

Why Minority Achievement?



“It takes a Village to raise and educate a child”

There are no secrets to success: Don't waste time looking for them. Success is the result of perfection, hard work, learning from failure, loyalty to those for whom you work and persistence----

Colin Powell

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Report Card on Minority Student Achievement:

In the 2003-2004 school year, FCPS Black Students' SOL pass rates were above special education students but below all other subgroups; in fact, only 66% of Black students passed reading and 69 percent passed math compared to 91 and 93 percent respectively for their White classmates. The gap has closed for Black and Hispanic third and fifth graders and high school students in English and Math between 1998 and 2004. However, this does not take into consideration History or Science SOL's and appears that the gap has either increased or remained the same for Black and Hispanic middle school students in reading and math.

One important factor in closing the achievement gap is ***school climate***. *We believe that school climate, that is, the attitudes of not only the students but also the staff within the school, has a tremendous impact and affects the students attending Westfield High School and their achievement.* It was stated in last year's Fairfax County's Minority Student Achievement Oversight Committee (MSAOC) report card that: " *School climate addresses the affective aspect of schooling and learning. It considers the qualitative nature of improving minority student achievement. Many researchers have concluded that needing to "bond" with students and caring, appreciating, and respecting their cultures offer solutions for closing the achievement gap.*

Presently, FCPS efforts to close the gap does not compare favorably to other school divisions in the Commonwealth. When compared with how FCPS stacked up against neighboring school divisions in the state with respect to the passing rate for Black and Hispanic students on the SOL tests, we had slipped precipitously with a minimum of 19 point gap. FCPS passing rate was lower than Richmond City, Henrico County, Prince William County, Virginia Beach, Manassas Park, Hampton City, Stafford and Manassas City.

So WHAT????????

"The ultimate measure of man is not where you stand during times of comfort and convenience, but where you stand during times of challenge and controversy."

Dr. Martin Luther King

"The quality of a person's life is in direct proportion to their commitment of excellence, regardless of their chosen field of endeavor."

Vince Lombardi

What does this mean?

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This means we must evaluate ourselves and remember life is a continual learning process. Additionally, we must evaluate the school climate to see where change can be made to benefit not only the student but also teachers. Socrates once said before we can move the world we must move ourselves. Change is not a bad thing even though it may feel uncomfortable at times.

How is School Climate Defined? School climate is defined as affective factors influencing how students learn and become successful in schools. School climate is part of a broader concept of using social assets, i.e., instructional, professional, institutional, and familial, to build environmental support necessary for the development of intellectual competence and character. Any student will thrive if they are supported having the presence of a positive school climate which is essential for Black, Hispanic, and students at-risk of failing.

Research conducted by Jawanza Kunjufu, Lisa Delpit, Martin Habermna and Marva Collins has documented that positive results focusing on “higher expectations” of teachers and minority students, and the “connectedness” or “sense of community,” are central for all children to learn. What they have found is that when teachers shift their focus from risk factors to personal, or external and social strengths of minority and at-risk students, they rebound and become resilient.

The Westfield Way

Westfield is willing to be inclusive, culturally aware and sensitive when interactions occur between those of different races and YES we are willing to create interventions to close the achievement gap. The following are 10 elements to improving minority achievement:

1. High Expectations for Learning
2. Strong Academic Curriculum
3. Innovative Teaching Strategies
4. Long-term Support & Commitment
5. Classroom Programs which are Collaborative and provide Hands- On Learning Experiences
6. Exposure to Role Models and Career Options
7. Parental Involvement and Cooperation
8. Strong Program Leadership
9. Opportunity for year round enrichment
10. Knowing your resources both in and out of school

“Even the longest journey begins with a single step.” Chinese Proverb
“Everything in life I ever did that was worthwhile I caught hell for.” Harry Truman

“One of the marks of successful people is that they are action oriented. One of the marks of an average person is that they are talk oriented.” Brian Tracey

Westfield High School is a school that is action oriented, creating successful people.

*Every Teacher can- because **High Expectations** will transcend all economics, race gender and or disabilities. Larry Bell*

It is not where you come from but where teachers can take us. 90/90/90 School

Every teacher must be a teacher of READING!

