

The kid in the canoe: finding attachment in a test-taking world

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Abstract:

I came into education in a time when accountability systems went from minimal standardized testing, to a culture dominated by standardized testing and the sanctions of Program Improvement. My first "standards," literally, were a hand-written list of topics to cover in math provided by a veteran math teacher, taped to the inside cover of my teacher's edition math book. As test scores grew in importance, being the good employee, trusting that leadership does the right things for the right reasons, I put all my energy into improving student learning to raise test scores. Asked to "think outside the box," in the name of raising test scores, I started a program to take academically challenged students canoeing and camping, drawing on my experience from other youth oriented programs. At some point a teacher's sense of right and wrong becomes conflicted, recognizing that as educators we are not doing what is morally right for each individual student in the culture of testing. This happens when what one witnesses firsthand with his students and reads in the literature, is not consistent with the educational decisions made at the local level in the name of improving student learning. As I took students canoe camping "to make students better at math," I began to wonder why my students actually did do better in math as a result of an outdoor adventure. On a canoe campout, in that place where all humans evolved, a teacher student relationship takes seed and is the natural foundation for all learning, and optimal child development. The richness of a human relationship replaces a test score and the teacher's moral code is restored. This project is the writing of a book that describes the transformation in a teacher, as he connected the dots of biophilia and PLAY emotions as the neural bases for attachment and the teacher-student relationship. Attention paid to these emotions promotes optimal development and growth of executive function in each child.

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But things take an unexpected turn, and they find themselves stranded at an RV park that's not exactly a summertime paradise. When the skies open up, and the water starts to rise, the Heffleys wonder if they can save their vacation – or if they're already in too deep. Synopsis (Work-In-Progress). August. Greg talks about how his family is homeless due to their house being destroyed (which happened back in Wrecking Ball) and is now living in Gramma's basement. Greg finds tons of misfortunes, like how they have to stay out of sight when Gramma's friends are around, having to wait to e The total score is adjusted to give a mark out of 20. ANSWER KEY Part 1: Messages from the stone Age Part 1 1 C: The other words do not collocate with 'colours' 1 C: M: made for a great feeling in the crowd 2 B: The other words are not used to talk about 'paintings'. F: It was a wonderful day out. 3 D: The other words do not make sense in this context 2 A: They weren't thinking about the ^ame. 4 B: The other words do not convey the meaning 'really' 3 B: The worst thing is it costs far more than I reckon it's worth. 5 A: Only the key collocates with 'Test 1. D Read the article about an extreme sport and match the headings (A-I) to the paragraphs (1-8). One heading does not match. A levels of difficulty. Test 1. 4 A: Do you have any relevant experience? B: a I worked in a camp last summer. b I'm looking for a part-time job. 5 A: When can you start?