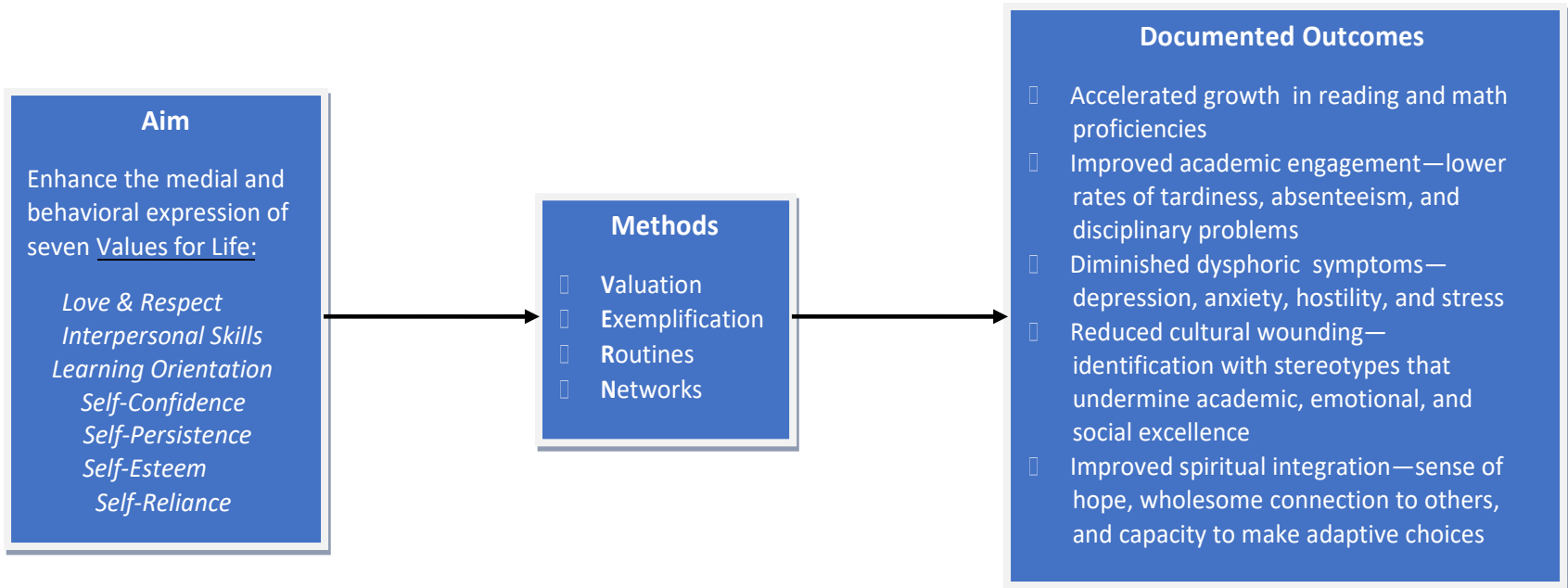


Module for Promoting Self-Confidence in Students

Valuation Aim, Methods, and Outcomes

Jerome Taylor, PhD



Behavioral interventions are designed to change behaviors, cognitive interventions to change thoughts, and valuation interventions to change values. Since values are theoretically and empirically antecedent to cognitions and behaviors, valuation, a new intervention developed by the author, is expected to have broader and more transformative effects than behavior or cognitive interventions alone or together.

What are Values for Life?

Value Category	Positive	Negative
<i>Love & Respect</i>	Respects differences; avoids racist, classist, or sexist teasing or joking; displays special regard for those older and carries sense of responsibility for those younger; goes to aid of those in distress; expresses and receives constructive love.	Disrespects others; shows intolerance for differences; ridicules or makes fun of others; initiates racist, classist, or sexist jokes or pranks; low regard for older persons; little sense of responsibility for those younger; ignores those in distress; antisocial.
<i>Interpersonal Skills</i>	Sensitive to feelings of others; accurately reads feelings and moods of others; expresses thoughts and feelings constructively; exercises self-discipline, patience, and control in managing conflict; is capable of leading others constructively; seeks and considers constructive counsel; takes constructive criticism without crumbling or withdrawing.	Insensitivity to feelings of others; misreads feelings and moods of others; unable to express thoughts and feelings constructively; unable to control own behavior in conflict situations; unable to lead others constructively; difficulty asking for help; unable to take constructive criticism; crumbles in face of constructive criticism.
<i>Learning Orientation</i>	Is savvy, creative, inventive; asks questions, wants to know how things work; remembers, identifies, compares, contrasts, generalizes; sees connections between different areas of learning; enjoys helping others learn.	Shows little creativity, bored easily, asks and answers few questions; fails to seek or express relationships between different areas of learning; poor memory for stories or events read or heard; unwilling to help others learn.
<i>Self-Confidence</i>	Explores, probes, investigates; attentive and enthusiastic when new challenges are introduced; eager to explore new places, meet new people, or examine new ideas, daring in constructive ways; excited and upbeat about living.	Is inattentive, withdrawn, apathetic, unenthusiastic, shy, reclusive, doubtful, uninterested, unsure of oneself, unexpressive; unwilling to try things new and different; unmotivated; daring in destructive ways.
<i>Self-Persistence</i>	Sticks with task until it's finished, even when the going is frustrating or rough; maintains focus in face of distractions; patient in figuring things out; seeks out challenging or difficult tasks; overcomes obstacles in solving problems; bounces back from frustrations; has surprisingly long and sustained attention span.	Gives up, easily distracted, avoids challenges, readily frustrated, impatient during problem solving; unwilling to try after frustrated, unable to see alternatives; unable to move forward— gets stuck; refuses to complete project started; moves to another activity when frustrated.
<i>Self-Esteem</i>	Expresses pleasure over own accomplishments; shares accomplishments with others; expresses positive interest in others' accomplishments; maintains cool in face of teasing; feels good about who s/he is; deals with negative as well as positive aspects of self and others.	Apathetic about accomplishments, unwilling to share accomplishments with others; jealous or angry over others' accomplishments; negative attitudes toward self and others; unable to see negative as well as positive aspects of self; loses cool when teased.
<i>Self-Reliance</i>	Able to think and act alone when necessary, resists temptations to mischief, avoids physically and emotionally hazardous situations, thinks before acting, stands up for what's fair, responds appropriately to racist, sexist or classist stereotypes	Follows more than leads, easily tempted to do wrong, gets into dangerous or potentially harmful situations, acts without thought, doesn't speak up for what's right, goes along with others who express racist, classist, or sexist stereotypes.

