

Closing the “Attitude Gap”

A Framework for the “Attitude Transformation”
of At-Risk Student Populations

Principal Baruti Kafele



The Attitude Gap

The gap between those students who have the will to strive for academic excellence and those who do not.

Two Important Variables That Influence
the Closure of the *Attitude Gap*

Climate and **Culture**

Two Important Variables That Influence the Closure of the *Attitude Gap*

Climate - the *MOOD* (of my school / classroom)

Culture - the *LIFESTYLE* (of my school / classroom)

Toward Creating a *MOOD* and *LIFESTYLE* Conducive to Closing the *Attitude Gap*

When my students are in my classroom:



- what do they see?
- what do they *hear*?
- what do they *feel*?
- what do they *experience*?

Your School's "*Brand*" Determines Student Outcomes

As a school:

- *Who are you? (Identity)*
- *Why do you do this? (Purpose)*
- *What are you about? (Mission)*
- *Where are you going? (Vision)*
- *How bad do you want to get there? (Passion)*
- *What is your "big idea?" (Standard)*
- *Where will you be at the end of each interval? (Goals)*
- *How will you get there? (Plan)*
- *When and how often will you reflect?*
- *When and how often will you assess?*
- *When and how often will you adjust?*

Climate / Culture Framework for Closing the *Attitude Gap*

Environment for Learning

Do I provide them with a learning environment of excellence?

Attitude toward Students

Do I believe in them?

Relationship with Students

Do I know them?

Compassion for Students

Do I care about them?

Relevance in Instruction

Do I realize who they are?



Environment for Learning



Environment for Learning

1. Do I provide them with a learning environment of excellence?
2. Do I have our classroom mission & vision statements posted?
3. Do I have our building-level assessment objectives posted?
4. Do I have our classroom academic excellence criteria posted?
5. Do I have our student goals and strategies posted?
6. Do I have a "Wall of Fame" posted?
7. Do I have motivational quotes and affirmations posted?
8. Do I have historical images that reflect my students posted?
9. Do I have colleges and universities posted?
10. Do I have careers and their descriptions posted?

Attitude toward Students



Attitude toward Students

1. Do I believe in them?
2. Do I have a passion for teaching them?
3. Do I have a purpose for teaching them?
4. Do I treat teaching them as a mission?
5. Do I have a vision for what I expect of them?
6. Do I set incremental and long-range goals for them to achieve?
7. Do I plan each day thoroughly toward their success?
8. Do I see myself as a role model for them and therefore always conduct myself as a professional?
9. Do I see myself as the number one determinant of their success or failure?
10. Do I conduct daily self-reflections and self-assessments of my practice of teaching them?

As it relates to your students' academic performance and your overall practice of teaching:

Who are you?

What are you about?

What is your most recent evidence?



Relationship with Students



Relationship with Students

1. Do I know them?
2. Do I know how they learn?
3. Do I know how to keep them inspired about learning?
4. Do I know how to keep them motivated to excel?
5. Do I know their goals and aspirations?
6. Do I know their needs and interests?
7. Do I know their experiences and realities?
8. Do I know their challenges and obstacles?
9. Do I know their parents?
10. Do I know their neighborhood?

Compassion for Students



Compassion for Students

1. Do they perceive that I care about them?
2. Do they perceive that I like them?
3. Do they perceive that I appreciate them?
4. Do they perceive that I respect them?
5. Do they perceive that I understand them?
6. Do they perceive that I have empathy toward them?
7. Do they perceive that I am patient with them?
8. Do they perceive that I treat them equally and fairly?
9. Do they perceive that I am committed to them?
10. Do they perceive that I fear them?

Relevance in Instruction



Relevance in Instruction

1. Do I realize who they are?
2. Do they realize who they are?
3. Do I see any significance in them learning "their story?"
4. Do they see any significance in learning "their story?"
5. Do I have a responsibility to teach them "their story?"
6. Do they have a responsibility to learn "their story?"
7. Do my lessons take "their story" into consideration?
8. Do they identify with and relate to what I teach them?
9. Will knowing "their story" impact the way they see themselves?
10. Will knowing "their story" impact the way I see them?

Relevance in Instruction

Educators must expose themselves to literature and professional development that specifically addresses their students' learning, cultural and social-emotional needs...*teaching and learning must be culturally-responsive.*

It Takes a Village to Raise a Child

Village Crisis
Family Crisis
“Self Crisis”

Manifestations of a “Self Crisis”

Self-Image - *How do I see myself?*

Self-Esteem - *How do I feel about myself?*

Self-Discipline - *Am I in control of myself?*

Self-Respect - *Do I bring honor to myself?*

Self-Actualization - *How am I maximizing my potential?*

Cause of a “Self Crisis”

Self-Identity
Who am I?



Self-Identity - Who am I?

As it relates to your students' historical / cultural identities, how do you think they would answer the following questions:

- Who are you?
- What is your purpose?
- What is your vision?

Confronting the “Self Crisis”

Classroom instruction and learning must be *culturally responsive*.

Perspectives

Dr. Pedro Noguera

The Significance of Race in the Racial Gap in Academic Achievement - 2000 (article)



Missing from the research and policy debates on the racial gap in student achievement is an understanding of the ways in which children come to perceive the relationship between their racial identities and what they believe they can do academically.

Dr. Lisa Delpit

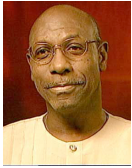
Other People's Children: Cultural Conflicts in the Classroom - 1995



In part, the problems we see exhibited in school by African American children and children of other oppressed minorities can be traced to this lack of a curriculum in which they can find represented the intellectual achievements of people who look like themselves.

Dr. Na'im Akbar

Know Thy Self - 1998



The major premise of effective education must be 'self-knowledge.' In order to achieve the goals of identity and empowerment, the educational process must be one that educes the awareness of who we are.

Dr. Crystal Kuykendall

From Rage to Hope:

Strategies for Reclaiming Black & Hispanic Students - 1991



All too often the school curriculum focuses on information that is totally irrelevant to the status or survival of Black and Hispanic youth.

Dr. Asa G. Hilliard, III

The Reawakening of the African Mind - 1997



We do not know who we are, cannot explain how we got here, and have no sense of our destiny beyond mere survival.

Dr. Geneva Gay

Culturally Responsive Teaching - 2000



The race, culture, ethnicity, individuality and intellectuality of students are not discrete attributes that can be neatly assigned to separate categories, some to be ignored while others are tended to. Instead, they are inseparably interrelated; all must be carefully understood, and the insights gleaned from this understanding should be the driving force for the redesign of education for cultural diversity.

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Books by Principal Kafele

Closing the Attitude Gap

Motivating Black Males

Message to Your Son (Video Series)

YouTube: @Principal Kafele
