



THE COALITION OF SCHOOLS EDUCATING BOYS OF COLOR

Standards and Promising  
Practices for Schools  
Educating Boys of Color

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## Introduction

The Coalition of Schools Educating Boys of Color (COSEBOC) in partnership with the Metropolitan Center for Urban Education has developed the *Standards and Promising Practices for Schools Educating Boys of Color Tool* as a mechanism and set of guidelines that we hope will assist school districts and educational leaders that seek to develop and enhance schools and programs serving boys of color. COSEBOC, was founded in 2007 to serve as think tank and network for school leaders and educators from around the country that are concerned about the education of boys of color. Since the founding of COSBEC, the Metro Center at NYU has served as a partner and collaborator focused on conducting research that will further the mission of finding solutions to the challenges confronting boys of color.

Together we have introduced *Standards and Promising Practices for Schools Educating Boys of Color Tool* at the third annual conference of COSBEC in New Orleans. It is our hope that this document will help to insure that schools and districts focused on addressing the educational and social outcomes of boys of color and improving their social trajectories whether its through developing single sex schools or classrooms or conducting school-level reform, have the benefit of the best research and practice relevant to this population to guide their planning and ongoing implementation efforts. This tool outlines key areas, quality indicators, and promising practices pertinent to addressing these outcomes.

In today's educational context, most indicators of academic achievement and social outcomes for Black and Latino male students suggest that these students are facing severe hardships. Available data shows that there is a significant gap in achievement between males of color and all other groups (NCES, 2007). Moreover, on every indicator associated with success males of color are under represented, while on most indicators associated with failure and distress they are over represented (College Board, 2005; Noguera, 2008; Orfield, 2003). It is particularly disturbing that the problems experienced by boys of color in school parallel those experienced by males of color in adulthood. We believe that unless concerted action is taken to intervene effectively during childhood, another generation of adult males will be consigned to a life of hardship and despair.

This tool is based upon a set of assumptions about the problems experienced by boys of color. Our research and review of the relevant scholarly literature has led us to conclude that there is nothing inherently wrong with boys of color despite the preponderance of evidence that many face hardships both within and outside of school. Rather, the problems confronting many boys of color are a byproduct of the social, economic, political, and educational forces that operate within American society. Specifically within schools, we have found that it is the interaction of policies, practices and beliefs that creates conditions for poor educational outcomes and problematic social behavior to become normalized.

However, there is also good news. There is a vast body of research on effective schools and successful educational strategies for serving the needs of disadvantaged students that shows that under the right conditions, all types of students, including males of color, can be successful. We have drawn heavily from this research to develop this tool. Put most simply, we feel it is important for educators who are interested in finding solutions to the challenges facing young males of color **to do more of what works and less of what doesn't**. This sounds like common sense but in our experience of working with and studying schools throughout the country, we have often found that common sense to often is not commonly practiced. We have also drawn from a small but significant number of evaluation studies of mentoring and tutorial programs that shed light on what works best for students, including boys, with un-met academic and social needs.

We have created this tool to begin merging what is known about promising practices for boys of color with the research on effective schools. Throughout this document we identify research-based “best practices” in curriculum, instruction, school design and out-of-school support programs. While we do not claim that these are the only methods that work, we do contend that unlike other strategies that may be in use in some schools or programs, there is empirical research documenting the efficacy of these approaches, particularly in relation to boys of color.

### *How the Self-Assessment Tool Works*

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This instrument is organized under 7 essential core areas for developing and sustaining effective schools and/or school programs for boys of color. Each core area contains a list of standards of practice or “quality indicators”, and promising practices for ensuring quality outcomes for boys of color. The Standards may not be specific to boys of color, but describe good schools regardless of who they serve. The guidelines of promising practices describe an approach aimed specifically at boys of color implemented by schools and/or organizations focused on enhancing the educational and social outcomes of this population.

The asterisk (\*) denotes those indicators that are critical for schools to address for boys of color. Using the Performance Levels rating system (1-4), one can assess the level of competency or mastery of each benchmark, as defined by the quality indicators. The Priority Planning Level grid allows schools to set priorities and determine the appropriate timeframe in which to meet or exceed the standards. This assessment, when performed in concert with other formal and informal evaluative efforts, such as participant, parent, and staff surveys, staff meetings, and participant and parent forums, can and should enable schools to identify strengths and deficits and arrive at a sound plan for addressing their needs accordingly.

### *Performance Levels*

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Schools are expected to work towards achieving, at minimum, a Satisfactory level in all of the quality indicators within each of the seven areas. Over time, schools must continue to strive to achieve a level of Excellence. The four Performance Levels are as follows:

- 4 Excellent/Exceeds Standards.....Is prepared to help and work with others in this area.
- 3 Satisfactory/Meets Standards.....Consistently demonstrates standards but needs help to prepare staff to work with others in this area.
- 2 Some Progress Made/Approaching Standard.....Could use additional focused assistance in this area.
- 1 Must Address and Improve/Standard not Met.....Needs significant support in this area.

### *Improvement Planning Guidance*

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Once programs assess their Performance Level for each of the quality indicators, they should develop a timeline for school improvement, using the “Plan to Improve” section for each quality indicator. The quality indicators denoted by an asterisk (\*) should receive priority in the improvement plan, as those are deemed most critical to schools working with boys of color. In devising an improvement plan, schools should

begin to establish benchmarks and develop an Action Plan to reach or exceed those benchmarks, that will be assessed periodically during the school year. The Plan to Improve levels are as follows:

- Right Now     Area will be addressed in the next several months
- This Year     Area will be addressed during the school year.
- Next Year     Area will be re-evaluated prior to the start of the next school year.

The goal of this Self-Assessment tool is to assist schools in their pursuit of ongoing school improvement. It is not to be used simply as a checklist to highlight school strengths and deficiencies; nor is its use meant to overwhelm practitioners such that they are unable to discharge daily school responsibilities. The Plan to Improve section should serve as a guide that will help schools develop both short and long-term plans for addressing needs.

### *How to Begin the Self-Assessment Process*

The process of examining school practices is time-consuming and difficult. To assist in this process we suggest making the following decisions:

1. Decide which core areas to examine for this school year. Think about which core areas necessitate close attention and improvement. Remember the process of examining a core area also entails the planning, implementation and evaluation of new practices.
2. Define the process of examination. The tool can be used by a school team that includes administrators, teachers, students, parents, and support staff or could involve an outside evaluator. Using a school team or an outside evaluator will still involve defining what period of time will be spent on examining the practices, planning for improvements, implementing improvements, and evaluating improvements. If a team approach is used to conduct the self-assessment, multiple formats would work for the self-assessment with school staff, students and parents, for example, professional development days, committee meetings, grade or content level meetings, parent meetings, etc.
3. Identify a good facilitator for the examination process. The facilitator must be able to engage all participants, actively listens and connects ideas from multiple constituents, avoids personalizing feedback, remains non-judgmental, and is able to bring consensus.

### *Professional Development and Technical Assistance*

The results of the self-assessment will have many important implications that will enable schools to address the areas in need of support by providing staff development. The COSEBOC Network will also use this instrument as the framework for its ongoing training and technical assistance initiative. Feedback from its users will help shape the professional development strategy and content for all future COSEBOC meetings.

