

The Diversity Dilemma in Texas and the Nation: Creating a Holistic Educational Model to Make “*No Child Left Behind*” a Reality in America

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ABSTRACT

This HOLISTIC Model was developed for the specific purpose of making “*No child Left Behind*” (NCLB) a reality on all levels by helping disadvantaged students overcome the environmental factors that are produced out of historical (*generational*) oppression, suppression, and repression. These inherited environmental factors serve to significantly impact students’ attitudes and behaviors; choices and decisions; habits and practices; and their overall outlook for present and future success in school and beyond. Through proper and appropriate interventions, students can become empowered to overcome these adverse factors that continue to hamper their progress. Holistic (*teaching the whole child*) methods for teaching and learning are presented and utilized in this Model to insure that the targeted students overcome and invariably break the generational cycles that are associated with their families and/or neighborhoods. The outcomes that emerge from the Model’s intervention will result in students learning to overcome the “identity crisis” that serves to constrict the maturation process of many early childhood and teenage children. The Model aims to help primary, secondary, and post-secondary students create a vision of hope through the development of self-confidence and self-respect—two attributes and/or qualities of a champion. A “*goals process*” is utilized to help students become empowered to see beyond their present environmental circumstances by focusing—not on what they’re going through, but what they are going to (*reaching, fulfilling, and maximizing their goals*).

The Model's goal is improvement and eventual mastery of the following:

- **Develop positive feelings toward self as learner—a champion's quality**
 - **Positive outcomes in academic performance by developing a vision for the future**
 - **Develop positive actions and behaviors by building confidence in self as a person**
 - **Develop quality interpersonal relationships through "citizenship" training**
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Introduction

The federal mandate entitled, "*No Child Left Behind*" has emerged primarily because state assessment of student achievement is almost exclusively cognitive in nature. For the many educational practitioners who have shown a commitment to the affective and psychomotor as well as cognitive learning domain, there is a sense of uneasiness, if not ill-will, because of testing that is relegated to the cognitive domain.

In Texas, demographical data reveals that when focusing on the population of individuals 18 years and younger, Hispanics and African-Americans combine to comprise the majority of the state's population. Research reveals that a very high percentage of Hispanics and African-Americans who attend public schools have a **frame of reference** (*e.g. values, views, and viewpoints that causes one to process information or situations differently*), that is **affective** in nature—for which learning style inventories developed from *Gardner's Multiple Intelligences* will substantiate (Armstrong, 1994).

Nature of the Problem

Do we want to close the achievement gap? Do we want to address aberrant behavior? The aforementioned demographics in Texas spells big trouble for the future of the state's economic and social climate if educators and politicians continue to ignore the needs and learning styles of ethnic minority students (Desmond, 1984). Many educational practitioners believe that there is a distinct and real correlation between student achievement, and achievement in one's life (*quality life—to include socioeconomic status*). But the truth is: something is wrong, and some "WHY" questions must be answered. There are a multitude of health and/or social issues existing systemically that emerge out of the multidimensional, but yet, integrated aspects of life: physical; mental; spiritual/emotional; social; and financial.

A multidimensional examination reveals a historical undercurrent and/or **dividing line** that creates a social order and class structure which are captured by the key terms that are defined below (Woodson, 1933).

Operational Definitions: Advantaged/Privileged Class

POWER - ability to do; a force or energy; **to have authority or influence over another.**

AFFLUENT - having an abundance of material goods; **wealthy**

ELITISM – practice and/or belief that the **wealthiest class of people should rule and have dominion over other classes of people in a society.**

-----*dividing line*-----

Operational Definitions: Disadvantaged/Underprivileged Class

OPPRESSION - physical or mental distress; **the act of keeping one down by cruel and/or unjust use of authority.** (*Reference Ethnic Minorities*)

SUPPRESSION - **the act of restraining; to put down by force;** to keep from being known; to dismiss from the mind. (*Reference Females/Women*)

SEXISM - attitudes and behaviors based on sex roles tied to traditions or stereotypes; **prejudice and discrimination against women.**

REPRESSION - restrict or inhibit one's actions or desires; to keep down; **to reduce persons to subjection or inferiority.** (*Reference the Economically Poor*)

POVERTY - the condition or quality of being poor; needy; deficiency; inadequacy; scarcity; **the lowest level of a socioeconomic class structure.**

RACISM - the practice of discrimination and division born out of ethnic grouping, which has as **its purpose to create and sustain class systems or a particular hierarchy in a society.**

PREJUDICE - **a preconceived, usually unfavorable, idea** that some members of different ethnic groups have for the other groups.

