

WAYNE STATE  
UNIVERSITY  
COLLEGE OF EDUCATION



University of South Carolina  
College of Education

**Institute for the Study of the African American Child (ISAAC)  
Conference on Research Directions Program**

**Moving Forward: The Next Civil Rights Frontier  
It's Time for a Plan To guide African-American  
children's journey through school**



**The African American Child in School**

Hilton Oceanfront Resort  
Hilton Head Island,  
South Carolina  
May 3-6, 2009



## W.E.B. Du Bois, Ph.D. — 141th Birthday Celebration (1868 – 2009)

The hypnotic Old Testament voice of W.E.B. Du Bois thunders out of David Levering Lewis's (1995) monumental biography like a locomotive under full steam:

We claim for ourselves every single right that belongs to a freeborn American – political, civil, social; and until we get these rights we will never cease to protest and assail the ears of America. The battle we wage is not for ourselves but for all true Americans.

Premier architect of the civil rights movement in the United States, W.E.B. Du Bois was a towering and controversial personality – a fiercely proud individual blessed with the language of the poet and the impatience of the agitator.

William Edward Burghardt Du Bois was born in Great Barrington, Massachusetts, in 1868, three years after slavery was outlawed;

he died ninety-five years later on the eve of the historic civil rights March on Washington. He studied at Fisk University where he entered the African American world; at Harvard where he became the first African American to earn a doctoral degree in 1890 and at the University of Berlin. He elevated the Talent Tenth, established the Niagara Movement for civil rights; and founded the NAACP. **He sparred with the great accommodator, Booker T. Washington, Carnegie and Rockefeller as he rejected their educational agenda for Black Americans.** He wrote pioneering and provocative books, especially *The Souls of Black Folk*, founded and edited the fiery and galvanizing journal *The Crisis*, from whose heated pages scholarship and majestic indignation thundered and flashed across the land for a quarter century. He provided the leadership for the Pan-Africanist movement and protested the brutal treatment of African-American veterans that followed World War I.

David Levering Lewis (2000), the Pulitzer Prize-winning biographer re-creates the second half of W.E.B. Du Bois' charged and brilliant career. Beginning with the return of World War I African-American veterans to the riots and lynching of the "Red Summer" of 1919 and ending with Du Bois' self-imposed exile and death in Ghana forty-four years later.

Lewis chronicles the titanic struggle between Du Bois and Marcus Garvey's "back to Africa" movement and interprets the Harlem Renaissance as a civil rights enterprise masquerading as an arts movement that Du Bois, a movement impresario, soon renounced in search of economic solutions to the race problem. After inspiring millions of black and white readers through the NAACP journal, *The Crisis*, Du Bois left the NAACP in a firestorm of controversy to pursue a politically risky course that took him inside Nazi Germany, the Soviet Union, China and Japan as the major geopolitics of the American Century were taking shape. Leaving historians to absorb the seismic impact of his 1935 masterpiece, *Black Reconstruction in America*, Du Bois looked increasingly to socialism in his search for race solutions after a postwar return to the NAACP which ended with his embrace of the Progressive Party politics of Henry Wallace, a deepening friendship with Paul Robeson, and an expanding circle of friends on the left. Federal indictment as a foreign agent and humiliation followed but failed to silence the prescient voice that would come to inspire new generations with its genius. Had he died at fifty, the great contrarian said that he would have been acclaimed. "At seventy-five, my death was practically requested."

*Had it not been for the race problem early thrust upon me and enveloping me, I should have probably been an unquestioning worshipper at the shrine of the established social order into which I was born. But just that part of this order which seemed to most of my fellows nearest perfection seemed to me most inequitable and wrong; and starting from that critique, I gradually, as the years went by, found other things to question in my environment. — W.E.B. Du Bois, The Autobiography: A Soliloquy on Viewing My Life from the Last Decade of its First Century*

Lewis, David Levering. (1995). W.E.B. Du Bois: *Biography of a race 1868-1919*. N.Y.: Henry Holt and Company.

Lewis, David Levering. (2000). W.E.B. Du Bois: *The fight for equality and the American Century, 1919-1963*. N.Y.: Henry Holt and Company.

# Institute for the Study of the African American Child

## Mission and Objectives

The Institute for the Study of the African American Child (ISAAC) is affiliated with the Teacher Education Division of the College of Education at Wayne State University. The mission of the Institute is to understand factors that contribute to the African American academic achievement gap and, to identify and support strategies that help narrow and close that gap in order to propel African American children to their rightful position of excellence and leadership in the world. The mission requires understanding African American child development and its underpinnings and many contexts and influences that impact upon the manner in which that development unfolds. The focal point of the Institute is to formulate best practices for working with African American children in school and in the community. Pedagogy — the activity between the teacher and the child is the primary discipline represented.

In *Learning While Black* (2001), educators are called upon to relinquish their belief that African American children have educational limitations that are the reason for the achievement gap. Principals and teachers are called upon to work with community members to monitor the educational performance and extracurricular activities for each child at the classroom level, making sure that all children are performing at or above grade level and are involved in meaningful cultural enrichment programs. The society is called upon to create the “Beloved Community” conceptualized by American philosopher Josiah Royce and evoked by Rev. Martin Luther King, Jr. Strategies are outlined redefining the school as the Family and the broader community as the Village, in which each child is too precious to be left behind. The mission of the Institute is carried out through five interrelated areas: Research, Community Services, Clinical Services, Training and Social Policy.