## *COSEBOC*

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**The Coalition of Schools Educating Boys of Color (COSEBOC)** was founded in January 2008 to create and serve as a national network of schools that prepare their male students of color to acquire the moral, intellectual, and social capital necessary to succeed in schools, families, neighborhoods and the broader American society.

## *Acknowledgments*

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This document was created based on the research and experience of COSEBOC members and colleagues. The Open Society Institute provided funding support for the development of this tool. A full list of references is published on the COSEBOC website: [www.coseboc.org](http://www.coseboc.org).

# Core Area 1: Assessment

*Assessment<sup>1</sup> includes:*

1. **Standardized Assessment Preparation (when applicable)** that:
  - a) Takes steps to ensure that students are adequately prepared for federally and state mandated standardized testing (especially when considered “high stakes”)
  - b) Considers factors that may affect boys’ abilities to perform as well as well as other groups (including test biases, **pre-test scores, etc.**)
  
2. **“Alternate” or “Authentic” Assessment** that:
  - a) Provides students with various (“alternate”) opportunities to demonstrate academic success (beyond standardized testing), e.g., portfolios, oral presentations, **teacher evaluations, etc.**
  - b) Outlines common criteria/rubrics for evaluating student work **and/or performance** in different subject areas
  - c) **Is grade-level appropriate**

Performance Level				Plan To Improve			Evidence
1	2	3	4	Right Now	This Year	Next Year	

<sup>1</sup> “Assessment” here refers to a process of determining the **rate** by which or **amount** of what a student has learned, what his needs may be, and how to best meet his needs. Similarly, “evaluation” refers to the process of determining a condition, significance, or worth of an element of the teaching/learning process (i.e. how a student has learned something, how a teacher may improve his/her lesson, etc.). Assessment, in other words, is something that can be calculated or measured through a system, often consisting of numbered scores, whereas evaluation is based on study or observation, typically conducted over a period of time.

3. **Self-Assessment** that:

- a) Provides students with opportunities to assess their own academic, as well as social, progress
- b) Provides teachers with opportunities to assess their own pedagogical practices
- c) Provides administrators with opportunities to assess their own leadership practices

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*Assessment includes:*

4. **Special Education Assessment** that:

- a) Provides teachers with resources on special education evaluation procedures
- b) Follows special education evaluation policy protocol (utilizing IDEA – Individuals with Disabilities Education Act)
- c) Informs parents of each step of evaluation process
- d) Evaluates program for possible disproportionate representation of marginalized groups in special education classification and placement
- e) Adheres to special education students’ Individualized Education Plans (IEP’s)

5. **Honors/AP Program Assessment (when applicable)** that:

- a) Adheres to clearly defined and unanimously understood selection criteria
- b) Evaluates program for possible disproportionate representation of certain racial/ethnic/gender groups over others
- c) Enables students to petition into H/AP courses, if desired
- d) Provides multiple selection criteria including tests, classroom work, teacher recommendations, parent recommendations, and oral presentations.

Performance Level				Plan To Improve			Evidence
1	2	3	4	Right Now	This Year	Next Year	

## Resources

### *Organizations*

<http://school.familyeducation.com/educational-testing/study-skills/34555.html>  
<http://www.naacpartners.org>  
[http://www.newhorizons.org/strategies/mi/front\\_mi.htm](http://www.newhorizons.org/strategies/mi/front_mi.htm)  
<http://scs.aed.org/ssa/whatis.html>  
<http://www.criticalthinking.org/resources/HE/structures-for-student-self-assessment.cfm>  
<http://www.nclrc.org/essentials/assessing/peereval.htm>  
<http://www.greatschools.net/cgi-bin/showarticle/2031>  
<http://www.ed.gov/parents/needs/speced/iepguide/index.html#process>  
<http://www.help4adhd.org/education/rights/idea>  
<http://www.taalliance.org/publications/pdfs/all60.pdf>  
<http://www.aagc.org/>  
<http://www.nagc.org/>  
<http://www.rti4success.org>  
<http://www.asha.org/members/slp/schools/prof-consult/RtoI.htm>

### *Where Used*

The Chicago Board of Education (Intranet)  
University of Illinois at Urbana Champagne (National Alternate Assessment Center)  
Middle Start (School Self Assessment, Academy for Educational Development)  
Duke University (American Association for Gifted Children)  
Metropolitan Center for Urban Education Technical Assistance Center (RTI)  
National Center on Response to Intervention at American Institutes for Research

### *Research*

Anagnostopoulos, D., et. al. (2007, May), Making Sense of School Sanctioning Policies in Urban High Schools. *Teachers College Record* v. 109 no. 5: 1261-302

Bateman, D. F. (2008 November/December). "Due Process Hearing Case Study". *Teaching Exceptional Children*, 41(2): 73-5

Blythe, Tina & Allen, David (1999). *Looking Together at Student Work*. New York: Teachers College Press.

- Bracken, B. A., et. al. (2008 Summer), "Early Identification of High-Ability Students: Clinical Assessment of Behavior". *Journal for the Education of the Gifted*, 31(4): 403-26
- Diaz-Lefebvre, R. (2004 January). "Multiple Intelligences, Learning for Understanding, and Creative Assessment: Some Pieces to the Puzzle of Learning". *Teachers College Record*, 106(1): 49-57
- Geeslin, K.L. (2003). "Student Self-Assessment in the Foreign Language Classroom: The Place of Authentic Assessment Instruments in the Spanish Language Classroom". *Hispania*, 86 (4): 857-868. American Association of Teachers of Spanish and Portuguese.
- Lewandowski, L. J., et. al. (1988), "Test review: Screening assessment for gifted elementary students (SAGES)". *The Reading Teacher*, 41: 712-16
- McMahon, S. D. & Wernsman, J. (2009 January) "The Relation of Classroom Environment and School Belonging to Academic Self-Efficacy among Urban Fourth- and Fifth-Grade Students". *The Elementary School Journal*, 10(3): 267-81
- Mehrens, R.A. & Kaminski, J. (2005). "Methods for Improving Standardized Test Scores: Fruitful, Fruitless, or Fraudulent?" *Educational Measurement: Issues and Practices*, 8(1): 12-22. The National Council on Measurement in Education.
- Noguera, P. (200). "Rethinking Gifted Education". *Motion Magazine*. [http://www.inmotionmagazine.com/er/pn\\_rge.html](http://www.inmotionmagazine.com/er/pn_rge.html)
- Roderick, M.; Jacob, B.A.; Bryk, A.S. (2002). "The Impact of High-Stakes Testing in Chicago on Student Achievement in Promotional Gate Grades". *Educational Evaluation and Policy Analysis*, 24 (4): 333-357. American Educational Research Association.
- Towles-Reeves, E., et. al. (2009, Winter), "Alternate Assessment: Have We Learned Anything New?". *Exceptional Children*, 75(2): 233-52
- Skaalvik, E. M., et. al. (2007 August), "[Dimensions of Teacher Self-Efficacy and Relations With Strain Factors, Perceived Collective Teacher Efficacy, and Teacher Burnout](#)". *Journal of Educational Psychology*, 99(3) :611-25
- Stecker, P.M.; Fuchs, D.; Fuchs, L.S. (2008 Fall). "Progress Monitoring as Essential Practice Within Response to Intervention". *Rural Special Education Quarterly*, 27(4): 10-17
- Volker, M. A., et. al. (2006 November), "Assessment of Children with Intellectual Giftedness and Reading Disabilities". *Psychology in the Schools*, 43(8): 855-69

## Promising Practices

### **1. The Michigan Virtual University (MVU)**

Provides online test preparation for Michigan high school students, at no cost to them. After funds from the state were cut, the company responsible for the service (Xap Corporation's Bridges Transitions, Inc. (Bridges)) decided to cover its cost.