CLASSISM - a practice that **ranks persons of a society on specific levels of a societal hierarchy** based on social and/or economic status.

Social order and class structure when practiced by a diverse society produces significant barriers to understanding (Profestas, 2000). These barriers include the following:

- Language differences
- Insufficient knowledge about other cultures
- Unwillingness to perceive and/or examine past preconceived notions

- Unwillingness to interact and/or integrate with other cultures.

Additionally, the “**affective**” frame of reference (Axiology x Epistemology) is born out of **environmental factors** instigated by historical oppression, suppression, and repression. This historical **undercurrent**, which produces varied degrees of **mentalities**, has created at least four categorical deficiencies and/or characteristics in the citizens of diverse America. These deficiencies or characteristics are as follows:

- 1] **Lack of Vision** - inability to use the mind’s eye to see into the future (*without a vision the people perish; with a vision the people prosper*).
- 2] **Lack of Discipline** - inability to master “self” concerning thoughts and feelings that eventually impact one’s actions (*producing aberrant and/or counterproductive behavior in all people*).
- 3] **Lack of Empathy** - inability or failure to feel compassion and/or tolerance; failure to have intellectual and emotional identification with another person of a lesser socioeconomic status (*producing the spirit of intolerance and/or bigotry in all people who possess this deficiency*).
- 4] **Lack of Collegiality** - inability or failure to step outside one’s “comfort zone” for the purpose of reaching out and/or bonding with persons who we share no biological, cultural, or social kinship with (*producing disunity and/or segregation within an organization, including classrooms, departments, and/or campuses*).

In the past, institutions of higher learning have failed to lead the way with eradicating these systemic issues. A **collaborative of professors**, including myself, believe that this “lukewarm” and/or disjointed effort must change on college campuses before it can take shape, and subsequently impact teaching and learning in Pre-K—12 schools.

Problems and Solutions

Many educational practitioners believe that the problems in public school education lie with the traditional *one-size-fits-all* cognitive model, and the solutions lie with a holistic model that combines the strengths and/or skills of the **cognitive (left-brain)** model with the strengths and/or skills of the **affective (right-brain)** model (Kunjufu, 2005). This holistic approach to educating all persons in a diverse society will help redefine the *fundamental purpose* of education, which is to raise, broaden, and deepen the level of understanding. The aim and purpose of the model is to build championship teams (*e.g. classroom, campus, home, and community*). The focus is on *redirecting* the thinking of all persons (*e.g. students, teachers, parents, administrators, and community*).

who come together in the learning process. Redirection of a person's thinking is achieved through the examination and reexamination of six (6) *psychosocial components* that drives and/or steers a person's life. These psychosocial components are as follows: 1) Choices; 2) Decisions; 3) Attitudes; 4) Behaviors; 5) Habits; and 6) Practices. These six components, whether good or bad, will significantly impact the five interdependent/integrated aspects of a person's life.

The model will ultimately empower all participants in the learning process, which will result from a redesigning of the current educational paradigm that is embodied by today's curricula and instruction. Additionally, this holistic approach will enlighten practitioners and learners about the one common denominator that is shared by all—LIFE. Life, which has as its goal HEALTH, is perhaps the greatest of all phenomena because it is produced through the integration of dimensions, aspects, components, and variables that create a *blend* between mystery and appreciation. This blend provokes and promotes our willingness to live to see the next day.

The holistic model pays close attention to the students' "**self concept**" as a means of closing the achievement gap. When positive, self-concept is achieved through the growth and development of one's emotional intelligence. Daniel Goleman defines **emotional intelligence** in the following manner: *the capacity for recognizing our own feelings and those of others; the capacity for motivating ourselves; and the capacity for managing emotions well in ourselves and our relationships*. Goleman believes that emotional intelligence or EI, or EQ, is a stronger indicator of human success than IQ, "the old standby of a person's intellectual intelligence" (Goleman, 1995).