## Criteria for ISAAC Fellows

The Institute for the Study of the African American Child (ISAAC) has established a status of affiliation designated as Fellows of the Institute. To become an Associate ISAAC Fellow, an individual must pay the annual membership dues of \$50.00. Additionally, to achieve Associate Fellow status, an individual must attend at least one ISAAC conference annually. A paid member who attends a conference is immediately granted Associate Fellow status.

To become an ISAAC Fellow, an individual must pay the annual membership dues of \$50.00 and make a proposal presentation at an ISAAC conference. Once a person has made such a qualifying presentation, the level of ISAAC Fellow is obtained, henceforth. However, to maintain that designation, the Fellow must pay the annual membership dues and attend at least one ISAAC conference annually. If one of those conditions is not met, the candidate can reinstate the dues and regain Fellow status by attending a conference.

To become a Senior ISAAC Fellow, an individual must pay the annual membership dues of \$50.00 and make an invited presentation at an ISAAC conference as a keynote speaker or moderator. Once a person has made such a qualifying presentation, the level of Senior ISAAC Fellow is obtained, henceforth. However, to maintain that designation, the Senior Fellow must pay the annual membership dues and attend at least one ISAAC conference annually. If one of those conditions is not met, the candidate can reinstate the dues and regain senior status by attending a conference.

Visit <http://www.coe.wayne.edu:16080/isaac/isaacsite/fellowship postings.html> for more information.

## ISAAC Founding Sponsors

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Dr. James C. Young, Professor Clark Atlanta University

Phale D. Hale, Jr., President, Phale D. Hale Education Consulting, Washington D.C.

Dr. V.P. Franklin, Distinguished Professor and Presidential Chair, University of California, Riverside

## Conference Planners

University of South Carolina, College of Education, Co-Sponsor

Dr. Gloria Boutte, Schuyler and Yvonne Moore Child Advocacy Distinguished Co-Chair, University of South Carolina

Dr. Susi Long, Schuyler and Yvonne Moore Child Advocacy Distinguished Co-Chair, University of South Carolina

## Honorary Conference Planning Committee

Dr. Diane Stephens, Chair, Department of Teacher Education University of South Carolina

Dr. George Johnson, Coordinator, Special Education, South Carolina State University

Dr. Evelyn Fields, Chair, Department of Education, South Carolina State University

Wayne State University, College of Education

Janice E. Hale, Ph.D., Professor of Early Childhood Education, Founding Director



### A. Wade Boykin, Ph.D.

A. Wade Boykin is a Professor and Director of the Graduate Program in the Department of Psychology at Howard University.

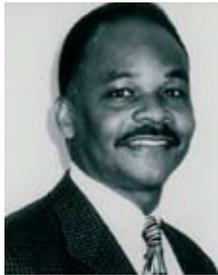
From 1994-2004, he served as Co-Director of the National Center for Research on the Education of Students Placed At Risk (CRESPAR). The work of CRESPAR continues

at Howard University as the Research and Development unit of Capstone Institute. CRESPAR/Capstone's mission is to formulate, implement, research, evaluate and disseminate comprehensive school reform and school improvement initiatives according to a Talent Development model of schooling.

Dr. Boykin has done extensive work in the area of research methodology; the interface of culture, context, motivation and cognition; Black child development; and academic achievement in the American social context. He is co-editor of the book *Research Directions of Black Psychologists*

(Russell Sage Press), which was a finalist for the American Psychological Association's Book of the Year. He has done research and evaluation projects and conducted workshops on topics such as school reform, culturally responsive pedagogy, and minority student achievement, for several school districts in this country and abroad.

He received the bachelor's degree from Hampton University and the Ph.D. in experimental psychology from the University of Michigan, Ann Arbor. Before coming to Howard in 1980, he was a tenured Associate Professor of Psychology at Cornell University, Ithaca, NY.



### V.P. Franklin

V.P. Franklin holds a University of California Presidential Chair and is Distinguished Professor of History and Education at the University of California, Riverside.

He also serves as the Editor of *The Journal of African American History* (formerly *The Journal of Negro History*).

Dr. Franklin received his B.A. in History from Penn State University, the Master in Arts in Teaching from Harvard University, and a Ph.D. in the History of Education from the University of Chicago. He has taught in the Boston, Cambridge, MA and Philadelphia public schools and several universities including Yale, University of Pennsylvania, Teachers College, Columbia, University, Xavier University of Louisiana and Dillard. Dr. Franklin has also served as a Scholar-in Residence at the Schomburg Center for Research in Black Culture in New York City.

Dr. Franklin has published over fifty scholarly articles and co-edited numerous books on African American history and education. He is the author of *The Education of black Philadelphia: The social and educational history of a minority community, 1900-1950*; *Black self-determination: A cultural history of African American resistance*; *Living our stories, telling our truths: Autobiography and the making of the African American intellectual tradition*.



### Janice E. Hale, Ph.D.

Janice Hale is a professor of early childhood education and Founding Director of the Institute for the Study of the African American

Child (ISAAC) at Wayne State University. She has served as a speaker and consultant to numerous colleges, professional organizations and early childhood education programs across the United States and

Jamaica. She has served as a consultant for Sesame Street and Mister Roger's Neighborhood.