Values for Life curriculum is designed to (a) move students in the right-hand column to the left-hand column and (b) move students in the left-hand column from lower to higher levels of positive expression of each value.

Promoting Self Confidence After-School Application

Phases	Dates
Pre-Testing Completion Deadline ¹	1-3 Days Before Implementation
Implementation with Monitoring and Feedback	VERN Implementation by Week
Week 1	(V,N,V,N,V, N) ²
Week 2	(E,N,E,N,E,N,E,N) + (R,N,R,N,R,N,R,N) ³
Week 3	(E,N,E,N,E,N,E,N) + (R,N,R,N,R,N,R,N)
Week 4	(E,N,E,N,E,N,E,N) + (R,N,R,N,R,N,R,N)
Post-Testing Completion Deadline ⁴	1-3 Days Following Implementation

Why does self-confidence matter: Consider these findings published by Taylor & Kouyaté (2003):

- On the Iowa Test of Basic Skills, students above the median score on Self-Confidence were more than 2.5 times more likely to be above average in math than students who scored below the median on Self-Confidence.
- On the Stanford Achievement Test, students above the median score on Self-Confidence were more than 7 times more likely to be above average in reading than students who scored below the median on Self-Confidence.

¹ Before start of implementation, teachers complete a 12-item inventory which estimates each student’s level of Learning Orientation.

²Week 1: Implementation of Valuation V followed by completion of corresponding monitoring form N. Each VN sequence is replicated three times during Week 1—1 Bio, 1 Pop Culture, and 1 Icon.

³ Weeks 2, 3, 4: implementation of EN sequence and RN sequence, each replicated 4 times per week.

⁴ Just after completing the intervention cycle, teachers again complete the 12-item inventory which estimates each student’s level of Self-Confidence.

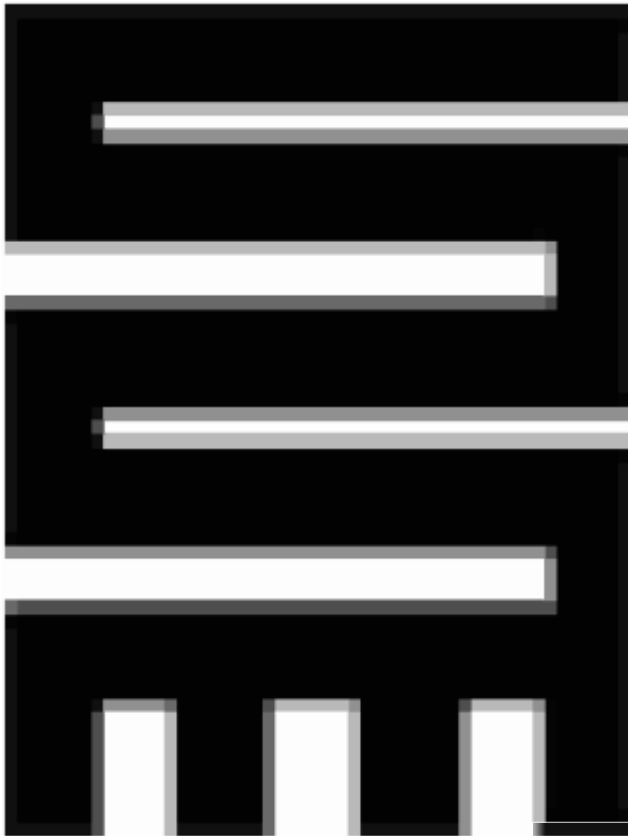


Eleanor Holmes Norton, a graduate of Yale Law School...

- **D**ared to fight for the constitutional rights of all people;
- **D**ared to serve on governing boards of three of America's largest companies;
- **P**ushed for ways to increase opportunities for all Americans;
- **S**uccessfully led the fight for a federal law against racial profiling.

Self- Confidence

Nkyinkyim



- ▣ **Explores, probes, investigates; attentive and enthusiastic;**
- ▣ **Eager to examine new ideas;**
- ▣ **Daring in constructive ways;**
- ▣ **Excited about learning;**
- ▣ **Enjoys helping others learn.**

n-chin-chin

**leadership, energy,
and talent**

A Values for Life Initiative
Jerome Taylor, PhD
President and Founder
Center for Family Excellence, Inc.

