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HOCHMAN METHOD ON HIGH SCHOOL BOYS OF COLOR**

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PERCEPTIONS OF MENTORING KINGS AND EFFECTS OF THE
HOCHMAN METHOD ON HIGH SCHOOL BOYS OF COLOR

A dissertation submitted in partial fulfillment
of the requirements for the degree of

DOCTOR OF PHILOSOPHY

to the faculty of

DEPARTMENT OF EDUCATION SPECIALTIES

of

THE SCHOOL OF EDUCATION

at

ST. JOHN'S UNIVERSITY

New York

by

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Date Submitted: 11/9/2022

Approved Date: 1/31/2023

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ABSTRACT

PERCEPTIONS OF MENTORING KINGS AND EFFECTS OF THE HOCHMAN METHOD ON HIGH SCHOOL BOYS OF COLOR

Kelly McKay Downing

The purpose of this study was to examine the effect of the Hochman Method's Sequence for Notetaking Instruction on male high school students of color. This method of notetaking was an integral part of the curriculum offered by the Mentoring Kings Initiative, a critical mentoring program providing formal and informal mentoring to male students of color. Specifically, the study explored how bolstering the Hochman Method's explicit notetaking instruction with critical mentoring and culturally responsive pedagogy intrinsic to the Mentoring Kings Initiative affects student comprehension, self-efficacy, and notetaking mastery. Perceptions of the Mentoring Kings Initiative among these male high school students were also analyzed.

Data were collected from ten male students of color in grades nine to eleven who were members of a College & Career Preparatory Institute (CCPI) located within a not-for-profit organization based at a large urban high school in New York City. Interpretive Phenomenology and document analysis were used to effect data analysis of interview and notebook data.

Results indicate that the Mentoring Kings Initiative and its various components: the Hochman Method's Sequence for Notetaking Instruction, the Mentoring Kings University, the Mentoring Kings Notebook, and the Mentoring Kings Online Modules

were perceived favorably by research participants. However, the Hochman Method's Sequence for Notetaking Instruction did not completely facilitate the notetaking and comprehension abilities of the high school boys of color. Recommendations include 1) conducting further notetaking studies to deepen the pool of existing research 2) providing students with explicit notetaking instruction for each component of the Hochman Method: keywords, phrases, abbreviations, and symbols to aid comprehension and application of, and proficiency with, each, and 3) utilizing and referring to the Hochman Method as a culturally relevant literacy tool.

DEDICATION

Carolyn Maxine Manigault-Farmer
Kenneth Downing
Sondai Khali Downing
Phoenix-Pierre Downing
Champion Ortiz-Downing
_____Downing

“We desire to bequeath two things to our children; the first one is roots, the other is wings.” - African Proverb

ACKNOWLEDGEMENTS

Dr. Leisa G. Premdas

Words cannot begin to express my gratitude and respect for your critical eyes, words, and wisdom throughout what often times seemed to be a never-ending journey. Thank you for always believing and encouraging. I could not ask for a better colleague and friend.

Charles R. Thompson

“Either you’re with me or against me!” And I can proudly and honestly say that you have been with me from day one. Thank you for creating the perfect ecosystem necessary to complete this study and entrusting me with SBI, your thirty-two year legacy! And thank you for seeing in me what I was, at times, unable to see in myself.

Howard Lindsay

I am truly grateful for your unwavering support and encouragement at times when I needed it the most! This journey was my Olympics!

Michael Alexis Palmer

My brother, thank you for being there every step of the way and for always reminding me that no dream is too big!

Richard Anderson

No matter how much time passes, when we reconnect, we never skip a beat. Now, that’s true brotherhood!

Takeema Davis

Never in a million years could I have imagined the impact you would have on my growth and development mentally, spiritually, and physically. From Experience, Learning, and Identity (ELI) to Music in the City-Alpha to Omega and back again, Twin!

Chad Franklin

Thank you for reminding me that when people show you who they are the first time, believe them, and that someone might actually read my dissertation.

Dr. Stewart

Thanks for your honest feedback, suggestions, and unwavering support throughout my time at St. John's. You are one of the milestones of this journey.

Dr. Steinberg

You enabled me to think outside of the box which allowed me to find the fun that exists in research.

TWR

The Hochman Method and The Writing Revolution completely changed my life. Thank you!

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CHAPTER 1: INTRODUCTION

Literacy Skills and the Significance to Boys of Color

Literacy is the gateway to opportunity, socio-economic status, entry, and access. At its most basic level, literacy can be defined as the ability to read and write. However, the concept of literacy is much more intricate and complex, particularly for male students of color. Literacy is the ability to identify, understand, interpret, create, communicate, and compute, using printed and written materials associated with varying contexts. Moreover, it involves a continuum of learning in enabling individuals to achieve their goals, develop their knowledge and potential, and participate fully in their community and in the wider society (Literacy.UNESCO, 2021).

In particular, the development of reading and writing skills plays a prominent role in distinguishing children who will meet academic success from those who will not (Matthews et al., 2010). African American children are at an educational disadvantage relative to White children for a number of reasons, including lower average levels of parental education, a greater likelihood of living with only one parent, fewer resources in their communities as a result of income-based residential segregation and, especially, a greater likelihood of experiencing poverty (Smith, 1995). Historically, the success rates for non-students of color juxtaposed with students of color have made the dire need for a “call to action” extremely clear. The majority of issues that plagued male students of color decades ago are still prevalent today. Even before formal school begins, African American children tend to perform less well on assessments of early reading, writing, basic vocabulary, and decoding skills than their White counterparts (Fryer & Levitt, 2004; Jencks & Phillips, 1998; Reardon, 2006).

Literacy research suggests that African American boys may be at pronounced risk for experiencing difficulties with reading and writing skills development very early in their academic careers (Matthews et al., 2010). The general underachievement of African American boys in literacy has been documented in the National Assessment of Educational Progress (NAEP, 2021) in fourth, eighth, and twelfth grades.

National Assessment for Educational Progress

According to the National Assessment for Educational Progress (NAEP 2021), the Nation's Report Card," 54% of eighth graders and 52% of twelfth graders performed at the basic level in writing in 2011. Basic level denotes partial mastery of the prerequisite knowledge and skills that are fundamental for proficient work at each grade. At grade eight, average writing scores were higher for Asian students than for other racial/ethnic groups, higher for female students than for male students, and higher for students attending schools in suburban locations than for students in cities, towns, and rural locations. For male students of color, however, the struggle is ongoing because, according to the NAEP, they have consistently ranked at the bottom of each assessed academic category for decades, with only 13% of African American boys at reading proficiency compared to a 40% reading proficiency for White boys. The disparity is no less alarming at the eighth-grade level where reading proficiency levels among African American boys hover around 11% compared to 37% for their White counterparts (Roland, 2011) Still, by middle school, students are expected to have acquired relatively high levels of literacy, and those who have not will fall further and further behind - not only in school, but also in their adult life. Sharon Washington, Executive Director of the National Writing Project contends that literacy is absolutely fundamental for students to

have at lower grade levels in order for them to be successful at higher grade levels and in the workplace. Yet when analyzed through the lens of Critical Race Theory, long-standing educational inequities, including the Black-White achievement gap are viewed as products of racism deeply rooted within American society (Ladson-Billings, 1995). Consequently, adults must give boys of color the culturally relevant tools critical to defending themselves against systemic racism and discrimination they will encounter. These students need positive role models to help them develop both academic and socio-emotional stamina. However, with African American men making up less than two percent of the nation's teaching force, African American boys seldom see themselves reflected in the classroom which can lead to apathy and involuntary departure.

Critical Mentoring and E-Mentoring

Today, the number of teachers of color still lags far behind the number of White educators. Of the nearly 3.4 million public school teachers in the United States in 2011–2012, the year for which most recent data are available, nearly 82% were White and approximately 18% were of color. Only about four percent were men of color. That same year, nearly 52% of public-school students were White and approximately 48% were of color. Therefore, based on these figures, one can conclude that a majority of African American male students can spend an entire career in public schools and have very little interaction with an African American male teacher, counselor, or administrator (Kunjufu, 1985).

With a predominantly White profession and a student body that's now majority nonwhite, we must consider the importance of recruiting teachers of color, especially male teachers of color (Vilson, 2015). Moreover, while many youth in communities of

color do have access to caring adults and mentors, data suggest that African American young men of color (BYMOC) are disproportionately “disconnected” from more caring, nonparental adults. One study put the national rate of disconnection at 21.6% for African American youth, 20.3% for Native Americans, and 16.3% for Latinos. These figures are significantly higher than those of Asian Americans (7.9 percent) or Whites (11.3 percent) (Lewis & Burd-Sharps, 2015).

The lack of minority male representation as teacher-mentors can only serve to exacerbate the plight of the African American male student who is already at an academic and social disadvantage. For example, data show that boys and young men of color, regardless of socio-economic background, are disproportionately at risk throughout the journey from their youngest years to college and career. Large disparities remain in reading proficiency, with 86% of African American boys and 82% of Hispanic boys reading below proficiency levels by the fourth grade compared to 58% of White boys reading below proficiency levels (The White House, 2021). Additionally, the disproportionate number of African American and Hispanic young men who are unemployed or involved in the criminal justice system alone is a perilous drag on state budgets and undermines family and community stability. These young men are more than six times as likely to be victims of murder than their White peers and account for almost half of the country’s murder victims each year (The White House, 2014).

According to Gilgoff and Ginwright (2015), mentoring programs for boys and young men of color can supplement the efforts of fathers and other positive male role models. While many men serve this role both inside and outside of the family, researchers have found that African American and Latino boys and teens are three times

less likely than their White counterparts to identify a male role model in their lives (Washington et al., 2007). Moreover, a 2011 meta-analysis of 73 mentoring program evaluations conducted between 1999 and 2010 found a host of positive outcomes for mentored youth, including benefits with regard to youths' attitudes, motivation, social/relational skills, academic outcomes, and physical health (DuBois et al., 2011). The results of this analysis indicate that across these domains, mentoring prevents negative outcomes and promotes positive ones.

Critical mentoring is focused on the development of a critical consciousness in mentors and mentees. Critical consciousness is the ability to perceive and understand social, political, and economic oppression, to be able to deal with such issues and be ready to take action against oppressive elements of society. African American boys in the United States face many challenges, many of which stem directly from the failures of key institutions that shape their development and prospect for healthy futures (Sanchez, 2016). Many successful mentoring initiatives include a rite of passage component which centers on the principles and ideals of manhood. This process allows young men to transition from one stage of awareness to a more enlightened state of consciousness so as to achieve their full potential. These mentoring programs are designed to help students who are experiencing a range of life's challenges that impede academic and social success. Mentoring strengthens students' academic achievement and provides affirmative social, emotional, and cultural identity development (Coalition of Schools Educating Boys of Color, 2021).

Internet-based mentoring provides this same sense of sharing and discussion but utilizes web technologies to support mentoring activities and interactions. Internet-based

mentoring is a subset of what Single and Muller (1999) refer to as electronic mentoring or e-mentoring. It is:

a naturally occurring relationship or a paired relationship within a program that is established between a more senior individual (mentor) and a lesser-skilled or experienced individual (protégé), primarily using electronic communications. The relationship is intended to develop and grow the skills, knowledge, confidence, and cultural understanding of the lesser-skilled individual to help him or her succeed. (p. 236)

The communication media used in e-mentoring environments include e-mail, the Internet, telephone, fax, discussion conferencing, and video conferencing.

The Pandemic

The global COVID-19 pandemic, which began in early 2020, has disproportionately impacted communities of color in various ways. However, one of its greatest impacts has been on education. Prior to the pandemic, the Department of Education struggled to adequately improve literacy rates for its male students of color (Reeves et al., 2022). Now, its efforts have been further exacerbated by the unprecedented shut down of the entire school system with implications surrounding the abrupt switch to remote and hybrid instruction. Recent studies have shown that communities of color and therefore students of color have been among those groups hardest hit by the pandemic (Dorn et al., 2021) (see Figures 1A and 1B). Moreover, learning loss and potential pandemic-related closures will probably increase high school dropout rates (currently 6.5% for Hispanics, 5.5% for African Americans, and 3.9% for White students, respectively) (Dorn et al., 2021).

The negative effects of learning loss and rise in already disproportionate dropout rates among boys of color could exacerbate the situation. For example, the crisis caused social and emotional disruption by increasing social isolation and creating anxiety over the possibility that parents may lose jobs and loved ones could fall ill. Moreover, milestones such as graduation ceremonies have been canceled along with sports and other extracurricular events. These challenges can reduce academic motivation and hurt academic performance and general levels of engagement (Dorn et al., 2021). Based on decades of national literacy data, this crisis shows no true signs of being diverted unless innovative and responsive approaches to literacy are found and implemented.

Figure 1A

Amount Students Learned in 2019-2020 (Dorn et al., 2021)

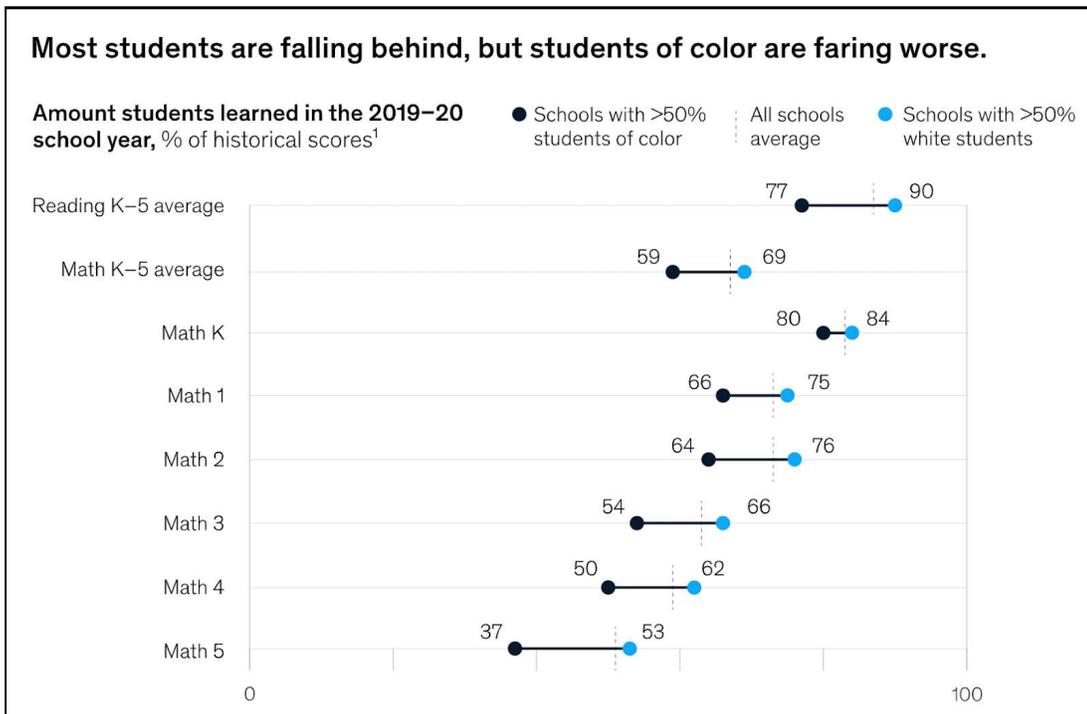
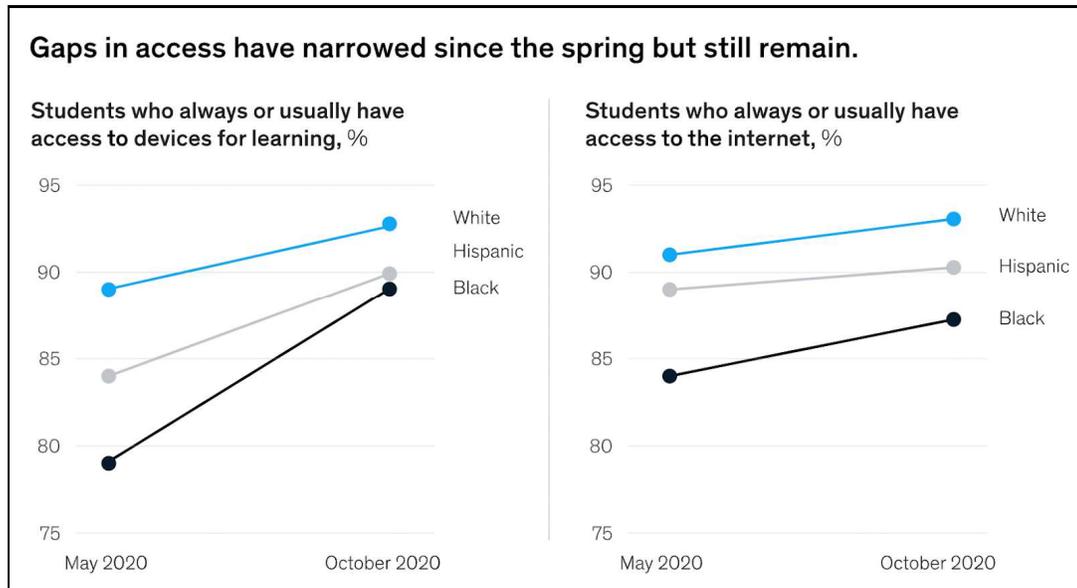


Figure 1B

Gaps in Access Have Narrowed Since the Spring (Dorn et al., 2021)



The Benefits of Notetaking

Self-Regulation and Learning-Related Skills

A learning strategy, notetaking is an invaluable academic and life skill. It promotes self-regulation also known as self-regulated learning and self-efficacy, which have been linked to academic success (Yang & Lin, 2015). Self-Regulated Learning (SRL) and Learning-Related Skills (LRS) are correlated and, at times, used interchangeably (Matthew et al., 2010). Specifically, the term LRS refers to the focused management of oneself specifically directed toward academic development and achievement. Although self-control is related, it is distinct from LRS in that it does not necessitate regulation toward learning goals, but rather toward outward behavioral aspects and adherence to social norms and expectations. The characteristics of LRS are attentiveness, task persistence, eagerness to learn, learning independence, flexibility, and organization.

Notetaking on Student Writing and Self-Efficacy

The number of students entering higher education who are underprepared for the challenges of college-level work is astronomically high. The Hechinger Report reveals that 96% of U.S. colleges and universities enroll students in remedial courses (Butrymowicz, 2017). This enrollment protocol is due in part to increasing numbers of underprepared students enrolling in higher education and the failure of the secondary education system to adequately prepare students (Katz et al., 2013). Many of these students are first-generation college students. Their parents never enrolled in postsecondary education; thus, they are the first in their families to go to college. Consequently, their readiness is questionable. For example, in 2015, less than half of first-generation college students who took the ACT test met the college readiness benchmarks for English, and only 10% hit all four college readiness benchmarks (ACT, 2015). Pervasive statistics of this sort prompt many colleges, then, to offer remedial courses as part of the terms of acceptance, and ultimately, as a retention strategy. The effect that college readiness has on student retention is significant (Brunk-Chaves & Fredericksen, 2008). Still, being enrolled in remedial courses has been shown to have a negative effect on academic self-concept (Martin et al., 2017).

An active precursor to self-concept, self-efficacy is one's belief in his or her capability to perform a certain task (Bandura, 1997; Bong & Skaalvik, 2003). Research indicates that self-efficacy is tied to academic success and is significantly associated with retention in higher education (Alarcon & Edwards, 2013; Hannon, 2014; Saunders-Scott et al., 2018). Yet according to reports from the 2017 National Student Clearinghouse Research Center, the retention rate for all ethnicities has not changed much over the past

two decades (54.8% for Fall 2010 vs. an average of 48% in 1997; Riley-Tepie, 2018), resulting in the implementation of many types of programs to address the issue. These programs include remedial courses geared toward bolstering student skills in the first year of college and summer bridge programs designed to acclimate and develop academic skills before students embark on their college career (Garcia, 1991; Tierney & Garcia, 2008). Still, the retention and success rates of underprepared students continue to fall well below those of traditional students (Tinto, 2004) which speak volumes about self-efficacy levels among these students. Research shows that self-efficacy influences a student's aspirations, motivational level, and academic accomplishments (Zimmerman, 2000). Additionally, it has been linked to student motivation and perseverance in higher education (Conway et al., 2016; Pyzdrowski et al., 2013). For underprepared students, however, study skills, or the lack thereof, has had a significant impact on academic success. Because these students are less prepared for the rigors of academia, their self-efficacy is negatively impacted. However, efforts to improve self-efficacy have resulted in improved student performance (Shatkin et al., 2016). Therefore, beginning in the early years, it is critical that students, particularly those who may not have been exposed to effective study habits due to socio-economic status or cultural background, be taught how to properly collect and utilize information as it is being presented to them, particularly with respect to foundational competencies like reading and writing.

In the United States, only 27% of 12th graders perform at grade level in writing and the results are even more staggering for low-income students, students with disabilities, and English Language Learners (National Center for Education Statistics (NCES), 2009). Educational standards require students to write more in all subjects, but

teachers are often not adequately prepared to explicitly teach students how to write. These deficits lead to academic failure, millions of dollars wasted in college writing remediation courses, and barriers to successful employment (Siegel, 2015), and champion the need for explicit writing instruction. Through explicit instruction, students are able to deepen their level of content knowledge and belief in their ability to successfully complete an academic program. The literature on notetaking suggests that there is a link between successful notetaking and student achievement and that notetaking activities significantly stimulate the level of self-efficacy and self-assessment students exhibit (Kiewra, 1985; Nakayama et al., 2017; Shunk, 1991; Siegel, 2015).

Despite the recognized value of notetaking, it is not often explicitly taught to high school students even with its ability to bolster academic performance. Nonetheless, it is the most common method used by students to learn information from content lectures; thus, students who take poor notes are more likely to struggle with coursework (Boyle, 2011). Research supports that notetaking positively impacts students' working memory; however, many students do not know how to take notes effectively (Piolat et al., 2005). Moreover, it is not arbitrary forms of notetaking that have been shown to significantly impact student learning outcomes. Strategic notetaking is considered a useful learning strategy that improves problem-solving skills, and its benefits include making sense of data and not just memorization and recall (Trafton & Trickett, 2011). In a recent study, researchers found that notetaking improved learning and increased understanding through active engagement in notetaking with the content (Bohay et al., 2011). Explicit notetaking instruction is a high-leverage skill that is inadvertently overlooked, undervalued, and often underutilized by teachers. However, students who are poor

notetakers are more likely to struggle in their courses, and their course performance might suffer; strategic and extensive notetaking improve student learning as well as achievement in class (Salame et al., 2020).

Racial Identity

Leath et al.'s (2019) study, which utilizes the Multidimensional Model of Racial Identity to examine adolescents' racial identity beliefs regarding the importance and meanings of their racial group membership, underscores the complex nature of racial identity as it relates to people of color. Over the past four decades, researchers' focus on the "achievement gap" or the "underachievement" of African American youth drew on conceptual frameworks suggesting that African American youths' constructions of a strong African American identity are incompatible with pro-achievement orientations and behaviors. Fordham and Ogbu's (1986) popular ecological-cultural framework asserts that African Americans' historical experiences of discrimination and barriers to economic and social mobility led to the development of an oppositional culture toward mainstream institutions, including schools and pro-academic values and engagement behaviors. Racial identity processes are also relevant among youth in majority African American school settings. The demographic makeup of U.S. public school teachers has remained overwhelmingly White and middle class (85% White women; Boser, 2014, and predominantly Black public schools are less likely to be well resourced, including having highly experienced teachers (Diette, 2012; Ladson-Billings, 2006; NCES, 2015).

In order for males of color to fully develop their identity and self-efficacy, however, they must possess an accurate cultural identity (Usborne & Taylor, 2010). It is the primary foundation upon which all education must be built. Still, most of what

students of color learn about their culture is inaccurately taught in school or not taught at all (Writer, 2022).

Unfortunately, in the imperialist White-supremacist capitalist patriarchal culture, most boys of color from poor and underprivileged classes are socialized via mass media and class-biased education to believe that all that is required for their survival is the ability to do physical labor (Hooks, 2004). All too often, American school culture is not aligned with the cultural identity of its students of color. In today's popular educational imaginary, Latino boys in schools, similar to African American boys, are often represented as vilified identities that sit in contrast to the ideal White, middle-class student. Dominant culture frequently portrays boys of color as hopeless, trapped in cycles of poverty, and more interested in confrontation, hustling, and easy money rather than educational achievement (Harper & Associates, 2014).

There is ample theoretical and empirical evidence indicating that African American children rate high, and prefer communalistic values, in academic settings (Boykin, 1983; Boykin & Cunningham, 2002; Ellison et al., 2005). Communalistic styles include cooperative learning and providing help (Matthews et al., 2010). Scholars have been able to substantiate African American students' preferences for communalistic learning styles by showing increased learning and engagement in environments that accommodate these unique cultural styles (Boykin & Cunningham, 2002, Ellison et al., 2005).

In light of these trends, at the interface of the race and gender divide, the schooling experiences and academic performance of African American boys may warrant specific attention. In the school context, African American boys ages 10-16 often find

lower teacher expectations, racial discrimination in the classroom, and disproportional representation in lower-tiered classes (Ferguson, 2000; McIntosh, 2002). These factors bring into question whether African American boys face a heightened vulnerability in American classrooms (Matthews et al., 2010). When we are able to recognize and name a student's learning moves and not mistake culturally different ways of learning and meaning-making for intellectual deficits, we are better able to match those moves with a powerful teaching response (Darling-Hammond, 2015).

According to Singh (2017), for male educators of color, the cultural politics of race reveals an often-denigrated image of boys of color in schools, an image which is frequently affirmed and validated by the creation of what this researcher refers to as a corrective representation of African American or Latino masculinity that men of color are asked to signal and embody. With this in mind, male educators of color find themselves in a precarious position in schools as they themselves struggle for significance, their bodily representations entangled in cultural meaning-making processes and racist discursive formations (Singh, 2017).

The influence of SES and social disparities on academic achievement between African American and White students are well documented and is considered a critical factor in explaining achievement differences by race in the early school years (Fryer & Levitt, 2004). A great deal of research has demonstrated the powerful effect of SES (parent education, family income, and occupational prestige) on academic outcomes (NICHD, 2005) and across ethnic groups and genders (Entwisle & Alexander, 1990; Entwisle et al., 2007; Matthews et al., 2010).

Applying Sankofa to African American History

A word originating from within the Akan tribe in Ghana, *Sankofa* is illustrated by a bird with its head turned backwards though its feet are facing forward. Translated literally, Sankofa upholds the idea that “it is not taboo to fetch what is at risk of being left behind” (Berea College, 2022, para 1), signifying the tribe’s belief that the past serves to guide the future. Sankofa is a symbol of the people’s constant pursuit of knowledge by way of critical, intelligent, and patient examination of the facts (Berea College, 2022). Therefore, to ground this study within the proper context, the researcher feels it necessary to point out the brutal history of the United States and people of color’s attempts to historically be recognized and educated in this country. The Civil Rights Movement and the countless organizations that were created as a result of it underscore the larger scope of the problems experienced in education today. The gross inequity in education and social conditions experienced by males of color lead to marginalization, inequality, and poverty.

Due to intergenerational transfer of knowledge and the instability of resources, children in generational poverty do not develop in the same ways as children in more stable, knowledgeable environments (Najman et al., 2004; Payne 2005) which is different from situational and generational poverty. Situational poverty develops when there is a death, divorce, or illness and the resource base is temporarily reduced. On the other hand, generational poverty is when the family has been in poverty for two generations or more (Payne & Slocumb, 2011). Figure 2 below lists some of the organizations that have been staunch proponents in the fight to eradicate generational poverty.

Figure 2

Organizations and Leaders During the Modern Civil Rights Movement

Organizations and Leaders During the Modern Civil Rights Movement			
Organization	Founded	Major Goals/Events	Leaders
National Association for the Advancement of Colored People (NAACP)	1909	Dedicated to full political and civil rights for African-Americans, end lynching, litigation, integration, fair practices in employment and housing; <i>Smith v. Allwright (1944)</i> , <i>Shelley v. Kraemer (1948)</i> , <i>Brown v. Board of Education (1954)</i> , <i>Montgomery Bus Segregation Ruling (1956)</i>	W.E.B. DuBois Thurgood Marshall Roy Wilkins Medgar and Myrtle Evers Julian Bond Eleanor and Lincoln Ragsdale (AZ)
National Urban League	1911	Solve economic and social problems of urban African-Americans, assist blacks in adjustment to Northern city life, enforcement and advocacy of civil rights legislation	Whitney Young Eleanor and Lincoln Ragsdale (AZ)
Nation of Islam (NOI)	1930	Black separatism, black pride, self-defense, black economic self-sufficiency, programs and events in African-American community, black supremacy controversial for racist, anti-Semitic, anti-gay rhetoric	Elijah Muhammad Malcolm X Muhammad Ali Louis Farrakhan
Congress of Racial Equality (CORE)	1942	End segregation and discrimination through direct nonviolent action (Gandhi), freedom rides to desegregate interstate buses (1947, 1961), sit-ins to integrate lunch counters, voter registration, CORE activists Schwerner, Cheney & Goodman murdered (1964), black power, black nationalism (1966)	James Farmer Bayard Rustin Floyd McKissick Roy Innis
Southern Christian Leadership Conference (SCLC)	1957	End segregation and discrimination through direct nonviolent action, church-based, Montgomery Bus Boycott, Albany, Birmingham, March on Washington, Selma March	Martin Luther King, Jr. Ralph Abernathy James Bevel Fred Shuttlesworth Andrew Young Jesse Jackson
Student Nonviolent Coordinating Committee (SNCC)	1960	Liberate African-Americans from all forms of racial, political and economic oppression, organize local communities to challenge segregation, black nationalism, Nashville sit-ins, voter registration efforts in Mississippi, Black Power (1966)	Ella Baker Diane Nash James Lawson Bob Moses Fannie Lou Hamer John Lewis Stokely Carmichael

Created for *Jazz from A to Z* by Marcie Hutchinson, January 2013

Government and Judicial Impact on the American Education System

Although the government and judicial system are theoretically designed to protect all of its citizens, history has taught us that the opposite is often true for people of color in the United States. One of the major flaws of the American education system is that it has chronically failed to solve the literacy crisis for Black and Brown male students (NAEP, 2020). What follows is a compilation of the legal and educational rhetoric geared towards communities of color that have had long-lasting, devastating implications for generations of males of color.

In 1980, the Department of Education became a cabinet level agency (U.S. Department of Education, n.d.). Despite the objections of critics, including President

Reagan who wanted to abolish it, the federal agency's involvement in elementary and secondary programs as well as postsecondary education continued to expand. There was also a growing sense that the quality of public education had been declining since the mid-1960s. This led to the comprehensive 1983 study, "A Nation At Risk," which recommended more rigorous standards, merit pay, and other reforms in order to increase national competitiveness (A Nation at Risk, 1983).

Over the years, several new education policies in the United States have been introduced. For instance, federal policies such as No Child Left Behind (2001), Race to the Top (2009), Common Core (2009), were each presented to educators and parents as the answer to America's education problem. However, decades later we still find stagnated student achievement, particularly among boys of color (NAEP, 2020). Consequently, educators are often held to unrealistic standards and guidelines and mandates that are continuously changing while outcomes for students of color have remained the same or declined (National Center for Education Statistics, 2009). More than a decade after the 2010 release of Common Core State Standards in English language arts and mathematics, no convincing evidence exists that the standards had a significant, positive impact on student achievement (Loveless, 2022). The issue with this approach is that it is inherently top-down and regulatory, with standards developed by policy elites and content experts at the top of the system.

