



educational empowerment Newsletter

Volume1 No. 7

You gain strength and confidence by every experience where you look fear in the face.
You must do what you think what you cannot do. Eleanor Roosevelt

Articles:

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Whittier Elementary School Improvement Gains Impressive

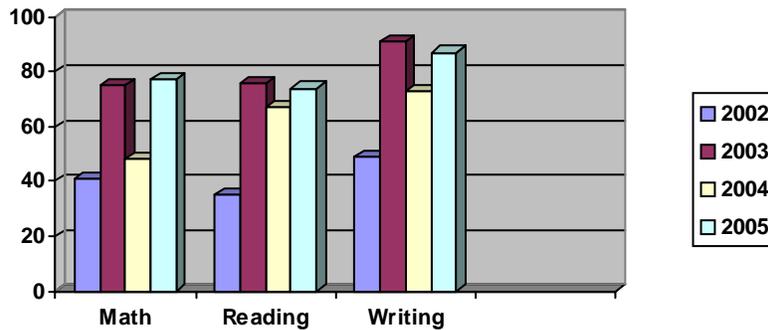
Ronnie Pitre, Ed.D came to her principal ship at John G. Whittier Elementary School with school improvement in mind. Soon after her arrival so did the banner over the door: “ Whittier Welcomes the Solutions Team” (from ADE). Difficulties are opportunities, troubles are challenges and Dr. Pitre, her teachers and the team of professional trainers she selected, chose to see Low-performing status as an opportunity. They embraced recommendations from their External Facilitator (Charlotte Wing) hired EE, LLC to deliver reading and writing instructional strategies and Scores in reading and writing on the AIMS since 2002 have been on the steady increase.

(See Charts Below)

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Arizona's Instrument For Measuring Standards (AIMS) 2004 – 2005 Results

3rd Grade



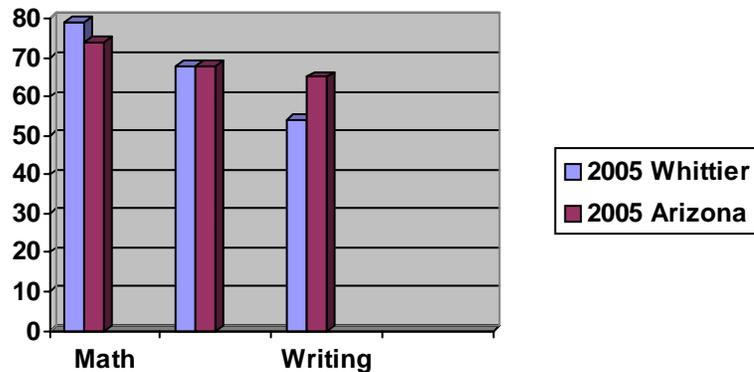
Scale: Percent/% of 3rd grade students meeting or exceeding standards

Whittier's 2005 averages: Math 77% Reading 74% Writing 87%

Arizona's 2005 averages: Math 76% Reading 72% Writing 77%

Arizona's Instrument For Measuring Standards (AIMS) 2004 – 2005 Results

4th Grade

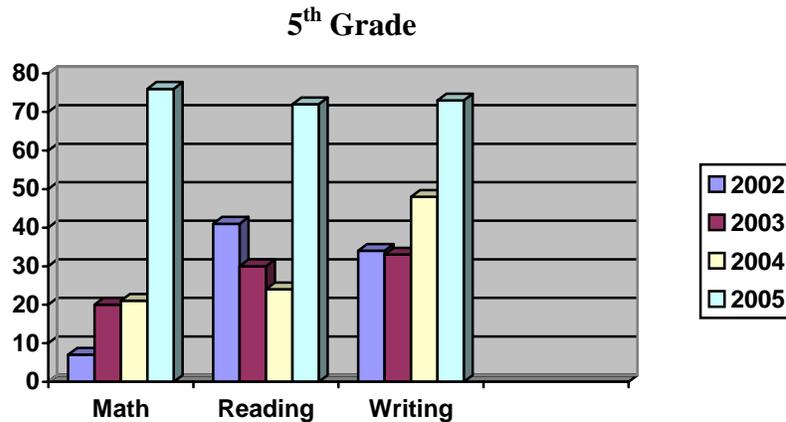


Scale: Percent/% of 4th grade students meeting or exceeding standards

Whittier's 2005 averages: Math 79% Reading 68% Writing 54%

Arizona's 2005 averages: Math 74% Reading 68% Writing 65%

Arizona's Instrument For Measuring Standards (AIMS) 2004-2005 Results



Scale: Percent/% of 5th grade students meeting or exceeding standards

Whittier's 2005 averages: Math 76% Reading 72% Writing 73%

Arizona's 2005 averages: Math 71% Reading 71% Writing 69%

This increase at Whittier occurred over time, just as the expectations of the leaders thought it would. Instruction that relies on heightened student competency produces gradual capacity increases in AIMS scores – this as opposed to simpler “test prep” activities. Several EE colleagues have been supportive of Dr. Pitre’s efforts: Yvonne Shay, Cheri Beck, Gretchen Taza, Mary Sue Houser and Sam Hoffman have over time presented workshops, done demonstration lessons in the classrooms, coached teachers as they applied new learning and planned and met with the leadership.

