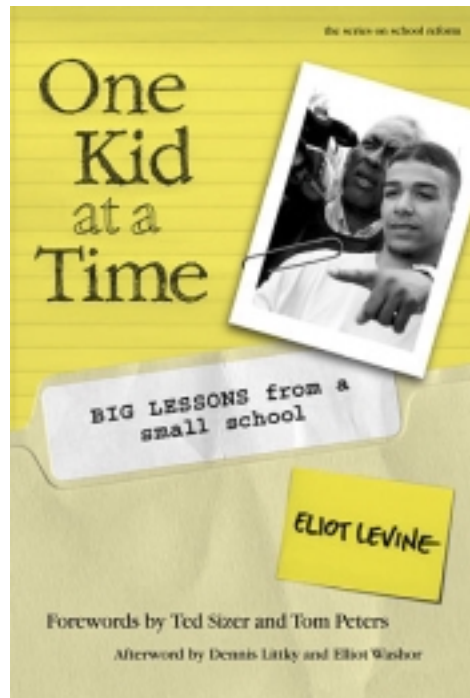


# One Kid at a Time: Big Lessons from a Small School

(Teachers College Press, 2002)

## A Study Guide for the College Classroom

by *Eliot Levine*



"An incredible-imaginative-passionate tale about how America's educational approach can be reformed."

- Tom Peters, Author of *In Search of Excellence*

"*One Kid at a Time* helps us see how preparing young people for the real world works best when it is intensely caring, relevant, community-focused, and tailored to the limitless varieties of our children's passions and concerns."

- Deborah Meier, Author of *The Power of Their Ideas*

## **A Note to Instructors**

*One Kid at a Time* draws teachers and aspiring teachers into school reform's key debates through the compelling story of an urban public high school that has challenged all the rules -- and succeeded. The book and this study guide challenge educators to examine their beliefs about learning and to make education more relevant and personalized. Activities are designed to generate dynamic class discussions through individual and group work.

All students at the Met School have a personalized curriculum. Students stay with the same teacher for four years and complete in-depth projects and internships based on their interests. Student progress is assessed through exhibitions (not tests) and extensive teacher narratives (not grades). Every Met graduate has been accepted to college, even though the majority are the first in their family ever to attend.

*One Kid at a Time* looks deeply at the thorny realities of an actual school, so it complements more theoretical books on progressive education such as those by Ted Sizer, Deborah Meier, and Alfie Kohn. It also serves as a powerful counterpoint to books by more traditional authors such as E.D. Hirsch.

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## **Study Guide Topics**

- ◆ Personalized Learning
  - ◆ Learning Through Interests
  - ◆ Learning Through Projects and Internships
  - ◆ Assessment Through Exhibitions and Narratives
  - ◆ Evaluating Innovative Schools
  - ◆ Creating Innovative Schools
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### **1. Before Reading the Book**

- **Reflection:** Describe the children you would like to emerge from a year in your classroom. What would they know and be able to do? What would you like them to remember about you and your time together? (After reading the book, answer these questions again. Explain why aspects of your response changed or stayed the same.)

### **2. Overview of the Met School (Introduction and Chapter 1)**

These initial readings are recommended for all students. They provide a rapid overview of the school and brief case studies of three students.

- **Reflection:** What are your initial impressions of the Met? As a future teacher, do you see the Met as a nightmare or a dream come true? As a former high school student, what do

you think you would have liked and/or disliked about this school? Do you have fundamental disagreements with the Met's philosophy? (Throughout the book, reflect on the ways that you agree or disagree with the Met's principles and practices.)

- **Action:** During the first month of the semester, identify successful local schools whose approach to learning represents a range of perspectives. Identify, nominate, select, and invite guest speakers. Among your visitors, try to include students who are showing their work and discussing their experiences.

