

Paideia

Background for Socratic Seminar Training: Part I

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PaTTAN's Mission

The mission of the Pennsylvania Training and Technical Assistance Network (PaTTAN) is to support the efforts and initiatives of the Bureau of Special Education, and to build the capacity of local educational agencies to serve students who receive special education services.

PDE's Commitment to Least Restrictive Environment (LRE)

Our goal for each child is to ensure Individualized Education Program (IEP) teams begin with the general education setting with the use of Supplementary Aids and Services before considering a more restrictive environment.

GOALS FOR TODAY

- Gain background knowledge of the Paideia structure and philosophy, including the 3 framing components: Didactic Instruction, Coaching, and the Socratic Seminar.
- Receive training on the use of the Socratic Seminar as a cross curricular tool for planned discussion, group discourse, questioning techniques, and as a professional development piece for faculty and staff.
- Examine and connect the use of the Socratic Seminar/Paideia to support all Pa. DOE/PaTTAN initiatives.
- Examine research and literature on the effectiveness of the Socratic Seminar/Paideia on student achievement.
- Examine the logistics of implementing Paideia methodology school-wide.

What Exactly is “Paideia”

- Paideia (py-dee-ah) from the Greek “pais, paidos”: the upbringing of child (related to pedagogy and pediatrics).
- In an extended sense, the equivalent of the Latin “humanitas” from which “the humanities” is derived.
- In short, **the learning that should be possession of all human beings.**

The Paideia Group:

- In 1982, Paideia's original thinker, philosopher ***Mortimer Adler***, joined with a diverse cadre of educators and intellectuals to form the Paideia Group.



Mortimer J. Adler

- *Chairman,*
Director, Institute for
Philosophical Research;
- *Chairman,* Board of Editors,
Encyclopaedia Britannica

The Paideia Proposal: *An Educational Manifesto*

- A systemic critique of American public education.
- Argued that unless we managed to offer all American children the same high quality education, our democracy itself was in danger.

In order to maintain our democratic society we must:

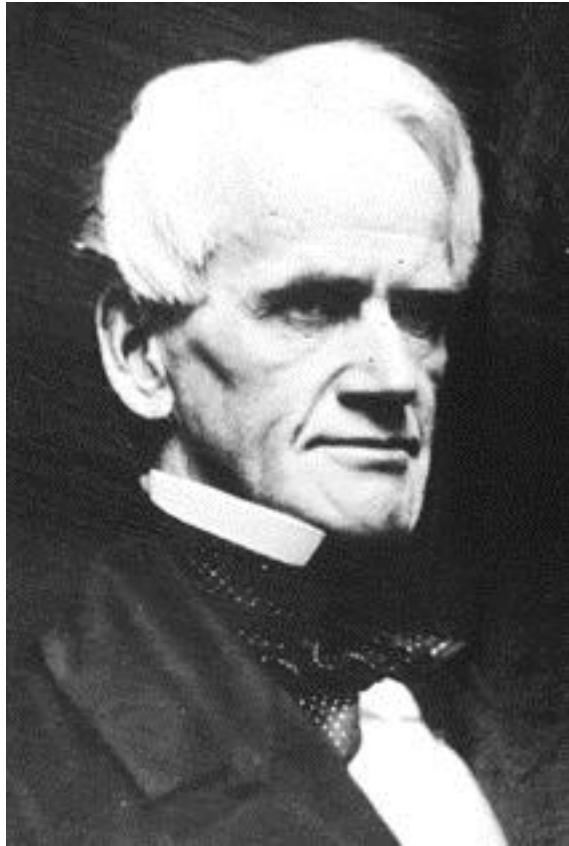
1. Simultaneously institute much higher academic standards
2. Render academic rigor accessible to all students.

The Paideia Proposal

Dedicated to three well-known educators:

- Horace Mann
- John Dewey
- Robert Maynard Hutchins.