No Child Left Behind Act of 2001 (NCLB)

No Child Left Behind (NCLB), a government policy created to address the American education crisis, was viewed by critics as yet another epic failure. NCLB required that children of every race or ethnic group attain 100% proficiency. However,

since it has been in effect, no group has been able to meet that objective. Yet, No Child Left Behind was a reauthorization of the Elementary and Secondary Education Act (ESEA), the principal federal law affecting public education from kindergarten through high school in the United States. ESEA was originally passed in 1965. NCLB is important legislation for students with learning disabilities (LD) because it ensures that they reach high levels of academic standards, just like other children in America's public schools today (NCLB, 2022). The legislation required states to develop standardized tests and to give these assessments to all students at certain designated grade levels in order to receive federal funding. Each individual state was responsible for developing its own standards (Simpson et al., 2004). These policies had significant ramifications for students across the country and unfortunately did little to improve academic outcomes for male students of color. This is important to highlight in order to place this study within proper context.

Special Education and Boys of Color

African American students have been overrepresented in special education since the U.S. Office of Civil Rights first started to sample school districts in 1968 (National Education Association, 2007). Special education classrooms systematically have a larger population of African American students - more particularly African American males - compared to their Caucasian classmates. Many studies have been conducted to find out why African American males make up only 13% to 33% of the student population; however, these same students make up more than 50% of special education students (Moore et al., 2008). African American males seem to be prevalent in special education classrooms due to cultural differences, academic misidentifications, fluidity of labeling,

and the lack of drive or cultural knowledge from school faculty members such as school psychologists, counselors, administrators and teachers (Moore et al., 2008). Statistics such as these support the need for early intervention and initiatives that infuse both critical mentoring and literacy.

Prison Industrial Complex

Three decades after the war on crime began, the United States developed a Prison-Industrial Complex—a set of bureaucratic, political, and economic interests that encourage increased spending on imprisonment, regardless of the actual need. The Prison Industrial Complex has had disastrous effects on male representation within communities of color and within their households. For years, incarceration rates for men of color in the United States have been staggering (Criminal Justice Fact Sheet, 2022).

Per the National Adult Literacy Survey, 70% of all incarcerated adults are unable to read at a fourth-grade level, which means that they lack the reading skills for daily tasks and anything other than menial jobs (Literacy Mid-South, 2022). Moreover, data support that those without sufficient income earned by work are the most prone to crime (Literacy Mid-South, 2022).

The proportion of African American arrested for violent crimes has not changed over the past twenty years, and among those arrested for drug crimes, the proportion of African American men has tripled. Literacy Mid-South (2022) underscores several contributing factors that support how early low literacy skills are related to our country's exploding incarceration rates:

- 85 % of juveniles interfacing with the juvenile court system are functionally low-literate.

- Juvenile incarceration decreases the probability of completing high school yet increases the probability of incarceration.
- High school dropouts are 3.5 times more likely to be arrested in their lifetime than high school graduates.
- When compared to their peers holding four-year college degrees, high school dropouts are 63% more likely to be incarcerated.
- Mississippi has the second highest incarceration rate in the nation, and half of the state's inmates are high school dropouts. Additionally, the average adult inmate reads on a sixth-grade level.

Although the prevalence of illegal drug use among White men is approximately the same as that of African American men, African American men are five times as likely to be arrested for a drug offense. As a result, about half the inmates in the United States are African American. Numerous studies have shown the negative effects of incarceration rates on boys of color who are estranged from their fathers (Schlosser, 2020) which underscore the need for more mentoring initiatives particularly for this group.

Purpose of the Study

The purpose of this study was to examine the effect of the Hochman Method's Sequence for Notetaking Instruction on male high school students of color. This method of notetaking was part of the curriculum offered by the Mentoring Kings Initiative, a critical mentoring program providing formal and informal mentoring to male students of color to positively impact their academics, social-emotional well-being, mental health, and behavior as well as multiple opportunities to witness their image and likeness in an educational/professional setting. Specifically, the study explored how bolstering the

Hochman Method's explicit notetaking instruction with critical mentoring and culturally responsive pedagogy intrinsic to the Mentoring Kings Initiative affects student comprehension, self-efficacy, and notetaking mastery. Given the impact that the pandemic has had on students of color, and particularly young men of color, it is imperative that more culturally relevant pedagogical interventions be created and adequately funded. Perceptions of the Mentoring Kings Initiative among these male high school students were also analyzed.

Significance of Study

Although notetaking is frequently described as an important skill for postsecondary success, there have been few notetaking intervention studies involving multiple sessions spanning more than one week. In a systematic search, Reed (2016) identified seven peer-reviewed articles reporting ten intervention studies published from 1990–2014. A single-case design study addressed taking notes from texts, but only four treatment-comparison studies that taught notetaking during lectures assessed students' abilities when taking notes from texts (Reed, 2016).

Additionally, research on electronic mentoring, and more specifically Internet-based mentoring, is at its infancy (Single & Muller, 2000). However, three major limitations are evident in the literature: (a) the lack of theoretical Internet-based mentoring models, (b) no research on mentor-protégé closeness (transactional distance) in an Internet-based mentoring environment, and (c) limited scholarly research on youth mentoring. Several traditional mentoring models exist, but due to the novelty of Internet-based mentoring research, few models in this area exist. Single and Muller (1999) proposed a model for structured face-to-face mentoring programs and applied it to the e-

mentoring format. Although the model was developed within a higher education context, Single and Muller (1999) indicate that it can be adapted to different types of mentoring programs. This model is very broad in nature and can be applied to not only mentoring but also any educational endeavor. Detailed models that specifically address each mentoring phase are still needed to effectively impact Internet-based mentoring research (Single & Single, 2005).

Beyond the need for detailed models is the need for new ways to effectively deliver remote instruction, which is more evident now than ever before, particularly as a result of the ongoing pandemic. Despite recent attention to the NYCDOE's capacity to serve its students during this critical time, it remains clear that, pre-pandemic, the United States' education system systematically failed to adequately educate its African American and Latino students. For the past several decades, research and national assessment data consistently underscore this fact. Although education policy and initiatives have sought to close the "achievement gap," it has been to no avail. With African American and Latino males consistently facing higher rates of incarceration, poverty, unemployment, and lower rates of graduation, literacy, and two-parent households, something must be done in the name of education reform. Teachers need proven resources in order to develop culturally relevant curriculum and to deliver explicit writing instruction that can improve our dismal literacy results.

According to the U.S. Department of Education, the majority of Black public schools have fewer certified teachers with degrees in the subjects they teach (Reckdahl, 2020). For example in nonBlack public schools, more than 75% of math teachers had math as their major in college as opposed to 56% of teachers in majority African

American schools; of that 56%, fewer were certified. Smaller disparities exist with English and science teachers; however, the disparity is still apparent.

There is considerable interest in the achievement of African American males, given that prior research has identified achievement gaps between males and females across racial and ethnic groups. Research conducted by the Council of Great City Schools (Casserly et al., 2012) identified persistent wide achievement gaps between African American males who attended large city schools (i.e., public schools in a set of U.S. cities with populations exceeding 250,000) and a national sample of White males in public schools. According to the NAEP, the Black–White student achievement gap was wider in schools having a high percentage of African Americans (high density schools) than in schools with a lower percentage (low density schools). Comparatively, too, African American student achievement was lower overall. Additionally, when accounting for differences in student SES and student, teacher, and school characteristics, African American males performed worse in higher density schools than in lower density schools. However, White students performed well irrespective of the school’s designation, for even in schools that were recognized as 40% to 60% African American, Whites still achieved higher than African Americans. Still, the difference in average achievement between the groups in these high density schools was not significant (NAEP, 2011).

Recent NAEP (2011) eighth-grade writing results indicate that 27% of males are performing below basic and 72% are performing at basic or above. It is important to note that “basic” denotes partial mastery of prerequisite knowledge and skills that are fundamental for performance at the NAEP proficiency level. When these national results are examined from a macro perspective, the disparity is even more unsettling. Thirty-five

percent of African American students are performing below basic, and 65% are performing at basic or above. Clearly, this indicates the urgency of closing the learning gap for male students of color, particularly African American students, as well as the need for a call to action.

Alternative methods of educating African American and Latino students are needed in order to establish a more just and equitable society. Having proficient literacy skills, at the very least, enables students to have an authentic sense of self, to make informed decisions, and to combat systemic racism. There are several potential implications of the proposed study on future research and policy. Teachers and administrators can utilize the findings of this study to further promote explicit writing instruction and curriculum development. Moreover, this study's findings may suggest that the Hochman Method's explicit notetaking instruction in conjunction with an embedded culturally relevant pedagogy can increase students' self-efficacy and self-regulation. Therefore, it also has the potential to improve writing and literacy outcomes for male students of color in ways not yet seen. Additionally, incorporating the Hochman Method into teacher certification programs both nationally and internationally may be a preemptive step in the fight to improve literacy for male students of color.

Although there is often opposition to all-male initiatives for not being inclusive, Kunjufu (1985), a proponent of cultural pedagogy, argued that he chose to write about African American boys rather than African American men because the destruction of African American men does not occur upon their arrival into manhood or on their 18th birthday; this destruction begins when they are boys, and until we can pinpoint those years and what takes place, it will continue. Correcting the problems of boys of color

sooner rather than later will help eliminate problems for them as men in the future, and it is considerably more beneficial to educate students now than it is to re-educate them later (Kunjufu, 1985).

Theoretical Framework

Bandura's Social Learning Theory

Applicable to this study, Bandura's Social Learning Theory (1977) is based on the idea that individuals learn in a social context through interactions with, and observations of, others. Observed behaviors are prone to repetition via imitation of live demonstrations (a live model), verbal explanations (a verbal instructional model), and depictions of intended activity via inert resources (e.g., books, movies, etc.) using fictional characters or real people (a symbolic model) and speak to the importance of explicit modeling and instruction. The modeling process ultimately ends in learning if the conditions of attention, retention, reproduction, and motivation are met. Thus, to safeguard persistence and success, academic programs can be paired with mentoring programs to support student outcomes.

Critical Mentoring

One of MK's objectives is to provide academic mentoring which promotes interactions between a senior member of an institution and an apprentice in order to facilitate guidance, advice, and opportunities (Hegstad & Wentling, 2004; Kram & Isabella, 1985; Single & Muller, 1999). These interactions can take place inside or outside the classroom and contribute to the success of the participating student. Kuh et al. (2006) posit that the more interactions had with a faculty member, the more successful the student will be academically and socially. These interactions help establish a much-

needed sense of belonging to a *habitus*- a “system of internalized structures, schemes of perception, conception, and action common to all members of the same group or class” (Bourdieu, 1977, p. 86). Critical mentoring fully considers race, ethnicity, gender, class and sexuality when building the infrastructure for programs. In this study, it provides a framework for the researcher to assist students in making important decisions on their lives and to successfully navigate the world complicated by social inequality, power relationships, and constant social, economic, and technological changes (Liou et al., 2015). The proposed study seeks to develop and establish meaningful relationships between male students of color and instructors operating as mentors in conjunction with providing explicit notetaking instruction.

The Mentoring Kings Initiative seeks to establish reciprocal relationships, creating an achievement and opportunity nexus based on relationships characterized by care and high expectation (Freire, 1997). Reflection, dialogue, conscientization, praxis, critical engagement, and transformation are compelling ideals that critical pedagogy advocates (Samacá Bohórquez, 2020). Critical pedagogy takes a progressive approach to educating students of color, abandoning traditional teaching practices that have failed to yield positive results.

Research Questions

The following research questions will be addressed:

1. How do high school boys of color perceive the Mentoring Kings Initiative and its components: a) the Hochman Method’s Sequence for Notetaking Instruction, b) the Mentoring Kings Notebook, c) the Mentoring Kings Online Modules, and d) Mentoring Kings University?

2. What is the effect of the Hochman Method's Sequence for Notetaking Instruction on the notetaking ability and comprehension of high school boys of color?

Definition of Terms

Critical Mentoring: 1) Mentoring that fully considers race, ethnicity, gender, class, and sexuality when building the infrastructure for programs, including programmatic structure, recruiting of mentors, training of mentors, support of mentoring relationships, mentoring activities, and finally, target outcomes; 2) mentoring that is focused on critical consciousness and transformation rather than assimilation and adaptation; 3) mentoring that places emphasis on the whole community, the whole protégé, rather than just parts of the whole.

Critical Pedagogy: Critical literacy was brought to the educational context through the writings of Paulo Friere (1970). His work, situated in the midst of postcolonial "third-world" determinism and influenced by the civil rights movement, best espoused that theory called "critical pedagogy" by speaking with the voice of those groups who have been marginalized throughout history (Luke, 2002). This teaching philosophy invites educators to encourage students to critique structures of power and oppression.

Critical Race Theory: Kimberlé Crenshaw who coined the term "CRT" notes that CRT is not a noun but a verb. It cannot be confined to a static and narrow definition but is considered to be an evolving and malleable practice, an analysis of lived experiences through the lens of race and racism.

Culturally Relevant Pedagogy (CRP): Also known as *Culturally Responsive Teaching (CRT)*, this pedagogical approach to teaching and learning was established by Gloria

Ladson-Billings (1995) and focuses on strengthening students' cultural awareness in order to help improve their academic achievement.

IGC: Inclusive Grassroots Cooperative framework (Akunvabey, 2017)

Mentoring Kings: A remote/in-person critical mentoring and literacy initiative pilot for young men of color in ninth and tenth grades, combining the Hochman Method (explicit notetaking instruction) with culturally relevant pedagogy.

Mentoring Kings Online Modules: Weekly stand-alone remote lessons and units / culturally relevant pedagogical online curriculum.

My Brother's Keeper: An initiative launched by President Obama to address persistent opportunity gaps faced by boys and young men of color and ensure that all young people reach their full potential.

Racism: Viewed as a global behavior power system with a constant and specific set of power relationships. It evolved with a singular goal of White supremacy or White power domination by the global White minority over the vast non-white global majority (Kunjufu, 1985).

Social Learning Theory: The idea that individuals learn in a social context through interactions with, and observations of, others.

Students of Color (SOC): Includes students who may identify as African American, Asian, South Asian, Middle Eastern, Pacific Islander, Latinx, Chicanx, Native American, and multiracial.

The Hochman Method's Sequence for Notetaking Instruction: A set of specific writing strategies that teachers use in every grade and in all subjects, including ELA, social studies, science, world languages, and math.

CHAPTER 2: REVIEW OF RELATED RESEARCH

Conceptual Framework

The objective of this study was to improve the self-efficacy and self-regulation competencies of ninth- and tenth-grade high school male students of color through the use of the Hochman Method, a research-based method of explicit notetaking and writing instruction embedded within the Mentoring Kings curriculum (see Appendix A). Teachers can integrate these writing strategies into every content area across all grade levels (kindergarten through college) to help students improve their writing skills, become better readers, speak more coherently, and elevate their thinking across content areas. When previously integrated into existing curriculum, the Hochman Method produced significant benefits across the learning environment of participating schools, including deeper analysis, comprehension, and retention of content through explicit instruction. Thus, by embedding the Hochman Method's explicit notetaking strategies into Mentoring Kings' culturally relevant pedagogical curriculum during the 2021-2022 school year, the expectation was that students would be able to improve their self-efficacy and self-regulation. Mentoring Kings sought to replicate the success experienced at New Dorp High School with implementing the Hochman Method.

New Dorp High School, a large urban high school of 3,080 students located in Staten Island, N.Y. was designated as "failing" in 2006 when the Hochman Method was introduced. The implementation of the Method's specific set of writing strategies was rolled out at the school between 2008 and 2011 and resulted in New Dorp obtaining prominence as a "showcase school" due to the monumental percentage increase in state assessment tests, Regents scores, and graduation rates. The Method's role in New Dorp's

turnaround was the subject of a news feature in *The Atlantic* in October 2012. The article reported the school's success as resulting from its implementation of the Hochman Method's formidable writing strategies.

Explicit Instruction

In the United States, the need for explicit writing instruction is critical. In 2012–15, U.S. adults scored higher in literacy (272) than the international average (267) for countries participating in the Program for the International Assessment of Adult Competencies (PIAAC). However, compared to higher-performing countries like Japan (296) and Finland (288), the United States lags behind in literacy. In this foundational competency, 50 percent of U.S. adults performed at Level 3 or above compared to 72 percent in Japan and 63 percent in Finland. At the other end of the skill spectrum, 18 percent of U.S. adults performed at or below Level 1 in literacy, compared to 5 percent in Japan and 11 percent in Finland (PIAAC, 2017; NCES, 2009).

Because literacy is a foundational competency, there is an expectancy that students must achieve proficiency levels in writing across the curriculum. Yet the reports are consistently discouraging. These reports indicate that high school general education students reflect a writing proficiency rate of less than 30%, and their special education, low SES, and learning-disabled peers fare much worse (NCES, 2009). But through explicit instruction on notetaking, students are given an opportunity to boost their understanding of academic subject matter as well as their academic self-concept. Research touts that successful notetaking is connected to student achievement and that notetaking activities significantly stimulate the level of self-efficacy and self-assessment that students possess (Kiewra, 1985; Nakayama et al., 2017; Shunk, 1991; Siegel, 2015).

On the other hand, the inability to take effective notes can have adverse effects on student achievement. Siegel (2015) found that the quantity of notes on a post-instruction task was significantly higher than that of the pre-task, suggesting that the staged pedagogic cycle had some positive effect.

Despite the benefits of notetaking, students are often not explicitly taught how to take notes, yet the expectation is that they do. Explicit notetaking instruction has been shown to increase the quantity of notes that a student writes. While much of the literature points out that notetaking instruction is beneficial for promoting self-efficacy, there still remains the need to establish clear and effective methods of delivery. Melzer and Grant (2016) suggest that researchers should determine if various types (or levels) of notetaking activities can influence higher-order learning. They note that while these studies suggest the important role notetaking ability has for learners, they do not address the consequential issue of how to help learners develop notetaking skills. The present study seeks to address this gap in the research using the Hochman Method's explicit notetaking instruction.

Notetaking is not merely a transcription process. It involves the process of revision. Revision might take place during lecture pauses (instead of after the lecture) and with a partner (instead of alone). Luo et al. (2016) indicate that although no other previous research has investigated these factors during the revision process, research indicates that pauses and partners aid the notetaking and review processes and might aid in the revision process as well. The purpose of this particular study was to determine if revision was more effective than non-revision and to determine the effect of pauses on revision. Participants either revised lecture notes during pauses interspersed throughout

the lecture or revised them during one equally timed pause at the end. Participants included 59 undergraduate education majors. Although the study focused on college students, its findings are applicable to high school students in that, when they are given the opportunity to revise, add to, or rewrite their notes, they tend to retain more information (Luo et al., 2016). The study utilized pertinent materials, including demographic survey, lecture, blank paper and pens for notetaking and revision activities, a vocabulary filler task, and an achievement test (Luo et al., 2016). Students in the study were asked to take notes using a pen while listening to a 14-min lecture and then study those notes for ten minutes before completing an unrelated vocabulary task (5 minutes) and a lecture-related fact and relationship test (10 minutes). Specifically, the pause groups were told to revise during three 5-minute pauses spaced throughout the lecture. With respect to achievement, the revision group scored higher on the relationship test than the non-revision group (although statistically significant when a Bonferroni correction was used) (Luo et al., 2018).

Notetaking

Reed et al.'s (2016) meta-analysis describes various approaches to teaching notetaking, a cognitively demanding skill. Specifically, notetaking instruction involves (a) teaching students academic listening strategies for discerning important versus irrelevant information during a lecture (b) techniques for improving their efficiency in recording the auditory and visual content (c) methods for checking their understanding by synthesizing and connecting information after taking notes (Armbruster, 2009). All three skill approaches to notetaking are in alignment with the Hochman Method. The study distinguished notetaking from note-reviewing and explored the effects that extended

notetaking instruction would have on students' content learning. Between 1990 and August 2014, only ten studies reported in seven articles addressed extended notetaking interventions for college students, even though it has been recognized as an important skill to academic success (Armbruster, 2009) and one with which students admittedly struggle (Boyle & Joyce, 2019).

Explicit notetaking instruction can improve students' academic performance. A recent mixed methods study conducted by Salame et al. (2020) found that strategic notetaking is beneficial to students in that it provides a certain way a student can learn, and it can help a student perform better in courses. Recent research involving 160 students at the City College of New York highlighted a direct correlation between explicit notetaking and student achievement. Boyle (2011) explained that learning occurs through three main processes: First, the student sees which content is relevant or irrelevant. In the second process, students organize the relevant information and create mental representations. In the third process, the student relates information he/she learned with existing knowledge from memory (Boyle, 2011). The scores in this study showed an overall positive reaction toward taking good notes. According to the data, a significant number of students, 24%, use notetaking to understand content, and 23% of students use notetaking as a way to prepare for exams.

Notetaking Skill and Student Comprehension /Achievement

Assumptions are often made regarding students' ability to take notes and the value of those notes (Siegel, 2016), but the act of taking notes consists of a simultaneous sequence of mental and physical actions that occur under time pressure. The literature on the benefits of notetaking instruction suggests a link between successful notetaking and

student achievement (Boyle & Joyce, 2019). The step-by-step teaching of notetaking sub-skills (i.e. decision making and using scaffolded skeleton notes) helps learners record more information and do so in a more organized and accessible fashion (Siegel, 2015). Additionally, research affirms that notetaking instruction has a positive effect on students' ability to extract and retain information. Specifically, Kiewra (1985) found that overall performance by learners who only took and reviewed personal notes decreased, whereas performance by listeners who also reviewed their instructor's notes actually increased for both higher-order items and especially for factual items. Kiewra (1985) states that there was a significant difference in the factual performance of learners who received notetaking instruction and reviewed instructor's notes (88%) over those who did not take any notes and did not receive notetaking instruction. However, there is a need for pedagogy that focuses on the stages of notetaking. Teachers may assume that learners already acquired the processes for notetaking. Consequently, they neglect their development, focusing solely on the finished product but not on how to produce it (Siegel, 2015).

Notetaking and Listening Strategies

In order for students to be proficient at notetaking, they must reduce the burden it places on working memory. Notetaking requires that students be able to manipulate multiple sources of information and possess several skills. Notetaking is a highly complex activity which simultaneously involves listening, writing, and, to some degree, reading (Jackson-Fahmy et al., 1990). Unfortunately, notetaking is not explicitly taught in most schools across the United States. Consequently, it is not being leveraged, leaving missed opportunities to effect change. The results concerning notetaking clearly

indicate the importance of this learning device as an aid to recalling material that one listens to.

Notetaking and Student Efficacy

The self-efficacy of a student predicts his or her motivation for engagement (Ruddell & Unrau, 2004). In an analysis of self-efficacy and notetaking, Kiewra (1985) found that there was a causal relationship existing between the two variables and points out that, as a result of notetaking instructions, the relationship between “syllabus reading” and “self-directed learning” was enhanced. This relationship was manifested in a study conducted by Siegel (2015) involving English-medium courses. When asked if they thought notetaking instruction would help them in their courses and lectures, 71 percent of students queried responded in the affirmative.

Kiewra’s (1985) claims of improved self-efficacy were further supported by Nakayama et al. (2015) whose study examined the progress of participants’ development of emotional factors during a blended learning course after notetaking instruction had been introduced. Although the research is limited, what exists suggests that receiving notetaking instruction boosts students' confidence in their writing ability. Shunk (1991) elaborates on the position that notetaking instruction enhances self-efficacy. He notes that on a post-instruction questionnaire, more than half (62%) of college students surveyed responded that they were more comfortable taking notes after receiving instruction and that the notetaking practice made them better listeners and writers. This researcher’s hypothesis is that The Hochman Method’s explicit notetaking instruction (using keywords, phrases, abbreviations and symbols) will promote and support student efficacy.

Online Notetaking

The pandemic has created major unprecedented shifts in educational practices and increased the demand for remote learning and instruction. Despite the fact that schools are reopening, online learning will most likely remain (Dorn et al., 2022). Kauffman et al.'s (2011) study explored conditions under which notetaking methods and self-monitoring prompts were most effective for facilitating information collection and achievement in an online learning environment. The results of both experiments indicate that the matrix notetaking device is a superior tool for collecting information and for achievement. Moreover, the self-monitoring prompts reflect a significant positive impact on notes taken as well as on achievement. The study's findings indicate that students who take notes using an online matrix notetaking tool are at a significant information selection and achievement advantage when compared to students who use other approaches (i.e. outlining or other conventional methods). The study of online notetaking is relatively new. As a result, whether a student spontaneously chooses to take notes in an online course is a difficult behavior to examine; indeed, much of online learning takes place outside the eye of the instructor, so visual cues about a student's self-regulatory skills are unavailable (Liu et al., 2017).

Effect of Online Notetaking Formats and Self-Monitoring Prompts

The purpose of a recent study conducted by Kaufman et al. (2011) was to extend current research on web-based self-regulated learning (SRL). The study investigated how multiple strategies designed to improve different SRL components, namely notetaking methods and self-monitoring prompts, influence students' selection of online information and achievement. Investigating the interactive influences of notetaking methods and self-

monitoring prompts is important for at least two reasons. First, although many school districts across the country are planning for full in-person instruction in Fall 2022, the need for remote learning will not disappear. The pandemic has revealed many unexpected pros and cons for continuing remote instruction. Secondly, more research is simply needed to eliminate the current scarcity in the field.

Kaufman et al.'s (2011) study included thirty students from five sections of an undergraduate educational psychology course at a large Midwestern university who were randomly assigned to the conventional ($n = 10$), outline ($n = 10$), or matrix ($n = 10$) notetaking conditions. Results of the pre-experimental survey revealed that groups did not differ with respect to age, class standing, or knowledge of biological classification of wildcats, the instructional topic. On average, groups were between 18 and 21 years of age, were of junior standing, and reported knowing "very little" about biological classification or wildcats (Kaufman et al., 2011).

During phase one, students received instructions and then logged into the data-collection web site, where they completed the demographic survey and the pretest. During phase two, students read the wildcat text and were asked to take notes using their assigned notetaking tools. Once they completed the phase two notetaking, students were reminded to return to the same classroom four days later to complete the study and were then dismissed. During phase three, students were asked to once again log into the data-collection web site and were given 15 minutes to study the notes they had previously collected. Finally, students completed the phase four post testing.

This study being built on previous notetaking research and its application to a web-based learning environment, thus extending its findings to an increasingly visible

instructional delivery media. In particular, this study added to the existing research on notetaking and self-monitoring. Specifically, it incorporated an online notetaking tool, evidence to suggest that college students are capable of self-monitoring but often simply fail to do it (Kauffman et al., 2011). Additionally, asking students to monitor their progress during information acquisition is an important self-regulated learning activity. Results here seem to support our contention that, in order to examine self-regulated learning, it is important to examine interactions among multiple cognitive and metacognitive constructs. In this study, cognitive strategy use (notetaking method) and metacognitive processing (self-monitoring) were examined. These two constructs play a significant and critical role in students' self-regulated learning which seems to have its biggest impact on more complex learning activities.

Handwriting Speed and Selective Attention

Many variables can impact notetaking as a skill. For example, students' handwriting speed and ability to pay attention are key components to consider. Consequently, Peverly et. al's (2013) mixed method study sought to evaluate the relationship of handwriting speed, fine motor fluency, speed of verbal access, language comprehension, working memory, and attention (executive control; selective) to notetaking and the impact of the variables on performance (written recall). Results indicate that the act of notetaking requires the ability to pay attention and to focus and is closely connected to working memory. Working memory is a capacity- and time-limited cognitive workspace where information is held and processed during intentional learning (Baddeley, 1986). However, working memory is limited and can only store so much information at any given time. Therefore, it acts as a bottleneck to information ultimately

stored in long-term memory. Moreover, individuals who can hold more information and process it longer and more skillfully than other individuals should be more skilled academically (Peverly et al., 2013). The proposed study will add to the limited research on notetaking. Research on the cognitive skills that underlie notetaking - a skill developed later - is in its infancy when compared to more established skills like writing and other cognitive skills such as reading and mathematics. The findings of Peverly et al. (2013) validate the current study's significance. Future research should focus on the cognitive processes related to the review function of notetaking and whether notes taken by hand, computer, and/or other electronic devices are substantially different in any significant way.

Piolat et al. (2004) defines notes as short condensations of a source material that are generated by writing them down during listening, studying, or observing. Notetakers employ abbreviating operations, syntactical short-cuts, paraphrasing statements, and, often, a physical formatting of the notes that differ from the linear text of written source material. Cues used by students to create notes change depending on the setting. For example, when taking notes from lectures, students are very attentive to a variety of signals given by the lecturer to control comprehension (fluency, changes in prosody, notes on the blackboard, explicit instructions for taking notes, etc.) (Issac, 1994; Titsworth, 2001). When taking notes from written documents, typographic and linguistics marks present in the text (title, heading, documents, summarized statements, connectives, etc.) are used for selecting and structuring the information (Sanchez et al., 2001).

A mixed method study conducted by Boyle et al. (2014) also analyzed over 200 interviews from twenty seventh-grade students with learning disabilities; the study was

primarily focused on metacognitive strategies. The procedures included providing students with a mock lecture to assess their pre- and post-treatment notetaking ability. Specifically, students were asked to listen to and record notes on 15-minute video-based lectures. Once the lecture was over, students' notes were collected, and they were given another sheet of paper to record as much information as they could recall from the lecture. Next, students were given a ten-question multiple-choice quiz based on the content of the lecture. The study found that the notetaking strategies served as a scaffold, directing the students' attention to important points, systematizing the notetaking process, and helping them to organize information (Boyle et al., 2014).

Notetaking Using the Hochman Method/The Writing Revolution

The Hochman Method, an explicit set of evidence-based strategies for teaching writing, was created by Dr. Judith Hochman, founder of The Writing Revolution. TWR's model is also referred to as the Hochman Method. The organization has partnered with schools and school districts in New York; Washington, DC; Louisiana; Texas; and internationally (Australia, New Zealand, Japan) to provide more extensive and hands-on training and coaching (Hochman, 2017).

One of the most profound aspects of The Hochman Method is that it builds from sentences to compositions and is embedded in curriculum across all content areas and grade levels. The Hochman Method creates a common language around notetaking and writing, explicitly instructing students on how to take notes using keywords, phrases, abbreviations, and symbols (Hochman et al., 2017).

According to Dr. Hochman, having students reduce sentences to keywords and phrases, abbreviations, and symbols allows students to distinguish essential from

nonessential material, boosts comprehension, and enables the absorption and retention of information. The success of the method is predicated on whole-class modeling and instruction. First, students are asked to identify keywords and phrases that are embedded in teacher-created sentences. Specifically, the teacher determines and models which keywords and phrases should be underlined. Next, when modeling the strategy, students are introduced to the abbreviations and symbols for common words and concepts (see Appendix R). For example, students are introduced to abbreviations such as b/c for because, w/ for with, and w/o for without (Hochman, 2016). The following are some of the most frequently used symbols in the method:

- A slash (/) indicates a comma or a period or signals the beginning of a new idea.
- An equal sign (=) indicates a definition or explanation.
- A plus sign (+) stands for and.
- A star or asterisk (*) indicates something important.
- A horizontal arrow (-->) indicates that one thing has resulted in another or cause and effect.
- An upward arrow (↑) means more, an increase.
- A downward arrow (↓) means less, a decrease.

Ex. George Washington was the first president of the United States.

Students might respond with the following:

G.W. = 1st pres./U.S.

Level 2/Ex. Qin Shi Huang Di, China's first emperor, will be remembered forever for his elaborate tomb.

Students might respond with the following:

**Qin Shi Huang Di = China's 1st emperor/remembered forever →
elaborate tomb**

After students have gained proficiency with this skill through ample whole-class modeling and direct instruction, then they can practice converting sentences to notes on their own using authentic text. Once they have had sufficient practice with that activity, students are provided with notes to convert to a complete sentence (Hochman, 2017).

