

Village Community Education Program

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Table of Contents

Chapter 1: My Goal as a Community Education Leader	4
Chapter 2: My Preparation for the Roles and Responsibilities of a Community Education Leader	6
Chapter-3 Review of Literature.....	9
Introduction.....	9
Cause of Disproportionality	11
Culturally-Responsive Counseling.....	11
Classroom Management and Instruction.....	12
Family and Community	12
Advisory	13
Chapter 3: Roles and Responsibilities of a Community Education Leader	14
Understand ourselves as cultural beings.	14
Establish strong relationships with parents and other student caregivers.	14
Apply culturally responsive education.....	14
Assume multiple roles in students' lives.....	16
Conclusion	16
Chapter 4: Village Community Education Program.....	18
Chapter 5: Models of a Community Education Program.....	20
Lyons Township High School, LaGrange Illinois.....	20
Boston Arts Academy, Boston, Massachusetts	20
The Critical Elements of Advisory	22
Chapter 6: Developing and Implementing a Community Education Program.....	24
Description.....	24
Grade Level Advisory Topics	24
Advisory Lesson Planning	25

Advisory Non-negotiable..... 25

Advisory Committee Planning 25

Agenda for Advisory Planning Session 25

Advisory Activities..... 28

Chapter 7: Evaluate the Community Education Program..... 45

 Survey Form..... 46

 Assessment form for students 47

 Assessment form for advisors 48

References..... 49

Chapter 1: My Goal as a Community Education Leader

Although educators are challenged to address a number of issues in Black male education, school discipline has become one of the most challenging aspects. According to data collected during the past thirty years, Black students are disciplined at rates that far exceed their statistical representation, particularly on measures of suspension and expulsion, in almost all major school systems (Monroe, 2006, p. 102). The large number of suspensions and expulsions for African American students had a direct relationship with the number of office referrals from teachers. In a study done on urban school districts, African American children received more office referrals and subsequently more suspensions, than any other ethnic group (Townsend, 2000, p.32). Why are African American children being referred to the office so often? Are teachers not prepared to address the unique cultural needs of African American students? Are teachers misconstruing cultural differences for inappropriate school behavior? The challenge in putting that perspective into practice is to find effective methods of implementing research-based practices in school discipline and school violence prevention (Skiba, 2003, p. 70).

In Jacqueline Jordan Irvine's framework of cultural synchronization (1990), she hypothesized that obstacles to youth's success, stem largely from a lack of cultural synchronization between students and their teachers. The fundamental question I intend to address upon implementing the Village Community Education program (Village CEP) is "How can teachers and school leaders implement an effective advisory program that fosters a sense of community in students, particularly African American adolescents?"

The goals I have set forth for myself as an educational leader include:

- To foster an environment, where adults become advocates for traditionally marginalized students.

- To build a sense of community among disenfranchised students.
- To increase parental involvement by inviting parents, guardians and community members to become active within the school community.
- To develop effective strategies to support students' with coping with the world around them and achieving post-secondary choice.

Chapter 2: My Preparation for the Roles and Responsibilities of a Community Education Leader

In preparation for the roles and responsibilities of a Community Education Leader, I have earned a Bachelor of Arts degree in Spanish Language and Literature, with a concentration in Professional Education from Stony Brook University. My undergraduate experience provided the instructional foundation needed to become an effective teacher. During my undergraduate years, as well as the first 3 years of teaching, I was able to develop and cultivate my teaching style. I began to mentor new teachers and assist them with discipline and classroom management. My first principal once said to me, “Some teachers are good classroom managers and some teachers are good instructors, but very few are both.” I interpreted that as a personal challenge, because I understood that in order for students to learn and achieve academically, the environment must be conducive to learning and free from disruption. As such, I had a very successful first year teaching at a predominantly African American high school. I remember I had one class that was extremely talkative and uncooperative, and many students were disruptive. It was a very difficult environment in which to teach. I decided that I was going to become more militant and “not smile until Christmas,” as the old saying goes. I decided that students would have to earn their way into the classroom, and I conducted class in the hallway. At first students thought it was cool, but they soon began to miss their desks and chairs, and appreciate their instructional environment. Students welcomed the quiz that awaited them in the classroom, and for the remainder of the year, I had no discipline problems with that class.

In 2006, I decided to begin coursework at Central Michigan University and, in 2008, I earned a Masters of Arts degree in Education, with a concentration in Instruction and Curriculum. In 2009, with 5 years teaching experience, I decided that I wanted to make more of

an impact and become a catalyst for change on a larger scale, so I enrolled in the Educational Leadership Program at Clark Atlanta University. I desire to assist teachers with strategies and methodologies that will provide maximum learning outcomes for urban students. Most recently, I have been awarded with the Project GRAD 2010-2011 Exemplary Teacher Award, as well as the 2010-2011 Teacher of The Year Award.

My most relevant preparation for Village CEP has been as advisor of a single-gendered group. I love my advisory girls! My advisory is made up of 20 beautiful, dynamic and talented young ladies. The Ashley Silas House is truly a family. We laugh, we cry, we share, and we even get mad at each other sometimes. Our advisory is very unique, not only because there are no males, but because we work together to help one another as much as possible. However, it was not always this way. We started off the year with lots of concerns, mostly having to do with my high expectations of them. The girls felt I was too hard on them. They felt I was too critical about their grades, and too abrasive in my approach to improve their academic performance. While my expectations of them will always be high, I did listen to their feedback, and I have changed how I react to poor school performance.

I believe advisory is a time to love and be loved. Often times, students feel like they are all alone and their teachers pick and choose favorites; but in advisory, students have the opportunity to develop a sense of community, and feel good about who they are. More importantly, my girls know they have an advocate at the school, someone who always has their best interest at heart. It is important for me to be more than a teacher during advisory time. My goal is to be somewhat of a big sister to them. They know they can tell me anything, and I will still love them unconditionally. They also know that I am not their peer, and respect must be a fundamental in our relationship. Like a big sister, I know I am their role model, so I try not to

nag them, but rather to lead by example. I want them to see themselves in me. I conduct myself as a professional, pleasant, and hard-working woman at all times because I know that I am a role model to these young ladies.