Introducing Values for Life in the Classroom and After-School, Week-End, or Summer Programs ²⁰

Valuation Series: Biography ²¹

**The Cultural Project
Committee on Common Causation
Department of Africana Studies
University of Pittsburgh
Pittsburgh, PA**

August 15, 2005

²⁰ This initiative is structured around values identified by parents, teachers, and clergy as important to the future well-being of children and youth—*Love and Respect, Interpersonal Skills, Learning Orientation, Self-Confidence, Self-Persistence, Self-Esteem, and Self-Reliance*. Since this project is anchored by values consensually affirmed by community, we refer to it as our Axiological Project.

²¹ Valuation methods are designed to introduce and process cultural materials in a manner that deepens students' appreciation and expression of each value. Research has shown that students rated as average or above on each value are a minimum of two and one-half times more likely to score at or above average on standardized tests of reading and math.

Self-Confidence

Introduce Background : **Eleanor Holmes Norton** is an accomplished Civil Rights and Feminist Leader, tenured



professor of law and board member of 3 Fortune 500 Companies. Norton received her bachelors degree from Antioch College and both her Masters and Law Degree from Yale University. Norton is concerned with helping the basic constitutional rights of all Americans and she works faithfully to oppose any kind of discrimination. In 1977, President Jimmy Carter appointed Norton as the first woman chair of the Equal Employment Commission; a federal

agency created to en discrimination based on sex, race, religion, or national origin in the hiring practices of businesses. In November 1990, Eleanor Holmes Norton became another first; the first woman and second person elected to represent the District of Columbia in the United States House of Representatives. Ms. Norton is also a Co-Founder of the South Africa Divestment Movement the National Women's Political Caucus, and the National Congress of Black Women. She is the recipient of over 50 honorary degrees, has been named Washingtonian of the year, and has been named one of the most powerful women in Washington by Washington Magazine and one of the most distinguished women in America by surveys in national magazines.

3. Share Attributes Relevant to the Value: **Eleanor Holmes Norton** showed self-confidence by...

- a. daring to become a civil rights leader.
- b. being an enthusiastic advocate for fairness and justice for all.
- c. daring to be the first African American to hold national positions of responsibility
- d. exploring new ways to increase opportunities for all Americans.
- e. being out front in passing a a federal law against racial profiling.

6. Discuss Social Implications : Eleanor Holmes Norton was very persistent in working towards equal rights and opportunities for Americans. She has overcome many challenges and holds many firsts.. She dares to explore government bills that address issues of Homeland Security, Education, Justice and Economic Development.

Do you know people who have high self-confidence like Eleanor Holmes Norton? How would you describe them? Do you know people who have low self-confidence? What are they like? How would you describe the difference between those who have high and low self-confidence? In what ways might living like Eleanor Holmes Norton improve your neighborhood or community?

4. Discuss Educational Implications : Eleanor Holmes Norton...

- Works for Higher Education Opportunities for low income students.
- Holds 50 Honorary Doctorate Degrees.
- Open to new challenges.
- As a tenured professor at Georgetown University, she challenges students to fight for what is right.

If students in your school were more like Eleanor Holmes Norton, what would your school be like? What would your neighborhood be like if everyone lived as he did? If you yourself tried to live like Eleanor Holmes Norton, what would your future be like?

5. Strengthen Normative Support : Who agrees with Robbie's answer? Why? Is there a friend or someone in your family you'd like to share *and* discuss the life of Eleanor Holmes Norton with? Will you promise to do it this week? Will you share *and* discuss it with this person this week? Will you promise to share with the group how this discussion went?



Introducing Values for Life in the Classroom and After-School, Week-End, or Summer Programs ²²

Valuation Series: Pop Culture

**The Cultural Project
Committee on Common Causation
Department of Africana Studies
University of Pittsburgh
Pittsburgh, PA**

August 15, 2005

²² This initiative is structured around values identified by parents, teachers, and clergy as important to the future well-being of children and youth—*Love and Respect, Interpersonal Skills, Learning Orientation, Self-Confidence, Self-Persistence, Self-Esteem, and Self-Reliance*. Since this project is anchored by values consensually affirmed by community, we refer to it as our Axiological Project.

Self Confidence

1. Introduce Topic : Fashion designers are attentive and enthusiastic when faced with a new challenge requiring them to create a new style or trend. They are eager to meet new people, explore new ideas and take risk. They are daring with their choice of colours and patterns. Black Fashion designers who were interested in supporting other Black Fashion designers established the Black Fashion Designers Association, Inc. According to the President and CEO of the association, **Cathleen C. Laporte**, the association is a not-for-profit corporation whose mission is to identify and confront many obstacles faced by Black Fashion Designers. The primary objective of the organization is to increase the visibility of Black Fashion Designers within the industry in four ways:
 - a. daring to create the Black Fashion Designers Association, Inc in 1993
 - b. public awareness and involvement
 - c. marketing & promotional development
 - d. business and economic development
 - e. career and educational development.
2. Share Attributes Revelant to Value : **Cathleen C. Laporte** showed self-confidence by...
 - a. daring to create the Black Fashion Designers Association, Inc in 1993
 - b. laying out different alternatives such as public awareness and marketing strategies to bring recognition to her cause
 - c. being open to interacting with different people on both sides of the dispute
 - d. being willing to take chances in addressing this issue when others were silent.
3. Discuss Social Implications : Do you know people who are self-confident like Ms. Laporte? What are they like? Do you know people who have low self-confidence? What are they like? If there were more people like Ms. Laporte, what would your neighborhood be like? If you were more like Ms. Laporte, what would your future be like?
4. Educational Implications : If students in your school were high in self-confidence, what would your school be like?
5. Share Normative Support : Who agrees with Robbie's answer? Why? Is there a friend or someone in your family you'd like to share *and* discuss Ms. Laporte with? Will you promise to do it this week? Will you share

and discuss it with this person this week? Will you promise to share with the group how this discussion went?



