D.CUMENT RESUME

ED 385 662 UD 030 569

TITLE	The New Vision of the Urban Learner. Four Staff Development Modules.
INSTITUTION	Research for Better Schools, Inc., Philadelphia, Pa.
SPONS AGENCY	Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE	94
CONTRACT	RP91002004
NOTE	102p.
AVAILABLE FROM	Research for Better Schools, 444 North Third Street, Philadelphia, PA 19123.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	Academic Achievement; Cultural Differences; *Educational Change; Educational Theories; Elementary Secondary Education; High Risk Students; *Learning; Models; *Staff Development; *Student Characteristics; Student Motivation; Teaching Methods; Urban Education; Urban Schools; *Urban Youth
IDENTIFIERS	*Resilience (Personality)

ABSTRACT

The Urban Education Project at Research for Better Schools, Inc. has developed an integrated knowledge base that incorporates and disseminates the most current and promising research for improvement and reform in urban schools. This knowledge base has been organized into a decision-making framework, the Urban Learner Framework (ULF), that challenges generalizations of urban learners as deprived, underachieving, unmotivated, and at-risk. It presents instead a view of the urban learner as culturally diverse, capable, and resilient. The ULF is a paradigm shift in research and educational theory. This document, which provides an overview of the ULF, also describes the four research-based themes that are its foundation, and the ramifications of these themes for practice in the schools. Following the overview are four staff development modules that represent each of the themes: (1) cultural diversity and learning; (2) unrecognized ability and underdeveloped potential; (3) enhancing ability development through motivation and effort; and (4) resilience. Each module includes a training guide and handouts. One figure illustrates the ULF concept. (Contains 42 references.) (SLD)

The New Vision of the Urban Learner

Four Staff Development Modules

1994

Urban Education Project
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This material is based on work sponsored, wholly or in part, by the Office of Educational Research and Improvement (OERI), Department of Education, under Contract Number RP91002004. The content of this material does not necessarily reflect the views of OERI, the Department, or any other agency of the U.S. Government.

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Introduction

The Urban Education (UE) Project at Research for Better Schools, Inc. has developed an integrated knowledge base which incorporates and disseminates the most current, promising and pertinent research to improve and restructure schooling in urban districts. This knowledge base has been organized into a decisionmaking framework that challenges sweeping generalizations of urban learners as deprived, underachieving, unmotivated, and at-risk. It presents a new vision of the urban learner as culturally diverse, capable, effortful, and resilient. The framework represents a major paradigm shift in research and theories of intelligence, learning, and instruction that could lead to a new order of results for urban learners.

In 1992, UE began moving its Urban Learner Framework (ULF) from theory into practice. In seeking to fulfill clients' requests for practical information to heighten their awareness about key issues, and provide specific guidance for educators, the staff developed this document, ***The New Vision of the Urban Learner: Four Staff Development Modules.***

This document includes an overview of the ULF which describes its two major features: (1) the four research-based themes which serve as the foundation for the new vision of the urban learner, and (2) the ramifications of the research-based themes for decisionmaking within the functional areas of school organization. Following the overview are four staff development modules that represent each of the ULF themes: cultural diversity and learning, unrecognized ability and underdeveloped potential, enhancing ability development through motivation and effort, and resilience. Each module includes a training guide and a set of handouts that support the theme's content.

While developed especially for urban educators in the Mid-Atlantic region, ***The New Vision of the Urban Learner: Four Staff Development Modules*** has implications for all educators who are interested in helping children grow and develop successfully.

The Urban Learner Framework: An Overview

THE URBAN LEARNER FRAMEWORK: AN OVERVIEW

A large gap between the academic performance of most majority culture students and poor urban children continues to exist in the 1990s despite numerous school reform efforts across the country. The failure to educate a significant number of children in marginalized populations living in poor, urban areas may be due to current and past practices (e.g., traditional, formal curricula; focus on dominant cultural values; emphasis on linguistic and mathematical intelligences) and policies (e.g., tracking, norm-referenced testing). In addition, some researchers are convinced that available restructuring designs and national reform proposals do not adequately address the unique issues and conditions facing urban schools (Darling-Hammond, 1993; Fullan, 1991; Lytle, 1992; Newmann, 1993; Olsen et al., 1994); therefore, they fail to substantially impact the achievement problems of large numbers of poor urban students. The outcome is that many students do not have an equal opportunity to learn. This limits their ability to become competitive in America's economy and to participate in democratic institutions.

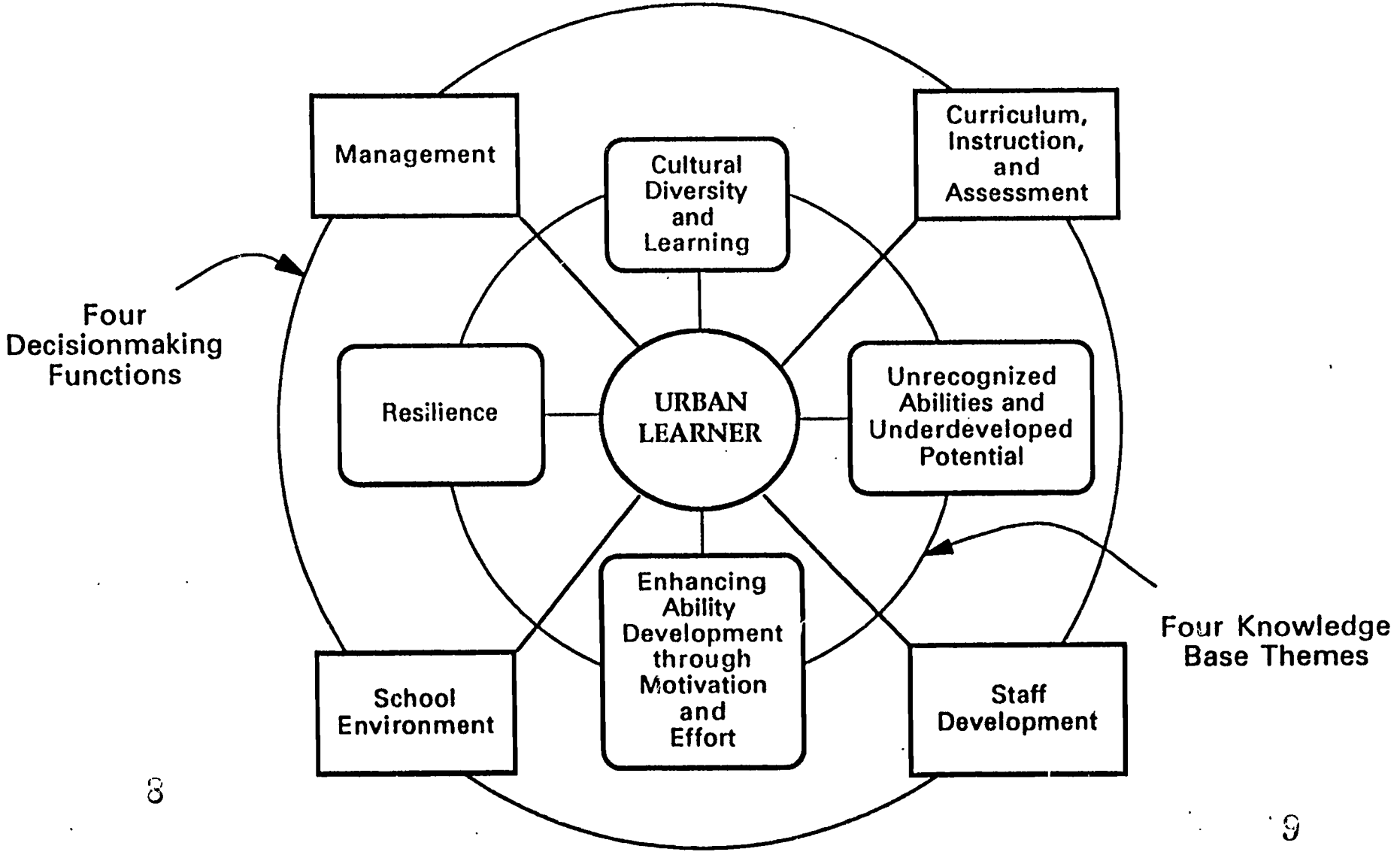
The Urban Education staff at Research for Better Schools (RBS) have developed a conceptual framework which specifically addresses the complex issues that must be dealt with in urban restructuring efforts. This overview of our Urban Learner Framework (ULF) describes its two major features: (1) four research-based themes which serve as the foundation for a new vision of the urban learner, and (2) the ramifications of the research-based themes for decision- making within the functional areas of school organization.

Research-Based Themes

Recent theories of intelligence, learning, and instruction reject conceptions of urban learners as culturally-deprived, lacking in ability, unmotivated, and at-risk. Instead these theories suggest there are four research-based themes which, taken together, generate a vision of urban learners as culturally-diverse, capable, motivated, and resilient. The following sections provide an overview of the four research-based themes which support this new vision of the urban learner, and which also comprise the knowledge upon which the ULF (see Figure 1) is based.

Figure 1

URBAN LEARNER FRAMEWORK



Cultural Diversity and Learning

All children bring specific cultural knowledge, experiences, and strengths with them to school. However, currently there is a mismatch between the instruction and curriculum in many schools and the cultural experiences and strengths of urban students. The new vision of the urban learner that is contained within the ULF addresses this mismatch. The ULF suggests that teachers connect with learner's experiences and challenge them with relevant instructional materials in order to facilitate learning and intellectual and cognitive growth (Prawat, 1993; Knapp et al., 1993), and thereby fully develop each child (Vygotsky, 1978).

In other words, this first theme of the ULF asks educators to value and access urban learners' cultures, unique social experiences, and operant verbal and behavioral skills, and to weave these essential elements into instructional activities within the formal curriculum. Numerous research studies and school programs highlight the importance of teachers being sensitive to students' diverse cultural backgrounds and social experiences as a basis for learning (Vygotsky, 1978; Villegas, 1991). This sensitivity activates teachers to think strategically about urban learners' differing strengths and needs, especially in the teaching/ learning process. Teachers' knowledge of students' differences help them to better understand the diverse ways in which urban learners interact with subject matter and become engaged with important concepts and approaches. Thus, this theme suggests that urban learners will achieve greater academic success if their cultural backgrounds and unique experiences are connected with the curriculum.

The theme also suggests that staff development should prepare teachers to work with students from diverse subcultures, and prepare school administrators to collaborate with parent groups and community agencies to ensure student learning and growth. In so doing, a school environment can be created in which each learner's cultural identity is valued and used as one basis for instruction (Ladson-Billings, 1990; Tharp, 1989, 1993). In sum, each educator's understanding and appreciation of urban learners' cultures, and integration of them into the formal curriculum, becomes the linchpin for successful instruction of urban learners.

This emphasis on culture in the ULF is grounded in anthropological, sociological, and psychological theory which highlights the fundamental role that culture plays in **all** human development. Culture refers to a group's values, knowledge, traditions, verbal styles, linguistic and interaction patterns, and distinct

behavioral strategies. Culture is shared by members of a group (e.g., racial, ethnic, socioeconomic, religious) and learned by children through everyday social interaction and talk with peers and adults (Cosaro & Eder, 1994).

Unrecognized Abilities and Underdeveloped Potential

The second theme focuses on enhancing educators' capacity to recognize the specific abilities that enable all children to survive --- and even thrive --- in both the majority culture and the inner city. Each child possesses a different combination of natural talents including musical, bodily-kinesthetic, logical-mathematical, linguistic, spatial, interpersonal, and intrapersonal intelligences (Gardner, 1983). These talents have a biological base, but they are also strongly shaped by specific cultural contexts. As Gardner notes, "language, a universal skill, may manifest itself particularly as writing in one culture, as oratory in another culture, and as the secret language of anagrams in a third" (1993, p. 16).

In America's schools today, most curricula, classroom instruction, and student assessments reflect a bias of the dominant culture which emphasizes linguistic and mathematical skills as the major abilities to be developed. In addition to these abilities, this theme recognizes and advocates other cultural strengths and abilities that many urban learners exhibit, such as leadership, confidence, persistence, practicality, artistry, imagination, humor, visualization, a sense of community, and expressive verbal skills (Baytops, 1992). Bernal (1993) argues that addressing these characteristics might be an effective approach to teaching urban students. Thus, teachers, administrators, and school settings might emphasize such factors and blend them with "realistic, relevant curricula that introduces academic rigor" (p. 16).

Along these lines, a curriculum that includes cooperative or team learning provides the foundation for emotional enthusiasm -- even celebration -- of intellectual accomplishments. Still another hidden talent of many urban learners is their sense of practicality, a commitment to acting on what is real. Bernal (1993, p. 15) notes urban learners are "understandably concerned with the reality that they must survive every day. Accordingly, education must address these practical matters if it ever hopes to engage these youngsters routinely in more abstract, less immediate exercises of cognitive ability. Alternatively, educators must demonstrate how what they wish to teach has real life application to urban youth."