Chapter-3 Review of Literature

Introduction

This literature review included peer-reviewed articles and books, found through First Search and ERIC databases. The literature identified potential casual factors for the disproportionality in discipline, including the lack of African American cultural understanding on the part of school officials, disciplinary practices, as well as the widening of the achievement gap.

Nationally, huge numbers of Black male students fail in our education system. In many areas of education, African American students are falling behind. Many students begin school at a disadvantage because of limited early childhood opportunities. According to the report, *We Dream a World: the 2025 Vision for Black Men and Boys*, the lack of access is a causal factor for the decline in academic achievement in the later years. A declining number of African American males do not complete high school in 4 years, and many are unprepared for postsecondary options. Inequitable opportunities may have a short-term, as well as long-term impact on academic achievement and learning outcomes. Furthermore, Black males are more likely to have a low-wage job, spend more time in prison, and have shorter life spans than their counterparts (Campaign for Black Men and Boys, 2010, p. 8). As adults, African American low-income males face tremendous obstacles to success. Negative educational experiences and failures usually determine life outcomes. In the absence of community education programs geared toward the success of African American males, the cycle of failure continues.

Research shows that certain practices and educational aspects, such as personalization and advisory, increase the probability of achievement in all students regardless of race. *Turning Points: Preparing American Youth for the 21st Century* (1989) provided the justification for

assigning an adult advisor to each student as a way of building smaller communities. Turning Points also stated, “Every student should be well known by at least one adult. Students should be able to rely on that adult to help learn from their experiences, comprehend physical changes and changing relations with family and peers, act on behalf to marshal every school and community resource needed for the students to succeed, and help to fashion a promising vision for the future” (Carnegie Council on Adolescent Development, 1989, p.40).

There is much research in the field of resiliency and prevention that shows a direct connection between school success and healthy development among students. This connection is especially true for traditionally marginalized students. Basically, research says that “if we create safe, supportive, respectful learning environments, personalize young people’s learning experience, help them develop social and emotional competencies, and provide opportunities to practice using these competencies, they will grow more attached to school, avoid risky behavior, and achieve more academic success” (Poliner & Lieber 2004, p.6). Village CEP meets these goals.

Effective schools for African American males understand that for them to achieve, they need teachers and administrators who believe in their ability and potential and do what is necessary to inspire them to be successful; These are the advisors of Village CEP. There is no single research-based educational model proven to close the achievement or the discipline gap. However, many single gender schools serving African American males have significant achievement data worth analyzing. The Eagle Academy Foundation and Urban Prep Academies have adopted the “We believe” motto and are effectively educating African American males from low socio-economic backgrounds. The Eagle Academy Foundation operates high schools in New York, and aims to challenge young men of color from low-income neighborhoods.

Urban Prep Academies operates high schools in Chicago under a rigorous extended model, which provides additional instructional time. Both organizations utilize a variety of approaches to meet the needs of African American students, including mentoring, Saturday programs, summer bridge programs, and community services. Eagle Academies graduates 80 percent of its students, and more than 80 percent of its graduates go on to college. In 2010, 100 percent of Urban Prep's graduates were accepted into college. These 2 educational institutions prove that intentionality with African American students' schooling can provide maximum learning outcomes, and I have incorporated similar elements into the advisory component of Village CEP.

Cause of Disproportionality

Nationally, African American students are overrepresented in terms of disciplinary action with regard to classroom penalties, such as verbal reprimands, suspensions, and expulsions. As a result, questions about personal dispositions, family backgrounds, and socialization would appear reasonable (Monroe, 2006). However, there is no research that states that African American students are more disruptive than their peers (Skiba, 1999). Cultural constructs seem to be of utmost importance when discussing the racial disparities in school discipline. In her framework for cultural synchronization, Jacqueline Jordan Irvine argued that African American students possess a distinct cultural orientation, which creates a challenge in cross-cultural interactions for educators, who are not cultural brokers (1990).

Culturally-Responsive Counseling

Schools are to provide professional development opportunities that focus on combating stereotypes and negative cultural perceptions. In order to meet the needs of all students, teachers are to use culturally responsive strategies that prevent and reverse negative inappropriate behavior. For example, teachers who are cultural brokers may use humor that is culturally-based

in their interactions with students (Monroe, 2005). These teachers usually have strong relationships with students and parents, and are comfortable in their roles. Thusly, they write few office referrals. Culturally responsive counseling practices “refer to the inclusion of diverse perspectives into the counseling process in a manner that validates and affirms children from marginalized groups and recognizes the contextual dimensions of race, culture, class, gender, religion, sexual orientation, and geography” (Day-Vines et. al, 2003, p.40).

Classroom Management and Instruction

Teachers should also spend time explaining classroom policies, procedures, as well as consequences for not adhering to those expectations. Consistent revision of policies reminds students of what is expected and provides for classroom success. Pedagogical techniques to engage and interest learners must be implemented in order to provide students with an educational experience about which they feel good. The content, context and mode of teaching can all be altered “to respond to the learning and communications styles of African American students” (Day-Vines & Day Hairston, 2005, p. 236). It is essential for teachers to understand the history and social-cultural characteristics of African Americans to develop instructional and interactive practices that are culturally relevant. Education leaders must provide professional development, which seeks to assist teachers with culturally relevant strategies, in order for them to be effective with diverse students.