Introducing Values for Life in the Classroom and After-School, Week-End, or Summer Programs ²³

Valuation Series: Icon ²⁴


**The Cultural Project
Committee on Common Causation
Department of Africana Studies
University of Pittsburgh
Pittsburgh, PA**

August 15, 2005

²³ This initiative is structured around values identified by parents, teachers, and clergy as important to the future well-being of children and youth—*Love and Respect, Interpersonal Skills, Learning Orientation, Self-Confidence, Self-Persistence, Self-Esteem, and Self-Reliance*. Since this project is anchored by values consensually affirmed by community, we refer to it as our Axiological Project.

²⁴ Valuation methods are designed to introduce and process cultural materials in a manner that deepens students' appreciation and expression of each value. Research has shown that students rated as average or above on one or more values are a minimum of two and one-half times more likely to score at or above average on standardized tests of reading and math.

Self-Confidence

1. Introduce the Icon : THE AKAN OF GHANA have come up with the Adinkra Symbol system which represents values that they think are important to the well-being of persons and their communities. One of these values is shown by the symbol **Nkyinkyim** (pronounced n-chin-chin) which stands for leadership, energy, and talent. Why do you think the Akan of Ghana think this symbol is important a person's life?
 How would make someone's life better?
2. Discuss Major Attributes Defining the Icon :
 - a. What does 'leadership' mean to you?
 - b. What does 'energy' mean to you?
 - c. What does 'talent' mean to you?
3. Discuss Interrelationships:
 - a. Does this icon relate to the life of Eleanor Holmes Norton? In what way?
 - b. Does this icon relate to the life of Ms. Laporte? In what way?
4. Discuss Social Implications : Do you know people who deserve to be awarded this icon? What are they like? Do you know people whose lives don't deserve this icon? What are they like? How would you describe the difference between those who lives full of leadership, energy, and talent and those who do not? In what ways might living to deserve this award improve your neighborhood or community?
5. Discuss Educational Implications : If the behavior of most students in your school deserved of this award, what would your school be like? What would your neighborhood be like if everyone there deserved this award? If you yourself lived in a manner deserving of this award, what would your future be like?
6. Strengthen Normative Support : Who agrees with Robbie's answer? Why? Is there a friend or someone in your family you'd like to share *and* discuss this award with? Will you promise to do it this week? Will you share *and* discuss it with this person this week? Will you promise to share with the group how this discussion went?



Using Culturally Grounded Materials to Encourage Value-Congruent Behavior, Correct Value-Incongruent Behavior, and Enhance Emotional Resilience⁶

Exemplification: Self-Confidence

**The Cultural Project
Committee on Common Causation
Department of Africana Studies
University of Pittsburgh
Pittsburgh, PA**

August 15, 2005

⁶ This initiative is structured around values identified by parents, teachers, and clergy as important to the future well-being of children and youth—*Love and Respect, Interpersonal Skills, Learning Orientation, Self-Confidence, Self-Persistence, Self-Esteem, and Self-Reliance*. Since this project is anchored by outcomes of value to community, we refer to it as our Axiological Project.

Encouraging Positive Behavior: Self-Confidence

(Observe): Class, I've learned that many of you are not thinking about going on to college. Some of you think that since no one in your family has finished college that college is not for you. To me this is a problem of self-confidence. **(Link):** You remember our discussion of Eleanor Norton Holmes? She was the first African American in many things. You can be too! **(Recognize):** Now... Who here want to go to college? Ms. Holmes would be proud!

Correcting Negative Behavior: Self-Confidence

(Observe): Class, I've learned that many of you think not much can be done about the problems in our community—student underachievement, neighborhood crime, and the like. Some students think this is just the way it is. To me this shows a problem in self-confidence. **(Link):** Do you remember our discussion of Cathleen Laporte? She formed a national organization to fight racial prejudice in the fashion industry. **(Correct):** What can you do to fight problems like student underachievement and neighborhood crime?. **(Recognize):** As positive student ideas are generated, recognize the effort: 'That's it! I'm sure Cathleen Laporte would be proud!'

Building Resiliency: Self-Confidence

(Observe): Class, it's normal to have doubts from time to time about whether you can do well in school. But doubting too often can be a problem in self-confidence. **(Probe):** Take a moment to think about what you do when you doubt your ability to do well in school. **(Link):** Remember the **Nkyinkyim** symbol (pronounced n-chin-chin) of the Akan of Ghana? It stands for leadership, energy, and talent as reflected in the lives of Eleanor Norton Holmes and Cathleen Laporte. **(Apply):** Here, take a copy of this Nkyinkyim symbol. Put it in your notebook to keep you reminded of what to do when doubts come. Above all, put it in your heart! Is there a friend who doubts his or her ability to do well in a subject? Would you like to share and discuss this symbol with him or her? Or a family member? Will you do it? When do you plan to do it?



Self- Confidence

Nkyinkyim



- ▣ **Explores, probes, investigates;**
- ▣ **Attentive and enthusiastic;**
- ▣ **Eager to examine new ideas;**
- ▣ **Daring in constructive ways;**
- ▣ **Excited about learning;**
- ▣ **Enjoys helping others learn.**

n-chin-chin

Student's Name:

Date:

A Values for Life Initiative
Jerome Taylor, PhD
President and Founder
Center for Family Excellence, Inc.