Three Words that Close the Gap

- **Focus**
- **Courage**
- **Simplicity**

FOCUS- We must first identify which gap we are trying to close, the obstacle in closing the goal and focus on that specific goal. Additionally, we need to believe in our goal and ensure everyone has the same goal at Westfield High School. We must make sure we are all fighting the same battle.

Westfield's Goal for the 2005-2006 School Year: **Reading Comprehension**

"Every teacher has to be a teacher of reading." Larry Bell

Courage: It takes courage and we have to have guts but that doesn't mean "dummy down the curriculum. They can't because you won't! According to the 1996 American School Board Journal, the effects of a great or awful teacher can be seen 5 years later. Teachers can impact test scores 50-60% depending on whether or not students know their teacher believes in them. Often times minority students haven't been successful due to environmental factors outside of school, language, etc... but we must remember these students are our future leaders and that teaching is the profession that makes every profession possible. Have the courage to do the tough stuff. *Why do you teach or involve yourself within a school?*

"No one led a life of leisure and did much." FDR

Simplicity: Applying content in a relational manner and preparing our "at-promised" students will reduce many obstacles that presently stifle them when taking standardized tests. Applying the following strategies has proven to reduce test anxiety for students if done throughout the school year, making standardized tests more simple because the expectation was set higher at the beginning of the year.

- * Scaffold Information
- * Require students to write in complete sentences and more often
- * Ask questions that make them think, how & why
- * *Italicize* your test since the SOL is in *Italics* not bold
- * Emphasis on Reading Comprehension and understanding
- * Vocabulary- Prefixes & Suffixes helps with contextual transfer

"Even on the worst day on the job YOU are still some child's best hope."

3 Things Every Teacher at Westfield will do to Create a Classroom of High Expectations

1. Create a Successful Environment
2. Empower Your Students
3. Be Consistent and Provide Structure

“ To Reach the Unmotivated You must Inspire Them”

23 Ways to Create a Successful Learning Environment:

- **Have positive & quality interactions**
- **Provide Clarity as related to Behavior Management Consistently**
- **Treat students with dignity & respect**
- **Empower students to exercise time management skills**
- **Positive Reinforcement**
- **Utilization of Manipulatives and Hands – On Learning**
- **Structure and defining clear expectations**
- **Be caring and encouraging to your students**
- **Empower your students to take ownership of their learning**
- **State the objective of your lesson at the beginning of your class and how this applies to them in “real life”**
- **Provide an assessment at the end of each lesson**
- **BRAG on your class- everyone wants to be valued**
- **Celebrate Learning**
- **Provide Differentiated Instruction**
- **Look at the cup as $\frac{1}{2}$ full not $\frac{1}{2}$ empty**
- **Celebrate the small things**
- **NEVER accept excuses**
- **Don't set them up for failure**
- **Transition your students to minimize the “unknown”**
- **Provide Cooperative Learning that is structured**
- **Provide activities that are engaging – partners- teams**
- **Don't DUMMY Down the Curriculum for the “at –promise” student**
- **Be GENUINE!**



Being GENUINE: Minority students may perceive feedback (particularly critical feedback) as reflective of racial and ethnic bias on the part of their teacher or school, or what some would call *attributional ambiguity*. Many of our minority students, including middle class often feel that others may judge their performance by their race and ethnicity rather than by their personal qualities. This is what researchers Steele and Aronson calls, *stereotype threat*.

Additionally, Steele and Aronson believe the need to “bond” with students, caring, appreciating and respecting the various cultures of students in understanding that “there can be no significant learning until there is significant relationship.” The notion that “effort is more important than ability,” is a factor that is constantly followed a solution for success. Closing the achievement gap for minority students requires Westfield High School staff to build trust and provide a supportive academic, social and interpersonal environment.

5 Actions that Totally Alienate Minority Students from their Teachers and that may Actually Widen the Gap

1. Punishing instead of Disciplining

Ex: Discipline Some: Mary, I expect so much better than that from you.
Punish the “At- Promise” : “Get out! Larry that is just like you!”

2. Criticizing instead of Correcting

3. Phony Flattery instead of Sincere Praise

4. Lack of Multi- Cultural Representation

Ex: “ Why should I work in material naturally about people of color and women? I was never taught that stuff!”