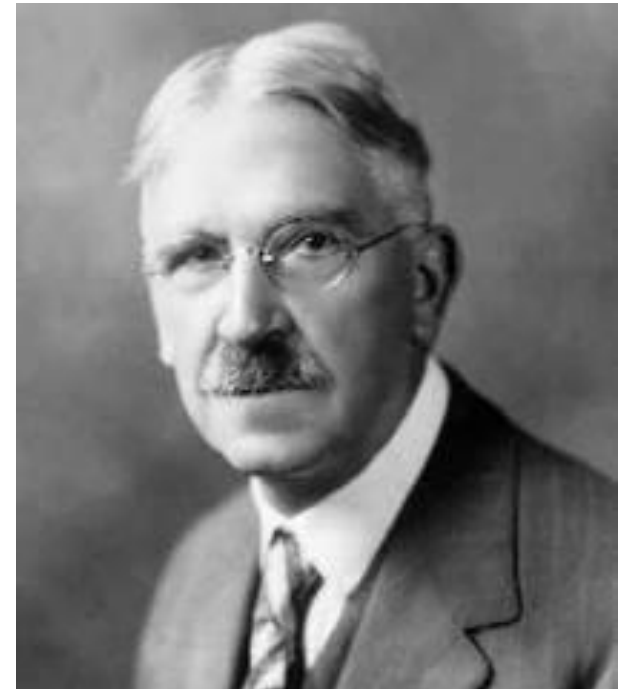
Horace Mann



- 1796-1859
- Early American educational reformer
- Articulated the connection between effective “common” schools and democratic well-being.
- His 12 reports (1837-48) as the first Mass. Sec. of Ed. are among the most significant primary documents in American ed. history.
- “the best education for the best was the best education for all...”

John Dewey

- 1859-1952
- “Progressivism” provided 20th Century educators with a argument for classrooms that combined relevant curriculum with active student learning.
- Was the democratic “Yin” to Hutchins’ “Yang” in Adler’s thinking.
- His ideas led directly to the Paideia Coached Project



Robert Maynard Hutchins



- 1899-1977
- Chancellor of the University of Chicago.
- Leader of the group who, post WWII, created the *Great Books* program.
- Stressed the need for academic rigor
- Thinking behind the idea of academic standards
- “Human community as a result of better communication...”

What Exactly is Paideia?

The influences on Paideia include:

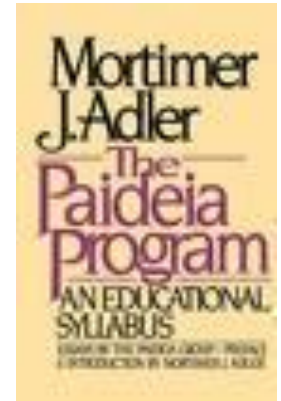
- Socrates and other Greek philosophers
- John Amos Comenius
- Thomas Jefferson

As well as other great humanists, essentialists,
and classical thinkers.

Mortimer J. Adler



Mortimer, you're a smart guy...



How to read a book...

Members of the Paideia Group:

- **JACQUES BARZUN**
Former Provost, Columbia University
Literary Adviser, Charles Scribner's Sons
- **OTTO BIRD**
Former Head, General Program of Liberal Studies,
University of Notre Dame
- **LEON BOTSTEIN**
President, Bard College
President, Simon's Rock of Bard College
- **ERNEST L. BOYER**
President, The Carnegie Foundation for the Advancement of Teaching,
Washington, D.C.
- **NICHOLAS L. CAPUTI**
Principal, Skyline High School, Oakland, California
- **DONALD COWAN**
Former President, University of Dallas
Fellow, Dallas Institute of Humanities And Cultures
- **ALONZO A. CRIM**
Superintendent, Atlanta Public Schools, Atlanta, Georgia
- **CLIFTON FADIMAN**
Author and critic
- **DENNIS GRAY**
Deputy Director, Council For Basic Education, Washington, D.C.
- **RICHARD HUNT**
Senior Lecturer and Director of the Andrew W. Mellon Faculty Fellowships Program, Harvard University
- **DOUGLASS CATER**
Senior Fellow, Aspen Institute for Humanistic Studies

Paideia Principles:

We, the members of the Paideia Group, hold these truths to be the principles of the Paideia Program:



Paideia Principles:

- that all children can learn;
- that all children deserve the same quality of schooling, not just the same quantity;
- that the quality of schooling to which children are entitled is what the wisest parents would wish for their own children, the best education for the best being the best education for all;
- that schooling at its best is preparation for becoming generally educated in the course of a whole lifetime, and that schools should be judged on how well they provide such preparation;

Paideia Principles:

- that the three callings for which schooling should prepare all Americans are:
 - (a) to earn a decent livelihood,
 - (b) to be a good citizen of the nation and the world, and
 - (c) to make a good life for one's self;

Paideia Principles:

- that the results of these three types of teaching should be
- (a) the acquisition of ***organized knowledge***,
- (b) the formation of ***habits of skill*** in the use of language and mathematics, and
- (c) the ***growth of the mind's understanding*** of basic ideas and issues;

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Paideia Principles:

- that the primary cause of genuine learning is **the activity of the learner's own mind**, sometimes with the help of a teacher functioning as a secondary and cooperative cause;
- that the three types of teaching that should occur in our schools are **didactic teaching** of subject matter, **coaching** that produces the skills of learning, and **Socratic questioning** in seminar discussion;

Paideia Principles:

- that each student's achievement of these results would be evaluated in terms of that student's competencies and not solely related to the achievements of other students;
- that the **principal** of the school **should never be a mere administrator**, but always a leading teacher who should be cooperatively engaged with the school's teaching staff in planning, reforming, and reorganizing the school as an educational community;
- that the **principal and faculty of a school** should themselves **be actively engaged in learning**;

Paideia Principles:

- that the desire to continue their own learning should be the prime motivation of those who dedicate their lives to the profession of teaching.

