The “Real” Common-Core: What We Should Be Teaching In An Age of Accountability

February 25, 2016

Kristie Pretti-Frontczak, Ph.D.
Kristie.B2K@gmail.com
http://b2kcoach.com

5 Social-Emotional Skills for Teachers & Providers

Self-awareness
Self-regulation
Situational awareness
Social awareness
Spirituality

From a B2K Solutions℠, Ltd. blog series titled: Why Professional Development May be Failing Our Teachers (and it isn’t why you think)
http://www.b2kcoach.com/self6/
If readiness were viewed as an ongoing, complex, and socially motivated process, we would be less likely to "redshirt" children from starting school, exclude children from general education, and keep children from moving to the next grade because they aren’t "ready."
In a whole-child approach, readiness is understood in the sense that development and learning occurs:
• within a complex and ever changing eco-system (i.e., the demands on the learner are continually shifting)
• because of the integration of all systems of the body
• at a natural pace that can’t be accelerated by targeting developmentally inappropriate outcomes

By accepting the inherent value in individual differences and diversity, schools can move toward teaching all children and away from discussing the readiness of individual children at arbitrary age/grade points.
What “squared” for me...
What is “circling” around...
What was a “highlight”...
What I will “do” next...

http://www.b2kcoach.com/b2k4squaresurvey/