### **3. Personalized Learning (Chapter 2)**

- **Reflection:** Should teachers get involved with their students' personal lives? How much? In what ways? In Chapter Two, a Met teacher visits a student at the hospital daily for two weeks. Another teacher buys hiking boots for a student. In contrast, a local college professor says, "None of this Mr. Big Heart stuff! If you want to get involved personally with students, become a guidance counselor." What types of relationships do you want to have with *your* students? What are your boundaries? In what ways do you agree and disagree with the Met's philosophy about relationships?
- **Classroom Spotlight:** In your teaching or internships, have you had the opportunity to build strong relationships with students? Which relationships stand out most strongly? In what ways have these relationships been helpful to students? What factors have made it easier or harder for those relationships to flourish?
- **Take Action:** Create a plan for making changes to your school or classroom that make teacher-student relationships more to your liking. What do you plan to accomplish? What steps will you take? How will you know if you have succeeded?

### **4. Learning Through Interests (Chapter 3)**

- **Reflection:** Think back to your best learning experiences. What were they? What made them so positive? The Met believes that students learn best when they are respected, treated well, and allowed to follow their interests and passions. Has this been true in your experience?
- **Take Action:** Design and implement a classroom activity that allows students to pursue their interests, including some interactions with the world beyond the school or classroom. Possible starting points include the interest exploration activities on page 31. What are the challenges of designing and carrying out such an activity? Reflect in writing on the pros and cons of this experience and how it compared to your usual classroom activities. Ask your students to do a similar reflection. What do they say?

### **5. Learning Through Projects and Internships (Chapters 4 & 5)**

- **Reflection:** Why do you think students in most schools receive credit for English class but not for writing articles in the school newspaper? Why do they receive credit for Computer Science class but not for the website they developed in their spare time? Would you like to change this in your own classroom? Why or why not?
- **Reflection / Research:** In what ways could a traditional classroom be changed so that students could do extensive, interest-based projects? What obstacles would you

anticipate, and what steps could you take to overcome them? Review your state and district standards and curriculum frameworks (available on most district and state websites) to see what regulations might help or hinder your ability to make changes.

- **Classroom Spotlight:** From your own school, what examples do you have of learning through projects and internships? Which of these activities feel most real or authentic? Which feel most contrived for the learning situation? How do these differences in authenticity affect students' learning and personal development? Their engagement and enthusiasm? What factors influence your ability to use authentic learning activities?
- **Take Action:** Design and implement a strategy for making authentic work happen more often in your classroom or practicum site. What are the obstacles and success strategies that you can predict before the beginning? What additional ones cropped up during the course of your work?

## **6. Assessment Through Exhibitions and Narratives (Chapter 7)**

- **Classroom Spotlight:** Have you had opportunities to use performance-based assessment (PBA) with your students? If so, which instances stand out most strongly? In what ways has PBA affected your students' learning? How does this differ from the effects of traditional assessment? What factors make PBA more or less successful? What factors influence the degree to which you use it? Would you like to make greater use of PBA in your classroom? Why or why not?
- **Take Action:** Design and implement a strategy for using performance-based assessment more often in your classroom or practicum site. What are the obstacles and success strategies that you can predict before the beginning? What additional ones cropped up during the course of your work?
- **Take Action:** Write a detailed narrative evaluation of one of your students (even if you are also required to submit a letter grade). Select the student at least two months before the narrative is due. Start the narrative with positive feedback about the student's strengths, growth, and learning highlights. Use statements that will inspire hard work in the future. Be detailed, referring to actual work the student completed. Be constructive, emphasizing the student's strengths and potential for growth, while honestly discussing any difficulties. Comment on personal qualities such as responsibility, time management, motivation, attitude, and contribution to the school community. Offer suggestions for improvement. Discuss the narrative evaluation with the student, amend as appropriate, and then send it to the student's parents. Finally, evaluate this process. What did you like and dislike? How does it influence the student's learning and your own experience with the student? How do the student and parents feel about receiving this type of evaluation?