5. Alienating them instead of Embracing and Appreciating them

Ex: The student has an accent or twang. The student may dress in an alternative style or have hair colored differently. In some teachers’ classes these children are “wrong” from the minute they come in the door.

“Everybody is superior in some way.” Larry Bell

"Kids don't care how much we know until they know how much we care." 6
Author Unknown



Ways to Connect and Inspire a Child

- Call home – with something positive to tell a parent about their child
- Interview activities
- History Alive
- Discuss real life issues
- Decorate a classroom based on students
- Edible lessons
- Utilization of words that students can visualize
- Showing interest in a child's extracurricular activities
- Asking questions that are more personalized
- Allow students to choose topics
- Make real world applications
- Write autobiography
- Powerpoint presentation
- Academic fun – exciting activities that show some life
- Writing journal with teacher response
- Allow your student to teach a lesson
- Participate with them
- Use examples from their lives
- Share their work with others - Wall of Fame
- Have lunch with your student
- Book talk
- Have a debate related to subject matter
- Virtual Fieldtrip – student is the tour guide
- Write a student a letter and mail it about how proud you are of their efforts
- Interest Inventory – use data to create lessons
- Ticket Out / Ticket In- Entrance past to class related to something previously taught
- Put students name in world problems, scenarios etc.....
- Create leadership opportunities
- Have students identify their personal hero and why
- Academically related games
- Challenge your students individually
- Getting to Know You – Have students write you a letter telling you about them
- Have students create something related to lesson – Coat of Arms
- Utilize Power Names: Smart, Wonderful, Talented, Brilliant, Magnificent, Einstein
- **Allow them to see you make a mistake – We are HUMAN**

High Expectations transcend all economics, race, and or disability.

Creating a Classroom of Culture of High Expectations means:

Power: Names (everyone loves a compliment)

Gifted
Wiz Kid
Super Star
Brilliant
Ingenious
Albert Einstein
Smart
Magnificent

Ex: "My" _____ one

Brag: Students need to know they are valued- character development

Completes Work
Respects Others
Is on task
Shows Initiative
Is always on time
Participates in class
Helps others

Ex: "I" appreciate how _____

Never: accept excuses....but with compassion

Ex: "I understand, it's just that I expect better than this out of you!"

That which we do most we will do best!

Cultural Miscommunication

Nancy Lyall
Consultant of Cross Cultural,
Diversity & Multi- Cultural Issues

“A child’s perception, especially a minority student’s perception is more important than the child’s perception of learning.”

Effective communication is essential at any level in life, yet often times because of our own ignorance and lack of cultural awareness, cultural miscommunication frequently occur. Hopefully by familiarizing yourself with these cultural differences this will allow you to be more cognizant when addressing students in your classroom.

Asian students:

- 1) Tend to show respect to people who are older or of higher status by remaining silent in their presence.
- 2) Tend to avoid expressing any strong emotion – anger/frustration/sadness/joy
- 3) Have been taught to refuse something initially but when asked again they usually will accept

African American students:

- 1) It is acceptable to express emotions freely – responsive reading in church, call outs
- 2) Tend to be physically active
- 3) Tend to interpret life events in racial terms especially when outsiders are involved –
Suggested teacher response: Sorry that you feel that way but I would like you to stay after class to discuss the matter so that you can talk to me and I can understand it from your perspective.
- 4) May come from a different socio-economic level and may have experienced generational poverty. Therefore when we try to put boundaries in place and they don’t like it, it is not that they are not “bucking” the system but rather may not be familiar with boundaries and we must teach them that boundaries ultimately equal freedom.