Routines

Pedagogical Strategies that Accelerate Academic, Social, and Emotional Excellence

Jerome Taylor, Ph.D. & Malick Kouyaté, Ed.D.

July 10, 2007

Routines: From Exhibit 1, we identify 11 core behaviors that in different combinations promote each of the seven Values for Life.

Three core behaviors appear to underlie the medial and behavioral expression of each of value:

- Provides Learning Opportunities PL* (using multiple approaches, diverse materials, different settings),
- Stimulates Inquisitiveness SI* (kindling curiosity, wonder, enthusiasm), and
- Stimulates Language SL* (developing and probing concepts, applications, insights).

When these identified behaviors (PL, SI, SL) are diminished or undone for whatever reasons (personal, social, economic, health) in whatever contexts (home, school, church, neighborhood, recreation center), there may be general or selective impairments in Values for Life outcomes.

Exhibit 1: Behavioral Routines Associated with Each Value

Critical Behaviors	Values for Life					
	LO	LR	SC	SE	SP	SR
1. PL	X	X	X	X	X	X
2. SI	X	X	X	X	X	X
3. SL	X	X	X	X	X	X
4. EA		X				
5. CW		X		X		
6. UI		X				
7. GR	X		X	X		
8. SO					X	X
9. RO					X	X
10. SA						X
11. SRP						X
<i>Proportion</i>	<i>.71</i>	<i>.70</i>	<i>.79</i>	<i>.79</i>	<i>.77</i>	<i>.85</i>

Values for Life: LO=Learning Orientation, LR=Love & Respect (includes Interpersonal Skills because it was so statistically entwined with Love & Respect), SC=Self-Confidence, SE=Self-Esteem, and SR=Self-Reliance.

Critical Behaviors: PL=Provides Learning Opportunity; SI=Stimulates Inquisitiveness, SL=Stimulates Language, EA=Expresses Affection, CW=Communicates Warmth, UI=Uses Induction Techniques, GR=Gives Reinforcement, SO=Stimulates On-Task Behavior, SO=Reverses Off-Task Behavior, SA=Stimulates Autonomy; SRP=Stimulates Role Play.

Interpretative Note

In the first column of Exhibit 1, our research indicates that one or more of four critical behaviors (Provides Learning Opportunity (PL), Stimulates Inquisitiveness (SI), Stimulates Language (SL), and Gives Reinforcement (GR) just preceded within a range of 15 seconds the expression of Learning Orientation (LO) in 71 percent of the parent-child observations on which this exhibit is based. This subset of critical behaviors we refer to as the *behavioral routine* associated with Learning Orientation. By following each column in an analogous manner, it is possible to identify behavioral routines associated with each remaining value.

By following each row, it would appear that PL, SI, and SL are core behaviors common to the medial and behavioral expression of each value.

These patterns discovered in our parenting lab we've found to apply as well to classrooms in preschool and elementary settings. Presently, we are evaluating the validity of these linkages on samples of socially distress adolescents and adults within and outside their family settings.

We utilize four interrelated pedagogical strategies that fully embrace core behaviors *PL*, *SI*, and *SL* in ways that may accelerate rates of reading and math achievement in the classroom as well as in after-school, week-end, and summer school programs (Taylor & Kouyaté, in preparation). We provide simple illustrations of these pedagogical strategies which together for math and reading instruction that can be easily generalized to other disciplines. These four we shall refer to as **core pedagogical strategies** which we now illustrate for the disciplines of math, reading, and science. A cultural exemplar in the discipline is used to motivate and engage student engagement.

□ **Math**—probing the relationship between addition and multiplication

1. **Objective Learning.** *What is 2×3 ?*
2. **Active Learning.** *Jason, what is your favorite pair of socks at home? Let us say that Jason puts \$3.00 in one favorite sock and \$3.00 in the other. Who can show me how to use multiplication to determine how much money Jason has?*
3. **Meaningful Learning.** *Sheba has 3 DVDs and Tanisha has 3 DVDs. Who can show me two ways of figuring out how many DVDs they have together?*
4. **Mindful Learning.** *Who can explain the relationship between $3 + 3$ and 2×3 ? Yes, that's right, Akela. Teacher then writes on the board and explains the expression $(3 + 3) = (2 \times 3)$ which is another way of writing Akela's answer. Then teacher writes $(3 + 3 + 3) = (? \times 3)$ and gives students a moment to figure out the value of '?'. When students understand the nature of '?', teacher assigns teams (named after famous black mathematicians) to make up 3 problems using sets of 4, 5, and 6 and share their problems and answers to the class with explanations. After completion: Professor Brown would be proud (see next page).*

□ **Reading**—Probing the nature of metaphor

For this lesson segment we use Langston Hughes' (1958) 'The Negro Speaks of Rivers': *I've known rivers ancient as the world and older than the flow of human blood in human veins. My soul has grown deep like the rivers. I bathed in the Euphrates when dawns were young. I built my hut near the Congo and it lulled me to sleep.*

1. **Objective Learning.** *Which river does Mr. Hughes mention? Where is it located? Where does he build his house? Where is that located?*
2. **Active Learning.** *In Pittsburgh, from which rivers do we get our drinking water? What's the importance of water for life—for plants? Trees? Man? What happens when pollution gets in our rivers?*
3. **Meaningful Learning.** *What kind of water is Langston Hughes talking about? What things pollute the rivers Langston Hughes is talking about? Does this pollution affect quality of life in our community? Why? Why not? Does this pollution have anything to do with making poor grades in reading, math, or science? Why? Why not?*
4. **Mindful Learning.** *Randy, a 10 year old African American child, attended a racially integrated school. The teacher asked her students to identify where they were from originally. Jacques, one of his best African American friends responded to the*

Self-Confidence

Math Whizz

Introducing Professor Emory Neal Brown



BA, mathematics, Harvard College, **1978** (*magna cum laude*); **MA**, statistics, Harvard University, **1985**; **MD**, Harvard Medical School, **1982**; **PHD**, statistics, Harvard University, **1988**.