Rationale

This HOLISTIC Model is very much needed because of the following reasons:

- Standardized test, NCLB, and college entrance standards are not being consistently met because of teachers not being trained to speak in affective terms.
- Poor social skills oftentimes result in behavioral and/or disciplinary problems.
- Sense of "belongingness" and/or acceptance from teachers is oftentimes not felt or experienced by students from certain environments.
- Teachers limited understanding of how certain students achieve self-actualization.

The holistic approach and methodology is designed to achieve "BALANCE" in the teaching and learning process. The internal (**campus**) environment should reflect the following:

Holistic Paradigm

- **Constructivists** – objective educational practitioners who are characterized as having the ability to bring units, elements, and/or components together to form a

- single mass (organization) that possesses certain attributes to include the four (4) Cs of successful organizations and/or communities: 1) Communication, 2) Collaboration; 3) Coordination; and 4) Cooperation.
- **Infrastructure** – building blocks or benchmarks used to strengthen both sides of the brain—level-by-level—to achieve excellence in both the learning process and individual.
- **Integration** – the task of joining together each respective level of the left-brain and the right-brain to produce wholeness (*holistic*) in both the learning process and individual, thereby producing a **champion**—in-school and beyond.

Holistic Curriculum

[Achieving Balance through **Customizing** to Fit the Needs of ALL Students]

Left-Brain/Cognitive [Mind] Skills

1. Listening (*learning*)
2. Reading
3. Writing
4. Critical Thinking
5. Mathematical
6. Science
7. Languages
8. History
9. Social Studies
10. Government
11. Business Management / Marketing
12. Economics and Finance

Purpose: ***Eliminate Ignorance***
 (*Lacking knowledge*)

Money Side of Brain
 (motivator for promoting
 importance of mental
 growth and development)

Right-Brain/Affective [Heart] Skills

1. Listening (*loving*)
2. Interaction / Interpersonal
3. Coping
4. Holistic Thinking
5. Faith Domain
6. Hope Domain
7. Love Domain
8. Truth Domain
9. Tolerance
10. Etiquette
11. Ethics
12. Discipleship

Purpose: ***Eliminate Fear***
 (*Believing with doubt*)

Happy Side of Brain
 (motivator for promoting
 importance of emotional
 growth and development)

Benefit to Teachers

Upon gaining an understanding of the holistic approach and/or model, educational practitioners will become *empowered* to effectively teach, train, and subsequently empower others by *promoting, displaying, and demonstrating* the importance of meaningful relationships—both intra- and interpersonal. Teachers will become not just certified, but qualified in a manner that allows students to connect the classroom subject and/or coursework to their current and future life. This is the great connection that will create and sustain the students' motivation to learn on a daily basis. Expectations and standards are established in the classroom as it relates to goals to achieve—*academic and career*; and performance and behavior associated with champions, winners, and warriors.

Holistic Instruction

[Achieving Pedagogical Balance Concerning Differences in Learning Styles, (Gardner, 1983)]

Cognitive Styles of Learning

1. Word Smart
2. Number Smart
3. Picture Smart
4. Nature Smart

Affective Styles of Learning

1. Self Smart (self reflection/self analysis)
2. People Smart (cooperative/collaborative)
3. Body Smart (physical/athletic expressions)
4. Music Smart (artistic/rhythmic expressions)

Instructional Pedagogy

All individuals responsible for teaching children must be trained and/or retrained to administer the **Reach-To-Teacher** approach, which is certainly in compliance with the E-FOLD-P (*educator as facilitator of learning for diverse populations*) conceptual framework model for teaching used by the College of Education at Prairie View A&M University. All teachers in the learning process must be retrained to see themselves in a three-dimensional, integrated manner: 1) Instructor; 2) Mentor; and 3) Leader. This approach, which is designed to make “*No Child Left Behind*” a reality, is conceived as follows:

Reach-to-Teach Methodology

[An Integrated Approach to Teaching in Home; Classroom; Community]

The Parents: A Child's Most Important Teacher [A Three-fold Integrated Identity]

- **Instructor** - nurturing the growth and development of the left-brainBcognition or *cognitive (mental) intelligence*, thereby exposing the smart that is in their mind.
- **Mentor** - nurturing the growth and development of the right-brainBffective or *emotional intelligence*, thereby exposing the good that is in their heart.
- **Leader** – takes authority and accepts responsibility for nurturing and facilitating the integration of the developed left- and right-brain, thereby producing balance in the mind and heart of a child. The parents, as great leaders, will possess 5 qualities, and will accept 5 responsibilities.

