

Chapter 1 : Shukla Bose: Teaching one child at a time | TED Talk

This item: One Child at a Time: Making the Most of Your Time with Struggling Readers, K-6 by Pat Johnson Paperback \$ Only 3 left in stock (more on the way). Ships from and sold by calendrierdelascience.com

The impact of NCLB, which Caradonio terms the No Teacher Left Standing Act, was supposed to be felt most strongly in urban centers with large minority and disadvantaged populations-places just like Worcester. Instead, during its first two years, NCLB appeared to have little impact at all. Roughly 1, students had the right to use Title I funds to obtain supplemental academic services from qualified public or private providers, another carrot the new law extends to children enrolled in underperforming schools. As of December , however, only one child in Worcester had switched schools. And just one more had taken advantage of the supplemental services provision to obtain tutoring from a provider outside of the public school system. But is there really no more than one family that wishes to change schools? If there are others, what is limiting their exercise of choice? Obviously, the implementation of any major piece of legislation proceeds in fits and starts, making it much too early to proclaim NCLB an unmitigated success or failure. Already on the Move Worcester is the third largest school system in the state of Massachusetts, serving roughly 25, students in 46 public schools 36 elementary, 4 middle, 5 high, and one pre-K school. During the past two decades, the percentage of nonwhite students has more than doubled, from roughly 20 percent in to slightly more than 50 percent in . The district provides 7 percent of its students, representing no fewer than 50 different languages, with English as a Second Language ESL tutorial programs. Between and , on average, 23 to 37 percent of elementary students changed schools within a given academic year; among middle schools, mobility rates ranged from 24 to 32 percent; and for high schools, from 24 to 28 percent. Much of this movement occurred across district lines. For instance, during the school year, 12 percent of Worcester elementary students changed schools and another 21 percent left the district altogether. Among those elementary schools that were deemed in need of improvement between and , mobility rates reached as high as 51 percent. When determining whether a school has made adequate progress, the state does not account for these mobility rates-a fact that almost every public official in the district is quick to point out. Schools struggle just to keep track of their students from year to year. Moreover, the district already provides a significant amount of choice. During the school year, only 61 percent of students attended their neighborhood public school. Friendly Discouragement Ultimately, districts are responsible for informing parents of their rights and opportunities under NCLB. But given the challenges that Worcester faces, along with the incentives to safeguard public finances, it should come as no surprise that administrators subtly, and not so subtly, discouraged families from transferring their children out of underperforming schools. In the spring of , the district notified families at underperforming schools of their rights under NCLB. The letter goes on to cite many exciting developments in Worcester public schools. The principal can then clarify the problems with NCLB and show why the family ought to stay put. Principals also explain why students are best served by receiving supplemental services within their schools. The district offers an academically based after-school program for Title I students, which qualifies as supplemental services under NCLB. More than students are currently enrolled in this program. Not surprisingly, very few parents requested a meeting with their principal. Not one parent has come forward. If you were here, you would see why. You would see what a nurturing, wonderful place this is. I sat down with these sets of parents and reassured them. If, after consulting with the school principal, parents still want to change schools, they must schedule yet another meeting at the Parent Information Center. Each time, Vartanian has taken the opportunity to reiterate many of the points made by the school principal. Perhaps most consequentially, though, Vartanian informs parents that the district may not be able to accommodate their request to attend any specific school. Indeed, since the district is obligated only to offer parents a choice of two schools that did make adequate progress, that is all they can expect to receive. While the district can advertise its tutoring and after-school services directly to parents, private providers hoping to capture a piece of this market have few opportunities to get their foot in the door. Therefore they must rely on the district and its representatives to present their services to parents in as favorable a light as possible. Curiously though,