Hispanic Students:

- 1) Avoid direct eye contact
- 2) Are taught not to walk away from confrontation, it portrays being a coward, weak or deceitful
- 3) View time as unimportant because time is often measured agriculturally
Ex: I recognize your need to socialize with your friends but I care about your academic achievement and need you to be on time.
- 4) Tend to stand very close when talking to each other

Caucasian Students:

- 1) Have low regard for dependent behavior in activities
Ex: Do I have to work with that group, I want to work by myself
- 2) Show preference for order and control
- 3) Place high value on standard English

Native American Students:

- 1) They are taught to listen therefore they tend to speak slowly and softly
- 2) Usually speak up only when they have something specific to say
- 3) Taught not to compete with peers or elders

Dealing with Cross Cultural Incidents

- **Remain Calm**
- **Keep Space between the parties**
- **Speak in a calm, business- like tone**
- **Calm the parties**
- **Show Concern**
- **Encourage the parties to speak in calm tones**
- **Do not allow the use of any derogatory terms**
- **Address every derogatory term that you hear**
- **Use friends to calm and/ or to walk with parties**

5 Major Obstacles Related to Academic Achievement of SOME Minority Students

1) Peer Pressure

- Work on the leaders
- Use class rewards
- Use group rewards
- Work them in groups
- Bring speakers to school that look like them
- Have a Wall of Fame
- Start support groups
- Student to student mentors

2) Low academic self esteem (this impacts everything)

- Celebrate Successes
- Call home with good news
- Applaud each other
- Remind them of prior success
- Let them experience success

3) Lack of curricular representation

- Use materials that represent the experiences of people from all backgrounds
- Use examples from all backgrounds
- Use relevant newspaper articles, etc....
- Guest speakers on your topic

4) Low teacher expectations

- Have success stories about all on hand
- Show students from this school that made it
- Attend "Closing the Gap" workshops

5) Lack of academic and parental support

- Show parents how to help
- Find students a faculty mentor
- Get help from a faculty member they like



7 Characteristics of Low- Achieving Students

Characteristic	Ways to Help
Procrastination/ Cramming	<ol style="list-style-type: none"> 1. Have many concrete deadlines 2. Break the class up into blocks 3. Check work continuously 4. Do not give long term work early in the year 5. Have timelines 6. Use quizzes 7. Continually monitor
Back of the book/ End of Chapter/ Fisher	<ol style="list-style-type: none"> 1. Do not give work that fosters this habit 2. Use high- order thinking questions 3. Have them write small paragraphs
Inability to see themselves in the future	<ol style="list-style-type: none"> 1. Set short term goals at first 2. Call them what they say they want to be someday 3. Bring role models into your classroom 4. Hang pictures of role models that look like them 5. Bring back older students from the community who have gone on to share their successes
Little or No Parental Support	<ol style="list-style-type: none"> 1. Give them your time 2. Have short assignments to do with parents 3. Develop parent involvement activities 4. Communicate with parents 5. Develop positive relationship with parents
Hyper-sensitive to Criticism	<ol style="list-style-type: none"> 1. Correct in a positive manner, with love 2. Never criticize in front of peers 3. Look for what is right 4. Model how to receive criticism 5. Model the correct way to answer
Believes no school adult cares	<ol style="list-style-type: none"> 1. Be the one who inspires them in life 2. Be the one the CARES 3. Find another colleague they admire to inspire them 4. Provide mentors within the school 5. Be involved in their activities(attend events) 6. Use positive names 7. Ask questions about them
Unmotivated	<ol style="list-style-type: none"> 1. Make class exciting 2. Make class challenging 3. Do something outrageous 4. Get students emotionally involved 5. Allow student choices whenever possible 6. Surprise the class sometimes 7. Connect with the students by working with them

Making our Minority Parents Feel Welcomed
At Westfield High School

Often we tend to assume that minority parents just don't care and that is why they don't attend Back to School night or parent conferences. They do care but frequently parents of minority students have experienced one of the following and this leaves them feeling not welcomed at the school.