We are proud of the teachers and students of Whittier and complement Dr. Pitre for her leadership. Her program of improvement called for the following components:

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- Build strong relationships
- Build skills (in staff and student)
- Stretch align curriculum, instruction and assessment
- Know the assessment
- Monitor everything
- Create a culture that provides help and celebrates success.

Whittier (part of Phoenix Elementary School District) is improving their student achievement while building a positive climate where students and teacher-learners both thrive. This happens when leadership is both determined resourceful and touches the hearts and minds of the staff. The results of Dr. Pitre's efforts are evident; the pride that EE consultants feel for helping with the project is a high reward.

The mission of Educational Empowerment, LLC Educational Empowerment is a team of collaborative professionals who support personal mastery and professional growth in partnership with clients.

We are proud to be part of the solution for John G. Whittier Elementary School principal, teachers and students. Thank you all... Ronnie, Whittier Teachers, Yvonne, Cheri, Gretchen, Sam and Mary Sue.

For more information about this proven team and how they can help you achieve your goals contact Yvonne Shay at yshay@cox.net.



The Best Year Of My Life

We have a theme at Educational Empowerment, LLC that is intended to capture individual and organizational growth. “This year is the *Best Year of My Life*”—think about the theme and why it is true in your life. Here are some options that may apply.

- Our clients have had more success than ever in reaching their goals
- As individuals we exercise and meditate more than in recent years

- We are building on the team approach that has seen results in Alamogordo, Del Rio, Whittier and Magdalena
- We incorporate new learning in our workshops and new techniques in our coaching
- We are exploring new ways to help people and new markets
- We care about each other, our clients and their goals.
- We are connected through a strong EE community of respect, and even awe.

EE's Market

by Richard Valentine

EE, LLC enjoys two types of markets — entities that buy series from the company, these two are individuals and institutions. Much of our workshops, school improvement initiatives have served schools and school districts (institutions). You will find that in the future we will be addressing problems and their solutions to individuals.

Institutions continue to be good to us:

- We have numerous school clients in Arizona, New Mexico and Texas.
- We are favored with a reputation for quality and client referrals are common.
- As we support solutions for existing clients' issues our involvement become more important to them.
- As referrals grow we all get more opportunity and assume more responsibility.

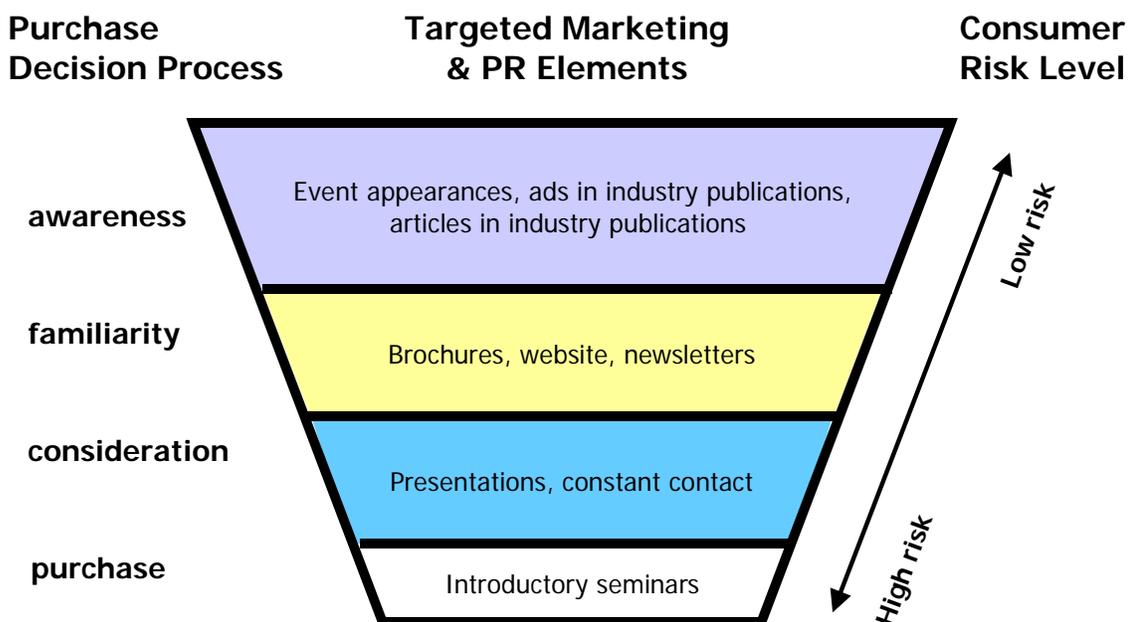
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Individual market is now being considered for a greater emphasis at EE. We expect to create a marketing approach that attracts new individual (and institutional) clients. To lay the groundwork for that expanding network we need to create creditability, visibility, and to focus on a particular problem that our clients have or will have. So, as an EE colleague please sends problems that teachers have to Richard for collection, discussion and possible action. Once such problem came from Kitty Martin the other day. *“Richard, principals really need to train New Mexico Level Three teachers, to extend their capacity.”* The Trainer Leadership Institute (train the trainers) will do that.