The Classroom Teacher: A Student's 2nd Most Important Teacher [A Three-fold Integrated Identity]

- **Instructor** - nurturing the growth and development of the left-brainBcognition or *cognitive (mental) intelligence*, thereby exposing the smart that is in their mind.
- **Mentor** - nurturing the growth and development of the right-brainBffective or *emotional intelligence*, thereby exposing the good that is in their heart.
- **Leader** - takes authority and accepts responsibility for nurturing and facilitating the integration of the developed left- and right-brain, thereby producing balance in the mind and heart of a student. Teachers, as great leaders, will possess the same 5 qualities as the parents, and will accept the same 5 responsibilities.

The Community: A Child and Student's 3rd Most Important Teacher [A Three-fold Integrated Identity]

- **Instructor** - nurturing the growth and development of the left-brainBcognition or *cognitive (mental) intelligence*, thereby exposing the smart that is in their mind.
- **Mentor** - nurturing the growth and development of the right-brainBffective or *emotional intelligence*, thereby exposing the good that is in their heart.

- **Leader** - takes authority and accepts responsibility for nurturing and facilitating the integration of the developed left- and right-brain, thereby producing balance in the mind and heart of children and students who will soon be adults who display and accept responsibility in all endeavors. Community stakeholders, as great leaders, will possess the same 5 qualities as parents and teachers, and will accept the same 5 responsibilities.

Note: *Instructor + Mentor + Leader = Role Model Parents, teachers, and all responsible adults in a community must come to see themselves in the same light that produces faith, hope, love, and truth.*

Teacher as Role Model

[Achieving Success in the Classroom through Integration
of Different Components (Parrish, 1999)]

<u>Cognitive-Instructor</u>	+	<u>Affective-Mentor</u>	+	<u>Leader/Integrator/Bilingual</u>
1. Plan the Lesson		1. Coach		1. Set Expectations/Standards
2. Impart Instructions		2. Minister		2. Set the Goal
3. Give Assignments		3. Counselor		3. Set the Plan
4. Evaluate Performance		4. Listener		4. Set the Tone

Qualities of a Great Leader

- 1) **VISION** - the power to see with one's mind; the ability to foresee something; discernment.
- 2) **INITIATIVE** - the act of taking the first step; making the first move; self-motivation; calculated risk-taker; desire to be on the cutting edge as it relates to progress.
- 3) **CREATIVITY** - the ability to act or cause something to come into existence; inventive; ability to think outside the box.
- 4) **COURAGE** - the quality of being brave; ability to make the tough call; ability to stand bold in the face of adversity, criticism, hostility, intimidation, and temptation.

- 5) **HUMILITY** - an open and honest acknowledgment of one's own shortcomings; modest opinion of one's own importance or rank; meekness -- having strength under control.

Note: *Those leaders who fail to recognize humility as an attribute of a great leader will invariably abuse their authority.*

5 Responsibilities for Leaders of Championship Teams

[The Recipe for Achieving Greatness in All Followers]

1. **SET EXPECTATIONS** - to anticipate an occurrence; preparing for the world unseen.

- *warriors* (prepared to fight a good fight)
- *winnners* (expects to succeed, in spite of the opposition)
- *champions* (results from setting expectations above the norm)

Purpose: To prevent individuals from becoming human magnets that attract the tenets of fear, despair, hate, and lies (*all which are components of the death cycle*) into their lives because of not being properly prepared to effectively deal with those things that are unseen; or unexpectedly enter into their lives (Holy Bible, 1984).

2. **SET STANDARDS** - something established for use as a rule or basis of comparison in measuring quantity, quality, or value; provides for shaping/molding human life in all aspects.

- *performance* (impacts academic achievement that produces A and B grades)
- *moral codes and ethics* (impacts attitudes that are unseen in the mind)
- *legal codes and ethics* (impacts behaviors that are seen out of the heart)

Purpose: To prevent or make it somewhat difficult for individuals to consistently make bad choices and decisions that invariably impact or produce bad habits and practices.

3. **SET GOALS** - an end that one strives to attain; preparing for the world seen.
- *produce managers* (3 levels—lower; middle; upper)
 - *produce leaders* (5 institutions—family; school; church; business; government)
 - *produce owners* (3 types—business; stocks/bonds; property)

Purpose: To establish what is most lacking in underachievers which is vision for quality associated with career/family/community.