- 1) **They are intimidated by the language and perception**
- 2) **Language and cultural barriers-** are activities cultural? Cultural Dinner etc...
- 3) **Time Constraints** - because we work 7- 3 we expect that people must meet during those times yet some are trying to make ends meet to keep a roof over them.
- 4) **Can't Find a Parking Place-** designate "parents only"
- 5) **Can't Get in the Building-** frustrated because doors are locked and not a clear sign to the main office
- 6) **Signs for office are small or non-existent**
- 7) **Office is not friendly-** no one tends to speak to minority parents, hand shake
- 8) **People act like they are scared of minorities unless you are "affluent"**
- 9) **You have to sit and wait forever to see an administrator**
- 10) **Create a parent waiting room-** with coffee, donuts, juice, magazines, t.v. etc.... makes any parent feel more relaxed
- 11) **Parents are summoned on very short notice** – we consider only our schedule
- 12) **6 vs. 1** – We tend to have six staff members at a table for incident or parent meeting and yet 1 parent which makes them feel overwhelmed and intimidated
- 13) **We "Educationalize" using BIG words-** " Your child is one insidious child."
- 14) **Everything mentioned about their child is negative-** Always greet them with, thank you for your time Mr/Ms. _____ our Larry is talented..... but we need to discuss.....
- 15) **They leave feeling like they just got a whipping** – You bad child/ parent



Eliminating Cross Cultural Communication Barriers

- Be aware of words, images and situations that suggest that all or most members of an ethnic, disabled, income, gender or religious group are the same.
- Avoid using qualifiers that reinforce stereotypes
- Avoid identification of an individual by race, ethnicity, etc... except when it is essential to communication
- Be aware of possible negative implications of labels and usage that could offend people or reinforce bias.
- Be aware of rules regarding the distance between speakers.
- Be aware of objects, characters and symbols that may reflect different beliefs or values for different groups.
- Be aware that cultures may vary in what they consider humorous or taboo
- Be aware of different rules for taking turns during conversations
- Cultures may use different standards for loudness, speed of delivery, silence, attentiveness, and time to respond to another's point.
- Be aware of different cultural rules for entering into conversations in progress
- Be aware of nonverbal conversation
- Establish positive relationships with students from all backgrounds each and everyday.
- Be open to dialogue and understanding
- Demonstrate that you value your students and their culture

"How you approach people is how people will respond" Larry Bell

Innovative Teaching Strategies:

Reading

- Underline the title
- Make prediction about what the passage will be about
- Number the paragraphs
- Read the questions
- Circle important words
- Read the passage
- Eliminate
- Answer the questions and write the number of the paragraph where you found the answer next to the question
- Double check your work

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Reading Strategy Mnemonic – U.N.R.A.V.E.L.

U nderline title

N ow predict passage

R un through and number the paragraphs

A re the important words circled – have them make inferences

V enture through the passage

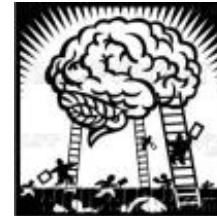
E liminate- cross out the obvious

L et the questions be answered, and write the paragraph # where you found the answers

Respecting Learning Styles



It is Time to Start Thinking Outside of the Box.



- 1) Music
- 3) Brainstorming
- 5) Peer Tutors
- 7) Graphic Organizers
- 9) Crafts
- 11) Drama
- 13) Guest Speakers
- 15) Cooking
- 17) Manipulatives
- 19) Art
- 21) K.W.L.
- 23) Games-academic
- 25) Learning Stations
- 27) Research
- 29) Role Playing
- 31) Panel Discussions

- 2) Interviewing
- 4) Debate
- 6) Cooperative Learning
- 8) Video
- 10) Mapping
- 12) Computers
- 14) Bulletin Boards
- 16) 3-2-1 Review Strategy
- 18) Observations
- 20) Demonstrations
- 22) I – Search
- 24) TV Shows –simulate
- 26) Recreating a Story
- 28) Read Aloud in Class
- 30) Double Journal Entry
- 32) Writing Stories and Poems



?????? – Which three strategies are you currently not using that you are willing to try?

- 1)
- 2)
- 3)

3-2-1 METHOD

Directions: Please complete the following 3 questions and obtain a parent signature.

A) List 3 things you have learned in school today

1. _____

2. _____

3. _____

B) List 2 things you learned that Surprised you!

1. _____

2. _____

C) Tell me 1 thing that you learned that you would like to know more about

1. _____

**** Please do not consider your homework finished until you have completed and shared this with your parent/ guardian and myself.