Dr. Hale has written numerous articles in her field and has written three books. The title of her first book is *Black Children: Their roots, culture and learning styles*

Dr. Hale's second and third books, *Unbank the Fire: Visions for the education of African American children* and *Learning While Black: Creating educational excellence for African American children* were both nominated for the Pulitzer Prize.

Janice Hale received the bachelor of arts degree from Spelman College, the

masters of religious education from the Interdenominational Theological Center and the doctoral degree in education from Georgia State University. She did post-doctoral work at Rockefeller University, The University of California San Diego and Yale University. In 1981 she was named Distinguished Alumna of the College of Education at Georgia State University. In 2007 she received an Alumnae Achievement Award and the Blue Diamond Award from Spelman College.

A product of the public schools of Columbus Ohio, Janice is the daughter of Rev. and Mrs. Phale D. Hale and the mother of Keith A. Benson, Jr.



### James C. Young, Ed.D.

James C. Young is Professor of Early Childhood Education at Clark Atlanta University. He is a graduate of Winston-Salem State University,

Indiana State University, and the University of Massachusetts. He holds the doctorate degree in early childhood education with

a cognate in school administration. He formerly taught in the public schools of Gary, Indiana.

With over forty years as an educator, Dr. Young has distinguished himself in the field of early childhood education. He is an educator, motivational speaker, author, workshop leader, and has served as a consultant to schools and school districts. In addition to teaching in public schools, he has served as regional Director of the Association for Childhood Education International — ACEI, and has been a university professor for more than thirty-five

years. Most of his career at the university level was served as Professor at Georgia State University in the department of early childhood education.

In 1992, Dr. Young was selected by former President Jimmy Carter to serve as the Secretariat for Education for the Atlanta Project. Dr. Young's books have included *From Roots to Wings: Successful parenting African American style*; *De-Mythologizing the inner city child* and *Analysis and critique of early childhood programs*.

## Sunday, May 3, 2009

Hotel rooms may not be available for check-in until 4:00.

**2:00 – 4:00 p.m.** Gullah Heritage Tour (1st Opportunity)  
Bus Pick-up at hotel by request – Gullah Heritage Trail Tour  
www.gullahheritage.com. Cost \$25.00 payable to the tour  
company on site. Call 843-681-7066 or send an email to  
tourinfo@gullahheritage.com to make your reservation

**4:00 – 5:30 p.m.** Hotel Check-in

**5:30 – 8:00 p.m.** CORD Opening Cocktail Reception (cash bar),  
The Shorehouse, oceanfront open air pavilion  
Phyllis Mauney, Harpist  
Marlena Smalls, lead singer for the Hallelujah Singers,  
Gullah Heritage Entertainment  
*Dinner on your own*

## Monday, May 4, 2009

### Opening Plenary Session

**8:30 – 9:00 a.m.**

Promenade 6 & 7

**Dr. Janice E. Hale, Professor, Wayne State University,  
Founding Director of ISAAC, Presiding**

**Dr. Janice Green, Assistant Dean of Academic Services, Wayne  
State University:**

Welcome from Wayne State University

**Dr. Gloria Boutte, Schuyler and Yvonne Moore  
Child Advocacy Distinguished Co-Chair  
College of Education, University of South Carolina**

Welcome from University of South Carolina

**Dr. Susi Long, Schuyler and Yvonne Moore Child  
Advocacy Distinguished Co-Chair  
College of Education, University of South Carolina**

Welcome from University of South Carolina

**Dr. Janice E. Hale**

Housekeeping Announcements

**Jennifer Strickland, Instructor, Benedict College,  
Doctoral Student, College of Education  
University of South Carolina**

Introduction of the Speaker

**9:00 – 10:30 a.m.** Opening Research Presentation

**Dr. A. Wade Boykin, Professor, Cognitive Developmental  
Psychology, Executive Director, Capstone Research Institute,  
Howard University**

“Fostering High Achievement for African American Students:  
What the Research Says”

**10:30 – 10:45 a.m.** Break

**10:45 – 12:00 p.m.**

**Dr. Evelyn Fields, Chair, Department of Education, South  
Carolina State University**

Introduction of the Moderator

Distinguished Moderator-led questioning of the speaker and  
questions from the audience.

**Dr. James C. Young, Professor, Clark Atlanta University, Author  
of *Roots to Wings: Successful parenting African American style***

**12:00 – 1:00 p.m.** Lunch on your own

**1:00 – 2:30 p.m.** Poster Presentations

**Promenade 5 Glassed Porch**

**Dr. Lanette Waddell,**  
Professor of Practice  
College of Education  
Lehigh University, Bethlehem, Pennsylvania

*How do we Learn? African American Elementary Students Learning  
Reform Mathematics in Urban Classrooms*

The National Council of Teachers of Mathematics (NCTM)  
standards offers a vision of mathematics teaching that aligns with  
the research on African American cultural dimensions, culturally  
relevant pedagogy, and current research on teaching and  
learning. Considering the promise of these bodies of research, this  
poster describes research that investigates how elementary African  
American students in an urban school respond to standards  
oriented mathematics classroom practices by studying their  
patterns of interaction over a period of 304 years.