Cognitive research suggests that intelligence is modifiable and not fixed (Feuerstein, 1980; 1985). Research indicates that traditional tests of intelligence are inadequate predictors of success in life and

work after formal schooling (Jencks et al., 1972; Sternberg, 1985; Peters, 1988). Thus, the multiple intelligences of all learners can be developed throughout a lifetime. In addition, recent research and cognitive theory suggests that intelligence is malleable and multifaceted, and includes more than verbal-linguistic and logical-mathematical capacities (Feuerstein, 1990; Gardner 1983, 1993). Specifically, Gardner's theory of multiple intelligences: "pluralizes the traditional concept [of intelligence]. An intelligence entails the ability to solve problems or fashion products that are of consequence in a particular cultural setting. The problem-solving skill allows one to approach a situation in which a goal is to be obtained and to locate the appropriate route to that goal. The creation of a cultural product is crucial to such functions as capturing and transmitting knowledge or expressing one's views or feelings" (Gardner, 1993, p. 15). In short, this theme maintains that educators who recognize, nurture, and reward children's strengths and varied intelligences will ultimately help them realize their full potential.

Enhancing Ability Development Through Motivation and Effort

Many educators harbor beliefs that emphasize the role of innate ability in achievement. In urban schools, this often means that students' errors are interpreted as an indication of inability rather than opportunities for further learning. Thus, urban learners' potential to learn all too often goes undeveloped. Consequently, their motivation and school effort also wane.

Research indicates that motivation plays a critical role in the learning process (Ames, 1992). Specifically, students' intrinsic motivation increases when they find their academic work to be personally relevant. In addition, learners are more likely to achieve when they express positive self-concepts, display high levels of self-efficacy and self-regulation, and have goals of understanding rather than performing (Alexander & Murphy, 1994).

This third theme suggests that teachers should create classroom environments in which students learn from their errors and effort is rewarded. Recent research on other cultures (e.g., Japan, South Korea) indicates that high academic achievement is supported by the belief that ability increases under positive, supportive conditions, such as teachers having high expectations for all students, believing in effort, and recognizing that students learn through different experiences (Lee, 1992; Stevenson & Stigler, 1992). Along this same line, teachers in this country could provide more opportunities for students to learn from their

errors and to be rewarded for their efforts by promoting the use of group problem-solving activities and project-focused tasks (Maehr & Midgley, 1991).

In summary, this theme suggests, in concert with the two previous themes, that urban learners' natural motivation and effort can be activated and increased by educators who recognize and value learners' special strengths and abilities, connect these cultural elements to the curriculum in meaningful ways, provide abundant opportunities for students to learn from their errors, and provide rich rewards for meaningful effort.

Resilience

The fourth theme focuses on resilience, which refers to urban learners' energy and their strategies for overcoming adversity. Resilience is fostered when educators provide urban learners with caring, challenging, and meaningful classroom experiences that support children's intrinsic motivation in school and enhance their resistance to the dangers of the inner city such as gangs, violence, and the use of illegal drugs. Resilience operates as a coping strategy, or protective mechanism, which facilitates a healthy response to risk situations which occur at crucial times during one's life (Rutter, 1987). For example, as Winfield (1991) notes: "A student's decision to remain in school when he or she sees few job opportunities, receives no support or incentives, and experiences negative peer pressure would be an example of an individual's resilience during a critical transition to adulthood. This decision would determine the trajectory of future educational success" (p. 7).

Recent research shows that many urban learners are competent, responsible, productive, and healthy individuals (Winfield, 1991). However, learners in urban areas, particularly, are in the precarious position of suffering daily from dangerous forces beyond their control. This theme suggests that schools that adopt the new view of the urban learner will create classroom conditions that increase the resiliency of more urban children. Research findings show that students develop resilience in school from caring and supportive teachers and from an accelerated curriculum built on high expectations (Benard, 1991). Under these conditions, protective mechanisms can be developed that reduce the impact of risk, alter the "deficit" mentality and negative labeling, raise students self-efficacy and self-esteem, and open new opportunities for learning. As Winfield (1993) notes, this alternative approach is an investment in their potential.

In the end, it should be noted that there is much overlap and many interconnections among these four research-based themes. Integration of knowledge and meaning across the themes leads to a new vision of urban learners. This new vision of the urban learner focuses on urban children's cultural backgrounds, their unique strengths and talents, and the importance of tapping into their intrinsic motivation and effort, which, taken together, fosters their resilience and likelihood of leading productive, successful lives.

Decisionmaking Within Functional Areas

The second major feature of the Urban Learner Framework is a set of decisionmaking guidelines to aid educators in their efforts to use the ULF knowledge base in moving toward systemic change. Every day, urban educators at all levels make decisions in each of four functional areas of school organization: (1) determining appropriate curriculum, instruction, and assessment; (2) designing effective staff development programs; (3) establishing a supportive school environment; and (4) building visionary leadership and effective management. These decisions should be reviewed through the lens and informed by the research-based knowledge and unique vision of the urban learner incorporated in the Urban Learner Framework. Information from the four themes of the new vision can also help urban educators conduct needs assessments and prioritize strategies in each of these four important functional areas.

Curriculum, Instruction, and Assessment

Curriculum and instruction make schooling more meaningful and engaging for urban students when tied to their real cultural experiences and personally-held values (Moll, Amanti, Neff, & Gonzales, 1992). Such relevant curriculum and instruction identifies authentic tasks in the curriculum (Jones, 1993) and facilitates the development of students' abilities and the knowledge relevant to their lives and the needs of society (Cohen, 1992). The assessment of learning in such curriculum and instruction requires measures that are broader and deeper than most standardized paper-and-pencil tests. The assessment of performances, projects, and portfolios are examples of such measures. Used wisely by teachers, these alternative forms of assessment can elicit hidden talents (Lomax, West, Harmon, Viator, & Madaus, 1992) and more accurately reflect the broad range of curriculum and instruction experienced by the students (Jones, 1993).

Staff Development

Expanding awareness, understanding, and valuing, and engaging culturally different students in authentic learning calls for new ways of thinking, feeling, and behaving for educators in a school system. Staff development programs ought to serve as catalysts for cognitive, affective, and behavioral changes in teachers. Specifically, since research indicates that teachers' beliefs play a central role in their everyday practice (Pajares, 1992), progressive programs must facilitate greater awareness and valuing of culturally different students by teachers. In addition to the traditional core component of staff development (basic skills, content, and academics), programs consistent with the new vision need to include elements that stress the role of the classroom educator as a "guide" who understands how students learn at different stages of development and employs effective strategies to elicit and nurture their learning (Jackson, 1992, p. 37). From this perspective, staff development needs to imbue teachers with the feeling that they are part of a "community of learners;" teachers need to become mediators and collaborators who constantly learn about their students' cultural backgrounds and support the development of every student's particular abilities (Ayers, 1993; Moll, et al., 1992).

School Environment

School environments that reflect the ULF knowledge base are ones that have high expectations, a challenging curriculum, and valued activities and roles for students. Adults exhibit caring, support, and concern for building positive student self-esteem. They are focused on developing individual potential and promoting growth, a sense of future, and success for every student. Similarly, the environment beyond the school itself, which includes families, the community, local school district administration, state and federal agencies, legislators, and other stakeholders, needs to be organized to promote every youngster's growth and learning.

Management

Leadership that supports shared, decentralized decisionmaking will help staff focus on the backgrounds, strengths, and experiences of urban learners. Management strategies that include collaboration with community agencies and enhancing the home environment will also help to bolster student growth and learning (Wehlage, Rutter, Smith, Lesko, & Fernandez, 1989). In these multiple ways,

educators in the inner city should strive to develop more fully their students' abilities and academic potential.

In conclusion, the Urban Learner Framework suggests a number of connections among the four knowledge themes that comprise the new vision of the urban learner and the type of decisions which will lead to needed changes within each of the four functional areas of school organization. One can see that the framework calls for systemic change in urban education. Focusing attention on either the process of organizational change (e.g., decentralization, shared decisionmaking, collaboration) or the pedagogy of instruction (e.g., higher order thinking skills instruction, technology, curriculum integration) is not sufficient to produce changed student outcomes. What is required is the systemic application of integrated knowledge bases, such as those in the ULF, to decisions across major functional areas of the school. It indicates that, in the end, educational reform must be fully systemic and requires the collective, focused, and creative energy of educators, researchers, legislators, and leaders (Conley, 1993; Fullan, 1992).

Along these lines, Belinda Williams, Director of the Urban Education Project at RBS, notes: "There must be a way of reaching consensus around the new vision of the urban learner so that the curriculum reflects it, staff development addresses it at the district and the school levels, leadership manages it, state education agencies establish and monitor regulations consistent with it, and federal funds support the effort. You can't have a school or district doing one thing, the state holding it accountable for something else, and the federal government funding something completely different" (Williams, quoted in Spray, 1992, p. 2).

Williams and the RBS Urban Education staff are working to implement the framework at several of these levels. They are currently working with schools in Camden, New Jersey, and Washington, D.C. to develop and test strategies that move teachers and administrators through various levels of understanding (awareness, commitment, ownership) of the new vision. Through these efforts, the Urban Education staff are continuing to gain a broader understanding of how to put sound theory and research into tools to inform practice in the interests of the urban learner. This information is being disseminated to educators and the academic research community through presentations at professional conferences, articles in newsletters and journals, and new products being developed by the staff.

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Cultural Diversity and Learning Module

CULTURAL DIVERSITY AND LEARNING

Introduction (5 Minutes)

1. Make opening remarks, greetings and housekeeping comments, as needed.

   A. Use "A New Vision of the Urban Learner" handout to describe the shift in views about urban learners. Note that the Urban Learner Framework (ULF) is comprised of four research-based themes which, when taken together, generate a new vision of the urban learner as culturally diverse, capable, motivated, and resilient.

   B. Mention that today's session -- Theme 1: Cultural Diversity & Learning -- will focus on the shift:

   from
   seeing urban learners as culturally deprived
   to
   seeing urban learners as culturally diverse.

   C. Introduce "Agenda" handout and describe what will occur during the next 2 $^{1}/_{2}$ hours.

2. Refer to "Cultural Diversity and Learning Means..." handout. Discuss what cultural diversity means. Tell the group that each theme has some core values/principles that contribute to the new vision of the urban learner.

3. Refer to "Values and Principles" handout. Describe the values and principles by noting that:

   A. The theme stresses the importance of (1) viewing difference as strength, (2) understanding that learning can happen better if cultural diversity is appreciated, *and* (3) recognizing that each person has a lot to offer.

   B. These values and principles are reinforced in this workshop activity.

   C. The issues, implications, and strategies in this lesson can be applied to any subject matter. The focus here is on World Cultures or American History.

4. Refer to "Staff Development Outcomes" handout. Introduce the three outcomes:

   A. Increased awareness and understanding of the impact of cultural difference issues.

   B. Expanded understanding of the dynamics of culture in learning and implications for instruction.

C. Effective strategies to engage urban learners in the instructional process.

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Safe Environment Discussion (5 Minutes)

1. Set the stage by making the following comments:

   A. Tell participants that, for the purpose of this lesson, the trainer is a teacher, the participants are students, and the setting is a classroom.

   B. Start the lesson by saying, We are beginning a unit of study today that focuses on discovery. Throughout this unit, we will be addressing some sensitive issues related to cultural diversity and learning.

   C. Establishing ground rules for how we will treat and talk to each other can help us be respectful and tolerant and enhance the opportunity to learn.

2. Refer the group to the "Ground Rules" handout. Review the items and ask the students if they will accept them. Note: In a real classroom setting ground rules would be developed by the students and the teachers. These ground rules are provided to enable participants to use the time addressing other cultural diversity and learning issues.

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Student-Focused Exercise on Discovery (30 Minutes)

1. Refer to the "Guidelines for the Discovery of a Ball Field Exercise" and the Ballfield Points of View (POVs)" handout. Highlight the following points:

   A. This segment about discovery draws directly on student experiences and interests. Let's review the directions for this activity.

   B. Students select triad members to complete this exercise. (5 minutes)

   C. After reading "The Discovery of a Ball Field," students complete their "Points of View" chart and compare and contrast their three POVs. They discuss the factors associated with each, the values, the intended outcomes, and the consequences. They also discuss what they have discovered from an individual and cultural POV, summarize their learnings, and prepare to share in the large group. (15 minutes)

   D. In a large group, students discuss the learnings that surfaced during their triad discussions. (10 minutes)

2. Students organize into triads and begin the exercise.

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Curriculum-Focused Exercise on Discovery (60 Minutes)

1. Refer to the "Guidelines for Discovery Exercise," "Native American Point of View," "Earlier Explorers' Point of View," "Columbus' Point of View," and "Discovery Points of View" handouts. Highlight the following points:

   A. This segment on discovery deals with the voyage of Christopher Columbus to America.

   B. Students go back to their original triad groups to complete this exercise. (5 minutes)

   C. Students select a story to read, complete their POV chart, and discuss their stories in the triad. Together the students compare and contrast the three POVs and summarize the learnings. (40 minutes)

   D. In the large group, students discuss the learnings that surfaced during their triad discussions. (15 minutes)

2. Students reconvene into triads and begin the exercise.

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Debrief of Exercises (15 Minutes)

1. Tell the group they are to reflect on the various aspects of the lesson.

2. Refer to the "Reflections" handout. Have the large group take out a sheet of paper and write numbers 1-3 vertically down the page.

3. Think about these exercises and write down what you consider to be (1) most important, (2) most interesting, and (3) most useful.

4. Write comments on the flip chart for each category of responses from the group and post them around the room.

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Issues, Implications, and Strategies (30 Minutes)

1. Refer to the "Cultural Diversity and Learning: Issues, Implications, and Strategies" handout.

2. In the large group, ask participants to read each issue and discuss how it was addressed in the exercises. For example:

   A. Issue 1 -- see Segment 3

   B. Issue 2 -- see Segment 3-4

   C. Issue 3 -- see Segment 2

   D. Issue 4 -- see Segment 3-4.

Comments for each issue are written on the flip chart and posted around the room.