Student Signature

Date

Parent Signature

Date

Teacher Signature

Date



Benefits of Parent Involvement

Parent and Family Involvement and Student Success

Achievement:

- When parents are involved, students achieve more, regardless of socioeconomic status, ethnic/racial background or the parents' education level.
- The more extensive the parent involvement, the higher the student achievement.
- When parents are involved in their student's education, those students have higher grades and test scores, better attendance and complete homework regularly
- Students whose parents are involved in their lives have higher graduations rates and greater enrollment rates in post-secondary education
- In programs that are designed to involve parents in full partnerships, student achievement for disadvantaged children not only improves, it can reach levels that are standard for middle-class children. In addition, the children who are furthest behind make the greatest gains.
- If parents do not participate in school events, develop a working relationship with their children's educators, or keep up with what is happening in their children's school, then their children are more likely to fall behind in academic performance.

Behavior:

- When parents are involved, students exhibit more positive attitudes and motivation toward school and have a more positive self- concept.
- Students whose parents are involved in their education experience show improved behavior and lower rates of suspension for disciplinary reasons.
- Student behaviors such as alcohol use, violence, and antisocial behavior decrease as parent involvement increases.
- Student whose parents are involved in their education experience improved communication with their teachers and family.
- Educators hold higher expectations of students whose parents collaborate with teachers and also hold higher opinions of those parents.

Culture and Age:

- The benefits of involving parents are not confined to the early years: There are significant gains at all ages and grade levels.
- Middle and High School students whose parents are involved make better transitions, maintain quality work, develop more realistic plans for their future and are less likely to drop out of school.

As she stood in front of her 5th grade class on the very first day of school, she told the children an untruth. Like most teachers, she looked at her students and said that she loved them all the same. However, that was impossible, because there in the front row, slumped in his seat, was a little boy named Teddy Stoddard.

Mrs. Thompson had watched Teddy the year before and noticed that he did not play well with the other children, that his clothes were messy and that he constantly needed a bath. In addition, Teddy could be unpleasant. It got to the point where Mrs. Thompson would actually take delight in marking his papers with a broad red pen, making bold X's and then putting a big "F" at the top of his papers.

At the school where Mrs. Thompson taught, she was required to review each child's past records and she put Teddy's off until last. However, when she reviewed his file, she was in for a surprise. Teddy's first grade teacher wrote, "Teddy is a bright child with a ready laugh. He does his work neatly and has good manners... he is a joy to be around.." His second grade teacher wrote, "Teddy is an excellent student, well liked by his classmates, but he is troubled because his mother has a terminal illness and life at home must be a struggle." His third grade teacher wrote, "His mother's death has been hard on him. He tries to do his best, but his father doesn't show much interest, and his home life will soon affect him if some steps aren't taken." Teddy's fourth grade teacher wrote, "Teddy is withdrawn and doesn't show much interest in school. He doesn't have many friends and he sometimes sleeps in class."

By now, Mrs. Thompson realized the problem and she was ashamed of herself. She felt even worse when her students brought her Christmas presents, wrapped in beautiful ribbons and bright paper, except for Teddy's. His present was clumsily wrapped in the heavy, brown paper that he got from a grocery bag. Mrs. Thompson took pains to open it in the middle of the other presents. Some of the children started to laugh when she found a rhinestone bracelet with some of the stones missing, and a bottle that was one-quarter full of perfume. But she stifled the children's laughter when she exclaimed how pretty the bracelet was, putting it on, and dabbing some of the perfume on her wrist. Teddy Stoddard stayed after school that day just long enough to say, "Mrs. Thompson, today you smelled just like my Mom used to." After the children left, she cried for at least an hour. On that very day, she quit teaching reading, writing and arithmetic. Instead, she began to teach children. Mrs. Thompson paid particular attention to Teddy. As she worked

with him, his mind seemed to come alive. The more she encouraged him, the faster he responded. By the end of the year, Teddy had become one of the smartest children in the class and, despite her lie that she would love all the children the same, Teddy became one of her "teacher's pets." A year later, she found a note under her door, from Teddy, telling her that she was the best teacher he ever had in his whole life. Six years went by before she got another note from Teddy. He then wrote that he had finished high school, third in his class, and she was still the best teacher he ever had in life. Four years after that, she got another letter, saying that while things had been tough at times, he'd stayed in school, had stuck with it, and would soon graduate from college with the highest of honors. He assured Mrs. Thompson that she was still the best and favorite teacher he had ever had in his whole life.

