



IDRA Valued Youth Partnership

PEIMS Code: N1290036
Abbreviation: CCVYP
Grade Level(s): 9-12
Award of Credit: 1.0

Approved Innovative Course

- Districts must have local board approval to implement innovative courses.
- In accordance with Texas Administrative Code (TAC) §74.27, school districts must provide instruction in all essential knowledge and skills identified in this innovative course.
- Innovative courses may only satisfy elective credit toward graduation requirements.
- Please refer to [TAC §74.13](#) for guidance on endorsements.

Course Description:

The *Intercultural Development Research Association (IDRA) Valued Youth Partnership* is part of a research-based dropout prevention program where students considered at-risk of dropping out of school are placed as tutors of elementary students (called tutees), enabling them to make a difference in their own lives. The student tutors meet their tutees four times a week to teach them basic concepts. Typically, there are at least four grade levels difference between the tutor and the tutees to assure that (a) the tutors are successful with the contents and (b) an emotional bond is established so the tutors develop a big brother/sister relationship with the tutees, awakening a sense of empathy and responsibility for another human being. On the fifth day, tutors meet as a group with the teacher coordinator, where tutors improve tutoring and life skills to become better tutors, and academic skills to become better students. Ninety-eight percent of tutors regain an interest in school, as family, teachers, school staff and peers convey to them that they are a valued part of the school environment.

Essential Knowledge and Skills:

- (a) General requirements. This course is recommended for students in Grades 9-12.
- (b) Introduction.

The course offers students an opportunity to improve life skills and academic skills. These skills are gained through an asset perspective (using what they have/know already), resulting in improved self-esteem. These students have knowledge that they can share with young learners and experiences in life that the young learners will more easily grasp. The course also enhances students' emotional intelligence, by fostering an emotional connection with younger learners. Over time, the students' connection to school is re-established as students recognize their strengths and skills by supporting younger learners. Through the learning process, students develop an awareness of their personal role and responsibility as a teacher and student.

These expectations allow students to see themselves in the role of a teacher as well as a student. Because there is a reflective component to these processes, students learn to articulate specific skills that will improve their own learning, as well as to identify their strengths and challenges in the learning process.

(c) Knowledge and Skills.

- (1) The student tutor develops a variety of life skills that are relevant to the positive development and concept of self. The student is expected to:
 - (A) evaluate the effectiveness of planning skills and tools such as to-do lists, timelines, or checklists that may assist the student tutor in completing prescribed graduate requirements or other academic goals;
 - (B) define terms related to the development and concept of self, such as self-discipline, self-concept, self-awareness, and role models and support these definitions with examples;
 - (C) describe and critique the characteristics, qualities, and aptitudes of leaders and types of leadership;
 - (D) identify people who are considered leaders in the student's family, school, and community;
 - (E) discuss and describe personal applications of the characteristics, qualities, and aptitudes of leaders;
 - (F) describe things students can do to cultivate leadership qualities in themselves;
 - (G) explain that participation in personal and professional settings can be an important factor in building self-esteem;
 - (H) explain the importance of setting goals;
 - (I) explain how self-discipline is related to achieving goals;
 - (J) discuss the student's concept of self, using self-awareness strategies such as the practice of self-assessment, understanding his or her limits, avoiding making the same mistakes, and describe the relationships between these strategies;
 - (K) develop a self-improvement plan;
 - (L) analyze the student's perceptions of self in relationship to school; and
 - (M) identify a circle of support of individuals who can assist the student in achieving specified goals.
- (2) The student tutor identifies how young learners acquire knowledge and uses a variety of teaching approaches to support young learners (tutees). The student is expected to:
 - (A) identify the learning preferences such as visual, auditory and kinesthetic used in teaching and learning;
 - (B) discuss the relationships among the tutees' learning preferences and students' motivation and learning;
 - (C) demonstrate how different learning styles influence learning, such as alphabet characters and reading;

- (D) model dramatic reading skills with tutees, such as reader’s theatre or oral interpretation;
 - (E) evaluate and critique tutee’s examples of dramatic reading;
 - (F) analyze mathematical problems to determine how to present them to young learners;
 - (G) demonstrate solving mathematical problems using manipulatives;
 - (H) model strategies for solving mathematical word problems to help tutees; and
 - (I) discuss the benefits of and demonstrate visual representations of mathematical word problems.
- (3) The student tutor creates an effective teaching and learning environment. The student is expected to:
- (A) summarize the various roles and responsibilities associated with being a tutor, including encouraging and helping tutees with their work, planning lessons, and discussing progress and issues with the tutee teachers;
 - (B) describe a typical lesson cycle;
 - (C) compare characteristics of effective and ineffective teaching;
 - (D) discuss a variety of learners’ responses to ineffective instruction;
 - (E) describe a variety of strategies tutors can implement to engage students and increase learning;
 - (F) discuss and demonstrate applications of technology that impact learning;
 - (G) discuss a variety of learners’ responses to effective instruction and possible results;
 - (H) explain how motivation impacts students’ learning and achievement;
 - (I) explain various methods to motivate or engage young learners;
 - (J) identify the five “W” questions regarding praise, including defining praise (the what), where to use it, when to use it, who uses it, and to what purpose (the why);
 - (K) formulate various activities and materials to prepare for tutoring;
 - (L) discuss the importance of student-teacher rapport;
 - (M) identify strategies such as “get acquainted” activities that positively impact student-teacher rapport with tutees;
 - (N) develop short- and long-term learning goals with tutees;
 - (O) evaluate the effectiveness of the student’s instruction and identify ways to improve instruction; and
 - (P) evaluate the academic progress of tutees.
- (4) The student describes the short-term and long-term benefits of completing a diploma and the opportunities that higher education can bring. The student is expected to:
- (A) research various postsecondary academic options such as two-year colleges and four-year universities with specific study programs for each;