**Dr. Doretha O'Quinn Promenade 6 Glassed Porch**

Associate Professor, Multiple Subjects Coordinator  
School of Education, Mission Valley Regional Center  
Point Loma Nazarene University, San Diego, California

*Best Practices to Increase Student Academic Success for African  
American Children in Urban Schools*

This presentation is a result of research findings of students in  
pre-service programs, teachers and administrators in schools in  
an urban school district, identifying key instructional concepts  
and preparation, providing best teaching practices that increase  
student academic success for African American children in urban  
schools.

**Dr. Sandra Golden Promenade 7 Glassed Porch**

Assistant Professor  
Teacher Education  
Defiance College, Ohio

*Teaching in Diverse Classrooms: Perspectives from Teachers with a  
High Sense of Cultural Awareness and Self-Efficacy*

Through this poster session, participants will learn how teachers  
with a high sense of cultural awareness and self-efficacy teach in  
diverse classrooms. These teachers possessed the characteristics of  
culturally relevant teaching (CRT) as opposed to teachers with a  
low sense of cultural awareness and self-efficacy. The results of this  
study showed that teachers with high cultural awareness and self-  
efficacy exhibited teaching strategies and methods that addressed  
the needs of all of the children in the classroom and learning that  
was transferable. Further, these teachers performed in ways that  
showed they cared about their students, teaching was student-  
and teacher-centered, and the classroom environment was

inviting, engaging, and empowering.

**Dr. Karen Tinsley Promenade 5**

Assistant Professor of Psychology  
Guilford College, Greensboro, North Carolina

*Structural and Contextual Influences: Gender differences in Self-Esteem, Self-Efficacy and Academic Dis-identification among African American College Students*

This study focused on the relationship between structural and contextual factors (e.g. racial composition of schools, private vs. public), preparation or planning to attend college by taking certain courses, as well as psychological factors (e.g. perceived amount of teacher support, having a role model), and academic achievement among African American college students. Three major research questions were investigated in this study. First, is there a relationship between prior high school experiences (type of high school: private vs. public, racial composition of school, teacher support, having a role model), self-esteem, and self-efficacy of African American college students? Second, if academic dis-identification does occur among college students, will it be more likely for African American males than for African American females? Thirdly, is there a relationship between academic achievement, involvement in school activities, self-esteem and self-efficacy? The results show that attending private schools is correlated with later GPA in college; academic dis-identification was more likely to occur in African American females than in males; self-efficacy was found to be more strongly correlated with GPA than self-esteem; and gender differences were found in examining the relationship between having a role model and planning to attend college.

**Dr. Philip W. Cooper, Jr. Promenade 6**

Dentist in Private practice  
Savannah, Georgia

*Health Care Disparities and Learning to Read*

Reading is a fundamental and necessary skill in the educational process. Learning to read is not innate; it is a neural based skill that is one of the most complex cognitive functions the brain performs. Scientists now know the specific areas of the brain used in processing language and the time frame during which the brain develops the memory necessary for reading and reading comprehension. The impact of health care disparities on the developmental process of learning to reading for children 3 to 5 years old, African American children in particular, will be presented in an informative and interactive format.

**2:30 – 5:30 p.m.** Panel Presentation  
**Promenade 6-7**

**Dr. James C. Young, Moderator**

Panelists:

**Dr. Mack T. Hines III**

Assistant Professor  
Educational Leadership  
Sam Houston State University, Texas

*Family Structural Differences in the Middle School Transition of African American Boys*

This study examined differences in the middle school adjustment of African American males who lived with grandmothers in single mother families and African American males who only lived in single mother families. A one-way repeated measures ANOVA findings showed that African American males who lived in single mother homes with a grandmother were more adjusted to middle school than their African American males who lived only with their grandmothers.

**Dr. Omari Dyson**

Assistant Professor  
Department of Education  
South Carolina State University

*On a Path to Greatness: Rites of Passage Programming for Orangeburg Youth*

South Carolina educational statistics revealed that 89% of Black fourth graders were unable to read at grade level (Children's Defense Fund, 2005). This alarming finding links to numerous socio-historical forces and has vast implications for the life chances of Black youth. Without effective action initiatives to address this issue, it is highly probable that this problem will persist and hinder the academic/social success of Black youth. In response, we developed a Rites of Passage program to transform the academic and social performance of Orangeburg youth – a program we hope will be replicated across social contexts.

**Mr. Kevin L. Brooks**

Instructor  
Curriculum and Instruction & African American Studies  
Purdue University, Indiana

*Representations of African American Male Athletes: Media as Discourse, Education as Counter-Discourse*

African American students are often isolated from the school curriculum and classroom practices on three levels: racial, cultural, and linguistic. These three forms of isolation reveal that major curricular and pedagogical challenges continue to impede the academic performance and educational success of African American students, males in particular. This research analyzes these three forms of isolation, explores how they impact the self-perceptions, identities, and classroom participation of African American male students from a select mentoring program, and provides methods that are useful to improving their educational experiences and achievement.