4. **SET PLAN** - layout for making, doing, or arranging goals, objectives and/or actions; a holistic pedagogy for achieving empowerment in ALL students.
- *teach listening skills* (primary learning windows—eyes; ears; mind; heart)
 - *teach mind skills* (through coursework designed to grow/develop the left-brain)
 - *teach heart skills* (through values; views; viewpoints designed to achieve growth/development in the right-brain)

Purpose: Allows for building infrastructure in both the left-brain—*cognitive* and right-brain—*affective*. After building is complete, integrating the two sides creates wholeness (holistic) in human beings and their existence.

5. **SET TONE** - a manner of expression showing a certain attitude or intensity; provides for the breath of life to infuse the environment—home; school; community.
- *expressions of faith* (believing with confidence; self-assurance; convictions)
 - *expressions of hope* (expectancy and anticipation of something good)
 - *expressions of love* (self-respect; mutual respect; encouragement; support)
 - *expressions of truth* (honesty; integrity; trustworthiness; boldness; dependability)

Purpose: These expressions distinguish the life cycle from the death cycle.

LEFT-BRAIN ALIGNMENT

- Cognitive Frame of Reference
- Cognitive Model; Learning Domain
- Bloom's Taxonomy
- Cognitive Intelligence
- Concrete – Seen, but yet Unseen

RIGH-BRAIN ALIGNMENT

- Affective Frame of Reference
- Affective Model; Learning Domain
- Krahwohl's Taxonomy
- Emotional Intelligence
- Abstract – Unseen, but yet Seen

-Cognitive Language* – serves to measure performance through application (knowledge and skills)

-Affective Language* – serves to value or devalue relationships through expressions (verbal and nonverbal)

* We must educate people to become bilingual (speaking both cognitive and affective languages, especially in the classroom). The student achievement gap is revealed and/or determined mostly by standardized test, which reflect the cognitive language. In America's socioeconomic structure, the cognitive language has a position of dominance in the upper half of the population, whereas, the affective language has dominance in the lower half of the population. The lower half of the population is governed by mandates that are established and issued by the upper half of the population, which perpetuates the social and/or cultural divide in our American society.

There are several major educational **“keys to victory”** that will allow for the overcoming of deficiencies and/or stigmas that serve to ultimately inundate or marginalize the lives of many American citizens. These keys are as follows:

1] **UNDERSTANDING**

- Relationships
- Balance
- Infrastructure
- Integration

2] **WISDOM**

- Infinite - *moral codes and ethics*
- Practical - *legal codes and ethics*

As educational practitioners, we believe that the fundamental purpose of education is to raise, broaden, and deepen the level of understanding in all human beings. We believe that **“getting understanding in the mind and heart”** is the pathway to **wisdom** (*the end result of knowing and doing the right thing*), which is ultimately the pathway to **righteousness** (*the end result of doing the right thing the right way*).

The information displayed below is a snapshot of fourteen years of continuous study and research that has as its foundation my doctoral (Ph.D.) dissertationBa qualitative study entitled, AConflicting Perspectives on Educational Goals between School Officials and Non-School Officials in Navasota, Texas. I have studied the nuances of axiology (*the study of values*) and epistemologies (*the study of the origin of knowledge*). As previously stated, ***Axiology x Epistemology = Frame of Reference*** (resulting in how individuals and/or groups interpret or process information and/or experiences).

**Historical/Cultural Characteristics & Value Symbols of
People with a Cognitive Frame of Reference Versus People
With an Affective Frame of Reference**

Cognitive Frame of Reference

[An Examination of the Left-Brain Proficiency]

<u>Characteristics</u>	<u>Values</u>
- Competitive Nature	- Money
- Performance and Achievement are Top Priority	- Power
- Derives Meaning from Lines, Graphs, and Charts	- Status
- Tendency of Thinking and Speaking in a Linear Manner	- Influence
- “Fear” Typically Rule Emotions that are Negative	- Control
- Achieves Self-Actualization through Status	
- Defective “Internal” Ears (<i>lack of empathy</i>).	