The Paideia Group

Paideia is not just an educational philosophy, it is a way of life.

~ Terry Roberts

Paideia Modes of Instruction

DIDACTIC



The Acquisition of Knowledge

10-15%

COACHING



Development of
Intellectual Skills

60-70%

Seminar



Increased
Understanding of
Ideas and Values

15-20%

Paideia Modes of Instruction

DIDACTIC



The Acquisition of Knowledge

10-15%

- An oral presentation that teaches through “telling.”
- To elicit active listening, the presentation must attract and sustain attention.
- A presentation with “Smoke and Mirrors”.

Didactic Instruction

- The delivery of factual information.
- Lecture, demonstration, videos, and reading are common forms of Didactic Instruction.
- The goal of is for students to acquire the basic “must know information” about a subject.
- Because Didactic Instruction typically puts students in a passive role, the National Paideia Center advocates limiting Didactic Instruction to 10-15% of instructional time.
- Assessment and evaluation of Didactic Instruction and factual learning is effectively conducted through traditional short answer and multiple choice tests.

Paideia Modes of Instruction

- The development of intellectual skills.
- Skills learned by reading, writing, speaking, listening, calculating, etc.
- Ground zero formative assessment.

COACHING



Development of Intellectual Skills

60-70%

Intellectual Coaching

- is guidance through modeling and questioning.
- Intellectual Coaching may begin with a teacher modeling writing a sentence, reading a paragraph, solving a problem, or hypothesizing about a reaction.
- Intellectual Coaching often happens by questioning as well as both positive or corrective feedback.
- The goal of Intellectual Coaching is for students to acquire expertise in skills of learning, such as reading, writing, calculating, and observing.

Intellectual Coaching

- Developing skills in a relevant context occurs in a Paideia Classroom through teacher's development and use of units called Coached Projects.
- Intellectual Coaching ideally occurs 70% of instructional time.
- Assessment and evaluation of Intellectual Coaching is conducted through performance tasks, project work often with the use of checklists and rubrics.

Paideia Modes of Instruction

Seminar



**Increased
Understanding of
Ideas and Values**

15-20%

- Conversations, conducted in an orderly manner by the teacher who acts as the leader or moderator of the discussion.
- The conversations revolve around a “text” of some sort.

Paideia Seminar

- is a collaborative, intellectual dialogue facilitated by open-ended questions about a text.
- The goal of Paideia Seminar is for students to expand their understanding of ideas, concepts, and values about the curriculum.
- The Paideia Seminar nurtures both intellectual and social skills.
- Paideia Seminars occur approximately 15-20% of instructional time.
- Assessment and evaluation of Paideia Seminars occurs through pre and post seminar tools and processes including self identified goals, discussion, and writing.

Research

Areas of Paideia results include:

- Student Motivation
- Teacher Development
- Student Achievement
- School Culture

Research

- Research documenting Paideia's impact dates from the mid-1980's.
- Early studies, based on schools in Chicago, Cincinnati, and Chattanooga, suggest that Paideia reform has an effect on the climate of the classroom and school, increasing both student and teacher interest in academic study and democratic self-governance.
- More recent research efforts have corroborated these assertions, also adding new conclusions regarding the program's influence on academic achievement and social development.

Research

- Speak Up and Listen: Speaking and listening are vital skills for learning to think, but they are difficult and time consuming to teach
- Thinking is Literacy, Literacy Thinking: In Literacy cycles built around Paideia seminars, students practice thinking as a function of reading, speaking, listening, and writing.
- Planning, Practice and Assessment in the Seminar Classroom.
- Annotated Paideia References
- References

Research

www.paideia.org

Documents available for download:

- Complete Paideia Reference List
- Partial Annotated Paideia References
- *Paideia Stories: Successful Schools in Practice (2002)*
- *Planning, Practice, and Assessment in the Seminar Classroom (2006)*
- *The Paideia Seminar: Moving Reading Comprehension from Transaction to Transformation (2006)*
- *Socrates in the Classroom: Rationales and Effects of Philosophizing with Children (2008)* -**Stockholm University** Press Release
- *Maieutic Frame Presence and Quantity and Quality of Argumentation in a Paideia Seminar (2008)*
- *Evaluation of Academic Achievement at Nine Paideia Schools (2008)*
- *Profiles of Success: Eight Colorado Schools that are Closing the Achievement Gap (2008)*

Sources

- The Paideia Seminar: Active Thinking Through Dialogue in the Secondary Grades, 2nd ed., 2008. The National Paideia Center.

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