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African American Males' College Readiness Through the Public School System

Howard Lee Hope
Walden University

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Howard Lee Hope

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Walden University

2018

Abstract

African American Males' College Readiness Through
the Public School System

by

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MEd, Virginia Commonwealth University, 1997

BS, Old Dominion University, 1994

Project Study Submitted in Partial Fulfillment
of the Requirements for the Degree of
Doctor of Education

Walden University

August 2018

Abstract

The problem in a Northeastern district is that African American (AA) males need enhanced support in the high school to improve college readiness thereby strengthening access and the opportunity for college success. The purpose of this study was to gather educators' and adult AA males' perspectives of the influence of connectedness, perception, and self-valuation. Using McClelland's need achievement theory as the conceptual framework, the study focused on educators' perspectives of college readiness and AA males' perceptions of goal-valuation, academic self-perceptions, motivation, and attitudes related to teachers and college readiness. This qualitative case study included interviews with 6 administrators and 1 focus group of 7 educators; all selected at the high school level. Additionally, 64 adult AA males completed the School Attitude Assessment Survey-Revised (SAAS-R). Data were analyzed by using the matrix approach to organize patterns and themes. An analysis of the findings revealed that teacher-student relationships are critical to promote learning, and lessons plans should reflect creativity and understanding of how to support male AA student learning. Themes from findings were promoting student engagement in the classroom setting, developing academic skills to be successful in the classroom setting, using instructional strategies with students, and academic preparation prior to the transition to college. A 3-day college and career readiness professional development project was developed for educators to promote effective college readiness for this population. Through the implementation of these strategies, educators will strengthen college readiness for AA males, thereby promoting improved access and opportunity for college success.

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Table of Contents

List of Tables	vi
Section 1: The Problem.....	1
Introduction.....	1
Definition of the Problem	2
Rationale	3
Evidence of the Problem at the Local Level.....	3
Evidence of the Problem from the Professional Literature.....	4
Definitions.....	8
Significance.....	9
Guiding Research Questions.....	11
Review of the Literature	12
Introduction.....	12
Conceptual Framework.....	13
Review of the Broader Problem.....	14
Minority Student Populations	17
Self-Efficacy	20
Math Instruction and Comprehension.....	20
Parents and Cultural Capital	27
Implications.....	30
Summary.....	31
Section 2: The Methodology.....	34

Qualitative Research Design and Approach	34
Qualitative Tradition Description	35
Justification for Using a Case Study Design.....	35
Participants.....	36
Criteria for Selecting Participants.....	36
Justification of the Number of Participants	39
Procedures for Gaining Access to Participants.....	39
Methods for Establishing a Researcher-Participant Working Relationship	41
Measures for Ethical Protection of Participants.....	41
Data Collection	42
Justification for Collecting Data	42
Sufficiency of Data Collection Instruments.....	47
System for Keeping Track of Data and Emerging Understanding	47
Data Analysis	48
Interviews and Focus Group	48
Surveys.....	51
Findings.....	53
Research Question 1 – Administrator and Teacher Perceptions.....	53
Research Question 2 – Conceptual Framework Perceptions	54
Research Question 3- African American Male Perceptions	54
Themes from the Findings	55
All Salient Data and Procedures for Dealing with Discrepant Cases	64

Discuss the Evidence of Data Quality, Accuracy, and Credibility	65
Summary of Findings.....	68
Conclusion	74
Section 3: The Project.....	75
Introduction.....	75
Description and Goals.....	75
Rationale	76
Review of the Literature	78
Professional Development	78
McClelland’s Need Achievement Theory	79
High School Preparedness	80
Gaining Early Awareness and Readiness for Undergraduate Programs (GEARUP).....	80
Academic Engagement	83
Academic Interventions	85
College Assessment	89
Early College High School	90
Academic Accountability.....	91
Implementation	99
Potential Resources and Existing Supports.....	99
Potential Barriers	99
Proposal for Implementation and Timetable.....	100

Roles and Responsibilities	100
Project Evaluation.....	101
Project Implications	101
Local Community	101
Far-Reaching.....	102
Conclusion	102
Section 4 Reflections and Conclusions.....	104
Introduction.....	104
Project Strengths	104
Recommendations for Remediating Limitations	105
Recommendations for Alternative Solutions	105
Scholarship.....	106
Project Development and Evaluation.....	106
Leadership and Change.....	107
Analysis of Self as Scholar	108
Analysis of Self as Practitioner.....	108
Analysis of Self as Project Developer	109
Potential Impact on Social Change	109
Implications, Applications and Directions for Future Research.....	110
Conclusion	111
References.....	112
Appendix A: The Project.....	140

Appendix B: School Attitude Assessment Survey – Revised.....	241
Appendix C: Scoring Rubric/Codebook	243
Appendix D: Survey Permission.....	244

List of Tables

Table 1: Pennsylvania Standardized 8th Grade Mathematics Scores for Student Groups in
2015..... 4

Table 2: National Percent of Boys by Ethnicity Proficient or Above by Grade, Math, and
Reading 2013 5

Table 3: National Reading by Race at age 9 Showing Variation of Scores 6

Table 4: National Math by Ethnicity at age 9 Showing Variation of Scores..... 7

Section 1: The Problem

Introduction

College readiness for African American males has become a recognizable concern in education. This study examines the phenomenon in a local urban school district. The U.S. Department of Education Office for Civil Rights (2014) highlighted a symptom of this problem through reports at the secondary school level, which indicated African American males have higher suspension rates than any of their peers. Twenty percent of African American boys and more than 12% of African American girls receive an out-of-school suspension (U.S. Department of Education Office for Civil Rights, 2014). This data connects with the problem statement influencing overall perception, connectedness to the academic environment and self-valuation. The local problem lacking career readiness draws attention to the rates of African American males not prepared for pursuing college or a career. This local problem statement will parallel with the tables to follow in this study which illustrate low performance for African American students. The low performances were explored by district wide elementary and middle school state assessments (Okeke, 2014).

Gibson (2014) reported educational underachievement among African American males is a problem that affects the social positioning of African American men. Furthermore, researchers have attributed the workforce, income, social mobility, decreased likelihood of incarceration, and a longer fulfilling life to the need for degree attainment. Some of the special education directors within the local northeast region school district have expressed concerns that the ability to attain academic goals exists, but

preparation may be lacking. A local special education director reported African American males as having demonstrated their desire and commitment to perform at a better level (personal communication, August 18, 2016).

Definition of the Problem

The problem defined in this study involves understanding the lack of college readiness for African American males. This study contributes to the body of knowledge by analyzing the perceptions of high school administrators, teachers, counselors, special education case managers, college professors, as well as African American males regarding college readiness. This problem affects school districts, for public, private, parochial, and other forms of educational instructional services when specifically analyzing mathematics and reading scores for African American males. At the school district level, high school principals believe that it is important to continue in addressing behavior and discipline issues. A local district special education case manager reported school principals have implemented culture or climate leader positions to bridge the gap between African American males and administration at the high school level (personal communication, August 19, 2016).

A principal in the local setting expressed concerns of African American males still struggling with mathematics and language arts. The Pennsylvania System of School Assessment (PSSA) reported African American students at a constant lower rate of academic preparedness (2015). Additionally, there are concerns regarding the strategies counselors and teachers use in the local school buildings (Farmer & Hope, 2015; Ganao, Silvestre, & Glenn, 2013; Johnson, 2014; Pelzer, 2016). The essential attributes of the

“whole” student touch a myriad of domains including perception, trustworthiness, connectedness, self-efficacy, and resilience, all of which contribute to career planning and sustainability. Educators of all levels acknowledge that the poor K–12 academic performances, the low percentage of college matriculation, and the high dropout rates among African American males represent an alarming national crisis (Szymanski, Croft, & Godor, 2018).

Rationale

Evidence of the Problem at the Local Level

In addressing the local problem, it is important to highlight that Pennsylvania’s schools are disproportionately suspending African American and Latino students under the guidelines of zero tolerance provisions. Pennsylvania Chapter of the American Civil Liberties Union provides suspension rates by racial criteria (Silvestre & Glenn, 2016). This investigation involves analyzing aggregate data from each of the state’s 500 school districts. The findings showed the following,

- African American students make up 13.6% of Pennsylvania’s student population, but they received nearly half of the out-of-school suspensions, at 48.25%.
- African American students represent 17% of suspensions of at least one incident.
- African American students with disabilities received out-of-school suspensions at the highest rate of any group. Findings showed that 22 out of every 100 suspended at least once in the state.

Table 1

Pennsylvania Standardized 8th Grade Mathematics Scores for Student Groups in 2015

Ethnicity	% of Students	Avg. Score	% Basic	% Proficient	% Advanced
White	69	292	45	44	11
Black	17	253	91	8	1
Hispanic	8	261	83	14	3
Asian	3	317	5	58	37

Note. Data Source: Taken from 2015 mathematics state snapshot report of Pennsylvania Grade 8 Public Schools. Institute of Education Sciences (IES) from the National Center of Education Sciences.

Evidence of the Problem from the Professional Literature

The underachievement of African American males is reviewed in this research and is relevant because the absence of African American males in the college setting reflects the future workforce. The workforce with consideration to African American males is reviewed as it relates to future prosperity and economic stability of many communities. Wood, Urias and Harris (2015) reported that the academic underachievement of African American males correlated with their high rates of suspensions, expulsions, non-promotions, dropouts, high special education placements, and extremely low representation in gifted and talented programs. I selected grades, which are tested in the elementary and middle school levels, to provide a snapshot of academic development of students before they enter the high school setting. Table 2 highlights by ethnicity the national percentage of boys at proficient or above in mathematics in 2013.

Table 2

National Percent of Boys by Ethnicity Proficient or Above by Grade, Math, and Reading 2013

Ethnicity	4th Grade	4th Grade	8th Grade	8th Grade
	Math (%)	Reading (%)	Math (%)	Reading (%)
White	55	45	61	38
African American	18	13	14	12
Hispanic	28	21	18	17
Asian	64	59	47	43
Native American	27	23	20	16

Note. Source: NAEP (2013). U.S. Department of Education, Institute of Education Sciences, National Assessment of Educational Progress (NAEP), 2013 Mathematics and Reading Assessment. Washington, DC: National Center for Education Statistics.

Administration, faculty, parents, and counselors working with young people in their academic development often compare the performance of a student to his or her peers in the educational setting. Rivera and Lonis-Shumate (2014) noted the African American male in America often experiences adolescence differently than his counterparts. Furthermore, researchers found that racism, socioeconomic disadvantages, and oppression have an effect on the developmental process of African American males (Harris & Wood, 2016). This effect suggests disconnected subgroups from the larger population. The developmental process threatens when low levels of self-efficacy exist within the subgroup or race.

Subgroups will have many identities that formulate perceptions and create a placement in the hierarchy of society. Davis and Otto (2016) indicated substantial investments have been explored to improve reading performance in the elementary

setting, but few schools have implemented programs to effectively address college literacy for urban students, specifically African Americans. The National Center for Educational Statistics reported a comparison of African American, White, and Hispanic students' performance on the variation of national reading scores. Regarding the long-term trend, the National Assessment of Education Progress (NAEP, 2015) developed two separate scales for reading and mathematics ranging from 0 to 500, based on item response theory (IRT). Item response theory is a set of statistical procedures useful in summarizing student performance across a collection of test exercises requiring similar knowledge and skills. The NAEP produces all subject area scales using these procedures (see Table 3). Additionally, Table 4 presents math scores in comparison to national data for African American, White and Hispanic students.

Table 3

<i>National Reading by Race at age 9 Showing Variation of Scores</i>			
Race	Reading IRT < 500 (Average Scale Score)		
	Year 2000	Year 2010	Year 2015
African American	186	207	248
White	226	226	274
Hispanic	193	228	253

Note. Data source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP). Long-Term Trend Mathematics Assessments, scale from 0 to 500.

Table 4

National Math by Ethnicity at age 9 Showing Variation of Scores

Ethnicity	Math IRT < 500 (Average Scale Score)		
	Year 2000	Year 2010	Year 2015
African American	221	245	260
White	245	251	292
Hispanic	230	248	270

Note. Data source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP). Long-Term Trend Mathematics Assessments, scale from 0 to 500.

African American students' scores are consistently lower within the National Math table at age 9 displaying reading and math. Furthermore, this study shows a need for improvement in education to increase the academic success of African American males. Furthermore, the survey in this study reflects African American males' attitudes about school. An understanding of positive or negative perceptions possessed by African American males addresses the need for adjusting teacher approaches in the academic setting (Johnson & McGowan, 2017). The purpose of this study was to gather educators and adult African American males' perspectives of the influence of connectedness, perception, and self-valuation (Martin & Rimm-Kaufman, 2015). This study includes an investigation of the implications of educators and African American males' perceptions of college readiness through the public school system. According to Gibson (2014), African American men have low retention and persistence rates, which are prohibiting them from entering the pipeline of college readiness.

The purpose of this study was to gather educators and adult African American males' perspectives of the influence of connectedness, perception, and self-valuation. Administrators, counselors, teachers, and others who provide direct services to students should consider the totality of each student. A local high school case manager in a public school district in Pennsylvania was equally concerned about the behavior and discipline incidences as well as academic concerns African American male students experience in the school building and the community (personal communication, March 1, 2018). A local high school principal noticed an alarming number of African American males involved in more discipline incidences that have significant academic potential (personal communication, November 10, 2016). A high school principal at a Career and Technical Education site expressed concerns of African American males sharing many external issues that interfere with the focus of academic success in the local school setting (personal communication, October 18, 2016).

Definitions

In this research, the following special terms are associated with the problem.

Academic Resilience: Academic resilience is educational success when such achievement is rare for those facing similar circumstances or within a similar sociocultural context (Reddick et al., 2017).

Resilience: Resilience is the ability to remain stable in the educational setting (Reddick et al., 2017).

Self-efficacy: *Self-efficacy* is the knowledge or belief in one's own academic self (Leath & Tabbye, 2017).

Significance

This qualitative case study is significant because these data identified concerns about college readiness for African American males. Ultimately, educators and students will benefit from the research and documenting of best practices. The results of this study provided a framework for best practices that can be beneficial to educators at large in promoting college readiness for African American males. Research and public policy present growing challenges by race and gender related to a possible achievement gap (Else-Quest, Concetta, & Higgins, 2013). Sensitivity and a clearer understanding of the subgroup and recognition of differences lessen the focus on personal or stereotypical deficits of African American males. This research focused on college readiness of African American males in the educational setting. Researchers have focused on ethnic minorities in the context of education and the success of African American males in possible academic challenges (Parker, Pulg, Johnson, & Anthony, 2016).

This research is useful to the local education setting because it will involve exploration of the development of the African American male relating to his experiences in public education in relation to subsequent college preparedness. Fuller, Harrison, Bukstein and Scott (2017) explored the notion that African American males need experiences that are more positive beginning early in their educational experiences. Early nonsuccess in school generally results in classroom frustration, academic withdrawal, and some degree of negative behavior (Johnson, 2014). Researchers have designed programs, such as Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP), to improve educational success and increase access on the part of low-income and

underrepresented minorities into colleges and universities across the United States (Ward, Strambler, & Linke, 2013).

Research has indicated that both improvement and struggles exist in the local public school district relating to the college readiness of African American males (Farmer, Hope, & Warren, 2015). Scott, Allen and Lewis (2014) reported that academic performance ratings and overall academic outcomes of urban African American males needs to significantly increase for educational reform initiatives to challenge traditional structures of education but also mandate that policymakers, administrators, and educators construct new models to strengthen academic success for African American males in the public school setting while promoting college readiness.

African American males are experiencing challenges in the public school setting relating to college readiness. Challenges in math and reading as well as dissatisfaction and trust in the academic setting were both indicated in the data collection. Kincade, Oloo and Hopkins (2016) explored the idea regarding experiences and social development. An academic achievement gap exists between African American students and their contemporaries presenting as a concern in math and science careers (National Center for Educational Statistics, 2015). An important facet of this research was that it highlighted the importance of school connectedness, perceptions and self-valuation. Many of the issues involve the conceptualization of the students believing they can be successful, having positive perceptions of academic opportunities, and developing a sense of belonging and connecting to the school culture (Kendricks, Nedunuri, & Arment, 2013). African American male students in some instances may hold a less than positive

perception of the academic environment as it relates to their culture within the school community. Addressing the local problem requires an understanding of self-efficacy and perception for African American males (Sheridan, Clark, & Williams, 2013).

Guiding Research Questions

The guiding research questions involve collecting the overall perceptions of high school administrators, teachers, counselors, special education case managers, and African American males related to college readiness through the use of semi structured interviews, a focus group and surveys. The research questions were developed to reveal important perspectives of African American males from the descriptive survey data of national fraternity members towards connectedness, perception and self-valuation. Additionally, I conducted interviews with six high school administrators and four college professors, as well as a focus group with seven high school educators. The focus group included teachers, counselors and special education case managers. Goings (2017) examined relationships among educational beliefs, racial pride, and religiosity with a focus on a resilience theory. The research questions in this study allow for an open-ended approach based on the need achievement theory to reveal the participants' reflective themes and rationale for perceptions of African American males related to college readiness.

Research questions for this study were developed to gather perspectives of college readiness for African American males through the public school system:

RQ 1: What are the perceptions of high school educators related to college readiness for African American males in the academic setting?

RQ 2: Based on tenets of the need achievement theory, how are educators' perceptions of African American males identified in the conceptual framework?

RQ 3: How do African American males report goal-valuation, academic self-perceptions, motivation/self-regulation as well as attitudes towards school and teachers?

Section 2 will provide an extensive examination of literature addressing the problem of college readiness for African American males. Furthermore, Section 2 identifies a conceptual framework, used research databases, minority student populations, self-efficacy, math instruction and comprehension, and parents and cultural capital.

Review of the Literature

Introduction

Wright and Wallace (2015) examined the likelihood of African American males not being lead to college preparatory opportunities and advanced math courses by school personnel, as compared to their counterparts of varied racial backgrounds. Often, not enough African American male youth experience access to college preparatory opportunities and activities (Scott et al., 2014). Consequently, African American males are then not prepared to move into first year of college and successfully complete college-level work. In some instances, parents of African American boys lack a college education or the requisite knowledge to understand their role in supporting their children through college. A troublesome dynamic is African American males are reportedly classified as an at-risk population in the educational community (Hazari, Sadler, & Sonnert, 2013). Researchers noted progress and increasing academic participation rates among African American males during the last quarter of a century has been limited

(Scott, et al., 2014). Furthermore, it has been established that it is difficult to succeed in a college environment without the college preparatory skills needed in advanced math or English courses (Hazari, et al., 2013).

The influence of the environment of African American males was explored within this study. The social environment of African American male students potentially can critically influence their academic achievement (Ramsey, Pang, Moon-Ho, & Chan, 2016). Resources available in the community reflect students' academic achievement. African American males in some instances limit contact with other students and increase their contact with peers of their race to help protect a sense of positive self-esteem and minimize stress. Drago, Shire and Ekmekci (2016) suggested that some African American adolescent boys might have a poor sense of self-evaluation regarding their abilities in the academic arena. Gibson (2014) reported African American male students often lack motivation to perform and achieve as a belief that their teachers do not expect much of them and do not care. African American adolescent students repeatedly miss access to adequate education and subjected to low teacher expectations, and are often placed in special education classes and excluded from school culture (Ramsey et al., 2016).

Conceptual Framework

McClelland is primarily noted for the need achievement theory (Ramsey, et al., 2016). McClelland's work on achievement highlights personality and self-efficacy related to connectedness, perception and motivation of the individual. McClelland developed achievement-based motivational theory reflecting on motivational thinking

(Ramsey et al., 2016). The researcher investigated if African American males, who observed by educators, were reported as being disconnected and displaying low motivation (Scott, 2017). The need achievement theory proposes an individual can attain motivation for achievement and avoid failure if certain conditions are met (Yavuz, 2016). In the literature review, I explore many facets of African American male characteristics. The conceptual framework related to the problem focused on the need achievement theory highlighting connectedness and perception motivation for African American males.

Review of the Broader Problem

The following topics are covered in this review: (a) conceptual framework, (b) minority student populations, (c) self-efficacy, (d) math instruction and comprehension, and (e) parents and cultural capital. Bryan, Williams and Johnson (2016) suggested an understanding of the local problem requires an understanding of relationship between motivation, connectedness and perception of college readiness. Academic achievement beliefs may yield not only theoretical knowledge but also practical benefits for educators dedicated to encouraging the achievement of all students to meet their full capabilities. An important part of expression for the African American student is to provide an outlet to reflect on and learn about emotional and social skills and psychological wellness in a culturally responsive academic environment (Hall, 2015). The connectedness of the teacher to the African American male could improve or enhance the perception of the educational experience (Fraleigh-Lohrfink, Schneider, & Whittington, 2013). Educators may consider supportive relationships among multicultural students since it relates to the

sensitivity of cohesiveness with the school (Watson, Washington, & Steptau-Watson, 2015).

This literature review was gathered utilizing Walden University's databases (ERIC, Education Research Complete, and education SAGE Full Text Database) as well as numerous scholarly resources. ERIC indexes more than a million journal and non-journal sources pertaining to education research work produced or funded by the U.S. Department of Education, other federal departments, state or local agencies, and policy organizations and professional associations. The U.S. Department of Education maintains ERIC. SAGE Premier includes current peer-reviewed journal articles in psychology, political science, management, education, and more. PsychINFO is the American Psychological Association's renowned resource for abstracts of scholarly journal articles, book chapters, books, and dissertations. PsychINFO is the largest resource devoted to peer-reviewed literature in the behavioral sciences and mental health research. SocINDEX is a research tool containing full text articles, books, monographs, and conference papers. These databases also provided a varied collection of periodicals. Multiple descriptions of the African American male were described in this literature review, such as the reflection of dominant culture and the perception of success.

As a critical review of the broader problem in college readiness for African American males' academic achievement was investigated. Adolescents who devalue academic achievement more often direct their behavior to nonacademic pursuits (e.g., personal dress and grooming, athletic prowess, and dating success) that tend to interfere with their academic success (Dubin, 2013). A historical perspective, when examining the

outcome of success for African American males toward academic achievement, is considered in the research (Ogbu, 1991). Cultural ecological theory tenets indicate that African Americans are a caste-like minority, a group involuntarily and permanently incorporated into a country through the process of slavery or conquest (Young et al., 2016). Activities and organizations peripheral to the school's learning environment and community support mechanisms, such as mentors, may have a profound effect on their academic achievement and job placement potential.

Factors reflecting varied circumstances of low academic achievement experiences for African American males in the school setting are explored in this study.

Circumstances involved are student experiences, instructional inadequacies and cultural norms, but the conceptual framework in this study will highlight connectedness, perceptions and self-efficacy (Wilson, 2016). African American males could use ethnic identity as a contributing factor to self-efficacy in the academic environment. Rivera and Lonis-Shumate (2014) defined ethnic identity as an allegiance to a set of customs, practices, behaviors, and beliefs that define a group of people, often with a shared ancestry or location. Furthermore, the researchers acknowledged African American males revealed a significant relationship between cultural mistrust and an inverse connection between cultural mistrust and opposed cultural attitudes (Rivera & Lonis-Shumate, 2014). According to Hoops and Atrip (2016), as African American males' mistrust increases, their academic outcome expectations decrease.

