

Facilitator's Guide

Title: Self-Esteem

Overview: Certain classroom and school variables can significantly promote achievement in science and mathematics among underrepresented groups. This activity is designed to showcase positive practices revealed in three research studies that will promote success in learning science and mathematics, enhance achievement, and expand students' career choices in these areas.

Objectives: Participants will:

- Develop strategies to achieve equity in the classroom.
- Promote an instructional environment that provides support to underachievers toward mastery.
- Showcase instructional and assessment practices that have proven to be successful in raising achievement among low-performing students.

Time Frame: 2 hours

Preparation Requirement/ Materials Needed: See Section 4.8

- Equipment:
 - Overhead Projector, screen, and overhead pens
 - Easel, newsprint, markers, and tape
- Transparencies:
 - Equity in Science Among Underrepresented Groups Is a Serious National Problem
 - Students' Achievement Is Related To
 - Successful Learning Factors
 - Intervention Success Variables
- Handouts:
 - Intervention I
 - Intervention II
 - Intervention III

Program Outline/Sequencing

- 4.8 Building Bridges Through Classroom Interventions (p. 95)
 - Part I: Case Study
 - Part II: Synthesis

Follow-up Activities from Toolkit:

- 1.5 "Survey Says..." (p. 27)

- 1.7 “When I was in school...” (p. 71)
- 3.3 Do You See Me? Musings of the Invisible (p. 33)