3. The implications section is discussed by making these points in a short lecture:

   A. Teacher training has been influenced by a dominant view about culture and learning. This means that we use the teaching methods, materials, standards, and practices that reflect the majority culture.

   B. Educators must assess staff development, curriculum and instruction, and school and classroom environments to determine how to integrate these cultural diversity and learning concepts into organizational practices and policies.

4. Have each participant take out a piece of paper and label the heading, "Good Ideas." Ask them to review the seven strategies used in this "discovery" lesson and write down one good idea, technique, or procedure they will apply when teaching their subject matter. Share some of the ideas, collect them all, and post them around the room.

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Closing (5 Minutes)

1. Make the following closing comments about the key messages in the module:

   A. We must value the differences that urban learners bring to our classrooms.

   B. We must use instructional strategies to develop the different strengths of urban learners.

2. Thank the participants for coming and sharing in the experience.

A NEW VISION OF THE URBAN LEARNER

Current View	A New Vision
Culturally Deprived	Culturally Different
Lacking in Ability	Capable
Lacking Motivation and Effort	Motivated/Effortful
At-Risk	Resilient

CULTURAL DIVERSITY AND LEARNING

Agenda

- Introduction
- Safe Environment Discussion
- Discovery Exercises
- Debrief
- Issues, Implications, and Strategies
- Closing

CULTURAL DIVERSITY AND LEARNING MEANS...

Understanding about
student and teacher beliefs,
attitudes, and values that
shape learning, perceptions,
and the instructional process.

CULTURAL DIVERSITY AND LEARNING

Values/Principles

- Difference is strength
- Learning can happen if cultural diversity is appreciated
- Each person has a lot to offer.

STAFF DEVELOPMENT OUTCOMES

- Increased awareness and understanding of the impact of cultural difference issues
- Expanded understanding of the dynamics of culture in learning and implications for instruction
- Effective strategies to engage urban learners in the instructional process.

GROUND RULES

- Agree to disagree.
- Be sensitive to each other's feelings.
- Don't argue or be rude.
- Talk about what you know, not what someone told you.
- Make yourself listen with two ears, two eyes, and a whole brain.
- Separate what is said from how it is said.
- Don't make snap judgments.
- Be open to new ideas.
- Describe differences without judging them.

Guidelines for the *Discovery* of a *BALL FIELD* Exercise

- Distribute "The Discovery of a Ball Field" and "Points of View" (POV) handouts
- Divide the group of students into triads
- Students read the story and complete the chart showing all three POVs
- Students compare and contrast the three POVs and prepare a summary for the large group discussion.

THE "*DISCOVERY*" OF A BALL FIELD

"East Town" began as a neighborhood of Italian and Irish immigrants. Most of them worked in nearby textile mills. A strong rivalry existed between the two ethnic groups, which was most prominent in the weekly ball games at the neighborhood field -- baseball in the spring and summer, football in the fall and winter. Over the years, the two ethnic groups lost much of their ethnic purity and blended into the mainstream American culture, but their weekend afternoon ball games maintained their rivalry on a friendly basis. They assumed that this was the way things would always be.

During the 1970s, African Americans began to move into East Town. They were greeted with curiosity and icy hostility. Residents tried to ignore them and continue old traditions. Some African American residents were spectators at the ball games. After some time, whenever one of the teams was short of players, the new residents were invited to play. They found the newcomers to be good athletes, but they were never welcomed to become permanent members of either team. Instead, the African Americans established their own touch football team, and after several confrontations and heated arguments about who owned the field, began using the field on Sunday afternoons for their games. No further problem developed and a peaceful coexistence became the norm. Each group had what they wanted.

Then one spring a strange thing happened. One Saturday morning when the baseball team members came to practice before the game, they saw another group using the field to play soccer.

Several Latino families had recently moved into the far corners of the neighborhood, learned of other Latinos living in nearby areas, and gathered enough players to begin their favorite game -- soccer! They began searching for a place to play and after exploring the new neighborhood, they "discovered" a field that would be perfect. They made plans for their first game. Early Saturday morning they set up their goals and began to play. Halfway through the game, a noisy group disrupted the play. The baseball team told the soccer players that the field was originally theirs and the players would have to leave. The soccer players refused to leave, stating that the field was a public place and they were the first that day. But the other group pointed out they had been using the field for years to play baseball and the soccer team was intruding. The Latino group, on the other hand, said soccer was a much more interesting game than baseball and less animalistic than football. They refused to leave the field and told the baseball players to find another place to play their boring game.

BALL FIELD POINTS OF VIEW

Using the chart below, identify the points of view about the use of the field that the three major groups had in the story.

European Americans	African Americans	Latino Americans

Guidelines for the *DISCOVERY Exercise*

- Distribute Points of View (POV) stories: *Columbus, Native American, Descendants of Earlier Explorers*
- Divide students into triads
- Each member of the triad selects a different story to read
- Students study the story they selected and complete the POV chart
- Each student relays his/her story and shares the POV with other members of the triad
- As a triad, students compare and contrast the three POVs and summarize learnings
- Students discuss learnings in the large group.

NATIVE AMERICAN POINT OF VIEW

I am the voice of the descendants of various Native American people who inhibited the Western Hemisphere before Columbus made his voyage. Before 1492, our people fought among ourselves, but all lived in harmony with nature. We honored and respected the Earth by taking only what we needed and by giving thanks and gifts to the spirits during festivals and prayers.

When Columbus arrived, we were curious about him and his people. These strangers looked different, wore strange clothing, and had customs and ways that seemed foreign to us.

At first, we shared the streams, our crops, and the other resources of the Earth with Columbus. In return, we discovered that our spirit of openness was viewed as a sign of weakness. Our world of harmony and tranquillity disappeared and what emerged was a disaster from which our people have never recovered.

Our world became contaminated with European diseases and, as a result, thousands of Native Americans died. We were exposed to smallpox, typhoid fever, mumps, measles, and whooping cough. So many of us kept dying that we were unable to fight off the Europeans who came after Columbus.

Our people do not remember Columbus with fondness and joy. We do not view him as a great discoverer, but as an invader whose actions contributed to the conquering and decline of many nations of Native Americans.

EARLIER EXPLORERS' POINT OF VIEW

I am the voice which represents the descendants of all the explorers who traveled to the Western Hemisphere hundreds of years before Christopher Columbus. Many historians have uncovered evidence to support the conclusion that we reached the lands of America long before Columbus did.

Included among the long list of early explorers who need to be considered are the Black Africans who came to America as early as 1500 B.C., the Phoenicians in 600 B.C., the Jews of Palestine, before the birth of Jesus, the Romans in A.D. 64, Hoer-Shin from China in 499, St. Brendan of Ireland in the 6th century, the Vikings and the Welsh during the 11th century, and the Venician and Polish sailors in the 1400s.

While there are many unanswered questions about our visits to the Western Hemisphere before Columbus, it is clear that he was not first and our explorations of America were generally unrecognized and considered insignificant for many years. Some historians have said that this was because our voyages didn't make any real difference; they didn't create any major historical changes. We agree that we did not alter the environment or the conditions of the Native Americans in major ways. We also acknowledge that our journeys did not result in any major colonization or change in cultures, religions, values, politics, and lifestyles. We can also say that our explorations did not cause any destruction or tragic outcomes. We are proud of our people who made these early voyages and of their navigational skill. Columbus should not receive credit which is not due him.

COLUMBUS' POINT OF VIEW

I am the voice of the descendants of Christopher Columbus, a courageous explorer who set sail in 1492 to discover a new route to the Indies. King Ferdinand and Queen Isabella provided him with three ships, the Nina, the Pinta and the Santa Maria and as the brave admiral, he led some 90 men to the "New World."

Columbus made several voyages to the New World, in 1492, 1498, and 1502. He was a skilled navigator whose contributions to world history should be remembered with pride and glory. After all, he was the one who discovered the New World and gave the name "Indians" to the natives who met him at the shore.

He came from a greater civilization than that of the native Indians. These heathen people were lost souls until we settled in and implemented our language, customs, lifestyles, and religion.

Future Europeans benefited from his voyages in many ways. Explorers brought back crops, animals, spices, and Indians became a source of cheap labor. The domination and power over these natives in the New World enabled the cultivation of the soil and the growth of a wealth of prized crops like sugar, cotton, and tobacco. After the Indians died from the rapid spread of disease and more land became available, Africans were enslaved and transported to till in the rich fields.

As you can see, his discovery of the New World was a great accomplishment. It provided the beginning of European settlement and development in an area of the world that was previously underdeveloped.

DISCOVERY POINTS OF VIEW

Using the chart below, write down the points of view represented in the story.

Explorers	Columbus	Native Americans

REFLECTIONS

1. Most important

2. Most interesting

3. Most useful

CULTURAL DIVERSITY AND LEARNING

Teacher training has been influenced by the values and assumptions of a dominant view about culture and learning. A broader understanding of the following issues, implications, and strategies related to valuing diversity is required for teachers to better facilitate the learning process of the urban learner.

Issues

1. Cultural groups and individuals develop differences influenced by social, economic, political, and historical experiences which shape learning and perception.

2. Cultural groups and individuals hold points of view that may have value for them, but may not have value for others.

3. Inability to distinguish between valuing differences and agreeing with differences limits perceptions, inhibits relationships and learning, and causes conflicts.

4. It is important to be able to communicate the similarities and differences among various points of view.

Implications

1. *Staff development* must provide strategies for teachers to strengthen their own and their students' abilities to recognize, value, and communicate differences.

    - Teachers need to recognize how their own views and training have been influenced by the dominant cultural view.

    - Teachers need strategies to counter student perceptions and peer pressure that consider achieving academically as "acting white."

    - Teachers need strategies which enable them to shift from being givers of information to being facilitators of learning.

2. *Curriculum and instruction* must communicate and foster practices which build respect and tolerance for differences.

3. *School and classroom environments* must communicate and foster practices which build respect and tolerance for differences.

Strategies

1. Establish ground rules for appreciating and valuing differences in schools and classrooms.

2. Design lessons which require students to identify and describe another point of view, different factors, consequences, objectives, or priorities.

3. Identify and utilize cultural and individual differences as a resource, e.g., prior knowledge, patterns of participation, beliefs about desirable/undesirable goals, behaviors, skills, knowledge values, etc.

4. Incorporate student differences by using several instructional strategies including: cooperative learning, group projects, peer centers, and reciprocal teaching.

5. Promote opportunities to heighten students' consciousness of differences and diversity through the study of historical, community, family, and personal events and literature.

6. Use teaching/instructional activities which facilitate student interaction, student-directed learning, collaboration, and problem solving.

7. Encourage students to use metaphors to help them think about concepts from different perspectives.

Unrecognized Abilities/Underdeveloped Potential Module

UNRECOGNIZED ABILITIES AND UNDERDEVELOPED POTENTIAL

Introduction (10 Minutes)

1. Make opening remarks, greetings and housekeeping comments, as needed.

   A. Refer to "A New Vision of the Urban Learner" handout.

   B. Mention that they have already had a session on cultural diversity and today's session will focus on the second viewpoint shift:

   from
   seeing urban learners as lacking in ability

   to
   seeing urban learners as capable with unrecognized abilities and underdeveloped potential.

   C. Refer to the "Agenda" handout and describe what will occur during the next $2\,^{1}/_{2}$ hours.

2. Brief discussion question: "Why, in your view, is the *Unrecognized Abilities/Underdeveloped Potential* theme important as it pertains to educating the urban learner?"

   A. Refer to "Old Views" handout as a review and reinforcement of the discussion question.

   - Old views about intelligence penalize urban learners.
   - Old views suggest that intelligence is:
     - -- fixed and can't be changed
     - -- is unitary
     - -- is based on genetics/race
     - -- interpreted to mean deficits.

3. Refer to "Values and Principles" handout. Describe the values and principles by noting that:

   A. The theme stresses that:

   - there are multiple intelligences
   - intelligence is modifiable
   - individual and cultural differences are not deficits.

   B. These values and principles are reinforced in this workshop activity -- A Lesson on Photosynthesis: Upper Elementary Grade.

4. Refer to the "Staff Development Outcomes" handout. Introduce the two outcomes:

   A. Staff gains on introductory understanding of multiple intelligences and the dynamic nature of intelligence.

   B. Staff can identify strategies for applying multiple intelligence concepts to instruction.

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Lesson (Part 1) *

Incorporating the Urban Learner Theme
Unrecognized Abilities/Underdeveloped Potential (35 Minutes)

1. Describe the following to your audience:

   A. Scenario: Upper elementary grade, introductory science lesson: Photosynthesis.

   B. Workshop Goal:

      - Not to have your audience of teachers take the lesson and "teach" it in their classrooms -- although they could do that.

      - But, to expand their awareness about the value and implications of new ways to educate urban learners.

   C. Audience's Role: Participate as if you were an urban learner.

   D. Part 1 of the lesson: Two warm-up activities.

2. Warm-Up #1: Random Images (15 minutes)

   A. Instruct students to find a partner.

   B. Describe what the students will be doing:

      - They will be exercising their "mental" muscles.

      - They will be closing their eyes.