**5:30 – 8:00 p.m.**

Cocktail Reception, cash bar  
Shorehouse oceanfront open air pavilion

Lavon Stevens, vocalist and pianist,  
Gullah Heritage entertainment

Dinner on Your Own

**Tuesday, May 5, 2009**

**8:00 – 10:00 a.m.**

Panel Presentation

**Promenade 5**

Panelists:

**Dr. Valerie Kinloch**

Assistant Professor  
College of Education  
The Ohio State University, Columbus, Ohio

*African American Youth and the Politics of Place*

Drawing on a 3½-year ethnographic study conducted in New York City's Harlem community, this presentation employs a participatory action approach to engage in new directions in research on African American youth in socially constructed spaces (i.e., gentrifying communities). It investigates how the lived experiences and literacy practices of African American youth are affected by public attempts to gentrify the community. This investigation will reveal the ways in which race and place are connected, how African American youth view their role within the gentrification process, and how spatial narratives should be considered in research on youth and schooling.

**Dr. Sherman Bonds**

Executive Consultant  
Bonds Educational and Consulting Group  
Atlanta, Georgia

*The Focus Group as Instrument*

*A Theory of Acceptable Losses: Elements of the African American Diasporas*

This theory is an attempt to review and revisit the American tragedy of democracy and freedom for a people of color. Historical events are identified as causative factors that impede and are encumbering to the growth and development of the African American child. With the African American child at the center of the dialogue, this work brings evidence for an enriched zeal in honor, justice, and hope for us all. African American children are encouraged to go farther, reach higher and achieve those ideals that escape their present stage of being.

**8:00 – 10:00 a.m.** Promenade 6

Panel Presentation

Panelists:

**Dr. Ciara Smalls**

Post-doctoral Research Fellow  
University of North Carolina

*Parent Academic Involvement as Advocacy in Response to Discrimination: A theoretical model*

**Dr. Erica Odom**

Post-doctoral Research Fellow  
Frank Porter Graham Child Development Institute  
University of North Carolina

*Perceived Racial Discrimination as a Correlate of Mother's Emotion Talk*

*The Impact of Parent Racial Discrimination on the Academic Home Environment in African American Families*

The proposed panel will explore topics in African American

parent's racial discrimination experiences and its relation to parenting associated with the child's learning environment. Although research has noted the negative association between child experiences with discrimination and academic engagement, less work has explored the role of parent discrimination experiences on their subsequent parenting practices, conversations about race with their children, academic involvement at home, and use of emotionally charged language with their child. In the present panel, the role of maternal racial discrimination on parenting practices is examined in samples that cross critical developmental stages, namely toddlerhood and adolescence.

**10:00 – 10:15 a.m.** Break

**10:15 – 12:00 p.m.** Promenade 6 and 7

The Mission of ISAAC and CORD

*Organizing meeting of the research component of ISAAC*

Speaker:

**Dr. Janice E. Hale**

Professor of Early Childhood Education  
Founding Director of ISAAC  
Wayne State University, Detroit, Michigan

**12:00 – 1:00 p.m.** Lunch On Your Own

**1:00 – 3:00 p.m.** Panel Presentation

Promenade 5

**Dr. Leslie R. Carson**

Lecturer  
Educational Psychology  
Liberal Studies Program  
Santa Clara University, CA

**Dr. Tryphenia Peele-Eady**

Assistant Professor  
Language, Literacy and Sociocultural Studies  
College of Education  
University of New Mexico

*Understanding African American Student Engagement from the Inside Out*

What happens within the classroom context that enhances, encourages, or hinders African American student learning? In addition to exploring existing literature on best practices among teachers of African American students, the authors draw on fieldwork from individual studies to explore instances of engagement and disengagement in instructional exchanges between African American students and their teachers. Specifically, we explore the ways verbal and nonverbal displays of engagement align or misalign with learning preferences and practices in the African American community.

**1:00 – 3:00 p.m.** Panel Presentation

Promenade 6

**Dr. David Bell**

Associate Professor  
School of Education  
Saint Xavier University, Chicago, Illinois

**Dr. Maureen Spelman**

Assistant Professor  
School of Education  
Saint Xavier University, Chicago, Illinois

*Closing the Achievement Gap for African American Children in Literacy & Mathematics: A University/School Early Intervention Partnership*

This interactive presentation presents a model of professional development, coaching, and data driven instruction aimed at narrowing the achievement gap between K- 3 African American children and their more affluent peers in the critical academic areas of literacy and mathematics. This presentation will focus on the impact of an intensive and extensive partnership between an urban university and two high-needs urban elementary schools. Assessment, early intervention, and the implementation of best practices for working with African American children in early literacy and mathematics development provide the framework for this study.

**3:00 p.m.**

Free time, tee time, to enjoy the Island, the beach, golf, tennis, water sports, bicycling, the pool, nightlife, jazz, clubs and Broadway plays. Dinner and all fun on your own!