Family and Community

Genuine partnerships must be developed between African-American families, communities, and schools. “Fostering collaborative relationships with individuals who are members of the family and community can provide insights on student behavior that can lead to the development of strategies for motivating and instructing African American learners” (Day-

Vines & Day Hairston, 2005, p. 240). Family support of education such as, statements emphasizing the importance of education, often go unnoticed and unutilized. Educators may want to ask family or community members to suggest books, field trips, speakers, and activities that reflect the African American culture and enhance the curriculum. Teachers and administrators can solicit African American organizations for their participation in curriculum development and discipline strategies.

Advisory

Positive personal relationships with teachers are critical to students' success. "Academic personalization emphasizes differentiated instruction, collaborative learning, multiple intelligences, and the social construction of knowledge. One study showed that when students perceive their teachers as caring and respectful, they participate more in class, complete more of their homework, and cheat less often" (Poliner & Lieber, 2004, p. 7).

Research also indicates that interventions that improve the climate for learning, promote attachment to school, and increase student achievement, while decreasing the rates of high-risk behaviors. The National Longitudinal Study of Adolescent Health found that teenagers sense of connectedness to school is the single most important factor associated with significantly lower rates of emotional distress, suicidal thoughts and behaviors, violence, substance abuse, and sexual activity (Poliner & Lieber, 2004). In other words, when students connect positively with peers and adults, they are more likely to avoid high-risk behaviors. A study of 165 intervention programs found that initiatives that focused on creating a more positive environment decreased the prevalence of delinquency, alcohol and drug use, drop-out and non-attendance rates, and behavior problems (Poliner & Lieber, 2004).

Chapter 4: Roles and Responsibilities of a Community Education Leader

Understand ourselves as cultural beings.

Many school leaders and teachers do not understand how their own cultural experiences and beliefs shape who they are professionally, and may encourage patterns of school failure for students. Educators need to enter their schools with a good understanding of how their own background experiences, values, and beliefs shape who they are as administrators and teachers. Educators should examine and change their own behaviors and avoid penalizing culturally based actions that are not meant to be disruptive (Monroe, 2006).

Establish strong relationships with parents and other student caregivers.

Effective educators of African American students are not satisfied with ambiguous explanations of students' home lives (Ladson-Billings, 1994). Rather, the best educators for African American students make conscious attempts to build relationships with parents and families, and view them as partners in promoting student success. These educators make visits to students' homes, churches, and community organizations. They also maintain written and oral communication with phone calls, letters, class-lit serves, bulletin boards, newsletters and e-mails. These approaches not only elicit parental involvement and help in reinforcing classroom expectations, but also create opportunities for schools to draw on parents' knowledge of what works best for their children (Monroe, 2006).

Apply culturally responsive education.

Educators that incorporate a culturally responsive structure integrate aspects of students' home, personal, and community lives into the school. Culturally responsive education extends from specific teaching strategies to creating environments conducive to a particular cultural

group (Nieto, 1999 as cited in Monroe & Obidah 2004). Culturally responsive discipline may include the following:

- Switching between standard English and African American dialect
- Mirroring community-based language
- Cadence – a rhythmic flow of sounds in language.
- Facial expressions
- Conversation topics
- Demeanor – outward manner or behavior
- SSS Method –refers to the sequence of providing feedback that requires the teacher to stroke, sting, and stroke. That is, as teachers, reprimand students, they must first make a positive statement that affirms the integrity of the child, then sting or issue the reprimand, and close by offering another positive statement (Bireda, 2002, p.35).

When the school environment corresponds to the students' home culture, African American students are more successful than when there is a continuity between the school and the home (Ladson-Billings, 1990 as cited in Monroe & Obidah, 2004). Educators who work within this framework serve as cultural mediators, activists, and supporters of students' growth and development (Mitchell, 1998 as cited in Monroe & Obidah, 2004). These three roles allow educators to identify, recognize, and empathize with the challenges that their students encounter. Most importantly, their encouragement of cultural resemblance between schools and communities reduces the possibility that students will be marginalized because of their cultural backgrounds. Essentially, in order to close the discipline gap, school administrators and teachers must broaden their version of effective disciplinary practices to include culturally based strategies.

Assume multiple roles in students' lives.

Historical and current scholarships of African American education validate that effective educators establish all-around relationships with their students (Foster, 1997 as cited in Monroe, 2006). Effective educators intentionally foster relationships with their students beyond the classroom. “They are involved in extracurricular activities, serve as surrogate parents and family friends, and open their classrooms and schools for community-based gatherings” (Mitchell, 1998, p.113). These types of interactions develop strong bonds with students, more cultural understanding, and trusting relationships with families and communities. These interactions also provide educators with information about students’ strengths, abilities and interests, as well as an understanding of particular situations and influences that may bring forth positive responses. Because of this, relationships between students and educators become a powerful component of desirable behavior in the classroom and school by creating interactions based on respect, care and mutual goals.

Conclusion

Evidently, not every occurrence of classroom misbehavior is a result of cultural misunderstandings. However, the compelling evidence surrounding the discipline gap obliges educational leaders to seek out justification for the racial disproportionality. A close examination of the lack of cultural synchronization between teachers and students may show that many disciplinary punishments stem from misinterpretations of student behavior due to a lack of personalization. Teachers have to expand their thinking beyond traditional duties and responsibilities, and into the role of advisor. They must develop an effectiveness related to the cultural framework of their classroom, and educational leaders must support them in various ways, including providing professional development opportunities and needed resources, if they

are to desire to be truly effective teachers of African American students and other culturally diverse students (Monroe, 2006).

Chapter 5: Village Community Education Program

“It takes a village to raise a child.”

The purpose of the Village CEP is to provide a prevention and intervention school-based community program for at risk, urban students, particularly African Americans. The Village CEP is a collaborative effort between the pre-existing comprehensive behavior program and the advisement program at Carver High School of Health Sciences and Research. The program follows a distributed counseling model, in which teachers act as advisors and mentors for students. The program also provides culturally responsive strategies, workshops and lecture series, geared towards addressing students’ social, behavioral, emotional, and academic needs.