Researchers had dedicated discussions to address gifted African American children who attend K–12 schools, and even fewer researchers have addressed high-

achieving and gifted African American male college students (Amechi, 2016). Soland (2017) has found in the literature varied educational outcomes for the schooling of African American males depending on the college environment in which they are in. This study involved understanding the self-efficacy of college African American male students. These data describe African American College students reported self-efficacy in relation to college academic success. The academic focus directs African American male students toward more competitive programs, such as STEM (Kendricks et al., 2013).

Minority Student Populations

The literature review references factors around the educator perceptions of the African American college males. Mutakabbir and Nuriddin (2016) reported that boys valued education, although the academic achievement related to appropriateness for African American girls rather than for African American males. African American males more often defined their success and efficacy by athletic ability or indicators in the school, which were nonacademic. African American males may anticipate lower academic outcomes because of the school, community, or lack of educational resources. Jones and Reddick (2017) reported school as a “site of our intimate life” (p. 11), where children learn about the world and learn about themselves. Educators never really know the thinking process of their students as the students learn and develop. The mistrust could explain the lack of self-efficacy or negative perceptions of African American male students toward academic achievement in the college setting (Baber, 2014).

Historically, researchers suggested a neighborhood shapes the individual. Shaw and McKay's (1942) theory of social disorganization suggests that communities serve as a context for how individuals are socialized. More specifically, the conditions students experience in their neighborhoods may influence behavior and academic achievement, depending on what that specific community perceives as acceptable. Factors in the neighborhood or the home could play a major role in the behavior development of the college African American male. Bandura (1977) mentioned how self-efficacy could play a part in the surroundings of the individual as it relates to behavioral shaping. As seen in an urban northeast city, unkempt properties seem to signal or lead to a deterioration of social order, which in turn gives rise to cultures of violence, criminal activity, and juvenile delinquency (Wright & Wallace, 2015).

Booth, Butler, Richardson, Washington and Henfield (2016) referred to the African American male population as having physical and social decline interactions within the neighborhood. Hence, school structures warrant a strong concern because social disorder has historically shown a relationship with delinquency and violence. The U.S. Department of Education (2011) reported that among adolescents, African American boys are particularly vulnerable, as they must also negotiate the challenges of racism, poverty, and limited opportunities to fulfill traditional masculine roles. Harris, Mayes, Vega and Hines (2016) suggested the fear of violence and coping with school and neighborhoods in the literature as placing an external and internal demand on African American males. Ransaw and Majors (2016) described coping as cognitive and behavioral efforts to manage specific external and internal demands appraised as taxing

or exceeding the resources of this person. This research study reflected educators' perspectives for how students cope in an adaptive or maladaptive manner in the educational setting. Maladaptive coping referenced as a way of dealing with short-term relief from a factor causing stress and distracting from academic achievement. Maladaptive coping generally directs the individual to increased stress encounters that may have negative life outcomes, including death (Ganao, Silvestre, & Glenn, 2013). The importance of understanding this maladaptive coping technique is that it influences a magnitude of external and internal distractions and affects the self-efficacy and perception of the college aged African American male.

School-based activities affect the experience of African American males. It is important to note school-based activities, specifically sports, have a strong influence on academic motivation (Harris, Hines, & Hipolito-Delgado, 2016). Computer usage is another highly indicated activity that supports the academic achievement among African American male students (Harradine, Coleman, & Winn, 2013). Policies in education consider some of the social disadvantages children often experience, such as low-income homes, impoverished areas and a lack of resources and school-based activities. Harris et al. (2016) referred to, the impact of racism, unfamiliarity with career-planning activities, an absence of parental encouragement, and negative peer pressure must be considered when devising learning enticement strategies to change African American male students' attitudes about learning. Teachers providing instruction for African American males may consider self-introspection (Baber, 2014). Self-examination could be helpful for teachers in removing cultural, racial and income biases. Furthermore, administrators should

encourage teachers to self-examine their views and actions toward students (Hargrove & Seay, 2013). It could be helpful for the school districts to provide more information concerning minority students' cultural backgrounds and the many forms in which young people of diverse backgrounds show giftedness.

Self-Efficacy

Self-efficacy refers to a student's belief in his or her capacity to execute behaviors reflective of the given environment. Self-efficacy of African American males may reflect confidence in the ability to exert control of motivation, behavior, and the social environment (Martin & Rimm-Kaufman, 2015). Connectedness with school community relates to the perceptions of African American males. The degree of administrators' interaction at the high school principal and college professor level may have the potential to help African American males reflect on the involvement of family aligned with interaction with the teachers and those in the educational environment. Bloomfield and Kendall (2012) reported administrator involvement is difficult to measure, especially if the school and student are not working together in educational goals. The data collection in this study involved assessing perceptions from high school principals, college professors, and African American male fraternity members.

Math Instruction and Comprehension

Students' academic achievement in college may have clear consequences for their lives after graduation, including their college attendance and persistence, as well as success in the labor force. Important to this research was the investigation about teacher knowledge of the students and the way in which students best receive instruction (Brock,

Murrah, Cottone, Mashburn, & Grissmer, 2017). The math course selection should be considered and the effect of academic achievement for African American males. Math course-taking patterns are characterized by strong racial and ethnic disparities, such that African American students take fewer advanced level math courses by completion of college than their counterpart White peers (Else-Quest et al., 2013). The level of class placement of students influences the experiences and access opportunities that adequately prepare students for postsecondary educational career pursuits.

Math is generally offered to students in a hierarchical sequence of courses (Else-Quest et al., 2013). Professors offer each course with progressive levels of difficulty for students through their college experience. Students' requirements include mastering a specific math course and building on skills and concepts before they can move through the sequence of higher-level courses (Xu & Wu, 2013). Math relates to academic performance of race ethnicity and gender in the following ways: (a) students' non-exposure to algebra or geometry before college may experience difficulty in excelling through advanced mathematics courses, such as trigonometry and calculus in high school, and (b) students' exposure to advanced math courses predict future college admissions acceptance overall, especially at many elite postsecondary institutions.

A racial digital divide exists in information technology use, particularly in Internet use. Race differences in Internet access have decreased, but African American adults still report using web access less, even when availability of service is not an issue (Ruzek, Hafen, Hamre, & Pianta, 2014). Many considerations exist to explore the process of staffing teachers to meet the needs of all students. In this literature review, I

noted evidence of multiple resources which educators use to increase the academic success for African American males in the educational setting. This refers specifically to hiring practices for teachers which include training and development:

- select teachers on the basis of their eagerness to teach challenging students and to help those students succeed
- ensure all teachers are well qualified and fully credentialed
- provide teachers with repeated opportunities for in-service pedagogical and subject-area professional development
- require all teachers to express high expectations for every child (Ransau & Majors, 2016).

Diversity of the teaching faculty has often been explored in school settings (Johnson, McGowan, & Brian, 2017). Teachers are generally always taught to support the success of all students regardless of the various needs they bring to the academic setting.

In some districts, gender specific schools influenced the academic setting, such as Chicago Public Schools where administration created a gender specific school. Public and private academies could provide nurturing alternatives to the traditional school setting that offer African American boys a better chance to succeed in their studies and their lives (Harris, Mayes, Vega, & Hines, 2016). This idea of single-gender schools offers an option to better facilitate higher self-efficacy for college African American males and possibly reshape their perception of the school community. The implementation of this type of school presents an option for educators in assisting African American males. The local northeast school district mentioned includes only

charter schools, one of which is single-gendered for males. However, the single-gendered female school in this local district reported a 91% college admissions rate from the 2015–2016 school years. Scott (2016) reported that of the 91% of females non-college bound, 7% move directly into the military with signed agreements, while the other 2% enter directly into the workplace with high school training in areas, such as cosmetology and auto mechanics.

Harris et al. (2016) stated with declining achievement at its lowest point in decades among African American boys nationally, proponents report that urban education systems are slowly embracing single-gender schools and utilizing mentorships. In cities such as Detroit and New Orleans, the African American male murder and unemployment rates reported highest in the nation. However, all boys' schools in those two areas appear to be a strong option with the importance on neat dress, discipline, leadership, citizenship, and scholarship (Anumba, 2015). Implications for possible project direction exist because teachers are required to develop a relationship and rapport with African American male students to develop a positive identification. The unique relationship of getting to know each student promotes positive identification (Banks & Gibson, 2016). Self-efficacy of the students is dependent on a belief from authority figures that the students are meaningful, worthy, and positive citizens in societal communities.

Teachers should consider innovative strategies for African American males by identifying important teaching and learning options in mathematics. Fries-Britt (2017) suggested mathematics educators pay closer attention to African American students'

perceptions of the educational environment. In understanding core subjects, such as mathematics, this research denotes three chief outcomes that could support the success of African American males (McGee & Pearman, 2014). Teachers should consider the following considerations and learning strategies according to the focus group high school teachers in this study:

- African American students can provide insight into ways that help them better understand the principles of mathematics.
- Cameron (2016) reported perceptions of African American males can aid mathematics educators in conceptualizing and analyzing the specific traits of effective mathematics teachers who have taught African American students.
- The ability to listen to African American students' voices can help educating African American students in mathematics.

Brooms, Goodman and Clark (2015) suggested that many teachers rarely have the opportunity to hear from African American males and their perception of education. Educators can develop a more authentic understanding of African American males and their academic potential through innovative learning experiences (Hilton & Bonner, 2017). The local setting is an urban location that provides opportunities for African American males, such as service learning. Fernandez, Davis and Jenkins (2017) stated that service learning serves as a conduit to improve student understanding and a tool to increase knowledge of a specific subject, population, or phenomenon in the corresponding classroom. Teachers can utilize service learning to encourage culturally responsive teaching strategies when providing training and development for new and

returning faculty. Teachers who recognize culturally responsive teaching validate students' life experiences; they are able to address the whole child as a student, family, and community member (Booth, Butler, Richardson, Washington, & Henfield, 2016). The importance stressed in service learning literature for teachers highlights educators' understanding of the whole child as a student, part of a family structure, and participant in a community of practice. Yin (2006) reported preservice teachers provided mentoring and tutoring for students in grades one through four. Furthermore, the results showed that the preservice teachers were willing to listen to the acute details of the students' academic and life experiences. These data were collected from elementary aged African American males in a Title I School. Fuller, Harrison, and Bukstein (2017) reported African American males expressed self-efficacy and highlighted their experiences and perceptions as important. This suggested the classroom teacher should promote a classroom environment where no sense of being judged or condemned for background and future aspirations exists.

Educators who treat students equally tend to encourage and sustain high academic achievement levels within the African American male population (Horton, 2015). Researchers in the literature identified the fundamentals of respect. African American males, who perceived their teachers to be respectful people, treat them as if they matter, and possess nurturing qualities that build students' strengths may indicate a sense of connectedness and academic success. Bryan, Williams, and Johnson (2016) stated some of the most important factors to investigate rely upon the teacher-student relationship of trust and positive interactions.

Multiple factors were explored in this study, such as peer group association, weapons, violence, theft, parental attachment, and involvement. Wright, Crawford, and Counsell (2016) reported that African American males connected with two or more large but distinct peer groups are less apt to show delinquency than their counterparts who are involved only with a single peer group. Research indicated adolescent delinquency develops at the center of peer relationships (Preston-Cunningham, Boyd, Elbert, Dooley, & Peck-Parrott, 2016).

Juvenile delinquency may be learned through the interaction of social relationships. Singer (2016) reported most delinquency takes place in groups, and many theorists have looked at peers as one of the decisive causal factors, such as being a part of a delinquent social environment produces individual delinquency. Self-efficacy for African American males could be reflective of the occurrence of delinquency and may decrease their perception and connectedness to the academic environment.

Singer (2016) investigated the commonly identified phenomenon of sports as an avenue out of poverty for many African American males. Young African American males continue social influences into professional sport careers in the future, which can have far-reaching effects (Fuller et al., 2017). In the literature, researchers highlighted self-efficacy as a part of sports and athletic programs for African American males. The perception of academics for students may rely heavily on the goals connected to their pursuit of athletics in college. Academic and athletic goals are interdependent in the requirements of grade point average (GPA), SAT scores, and faculty recommendations.

Many researchers believe that professional African American male basketball players are portrayed as accomplishing the American Dream (Harrison, Martin, & Fuller, 2015).

Parents and Cultural Capital

Cultural capital refers to parents socializing their children to develop culture and educational competencies and attitudes. According to Naylor, Wyatt-Nichol, and Brown (2015), it is the family's responsibility to transfer the appropriate values, norms, and cultural capital to children. In the study mentioned, levels of academic achievement depend on school and parent interaction (Graham & Nevarez, 2017). Harris and Wood (2016) focused on the degree to which parents are involved in their children's school links to positive educational experiences and outcomes in college completion. The aspects of family and teacher partnership would require reading to children, attending school functions, and an involvement in the extracurricular activities within the school community (Osler II, 2017). In addition, school-parent partnerships involving the experiences of a student and cultural capital may influence academic outcomes.

Farmer and Hope (2015) suggested African American males participate in dance, music, fine arts lessons, live theater, student library visits, and other possibly out-of-the norm activities. The aforementioned activities positively influence college grades, standardized test scores, college graduation, and college attendance in African American adolescents (Kincade et al., 2016). Examining African American boys at the younger stages may play a major part in understanding the levels of self-efficacy identified in this study at the college stage. The research reviewed in this study indicated that parental transmission of cultural capital positively affected reading achievement at the elementary

level (Okeke, 2014). Ward et al. (2013) pointed out visiting museums, libraries, and zoos inclusive of the parents and children significantly related to reading achievement for boys at the 5th grade level.

The participatory influence for African American males is highly dependent on many factors, such as historical family involvement, teachers, coaches and others who may support and encourage school community activities (Hargrave, Tyler, Thompson, & Danner, 2016). One way to reach fulfillment of civic education is met through extracurricular activities, including sports, clubs, and school-wide activities, which typify the informal curriculum. The school faculty can communicate to African American parents the academic and social benefits of engaging their children in activities that transfer cultural capital.

School faculty should provide parent information through newsletters, email, and web pages as well as through report card summaries. Osler II and Wright (2016) examined cultural capital transmission on reading achievement of boys in the 5th grade and suggested schools encourage positive partnerships between school, faculty, and families. This partnership reveals a better understanding of the obstacles that interfere with the obtainment and transfer of cultural capital among African American families. This warrants families having a need to gain additional strategies to enhance parenting practices with children. Families can promote opportunities for student learning outside of school, especially on weekends and evenings when they have a higher chance of availability to interact. A supporting theme from this researcher was that African American males need to receive positive, consistent messages through the home, the

school, and the community regarding the importance of learning and belief in their abilities (Berhane, 2017). Without constant support, which lends to trust, the self-efficacy of a child may never foster a positive belief.

A review of the degree of trust amongst African American males towards the academic setting was explored through the literature review, focus group and/or interviews. Berhane (2017) suggested trust establishes through acknowledging problems in a positive and honest way. The reference to trust is necessary to analyze, as shown through a study regarding a northern California school where an investigation of academic school programs in resources to promote a culture that encouraged support and trust. Within this part of California was a need to show the importance of identifying cultural, economic, and racial differences that dictate the outcome of the educational experience. To promote positive social change, researchers need to achieve an in-depth understanding of the influences of a negative academic achievement perception.

Within this study, there is an exploration of development for the college African American male relating to his experiences and perceptions of academic achievement throughout a public school education (Dowd, Pak, & Bensimon, 2013). This study investigated the common perceptions among African American males related to achievement in the educational setting. This research involved exploration of the possibilities of early nonsuccess in school, which could result in classroom frustration, academic withdrawal, and some degree of negative behavior. Furthermore, this study justified exploring the evidence of any academic achievement gaps that may exist

between African American students and their contemporaries as a national education concern (Miller, 2015).

Implications

Depending on the data collection and analysis, the project direction reflects findings from interviews, a focus group and survey participants. African American males' extra-curricular involvements play an important role in success within the postsecondary environment. One of the factors identified was that leadership in student organizations adds value to the collegiate experience, which provides enhancement to practical skills (Petroni, 2013). Some of the advantages of leadership indicated that it provided access to dignitaries, key administrators, and lead faculty members. A unique part of this particular research assessing how often African American boys are involved in student government or leadership positions in the college setting.

Henfield (2013) mentioned African American boys and their choice of mentors may reduce their selection of the "right" role model. In presenting African American males' success or failure as a matter of selecting the right role model, the media mythologizes notions of individual responsibility while at the same time failing to assess the structure of systemic racism, discrimination, and inequality that has constrained some African American boys' choices of role models to professional athletes (Hope, Chavous, Jagers, & Sellers, 2013). Many of the factors that create a good athlete could be a part of the academic environment, influencing the experiences of the student and shaping their perceptions through the achievement process. A professional athlete may not present all

that is required for the characteristics of a good role model. Sports media seeks to achieve the level of integrated spectacle to enhance their financial capital.

Participation in college sports and other extracurricular activities has shown to play a part in the self-efficacy as well as civic involvement for African American males. The effect of sports participation and extracurricular involvement threatens when gender, family socioeconomic status, college academic track, self-efficacy, and educational attainment are taken into account. The process of Americans' knowledge and skills from multiple institutions, such as family, education, religion, community groups, and the media develop their civic character (Gebre & Taylor, 2017). American schools serve the function of preparing students in being informed, participating citizens committed to the values and principles of democracy (Johnson, Williams, & Wood, 2015). In the local public school system, the activities and instruction generally include leadership training for students to understand civic commitments and self-sufficiency as citizens of the United States.

Summary

Within the literature review, I have examined the development of college readiness for African American males in the public school system. The results reveal that early nonsuccess in school generally results in classroom frustration, academic withdrawal, and some degree of negative behavior in later life experiences such as college and career (Jackson, Starobin, & Laana, 2013).

Furthermore, this study highlighted experiences and social development related to an educational preparedness gap between African American students and their counterparts

as a national concern. Harris et al. (2016) reported the importance of school-based activities, specifically sports, as having a strong influence on academic motivation. According to this research, a significant gap exists between African American students and other races as well as age groups in multiple subject areas (Dowd, Pak, & Bensimon, 2013; Harris, Hines, & Hipolito-Delgado, 2016; Hazari, Sadler, & Sonnert, 2013; LeRoux & Sebolai, 2017; Morningstar, Lombardi, Fowler, & Test, 2017).

In this review of literature, I captured some dynamics of African American males. Hazari et al. (2013) reported African American males are classified as an at-risk population in the educational community. Regardless of the possible perception of African American males, school districts employ diverse educators to provide instruction. Additionally, researchers suggested all teachers of any race or ethnicity should believe in the success of each student (Johnson & McGowan, 2017). The idea of gender specific schools was found in the literature and suggested positive influence in the academic setting. Researchers also suggested public and private academies could provide nurturing alternatives to the traditional school setting that offer African American boys a better chance to succeed in their studies and their lives (Harris et al., 2016).

Moving forward in this study, I present the methodology used in section two. I overviewed of the methodology of this study, which included a rationale for research design, selected site, participant selection process and data analysis procedures. In Section three, I present the findings and results of the study. Specific information is presented from educator interviews and focus groups. Additionally, attitudes about school perceptions are shared through a survey of adult African American males.

Finally, in section four I analyze and discuss the findings, providing reflections associated with the conceptual framework of this study.

Section 2: The Methodology

Qualitative Research Design and Approach

This was a qualitative case study which included interviews, a focus group and surveys. The case study approach is “familiar to social scientists because of its popularity in psychology (Freud), medicine (case analysis of a problem), law (case law), and political science (case reports)” (Yin, 2006, p. 22). The research and evaluation design derives logically from the need for examining student connectedness, motivation, and self-valuation. Qualitative research attempts to understand the views and relationships of a group or a single individual (Creswell, 2014). A saturation of multiple primary educators supports reliability of the data collected in this study.

In this study I used an anonymous survey to secure the perspectives of African American male fraternity members. A recognizable number of researchers have discussed the marginal and lower test scores, lack of academic connectedness and attitudes about the inadequacy of educational options (Ruzek et al., 2014; Sheridan, Clark, & Williams, 2013). Through the review of research in this literature, there was a dearth of information about programs and options for students in the public school district. Educational programs depend on the needs of the population. Petrone (2013) reported concerns with numbers of African American men pursuing post-secondary goals. Specifically, understanding the effect of experiences for African American males revealed strategies and recommendations helpful for utilization in the classroom and additional assistance through educational service providers. In this section, I present the research questions

that guided this qualitative study and provide an explanation of the rationale for this method.

Qualitative Tradition Description

According to Taylor, Bogdan and DeVault (2016), qualitative research examines how things look from different vantage points. Additionally, qualitative methodology gives the researcher access to setting and people holistically; people, settings, or groups are not reduced to variables but are perceived as a whole. Quantitative research, in contrast, offers a rationale and approach pragmatic in content (Creswell, 2014).

Researchers in quantitative studies explore correlation existing between two variables with control over the event. The design of this qualitative case study allowed me to explore pedagogical instructional practices and potential relationships to college readiness. Using this case study design, I was afforded an opportunity to inform future pedagogical instructional practices for college readiness used with African American male students.

Justification for Using a Case Study Design

A case study was selected as an effective qualitative design for this study. In a case study, there is the option to explore events, activities, programs and multiple participants in order to garner a strong understanding. By using a qualitative case study, I obtained insight and understanding of pedagogical instructional strategies which teachers can use for African American males. With the sensitivity of this research, a case study design appropriately addressed the perceptions of research participants. In this design, the research was not limited to rigidly definable information. This research included

complex questions which would have not been supported with a quantitative methodology.

In planning this qualitative research method design, initially there was a review of the phenomenological option since it emphasizes the experiences of participants (Taylor et al., 2016). The research plan initially was to not only speak with teachers, but to include other educators who were involved in the instructional process such as administrators. The grounded theory uses a strategy of inquiry seeking participant views to generate a theory related to a social issue. The grounded theory was considered but not used because “the researcher intends to create a general, abstract theory of process, action, or interaction based on the view of study participants” (Creswell, 2014, p. 11). Cautiously, it did not appear that it would have been effective having multiple stages of data collection and the overall time constraints for study completion. I examined the perceptions and experiences of teachers, special education faculty and administrators. Thus, the case study design was the best fit for this process to deepen the target site stakeholders’ understanding the importance of college readiness for African American males.

Participants

Criteria for Selecting Participants

The setting for this study was in a public school district in an urban setting during the 2017-2018 academic school year. I collected data from three different groups: graduate chapter fraternity members for surveys, administrators for interviews, and a

focus group of high school teachers. There were specific criteria for each of the three groups. The first participant group was the adult African American males.