#### *Reference*

Bridges Website: <http://www.bridges.com/us/home.html>

Press Release, Michigan High Schools: [http://www.mivhs.org/upload\\_2/PartnerSupportsMME.pdf](http://www.mivhs.org/upload_2/PartnerSupportsMME.pdf)

### **2. Multiple Intelligences at University of Hartford Magnet School**

Teachers utilize a variety of activities, including jumping rope, quilting, and Smart Board demonstrating, to reach the multiple intelligences of their "diverse" student population. School bases instruction on Howard Gardner's theory of multiple intelligences.

#### *Reference*

Delisio, E.R. (2005). "Magnet School Helps Students Develop, Appreciate Different Talents". *Education World* (Online). [http://www.education-world.com/a\\_issues/schools/schools013.shtml](http://www.education-world.com/a_issues/schools/schools013.shtml)

### **3. Minnesota Educators of the Gifted and Talented Position Statement**

Document provides school leadership with a set of guidelines for identifying gifted boys, especially those who appear to be underperforming (in part because of cultural biases)

#### *Reference*

PDF Link: <http://www.megt.org/links/MegtPositionPaper-Gifted%20Boys.pdf>

### **4. The Indiana Disproportionality Project (IDP)**

A collaboration of the Indiana Department of Education and Indiana University, this project investigates and addresses the problem of disproportionate representation of children of color (or "cultural minorities") in special education placements, as well as in disciplinary hearings.

#### *Reference*

IDP Website: <http://www.indiana.edu/~safeschl/minor.html>

## ASSESSMENT PLAN TO IMPROVE

Indicator to Address	Action Steps	Timeframe	Desired Outcome

**Core Area 2:**  
**Parent/Family/Community**  
**Partnership**

**Parent/Family/Community Partnership Indicators**

*A Parent/Family/Community Partnership includes:*

- 1) **Teacher-Family or School-Family Communication** that:
  - a) Keeps parents well-informed of their children’s academic and social progress in school
  - b) Consists of written documents available in the parents’ primary languages, *perhaps sent electronically*
  - c) Provides a “welcoming” atmosphere to parent visitors
  - d) Considers students’ and parents’ home lives (work schedules, absent parents, etc.)
  - e) Provides regular schedule of useful notices, memos, phone calls, and other communications
  - f) Consists of effective newsletters including information about questions, reactions, and suggestions
  - g) Provides clear information about choosing schools, and selecting courses, programs, and activities within schools
  - h) Provides clear information on all school policies, programs, reforms, assessments, and transitions

Performance Level				Plan To Improve			Evidence
1	2	3	4	Right Now	This Year	Next Year	

**Parent/Family/Community Partnership Indicators**

*A Parent/Family/Community Partnership includes:*

- 2) **Parent Involvement** that:
  - a) Encourages parents to share areas of expertise or desires to volunteer
  - b) Considers multiple **understandings** of parent involvement, which account for parents who work extensive hours **or do not feel comfortable assisting children with homework**
  
- 3) **Community Involvement** that:
  - a) Encourages the participation of community members and leaders, draws upon community expertise
  - b) **Communicates school news to the wider community, perhaps via posted announcements**
  - c) Encourages students to “give back” to their school and/or outside community, **perhaps through project-based learning**

	Performance Level					Plan To Improve			Evidence
	1	2	3	4		Right Now	This Year	Next Year	

4) **Parent** collaborations that:

- a) Provide parent education and other courses or training for parents (e.g., GED, family literacy, college or training programs)
- b) Provide family support programs to assist families with health, nutrition, and parenting, including clothing swap shops, food co-ops, parent-to-parent groups
- c) Conduct annual surveys of families to share information about their children's goals, strengths, and special talents

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**Parent/Family/Community Partnership Indicators**

*A Parent/Family/Community Partnership includes:*

- 5) **Schools provide learning at home that:**
  - a) Informs families on required skills in all subjects at each grade
  - b) Informs on homework policies and how to monitor and discuss schoolwork at home
  - c) Informs on how to assist students with skills that they need to improve
  - d) Provides a regular schedule of interactive homework that requires students to demonstrate and discuss what they are learning in class
  - e) Provides calendars with daily or weekly activities for parents and students to do at home or in the community
  - f) Provides summer learning packets or activities
  - g) Provides family participation in helping students set academic goals each year and plan for college or work

Performance Level					Plan To Improve			Evidence
1	2	3	4		Right Now	This Year	Next Year	

**Parent/Family/Community Partnership Indicators**

*A Parent/Family/Community Partnership includes:*

- 6) **School provides decision making opportunities that involves:**
  - a) Active PTA/PTO or other parent organizations, advisory councils, or committees (e.g., curriculum, safety, personnel) for parent leadership and participation
  - b) Action Team for School, Family, and Community Partnerships to oversee the development of the school's program with practices for all types of involvement
  - c) District-level advisory councils and committees
  - d) Information on school or local elections for school representatives
  - e) Networks to link all families with parent representatives
  - f) Independent advocacy groups to lobby for school reform and improvements

Performance Level				Plan To Improve			Evidence
1	2	3	4	Right Now	This Year	Next Year	

## Resources

### *Organizations*

<http://www.hfrp.org/family-involvement>

<http://www.hfrp.org/family-involvement/fine-family-involvement-network-of-educators>

<http://www.pthvp.org/>

<http://www.aecf.org/AboutUs/MissionAndHistory.aspx>

<http://crede.berkeley.edu/>

### *Where Used*

Harvard University, affiliated schools

University of California at Berkeley, affiliated schools

### *Research*

Allen, J. (2007). *Creating Welcoming Schools: A Practical Guide to Home-School Partnerships with Diverse Families*. New York: Teachers College Press.

Baker, A. A. & Soden, L. M. (1998). "The Challenges of Parent Involvement Research". *ERIC Clearinghouse on Urban Education*.

[http://eric.ed.gov/ERICDocs/data/ericdocs2sql/content\\_storage\\_01/0000019b/80/15/6e/ba.pdf](http://eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/15/6e/ba.pdf)

Caspe, M. & Lopez, M. E. (2006). "Lessons From Family-Strengthening Interventions: Learning From Evidence-Based Practice". Harvard Family Research Project: [hfrp\\_pubs@gse.harvard.edu](mailto:hfrp_pubs@gse.harvard.edu)

Compton-Lilly, C. (2003). *Reading Families: The Literate Lives of Urban Children*. New York: Teachers College Press.

Epstein, J. (1994). "Theory to practice: School and family partnerships lead to school improvement and student success". In C.L. Fagnano & B.Z. Werber (Eds.), *School, family, and community interaction: A view from the firing lines*. Boulder: Westview.

Gonzalez, N.; Moll, L. C. & Amanti, C. (2005). *Funds of Knowledge: Theorizing Practices in Households, Communities, and Classrooms*. Mahwah, NJ: Lawrence Erlbaum & Associates, Publishers.