THERE ARE MORE THAN 1 BILLION specialized cells in the brain that communicate with one another in ways that are linked to our thoughts and feelings.

Imagine that—1 billion cells talking to one another! Who would be daring enough to figure out this complication—especially when it's hard to keep track of just two people talking to one other?

Professor Emory Neal Brown is a daredevil with numbers. He has developed powerful mathematical models to describe how thousands of brain cells talk to one another. Amazing!

Get ready, Professor Brown, we'll be talking about you! Your accomplishments will inspire and help us. Your young friends in the ZONE thank you in advance.



question with 'I'm from Africa' and Randy responded with 'I'm from Cleveland'. Teacher then assigns students to teams (named after famous black writers) that are instructed to analyze each of the following questions with explanation and justification: *What's the cultural river Randy was talking about? What's the cultural river his friend Jacques was talking about? What's the difference? Might this difference offer at least one explanation for why Randy later died of a drug overdose and Jacques later became a successful businessman and professional actor? Why or why not?* [Link to cultural exemplar.]

□ **Science**—Probing the nature of patterns, relations, and functions

1. **Objective Learning.** Students are first asked to describe patterns involving blue 'b' and yellow 'y' blocks, e.g., 'bybybyyyb'. They are then asked to predict what would come next ('yyyy'). Finally, they are asked to provide reasons for their answers.
2. **Active Learning.** Working in small teams (named after famous black scientist) students, using different colored pencils or cut outs, create simple to complex pattern games. They share then with other students who are challenged to describe the pattern and predict what would come next with reasons solicited for each prediction.
3. **Meaningful Learning.** *Let's talk about other patterns. Who saw a tree today on the way to school? Did you know you can tell how old a tree is by the number of rings it has?* Teacher illustrates and passes out examples to small teams of students who provide an oral report on the age of each tree along with their justification. As a class project, teacher then asks each team to combine their data to make a serial chart of tree ages from each team. Each student team is then provided a chart laying out the progression of obesity over the last 5 years. Students are asked to predict level of obesity 5, 10, and 12 and one-half years from now. Graphs are created and students from teams are asked to explain and justify their productions. ¹
4. **Mindful Learning.** *Let's say your tree is 5 years old now. How old will it be 8 years from now? Yes, that's right: 13 years old! Now let's say your tree is 12 years old now. How old will it be 10 years from now? That's right: 22 years old!* Student teams are then asked to answer and justify their answer to the following questions: *Can you show me a general way of predicting the age of your tree at any future time if you know the age of that tree right now? Can you show me a general way for predicting obesity at some future point in time?* ²[Link to cultural exemplar.]

In the application of these lessons, teachers are instructed on the importance of calling not only on students eager to respond but also on students who have not responded. This recommendation, an integral feature of the Knowledge is Power Program (KIPP), is designed to enhance basic skills and conceptual understandings of *all* students.

□ **Reading.** We choose Langston Hughes' poem 'The Negro Speaks of Rivers' to provide a complementary example for the discipline of language arts. His poem begins thusly: *I've known rivers: I've known rivers ancient as the world and older than the*

¹ Also, teacher could use simple introduction to patterns involving earth's rotation around its horizontal axis to explain the onset of night and day or the tilting on its vertical axis to explain the onset of winter and summer seasons—first lessons in the discipline of celestial mechanics.

² If footnote 4 is followed, here the question would involve soliciting student explanations of what might happen to night and day cycles if the earth's rotation around its horizontal axis is slowed or what might happen to the seasons if the earth's rotation around its vertical axis got stuck. Questions then follow on how these changes would affect life in the neighborhood, in the nation, in the world.

flow of human blood in human veins. My soul has grown deep like the rivers. I bathed in the Euphrates when dawns were young. I built my hut near the Congo and it lulled me to sleep.

1. **Objective Learning.** *Which river does Mr. Hughes mention? Where is it located? Where does he build his house? Where is that located?*
2. **Active Learning.** *In Pittsburgh, from which rivers do we get our drinking water? What's the importance of water for life—for plants? Trees? Man? What happens when pollution gets in our rivers?*
3. **Meaningful Learning.** *What kind of water is Langston Hughes talking about? What things pollute the rivers Langston Hughes is talking about? Does this pollution affect quality of life in our community? How? Does this pollution have anything to do with making poor grades in reading, math, or science?*
4. **Mindful Learning.** *Randy, a 10 year old African American child, attended a racially integrated school. The teacher asked her students to identify where they were from originally. Henry, one of his best African American friends responded to the question with 'I'm from Africa' and Randy responded with 'I'm from Cleveland'. What's the cultural river Randy was talking about? What's the cultural river his friend Henry was talking about? What's the difference? How might this difference explain why Randy later died of a drug overdose and Henry later became a successful businessman and professional actor? [Link.]*

Beyond these **core pedagogical strategies** are eight **complementary strategies** which in various combinations with the core are associated with each value (See Exhibit 1):