Survey Process. Initially, the Walden IRB approval letter was sent to the fraternity graduate chapter president. The Fraternity's Executive Board approved the administration of the survey for this study. The survey participants received an invitation through the local chapter meeting. The fraternity graduate chapter president, with executive board approval, provided me with a brief introduction and space on agenda to administer the survey. The survey information was presented to fraternity members in the monthly chapter meeting. All survey participants received an informed consent. The rubric/code book, provided by author of survey instrument, was used to provide descriptive statistics. The eligibility for each participant required an active membership within the local fraternity graduate chapter, which operates exclusively through an executive board oversight. Each member was at least 22 years or older since this was a local graduate chapter of the fraternity. The fraternity graduate chapter requires that each member would have already completed a bachelor's degree prior to obtaining membership.

The 2nd and 3rd participant groups were identified through the public school district. The 2nd participant group includes the six high school administrators (principals, assistant principals and special education directors). Their main criteria were an active role in the local high school setting with interaction with African American males. The 3rd participant group included the focus group members. This one focus group was

composed of high school level teachers, some who held responsibilities for special education, and a school counselor.

Interview and focus group process. I sent the IRB approval letter to the public school district research office. The process to gain access to participants initially began with a district interest meeting to request an application to collect data. With a Walden University IRB approval letter and completed application, the school district's chief academic officer (CAO), through research team process, approved the data collection for this study. The school district from which participants were selected is composed of neighborhood networks across the city. Multiple recruitment flyers were posted in the high school setting only across the one district's networks for administrators which included special education directors, teachers, counselors and special education case managers. All approval letters as well as interview and focus group protocols were presented to participating high school.

Importantly, data for this study were collected outside of instructional time. Interview participants determined the date, time and location. The focus group was scheduled through the assistant principal at the designated location providing date, time and location for all participants. I conducted the focus group in one setting. The school district's Office of Research and Evaluation provided permission to access and invite participants at the administration level and teachers who participated with the one focus group. Each administrator served at a school within the district. The participants communicated via email. Participants used the email of their choice for communication.

Each participant received an explanation for the use of the data collected in relation to this study through the informed consent.

Qualitative studies have a restricted sample size and data are collected through a specific time frame (Creswell, 2014). In convenience sampling, the researcher can utilize subjects who are accessible and available for research (Serna & Woulfe, 2017). The aim of this study was to determine the college readiness for African American males through the public school system. I used convenience sampling in this qualitative study inviting a total of 6 administrators for interviews and 7 educators for the focus group. All of the fraternity chapter members were invited to participate. This provided me with information from the educators' perspectives as well as the adult African American males.

Justification of the Number of Participants

I collected data for this research study through interviews, a focus group and surveys. Yin (2014) highlighted that interviews play a central role in the data collection of such studies. I conducted the focus group with 7 educators at the high school level. Yin (2014) stated focus groups with 6–10 members and a facilitator render valid results. This case study provided specific feedback regarding experiences of high school educators related to African American males.

Procedures for Gaining Access to Participants

I completed the local district target site application for permission to complete research. I received permission from the Walden University Institutional Review Board (IRB) (Approval #08-29-17-0092001). I submitted the application to the research

stakeholder along with my IRB approval. I received official approval from the district gatekeeper via email for permission to collect data.

Fraternity access process. The fraternity graduate chapter president, with executive board approval, provided a brief introduction of me as the researcher and title of study. The fraternity meets monthly, so initially I provided an introduction and implementation was the following meeting. Initially, I was provided a brief time to present study abstract, share survey and informed consent for the fraternity members. At the second monthly meeting I was able to administer survey and collect results.

Interview participant access process. Upon an email response from high school administrators, I was able to respond to confirm an interview time within the school. Additionally, I sent the informed consent, abstract and protocol questions via email to each administrator. Each high school site has special education directors who are included as the administrative faculty as well. Paper documents of the abstract, protocol and informed consent were provided at the interview as well.

Focus group access participants. I coordinated this process with one assistant principal at a single site to conduct the one focus group. All the teachers for the focus group were currently instructing at the same school. I sent the abstract, informed consent and protocol questions to the assistant principal prior to the session. Paper documents of the abstract, protocol and informed consent were provided at the focus group session as well.

Methods for Establishing a Researcher-Participant Working Relationship

According to Creswell (2014), purposeful sampling was appropriate since it involves identifying and selecting individuals or groups of individuals who are knowledgeable about or familiar with a phenomenon of interest. Initially, to gain access to the participants, a detailed application process was completed within the school district. The initial IRB letter from Walden University was included with this application. After several meetings with school district, an initial approval was provided requiring final articulation through district and Walden University. Upon final approval from the Walden IRB, I forwarded my approval information to the school district and fraternity graduate chapter president.

Measures for Ethical Protection of Participants

The ethical concerns in qualitative research are aligned with informed consent procedures, the relationship between the researcher and participant, the ratio between risk and benefit as well as confidentiality (Taylor et al., 2016). I completed the NIH certificate training prior to the data collection phase. Participants' rights were clearly stated in the informed consent which provides clear language to end participation at any time of this process if so desired. Informed consent was provided to all participants. Survey participants reviewed and completed prior to administration. Each interview participant received informed consent prior to session. All focus group participants reviewed informed consent prior to the onset of the session.

This study presented no emotional or physical risks or harm to the participants. The participants had access to the researcher's email address in the event they had

questions about this data collection. Confidentiality was addressed, and I assured anonymity of all participants during this research by including no names or other identifying information as a part of the informed consent. Participation in the survey, focus group, and interviews was optional, and participants were able to drop out of the study at any time.

All transcripts, notes, and interview/focus group recordings were stored in a secured area throughout the study. Any documents on my computer are protected through password and only accessible through dual access requirements. All documents, audio recordings, transcripts, and any other data will be kept for only a period of five years and then will be destroyed. The district location and actual names of participants are not identified in this study to further protect the participants' privacy and confidentiality.

Data Collection

Justification for Collecting Data

The interviews, focus group, and surveys were the data collection sources for this qualitative case study. According to Creswell (2014), the qualitative interviews provide in-depth information related to participants' experiences and viewpoints of a specific topic. In this case study I used interviews of public school administrators and a focus group with educators (teachers) to provide perceptions of college readiness for African American males. The participants had a clear understanding of the daily interaction of teachers with African American male students in core subject areas such as math, science, language arts and social studies related to college preparedness. The surveys

provided a perspective from adult African American males of their experiences directly related to college readiness.

Interviews

Data collection occurred through interviews with six high school administrators (principals, assistant principals and special education directors). Creswell (2014) indicated the qualitative tradition generally involves interviews scheduled from 20–25 minutes. The study data collection plan was to gather perspectives from administrative and teacher level educators. Both had access to African American males and provided valuable perspectives in the study. An interview protocol was provided to each participant before beginning the interview session. The interview protocol was agreed upon through school district research committee. The questions were open ended but required approval from the local school district before the data collection process was engaged. According to Creswell (2014), the interview protocol provides a structured guide in assisting the researcher in the process.

The interviews provided college readiness perceptions for research question one from high school administrators. Within research question two, the conceptual framework aligned with the purpose of this study to gather educators' and adult African American males' perspectives of the influence of connectedness, perception and self-valuation. Open ended interview questions provide stronger qualitative data (Taylor et al., 2016) When I interviewed the participants, I brought in a tape recorder, interview questions and pad for notes, consent forms, and another copy of the interview protocol. I verbally communicated the confidentiality process and the option to discontinue the

interview at any time to each participant. I listened to the recorded interviews and transcribed the data collected.

I assigned codes and identifying themes reflective of the interviews and notes referenced during the interview. I highlighted common words and phrases to document themes based on researched questions. I listed research questions on a separate sheet to assist in organization. Codes and themes were indicated with the appropriate research question. I finally analyzed codes and themes aligned with research questions to synthesize a summary of findings.

Focus Group

The focus group consisted of seven members. The focus group protocol, which was approved by the school district, used open ended questions. The informed consent specifically stated that the session would be recorded. The protocol questions were designed to reflect the purpose of this study in gathering educator perspectives of the influence of connectedness, perception, and self-valuation. Each of the research questions was addressed through the data collection. The seven participants in the focus group included high school teachers primarily, a counselor and special education case manager.

The focus group in this study provided daily information from teachers with extensive experience through a one-time discussion specifically focusing on their interactions with African American male students (Kitchen, 2013). College readiness perceptions from research question one were addressed through the focus group. Additionally, the conceptual framework in research question two was aligned with the

purpose of this study to gather educators and adult African American males' perspectives of the influence of connectedness, perception and self-valuation.

Upon first principal response to conduct a focus group, I focused on one specific school. There was only one focus group, and it was more feasible to gather participants from the same school for focus group logistics. The responding principal received the IRB approval letter and the letter of cooperation from the district's CAO. The focus group protocol was provided. The principal assigned the assistant administrator to organize the date, time and location for the focus group as well as the direct contact with participants. I was copied in the emails from each participant acknowledging interest in participating in the focus group. I emailed a reminder to the assistant principal designee two days prior to the focus group to confirm. When I conducted the focus group, I brought in a tape recorder; focus group questions, a pad for notes, consent forms, and another copy of the focus group protocol. I verbally communicated the confidentiality process and the option to discontinue the focus group at any time to each of the participants.

Survey

The SAAS-R provided descriptive statistics and was administered only to the national fraternity graduate local chapter members. The questions addressed connectedness and perception although self-valuation was presented specifically in the coding rubric. The survey supported collection of data for research question three by examining how African American Males reported goal-valuation, academic self-perceptions, motivation/self-regulation as well as attitudes towards school and teachers.

I started the survey process the second data collection month simultaneous to the interview and focus group procedures, primarily because the local fraternity only meets on weekends, and it was manageable to meet with them on Saturdays while maintaining organization with the case study. The national fraternity has many chapters; however, for this study, this chapter was located in the local urban setting.

The local fraternity chapter president introduced the study and provided the survey and informed consent to the members the month prior to my presentation. I presented the survey in the local chapter meeting and explained the specifics of the study, reviewed implications, and reviewed informed consent. The survey addressed students' attitudes about school through questions relating to self-efficacy, self-perceptions, motivation and self-regulation. Other areas addressed in the survey were adult African American male attitudes toward teachers, classes and school. Additionally, goal valuation questions were included in the scope of the survey questions.

I collected all surveys within the chapter meeting. I gathered information including discovering and systematically analyzing complex phenomena hidden in text and multimedia data (Creswell, 2014). I located, coded, and notated findings in the primary data material to weigh and evaluate importance. In addition, I provided interpretative views on the data collected. The survey provided the descriptive statistics in response to the SAAS-R instrument. I measured participants' data based on perceptions, possibly reflective of some sense of satisfaction or dissatisfaction reflected through the SAAS-R. The data collection addressed each of these questions for each participant. No identifying information was included on the surveys.

Sufficiency of Data Collection Instruments

The instrumentation used must be appropriate and critical within a study (Creswell, 2014). Qualitative studies generally use open-ended questions as well as text and image analysis (Creswell, 2014). I used interviews and one focus group from a public school district. Both interview and focus group participants used protocols for the discussions. Choosing an instrument in this study required dependability, validity, and needed to appropriately address the educators within this research (Creswell, 2014). In this process, I opted to record each interview and the focus group. I maintained reflective notes and the transcription to track the data and emerging themes. Additionally, I used a survey, only for purposes of supplying descriptive statistics related to African American adult male perceptions to triangulate, with the data obtained from research question one and two.

System for Keeping Track of Data and Emerging Understanding

In order to organize the data collected from the interviews and focus group, I used notes during the data collection phase. The field and reflective notes were used to support the process and to maintain a system for keeping track of data and emerging understanding (Creswell, 2014). I prepared notes and reflections regarding each of the interviews as well as secured the recordings. The focus group was recorded as well, and I used notes and reflections. The transcripts were read numerous times within the data analysis (Creswell, 2014; Ward et al., 2018).

Role of the Researcher

I have been employed in a public school district for more than 17 years primarily as a high school counselor. Therefore, I believe some preconceived notions, perceptions, and biases could have been brought to the process. As the primary instrument in the research, I possess certain beliefs and understanding reflective of a school counselor. However, in the target school district I never served as a school counselor. I only worked in the capacity of a central office program manager. I resigned the district position prior to beginning the data collection process for this study to commit solely in completing this doctoral program.

There were no existing or conceived conflicts of interest or perceived agreements because I had no previous or existing relationships with any participants in the data collection. Additionally, I went into this data collection process with a neutral position when interviewing as well as with the focus group. I did no advising with participants prior to data collection on how to answer questions nor did I offer any personal opinions. I relied fully on the interview and focus group protocols and followed the pre-established questions approved through the cooperating school district.

Data Analysis

I began to analyze this qualitative research by reading through field and reflective notes along with interview and focus group transcripts.

Interviews and Focus Group

I used assigned abbreviations in labeling the interviewees and pseudonyms for the focus group members to enhance confidentiality along with increasing a better understanding for the interview transcription processing. Interview participants were

assigned from I-1 to I-6. Focus group participants were given a pseudonym. Surveys had no identifying information or involved recording and did not require pseudonyms. Upon listening to the digital recordings five times, I began the transcription review and logged into Microsoft Office programs (Edmunds, 2016). Programs used were Microsoft Excel and Word.

I listened to the recorded focus group and began to transcribe the data collected. I provided focus group participants the opportunity to review the completed transcribed data during a date, time, and location that was convenient for them to verify interpretations were thorough and accurate. I started to assign codes and identifying themes reflective of the focus group and personal notes referenced during the session. I highlighted common words and phrases to document themes based on the research questions. I listed the research questions on a separate sheet to assist in organization.

Approximately 30 hours of data gathering and 45 hours of transcribing provided multiple pages of transcripts for this data analysis process. Interviews and focus groups were analyzed utilizing inductive coding. Inductive coding relies upon open coding, axial coding, and selective coding to better understand the data which has been collected (Creswell, 2014). I used open coding through units which were coded and compared through word by word and line by line processing. Axial coding was used to organize data into abstract categories. I used selective coding when categories began to emerge from axial coding which provided for a conceptual framework or story line. Selective coding captured the meaning of the text being reviewed as well as importantly answering the research questions.

According to Taylor et al. (2016), codes are tags or labels used for assigning units of meaning to the descriptive or inferential information gathering for a study. Codes are typically attached to ‘chunks’ of varied sizes such as words, phrases, sentences, or whole paragraphs, connected or unconnected to a unique setting (Creswell, 2014). Coding is described by Creswell as the process of segmenting and labeling text to provide descriptions and broad themes in data (2014). Coding provided logic to the interviews and focus group data. I then began to establish patterns and relationships through identifying commonalities from the codes. I used a combination of categories which included phrases and key ideas from the interviews and focus groups that were captured.

As a result of the inductive coding, themes clearly developed. The conceptual framework of the need achievement theory focuses on motivation, perception and connectedness/relationship. I compared the conceptual framework to the transcript review within the analysis. I used category filing to maintain organization in the analysis. I referred to reflective notes within the data analysis to recollect my speculations and impressions of interview and focus group participant responses. It is necessary to organize thoughts and opinions of the researcher from those of the participants (Creswell, 2014). I used symbols and categories in assignment of codes and themes to segment data. Taylor et al. (2016) reported data segments are used as a process of finding the most descriptive words to categorize topics. Creswell (2014) stated the analysis of qualitative data reports simultaneously. This means the methodology of analyzing qualitative data requires the researcher to organize, manage, synthesize, identify patterns, discover themes, and disseminate the findings, which are relative to the data.

Surveys

The university IRB approved a minimum of 50 participants for the survey. The 64 surveys completed were used only as descriptive statistics from the perspective of the African American male participants. The School Attitude Assessment Survey-Revised (SAAS-R) provided data from African American male fraternity members. As stated previously, all survey participants completed at minimum a bachelor's degree and enrollment in this particular chapter of the fraternity. In addition, each fraternity member must be an active member in the selected chapter. The results from the survey were addressed by subscale scores. The SAAS-R tool provided a scoring rubric/codebook that stated how the 35 questions related specifically to the following areas (see Appendix C):

- Academic self-perceptions: seven questions
- Attitudes toward teachers and classes: seven questions
- Attitudes toward school: five questions
- Goal valuation: six questions
- Motivation/self-regulation: ten questions

This survey developer used mean scores as the subscale scores. The scoring rubric or codebook is as follows,

- Academic self-perceptions: seven questions
- Attitudes toward teachers and classes: seven questions
- Attitudes toward school: five questions
- Goal valuation: six questions
- Motivation/self-regulation: 10 questions

All participant data measured based on perceptions, possibly reflective of some sense of satisfaction or dissatisfaction reflected through the SAAS-R. Permission was granted to utilize the SAAS-R for this study (see Appendix D). The data collection addressed the questions for each participant. There was no identifying information from the survey. The concepts measured by the instrument addressed perceptions, attitudes and self-efficacy (Creswell, 2014). According to McCoach and Siegle (2003),

The final pilot version of the instrument consisted of 30 questions, each of which being an indicator for one of the five factors. All factor pattern coefficients were significantly different from zero and in the proper direction, and all factor correlations were significantly different from zero. The final model exhibited reasonable fit, $\chi^2(395) = 1,577.45$, CFI = .93, TLI = .93, RMSEA = .059, SRMR = .042. Although χ^2 was significant ($p < .001$), the χ^2 significance test is highly sensitive to sample size. (p. 418)

The pilot version of the SAAS-R was administered to over 900 students from a mostly middle-class, suburban high school in the northeast. With regard to this instrument, criterion-related validity was established through mean differences on the SAAS-R between groups of students with varying levels of achievement (McCoach et al., 2016). The analysis is included in the results section of the study. Perez, Costa, Corbi and Iniesta (2016) examined the psychometric properties of the SAAS-R for utilization with a Spanish population. The confirmatory factor analysis procedures provided support for the instrument's five-factor structure. Dedrick, Shaunessy-Dedrick, Suldo and Ferron (2015) reported reliability for the five SAAS-R subscale scores as well as criterion-

related validity reflected in the statistical relations between subscales and students' GPAs. "Convergent validity was shown through correlations in directions between the SAAS-R factors and students' as well as related beliefs about school and indicators of school behavior" (Suldo, Shaffer, & Shaunessy, 2008, p. 73). These data collection instruments addressed the research questions within the study.

Findings

This section contains a summary of findings for each of the three research questions. The findings are first discussed for the guiding research questions. Additionally, I found four themes in the data analysis process.

Research Question 1 – Administrator and Teacher Perceptions

Research question 1 is as follows: What are the perceptions of high school educators related to college readiness for African American males in the academic setting? Findings from interviews indicated that multiple areas need to be increased in the school setting such as communication, parent involvement, exposure to non-traditional college, and careers, test-taking, and decision-making to achieve desired results of college readiness. Focus group findings provided a list of necessary skills for college readiness. The following are skills stated as necessary:

- Information text
- Cultural diversity and sensitivity
- Emotional – preparing for the rigor of college life
- Time management

- Transfer and withdrawals are high in the school setting so transition help is lacking
- Develop self
- Basic research and writing in the high school setting
- To receive challenging research and writing assignments in the high school setting
- Resiliency – related to not giving up when difficulties present

Research Question 2 – Conceptual Framework Perceptions

The tenets of the need achievement theory are connectedness, perception and self-valuation. The next research question was as follows: Based on tenets of the need achievement theory, how are educators' perceptions of African American males identified in the conceptual framework? Findings showed noticeable success in students who are more involved in athletics or organizations in the school aligned with academics. The findings indicated that African American males may have good self-esteem but not believe they can be successful outside the community in which they live.

Research Question 3- African American Male Perceptions

The final research question was as follows: How do African American males report goal-valuation, academic self-perceptions, motivation/self-regulation as well as attitudes towards school and teachers? The findings showed African American males possess responses that indicate lower attitudes towards school as well as teachers/classes

from the survey. Findings indicated relationships and/or connectedness played a major role in perceptions.

Themes from the Findings

Upon review of the analyzed data, I found themes emerged from all three research questions by gathering data from teacher interviews and one educator focus group and a survey administered to adult African American males. The survey responses were similar to interview and focus group responses and were used to triangulate data obtained from interviews and from the focus group. A triangulation of all data sources will be discussed later in this section. To strengthen confidentiality, pseudonyms were assigned for interviews and focus group. Interview participants were labeled Interviewee #1, #2, #3, #4, #5, and #6. Focus group participants were labeled Nita, Sandra, Nicole, Leslie, Lou, Karen, and Stephanie.

As identified multiple times within the findings, the emerging themes consistently shared commonalities across the interviews and focus group. In order for the African American male to possess academic preparation, there is a critical need to have the necessary skills to be successful. On the other hand, instructional strategies typically can address all the strengths and weaknesses students may need to be academically prepared and engaged in learning and with the teacher. I found that in the surveys the African American males expressed more concerns with the lack of trust and dissatisfaction than with instruction. The importance in this analysis is that improving student engagement, tailoring instructional strategies to provide the necessary skills, could improve academic preparation influence the perception of African American males providing a different

experience thereby changing the future for African American males in the academic setting.

Research Question 1 – Administrator and teacher perceptions. I asked interview and focus group participants how they perceived college readiness for African American males in the academic setting.

Major Theme 1: Student engagement. The first theme to emerge from the initial research question was that students' interests should be engaged in the instructional setting. Student interests will need to be engaged through better understanding the importance of their strengths and weaknesses in learning. "It is important to understand which areas will engage your students" (Harris et al., 2016, p. 53). Interview participants consistently stayed on areas that were existent in the school setting but need to be increased with their students. Interview participants indicated that multiple influences seem to increase the college readiness of their students. The influences were academic and community involvement as well as family engagement in the school setting. Interviewee #3 expressed specifically that, "girls and boys seem to work and learn differently based on age and family involvement." Interviewee #2 expressed specific concerns that students need to have some type of mentor or role model who can motivate and support the overall success of the student. It was not important if the mentor was a family member or from a community group, but this presence of the mentor support makes a difference in the college readiness, goals, and academic motivation at school and beyond.

Interview participants referred back to previous experiences noting the need for improving the engagement of their students in the academic setting. Interviewee #1

expressed noticing the difference in athletes and the commitment academically to meet the standards for remaining active. Interviewee #4 stated teachers were now working within department meetings to overall enhance instruction to written, group, and practical projects to better engage the class. It was noted that academic engagement certainly showed improvement on classroom testing and quizzes.

All focus group participants became interested immediately in relation to engagement of their students. Nita was clear in stating that she sees a heavy need for academic tasks to be associated to real life situations. She noted “there needs to be a concrete activity that should be related to the situation.” Nicole shared the importance of audio and visual instruction for students on a regular basis. Group members agreed that you should “keep a transparent classroom.” Furthermore, all members offered that “if you say something to students you should believe it yourself.” Stephanie presented a strong concept in using movies to bring familiarity to many social studies events to which students may have never had exposure. All the group members consistently stated that “relationship is the first and most important way to engage your students in the academic setting.” The group members were passionate about this topic within the focus group.

Research Question 1 – Administrator and teacher perceptions. I asked focus group and interview participants how they perceived college readiness for African American males in the academic setting.