Lee, V., & Croninger, R. (1994, May). The relative importance of home and school in the development of literacy skills for middle-grade students. *American Journal of Education*, 102(3), 286-329. (EJ 492 293)

## PROMISING PRACTICES FOR BOYS OF COLOR

### Promising Practices

#### **1) The Family Involvement Network of Educators (FINE)**

Harvard University's network of thousands of educators, practitioners, policymakers, and researchers dedicated to strengthening family-school-community partnerships.

#### *Reference*

Harvard Family Research Project Website: <http://www.hfrp.org/family-involvement/fine-family-involvement-network-of-educators>

#### **2) Funds of Knowledge**

Term utilized by Norma Gonzalez to discuss the wealth of information gathered by visiting the homes of Latino parents as a means to bridge the gap between school and community.

#### *Reference*

Gonzalez, N., Moll, L.C. & Amanti, C. (2005) Funds of Knowledge: Theorizing Practices in Households, Communities, and Classrooms. Lawrence Erlbaum Associates, Publishers: Mahwah, NJ.

#### **3) The Parent/Teacher Home Visit Project (PTHVP)**

Organization comprised of faith-based community organizers, a local (Sacramento) teachers union and a school district dedicated to improving student performance by augmenting the home-school connection, via teacher visits to student homes. Now available in ten states, the Parent/Teacher Home Visit Project offers training to educators, and teachers receive compensation for home visits.

#### *Reference*

PTHVP Website: <http://www.pthvp.org/about.html>

#### **4) Boston Public Schools – “10 Boys” Clubs**

Groups formed, consisting of ten boys of color considered “at risk”. Clubs are each tailored to the specific needs of the boys involved, but they all hold regular meetings, focus on raising the boys’ “needs improvement” status, and attempt to strengthen family involvement. The clubs use incentive such as pizza parties, savings bonds, and tickets to athletic events.

#### *Reference*

“Focus on Children”, Boston Public Schools Website: <http://www.bostonpublicschools.org/node/1012>

### **5) Raising Him Alone**

Organization dedicated to providing resources and support to women who are raising male children alone. Raising Him Alone Website:  
<http://www.raisinghimalone.com>

**PARENT/FAMILY/COMMUNITY PARTNERSHIP PLAN TO IMPROVE**

Indicator to Address	Action Steps	Timeframe	Desired Outcome

**Core Area 3:**  
**Curriculum and Instruction**

**Curriculum & Instruction Indicators**

*Curriculum & Instruction includes:*

1. **Culturally Relevant Instruction** that:
  - a) Relates to the cultures, lives, and/or experiences of boys of color, allowing them to “see themselves” reflected in curricular materials<sup>2</sup>
  - b) Is made “practical” – pertinent to the current lives and futures of boys of color, especially as they might relate to their socio-economic backgrounds
  - c) Challenges “traditional” curricula that excludes the contributions and perspectives of racial/ethnic minority groups (in other words, does not limit the boys’ learning to the contributions of dominant, White, or European groups)<sup>3</sup>
  - d) Does not make assumptions about students because of their races or ethnicities, accounts for multiple perspectives on what is or is not “relevant” to them as boys of color

Performance Level					Plan To Improve			Evidence
1	2	3	4		Right Now	This Year	Next Year	

<sup>2</sup> Teachers should be careful not to make **assumptions** about the ways in which students from select groups will or will not “see themselves” reflected. Children should be guided to critique and interrogate images selected to represent them and their racial/ethnic groups, as well as be encouraged to “see themselves” in materials that do not match their experiences exactly (i.e. in literature representing characters/figures in other countries who have had similar life experiences).

<sup>3</sup> Students should be provided with multiple opportunities to learn about the societal contributions and influences of Black, Latino, and Asian groups, going beyond designated celebrations such as “Black History Month” and “Hispanic Heritage Month.” Schools should also be mindful of the tendency to emphasize the same few heroic figures, such as Martin Luther King, Jr., without providing students new learning material as they progress in school.

**Curriculum & Instruction Indicators**

*Curriculum & Instruction includes:*

Performance Level					Plan To Improve			Evidence
1	2	3	4		Right Now	This Year	Next Year	

2. **Multicultural Education** that:

- a) Has as its premise that all children (in this case, boys of color) should have equal opportunities to learn in school
- b) Offers diverse representations, including perspectives, **in school curriculum**
- c) Is designed to reduce prejudice and empower students **by introducing them to a variety of viewpoints, cultures, traditions, and important figures**
- d) Explores the “hidden curriculum” of school and its “implicit norms and values” (in other words, allows students to question the purpose of schooling and determine who it has traditionally served)
- e) Goes beyond simply **adding** materials about Black, Latino, and Asian groups to the regular curriculum; considers a new design centered on equity

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<p>3. <b>Gender Relevant Instruction</b> that:</p> <ul style="list-style-type: none"> <li>a) Considers the specific needs of boys, especially those who may be seen as “at risk” (whether academically or socially)</li> <li>b) Discusses issues pertinent to adolescents “coming of age” as young men (or issues applicable to age group at school, such as sharing with or including girls)</li> <li>c) Considers different representations of masculinity and does not limit boys’ gender identities to <b>one idea and expectation</b> of what it “means to be a man”<sup>4</sup></li> <li>d) Incorporates discussions around sexuality (male/female interactions, as well as homosexuality)</li> <li>e) Provides opportunities to critique gender relations and societal/cultural influences on masculinity, as well as femininity</li> </ul>									
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<sup>4</sup> While schools and educators may have certain impressions of what it means to be a successful man and encourage their students to exhibit a certain set of behaviors (i.e. becoming a family “provider” or an “entrepreneur”, or being athletic), they should bear in mind that some boys will gravitate more toward seemingly un-masculine, non-traditional, or non-heterosexual activities. Schools should be careful not to exclude or marginalize such boys and, instead, embrace their diversity.

**Curriculum & Instruction Indicators**

*Curriculum & Instruction includes:*

- 4. **Student-Centered Instruction** that:
  - a) Encourages students to be “active” participants in their learning processes (provides “hands on” experiences, **such as projects and experiments**)
  - b) Avoids “banking” concept of education, where students serve as receptors to information provided by instructors (**i.e., via lecture**)
  - c) **Considers students’ immediate and more long-term learning capabilities (i.e., where they are now, where they may be at the end of the school year)**
  - d) Addresses multiple learning styles/multiple intelligences (**i.e., kinesthetic, auditory, visual**)

Performance Level					Plan To Improve			Evidence
1	2	3	4		Right Now	This Year	Next Year	

5. **“Rigorous” Curriculum and Instruction** that:

- a) Is commonly defined by teachers and administrators within school building or network.
- b) Provides college, high school, or next-grade readiness opportunities
- c) When applicable, provides opportunities for students to engage in a multitude of activities that enable them to compete with their pool of college/high school/middle school applicants
- d) Meets state/federal education standards appropriate for grade level (and beyond)
- e) “Challenges” students with “high expectations” (commonly defined by teachers and administrators and acknowledged by students)

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**Curriculum & Instruction Indicators**