## **7. Evaluating Innovative Schools (Chapter 9)**

- **Reflection:** The challenge of evaluating student progress on "personal qualities" (e.g., resourcefulness, organization, persistence, responsibility) is discussed on page 127. Choose any of the personal qualities discussed in the book, or any other personal quality that you think is particularly important. Propose strategies for assessing student progress on this personal quality. Think broadly and creatively about a range of possible strategies.
- **Reflection:** The Met is planning a study of the long-term success of its graduates. Discuss what long-term outcomes the study should evaluate. Feel free to look at conventional

measures (e.g., college graduation rates and job salaries), but also think creatively about what long-term "success" looks like based on your understanding of the Met's philosophy. Although some measures might only be usable in schools that have the Met's structure, it would also be valuable to have measures that would permit Met graduates to be compared to graduates of more conventional high schools. (Feel free to share your proposals with The Big Picture Company, [www.bigpicture.org](http://www.bigpicture.org), which is the organization designing the study.)

## 8. Creating Innovative Schools (Chapter 10)

- **Research:** What does it take to start an innovative school in your district? In your state? If your state has charter legislation, what does it say? How would it influence the type of school that you would like to create? Other than becoming a charter school, what other routes have allowed innovative local schools to come into existence?
- **Reflection/Research:** If you had the opportunity to design a school, what would be its main principles and practices? Based on topics raised in *One Kid at a Time* and any other resources you consider important, discuss at least ten key design issues that focus on multiple levels of a school's operation (e.g., individual, school, community, state).
- **Take Action:** Contact local education groups and individuals to find out what innovative schools are starting in your area. Read their literature, attend their meetings, interview their supporters and critics, etc. If you're excited, try to get involved. Find out how their needs dovetail with your interests. See if you can take on a significant project that they would otherwise have to leave undone.

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### Book Ordering Information

- Teachers College Press, [www.tcpres.com](http://www.tcpres.com), 1-800-575-6566
- Review copies available upon request
- Also available from Amazon.Com, currently for 30% discount
- For bulk purchase discounts, contact [books@bigpicture.org](mailto:books@bigpicture.org) or TCPPress

Kid was rather quickly upstaged by the weird kid next to him pulling a full cooked chicken leg out of his jacket pocket, no wrapping or packaging, and just started eating it. EDIT: sorry everyone, it wasn't Donnie, it was Ben. This girl Maggie would find someone new to latch onto every month or so. When she found someone she wanted to befriend, she would do crazy, over-the-top shit in an attempt to impress them. At one point, she was obsessed with a girl we'll call Kat. One day, Kat brought in a baggie of celery and was dipping it in a sauce cup of peanut butter. Maggie WOULDN'T STOP staring and basically watched Kat consume every last piece of celery. When you do things "one step at a time", you improve them gradually in stages "step by step". So, Rob, improve your fitness "step by step", which means the same as "one step at a time". Here are some examples! Examples. I know the instructions look confusing, but take them one step at a time and they should make sense. If you want your cake making to be a success, you need to follow the instructions one step at a time. Don't panic! If you do small tasks for tech firms then this new word describes your job! Serial returner. Episode 200113 / 13 Jan 2020. What's the best way to help your kids succeed in life? Buzzkill. Episode 191007 / 28 Aug 2019. A phrase about big vs small. A shock to the system. Episode 190204 / 04 Feb 2019. Prepare to be shocked! From pillar to post. Big Deals Coaching Whole School Change: Lessons in Practice from a Small High School Free Full. yoydusay. 0:18. Buy NOW Big-City School Reforms: Lessons from New York, Toronto, and London Michael Fullan Book. Nalela. 0:21. READ Big-City School Reforms: Lessons from New York, Toronto, and London Kindle eBooks. Lahe. 0:24. [PDF] Big-City School Reforms: Lessons From New York, Toronto, and London Full Colection. Ckneueyey. 0:15. Audiobook Big-City School Reforms: Lessons from New York, Toronto, and London For Ipad. Lobewokice. 0:05. Read Big-City School Reforms: Lessons from New York Toronto and One teacher's fourth grade lesson on Black Lives Matter protests created an uproar in Burlington, Wisconsin, a small, mostly white town near Kenosha. The arguments on social media spilled into a heated school board meeting in September, racial slurs were graffitied on Burlington's school campuses and a deluge of harassing messages were directed at Statz accusing her of sowing division in the small town. "People have just decided if you support Black Lives Matter, you must be a liberal," Statz said of the town's residents, who supported Donald Trump 2-to-1 over Hillary Clinton in 2016.