private providers are not complaining yet—at least publicly—perhaps for fear of alienating district administrators, on whose cooperation and goodwill they depend. For instance, Huntington Learning Centers, which have the distinct honor of having served the only Worcester student to obtain supplemental services from outside of the public school system, typically contract with families for to hours of individual tutoring. The Title I money available for supplemental services, however, covers just 30 to 40 hours of tutoring, which would require either an abbreviated or an entirely restructured program. We are happy to work with and develop programs for those students who seek us out. But I am not going to seek them out. So, there, right away, is a big glitch in the whole program. The district benefits as well, since it avoids losing Title I funds to private providers. In a telephone survey conducted during the summer of , public school parents routinely expressed confusion over basic points of fact. Overall, 25 percent of parents surveyed in Worcester had children who attended underperforming schools. Fully 93 percent of parents of children in underperforming public schools either did not know that their school was deemed in need of improvement or incorrectly thought that their child attended a school that had made adequate yearly progress. Whereas 54 percent of whites knew whether their child attended an underperforming school, just 28 percent of African-Americans and Hispanics did. Just 26 percent of parents born outside of the United States and 17 percent of parents of children who receive English as a Second Language instruction knew whether their school was underperforming. Are parents interested in choice? Among those with children in underperforming schools, just 13 percent said there was another public school in the district to which they were interested in sending their children see Figure 2. By comparison, 8 percent of parents of children in schools that had made adequate yearly progress said they were interested in another school. Consistent with these responses, parents appeared to be satisfied with their public schools. Eighty-seven percent of parents with children in schools that made adequate progress gave their school an A or a B, as did 80 percent of parents with children in underperforming schools. However, interest in choice spiked when the options included private schools. Fully 58 percent of parents with children in underperforming schools said that they would rather send their child to a private school than their current public school see Figure 2 , compared with 39 percent of parents with children in schools that made adequate progress. When asked to name a preferred private school, roughly half named independent private schools the most popular being Worcester Academy and Milton Academy , with tuitions that eclipse the values of even the most generous school vouchers offered in public and private programs across the country. The rest identified a Catholic or Protestant day school, most of which were located within or near the city of Worcester. Meanwhile, Worcester parents are most interested in pursuing schooling alternatives that NCLB does not furnish. While many principals extol the benefits of using student achievement data as a diagnostic tool, officials downtown remain deeply suspicious of the longer-term consequences that will accompany repeated failures to make adequate yearly progress. This whole thing has been set up to make sure it looks bad so we can bring in the miracle drugs, the vouchers, and all this is very clear. Some short-term solutions may encourage higher participation rates. It is sheer folly, for instance, to expect school districts to vigorously implement an accountability scheme that disrupts their school assignment procedures, drains money from their coffers, and threatens their administrative autonomy. Until an independent organization is established that disseminates information about which schools are underperforming, which students qualify for choice and supplemental services, and which providers are available, there is little reason to expect that NCLB will induce an exodus of students from underperforming schools. However, even if an independent agency were established, a massive reallocation of students and resources would be unlikely. The district will continue to pursue its strategies of blame avoidance. If the survey results are any indication, few qualifying families appear likely to switch to a different public school. And as the number of schools failing to make adequate progress grows, the number of options remaining for families will only dwindle. Howell is an assistant professor of government at Harvard University.

Chapter 2 : MAKING A DIFFERENCE ONE CHILD AT A TIME

ONE CHILD at a TIME Custom Learning in the Digital Age by EMILY HANFORD and STEPHEN SMITH. AUGUST Learning with a personal tutor is one of the oldest and best.