*Curriculum & Instruction includes:*

6. **“Character” Education** that:
- a) Encourages students to be “responsible citizens”
  - b) Creates an environment that is physically, culturally and emotionally safe for all students
  - c) Encourages school community and pride
  - d) Considers students’ outside-of-school lives (teaches to the “whole child”)
  - e) Allows opportunities for students to demonstrate personal growth (i.e., rites of passage ceremonies, **public** recognition)

Performance Level					Plan To Improve			Evidence
1	2	3	4		Right Now	This Year	Next Year	

<p>7. <b>Professional Development</b> that:</p> <ul style="list-style-type: none"> <li>a) Provides support for new teachers that involves mentoring</li> <li>b) Encourages teacher collaborations within and across grade levels</li> <li>c) <b>Is research-based</b></li> <li>d) Addresses teachers' immediate academic concerns, allows their needs to dictate PD opportunities</li> <li>e) Allows for teacher feedback regarding school leadership, organization, curriculum and instruction</li> <li>f) Provides/develops common definitions of important curricular concepts, especially those that inform legislation (No Child Left Behind, IDEA)</li> <li>g) Requires reading of research/articles/ briefs relevant to boys of color <b>and encourages debate /discussion</b></li> </ul>									
<p><b>Curriculum &amp; Instruction Indicators</b></p> <p><i>Curriculum &amp; Instruction includes:</i></p>	<p><b>Performance Level</b></p>					<p><b>Plan To Improve</b></p>			<p><b>Evidence</b></p>
	1	2	3	4		Right Now	This Year	Next Year	

8) **Teachers who are:**

- a) Aware of their own cultural heritage and values
- b) Accepting and respecting of others' cultures
- c) Aware of potential biases toward other cultures stemming from her/his own culture, which may dictate referral of a minority student
- d) Comfortable with racial differences that may exist between themselves and others
- e) Understanding of the sociopolitical systems of operation in the U.S. with respect to their treatment of minorities
- f) Possess specific knowledge and information about the racial/ethnic group(s) they works with
- g) Aware of institutional barriers that hinder racial/ethnic minorities' mobility
- h) Willing to work on building positive relationships with their students

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## Resources

### *Organizations*

<http://www.tolerance.org/index.jsp>  
<http://www.alliance.brown.edu/ttl/tl-strategies/crt-principles.shtml>  
<http://www.newhorizons.org/>  
<http://www.nameorg.org/>  
<http://www.genderexcel.org/>  
<http://www.csbl.org/pages/index.php>  
<http://www.paulofreireinstitute.org/>  
[http://middlestart.org/what-we-do/rigorous\\_curriculum](http://middlestart.org/what-we-do/rigorous_curriculum)  
<http://www.edweek.org/rc/issues/professional-development/>

### *Where Used*

Brown University – Teaching Diverse Learners Website (ALLIANCE)  
Association of Teacher Educators (NAME)  
Gendering EXcellence: Centre of Gender Excellence - Linköping and Örebro Universities in Sweden (GEXcel)  
Greenwich Academy, Riverdale Country School, The Haverford School, and others (CSBL)  
University of California at Los Angeles (Paulo Freire Institute)  
AED Middle School Leadership Project (MIDDLESTART)

### *Research*

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- Freire, Paolo (1970). *Pedagogy of the Oppressed* (sixteenth printing). New York: The Seabury Press.
- Gardner, Howard (1993). *Frames of Mind: The Theory of Multiple Intelligences* (2<sup>nd</sup> ed.). New York: Basic Books.
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- Imms, Wesley D. (2000). "Multiple Masculinities and the Schooling of Boys". *Canadian Journal of Education*, 25 (2): 152-165.
- Kimmel, Michael S. (2003). "Adolescent Masculinity, Homophobia, and Violence". *American Behavioral Scientist*, 46(10): 1439-1458.
- Gay, Geneva (2000). *Culturally responsive teaching*. New York: Teachers College Press.

Ginwright, Shawn (2006). "Toward a Politics of Relevance: Race, Resistance, and African American Youth Activism".  
<http://ya.ssrc.org/african/Ginwright/>

Johnson, Howard C. (1990). "How Can the Curriculum and Evaluation Standards for School Mathematics be Realized for All Students?" *School Science and Mathematics*, 90(6): 527.

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Piaget, Jean (1976). *The Science of Education and the Psychology of the Child*. New York: Penguin.

Nieto, Sonia (1996). *Affirming diversity: The sociopolitical context of multicultural education* (2nd ed.). White Plains, NY: Longman.

Noguera, Pedro (2008). *The Trouble with Black Boys: And Other Reflections on Race, Equity, and the Future of Public Education*. San Francisco: Jossey-Bass.

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Sax, Leonard (2007). *Boys Adrift: The Five Factors Driving the Growing Epidemic of Unmotivated Boys and Underachieving Young Men*. New York: Basic Books.

Sleeter, Christine E. & Grant, Carl S. (2007). *Making Choices for Multicultural Education: Five Approaches to Race, Class, and Gender* (6<sup>th</sup> ed.). Hoboken, NJ: John, Wiley & Sons, Inc.

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Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes* (M. Cole, V. John-Steiner, S. Scribner, & E. Souberman, Eds. and Trans.). Cambridge, MA: Harvard University.

## PROMISING PRACTICES FOR BOYS OF COLOR

### Promising Practices

#### 1) Positive Youth Development

Urban Leadership Institute conducts workshops that help prepare youth to meet the challenges of adolescence and adulthood.

#### *Reference*

Urban Leadership Institute Website: <http://www.urbanyouth.org/positiveyouth.htm>

#### 2) Hip-Hop/Popular Culture in the Classroom

Teachers in various cities across the country incorporate Hip-Hop, film, and the internet into classroom lessons as a means to engage their students, especially in urban areas.

#### *References*

Hellweg, E. (2009). "Hip-Hop High: Rhythm and Lyrics Teach Everything from English to Algebra: The musical language of the street has new fans: teachers, who are using it as a classroom tool". Edutopia: The George Lucas Educational Foundation. <http://www.edutopia.org/hip-hop-high>

Sitomer, A. & Cirelli, M. (2004). *Hip-Hop Poetry and the Classics*. Milk Mug Publishing: Beverly Hills

#### 3) Exploration of Multiple Male Identities in the Digital Arts Classroom

Teachers guide students to write, illustrate, and/or animate digital stories that reveal something about their individual identities. These projects, created during afterschool program sessions, demonstrated multiple interpretations of masculine identities, in part due to the teachers' prompting.

#### *Reference*

Hull, G.A., Kenney, N.L, Marple, S. & Forsman-Schneider, A. (2006). "Many Versions of Masculine: An Exploration of Boys' Identity Formation through Digital Storytelling in an Afterschool Program". The Robert Bowne Foundation *Afterschool Matters* Occasional Paper Series, Spring #6. [http://www.niost.org/pdf/afterschoolmatters/occasional\\_paper\\_05.pdf](http://www.niost.org/pdf/afterschoolmatters/occasional_paper_05.pdf)

#### 4) **The Bridge Builders: A Rites of Passage Program**

African-centered rites of passage program led by community volunteers in the city of Portland, Oregon. Four pillars inform the philosophy of this program, designed especially for boys of African descent: spirituality, scholarship, entrepreneurship, and community building.