Affective Frame of Reference

[An Examination of the Right-Brain Proficiency]

<u>Characteristics</u>	<u>Values</u>
- Cooperative Nature	- Truth
- Inter-Personal Relationships are Top Priority	- Love
- Derives Meaning from Circles, Drawings, and Pictures	- Freedom
- Tendency of Thinking and Speaking in a Circular Manner	- Justice
- “Anger” Typically Rule Emotions that are Negative	- Fairness
- Achieves Self-Actualization through Spiritual Networks	
- Defective “Internal” Eyes (<i>lack of vision</i>).	

**Understanding the Goals in the Educational Process
In the 21st Century**

- Goal 1 - CERTIFY **Learners** (*declaration of successful completion of a program*)
Goal 2 - QUALIFY **Teachers** (*a degree of excellence that evolves from skills; training*)
Goal 3 - SANCTIFY **Leaders** (*to be set apart as being upright; exemplify righteousness*)

NOTE: Having knowledge and understanding of **Bloom's Taxonomy** (*cognitive learning domain*) can get a teacher certified, but not qualified. **Teachers** become qualified when they have knowledge and understanding of **Bloom's and Krathwohl's Taxonomy** (*affective learning domain*). They become sanctified when they combine **both taxonomies** in an **integrated relationship** designed to positively impact and affect ALL learners.

Conceptual Design

This holistic educational model for teaching is designed to nurture human growth and development that is accomplished through five (5) learning goals. These learning goals are as follows: 1) inspire all to strive for excellence; 2) develop common sense; 3) develop intelligence; 4) develop character; and 5) develop a charitable nature. This holistic model is tailor-made to address the needs, problems and concerns that adversely impact learning environments. **Five strands (*Discipline; Citizenship; Student Achievement; Career Goal setting; and Overcoming Setbacks*)** will serve as integrative curriculum benchmarks to address the need for mastery of academic performance, self, actions, and relationships. Please see how these learning goals and their corresponding objectives are postulated below:

Goal 1: Inspire All To Strive For Excellence

Objective 1 – Teach/Learn-3 Types of Power

Objective 2 – Teach/Learn-3 Types of Stress

Objective 3 – Teach/Learn-3 Types of Relationships

Objective 4 – Teach/Learn-3 Types of Responsibility

Reference: Strand – **Overcoming Setbacks**

Goal 2: Developing Common Sense

Objective 1 – Teach/Learn-3 Secrets for Success in the Learning Process

Objective 2 – Teach/Learn-How to Construct a Values/Belief System

Objective 3 – Teach/Learn-How to Manage Time

Objective 4 – Teach/Learn-How to Manage Diet

Objective 5 – Teach/Learn-How to Manage Money

Reference: Strand – **Discipline**

Goal 3: Developing Intelligence*
Objective 1 – Teach/Learn-Cognitive Intelligence using Bloom’s Taxonomy (2Ds)
Objective 2 – Teach/Learn-Emotional Intelligence using Krathwohl’s Taxonomy (3Ds)
Objective 3 – Teach/Learn-The Goals Process and the Significance of 12
Objective 4 – Teach/Learn-The Task-Focus Goal Model
Objective 5 – Teach/Learn-Learning Styles Inventory
Objective 6 – Teach/Learn-Skills Assessment Test
* Building Infrastructure in the Left-Brain, and Integrating it with the Right-Brain.

Reference: Strand – **Student Achievement**

Goal 4: Developing Character*
Objective 1 – Teach/Learn-Differentiate Domains of Life Cycle from Death Cycle
Objective 2 – Teach/Learn-Six Ingredients of Life
Objective 3 – Teach/Learn-5 Transitional Points
* Building Infrastructure in the Right-Brain, and Integrating it with the Left-Brain.

Reference: Strand – **Citizenship**

Goal 5: Developing a Charitable Nature
Objective 1 – Teach/Learn-The Law of Giving (*5-Part Obligation*)
Objective 2 – Teach/Learn-The Law of Patience (*Seed-Time-Harvest*)
Objective 3 – Teach/Learn-The 4Cs of Community (*Importance of Networking*)

Reference: Strand – **Career Goal-Setting**

Outcomes

This HOLISTIC Model uses several pre-assessment and assessment instruments for the purpose of transforming unhealthy environments (custodial schools) into healthy environments (humanistic schools) that invariably produces healthy individuals who produce healthy families; which produces healthy neighborhoods; which produces healthy communities; which produces a healthy society. According to Wayne Hoy and

