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The World of Oneness

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The World of Oneness

Submitted by Anita D. Sanders

Relevance

Whether it is in real time or fictional time, the world of oneness impacts performance and the overall educational environment. These are no longer the days of the fictional character Tootie from the Facts of Life, Franklin as a Schultz's Peanuts character, Freddie Washington from Welcome Back Kotter, Barney Collier from the Mission Impossible or the real-life Ruby Bridges at William Frantz Elementary School or Jessica Sanders at Lowell Elementary. There is an impact in the world of oneness. Charles Hutchins (2009) describes this experience in his book *What Happens When Students are in the Minority: Experiences That Impact Human Performance*.

In addition, the world of oneness extends beyond the students and also should include the faculty and staff. Myers (2016) examined approximately 1,500 colleges and universities and found an average of 75 out of every 100 faculty members as Caucasian, five African American, and a significantly lower number of Latino.

As a part of examining the world of oneness, one should review the impact of the Jackie Robinson syndrome as it relates to performance and experiences. Faculty and students from all levels are finding themselves in the minority. At a rural university in North Carolina, diversity and equity are key components of the School of Education's strategic plan in addressing recruitment and retention concerns. One part of the vision for this plan is to increase, recruit, and retain a more diverse faculty and student population. Prior to achieving this goal, the realization of why the goal has not been accessible and achievable must be examined.

Using a data-based focus group experience to analyze and identify retention and recruitment information, the results not only proved informative but provided documentation necessary to create change.

Brief Description

Using data derived from a real-time focus group experience, this session will address strategies for improving retention and recruitment of minority faculty members and students at institutions of higher education. This focus group was comprised of alumni minority students from a rural university. The questions for this group were composed by faculty members trying to ascertain the perceptions of the minority students. The data collected provided answers to the proposed questions, but revealed information validating the experiences of other minority stakeholder groups and the impact to programs. Information from unfair expectations to feeling unchallenged were revealed. In addition, it will talk about how the Jackie Robinson syndrome transcends from the sports world to the classroom at all levels and can be challenged with using the TIPS model. The world of oneness impacts the overall personal, professional, and academic experience.

Summary

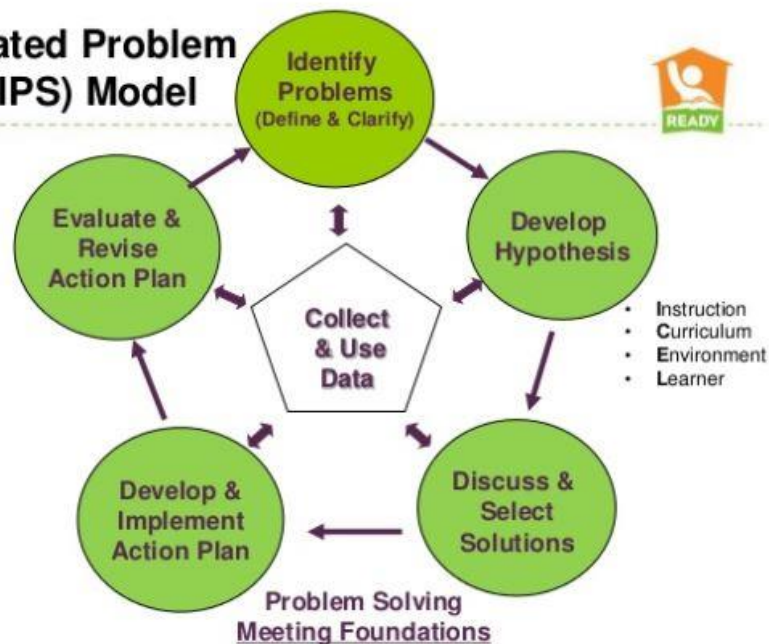
The focus group model used and the qualitative data responses will be shared and will allow others to develop similar processes. In addition, the results support clear, predictable routines for addressing “the why educators should not ignore the importance of communication when acknowledging the existence of the Jackie Robinson syndrome. Adding this structure to program reviews provides a foundation for efficiency and effectiveness, leading to problem solving for stakeholders and allowing data which is relevant, thorough, logical, efficient, and effective.

After the collection of data, a graduate class used the TIPS model to help move forward. Key features to include, but are not limited to, is the ongoing use of data to support decision making:

- *Do We Have a Problem?*
 - The problem is the difference between expected and current behavior
 - The class decides if the difference is significant enough to require action, being sensitive to student diversity and using data to eliminate bias caused by the situation or perceptions of behavior
- *What is the precise nature of the problem?*
- *Why does the problem exist and what can we do about it?*
 - Problem solving focuses on how to eliminate or reduce the gap between expected and current behavior while being sensitive to student diversity and focusing on data
- *What are the actual elements of the plan?*
- *Is the plan being implemented, and is it working?*

As shown in the model below, TIPS which has been known to effectively address public school concerns is an ongoing process of problem solving where data collection and use of data is at the center of each step, which helps to reduce or eliminate bias seen in teams that do not use a problem-solving framework.

Team Initiated Problem Solving (TIPS) Model



Evidence

TIPS has 8 years of research support that was funded by a grant that ended in 2016. The model was developed in collaboration by researchers at the University of Oregon and the University of North Carolina at Charlotte.

On average, teams involved in the first four years of the study improved their decision making by 86%. The following improvements were noted:

- Definition of problems with greater precision – The rural university not only identified the problem was valid, but enacted steps to resolve the concerns.
- Use of data throughout more of the team process – The ongoing reflective thought process has led to an increased employment rate of minority faculty within the School of Education. Many people who didn't see it as an issue altered their views after reflecting upon the data. Also, creative recruitment efforts have been established. In addition, novice educators have a better understanding of the world of oneness.

Todd, A. W., Horner, R. H., Newton, J. S., Algozzine, R. F., Algozzine, K. M., & Frank, J. L. (2011). Effects of team-initiated problem solving on decision making by Schoolwide behavior support teams. *Journal of Applied School Psychology*, 27(1), 42–59.

Format

The instruction will be presented in an individual presentation to a group of 50-70 participants.

Biographical Sketch

Anita D. Sanders has experience at the university, community college, school and district level as an administrator and classroom educator. She has implemented various programs related to improving the school environment including (but not limited to) Reading Research to Classroom Practice: Every Reader Counts, Every Minute Matters Trainer Quality Matters (Applying the QM Rubric), Reading Foundations Level I and II and TOI, Math Foundations, CITI, Audacity and Podcast Workshop, Dissertation Mentor Training, The Reemployment Bridge Institute Seminar, Adult Learning Strategies, Cooperative Discipline, Cooperative Learning, Effective Schools, Aspiring Principal Academy, Developmentally Appropriate Practices, Quest for Adolescence Training, Mastery Learning, Exceptional Children's Programs, Management and Leadership Development, Advanced Aspiring Principals, Critical Thinking, ASCD member, AACTE member, Computer/Instructional Technology, TPAI Training, How to Handle Difficult People, Four Block Reading Curriculum Alignment, National Board Facilitator's Training, and KDP Member and Counselor.

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