**3:30 – 5:30 p.m.**

Bus Pick-up at hotel – Gullah Heritage Trail Tour Bus. Pick-up at hotel by request – Gullah Heritage Trail Tour [www.gullahheritage.com](http://www.gullahheritage.com). Cost \$25.00 payable to the tour company on site. Call 843-681-7066 or send an email to [tourinfo@gullahheritage.com](mailto:tourinfo@gullahheritage.com) to make your reservation

**Wednesday, May 6, 2009**

**8:00 – 10:00 a.m.** Panel Presentation

**Promenade 5**

Panelists:

**Dr. Marisha L. Humphries**

Assistant Professor  
Educational Psychology  
University of Illinois, Chicago

**Dr. Erika D. Taylor**

Research and Evaluation Specialist  
Brown University, Providence Rhode Island

*Focusing on the Positive: Prosocial Peer Interactions among Young and Adolescent African-American Students*

Successful peer interactions have been linked to various positive outcomes including mental health and academic achievement. There needs to be an understanding of children's pro-social behavior with their peers and its connection to children's education and development. This is especially relevant for African American youth who are overwhelmingly conceptualized as having negative peer interactions. As such, this panel will examine African American youth's peer interactions and their association

to educational outcomes. This includes examining peer support and pro-social peer interactions. The papers in this panel have educational policy and prevention/intervention implications for supporting positive peer interactions among African American youth.

**8:00 – 10:00 a.m.** Panel Presentation

**Promenade 6**

Panelists:

**Dr. Bernard Jones**

Assistant Professor  
Department of Special Education & Counseling  
William Paterson University, New Jersey

*Objectivity vs. Subjectivity: A Teacher in Referral*

This session will describe a research project that analyzed elementary teachers' perceptions used during the referral of students for special education services. The study examined how teachers' perceptions influence their decisions during the special education referral process, and how those perceptions affected the over representation of African American male students.

**Ms. Mari Ann Roberts**

Doctoral student at Emory University  
Assistant Professor of Multicultural Education  
Department of Teacher Education  
Clayton State University, Morrow, Georgia

*Let's Talk About it! African American, European American, or Does It Make A Difference?*

*Teacher Perceptions of Care for African American Students*

Let's talk about it. Is there really difference in the way Black and White teachers care for African American students? Although Noddings (1984) long ago opened the door to a theoretical discussion of teacher care and researchers such as Toldson (2008) and others discuss the impact of personal connections on positive educational outcomes for African American students, a deep knowledge of the influence of cultural relevance or racial concerns on teacher care is sparse and remains primarily incomplete. This interactive presentation will present findings concerning this question and further examine audience perceptions of this topic.

**10:15 – 12:15 p.m.** Panel Presentation

**Promenade 8**

Panelists:

**Dr. Hakim M. Rashid, Moderator**

Associate Professor  
School of Education  
Howard University

**Ms. LaFrance Carpenter**

Doctoral Student in Educational Psychology  
Howard University

*The Impact of Out-of-School Activities on the Academic Success of African American Children and Adolescents*

Academic failure among African American children and adolescents is painfully prevalent. Statistics indicate that among this population, grade retention rates are as high as 50%. While

a considerable portion of this problem is related to teachers' cultural incompetence, low expectations, and indifferent attitudes toward African American students, other factors related to the child, family and residential neighborhood matter. Utilizing data from the National Survey of Children's Health (NSCH) this presentation will examine factors that may contribute to grade repetition, including child's physical, social and emotional well-being; family functioning and cohesiveness; and neighborhood safety and composition.

**Ms. Tawana Bandy**

Doctoral Student in Educational Psychology  
Howard University

*Child, Family and community Factors Related to Grade Retention Among African American Children and Adolescents*

Academic failure among African American children and adolescents is painfully prevalent. Statistics indicate that among this population, grade retention rates are as high as 50%. While a considerable portion of this problem is related to teachers' cultural incompetence, low expectations, and indifferent attitudes toward African American students, other factors related to the child, family and residential neighborhood matter. Utilizing data from the National Survey of Children's Health (NSCH) this presentation will examine factors that may contribute to grade repetition, including child's physical, social and emotional well-being; family functioning and cohesiveness; and neighborhood safety and composition.

**10:15 – 12:15 p.m.** Panel Presentation

**Promenade 5**

Panelists:

**Dr. M. Evelyn Fields**

Associate Professor of Early Childhood Education  
Chair of the Department of Teacher Education  
South Carolina State University

**Dr. Sally McClellan**

Associate Professor of Early Childhood Education  
Coordinator of the Early Childhood Education Program  
University of South Carolina, Aiken

*Solutions for Supporting the Academic Achievement of African American Students*

Even though the discussion is often framed around the achievement gap, a joint effort between SC State University (an HBI) and the University of South Carolina Aiken (a PWI) has focused on improving the academic achievement of African American students in SC's public schools. A thorough review of the research literature and an examination of SC's schools has revealed a number of clear causes for the achievement gap. Finding solid solutions for those causes is sometimes more simplistic than forging a clear path to the implementations of those solutions.

**10:15 – 12:15 p.m.** Panel Presentation

**Promenade 6**

Panelists:

**Dr. Laura Plybon**

Director of Research

**Ms. Kimberly Bentley**

Program and Training Manager  
Girls Inc. National Resource Center,  
Indianapolis, IN 46202

*Strong, Smart and Bold African American Young Women In and Out of School*

Many African American young women receive multiple sets of discouraging messages regarding academic and career aspirations. Because of their race, gender, socioeconomic status and the resources available to them, few adults expect or challenge them to succeed in school and especially in STEM (science, technology, engineering, mathematics). This far too often becomes a self-fulfilling prophecy. Girls Incorporated, starting from the premise that all girls are strong, smart, and bold, provides resources, role models, and support towards developing the knowledge, skills, attitudes and behaviors that help young women succeed in STEM, in school and as leaders working towards an equitable society.