      - You will be giving them a word that they are to imagine in their "mind's eye" -- whatever image that surfaces is okay.

      - Then, partners will briefly describe their images to each other.

   C. Use the following words to practice random imaging through time. Note: Be conscious of pacing -- about a $^1/_2$-minute for sharing, then repeat. (8 minutes)

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*Adapted from: A biology lesson with visual/spatial intelligence. In Lazear, D. (1991). ***Seven ways of teaching: The artistry of teaching with multiple inteligences.*** Palatine, IL: Skylight Publishing, Inc.

- An Animal
- A Machine
- A Trip

D. Ask some of the students to share their responses with the entire group. (5 minutes)

- What happened?
- What was this like?

3. Warm-Up #2: Detailed Image (15 minutes)

A. Tell the students they will now build on the mental imaging ability they used in the previous exercise.

B. Distribute blank paper and markers or crayons.

C. Tell them that they will be doing this activity individually -- and that they are to imagine the situation you suggest *as vividly as possible.*

D. Have them close their eyes and take several deep breaths -- to help them relax as much as possible. (1-2 minutes)

E. Read the guided visualization: (2 minutes)

> "Now I'd like you to imagine that you are at home in the room in which you sleep. With your mind's eye, look around and try to see as much of that room as you can. *(pause)* Notice whether or not the bed is made. *(pause)* Is any clothing lying around? *(pause)* How much is there? *(pause)* Notice any other special things in the room. *(pause)* Now on a sheet of blank paper, briefly sketch what you are seeing in your mind's eye."

F. Allow 5 minutes for student sketching.

G. Have students share their sketches with their partners from the previous activity. (4 minutes)

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Lesson (Part 2)
Incorporating the Urban Learner Theme
Unrecognized Abilities/Underdeveloped Potential (40 Minutes)

1. Tell students that they are now going to use their imaging ability again during today's science lesson. They will again imagine something that you will suggest and they will sketch it.

A. Distribute another blank page of paper for sketching.

B. Instruct them that they will be doing the initial imaging and sketching individually and they are to again imagine the situation you suggest *as vividly as possible.*

C. Have them close their eyes and take several deep breaths -- again relax as much as possible. (1-2 minutes)

D. Read the guided visualization. (7 minutes)

Imagine yourself outdoors in a garden. All around you are green plants. Notice all the different types of plants -- all the colors of the flowers, all the sizes, all the shapes of the leaves. *(pause)* Now, focus on one particular plant. Notice its size and the shape of its leaves. *(pause)*

Now imagine yourself as the plant. You are the plant. Your arms are leaves and your legs are roots. *(pause)* You are a healthy, growing plant in this garden. All growing things need food and you now realize that you are hungry. *(pause)* Plants, unlike human beings, make their own food inside themselves. You want to know how to make some food because you are getting very hungry. The first ingredient you need is water.

In order to get water, focus on your roots. Remember your legs are your roots and you take in water through your roots. Imagine your roots reaching into the soil. *(pause)* Your roots seek out water. Wiggle your toes as if you are seeking water. *(pause)* Imagine that you find some water and drink it through your toes. *(pause)* The water, however, is not enough. You are still hungry.

Now, look at your leaves. Believe it or not, you breathe through your leaves. Your leaves have numerous small openings or pores. Each pore is like a nose. Imagine your leaves with lots and lots of tiny noses on them. *(pause)* Now, imagine breathing through your leaves. *(pause)* You breathe in carbon dioxide, and that is the other ingredient you need to make your own food.

It is a summer day and you have been basking in the warm rays of the sun. Feel the sun on your leaves. It feels good. *(pause)* The sun is what helps you make food. That may seem strange to you, but within your leaves the light energy from the sun helps you to turn the water and carbon dioxide into two things. First, is the food you eat sugar. Imagine your leaves absorbing the light energy from the sun and helping you make sugar. *(pause)* You love sugar and you are very hungry now. Imagine eating the sweet sugar. *(pause)* The other thing the sun helps you produce is oxygen, which you breathe out through your leaves. Imagine breathing out oxygen into the garden. *(pause)*

Now that you have eaten, you feel very healthy. The sugar makes you grow big and strong. Think of yourself growing bigger and stronger. *(pause)*

This process of making food using the light and energy from the sun is called *photosynthesis.*

E. Instruct students to sketch, in as much detail as possible, what they imagined. (10 minutes)

F. Direct students to form into groups of three -- a triad.

G. Each triad identifies the ways in which their sketches are the same and the ways they are different. (10 minutes) One student should volunteer as recorder/scribe.

H. Ask different triads to share some of the similarities and differences they found. (10 minutes)

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Establishing Context (30 Minutes)

1. Comment that the theme, *Unrecognized Abilities/Underdeveloped Potential* can be approached from numerous viewpoints. Today, the approach is from the viewpoint of Howard Gardner's ***Theory of Multiple Intelligences.***

2. Refer to "A Brief Guide to the Seven Intelligences" handout. Instruct them to read the handout. (5 minutes)

   A. In the same triad groups from the previous lesson, they are to discuss and identify which of the seven intelligences were strongly emphasized during the *Photosynthesis* lesson. (10 minutes)

   B. Guide an open discussion (5 minutes): "Which of the seven intelligences do you feel were central to this lesson?" To some degree, all seven intelligences could be used during this lesson, however three intelligences were central:

      - Visual/Spatial Intelligence (imagining, sketching)
      - Verbal/Linguistic Intelligence (talking)
      - Interpersonal Intelligence (cooperative group work)

3. Ask: "What did using a lesson incorporating multiple intelligences accomplish vs. a conventional lesson design?" Record responses on newsprint. (5 minutes)

4. Reference to "Benefits of Using Multiple Intelligences" handout and mention anything not brought up during the newsprint listing.

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Implications for the Classroom and the School (35 Minutes)

1. Refer to the "Unrecognized Abilities/Underdeveloped Potential: Issues, Implications, and Strategies" handout.

A. Direct participants to read the "Issues" section of the handout and ask them to consider for *each* issue: "In your view, was (1) the issue addressed in some way and (2) how? (5 minutes)

B. Guide a brief discussion of each issue. Note the perspective presented below: (10 minutes)

Issue # 1	Directly addressed.	The lesson is learner-focused. It uses a variety of intelligences and draws upon student experience and knowledge.
Issue # 2	Indirectly addressed.	The lesson reflects the belief that intelligence is flexible and modifiable.
Issue # 3	Directly addressed.	Several intelligences are utilized.
Issue # 4	Directly addressed.	Individual differences are encouraged.
Issue # 5	Indirectly addressed.	It is assumed that urban learners have a rich background and broad experience to draw upon. It's up to the urban educator to uncover and tap this information.
Issue # 6	Not addressed.	

C. Briefly comment on the "Implications" section. Key points worth mentioning: (5 minutes)

- Student-meaningful curriculum, instruction, and assessment: It builds on the background and the experience of the urban learner.
- Teach to different intelligences: "Variety is the spice of life."

D. Instruct participants to read the "Strategies" section of the handout. Then have them select the strategy they believe is important for your school site to consider seriously for implementation. (3 minutes)

E. Ask participants to share their responses. (10 minutes)

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Closing (2 Minutes)

1. Make the following closing comments about the key messages in this module:

A. We must seek out the strengths in urban learners.

B. There is variability in the way our children learn.

C. We have to find ways to incorporate the various intelligences urban learners possess and translate them into new curriculum, new instructional methods, and new means of assessment.

2. Thank participants for coming and sharing in this experience.

A NEW VISION OF THE URBAN LEARNER

Current View	A New Vision
Culturally Deprived	Culturally Different
Lacking in Ability	Capable
Lacking Motivation and Effort	Motivated/Effortful
At-Risk	Resilient

UNRECOGNIZED ABILITIES AND UNDERDEVELOPED POTENTIAL

Agenda

- Introduction
- Science Lesson
- Context
- Issues, Implications and Strategies
- Closing

Old views about intelligence penalize urban learners.

Old views suggest that intelligence is:

- fixed and can't be changed
- unitary
- based on genetics/race
- interpreted to mean deficits.

UNRECOGNIZED ABILITY/ UNDERDEVELOPED POTENTIAL

Values/Principles

- There are multiple intelligences.
- Intelligence is modifiable.
- Individual and cultural differences are not deficits.

Staff Development Outcomes

- Staff gain an introductory understanding of multiple intelligences and the dynamic nature of intelligence.

- Staff can identify strategies for applying multiple intelligence concepts to instruction.

A BRIEF GUIDE TO THE SEVEN INTELLIGENCES

Type	Likes To	Is Good At	Learns Best By
Linguistic Learner *"The Word Player"*	read write tell stories	memorizing names, places, dates, and trivia	saying, hearing, and seeing words
Logical/Mathematical Learner *"The Questioner"*	do experiments figure things out work with numbers ask questions explore patterns and relationships	math reasoning logic problem solving	categorizing classifying working with abstract patterns/ relationships
Spatial Learner *"The Visualizer"*	draw, build, design and create things daydream look at pictures/slides watch movies play with machines	imagining things sensing changes mazes/puzzles reading maps, charts	visualizing dreaming using the mind's eye working with colors/ pictures/maps
Musical Learner *"The Music Lover"*	sing, hum tunes listen to music play an instrument respond to music	picking up sound remembering melodies noticing pitches/rhythms keeping time	rhythm melody music
Bodily/Kinesthetic Learner *"The Mover"*	move around touch and talk use body language	physical activities (sports/dancing/acting) crafts	touching moving interacting with space processing knowledge through bodily sensations
Interpersonal Learner *"The Socializer"*	have lots of friends talk to people join groups	understanding people leading others organizing communicating manipulating mediating conflicts	sharing comparing relating cooperating interviewing
Intrapersonal Learner *"The Individual"*	work alone pursue own interests	understanding self focusing inward on feelings/dreams following instincts pursuing interests/goals being original	working alone individualized projects self-paced instruction having own space

Adapted from Faggella, K. & Horowitz, J. (1990). Different child, different style. ***Instructor,*** ***100***(2), 52.

Benefits of Using Multiple Intelligences
Photosynthesis Lesson

Unique	Helps the brain remember information more easily.
Engaging	It's different. It's interesting. It's new. It sparks curiosity.
Affirming	Recognizes the most common learning modality (visual/spatial thinking). Lesson is designed from the learner's viewpoint, rather than the traditional "way it is done."
Empowering	Uses inherent imaging abilities (i.e., active imagination) of students – they already have the skill, they do not have to "learn" it.
Inviting	Since several intelligences are incorporated into the lesson, there is something for everyone.

UNRECOGNIZED ABILITIES/ UNDERDEVELOPED POTENTIAL

Issues

1. The school has a responsibility to adapt itself to the urban learner.

2. Intelligence is not fixed. It is flexible and modifiable.

3. Intelligence is not unitary. There are diverse and multiple intelligences.

4. Individual and cultural differences are not deficits, even though they do not correspond to what is recognized and valued by the majority culture.

5. Urban learners have unrecognized abilities and underdeveloped potential.

6. Intelligence cannot be accurately quantified and effectively measured through the use of IQ tests.

Implications

1. *Staff Development*

   - Expose teachers and administrators to new understandings related to multiple intelligences, cognitive modifiability, learning styles, and student centered learning.

2. *Curriculum, Instruction, and Assessment*

   A. Create student-meaningful curriculum and instruction that (1) develops multiple intelligences and (2) uses the prior knowledge and background of urban learners as a bridge to new knowledge development.

   B. Recognize and change curriculum and instruction so that urban learners are provided opportunities for developing higher order cognitive operations (such as problem solving, creative and critical thinking, metacognition), rather than overexposure to rote or repetitive learning.

   C. Develop learner-sensitive assessments that recognize and reflect the diversity of intelligences and learning styles demonstrated by urban learners and that are also of value to the individual learner.

3. *School and Classroom Environments*

   A. Create an atmosphere that nurtures and supports the individual strengths of urban learners.

B. Provide feedback to encourage the development of the full spectrum of learner abilities.

4. *Management*

A. Recognize, learn about, and support site-based efforts to make changes that reflect new ways of educating and assessing urban learners.

B. Encourage and support staff development efforts.

C. Expose parents and the community to the new understandings about multiple intelligences and to cognitive and learning style differences as student strengths. Recognition and reinforcement of these concepts beyond the school will contribute to ultimate urban learner success.

Strategies

1. Develop ways for students to learn about their individual cognitive strengths (learning style inventories, explicit discussion and teaching of thinking skills, student self-monitoring and self-evaluation of intelligences, etc.)

2. Develop lessons reflecting the context of the urban learner socially, economically, and physically.

3. Assemble instructional materials that are designed specifically to develop each of the various intelligences; relate these materials to a full spectrum of subject matter areas or curriculum units.

4. Attend to the physical layout and design of classroom space to accommodate new ways of instructing students.

5. Create school-site professional development libraries containing current research and practical applications for teacher and administrator use.

6. Learn about and experiment with alternative assessment methods (student portfolios, projects, videos, etc.).

7. Provide opportunities for school-site and central office staff to see how these new concepts are actually being used in schools (site-visits; invite practitioners to make presentations; begin reading/discussion groups, etc.)

8. Develop "user-friendly" (i.e., not filled with educational jargon) materials for parents and the community (brochures, summary papers, videos, etc.).

9. Create opportunities for parents and community to see some of these new concepts in action (forums, exhibits, school-community partnerships, panel discussions, student demonstrations, etc.).