Then four more years passed and yet another letter came. This time he explained that after he got his bachelor's degree, he decided to go a little further. The letter explained that she was still the best and favorite teacher he ever had. But now his name was a little longer.... The letter was signed, Theodore F. Stoddard, MD. The story does not end there. You see, there was yet another letter that spring. Teddy said he had met this girl and was going to be married. He explained that his father had died a couple of years ago and he was wondering if Mrs. Thompson might agree to sit at the wedding in the place that was usually reserved for the mother of the groom. Of course, Mrs. Thompson did. And guess what? She wore that bracelet, the one with several rhinestones missing. Moreover, she made sure she was wearing the perfume that Teddy remembered his mother wearing on their last Christmas together. They hugged each other, and Dr. Stoddard whispered in Mrs. Thompson's ear, "Thank you Mrs. Thompson for believing in me. Thank you so much for making me feel important and showing me that I could make a difference." Mrs. Thompson, with tears in her eyes, whispered back. She said, "Teddy, you have it all wrong. You were the one who taught me that I could make a difference. I didn't know how to teach until I met you."

(For you that don't know, Teddy Stoddard is the Dr. at Iowa Methodist in Des Moines that has the Stoddard Cancer Wing.)

"You never give up. Never. Never Give up."

Winston Churchill

Westfield High School Department Plans

Business:

- Teachers will make at least one contact in addition to interims for any student's who grade falls to a D or F during a grading quarter.

English:

- Implement a mentoring program that has already been piloted at other FCPS High Schools
- Teachers will encourage minority students to seek out taking advanced placement classes
- Teachers will identify minority students to participate in the Summer Institute which will prepare them for higher level classes
- English teachers will identify and make themselves available for students who need extended learning opportunities as well as extra support with SOL's, ESOL or Economically Disadvantaged students.
- Eleventh and Twelfth grade teachers will continue to remediate individual students as needed with a focus on under achieving minority students
- Parents will be made aware of the support available to students in the college admissions process, to include Career Center materials as well as the Reasoning Skills SAT preparation semester course.

ESOL:

- ESOL teachers will extend the opportunity to speak at other departments meetings in the school as to the best practices when teaching ESOL students
- ESOL teachers will be proactive in identifying and referring students for Dual Language Assessments / Child Study
- Carmen Danies will research how to close the achievement gap of Non-Hispanic students and how to better reach ESOL parents

Fine & Performing Arts:

- Teacher will bring in role models that are local success stories and bring them in to speak
- Teacher will have minority students identify a teacher they connect with and are affected by and have that teacher mentor them, spending real quality time with them

- Teacher will provide funds for private lessons to allow minority students to achieve a performance level comparable to the rest of our advanced players
- Teacher will create an ensemble where a variety of actors ranging in color, religion, race, gender and sexual preference will write monologues, songs and stories celebrating diversity within America.
- Teacher will incorporate multiculturalism into their content areas as much as possible to appeal to diverse students and expose all students to various cultures, people etc....
- Teacher will encourage communication amongst teacher and students so that if transportation to rehearsal is an issue, arrangements can be made in advanced. Additionally, having a third late bus day will also help in resolving this situation.
- Making parent contact is essential to insure minority achievement.

Foreign Language:

- Teachers in the foreign language department believe strongly believe that the achievement gap lies in reading proficiency and that everything stems from that. Therefore teachers of the foreign language department will work on providing more reading activities, including strategies and tips when approaching a new reading selection which can be applied in any subject area.

Mathematics:

- Teachers in the math department will make provisions for individualization as much as possible.
- Teachers will provide cooperative learning activities that we hope will create inclusion, utilization of student strengths in a non-competitive environment.
- Teachers will enroll students in the state on-line tutorial for Algebra1 students.
- Teachers will provide an Algebra Summer Refresher Course for students at no charge 2 weeks before school starts.
- Teachers will assign minority students to a minority student that is successful.

Science:

- Teachers will increase the amount of time in class reviewing for SOL's and going over test taking strategies with all students. Review packets will be developed.

- Teachers will work with special education teachers in an after-school preparation program for LD- self contained biology classes for their SOL's as well as help out with a Geo-Systems remediation program.