**12:30 – 2:45 p.m.** Closing Plenary Session – Luncheon  
The Shorehouse, oceanfront open air pavilion

**Dr. James C. Young, Presiding**

Invocation

**Dr. George Johnson, Coordinator, Special Education, South Carolina State University**

Introduction of the Speaker

**1:15 – 2:15 p.m.**

**Dr. V.P. Franklin**

Presidential Chair & Distinguished Professor in History and Education, University of California Riverside,  
Editor, Journal of African American History

*"The Scholar-Activist Tradition and Research on African American Education"*

**2:15 – 2:30 p.m.**

Distinguished Moderator-led questioning of the speaker and questions from the audience

**Dr. James C. Young, Professor, Clark Atlanta University**

**2:30: – 2:45 p.m.**

**Dr. Janice E. Hale**

Presentations  
Induction of ISAAC Fellows  
The Charge for Action

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# Gullah History



## African roots

Most of the Gullahs' ancestors were brought to the South Carolina and Georgia Low Country through the ports of Charleston and Savannah. The largest group of Africans brought into Charleston and Savannah came from the West African rice-growing region that stretches from what are now Senegal, Gambia, and Guinea-Bissau in the north to Guinea, Sierra Leone, and Liberia in the south. African rice had been cultivated in this section of West Africa for possibly up to 3,000 years. South Carolina and Georgia rice planters once called this region the "Rice Coast"—indicating its importance as a source of skilled African labor for their own rice industry—but modern historians call it the "Upper Guinea Coast." The second-largest group of Africans brought through these ports came from the Congo and Angola regions in Central Africa. Smaller numbers also were imported from the Gold Coast (what is now Ghana) and the West Indies.

There are various speculations as to where the term "Gullah" originated. Immigration records for this group of Africans list Angola, Congo, or "Congo and Angola" as the port of origin for many of them. Many historians have speculated that the term "Gullah" might have derived from Angola or "N'gulla" as it would have been pronounced.

The Gullah people have been able to preserve so much of their African cultural heritage because of geography, climate, and patterns of importation of enslaved Africans. By the mid-1700s, the South Carolina and Georgia Low Country was covered by thousands of acres of rice fields. African farmers from the "Rice Coast" brought the skills for cultivation and tidal irrigation that made rice one of the most successful industries in early America.

The semi-tropical climate that made the Low Country such an excellent place for rice production also made it vulnerable to the spread of malaria and yellow fever. These tropical diseases were carried by mosquitoes that were brought unintentionally aboard the slave ships that came from Africa. The mosquitoes bred in the swamps and inundated rice fields of the Low Country. Malaria and yellow fever soon became endemic in the region.

Africans were far more resistant to tropical fevers than the European slave owners. The white population of the Low Country grew at a slower rate than the black population because the land was devoted to large plantations. More and more enslaved Africans were brought as laborers into the Low Country as the rice industry expanded. By about 1708 South Carolina had a black majority. Fearing disease, many white planters left the Low Country during the rainy spring and summer months when fever ran

rampant. They left their African "rice drivers," or overseers, in charge of the plantations. Working on large plantations with hundreds of laborers, and with African traditions reinforced by new imports from the same regions, the Gullahs developed a culture in which elements of African languages, cultures, and community life were preserved to a high degree. Their culture was quite different from that of slaves in states like Virginia and North Carolina where slaves lived in smaller settlements and had more sustained contact with whites.

## Civil War Period

After the Civil War ended, the Gullahs' isolation from the outside world actually increased in some respects. The rice planters on the mainland gradually abandoned their farms and moved away from the area because of labor issues and hurricane damage to crops. Free blacks were unwilling to work in the dangerous and disease-ridden rice fields. A series of hurricanes devastated the crops in the 1890s. Left alone in remote rural areas in the Low Country, the Gullahs continued to practice their traditional culture with little influence from the outside world well into the 20th Century. The first school for freed Africans, Penn School, was established on St. Helena Island, giving the Gullah a sense of empowerment that would grow stronger through the years.

The path to resort development started with whites who came to the island to duck hunt in the 1950's. They noticed the timber and began extracting it. Then, they noticed the beaches. Boats were used by the Africans to transport produce to Savannah for sale. A boat trip took about 4 hours each way. The next thing the Africans noticed was that a huge bridge was being built. Soon their land was bought cheaply. Next came the resorts. Then came higher property taxes that they couldn't pay on the property that remained in their hands.

## Modern times

In recent years the Gullah people—led by Penn Center and other determined community groups—have been fighting to keep control of their traditional lands. Since the 1960s, resort development on the Sea Islands has threatened to push Gullahs off family lands they have owned since emancipation, but they have fought back against uncontrolled development on the islands through community action, the courts, and the political process. The Africans have become more sophisticated about leasing rather than selling their land to developers.

## ISAAC Fellows Induction Pledge

I pledge my allegiance to the freedom struggles of African people of the world. I pledge my allegiance to the Mission of ISAAC. As an ISAAC fellow, I am a part of the fellowship of the Saints in Caesar's House.\* The die has been cast. The decision has been made. I have stepped over the line. I won't look back, let up, slow down, back away or be still. My past is redeemed, my present makes sense and my future is secure. I am finished and done with selfish thinking, sight walking, small planning, smooth knees, colorless dreams, tame visions, mundane talking, cheap giving and dwarfed goals.