One child at a time Sponsoring just one child in the Third World is a very appealing prospect. But until last year he also had another godparent - a padrino: In return, Victor wrote monthly letters to his sponsor which were checked by the local social worker for Foster Parents Plan International. It took me about three months to get all the documents and papers together, They came and took a photo of us all, and also one of Victor - he was 13 then - with a number pinned on his chest. I was lucky, really - some families wait over a year to get accepted. It was originally founded in during the Spanish Civil War by two English philanthropists who organized the sponsorship of war victims. But in the s it began to work specifically with children in developing countries. A quarter of a million children are now fostered in 22 countries in Latin America, Africa and Asia. PLAN started its Bolivia programme in with 57 children and 19, are now sponsored, most of them in and around La Paz. We never heard any more about him. A few months ago we arranged to visit her family on their farm by Lake Titicaca. Frankly, we were disappointed, There was little evidence of where our money went. The family was incredibly poor and the youngest child seemed malnourished. They told us they needed more money. Victor Pacheco dropped out of the Foster Parents Plan last year because his mother felt it was no longer worthwhile. Also, we had to go to meetings where they gave us talks and told us how to look after our children. But over time the money has not increased and inflation has reduced it to a fraction of its original value. Now sponsored families are expected to participate in the educational, agricultural or productive activities planned for their zone. Of these, the best known has been the experimental farm of Tambillo, situated on the high plateau not far from La Paz. However, PLAN still conceives of community activity as a means to individual and family development, rather than vice versa. Individual sponsorship is also an extremely effective way of obtaining funds for Foster Parents Plan International. Direct correspondence between sponsor and child is not permitted and the letters which pass in both directions are vetted and translated by PLAN staff. We had to write about the weather Not about the news. The sponsored families themselves tend to regard the allocation of a padrino rather like a lottery. She came to visit him and bought him new clothes, and took him on a trip. All the other kids were wild with envy. It must be nice there, better than here where there are lots of poor people. Foster Parents Plan does organize community projects. But they require a certain degree of coercion for sponsored families to participate. There are much better ways to carry out such activities. Health education, productive projects or group work to obtain basic local services are all best undertaken by local Bolivian organizations which can foster a spirit of dignity and social awareness in their members. If people in the West wish to contribute to such projects they can channel their help through a number of aid agencies. Effective aid means allowing disadvantaged groups to define their own needs and priorities, and to allocate resources as they see fit. When this occurs, padrinos do not enter the picture. To subscribe to its regular bulletin in English write to: The sponsorship storm Three years ago the New Internationalist launched a public debate on child sponsorship. And the organizations concerned have since made significant changes. But, as we explain below, the essential problems remain. When the New Internationalist devoted its May issue to the sensitive subject of child sponsorship it provoked an immediate response. Perhaps the front cover was provocative: But it was a subject about which we felt strongly - and still do. Yet the criticisms were not new. Doubts about the principle of singling out individual children for special attention had been circulating for years among the voluntary agencies. Such aid was felt to be clumsy, divisive and ultimately demeaning for families or children who had to pander to the wishes of their benefactors. Many people who have worked in the Third World have been distressed to see all this. But the average donor can hardly be expected to be aware of the problems - all the publicity for such schemes naturally concentrates on the benefits, such as they are, to the children and above all to the donors. As a direct response to the New Internationalist many people gave some thought to the issue for the first time and rapidly came to the same conclusion that we did - that they would be better off making their contributions through agencies who did not

make such demands on the people they were helping. The leading article in that magazine has since been reprinted many times around the world - and always produced a strong reaction. In Canada, for example, the United Church ran it in their own magazine and started a coast-to-coast press and radio debate on the issue. Our edition is now out of print but we have reproduced a summary of the arguments below. The child sponsorship agencies argue that there are people who will give to sponsorship agencies argue that there are people who will give to sponsorship programmed who would otherwise give nothing at all. This grossly underestimates the intelligence and sensitivity of the average donor. Our experience is that people immediately understand and appreciate the issue once it is put to them. But still they retain the personal link and the sense of dependency that goes with it. The logical next step would be to drop the notion of personal sponsorship altogether. The other side of the coin For every advantage that sponsorship brings to the donor " there is a corresponding disadvantage for the recipient. Helping one identifiable person Causes divisions and creates more inequality A correspondence that helps you learn more anout the Third World ALSO Create Western aspirations that cannot be fulfilled. Getting a direct response from the person you help ALSO Maintains a consciousness of aid and dependence Having your own aid directly supervised ALSO Ties your help to conventional and less economical projects. You can access the entire archive of over issues with a digital subscription. Please support us with a small recurring donation so we can keep it free to read online.

Chapter 3 : Edgewood Elementary – Growing Leaders, One Child at a Time

One Child at a Time og Development and Relief without Borders har samarbejdet siden Dit sponsorat vil hjælpe med at sikre, at de får alt fra skoleuniform og skoletaske til blyanter og andet nødvendigt materiale.