Enhancing Ability Development through Motivation and Effort Module

ENHANCING ABILITY DEVELOPMENT THROUGH MOTIVATION AND EFFORT

Introduction (5 Minutes)

1. Make opening remarks, greetings and housekeeping comments, as needed. Show "Agenda" handout and describe what will occur during the next 2 $^{1}/_{2}$ hours. Note that the emphasis in this module is on understanding the role effort plays in enhancing ability development and increasing motivation.

   A. Refer to "A New Vision of the Urban Learner" handout.

   B. Mention that we have already had sessions on cultural diversity and unrecognized abilities and that today's session will focus on another viewpoint shift:

from
believing that urban learners are
unmotivated and that their achievement
is determined by innate ability

to
believing that they are motivated and that their efforts,
when appropriately challenged, can contribute
substantially to their ability development and achievement.

2. Refer to "Values and Principles" handout. Describe the values and principles by noting that:

   A. Effort and motivation are essential to learning.

   B. Effort plus motivation leads to learning and increased ability.

3. Refer to "Staff Development Outcomes" handout and discuss the two primary benefits:

   A. Increased awareness and understanding of the relationship of effort to ability development and achievement, and

   B. Strategies to encourage urban learners to apply effort to academic tasks.

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Understanding Effort (35 Minutes)

1. Refer to "Accomplishment" handout and review directions. (25 minutes)

   A. As a large group, share accomplishments and discuss what helped everyone to keep going and overcome barriers.

B. Record answers on newsprint.

C. Compare answers with "Understanding the Meaning of Effort" handout.

2. Discuss what the research says about understanding the relationship between effort and achievement. (10 minutes)

A. The importance of applying effort to academic learning becomes clear when we compare American educational practices with practices of another culture, namely Japanese.

B. The reason for comparison is not so we can copy what goes on in Japan, but so we can understand ourselves better. (Getting outside our own culture may be necessary to get a clear picture of ourselves.)

C. Refer to "The Interaction of Innate Ability and Effort in Learning" handout. Explain that in Japanese schools there is a clear emphasis on the role of effort in learning, rather than on the innate ability of the students. Effort in learning is stressed and explicitly taught. Innate ability is de-emphasized. All students are expected to accomplish major learning tasks. Some may take longer, but all are expected to get there with proper support.

D. In contrast, many American urban students, parents, and teachers believe innate ability accounts for success in school. The school does nothing to convince them otherwise.

E. Urban educators have an opportunity to shift this view and develop strategies to facilitate effort.

F. Refer to "Enhancing Achievement Through Motivation and Effort" handout for additional information.

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Revisiting Russell:
Discovering the Examples of Effort (40 Minutes)

1. Ask staff to read "Revisiting Russell" handout and list independently examples of Russell exhibiting effort.

A. In triads, discuss lists and compare and contrast responses.

B. In the large group, generate a cumulative list of the school's responses to Russell's efforts and put the positive and negative statements on newsprint.

C. Discuss issues in the school environment that created barriers to effort: student boredom, low teacher expectations, negative peer interaction, self esteem.

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Strategies to Encourage Effort in the Classroom (35 Minutes)

1. Divide into groups of six to eight persons.

   A. Ask the groups to develop strategies to encourage effort in the classroom. Remind them to reflect on the school's responses to Russell's efforts and earlier discussions about understanding effort as they consider classroom strategies.

   B. Have groups share their two best strategies with the entire group.

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Modeling One Key Strategy:
Learning from Mistakes (30 Minutes)

1. Distribute "Problem" handout and ask the group to work *independently* to solve the problem.

   A. When the group has finished the problem, solicit volunteers to write their problems on the newsprint/board. Encourage varied responses *regardless* of whether or not they are correct.

   B. Discourage any negative comments from the group by reminding them that it is important to respect everyone's input because we all learn from everyone's contributions.

   C. Ask respondents to explain their thinking. Ask them questions about how they solved the problem. For example:

      - What did you do first, second, third?
      - Why did you pick the strategy that you used?
      - What would've happened if you had used another strategy?
      - Is there a best way to think in order to get the answer?

2. After the activity has been completed, discuss the following points in a large group:

   A. The importance of using errors as opportunities to learn.

   B. The importance of giving student opportunities to think about their thinking.

   C. The importance of encouraging student responses, rather than just seeking out the "right" answer.

   D. The importance of providing a safe environment for learning and making mistakes.

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Closing (5 Minutes)

1. Refer to "Issues, Implications, and Strategies" handout. Remind the group that this handout addresses the essence for the third urban learner framework theme. Also, point out any additional strategies from the sheet that were not mentioned earlier.

2. Close with the the following comments:

   - We must recognize the relationship between effort and development of student abilities and achievement.

   - We must develop and use strategies that encourage student effort.

3. Thank the participants for coming and sharing in the experience.

ENHANCING ABILITY DEVELOPMENT THROUGH MOTIVATION AND EFFORT

Agenda

- Introduction
- Understanding Effort
- Revisiting Russell: Discovering the Examples of Efforts
- Strategies to Encourage Effort
- Modeling One Key Strategy: Learning from Mistakes

A NEW VISION OF THE URBAN LEARNER

Current View	A New Vision
Culturally Deprived	Culturally Different
Lacking in Ability	Capable
Lacking Motivation and Effort	Motivated/Effortful
At-Risk	Resilient

ENHANCING ABILITY DEVELOPMENT THROUGH MOTIVATION AND EFFORT

Values/Principles

- Effort and motivation are essential to learning.

- Effort plus motivation leads to learning and increased ability.

STAFF DEVELOPMENT OUTCOMES

- Increased awareness and understanding of the relationship of effort to ability development and achievement

- Strategies to encourage urban learners to apply effort to academic tasks.

ACCOMPLISHMENT ACTIVITY EXERCISE

- Reflect on your life and choose one thing that you consider an important accomplishment. (What is one thing you are proud of having done?) List your accomplishment here

  _____.

- Was it easy or difficult to achieve your accomplishment? What were the barriers? What did you do to overcome the barriers? Were there times when you were ready to give up? What kept you going?

- Discuss your accomplishment with your neighbor and note similarities and differences.

UNDERSTANDING THE MEANING OF EFFORT

Definition: Effort is the energy used in reaching a goal.

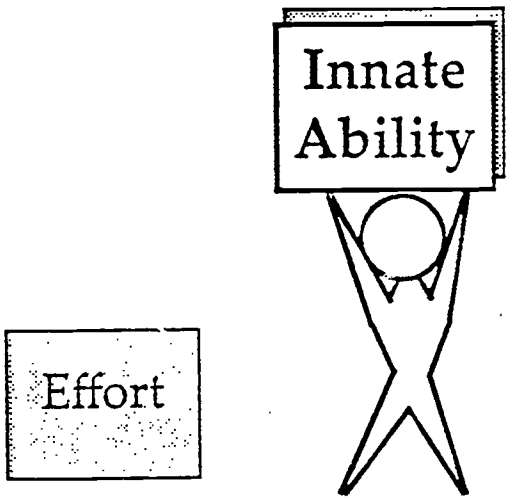
Effort requires:

- Perseverance
- Tolerance
- Determination
- Endurance
- Focus on a goal
- Energy over time

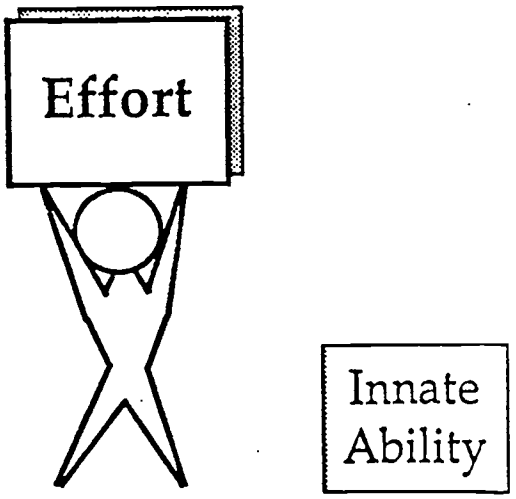
The Interaction of Innate Ability and Effort in Learning

Why do children do well in school?

If asked in the U.S.A.:



If asked in Japan:



Enhancing Achievement Through Expectation and Effort

Shin-Ying Lee
University of Michigan

The effectiveness of the American education system has been challenged in recent years by the consistent reports that in academic knowledge American students are lagging behind their peers in many other countries. The achievement gap in mathematics between American students and their Japanese and Chinese counterparts was evident as early as the first grade (Stevenson, et al. 1990a; Stevenson, et al. 1990b; Stigler, Lee & Stevenson, 1990). In spite of the education reform movement in recent years, this gap not only has persisted throughout the last decade among elementary school students, but also among high school students where an even wider disparity between the average performance of the American and of the Chinese and Japanese students occurred (Stevenson, Chen, & Lee, 1992). How can we account for this poor showing of American students? And, most importantly, what can we do to improve the achievement of the American students?

Results from cross-cultural comparative studies are sometimes criticized for their lack of relevance for making suggestions for American education. The cultural context of the United States is claimed to be very different from other countries in that it is more diverse in race, ethnicity, and social and cultural background. Nevertheless, it is often through the reflection on practices and beliefs of other cultures that we can better realize the characteristics of our own practices which could then help us to offer suggestions for making changes.

In the series of studies conducted at the University of Michigan, data were collected from several urban metropolitan cities: Chicago and Minneapolis, Sendai (Japan), Taipei (Taiwan), and Beijing (mainland China). We worked with education authorities in each location to select the full range of schools and large number of students needed in order to achieve a representative sample. Because elementary education is part of compulsory education in all of the cities we visited, the samples were composed of students from heterogeneous, socioeconomic, and family backgrounds representative of urban centers. In order to investigate attitudes, beliefs and practices related to children's academic achievement, parents and children were interviewed and hundreds of hours of classroom observation were conducted (Stevenson, et al. 1990c; Stevenson & Stigler, 1992).

In addition to the overall findings that American students, on the average, are lagging behind their Asian counterparts in mathematics achievement, closer examination of the results showed two distinctive patterns of achievement outcome when comparing American and Asian students. First, the percentage of students achieving at grade level was much lower among the American students than among the Asian students. Because the mathematics tests used in the studies were constructed based on analyses of the textbooks used in each of the locations, it was possible to examine the achievement outcome according to grade level attained by the students. The results showed that while

more than 70 percent of the first-grade students in each of these three Asian cities were achieving at their grade level, only 42 percent of the American first-grade students in Chicago were doing the same. For fifth graders, 70 percent of the Asian students and less than 25 percent of the students in Chicago were competent at their grade level.

The second characteristic of the achievement performance of American students was the greater diversity among the schools. While students in individual Asian classes come from as diverse educational backgrounds as students in American classes, the gaps among achievement level of the different schools within the Asian cities were smaller than that of Chicago schools. For example, the difference between the first-grade class with the highest average score and the one with the lowest score within each of the three Asian locations was about three points. This difference was more than eight points in Chicago. For fifth-grade classes, the gap was less than five points in Taipei and Sendai, nine points in Beijing, and 15 points in Chicago.

Many factors could account for the achievement differences. Two aspects are discussed below.

Expectation and Standard

One of the dismaying and consistent findings in the studies was the high level of satisfaction expressed by American mothers when they were asked about their children's academic achievement. Few Chinese and Japanese mothers, but over 40 percent of American mothers, expressed high degrees of satisfaction with their children's academic performance; over 80 percent of the American mothers expressed a high level of satisfaction with the work of the school in educating their children.

The level of satisfaction of American mothers is surprising because they seemed to be aware of the country's low status in comparative academic. When mothers were asked to rank the mathematics performance of American students among eight industrialized countries, American mothers estimated that American students' scores would fall between sixth and seventh place. American parents, therefore, appeared to be aware that American education is in trouble, but did not ascribe the phenomenon to their own children. It seems that parents were blaming the problems on other children and other schools, instead of addressing the issues involved themselves.

The lower standard held by American parents for their children's academic achievement became obvious when comparisons were made with standards Asian parents set for their children. When mothers were asked, "Let's say there is a math test in which there are 100 points. The average score is 70. What score do you think your child would get? What score would you be satisfied with?" Mothers in all locations expected their child would receive an above-average score. However, American mothers said they would be satisfied with the score they expected their child would receive, whereas Chinese and Japanese mothers required a score higher than the expected score to be satisfied. Similar results were found when we asked the same questions of fathers and students and when the questions pertained to reading as well as mathematics.

Americans consistently indicated that the score with which they would be satisfied was about the same as or lower than the score they expected their children or they themselves would receive. Asian parents and students, on the other hand, would always require a score higher than the expected one to be satisfied. It is in this sense that Asian students are constantly inspired and motivated to do better than they currently do.

When we asked students to express if they have lived up to the expectation of their parents and teachers, the American students felt they have much more than the Chinese and Japanese students. It is unlikely that the American students would exert themselves further when they already felt strongly about doing as well as they were expected to. American parents and teachers are concerned about developing children's positive self-image and they seem to be doing it by lowering the standard and expectation for their children.

Effort and Ability

One important cultural value that may account for Asian children's willingness to strive for the high expectation and high standards is the importance placed on hard work. Both Chinese and Japanese place great emphasis on the malleability of human beings. It is believed that achievement is possible if one works hard regardless of the current level of ability. The differences in innate endowment among human beings is not denied, but the significance of innate ability as a controlling factor in achievement is consistently de-emphasized. Innate abilities may determine the rate at which one acquires knowledge, but effort is responsible for the ultimate level of achievement.