1. *Expresses Affection EA* (being available, being resourceful, meeting students' needs, affirming basic teacher regard for students—'You're someone special!')
2. *Communicates Warmth CW* (smiling, patting student on shoulder, touching back of student's hand)
3. *Uses Induction Techniques UI* (soliciting *and* offering reasons, justifications, explanations)
4. *Gives Reinforcement GR* (using valuation and exemplification materials—biographies, folktales, stories, proverbs, icons—to recognize value-congruent behaviors)
5. *Stimulates On-Task Behavior SO* (anticipating trouble spots, providing instruction on how to get through trouble spots, using nonverbal head nod or smile or touch on back of hand to reinforce students' task engagement)
6. *Reversing Off-Task Behavior RO* (using a calm approach, diagnosing the problem, explaining the problem to student, providing hint on problem solution, and offering opportunity for student to implement and rehearse solution, and then explain the solution to you)
7. *Stimulates Autonomy SA* (encouraging use of internal and external resources in carrying out individual and group projects)
8. *Stimulates Role Play SRP* (using skits, bees, and role or game simulations to instruct in math, reading, science, social studies, etc.)

Consulting Exhibit 1, we note that implementing the core behaviors PL, SL and SI along with complementary behaviors SO, RO, SA, and SRP are associated with medial and behavioral expressions of Self-Reliance 85 percent of the time. Following this procedure we identify how core and complementary instructional behaviors blend to enhance the medial and behavioral expression of each value.

Weekly Monitor for Middle School Teachers (7/10/2007)

Name of Teacher: _____

Target Value _____

Grade: ___ Class: _____

Week Starting (Month Day/Year) _____

Valuation

1. For **biography**, daily check-off which instructional steps were explicitly covered in accordance with the manual:

	Mon	Tues	Wed	Thurs	Fri
• Introduced material	_____	_____	_____	_____	_____
• Discussed personal implications	_____	_____	_____	_____	_____
• Discussed social implications	_____	_____	_____	_____	_____
• Discussed educational implications	_____	_____	_____	_____	_____
• Strengthened normative support	_____	_____	_____	_____	_____

2. For **pop culture**, daily check-off which instructional steps were explicitly covered in accordance with the manual:

	Mon	Tues	Wed	Thurs	Fri
• Introduced material	_____	_____	_____	_____	_____
• Shared attributes related to value	_____	_____	_____	_____	_____
• Discussed social implications	_____	_____	_____	_____	_____
• Discussed educational implications	_____	_____	_____	_____	_____
• Strengthened normative support	_____	_____	_____	_____	_____

3. For **icon**, check-off which instructional steps were explicitly covered in accordance with the manual:

	Mon	Tues	Wed	Thurs	Fri
• Introduced material	_____	_____	_____	_____	_____
• Discussed Major attributes of icon	_____	_____	_____	_____	_____
• Discussed interrelationships	_____	_____	_____	_____	_____
• Discussed social implications	_____	_____	_____	_____	_____
• Discussed educational implications	_____	_____	_____	_____	_____
• Strengthened normative support	_____	_____	_____	_____	_____

Weekly Monitor for Middle School Teachers (8/10/2007)

Name of Teacher: _____

Target Value _____

Grade: ___ Class: _____

Week Starting (Month/Day/Year) _____

Exemplification

1. Daily check-off **exemplification strategies implemented to reinforce value-consistent behaviors** in accordance with the manual:

	Mon	Tues	Wed	Thurs	Fri
	_____	_____	_____	_____	_____
• Observe	_____	_____	_____	_____	_____
• Link	_____	_____	_____	_____	_____
• Recognize	_____	_____	_____	_____	_____

2. Daily check-off **exemplification strategies implemented to correct value-inconsistent behaviors** in accordance with the manual:

	Mon	Tues	Wed	Thurs	Fri
	_____	_____	_____	_____	_____
• Observe	_____	_____	_____	_____	_____
• Link	_____	_____	_____	_____	_____
• Recognize	_____	_____	_____	_____	_____

3. Daily check-off **exemplification strategies implemented to promote student resiliency** in accordance with the manual:

	Mon	Tues	Wed	Thurs	Fri
	_____	_____	_____	_____	_____
• Observe	_____	_____	_____	_____	_____
• Probe	_____	_____	_____	_____	_____
• Link	_____	_____	_____	_____	_____
• Apply	_____	_____	_____	_____	_____

Weekly Monitor for Middle School Teachers (8/10/2007)

Name of Teacher: _____

Target Value _____

Grade: ___ Class: _____

Week Starting (Month/Day/Year) _____

Routines

1. Daily check-off **core routines implemented to accelerate academic achievement** in accordance with the manual:

	Mon	Tues	Wed	Thurs	Fri
• Objective Learning	_____	_____	_____	_____	_____
• Active Learning	_____	_____	_____	_____	_____
• Meaningful Learning	_____	_____	_____	_____	_____
• Mindful Learning	_____	_____	_____	_____	_____

2. First, place an 'X' in the following boxes to **identify complementary routines required to promote the behavioral expression of the target value.**

Second, **daily check-off complementary routines implemented to promote the behavioral expression of the target value:**

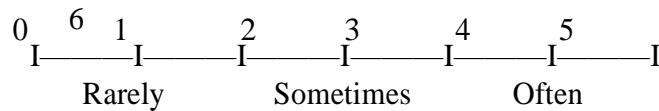
	Mon	Tues	Wed	Thurs	Fri
• Expressed Affection (EA)	_____	_____	_____	_____	_____
• Communicated Warmth (CW)	_____	_____	_____	_____	_____
• Used Induction Techniques (UI)	_____	_____	_____	_____	_____
• Gave Reinforcement (GR)	_____	_____	_____	_____	_____
• Stimulated On-Task Behavior (SO)	_____	_____	_____	_____	_____
• Reversed Off-Task Behavior (RO)	_____	_____	_____	_____	_____
• Stimulated Autonomy (SA)	_____	_____	_____	_____	_____
• Stimulated Role Play (SR)	_____	_____	_____	_____	_____