FAVORITE BOOK What a Difference a Dog Makes: Big Lessons on Life, Love and Healing from a Small. Persiangreen. 0:23.  
FAVORITE BOOK Coaching Whole School Change: Lessons in Practice from a Small High School FULL. Zuspahit. 0:24. Best Seller A  
Passion for Leadership: Lessons on Change and Reform from Fifty Years of Public. ElsieAustin. 0:22. Pre Order Educatiion Reform and  
the Limits of Policy: Lessons from Michigan Micheal F. Addonizio. Vuxo. 0:40. Learning from the Federal Market Based Reforms:  
Lessons for Essa Complete. dm\_313dd02bdcd7e7a3e7f44551a8bcafc4. 2:37. Four Important Lessons About S... "One Kid at a  
Time is the inspiring and instructive story of an "existence proof"™ a successful school whose existence proves that urban  
children can achieve at high levels if educators are given the license to implement what works and the latitude to jettison what  
doesn't." Hugh Price, President, National Urban League. "The Met School is a tremendous success by every measure"  
intense intellectual rigor, incredible nurturing, deep family involvement, (and) a remarkable rate of college placement}. Eliot Levine has  
captured this wonderful school in a way that uplifts, inspires, and teac Time depends on the class, from 30 seconds to 5 minutes. Then  
add in all the English you've taught in previous lessons. e.g. just ask them the questions and get them to answer. If they already know  
them, try a quick go of the lines game or the hammer game . Review the song from the previous lesson. They are singing and dancing  
and remembering the previous work all at the same time. \*1 This has to be today's new theme, the first time the kids will have seen  
this English. Although of course if they already know the English we don't need to teach it again! All the computer game have the  
complete phrases so you get not only the vocab but also the grammar of today's lesson. \*2 If you are in the homework programme you  
set this for homework the week before.

At first glance, teaching English to kids might seem a very simple task, since no deep knowledge of the language is required. However, teaching a foreign language is not just about knowing grammar patterns or advanced vocabulary, but about having appropriate skills, being aware of the most efficient methods and techniques to teach learners. In this respect, teachers may face some challenges in primary school. Usually, primary school children start learning English with great enthusiasm, they initially have high motivation and are interested in listening to a foreign language, and speaking it themselves. They tend to learn how to greet and say goodbye, name the objects they see around them in English. Split tasks into smaller chunks. Ask students to change seats during the lesson. Xx, 170 pages ; 24 cm. Through the lens of an urban high school, this book weaves stories and a clear narrative into new possibilities for American education. All students at the Met School have a personalized curriculum and complete real-world internships based on their interests. Based on the Met's first four years, the book offers ideas and sensible strategies for improving schools. Includes bibliographical references (pages 163-166) and index. This work weaves compelling stories and narrative into new possibilities for American education. All students at the Met School have a personalized curriculum, where they stay with the same teacher for four years. This work offers ideas and strategies for improving schools. Product Identifiers. Publisher. Teachers' College Press. ISBN-10. 0807741531. ISBN-13. The Power of Their Ideas: Lessons for America from a Small School in Harlem. American High School. Education. Keeping School: Letters to Families from Principals of Two Small Schools [Sizer, Theodore R., Meier, Deborah, Sizer, Nancy Faust] on Amazon.com. \*FREE\* shipping on qualifying offers. Keeping School: Letters to Families from Principals of Two Small Schools. American High School. School Choice. One time when we were really little my brother squished the neighbors hampered after it bit him and it died. He then handed it to me and basically did the "WHAT DID YOU DO!?" Thing and proceeded to let me take the blame and look like a hamster killer. My cat will allow this till the end of time if it's a kid. My dog sees a kid and immediately mopes out of the situation. If she can't nope out, we tell the child AND the parent, this is her house, she doesn't even like adults petting her much, she hates kids, stay away from the white doggy. If the kid doesn't listen and the parents won't take control, I let the dog do further talking. She's never ever actually connected, but she sounds like she's about to rip there throat out when they won't wave her alone. It doesn't usually take a second lesson.