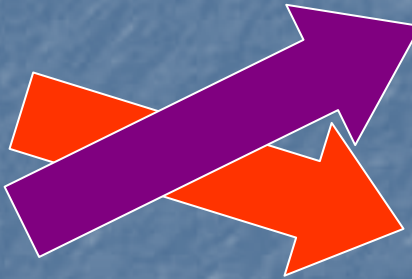
- **Synthesis**

- **Analysis**

- **Application**

- **Comprehension**

- **Knowledge**



- **Create**

- **Evaluate**

- **Analyze**

- **Apply**

- **Understand**

- **Remember**

Unlike the verbs, the objects of the standards are subject-specific (e.g., math, science, social studies). The objects specify the CONTENT of the standard. To design a classification system appropriate for all subject matters (and grade levels), CONTENT had to be replaced with KNOWLEDGE.

What are the Major Differences Between Content and Knowledge?

- Content is subject-matter specific. Knowledge cuts across subjects; it is not compartmentalized.
- Content exists outside the student. When content gets “inside” the student, it becomes knowledge. This transformation of content to knowledge takes place through the cognitive processes used by the student (i.e., the verbs).

Four Types of Knowledge

- Factual Knowledge
- Conceptual Knowledge
- Procedural Knowledge
- Metacognitive Knowledge

HOT ARTICHOKE DIP (Serves 10 to 14)

2 14-oz cans artichoke hearts

16 oz. mayonnaise

1 c. grated Parmesan cheese

Garlic salt (optional)



- 1. Drain artichoke hearts.**
- 2. Mash artichokes with fork.**
- 3. Mix with mayonnaise, cheese, and garlic salt.**
- 4. Bake at 350 degrees for 15 minutes or until cheese is melted.**
- 5. Serve with crackers or party rye.**

THE TAXONOMY TABLE

	1. REMEMBER Recognizing Recalling	2. UNDERSTAND Interpreting Exemplifying Classifying Summarizing Inferring Comparing Explaining	3. APPLY Executing Implementing	4. ANALYZE Differentiating Organizing Attributing	5. EVALUATE Checking Critiquing	6. CREATE Generating Planning Producing
A. Factual Knowledge	A1	A2	A3	A4	A5	A6
B. Conceptual Knowledge	B1	B2	B3	B4	B5	B6
C. Procedural Knowledge	C1	C2	C3	C4	C5	C6
D. Metacognitive Knowledge	D1	D2	D3	D4	D5	D6

How It Works

Recall multiplication and division facts through nine

**Verb = Recall = Remember =
Column 1**

Object = Multiplication and division facts through nine = Factual Knowledge = Row A

**The standard belongs in Cell A1,
Remember Factual Knowledge**

In a Standards-Based World, Life is Usually Not That Simple

Use interviewing & persuasive techniques to produce effective mass media messages.

Use interviewing & persuasive techniques to produce effective mass media messages.

Verb 1 = Use = Apply = Column 3

Object 1 = Techniques = Procedural Knowledge = Row C

**The standard belongs in Cell C3,
Apply Procedural Knowledge**

Use interviewing & persuasive techniques to produce effective mass media messages.

**Verb 2 = Produce = Create =
Column 6**

**Object 2 = Effective Mass Media
Messages = Conceptual Knowledge =
Row B**

**The standard belongs in Cell B6,
Create [based on] Conceptual
Knowledge**

When all is said and done,
the standard belongs in
two cells: C3 and B6.

The SVO format of standards in combination with the two-dimensional structure of the Taxonomy Table allows us to classify standards so we better understand their intent and meaning in terms of student learning.

With this understanding we
can begin to design
assessments and plan
instruction so that children of
poverty can be educated
more effectively.

A Few Classroom Assessment Strategies

- Include “cold reading” in the assessment of reading and social studies
- Include introductory material in mathematics and science assessments to provide a “real-life” context for the assessment.
- Incorporate some multiple-choice items in classroom assessments throughout the year (not just in “April is PACT Preparation Month”).
- Force students to go “beyond the answer.” Ask questions such as “how did you get that answer?” and “why did you select that answer?”

Fourteen Key Classroom Dimensions

IN THE CLASSROOM:

1. There is a sense of mutual respect among students and between the students and the teacher. [Mutual Respect]
2. Procedures have been internalized and responsibilities accepted by students. [Behavioral Self-Control].

THE CURRICULUM:

3. Contains content and problems that relate to the world outside the classroom and connect new learning to what students already know and have experienced [Authenticity]
4. Is interdisciplinary and thematic, emphasizing connections across subject areas. [Integrated Curriculum].

INSTRUCTION:

5. Takes the form of a dialogue between teacher and students. [Instruction as Dialogue]
6. Is structured to engage all learners. [Inclusive Instruction]
7. Provides opportunities for learners to construct their own knowledge, through experimentation, exploration, and discovery. [Active Knowledge Construction]

LEARNING:

8. Emphasizes conceptual knowledge and making sense of important ideas.

[Meaningful Learning]

9. Enables students to perceive knowledge in a holistic way. [Connectedness]

TEACHERS:

10. Develop a deep understanding of their students. [Understanding Students]

11. Are “learning leaders” in the classroom, transmitting passion for ongoing learning and explicitly modeling how to learn.

[Learning Leaders]

STUDENTS:

12. Are actively involved in the process of learning, rather than passive recipients.

[Involvement in Learning]

13. Work collaboratively and productively with one another [Cooperation]

14. Develop a sense of empowerment through learning. [Empowerment]

Three Wishes

- We stop using “can’t” and start using “don’t” or “doesn’t.”
- We stop emphasizing the resources that we don’t have and start emphasizing what we would do with the resources if we had them.
- We stop wishing for better teachers, administrators, parents, and students and start making the teachers, administrators, parents, and students that we have better. We all can get better!

Educating children of poverty is hard work, but it is critically important work. The work is much easier if we're all in it together – if not singing the same hymn, at least singing from the same hymnal.