The belief in hard work among Asian students persists through high school, despite the fact that some students never achieve the same level of accomplishment as their classmates after years of hard work. When 11th graders were asked to choose the most important factor that may influence students' performance in mathematics, more Chinese and Japanese than American students thought studying hard was the most important factor (59% and 72% versus 27%, respectively). When teachers of the eleventh graders were asked the same question, 93 percent of the Japanese teachers selected "studying hard" versus 26 percent of the American teachers. In contrast, the first choice of 41 percent of the American teachers, but only 7 percent of the Japanese teachers was innate intelligence.

American culture, to a greater degree than Chinese and Japanese, emphasizes the importance of innate ability. When students were asked how strongly they believed in such statements as, "Everyone in my class has about the same natural ability in math," American students disagreed to a significantly greater degree than did Chinese and Japanese students. Similar results were found when mothers were asked this type of question. Issues of intelligence and individual differences are always a concern of American parents and teachers for their child and student. Intelligence tests are widely used in American educational settings for the purpose of measuring innate ability and for the prediction of future learning outcome. Americans, in contrast to Chinese and Japanese, are much more likely to point to achievement limitations imposed by their

assumed level of ability. This greater emphasis on innate ability relative to effort would set significant restraint on the motivation and willingness of parents and teachers to work with their children to achieve at a higher level.

In daily classroom experiences, the Asian education philosophy and practice portrays that everyone is equal and should be given equal opportunity to learn. Some children may learn the material more rapidly than others, but that all children are capable of mastering the content of the curriculum. At the elementary school level, the concern is not with identifying individual strengths or needs, but with providing all students with certain necessary knowledge and skills. Even though the class size in Asian schools is much larger, ranging from 38 to 50, the teaching practice is always aimed at the whole class. Teachers devote their energy to construct interesting and effective lessons for the whole class in order to raise the general level of achievement. Tracking or ability grouping within a class is never practiced.

Contrary to the stereotypical image that Americans have about Asian education, learning does not take place through mechanical learning, rote memorization, or because of demanding teachers. Instead, the lessons are lively, interesting and can be summarized as well-planned, coherent learning experiences in which students are led through a series of productive activities (Lee, Graham, & Stevenson, 1992; Stigler & Stevenson, 1991).

Asian classes embody many of the ideals Americans have for the education of their children. In our observation of the 800 mathematics classes, we found that conceptual information and a problem-solving approach appeared in over twice as many lessons in Asia than in Chicago. The instructional sequence of teaching, practice, and evaluation occurred in less than 50 percent of the American lessons. In the Asian classes, more than 70 percent of the first grade and more than 80 percent of the fifth-grade classes teachers conducted lessons that involved this sequence.

Asian children were more attentive in the classes than Chicago children at least 80 percent of the time versus approximately 60 percent. In the Asian classes, the teachers teach each topic slowly and thoroughly. The students showed high interest because teachers integrated a wide variety of activities in their lessons. The students are given the opportunity to use concrete objects, to discuss the concept, to actually solve the problem, and to evaluate the accuracy of the work. Teachers present the mathematical concept in the meaningful context. At the same time, they encourage different ways to solve the problem and they also make good use of students' responses or errors to further clarify the concept. Each child, knowing that he or she will be called upon during the course of the lesson, is attentive to the teacher and to the responses made by other students.

The multiple activity approach also offers different avenues for learning. Some students may learn better by the use of concrete objects; others may be helped by the teacher's or other student's demonstration of solving the problem; still others may be helped by discussion and

clarification. Slow learners are aided by these multiple facets in learning the basic material, and fast learners can also benefit from being exposed to every facet of the mathematical concept. All these instructional ideas are not esoteric or unique to an Asian philosophy, but they are principles and approaches that would generally be accepted as sensible, productive teaching practices in any classroom. The question is why Asian teachers are more likely to put the beliefs into frequent practice than are American teachers.

Similar to the high level of achievement of the Asian students, the effective instructions given by Asian teachers do not come naturally. Good teachers are not believed to be those who are born with special talent, but those who are given opportunities to work diligently to perfect their instructional skills. In Asian schools new teachers are guided and helped by more experienced teachers. In the regular school day, teachers are given time and opportunity to work with each other to produce coherent lessons. Teachers constantly strive to perfect their skills throughout their years of teaching.

Discussing factors that lead to high achieving Asian students brings a new perspective to many aspects of American education. It is the combination of high expectations plus strong beliefs in effort in the Asian countries that create an environment which facilitates the students' motivation and learning outcome. The importance of these two factors and the implication for teachers' instruction and students' motivation should not be affected by the different background of the students. They are essential to the improvement of academic success of American children.

REVISITING RUSSELL

By the age of 18, Russell was a millionaire. He lived in a penthouse in Westchester, New York, and owned a Maserati, a Porsche, and a Rolls Royce. An entrepreneur, Russell developed an empire that employed over 100 inner city youths. But his business was based on a commodity that was illegal.

Russell showed promise when he entered Thomas Jefferson Elementary School. He was a bright-eyed, attractive child of average size who seemed, at first, to enjoy school. He was eager to learn, despite the fact that he scored low in school readiness tests (i.e., he could not identify colors and had difficulty with the alphabet). He knew his numbers and his teacher described him as a hard worker. Russell was assigned to remedial reading instruction to help him catch up with his peers. But he never caught up. Perhaps it was because he was routinely absent or late.

When school authorities investigated Russell's absences and the reason that their referrals for vision and allergy testing had not been pursued, they learned about Russell's deplorable home situation. They had a hint of what was in store since Russell seldom was clean or neatly dressed. But they were not prepared for the drugs, crime and unbelievable filth that prevailed in the welfare hotel where Russell lived with his four younger siblings and various relatives and friends of his mother. Two of his older cousins were already in trouble with the law and most of the people he was living with were on drugs, although Russell's mother was drug-free. No one seemed to care whether he did his homework or was behind his peers.

In second grade, seven-year-old Russell reported that he liked school and tried to come as often as he could. His teacher, Jeannie Simmons, described him as a unique child who was creative and stayed on a task until it was completed. She also noted that he worked hard and took pride in his successes. But, as the years progressed, teachers stopped saying positive things about Russell.

He seemed to stop trying and fell further and further behind, especially in reading. Instead of academics, Russell began to place more emphasis on social interactions with his peers. This led to several negative incidents. In one, Russell was suspected of being the ring leader of a group that stole lunch money from other students. He was also involved in organizing a betting pool around intramural sports.

Because of his history of antisocial behavior, at the age of 10 Russell came to the attention of the child study team. Reluctantly, the team classified him as emotionally disturbed (ED) and he was placed in a special, self-contained class with other disruptive youngsters. Soon, Russell stopped coming to school altogether. The home and school coordinator had great difficulty getting in touch with Russell's mother, who, when finally contacted, reported that Russell had run away. His whereabouts were unknown. Russell became another sad statistic of the Central Manhattan School District.

Eight years later, Russell came into the national news media spotlight when he was arrested as a major drug dealer. Over a four-year period, Russell had developed a significant drug empire. As a gang leader, he franchised locations to trusted friends in return for a percentage of the profits. He also rewarded shift bosses with the rights to a percentage of the profits from a corner or drug house. Most of his dealings were from gatehouses, illicit fast-food outlets for drugs. Russell's associates were able to elude the police by moving from one abandoned building to another. Until his arrest, Russell had built and managed a smoothly-run, undercover drug organization that eluded the New York City police for nearly five years. But his illegal dealings finally came home to roost.

PROBLEM

There are three separate, equal-size boxes, inside each box there are two separate, small boxes, and inside each of the small boxes there are four even smaller boxes. How many boxes are there altogether?

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ENHANCING ABILITY DEVELOPMENT THROUGH MOTIVATION AND EFFORT

Issues

1. Effort is the energy used in reaching a goal. Being effortful requires perseverance, tolerance, determination, endurance, focusing on a goal, and energy over time.

2. Currently, many educators, parents, and students believe that innate ability determines student achievement. Although the research clearly shows that student effort significantly affects ability development and achievement, this idea is not well understood by American educators. The relationship between effort and ability development must be clearly communicated to teachers, parents, and students.

3. The development of ability and achievement can be increased when teachers use strategies to encourage effort in the classroom.

Implications

1. *Staff development* activities must communicate new understandings about the relationship of effort and ability development.

2. *Curriculum and instruction* must include materials and strategies that support student effort.

3. *School and classroom environments* must communicate, model, support, and reward student effort.

4. *Management* must provide policies, leadership, and practices that demonstrate the importance of student effort in developing abilities and achievement, for example:

   Reconsider policies that place students in differentiated learning tracks.

   Make evident high expectations for student effort and achievement throughout the school system.

   Reward student academic efforts.

Strategies

1. Teach students the meaning of effort.

2. Provide a safe environment for learning, risk taking, and making mistakes.

3. Use student mistakes as opportunities to learn.

4. Use multiple approaches to teach difficult tasks.

5. Reward students who display effort in learning.

Source: Whimbey, A. & Lochhead, J. (1982). ***Problem solving and comprehension.*** Philadelphia: Franklin Institute Press.

6. Teach students in heterogeneous groups (as the primary grouping strategy).

7. Help students understand the requirements of the learning task.

8. Help students plan how to accomplish learning tasks.

9. Design challenging activities that reflect high expectations for all students.

Resilience Module

RESILIENCE

Introduction (10 Minutes)

1. Make opening remarks, greetings, and housekeeping comments, as needed.

   A. Refer to "A New Vision of the Urban Learner" handout.

   B. Mention that we have already had sessions on cultural diversity, unrecognized abilities/underdeveloped potential, effort and ability – and that today's session will focus on another viewpoint shift...

   from: "at-risk"

   to: "resilient"

   C. Show "Agenda" handout and describe what will occur during the next 2 $^{1}/_{2}$ hours.

2. Refer to "Values and Principles" handout. Describe the values and principles by noting that: (1) it is important to emphasize the focus on student resilience and de-emphasize the focus on at risk, (2) teachers can help students develop resilience and make an impact on the negative forces they encounter, and (3) schools have a responsibility to create resilient classrooms.

3. Refer to "Staff Development Outcomes" handout. Introduce the two outcomes:

   A. Teachers will have an initial understanding of the four characteristics of resilience.

   B. Teachers will be aware of some ways to create a resilient classroom.

4. Refer to "Attributes of Resilient Children" handout.

   A. Mention that these four attributes of resilient children are common threads running through the personalities of children who "work well, play well, love well, and expect well."

   B. What does this mean for us?

      - Schools have a role in helping children become resilient.

      - Before we can help children, there are things that we need to know about them.

   C. Think about the kinds of information schools tend to collect about children. Consider the child's permanent file. What kinds of data do you usually find there?" (5 minutes)

      - Record responses on a flip chart sheet.

D. Commentary:

- Often you get data about grades, health shots, behavioral issues, etc.
- Rarely do you get data about the child's aspirations, hopes, dreams, and goals – the kind of data that might help us connect with the child and develop focused strategies that provide guidance and support.
- Data received directly from students can help inform curriculum, instruction, and assessment choices – and enable teachers to engage in more meaningful learning experiences with children.

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Success Map Activity (45 Minutes)

1. Background of the Success Map Activity. (5 minutes)

   A. Explain to the audience that they are going to participate in an activity that can be used as a foundation to strengthen the four attributes of resilience in children.

   B. The Success Map activity is an aspect of Marilyn King's *"Dare to Imagine"* Project. King, a former Olympic athlete used this approach to teach urban children the "Olympian Thinking" skills. "Olympian Thinking" is based on knowledge that all successful people have three things in common and that ordinary people can accomplish extraordinary things when they align themselves with the three success elements -- passion+vision+action. Refer to "Success Elements" handout and discuss the three elements.

2. Success Map Activity*

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Processing the Success Map Activity (30 Minutes)

1. What do you think/how do you feel about this activity? (15 minutes)

   A. Surface a range of group responses.

   B. Discuss the participants' reactions.

Note: When this module was designed, permission was granted to Research for Better Schools, Inc. (RBS) to use the Success Map with educators in our region. However, copyright laws prevent RBS from publishing the action steps in this document. A full account of the Success Map activity is published in ***On the Beam***, Fall 1991, Vol. XII, No. 1, New Horizons for Learning, 4649 Sunnyside North, Seattle, WA 98103, (206)547-7936. Information is also available from Marilyn King, Beyond Sports, 484 - 149 Lake Park Avenue, Oakland, CA 94610, (415) 568-7417.

2. Triad discussion: (5 minutes)

   A. Discussion Question #1: "If urban learners did this activity, what would you perceive the benefits to be?" (Suggested responses: Better understandings about students' hopes and dreams, ways to connect students to instruction, ways to better support students, ways to help students develop a sense of future and purpose, insights into students strengths and challenges.)

   B. Discussion Question #2: "What relationship does this activity have to what research says about the resilient child?" (Suggested responses should reflect understandings about the relationship among the four attributes of resilience, the elements of success, the strengths and challenges of the children, and the supportive role the school/teacher can play.)

   C. Surface and discuss the responses. (10 minutes)

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The Resilient Classroom (30 Minutes)

1. Restate the "Four Attributes of Resilient Children."

   A. Comment: We have looked at an activity to help each student examine his/her future. Now, we want you to step back and take a broader view. Refer to "Resilient Classroom Directions" handout.