Theme 2: Necessary skills. The second major theme identified from the research question regarding college readiness related to the skills that are necessary for the African American male in the high school setting. Educators discussed the importance of

evaluating students early on high school such as ninth grade for writing, computer, and other basic knowledge for the high school setting. Interview and focus group responses provided suggestions in the “necessary skills needed for college readiness.” When asking this question, the focus group participants were anxious to respond. Lou explained, “writing and research skills were almost non-existent.” Lou noted “there were instances in which his students would copy and paste internet information or resources without any knowledge of plagiarism and the implications of such an offense.” Lou added that he “immediately amended his lesson plans on how to better plan the research process and to collaborate with language arts instructors to improve the writing skills.” Sandra stated, “students really need to develop self and better understand what they like about school and life that could facilitate college readiness in the academic setting.”

Karen shared a strong concern about “students transferring in and out of the school so often” as well as a need to “increase the parent communication and involvement.” Karen stated that “the students with strong parent communication generally performed much better in the classroom setting.” Also, she added that parent “communication seemed to decrease the withdrawal and transfer rates because resources could be provided through the school if they were aware the family was in need for housing or other assistance.” Nita mentioned the concerns regarding “bad behavior and the impact of behavior on teaching academics and the classroom instructional setting for students.” Although, the participants continued the discussion and reflected back on the “relationship with students and understanding those possible components that lead to bad behavior.”

Interviewee #3 mentioned that “students find the positive peer pressure to be supportive in maintaining good grades to remain on a specific sports team or even to maintain a leadership position in a student organization.” Interviewee #6 stated “department heads within the school are directing the teachers to support more connectedness in the classroom setting.” Also, interview #6 pointed out that “teachers are beginning to now focus lesson plans on students’ self-efficacy related to performance, ability, and personal satisfaction in the academic setting.” I initially considered much of the discussion through the interviews would be focused on gender, but it was not the highlight of discussion even though it was referenced.

Research Question 2 – Conceptual framework perceptions. I asked interview and focus group participants based on tenets of the need achievement theory, how are educators’ perceptions of African American males identified in the conceptual framework.

Theme 3: Instructional strategies: This second research question heavily relied on educator strategies used for their specific student needs. Interview #2 stated, “it was important to re-evaluate all lesson plans to address the complex needs of a changing classroom.” Interviewee #4 shared that teachers were recognizing the importance of getting to know students better through practical assignments. Within these assignments the teacher could better identify possible motivators to engage students in academics. Interviewee #1 reported, “African American males appear more connected when they had other school commitments such as extracurricular or had someone who served in the

capacity as a mentor.” The mentor was sometimes a family member, an adult in a community facility, such as the YMCA, or in the local church.

An analysis of the data revealed a need to increase communication in the academic setting as well as the ability to multi-task. Interviewee #3 stated that “students have a small degree of self-efficacy, but instruction focused on learning the curriculum and individual development are essential.” Interviewee #5 suggested that “teachers need to infuse college and career development into the four core academic areas of science, math, social studies and language arts.” Interviewee #6 had a counseling background prior to administration and introduced the importance of schools providing a career day, shadowing and mentoring opportunities for each grade level. The suggestion was to “work through departments within the school and uses the various colleges that were attended by in-house faculty and staff as part of a career day plan.”

The focus group participants suggested the following list of instructional strategies in preparing lesson plans for African American students:

- Using activities and lessons involving food
- Using Reading and math projects that required movement and not teacher/lecturer setting
- Using cultural sensitivity for the students and teachers across the board
- Understanding the students and embracing differences
- Finding ways to relate better to students to enhance instructional relationship
- Focusing some lessons on becoming a better citizen

Research Question 2 – Conceptual framework perceptions. I asked interview and focus group participants based on tenets of the need achievement theory, how are educators' perceptions of African American males identified in the conceptual framework.

Theme 4: Academic preparation. The fourth emerging theme from the 2nd research question relied heavily on the teachers' reported observations of student readiness for the high school setting. Interviewee #1 stated, "teachers overcompensate within their instruction to prepare the students entering into ninth grade with basic skills." The academic preparation strategies discussed in the interviews and focus group emphasized by strengths and weaknesses. In Research question 2 I asked the interviewees to discuss strengths and weaknesses. Each of them highlighted the "lack of writing and reading skills when they get to the high school level." Interviewee #3 revealed, "elementary, middle and high schools (staff) should articulate reading, math and career explorations at least twice each school year. This would provide each level to share the primary deficiencies when they receive African American males in their particular school or class." Interviewee #5 mentioned the "importance of time management and the fact that organizational skills are at a low level for students."

The academic preparation theme specifically addresses the college readiness concerns for African American male students. The focus group participants were candid in saying that "students are lacking so many writing, reading and math strengths when arriving into the high school academic setting. Nicole expressed the "importance of redirecting creativity of African American males into the instructional setting." The

participants also mentioned “financial resources, self-discipline and concrete goals as weaknesses.” Group participants agreed upon the surprise of “African American males to recognize their strengths and weaknesses and use that information to maintain coping skills.” Academic preparation was clearly an emerging theme in this data collection.

The tenets extracted from the need achievement theory were primarily motivation, connectedness to the academic setting, motivation, and self-valuation. Focus Group participants pointed out “the importance of students having more cultural sensitivity and understanding the diversity needs of others as a part of academic preparation.” Stephanie indicated that her class “has a racial mix of African American and Hispanic students.” She noticed “multiple differences in learning styles and basic fundamental co-existence in the classroom environment.” Examples she provided dealt with the differences in “students wanting a certain temperature in the room, sitting closer to the window, the completion of homework assignments, the activeness of family support at home and the willingness to request help when needed.”

The group members were excited to share some positive strengths about students. Lou indicated that “African American males in the class are aware of academic deficiencies and need the trust of educators in the academic setting to express such (feelings).” Karen stated that “students in her class use strategies they have learned over the years even when a deficiency may assist in another area and that this was a more of a survival strategy.” Nita presented a complex thought in “African American males having good self-esteem but not necessarily self-efficacy when believing in academic success.”

The group then reflected that Nita's thought deals with lack of exposure to non-traditional career choices.

Educator perceptions of African American males are varied in recognition of deficiencies but still some existence of self-efficacy. I have always had an interest in self-efficacy more related to how an individual develops or increases self-efficacy. My analysis of this thought still reflects back to relationship and the support and encouragement that the African American student may have experienced. I believe students who believe they can be successful in their community rely on what they hear on a regular basis. However, I believe children can be encouraged to take risks and look at others who stepped out of where they live to be successful in an unlikely career choice. I believe there is additional research that could be quite helpful around self-efficacy and African American males in the school setting (Castro, 2015). These data collection processes provided me with ideas surrounding additional research.

Research Question 3 – African American males' perceptions related to goal-valuation, academic self-perceptions, motivation/self-regulation and attitudes towards school and teachers.

Theme 5: Teacher relationships influence African American males' self-perception and attitudes towards school. The survey responses dealt with goal valuation, motivation and self-regulation as reported by the African American adult males referring back to previous high school experiences (Pelzer, 2016). The survey responses were similar to interview and focus group responses and themes and were used to triangulate data obtained from interviews and from the focus group. The survey from adult African

American males addressed research question three. African American males noted concerns regarding attitudes related to teachers and class instruction. Self-scored perceptions of goal valuation and motivation/self-regulation were analogous and thus an average of the combined scores was used for the data analysis. With regard to overall dissatisfaction related to school attitude toward teachers/classes, participants reported at 46.53% as strongly agree, 23.47% as agree, 11.30% slightly disagree, 5.48% neither agree nor disagree, 7.39% slightly disagree, 3.73% disagree and 2.10% strongly disagree. The triangulation of these data demonstrated similarities from educators' perceptions, and African American male participants reported perceptions. The data collected from the survey inferred concerns about teacher-student relationships in the academic setting, teacher cultural sensitivity, lack of trust and dissatisfaction with instruction which were analogous with the themes manifesting from the teacher and focus group interviews. The African American males' survey responses contained greater concern with the lack of trust and dissatisfaction with the development of relationships with educators than with specific instructional strategies.

All Salient Data and Procedures for Dealing with Discrepant Cases

I have reported on the themes arising from the findings related to interviews with and a focus group with educators specifically focused on research questions two and three. I have summarized the results of the survey as well and described how these survey data will be used to triangulate with the interview and focus group data. According to Bir and Myrick (2015), discrepant cases include data considered to have examples of conflicting information and present inconsistencies to the emergent themes and categories

identified during the initial process. Discrepant cases are examples in which unfamiliar coding or meaning present from that data which would disconfirm themes of the research. Creswell (2014) stated if the majority of the cases confirm the analysis, the discrepant cases would be recommended for further analysis or to expand potential themes. It can be noted that discrepant cases offer the opportunity to draw a wider inclusion in the study's findings and could be helpful (Yin, 2014). There were no instances of discrepant cases within this study.

Discuss the Evidence of Data Quality, Accuracy, and Credibility

I verified interviews and focus group data were transcribed accurately by listening to each recording multiple times. As suggested by Taylor et al. (2016), transcripts were reviewed for accuracy as well as the meaning of codes during the process of coding. Within the transcription process, I listened twice in segments to capture each word articulated by the participants. At the conclusion of the interviews and focus group, I listened to the recording and followed along with the transcription to check for accuracy in typing. I listened to each recording at least twice and played specific sections up to five times to achieve accuracy. In completing the transcription, I read through to verify any typing errors.

Upon completion of accurate transcriptions, I triangulated the data between the interviews, focus group and survey data. Multiple lines of evidence provide detailed information through triangulation (Yin, 2014). My intent with triangulation of these data was to increase my understanding of the results and strengthen the findings of this qualitative research project study. The three data sources, through triangulation,

converged to the address the phenomenon, resulting in the support and validation of the study findings and identified themes for this project study. Initially, I organized the interview questions under either research question 1 or research question 2 by relative corresponding questions. I used the interviewee numbers 1 – 6 to record the responses from each for coding. With the focus group, I created four categories which later led to coding for analyzation of the results. The four categories were skills necessary, student engagement, differentiated instruction and strengths/weaknesses. I used the pseudonyms for the focus group participants and catalogued the responses from each participant and recorded the participant responses on the focus group protocol. Upon reviewing the highlighted codes, various themes emerged throughout the data collection review.

According to Creswell (2014), assessing the reliability of findings from the study require researchers to infer judgments about the soundness of the data in relation to the application and appropriateness of the methods undertaken and the integrity of the final report. Additionally, the researcher must present thoroughness, consistency and accuracy when undertaking qualitative research because there is no accepted consensus about the standards of judgment. I addressed the trustworthiness and reliability of the data quality of the findings through triangulation of data collection. The transcript review process provided an accurate interpretation of the data collected from interview and focus group questions (Creswell, 2014). To support the data collection process for reliability and validity, the interview and focus group transcripts were reviewed multiple times.

The focus group members discussed similar concerns with teacher-student relationships for African American males in the academic setting. I gathered from the

multiple responses that many of the educators did develop helpful academic relationships with students, but the greater concern rested upon those students who seemed hard to reach. It was shared that speaking about relationships addressed more than the classroom teacher-student relationship. Group members stated that in many instances they had started to work harder on supporting mentor/mentee efforts in the school to increase support for each of their African American male students. In some instances, it could have been a coach, janitor, secretary, volunteer, or many others in the building that could heavily support the relationship need for the student to desire success. I started to recognize that the relationship term was broad but ultimately focused on support and motivation for the student regardless if it was the teacher or others that students came into regular contact with in the school setting.

The interviewees shared more about the differences in boys at various grade levels and possible home and community influence. I gathered that all of the educators had a strong concern about the necessary skills warranted for African American males in the classroom. Essentially, all classroom skills learned will reflect back on the college readiness for the student. I started to reflect on personal experiences as a school counselor. I have always thought it was important to articulate necessary skills from elementary, middle and high school. The rare occurrence of articulation between grade level counselors typically only happened for registration of courses for the transition of the new school or grade level such as middle to high school. It appeared that teacher collaboration across grade levels could influence the preparedness for students through their academic career and experiences (Serna & Woulfe, 2017). I believe communication

surrounding transitions between teachers and counselors at the elementary, middle and high school levels could weigh heavily on college readiness.

Summary of Findings

In my analysis of these data I found specific information connecting the research questions, purpose, problem statement, and conceptual framework. The findings for research questions one and two indicated several clear recommendations to address college readiness for African American males. Interview participants indicated that multiple influences seem to increase the college readiness of their students. The influences were academic and community involvements as well as family engagement in the school setting. Within the interviews, it was expressed specifically that girls and boys seem to work and learn differently based on age and family involvement. The interviews revealed specific concerns that students need to have some type of mentor or role model who can motivate and support the overall success of the student.

Research question two centered on data from the focus group, which educators reported their perspectives on how students might better understand the development of self, strengths and weaknesses as a student, and how to support students in remaining motivated during difficulties in the classroom setting. The tenets extracted from the need achievement theory were primarily motivation, connectedness to the academic setting and self-valuation. The findings from research question two pointed toward the importance of teachers having more cultural sensitivity and understanding the diversity needs of others. Data collected included options for better preparing teacher lesson plans

and preparation of educators in promoting a college readiness the instructional setting (Lambooy & Lu, 2017).

I believe there are strategies helpful for each student, but large class size and lack of teacher assistance or resources may impede the process of providing the needed support the African American males. This is one of the major reasons for my interest in this study, which was to provide educators with suggestions, and resources to support instructional strategies when developing lesson plans. I believe the participants in this focus group were willing to go beyond expectations and to constantly match appropriate instructional strategies to the multiple needs of their students. Instructional strategies are relevant and support success for African American males who otherwise may struggle beyond gaining a foundation to develop minimum college readiness.

In examining the research questions in this study, a constant reference to relationship and connectedness appears frequently. More specifically, within the research question one, responses reflected the teacher-student relationship in the academic setting as important and that students needs connectedness within the classroom setting and the school community. The focus group participants weighed in heavily on relationships as well and connected many of their comments to non-traditional strategies and options in effectively preparing African American males towards college readiness. Within research question two, the need achievement theory, as the conceptual framework, was mentioned from research participants which aligned to motivation, perception and connectedness to the academic environment for African American males. Connectedness

to the academic setting, which is reflective of the conceptual framework, presented synonymously the constant perceptions shared about relationship (Felicetti, 2017).

For clarity of this study, connectedness and relationship shared the same meaning. Prior researchers have shown that educational aspirations in high school can relate to future educational attainment and success in the college setting (Kitchen, 2013; Lamboy & Lu, 2017; Lewis, 2016, & Perez-Felkner, 2015). The focus group participants shared perceptions of many successes and concerns for their African American male students in the classroom. The interview participants consistently shared, in addressing research question two, the importance of their students needing to maintain some sense of belonging and connectedness in the academic environment to be successful.

It was interesting in the data collection to examine the overlapping of emerging themes reflective of the interviews and focus group. I found that academic preparation reflected directly to relationship, necessary skills and instructional strategies. I noticed that teachers often appreciated common planning time and the ability to partner with others in the building to support the success of African American males. More specifically, common planning was expressed by participants as important and the communication among colleagues was expressed to be equally valuable in understanding the perceptions of African American males from different teachers and various classroom observations. I found teachers to be highly investigative in the performance of their students. I believe common planning times, which I view as shared relationships about student academic performance, strongly support the academic preparation to increase the success of preparing students. I believe these data collected provide educators with

insights on strategies along with consideration of how the African American student could experience improved success in the classroom setting.

The problem statement involved stakeholders' interest in better understanding college readiness for African American males. These emerging data support themes which were clearly identified throughout the analysis providing a better understanding of college readiness. Themes presented consistently involved student engagement, necessary skills for classroom success such as writing abilities and technology awareness, instructional strategies and academic preparation. The focus group and interview discussions about academic preparation included observable strengths and weakness of student observations and interactions from interviewees and focus group members. The strengths and weaknesses were discussed at great length, but the impressive outcome was the passion expressed from educators about the positive engagement around academic experiences in the classroom. Hu and Wolniak (2013) stated that student engagement is an integral part of education and influences college readiness. The emerging themes were developed primarily from research questions one and two. Colgren and Sappington (2015) reported that our nation is entering the informational-based economy, and educators will be required to educate far more students with an emphasis on college readiness. It is timely and critical for educators at all levels to be prepared to address the needs of diverse student populations both in public schools and in the college setting.

The conceptual framework relied upon motivation with a strong academic setting and steadfast teacher-student relationships. Research questions one and two directly aligned to this and the survey from adult African American males reflected similar

findings. The survey addressed research question three. African American males expressed concerns through survey responses primarily related to attitudes toward teachers/classes and school. Goal valuation and motivation/self-regulation were similar as an average of the combined scores. The triangulation of these data demonstrated similarities from educators and African American male participants. The similarities of data collected inferred concerns about academic relationships, cultural sensitivity, lack of trust and dissatisfaction with instruction.

The survey responses dealt with goal valuation, motivation and self-regulation (Pelzer, 2016). The survey respondents clearly had concerns about relationships with teachers and the overall academic setting. I found this important when looking at the constant reference to relationships mentioned in both interviews and focus group. With regard to research question three, relationships were a prevailing thought presented by the participants, and thus emerging themes related to the concepts of relationships as well. Lamboy and Lu (2017) reported that research is needed in examining effects of instructional practices, and how relevant they are to strategies such as teaching the test as opposed to higher-level analytical reasoning awareness or possessing and developing that ability. I found the subsequent sentence profound because it impedes on the past misconception of teaching to the test, instead of explaining to the student how to identify the correct answer.

The purpose of this study was to gather educators' and adult African American males' perspectives of the influence of connectedness, perception, and self-valuation. The three types of data collected, once triangulated, demonstrated alignment with the

literature and reported influences by educators, stakeholders and adult male students. A major analysis that I have found in this literature review and data collection importantly surrounded relationships for African American males in the academic setting (Xu & Wi, 2013). Educators can use all the great resources, strategies and recommendations from this study and/or in the literature, but it has little effect if no relationship exists between the African American male student and the teacher. The realization is that African American males are diverse within the culture (Abu-Ghazalleh & Hoffman, 2016). I have worked with African American males who possess uniquely different personalities, dispositions, knowledge, and goal aspirations. It could be helpful for educators to dedicate time toward understanding the complexities presented through race and community within an ever-changing world for children.

As a result of the findings, I developed a 3-day PD project that highlights the research and data collection results of this study. Peeters and Sharmahd (2014) suggested that PD training for educators and practitioners working with children at risk need more attention. The 3-day PD project has multiple discussions, videos, and exercises within the 3-day PD training. The goals of this project include increasing educator awareness for college readiness of African American male students and providing a 3-day PD training for use with educators at all grade levels in the local district. The project goals focus on emerging themes within the 3-day PD training. The emerging themes will be emphasized and included as discussion topics in the PD. The 3-day PD will also include recommendations, strategies and suggestions for educators in facilitating college readiness for African American males in the academic setting (Brenner, 2017).

Ultimately, through using the recommendations from this study a resulting effect will be that through teachers' improved understanding of needs of African American students' needs in the academic setting the result could be an improvement in developing African American male students who are college ready as they depart the high school setting. Proving support and strengthening educators at all levels by using this 3-day PD could support educators in meeting the unique needs of their students at even earlier ages than at the high school level.

Conclusion

A qualitative case study was the best way to research the college readiness for African American males. This methodology addressed the research questions providing an understanding of educator perceptions and African American males' attitudes about school. Through the use of interviews and a focus group for this case study, pedagogical practices were examined related to college readiness instruction provided in the instructional setting and the perceived effectiveness of strategies. The intent of this qualitative case study was to explore the perceptions of educators about college readiness for African American males as well as the attitudes of African American males towards college preparation and the role of lesson design and the teacher-student relationship in learning.

Section 3: The Project

Introduction

The overall data collection led me to develop this college and career readiness project. The project is intended to enhance how teachers integrate college readiness within the curriculum and lesson planning. Teachers and administrators will be provided with a PD opportunity to gain effective strategies to help better educate African American males. The resources within the project provide educators with options for strategies that could increase college readiness.

Description and Goals

The goals of this study include providing educators with a heightened awareness of college readiness and the need to understand their students to facilitate a stronger learning environment. Additionally, the goals of this project provide a presentation for educators which can be used at all grade levels and students. Emerging themes in this data collection provided many strategies and awareness for those preparing children for college readiness through the public school system. The multiple exercises and lesson plans provided in this presentation should assist educators in addressing the uniqueness of their specific classroom.

These data collection provided much support of the fact that students need relationships, trust, access and preparation in the academic environment. In supporting the theoretical framework of this study, the need achievement theory aligned with many of the interviews and the focus group contributed to the idea that student support, motivation, perception, and a sense of connectedness relate strongly to the academic

success and college preparedness of African American male students. Educators will learn multiple strategies, approaches, lesson plans and exercises to facilitate project based, traditional academic practices and innovative approaches to differentiating instruction as needed. The target audience is educators and those at any service-oriented industry providing college and career guidance.

Rationale

The interviews and focus group provided multiple concerns, strategies and interactions of students from educators who provide instruction on a regular basis. This project provides more understanding and exposure to educators as well in their preparation of instruction for students. Many of the interviewees expressed the need for hands on activities with African American males to better engage them in the instructional setting. This project will provide information and data to extend discussions for stakeholders and educators on multiple alternative strategies for exposure for African American males such as communication building, increased parent involvement, exposure to non-traditional colleges and careers, test taking strategies, problem solving and decision-making skills.

Four themes emerged from the interviews and focus group. Student engagement, necessary skills, instructional strategies and academic preparation resonated from the participants in the interviews and focus group. As a result, a three-day PD program has been developed to provide an hour-by-hour presentation for college readiness for educators at any level. A lesson plan has been individualized to target elementary, middle and high school teachers as well as tailored exercises and individualized activities

for utilization of specific classroom needs. The presentation will be in the format of PowerPoint, which includes information, activities, multiple video presentations and a survey of the PD and presenter. The module formats are separated by each day through an hour-by-hour outline of dialogue, presentations and small group discussions.

Materials for participants are included in Appendix A along with the PowerPoint presentation. Perspectives about college and career readiness from various states are included in this three-day training. The project includes many exercises and activities to use throughout the training. Lesson plans are by grade level in which educators and/or presenters use elementary, middle or high school activities as needed. Multiple exercises provided within the project are helpful for specific educators in the children they serve to meet their unique needs.

Educators will implement PD in the summer prior to the beginning of the school year or during pre-planning of the upcoming semester as well as throughout the academic school year. This presentation is appropriate to assist the classroom teacher, counselors, and administrators in developing and/or tailoring classroom guidance or presentations for college readiness. Educators can use a preassessment of instructional college readiness perceptions to be used as an evaluation plan. This could help educators to assess instructional delivery and the subsequent preparedness of their students. The PowerPoint presentation includes an hour-by-hour instruction for large or small group facilitation. Multiple video segments illustrate college and career readiness for students with small group activities and multiple exercises and lesson plans for educators in preparing their students.