Hiring a tutor for every student was never a realistic option. Now, new computer programs can customize education for each child. While the Internet has profoundly changed the way most people get information and learn new things, most students in the United States do not have regular access to the Internet at school. The first step is getting more computers into classrooms and making sure schools have reliable, high-speed Internet. In June of 2009, President Barack Obama announced a federal initiative to do just that. Mooresville has become something of a poster child for computers in the classroom. Every student in grades three through 12 gets a MacBook Air laptop. Teachers say the laptops have changed the way they teach: But in many schools where computers are introduced, nothing changes about how teachers teach or how students learn. Teachers tend to teach the way they were taught. You are more of a roving conductor. Our school system will be completely changed inside of 10 years. Thomas Edison once famously predicted that movies would make books obsolete in public schools. Experts also predicted calculators, television, overhead projectors and electronic whiteboards would change education. Karen Cator of Digital Promise says this time is different, because of the way computers and the Internet have already transformed business and everyday life. Calculators and whiteboards did not instigate the same kind of broad cultural change. Photo by Emily Hanford. But Kevin Welner, director of the National Education Policy Center, advises caution when it comes to computers in schools. Some studies show that when students learn online for part of the school day they learn better than students who are in traditional classrooms with no computers. But other studies show no difference. Welner says computer learning may even be harmful. And he fears the movement is being driven by "excitement about technology, rather than by evidence or by sound learning science. That could take decades, and schools need to embrace the 21st century now, he says. Frankel says there are a number of schools and school districts that are getting good results -- including the Mooresville Schools in North Carolina. He says those schools have a lot to teach the nation about how to do digital learning right. But hiring a tutor for every student was never a realistic option -- until now. How can schools get the best out of their students? Bloom was an educational psychologist at the University of Chicago. Bloom did education research for more than 50 years, until his death in 1996. One of his interests was personal tutoring. Think of Socrates teaching Plato. Bloom believed tutoring might also be one of the best ways to learn. In the early 1970s, he and a couple of graduate students conducted a study that compared how much students learned in a typical classroom to how much students learned when they got personal tutoring instead. They randomly assigned fourth-, fifth- and eighth-grade students to classrooms of about 30 students per teacher. Another group of students was assigned to work with tutors. The study found that the average student who got tutoring performed better than 98 percent of the students in the typical classroom. What Bloom took away from the study is that most students had the potential to learn much more than they were learning in school. But a tutor for every student? The challenge was to come up with an affordable method of instruction that would mimic the effects of a good tutor. If teachers and researchers could figure that out, "it would be an educational contribution of the greatest magnitude," Bloom wrote. Fulton Schools of Engineering. Courtesy of Harvard University. But from the earliest days of computers, scientists and engineers had been interested in developing machine-based tutoring systems. The concept can be traced back to the work of another famous psychologist, B.F. Skinner. In the 1950s Skinner developed a "teaching machine. The teaching machines were controversial and never took off the way Skinner hoped, but his work got people thinking about the role machines might play in classrooms. Computer scientists could see more clearly than they ever had before what the benefit of a good computer tutor might be. The technology has come a long way since 1950. VanLehn recently reviewed the research on some of the most sophisticated of these intelligent tutoring systems. So, why is tutoring so effective? And if students learn better with a tutor, what role should computer tutors play in schools? Figuring out what makes tutoring effective is complicated. In his review of the research on computer tutors, VanLehn tested a number

of hypotheses about why tutoring works. It essentially comes down to this: A tutor gets you to practice, and practice is how people learn. A computer can do that too. It helps them stop getting frustrated and stuck, gives them hints when they need it, gives them prompts, gives them encouragement. The best computer tutors can do a lot to help students learn better. Classroom time is typically spent in some sort of whole-group instruction; teachers may lecture or run class discussions. Students may also break into small groups to work on assignments or projects. VanLehn thinks the best computer tutors can do a lot to help students learn better in school. School is not just about understanding the causes of World War II or learning how to do math problems. Still, VanLehn thinks figuring out how to use computer tutors well in classrooms could indeed change popular notions about human potential, as Benjamin Bloom had hoped. Most schools are not set up to get students to this "sweet spot of difficulty. The book is complex and fascinating - and pages - but you can basically boil the answer down to this: Courtesy of the University of Virginia. The first thing to know is that everyone likes to learn. What people enjoy is working on problems that are the right level of difficulty. He calls this the "sweet spot" of difficulty. There are 20 other kids in the class - or maybe 30 or even Everyone is in a slightly different place. Some kids get it and want to move ahead. Others are struggling to catch up and need more explanation. But a lot of teachers end up teaching to the middle. That leaves a lot of kids bored, or frustrated, or both. A one-room schoolhouse in Chaffee County, Colorado built in Prior to the rise of factories and cities, most people lived on farms and in small villages. Children were typically educated in one-room schoolhouses. Not everything was perfect in the one-room school. Then in Quincy, Massachusetts a new kind of school appeared on the scene. Instead of being together in one room, students were separated into classrooms based on how old they were. It was seen as a more efficient way to educate children. And schools were no different. Schools were "factories in which the raw products children are to be shaped and fashioned into products to meet the various demands of life. We replaced that with an expectation that all children be the same. These are among the thorniest and most important issues facing American schools, and they all have something to do with the fact that we expect students of a certain age to be in a certain place with their learning, rather than working with each child individually based on their unique learning needs. Tomlinson is an expert on a teaching technique called "differentiated instruction. Rather than teaching to the middle, the teacher offers a variety of lessons or assignments so that the students who are ahead get more challenging work and students who are behind get more practice on basic concepts. It takes talented teachers and good training. Keona Walker says she learned all about differentiated instruction during her teacher training. When asked how she pulled it off in the classroom, she laughs. She says differentiated instruction is "possible, yes. Courtesy of the Confederation of Oregon School Administrators website. Photo by Bill Detmer. Then she heard about a new school with a different approach to learning. The school is called Carpe Diem-Meridian. Students spend part of the day in traditional classes, and part of the day learning on computer. Walker is the English teacher at Carpe Diem. She says because students spend part of their day learning on computer, she has more time to work with students individually.