##### *References*

The Bridge Builders Website: <http://thebridgebuilders.org/page.php?page=Our-Village>

The National Rites of Passage Institute: <http://www.ritesofpassage.org>

#### 5) **Encuentros Program: An Interventionist Program**

Program consisting of classroom instruction, conferences, projects, and field trips designed to support Latino boys in middle school in Oceanside, California. With the collaboration of Palomar College professors, middle school counselors, college students, and other volunteers, this program is intended to heighten educational expectations, decrease high school dropout rates, and promote self-esteem and cultural pride.

##### *References*

*Encuentros* Website: <http://www.palomar.edu/encuentros>

Tovar, J. (2008). "North County Boys Fighting for a Better Education: Encuentros is Preparing Hispanic Youth to Further their Education". *La Prensa*: September 26, 2008. [http://faculty.palomar.edu/cvonson/North\\_County\\_Boys\\_Fighting.htm](http://faculty.palomar.edu/cvonson/North_County_Boys_Fighting.htm)

## CURRICULUM AND INSTRUCTION PLAN TO IMPROVE

Indicator to Address	Action Steps	Timeframe	Desired Outcome

# Core Area 4: School Environment and Climate

*School Climate* is the social atmosphere of a setting or learning environment in which students have different experiences, depending upon the protocols set up by the teachers and administrators.

**School Quality Indicators**

*A quality school and school program has:*

School Quality Indicators	Performance Level				Plan To Improve			Evidence
	1	2	3	4	Right Now	This Year	Next Year	
<p>1. <b>Physical Environment</b> where:</p> <ul style="list-style-type: none"> <li>a) classrooms, library, and hallways have abundant displays celebrating diversity by subject area</li> <li>b) content standards are posted in every room and hallway.</li> <li>c) inclusive school policies are posted in every room and hallway</li> <li>d) public areas are clean and resourced appropriately (e.g., clean bathrooms)</li> </ul>								
<p>2. <b>Student Leadership &amp; Voice such that:</b></p> <ul style="list-style-type: none"> <li>a) youth “voice” is considered in decision-making by regularly meeting with groups of students to obtain feedback.</li> <li>b) anti-discrimination policies equally support and provide open access for the participation of students in activities and student-led groups designed to enhance a respectful, safe, and positive school climate and to promote respect for <i>diversity</i>.</li> <li>c) a variety of student leadership opportunities for all students.</li> </ul>								

**School Quality Indicators**

*A quality school and school program has:*

- 3. Inclusive Policies and Practices in which:**
- a) organizational traditions are examined periodically to check for exclusive/inclusive practices
  - b) teachers have opportunities to assess their own pedagogical practices
  - c) teachers and administrators are evaluated by various constituency groups (other teachers, students, colleagues, self, supervisor, etc.)
  - d) promote achievement and retention of lower achieving groups
  - e) prohibit harassment and discriminatory behaviors of any kind.
  - f) address the needs and safety of adults as well as students.
  - g) promote practices and curricula that build a sense of community, personalization and understanding for and among all students.
  - h) builds schools' capacity to implement a diversity-rich curriculum as well as to respond effectively to instances of harassment, bullying, or intimidation.

	Performance Level					Plan To Improve			Evidence
	1	2	3	4		Right Now	This Year	Next Year	

## Resources

### *Organizations*

- National Institute on Leadership, Disability, and Students Placed at Risk (NILDSPaR) - Using Surveys to Assess Perceptions of Justice in the School Setting <http://www.uvm.edu/~nildspar/index.php> -
- Council for Exceptional Children (CEC) <http://www.cec.sped.org> - Policy on Safe & Positive School Climate
- Center for Research on School Safety, School Climate and Classroom Management.  
<http://education.gsu.edu/schoolsafety/download%20files/wp%202002%20school%20climate.pdf>
- Alliance for the Study of School Climate. <http://www.calstatela.edu/centers/schoolclimate/>

### *Where Used*

- University of Oregon
- University of Minnesota
- University of Vermont
- University of Illinois-Urbain-Champaign
- Minneapolis Public Schools

### *Research*

Ashby, Dianne E., and Samuel E. Krug (1998). Understanding and promoting school climate and culture. In Dianne E. Ashby and Samuel E. Krug (Eds.), *Thinking Through the Principalship*. New York: Eye on Education Inc.

Foster, M. & Peele, T. (1999). Teaching black males: Lessons from experts. In V. Polite and J. E. Davis (Eds), *African American Males n School and Society: Practices and Policies for Effective Education*. New York: Teachers College Press.

Hopkins, R. (1997). *Educating black males: Critical lessons in schooling, community, and power*. Albany: State University of New York Press.

Moos, R.H. (1979). *Evaluating educational environments: Procedures, measures, findings, and policy implications*. San Francisco: Jossey-Bass.

Nelson, J. A., & Bustamante, R. M. (2008). The school-wide cultural competence observation checklist for professional school counselors: An assessment tool for leading culturally and linguistically diverse schools. In G. R. Walz, J. C. Bleuer & R. K. Yep (Eds.), *Compelling counseling interventions: Celebrating VISTAS' fifth anniversary*. (pp. 211-220). Alexandria, VA, US: American Counseling Association; Ann Arbor, MI: Counseling Outfitters.

**1) Creating a Positive School Climate for Learning: A tool kit for building leaders, teachers and staff of Minneapolis Public Schools**

This tool kit provides evidence-based strategies to build and maintain a positive school climate. It presents processes that have worked in schools. The information is not meant to fully represent official district procedures, but to convey best practices that will put schools on the path to a positive climate.

*Reference*

Minneapolis Public Schools - Creating a Positive School Climate for Learning  
[http://sss.mpls.k12.mn.us/Positive\\_School\\_Climate\\_Tool\\_Kit.html](http://sss.mpls.k12.mn.us/Positive_School_Climate_Tool_Kit.html)

SCHOOL ENVIRONMENT AND CLIMATE PLAN TO IMPROVE

Indicator to Address	Action Steps	Timeframe	Desired Outcome

# Core Area 5: School Leadership

*School leadership* is the process of enlisting and guiding the talents and energies of teachers, pupils, and parents toward achieving common educational aims.

**School Quality Indicators**

*A quality school and school program has:*

1. **Instructional leadership that focuses on:**
  - a) strengthening teaching and learning, and professional development.
  - b) aligning the approach to the developmental stage of the school
  - c) placing educational concerns over management concerns
  - d) placing an emphasis upon models of professional development that impact directly upon classroom practice
  - e) progressive approaches to discipline and classroom management
2. **Community leadership manifested through:**
  - a) school leaders signaling to others what is important and building confidence and capability in those they lead.
  - b) having the confidence to deal with conflict.
  - c) establishing coherent communities within their schools as well as a sense of a responsible community beyond and around the school.