Cecil Miskel (2001), there are definite characteristics that distinguish a healthy school from an unhealthy school. These characteristics are as follows:

Healthy Schools

- 1] Protected by school board from unreasonable community and parental pressures
- 2] School board successfully resists all conservative efforts of special interest groups to influence policy
- 3] The principal provides dynamic leadership:
 - Both task oriented and relations oriented
 - Is supportive of teachers who demonstrate professional and moral competence
 - Provides appropriate guidance and direction
 - Establishes and maintains high standards for performance and behavior
 - Has influence with his/her superiors
 - Has ability to exercise independent thought and actions
- 4] Teachers are committed to teaching and learning:
 - They set high, but achievable goals for students
 - They maintain high standards and expectations for every student=s performance
 - They maintain a learning environment that is orderly and productive
- 5] Students work hard on academic matters:
 - They are highly motivated and inspired to learn above and beyond the norm
 - They respect and support other students who achieve academically
- 6] The educational process is effectively organized, communicated, and embraced:
 - Classroom supplies and instructional materials are accessible
 - Teachers like, support, and trust each other
 - Teachers are passionate (enthusiastic) about the work

- Teachers, students, staff, and administrators are ambassadors for their school

Humanistic Schools

- 1] Conceived as an educational community
- 2] Students learn through cooperative interaction and experience
- 3] Learning and behavior is viewed in psychological and sociological terms
- 4] Self- discipline is substituted for strict teacher control
- 5] Humanistic orientation leads to:
 - Democratic Atmosphere
 - Two-way communication between teachers and students
 - Increased self-determination
 - Caring and trusting environments

Purpose: To stress the importance of the individual and create an atmosphere that meets the needs of all students

Unhealthy Schools

- 1] Vulnerable to destructive outside forces
- 2] Teachers and administrators are bombarded with unreasonable demands from parents and community groups.
- 3] Schools are often buffeted (embattled or conflicted) by whims of the public
- 4] Principal does not provide effective leadership:
 - There is little or no direction
 - Limited consideration and support for teachers
 - Virtually no influence with superiors
- 5] Morale of teachers is low
- 6] No good feelings between teachers
- 7] Teachers have no good feelings about job

- 8] Teachers act in aloof manner; are often suspicious and defensive
- 9] The press for academic excellence is limited
- 10] Everyone is simply going through the motions

Custodial Schools

- 1] The traditional school serves as the model
 - 2] Provides for rigid and highly controlled setting
 - 3] Maintenance of order is primary
 - 4] Students are stereotyped in terms of their:
 - Appearance
 - Behavior
 - Parents social status
 - 5] Teachers conceive school as autocratic organization whereby:
 - A rigid teacher-pupil hierarchy exists
 - Flow of power and communication is top-down
 - Decisions of those in authority must not be questioned
 - Teacher empathy toward students' aberrant behavior is non-existent

 - Teachers view students' misbehavior as a personal affront
 - Students are perceived to be irresponsible and undisciplined
 - Discipline of students is administered through controls and punishments
- Purpose: To create an atmosphere filled with impersonality, cynicism, and watchful mistrust

Concluding Remarks

The HOLISTIC Model's design provides for a "Report Card" that captures, monitors, and/or updates the initial findings, goals-academic and career, and students' subsequent progress. This report card is designed to display each student's overall grade point average (GPA) and discipline referrals from the previous year; and compare and contrast them with the year-end academic goals set and progress of each student during the current year

In conclusion, the federal mandate referred to as “*No Child Left Behind*” has made it virtually impossible to continue with business as usual on our public school campuses. The student achievement gap will never be closed if we continue with the “*one-size-fits-all*” traditional model for teaching all children from diverse cultural and socioeconomic backgrounds. The traditional model simply does not meet the needs and learning strengths of ethnic minority students, especially African-Americans and Hispanics. For a long time, research has shown that the holistic approach to teaching and learning is ideal for the frame of reference that these groups possess. Educational practitioners must overcome the fear-factor associated with historical oppression, suppression, and repression if we are to save this generation and future generations of children from problems and issues associated with poverty, abuse, crime, violence, unemployment, and underemployment. We must work together for the purpose of overcoming evil with good.

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Note: In the early 1960s, Roger W. Sperry became widely known for his cutting-edge ideas about the functional specialization of the cerebral hemispheres in what came to be known as “left brain” and “right brain” (Parrish, 1999).