   B. In groups of six (combine triads), brainstorm the following question: (15 minutes)

      - "How would you change today's classrooms to better enable them to bring out the four attributes of resilient children?" You may want to consider: subjects/curriculum, student behavior/performance, teacher behavior, student/teacher interactions, teacher role, school norms, etc.

      - Also, think about the learnings from the Success Map Activity and what changes would be needed to help students develop passion, vision, and action–the elements of success.

2. Instruct the groups to select 2-4 of the ideas that most appeal to them. (5 minutes)

   A. Surface group responses. (15 minutes)

   B. Record on a flip chart – build a cumulative list.

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Processing Resilient Classroom Responses (15 Minutes)

1. Refer to and introduce the protective factors in schools. (15 minutes)

   A. After each factor, ask the group: "How well do your ideas relate to this factor?"

   B. What are the implications for changes in your classroom?

2. Refer to the Northwest Regional Educational Laboratory Newsletter on resilience for additional comments.

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Closing (15 Minutes)

1. Make the following closing comments about the key messages in this module:

   A. We must focus on resilience -- not at-risk.

   B. We must assure the responsibility of creating resilient classrooms.

2. Note that the "Issues, Implications, and Strategies" handout reinforces the key aspects of this theme.

3. Thank participants for coming and sharing in the experience.

A NEW VISION OF THE URBAN LEARNER

Current View	A New Vision
Culturally Deprived	Culturally Different
Lacking in Ability	Capable
Lacking Motivation and Effort	Motivated/Effortful
At-Risk	Resilient

RESILIENCE

Agenda

- Introduction
- Attributes of Resilient Children
- Success Map Activity
- Resilient Classroom

RESILIENCE

Values/Principles

- Emphasize focus on student resilience and de-emphasize focus on at-risk students
- Teachers help students develop resilience and make an impact on negative forces they encounter
- Schools have a responsibility to create resilient classrooms.

STAFF DEVELOPMENT OUTCOMES

- Teachers will have an initial understanding of the four characteristics of resilience

- Teachers will be aware of some ways to create a resilient classroom.

ATTRIBUTES OF RESILIENT CHILDREN

- **Social Competence**
  - responsiveness
  - flexibility
  - empathy and caring
  - communication skills
  - a sense of humor
- **Problem Solving Skills**
  - abstract, reflective, flexible thinking
  - alternative solutions
- **Autonomy**
  - sense of independence
  - internal locus of control
  - self-discipline
  - impulse control
- **Sense of Purpose/ Future**
  - goals
  - success orientation
  - achievement motivation
  - educational aspirations
  - persistence, hardiness
  - belief in a bright future

SUCCESS ELEMENTS

- Passion — Something that really matters to you. Something you really want to do or be.

- Vision — A goal you see really clearly.

- Action — Willingness to do something each day, according to a plan that will bring you one step closer to your dream.

RESILIENT CLASSROOM DIRECTIONS

- In groups of six (combine triads), brainstorm the following question: (15 minutes)
  - How would y ɔu change today's classrooms to better enable them to bring out the four attributes of resilient children?
  - You may want to consider subjects/curriculum, student behavior/performance, teacher behavior, student/teacher interactions, teacher role, school norms, etc.
  - Also, think about the learnings from the Success Map and what changes would be needed and to help students develop passion, vision and action -- the equation for success.
- Select two to four of the ideas that most appeal to you. Choose a group member to share the responses when the facilitator asks for your list.

Notes

PROTECTIVE FACTORS IN SCHOOLS

- Caring and support
- High expectations
- Opportunities for meaningful participation.

NORTHWEST REGIONAL EDUCATIONAL LABORATORY SEPTEMBER 1992

Northwest Policy

Resilient Children: 'Making It' in a Tough World

"I sometimes wish I could be like Dorothy in The Wizard of Oz. *I wish a tornado would grab Mom and me up and blow us far away to another land. But if that tornado never comes to take us away, or if I don't win the sweepstakes, or if no one helps us get out of here—then I will do it myself!"*

— Anika Thomas, 13
Life in the Ghetto

What is it that allows some children—born into poverty and largely neglected by society—to grow into healthy, even thriving adults? How do some children—raised in homes infected by alcohol or other drug addiction, physical or sexual abuse, or other dysfunctional factors—fight through their despair to lead productive lives marked by "working well, playing well, and loving well?" Why is it that some children raised in miserable conditions "make it," while others do not?

Researchers are asking these and other questions with increasing frequency as they shift the focus from "risk factors" to "protective factors" in the lives of individuals raised in troubled homes, communities, and conditions. "Even in the most terrible homes, and beset with physical handicaps, some children appear to develop stable, healthy personalities and to display a remarkable degree of resilience, i.e., the ability to recover from or adjust easily to misfortune or sustained life stress," notes researcher and educator Emmy E. Werner. "Such children have recently become the focus of attention of a few researchers who have asked *What is right with these children?* and, by implication, *How can we help others to become less vulnerable in the face of life's adversities?*"

Werner, along with Michael Rutter and Norman Garmezy, pursued the concept of resiliency at a time when many researchers subscribed to a "risk factor" framework for prevention. This framework focuses largely on an array of environmental, family, and interpersonal characteristics that place some children at higher risk than others for use and abuse of alcohol and other drugs. Prevention programs guided by this theory seek to reduce those risk factors and, therefore, reduce the likelihood of alcohol and other drug use.

Following closely on the heels of the development of a list of risk factors, a number of researchers proposed what was felt to be a somewhat parallel set of "protective factors" which schools, communities, and families could attempt to instill in their children to arm them with the knowledge, attitudes/values, and skills to better resist alcohol and other drug use. The

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Despair Need Not Be the Framework for Failure

by Bonnie Benard

The field of prevention, both research and practice, came a long way in the 1980s: from short-term, even one-shot, individual-focused interventions in the classroom to a growing awareness and beginning implementation of long-term, comprehensive, environmental-focused interventions expanding beyond the school to include the community. Furthermore, in the mid-1980s preventionists began discussing strategies and programs based on research identifying the underlying risk factors for problems like alcohol and other drug abuse, teen pregnancy, delinquency, gangs, and dropping out.

While certainly a giant step in the right direction, the identification of risks does not necessarily provide a clear sense of the strategies needed to reduce the risks. More recently, preventionists are talking about concepts like "protective factors," about building "resiliency" in youth, about basing strategies on what research has told us about the environmental factors that facilitate the development of youth who do not get involved in the life-compromising problems of school failure, drugs, and so on.

Clearly, the challenge for the 1990s is the implementation of prevention strategies that strengthen protective factors in our families, schools, and communities. If we can determine the personal and environmental sources of social competence and wellness, we can better plan preventive interventions focused on creating and enhancing the personal and environmental attributes that serve as the key to healthy development. In their 1983 book, *Stress, Coping and Development in Children*, Norman Garmezy and Michael Rutter write: "Ultimately, the potential for prevention surely lies in increasing our knowledge and understanding of reasons why some children are not damaged by deprivation."

A phrase occurring often in the literature sums up the resilient child as one who "works well, plays well, loves well, and expects well." Since this is a little too abstract for most researchers, the following more specific attributes have been consistently identified as describing the resilient child:

- Social competence: This commonly identified attribute of resilient children usually includes the qualities of responsiveness, flexibility, empathy and

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An Individual Can Play Key Role in Child's Life

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caring, communication skills, a sense of humor, and any other pro-social behavior.

• **Problem-solving skills:** These skills include the ability to think abstractly, reflectively, and flexibly and to attempt alternate solutions for both cognitive and social problems.

• **Autonomy:** Different researchers have used different terms to refer to autonomy, including a "strong sense of independence," an "internal locus of control," a "sense of power," "self-esteem," "self-efficacy," "self-discipline," and "impulse control." Essentially, autonomy refers to a sense of identity and an ability to act independently and exert some control over one's environment. Several researchers have also identified the ability to separate oneself from a dysfunctional family environment—"to stand away psychologically from the sick parent"—as the major characteristic of resilient children growing up in families with alcoholism and mental illness.

• Sense of purpose/future: Within this category fall several related attributes invariably identified in the protective-factor literature: healthy expectancies, goal-directedness, success orientation, achievement motivation, educational aspirations, persistence, hopefulness, hardiness, belief in a bright future and a sense of anticipation, a compelling future, and coherence.

While research also ascribes a few other characteristics, such as good health and being female, to resilient children, the attributes of social competence, problem-solving skills, autonomy, and sense of purpose appear to be the common threads running through the personalities of resilient children—those who "work well, play well, love well, and expect well"—no matter their health or sex.

Looking beyond the children to their environments—their families, schools, and communities—the protective characteristics that appear to facilitate the development of resiliency in youth fall into three categories: (1) caring and support, (2) high expectations, and (3) opportunities for children to participate. Research has shown that shifting the balance or tipping the scales from vulnerability to resilience may happen as a result of one person or one opportunity. Individuals who have succeeded in spite of adverse environmental conditions in their families, schools, and/or communities often have done so because of the presence of environmental support in the form of one family member, one teacher, one school, or one community person who encouraged their success and welcomed their participation.

'The challenge for the 1990s is the implementation of prevention strategies that strengthen protective factors in our families, schools, and communities.'

—Bonnie Benard

While tipping the scales toward resiliency through individual, serendipitous relationships or events is certainly important, the increasing number of children and families who are experiencing risks in their lives due to environmental deprivation necessitates that we preventionists take a systems perspective and intervene with planned environmental strategies to build protection into the lives of all children and families.

From this perspective, a major underlying cause of the development of social problems can be traced to the gradual destruction of naturally occurring social networks in the community. The social, economic, and technological changes since the late 1940s have created a fragmentation of community life, resulting in breaks in the networks and linkages between individuals, families, schools, and other social systems that traditionally have provided the protection —the "social capital"—necessary for healthy human development.

Prevention efforts need to focus on building these networks and intersystem linkages. This has become clear not only from the failure of alcohol and drug abuse programs and other prevention programs that do not address this root cause but also from the positive findings of protective-factor research into why some kids succeed. We must work within our families, schools, and community environments to build social bonds by providing all individuals with caring and support, relating to them with high expectations, and giving them opportunities to be active participants in their family, school, and community life. While volumes have been written on just how to go about this, the strategies are fairly simple. They reflect a need to create a system based on reciprocity and sharing rather than on control.

We also must work to build linkages between families and schools and between schools and communities. It is only at this intersystem level—and only through intersystem collaboration within our communities—that we can build a broad enough, intense enough network of protection for all children and all families.

EDITOR'S NOTE: *For a complete discussion of resiliency and protective factors, Benard's paper,* Fostering Resiliency in Kids: Protective Factors in the Family, School, and Community, *is available from the Western Regional Center for Drug-Free Schools and Communities, 101 S.W. Main, Suite 500, Portland, Oregon 97204, (800) 547-6339, ext. 486.*

Policy Shift: Focus on Solutions, not Problems

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table on Page 5 lists risk and protective factors that have been synthesized from literature and that are included in Jean Gibbs' *Together We Can* program promoting a communitywide approach to prevention. Under close examination of these lists, it becomes clear that the more extensive collection of protective factors are not, in most cases, simply mirror images of the risk factors cited above.

Fundamental Principles

A resiliency approach to prevention differs from the risk-focused approach in some fundamental ways. "Perhaps most importantly," notes Roy Gabriel, associate director of the Western Regional Center for Drug-Free Schools and Communities, "it represents a positive, solution-focused approach, rather than one that is problem-focused. Secondly, it includes all children of all cultures in its efforts. Finally, it is fundamentally prevention-oriented, rather than intervention-oriented."

In a recent synthesis of three decades of research, Bonnie Benard has characterized the "resilient child" as one who is socially competent, with problem-solving skills and a sense of autonomy, purpose, and future. Her synthesis makes two important contributions. First, it provides this clear sense of what a resilient child looks like—the profile of outcomes that a resiliency intervention must produce. Secondly, it identifies three key facets of families, schools, and communities that produce resiliency in children:

1. The presence of at least one caring, supportive adult in the child's life
2. The communication of consistently clear and high expectations to the child
3. The provision of ample opportunities for the child to participate and contribute in meaningful ways

Increased Awareness

Research about the resilient child and the concept of resiliency has increased in recent years, as has the exposure of this approach in the popular press. "The quest to identify protective factors has produced an eager burst of studies in the past 10 or 15 years, with new publications tumbling off the presses every month," noted *Newsweek* magazine in a recent special issue that included an article under the headline: "The Miracle of Resiliency."

> *'Therapists appear more interested in casualties and their vulnerability than in survivors and their coping.'*
>
> —Jane Jacobs and Steven J. Wolin

"Although the studies so far offer no startling insights," the *Newsweek* authors noted, "they are providing fresh perspectives on how nature and nurture intertwine in childhood development. One of the prime protective factors, for example, is a matter of genetic luck of the draw: a child born with an easygoing disposition invariably handles stress better than one with a nervous, overreactive temperament. But even highly reactive children can acquire resilience if they have a consistent, stabilizing element in their young lives—something like an attentive parent or mentor."