Ex. Continental Congress = meeting of states → plan for entire nation

Students might convert that into the following sentence:

The Continental Congress was a meeting of the states that wrote a plan for the entire nation.

Level 2/Ex. 1974/discovered by farmers/Xian China

Students might convert that into the following sentence:

In 1974, the terra-cotta army was discovered by farmers near the city of Xian in China.

It is important to note that this particular study only focused on explicit notetaking instruction using the Hochman Method and not its suite of sentence level strategies/activities which include Sentence Expansion (see Appendix B), the Single-Paragraph Outline (SPO) (see Appendix C) and Multiple-Paragraph Outline (MPO) (see Appendix D). The SPO provides students with a road map they can follow to plan the beginning, middle, and end of a unified, coherent paragraph by requiring students to create a complete topic sentence (T.S.) and concluding sentence (C.S.) on the solid lines and supporting details in key words and phrases on the dotted lines (Zoleo, 2021). The

MPO was designed to help students construct compositions. The Hochman Method's Sequence for Notetaking Instruction (see Appendix P - Q) is as follows:

1. Identify key words & phrases in a sentence.
2. Convert simple teacher-created sentences into notes.
3. Convert simple teacher-created notes into sentences.
4. Annotate key ideas in a paragraph.
5. Annotate key ideas in an authentic text.

Conventional Linear Notes

Conventional linear notetaking is the process of writing down information in the order in which it is received. Each note taken is written on the line after the previous note, gradually filling the page from top to the bottom. All of what the teacher says is written down from the top to the bottom of the pages of the notebook. The use of conventional linear notes calls for the development of a consistent method of indicating important points like underlining and starring and use of patterns of abbreviations so that notetaking reflects a personal shorthand (e.g., Govt = Government; W = with; \ = therefore; b4 = before, etc). However, the advantage of this type of note is that one does not have to comprehend the material before writing down the notes. The method has limited utilization and application in that one cannot use it to take down notes from a textbook as it will boil down to copying the text all over again (Okafor, 2016). This method is not always the most effective for students. Data analysis from Mekany et al.'s, 2008 study revealed that the non-linear notetakers were significantly better than the linear group both in terms of the quantity and the quality of the learned material. Although students rely vastly on their information acquisition and representational skills (Armbruster, 2000), their notetaking efficiency is only around 20 percent to 40 percent in

a typical lecture situation (Kiewra, 1985). These studies demonstrate the importance of using cognitively compatible notetaking techniques.

Cornell Notetaking/1940s Walter Paulk

The Cornell method provides a systematic format for condensing and organizing notes without laborious recopying. After writing the notes in the main space, the left-hand space is used to label each idea and detail with a key word or "cue." The method includes ruling the paper with a two-inch margin on the left, leaving a six-inch area on the right in which to make notes. During class, students take down information in the six-inch area. When the instructor moves to a new point, they skip a few lines. After class, students complete phrases and sentences as much as possible. For every significant bit of information, they write a cue in the left margin. To review, students cover their notes with a card, leaving the cues exposed. They say the cue out loud, then say as much as they can of the material underneath the card. When they have said as much as they can, they remove the card to see if what they said matches what is written. If they can articulate it, then they know it.

Baharev's (2016) study examined middle school students' (with and without disabilities) notetaking and study skills and the effectiveness of strategy training. Students were surveyed to gauge their perceptions using the Cornell Notetaking method. Overall, male and female students rated the survey statements similarly. However, in depth comparison of ratings of responses between male and female students did show some differences. Generally, male students' ratings were slightly higher on most items with one exception. Statement three, "Generating and answering questions helped me

better understand and remember information,” was rated somewhat higher by female students than males (Baharev, 2016).

Outlining

In outlining notes, a lot of headings and subheadings are used to break up the notes into topics and sections. In the case of text, underlining is used to highlight points. Text is usually indented so that the main heading is near the margin and the minor points are progressively set out. The method makes use of various systems of numbering which may include numerical, roman figures, or alphabets. Dash or indented outlining is usually best except with some science classes such as physics or math.

1. The information which is most general begins at the left with each more specific group of facts indented with spaces to the right.
2. The relationships between the different parts are carried out through indenting.
3. No numbers, letters, or Roman numerals are needed.
4. Method: Students listen and then write in points in an organized pattern based on space indentation. They place major points farthest to the left, indenting each more specific point to the right. The levels of importance will be indicated by distance away from the major point. Indention can be as simple as or as complex as labeling the indentions with Roman numerals or decimals. Markings are not necessary as space relationships will indicate the major/minor points.

Katayama (1997) argues that the teacher’s learning objective for students has bearing on the appropriate form of notetaking strategy to use. Results of this study

suggest that if teachers just want students to learn facts, there are no advantages to study note formats or amounts of information provided. If, however, teachers are interested in testing transfer of knowledge, there are advantages to graphic organizers and partial notes. Active involvement of students in the notetaking process enhances transfer of knowledge.

Mapping

Technically, concept mapping and knowledge mapping refer to note patterns and are one and the same. The difference in naming depends on the author's choice of words. While Wandersee (1990) referred to it as concept mapping, *Aner (1994)* called it knowledge maps (Okafor, 2016). Concept mapping is a schematic representation of concepts and their inter-relationships often in a framework that appear like a flowchart. It is a meta-cognitive strategy which is based on the Ausubel-Novak-Gowin theory of meaningful learning (Ausubel, 1978; Gowin 1981; Novak, 1999). Simply put, concept mapping is an application of some psychological principles in order to learn how to learn by applying cartography in representing concepts. The three vital steps involved in the construction of concept maps are:

- (i) Identifying the key subordinate concepts in superordinate concepts
- (ii) Arranging these from general to specific
- (iii) Relating them to each other in a meaningful way.

Charting

If the lecture format is distinct (such as chronological), students may set up their papers by first drawing columns and labeling appropriate headings in a table. To execute, they should determine the categories to be covered in the lecture. Then, they should set

up their papers in advance by columns headed by these categories. As they listen to the lecture, they should record information (words, phrases, main ideas, etc.) into the appropriate category. The advantage of charting is that it helps with tracking conversation and dialogues where students would normally be confused and lose out on relevant content (Okafor, 2016). Charting reduces the amount of writing necessary and provides an easy review mechanism for both memorization of facts and the study of comparisons and relationships. Outside of learning how to use the system and locating the appropriate categories, the disadvantages of this method are few. Still, students must be able to understand what's happening in the lecture.

Critical Mentoring

Mentoring has been shown to greatly improve student outcomes. Additionally, it has long been a focus within the African American community as illustrated through the implementation of various forms of culturally focused interventions for their young people (e.g. Rites of Passage programs led by adult leaders and the My Brother's Keeper (MBK) Alliance which are a natural fit with existing efforts across the nation (Garringer et al., 2017).

Hughes' (2016) quantitative research study targeted the personal perceptions of students who had participated in a locally developed program known as the Advisory Mentoring Program (AMP), which is in operation in several schools within an urban high school district in the Southwest United States. The components of the AMP are similar to that of the Mentoring Kings Initiative discussed in this research study. For example, the pillars of the AMP emphasize a focus on climate, connectedness, and academics as does Mentoring Kings. Still, one distinction between the two programs is literacy.

Two Title I high schools were selected for the AMP study. Title I schools are determined by student participation in free and reduced lunch, in addition to gender and ethnicity composition. There were 74 juniors from an AMP-infused school and 140 juniors from another school without AMP or any type of mentoring services who completed the survey. A one-way analysis of variance was used to determine whether there was a significant difference between the means of the AMP school and the control school. Survey results showed that students who were mentored felt more confident in their academic success than the non-mentored students. Moreover, students who were mentored were more likely than the students who were not mentored to feel that the school climate was safe, supportive, encouraging, and conducive to their overall well-being. Specifically, students receiving the program were consistently and “significantly” more positive about school climate and connectedness and were more focused on achievement than their non-mentored counterparts (Angus & Hughes, 2017).

Unfortunately, school-based support during the early adolescent period of a child’s life is often inadequate, providing a poor fit for students’ developmental needs (Roeser & Eccles, 1998). Specifically, students tend to experience a great deal of dissonance between elementary and middle school, exacerbating the challenges of this critical transition. Thus, immersion in a developmental mentoring program fortifies these students to deal with particular issues over a period of time (Collier, 2015).

While all college students must have the regular necessities like time-management skills, quality study habits, and the ability to work responsibly in groups, marginalized students of color often face racial prejudice, crisis of confidence, and a greater feeling of disaffection than their White peers (Dickerson & Agosto, 2015). The National Mentoring

Partnership conducted an extensive study examining the attributes and purposes of quality career and college-readiness mentoring for BYMOC which led to a subsequent study by A Line in the Sand, LLC. That study included focus groups, interviews, and surveys of mentees in several programs and deemed several key elements crucial to successfully implementing a mentoring program for BYMOC. The recommended guidelines are:

1. Identify challenges as systemic, rather than internal. Part of mentoring that builds self-esteem is managing the balance between stoking mentees' internal motivation while acknowledging and countering the outside factors that constantly chip away at their self-esteem and self-concept. Boys and young men of color get an inordinate amount of messaging about their shortcomings. A quality mentoring program never reinforces those sentiments, recognizing the underlying systemic problems instead.
2. Dogmatically adhere to the idea that Black and Brown boys are capable. The mentees in the study responded in an overwhelmingly positive manner to the ways their mentoring programs grounded their work in the fervent belief that they are worthy, and capable, of experiencing success. This rang true particularly with regard to their success in the classroom and extended into their lives outside of school as well.
3. Recognize mentees' expertise. Being acknowledged and respected as authorities on a variety of subjects, both academic and nonacademic, was important to the mentees. The mentors and administrators in the programs reinforced their stated programmatic philosophy that every mentee could

be successful by highlighting their talents and knowledge. This philosophy also positioned the adults in the programs as learners as well, modeling how they wanted their mentees to see themselves.

Mentoring for boys of color must be approached holistically. Primbrow's (2016) qualitative case study explored a group mentoring program, Natural Circles of Support (NCOS), which combined school-based and community-based support to mitigate the risks faced by BYMOC in urban school districts. Data collection included face-to-face interviews with the youth advocate who led the program, the school principal, a classroom teacher involved in NCOS, and a ten-year-old student who was interviewed along with his parents. One of several successful components of the NCOS program was its rituals/rites of passage. A sense of community was formed from shared Afrocentric routines unique to the group; thus, participants developed a positive group identity that fostered a sense of belonging, which in turn improved their engagement in school (Primbrow, 2016). Also, having a mentor whose life experience was similar to that of the students was part of the NCOS participants' identity development. The in-school and afterschool format bridged the participants' home and school lives and helped to fully engage them in their education.

Cross' (1991) theory of identity development highlights five stages of identity through which African American individuals progress: pre-encounter, encounter, immersion, internalization, and commitment (Cross, 1991). Healthy racial identity development is achieved when African American individuals progress through the stages and end with internalized positive feelings about themselves, their culture, and other racial groups (Benjamin et al., 1998).

The 2009 U.S. Department of Education study, *Impact Evaluation of the U.S. Department of Education's Student Mentoring Program*, produced a comprehensive and compelling report on a cross section of student mentoring programs across the United States. The U.S. Department of Education's Student Mentoring Program, authorized under the No Child Left Behind Act (NCLB) of 2002, Section 4130, is a competitive federal grant program managed by the Office of Safe and Drug Free Schools (OSDFS). It addresses the lack of supportive adults at critical junctures in the lives of students at risk by providing funds to schools and to community- and faith-based organizations to create school-based mentoring programs targeting children in grades four through eight.

Students in this extensive study were randomly selected, and the study provided experimentally based evidence about the efficacy of school-based mentoring programs when implemented by a variety of sponsoring organizations (U.S. Department of Education, 2009). There were 32 unique grantees that met the selection criteria and agreed to participate, comprising the final purposive sample. The average grantee in the Impact Study served 217 students with an annual budget of approximately \$277,000. The majority of the grantees in the Impact Study reported having their school-based mentoring programs being extremely focused on improving student academic outcomes (91%), increasing students' self-esteem (84%), providing students with general guidance (72 %), and improving students' relationships (63%). The majority of students served by the Impact Study were female (57%) and a plurality were African American (41%) and in grades six through eight (44 %) (U.S. Department of Education, 2009). The purpose of this random sample was to determine if the purposive sample used to assess program impacts was representative of the grantees funded through the Student Mentoring

Program in 2004 and 2005 for some observable characteristics, as well as to provide additional descriptive information to the Education Department.

Although there are many correlations between the mentoring programs included in this study and Mentoring Kings, there are a couple of distinct differences. For example, Mentoring Kings is a young men of color initiative for high school students whereas the present study included females and younger students. Specifically, the student sample in the U.S. Department of Education study was 47% male versus 53% female and the average age of the sample was 11.2 years old.

Data collection methods included surveys that were used to describe various characteristics of program delivery, including training and support for mentors, characteristics of mentors, matching of students with mentors, and mentor/student relationship duration and activities (U.S. Department of Education, 2009).

The study's findings yielded telling results. The Student Mentoring Program improved academic outcomes for girls and produced mixed academic outcomes for boys. The Student Mentoring Program negatively affected self-reported prosocial behavior for boys. Interestingly, the ultimate findings did not conclude that the Student Mentoring Programs had any statistically significant impact on student-level outcomes for the sample as a whole.

My Brother's Keeper

In 2014, President Obama announced a new initiative called "My Brother's Keeper" which mobilized resources and support from public, private, and foundation organizations to address the persistent educational attainment gap for males of color (Saenez et al., 2017). The Guide To Mentoring Boys and Young Men of Color is

sponsored by My Brother's Keeper and emphasizes specific essential components needed to successfully mentor boys and young men of color. The recommended elements for effective mentoring include recruitment, screening, training, matching and initiating, monitoring and supporting, and closure (My Brother's Keeper Initiative, 2009). Notably, The Mentoring Kings Initiative will incorporate and adopt the My Brother's Keeper Initiative's core principles.

At its foundation, the Mentoring Kings Initiative recognizes the crisis still facing boys and young men of color, not only in the United States but across the world, and that they have a different lived experience that needs to be validated, honored, and accepted. In high-resourced families and communities, a robust web of relationships occurs organically and often intentionally for young people, and these networks grow and deepen over time. While many youth in communities of color do have access to caring adults and mentors, data suggest that BYMOC are disproportionately "disconnected" from more caring, non-parental adults (My Brother's Keeper Initiative, 2009).

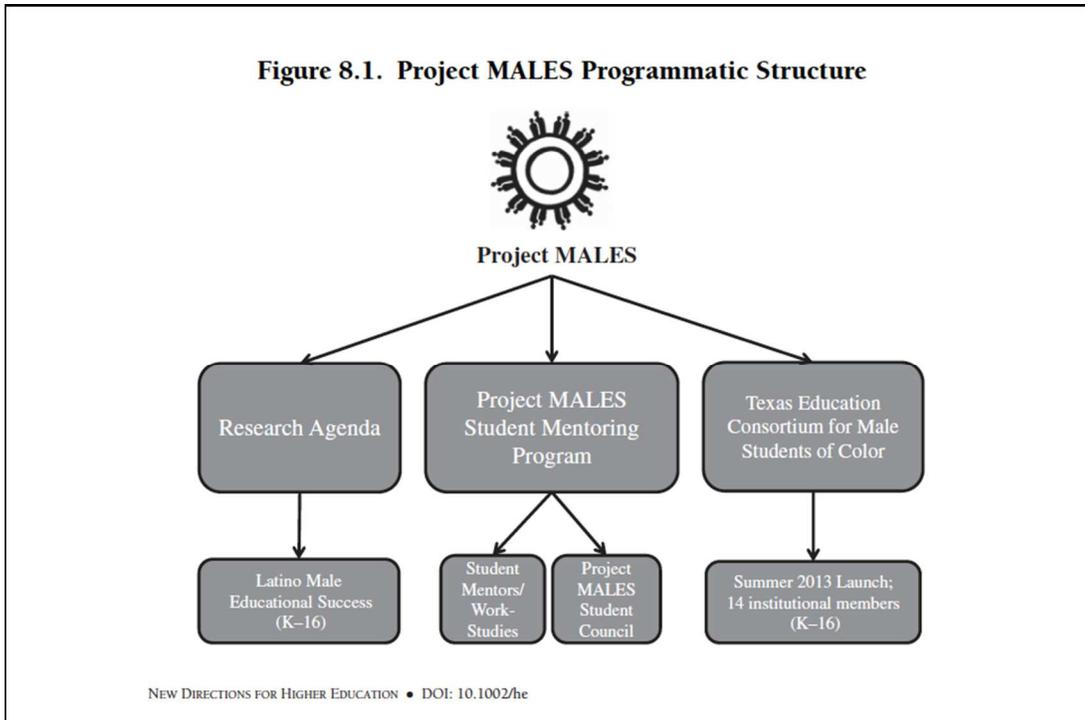
Developing a Latino Mentoring Program: Project MALES

The Mentoring Kings Initiative seeks to model its mentoring framework and philosophy based on existing organizations that have demonstrated success with mentoring boys and young men of color. For example, Project: MALES (Mentoring to Achieve Latino Educational Success) (see Figure 3) is a multi-faceted research and mentoring initiative based within the Division of Diversity and Community Engagement (DDCE) at the University of Texas at Austin. The mentoring program currently partners directly with the Austin Independent School District and serves four high schools and one

middle school within the district, delivering over 1,600 hours of mentoring per year to over 50 males of color (Saenz & Ponjuan, 2015).

Figure 3

Project MALES



The particular destructive elements facing boys and young men of color, such as racism, discrimination, and miseducation are systemic and often covert in nature. They are ingrained in the very fabric of our society and require reform and advocacy on multiple levels. According to Saenz and Ponjuan (2009), Project MALES encompasses three interrelated initiatives with national, state, and local impact: nationally, it oversees an ongoing research agenda focused on understanding the experiences of Latino males across the education pipeline; statewide, it convenes a P-16 Consortium focused on the success of male students of color in six major urban areas through its Texas Educational

Consortium for Male Students of Color; and locally, it coordinates a mentoring program that aims to cultivate an engaged support network for males of color at UT-Austin and in school districts across the Central Texas community, serving as a model for other mentoring programs across the state (Saenz & Ponjuan, 2009).

With regard to mentoring males of color, Reddick et al. (2012) suggest the use of social exchange theory and mentoring networks to describe how these tools have translated into the success of African American males. They argue that each theoretical concept offers a benefit to mentoring African American males. For example, they suggest that in using social exchange theory, both mentors and mentees must find mutual benefit and satisfaction in the relationship. Yosso (2005) offers a fundamental contribution to the development of the Project MALES Student Mentoring Program. She argues that communities of color have the potential to offer an “array of cultural knowledge, skills, abilities, and contacts” that can greatly benefit individuals from socially marginalized groups (p. 69). Mentoring Kings fully supports the ideology of “cultural capital” (Ansalone, 2009) and also firmly believes that student mentors of color can offer a wealth of support (i.e. tangible and intangible) to other students of color—especially Latino and African American males—as they continue in their academic career.

Although the Project: MALES model is relatively new, it is already receiving local and national acclaim for several reasons: It explicitly focuses on Latino males, it is largely influenced by best practices on mentoring adolescent youth as well as an ongoing multiyear research efforts on Latino males, and it highlights a unique collaboration between a research-extensive institution and several local educational and community partners.

Mentoring Structures

There are several mentoring program structures that may work best for male students of color. Saenez et al. (2017) discuss particular models of mentoring which include cross-age mentoring, intergenerational mentoring, natural mentoring, developmental mentoring, instrumental mentoring, community-based mentoring (CBM), and school-based mentoring (SBM).

Cross-age Mentoring

Cross-age mentoring is described as interaction between a mentor of middle school- or high-school age (a youth at least two years older than the child being mentored) and a mentee for a sustained, consistent period of time (usually weekly for 10 times minimally to 20 or more times ideally) to engage in conversations, play, or curricula/structured activities. These interactions do not directly or solely teach information or skills in which the mentee has been found lacking, but they help forge a close relationship in which the mentee experiences empathy, praise, and attention from the mentor (Karcher, 2014).

Intergenerational Mentoring

Intergenerational mentoring is a mentoring relationship in which youths are mentored by adults 55 years of age or older. This type of mentoring relationship is beneficial to both. For the older adult, this relationship creates an opportunity to pass along skills and knowledge to the young person and at the same time validate his or her own life experiences (Karcher et al., 2006). Characteristics of successful intergenerational mentoring relationships include having frequent contact, preferably lasting a year or more (Grossman & Johnson, 1999).

Natural Mentoring

Natural mentoring is characterized as mentoring between youths and nonparental adults, including extended family members, teachers, or neighbors, from whom a young person receives support and guidance as a result of a relationship developed without the support of a program designed to connect youths and adults to form a mentoring relationship. One of the benefits of this type of mentoring model is the organic nature of the relationship that the youth and adult mentor develop. The nature of that union allows for the possibility of a longer-lasting relationship. In the long run, youths who engage in this type of mentoring relationship can develop the confidence and capabilities needed to engage with other nonparental adults, ultimately benefiting from those relationships (Zimmerman et al., 2005).

Developmental Mentoring

In developmental mentoring, the focus is to promote the social, emotional, and academic development of the youth. This form of mentoring is characterized by the mentor getting involved in recreational activities with the mentee, like playing games. In a developmental mentoring relationship, the mentor's goal is to develop the conditions in the relationship that would allow for the youth's social, cognitive, and emotional development (Karcher et al., 2006).

Instrumental Mentoring

Instrumental mentoring is characterized by a more structured mentee–mentor relationship where specific skills are to be gained or specific achievements to be fulfilled during the term of the relationship. This relationship provides more guidance. Some of the tasks or goals of this type of relationship can be encouraging the mentee to engage in

a predetermined task, including goal setting to achieve certain academic skills or decreasing risk-taking behavior. In certain contexts, this type of relationship can be more beneficial in the youth's development (Karcher et al., 2006).

Community vs. School-based Mentoring Programs

Hall (2006) describes two types of mentoring programs: community-based mentoring (CBM) and school-based mentoring (SBM) programs. Traditionally, the CBM approach brings a mentor and mentee together for one-on-one mentoring. Mentor/mentee matching is usually based on race, cultural background, shared economic status, life experiences, spoken language, and gender. Hall (2006) reveals that children and adolescents who participate in CBM programs are less likely to partake in illegal drugs, alcohol, skipping school, and violence; the CBM programs help build their self-esteem and a sense of belonging with school, peers, and family.

School-based (as opposed to community-based) mentoring signifies programs where teachers and other school staff typically target and identify academically and/or socially/emotionally at-risk students who they feel would benefit from mentoring. These programs then pair these at-risk students with volunteers who meet with them regularly at school (typically one hour per week) either during or after the school day (Portwood & Ayers, 2005). According to the U.S. Department of Education, there are limitations to the school-based approach. The biggest difference is that school-based mentoring tends to be less intensive than community-based mentoring. For example, the school calendar generally constrains the maximum length of a match to approximately nine months which is less than the minimum 12 months of mentoring recommended by those in the mentoring field (Rhodes, 2002). For these reasons, the Mentoring Kings Initiative was

designed with multiple touch points: MK Afterschool Intensives (see Appendix E), MK Online Modules (see Figures 13-16), and MK University/Saturday Sessions (see Appendix F) which afforded students the opportunity to engage outside of the school building.

CHAPTER 3: METHODS

This chapter describes the study's research methodology and includes a discussion of the following: (a) research design, (b) research participants, (c) procedures, (d) instruments, and (e) data collection.

Research Design

This research study utilized a qualitative phenomenological approach to describe the essence of MKI (a phenomenon) by exploring it from the perspective of the students who have experienced it. The goal of phenomenology is to describe the meaning of this experience both in terms of *what* was experienced and *how* it was experienced (Neubauer et al., 2018). As a philosophy and a method of inquiry, however, phenomenology is not limited to simply knowing. Rather, it is an intellectual engagement in interpretations and meaning making that is used to understand the lived world of human beings at a conscious level (Qutoshi, 2018). Per Blumer (1969), meaning is ascribed to people since, inherently, they do not contain meaning. Therefore, phenomenology also attempts to understand the meanings that people attribute to particular situations and events (Bogdan & Biklen, 2007).

Appropriateness of Design

Phenomenology was a suitable approach for this research study because the goal was to ascertain the meaning of the Mentoring Kings Initiative to research participants. Phenomenology was developed as a concept at the end of the 19th century by Husserl. It is a method of interpretation that emphasizes the important role of subjects' consciousness and experience in common interpretation based on the existential change that mind and consciousness can experience throughout time and space (Kucukalp,

2010). Merleau-Ponty (1996) asserts that physical and social embodiment shape meaningful learning. Embodied learning means that human bodily capacities (i.e. the mental, emotional, and physical abilities) in relation to environmental affordances and constraints are the preconditions for learning.

Research Participants

The Mentoring Kings Initiative included a nonprobability sample consisting of ten male students of color in grades nine to eleven who were members of a College & Career Preparatory Institute (CCPI) located within a not-for-profit organization based at a large urban high school in New York City. The school enrolls 1,358 students, 98% of which are minority students: 62% Hispanic, 28% African American, 4% Asian and 1% American Indian. The school is also 48% male and 51% female and is a TWR High-Impact Partnership school in its fifth year of school-wide implementation of the Hochman Method.

Participants were between the ages of 14-18 and represented multiple ethnic backgrounds (see Figures 4 and 5 below). Names of students and participating organizations have been anonymized via the use of pseudonyms.

Figure 4

Mentoring Kings Grade Level

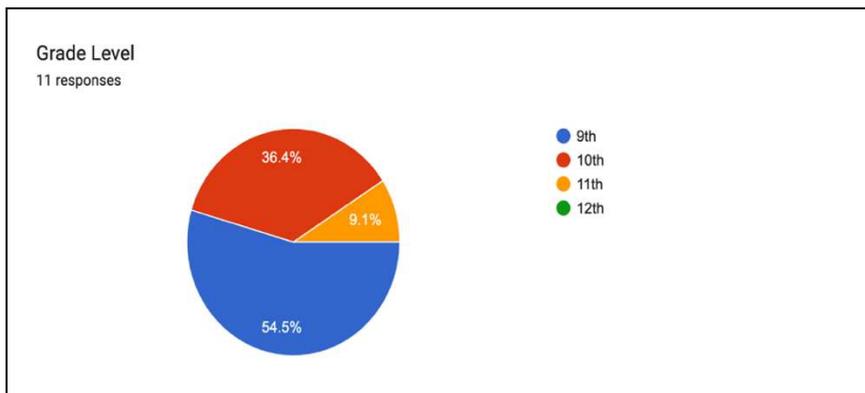
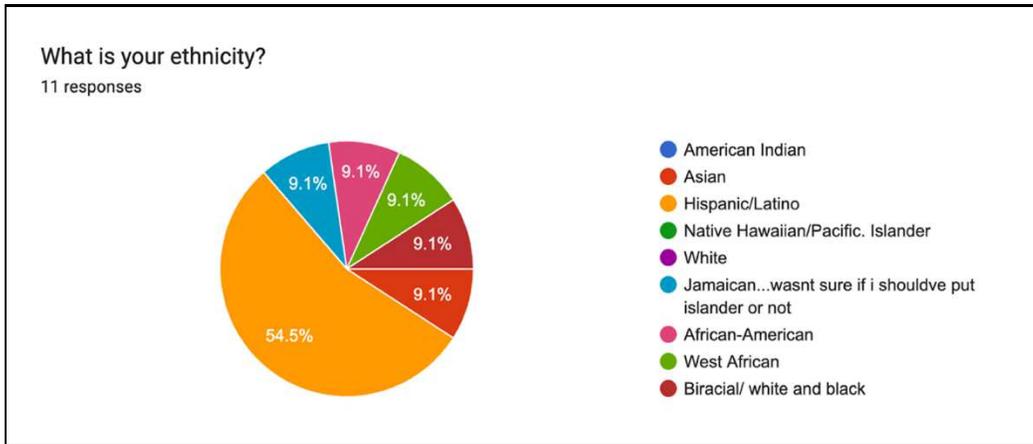


Figure 5

Mentoring Kings Demographic Data

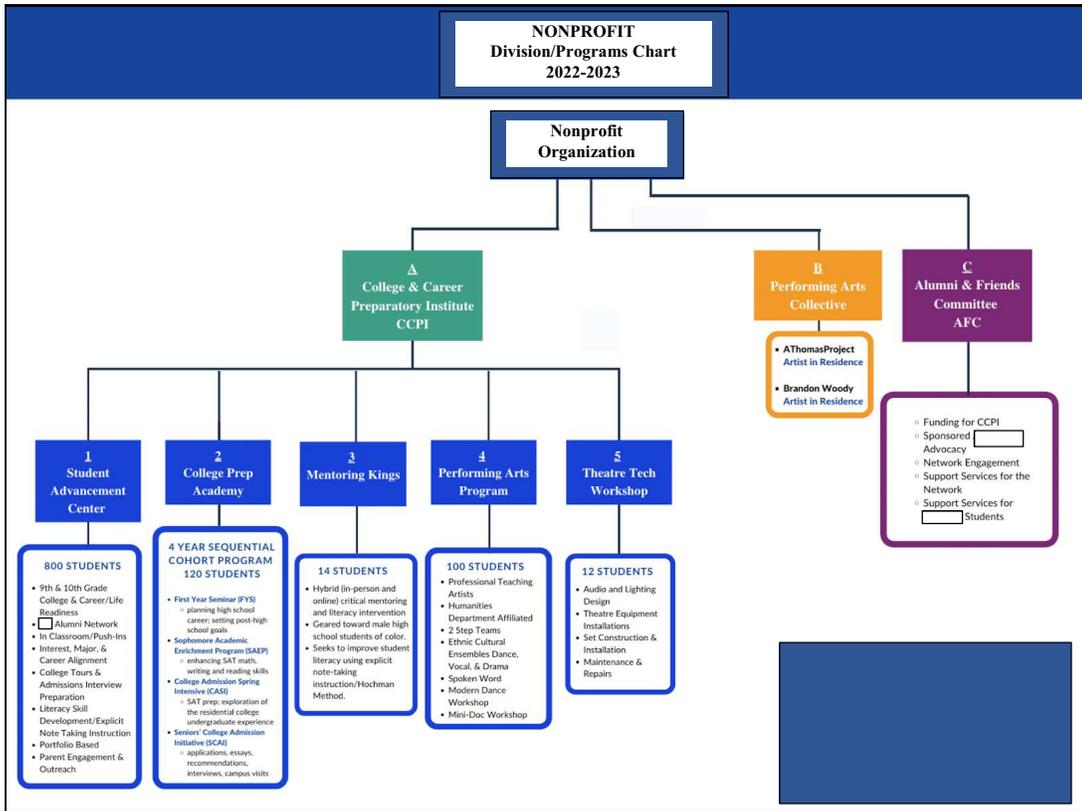


The Host Organization

The host organization for the CCPI is the only in-residence nonprofit entity to operate within a NYCDOE public high school or system wide for 32 years (see Figure 6). The entity and its unique *Inclusive Grassroots Cooperative* framework (Akunvabey, 2108) is the result of a long-term vision of holistic education translated into action by its founder and former Executive Director. Initiated at the school in 1991, the organization’s mission is to foster systemic socio-economic change through grassroots education initiatives in public schools. The mission of the CCPI is to prepare public high school students for admission into selective undergraduate programs at residential colleges; it is a comprehensive four-year program that addresses students’ academic, attitudinal, and socio-cultural needs. A core component of the CCPI is a performing arts program offered after school that uses the arts as a catalyst to transform the lives of participating students (Akunvabey, 2018).