Chapter 4 : One Child at a Time: Making the Most of Your Time with Struggling Readers, K-6 by Pat Johns

One Child at a Time is a Copenhagen-based Non-For-Profit organization. Our mission is to guarantee schooling for refugee children living in poverty, through private sponsorships. We believe that going to school will empower these children, regardless of gender and age, and thereby create a better everyday for the children, one child at a time.

Neither am I a veteran social worker. I was 26 years in the corporate world, trying to make organizations profitable. And then in I started Parikrma Humanity Foundation from my kitchen table. The first thing that we did was walk through the slums. You know, by the way, there are two million people in Bangalore, who live in slums. We walked through these slums, identified houses where children would never go to school. We talked to the parents, tried to convince them about sending their children to school. We played with the children, and came back home really tired, exhausted, but with images of bright faces, twinkling eyes, and went to sleep. We were all excited to start, but the numbers hit us then: We also heard that billion Indian rupees was dedicated for government schooling. And yet, India has nearly the highest teacher absenteeism in the world, with one out of four teachers not going to school at all the entire academic year. Those numbers were absolutely mind-boggling, overwhelming, and we were constantly asked, "When will you start? How many schools will you start? How many children will you get? How are you going to scale? How are you going to replicate? We want to take one child at a time and take the child right through school, sent to college, and get them prepared for better living, a high value job. The first Parikrma school started in a slum where there were 70, people living below the poverty line. Our first school was on a rooftop of a building inside the slums, a second story building, the only second story building inside the slums. And that rooftop did not have any ceiling, only half a tin sheet. That was our first school. One hundred sixty-five children. Indian academic year begins in June. So, June it rains, so many a times all of us would be huddled under the tin roof, waiting for the rain to stop. What a bonding exercise that was. And all of us that were under that roof are still here together today. Then came the second school, the third school, the fourth school and a junior college. In six years now, we have four schools, one junior college, 1, children coming from 28 slums and four orphanages. Applause Our dream is very simple: Now, when you talk global you have to talk English. And so all our schools are English medium schools. But they know there is this myth that children from the slums cannot speak English well. No one in their family has spoken English. No one in their generation has spoken English. But how wrong it is. I like adventurous books, and some of my favorites are Alfred Hitchcock and [unclear] and Hardy Boys. Although they are like in different contexts, one is magical, the other two are like investigation, I like those books because they have something special in them. The vocabulary used in those books and the style of writing. I mean like once I pick up one book I cannot put it down until I finish the whole book. Even if it takes me four and a half hours, or three and half hours to finish my book, I do it. Well, that girl that you saw, her father sells flowers on the roadside. And this little boy has been coming to school for five years. You know, when we started with our English medium schools we also decided to adopt the best curriculum possible, the ICSE curriculum. You should just come across to see how well our children do. All parents all over the world want their children to lead a better life than themselves, but they need to believe that change is possible. We have 80 percent attendance for all our parents-teachers meeting. Fathers have started to attend. When we started our school the parents would give thumbprints in the attendance register. Now they have started writing their signature. The children have taught them. We have, a few months ago, actually late last year, we had a few mothers who came to us and said, "You know, we want to learn how to read and write. Can you teach us? We had 25 mothers who came regularly after school to study. We want to continue with this program and extend it to all our other schools. Ninety-eight percent of our fathers are alcoholics. So, you can imagine how traumatized and how dysfunctional the houses are where our children come from. We have about three fathers who have been trained to cook. We have taught them nutrition, hygiene. We have helped them set up the kitchen and now they are supplying food to all our children. They do a very good job because their children are eating their food, but most importantly this is the first time they have got respect, and they feel that they are doing something worthwhile. More than 90 percent of our non-teaching staff are all parents