Special Education

- Teachers will work collaboratively with science department to create a SOL preparedness program for biology
- Teachers will conduct remediation programs in content areas where students have not passed their SOL's on Saturday mornings in the spring.

Bad Youth or Poor Classroom Management ?

Effective Planning Prevents Behavior Problems

1) Unstructured Time or Time with no planned activity

Problem: boredom, engages in inappropriate ways to entertain self

Solution: develop well planned activities that fill the entire period. Always have back-up plan

2) Activities are not challenging and uninteresting

Problem: boredom, non-participation, rebellion

Solution: plan a variety of activities that are relevant to age, culture, abilities and challenging and meaningful to the students

3) Activities do not provide opportunities for SUCCESS

Problem: low self-esteem could lead to aggression towards self and others; inappropriate attention seeking; learned inappropriate behaviors

Solution: plan lessons that are within the realm of each student's skill and ability. Reward SUCCESS and make sure every student has the opportunity to succeed.

4) Over stimulation

Problem: difficulty with transition, situation can get out of control

Solution: transition students, provide clearly defined boundaries and expectations, gradually increase lesson plan from lower activity to more exciting activity then gradually decrease when excitement peaks. Activities within lesson plan should be stopped before participants become agitated, uncontrollable and too excited.

5) Sudden changes in routine

Problem: resistance, non-compliance and rebellion

Solution: Prepare and follow a routine schedule, seek student's input, post a schedule in classroom daily so students will know what is going to occur for that day, inform them of upcoming projects etc... IF a change does occur i.e. Fire drill, let them know in 10 minutes we will be having a fire drill.

6) Equipment & Supply Problems

Problem: competitiveness, aggression, boredom

Solution: ensure that enough materials are present so that every student can participate. Make sure that materials are useful and manageable by students. If supplies are limited have students break into smaller groups.

7) Students not aware of your expectations (behavior/rules/schedule)

Problem: testing, inappropriate behaviors, continually breaking rules

Solution: have clearly defined expectations, post expectations in a positive manner and so that students can see them, review expectations, model behaviors that you want to see from your students and provide positive praise when expectation is being met.

*Ex: * No GUM or FOOD in class - **negative***

** Please make sure all food is placed in trash can upon entering the classroom - **positive***

Handling the Oppositional Student

1) Use positive communication instead of force.

2) Understand the motivation behind the oppositional behavior

3) Methods that DON'T work

- Making threats and not following through
- Shouting to make a point
- Trying to convince a student to agree with you
- Withholding

Methods that DO work

- Control your emotions
- Set clear and consistent boundaries
- Instead of giving order give choices that limit behaviors
- Inform student ahead of time behaviors that result in disciplinary action

4) Don't give advice unless student ask for it:

- You may have useful insights but the student won't benefit from them unless they are interested
- A student can usually work out their own solution if you listen in a non-judgmental way

Resources:

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Alcohol or Drug Use: www.thecoolspot.org

Child Abuse: www.calib.com/nccanch

Fairfax County Department of Community & Recreation Services
Teen Center Programs: www.fairfaxcounty.gov
703-324-TEEN

Fairfax County Department of Family Services: www.fairfaxcounty.gov/service/dfs
703-324-5870

National Clearinghouse for Alcohol & Drug Information: www.health.org
1-800-729-6686

National Coalition of Hispanic Health & Human Services: www.hispanichealth.org
202-387-5000

National Network for Family Resiliency: www.nnfr.org

Parenting: www.parentingisprevention.org

Reality Check: www.health.org/reality

Sexually Transmitted Diseases: www.vdh.state.va.us
1-800-344-7432

Students Against Destructive Decisions: www.nat-sadd.org
1-800-787-5777

Social Skills for Adolescents: 703-876-8480 x10

Suicide: www.preventsuicideva.org
1-800-784-2433

Tips for Teens: <http://ncadi.samhsa.gov>

Underage Drinking: www.checkyourself.org
www.maddnova.org
www.udetc.org
1-877-335-1287

Virginia Alcohol Laws & Parental Responsibility: www.abc.state.va.us

Westfield Community Coalition – Safe & Drug Free Youth
703-876-5246

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