Figure 6

Nonprofit Division/Programs 2022-2023



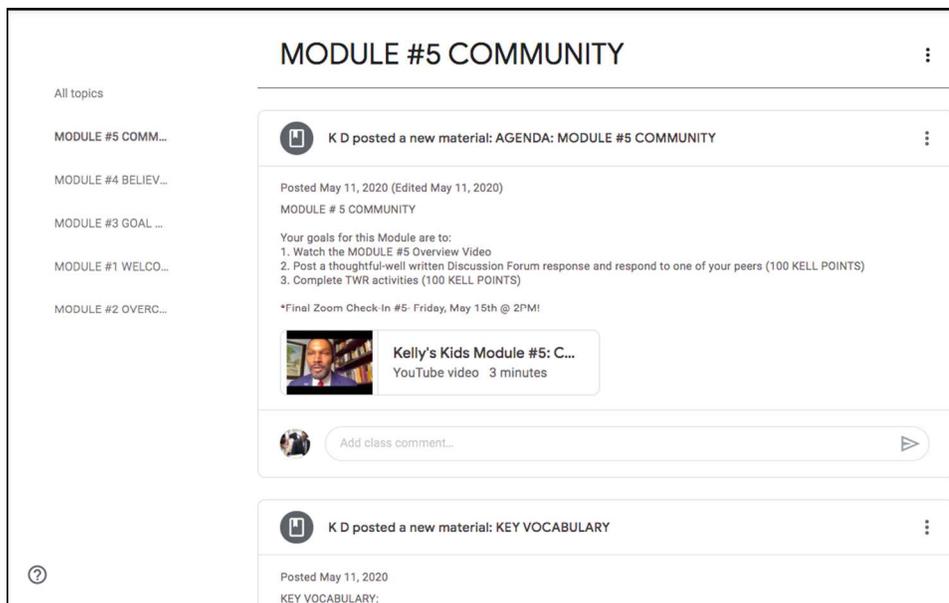
Note: Organization Division/Program Chart

Mentoring Kings Initiative (MKI). MKI is a hybrid (in-person and online) critical mentoring and literacy intervention program geared toward male high school students of color. A distinguishing feature of MKI is that it seeks to improve student literacy using the Hochman Method’s explicit notetaking instruction and is guided by the fundamental principles: unity, self-determination, collective work and responsibility, cooperative economics, purpose, creativity, and faith. MKI’s three distinctive core components are its asynchronous modules, afterschool intensives, and MK University (Saturday Enrichment and Academic Support Sessions). MKI is based on a previous male mentoring and academic support pilot program developed by the researcher in the Spring

of 2019 called Kelly’s Kids. Kelly’s Kids ran for approximately five weeks and was composed of online modules containing anchor text and anchor video source materials, various Hochman Method-aligned activities, and weekly virtual meetings. Additionally, Kelly’s Kids launched remotely at the onset of the pandemic and consisted of eight males attending middle school in Monroe, Louisiana (see Figures 7 and 8).

Figure 7

Module: Kelly’s Kids



The Hochman Method Philosophy. The Hochman Method was developed by Dr. Judith Hochman and is a systematic, explicit approach to equipping students to recognize and construct clear and complex sentences first, then moving on to constructing paragraphs and, finally, composition (Hochman, 2017). As students develop the notion of a sentence, they learn to plan and develop single paragraphs. Students learn to apply the sentence strategies (e.g., using conjunctions, incorporating appositives, sentence

expansion) to improve the substance of their writing through revision activities at the sentence and paragraph level (Vroom, 2021). When students demonstrate proficiency

Figure 8

Kelly's Kids Mentoring, Monroe, LA



at the single paragraph level, they advance to planning and composing compositions. From 1988-1999, Dr. Hochman served as head of The Windward School, a renowned elementary and middle school in New York for students with language-based learning disabilities. The Hochman Method was introduced at Windward, yielded tremendous success for students, and received national recognition.

Procedures

To initiate the research process, students were recruited by the host organization's Student Advancement Center Program Manager. The program manager was selected to promote the initiative because in her role, she pushes into students' academic classes several times a month. Given her role within the organization and her proximity to the

students, she was able to identify parents who had expressed an interest in a mentoring program for their sons similar to that of MKI. She also oversaw translation of all correspondence and materials to Spanish.

Parent Orientation

Parental/guardian involvement and commitment are two core components of the Mentoring Kings Initiative. Parents and students were actively recruited; interested students were asked to complete a pre-registration Google Doc form (see Appendix T). Once the form was completed, parents, guardians, and students received an invitation to attend the Mentoring Kings Information Session (45 mins) in March 2022 (see Appendix O). All correspondence was translated into Spanish. During the information session, attendees were provided with a comprehensive overview of the study, its purpose, and its objectives.

Parent and Student Consent Forms

A total of 23 students registered their interest in the program, and informed parental and mentee consent forms (see Appendix H and I) were provided to both parents and students outlining the particulars of the research study and their rights as participants. Each group was made aware that the study would examine perceptions of MKI as well as the effects of the Hochman Method's Sequence for Notetaking Instruction. Additionally, student participants were advised that they would be videotaped, had the right to stop participating in the Mentoring Kings Initiative at any time, and could refuse to answer any of the interviewer's questions without repercussions. Additionally, all identities would remain anonymous (see Appendix I). The study began shortly after receiving permission from the host organization's Founder and Executive Director Emeritus, the

executed consent forms from both parents and mentees, and approval from St. John's University's Institutional Review Board (IRB) (see Appendix J) .

Mentoring Kings University (MKU)

The MKU Saturday sessions were primarily held at the high school campus from 11AM to 2PM in a classroom equipped with a SMART board. The sessions provided various enrichment opportunities ranging from fellowshiping and mentoring to guest speaker presentations to field trips and special workshops, accompanied by a complimentary, health-conscious breakfast and lunch (see Figures 9-11). Additionally, each student received a \$25 gift card and a two fare MetroCard for their participation. The MKU Saturday Sessions created a space which fostered natural mentoring (i.e., mentoring between youths and nonparental adults, including extended family members, teachers, or neighbors). These individuals provide a young person support and guidance based on a relationship developed without the support of a program designed to connect youths and adults in a mentoring relationship (Zimmerman et al., 2019).

Mentoring Kings (MK) Afterschool Intensives

The MK Afterschool Intensives (see Appendix E) consisted of welcome and orientation sessions and afterschool study hall, which took place during the first three weeks of the initiative and provided students with opportunities to fellowship and get to know one another and the researcher. The regular sessions were held on Wednesdays from 2:30PM to 4:00PM and provided students with a supportive academic setting and access to resources: laptop, printer, and tutoring. Additionally, students were given explicit notetaking instruction using the Hochman Method and were taught according to Hochman Method guidelines and the TWR Sample Pacing Guide (see Appendix S).

Figure 9

Mentoring Kings University/Museum Trip



Figure 10

Mentoring Kings University(MKU)/Museum Trip

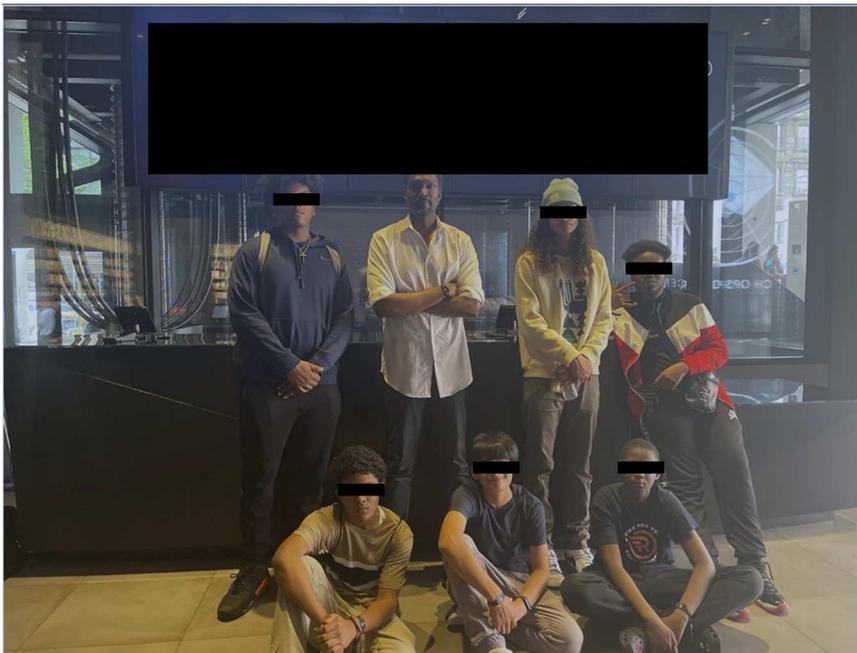


Figure 11

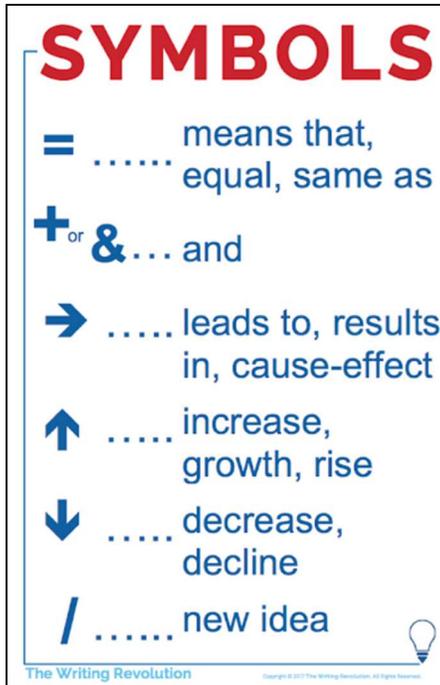
MKU/Annual Career Day and Mock Interviews



When introducing students to notetaking, the researcher first modeled the activity, showing students how to extract keywords and phrases and write them down as notes without reproducing the entire sentence. Initially, however, sentences were not embedded in content. When modeling, the researcher introduced students to the abbreviations and symbols for common words and concepts (see Figure 12). For example, students were introduced to abbreviations such as b/c for because, w/ for with, and w/o for without. They were reminded that when writing notes, they should omit words such as *the*, *and*, and *a*. After introducing students to the concept of notetaking through whole-class guided activity, the researcher had students practice converting sentences on their own using sentences embedded in content. Students were also given notes and asked to convert the notes into complete sentences (Hochman, 2017).

Figure 12

List of Most Frequently Used Symbols



The design of MK’s Afterschool Intensives underscores its alignment with, and support of, an instrumental mentoring framework. This particular relationship provides increased guidance. Some of the tasks or goals of this type of relationship involve encouraging the mentee to engage in a predetermined task like goal setting to achieve certain academic skills or decreasing risk-taking behaviors. In certain contexts, this type of relationship can be more beneficial in the youth’s development (Karcher et al., 2006).

Instrumentation

For this research study, interview questions were based on guidelines outlined by Siedman (2006) pertaining to the interviewees’ present experience and impact and meaning of the experience. This framework yielded a total of 15 questions (see Appendix K) providing insight into the participants’ experience with the program.

MK Online Modules

Mentoring Kings Online Modules (MKOM) are designed to support asynchronous online coursework.. Each Module is designed to be user-friendly and engaging. They contain positive images of various boys of color. Each Module contains a brief narrative to activate students' prior knowledge and focus their attention to the Module's specific theme. Themes are based on the MK Seven Guiding Principles: Umoja (Unity), Kujichagulia (Self Determination), Ujima (Collective Work & Responsibility), Ujamaa (Cooperative Economics), Nia (Purpose), Kuumba (Creativity), and Imani (Faith) and contain several components to bolster student success.

Mentoring Kings' Seven Guiding Principles are derived from the seven Kwanzaa principles created by Dr. Maulana Kerenga. Kwanzaa is a weeklong celebration held in the United States that honors African heritage in African American culture. Dr. Karenga researched African harvest celebrations and combined aspects of several different celebrations, such as those of the Ashanti and those of the Zulu, to form the foundation of Kwanzaa (Sinclair, 2009). The name Kwanzaa is derived from the phrase *matunda ya kwanza* which means first fruits, or harvest, in Swahili. The seven principles represent seven values of African culture that help build and reinforce community among African Americans. Each day a different principle is discussed, and each day a candle is lit on the *kinara* (candleholder) (Sinclair, 2009).

Module themes and topics formed the basis for weekly discussions and reflections. The researcher purposefully selected MK Online Modules' source materials (anchor texts and anchor videos) for its cultural relevance (see Figures 13-16). Additionally, anchor texts and videos were selected based on their brevity and content,

and the latter was sourced from CBS Sunday Morning and Biography.com/videos. Each video was no longer than three minutes but contained sufficient details/information for students to record in notetaking form (see Figure 16). The researcher selected anchor texts from a deck of historical African American figures/events flashcards containing one paragraph of information and details (See Figure 15) for students to capture in notetaking form.

Google Classroom. All MK Online Modules were accessible through Google Classroom (see Figures 17-19). It was an easy way to centralize information and communication. The researcher was able to track assignment submissions and provide feedback with relative ease. The use of Google Classroom not only facilitated communication between the researcher and students but amongst mentees as well. Google Classroom is a suite of online tools that allows teachers to set assignments, receive submitted student work, and mark and return graded papers. Created as a way to eliminate paper in classes and to make digital learning possible, it was planned for use with laptops in schools, such as Chromebooks, to allow for efficient sharing of information and assignments between students and teachers (Edwards, 2022).

Mentoring Kings (MK) Notebook

The MK Notebook was specifically designed to facilitate notetaking using the Hochman Method across all grade levels and content areas. Although for the purpose of this particular study, the notebook was used with high school students, it was designed to also be used at elementary, junior high school, and post-secondary levels as well.

The MK Notebook is a white spiral-bound notebook with the Mentoring Kings logo on the front and back cover (see Figure 20). The inside front cover contains the seven principles guiding the initiative: Umoja (Unity), Kujichagulia (Self Determination), Ujima (Collective Work & Responsibility), Ujamaa (Cooperative Economics), Nia (Purpose), Kuumba (Creativity), and Imani (Faith). Each page header accommodates the student’s name, the date, the module number, and the topic, and lists the various Hochman Method notetaking symbol keys. The rear inside cover is designated for students to write their own personal affirmation (see Figure 21).

Figure 13

MK Online Module 5: w/Anchor Text

MK:MODULE 5: SELF-DETERMINATION
75 KING COINS

MENTORINGKINGS
CRITICAL MENTORING AND LITERACY

As an adolescent, there are several life factors that simply can't be controlled. For example, you don't get to choose your parents, how tall or short you are, or where you may currently want to live. It's easy at times to focus on the negative and lose sight of the bigger picture. While your current circumstances do not define who you are, how you see yourself does. However you look at it and no matter how many bad cards you believe you have been dealt, you are ultimately in control of your life. The buck stops with you! The decisions you make today will shape the trajectory of your life. This is where having self-determination comes in. Self-determination must be developed and maintained.

In this Module, you will learn about three important self-determined individuals, Dr. Charles Drew, John Mercer Langston, & Thurgood Marshall. As you read, think about the examples of self-determination they displayed and how they connect to our MK 7 Principles.

MK 7: Unity, Self Determination, Collective Work & Responsibility, Cooperative Economics, Purpose, Creativity, Faith

MODULE #5: OVERVIEW VIDEO: (CLICK HERE!)

TASK: READ & TAKE NOTES!

1. ANCHOR TEXT: DR. CHARLES DREW
2. ANCHOR TEXT: JOHN MERCER LANGSTON
3. ANCHOR TEXT: THURGOOD MARSHALL

Figure 14

MK Online Module 8: w/Anchor Video

MK:MODULE 8:
COLLECTIVE WORK & RESPONSIBILITY

75 KING COINS

You've probably heard the old sayings, "It takes a village..." or "No man is an island." Well, it's true. To be successful we must strive to collectively work together for our families and communities. In this Module, you will learn about three important individuals who exhibited these characteristics, Kofi Annan, Octavia E. Butler, & Nelson Mandela. As you watch, think about the ways their lives connect to the MK 7: Principle: Collective Work & Responsibility.

MK 7: Unity, Self Determination, Collective Work & Responsibility, Cooperative Economics, Purpose, Creativity, Faith

MODULE #8

TASK: WATCH & TAKE NOTES!

1. ANCHOR VIDEO: KOFI ANNAN-SECRETARY GENERAL (1:15)
2. ANCHOR VIDEO: OCTAVIA E. BUTLER-CHANGING SCIENCE FICTION (1:50)
3. ANCHOR VIDEO: NELSON MANDELA-WORKING TOWARDS FREEDOM (1:15)

Figure 15

MK Module 5: Anchor Text

Dr. Charles Drew

Charles Drew was born on June 3, 1904, in Washington, D.C. An athletic youth, Drew attended Amherst College on a sports scholarship. He went on to medical school at McGill University in Canada. After receiving a Rockefeller Fellowship in 1938, Drew developed a method to process and preserve plasma by drying it. Plasma can be stored longer than whole blood, which made the discovery a breakthrough for blood banks. Drew headed up several large-scale military blood drives, including "Blood for Britain" and the Red Cross Blood Bank. However, he was angered by the military's policy of segregating the blood of African Americans and resigned his position. Drew went on to continue his medical work and earned the highest honor from the NAACP. He died on April 1, 1950.

Figure 16

MK Module 8: Anchor Video



Figure 17

Google Classroom: Classwork

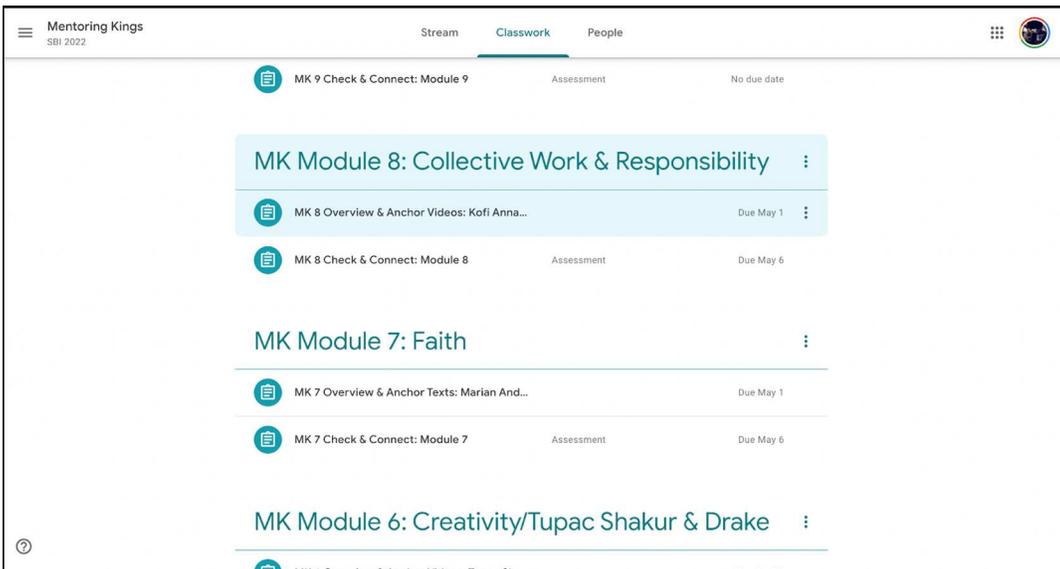


Figure 18

Google Classroom

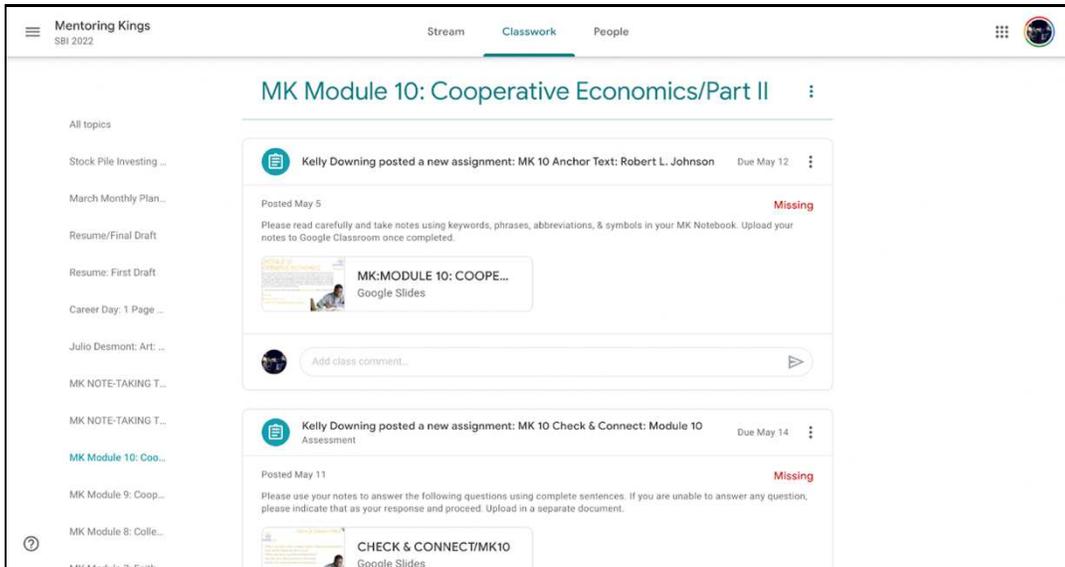


Figure 19

Google Classroom: Stream

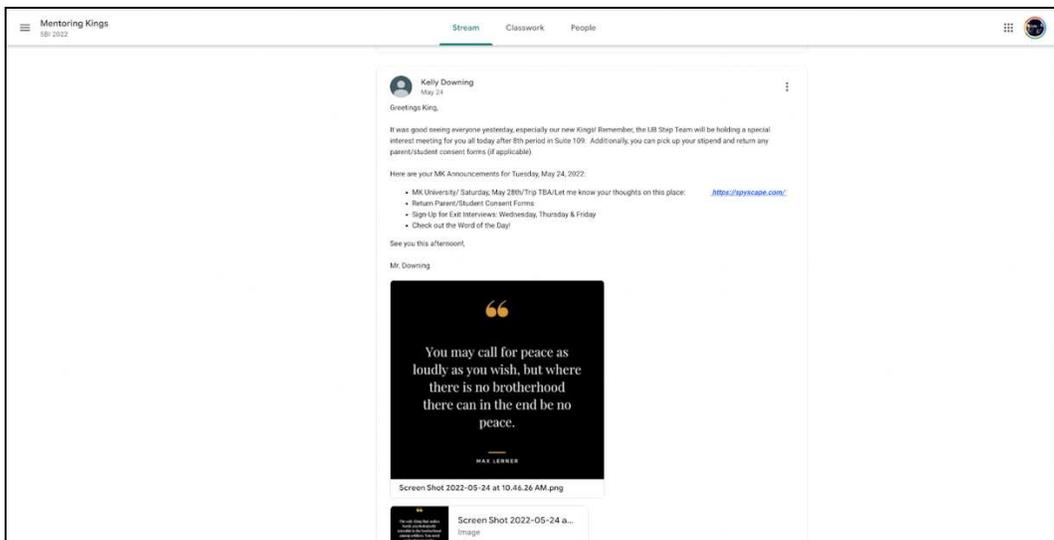


Figure 20

MK Notebook: Front Cover and Notetaking Tracker

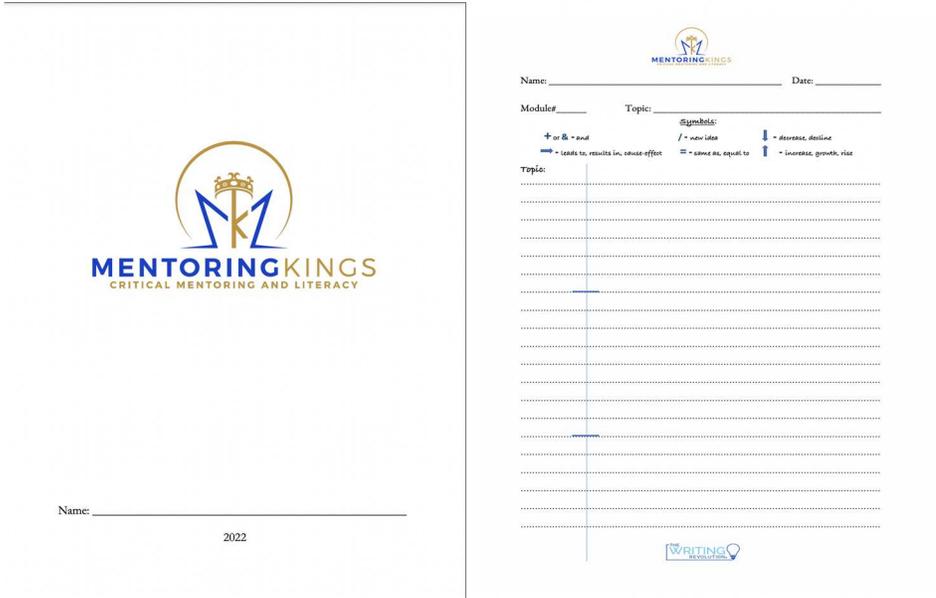
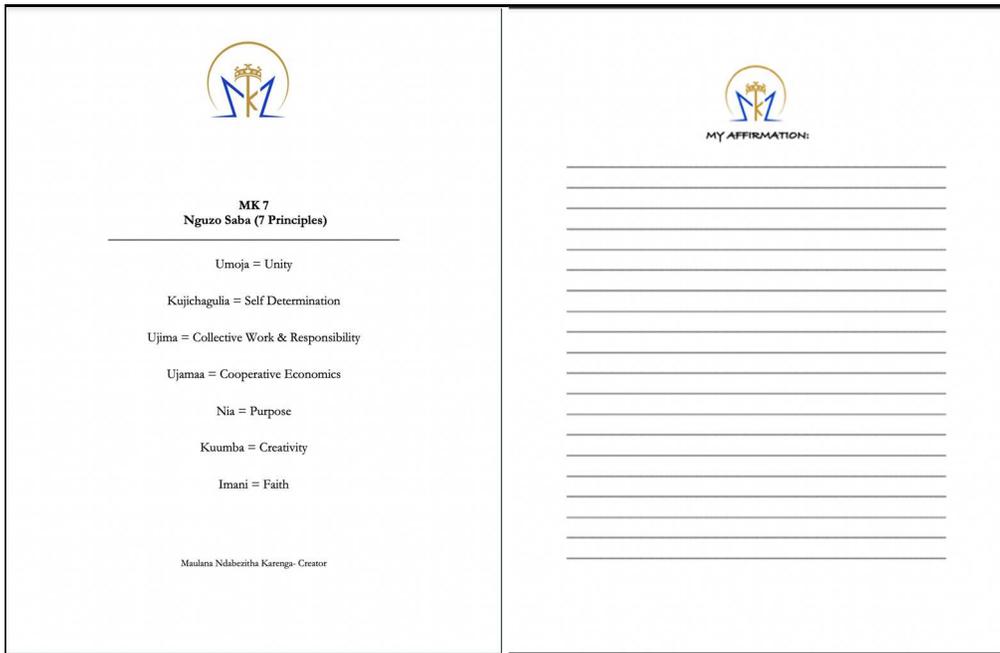


Figure 21

MK Notebook: Inside Front Cover and Inside Back Cover



Data Collection

This qualitative study implemented multiple data collection strategies as a means of triangulating the data collected from ten male students of color in grades nine to eleven who were members of the host organization's College & Career Preparatory Institute (CCPI) based at a large, urban high school in New York City. Data triangulation strategies provided a more thorough picture of students' perceptions of, and experiences within, MKI. As such, data were collected via interviews, the MK Notebook, and the Comprehension Check and Connect questions. A data collection matrix (see Table 1) is provided below to facilitate comprehension of which data source aligns with which research question.

Table 1

Research Questions and Data Sources

<i>Research Question</i>	<i>Interviews</i>	<i>Notebook</i>	<i>Comprehension Check and Connect</i>
RQ1: How do high school boys of color perceive Mentoring Kings Initiative and its components: a) the Hochman Method's Sequence for Notetaking Instruction,	X		
RQ1: How do high school boys of color perceive Mentoring Kings Initiative and its components: b) the Mentoring Kings Notebook	X		
RQ1: How do high school boys of color perceive Mentoring Kings Initiative and its components: c) the Mentoring Kings Online Modules	X		
RQ1: How do high school boys of color perceive Mentoring Kings Initiative and its components: d) Mentoring Kings University?	X		

RQ2: What is the effect of the Hochman Method's <i>Sequence for Notetaking Instruction</i> on the notetaking ability of high school boys of color	X
RQ2: What is the effect of the Hochman Method's <i>Sequence for Notetaking Instruction</i> on the comprehension of high school boys of color	X

Note. Research Questions and Data Sources

Interviews

The researcher investigated the Mentoring Kings Initiative through the experience of individual students (Siedman, 2006). To determine student perceptions of MKI and its varied components, the researcher conducted face-to-face, videotaped semi-structured interviews at the conclusion of the study. There was a total of 15 questions asked (see Appendix K). Interview transcriptions were obtained using Otter.ai transcription application, an automated speech-to-text transcription service featuring audio recording, transcribed text, keyword summaries, and highlights. The software program produced interview notes in real time. To maximize fidelity, participants were informed at the onset that their responses to interview questions would neither be right nor wrong. They were encouraged to answer honestly and were told that doing so would only serve to enhance the study's accuracy.

Because interviewing provides access to the context of people's behavior and, thereby, provides a way for researchers to understand the meaning of the behavior (Siedman, 2006), the researcher adhered to McNamara's (2009) eight principles for conducting an interview:

1. Choose a setting with little distraction
2. Explain the purpose of the interview
3. Address terms of confidentiality
4. Explain the format of the interview
5. Indicate how long the interview usually takes
6. Provide participants with a way to access the researcher at a later point
7. Ask participants if they have any questions before getting started with the interview
8. Do not count on memory to recall their answers

MK Notebook

The researcher collected notetaking data throughout Mentoring Kings' twelve-week initiative using the MK Notebook. Each student was provided a bound notetaking notebook to capture his notes and track his progress. The MK Notebook was used solely to capture notes taken from anchor text and video source materials provided via the Online Modules located on Google Classroom. The MK Notebooks were collected at the last session.

MK Online Modules: Check and Connect

Each Online Module included a set of culminating comprehension questions that corresponded to the embedded anchor texts and anchor videos. The researcher gave

students approximately one week to watch the anchor videos and/or read the anchor texts and take notes on the source material using their MK Notebooks. Afterwards, students completed comprehension questions to answer using only their notes (see Figure 22).

Data Analysis

Interviews

The main objective of the student interviews was to better understand and gauge students' perceptions and understanding of the Hochman Method and Mentoring Kings Initiative. The researcher interviewed students in order to provide access to the meanings they made of their experiences and social worlds (Silverman, 2010). Unlike the knowledge produced by positivism, which are regarded as facts to be quantified, the knowledge produced by students was “a conversational relation,” which was “intersubjective and social, involving interviewer and interviewee as co-constructors of knowledge” (Kvale & Brinkmann 2009, p. 18).

Additionally, the researcher coded transcriptions by bracketing chunks of information and assigning a category to the bracketed item within the margins (Rossman & Rallis, 2012). Bracketing, known particularly in phenomenology, is a method used “to mitigate the potential deleterious effects of unacknowledged preconceptions related to the research ... [it] is also a method to protect the researcher from the cumulative effects of examining what may be emotionally challenging material” (Tufford & Newman, 2010, p. 81).