and extended families. Vocational skill program for the older siblings so the younger ones are not stopped from coming to school. There is also this myth that children from the slums cannot integrate with mainstream. Take a look at this little girl who was one of the 28 children from all privileged schools, best schools in the country that was selected for the Duke University talent identification program and was sent to IIM Ahmedabad. Whenever we see that IIMA, it was such a pride for us to go to that camp. Everybody was very friendly, especially I got a lot of friends. And I felt that my English has improved a lot going there and chatting with friends. There they met children who are with a different standard and a different mindset, a totally different society. I mingled with almost everyone. They were very friendly. I had very good friends there, who are from Delhi, who are from Mumbai. Even now we are in touch through Facebook. My accent with English improved a lot. And I learned football, volleyball, Frisbee, lots of games. Let me stay here. Such beautiful food, I enjoyed it. It was so beautiful. This girl was working as a maid before she came to school. And today she wants to be a neurologist. Our children are doing brilliantly in sports. They are really excelling. There is an inter-school athletic competition that is held every year in Bangalore, where 5, children participate from best schools in the city. And our children are coming back home with bags full of medals, with lots of admirers and friends. Last year there were a couple of kids from elite schools that came to ask for admissions in our school. We also have our very own dream team. Why is this happening? Is it the exposure? We have professors from MIT, Berkeley, Stanford, Indian Institute of Science who come and teach our children lots of scientific formulas, experiments, much beyond the classroom. Art, music are considered therapy and mediums of expression. It is not the infrastructure, not the toilets, not the libraries, but it is what actually happens in this school that is more important. Creating an environment of learning, of inquiry, of exploration is what is true education. When we started Parikrma we had no idea which direction we were taking. But we know for sure that what we want to do today is take one child at a time, not get bogged with numbers, and actually see the child complete the circle of life, and unleash his total potential. We do not believe in scale because we believe in quality, and scale and numbers will automatically happen. We have corporates that have stood behind us, and we are able to, now, open more schools. But we began with the idea of one child at a time. This is five-year-old Parusharam. He was begging by a bus stop a few years ago, got picked up and is now in an orphanage, has been coming to school for the last four and a half months. He has learned how to speak English.

Chapter 5 : Family Vacations: One Child at a Time

*One Child at a Time: The Mission of a Court Appointed Special Advocate (CASA) [Yolanda Bryant] on calendrierdelascience.com *FREE* shipping on qualifying offers. When children are taken from their family, due to abuse or neglect, they enter the custody of social services and are put into a foster home.*

Chapter 6 : One Child at a Time: Custom Learning in the Digital Age | American RadioWorks

One child at a time Sponsoring just one child in the Third World is a very appealing prospect. But, as this report from CEDOIN in Bolivia points out, there can be undesirable side.

Chapter 7 : 1 Child at a Time

We have dropped to 2nd place folks with all of today and tomorrow to go! PLEASE share out to vote for Healing Horses One child at a time Inc. We need another hard push!!

Chapter 8 : One Child At A Time | New Internationalist

One Child at a Time. 49 likes. Journey with me as we commit to helping love children around the world through Sponsorship, Adoption, Fostering, Ministry.

Chapter 9 : One Child at a Time: The Mission of a Court Appointed Special Advocate by Yolanda Bryant

Expanding Opportunity: One Child at a Time One of the most cost-effective ways to increase equity in education and expand opportunity to our nation's children is to invest in high-quality preschool for our youngest learners - and not just some of them, but all of them.