I no longer need preeminence, prosperity, position, promotions, plaudits or popularity. I don't have to be right, first, tops, recognized, praised, regarded or rewarded. I now walk by faith, live by prayer and labor with power.

My face is set, my gait is fast, my goal is equality, my companions are few, my vision is reliable and my mission is clear. I cannot be bought, compromised, detoured, lured away, turned back, deluded or delayed. I will not flinch in the face of sacrifice, hesitate in the presence of adversity, negotiate at the table of the enemy, ponder at the pool of popularity, or meander on the maze of mediocrity.

I won't give up, shut up, let up, or slow up, until I have stayed up, stored up, prayed up, paid up, and spoken up for the cause of freedom. I am an ISAAC Fellow. I must go 'til equity is won, give 'til I drop, preach 'til all know and work 'til the goal is won.

And when the Sweet Chariot Swings low, no one will have a problem recognizing me. My banner is clear. I am a part of the fellowship of the Saints in Caesar's House.\*

— Adapted from Romans 1:16 and The Mission, First Quarter, 1994, NBC.\* Rev. Johnny Ray Youngblood, Pastor of St. Paul Community Baptist Church in Brooklyn, N.Y. defines those who work their jobs with a level of consciousness that enhances the situation of African American people as Saints in Caesar's House.

## About ISAAC

The Institute for the Study of the African-American Child (ISAAC), College of Education, Wayne State University, fosters African-American education and child development through research, dissemination of information, training, community service to parents and clinical services for children. ISAAC strives to expand awareness and understanding of critical issues related to the achievement of African-American children by illuminating policy issues at the local, state and national levels.

## Intellectual Guidance for African-American Children

The mission of ISAAC is carried out through five interrelated areas:

### Research

- ❖ Solutions for the African-American achievement gap.
- ❖ **Conference on Research Directions (CORD) (biannual)**
- ❖ Creation of a community of scholars
- ❖ Interest group online communities
- ❖ Working paper postings
- ❖ Visions for Children Preschool Curriculum Project
- ❖ Research agenda collaboration
- ❖ Visions for Children Preschool Parent Curriculum Project
- ❖ Creation of culturally appropriate pedagogy programs

### Training

- ❖ **Round Table on African American Education at WSU (annual)**
- ❖ **Round Table on African American Education at NBCDI (annual)**
- ❖ Summer Institute: Best Practices for African American children in school and in the community
- ❖ Wayne State University course offerings
- ❖ Visions for Children Preschool Teacher Training Network

### Community Services

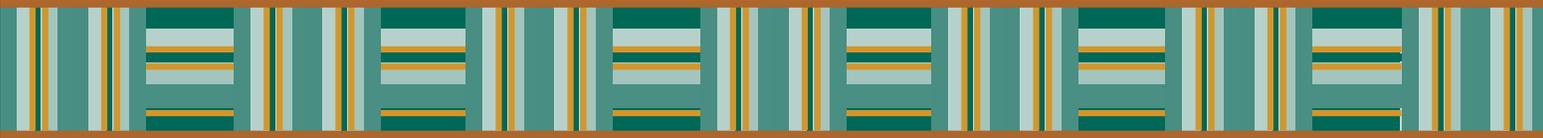
- ❖ Educational Aide Society
- ❖ Tutoring
- ❖ Network of social and mental health referrals
- ❖ Electronic grapevine – Sharing Our Stories
- ❖ Achievement gap suburban/private school consultations
- ❖ Cultural Enrichment clearinghouse

### Clinical Services

- ❖ Education advocates: Advisors to parents
- ❖ Hoop Dreams: Athletic Advisors

### Public Policy

- ❖ Education Watch: Policy monitoring
- ❖ **Public Policy Lecture Series (biannual)**
- ❖ Legal Action
- ❖ **FIGHT:** Community organizing and coalition building for equity and school reform



# project 12 baskets



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## Save the Dates ISAAC Sponsored Events



**3rd Round Table on African American Education  
The Situation, The Solution, The Strategy**

*Banquet Dinner Dance*

June 19, 2009

Marriott Hotel in the Renaissance Center, Detroit

**Speaker: Dr. Na'im Akbar**

*Round Table Speakers*

June 20, 2009

Wayne State University

**Dr. Gloria Ladson-Billings**, Professor, University of Wisconsin

**Dr. James C. Young**, Professor, Clark Atlanta University

**Dr. Robert W. Simmons, III**, Assistant Professor, Eastern Michigan University

**Godfrey J. Dillard, Esq.**, Lead Attorney, Supreme Court University of Michigan Affirmative Action Case



### ISAAC Public Policy Lecture Series

Wayne State University

Detroit, Michigan

May 8, 2010

Speaker to be announced.



### Conference on Research Directions (CORD)

The African American Child in School

The University of South Carolina College of Education, Co-Sponsor

Dr. Gloria Boutte, Honorary Co-Chair

Dr. Susi Long, Honorary Co-Chair

May 1-3, 2011

Hilton Oceanfront Resort

Hilton Head Island, South Carolina

Speakers to be announced.