The literature in this section was compiled similarly to the initial literature review. However, this focus of literature review was a result of the findings of the project study and provides a basis for the project deliverable. Similar to the first review, I used the Walden University's databases (ERIC, Education Research Complete, and education SAGE Full Text Database) as well as numerous scholarly resources. The databases such as ERIC, SAGE, PsychoINFO, and SocINDEX all provided a varied collection of peer reviewed data. Multiple descriptions of the instructional pedagogy, educator training needs, PD for educators in varied settings, and better understanding of African American male experiences were described in this literature review, such as the reflection of dominant culture and the perception of success.

Review of the Literature

In my review of the literature I found peer reviewed sources related to the genre of this project. The genre is appropriate in addressing college and career readiness for African American male students. Scrivener and Logue (2016) reported the importance of college readiness early throughout the formative years. Multiple references were made in relation to students now needing audio, visual and tactile options in learning comprehension. Years ago, many children who had issues were undiagnosed, but technology and availability of some resources has dictated the need for complexity in the instructional environment.

Professional Development

Lewis, Nodine and Venezia (2016) reported that Common Core emphasized skills such as critical thinking, collaboration, communication and other non-academic skills that

colleges and employers value in students. The cultural sensitivity, hands on instruction, academic relationships and a trusting environment were consistent thoughts in this research. This project is appropriate to address the problem because the evolving concerns through each component refers to the lack of connectedness for the African American males within the school setting and teacher/classroom overall. Lewis et al. (2016) stated teachers need more specific information about what constitutes college and career readiness and a need for PD to better prepare in helping students achieve college and career readiness.

McClelland's Need Achievement Theory

The need achievement theory provides a strong conceptual framework as it facilitated the alignments of collected information reflective of more innovative instructional and preparation strategies for the educator. The need achievement theory states an individual can attain motivation for achievement and avoid failure if certain conditions exist. Many of the conditions referenced in this statement are those revealed in this data collection. For example, the African American males completed the survey in the local fraternity meeting and the survey results indicated lower satisfaction levels about attitudes toward school and attitudes towards teachers and classes.

Additionally, in the interview questions around differences in the academic setting, participants expressed that girls and boys appear to work and learn differently based on age, maturity, family and community involvement. Additionally, the use of incentives and individualized focus activities served as motivation if it was content and interest appropriate. Teachers do have access to the Statewide Longitudinal Data System

information when they are considering the importance of lesson plan content (Lee & Therriault, 2016). Within the focus group, a strong theme stating relationship is first and most important highlighted the need achievement theory with the importance of connectedness.

High School Preparedness

Scrivener and Logue (2016) stated research has found that some reforms in developmental education have had positive effects, but generally, the changes in students' success in the academic setting overall have not been significant. This reflects the overall preparedness of students before they exit the high school setting. The search conducted by gathering peer reviewed journal articles as well as a large age range of educators in the data collection who possess various academic experiences and backgrounds. Within the interview, focus group and fraternity member participants, a large age range of participants used. This supported the reliability in different modality and chain of ideas from such wide range backgrounds expressing experiences with or as an African American male. The search terms primarily used were college/career readiness, resilience, connectedness, self-valuation and school attitude.

Gaining Early Awareness and Readiness for Undergraduate Programs (GEARUP)

The idea of college and career readiness seem to go hand in hand and has been around but still emerging on the frontier of promoting more prepared students. There is extensive research in the field of college preparedness which general involves career exploration, guidance, advisement and counseling. Some parents are seeing the importance of emphasizing career choices early on. Within the focus group, there was

mention often of the great impact of parent involvement in college readiness for the students they serve. The activity of parents involved instantly set all behaviors in order and provided for a focused short-term goal planning. Mentioned in this study, programs such as GEAR UP provide a four to six-year cohort-based university-school project that partners with parents and community-based organizations for student academic and college readiness support. “GEAR UP’s three main objects are to increase low-income students’ (a) academic performance and preparation for post-secondary education, (b) high school graduation rates and post-secondary enrollment rates, and (c) families’ knowledge of postsecondary options, preparation and financing” (Capizzi, Hofstetter, Mena, Duckor & Hu, 2017, p. 4). As parents begin to understand the cost for a good education, they begin to encourage higher academic outcomes to gain scholarship opportunities and/or other financial assistance.

Lewis et al. (2016) reported teachers as having many opportunities for PD. However, training requirements were based on changes to math and ELA standards, but it is uncertain how those changes connect with college and career readiness. The project deliverable in this study provided PD training for teachers in student resilience, which supports developmental change. As youth experience home, school and community environments that provide developmental supports, which serve as meaningful participation and contribution they are able to meet the characteristics of the framework in this study relating to the Need Achievement Theory. Capizzi et al. (2017) reported resilience, or increases in intrinsic motivation, can nurture internal assets reflective of healthy development. Balfanz et al. (2016) report about one in five high school graduates

are entering postsecondary institutions displaying warning signs that suggest students are not fully prepared to succeed in the college setting. The overall preparedness of African American males serves as primary focus for data collection and research throughout this study.

Balfanz et al. (2016) reported either about 22% of 2013 high school graduates did not immediately enroll in postsecondary schooling and appear to have warning signs or some indication they are not fully ready. From the data collection, it appears there is an awareness of college readiness, but how much is it discussed in the classroom setting with students. Fitzpatrick, Schneider and Society for Research on Educational Effectiveness (2016) suggested discussions of college readiness often merge a stronger sense of college eligibility and college knowledge. The emerging theme in the data collection of academic relationships often referred to the importance of someone in the educational setting needing to connect with and understand the strengths and weaknesses of the African American male. Dierker, Ward, Alexander and Donate (2017) stressed the benefit for students from struggling to solve conceptually difficult problems and associating these problems with other areas they have experienced in life. The relationship to making academic instruction relevant to the student discussed often in the focus group.

Deeds, Malter, College and Career Readiness and Success Center at American Institutes for Research leaders (2015) noted the wide range of services and the general diversity of alternative education programs nationwide utilizes a broad variety of measures for at-risk students. In many school districts, the utilization of credit recovery

and other on-line options provides an opportunity for students to earn credit for failed classes. An important consideration to remediate courses and college readiness for teachers who supervise the completion of these options for African American males and/or any student in the school setting should receive training in options related to preparedness. Deeds, Malter, College and Career Readiness and Success Center at American Institutes (2016) reported educators should recognize students learn at different paces according to their external and internal supports through formative years of education. Related to conditions for learning, educators can measure student behavior, suspension rates, student punctuality, persistence and academic measures of growth.

Academic Engagement

Academic engagement is a core topic discussed in these data collection. Morningstar, Lombardi, Fowler and Test (2017) reported academic engagement as categorized into two broad areas: cognitive/academic and behavioral. A student needs to link ideas and organize concepts across and within the core and content areas. “Behavioral engagement is shown outwardly through students’ approaches to classwork, through areas such as regular attendance, class participation and completing homework assignments” (Morningstar et al., 2017, p. 4). Student engagement is a reflection of the connectedness of the student to the learning environment. Options for college readiness for African American males are offered in this study.

Ramp-Up to Readiness (Ramp-Up) is a researched-based intervention program created by the College Readiness Consortium at the University of Minnesota. Lindsay et al., (2016) suggest increasing students’ knowledge and skills along five dimensions of

college readiness (academic, admissions, career, financial and personal-social). The Ramp-Up program focuses on students who are in grades six through twelve. There are specific guidelines for lessons plans weekly. Students will participate by grade level in five workshops during the school year. The classes focus on the five dimensions mentioned previously for all instructional support. In organizing this program, the Ramp-Up schools assembled a leadership team, which included an administrator, a teacher and a school counselor. A Ramp-Up Coordinator facilitated the overall instruction for schools that adopt the program. In this program, students will update their postsecondary plan once a year and the readiness rubric three times a year. This information was shared with parents throughout this additional program offering. Lindsay et al. (2017) reported staff in Ramp-Up schools experienced more college-oriented activity and students perceived more emphasis on preparation from comparison schools although no significant differences in rates of submission of at least one college application.

ELA and math showing low performance for African American students has been an ongoing discussion for educators as it is related to academic and college readiness in the learning environment. Koon, Petscher and Florida State University (2016) reported if specific skills identified as those most likely to indicate college readiness, early identification of such deficiencies in those skills could assist teachers and districts to provide more targeted intervention. Within the focus group, two participants often mentioned reading as much as possible. Some researchers suggested literacy skills provide a critical foundation for students' overall academic success, possibly (Koon et al., 2016).

Furthermore, regarding literacy skills, the need for updated or innovative ways to approach education focuses on the skills of the student. Soule and Warwick (2015) suggest skills such as creativity, communication, collaboration and critical thinking. Those skills discussed in the focus group unpacked the various gaps in achievement that plague society. As the world changes for children, the requirements of post-secondary goals do as well. “Rapid technological advances are present in an increasingly global economy and influence our social and economic lives” (Soule & Warwick, 2015, p. 3). In this literature review, many of the researchers have highlighted the unpreparedness students possess prior to reaching the high school setting. The innovative strategies and options for African American males in the classroom greatly affect the levels of college readiness in the academic setting. Soule and Warwick (2015) stated the opportunity gap in achievement between the low and high performing students as well as the poorest and most affluent still play a major role in academic expectations and outcomes.

Academic Interventions

Academic interventions are developed and implemented to identify and support struggling students with timely options. An important consideration is the determination of interventions needed for students. Needs identification provided through teacher referrals, previous grades or existing local or state academic assessment data. It appears that more focus needs to rely on how academic risks identified, monitoring of assessments related to instruction and common planning in prioritization of placement of low-performing students. Smith et al. (2016) reported literacy assessments should include measures of embedded vocabulary, comprehension and the increase need of

possessing the ability to interpret text and derive meaning. Multiple references provided from an educator in the focus group regarding text interpretation aligned with meaning. Smith et al. (2016) proposed schools establish a schedule that delivers academic interventions with the appropriate use, consistence and a period to meet instructional needs infused with college readiness. The college readiness refers back to academic interventions needed to prepare the students. Some possible interventions suggested are student selection, assessment selection and data use, content and instruction, instructional time, interventionist or teacher selection, PD and ongoing support, communication, intervention or classroom environment (Smith et al., 2016).

School districts have adopted new standards under the Common Core and creating more aligned systems of assessment and accountability. Darling-Hammond, Wilhoit and Pittenger (2014) suggested the need for school districts to move toward more aligned systems of assessment and accountability supporting genuinely higher and more intense levels of learning for all students. The instructional designs are better used with flexibility in meeting the instructional needs for students. Educators can often build on improvements accomplished through governmental programs such as No Child Left Behind (NCLB). Darling-Hammond (2014) stated current strategies are not sufficient to ensure every child enabled to learn the higher-order skills needed to acquire academic success and/or college readiness.

Common Core adopted in many states questions its connectedness to support college and career readiness. Venezia, Lewis and California State University (2015) noted the early years of the implementation of the Common Core State Standards (CCSS)

in California were complicated by the Great Recessions as well as from a significant devolution of finance and programmatic control to the local level reflective of the Local Control Funding Formula. “It is important to articulate state’s expectations for how K-12 postsecondary, business and other community entities should be working together to support college and career readiness” (Venezia et al., 2015, p. 20). Educators are optimistic about the potential of the CCSS to improve college and career readiness although there is an initiative fatigue, confusion about how to integrate college and career readiness-focused reform efforts. Cross-system collaboration emerges from better addressing college readiness in California.

Common Core is widely used across the country in educating children. Kamin (2016) reported Common Core State Standards have college and career readiness in mind to help prepare students to succeed upon graduation from high school. In the traditional thought, college readiness measured in terms of successful course completion, high school GPA and standardized test scores in many settings. Those three remain to have a great deal of influence of whether a student receives admissions into any given college. However, researchers now are looking closer at what happens when the acceptance letter arrives. Kamin (2016) suggested more recent conceptions of college readiness have less to do with being accepted to college and more related to an individual’s ability to thrive in a college setting. Furthermore, the success of advancing through an individual’s chosen field of study and completing graduation requirements in a timely fashion are now more important. College preparedness is reflective of graduating in a timely fashion.

A similar concern rises in looking at solutions to address students who are far off track from elementary to middle school education. Dougherty and ACT (2014) report at-risk groups such as low-income, African American, Hispanic, English language learners and others in special education have an intense struggle in catching up rates than their more advantaged peers. The project deliverable in this study identifies multiple practices to help accomplish college readiness goals for students. “Learning gaps emerging early are likely to increase over time because of ‘Matthew effects,’ which indicates those who begin ahead are relatively at an advantage in acquiring new knowledge” (Dougherty & ACT, 2014, p. 2). An increased amount of research supports the idea that the path to college and career readiness begins in early childhood (Dougherty & ACT, 2014). Reading and mathematics skills repeatedly predict student success in the higher grades. Those skills stated through interview sessions and focus group consistently.

College readiness issues are now in the forefront in efforts to increase educational attainment and personal success. The ability to complete college appears to be the minimum threshold in maintaining self-sufficiency in many instances. DeAngelo and Franke (2016) reported there is lacking information about how college readiness improves outcomes for students traditionally marginalized in educational settings or if social background limitations still influence students in the same way during college regardless of readiness. This study highlighted academic readiness matters and that parental income and college generation status differentially affect first-year college retention for unprepared students but not college-ready students. An African American male who begins college less prepared academically is also more at a disadvantage than

the college ready student by the funding sources or options he will have. College readiness and earning a degree have never been more important for social mobility than it appears today (DeAngelo & Franke, 2016). Three factors are highly used when assessing college readiness: high school course-taking patterns, high school GPA, and standardized test scores. The high school GPA and course-taking patterns assess content knowledge while tests scores and high school GPA assess the core academic skills of a student. DeAngelo and Frank (2016) reported high school GAP as a stronger predictor of academic achievement during the first college year.

College Assessment

Many states have developed systems to assess the college readiness of the students they educate. The State of Massachusetts introduced a system of standardized testing in schools prior to the federal No Child Left Behind Act of 2001. The Partnership for Assessment of Readiness for College and Careers (PARCC) and the Massachusetts Comprehensive Assessment System (MCAS) assessed college preparedness of students. Although upon adopting the Common Core, as many districts have, the state had to decide which was most appropriate. Nichols-Barrer, Place, Dillon, and Gill (2016) found the PARCC and MCAS 10th grade exams do equally well in predicting students' college success measured by first-year grades and the probability a student needs remediation after entering college. In many instances, existing statewide tests align with Common Core principles.

Early College High School

Early college high school programs are replacing remediation with acceleration (Chapa, Galvan-De Leon, Solis, & Mundy, 2014). Early college is a design for high school based on the principles of academic rigor, combined with the opportunity to save time and money. Generally, this required local colleges and school districts to work closely on a curriculum that concisely corresponds to academics for the both settings. Students participating in academic options from an early college high show higher reading scores on standardized test (Chapa et al., 2014, p. 4). In reference to the early college high school, there is still an important requirement for students to place in this type of setting. This leads back to the research of how formative years weigh upon option placements for the high school African American male and college readiness.

A complex set of knowledge and skills was reported in this study; however, college and career readiness should include access for students in every school setting. Increased workforce demands of employees to possess advanced abilities require a growing emphasis on more rigorous academic standards to support student preparation and ultimate success. McGarrah and College Career Readiness and Success Center at American Institutes for Research (2014) reported a college and career readiness and success organizer, which includes many components. Within this organizer, students have on-track indicators for readiness, measures of postsecondary readiness, measures of postsecondary success, resources, processes, feedback, enrichment and preparation, supports, academic organization, lifelong learning skills, pathway knowledge and academic content. The success organizer provides a consolidated overview of multiple

institutional and individual elements that influence a learner's ability to success in college and career goals.

Academic Accountability

Accountability structures supporting learning for children, adults and the community generally increase the chances of students reaching ambitious college, career and life-ready standards. Snyder and Bristol (2015) suggested such an accountability system targets investments enabling the conditions that facilitate students exiting the K-12 system prepared to pursue a future of their own choosing with confidence. Teachers should collectively engage in studying the problem of practice by reading, analyzing their own practice as well as better understanding the students they serve. Teachers must be willing to apply their knowledge to the possible deficits of instruction that lacks academic and college readiness for the student. This study focused on concerns of college and career readiness. Students not college and career ready fail to complete degree programs and challenge the success of socioeconomic benefits. Joy (2017) reported historically Black institutions tend to guide students through to graduation, while those focusing on Science, Technology, Engineering and Math (STEM) fields tend to have lower graduation rates. It is still important when evaluating graduation rates to consider the characteristics and/or readiness of the entering students.

Students' ability and desire to participate in intervention programming reflects on the community influence and multiple options outside of college. Military options are not a focus of this study although some of the literature addresses the option in relation to college and career readiness. Castro (2015) suggested including knowledge of the

military is important when considering career readiness because not essentially all students will attend a college regardless of ability. Military recruitment officers could contribute to the effectiveness of intervention programming aimed at increasing readiness for college and career. Most schools will provide some access, in the high school setting, to military recruitment representatives during the lunch periods and/or through ROTC elective courses within the academic schedule. This study focused on the college preparedness of African American males; however, the reality is some will pursue military careers. Although, college readiness is required of all students because the military has a placement assessment (ASVAB), which determines the section of the military in which one may qualify.

In this project study, I used data from a northeast urban public school district; however, in the literature review I have explored various states across the country. “There are data investigating the relationships between completing the high school portion of a college and career preparatory program of study and high school achievement outcomes in a large urban district in the West” (Castellano, Ewart Sundell, & Richardson, 2017, p.1). These particular district leaders also explored the early college high school trend to increase college readiness and access for first generation college goers, low-income students and minority students. These courses taught by college professors and/or certified teachers thrust the expectations of the college setting while maintaining high school graduation requirements. Castellano et al. (2017) reported North Carolina as having the largest number of early college high schools in the nation of which many organize their curricula around high-demand career fields. Those fields are

health sciences, information technology and STEM. Early college high schools offer different configurations and settings, which include stand-alone programs at a high school site as well as career academies. Hutchkins (2017) stated integrating core academics with Career Technology Education (CTE) course sequences, programs of study enhance student outcomes by helping them learn in context. College and career readiness is important for all students regardless of the academic pathway at the high school setting.

In the state of Kentucky multiple college preparatory courses in math, reading and English to grade 12 students are offered. Flory, Eric and Regional Educational Laboratory Appalachia (2017) reported courses designed as one possible intervention for students failing to meet state college readiness benchmarks in one or more of ACT subjects in grade 11. A large concern of this particular program shows less than 40% of students who did not meet benchmarks participated in transition courses offered. Participation in transition courses is lower for students in urban school than for students in suburban, town, and rural schools, especially in math. In comparison with other districts, many students graduate from high school with no exposure to college preparatory courses. When such students enroll in college as first-time freshmen, placements are in non-credit-bearing developmental English and math courses to develop the skills necessary to complete freshman-level credit bearing courses (Herman, Scanlan, Carreon, & Regional Educational Laboratory Pacific, 2017).

Within this literature review, multiple programs and strategies across the country showed various progresses in helping students. San Francisco's Mission Promise

Neighborhood (MPN) is a federally funded Promise Neighborhood initiative that supports community-based organizations, schools, and other public agencies to work in defined neighborhoods and build integrated supports for children and youth from cradle to college and career readiness (Sipes, Ruiz de Velasco, & Stanford University, 2017). MPN provided efforts to support strategic coordination of school-level supports and school-community partnership through promoting collaborative leadership. Resources were provided through a Community School Coordinator and a Family Success Coach (FSC). The final is an integration of academic, social, emotional and health supports through the focus schools.

An ongoing issue important to this study is the lack of postsecondary success for African American males. The lack of success garners significant attention from educators, academic scholars, stakeholders and public policy leaders about the success of African American males. Baber (2014) reported high school to community college transitions for African American males as the following: (a) Encouragement for their postsecondary aspirations, (b) Assistance with navigating multiple pathways to access, and (c) Persisting through stereotypes and perceived barriers. Within this study some review examines African American males' experiences based on ethnicity and gender, which often suggested limited options and opportunities. Most importantly in this review, the value of resilient capital for African American males reflects through other male peers. Male peer role models presented alternative notions of masculinity that aligned with aspirations to seek college. This supports other research that peer mentors serve in important positions for deconstructing masculinity myths (Baber, 2014).

Newer academic strategies suggest that colleges and universities bridge student college readiness programs (Wilson & Lowry, 2017). National attention on college completion poses unique challenges and opportunities for community colleges to embark upon partnerships with the state oversight over and local school districts. The process of moving underprepared students through basic skills educational courses to degree attainment represents an ongoing challenge. Wilson and Lowry (2017) reported that more than 605 of community college students enrolled in remedial education, two-year institutions must explore innovative approaches aimed at underprepared students achieving success in the academic environment. The Tiger Gateway Program is collaboration between two institutions to address college readiness gaps by utilizing a summer bridge model. Outcome indicates participants who completed the program, 23 of 26, achieved gains in intellectual, academic and social development (Wilson & Lowry, 2017, p. 1). I consistently noted the effectiveness and the ongoing need for community college and university collaboration when supporting student success especially with underprepared students.

In this literature review, I addressed considerable measures to predict whether a student is ready for college. Educators indicated in this study as well as the research of the potentially overwhelming array of measure to choose from when attempting to determine which students are not on track for college. Some of the focus groups participants quickly assessed the ELA, writing and math skills and knowledge of their students as a determinant for college readiness. Soland (2017) suggested predictors tend to measure four broad constructs, such as academic preparation, educational aspirations

and expectations, socioeconomic status, and teacher perceptions of student performance, which educators can use to inform development of college readiness instruments and interventions for students, either before or after the start of college. College readiness inputs were identified as well, which include being prepared academically, mastering various cognitive strategies, understanding the college process and holding certain attitudes (Soland, 2017). Using the support of this research I can most importantly stress to educators to decide which measures to prioritize when planning for college readiness for students.

LeRoux and Sebolai (2017) stated levels of academic preparedness among first time entrants to universities and the many concerns educators express worldwide, particularly since the massification of higher education, which began three decades or so ago. The discontinuity between the exit level of secondary education and the entry level of higher education seem frequent amongst African American males. “It is reported in South Africa, problems stem from a history of racial challenges within the school system reflective of the apartheid era” (LeRoux & Sebolai, 2017, p. 1). College readiness points out academic success requires formal learning and depends upon whether or not students can cope with multiple tasks which will be required in the post-secondary setting.

Some needed resources in college preparedness for this project would involve group activities for students, lesson plans that are included in the project deliverable as well as a career assessment such as the Self Directed Search (SDS). Assessments such as the SDS provide students with an occupational classification that could private a platform for well-planned college readiness and career exploration. Some

school supports are already in place for providing students with college readiness, but everyone in the data collection proposed that more awareness and strategies for educators would be extremely helpful in working with African American males. Some barriers may come into place with teachers who are not so inclined to integrate college and career readiness; however, many districts use documents like an Individualized Graduation Plan that includes college and career planning as a requirement for teachers and counselors to complete. The implementation of this presentation could be used district wide and/or school based initially. It was clearly prepared so that teachers and other support staff can adapt this project to the specific needs of their students. This project and/or PD model provides usefulness at the beginning and middle of the school year district wide then integrated into classroom guidance by teacher and/or in conjunction with school-based counselor or career specialist.