Figure 22

MK Check and Connect Comprehension Questions

The graphic is titled "CHECK & CONNECT/MK5" in a blue, hand-drawn font. In the top left corner is the "MENTORINGKINGS" logo, which includes a stylized 'M' and 'K' and the text "CRITICAL MENTORING AND LITERACY". In the top right corner is a colorful lightbulb icon. The main content is a list of three questions in blue text:

1. Describe Dr. Charles Drew's medical achievements.
2. Explain how John Mercer Langston could be called a champion of civil and legal rights?
3. Describe the significance of the *Brown vs. Board of Education* case.

On the right side of the graphic is a photograph of a young Black man with short hair, wearing a light blue button-down shirt, smiling and standing with his arms crossed.

Taylor-Powell and Renner (2003) list two ways of coding or categorizing data: preset categories (using preconceived categories from the literature review to analyze data) and emergent categories (allowing the code or categories to emerge from the raw data). The researcher used the strategy of “open coding,” (Strauss & Corbin 1998, p. 101), a process through which the full spectrum of students’ ideas and their associated qualities are recognized within the data. Axial coding was used to code subcategories and sort them into groups until all relevant themes were identified. The results of that coding process yielded various categories and themes, the frequency of which indicated the level of importance participants allocated to the particular experience. Siedman (2006) states that this is a very important stage of qualitative research and explains the lengthy process involved in this type of inquiry involving gaining insight into participants’ experiences and the value they attribute to them, as well as making relevant connections among shared experiences.

Notetaking and Comprehension

Bowen (2009) asserts that one of the advantages of using document analysis is its value in tracking changes and the development of events in the larger social context, especially when events can no longer be observed in the setting. Consequently, a notetaking rubric was created based on anticipated notetaking responses (See Figures 23 and 24) for each Online Module. These responses contained a tally of keywords, phrases, abbreviations, and symbols derived from the source material. Students' notetaking samples were then evaluated according to the percentage of keywords, phrases, abbreviations, and symbols they recorded in their notebooks.

Research Bias

One potential threat to validity that researchers must be careful to circumvent is researcher bias. A key strategy used to control such bias is reflexivity. Here, the researcher actively engages in critical self-reflection about his or her potential biases and predispositions (Johnson, 1997). Because this researcher had previously worked in the capacity of Senior Faculty & Partnership Specialist for The Writing Revolution (TWR) - the organization founded by Dr. Judith Hochman and responsible for disseminating the Hochman Method - critical self-reflection was mandatory and was given high priority even though the organization did not fund or financially support the researcher's research efforts. Additionally, his role as a former NYC Department of Education English Language Arts teacher, a previous TWR Coordinator, and an African American male who was born in Harlem and raised in the South Bronx, and who was also a student within the New York City Public School System intensified the need to identify and address any inherent biases. As such, additional strategies were employed to protect the

fidelity of the research findings, including peer review of analyzed data from all sources as well as employment of the four triangulation strategies (data, methods, investigator, and theory) used in qualitative research.

Triangulation

Several steps were taken to establish the fidelity of the study. For example, the researcher prioritized triangulating the data. Denzin (1978) defined *data* triangulation as collecting data from multiple sources and *investigator* triangulation as having more than one investigator/evaluator involved in the process of collecting, analyzing, and/or interpreting data to assess the extent to which the investigators reached similar conclusions. Per Bowen (2009), triangulation helps the researcher corroborate findings across different data sources and thus reduces the potential biases that can exist in a single method or a single source.

In this study, data were collected from multiple sources (i.e. student interviews and the MK Notebooks) as a form of *method* triangulation, and interpretive validity was achieved by way of an additional researcher (*researcher triangulation*). The results were also peer reviewed to solicit valuable insights and challenges. The research study was also triangulated using a variety of theories. Bandura's Social Learning Theory and Critical Mentoring were applicable.

Figure 23

Notetaking and Comprehension Rubric



MENTORINGKINGS
CRITICAL MENTORING AND LITERACY

Note-Taking & Comprehension Rubric

Student Name: _____

Module #: _____

Category	Poor Below 60%	Below Average 60%-69%	Average 70%-79%	4 Above Average 80%-89%	5 Excellent 90%-100%
Keywords	Poor command of <i>keywords</i> from anchor texts/anchor videos	Below Average command of <i>keywords</i> from anchor texts/anchor videos	Average command of <i>keywords</i> from anchor texts /anchor videos	Above Average command of <i>keywords</i> from anchors texts /anchor videos	Excellent command of <i>keywords</i> from anchors texts/anchor videos
Phrases	Poor command of <i>phrases</i> from anchor texts/anchor videos	Below Average command of <i>the phrases</i> from anchor texts/anchor videos	Average command of <i>the phrases</i> from anchor texts /anchor videos	Above Average command of <i>the phrases</i> from anchors texts /anchor videos	Excellent command of <i>the phrases</i> from anchors texts /anchor videos
Abbreviations	Poor command of <i>abbreviations</i> from anchor texts/anchor videos	Below Average command of <i>the abbreviations</i> from anchor texts/anchor videos	Average command of <i>abbreviations</i> from anchor texts /anchor videos	Above Average command of <i>abbreviations</i> from anchors texts /anchor videos	Excellent command of <i>the abbreviations</i> from anchors texts/anchor videos
Hochman Method Symbols	Poor command of <i>symbols</i> from anchor texts/anchor videos	Below Average command of <i>symbols</i> from anchor texts /anchor videos	Average command of <i>the symbols</i> from anchor texts /anchor videos	Above Average command of <i>the symbols</i> from anchors texts /anchor videos	Excellent command of <i>symbols</i> from anchors texts /anchor videos
Comprehension	Poor command of <i>important ideas</i> presented in the anchor texts/anchor videos	Below Average command of <i>important ideas</i> presented in anchor texts /anchor videos	Average command of <i>important ideas</i> presented in the anchor texts/anchor videos	Above Average command of <i>important ideas</i> presented in the anchor texts/anchor videos	Excellent command of <i>the important ideas</i> presented in the anchor texts/anchor videos

> Keywords: Blue _____
 > Phrases: Underlined _____
 > Abbreviations: () _____
 > HM Symbols: Red _____

Total: _____

Figure 24

Notetaking Anticipated Response



MENTORINGKINGS
CRITICAL MENTORING AND LITERACY

Note Taking Anticipated Responses

Module 5: Dr. Charles Drew, John Mercer Langston, & Thurgood Marshall

Dr. Charles Drew

1. (CD) / born (Jun.) 3, 1904 / (Wash.) (D.C.)
2. athletic youth = (D) / attended Amherst College / sports scholarship
3. went to (med.) school at McGill (Univ.) / Canada
4. after receiving Rockefeller Fellowship / 1938 / (D.) (dev.) method to process + preserve plasma by drying
5. plasma can be stored longer than whole blood → breakthrough for blood banks
6. (D) headed up several (lrg.) scale military blood drives / i.e. "Blood for Britains" + Red Cross Blood Bank
7. angered by military policy (segreg.) (Afr.) (Amer.) blood + resigned his position
8. (D.) continued (med.) work + earned ↑ honor from (NAACP)
9. died (Apr.) 1, 1950

> # Keywords = Blue	<u>17</u>
> # Phrases = Underlined	<u>10</u>
> # Abbrev = ()	<u>17</u>
> # HM Symbols = Red	<u>14</u>
> Total Score:	58

Kelly M. Downing, Ph.D. Candidate St. John's University, Literacy 2022

Research Validity

Steiner Kvale (2009) calls for a validity of knowledge claims in dialogue. He refers to this as “a community of scholars” (p. 97) which is similar to Guba and Lincoln’s idea of peer debriefing and involves sharing findings with colleagues and others in the field to bring the process more authority. Therefore, all data were shared and cross referenced by a fellow researcher skilled in qualitative research. The use of an additional researcher allowed data and findings to be cross checked to ensure consensus regarding interpretations. When establishing corroboration (i.e., agreement) with additional investigators, it is less likely that outside reviewers of the research will question whether something occurred. As a result, the research will be more credible and defensible (Johnson, 1997). According to Kirk and Miller (1986), validity in qualitative research is a “question of whether the researcher sees what he or she thinks he or she sees” (p. 21). Neuman (2006) proposed a similar approach, which he referred to as “authenticity” (p. 23).

Accurate interpretive validity requires that the researcher gets inside the heads of the participants, looks through the participants’ eyes, and sees and feels what they see and feel (Johnson, 1997). As such, the researcher performed an in-depth analysis of the research participants’ inner worlds (i.e., their phenomenological worlds) in order to present these inner worlds with a large degree of accuracy to the research community.

Researcher Expertise

The researcher was a faculty member with The Writing Revolution between July 2018 and December 31, 2021 and provided high-quality professional development courses in the Hochman Method, both in-person and remotely. He managed a caseload of High

Impact Partner schools and provided professional development, site visits, on-going consultation sessions, and assessment support. Additionally, the researcher consulted with Dr. Hochman at various points throughout the study, particularly during the initial stages.

CHAPTER 4: FINDINGS

This qualitative research study used a phenomenological approach with a focus on interpretive phenomenology to analyze interview data related to MKI and its components. Phenomenology focuses on describing experiences from the perspective of those who have lived them (Neubauer et al., 2019). Rooted in various schools of philosophy, phenomenology is used to explore complex topics in order to understand and explain them well. Using the experience of others as a petri dish or classroom, phenomenology enables learning, which honors the foundational premise of research (Neubauer et al., 2019). Many different approaches to phenomenology exist. But they all facilitate studying a phenomenon by way of lived experience to understand it, describe it, and extract meaning (Neubauer et al., 2019).

A specific phenomenological process, interpretive phenomenological analysis (IPA) moves from what is singular or individual to what is communal or shared and from merely describing to interpreting (Smith, Flowers, & Larkin, 2009) and is executed in the following manner:

1. Analyzing and coding the key words and phrases from the data sources
2. Based on the coding of the key words and phrases, noting the emerging themes for individual and group contributions across the data set, whether different or similar
3. Understanding the participants' accounts and underlying meanings
4. Developing an interpretive account
5. Extracting and subsuming the themes into superordinate themes

6. Aggregating the number of codes, themes, and categories to determine their frequency as an indication of the relative importance of that theme to the participants
7. Illustrating the relationships between the themes and superordinate categories
8. Developing a framework to show how themes and superordinate themes are related
9. Developing and documenting the research process in a comprehensible way
10. Using the hermeneutic circle to develop a tenable conclusion that is bolstered by data extracts
11. Employing supervision and auditing of the study to increase validity and plausibility of the findings
12. Contemplate the findings and their effect on the broader educational community

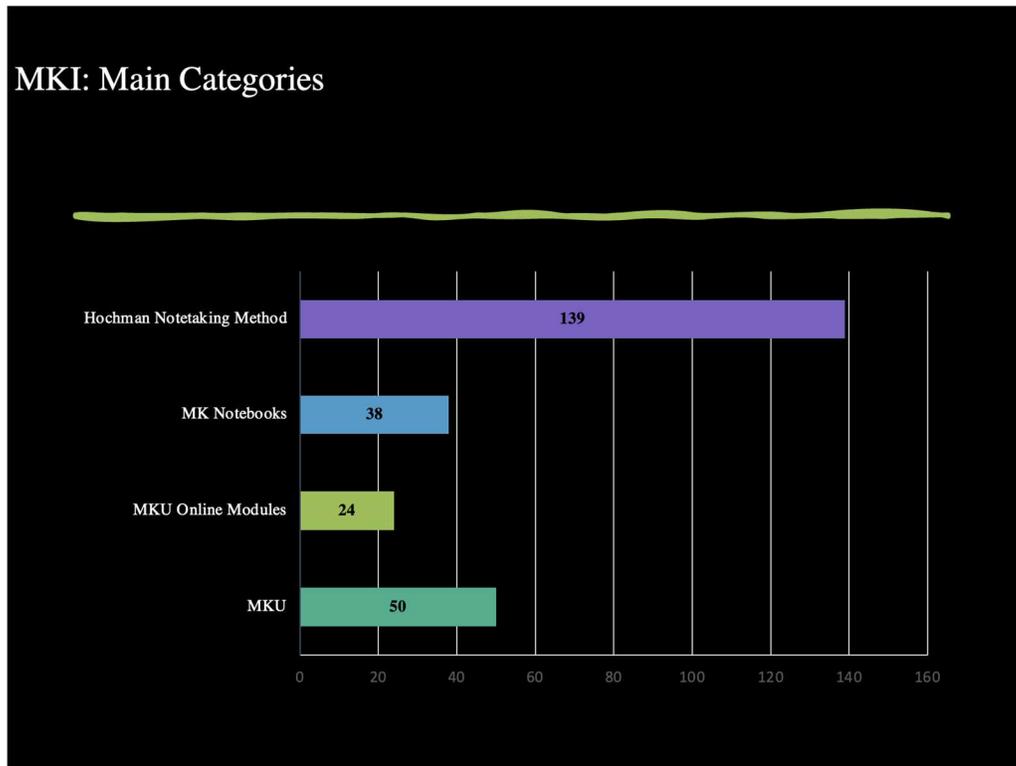
Using this approach, then, the researcher analyzed the narrative data to identify the most meaningful keywords and phrases (codes) and color-coded them, grouping them into logical, meaningful themes. These themes were then grouped into superordinate categories to facilitate deeper insight into data findings and their embedded meanings. The process yielded several meaningful themes for which the number of repeated references, when computed, served as an indication of the level of importance each theme had for the participants (see Table 2). These were incorporated into four main categories (see Figure 25) providing an overview of the different impact areas related to the Mentoring Kings Initiative (MKI): 1) The Hochman Method's Sequence for Notetaking Instruction, 2) Mentoring Kings (MK) Notebook, 3) Mentoring Kings Online Modules

(MK) and 4) Mentoring Kings University (MKU). These categories and resultant themes were then explored in depth in order to answer the following research questions:

1. How do high school boys of color perceive the Mentoring Kings Initiative and its components: a) the Hochman Method's Sequence for Notetaking Instruction, b) the Mentoring Kings Notebook, c) the Mentoring Kings Online Modules, and d) Mentoring Kings University?
2. What is the effect of the Hochman Method's Sequence for Notetaking Instruction on the notetaking ability and comprehension of high school boys of color?

Figure 25

MKI: Main Categories



Note. Resultant categories based on interview data

Table 2

Emergent Themes

	MKU	MKU ONLINE MODULES	MK NOTEBOOKS	HOCHMAN METHOD NOTETAKING
STUDENT A	Great UNIV/Structure = 8 -HW completion -Collaboration -Fun -Interesting -Changes POV on writing -Increases focus -Promotes self-regulation --Convenient Hrs	+Source Material Challenging– (i.e. quantity) = 1 +Great Module Structure = 1 +Positive Corr btw/Text Selection & Notetaking = 1 +Quality/engaging source mats = 1	Effective = 3 -Increased Org. -Facilitates HM NT application -Facilitates HM symbol recall	Fave Outlook = 3 **Fave Outcomes = 5 ↑Efficiency Promotes NT knowledge transfer ↑content recall ↑application of NT skill Promotes metacognition +Minor Exposure = 1 +Negative Exposure/History = 2
STUDENT B	Great UNIV/Structure = 2 • Collaborative = 1 • Interesting = 1	+Source Material Challenging (i.e. quantity) = 1	Effective = 2 -Facilitates HM NT application -Facilitates HM symbol recall	Fave Outlook = 3 **Fave Outcomes = 9 Promotes NT knowldg transfer = 1 ↑application of NT = 4 ↑efficiency = 1 ↑comprehension of NT = 1 Promotes metacognition = 2 Much Exposure = 2 Negative Prior Exposure/History = 2 +Adv MK Instructor Knowledge = 1 +Inadequate Prior Hochman Method Instruction = 1

Note: Themes emerging from interview data

This chapter will provide an overview of the research findings based on in-depth analysis of the data by way of IPA.

Research Question One

How do high school boys of color perceive the Mentoring Kings Initiative and its components: a) Hochman Method's Sequence for Notetaking Instruction, b) Mentoring Kings University/Saturday Sessions (MKU), c) Mentoring Kings (MK) Notebook, and d) Mentoring Kings (MK) Online Modules?

MKI: Perceptions

Overall, MKI and its various components were perceived favorably among the ten male participants. Students celebrated its offerings, labeling the experience as “a brotherhood,” “an academic adventure,” a “cool environment,” “an incredible experience,” “a program that [they had] never been to.” Several mentioned the instructor's accessibility and deep content knowledge pertaining to the Hochman Method, stating, “I can just go up to him and ask him questions. Or we can have an in-depth conversation about whatever I'm wondering about,” and “Mr. Downing is like a professional at TWR. Like he made it easier for me to learn TWR because I was not really interested in those kinds of stuff.” Statements like these provide insight into the level of connectivity, comfort, and trust these young men believed existed between them and the instructor who shared a similar ethnicity and lend support to the call for recruitment of teachers of color, especially male teachers of color (Vilson, 2015) to educate and guide a student body that is now majority nonwhite. Studies show that, even at the college level, interactions between students and faculty members - which constitute cultural climate - can signify a sense of belonging and are important to student outcomes

(Riley-Tepie, 2018). Campuses harboring limited faculty of color and limited engagement between students and faculty can be a harbinger of hostility for students of color (Cuyjet, 2006).

Mentors play a critical role in the lives of two out of three youths in America today, and there is a critical need to close the mentoring gap for the estimated 16 million youth growing up without a caring adult in their lives. This is especially true for young people who may not already have positive professional adult role models in their lives and even more true for African American young men of color (BYMOC) who are disproportionately “disconnected” from more caring, non-parental adults (Lewis & Burd-Sharps, 2015). The lack of minority males as teacher-mentors exacerbates the issue, resulting in reading deficiencies cited at critical levels for this particular group as well as a logical disproportionate academic and social disadvantage (The White House, 2021).

Students who fall victim to the achievement gap typically end up in remedial courses at the college level due to their being underprepared for the rigors of college-level work and not having been taught effective study habits and reading and writing skills. This underpreparedness, if not addressed, has significant short- and long-term effects, particularly for male high school students of color. For example, low literacy skills are associated with lower income, higher incarceration rates, higher high dropout rates, inferior college completion rates, and special education (World Literacy Foundation, 2018). Still, research indicates that mentoring programs like MKI do supplement parental and male role model involvement (Gilgoff & Ginwright, 2015), demoting negative outcomes and promoting positive ones like academic achievement, an adjustment in attitudes, motivation, and social skills (DuBois et al., 2011).

Parent Perceptions of MKI. Parental involvement was also a core component of MKI. Initially, parents and guardians were invited to attend the MK Information Session to learn about the initiative's offerings and benefits to their child. But the researcher also deemed it necessary to remain in contact with parents and guardians throughout the duration of the study to keep them abreast of their child's progress and development. Furthermore, parents were invited to attend special MKI events and Harlem Stage performances. Overall, parents and guardians had a favorable perception of MKI (see Figures 26-28).

When discussing her child's participation in Mentoring Kings, one parent remarked:

My son had a lot of fun in this program as well as learned new things. He has grown tremendously. In a way, he learned a little bit of everything. His knowledge and hard work have been worth it, and I hope he can continue like this.

And upon reflecting on MKI's cultural relevance to young males of color, another parent noted:

One of the reasons I insisted that Randall attend a HS in Manhattan was because I knew he would have opportunities to come across programs like Mentoring Kings. It is not easy for a young Black man to power through, especially in these times. Mentoring Kings has provided him with a guidebook to dealing with the unique environment Black males have to endure.

Figure 26

Parent Commentary One

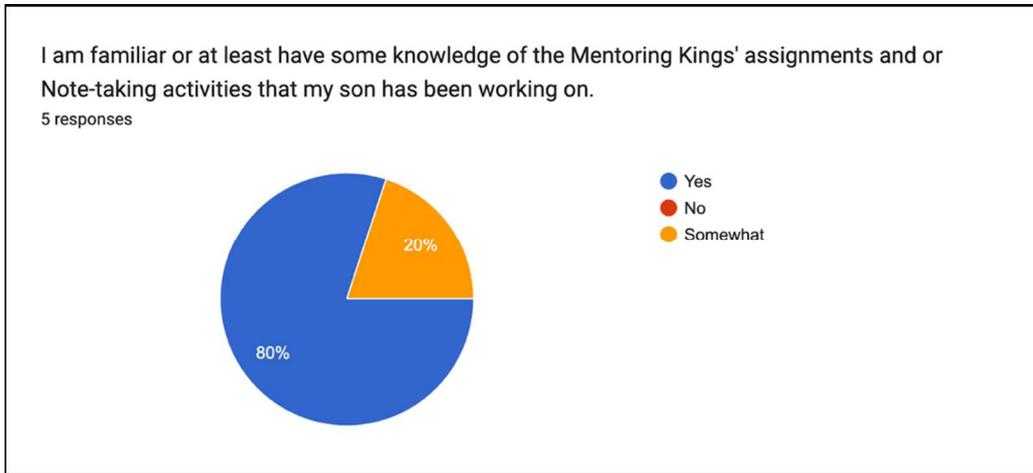


Figure 27

Parent Commentary Two

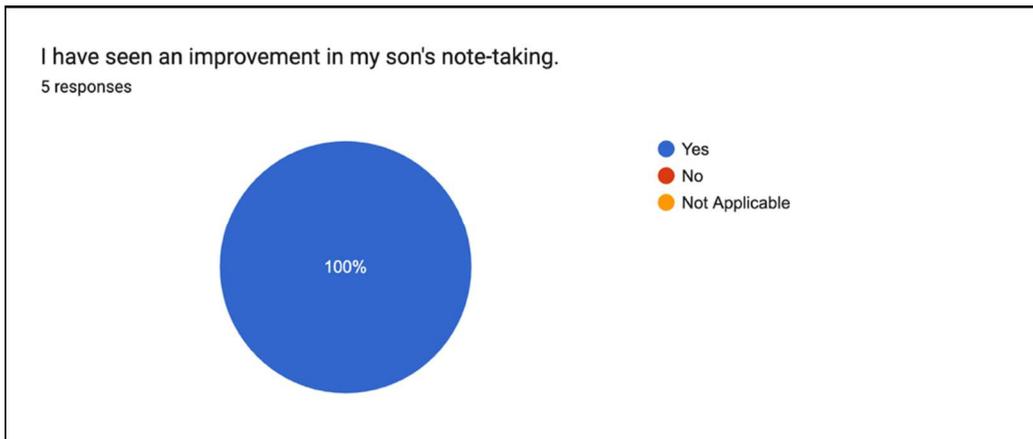
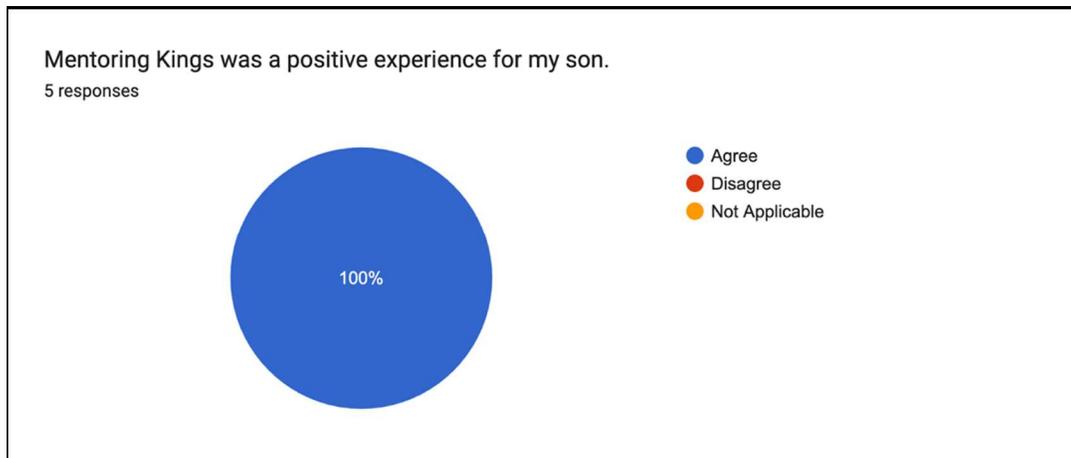


Figure 28

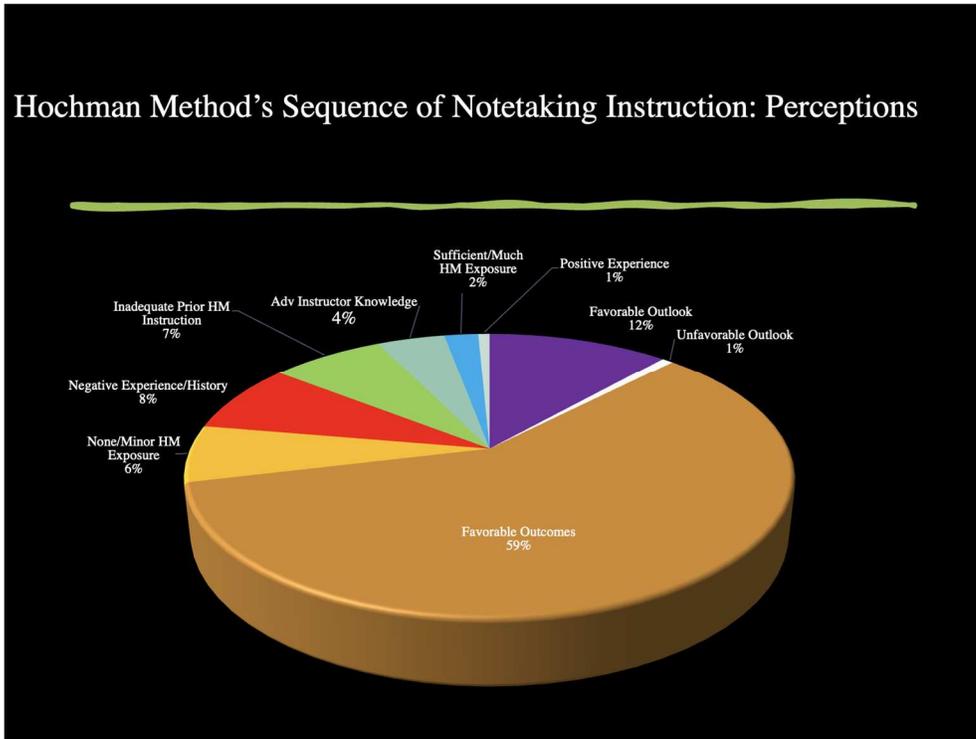
Parent Commentary Three



Hochman Method’s Sequence for Notetaking: Perceptions. Based on interview data, 59% of all references issued by the research participants were associated with the Hochman Method’s Sequence for Notetaking Instruction, highlighting students’ views on, and experience with, the method (see Figure 29). Frequent references to the method elevated perceptions of increased comprehension and mastery/application of notetaking as a skill as well as its transferability into their various classrooms. Most often addressed, however, was the idea that students thought intensely about what they were doing and how they were doing it (metacognition) and the increased speed with which they accomplished taking notes (efficiency). During the interview, one student, Student A, addressed his increased efficiency upon applying the method consistently. He declares: “I actually find it really helpful because I notice myself able to copy down things faster than other people and at the same time getting as much information as people who are writing it out completely.”

Figure 29

Hochman Method's Sequence for Notetaking: Perceptions



Note: Perceptions of the Hochman Method taken from interview data

A similar acknowledgement from Student B is also presented below:

The Hochman Method - I'm gonna say it helped me capture things in real life. When people give me lectures or tell important information, I break down the important details. I process it. It comes more naturally than before I came to Mentoring Kings. So basically, I process more detailed information better than [before] I came to MK.

Because the Hochman Method is a proponent of explicit instruction, the rationale behind the students' perceptions could be related to instruction students received from previous teachers. Roughly 80% of them reported previously receiving some Hochman

Method instruction, albeit in most cases, it was minimal. Only one student had no exposure at all, and another had sufficient exposure. The perceived effectiveness of the Hochman Method correlates with students' ability to engage and self-regulate, which aligns with Social Cognitive Theory. The theory was originally developed by Bandura (1976), who describes Social Learning Theory as a learning process that can occur via observation or modeling of the experiences of others without the need to undergo trial and error. The learning process occurs during interaction with an environment and taking part in an observing or imitating process (Zimmerman, 2002). So simply by being part of the MKI environment that skillfully reinforced notetaking, observing their peers apply the skill, and engaging with it themselves, students felt confident in the Hochman Method's Sequence for Notetaking Instruction's ability to impact them positively.

The Hochman Method's Sequence for Notetaking Instruction was also administered by the researcher, a previous faculty member and partnership specialist with The Writing Revolution and a former English Language Arts teacher at the NYC Department of Education. Consequently, perceptions of the method also involved 60% of the participants referencing the extent of knowledge the researcher had when educating them on Hochman-Method Notetaking symbols and strategies. Praise for the instructor, the quality of his instruction, and their progress with notetaking were common, attesting to a recognizable impression made upon them by the instructor. That impression and any subsequent belief in their self-efficacy, then, align well with Bandura's Theory of Self-Efficacy, particularly vicarious experiences, where individuals witness a task being accomplished and see that task as doable, manageable. Thus, they begin to feel confident enough to engage with it.

Bandura's Theory of Self-Efficacy is also executed by way of verbal persuasion, where an individual feels inclined to attempt a task based on the encouragement of a peer or authority figure. It is conceivable, then, that the continued encouragement from the instructor combined with his expertise in notetaking instruction served to stoke their self-efficacy, resulting in their belief in the effectiveness of the Hochman Method's Sequence for Notetaking Instruction. Student I comments:

My current English class 8th period uses TWR but not the TWR that we're familiar with. It would be just really basic and skimpy - like it would be full of notes and just like yo...wouldn't really be as efficient as like what we do.

Other participants provided additional affirming statements, such as: "We were a bit more advanced in it because we did more steps through a lot of it" and "[In class], we went over the basics. But after joining MKI, it kind of opened my mind to how instructional and objective they [teachers] were making it and how there's literally no room for subjectivity." These comments give testimony to the level of instructor involvement and student learning achieved, evidencing the difference between their previous and current experience with the Hochman Method's Sequence for Notetaking Instruction.

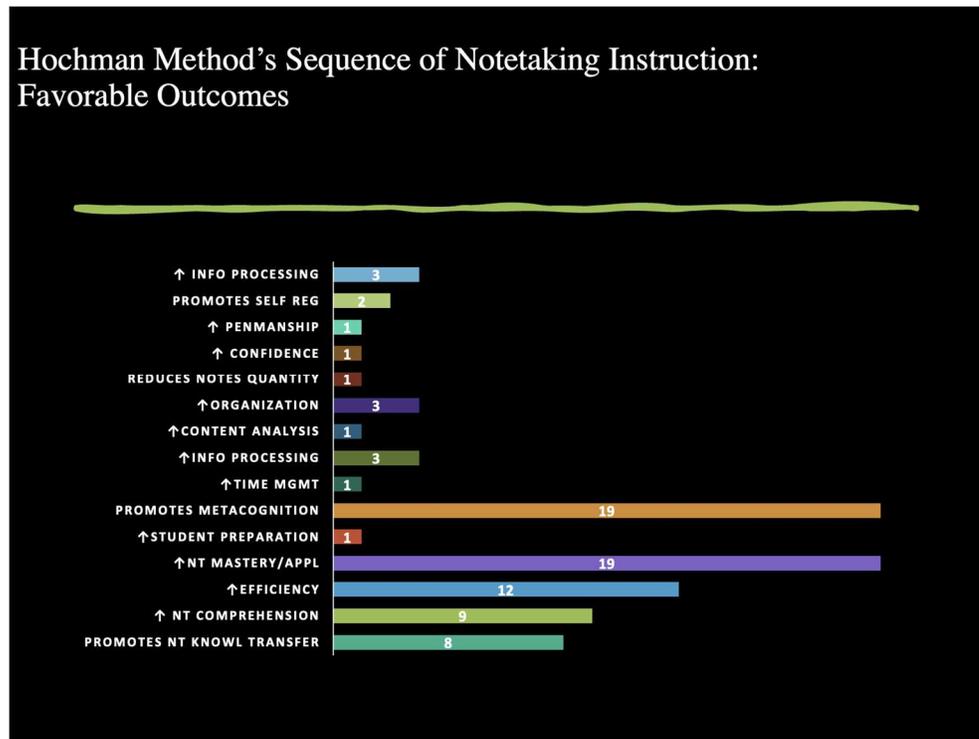
Hochman Method: Favorable Outcomes. The Hochman Method was viewed favorably by 100% of the participants, 90% of whom felt that the method promoted their metacognitive abilities and increased their mastery and application of notetaking (see Figure 30). For example, Student J says:

In the beginning, I was pretty slow. I didn't really look at what I was writing down. I just wrote it down. I didn't, I didn't really pay attention to it and I didn't

really look back at it to make sure I was writing everything ok. And I didn't really take anything from it. But with the Hochman Method, you gotta process it and you have to write down the important parts, which is good.