At the beginning of the 2010-2011 school year, the principal appointed an Advisory Chair, who was responsible for designing community building lesson plans to be implemented by all the advisors. The advisors received a packet of activities in August, but many were unfamiliar with the philosophy of personalization, and did not know how to engage their advisees. The Advisory program began to deteriorate, and as a result so did the relationships between students and teachers as well as among peers. Students did not appear to be connected to the school. The Advisory Board, which consists of an administrator, a Parent Liaison, a Behavior Specialist, 2 teachers, and a counselor, determines the goals and outcomes of advisory. According to *The Advisory Guide*, goals can be related to the school’s mission, academic advising and coaching, a sense of connection, interpersonal and intrapersonal skills or they may be related to parent/guardian student contact (Poliner & Lieber, 2004). The Board also determines how advisories will be grouped; all advisories will contain mixed grade levels, but some may be single gender or some may share a common theme, such as teen parents. No advisory shall have more than 20 students. Advisory will meet once a day from 1:00 p.m. to

1:45 p.m. The content, themes, and format will be outlined in the Carver Advisory Resource Guide. The advisors' role and expectations will be developed through a series of professional learning seminars. Teachers will each be given advisory participation targets, which must be met to receive a satisfactory performance evaluation. The program kicks off at the beginning of each school year and continues until the end of the school year. Needed resources and materials are identified early to ensure advisors have a means to link advisory to other school programs.

Program Objectives	Measurements
<ul style="list-style-type: none"> • To foster an environment, where adults become advocates for traditionally marginalized students. 	<ul style="list-style-type: none"> • Student/advisor questionnaires • Observation • Student Achievement • Student Attendance • Participation data • Discipline reports
<ul style="list-style-type: none"> • To build a sense of community among disenfranchised students. 	<ul style="list-style-type: none"> • Observation • Feedback from parents, students, and staff on effectiveness • Student Achievement • Student Attendance • Participation data • Discipline reports • Youth Truth Beneficiary Perception Report
<ul style="list-style-type: none"> • To increase parental involvement by inviting parents, guardians and community members to become active within the school community. 	<ul style="list-style-type: none"> • Observation • Feedback from parents, students, and staff on effectiveness • Attendance logs • PTSA membership and attendance • # of parental contacts and visits during school year
<ul style="list-style-type: none"> • To develop effective strategies to support students' with coping with the world around them and achieving post-secondary choice. 	<ul style="list-style-type: none"> • Observation • Feedback from parents, students, and staff on effectiveness • Student Achievement • Student Attendance • Participation data • Promotion rate/retention rate of students in the school. • Emory University Hope Study

Chapter 6: Models of a Community Education Program

Lyons Township High School, LaGrange Illinois

Lyons Township High School has 3, 200 students on two campuses west of Chicago. Advisory was established during the 2001-2 academic year, meets once a week for 25 minutes with about 20 students in each group. Advisory is added to a teacher's class load.

There is a 12-person committee that oversees advisory, including administrators, counselors and teachers. Advisors are not involved in discipline, nor were they designed to be the primary parent contact.

Since advisory has only been in place a few years at Lyons Township High School, advisors are still adjusting to the role and the committee is deciding how much structure is needed. During the first year, advisors had explicit activities for every session; now, teachers have more flexibility, but can print lessons from the school's website, if they choose to. Advisory at Lyons Township focuses on community building and improving students' communication skills. It organized around themes and principles that emphasize respect, problem-solving, self-management, and responsibility.

Preparation for advisory was given to teachers to review materials the year prior to implementation; a summer workshop, follow-up meetings and training on professional development days were also offered to teachers by the design committee.

Boston Arts Academy, Boston, Massachusetts

Boston Arts Academy (BAA) is a school within Boston Public Schools, and has 400 urban students. BAA's advisory program is called Writing Advisory. All teachers, no matter what they teach, share responsibility for one skill area and everyone is learning writing skills. Advisory meets daily for 45 minutes and meets after lunch. It used to be in the morning, but

students were tired and hungry, and the school leaders felt the change better conveyed the importance of advisory.

As in many other advisory programs, BAA helps students adjust to high school and supports their progress. The difference is that BAA advisory is organized by grade level with a different writing focus for each. The 9th grade writing focuses on personal stories and community. The 10th grade writing goal is to write with purpose. The 11th graders focus on writing with a purpose on complex issues. Finally, the 12th grade writes college essays and a grant proposal. If student's fail advisory, they go to must go re-take the course in summer school.

A lead teacher oversees advisory as well as the professional development, which is intensive due to the strong content focus. Advisors meet monthly in teams and with parents at BAA's first parent conference to stress the importance of Writing Advisory.

The Critical Elements of Advisory

The Village CEP advisory has been derived from the Advisory Resource Guide, relevant research literature online, and data from interviews of current Carver Health Sciences and Research students and advisors. These plans and activities serve as a guide to develop the advisory program. The primary purpose is to regain a focus on the traditional mission of an advisory in terms of community building and student success. This curriculum guide exists as a resource aid to support the initiative of positive cognitive, emotional, social, and physical outcomes and personal growth (Shurr, 1992, p.8).

It is critical to keep in mind to always include the following in advisory groups and activities: provide a caring environment, academic guidance and support, everyday administrative details, recognition, and activities to promote citizenship (NNMSA Research Summary #9, 2011). Eight common goals exist for a successful advisory (Myrick, 1990, p.18):

1. Understanding the School Environment
2. Understanding Self and Others
3. Understanding Attitudes and Behaviors
4. Decision-making and Problem Solving
5. Interpersonal and Communication Skills
6. School Success and Skills
7. Career Awareness and Educational Planning
8. Community Pride and Involvement

Typical kinds of activities which encourage relationship-building in an advisory program include personal concerns of students, instructional concerns, school concerns, and career education. The best advisory group discussions start with historical literary or scientific

situations that pose compelling moral dilemmas. Students prefer activities that are fun, less structured, stimulating, relevant to their own lives, and over which they can exercise some degree of choice (Galassi et al., 1998, p.51).