Performance Level				Plan To Improve			Evidence
1	2	3	4	Right Now	This Year	Next Year	

**School Quality Indicators**

*A quality school and school program has:*

**3. Visionary leadership demonstrated by school leaders:**

- a) taking a broad view of change (i.e. focusing on the big picture)
- b) placing emphasis upon forms of leadership that are people-oriented, transformational and empowering
- c) taking advantage of external opportunities to generate change and to encourage staff to innovate

**4. School leaders who are**

- a) conscious of their own cultural heritages and the ideals and values associated with those heritages
- b) accepting and respecting of cultural difference
- c) affirming of the range of social and cultural identities faculty, staff, and students claim
- d) aware of potential biases toward other cultures stemming from their own cultural heritages
- e) comfortable with racial differences that may exist between them and others
- f) understanding of *institutional bias* with respect to its treatment of women, people of color, immigrants and sexual minorities
- g) possess specific knowledge about the racial/ethnic group s/he works with
- h) aware of institutional barriers that hinder racial/ethnic minorities' educational mobility

Performance Level					Plan To Improve			Evidence
1	2	3	4		Right Now	This Year	Next Year	

## Resources

### *Organizations*

- Institute for Educational Leadership <http://www.iel.org/>
- National College for School Leadership <http://www.ncsl.org.uk>
- National Association of Secondary School Principals [http://www.principals.org/s\\_nassp/index.asp?CID=1138&DID=54609](http://www.principals.org/s_nassp/index.asp?CID=1138&DID=54609)

### *Where Used*

- University of North Carolina Center for School Leadership Development
- England's 23,000 state-maintained schools

### *Research*

Marzano, R. J., Waters, T., & McNulty, B. A. (2005). *School leadership that works: From research to results*. Alexandria, Va.: Association for Supervision and Curriculum Development.

## PROMISING PRACTICES FOR BOYS OF COLOR

### **1) Visionary Leadership for Schools Educating Boys of Color**

10 corporations, city agencies, faith based organizations, etc., in the city of Baltimore each adopt one of five middle and five high schools to begin focusing specifically on improving the life chances of 50 African American males in that school per year.

**Reference:** David Miller (Co-founder and Chief Visionary Officer of the Urban Leadership Institute)'s Call for Visionary Leadership, Audacious Ideas: Thoughts About How to Change Baltimore for the better: <http://www.audaciousideas.org/?p=36>

### **2) Black Male Initiative**

The Black Male Initiative Program (BMI), through its participants, endeavors to increase and improve retention and graduation rates for Black males. Our academic, community outreach, and mentoring activities are designed to aid Black males in their quest for a college degree. We are engaged in establishing academic study groups, mentor-mentee relationship building, career awareness activities, and progressive leadership programming. One of the guiding principles of the BMI program is that each member understand the vital importance of giving back to their community via outreach, activism, and by example.

### **Reference**

<http://theblackmaleinitiative.org/default.aspx>

## SCHOOL LEADERSHIP PLAN TO IMPROVE

Indicator to Address	Action Steps	Timeframe	Desired Outcome

# Core Area 6: School Counseling

School Counseling and Guidance refers to the work of **school counselors**. A school counselor is a counselor and educator who works in elementary, middle, and high schools to provide academic, career, college readiness, and personal/social competencies to all students through advocacy, leadership, systemic change, and teaming and collaborating with other stakeholders as part of a comprehensive developmental school counseling program.

**School Quality Indicators**

*A quality school and school program has:*

1. **Counseling programs that:**
  - a) distribute school counseling responsibilities among school staff, including teachers who are supported by professionals.
  - b) utilize counselor-teacher-parent-administrator teams to strategically plan challenging cases
  - c) provide the support and resources necessary to help all students meet challenging standards
  - d) foster an awareness of the effect of ecological conditions surrounding boys of color (e.g., poverty, racism, gender-based, homophobia, etc.)
  - e) Maintain a student:counselor ratio that allows for students to meet with their school counselors one or more times a term
2. **Social and Health Services in the community are:**
  - a) coordinated with the school, and policy makers revise policies to facilitate students' access to the services they need
  - b) regularly communicating their services to school through presentations and one-on-one meetings

Performance Level					Plan To Improve			Evidence
1	2	3	4		Right Now	This Year	Next Year	

3. **School Counselors who are:**

- a) aware of their cultural heritages and the ideals and values associated with those heritages
- b) accepting and respecting of the range of ways students, faculty, and staff social and cultural identities
- c) aware of potential biases toward other cultures stemming from their own cultural heritages that may dictate referral of clients
- d) comfortable with racial differences that may exist between s/he and others
- e) understanding of the sociopolitical system's operation in the U.S. with respect to its treatment of minorities
- f) possess specific knowledge and information about the racial/ethnic groups represented amongst students, faculty, and staff
- g) knowledgeable of ways to collaborate with other counseling personnel (school social worker or psychologist) employed by schools and community organizations
- h) aware of *institutional biases* that hinder racial/ethnic minorities use of mental health services
- i) culturally responsive as seen through their ability to send and receive culturally sensitive verbal and nonverbal messages accurately and appropriately with the racial/ethnic minority clients in the school community
- j) able to serve as interpersonal and systemic (school system) advocates depending on the situation

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## Resources

### *Research*

- Arredondo, P. (1999). Multicultural counseling competencies as tools to address oppression and racism. *Journal of Counseling and Development*, 77(1), 102.
- Arredondo, P. (1996). Operationalization of the multicultural counseling competencies. *Journal of Multicultural Counseling and Development*, 24(1)
- Frisby, C. L., & Reynolds, C. R. (2005). *Comprehensive handbook of multicultural school psychology*. Hoboken, N.J.: John Wiley & Sons.
- Forbes, David. (2003). Turn the Wheel: Integral School Counseling for Male Adolescents. *Journal of Counseling and Development* 81.
- Bemak, F., Chung, R. C., & Siroskey-Sabdo, L. A. (2005). Empowerment groups for academic success: An innovative approach to prevent high school failure for at-risk, urban african american girls. *Professional School Counseling*, 8(5), 377-377.

## PROMISING PRACTICES FOR BOYS OF COLOR

### **1) Empowering Young Black Males--III: A Systematic Modular Training Program for Black Male Children & Adolescents.**

This series of five interrelated modules offer specific strategies for empowering young African American males to help them achieve optimal educational and social success.

### *Reference*

Courtland, L. (2003). *Empowering young black males--iii: a systematic modular training program for black male children & adolescents*. Greensboro, NC: ERIC Counseling and Student Services Clearinghouse.

### **2) PLAAY Project**

Society's negative images of Black males have devastating consequences for their emotional and spiritual health. The PLAAY project (Preventing Long-term Anger and Aggression in Youth) is a multi-component program that seeks to reduce the anger and aggression of Black urban youth with a history of interpersonal conflict. The program components include in-vivo assessment and intervention during athletic movement (basketball play and escapist martial arts), cultural socialization therapy, and parent empowerment groups.

### *Reference*

Stevenson, H. C. (2003). *Playing with anger: Teaching coping skills to African American boys through athletics and culture*. Westport, CT: Praeger.

## SCHOOL COUNSELING AND GUIDANCE PLAN TO IMPROVE

Indicator to Address	Action Steps	Timeframe	Desired Outcome

# Core Area 7: School Organization

School Organization – The social and/or structural arrangement of an educational institution that includes (but may or may not be limited to) course schedule, leadership structure, staffing arrangements, etc.

