ROSE | MANAGEMENT

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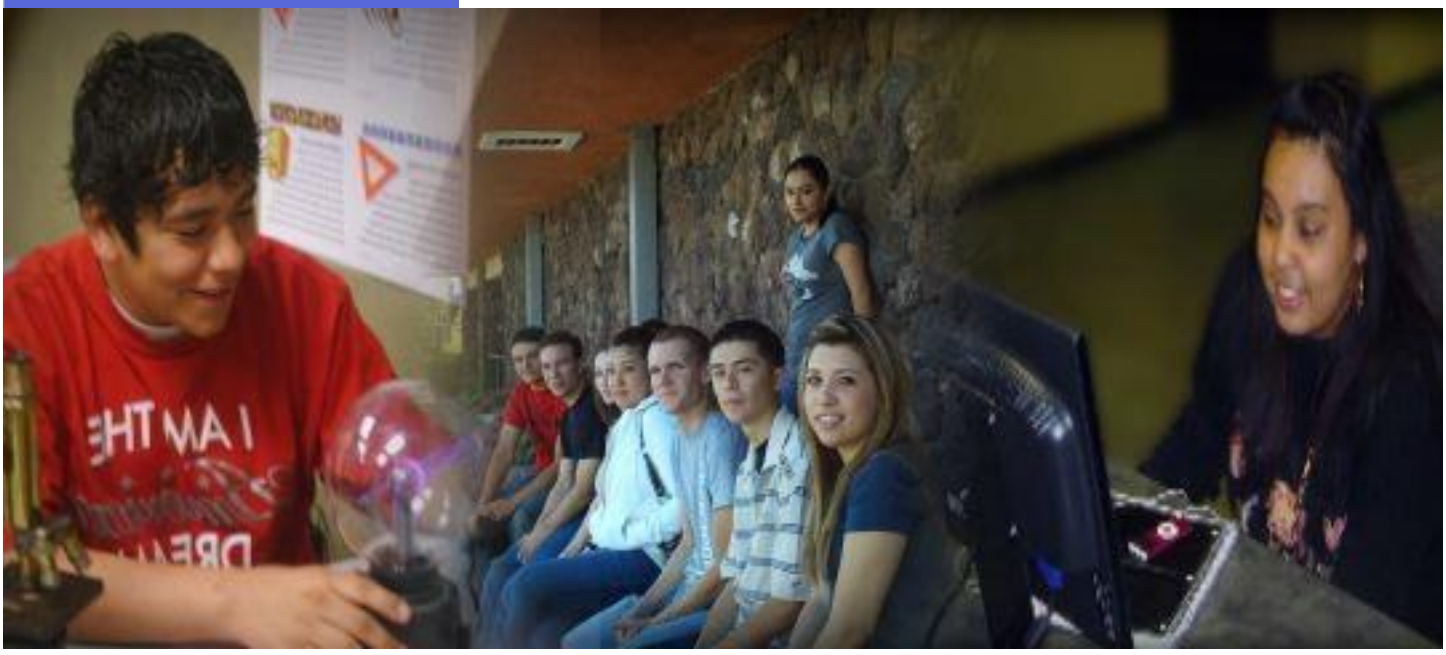
How to Learn (H_2L^{TM}): A New Set of Standards for the American High School.



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Teaching intelligence is an educational innovation necessary for 21st century skills.

Teaching intelligence is not a frequent topic of conversation in education circles, or any other circle, due to current emphasis on measurable, standardized accountability in lean economic times. It could become one because there are innovators and educators interested in learning (therefore teaching) 21st century skills. 21st century skills require taking learning beyond content mastery. What if we could tailor the high school curriculum a step beyond a sole focus on content areas like English, Math, Social Studies, and Science as CORE studies, and add intelligence education as a new CORE? Intelligence education can still be accountable. We would simply figure out how intelligence is measured, and then use those same types of problem solving, critical thinking, and higher order thinking as the new set of ―CORE‖ studies in the American High School curriculum. If it can be measured, it can be taught.

Good, Bad, or Interesting?

Many of you who are reading this will see our idea as good, bad or perhaps interesting! Demetri Martin, a regular on the Comedy Channel, has a unique skit in his repertoire called ―GBI‖ – or the Good, Bad, or Interesting.

Here's an example of his humor in action:

Scenario: ―People are laughing at you‖

Good:

You told a joke.

Bad:

You read a poem.

Standards including intelligence skills ensure students learn How to Learn. (H_2L™)

Interesting:

You woke up from a coma.

Now, following the above format, let's examine by drawing an analogy (an intelligence skill) to one of the biggest issues in education, standards testing, and the unheard of investment of billions of dollars by the Obama administration:

Good, Bad, or Interesting?

Scenario: ―We need standards to measure accountability in education today!‖

Good:

Testing to standards has become the way to ensure high school students are learning what they need to learn.

Bad:

Testing to standards will ensure nothing else is taught in high school.