Mary Sue had another similar “problem”. Some of the home school parents from her kids’ swim team complained about troubles teaching writing. This at the same time Marney was teaching a writing camp for kids... Hello? Is that opportunity I hear? We think so and ran the “problem” through a series of tests. If you know a problem people have that we could or should solve send Richard Valentine the notion and we will run the idea through a project management process. Email your problems to richard@extremezone.com .

Below is a graphic of the process we are exploring

Promotion Process



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You can see that we are concerned about developing awareness at a low risk in terms of time and costs to the client and then building relationships based on trust and an over all “win win” delivery on our promises to them.

Real Writing for Real Kids

- Does your child enjoy writing?
- Would your child like to publish a story that have written and illustrated?
- Are you struggling to get your student to write?
- Is your student frustrated by spelling and grammar?
- What *is* a Writers Workshop?

Join us for Real Writing for Real Kids... where strategies and concepts to help students become good writers will be taught.

Writer’s Workshop is an approach to teaching writing, where students study favorite authors and genre and use that knowledge to better craft their own writing.

Come and join this interactive workshop where you will experience writing in a new, fun, exciting way.

You will leave with the tools needed to excite your child about writing, and expressing themselves well on paper.



The Real Writing for Real Kids workshop consists of four half-day sessions for students. A professional educator, with training from Columbia University will teach these sessions.

Students will learn to value writing, produce a written product, publish a story, and become excited about writing all while having fun! Students will learn to write about things that are important to them. They will develop an understanding of writing to an audience and writing with a sense of purpose.



“Real Writing for Real Kids showed me that I can write poetry.”

Brittany, age 8

“I got to publish a story!”

Manuel, age 6

“I enjoyed writing a story about my life.”

Lauren, age 12

“My friend and I wrote a rap song about the political culture of the world. It was great!”

Daniel, age 13

“I’ve seen so much improvement in the details of my child’s story writing. It’s truly amazing.”

Mrs. C.K.

“My child looks forward to writing time now, she takes her writers notebook everywhere.”

Ms. J.L.

For more information on Real Writing for Real Kids, contact Mary Sue Houser at 520-429-3117.

Blink

The Power of Thinking Without Thinking

By Malcolm Gladwell

Blink celebrates the capacity each of us has for analysis and instantaneous decision-making that supports creativity, happiness and quality. We have all seen this: choosing a car, choosing a mate, choosing between two jars of cinnamon, choosing to trust someone. All of these choices are done frequently in the time it takes to blink—but are they all cognitive?

Gladwell says we base on our interpretation of our senses (smell, the sight of the package, and the association with passed positive experiences) and to make rapid connections. He makes a case for the importance of non-conscious – non-verbal communication to human relationships. Further, he maintains that often this sub continuous decision-making capacity is well ahead of the brain. We would be more well rounded if we could detect this process in others and ourselves. .

Two themes are presented in this book:

1. Snap impressions based on experience with like situations are important to the whole of human kind.
2. Just because we have the ability to collect data does not mean it is valid or useful.

Two illustrations come to mind: the blind test of Pepsi several years ago was thought to reveal a reason that Coke's sales were sliding...after millions of dollars and a colossal failure of New Coke, the company discovered NO ONE drinks just a sip, that the more sugar in Pepsi appealed to the blind testers and those who drank a whole cola preferred the taste of Coke. So, the data revealed nothing important as compared to the testimony of a gentleman in Memphis, who was eating a ham sandwich and washing it down with lively not to sugary Coca-Cola. (Incidentally the real reason for Pepsi's surge was marketing campaign that sought out the Youth market.)

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Here is the second illustration:

In determining the reliability of a personality profile which do you think was most creditably-- self-testimony, surveys by friends, coworkers and others who know the subject? A ten minute check list made by strangers using the subject's

apartment as a source of data is much more reliable indicator of personality than a self check or even an inventory provided by friends.

Of course, everyone misrepresents himself or herself, friends are blind to fault or to favor and the checklist that focuses on personality traits even done by strangers provides just enough information to form an opinion. AND NOT TOO MUCH.

So, instead of spending billions based on seeming facts, we need to spend time on the gestalt of the thing... how does it feel? What is the sense of the matter? Then check out the big picture with a study of information. If the information is collected in a scientific way, is non-biased and confirms the gestalt, then it just might be reliable.

This book will appeal to anyone interested in wondering why people do what we do, anyone interested in making a good impression and anyone who has ever noticed a conflict between what their heart (sub conscious) and what the head seems to be saying. Those familiar with the cognitive coaching techniques will also be interested in his discussion of how the facial muscles involuntarily reveal emotion--- frequently before the individual is aware the emotion exists. This is a great skill useful in all coaches, leaders and presenters. If you like people, if you need to understand them or yourself, buy this book.

Blink, The Power of Thinking Without Thinking by Malcolm Gladwell, Little Brown and Company, New York, 2005. For more information and a Q&A session with the author check out <http://www.gladwell.com/blink/>.