School Quality Indicators

*A quality school and school program has:*

	Performance Level					Plan To Improve			Evidence
	1	2	3	4		Right Now	This Year	Next Year	
<p>1. <b>The core mission/vision statements of schools should:</b></p> <ul style="list-style-type: none"> <li>a) set high academic expectations for every student</li> <li>b) provide educational experiences that prepare students to be life long learners and participants in a global society</li> <li>c) provide all students with opportunities to demonstrate participatory citizenship and leadership</li> </ul>									
<p>2. <b>Eliminated tracks that are not academically rigorous through:</b></p> <ul style="list-style-type: none"> <li>a) using multiple, differentiated, <i>culturally responsive</i> instructional strategies</li> <li>b) address gaps in students' academic skills</li> </ul>									
<p>3. <b>Aligned high school curricula and college enrollment requirements through (HIGH SCHOOL ONLY):</b></p> <ul style="list-style-type: none"> <li>a) making Advance Placement, and dual (school-college) enrollment classes available</li> <li>b) articulating school and technology programs</li> </ul>									
<p>4. <b>Implement a common core curriculum that includes requirements for students to complete advanced work in mathematics, science, and literacy</b></p>									

School Quality Indicators

*A quality school and school program has:*

- 5. **Small learning communities that promote (MIDDLE AND HIGH SCHOOL ONLY):**
  - a) high academic achievement through a pyramid of interventions that may include academic teaming, counseling, tutoring, extended day and week learning opportunities
  - b) efforts to improve communication, coordination, and trust among the adults in the various settings where youth spend their time
  - c) specific courses for students performing below grade level

Performance Level					Plan To Improve			Evidence
1	2	3	4		Right Now	This Year	Next Year	

## Resources

### *Organizations*

- Institute of Educational Sciences <http://ies.ed.gov/ncee/wwc/>
- Center for the Social Organization of Schools <http://web.jhu.edu/CSOS/index.html>
- Schott Foundation for Public Education <http://www.schottfoundation.org/>
- Pathways to College Network

### *Research*

Legters, N., Balfanz, R., Jordan, W., & McPartland, J. (2002). *Comprehensive reform for urban high schools: A talent development approach*. New York: Teachers College Press.

National Association of Secondary School Principals. (1996). *Breaking ranks: Changing an American institution*. Reston, VA: Author.

Sanders, M. G. (2000). *Schooling students placed at risk: Research, policy, and practice in the education of poor and minority adolescents*. Lawrence Earlbaum Associates.

## PROMISING PRACTICES FOR BOYS OF COLOR

### **1) GEAR UP**

GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) is a federally funded early-intervention program designed to increase the number of low-income students who are prepared to enter and succeed in postsecondary education. GEAR UP works to achieve this goal by building the capacity of low-income middle schools to foster a seamless continuum between secondary and postsecondary education.

### **Reference**

Martinez, M. & Klopott, S. (2005). *The link between high school reform and college access and success for low-income and minority youth*. Washington, DC: American Youth Policy Forum and Pathways to College Network.

### **2) PROJECT GRAD**

Project GRAD (Graduation Really Achieves Dreams) is designed “to increase graduation and college attendance rates” of at-risk students (Project GRAD, 2003). It began as a scholarship program for high school students in Houston, Texas and works with elementary and middle schools to prepare students for high school, and it provides high school students with support to graduate from high school and attend college.

### **Reference**

Martinez, M. & Klopott, S. (2005). *The link between high school reform and college access and success for low-income and minority youth*. Washington, DC: American Youth Policy Forum and Pathways to College Network.

### 3) “Twilight School”

An after-hours program for students with serious attendance or discipline problems, provides small classes and extensive support services

#### **Reference**

David Miller (Co-founder and Chief Visionary Officer of the Urban Leadership Institute)'s Call for Visionary Leadership, Audacious Ideas: Thoughts About How to Change Baltimore for the better: <http://www.audaciousideas.org/?p=36>

**SCHOOL ORGANIZATION PLAN TO IMPROVE**

<b>Indicator to Address</b>	<b>Action Steps</b>	<b>Timeframe</b>	<b>Desired Outcome</b>

## GLOSSARY

**Articulated Tech-Programs** - Involve high school courses containing the same course content as equivalent college courses; in these situations, a postsecondary institution has agreed to award college credit if the student meets requirements outlined in the course articulation agreement, either through the Statewide Articulation Program or in a local articulation agreement.

**Culturally Responsive Pedagogy** – Teaching and learning that takes place in a culturally supported, learner-centered context, whereby the strengths students bring to school are identified, nurtured, and utilized to promote student achievement.

**Differentiated Instruction** - Involves providing students with different avenues to acquiring content; to processing, constructing, or making sense of ideas; and to developing teaching products so that all students within a classroom can learn effectively, regardless of differences in ability.

**Diversity** - The concept of diversity encompasses acceptance and respect. It means understanding that each individual is unique, and recognizing our individual differences. These can be along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies. It is the exploration of these differences in a safe, positive, and nurturing environment.

**Effective School Leadership** - Effective leaders are proactive and seek help that is needed. They also nurture an instructional program and school culture conducive to learning and professional growth. Effective leaders can have different styles and roles-teachers and other staff, including those in the district office, often have a leadership role.

**Inclusion** - In the context of education inclusion is a term that refers to the practice of educating students with special needs in regular classes for all or nearly all of the day instead of in special education classes. Inclusive schools are based on the basic principle that all schoolchildren in a given community should learn together, so far as is practicable, regardless of their handicaps or difficulties.

**Institutional Bias** – Describes societal patterns that have the net effect of imposing oppressive or otherwise negative conditions against identifiable groups on the basis of race or ethnicity, class, gender and/or sexual orientation.

**Multicultural Counseling Competencies** - In 1996, the Association for Multicultural Counseling and Development (AMCD) published its Operationalization of the Multicultural Counseling Competencies (Arredondo et al., 1996). These multicultural counseling competencies are the latest in a 20-year effort to operationalize the work of counselors in the area of diversity-sensitive counseling.

**Personalization** - Personalization is a learning process in which schools help students assess their own talents and aspirations, plan a pathway toward their own purposes, work cooperatively with others on challenging tasks, maintain a record of their explorations, and demonstrate learning against clear standards in a wide variety of media, all with the close support of adult mentors and guides.

*[http://www.alliance.brown.edu/pubs/changing\\_systems/introduction/introduction.pdf](http://www.alliance.brown.edu/pubs/changing_systems/introduction/introduction.pdf)*

**Progressive Discipline** – A whole-school approach to discipline and classroom management that utilizes a continuum of interventions, supports, and consequences to address inappropriate student behaviour and to build upon strategies that promote positive behaviours described above. When inappropriate behaviour occurs, disciplinary measures should be applied within a framework that shifts the focus from one that is solely punitive to one that is both corrective and supportive. Schools should utilize a range of interventions, supports, and consequences that include learning opportunities for reinforcing positive behaviour while helping students to make good choices.

**School Climate** - A positive school climate is an environment where learning and achievement can take root and grow. The foundation for a positive school climate rests on the integration of academic and behavior approaches that address the student as a whole person.

**School Management** - In all business and human organization activity is simply the act of getting people together to accomplish desired goals and objectives. *School management* comprises planning, organizing, staffing, leading or directing, and controlling a school for the purpose of accomplishing a goal.

**Talent Development High Schools** - A school reform model for restructuring large high schools with persistent attendance and discipline problems, poor student achievement, and high dropout rates. The model includes both structural and curriculum reforms. It calls for schools to reorganize into small “learning communities”—including ninth-grade academies for first-year students and career academies for students in upper grades—to reduce student isolation and anonymity. It also emphasizes high academic standards and provides all students with a college preparatory academic sequence.