Interesting:

Teaching to standards including what is measured on an intelligence test could become a new way to ensure high school students are

1) Learning what they need to learn,
2) Experiencing a robust, rich high school curriculum, and
3) Learning how to learn (H_2L™)!

What exactly do we mean by "Intelligence" and how is it tested?

Psychological tests fall into several categories. Let's explore the traditional ones that are still most frequently used. They have passed the test of time. Achievement and aptitude tests are usually seen in educational or employment settings. Achievement tests attempt to measure how much you know about a certain topic (i.e., your achieved knowledge) in a content area such as mathematics or spelling. Aptitude tests how much of a capacity you have (i.e., your aptitude) to master material in a particular area. Intelligence testing attempts to measure your intelligence—that is, your basic ability to understand the world around you, assimilate its functioning, and apply this knowledge to enhance the quality of your life. Intelligence, therefore, is a measure of a potential or aptitude, not a measure of what you've learned (as in an achievement test).

The concept of IQ derives from about 1916 when a Stanford University psychologist, Lewis Terman, translated and revised the intelligence scale created by Alfred Binet and Theodore Simon into a new instrument, the Stanford-Binet Intelligence Scale. In this instrument, Terman used the ratio of mental age to chronological age. This ratio—or quotient—concept led to the use of the term IQ (Intelligence Quotient).

Psychometricians, as early as 1947, identified four subtests, vocabulary, information, block design, and similarities, contained in intelligence tests as a ―short form of the intelligence scale.[1]‖ These four subtests are referred to as VIBS, an acronym for Vocabulary, Information, Block Design, and Similarities.

[1] Journal of Clinical Psychology, Volume III, July 1947, No. 3 G. Krieg man and F.W. Hansen

Deliberately teaching the very thing tested improves and increases "Intelligencing."

Whew! Now let's consider the Good, Bad, and Interesting ideas about intelligence and student performance today.

Good, Bad, or Interesting?

GBI Scenario: ―Intelligence is admittedly the basis, or conditional foundation, for a student's levels of achievement. The problem is that you either have it (intelligence), or you don't have. Academic standards are written as content standards, therefore, measurement in achievement of higher levels in content standards is needed for ensuring student accountability.‖

Good:

Intelligence quotient scores are given in a range of probability rather than a single number. If a student works hard on the content contained in the high school curriculum, and content is well taught, the student's score on an intelligence test is likely to reflect a higher number as a by product.

Bad:

Let's face it; some students are smarter than others. Some will be left behind, even with hard work and a good teacher! Intelligence is fixed at birth: the Bell Curve rules!

Interesting:

If intelligence is the basis or condition on which student performance is founded and you can test and measure it, then it makes sense that you deliberately teach the very thing you are testing in order to improve or increase someone's intelligencing[2] ability and their academic performance.

[2] Intelligencing first appeared in print in *The Winter's Tale*, by William Shakespeare, 1623

"Intelligent Education" (IE) opens a wealth of options for education and for the expectations we have for ourselves, others, and humanity.

Okay, how do intellectual ability and performance influence education?

From a big picture perspective we have two things being tested:

Intellectual Ability *Performance*

Beliefs about Intellectual Ability and Performance that Influence Education

There are basically three perspectives, positions, sets of assumptions, used when relating intellectual ability and performance to how we educate.

- The first position holds that a person has a fixed range of ―intelligence‖ at birth. ―Set‖ intelligence will serve as the foundation for all future performance, contributions to society, and personal satisfaction.
- The second position looks at ―intelligence‖ in terms of multiple contexts where a person exhibits talent or potential abilities that are ―signs of intelligence.‖ Examples of these are Gardner's multiple intelligences and the emotional intelligence concept as put forth by Daniel Goleman. These functional signs, or life contexts, serve as the foundation, conditions, or basis for intellectual ability in a person's performance, contributions to society, and satisfaction.
- The third position looks at ―intelligence‖ as a verb, not a noun. It is something you do, not what you have. The foundation, condition, or basis for this third position is a ―normally functioning organic brain.‖ Given a normally, functioning human brain, *ability and performance as measured, assessed and evaluated become the core for what is taught* . Now, intelligence[3] can be taught! ―Intelligent Education‖ (IE) opens a wealth of options for education, and most of all, for the expectations we have for ourselves, others, and humanity!

[3] be careful to remember that we're talking about intelligence as measured

Intelligent Education (IE) develops skills used in Vocabulary, Information, Block Design, and Similarities.

Intelligent Education?

Does IE include Standards?