The particular strengths and weaknesses, worries, and hopes, of each young person should be understood and accommodated. Personalization is the necessary condition for efficient and effective teaching of each student. Attentiveness both to the immediate and to a young person's future, empathy, patience, knowing when to draw the line, the expression of disappointment or anger or forgiveness—are critical qualities that categorize us as humans (Sizer, 1992, p. 42-45). Allowing the advisor to be actively involved in the total development of their students; socially, emotionally, as well as academically is crucial (Dickson et al., 1998, p.3).

Chapter 7: Developing and Implementing a Community Education Program

Description

Advisory is a community and student centered course focused on improving the academic outcomes of students. The course focuses on four themes; academic skills, life skills, career preparation, and college preparation. As well as, establishing a community within a school where every student has a place to be themselves surrounded by the support and advocacy of their teacher and fellow housemates.

Grade Level Advisory Topics

All

- Attendance (10 days unexcused automatic F)
- Doing School – grades, attendance, behavior – if you are out of zone and not doing school – it is coming.
- PSAT

Freshman

- Stay the course – don't fall behind
- Basic school success skills (studying, tutorial, notes, etc.)
- Report cards

Sophomores

- What are you doing to make yourself successful?
- What do you need to do NOW to prepare for graduation (credits, service hours, extracurricular)
- How can you make yourself stand out from other students?

Juniors

- Ms. Heath – will make rounds
- ACT/SAT
- PSAT Counts for scholarships this year
- 100 strong – I need 100 strong next fall
- Juniors Fees / Prom
- Pass out GGT books – have students sign for them.
- Community Service Hours

Seniors

- 30 minutes Dr. Jones / group
- Career / College Choices
- ACT vs. SAT
- Senior stuff – dues etc.
- Getting recommendations
- Writing college essays

Advisory Lesson Planning

The month themes are:

August - Habits of mind/Teambuilding/Character building

September - Goal-setting, Cultural awareness

October - PSAT - Career Goal setting – Elections, (homecoming)

November - Service Learning

December – Healthy Living House

January – College Readiness – revisit goals – college life

February - Black History Month and quiz bowl

March – Test Taking

April – Financial literacy – Technology in your life (email, Facebook, twitter, ppt, etc.)

May – House Cup – Relationships (healthy, intrapersonal relationships) – Year celebration

Advisory Non-negotiable

- Select milestones that apply to the activities in your month
- Select portfolio activities that can be worked on that goes with your month's theme
- Grade level meetings every other week
- 3 days a week, related to the theme (12 days per month)
- DEAR must be incorporated (can be the articles or novel, must be group read)(at least 1)
- Grade level focus groups – need to meet during regularly

Advisory Committee Planning

- Make the giant calendars
- Collect lots of post-its, markers (lots of different colors)
- List out all of the dates and things to do in the year
- Plan the month teams (who is working with who)
- Copies of the milestones, HOSA calendar and the Portfolio requirements
- Bring copies of the Advisory binder and other resources (college ed.), student agendas
- Template the things that each group needs to plan (lesson plan template from APS).

Agenda for Advisory Planning Session

- Introduction - PURPOSE of the session, what are we doing
- Address the survey

- Suggestions to add to the themes that we have for the months so far. Two blank chart papers to allow for the new themes to be added in.
- Carousel Brainstorming to get groups started with the month planning. Random groups of three will travel around the room. Each month's theme will be written on a chart paper. Each group has to write on each chart paper at least one time. As you move around the room, you should read and add to the month, and bounce ideas off each other.
- Facilitating the planning. Give the teams a template of what they need to cover. The milestones, number of lessons, types of lessons, etc.
- Modified Lesson plan template for Advisory would be good to give to each team.
- Supplies and materials that they need.
- Activities and lessons broken down by weeks.
- Work time.
- Share out loud.

Agenda for Rebirthing Advisory Kickoff Workshop
Wednesday, March 22, 2011

Presented by: Desiree Glover

Goals for the sessions:

1. Get the whole staff on the same page for Advisory (hopefully meet with new people prior)
2. Model the first two weeks lesson plans for Advisory (will get hard copy)
3. Teams will complete their month of lesson plans for the year.

Gathering (8 minutes)

Materials: Pennies, cup

Pennies for your thoughts – Each member will take a penny from a cup and notice the year on the penny. Each member will share an important event from their own life that happened in that year.

Why Advisory (7 minutes)

Materials: Mission statement

Recap for all new people the discussion from ISA and the mission statement for the year. We will hopefully have previously met with new teachers. Allow for a few questions
I will use the APS PowerPoint, but only a couple slides, it gives a good overview.

Model Lesson (20 minutes)

Materials: Lesson plan copies

Hand out 2 weekly lesson plans. Have each teacher read over the lesson plans for 2 minutes. Let's model an activity tomorrow – Life Map? I will bring my life map as an example to show. Discuss the layout of the lesson plans and how these activities will be implemented in the classroom.

Work Time (1 hour, 25 minutes)

Materials: Brainstorming sheets and Calendar from ISA, lesson plan template

Teachers will regroup in their month teams from ISA with the addition of the new people. The Advisory committee will share some books and materials so that teachers can use those resources. Teachers will work together to complete the lesson plans for 2-3 days a week for their month. Lesson Plans are to be turned in by COB Friday.

Notes:

The group lesson plans will be compiled and distributed to each teacher. We will probably distribute them months at a time, so that we can allow for changes as the year progresses.

Also we will regularly present knew gathering/facilitating strategies throughout the year at PLS once or twice a month.

Advisory Activities

Activity Name: <i>Getting to Know You- “Meet Me”</i>
Activity Theme: Relationship
Grouping: Whole group, Individual
Projected Time of the Activity: 60 minutes (2 Sessions)

Milestone Addressed:

Relationship Milestone – Students feel a positive connection to their advisory class, their advisor and the other students in advisory.