Check if this assessment is a **Pre-Test** or **Post-Test**

Student's Last Name: _____ First _____ Class _____
Teacher's Last Name: _____ First _____ Date: / / _____

VAL-OS© 2007
Jerome Taylor
Center for Family Excellence, Inc.
Pittsburgh, PA

TEACHER INSTRUCTIONS: *Read each statement completely, carefully, thoughtfully. Indicate the frequency with which the statement applies to this student by using the following scale which is marked from 0 to 6. The more you think the statement applies, the higher the number you would assign. Place the number best representing what you think in the blank space just preceding each statement.*



This student...

- _____ 1. answers questions in class.
- _____ 2. is jittery when asked to do something new in class.
- _____ 3. enjoys participating in school or special classroom activities.
- _____ 4. volunteers for special assignments.
- _____ 5. is shy around others.
- _____ 6. shows enthusiasm when new lessons are introduced.
- _____ 7. is eager to explore unfamiliar tasks.
- _____ 8. is fearful and cautious.
- _____ 9. tries to discover new ways of doing familiar things.
- _____ 10. will accept the lead in various activities.
- _____ 11. seeks out challenging tasks.
- _____ 12. prefers to work alone.

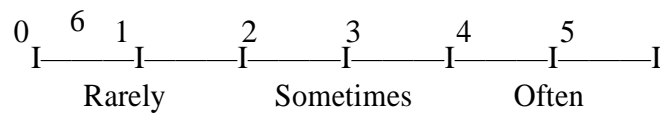
A(1,3,4,6,7,9,10,11) _____ **B(2,5,8,12)** _____ **SC = A + (24-B)** _____

Check if this assessment is a **Pre-Test** or **Post-Test**

Student's Last Name: _____ First _____ Class _____
Teacher's Last Name: _____ First _____ Date: / / _____

Student Engagement
Jerome Taylor
Center for Family Excellence, Inc.
Pittsburgh, PA

TEACHER INSTRUCTIONS: *Read each statement completely, carefully, thoughtfully. Indicate the frequency with which the statement applies to this student by using the following scale which is marked from 0 to 6. The more you think the statement applies, the higher the number you would assign. Place the number best representing what you think in the blank space just preceding each statement.*



Students...

- _____ 1. paid attention to teaching and teaching materials.
- _____ 2. were absent or late for class.
- _____ 3. persevered even when tasks and concepts were challenging.
- _____ 4. made comments like 'this is too hard' or 'this is boring'.
- _____ 5. asked questions to improve their understanding.
- _____ 6. required repeated discipline.
- _____ 7. put forth substantial effort to learn material introduced.
- _____ 8. heads were down or acted distractedly.
- _____ 9. stayed on-task during seat work.
- _____ 10. seemed out of control.
- _____ 11. added their ideas or explanations during the lesson..
- _____ 12. focused more on one another than on the lesson.

A(1,3, 5, 7,9,11) _____ **B(2,4,6,8,10,12)** _____ **SE = A + (36 - B)** _____

What Others Are Saying about We CAN: Curricular, Axiological, and Normative Enhancements that Close and Reverse Achievement Gaps

February 1, 2013
Jerome Taylor PhD

- **The Late Asa Hilliard III**, Fuller E. Callaway Professor of Urban Studies and Professor of Educational Policy Studies, Georgia State University; author of more than 250 articles and books

I have been in the game for a long time, and rarely expect to be impressed with the typical rhetoric and weak practices that pass for 'school reform'. To say that your... materials are impressive to me is an understatement. The We CAN approach sets the expectations, standards and goals at the highest levels. Conceptually, theoretically, and philosophically, the project has deep and valid roots...The reported results command attention and accolades. Congratulations on moving beyond the tired rhetoric!

- **David C. Berliner**, Former President of American Educational Research Association, the most prominent international professional organization in education; Regents' Professor, Educational Leadership and Policy Studies, Mary Lou Fulton College of Education, Arizona State University

Your proposal is terrific. It hits all the issues and I can only wish you well...

- **Margaret Beale Spencer**, Board of Overseers Professor of Education and Psychology, Graduate School of Education, University of Pennsylvania; Fellow in four divisions of the American Psychological Association; trustee of the Foundation for Child Development

This is a wonderful accomplishment!

- **James A. Middleton**, Director, Division of Curriculum and Instruction, Mary Lou Fulton College of Education, Arizona State University

Congratulations on this milestone.

- **Rodney K. Hopson**, Hillman Distinguished Professor of Education at Duquesne University

Brilliant...At a time when such excitement about closing and reducing the achievement gap in our nation's schools, we need more of these type of efforts focused on success and excellence of Black students rather than the continued focus on deficits....

- **William Cross**, Professor of Psychology, City University of New York, pioneer and renowned scholar in cultural identity theory

This is a masterful piece of work...comprehensive yet realistic and practical. Your work has always had a ring of excellence....

- **Molefi Kete Asante**, Professor and former Chair, Department of African American Studies, Temple University, where he created the first PhD program in African American Studies

Your racial achievement work is excellent. It should become a standard for the state.

- **Karl Mack**, Executive Director, National Society of Black Engineers, 23,000+ members

The National Society for Black Engineers is willing to work with you in this crisis facing all of us.