Figure 30

Hochman Method's Sequence for Notetaking: Favorable Outcomes



Note. References concerning the Hochman Method's impact in interview data

Many of the students also felt that their comprehension of notetaking had improved to the degree that they were able to apply that skill to their various high school classes. The findings concerning metacognition are consistent with Peverly's (2006) research issuing that students must 1) hold/rehearse incoming verbal lecture information temporarily, 2) quickly construct representations of the information (i.e. translate or paraphrase it as it relates to their own knowledge), then 3) transcribe the components onto paper before information in the verbal store is lost and before new incoming information is processed.

In other words, students must keep an active representation of what they are hearing in working memory in order to comprehend and transcribe it as they are continuously updating incoming content as it is spoken (Piolat et al., 2005). By focusing on notetaking, students were able to think about their ways of knowing, attesting to Flavell et al.'s (2002) viewpoints that metacognition includes “both what you know about cognition and how you manage your own cognition” (p. 164). These components are sometimes referred to as metacognitive knowledge and metacognitive monitoring and regulation.

At MKI, students also perceived an improvement in their organization, analytic ability, self-regulation, and confidence. Increased notetaking efficiency was also noted. Patterson et al. (1992) classifies notetaking as an organizing and focusing strategy. Thus, by receiving and applying explicit notetaking instruction using the Hochman Method, students increased the efficiency by which they were able to take notes. Research indicates that explicit notetaking instruction also promotes students' organizational skills and the transfer of knowledge. More specifically, metacognitive knowledge encourages awareness about one's own cognitive processes (e.g., I can remember information better when it is written down), his or her tasks (e.g., I can remember organized information better than unorganized) and his or her strategies (e.g., if I cannot write down everything during a lecture, I will just write the vocabulary word and come back later to write out its definition) (Flavell 1979). In addition to efficiency, students also experienced greater notetaking mastery and application which may have prompted the perceived increase in their self-confidence. Research touts that successful notetaking activities significantly stimulate the level of self-efficacy and self-assessment that students possess (Kiewra, 1985; Nakayama et al., 2017; Shunk, 1991; Siegel, 2015).

Data acquired from student interviews also reveal that eight participating students (80%) stated that they had had minimal previous exposure to the Hochman Method's Sequence for Notetaking Instruction; one had no exposure at all, and another had sufficient exposure. Of the nine students with exposure, only one classified that exposure as being positive, and seven (78%) described any past instruction received on the method as inadequate/unimpactful/inconsistent. Thus, 60% made positive references to the extent of knowledge the researcher had when educating them on Hochman-Method notetaking symbols and strategies. For example, Student C says: "Although my global and English classes did teach me how to use abbreviations a little, I wasn't really prepared, but Mentoring Kings did prepare me by teaching me fully...only focusing on the Hochman Method." Student B also addressed previous exposure to notetaking. He adds:

I mean, I feel like during MK we were a bit more advanced in it because we did more steps through a lot of it and, you know, I got used to it. Because people [in] class, they still confused how to do TWR even though we did it since the beginning.

Concerning his previous notetaking instruction, Student E also made a contribution. He announced:

Just before I came to MK, we were doing some TWR practice in class like ELA and Global. But it wasn't that clear. It was given to us. But in this club, we focus on this notetaking form more clearly than other classes.

These particular findings regarding students' notetaking proficiency and the Hochman Method's Sequence of Instruction being delivered at the high school are noteworthy because the school has been a High Impact Partnership (HIP) school since 2016.

Currently, TWR's partnership model has since been restructured to include additional prerequisites not previously in place. However, under the original framework, HIP schools received extensive additional TWR training for its educators including site visits, lesson planning, and schoolwide implementation. Consequently, the researcher initially anticipated a higher level of student notetaking proficiency.

Mentoring Kings University (MKU)/Saturday Sessions. All ten research participants repeatedly referred to MKU's program structure in a positive light, with frequent references to expanding their portfolio of friends and professional networks, collaborating, socializing on fun trips, and sharing experiences and ideas in a supportive environment, among other things. Of the varied MKU offerings, however, its collaborative environment was the most favored among the students, followed closely by the networking opportunities they were afforded, their ability to complete homework on site, and the overall fun they had on- and off-site (see Figure 31). Specifically, seven boys (70%) mentioned an increased sense of collaboration when participating in MKU. One student, Student I, affirmed this idea. He states: "When we share, we would always find some connection between all our answers and how much like those connections changed us."

Additionally, five of the boys noted that the sessions were fun and provided opportunities to network and fellowship with guest speakers, and four indicated that they found attending valuable, highlighting the supportive nature of both the researcher and the environment in general. Student A, for example, contends that collaborating at MKU changed his thoughts about writing. He states: "I mostly liked...working together and doing literature. And it's fun and it's interesting to do. But it really changed my whole

perception of writing in general.” Another student, Student C, enjoyed the workshops and commented on meeting different presenters. He states:

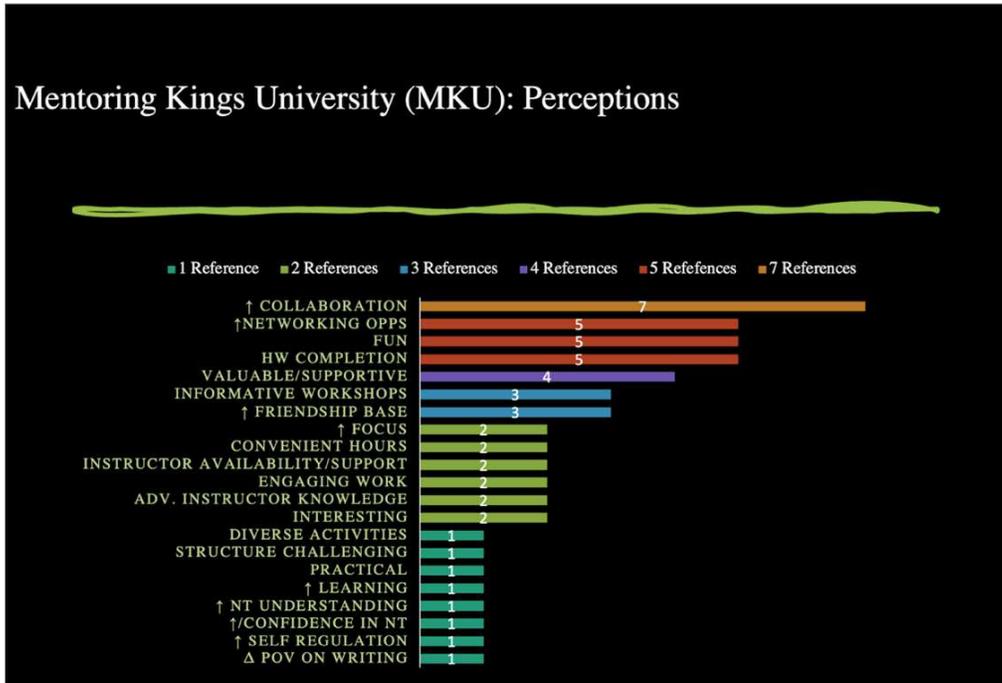
I got to meet people from different locations that had different talents. One time, it was a person who taught us how to explore our creativity. One time we learned from people who quit their jobs to aspire to other things.

MKU also provided them opportunities for one-on-one mentoring through in-person and virtual office hours where students were able to receive personal and individualized attention. Per DeFreitas and Bravo (2012), increasing general involvement with faculty is predictive of academic success without a specific structured mentoring program. This is an important finding as it indicates that increased faculty time with individual students can lead to academic success, improved persistence, and completion. Additionally, connected relationships between students and faculty via mentoring have been closely associated with positive achievement and attitudes, student self-efficacy, and student satisfaction (Hoffman, 2014).

Beyond academic mentoring which focused on interactions to guide the students and establish their sense of belonging (Bourdieu, 1977; Hegstad & Wentling, 2004; Kram & Isabella, Kuh et al, 1985; Single & Muller, 1999), however, the spectrum of experiences provided them at MKU also laid the foundations for critical mentoring. Critical mentoring distends beyond traditional academic mentoring to include more involved conversations about race, gender, class, ableism, etc. (Weiston-Serdan, 2015) in order to develop best assistive strategies and help motivate these youths to maintain focus on their academic and career goals. MKU’S relaxed yet professional environment allowed these conversations to occur naturally without concern for immaterial,

Figure 31

Mentoring Kings University (MKU): Perceptions



Note: Student references to MKU in interview data

unrelatable content. Additionally, MKU’s rich curriculum offered the boys an opportunity to explore a variety of topics with an artistic, educational, social, and professional focus and to complete homework - all while learning to excel academically via mastery in the foundational skill of notetaking.

MKU’s curriculum accounted for the fact that boys and young men of color get an inordinate amount of messaging about their shortcomings and a quality mentoring program should never reinforce those sentiments but, instead, recognize the underlying systemic problems (The National Mentoring Partnership, 2016). Moreover, MKU’s curriculum design promoted developmental mentoring. This form of mentoring is characterized by the mentor getting involved in recreational activities with the mentee,

like playing games. At MKI, students enjoyed several recreational activities, the favorite of which was a museum experience. In a developmental mentoring relationship, the mentor's goal is to develop the conditions in the relationship that would allow for the youth's social, cognitive, and emotional development (Karcher et al., 2006). In response to MKI's curriculum, Student D states: "School? Yea. Not everybody is a fan. But on Saturdays, it's a different kind a vibe." Students also noted the importance of certain program aspects, such as convenience (hours), instructor availability, engaging work, and advanced instructor knowledge.

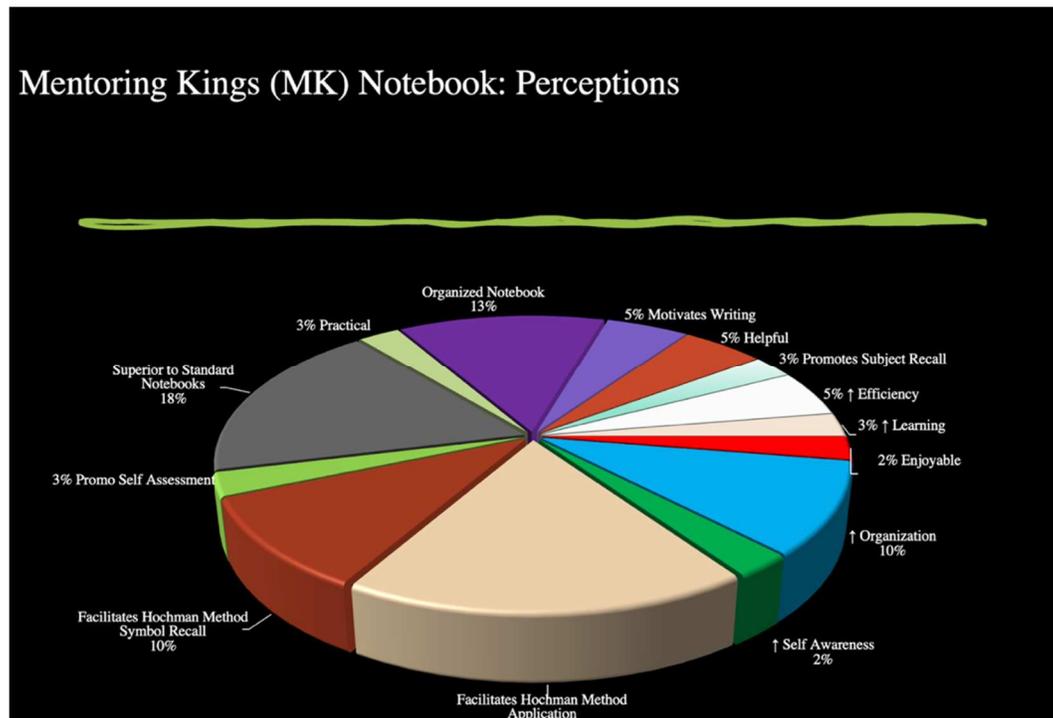
Mentoring Kings (MK) Notebook: Perceptions. There was an overwhelmingly positive response to the MK Notebook by each student. All students expressed that the MK Notebook was effective in a variety of ways. Based on responses provided, students believed the notebook to be organized (40%) and superior to other notebooks encountered (50%), facilitating application of the Hochman Method (70%), symbol recall (40%), and organization of their notes and even themselves (40%). Additional attributes noted by students were the MK Notebook's ability to increase efficiency and self-awareness, motivate them to write, promote subject recall, and increase their overall learning (see Figure 32). When questioned about the notebook, Student C remarked: "The Mentoring Kings Notebook helped me store information...I would forget how to use a symbol, so I would refer back to my MK Notebook to understand how to do those notetaking skills again." Student G also interjected his thoughts on the Notebook's impact. He announced:

I really like the MK Notebook...love like [how] clean it is...through all my years of high school, like notebooks [were] kind of boring...just doesn't make you want

to do anything...but the MK Notebook, I like how it looks, how clean it is... and for writing, I would definitely say it has made me want to write more.

Figure 32

Mentoring Kings (MK) Notebook: Perceptions



Note: References to the MK Notebook in interview data

Despite notations that having the MK Notebook facilitated the application of the Hochman Method, students' actual notetaking, when applied to the source materials within the Online Modules, reflected minimal use of the Hochman Method: keywords, phrases, abbreviations, and symbols. Since the high school the students attended is a High Impact Partnership School, the researcher anticipated greater notetaking outcomes. This is a strong indication that more explicit instruction in these particular areas would improve student Hochman Method symbol usage.

The process of notetaking is a self-regulating activity which correlates to students' intrinsic motivation. And from a cognitive load perspective, working memory is limited with respect to the amount of information it can hold and the number of operations it can perform on that information. The expectation that students would perform multiple complex cognitive tasks introduces what Sweller and Chandler (1994) refer to as extraneous cognitive load for that task. Extraneous cognitive load limits the amount of information students are able to process and may be why many students find it difficult to learn from online instructional presentations and activities, ultimately achieving less in those contexts because they require complex cognitive processes (Eshet-Alkalai, 2004).

At MKI, several of the students admitted to struggling with managing class responsibilities, extracurricular activities, and the MKI Online Modules/Notebook assignments. Students G and H, for example, struggled academically and with time management. Prior to joining the study, they had difficulty maintaining good academic standing in their primary course load. And these challenges impacted their ability to submit online assignments. Further, the majority of the students initially felt the quantity of the online source materials made them challenging to complete, alluding to potential cognitive overload. Ultimately, the Modules were adjusted, providing students the opportunity to choose either an anchor text or a video. The adjustment generated the highest percentage of correctly recorded keywords, phrases, and abbreviations for the adjusted Modules (numbers five, seven, and nine).

Mentoring Kings (MK) Online Modules: Perceptions. When exploring student perceptions of the MK Modules, the quantity of the source materials was the most referenced item (see Figure 33). These Modules contained culturally relevant materials that students indicated were of quality and engaging. Modules one through four contained both anchor texts and anchor videos while Modules five through ten contained either an anchor text or an anchor video to speak to varied learning styles. Still, 60% of the students found the source materials to be challenging overall: 40% described them as challenging in terms of the quantity, 1% percent in terms of organization, and 1% in terms of quality (i.e. they were online and not hands-on). Despite the challenge - maybe even because of it - three of the students (30%) expressed that the Online Modules promoted time management. But one perceived a negative impact on his ability to appropriately manage his time. Student A states: “I think the modules were like tough to get done, like getting all of them done,” and Student I echoed a similar sentiment: “It’s certainly been a challenge... to keep me pushing and to find more ways to manage my time.”

Having students work online and with web-based assignments is particularly relevant and practical because, more frequently, students are being required to interact with web-based instructional materials. This increasingly prevalent learning context gives a great deal of control to learners regarding the sequence and paths of information they can access (Kaufman et al., 2011). However, the multidimensional requirements of learning in online environments require students to engage in activities falling within the framework of cognitive strategy use and metacognitive control. In short, students learning in online environments need to be highly self-regulated and, unfortunately, many

are not (Kauffman, 2004). The interview excerpt from Student F below confirms this concept. He states:

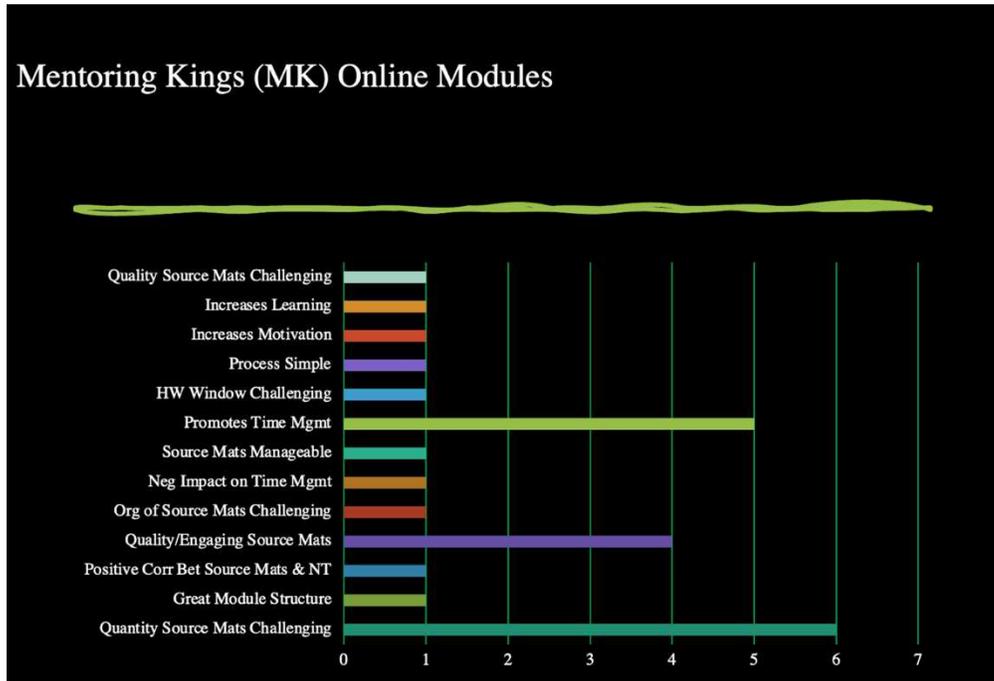
It was not the best I can do...I was trying to catch up with my school work and everything. And I was falling behind...Like I wanted to do the modules but like I felt lazy. I was doing the new one instead of the old one. So like to stay on track really [made] me learn [that] to stay on a thing is really important.

In terms of metacognitive awareness in SRL, self-monitoring is a critical aspect because it provides learners with awareness and self-generated feedback regarding their own comprehension or performance (Butler & Winne, 1995; Lan, 1998; Pintrich et al., 2000; Winne, 1996).

One of the primary benefits of using Google Classroom was that students were already familiar with the platform. Being that almost every teacher uses it for their classes, students found accessing and posting assignments easy. Although students had a physical notebook, they were required to upload a photo or screenshot of completed assignments. It was important that students kept their notebook in order to review and refer to when answering comprehension questions. Posting MK Online Modules provided meaningful asynchronous opportunities for extended virtual mentoring through increased exposure to culturally relevant source material. Module topics aligned to MK's Seven Guiding Principles (see Appendix L). To help activate students' prior knowledge, each Module contained the following: a brief overview of the topic which aligned to the MK's Seven Guiding Principles, personal narratives/anecdotes, an introduction video, positive images of students of color, and culturally relevant source materials to support pathways for non-traditional online mentoring. Google Classroom features such as stream (chat)

Figure 33

Mentoring Kings (MK) Online Modules: Perceptions



Note. References to the Mentoring Kings (MK) Online Modules in interview data and gradebook streamlined the communication process between researcher and student. Additionally, the platform provided students with opportunities to fellowship and network online with easy access to daily affirmations, reminders, and words of encouragement provided by the instructor to motivate them and uplift their spirits.

Developing relationships in the online environment is especially important, and the current COVID-19 pandemic has revealed that strategies used in in-person environments do not always work in an online environment. Online pedagogy must focus on relationship-building, and it is imperative for online mentoring programs to develop strategies that strengthen relationships between faculty and students (AuCoin & Wright, 2021). Given limited student face-to-face time, MK Online Modules along with students' virtual office hours and their engagement on Google Classroom were intended to be used

as an additional leverage to build student relationships. Moreover, relationship-based mentoring is a recognized theoretical framework for mentoring programs and has been used in multiple studies in higher education (Andersen & West, 2020). Online mentoring programs can identify strategies to overcome both academic and life challenges while in school and can be tailored to individual students based on his or her specific support needs. They should represent a holistic process for student support, focusing on the whole person rather than a checklist of completion (Cramer & Prentice-Dunn, 2007; Jacobi, 1991). An increase in student learning and motivation, the simplicity of navigating the Modules, and a positive correlation between text selection and notetaking were additional comments related to the Online Modules (see Figure 33).

Research Question Two

What is the effect of the Hochman Method's Sequence for Notetaking Instruction on high school boys of color?

Hochman Method's Sequence for Notetaking: Effect on Notetaking

To determine the effect of the Hochman Method's Sequence for Notetaking Instruction on student notetaking, students' use of keywords, phrases, abbreviation, and symbols was tracked across all five MK Online Modules, compared against the researcher's Anticipated Notetaking Response Rubric (Facilitator's Answer Key), and peer reviewed for accuracy. The Hochman Method underscores the importance of first creating anticipated student responses for all TWR activities. The benefit of creating an anticipated student response enables the teacher to vet the activity prior to presenting it to students which assists in maintaining the fidelity of the Hochman Method. Therefore, the researcher's Anticipated Notetaking Response Rubric (Facilitator's Answer Key) aligned

with the notetaking instruction provided to students on the ways keywords, phrases, abbreviations and symbols could be applied to content. Findings indicate that student scores fluctuated significantly, with the majority of students scoring below 55% across all four categories (see Table 3). Nine out of ten students (90%) received top scores for keywords; phrases garnered the second highest competency score (see Figure 34). Despite these findings, however, only one student (Student F) demonstrated a solid command of the keywords, phrases, abbreviations, and symbols, receiving a passing score (65% or higher) in all of the Hochman Method’s notetaking categories.

Table 3

Hochman Method: Effect on Students’ Notetaking

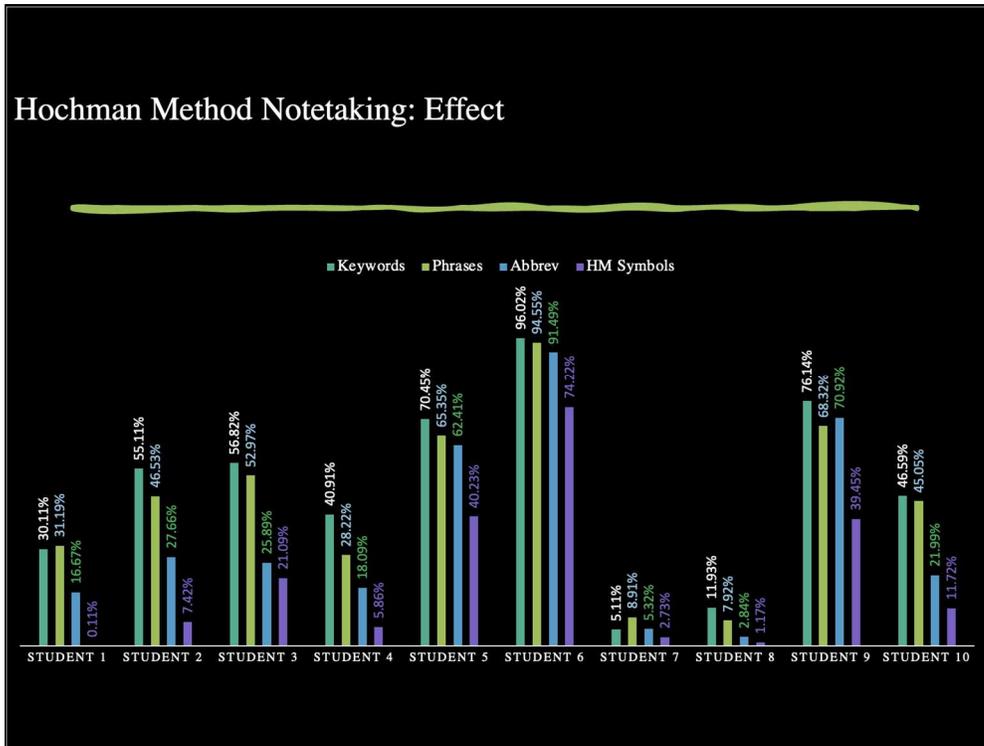
<i>Student</i>	<i>Keywords(%)</i>	<i>Phrases(%)</i>	<i>Abbreviations(%)</i>	<i>Symbol(%)s</i>
A	30.1	31.19	16.67	0.11
B	55.11	46.53	27.66	7.42
C	56	52.9	25.89	21.09
D	40	28.2	18.09	5.86
E	70.4	65.35	62.41	40.23
F	96.02	94.55	91.49	74.22
G	5.11	8.91	5.32	2.73
H	11.9	7.92	2.84	1.17
I	76.1	68.32	70.92	39.45
J	45.59	45.05	21.99	11.72

Note. Percentage of students’ overall notetaking

Of importance, too, were student scores with respect to notetaking symbols. For across the entire dataset, students were least able to correctly record the Hochman Method symbols compared to the other Hochman notetaking elements (i.e. keywords, phrases, and abbreviations) (see Figures 34 and 35). Moreover, these students received the highest

Figure 34

Hochman Method's Sequence for Notetaking: Effect on Notetaking

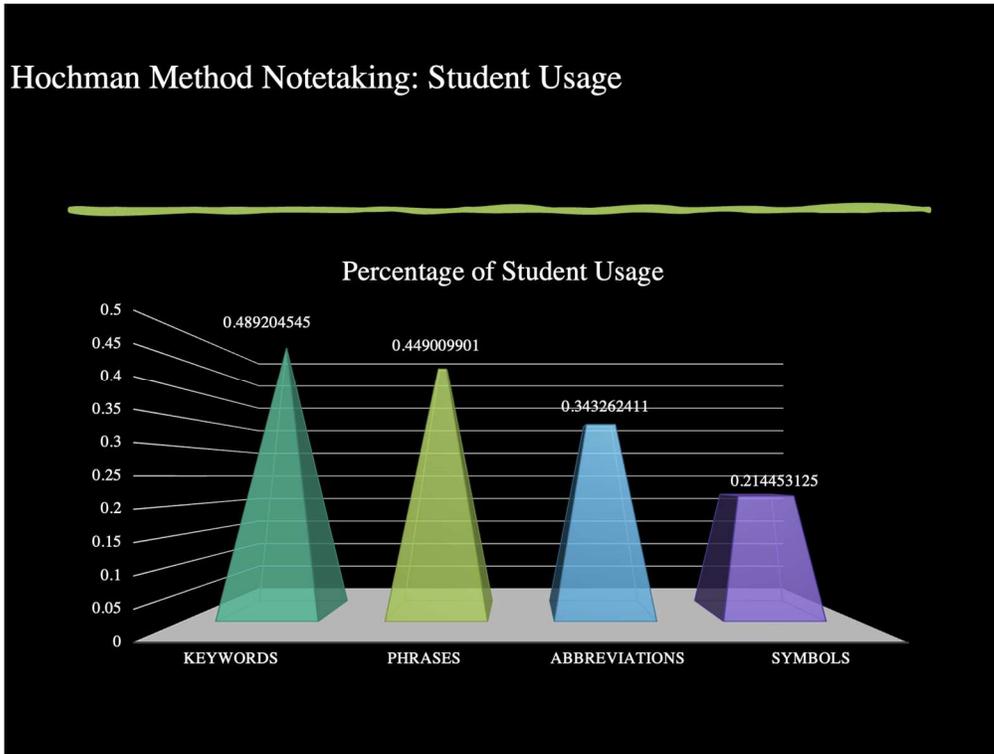


Note: Hochman Method's Sequence for Notetaking's effect by student

of correctly recorded keywords, phrases, and abbreviations for Modules five, six, and nine. These particular Modules were modified to include either an anchor text or an anchor video. Thus, in general, students received higher scores on Modules which contained shorter source material. Kiewra (1988b, 1989) discussed the role of working memory in notetaking, indicating that quantity and quality of notes might be quite different according to the "working-memory skill" of notetakers. Other researchers have analyzed the nature of the information being noted and concluded that the attentional capacity of notetakers decreases throughout a course or lecture (Scerbo et al., 1992). With competing priorities, then, these MKI students may have been victims of a negative impact on their working memory.

Figure 35

Hochman Method's Sequence for Notetaking: Percentage Used



Note: Hochman Method's Sequence for Notetaking: Percentage used by students

Although findings indicate that students were more successful at correctly notating keywords and phrases than abbreviations and symbols, there is still room for improvement in each area. The findings suggest that students would benefit from receiving explicit instruction around identifying each individual component of the Hochman Method: keywords, phrases, abbreviations, and symbols. Additionally, providing explicit notetaking instruction to male high school students of color using the Hochman Method can be particularly helpful to encourage their notetaking usage since evidence suggests that females are better notetakers than males (Cohn et al., 1995; Kiewra, 1984; Maddox & Hoole, 1975; Nye, 1978; Reddington et al., 2006; Williams & Eggert, 2002). Kiewra (1984) also found that females recorded more important

information than males and performed better on exams than males. Cohn et al. (1995), too, found that females took more complete notes and transcribed 5.1 more idea units than males (Cohn et al., 1995; Maddox & Hoole, 1975; Nye, 1978) and notetaking was more predictive of course performance for females than for males (Eggert, 2000). Finally, in a reanalysis of data from Peverly et al. (2007), Reddington et al. (2006) found that females wrote faster than males (i.e., had greater handwriting speed), had higher quality notes and semantic retrieval scores, and performed better on the exam administered. Research shows that notetaking improves learning and increases understanding through active engagement in notetaking with the content (Bohay et al., 2011). As such, students in general, particularly males, could benefit from targeted, explicit notetaking instruction.