Rationale:

As a result of participating in a discussion and completing a series of activities, the students will begin building relationships with the advisor and their fellow advisees.

Materials:

Markers, Construction paper	Glue, Scissors	Manila Folders	Quality Assurance Worksheet, & pencil
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Warm up activity (Gathering):

- Every advisee will be given a File Folder for advisory (work folio) for the year.
- *Graffiti/TAGGING were used primarily by political activists to make statements and street gangs to mark territory. It wasn't till the late 1960s that writing's current identity started to form. The history of the underground art movement known by many names, most commonly termed graffiti begins in Philadelphia, Pennsylvania during the mid to late '60s. The writers who are credited are CORNBREAD and COOL EARL. They wrote their names all over the city gaining attention from the community and local press.*
- **After reading the History of tagging, ask Advisees “What statement do you want us to know about you?”**
- Have the students “TAG” their individual folders. Have students begin this activity by listing at least 25 words that describe them and the things they like. No sentences allowed, just words! Then ask each student to use Markers to illustrate some of the words into pictures on their individual folders

Introduction of Main Activity to the Advisees:

- Develop positive relationships with advisor and other advisees
- Attend and participate in advisory activities
- Lead advisory activities
- Express “ownership” in advisory

Main Activity Directions:

1. Based on the qualities words listed from each advisee, have them fill in the Quality Assurance chart; they will need to add five other qualities (maybe qualities of a friend, or ones they would like to obtain).
2. When everyone has filled in the empty squares, ask them to mingle around the room.
3. During the mingling period advisees should get as many signatures on their QA worksheets as they can before you say stop.
4. Advisee signing a quality square must be related to the quality or characteristic in the square. Students may not sign more than twice.
5. They may sign their own sheet- but only once.

Debriefing:

What did you learn about your fellow advisees? Explain which qualities make up a good student.

Closing:

Ask advisees to bring items that can be displayed throughout the year, showing who they are.

Team Building Exercise

1	2
3	4
5	6

1. Draw a picture of your family
2. Something that relaxes you
3. 3 things you are good at
4. 3 things you wish you were better at
5. The person who inspires you to remain focused and stay in school
6. When you think about education and the impact it could have on your life you feel....(word or picture)

Activity Name: <i>Whose job is it, anyway?</i>
Activity Theme: Goal Setting
Grouping: small groups
Projected Time of the Activity: 30 minutes

Milestone Addressed: Set academic goals and work toward achieving those goals. Students utilize the district's Student Success Plan as a guide to successfully completing high school and pursuing their post secondary options.

Rationale: Student will identify who is responsible for their education.

Materials:

White board/markers	Handout: "Whose Job is it Anyway?"		
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Warm up activity (Gathering): Write this on the board: Whose job is it to educate you? Consider all reasonable responses.

Introduction of Main Activity to the Advisees:

Who is responsible for your success?

Main Activity Directions:

Step 1. Elicit feedback by asking students to raise their hands if they believe that the following individuals are responsible for their education: teachers, students, parents, community members, etc.

Step 2. Write down students' responses on the board.

Step 3. Divide the class into groups of four students.

Step 4. Ask students to list how the above individuals (teachers, students, parents, community leaders) can contribute to a sophomore becoming educated?

Step 5. Give the students the quote by Ann Landers.

Step 6. Discuss the handout with the students. Do you thrive to be somebody, nobody, or anybody? What does taking the initiative mean? Why do some people never reach their goal? How can you improve your ability to reach your goal?

Debriefing: In order to be successful, we must set goals to be achieved. We must also think about we can achieve success. Many students need help with setting goals

Closing: Encourage to think about the following statement: to be successful you must think about your past accomplishments and mistakes and work on achieving your goal.

WHOSE JOB IS IT, ANYWAY?

From Ann Landers Column, Chicago Tribune, January 10, 1997

This is a story about four people named Everybody, Somebody, Anybody, and Nobody. There was an important job to be done, and Everybody was sure Somebody would do it. Anybody could have done it, but Nobody did it. Somebody got angry about that because it was Everybody's job. Everybody thought Anybody could do it, but nobody realized that Everybody wouldn't do it. It ended up that Everybody blamed Somebody when Nobody did what Anybody could have done.

Activity Name: Personal statements revisited**Activity Theme: Career Exploration****Grouping:** Individual Writing assignment**Projected Time of the Activity:** 30 minutes

Milestone Addressed: Career Exploration- Reexamine personal interest and aptitudes that will relate to career options.

Rationale:

Students need to relate their personal interest and hobbies to future plans in order to explore possible career path options.

Materials:

<i>Pencil or pen</i>	<i>paper</i>	<i>Advisory Folders</i>	
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Warm up activity (Gathering): (Gathering worksheet 1)**Go-Rounds**

Have students sit in a circle in the middle of the classroom. A topic will be introduced that everyone in the classroom will have an opportunity to respond to. Topics should only be ones that students will be comfortable discussing. Topics of interest might include:

- What are your plans for this weekend?
- What is your favorite thing to do?
- What is your favorite t.v. show?
- What is your favorite sports team?

Introduction of Main Activity to the Advisees:**Main Activity Directions:**

Step 1. The teacher should pass out each student's advisory folder.

Step 2. Students should locate the personal statement that was written during a previous lesson.

Step 3. Ask students to quietly read what they initially wrote.

Step 4. After several minutes of reflection, begin to ask students probing questions about their personal essays. The teacher should ask these open ended questions to students who volunteer to share

Step 5. Questions might include:

- Does your essay truly reflect what your dreams and aspirations are?
- Does looking at what you wrote a short period ago make your ideas more concrete for you?
- Has anything changed for you and where you see yourself going?
- Is there anything you want to add to your writing that was left out?