- (B) summarize the experience of visiting a college or university;
 - (C) examine postsecondary readiness competencies;
 - (D) identify course of interest to the student in a selected university catalog;
 - (E) explain the requirements of a financial aid application;
 - (F) discuss the advantages and disadvantages of staying in school and pursuing careers that require postsecondary education;
 - (G) analyze how education affected the lives of the student's family members;
 - (H) demonstrate and discuss future's planning, including aspects of life-long learning, the relationship of education to quality of life and future earnings potential;
 - (I) describe possible career paths and the potential economic impact in the student's life;
 - (J) evaluate guest speakers by documenting questions and answers;
 - (K) compare the guest speakers' life experiences to the student's own;
 - (L) evaluate effectiveness or usefulness of various guest speakers; and
 - (M) describe how the experiences provided by the course have affected the student's views of self, family and school.
- (5) The student tutor examines self-expression and the ability to share ideas, concepts, and emotions with peers and adults through the teacher coordinator conferences and in a group setting. The student is expected to:
- (A) improve active listening skills through self-awareness methods such as facing the speaker, being attentive and relaxed, and avoiding interruptions;
 - (B) analyze speaking skills, such as intonation, posture, volume, enthusiasm, preparedness, pitch and pace;
 - (C) summarize the concepts and skills the student attempted to teach, and the teaching strategies or methodologies used;
 - (D) analyze the student's ability to positively impact the student's future by examining decision points in the student's past and present circumstances;
 - (E) develop decision-making skills by discussing various school-based scenarios;
 - (F) critique the effectiveness of the student's own tutoring sessions;
 - (G) provide feedback to the other student tutors;
 - (H) develop effective problem-solving skills through collaboration; and
 - (I) summarize and analyze the student's experiences in the program including whether the program changed the student's mental attitude and feeling.

Recommended Resources:

The course provides a comprehensive set of materials to facilitate its implementation. For the teacher coordinator conferences and tutoring sessions, the following three books are used:

Cantu, L., Aviles, N., Garcia, J., & Rodriguez, R. G. (Eds.). (2015). *Coca-Cola Valued Youth Program: Tutor Workbook – Tutee Kit and Tutor Kit*. San Antonio, TX: Intercultural Development Research Association.

Cantu, L., Aviles, N., Garcia, J., & Rodriguez, R. G. (Eds.). (2014). *Coca-Cola Valued Youth Program: Tutor Workbook*. San Antonio, TX: Intercultural Development Research Association.

Cantu, L., Aviles, N., Garcia, J., & Rodriguez, R. G. (Eds.). (2014). *Coca-Cola Valued Youth Program: Tutor Workbook – Teacher Guide*. San Antonio, TX: Intercultural Development Research Association.

Recommended Course Activities:

The course has five main components: tutoring sessions, teacher coordinator conferences, educational field trips, guest speaker role models, and student recognition. Each component has different frequency and associated recommended activities. The tutoring sessions occur four times a week for one hour, typically from Monday to Thursday, with children from kindergarten to third grade; the teacher coordinator conferences happen weekly, usually on Fridays for one hour. It's recommended that the teacher coordinator take the tutors to three educational field trips and bring five guest speaker role models to the school during the year; these activities happen monthly or bi-monthly. Student recognition is continuous but it is also emphasized through specific events that involve the students, parents and school staff associated with the implementation of the IDRA Valued Youth Partnership, including the tutors' teachers and the tutees' teachers, school counselors, the school principal and other school staff, as appropriate.

Suggested methods for evaluating student outcomes:

The class is evaluated through performance-based assessments. For the tutoring, the teacher observes the students in action three times a year using a rubric (Observation of Tutors). Some of the aspects measured include whether the tutor actively involved the tutees in the learning process, listened to them, was patient with them, tried to answer their questions, offered positive reinforcement and was prepared for the tutoring session. For the tutoring class, the students receive a grade by completing the projects and activities performed throughout the year. Some of these activities are set in collaboration with the tutors themselves through a Grading-Period Contract, in which tutors list their academic and personal goals and the actions they plan to take to accomplish those goals. In addition, the program provides an online evaluation system to measure long-term changes. Data are collected on a pre-test/posttest basis to determine student improvements in school attendance, disciplinary action referrals, and academic and behavioral indicators. At the end of the year, an evaluation report is provided to the school to show program performance.

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Teacher qualifications:

An assignment for Intercultural Development Research Association (IDRA) Valued Partnership is allowed with a valid Texas secondary classroom teaching certificate.

Additional information:

Four school districts in Texas are currently implementing the IDRA Valued Youth Partnership: South San Antonio ISD, La Joya ISD, Ector County ISD and San Antonio ISD.