The roles and responsibilities of students rely mostly on finding the specific connectedness into a college readiness within their future career path. Students must take the chance to challenge their interests and allow this college readiness program aid them in planning for a successful career. Students will have the responsibility to follow through the exercises and the classroom activities presented from teacher and/or counselor in the local school. Parents and community stakeholders should be involved in this college readiness through the academic years. The more time invested in each child will only promote more successfulness in students and the community at large.

This project follows a summative evaluation. It would be helpful to have teachers create goals prior to the three-day PD presentation. Teachers will complete the

summative evaluation at the conclusion of the PD. The evaluation implies whether the goals were met within the PD training. This evaluation was selected because a summative evaluation helps the educators further develop an awareness of successful processes and either discard or reconfigure useful strategies for college readiness instruction through classroom guidance. The overall goals of this project are for educators to focus on academic relationships with each student whether it is the classroom teacher, another educator in the building, business stakeholder or other mentor status individuals. Another goal would be for educators to have more cultural awareness and sensitivity towards the needs of African American males. Also, it would be important for educators to gain more strategies and instructional practices to better educate African American males, which will in turn enhance preparation in college readiness. The college readiness would be reflective of the students having stronger English and Mathematic skills.

The overall evaluation goals are in educators gaining access to more specific information in teaching African American males. The premise of this research is to strengthen the academic setting, which could be reflective in more college preparedness for all students (Fries-Britt, 2017). Meeting more needs, of the whole student in the classroom setting, was a strong part of the data collection for the interviews and focus groups. The key stakeholders in this PD will include administration, teachers, special education case managers, para-professionals, parents or guardians, mentors as well as any other stakeholders who support the school in the community. In many of the urban schools, some of the participants indicated that members of the local church

generally visit the school at least once a week to mentor and provide support for any school wide special events. Church volunteers will provide food, set-up funds and coordinate activities to assist the administration and teachers through innovative events.

Implementation

Potential Resources and Existing Supports

To implement this PD, it was important to address an audience of all grade levels. More specifically, college readiness will have to happen before high school so that students are highly prepared before meeting those demands and expectations (Nichols-Barrer, Place, Dillon, & Gill, 2016). The three-day training can be used in large group or small but should have space for break-out sessions as appropriate. The funding would be minimal if any other than specific hand-outs copied by presenters to provide emphasizes or use during small group interactions. It would be appropriate to designate a small team to prepare the hand-out materials and copy the lesson plans needed for discussion throughout the training. Additionally, it would be appropriate to gather resources for participants to respond to the emerging theme topics presented throughout the daily schedule. Also, individuals should be assigned to assist with singing in participants, helping with technology set-up, and ensuring that participants have all of the necessary supplemental materials in order to participate in the learning.

Potential Barriers

There may be potential barriers in educators resisting the integration of lesson planning with college readiness. Teachers could have preconceptions about more work from the district or principal. However, I suggest that this three-day PD will be

informative, interactive and rewarding. I believe this training will provide instructional self-valuation for teachers while enhancing the effectiveness in working with African American males. Educators will benefit from the multiple resources of this study decreasing the potential barriers in innovative lesson planning. Therefore, I think that through an interactive PD design, the barrier of resistance will be overcome.

Proposal for Implementation and Timetable

The proposed timeline for implementing the three-day PD training will be in the beginning of the academic school year during pre-planning. Each day will consist of seven hours of training with a lunch break and two 15-minute breaks. Presenting the training at this time will be during pre-planning although this PD can be used throughout various points within the academic school year. School counselors could utilize this training in their quarterly or monthly meetings as well.

Roles and Responsibilities

The principals of the schools will be primary leads for ensuring that their teachers and administrators participant in the PD training. My intention in creating the 3-day PD was to address the findings from the study to support educators at the high school level and also to support educators district-wide through local school facilitation as well as within specific departments to enhance college readiness instruction for African American males. Participants will be responsible for attending the three days of this training as each component is essential for transformation of practice.

Project Evaluation

The intent of the three-day PD training is to provide educators with strategies to integrate college readiness for African American males throughout all academic levels. The goals of this PD are to prepare educators to consider the strengths and weaknesses of the students they teach. A summative assessment will be used to evaluate the effectiveness of the PD. The goals of the summative assessment are (a) to determine whether the content is appropriate to improvement, (b) to measure whether the resources and materials are useful, (c) to ensure that the project implementation provides training in an attainable and effective manner, and (d) to determine if applicants comprehend the content.

At the conclusion of the three-day PD training, a summative assessment will be administered to all participants. The summative assessment will highlight if the manner in which the information was provided is adequate and appropriate. Administrators, teachers, and central office trainers may use the results from the assessments to inform future PD in the college preparedness for African American males. Districts that contact me directly for the PowerPoint to provide this PD will be requested to send back evaluative feedback to improve and enhance further research.

Project Implications

Local Community

Social change implications reflective of this project will make the instructional environment stronger, which strengthens students in overall academic performance. Subsequently, the improvement in academic performance should support the overall

preparedness in college readiness for students. The social change influenced by the awareness of the references of cultural sensitivity, hands on classroom activities and trustworthy academic communities.

The three-day PD training can have a strong impact on the instructional delivery for teachers. The local problem in this study addressed the non-preparedness of African American males for the high school setting hence reflecting in college readiness. This project will allow administrators, teachers and department heads the opportunity to provide optional strategies to the unique needs of African American males in their schools. Having this knowledge will assist educators in raising academic achievement as well as preparedness for the college setting.

Far-Reaching

The project has the potential to assist educational communities in any state. Primarily because districts across the nation also face low academic achievement among minority sub-groups and these perceptions and strategies provided are transferrable. This project is helpful in that it can be used at any grade level so that educators began to articulate instruction in clusters or regions. Additionally, this project was developed with an examination of college and career readiness interpretations from districts across the United States.

Conclusion

This section explained the development and implementation of the three-day PD training for educators. The goal of this project was to understand perceptions and recognize strategies to effectively prepare African American males to be college ready.

The PowerPoint presentation, video segments and supplemental materials were provided to increase the usefulness of the training in a receptive manner. After implementing this training, district administrators may see an increase in articulation across grade levels in which African American males begin college readiness early on.

The last section will provide an outline of the reflection and conclusion of this research study. Various project strengths and limitations will be addressed in this section to identify the impact this research brings to educational practice. The development and evaluation of the project will be addressed and an analysis of myself as a learner. Additionally, this section will conclude with a summary of implications and the future research that can be precluded reflective of this study.

Section 4 Reflections and Conclusions

Introduction

This project study was implemented to provide educators with strategies to provide college preparedness instructions for African American males in the classroom. I interviewed administrative staff at the high school level and gathered their perceptions on college readiness levels. Also, I conducted a focus group of educators with diverse education tenure and experiences interacting with African American males. I administered a school attitude survey to African American males who were members of a local chapter in a national fraternity. My goal was to provide educator perceptions of African American males about college readiness while identifying the success or lack of. Additionally, this research and data collection would provide strategies and options for educators to better meet the unique needs of African American males toward college readiness in the public school system.

Project Strengths

Many of the project strengths are reflective of pointing out specific awareness of teachers from various racial and ethnic backgrounds. During the focus group, a valuable idea was shared in respect to many times teachers should listen to the life that the child lives at home and in the community. The cultural sensitivity and awareness mentioned often in the study is the strength of the presentation. Some limitations in this project involve the data collected from urban school settings only although some educators have served in various districts over the years. Another limitation is that some of the information shared prior to hiring new employees. A consideration of this project is that

modifications are appropriate outside of the three-day PD. A small team could utilize this project deliverable in a weekly staff training or district-wide PD day.

Recommendations for Remediating Limitations

College readiness for African American males is low in many places throughout the United States (Wilson & Lowry, 2017). This study has a collection of data that reflects limitations as well as strengths. Kamin (2016) reported it remains topical to consider whether the Common Core State Standards are beneficial for students, educators and the Department of Education, specifically in preparing our students for college. This problem can be addressed by needs assessments utilizing multiple programs listed in this literature review and/or exploring the alignment of many districts in longitudinal data designs to predict academic deficiencies and weaknesses for students.

Recommendations for Alternative Solutions

Previous studies have examined the unique influence of cultural community wealth on the college choice process as well as resistance to assumed and high incidents of racial hostility (Baber, 2014). Alternative solutions to the local problem deal directly with academic engagement. Academic success from people originating within a student's community promote enrollment and persistence in higher education, often when the role models succeed within institutions with historical and perceived racial issues. Academic community relationships, reality based alignment of instruction and mentor programs emerged in a thematic manner throughout the study. Perhaps those ideas serve as alternative solutions to the local problem at a high degree.

Scholarship

The gathering of information in this research illustrate the need for school districts to evaluate the methods utilize in offering African American males an academic community for college readiness. Soland (2017) reported research showing college readiness predictions using a variety of measures, which include test scores, grades, course-taking patterns, noncognitive instruments and surveys reflecting how students understand the overall college admission process. The project offers educators an analysis of college and career readiness from multiple states while providing lesson plans and multiple activities providing various strategies and innovative instruction to provide college preparedness for African American males and/or any student planning.

Project Development and Evaluation

This project was developed to address the problems of African American males lacking college preparedness prior to completing the high school experience. This project in its development overall intended to understand the college readiness for African American males. The qualitative methodology provided a strong background as well as experiential understanding of the classroom setting in the present. Teachers are working in a new paradigm, which strongly requires an understanding of the uniqueness of each child. These interviews, focus group and surveys contribute to a better understanding for those who are working or represent the African American males daily. This study provides an evaluation of the success and concerns of the academic setting for teachers, administrators and those who are responsible for improving educational outcomes. Personal relationships and cultural sensitivity aligned with improvement of

ELA and math skills tremendously shed a different light on understanding how to educate children (Brown, 2015).

Leadership and Change

Throughout this process, I have had opportunities to reflect on my capacity as an administrator or counselor, and on possibilities of change. As an educator, I have created and implemented programs for PD for teachers and other counselors. This opportunity in creating this three-day PD training has forced me to analyze and evaluate the overarching needs of the African American male related to college readiness. This work is so important because it will provide multiple resources and direction for those responsible for the college readiness for African American males or any student pursuing short-term and long-term goals. This study provides a better understanding of necessary skills, engagement, instructional style as well as strengths and weaknesses of the African American male in the public school setting. Sipes et al. (2017) referred to the integration of academic, social, emotional and health supports as a focus for support in the school setting. Students need essential supports to achieve academically and formulate a good understanding of college readiness.

As we look at change, communication skills, parent involvement, exposure to nontraditional colleges and careers, test taking, decision-making skills were often mentioned to better equip the African American male for college readiness succinctly while completing graduation requirements in the high school setting (Leath & Chavous, 2017). Gender topics explored in this research revealed low impact on overall performance; however, girls did appear to possess better test taking skills through the

focus group and interviews. The primary findings from the survey indicated low results of African American males specifically in relation to attitudes toward school, classes and teachers. Supports for those findings are in the literature review, surveys and focus group. Most strategies and suggestions from educators involved student perceptions of teachers, their experience in the classroom and the overall school climate. Wilson and Lowry (2016) reported students bring multiple needs to the learning environment, which include academic, social and personal development. The research in this study has consistently referred to the totality of the African American male. The need achievement theory provided a framework that directed the overall study within the literature review, data collection and surveys.

Analysis of Self as Scholar

This study provides multiple learning modalities for personal growth as a scholar, practitioner and project developer. From a scholarly perspective, this research provides a better understanding of the importance of understanding the student regardless of the exterior appearance and sometimes-unwelcomed behavior (Noon & Singh, 2015). This scholarly perspective provides a stronger concern in trying to establish a better understanding of the interpretations of learning whether providing a written document and/or engaging in a conversation related to African American males or any students.

Analysis of Self as Practitioner

In the role of a practitioner, this study requires a more in-depth understanding in creating lesson plans that respond to the unique learning abilities of the students on a regular basis. The practitioner can utilize multiple options in designing appropriate

instruction for children. This process will require a distinct understanding and relationship with each child in your classroom setting, which depending on class size could be quite challenging. Practitioners listen and observe students more closely as an ongoing theme in the focus group and within the literature review of this study.

Analysis of Self as Project Developer

As a project developer, it is imperative to provide multiple options for educators. Options can be considered through instructional delivery, hands-on activities and small group projects. Other strategies are mentioned in this study and included within the three-day PD presented as the project deliverable in this study. The various resources developed reflective of emerging themes and literature reviewed provides a strong platform for promoting innovative educational strategies. Project development will be ongoing in relation to college readiness.

Potential Impact on Social Change

The individual potential impact for positive social change in this study relates directly to a heightened awareness of both student and educator for the need to increase college readiness. Mentioned in this study was the importance of students in class to discuss with teachers and others their understanding and perception of college readiness. The lack of knowledge and/or information is a clear indication for the student and teacher of the need to increase lessons, activities and assignments required alignment to college readiness. The familial impact for positive social change provides accessible information for parents/guardians and their children. This study provides multiple resources, a

college readiness presentation and many recommendations for educators in lessons or activities appropriate to utilize for their students (Gross, 2017).

The organizational impact for positive social change provides the school district or other interested professionals with a definition of college and career readiness across many states. This information aligns with multiple references and a three-day PD presentation, which leads specifically to the needs of a specific academic setting. Societal/policy impact for positive social change, within this study, highlights the concerns for college readiness in many states and even international commonalities. McClelland's need achievement theory relates directly to the essential requirements of the African American male in academic, personal and social development. Students need connections in the three areas as a support system of this nation striving for success and college readiness for each of them (Li, Hazler, & Trusty, 2017). This conceptual framework consistently presented in the various comments of focus group participants and interviewees as well. Recommendations for practice point educators to better listening to their students and articulating a safe learning and trustworthy environment.

Implications, Applications and Directions for Future Research

Future research in this field should explore the outcomes of specific strategies reflective of PD provided from this research study. This would require a few teachers to complete a survey of the three-day PD presentation and then provide a semester of implementation from the multiple resources provided. Teachers could complete a post-survey of the results observed of their students reflective of the exercises or lessons provided from this project deliverable. Recommendations for this research utilization are

appropriate in large and small group PD. This project provides educators with the options to offer specific resources to their class or students as appropriate for specific needs.

Conclusion

This study provides a wide array of peer reviewed literature and a data collection of participants from various adult age groups and varied years of experience in education. Lewis et al. (2016) reported early conceptions focused primarily on readiness of English and math, but many goals of college and career readiness now include both academic and non-academic (non-discipline specific) knowledge and skills. Social and emotional learning has always been recognized in the education environment (Urquijo & Extremera, 2017). However, a strong message has always centered on student resilience. African American males will need the academic, social and personal development supports in and out of the classroom to possess resilience. African American males need resilience in facing multiple obstacles and challenges in today's society. Within all data collected, no participant acknowledges non-belief in the resilience of African American males. All children need to be successful and college readiness plays a vital role in future success and becoming a contributing citizen.

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Appendix A: The Project

This three day PD training serves as the formal project that emerged from this study to meet Walden University requirements. More information on the electronic PowerPoint presentation for training utilization can be accessed by emailing howard.hope@waldenu.edu or hoperesearch@gmail.com.

Professional Development Training

College & Career Readiness



WALDEN UNIVERSITY SCHOOL OF EDUCATION
Administrator Leadership for Teaching and Learning
Prepared by: Howard Hope

Professional Development Day Summary

- **Day One**
 - College & Career Readiness (Across the Nation – Discussion)
 - Student Engagement (Discussion & Small Groups)
 - Instructional Strategies (Discussion & Small Groups)
- **Day Two**
 - Academic Necessary Skills (Discussion & Small Groups)
 - Student Academic Preparation (Discussion & Small Groups)
 - Strengths & Weaknesses
 - Holland's Occupational Themes & Self-Directed Search
- **Day Three**
 - Review of Discussion Topics
 - Lesson Plans
 - Small groups to prepare for each teacher specific class goals

THREE DAY PROFESSIONAL DEVELOPMENT

DAY ONE

- 9:00am – 10:00 am Overview of College & Career Readiness (CCR) Across the Nation & Video Presentation
- 10:00 am – 10:45am Small Group – Definition of CCR
- 10:45am – 11:00am Break
- 11:00am – 12:00pm Share group definitions of CCR & Discussion on Fostering Academic Relationships
 - Prepare commonalities and differences of states across the nation
 - Prepare definitions of College Readiness & Career Readiness
- 12:00pm – 1:00pm LUNCH
- 1:00pm – 2:30pm Instructional Strategies (Small Group)
- 2:30pm – 2:50pm Break
- 2:50pm – 4:00pm Student Engagement (Small Group)
- 4:00pm – 4:30 pm Wrap up (few activities to discuss)
slides included

THREE DAY PROFESSIONAL DEVELOPMENT

DAY TWO

- 9:00am – 9:20am Professional Development Day One overview/Flow for the day/
- 9:20am – 9:30am Video Presentation
- 9:30am – 10:15am Academic Necessary Skills (Small Group)
- 10:15am – 10:30am BREAK
- 10:30am – 11:10am Student Academic Preparation (Small Group)
- 11:10am – 12:00pm Large Group (Responses shared by groups)
- 12:00pm – 1:00pm Lunch
- 1:00pm – 1:30pm Group – Holland’s Theory and Implications/RIASEC
- 1:30pm – 2:30pm Holland’s Self-Directed Search (SDS)
- 2:30pm – 2:45pm Break
- 2:45pm – 3:30pm SDS for each participant (Results – SAE, etc.)
- 3:30pm – 4:00pm Small group Discussion only – (SDS) Careers, Colleges & Requirements
- 3:45pm – 4:00pm Wrap-up/Questions

THREE DAY PROFESSIONAL DEVELOPMENT

DAY THREE

- 9:00am – 10:00am Review of two day PD
 - Day 1 – College & Career Readiness/Instructional Strategies/Student Engagement
 - Day 2 – Academic Necessary Skills/Student Academic Preparation
 - Holland's Occupational Themes
 - RIASEC
 - Self-Directed Search
- 10:00am – 10:30am Video Presentation
- 10:30am – 10:45am BREAK
- 10:45am – 12:15am College & Career Readiness Lesson Plans
 - Small Group by level for Lesson Plans
- 12:00pm – 1:00pm Lunch
- 1:00pm – 2:00pm Small Group by level for Lesson Plans
- 2:00pm – 2:30pm Group Lesson Plan Presentations
- 2:30pm – 2:45 pm Break
- 2:45pm – 3:30pm Lesson Plan Presentations/Topic Discussion
- 3:30pm – 4:00pm Three Day PD Presentation Evaluation/Wrap-Up

PROFESSIONAL DEVELOPMENT DAY ONE



THREE DAY PROFESSIONAL DEVELOPMENT

DAY ONE

- 9:00am – 10:00 am Overview of College & Career Readiness (CCR) Across the Nation & Video Presentation
- 10:00 am – 10:45am Small Group – Definition of CCR
- 10:45am – 11:00am Break
- 11:00am – 12:00pm Share group definitions of CCR & Discussion on Fostering Academic Relationships
 - Prepare commonalities and differences of states across the nation
 - Prepare definitions of College Readiness & Career Readiness
- 12:00pm – 1:00pm LUNCH
- 1:00pm – 2:30pm Instructional Strategies (Small Group)
- 2:30pm – 2:50pm Break
- 2:50pm – 4:00pm Student Engagement (Small Group)
- 4:00pm – 4:30 pm Wrap up (few activities to discuss)

slides included

Overview of College & Career Readiness

9:00am – 10:00am

- 1) What does this mean to educators?
- 2) What academic relationships do we foster?
- 3) College & Career Readiness at elementary, middle & high school
- 4) Take a look **Across the Nation:**
 - Arizona
 - Colorado
 - Connecticut
 - Georgia
 - Maryland
 - Video Presentation
 - Nebraska
 - Ohio
 - Oklahoma
 - Texas

Arizona

- Prepared for any postsecondary education or training experience, including study at two- and four-year institutions leading to a postsecondary credential
- *Candidate* qualifies for a job that provides a family-sustaining wage and pathways to advancement and requires postsecondary training or education

Colorado

- Postsecondary and workforce readiness' describes the knowledge, skills, and behaviors essential for high school graduates to enter college and the workforce and to compete in the global economy.

Connecticut

- Readiness "involves three major skill areas: core academic skills and the ability to apply those skills to concrete situations to function in the workplace and in routine daily activities

Georgia

- College and career readiness is “the level of achievement required in order for a student to enroll in two- or four-year colleges and universities and technical colleges without remediation

Maryland

- “College- and career-readiness includes mastery of rigorous content knowledge and the abilities to apply that knowledge through higher-order skills to demonstrate success in college and careers.

Nebraska

- When students are career ready, they are prepared for the next step in their lives—whether that means getting their first job or beginning their college ‘career’, Being career ready also means being ready for life”

Video Presentation

9:45am – 10:00am

- College & Career Readiness
- <https://www.youtube.com/watch?v=I4XuRvELNdU>

Ohio

- to ensure all students 'Start Ready and Graduate Ready' from their PreK-12 learning environment, qualified for success in a degree or credential-granting postsecondary education program, without remediation, and advanced training for a career of choice

Oklahoma

- The College, Career and Citizen Ready (C3) plan, "which will ensure each student graduating with a diploma from an Oklahoma public school will be ready for college or career without the need for remediation and will be citizen ready, meaning they will know something about our government and the history of our nation"

Texas

- "College readiness is the level of preparation a student must attain in English language arts and mathematics courses to enroll and success, without remediation, in an entry-level general education courses to enroll and success, without remediation, in an entry-level general education course for credit in that same content area for a baccalaureate degree or associate degree program"

Small group instructions

- 10:00am to 10:45am
- Each group will discuss and prepare a summary of College & Career Readiness Across the Nation
 - Commonalities
 - Differences
 - Areas to improve
 - Lacking certain areas
- Each group will provide a definition of College Readiness & Career Readiness

BREAK

10:45am - 11:00am



Group Discussions 11:00am - 12:00pm

- Share group definitions of CCR & Discussion on Fostering Academic Relationships
- Prepare commonalities and differences of states across the nation
- Prepare definitions of College Readiness & Career Readiness

LUNCH BREAK

12:00pm - 1:00pm



Small group discussions (after lunch) 1:00pm – 2:30pm

- Participants will break into groups and discuss the following Instructional strategies
 - Cultural Sensitivity
 - Project Based Learning
 - Academic Relationships (Teacher, Administrator, Counselor, etc.)
 - “Knowing your students”
 - Reality based learning
 - Activities involved in your learning (food preparation projects infusing core subject areas)
 - Safe learning environment
 - Classroom competition

BREAK 2:30pm to 2:50pm



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Group Discussion: Student Engagement 2:50pm to 4:00pm

- Each group will discuss student engagement and provide a summary
 - Connect academic tasks to a real life situation
 - Technology based instruction
 - Audio/Visual instruction
 - “Giving students something they can use”
 - Instruction movies/films
 - Bulletin Boards & Posters for instruction

College & Career Readiness – Grade Levels

- The goal for America's education system has been that every student should graduate from high school ready for college or a career. Students should have explored opportunities to pursue upon graduating from high school. The Elementary and Secondary Education Act (ESEA) requires states to develop and implement standards, however some state standards do not reflect the knowledge and skills needed for success after high school in either post-education or in a job. Four out of every 10 new college students, including half of those at two-year institutions, take remedial courses, and many employers express low to basic preparation of many graduates.