Hochman Method's Sequence for Notetaking: Effect on Comprehension

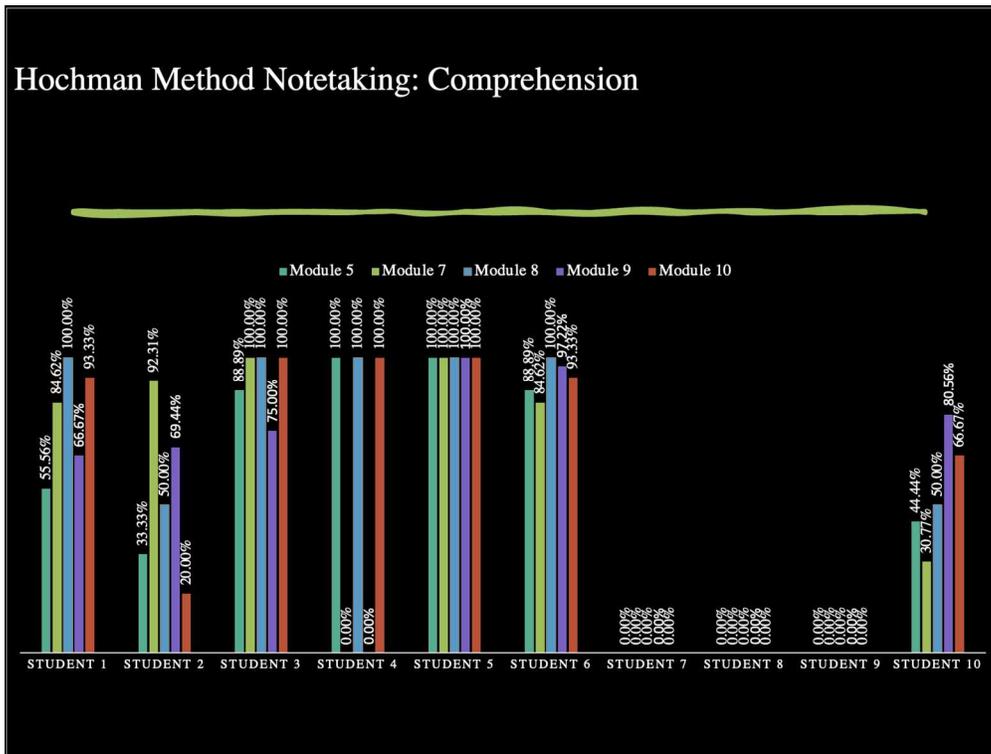
When determining student comprehension associated with using the Hochman Method for keywords, phrases, abbreviations, and symbols, student performance varied (see Figure 36). Additionally, the researcher was unable to find any significant distinction between the notetaking for the Modules containing anchor texts vs. anchor videos.

As indicated earlier, some of these students were experiencing academic challenges. For example, Student E completed all Modules and scored 100% on each, but students G, H, and I did not complete any of the comprehension questions. Moreover, although Student D received a comprehension score of 100% for Modules five, eight, and ten, he received a comprehension score of 0% for Modules seven and nine. Interestingly, low scores for keywords, phrases, abbreviations, and symbols did not correlate to low scores for comprehension. In other words, students were still able to answer the

comprehension questions despite not accurately notating the Hochman Method’s keywords, phrases, abbreviations and symbols.

Figure 36

Hochman Method’s Sequence for Notetaking: Effect on Comprehension



Note: Hochman Method’s Sequence for Notetaking: Comprehension by Students

Per documented research, individual differences in working memory have been identified as positively and significantly related to comprehension (Daneman & Merkle, 1996) and writing (Kellogg, 1996; Levy & Ransdell, 2002; Olive, 2004), both of which are related to notetaking. Notetaking can aid in processing, retaining, and comprehending information across grade levels and content areas. The Hochman Method’s Sequence for Notetaking Instruction requires that students successfully manage multiple sources of information (keywords, phrases, abbreviations, and symbols) as well as distinguish between salient and non-essential information. Therefore, it is closely tied to working

memory capacity and related to storage and processing of information from lectures, which should enable interpretation, selection, and transcription of important information (Reddington et al., 2015). Thus, when students with varying working memory capacity are provided with explicit notetaking instruction, it can reduce the cognitive burden they experience when learning, thereby freeing up mental space to absorb and grapple with new material or content.

Research on the relationship of gender and working memory is mixed. Men typically have the advantage on visuospatial tasks (Loring-Meier & Halpern, 1999), but verbal tasks have produced mixed results (Robert & Savoie, 2006). However, when gender-related results are found with verbal tasks, they typically favor females (Cochran & Davis, 1987; Duff & Hampson, 2001; Kaushanskaya et al., 2011; Robert & Savoie, 2006; Speck et al., 2000), especially when the tasks are difficult (Cochran & Davis, 1987). The various findings are similar and can be summarized in two key results: (1) notetaking improves subject matter recall, increases student comprehension, and helps students prepare better for exams, and (2) notetaking improves grades (Salame & Thompson, 2020). Students underscore the benefits of notetaking; it plays a role in gaining knowledge, learning, and success in courses (Bohay et al., 2011). Thus, even though the data surrounding gender and working memory is ambiguous, male students can still benefit from developing their notetaking skills.

The ambiguous research findings to date may be an important aspect of the results of this research study, for students at MKI who completed the Check & Connect comprehension questions were able to correctly answer them despite not demonstrating

proficiency or mastery of the Hochman Method's suggested keyword, phrases, abbreviations, and symbols. As such, the following explanations are possible:

1. Because all MKI's students were males, they may have excelled at the given assignment because of the visual component embedded within the Modules. According to Natsir et al. (2016), male students are more visual learners; they learn best when the teaching process involves visual media such as pictures, charts, tables, or movies as did the Modules. Therefore, students' performance in MKI could be explained by the different ways in which some studies have found male and female students best acquire knowledge.
2. Students may not have needed all components outlined in the Hochman Method's Sequence for Notetaking Instruction to successfully respond to the comprehension questions. For example, overall results showed that students received higher scores for keywords, phrases, and abbreviations. Thus, they could have relied only on these specific components to respond successfully without utilizing the Hochman Method's symbols.
3. The comprehension questions were basic and did not consist of sufficient higher-order questions.
4. Adverse circumstances could also explain the students' success rate. Initially, students were provided access to the comprehension questions one week after each Module was posted to Google Classroom. The goal was for students to have time to reflect on their notes and ready themselves for the Check and Connect questions. However, due to a delay in the number of notetaking posts from students as previously scheduled, the researcher had to adjust the one-week

window and post several Check and Connect questions simultaneously in the interest of time. Consequently, many students responded to the posted comprehension questions immediately after taking notes on the Modules. Therefore, they may not have needed to rely as heavily on their notes when responding to the comprehension questions given that the contents of the source materials were still familiar.

5. Students could also have relied more heavily on their use of keywords and phrases over abbreviations and symbols to generate their answers. For example, students who were unable to use abbreviations and symbols correctly and/or consistently according to the Hochman Method would still be able to yield correct responses to the comprehension questions from just keywords and phrases as these aspects provide students with more information from the source material.

CHAPTER 5: CONCLUSION

Overview

The objective of this phenomenological study was to understand perceptions of the Mentoring Kings Initiative and the effects of the Hochman Method on male high school students of color. The initiative ran for approximately twelve weeks. The researcher taught and mentored ten students between the ages of 14-18 from diverse ethnic and socio-economic backgrounds. Students attended a series of MK Afterschool Intensives where they received explicit notetaking instruction using the Hochman Method's Sequence for Notetaking Instruction. Data were collected in the form of interviews, student notetaking, and responses to comprehension questions.

Document analysis and interpretive phenomenological analysis (IPA) were suitable approaches for analyzing data collected throughout this study. Document analysis tracked changes in the students' notetaking progress and IPA allowed the researcher the opportunity to examine the meaning of the program to the students individually and as a group. Using IPA, the researcher coded and analyzed the key words and phrases from the interviews and tried to understand students' accounts. Afterwards, the researcher extracted and subsumed the themes into superordinate themes/categories, aggregating the number of codes and themes to determine their frequency as an indication of the relative importance of a theme to the participants. Lastly, the researcher developed a framework to show how themes and superordinate themes were related. In doing so, the researcher was able to gain a macro and micro perspective.

The following conclusions are based on the results of the researcher's findings:

1. High school boys of color had a positive perception of the Mentoring Kings Initiative.
2. High school boys of color had a positive perception of the Hochman Method's Sequence for Notetaking Instruction.
3. High school boys of color had a positive perception of the Mentoring Kings Notebook.
4. High school boys of color had a positive perception of the Mentoring Kings Online Modules.
5. High school boys of color had a positive perception of Mentoring Kings University.
6. The Hochman Method's Sequence for Notetaking Instruction did not completely facilitate the notetaking and comprehension ability of high school boys of color.

Summary of Qualitative Results

The goal of this study was to assess students' perception of the Mentoring Kings Initiative and the impact of the Hochman Method's Sequence for Notetaking Instruction on their comprehension and notetaking abilities. Ten male high school students of color participated in the critical mentoring and literacy study and received explicit instruction using the Hochman Method's Sequence for Notetaking Instruction. The researcher analyzed their notetaking samples and interviewed students about their experience participating in Mentoring Kings. The goal was to meaningfully contribute to the existing literature on developing alternative solutions for educating young males of color in the twenty-first century. Research results indicate that the Mentoring Kings Initiative was

perceived favorably by research participants, and the Hochman Method's Sequence for Notetaking Instruction did not completely facilitate the notetaking and comprehension abilities of the high school boys of color.

Conclusion One

High school boys of color had a positive perception of the Mentoring Kings Initiative.

MKI was established to provide formal and informal mentoring to positively impact students' academics, social-emotional well-being, and mental health; prevent risky behaviors; and provide students with as many opportunities as possible to see their image and likeness reflected within an educational/professional setting. Among its objectives, providing critical mentoring and literacy to male high school students of color was paramount. MKI consisted of several components designed to build relationships and facilitate mentoring and literacy instruction. For example, Google Classroom provided students with opportunities to fellowship and network online. The researcher posted daily affirmations, reminders, and words of encouragement on the Stream to motivate and uplift students, creating a robust three-way communication network: student to researcher, researcher to student, and student to student that worked to their advantage. Google Classroom's gradebook feature allowed the researcher to centralize assignments and afforded students the opportunity to easily track their progress and receive timely feedback. And they ultimately came to see the platform as a safe space. Students acknowledged that MKU's guest speakers and workshops were interesting and informative. They appreciated the words of wisdom given to them by MKI's guest speakers, such as former NFL player (see Appendix F), Benjamin Troupe, and artist,

Julio Desmont, considering their counsel to be relevant and relatable. Students also felt the notetaking instruction they received was practical and applicable across all content areas. Thus, based on the experience and feedback from MKI participants, it became clear that in promoting a positive perception of critical mentoring and literacy, students must first see it as being accessible, meaningful, and applicable to their lives.

Conclusion Two

High school boys of color had a positive perception of the Hochman Method's Sequence for Notetaking Instruction.

Interview data confirm that all students who received explicit instruction based on strategies associated with the Hochman Method's Sequence for Notetaking Instruction perceived the method as a valuable tool when capturing content from a variety of source materials. Explicit instruction offered students a clearer understanding and expectation of the notetaking process, and many reported that, over the course of the study, an improvement in their notetaking was evident. Students also indicated that the Hochman Method saved them time by allowing them to take notes more effectively and efficiently, which prompted a positive outlook on the program and encouraged increased buy-in because of its applicability in their other classes.

Per Bandura (1976), the act of learning is a social process that is built on modeling. The Hochman Method creates a common language around notetaking thereby creating a common culture around learning. The quality of instruction, then, played an important role in how the Hochman Method was received. At MKI, students believed the instruction received to be of good quality which boosted their self-efficacy and

engagement with notetaking activities. They expressed having clear examples and references to draw from as well as time to practice before working independently.

Students also reported that receiving explicit instruction changed the way they thought about their notetaking, indicating that they became more active learners and listeners. Instead of copying down full sentences, they resorted to using more keywords, phrases, abbreviations, and symbols, with information processing and retention as the end result. To promote a positive perception of the Hochman Method among students, then, it is imperative that instructors be knowledgeable concerning the Method, pedagogically skilled, and competent in fostering relationships with students.

Conclusion Three

High school boys of color had a positive perception of the Mentoring Kings Notebook.

Presented at the first session of the program, the MK Notebook received great reviews. Students reported that the Notebook helped them become better organized and encouraged their use of the Hochman Method of Notetaking. Being that aesthetics are important to male high school students of color, students found the style and design of the MK Notebook appealing. Having an exclusive Mentoring Kings Notebook further established MK as a learning community. It gave students a sense of pride and belonging. For instance, students commented on the Notebook's front and back cover which display the MK logo. MK's Seven Guiding Principles also lay on the inside front cover. Students found the layout of the Notebook's pages useful and practical, with a column for topics along the left margin and space in the body of the page to record accompanying notes, questions, and/or ideas.

Additionally, students indicated that they preferred using the MK Notebook over their usual notebooks; it allowed them to track their progress, stay organized, and even motivated them to write. The MK Notebook also facilitated the development of students' self-efficacy because it provided students with a visual representation of their notetaking ability and progress over an extended period of time. Having their notes in an accessible, centralized location encouraged students to refer back to them and continue using the Hochman Method.

Notetaking is such a core component of the Hochman Method. Both the Single Paragraph Outline (SPO) and Multiple Paragraph Outline (MPO) rely heavily on students' ability to not only take notes using keywords, phrases, abbreviations, and symbols but to convert notes into sentences. Students expressed being able to use the MK Notebook in their other content areas and to apply the notetaking strategies they learned in MK to their other core subjects. Therefore, in order to promote appreciation and use of a writing/notetaking notebook that will yield a positive perception among students, it should be aesthetically appealing, support academics (i.e. symbols chart on Header), and promote organization and structure.

Conclusion Four

Despite inherent challenges, high school boys of color had a positive perception of the Mentoring Kings Online Modules.

MK Online Modules are asynchronous mini units that contain brief anchor texts and anchor videos pertaining to various individuals and historic events. Using culturally relevant source materials linked to MK's Seven Guiding Principles, students were able to practice and develop their notetaking skills. Overall, students indicated that they found

the MK Online Modules interesting and engaging. However, many reported difficulties completing the Module assignments on time. The reasons given for late, incomplete, or missing assignments varied depending on individual circumstances. For example, some students did not live in close proximity to the school, so travel time was a factor. Other students were involved in several extracurricular activities while some expressed procrastinating in their general classes and being lazy.

Students were familiar with receiving online instruction due to the pandemic's impact on in-person instruction; however, during that time, they admitted to feeling disconnected, unmotivated, and having less academic stamina. They claimed to still be in the process of adjusting and transitioning back to in-person instruction. MKI students connected to the MK Online Modules because they facilitated both engagement and academic rigor, using MK's Seven Guiding Principles to provide sources of extended mentorship, encouragement, and inspiration. These Modules afforded students additional opportunities to see examples of prominent historical figures and learn about events that impacted society and changed the world. Students expressed that the MK Online Modules were user-friendly. Each Module contained clear objectives and directions which motivated students to learn. And students enjoyed the flexibility of being able to work at their own pace.

Overall, the MK Online Modules were designed to help expand students' world and world knowledge. Thus, in promoting use of online asynchronous instruction and learning, the selected platform must be user-friendly and content materials and their presentation must be visually engaging/appealing with clear objectives and directions.

Conclusion Five

High school boys of color had a positive perception of Mentoring Kings University.

MKU is one of the three pathways of the Mentoring Kings Initiative (MK Afterschool Intensives, MK Online Modules, and MK University/Saturday Sessions). Additionally, MKU is another core component of MKI's critical mentoring objective and was held on Saturdays at the high school. Students indicated that they enjoyed networking and fellowshiping as well as the exclusiveness of being in the school on the weekend without the general population. It was at MKU that students were able to learn more about themselves and each other. In accordance with Bandura's Social Learning Theory, MKU provided a model for brotherhood, unity, scholarship, and encouragement. Students stated that they enjoyed participating in both the one-on-one and group activities, in addition to participating in MKU workshops and field trips. Additionally, MKU established important governing rules, procedures, and rites of passage to mark the transition into manhood/adulthood. For example, MKU sessions began with healthy breakfast options and a discussion of the highpoints/low points of the week and closed with students reciting the Invictus poem by William Ernest Henley (see Appendix M). Students expressed feeling motivated, encouraged, and empowered by its words/message.

At MKU, students particularly liked the various field trips they attended. For example, the trip to a museum in midtown Manhattan allowed students to explore aspects of New York City that were new to them (i.e. navigating the transit system and unfamiliar parts of the city). They also enjoyed the museum experience because it aligned

with their interests; the museum's exhibits piqued their curiosity and were interactive in nature. The kinesthetic experience of being able to physically explore and manipulate the exhibits created immense excitement for them, and the related exhibits were among their favorites. All students expressed interest in returning to the museum and attending similar trips and excursions.

Male students of color need a balance of academic and social outlets, and parental involvement can be leveraged to achieve that balance and increase student engagement and academic performance. At MKU, students indicated having an enjoyable time attending two live evening performances (*Jason Timbuktu Diakite's A Drop of Midnight/Joel Ross: Being A Young Black Man*) at Harlem Stage, Gatehouse with their parents and/or guardians (see Appendix N). Students also reported discussing notetaking, the Notebook, Online Modules, and other topics/activities with their parents and/or guardians. Doing so empowered parents and allowed them to experience a deep and meaningful connection to their children's education.

Conclusion Six

The Hochman Method's Sequence for Notetaking Instruction did not completely facilitate the notetaking and comprehension ability of high school boys of color.

The Hochman Method's Sequence for Notetaking Instruction provides students with explicit notetaking guidelines. These guidelines serve as an entry point or basic introduction to notetaking with the understanding that as students become more proficient at taking notes, they may not need to follow the guidelines as closely. Despite students' familiarity with taking notes in general, many students indicated that they received little to no prior explicit notetaking instruction. Those students who had some previous

experience receiving explicit notetaking instruction felt that it was not as thorough or as comprehensive as what they received in the Mentoring Kings Initiative. Consequently, students overwhelmingly indicated that the Hochman Method's Sequence for Notetaking Instruction was helpful and that they would continue using it in their classes. Each student reported a notable improvement in his notetaking ability and comprehension.

Despite these findings, however, data did not indicate a correlation between students' perceptions and students' correct use of keywords, phrases, abbreviations, and symbols. Across all Modules, students scored the lowest in Hochman Method symbol usage. Students either omitted or incorrectly used the Hochman Method's six basic notetaking symbols. Although they demonstrated inconsistencies using keywords, phrases, abbreviations, and symbols, however, students were still able to successfully respond to the comprehension questions. Thus, there was no correlation between their ability to use keywords, phrases, abbreviations and symbols correctly and their comprehension of the assignments provided. These results suggest that students need early exposure and low stakes practice with general notetaking. Additionally, students could benefit from receiving more practice identifying the individual notetaking components. For instance, providing students with opportunities to develop their specific understanding and use of keywords, phrases, abbreviations, and symbols separately may prove beneficial.

Also beneficial would be an opportunity for students to learn notetaking skills that are applicable to different source materials because, for this study, the explicit instructions/strategies presented did not segregate specific types of source materials for targeted focus. Thus students did not learn how to take notes specifically when reading

anchor texts versus watching anchor videos or in online formats. But each accommodates a distinct type of analysis and subsequent notetaking. For example, the ability to pause and rewind a video could generate notations that may not be readily evident in a text and would require students to utilize a different set of skills. Specifically, during a lecture, students could be taught to use and identify body language, verbal, and nonverbal cues to elicit their notes. Therefore, developing individual activities and exercises to specifically target consistent, proper understanding and usage of each of these notetaking components relative to learning materials and environments is key to reducing the cognitive burden notetaking places on students' working memory.

Limitations

Despite the researcher's attempt to control for confounding variables within this phenomenological study, there were still threats to its internal and external validity. The pandemic, for example, significantly impacted students and the entire New York City Department of Education. The largest school system in the United States, with over 1.1 million students taught in more than 1,800 separate schools, was brought to a complete standstill during the COVID-19 pandemic (NYC DOE, 2022). Although the long-term ramifications of the pandemic have yet to be seen, student learning loss has already been documented (Patrinos & Donnelly, 2021). In terms of the pandemic, learning loss is the decrease in learning that took place between pre-pandemic and pandemic periods still being experienced. Per Betebenner and Wenning (2021), this phenomenon signifies a decrease in student academic growth that has resulted in a decrease in attainment. New York City schools, with which the high school in this study identifies, were ill-equipped to adequately implement remote learning during the pandemic and that could explain

students' decline in motivation, engagement, and actual learning which potentially impacted New York City students' notetaking and comprehension.

Also, time constraints often inhibited students from completing MK Online Module assignments by their scheduled due dates and attending MK University. Students self-described being lazy, lacking discipline, and procrastinating. Additionally, they also cited issues such as homework load, travel time, and/or extracurricular activities as factors responsible for submission delays or absences from weekly Saturday sessions. Because students were to solely use their notes to answer the comprehension questions, they noted that they often delayed uploading, or completely neglected to upload, answers to the comprehension questions. Time constraints could also have impacted the overall quality and quantity of students' notetaking and comprehension. Some students prioritized completing their general homework assignments and/or participating in extracurricular activities over completing MK Modules. Consequently, the substance of their work may have been compromised due to issues with time management.

This study primarily focused on male high school students of color, and therefore, gender and maturity could have also impacted the notetaking and comprehension findings. Additionally, because the school they attend is a public, screened secondary school in an urban environment, results could differ if administered in a private school setting or in suburbia. Additionally, since the researcher solely created the notetaking anticipated responses and administered and graded student MK notebooks, there could be additional limitations resulting from researcher error and bias while the study's small sample size prevents generalizing its findings to the large population. Therefore, future researchers should revise their specific methods for analyzing data to include sufficient

researcher triangulation. One way to increase triangulation would be to have current TWR faculty preview notetaking anticipated responses and analyze student data.

Recommendations for Future Research

This researcher recommends further notetaking studies be conducted to deepen the pool of existing research. Although students of color have demonstrated a need for further academic inquiry, male students of color need to continually be the subject of future studies. To not do so would be to risk apathy and indifference around such an important issue.

Notetaking is an academic and life skill. Increasing literacy among male students changes the trajectory of not only their lives, but their families, and their communities. Therefore, the broader positive ramifications are significant. More research must continuously be devoted to all educational matters impacting boys of color and within an accurate historical context. Additional recommended elements for effective mentoring practices include recruitment, screening, training, matching and initiating, monitoring and supporting, and closure (My Brother's Keeper Initiative, 2009).

Additionally, this researcher intends to examine findings related to the perceptions of MKI and the effects of the Hochman Method's Sequence for Notetaking Instruction for four additional young men of color. These four students were not a part of MKI and did not receive instruction on the Hochman Method but completed the MK Online Modules for comparative purposes.

Recommendations for The Writing Revolution (TWR)

This researcher proposes that, when initially introducing this skill to students, The Writing Revolution (TWR) consider the findings of this study and review the Hochman

Method's Sequence for Notetaking Instruction's use of the six frequently used symbols. Use of the six symbols outlined therein requires a higher degree of notetaking proficiency to be used accurately. Yet, this study's findings indicate that students would benefit from repeated general notetaking practice in order to better use keywords, phrases, abbreviations, and symbols on the Single Paragraph Outline (SPO) and Multiple Paragraph Outline (MPO) effectively.

Students should, therefore, receive explicit notetaking instruction for each component of the Hochman Method: keywords, phrases, abbreviations, and symbols to aid comprehension and application of, and proficiency with, each. For instance, instructors should enable and encourage repeated practice by having students solely identify keywords, phrases, abbreviations and symbols. The application of these components requires a higher level of notetaking proficiency when applied to the Single Paragraph Outline (SPO) and the Multiple Paragraph Outline (MPO). Therefore, the researcher's recommendation is that students have ample opportunities to practice general notetaking before applying this skill to the SPO (Appendix C) and MPO (Appendix D). Being that notetaking is such an essential component of the SPO and MPO, the skill should be introduced early when introducing Hochman Method sentence-level activities.

Lastly, notetaking using The Hochman Method can potentially be leveraged as a culturally relevant education tool that can improve the literacy of students, particularly male students of color. This is particularly true since the Hochman Method is designed to be embedded in any content area.

Overall Conclusion

This study examined student experiences participating in a critical mentoring and literacy intervention initiative specifically designed for male high school students of color during the pandemic. National education data has historically shown and underscored the ongoing need for viable solutions to combat the socio-emotional and literacy crisis that has faced young males of color for far too many decades now. Failed education policies impact pedagogical practice which ultimately determines the fate of our students.

Unprecedented times call for unprecedented solutions; it is imperative that the representation of marginalized people always be given a platform and voice that is front and center.

POSTFACE

Experience, Learning, and Identity

Experience is the foundation of my learning and it ultimately shapes my identity. Thus, throughout this research, I was able to learn more about myself, my mentees, and the context within which to place their education as well as my own. For example, each student's experience during the pandemic impacted his or her learning and continues to shape his or her identity in much the same way that my growing up in the south Bronx (during the mid 70s) and attending Corpus Christi - a parochial school on the Upper Westside of Manhattan (grades one through eight during the 80s) and LaGuardia High School of Music & Art and the Performing Arts - a specialized high school (during the 90s) are an integral part of who I am. My parents' sacrifices instilled in me the importance of education, particularly because local school options were dismal and absolutely no one I grew up with ever left the Bronx to attend school in Manhattan. As a young boy, then, I had to quickly learn how to "code switch" to survive, and the same holds true for young men of color today.

Fatherhood and Parenthood

I became a father and husband at the age of twenty-two. Then, my second son was born when I was twenty-eight. Later on, in my early thirties, I got divorced, began co-parenting, and became a grandparent at the age of forty-five. That period of fatherhood taught me perseverance and the need for positive male role models in the lives of young males. Additionally, fatherhood taught me the importance of time and the fact that there is simply no more time to waste when it comes to sufficiently educating young boys of color in the United States.

Mentorship and fatherhood are topics of interest for me because growing up, I was caught in the middle of a tumultuous battle between my parents which lasted for years and consumed a significant part of my childhood. Chaotic though this time may have been, these two individuals were my role models, and throughout my time with them, I was consciously and subconsciously impacted by their warring perspectives that never waned in intensity. At the end of it all, I vowed never to repeat their mistakes; still, that cycle would ultimately be perpetuated.

Although many doubted my ability to graduate college after the birth of my first son, I proved them wrong. However, it wasn't easy. And years later, even with multiple degrees, being an African American male in today's society remains challenging. As a young boy, most of the lessons I learned about what it meant to be a man came from the examples I had seen on television and the streets of the Bronx and Harlem. Had it not been for mentorship, academic support, and encouragement, I would not be where I am today. Thus, I strive to become the best version of myself so that I may be of significant service to others (i.e. my family, my friends, and my community).

The Writing Revolution (TWR)

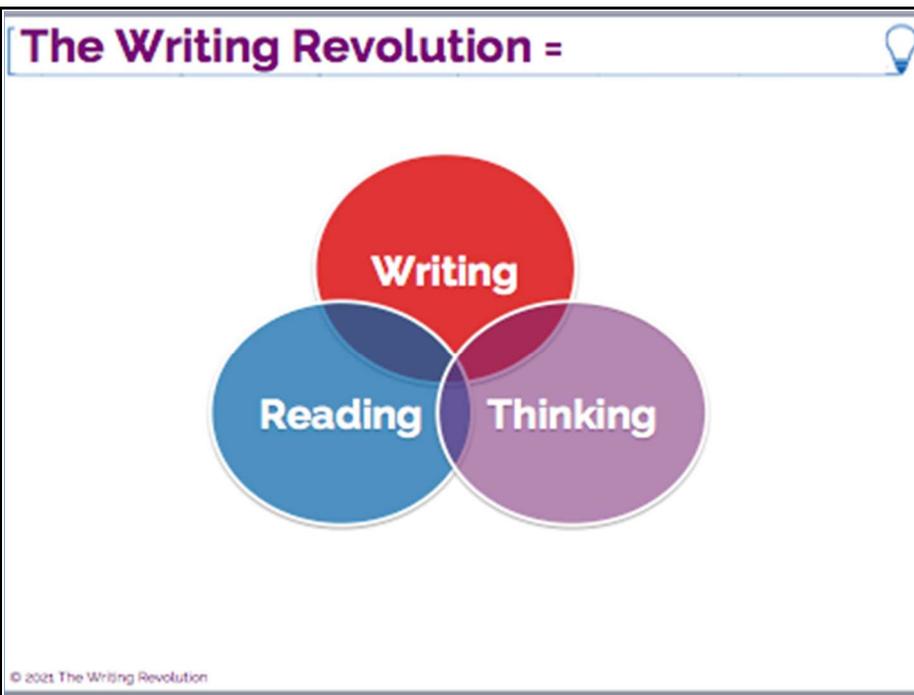
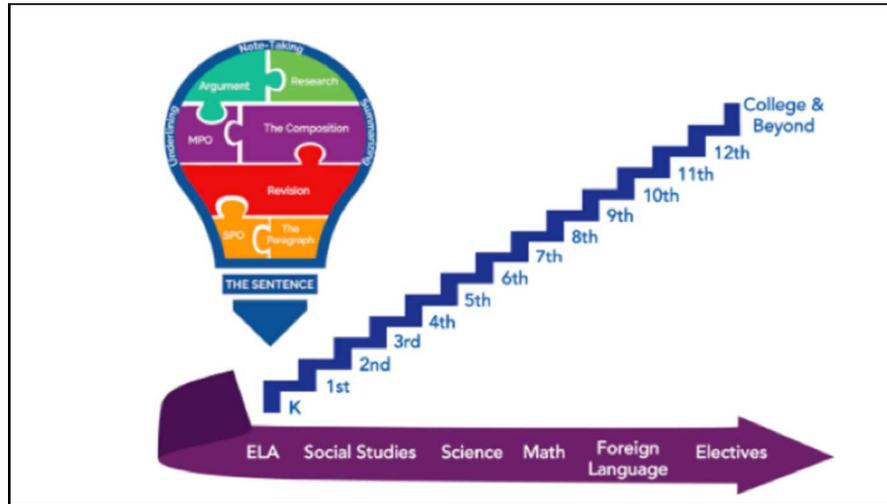
I started working at The Writing Revolution (TWR) in the summer (July) of 2018 as faculty and resigned approximately four years later as senior faculty and partnership specialist. Unbeknown to me, there were several subtle recruitment attempts made prior to my officially accepting the position. Initially, I oversaw multiple NYC Department of Education, charter, and national school accounts, one of which was Monroe, Louisiana - a relatively new account, and a senior colleague and I were, in large part, responsible for training the first round of teachers and administrators in that district. In Monroe,

Louisiana, during the height of the pandemic when education came to a complete halt, I was able to pilot a male mentoring initiative called Kelly's Kids. Unlike Mentoring Kings that targets notetaking, Kelly's Kids incorporated the suite of Hochman Method sentences level and paragraph activities in order to improve the writing abilities of students. Working with these students in the south reinforced my belief in certain aspects of the Hochman Method and its ability to improve the literacy skills for students of color, particularly young men of color. That experience also reinforced the fact that literacy solutions directed towards students of color cannot be implemented with a rigid Eurocentric lens which was typical when implementing TWR and the Hochman Method.

Mentoring Kings

The successor to Kelly's Kids, Mentoring Kings, is more than a study. It is my contribution to society and to the field of research that, in my opinion, is too limited. Ironically, I am often asked if the scope of my research will expand to include young women of color and, to that, I respond no. While the framework can be adapted for females, my knowledge and particular connection are insufficient to address their specific needs. Historically, local and regional data point to the crucial need for new, viable solutions when it comes to improving literacy rates for young men of color. The young men who participated in the study are more than just mentees. They are reflections of myself, my sons, my grandson, and my community. They are constant reminders of the faces behind the statistics.

APPENDIX A HOCHMAN METHOD



APPENDIX B SENTENCE EXPANSION

Sentence Expansion



They cleaned it.

Who: **G + siblings**.....

What: **entire house**.....

When: **Sat. morn.**.....

Why: **b/c wanted to go to drive-in movies**.....

Expanded Sentence:

On Saturday morning, Gary and his siblings
cleaned the entire house because they wanted to
go to the drive-in movies.

