



IMPROVING MINORITY STUDENT SELF-ESTEEM

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INTRODUCTION	8:45-8:50
THE ACHIEVEMENT GAP OVERVIEW	8:50-9:20
ROLE OF SELF-ESTEEM <small>Pathway to Higher Achievement</small>	
QUESTIONS	9:20-9:50
CONCLUSION <small>Action Plan for a National Movement</small>	9:50-10:00

THE ACHIEVEMENT GAP

Grade 4 ELA/ Reading	All Students		Grade 4 ELA/ Reading	Black Students	
	Level 1/2 Below Basic & Basic	Level 3/4 Proficient/ Advanced		Level 1/2 Below Basic & Basic	Level 3/4 Proficient/ Advanced
NYS Assmnt.	32%	68%	NYS Assmnt.	49%	51%
NY NAEP	64%	36%	NY NAEP	83%	17%
National NAEP	68%	32%	National NAEP	86%	14%



Grade 4 All Students			Grade 4 Black Students		
Math	Level 1/2 Below Basic & Basic	Level 3/4 Proficient/Advanced	Math	Level 1/2 Below Basic & Basic	Level 3/4 Proficient/Advanced
NYS Assmnt.	20%	80%	NYS Assmnt.	35%	65%
NY NAEP	57%	43%	NY NAEP	82%	18%
National NAEP	62%	38%	National NAEP	85%	15%

THE ACHIEVEMENT GAP

Grade 8 All Students			Grade 8 Black Students		
ELA/Reading	Level 1/2 Below Basic & Basic	Level 3/4 Proficient/Advanced	ELA/Reading	Level 1/2 Below Basic & Basic	Level 3/4 Proficient/Advanced
NYS Assmnt.	43%	57%	NYS Assmnt.	63%	37%
NY NAEP	68%	32%	NY NAEP	86%	14%
National NAEP	70%	30%	National NAEP	88%	12%

THE ACHIEVEMENT GAP

Grade 8 All Students			Grade 8 Black Students		
ELA/Math	Level 1/2 Below Basic & Basic	Level 3/4 Proficient/Advanced	ELA/Math	Level 1/2 Below Basic & Basic	Level 3/4 Proficient/Advanced
NYS Assmnt.	41%	59%	NYS Assmnt.	65%	35%
NY NAEP	70%	30%	NY NAEP	90%	10%
National NAEP	69%	31%	National NAEP	89%	11%



NEAP National Trend Reading & Math Grade 4

NAEP	White	Black	NAEP	White	Black
National Trend Reading	Students Percent at/or Above Proficient	Students Percent at/or Above Proficient	National Trend Math	Students Percent at/or Above Proficient	Students Percent at/or Above Proficient
1992	35%	8%	1992	16%	1%
2007	43%	14%	2007	51%	15%

NAEP National Trend Reading and Math Grade 8

NAEP	White	Black	NAEP	White	Black
National Trend Reading	Students Percent at/or Above Proficient	Students Percent at/or Above Proficient	National Trend Math	Students Percent at/or Above Proficient	Students Percent at/or Above Proficient
1992	35%	9%	1990	18%	5%
2007	40%	13%	2007	43%	9%

Self-concept/Self-esteem?

Self-esteem: “personal judgment of worthiness that is expressed in the attitudes the individual holds toward himself,” in the words of Stanley Coopersmith, a pioneering researcher in the field.



QUESTIONS

Does self-esteem matter; and if it does, how does it matter? What is the role of schools and what should schools do?



THE MEANING OF DISAPPOINTING DATA

“It is striking that even those investigators who would like to show that self-esteem is vital to social and academic development and who believe we ought to embark on a major effort to help students feel better about themselves have been largely unsuccessful in their attempts to demonstrate any of this through research...” Alfie Kohn (www.alfiekohn.org)

Alfie Kohn

No one has shown the self-esteem doesn't matter.

Self-esteem is related to things other than academic performance and social behavior.

Self-esteem may not be sufficient to produce achievement or to serve as a social vaccine, but it may be a necessary component.

If the techniques for measurement are so problematic, how can we rely on studies using these measures to challenge the importance of self-esteem?



“We argue that few efforts, designed to improve, gifted Black students’ achievement and social-emotional well-being, will be successful until educators focus specifically on their racial identity...”

Tarek C. Gantman, Donna Y. Ford
 "Beyond Self-Concept and Self-Esteem: Racial Identity and Gifted African American Students" ©The University of North Carolina Press

ROLE OF SELF-ESTEEM Pathway To Higher Achievement

Category	Goal/Objective	Recommended Strategies
Intrinsic Strategies	To help Black students to understand the benefit of participating in gifted classes	Positive reinforcement, with constructive & consistent feedback Multicultural & urban education Mentors and role models

Category	Goal/Objective	Recommended Strategies
Supportive Strategies	To affirm Black students’ belief in their ability to succeed in gifted education classes	Conflict resolution skills & anger management skills to cope with peer pressures & social pressures Small group counseling with other Black students High teacher expectation Mentor & role models



Category	Goal/Objective	Recommend Strategies
Remedial Strategies	To improve Black students' academic performance, engagement, and work ethic in the specific area or areas of difficulty	<ul style="list-style-type: none"> Academic counseling (e.g., tutoring, study skills, test-taking skills) Small-group instruction Test-taking skills training Accommodation of learning styles and teaching styles

Banks and Banks (1995)

Few schools infuse multicultural content into the curriculum.

Results – African American students feel disconnected to what is being taught & read.

QUESTIONS

Should we include multicultural curriculum in our schools in order for students to develop self-concept/self-esteem; if so, is multicultural curriculum the same as an Afro centric curriculum?





QUESTIONS

What role/responsibility does the family play with developing self-concept/self-esteem?



Conclusion

Action Plan for a National Movement