(Taken from U.S. Department of Education, 2010)

Wrap up: 4:00pm to 4:30pm

- Summarize discussion and activities according to information gathered from small groups
- Recap of the training and upcoming plans for the next day



PROFESSIONAL DEVELOPMENT DAY TWO



THREE DAY PROFESSIONAL DEVELOPMENT

DAY TWO

- 9:00am – 9:20am Professional Development Day One overview/Flow for the day/
- 9:20am – 9:30am Video Presentation
- 9:30am – 10:15am Academic Necessary Skills (Small Group)
- 10:15am – 10:30am BREAK
- 10:30am – 11:10am Student Academic Preparation (Small Group)
- 11:10am – 12:00pm Large Group (Responses shared by groups)
- 12:00pm – 1:00pm Lunch
- 1:00pm – 1:30pm Group – Holland's Theory and Implications/RIASEC
- 1:30pm – 2:30pm Holland's Self-Directed Search (SDS)
- 2:30pm – 2:45pm Break
- 2:45pm – 3:30pm SDS for each participant (Results – SAE, etc.)
- 3:30pm – 4:00pm Small group Discussion only – (SDS) Careers, Colleges & Requirements
- 3:45pm – 4:00pm Wrap-up/Questions

OVERVIEW/FLOW OF THE DAY

9:00am – 9:20am

OVERVIEW

- 1) College & Career Readiness “Across the Nation”
- 2) Instructional Strategies
- 3) Student Engagement
- 4) Proceed with video presentation

Video Presentation

9:20am – 9:30am

- **College & Career Readiness. Be informed, be prepared, be ready!**
- <https://www.youtube.com/watch?v=LHXJ4rGRoxk>

Academic Necessary Skills 9:30 am - 10:15am

Each group will discuss academic necessary skills and provide a summary (a few examples below, but group will add accordingly)

- Information text
- Time management
- Basic college research
- Writing skills
- Conflict resolution
- Communication skills
- Short-term and Long-term goal setting
- Rigor of College life

BREAK 10:15am – 10:30 am



Student Academic Preparation

10:30am - 12:00pm

Each group will discuss and prepare a summary (groups should add to this list and determine which are strengths and weaknesses)

- Creativity
- Self-efficacy
- Lack of motivation
- Financial resources
- Academics
- Self-discipline
- Behavior
- Time Management
- Awareness of academic deficiencies
- Self-esteem
- Confidence

LUNCH BREAK 12:00pm – 1:00pm



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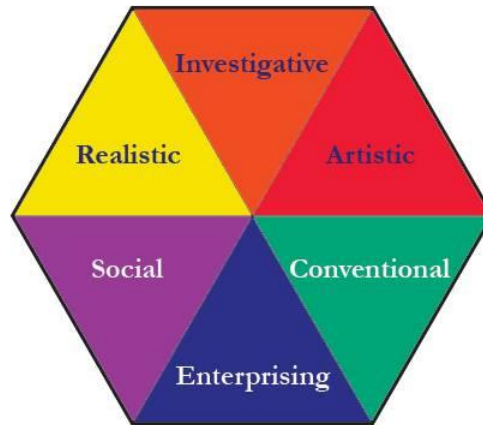
Holland's Theory 1:00pm – 2:30pm

- The Holland Occupational Themes is a theory of personality that focuses on career and vocational choice. It groups people on the basis of their suitability for six different categories of occupations. The six types yield the RIASEC acronym, by which the theory is also commonly known. The theory was developed by John L. Holland over the course of his career, starting in the 1950s. The typology has come to dominate the field of career counseling and has been incorporated into most of the popular assessments used in the field.

(Taken from Snyder & Bristol, 2015)

RIASEC

- Realistic
- Investigative
- Artistic
- Social
- Enterprising
- Conventional



John L. Holland's RIASEC hexagon of the Holland Codes

Small group -- RIASEC

- Each group will create careers associated with RIASEC
- Groups have been provided with two career cluster pages as a reference and/or utilize technology
- Groups will briefly share discussion of RIASEC

Career Cluster

- 1) Arts & Humanities – Actor or Actress, Musician, Cartoonist
- 2) Agriculture – Veterinarian, Farmer, Park Ranger, Horse Trainer, Marine Biologist
- 3) Business and Marketing – Banker, Business Owner
- 4) Communications – Newscaster, Writer, Disc Jockey, Film Ed
- 5) Computer and Math – Programmer, Software Developer
- 6) Construction – Architect, Carpenter, Plumber
- 7) Education – Teacher, Principal, Librarian, Guidance Counselor
- 8) Health – Dental Assistant, Nurse, Doctor, Physical Therapist, X-Ray Technician, EMT, Athletic Trainer, Chiropractor, Surgeon

Career Cluster

- 9) Human Services – Caterer, Restaurant Manager, Beautician, Barber, Fashion Designer, Hotel Manager
- 10) Manufacturing – Mechanic, Welder, Electrical Engineer, Chemical Engineer, Assembly Line Worker
- 11) Mining – Surveyor, Mining Engineer, Heavy Equipment Operator, Blaster/Explosives Technician, Oil Driller
- 12) Public Service – Firefighter, Police, Attorney, Judge, Paralegal, Court Clerk, Jailer, Detective, Utilities, Military
- 13) Science and Math – Accountant, Chemist, Meteorologist, Biologist, Statistician, Researcher, Data Processor, Astronomer
- 14) Social Sciences – Psychologist, Anthropologist, Archeologist, Clergy, Politician, Sociologist, Social Worker
- 15) Transportation – Truck Driver, Flight Attendant, Pilot, Captain, Air Traffic Controller, Mechanic, Bus Driver

Small Group Presentations

- Each group will present a summary of college and career discussion

Holland's Self-Directed Search SDS

1:30pm - 2:30pm

SDS Page One.pdf - Adobe Reader

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Self-Directed Search – John Holland's Occupational Themes

Directions: Read each occupational theme and rank each REASIS code letter below from 1-4 where you feel it most like you.

Theme	Tasks	Problems	Co-Workers	Rewards
Realistic	Technical, skilled, work with hands, tools, machines. Building, repairing, fixing, maintenance, sports, e.g., airplane mechanics, electrician, photographer.	Prefer concrete rather than abstract problems.	Prefer dealing with things rather than people. Rugged, hardy, practical, physically strong.	Like to appear relatively simple and straightforward. Worker can see the result of labor.
Enterprising	Business Contact—selling, selling, persuading, marketing, managing, promoting. (e.g., salesperson, economist)	Prefer ambitious social tasks.	Enjoy competitive activities—have facility with words. Adventurous, ambitious, dominating, energetic.	Sense of achievement that comes from making things happen and being where there is action.
Artistic	Creative, self-expressive, singing, advertising. (e.g., author, playwright, drama coach)	Problems that can be dealt with through self-expression and artistic media.	Like to work in free environments—imaginative, impulsive, intuitive, independent, introspective.	Opportunities for creating new things and being around other creative people.
Social	Social Service—helping people, giving directions, hearing, healing. (e.g., teacher, speech therapist, counselor, trainer)	Solve problems through discussions or managing relationships.	Like to discuss philosophical questions—concerned with the welfare of others. Charred, people, cooperative, friendly, generous.	Good feeling that comes from helping others solve their problems or improve themselves.
Investigative	Scientific—curious about things, people, organizations. (e.g., anthropologist, aeronautical design engineer, biologist)	Prefer to think through problems rather than act them out.	Enjoy solving scientific puzzles—confident of scholarly and intellectual abilities—analytical, curious, reserved, independent.	Freedom and opportunity to study as inner curiosity. Freedom to try out new ways.
Conventional	Business Data—organizing, planning, highly ordered activities. (e.g., bank examiner, court reporter, auditor, tax expert)	Most efficient in well-defined tasks. Work with data, detailed and follow through on other's instructions.	Like life to be orderly and go according to plan. Confiding, conscientious, efficient, practical, calm, and persistent.	Seeing others and organizations run smoothly and understanding how the individual contributed.

Write each letter of your top 3 REASIS code from left-to-right.

The 3 letter code is an estimate of your SDS Occupational Theme.

****On the next page you can find your code along with most popular careers for your type.**

Adapted from "Making Vocational Choices" 1973 by John L. Holland

Holland's Self Directed Search

1:30pm - 2:30pm

SDS Page Two.pdf - Adobe Reader

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Convert files to PDF and easily combine them with other file types with a paid subscription.

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Occupational Themes by Majors and Job

Realistic Majors	Enterprising Majors	Artistic Majors	Social Majors	Investigative Majors	Conventional Majors
Geography Geology Knowledge Physics Health Science/Nursing Physical Therapy *Environmental (Occupational Health) Computer Science (hardware) Engineering Earth Science Labor Studies & International (Veterinary Science) Agriculture (Veterinary)	Business (all options) Business Economics Consumer Affairs History Political Science Journalism Radio/TV/Film Speech Communication Languages Computer Science Urban Studies Law Ethnic Studies	Art (all options) Business Business Interior Design Fashion Design English Journalism Speech Communication Languages Religious Studies Philosophy Music Radio/TV/Film Theater	Anthropology Political Science Marketing Sociology Urban Studies Classics Studies Women's Studies Family Services, Soc. Asian Amer. Studies Linguistics Deaf Studies Child Development (Education) Counseling Social Work	Biology (Medicine) Chemistry (Health Sciences) Health Sciences Social Sciences Physics Statistics History Psychology Computer Science Engineering Math Religious Studies Philosophy	Business *Accounting *Finance *Human Resources *Office Systems *Retail Sales Counseling Health Care Computer Technology Teaching Word Processing
Job	Job	Job	Job	Job	Job
Computer Technician Electrical Engineer Geologist Laboratory Technician Meteorologist Sergeant Professional Athlete Veterinarian	Advertising Executive Buyer Judge Lawyer Newspaper Politician Public Relations Real Estate Agent Sales Manager Stockbroker Urban Planner	Architect Artist Composer Dancer Economist Film Director Mechanic Reporter Writer Interior Designer	Chancellor Deaf Interpreter Diplomat Kommunikator Nurse Physical Therapist Probation Officer Psychologist Principal Social Worker	Chemist Economist Historian Mathematician Meteorologist Physician Psychologist Veterinarian Computer Programmer	Bank Teller Bookkeeper Clerk Gen. Public Accountant IRS Agent Insurance Tech. Agent Financial Analyst Payroll Specialist

Write down 3 possible majors and 3 Jobs for further exploration.

Major: _____

Job: _____

Adapted from "Making Vocational Choices" 1973 by John L. Holland

BREAK

2:30pm - 2:45pm



Career Assessment Discussion

2:45pm – 3:45pm

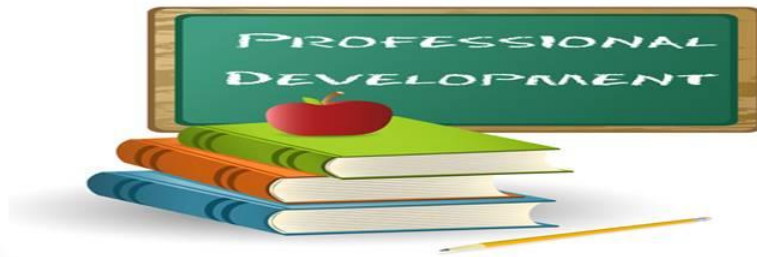
- Holland's Codes
- Self-Directed Search
- Group reporting

WRAP-UP 3:45pm – 4pm

- Brief re-cap of items discussed
- Review of third day upcoming scheduling



PROFESSIONAL DEVELOPMENT DAY THREE



Three Day Professional Development

DAY THREE

- 9:00am – 10:00am Review of two day PD
 - Day 1 – College & Career Readiness/Instructional Strategies/Student Engagement
 - Day 2 – Academic Necessary Skills/Student Academic Preparation
 - Holland's Occupational Themes
 - RIASEC
 - Self-Directed Search
- 10:00am – 10:30am Video Presentation
- 10:30am – 10:45am BREAK
- 10:45am – 12:15am College & Career Readiness Lesson Plans
 - Small Group by level for Lesson Plans
- 12:00pm – 1:00pm Lunch
- 1:00pm – 2:00pm Small Group by level for Lesson Plans
- 2:00pm – 2:30pm Group Lesson Plan Presentations
- 2:30pm – 2:45 pm Break
- 2:45pm – 3:30pm Lesson Plan Presentations/Topic Discussion
- 3:30pm – 4:00pm Three Day PD Presentation Evaluation/Wrap-Up

Review Discussion

9:00am – 10:00 am

- College & Career Readiness (Across the Nation – Discussion)
- Student Engagement
- Instructional Strategies
- Academic Necessary Skills
- Student Academic Preparation
 - Strengths & Weaknesses
- Holland's Occupational Themes & Self-Directed Search

Video Presentation

10:00am – 10:30am

- **Video**
- <https://www.youtube.com/watch?v=D6vzp-qogf0>
- **Meet George - College & Career Readiness Initiative**
- [Greater Clark County Schools](#)

BREAK

10:30am - 10:45am



College & Career Lesson Plans

10:45am – 12:00pm

- Groups break out into development of lesson plans for the academic setting according to the following
 - Grade level
 - Student needs



Lunch Break

12:00pm – 1:00pm



1:00pm – 2:00pm Small Group by
level for Lesson Plans

2:00pm – 2:30pm Group Lesson Plan
Presentations

Plan
plan
Lesson plans
lesson

BREAK

2:30pm – 2:45pm



It's Time For A Break



Lesson Plan Presentations

2:45pm – 3:30pm

- Each group will present a lesson plan



Wrap-up/Evaluations 3:30pm – 4:00pm

Each participant please complete professional development training evaluation



Lesson Plan Samples

- **Content Usage Permission**
- The Lesson Plans and associated materials may be used, revised, reproduced, stored, and transmitted for non-commercial purposes as long as the California Department of Education (CDE)/California Career Resource Network (CalCRN) is identified as the source. The Lesson Plans are not to be used, reproduced, stored, or transmitted for commercial purposes without written permission from the CDE/CalCRN. Every reasonable effort has been made to acknowledge the owners of copyright material reproduced in this material and to comply with U.S. copyright law. The CDE/CalCRN welcomes any information regarding errors or omissions. Contact us by e-mailing calcrn@cde.ca.gov.

Lesson Plan Samples

- Lesson plans can be utilized according to permission
- An example lesson plan from elementary, middle and high school will be provided only for review

Career & College Readiness Lesson Plans
Studying for Careers
21st Century Skills

Grade Level 5

Overview

When students learn and practice effective study habits, they are setting themselves up for career success. Students' study habits can translate into career skills which are critical for success in the workplace. For example, study habits such as time management, setting priorities, and taking responsibility are essential career skills.

Learning Outcomes

At the end of this lesson, students will be able to:

- Give at least three reasons either verbally or in writing with 100 percent accuracy as to why effective study habits are beneficial.
- Describe the connection between good study habits and career skills.

Language Objectives

At the end of this lesson, students will be able to:

- Speak and write complex sentences with 80 percent accuracy.
- Use sentence frames accurately with 100 percent accuracy.

- **GRADE LEVEL 5**
- **21st Century Skills Studying for Careers**
- **California Career Resource Network, California Department of Education**

Academic Vocabulary

- **Career skills:** are skills required to be successful in the workplace.
- **Effective:** Capable of producing a desired or intended result.
- **Habit:** an acquired behavior pattern regularly followed until it has become almost involuntary.
- **Skill:** the ability to do something well that comes from training, experience, or practice.
- **Study habits:** are behaviors used when learning academic material or preparing for tests

Grade 5

ACTIVITIES:

- Students will identify study habits they can adopt and develop into skills, and describe the similarities between study habits and career skills.

Lesson Procedures

- Introduce the concept of effective study habits as a way to be successful in school while also developing skills that can be used in future careers.
- Brainstorm the prompt “What are some reasons for having good study habits?” and write the responses on the board, flip chart, or with computer and projector.

Examples:

- To help me get necessary work done so I have time for fun too. To be successful in school
- Brainstorm the prompt “What habits do you have to do your best studying?” and write responses on the board, flip chart, or with computer and projector.

Examples:

- I study at the same time every night
- I clean off my desk so there are no distractions
- I set goals for what I want to accomplish during my study time

GRADE 5

- 21st Century Skills Studying for Careers
- California Career Resource Network, California Department of Education

• Study Habits and Career Skills

Part I

- Write down three to five study habits that you can begin using immediately. These could be habits you already have or new ones you want to start using.
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.

Part II

- Write down three to five career skills which could be developed by having effective study habits.
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.

GRADE 5

**21st Century Skills Studying for Careers
California Career Resource Network,
California Department of Education
Effective Career Skills**

The following are employability skills that are necessary for success in a job:

- Reading
- Writing
- Math
- Critical thinking
- Creative thinking
- Decision making
- Problem solving
- Planning and organizing
- Working with others
- Working independently
- Managing time
- Locating information
- Communicating information

*Excerpted from the Employability Skills Framework (2014)
cte.ed.gov/employability-skills*

Grade 7 Lesson Plan

CD.8.A.07: Utilize career and educational information to explore career paths of interest. (DOK – Level 3)

CD.8.B.07: Utilize a variety of resources to obtain information about the levels of training and education required for various occupations. (DOK – Level 3)

American School Counselor Association (ASCA) National Standard:

Career Development

A. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

B. Students will understand the relationship between personal qualities, education, training and the world of work.

Grade 7

Show Me Standards: Performance Goals

Goal 1: Gather, analyze and apply information and ideas

Goal 2: Conduct research to answer questions and evaluate information and ideas.

Goal 3: Discover and evaluate written, visual and oral presentations and works.

Goal 4: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis.

Goal 5: Communicate effectively within and beyond the classroom

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s) Specific Skill(s)

Grade 7

Goal 6: Plan and make written, oral and visual presentations for a variety of purposes and audiences.

Goal 7: recognize and solve problems

Goal 8: make decisions and act as responsible members of society

Goal 9: Explain reasoning and identify information used to support decisions.

Goal 10: Explore, prepare for and seek educational and job opportunities.

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s) Specific Skill(s)

GRADE 7

The student will **identify** six jobs related to a career of interest, using a graphic organizer based on the career paths.

Unit Instructional Strategies/Instructional Activities:

- Direct (Guided & Shared-Reading, Listening, Viewing, Thinking)
- Indirect (Reflective Discussion, Concept Mapping)
- Experiential (Surveys)
- Independent Study (Research Projects)
- Interactive Instruction (Discussion, Cooperative Learning)

GRADE 7

Unit Summative Assessment (acceptable evidence):

- Summative assessment should relate to the performance outcome for goals and objectives. Assessment can be question/answer, performance activity, etc.
- Students will complete a career interest inventory (Self-Directed Search or local school district resource)
- Students will research three careers of interest and select one goal career.
- Students will use graphic organizers to demonstrate related careers.

Brief Summary of Unit: Students will identify personal strengths and interests through use of an interest inventory. They will evaluate the relationship between their preconceived ideas about work with interests and career goals/aspirations.

Career & College Readiness Lesson Plans**What's the Plan?****Grade Level 9****Overview**

- Students will compile all relevant information to create a High School Plan and save their information in their accounts on the California Career Center Web portal.

Learning Outcomes

At the end of this lesson, students will be able to:

- Use their personalized High School Plan, created and saved in a “My Stuff” student account on the California Career Center.
- Answer these questions about current plans:
 - Classes that would lead to personal success.
 - District graduation requirements.

Language Objectives

- At the end of this lesson, students will be able to:
 - Verbally describe the requirements they need to meet for high school graduation and college admission.
 - Through written expression, describe the courses and extracurricular activities they plan to complete in high school.

Standards Alignment

- California Common Core State Standards: College & Career Readiness Anchor Standards:
 - W. 4, 6, 8; L. 1, 2, 3, 4, 5, 6

GRADE 9

Materials

- Computer with Internet access for students
- Computer with Internet access and projection capability for instructor

Online Resources

- [Lesson Plan Start-Up Video](#)
 - <http://www.californiacareers.info/#Lessons>
- [California Career Center Web Portal](#)
 - <https://www.calcareercenter.org>
 - <http://admission.universityofcalifornia.edu/freshman/requirements/>

Academic Vocabulary

- **Extracurricular:** is an activity pursued in addition to a normal course of study.
- **Personal Success:** can be defined as setting your own goals and then achieving them.

GRADE 9

ACTIVITIES

- Students will chart out college and career strategy
- Students will discuss personal goals
- Ask if students know what extracurricular means—have them define it. Then have students search the school’s Web site to find the extracurricular activities offered at the school. With this information, have students complete the last section of the high school plan.
- Complete career plan (included in resource options)

PRESENTER ADDITIONAL RESOURCES

- Presenter needs to make copies of handouts
- Project resources can be utilized as needed
- Each handout can be three hole punched and placed in a binder to create a participant portfolio

Resource #1 “Imagine”

Imagine my future:

- 1) What do you want to do in life?
- 2) Where do you live?
- 3) Do you have children?
- 4) How do you get around?
- 5) What type of transportation?
- 6) Do you shop for clothes?
- 7) Do you go to the movies?
- 8) Where do you go to eat?
- 9) Where do you go for vacation?
- 10) What else do you spend money on?

Materials needed: paper & pencil/pen for each student

(Taken from Darling-Hammond, Wilhot & Pittenger, 2014)



Resource #2: What About Life?

- 1) What activities do you like outside of school?
- 2) What are your favorite shows on television?
- 3) What is a book you enjoy?
- 4) Which subjects or classes are among your favorites?
- 5) Would you rather be alone or with other people?
- 6) Who are the most influential people in your life?
- 7) What are you proud about as it relates to you?
- 8) Do you prefer working with your hands or planning in your mind?

Materials needed: paper and pencil/pen for each student

Resource #3: Action Planning

- Why?
 - Research many jobs and/or colleges and universities
 - I need to know what is required of me in any career
- What?
 - Utilize an Individual Academic Action Plan in high school (IAAP)
 - Indicate all the essentials needed for ANY career or job you seek
- When?
 - Start early or as soon as this information becomes available to you
 - It is never too late to start, but more sooner can be beneficial
- How?
 - Read and study about your career choice
 - Talk to someone who is doing what you desire (family, friend or teacher)



(Taken from Farmer & Hope, 2015)

Resource #4 High School Requirements



- History/Social Science
 - 2 years of study in Geography, U.S. History, World History and Government
- English
 - 4 years Composition and Literature (American, English, World)
- Mathematics
 - 3 to 4 years of study in Algebra 1, Advanced Algebra, Geometry, Trigonometry, Pre-Calculus, and Calculus
- Laboratory Science
 - 2 to 4 years of study in Chemistry, Physics and Biology
- Language other than English
 - 2 to 4 years of foreign language such as Spanish, Japanese, Russian, Chinese, French, etc.
- Electives – 1 to 2 years of study in visual or performing arts (dance, music, art, drama, computer science, journalism, etc.)