While popular and professional exposure to resiliency has increased, practices that focus on developing resiliency in at-risk individuals are not so widespread. "Resiliency as a research interest is not completely new," note the authors of "The Resiliency Model" in the November/December 1990 issue of *Health Education*. "This is documented by a 40-year study of resilient children as adults by Felsman and Vaillant (1987), as well as a 32-year longitudinal study of high-risk and resilient children by Werner (1989). The qualities that define individual resilience have been demonstrated in individuals from different ethnic groups, different socioeconomic strata, different cultural settings, and at different life stages. Theoretically, however, resiliency is in its infancy. As to its applicability to prevention programs that are designed to enhance health behavior, it is embryonic."

Others agree. "Therapists appear more interested in casualties and their vulnerability than in survivors and their coping," note Jane Jacobs and Steven J. Wolin in *Resilient Children Growing Up in Alcoholic Families*, a paper written for the National Consensus Symposium on COAs and Codependence. "Without the specific attention to this group by researchers we cannot be sure how large a group the healthier children represent, what scars they do have, and—perhaps most important for prevention and treatment—what techniques they used to remain strong when others around them caved in."

Jacobs and Wolin conclude that much can be learned about troubled children and their ability to succeed by studying the process by which some children survive distressful homes and communities. "Knowing how children are damaged by troubled families provides little guidance for teaching them how to safeguard their own healthy development against their parents' illness. By contrast, learning about adaptive processes holds great promise for teaching children how to rise above the adversity associated with daily life in a troubled home. However, the field of resiliency research has not yet realized this promise primarily because the concept of resilience in survivors of troubled families has remained fuzzy."

Policy Shift Required

The development of a resiliency approach appears at once simple and complex. "Researchers," note Nancy L. Cecil and Patricia L. Roberts in *Developing Resiliency Through Children's Literature*, "are seemingly obsessed with the subject of failure. . . . Every conceivable area in which children could possibly fail—from failure at reading and other

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Four Protective Factors Develop Resilience in Kids

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academic pursuits to failure at making satisfactory social and emotional adjustments—has been explored through a constellation of studies in the fields of education, sociology, and psychology. It might be better to focus attention on the 'succeeders' to try to discover why they are succeeding; if those factors leading to success could be identified, perhaps that success could be made accessible to all children. For even in the most sordid of environments, some children succeed."

Linda F. Winfield, principal research scientist at the Center for Research on Schooling for Disadvantaged Students at the Johns Hopkins University, writes that education policymakers must address new questions if they are to shift their focus from risk factors to protective factors.

'A resiliency approach to prevention represents a positive, solution-focused approach, rather than one that is problem-focused.'

—Roy Gabriel

"In order to move beyond simply identifying and categorizing youth as at risk," she writes in *Resilience, Schooling, and Development in African-American Youth*, "the focus must necessarily shift to understanding the notion of resilience. Viewed in this manner, the critical issues in education are not who is at risk or how many of the factors one has to have to be at risk. Rather, the critical issue of policy and instruction centers around identifying the protective processes and mechanisms that reduce risk and foster resilience.

"How do protective processes operate at different developmental levels or transition points in the schooling process? Are the variables and functions the same for different race, ethnic, and gender groups? More important, what can schools, administrators, teachers, community groups, and policymakers do to enhance and foster the development of these processes?"

Researcher have identified four protective factors that develop resilience:

- The reduction of negative outcomes by altering either the risk or the child's exposure to the risk
- The reduction of a negative chain reaction following risk exposure
- The establishment and maintenance of self-esteem and self-efficacy
- The opening up of opportunities during critical periods in children's lives

Policymakers must focus on structural conditions such as meaningful and rewarding employment opportunities for disadvantaged youth, diminished expectations, societal biases, and other factors, say Dena Phillips Swanson and Margaret Beale Spencer of Emory University. "Adolescents from poor families have life experiences dramatically different from those of their more advantaged counterparts," they write in the November 1991 issue of *Education and Urban Society*. "Their expected earnings, job opportunities, educational attainment, health, and life expectancy are compromised by their economic status. Sociocultural, biological, psychological, and historical forces interact to produce potentially different developmental patterns, decision making, and life-course outcomes for these youths. Wide variations exist in living conditions, school experiences, environmental risks, peer influences, resource availability, family relations, job-training opportunities, role models, and support for poor African-American youth."

As noted earlier by Gabriel, a resiliency approach is solution-focused, prevention-oriented, and cuts across ethnic, economic, gender, and cultural lines. But programs designed to foster resiliency must be deliberate in doing so, note Swanson and Spencer. "Policy programs for youth must be representative of and sensitive to developmental processes, racial/ethnic affiliation, and contextual or structural conditions that produce environmental risks," the researchers write. "To ignore these factors will compromise the opportunity to equip youth better for future challenges and responsible adult roles. To provide greater resource accessibility and long-range effectiveness, although initially more costly, policies and programs must provide comprehensive services that will negate risk factors and promote greater long-term or life-course resilience among African-American youth."

In her research synthesis, *Fostering Resiliency in Kids: Protective Factors in the Family, School, and Community*, Bonnie Benard notes that longitudinal studies of populations at high risk for developing certain disorders—children growing up under conditions of great stress and adversity such as neonatal stress, poverty, neglect, abuse, physical handicaps, war, and parental schizophrenia, depression, alcoholism, and criminality—have shown a "consistent—and amazing—finding."

"While a certain percentage of these high-risk children developed various problems (a percentage higher than in the normal population), a greater percentage of the children became healthy, competent adults," Benard writes.

"For example," she says, "Manfred Bleuler found that only 9 percent of children of schizophrenic parents became schizophrenic, while 75 percent developed into healthy adults. He

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Protective, Risk Factors Differ in Distinct Ways

RISK FACTORS

Family

- Family management problems
  - Unclear expectations for behavior
  - Lack of monitoring
  - Inconsistent or harsh discipline
- Lack of bonding and caring
  - Marital conflict
- Condoning teen use of AOD
- Parent misuse of tobacco/AOD
- Low expectations of children
- Family history of alcoholism and drug problems

School

- Negative school climate
- School policy not defined
- Availability of tobacco/AOD
- Transitions between schools
- Academic failure
- Lack of student involvement
- Labeling and identifying students as high risk
- Truancy and suspension

Peers

- Early antisocial behavior
- Alienation and rebelliousness
- Favorable attitudes toward drug use
- Early first use
- Greater influence by and reliance on peers than parents
- Friends who use tobacco and AOD

Community

- Economic and social deprivation
- Low neighborhood attachment and community disorganization
- Lack of employment opportunities and youth involvement
- Easy availability of tobacco and AOD
- Community norms and laws favorable to misuse

PROTECTIVE FACTORS

Family

- Seeks prenatal care
- Develops close bonding with child
- Values/encourages education
- Manages stress well
- Spends quality time with children
- Uses a high warmth/low criticism parenting style (not authoritarian or permissive)
- Is nurturing and protective
- Has clear expectations
- Encourages supportive responsibilities

School

- Expresses high expectations
- Encourages goal-setting and mastery
- Staff views itself as nurturing caretakers
- Encourages prosocial development
- Provides leadership and decision-making opportunities
- Fosters active student involvement
- Train teachers in social development and cooperative learning
- Involves parents
- Provides alcohol/drug-free alternative activities

Peers

- Involved in drug-free activities
- Respect authority
- Bonded to conventional groups
- Appreciate unique talents of group members

Community

- Norms and public policies support non-use among youth
- Provides access to resources (housing, health care, child care, job training, etc.)
- Provides supportive networks and social bonds
- Involves youth in community service

■ *Continued from Page 4*

found remarkable evidence of strength, courage, and health in the midst of disaster and adversity." Other research shows that 75 percent of children of alcoholic parents do not develop alcohol problems, and that 50 percent of children rise out of the disadvantaged conditions in which they were raised. "The challenge for the 1990s is the implementation of prevention strategies that strengthen protective factors in our families, schools, and communities," Benard says.

Add Glenn Richardson, Brad Nei[illegible] Susan Jensen, and Karol Kumpfer, the authors of "The R[illegible]iency Model," the article in *Health Education*, "No longer should a health educator view a client's disruption as failure but rather as an opportunity for the individual to become more resilient for future life events. Careful monitoring of the individual through a life event, providing support when necessary, offering reintegrative suggestions while allowing resilient adaptation becomes the new challenge for the health educator, prevention specialist, and parent."

ADDITIONAL READING

Among the publications reviewed for this issue of *Northwest Policy* were:

America's Agenda: Schools for the 21st Century, Where Every Child is Gifted, by Lane Beauchamp, Spring 1992, Scholastic Inc., 730 Broadway, New York, New York 10003.

American Educator, "Resilient Children: The Search for Protective Factors," Fall 1984, Volume 8, Number 3.

American Journal of Orthopsychiatry, "High Risk Children in Young Adulthood: A Longitudinal Study from Birth to Age 32 Years," by Emmy Werner, 1989, American Orthopsychiatric Association, Inc., 19 West 44th Street, New York, New York 10036.

CDS Report, July 1992, Center for Research on Effective Schooling for Disadvantaged Students, Johns Hopkins University, 3505 N. Charles Street, Baltimore, Maryland 21218.

Education and Urban Society, November 1991, Issue Topic: Resilience, Schooling, and Development in African-American Youth, edited by Linda F. Winfield, Corwin Press, Inc., A Sage Publications Company, 2455 Teller Road, Newbury Park, California 91320.

Fostering Resiliency in Kids: Protective Factors in the Family, School, and Community, August 1991, Western Regional Center for Drug-Free Schools and Communities, 101 S.W. Main Street, Suite 500, Portland, Oregon 97204.

Health Education, November/December 1990 "The Resiliency Model," by Glenn E. Richardson, Brad L. Neiger, Susan Jensen and Karol L. Kumpfer, Volume 21, Number 6.

Journal of Personality and Social Psychology, Volume 60, Number 4, "The Will and the Ways: Development and Validation of an Individual-Differences Measure of Hope," various authors, American Psychological Association, 1991.

Life in the Ghetto, by Anika D. Thomas, 1991, Landmark Editions, Inc., P.O. Box 4469, 1402 Kansas Avenue, Kansas City, Missouri 64127.

Resilient Children Growing Up in Alcoholic Families, by Jane Jacobs and Steven J. Wolin, October 1991, written for the National Consensus Symposium on COAs and Codependence.

Newsweek, Special Issue, Volume 117, pages 44-47, "The Miracle of Resiliency," Newsweek Inc., 444 Madison Avenue, New York, New York 10022.

Young Children, November 1984, "Resilient Children," by Emmy E. Werner, National Association for the Education of Young Children, 1834 Connecticut Avenue N.W., Washington, D.C. 20009.

NORTHWEST POLICY
A *newsletter of the*
Northwest Regional Educational Laboratory

Issue Topic: Resiliency: Developing Protective Factors in Children

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This publication is based on work sponsored wholly or in part by the U.S. Department of Education under Contract Number RP91002001. The content of this publication does not necessarily reflect the views of the department or any other agency of the U.S. government.

RESILIENCE

Many urban children live in neighborhoods with high rates of violence and crime, drugs, poverty, and unemployment. Yet, in spite of it all we find children who become healthy, self-supportive, responsible, productive adults. These kinds of children are called stress-resistant, hardy, and in the most currently used term, *resilient.*

Issues

1. The attributes of resilient children are: social competence, problem-solving skills, autonomy, and a sense of the future.

2. We need to emphasize student resilience and de-emphasize the focus on at risk.

3. Teachers can help students develop resilience and make an impact on the negative forces that students encounter.

4. Children need help surfacing hopes, dreams, and goals and understanding their connection to resilience.

5. Schools have a responsibility to create resilient classrooms.

Implications

1. *Staff development* must help teachers understand the relationship among the four attributes of resilience, the elements of success, and the children in their classrooms. Teachers need exposure to the latest research-based knowledge, methods, and resources to help strengthen student resilience and success.

2. *Curriculum, instruction, and assessment* must incorporate content, methods, materials, and measures that help children develop the attributes of resilience and strengthen protective factors in schools.

3. *School and classroom environments* must reflect caring, support, and high expectations. They must also provide meaningful opportunities for children to participate.

4. *Management* must provide policies, practices, structures, and support systems that confirm its commitment to the development of resilience in children.

Strategies

1. Help children explore aspirations, hopes, dreams, and goals. Use this approach to develop their strengths and capabilities and to engage them in more meaningful learning experiences.

2. Include data such as the Success Map in any files that are used to provide insight and information about students. Use data from

students about their passions and visions as a way to support them in their efforts toward success.

3. Use cooperative learning strategies as a way to enhance social development in children.

4. Develop interagency collaborations that can serve as a network of protection and bolster resilience and student success.

5. Encourage colleagues to assumes roles as nurturers, supporters, and learning facilitators rather than instructors, knowledge providers, or information givers.

ABOUT RESEARCH FOR BETTER SCHOOLS AND THE URBAN EDUCATION PROJECT

Research for Better Schools (RBS), a private, non-profit, educational research and development firm has been funded by the U.S. Department of Education since 1966 to serve as the educational laboratory for the Mid-Atlantic region. Using the expertise of some 60 staff members, RBS conducts research and policy studies of key educational issues, develops improvement approaches, and participates in national networking activities with other regional laboratories to enhance the use of research and development products and knowledge.

The present mission of the RBS Urban Education Project builds upon past experience. The Project seeks to initiate and support efforts to improve and restructure schooling in urban districts. ***The New Vision of the Urban Learner: Four Staff Development Modules*** represents the project's first major effort to share this knowledge base with educators in the Mid-Atlantic region.

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