Step 6. Continue with this line of questioning for several minutes

Step 7. After reflection, have students rewrite their original essay adding to what they wrote.

Step 8. Debriefing/Closure

Debriefing:

Ask several students to compare and contrast the two essays they have written. Ask these students to reflect on what they added or deleted from the second writing. Ask students if writing their ideas down on paper was helpful.

Closing:

Have students place both reflective papers into their advisee folder. Remind students that making plans for their future is a process that takes time, so changing your mind, formulating new ideas, and revamping old ideas is common and necessary.

Activity Name: Gacollege411.org exploration Lesson 1 of 5

Activity Theme: College Readiness

Grouping: Entire class

Projected Time of the Activity: 30 minutes

Milestone Addressed: College Readiness- Research colleges to determine eligibility and create a plan for steps to be meet the requirements of selected colleges.

Rationale: Student will compile information needed to complete their college/post secondary application process.

Materials:

<i>Internet access</i>	<i>Laptop</i>	<i>Paper or pens</i>	<i>paper</i>
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Warm up activity (Gathering):

Question.....

On average, how much more money does a college graduate make compared to a high school graduate?

Answer: 21,000 per year

Lifetime: million more

Introduction of Main Activity to the Advisees:

Inform students that this week's activities are all about learning to navigate the Gacollege411.org site. Ask students whether or not they have ever heard of the site and if so, have they found the information available on the website useful?

Main Activity Directions:

Step 1. Teachers need to have internet capability and a projector or a promethean board already set up when students walk in.

Step 2. Teachers should have the home page of the Gacollege411.org site visible for students.

Step 3. Inform students that this website has lots of great information for Georgia students to use that will help them map out the remainder of their high school experience.

Step 4. Have all advisees write down the web address to place in their advisory folders.

Gacollege411.org

Step 5. Teachers should inform students that navigating the website is easy, make sure to show students all of the home page links that include:

- Career info
- Student Planner
- Ga. Colleges

- Applications and Transcripts
- Paying for College
- Path to College Saving Plan
- Adult learner

Step 6. While visiting each separate link make sure to read through some of the basic information that each home page provides.

Step 7. Note some of the separate links will not allow you to go any further than the home page because you have to have an account to access some of the information available.

Step 8. Inform students that the next day's lesson will include creating an account with the Gacollege411.org website.

Step 9. discussion/closure

Debriefing:

Make sure that all of your advisees have written down the correct address.

Ask students to name the different links that are on the home page of the site. Ask students to tell you why they believe this is or isn't a good site to visit regularly.

Closing: Inform students that they will continue this discussion in the next advisory lesson, where students will create accounts to the site.

Activity Name: Improving Communication w/Parents (Chicago Public Schools)
Activity Theme: Communication
Grouping: Whole class and small groups
Projected Time of the Activity: 30 minutes

Milestone Addressed:

Life Skills – Identify strategies for “Getting along with others” and conflict resolution

Rationale:

Students will become more aware of the communication barriers that exist between teens and parents.

Materials:

Parent/Teen Communication Handout	Pencil/Pen	Chart Paper	Markers
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Warm up activity (Gathering):

Chalk Talk: **Should parents ever meddle in their children’s lives?**

Chalk Talk: *Teacher writes question on bulletin board paper in center of paper. Students are allowed to freely express themselves without talking. Students are to write what he/she would like to say. Students may respond to other students’ comments. **No talking and you may establish other ground rules as you see necessary for your class.***

Introduction of Main Activity to the Advisees:

The serious and sustained interest of parents can sometimes be interpreted by teens as “meddling.” At times, everyone has problems communicating but disagreements do not have to lead to serious breakdowns in communication.

Main Activity Directions:

Step 1. Gathering Activity. Debrief the chalk talk.

Step 2. Divide the advisory into 3 groups and assign each group one of the following questions:

- 1) How can you best demonstrate to an adult that you are ready for more independence? Be as detailed as possible.
- 2) What is a better situation for a teen, having parents that hardly set limits or having parents that are strict? Why?
- 3) What can families do to improve communication?

Step 3. Have each group choose a reporter to share with the whole class their group’s response to the question.

Step 4. After each group has had an opportunity to share, allow students to share his/her own thoughts that were not expressed in the group presentations.

Step 5. Read the parent/teen communication handout (popcorn style) (5 minutes)

Step 6. Debriefing

Step 7. Closing

Debriefing:

At times everyone has problems communicating, but disagreements do not have to lead to serious breakdowns in communication. How will you avoid communication breakdowns with your parent(s)/guardian(s)?

Closing:

Stand in a circle and complete the following stem:

I hope.....

Activity Name: Rate Your Behavior?
Activity Theme: Social Behavior
Grouping: Whole class and small groups
Projected Time of the Activity: 30 minutes

Milestone Addressed:

Life Skills – Identify strategies for appropriate interaction.

Relationships – Develop positive relationships with advisor and other advisees

Relationships – Willing to discuss serious issues with advisor

Rationale:

Students will become more aware of his/her behaviors in class and how others view his/her behavior.

Materials:

Rate Your Behavior Handout (attached)	Rate My Behavior Handout (attached)	Pen or pencil	
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Warm up activity (Gathering):

Complete the following (popcorn style):

If you became a parent, what is one thing you'd want to teach your children?

Introduction of Main Activity to the Advisees:

Today students will reflect on his/her behaviors in class and how others view the behaviors.

Main Activity Directions:

Step 1. Gathering Activity. Allow students to share their responses.

Step 2. Distribute the Rate **Your** Behavior Handout. Give students 5 minutes to complete.

Step 3. No Conversation Yet!!! Have students get into pairs. **Still no talking, distribute a copy of the Rate My Behavior Handout.**

Step 4. Students will now complete the handout based on their peer's behaviors and how they see him/her in the Advisory. When 5 minutes are up, tell the students to stop.