(Taken from DeKalb County School District, 2015)

Resource #5 Individualized Graduation Plan (IGP)

	9 th	10 th	11 th	12 th
English				
Mathematics				
Science				
Social Studies				
Tech Ed				
Fine Arts				
Foreign Language				
Physical Education				
Health				
Electives				
Service Learning				

Resource #6 Summer Plan

**A possible great training platform for the high school student is to plan a significant activity each summer prior to moving into post secondary goals.

	Summer 2016	Summer 2017	Summer 2018	Summer 2019
9 th Grade				
10 th Grade				
11 th Grade				
12 th Grade				
	Location	Hours per week	Goals	Experience(s)

Resource #8 High School College & Career Goals

- Opening Activity: Each student will identify goals of their specific choosing. Students will complete the graduation requirements quiz, identify goals written and with pictures.
- Lesson: Exploring High School
 - FORM #1: Graduation requirements quiz (4 to 5 minutes to complete)
 - Give each student a ticket as a friendly competition activity strategy
 - Students will share their information for similarities and differences
 - Review some general graduation requirements
 - Encourage students to share their plans for high school success
 - Share optional activities and opportunities in the school community
 - FORM #2: Students will complete Individualized Graduation Plan
 - FORM #3: Students will complete Summer Plan

Resource #9 Exploring High School

- Opening Activity: Each student will identify goals of their specific choosing. Students will complete the graduation requirements quiz, identify goals written and with pictures.
- Lesson: Exploring High School
 - FORM #1: Graduation requirements quiz (4 to 5 minutes to complete)
 - Give each student a ticket as a friendly competition activity strategy
 - Students will share their information for similarities and differences
 - Review some general graduation requirements
 - Encourage students to share their plans for high school success
 - Share optional activities and opportunities in the school community
 - FORM #2: Students will complete Individualized Graduation Plan
 - FORM #3: Students will complete Summer Plan

Resource #10 EVALUATIVE: Assessment, Measurement & Strategies (AMS)

- STEP 1: Assessment
 - Interest Inventory to indicate occupational theme
 - Indicators of career direction
- STEP 2: Measurement
 - What is expected in this job or career?
 - What do others say about their success?
- STEP 3: Strategies
 - What is my next step to prepare for this job?
 - What is my next step to gain entry into this college/university?
 - What does the military require for this process?

(Taken from Soland, 2017)



Resource #11 College & Career Counseling

- Individual Counseling
 - Establish a rapport upon which a positive working relationship develops
 - Address the unique needs of each student with respect, genuineness and fairness
- Group Counseling
 - To assist individuals in the social, emotional and academic development
 - Group counseling should correspond with the goals of the district related to student achievement and social/emotional development
- Career Counseling
 - Utilization of interest inventories, job shadowing, mentoring, etc.

(Taken from Smith et al., 2016)

Resource #12 System Support

- Consultation
 - Consult with teachers, parents, business stakeholders and others to gain greater insight on the specific student needs and challenges
 - In order to ensure best practices, use district and community resources to strengthen interventions
- Coordination
 - Seek the assistance of community agencies and organizations to align the services you offer in a specific learning environment
- Professional Development
 - Participate in your local, state and national training conferences
 - Stay current with the most effective strategies and resources
- Program Management and Operation
 - Educators are required to obtain, analyze and report data. Any services must be researched and gathered in an appropriate sequence

Resource #13 Lesson Plan

ASCA – American School Counselor Association (2016)

Topic: High School Preparedness

Goal/Objective: Student will gain knowledge of high school requirements. Each will begin to reflect on past experiences and develop new goals.

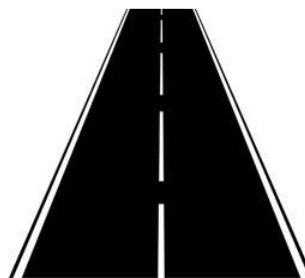
Indicator (ASCA): Academic Domain

Delivery time: 45 minutes

ASCA Indicators:

A:B2.1 A: B2.3 A.B2.6

C:B1.1 C: B2.4



Materials needed: Computer, PowerPoint Presentation and/or Instructions, Graduation Requirements, Optional courses

Resource #14 Lesson Plan

Interviewing Skills and Professional Attire

- Topic: Interviewing skills and professional attire
- Goal/Objective: Students will begin to understand the appropriate decorum in the interview setting. Students will become familiar with how to be successful in an interview setting. Exposure will be provided of frequently asked questions, appropriate behavior and appropriate dress code. Students will learn the best strategies to win over the interviewer and move into a successful job or career.
- Indicator (ASCA): Career Development
- Estimated Delivery Time: 45 minutes
 - ASCA Indicators:
 - C:A 1.3 C:A2.1 C:A 2.2 C:A 2.4 C:A 2.6
- Materials needed: space to conduct mock interviews, poster/large paper, magazines, interview question handouts
- PROCEDURE:
- Opening Activity: Students will complete the job interview pre-test (4-5 minutes)
- Students will share responses through small groups
- Each student in the group receives a ticket once they present
- Students will role-play the types of interviews (refer to Resource #18)

Resource #15 Self-Evaluation



- Students will express what they learned most in this lesson
- Students will indicate which items were unclear
- Students will identify areas that should be explored to a deeper level
- Each student will present ticket upon participation
- A drawing for tickets will commence at the end of discussion and a prize to the winner and runner-up
- Each student will create a folder with last name, first name
- All paper hand-outs will be inserted into folder to be utilized for upcoming lessons

Resource #16 Job Interview Pre-test:

Name: _____ Date: _____ Class: _____

1) What you wear to an interview doesn't really matter	True or False
2) The amount of perfume you wear doesn't matter, the more the better	True or False
3) Hygiene habits aren't normally noticed in an interview	True or False
4) It always helps to do a little bit of research on an agency before you interview with them	True or False
5) Going easy on makeup and fingernail polish, such as avoiding unusual colors, heavy makeup application, and extremely long nails is a good idea	True or False
6) Tight clothes, see-through tops, and short skirts are so sexy. Go girl, show off your shape.	True or False
7) Nylons and low-heeled shoes are not good for professional dress	True or False
8) Interviews are only one-on-one	True or False
9) Interviewers can normally tell when the interviewee is nervous	True or False
10) We say many things without talking	True or False
11) The ability to express one's self in a clear and concise manner is very important	True or False



Resource #17 Types of Interviews

- **Patterned Interview:** This is a highly structured, systematic and designed to serve as a stable yardstick against which applicants can be measured. All applicants will receive the same questions. Many of the first interview rounds follow this format
- **Nondirective or Free Association Interview:** This interview style utilizes open-ended questions such as, “Tell me about yourself.” This style gives the applicant more transparency of personality, attitudes and beliefs. The interviewer should know how to maintain rambling and objectively analyze data. Many of the campus interviewers will attempt to follow this type of format.
- **Stress Interview:** This interview style measures the applicant’s ability to handle stressful situations. These interviews are good in weeding out applicants who react defensively or get bothered quickly.. Stress questions and/or techniques are used in many interview settings.

Types of Interviews (Resource 17 continued)

- **Group and/or Area Interview:** These interviews are typically used at the higher-level business and academic positions. A “search committee” which includes personnel representative's, managers and often psychologists will partner to complete this effort. The team panel will take responsibility of a particular area of the applicant’s background to hone in on, e.g., experience, education, work style, etc. This can be a highly exhaustive process for the applicant, especially when the interview is lengthy.
- **Behavioral Interview:** This type of interview elicits actual information from candidates who will show their quality as long-term employees and facilitate the matching company and applicant compatibility. The goal of behavioral questions is to encourage the applicant to provide experience of situations where critical thinking and success factors were demonstrated. A sample behavioral question might be: “Describe the situation which best demonstrates your ability to get things done through others.” With the behavioral interview style the interviewer is seeking REAL answers: *Relevant information, Experience, Action taken, and Leadership Demonstrated.*

Resource #18 Interview Questions

- 1) Tell me about yourself. Expand on your resume
- 2) What position are you seeking with our company?
- 3) What are your long-term career goals?
- 4) Why do you feel you will be successful in this position?
- 5) What supervisory or leadership roles have you held?
- 6) How do you spend your spare time?
- 7) What have been your most satisfying and most disappointing experiences?
- 8) What are your strongest (weakest) personal qualities?
- 9) Give some examples that support your stated interest in this position.
- 10) What reason did you seek our company?
- 11) What subjects or classes in school did you enjoy the most?
- 12) What knowledge did you gain from part-time, volunteer or summer jobs?
- 13) Which geographic locations do you prefer? What reason?
- 14) Would you enjoy training on the job or more of a formal setting?
- 15) What can you do for this company now? What can we do for you?
- 16) What are your educational plans for the future?
- 17) What reason did you choose a certain job field or career?
- 18) What are your grades like?
- 19) Share some of your extracurricular activities and interests.
- 20) What reason did you quit any previous jobs you held?

(Taken from Brosy, Bangerter & Mayor, 2016)



Resource #19 Interview Feedback Fifteen Knockout Factors – Rejection reply

- 1) Lack of focus and direction in the interview setting
- 2) Lack of knowledge about the job or the field of work--- not well qualified, lacks depth
- 3) Express thoughts were not clearly and the presence of rambling
- 4) Insufficient evidence of achievement or the ability to incite action of others
- 5) Lacking the appearance of preparation and a low knowledge of the company
- 6) Not displaying a genuine interest in the organization or the field of work
- 7) Unwilling to be flexible in travel and relocation
- 8) Lack of enthusiasm and excitement; bland personality
- 9) Overbearing, too aggressive for the panel, conceited and not so interested in information
- 10) Primary interest in the dollar amount of the job; questions are focused on salary/pay
- 11) Questions are weak as they relate to the job
- 12) Applicant doesn't seem willing to grown with the company
- 13) Presents excuses often and not willing to negotiate
- 14) No direct eye contact and displaying some immaturity
- 15) Appearance is poor and dress code is sloppy with low level sophistication

(Adopted from Fernandez, Davis & Jenkins, 2017)



Resource #20 Self Evaluation: Know Yourself

- Make a list of five accomplishments that you enjoy
- Make a list of five things you have done that make you proud
- Describe three scenarios in which you felt highly motivated to accomplish something
- Describe three scenarios in which you lacked motivation
- List three scenarios in which you felt appreciated by other people. How did they communicate that appreciation to you?
- Make a list of how your colleagues, staff, and supervisors describe you. Include positive and negative feedback.
- Make a list of how friends and family describe you
- Make a list of 10 of your best personal qualities



College & Career Readiness Presentation Evaluation

5 – strongly agree

4 – agree

3 – neutral

2 – disagree

1 – strongly disagree

- The presentation provided helpful information _____
- The presentation was well planned _____
- I am more prepared _____
- My students can benefit from this information _____
- Information can be tailored to my school _____
- Some district goals can be met with this information _____
- The information was delivered appropriately _____
- Other comments: _____

- **Arizona** has adopted a definition of college and career readiness as follows:
- **“College ready:** *Graduating student* is prepared for any postsecondary education or training experience, including study at two- and four-year institutions leading to a postsecondary credential (i.e., a certificate, license, associate or bachelor’s degree); has the English and mathematics knowledge and skills necessary to qualify for and succeed in entry-level, credit-bearing college courses without the need for remedial coursework.
- **Career ready:** *Job candidate* Qualifies for a job that provides a family-sustaining wage and pathways to advancement and requires postsecondary training or education; is a high school graduate and has the English and Mathematics knowledge and skills needed to qualify for and succeed in the postsecondary job training and/or education necessary for their chosen career (i.e., technical/vocational program, community college, apprenticeship or significant on-the-job training)” (Arizona Business & Education Coalition, n.d.).

- The **Colorado** State Board of Education and the Colorado Commission on Higher Education have adopted a definition of college and career readiness and made it available through publication to the general public.
- “Postsecondary and workforce readiness’ describes the knowledge, skills, and behaviors essential for high school graduates to enter college and the workforce and to compete in the global economy.
- To be designated as postsecondary and workforce ready, secondary students shall demonstrate that the following content knowledge and learning and behavior skills have been achieved without the need for remedial instruction or training. This demonstration includes the completion of increasingly challenging, engaging, and coherent academic work and experiences, and the achievement of proficiency shown by a body of evidence including postsecondary and workforce readiness assessments and other relevant materials that document a student’s postsecondary and workforce readiness” (Colorado State Board of Education & Colorado Commission on Higher Education, 2009).

- **Connecticut** has adopted a definition of college and career readiness and included it in the state's ESEA flexibility request.
- The state has endorsed the Association for Career and Technical Education and National Association of State Directors of Career Technical Education Consortium definition of college and career readiness, which states that readiness "involves three major skill areas: core academic skills and the ability to apply those skills to concrete situations to function in the workplace and in routine daily activities; employability skills (such as critical thinking and responsibility) that are essential in any career area; and technical, job-specific skills related to a specific career pathway. These skills have been emphasized across numerous pieces of research and allow students to enter true career pathways that offer family-sustaining wages and opportunities for advancement" (U.S. Department of Education, 2012a)

- The **Georgia** Department of Education has adopted a definition of college and career readiness and made it available through publication to the general public.
- College and career readiness is “the level of achievement required in order for a student to enroll in two- or four-year colleges and universities and technical colleges without remediation, fully prepared for college-level work and careers. This means that all students graduate from high school with both rigorous content knowledge and the ability to apply that knowledge” (Georgia Department of Education, n.d.)

- **Maryland** has included a definition of college and career readiness in its ESEA flexibility request.
- “College- and career-readiness includes mastery of rigorous content knowledge and the abilities to apply that knowledge through higher-order skills to demonstrate success in college and careers. This includes the ability to think critically and solve problems, communicate effectively, work collaboratively, and be self-directed in the learning process. More specifically, a student who is college- and career-ready should: be prepared to succeed in credit-bearing postsecondary introductory general education courses or in industry certification programs without needing remediation; be competent in the Skills for Success (SFS) (includes learning, thinking, communication, technology, and interpersonal skills.); have identified potential career goal(s) and understand the steps to achieve them; and be skilled enough in communication to seek assistance as needed, including student financial assistance” (U.S. Department of Education, 2012b).

- The **Nebraska** Department of Education has adopted a definition of career readiness as follows:
- “A career ready person capitalizes on personal strengths, talents, education and experiences to bring value to the workplace and the community through his/her performance, skill, diligence, ethics and responsible behavior...When students are career ready, they are prepared for the next step in their lives—whether that means getting their first job or beginning their college ‘career’ (which eventually leads to the workplace as well)! Being career ready also means being ready for life” (Nebraska Department of Education, 2009).

- The **Ohio** Department of Education has adopted a definition of college and career readiness and included it in the state's ESEA flexibility request.
- "Ohio's college- and career-ready definition is to ensure all students 'Start Ready and Graduate Ready' from their PreK-12 learning environment, qualified for success in a degree or credential-granting postsecondary education program, without remediation, and advanced training for a career of choice. Student readiness for college and careers includes:
Content Knowledge: A deep core-content knowledge in academic and applicable technical content; 21st Century Skills: The effective use of academic and technical skills (e.g., research, problem-solving, systems thinking); Readiness Behaviors: The acquisition of readiness behaviors such as goal-setting, persistence, and resourcefulness; {and} College and Career Survival Skills: The acquisition of knowledge and skills needed to navigate successfully within the world of higher education and world of work" (U.S. Department of Education, 2013b).

- The **Oklahoma** State Department of Education has adopted a definition of college and career readiness and included it in its ESEA flexibility request.
- Oklahoma is implementing the College, Career and Citizen Ready (C3) plan, “which will ensure each student graduating with a diploma from an Oklahoma public school will be ready for college or career without the need for remediation and will be citizen ready, meaning they will know something about our government and the history of our nation” (State of Oklahoma, 2012).

- The **Texas** Education Agency has adopted a definition of college and career readiness and made it available through publication to the general public.
- “College readiness is the level of preparation a student must attain in English language arts and mathematics courses to enroll and success, without remediation, in an entry-level general education courses to enroll and success, without remediation, in an entry-level general education course for credit in that same content area for a baccalaureate degree or associate degree program. It should be noted, however, that the measurement of college readiness through the Algebra II and English III assessments will be only one piece of information that students, parents, and schools will have in making readiness determinations. Algebra II and English III are courses students typically take in grade 11; after students have taken these assessments and potentially met the college-readiness performance standards, they will continue to take higher-level courses (i.e., calculus and English IV) in grade 12. Students will need to continue to acquire content knowledge and perform at a high level in these courses to fully prepare for postsecondary activities” (Texas Education Agency, 2010).

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This three day professional development training serves as a project deliverable for Walden University dissertation requirements. More information on the PowerPoint presentation for training utilization can be accessed by emailing howard.hope@waldenu.edu or hoperesearch@gmail.com.

Appendix B: School Attitude Assessment Survey – Revised

School Attitude Assessment Survey-Revised

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Instructions: This survey should take approximately 5 minutes to complete.**Part I:** Please rate how strongly you agree or disagree with the following statements. In answering each question, use a range from (1) to (7) where (1) stands for **strongly disagree** and (7) stands for **strongly agree**. Please circle only one response choice per question.

Statement	Strongly Disagree	Disagree	Slightly Disagree	Neither agree nor disagree	Slightly Agree	Agree	Strongly Agree
1. My classes are interesting.	1	2	3	4	5	6	7
2. I am intelligent.	1	2	3	4	5	6	7
3. I can learn new ideas quickly in school.	1	2	3	4	5	6	7
4. I check my assignments before I turn them in.	1	2	3	4	5	6	7
5. I am smart in school.	1	2	3	4	5	6	7
6. I am glad that I go to this school.	1	2	3	4	5	6	7
7. This is a good school.	1	2	3	4	5	6	7
8. I work hard at school.	1	2	3	4	5	6	7
9. I relate well to my teachers.	1	2	3	4	5	6	7
10. I am self-motivated to do my schoolwork.	1	2	3	4	5	6	7
11. I am good at learning new things in school.	1	2	3	4	5	6	7
12. This school is a good match for me.	1	2	3	4	5	6	7
13. School is easy for me.	1	2	3	4	5	6	7
14. I like my teachers.	1	2	3	4	5	6	7
15. I want to get good grades in school.	1	2	3	4	5	6	7
16. My teachers make learning interesting.	1	2	3	4	5	6	7
17. My teachers care about me.	1	2	3	4	5	6	7
18. Doing well in school is important for my future career goals.	1	2	3	4	5	6	7
19. I like this school.	1	2	3	4	5	6	7
20. I can grasp complex concepts in school.	1	2	3	4	5	6	7
21. Doing well in school is one of my goals.	1	2	3	4	5	6	7
22. I am capable of getting straight A's.	1	2	3	4	5	6	7
23. I am proud of this school.	1	2	3	4	5	6	7

Statement	Strongly Disagree	Disagree	Slightly Disagree	Neither agree nor disagree	Slightly Agree	Agree	Strongly Agree
24. I complete my schoolwork regularly.	1	2	3	4	5	6	7
25. It's important to get good grades in school.	1	2	3	4	5	6	7
26. I am organized about my schoolwork.	1	2	3	4	5	6	7
27. I use a variety of strategies to learn new material.	1	2	3	4	5	6	7
28. I want to do my best in school.	1	2	3	4	5	6	7
29. It is important for me to do well in school.	1	2	3	4	5	6	7
30. I spend a lot of time on my schoolwork.	1	2	3	4	5	6	7
31. Most of the teachers at this school are good teachers.	1	2	3	4	5	6	7
32. I am a responsible student.	1	2	3	4	5	6	7
33. I put a lot of effort into my schoolwork.	1	2	3	4	5	6	7
34. I like my classes.	1	2	3	4	5	6	7
35. I concentrate on my schoolwork.	1	2	3	4	5	6	7

PART II: Please choose only one response choice per question.

1. What is your cumulative GPA? What are your average grades?

- | | |
|---|---|
| <input type="checkbox"/> 4.0 or higher (All A's) | <input type="checkbox"/> 2.5 to 2.99 (More B's than C's) |
| <input type="checkbox"/> 3.75 to 3.99 (Mostly A's) | <input type="checkbox"/> 2.0 to 2.49 (More C's than B's) |
| <input type="checkbox"/> 3.5 to 3.74 (More A's than B's) | <input type="checkbox"/> 1.5 to 1.99 (More C's than D's) |
| <input type="checkbox"/> 3.25 to 3.49 (More B's than A's) | <input type="checkbox"/> 1.0 to 1.49 (More D's than C's) |
| <input type="checkbox"/> 3.0 to 3.24 (Mostly B's, some A's and C's) | <input type="checkbox"/> less than 1.0 (Mostly D's and F's) |

2. On average, how much time per week do you spend doing homework?

- | | |
|---|--|
| <input type="checkbox"/> Less than 1 hour | <input type="checkbox"/> From 10 hours to less than 15 hours |
| <input type="checkbox"/> From 1 hour to less than 3 hours | <input type="checkbox"/> From 15 hours to less than 20 hours |
| <input type="checkbox"/> From 3 hours to less than 5 hours | <input type="checkbox"/> From 20 hours to less than 25 hours |
| <input type="checkbox"/> From 5 hours to less than 10 hours | <input type="checkbox"/> 25 hours or more |

Thank you for your time!

Appendix C: Scoring Rubric/Codebook

School Attitude Assessment Survey-Revised

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Scoring Rubric/Codebook

Use mean scores as the subscale scores.

Academic Self-Perceptions: 7 Questions

Q2, Q3, Q5, Q11, Q13, Q20, Q22

Attitudes toward teachers (and classes): 7 Questions

Q1, Q9, Q14, Q16, Q17, Q31, Q34

Attitudes toward school: 5 questions

Q6, Q7, Q12, Q19, Q23

Goal Valuation: 6 Questions

Q15, Q18, Q21, Q25, Q28, Q29

Motivation/Self-Regulation: 10 questions

Q4, Q8, Q10, Q24, Q26, Q27, Q30, Q32, Q33, Q35

Appendix D: Survey Permission



Howard Hope <howard.hopejr00@gmail.com>

Survey Permission

Mccoach, D. Betsy <betsy.mccoach@uconn.edu>

Fri, Sep 5, 2014 at 3:26 PM

To: Research HHope <hhoperesearch@gmail.com>, "howard.hopejr00@gmail.com" <howard.hopejr00@gmail.com>

You may use the survey.

Best of luck with your research!

Betsy

D. Betsy McCoach
Associate Professor, Educational Psychology
339 Gentry
University of Connecticut
[860-486-0183](tel:860-486-0183)

From: Research HHope [hhoperesearch@gmail.com]**Sent:** Friday, September 05, 2014 3:15 PM**To:** howard.hopejr00@gmail.com; Mccoach, D. Betsy**Subject:** Re: Survey Permission

[Quoted text hidden]

2 attachments

SAAS-R-02_35questions.pdf
218K



SAAS-R_35Q_ScoringInfo_07.doc
28K