Let's go back to the earlier overview of ability and performance testing, and where the notion of VIBS subtests being a short form for intelligence testing was introduced. Remember, VIBS stands for:

Vocabulary Information Block Design Similarities

Here is what these subtests actually measure as stated in the test manual[4]:

- —The Vocabulary sub-test measures the [student's] ability to understand words and express himself. The sub-test is considered an excellent measure of general intelligence since the number of words known by a [student] tends to measure his ability to learn and accumulate information….;
- The Information sub-test measures associative thinking and general comprehension of facts which are acquired both in the home and in the school….;
- Block Design is considered by many to be an excellent test of general intelligence; it measures the ability to perceive, analyze, synthesize, and reproduce abstract designs…. and overall ability to plan and organize….; (and)
- The Similarities sub-test measures …. *abstract and concrete reasoning abilities*….and the ability to separate essential from non-essential details.‖

[4] Taken from the introduction to the Wechsler Intelligence Scale for Children (WISC), 1994

Intelligent Education (IE) integrates academic standards and intellectual abilities.

A review of the items contained in the above subtests reveals that the Information subtest correlates very well with the intent, pedagogy, and content of academic, college, and career standards. Standards are tested on state-mandated achievement tests. Vocabulary is also tested on standardized tests. Further review of the items/questions contained on intelligence tests shows the connection of the Block Design and Similarities subtests to intellectual processing. VIBS makes great sense for the idea of Intelligent Education.

Think of it! IE integrates intellectual abilities found in intelligence testing and academic achievement as found in academic, college and career standards testing. A combination of all four VIBS subtest areas into a comprehensive set of standards establishes a creative innovation in the field of education. We have found it possible to do just that with IE, Intelligent Education.

How are the four IE standards integrated into the school and business day?

The Rose Academies, Rose Management Group (EMO), and its founding members have been developing Intelligent Education (IE) for the past 25 years. IE is now being used by students, teachers, administrators, and all personnel involved in the business operations of these organizations in three ways:

As integrated content.

IE language arts standards are seamlessly integrated into all high school CORE content areas and electives, plus professional development activities.

Intelligent Education (IE) as:

- ***Integrated Content***
- ***Operating System***
- ***Growth Tool***

As an operational system.

Our intelligencing system used throughout the organization by all stakeholders is so much like the operating system of a computer that it was named the ―Rose Operating System for Education ®‖ (R.O.S.E.®). The R.O.S.E. ® portal environment is a deliberately integrated practice arena and workplace for all students and employees.

As a growth tool.

All within the ROSE Learning Community use R.O.S.E. ® growth methods to learn the fundamentals of the work they do in school or the workplace. As students or as staff, they make real progress in their own personal success, learn to expand how to think about things, and make real contributions to their own personal success, the success of the ROSE Organizations, and the realization of our mission: To Honor the Promise of Education.

What does Intelligent Education Promise?

Training in all you need to know to graduate, perform well at work, and be successful in college.

Expanding your ability to think.

Creating life opportunities for you.

Intelligent Education Promises

- ***Training in what you need to know for graduation, work, and college;***
- ***Expanding thinking ability;***
- ***Creating life opportunities***

Good, Bad, or Interesting?

GBI Scenario: In France ―oui‖ is formally pronounced ―wee.‖ In the relaxed region of Provence, ―oui‖ is pronounced ―way.‖ Educators, administrators, politicians, and the public will say ―oui‖ to IE at their local high school.

Good:

The ROSE Group has developed the ―way‖ to have IE system and content included in any high school.

Bad:

We still have those who like to label schools and people, thinking it brings accountability to education. This is similar to a vegan examining food labels to make sure there is ―no whey‖ included.

Interesting:

R.O.S.E® offers a transformation model with proven systemic operations and structures to

Support flexibility for student-customers,

Develop staff as Teacher-Educator-Coaches, and

Reap true reinvestment opportunities for the local high school.

Oui, no whey, or way!!!

In this whitepaper we have continued to demonstrate how the **R.O.S.E.®** turns around problems facing the current high schools in America with a systemic approach for teachers, educators and coaches. A previous whitepaper addressed the need to consider the ―teacher‖ role as being threefold: Teacher, Educator, and Coach. With this functional approach, educational methodologies will be specific to the problem areas and provide lasting remedy for the student and teacher alike.

T
- Engaging[5] instructional delivery.

E
- Connecting content knowledge with Intelligent Educational Standards.

C
- Learning[6] how to deliberately inform any learning task with a comprehensive How to Learn (H_2L) framework.

R.O.S.E.® as Systemic Transformation Model

The Rose Operating System for Education®. offers a transformation approach to high schools that

- Creates the ability to keep what is working while addressing the problems of what doesn't work in current, traditional systems.
- Creates a cohesive, comprehensive system of growth for students, the learning institution, and the community.
- Creates a system of schooling that is inclusionary, scalable with a fiscal savings of up to 30% for the traditional American high school.

The *Race to the Top (RTTT)* is this generation's opportunity to make a giant leap for education in the United States.

Rose Management Group would like to be part of the steps, both large and small, that schools, districts, and states take as they participate.

[5] Refer to Systemic Transformation: Quality Choice within 21st American High Schools. 11.09.2009 Whitepaper by Rose Management Group, Inc.
[6] This topic will be made shareable in a May 2010 Whitepaper by Rose Management Group