Step 5. Instruct each person to go through the following processes:

- 1) Each person will tell how he/she rated his/her own behaviors.
- 2) Each person will tell how he/she rated their partner's behaviors.
- 3) Debrief/Discuss within group any similarities or differences in the ratings.

Step 6. Come back together as a class and allow students to share what came out of the pairings. After students have an opportunity to share, explain the following:

How we perceive ourselves may not be how others perceive us. It is important to recognize how we come across to others and then modify our behavior or appearance accordingly.

Step 7. Allow students to share situations in which he/she believed his/her behaviors was misinterpreted by people around him/her.

Step 8. Debriefing

Step 9. Closing

Debriefing:

Question: After completing this lesson, how might you modify your behaviors in social settings (i.e. classroom, movie theater, football game, etc..)?

Closing:

Have students complete the following stem.

One thing that surprised me was.....

Rate Your Behavior

How well do you function as a member of your class? Think about the last few class sessions you have attended, and then answer these questions:

1. What do you do if you disagree with something that's said?
2. Are you courteous to other class members?
3. Have you told a classmate that his idea or comment was stupid or dumb in any way?
4. Do you disrupt the instructor while he/she is lecturing or answering another student's question?
Are you supportive and encouraging to other class members, even if you don't agree with what they are saying?
5. When another member of the class is disruptive or puts down other members' suggestions, do you call attention to his or her behavior and suggest a better approach?
7. Any other comment about your class behavior.....

Rate My Behavior

How well do I function as a member of our class? Think about the last few class sessions I have attended, and then answer these questions:

1. What do I do if I disagree with something that's said?

2. Am I courteous to other class members?

3. Have I told a classmate that his idea or comment was stupid or dumb in any way?

4. Do I disrupt the instructor while he/she is lecturing or answering another student's question?

5. Am I supportive and encouraging to other class members, even if I don't agree with what they are saying?

6. When another member of the class is disruptive or puts down other members' suggestions, do I call attention to his or her behavior and suggest a better approach?

7. Any other comments about my behavior.....

Activity Name: Getting Acquainted
Activity Theme: Community Building
Grouping: whole group
Projected Time of the Activity: 30 minutes

Milestone Addressed:

Develop positive relationships with advisor and other advisees; Attend and participate in advisory activities

Rationale

Student will be able to foster appropriate social skills and build positive relationships to strengthen a foundation for teamwork.

Materials:

Toy object cards	Teambuilding WS		
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Warm up activity (Gathering):

Cut out object card pictures of toys and spread them on the floor or table. Invite students to pick a toy or object that represents any of the following:

- The best thing I bring to a group
- A personal strength or skill that I bring to working out problems
- An attitude that helps me get through difficult situations
- One way I've helped someone this week

Allow each student to share their thoughts!

Introduction of Main Activity to the Advisees:

Main Activity Directions: *(Highlight the suggested words that the advisor should say to the advisees in "bold"):*

*Good morning class, Today's lesson will be centered on **Team Building**. Who can define, team building? Answer: (Developing the cohesion of a team by **fostering trust, commitment and cooperation among its members to strengthen positive relationships within the group.**) What is the purpose of team building? How does one become a part of a team?*

Step 1. Give each student a "teambuilding" worksheet.

Step 2. Give each student five (5) minutes to complete the worksheet.

Step 3. Allow each student 1 minute to share answers with the class.

Debriefing:

Have the students stand in a circle and give one thing that they learned about their neighbor that they did not know before.

Closing:

Have each student complete this statement: I hope..... or Next time....

Chapter 8: Evaluate the Community Education Program

A successful advisory is one that includes evaluation, assessment, and reflection that is periodic. Student questionnaires and advisor feedback measuring student and advisor behavior and perception serve to assess and track a variety of items; assessing climate, number and severity of discipline problems, evidence of learning, level of commitment, engagement, student/advisor perception of the house, degree of personalization, interpersonal connection, and student/advisor affect and ownership within the community (Osofsky, 2003, p.14).

Survey Form

DATE: _____

Please take a minute to finish the following three statements by placing a number of your choice in the blank space provided. No answer is wrong so please answer honestly.

A Today's exercise was_____.

- 1-Boring
- 2-Fun
- 3-Satisfying
- 4-Horrible

B I am leaving here feeling_____.

- 1-Upset
- 2-Hopeful
- 3-Happy
- 4-Irritated

C Today I_____.

- 1-Connected great with my house!
- 2-Did not connect at all with my house!
- 3-Wish the exercise was longer!
- 4-*Don't want to deal with this house!*

Assessment form for students

DATE: _____

Please take a minute to finish the following three statements by placing a number of your choice in the blank space provided. No answer is wrong so please answer honestly.

A My advisor was: ____

1. Not interested in the exercise
2. Very interested in the exercise
3. Bored and talked about something else with us
4. Able to help me to understand the topic better

B My advisor: ____

1. Tried hard to make sure we finished our exercise
2. Didn't try to finish the exercise at all
3. Stopped asking us questions and hearing our concerns
4. Listened very effectively and showed interest in our words

C My advisor: ____

1. Made me comfortable to open up
2. Did not show respect to my opinion
3. Showed respect to my opinion
4. *Made me feel uncomfortable and unwilling to open up*

Assessment form for advisors

DATE: _____

Please take a minute to finish the following three statements by placing a number of your choice in the blank space provided. No answer is wrong so please answer honestly.

A My students were: _____

5. Not interested in the exercise
6. Very interested in the exercise
7. Bored and talked about something else
8. Able to help me to understand the topic better from his or her perspective

B My students: _____

1. Tried hard to make sure we completed our exercise
2. Didn't try to finish the exercise
3. Stopped answering questions and engaging in the discussion
4. Listened very effectively and showed interest in my words

C My students: _____

1. Were comfortable and I allowed myself to open up
2. Did not show respect to my opinion
3. Showed respect to my opinion
4. Were not comfortable and I did not allow myself to open up

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