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APPENDIX C SINGLE PARAGRAPH OUTLINE



Single-Paragraph Outline

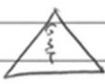
Name: Cynthia G. Date: _____

T.S. Junot Diaz, an award-winning author,
overcame many challenges.

1. faced bigotry @ middle school → isolated
2. father abandoned family → poverty
3. brother = best friend + protector / leukemia
4. attacked by 3 brothers / faced fears + ↑ confidence

Clearly, Junot Diaz's experiences
helped him persevere.

APPENDIX D MULTIPLE PARAGRAPH OUTLINE

SCRAP	
<u>Thesis: Although some argue that they should be paid, college athletes should not be compensated.</u>	
¶ Intro	
¶ don't pay (claim) ↓ T.S.	<ul style="list-style-type: none"> • scholarships = \$20-50k (T3, T4-5) • build brand: "A top-notch... pro" (T3, L24-27) • travel world (T3, L25) • free = medical/genr/coaching/facilities/housing/meals/tickets (T4, L6-8, L13-14)
¶ Pay (CC) ↓ T.S.	<ul style="list-style-type: none"> • coll. sports indus = \$11 bill. each yr (T1, L1) • tickets/sponsorship rights/broadcast rights = \$\$\$ for colleges (T1, L3-4) • revenues → NCAA execs/athletic directors/coaches (T1, L9-10)
¶ don't pay (claim) ↓ T.S.	<ul style="list-style-type: none"> • high revenue ≠ high profit • NCAA = non profit (T4, L56) • 96% of NCAA rev. → donations to inst. (T4, L57-60) • only 22 univ. athletic depts. profitable/2012 (T4, L64)
¶ Conc	

APPENDIX E AFTERSCHOOL INTENSIVES



MENTORING KINGS

STUDY HALL



Tuesday - Thursday
2:30PM - 4:30PM
SUITE 109

- Tutoring
- Quiet Location
- Snacks



APPENDIX F MK UNIVERSITY/SATURDAY SESSIONS

MK UNIVERSITY

KING
TALKS

MENTORINGKINGS
CRITICAL MENTORING AND LITERACY

SATURDAY, APRIL 30, 2022

1200PM - 1:00PM

UNCOMMON AND UNFINISHED
THE BEN TROUPE STORY
BEN TROUPE WITH B.J. BENNETT

"Everybody has a story, and this is mine."

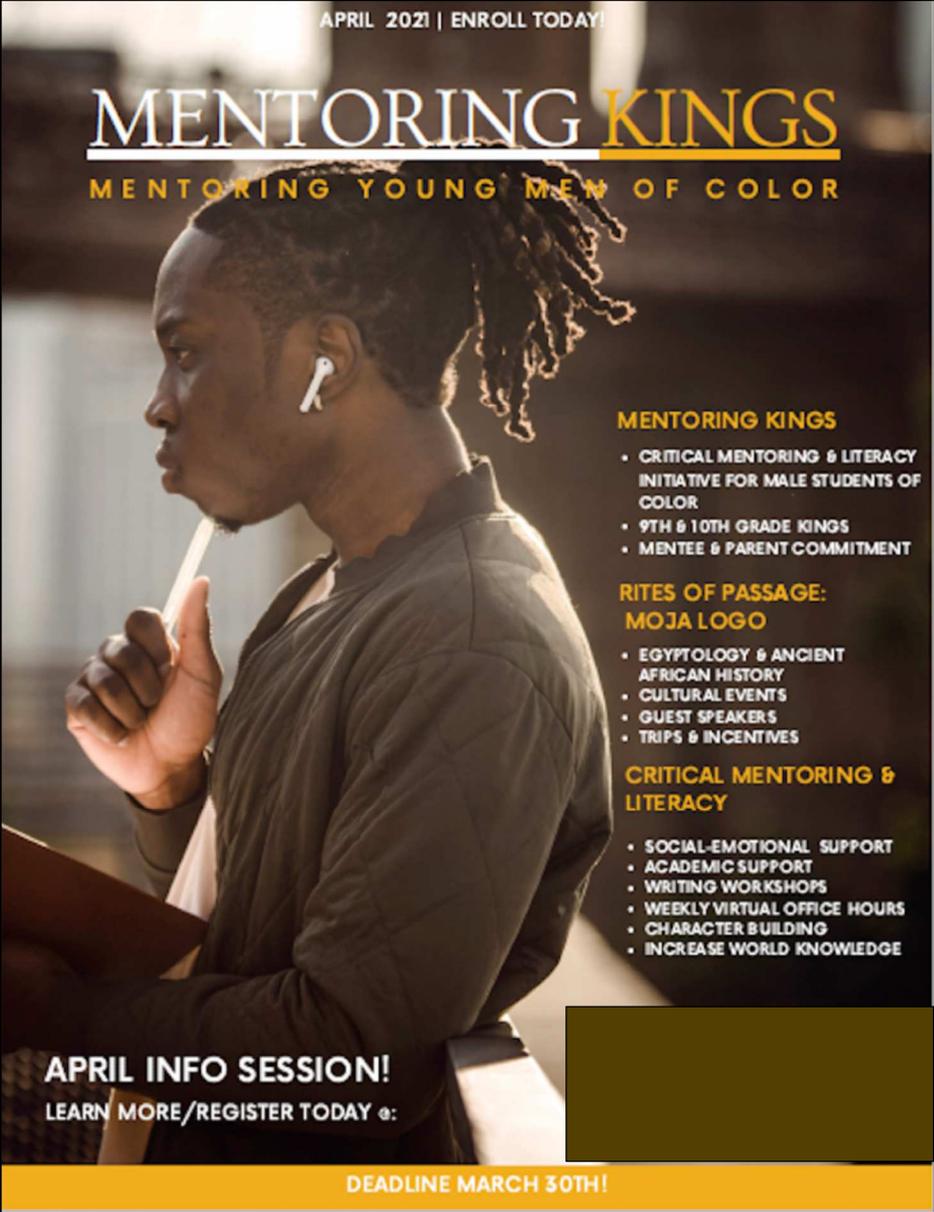
BEN TROUPE
MOTIVATIONAL SPEAKER &
FORMER NFL PLAYER FOR TENNESSEE TITANS &
TAMPA BAY BACCANEERS

MENTORINGKINGS
CRITICAL MENTORING AND LITERACY

MK UNIVERSITY: SATURDAY SESSIONS

1. SATURDAY, MARCH 5TH/11AM-1PM
2. SATURDAY, MARCH 12TH/11AM-1PM
3. SATURDAY, MARCH 19TH/11AM-1PM
4. SATURDAY, MARCH 26TH/11AM-1PM
5. SATURDAY, APRIL 2ND/11AM-1PM
6. SATURDAY, APRIL 9TH/11AM-1PM
7. SATURDAY, APRIL 30TH/11AM-1PM
8. SATURDAY, MAY 7TH/11AM-1PM
9. SATURDAY, MAY 14TH/11AM-1PM

APPENDIX G PARENT INFORMATION SESSION



APRIL 2021 | ENROLL TODAY!

MENTORING KINGS

MENTORING YOUNG MEN OF COLOR

MENTORING KINGS

- CRITICAL MENTORING & LITERACY INITIATIVE FOR MALE STUDENTS OF COLOR
- 9TH & 10TH GRADE KINGS
- MENTEE & PARENT COMMITMENT

**rites of passage:
MOJA LOGO**

- EGYPTOLOGY & ANCIENT AFRICAN HISTORY
- CULTURAL EVENTS
- GUEST SPEAKERS
- TRIPS & INCENTIVES

CRITICAL MENTORING & LITERACY

- SOCIAL-EMOTIONAL SUPPORT
- ACADEMIC SUPPORT
- WRITING WORKSHOPS
- WEEKLY VIRTUAL OFFICE HOURS
- CHARACTER BUILDING
- INCREASE WORLD KNOWLEDGE

APRIL INFO SESSION!
LEARN MORE/REGISTER TODAY @:

DEADLINE MARCH 30TH!

APPENDIX H PARENT INFORMED CONSENT FORM

<div style="text-align: center;">  <p>ST. JOHN'S UNIVERSITY THE SCHOOL OF EDUCATION</p> </div> <p>INFORMED PARENTAL CONSENT FORM</p> <p>We invite you and your child to take part in a research study being conducted by Kelly M. Downing who is a doctoral candidate at St. John's University, Queens, NY, as part of his study titled, <i>Effects of the Hochman Method's Explicit Note-Taking Instruction Embedded within the Mentoring Kings Initiative on Male High School Students of Color</i>. The study and your rights as a participant, are described below:</p> <p>Description: This study will examine the effects of the Hochman Method's explicit note-taking instruction on student writing, comprehension and retention of academic material. Moreover, it will examine the effects of critical mentoring on young male students of color.</p> <p>Your child will be interviewed and videotaped for use in standard research procedures (e.g. analysis of responses, presentation at professional conferences, etc.) Your child's identity will not be revealed to anyone but Kelly M. Downing, the principal investigator(s) and his designated research associates.</p> <p>Confidentiality: Children's answers will not be associated with their name. Rather, each child will be given an identification number on the interviewer's sheet. The videotape of your child's participation will be transcribed.</p> <p>I agree to the researchers using my child's real name in this research and any publications the results from the research.</p> <p>_____</p> <p>Signature</p> <p>I agree to have you audio/videotape my child during this study. I understand this audio/video will only be used for the purposes of research (e.g. analysis of responses, transcriptions of responses, etc.) and will not be available to anyone aside from the researcher:</p> <p>_____</p> <p>Signature</p> <p>Risks & Benefits: There are no risks to your child's safety. You may opt to preview each Module which include culturally relevant anchor texts, videos, short stories, news articles, current events or watch them with your child. The weekly Modules may raise</p> <p style="text-align: right;">Page 1 of 2</p> <p>Participant's Initials: _____</p>	<p>sensitive or controversial. Nevertheless, a copy of the videotape has been reviewed by the Ethics Review Board and approved for use in this research. Because interviews will engage children in thinking about culturally relevant pedagogical content there are potential benefits to your child's ability to handle real-life situations of conflict.</p> <p>Freedom to Withdraw or Refuse Participation: I understand that my child has the right to stop participating in the Mentoring Kings initiative at any time, or to refuse to answer any of the interviewer's questions without prejudice from the investigator.</p> <p>Grievance Procedure: If I have any concerns or am dissatisfied with any aspect of this study I may report my grievances anonymously if desired to Raymond DiGiuseppe, Ph.D., Chair, St. John's University, Institutional Review Board, at (718) 990-1440 or via e-mail at digiuser@stjohns.edu.</p> <p>Questions? Please feel free to ask the investigator any questions before signing the consent form or at any time during or after the study.</p> <p>Principal Investigator: Kelly M. Downing, School of Education, St. John's University; kelly-downing1@stjohns.edu</p> <p>Faculty Supervisor: Shirley Steinberg, PhD, School of Education, St. John's University; steinbes@stjohns.edu</p> <p>Informed Consent Statement</p> <p>I, _____, give permission for my child, _____, to participate in the research project entitled, "Effects of the Hochman Method's Explicit Note-Taking Instruction Embedded within the Mentoring Kings Initiative on Male High School Students of Color."</p> <p>The study has been explained to me and my questions answered to my satisfaction. I understand that my child's right to withdraw from participating or refuse to participate will be respected and that his/her responses and identity will be kept confidential. I give this consent voluntarily.</p> <p>Parent/Guardian Signature: _____ Date: _____</p> <p>Principal Investigator Signature: _____ Date: _____</p> <p>Co-Principal Investigator Signature: _____ Date: _____</p> <p style="text-align: right;">Page 2 of 2</p> <p>Participant's Initials: _____</p>
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APPENDIX I STUDENT INFORMED CONSENT FORM

<p> ST. JOHN'S UNIVERSITY THE SCHOOL OF EDUCATION</p> <p>INFORMED MENTEE CONSENT FORM</p> <p>We invite you to take part in a research study being conducted by Kelly M. Downing who is a doctoral candidate at St. John's University, Queens, NY, as part of his study titled, Effects of the Hochman Method's Explicit Note-Taking Instruction Embedded within the Mentoring Kings Initiative on Male High School Students of Color. The study and your rights as a participant, are described below:</p> <p>Description: This study will examine the effects of the Hochman Method's explicit note-taking instruction on student writing, comprehension, and retention of academic material. Moreover, it will examine the effects of critical mentoring on young male students of color.</p> <p>You will be interviewed and videotaped for use in standard research procedures (e.g. analysis of responses, presentation at professional conferences, etc.) Your identity will not be revealed to anyone but Kelly M. Downing, the principal investigator(s) and his designated research associates.</p> <p>Confidentiality: Your answers will not be associated with your name. Rather, you will be given an identification number on the interviewer's sheet. The videotape of your participation will be transcribed.</p> <p>I agree to the researchers using my real name in this research and any publications the results from the research.</p> <p>_____</p> <p>Signature</p> <p>I agree to have you audio/videotape me during this study. I understand this audio/video will only be used for the purposes of research (e.g. analysis of responses, transcriptions of responses, etc.) and will not be available to anyone aside from the researcher:</p> <p>_____</p> <p>Signature</p> <p>Risks & Benefits: There are no risks to your safety. You may opt to preview each Module which include culturally relevant anchor texts, videos, short stories, news articles, current events or watch them with your parent/guardian. The weekly Modules may raise sensitive or controversial. Nevertheless, a copy of the videotape has been</p> <p>Page 1 of 2</p> <p>Participant's Initials: _____</p>	<p>reviewed by the Ethics Review Board and approved for use in this research. Because interviews will engage children in thinking about culturally relevant pedagogical content there are potential benefits to your child's ability to handle real-life situations of conflict.</p> <p>Freedom to Withdraw or Refuse Participation: I understand that I have the right to stop participating in the Mentoring Kings initiative at any time, or to refuse to answer any of the interviewer's questions without prejudice from the investigator.</p> <p>Grievance Procedure: If I have any concerns or am dissatisfied with any aspect of this study I may report my grievances anonymously if desired to Raymond DiGiuseppe, Ph.D., Chair, St. John's University, Institutional Review Board, at (718) 990-1440 or via e-mail at digiuser@stjohns.edu.</p> <p>Questions? Please feel free to ask the investigator any questions before signing the consent form or at any time during or after the study.</p> <p>Principal Investigator: Kelly M. Downing, School of Education, St. John's University; kelly.downing18@my.stjohns.edu; (917) 362-3739.</p> <p>Faculty Supervisor: Shirley Steinberg, PhD, School of Education, St. John's University; steinbes@stjohns.edu; (917) 724-1022.</p> <p>Informed Consent Statement</p> <p>I, _____, agree to participate in the research project entitled, "Effects of the Hochman Method's Explicit Note-Taking Instruction Embedded within the Mentoring Kings Initiative on Male High School Students of Color.</p> <p>The study has been explained to me and my questions answered to my satisfaction. I understand that my right to withdraw from participating or refuse to participate will be respected and that my responses and identity will be kept confidential. I give this consent voluntarily.</p> <p>Mentee Signature: _____ Date: _____</p> <p>Principal Investigator Signature: _____ Date: _____</p> <p>Co-Principal Investigator Signature: _____ Date: _____</p> <p>Participant's Initials: _____ Page 2 of 2</p>
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APPENDIX J IRB



Federal Wide Assurance: FWA00009066

Aug 11, 2021 1:10:16 PM EDT

PI: Kelly Downing
CO-PI: Shirley Steinberg
Education Specialties

Re: Expedited Review - Initial - **IRB-FY2022-21** *EFFECTS OF THE HOCHMAN METHOD'S EXPLICIT NOTE-TAKING INSTRUCTION EMBEDDED WITHIN THE MENTORING KINGS INITIATIVE ON MALE HIGH SCHOOL STUDENTS OF COLOR*

Dear Kelly Downing:

The St John's University Institutional Review Board has rendered the decision below for *EFFECTS OF THE HOCHMAN METHOD'S EXPLICIT NOTE-TAKING INSTRUCTION EMBEDDED WITHIN THE MENTORING KINGS INITIATIVE ON MALE HIGH SCHOOL STUDENTS OF COLOR*. The approval is effective from August 11, 2021 through August 10, 2022.

Decision: Approved

PLEASE NOTE: If you have collected any data prior to this approval date, the data must be discarded.

Selected Category: 7. Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies.

Sincerely,

Raymond DiGiuseppe, PhD, ABPP
Chair, Institutional Review Board
Professor of Psychology

Marie Nitopi, Ed.D.
IRB Coordinator

APPENDIX K MK EXIT INTERVIEW QUESTIONS



Exit Interview Questions

1. What is your name and age?
2. Describe your experience in Mentoring Kings. What did you like most/least?
3. Describe your experience attending MK University.
4. Describe your experience using the MK Notebook.
5. Describe your experience completing the MK Modules.
6. Explain the note-taking process you used with Anchor Texts.
7. Explain the note-taking process you used with Anchor Videos.
8. Who makes up your academic support system at home or outside of school?
9. Explain why the Hochman Method of Note Taking was/was not helpful.
10. Describe any challenges that you may have had during the MK Pilot.
11. Were you able to complete the Modules 1-10 on time? Explain.
12. Describe how much explicit Hochman Method Note Taking instruction you received in your academic subjects prior to joining MK. Scale 1-5/ 5 being the highest.
13. How would you characterize your note-taking before and after enrolling in MK?
14. Describe how MK can be improved.
15. What topics would you like to be included in the MK Modules?

APPENDIX L MK SEVEN GUIDING PRINCIPLES



MK 7 **Nguzo Saba (7 Principles)**

Umoja = Unity

Kujichagulia = Self Determination

Ujima = Collective Work & Responsibility

Ujamaa = Cooperative Economics

Nia = Purpose

Kuumba = Creativity

Imani = Faith

Maulana Ndabezitha Karenga- Creator

APPENDIX M INVICTUS

Invictus

William Ernest Henley - 1849-1903

Out of the night that covers me,
Black as the Pit from pole to pole,
I thank whatever gods may be
For my unconquerable soul.

In the fell clutch of circumstance
I have not winced nor cried aloud.
Under the bludgeonings of chance
My head is bloody, but unbowed.

Beyond this place of wrath and tears
Looms but the Horror of the shade,
And yet the menace of the years
Finds, and shall find, me unafraid.

It matters not how strait the gate,
How charged with punishments the scroll,
I am the master of my fate:
I am the captain of my soul.

APPENDIX N HARLEM STAGE

UPTOWN NIGHTS: JOEL ROSS

Friday, September 16, 2022
7:30 PM - 9:30 PM

Harlem Stage
100 Concord Avenue, New York, United States (map)

ADDITIONAL PERFORMANCE
September 17, 7:00PM

Live/Reserved Seating
Priority Seating \$35
General Seating \$25

In collaboration with The Jazz Gallery, Harlem Stage presents accomplished vibraphonist/composer **Joel Ross** and his project, **Being A Young Black Man**. Commissioned by and originally presented at The Jazz Gallery in 2017 as part of its Residency Commission series, the work is a suite of compositions that explore two main themes: family and faith. It explores experiences and interpretation of those like a Young Black Man – the interaction with friends and family, the discovery and questioning of faith and beliefs, and addressing the different events that have taken place throughout the country and world regarding young Black men and women in recent years. Ross will be joined on stage by saxophonists **Patrick Barber** and **Theron Pettigrew**, pianist **Jeremy Gomez**, bassist **James Paul** and percussionist **Marcelo Gilmore**.

Based on the South Side of Chicago, Ross and his twin brother took an interest in music by the age of three. Their father, a police officer and choir director, helped serve as one of the first musical influences in Ross's life and career. Studying and honing his technique under musician and educator Shelton Harris, Ross discovered his own personal sound. The New York Times states "Influenced on his own compositions, Mr. Ross and the band treat rhythm as both fundamental and unorthodox, while showing the music in harmony derived from modern gospel." "His refreshing and unique sound is one to witness in this exciting project. Join Harlem Stage and The Jazz Gallery for an intimate and thought-provoking performance by Edison Award winner, educator, and composer **Joel Ross**."

GET TICKETS

BEFORE YOU PURCHASE YOUR TICKET, know that you must show proof of full Covid-19 vaccination having completed the vaccination series at least 14 days prior to the performance date. MASKS ARE STILL REQUIRED. We will continue to update our safety protocols to remain in line with CDC guidelines. Learn more about our safety protocols.




HarlemStage
Diverse Artists. Transformative Art.

HarlemStage
Diverse Artists. Transformative Art.

**JASON 'TIMBUKTU' DIAKITÉ'S
A DROP OF MIDNIGHT**



APPENDIX O MK INFORMATION SESSION FLYER

MENTORING KINGS

CRITICAL MALE MENTORING & LITERACY INITIATIVE





MENTORING KINGS = A SOLUTION

- CRITICAL E-MENTORING & LITERACY PILOT INITIATIVE.
BEGINNING FALL 2021
- ACADEMIC & SOCIO-EMOTIONAL INTERVENTION FOR COVID-19 LEARNING LOSS
- 9TH & 10 GRADE MALE STUDENTS OF COLOR
- PARENT/GUARDIAN & STUDENT COMMITMENT REQUIRED!

THE MK MISSION

- IMPROVE LITERACY/ EDUCATIONAL OUTCOMES FOR MALE STUDENTS OF COLOR & THEIR ABILITY TO TAKE ACTION AGAINST OPPRESSIVE ELEMENTS OF SOCIETY
- ASSIST MALE STUDENTS OF COLOR W/TRANSITION FROM SCHOOL TO WORK & FROM CHILDHOOD TO ADULTHOOD
- DEVELOP SELF-AWARENESS & CRITICAL CONSCIOUSNESS

REGISTER TODAY TO LEARN MORE!

SESSION 1: THURSDAY, MAY 27TH 6:00-7:00PM
SESSION 2: SATURDAY, JUNE 5TH 12-1PM

CREATED & DEVELOPED BY KELLY M. DOWNING, PHD CANDIDATE & FORMER AFRICHS ENGLISH TEACHER

APPENDIX P NOTETAKING SEQUENCE FOR INSTRUCTION

Note-Taking: Sequence for Instruction



1. Identify key words & phrases in a sentence.
2. Convert simple teacher-created sentences into notes.
3. Convert simple teacher-created notes into sentences.
4. Annotate key ideas in a paragraph.
5. Annotate key ideas in an authentic text.

APPENDIX Q NOTETAKING SEQUENCE FOR INSTRUCTION

Dotted vs. Solid Lines

..... **NOTES**
..... (key words & phrases,
..... abbreviations & symbols)

_____ **COMPLETE SENTENCES**
_____ (including proper capitalization
_____ & punctuation)

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APPENDIX R NOTETAKING: COMMON ABBREVIATIONS

Common Abbreviations

w/, w/o, w/i

b/c

b/4

re:

am/pm

etc.

e.g. / ex. /

esp.

days (Mon)

months (A

numbers (four = 4)

measurement (qt., ft.)

titles (Ms., Dr.)

A Raisin in the Sun

Abbreviations of character names:

W = Walter Younger
R = Ruth Younger
M = Mama Younger
B = Beneatha Younger
T = Travis Younger
G = George Murchison
A = Asagai
L = Mr. Lindner

, St.)

*See *The Writing Revolution*, p. 239

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APPENDIX S TWR SAMPLE PACING GUIDE (LEVEL 2 YEAR 1)

Sample Pacing Guide (Level 2 Year 1)



SEMESTER ONE			
September – Mid-October	Mid-October – Mid-November	Mid-November – Late December	January
<p>Sentence work:</p> <ul style="list-style-type: none"> • Sentences and Fragments <ul style="list-style-type: none"> ◦ Distinguish between a complete sentence and a sentence fragment. ◦ Convert a sentence fragment into a complete sentence. ◦ Identify and correct a fragment(s) in a given paragraph. • Scrambled Sentences <ul style="list-style-type: none"> ◦ Re-arrange a sequence of words into a sentence, adding the correct punctuation and capitalization. • Sentence Types <ul style="list-style-type: none"> ◦ Distinguish among statements, questions, exclamations, and commands, and punctuate each correctly. ◦ Write a statement, question, exclamation, and command about a given topic. ◦ Given a picture or text, write one or two questions about it. ◦ Write a question for a given response. • Conjunctions <ul style="list-style-type: none"> ◦ Write sentences using the conjunctions <i>because, but, so</i>. ◦ Write sentences using the given term and conjunction. (Ex: unhappy/because). • Note-taking: <ul style="list-style-type: none"> ◦ Introduce key words, phrases, symbols & abbreviations. ◦ Given a sentence, reduce to key words, phrases, symbols and abbreviations, and vice versa. 	<p>Continue previous sentence work.</p> <p>Sentence work:</p> <ul style="list-style-type: none"> • Subordinating Conjunctions <ul style="list-style-type: none"> ◦ Use subordinating conjunctions at the beginning of sentences to start dependent clauses. ◦ Write sentences using the given term and subordinating conjunction (ex: <i>since / school</i>). • Appositives <ul style="list-style-type: none"> ◦ Identify an appositive in a sentence. ◦ Fill in blanks with appositives. ◦ Match appositives to noun phrases. ◦ Given a topic, write a sentence embedding an appositive. ◦ Given an appositive, write a sentence. • Sentence Combining: <ul style="list-style-type: none"> ◦ Combine two or more sentences. • Sentence Expansion <ul style="list-style-type: none"> ◦ Expand a kernel sentence starting with the Q words WHERE, WHEN & WHY. ◦ Determine whether a specified part of a sentence tells <i>who, what, when, where, why, or how</i>. • Note-taking: <ul style="list-style-type: none"> ◦ Continue using key words, phrases, symbols & abbreviations. 	<p>Continue previous sentence work.</p> <p>Sentence work:</p> <ul style="list-style-type: none"> • Sentence Expansion <ul style="list-style-type: none"> ◦ Expand a kernel sentence using the Q words. • Introduce Single-Paragraph Outline: <ul style="list-style-type: none"> ◦ Model and develop as a whole class. • Start Paragraph Activities <ul style="list-style-type: none"> ◦ Identify T.S. from a group of sentences. ◦ Given details, generate T.S. ◦ Distinguish T.S. from details. ◦ Given a topic, write a T.S. ◦ Generate a C.S. from a given T.S. & details. ◦ Use appositives, subordinating conjunctions and sentence types for T.S.'s & C.S.'s. ◦ Select T.S. from a group of sentences & sequence details. ◦ Select appropriate details from a list to support a given T.S. ◦ Eliminate irrelevant sentences from a group of related sentence ◦ Underline given paragraph & convert into an SPO. ◦ Given a paragraph, convert it into an SPO. ◦ Given a topic, generate an SPO independently • Note-taking: <ul style="list-style-type: none"> ◦ Continue using key words, phrases, symbols & abbreviations. 	<p>Continue previous sentence work.</p> <p>Sentence work:</p> <ul style="list-style-type: none"> • Transitional Words & Phrases <ul style="list-style-type: none"> ◦ Fill in the correct transitional words or phrases in a paragraph. ◦ Complete sentences using a transitional word or phrase. • Single-Paragraph work: <ul style="list-style-type: none"> ◦ Continue Paragraph Activities ◦ Practice narrative, cause-effect, problem-solution, compare-contrast, summary SPO formats. • Summaries: <ul style="list-style-type: none"> ◦ Use the question words without kernel (Summaries: chapters, write captions, current events articles, experiences, plots) ◦ Practice with all 3 formats: Sentence Summary, SPO, Combined Summary. • Note-taking: <ul style="list-style-type: none"> ◦ Continue using key words, phrases, symbols & abbreviations.

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SEMESTER TWO			
February	March	April – May	June
<p>Continue previous sentence, note-taking, Single-Paragraph Outline, and summary work.</p> <p>Revision work:</p> <ul style="list-style-type: none"> • Improve a given topic sentence using the 3 ways <ul style="list-style-type: none"> ◦ sentence type ◦ subordinating conjunction ◦ appositive • Transitional words & phrases <ul style="list-style-type: none"> ◦ Fill in blanks ◦ After a given sentence, write a follow-up sentence beginning with a transitional word or phrase – <i>Many people do not recycle plastic waste. As a result, _____</i> 	<p>Continue previous sentence, note-taking, Single-Paragraph Outline, and summary work.</p> <p>Revision work:</p> <ul style="list-style-type: none"> ◦ Continue transition activities. ◦ Revise given, unelaborated paragraph as a whole class with explicit directions. <p>• Multiple-Paragraph Outline (MPO) work:</p> <ul style="list-style-type: none"> ◦ Introduce students to MPO (elements of MPO: topic, thesis statement (T), categories, details). ◦ Teacher provides topic and thesis statement, students can fill in categories and details for body paragraphs (expository). 	<p>Continue previous sentence, note-taking, Single-Paragraph Outline, and summary work.</p> <p>Revision work:</p> <ul style="list-style-type: none"> ◦ Continue previous revision work. ◦ Revise given, unelaborated paragraph as a whole class; students suggest improvements. ◦ Revise given, unelaborated paragraph, in pairs, with explicit directions. ◦ Revise given, unelaborated paragraph, in pairs, pair determines improvements. <p>• Multiple-Paragraph Outline (MPO) work:</p> <ul style="list-style-type: none"> ◦ Teacher provides topic and thesis statement, students can fill in categories and details for body paragraphs. ◦ Students convert a single or multiple body paragraph sections of MPO into paragraph(s). ◦ Identify general (G), specific (S), and thesis statements (T). 	<p>Continue previous sentence, note-taking, Single-Paragraph Outline, and summary work.</p> <p>Revision work:</p> <ul style="list-style-type: none"> ◦ Continue to revise given, unelaborated paragraphs. <p>• Multiple-Paragraph Outline (MPO) work:</p> <ul style="list-style-type: none"> ◦ Continue previous MPO work. <p>Year 1 Goals by June:</p> <ul style="list-style-type: none"> • Students are proficient in sentence-level strategies, including: <i>varying sentences by using sentence types; writing complex sentences using conjunctions; providing extended responses and more information to the reader using appositives and sentence expansion; sentence combining</i> • Students can write notes in key words, phrases, symbols and abbreviations, and convert those notes into sentences • Students can plan a single paragraph using the Single-Paragraph Outline independently, and convert that outline into a paragraph containing a topic sentence, 3-4 supporting details, and a concluding sentence ◦ Paragraphs are coherent, contain transitions and complex sentences • Students can use the 3 tools to summarize • Students can apply their sentence skills to revise their work • Students understand the structure of an MPO, can complete the categories and details for the body paragraph sections

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APPENDIX T PRE-REGISTRATION GOOGLE DOCS FORM



Mentoring Kings Registration

Greetings 9th Grade Parents & Guardians!

I would like to inform you about a very important opportunity your son has to become a pioneering member of Mentoring Kings (MK). Mentoring Kings is an exciting new critical mentoring and literacy initiative specifically geared toward 9th grade male students of color at A. Philip Randolph Campus High School and being offered in conjunction with Sound Business Inc. (SBI).

In order to learn more about Mentoring Kings, I would like to extend a personal invitation to your son to attend the upcoming Mentoring Kings Orientation on Thursday, January 20th (After Period 8/Location TBA).

Additionally, I would like to invite you to register for the Mentoring Kings Parent & Guardian Zoom meeting on Thursday, January 27th from 7:00PM-7:45PM.

Spaces are limited, so please register today using this Google form. Hope to see you all there!

Thank You,

Kelly Downing
Mentoring Kings, Program Director

¡Saludos padres de estudiantes en el grado 9!,



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Date Graduated	<i>May, 2000</i> <i>Master of Science in Teaching, Fordham University, New York, Major: Education</i>
Date Graduated	<i>May, 2007</i> <i>Master of Science in Education, College of Saint Rose, New York, Major: Education w/School Building License & School District License</i>
Date Graduated	<i>May 2017</i>