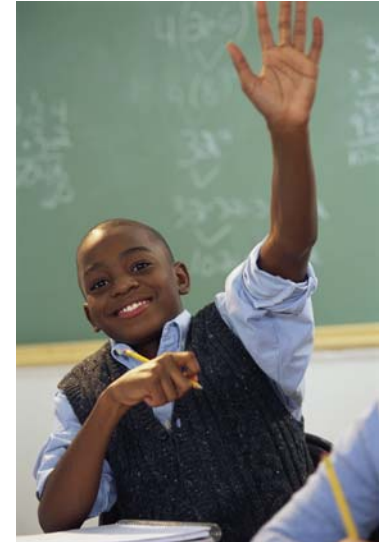




## **Strategies for Improving Instruction for Black & Hispanic Male Students**



**An awareness in the perception and prospective of how we educate male students of color.**

**This proposal provides school leaders with a framework that identifies the reasons why many male students of color are disengaged in the learning process and as a result these students' educational experiences are less successful than other students. The framework is complete with the causes, problems, and resources leading to the implementation of strategies/best practices. The goal of this proposal is to assist schools to create equitable outcomes for all students.**

## Black and Hispanic Male Research Table of Content

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### National Statistics:

- 820,000 Black males in college vs. 1.6 million Black females in college - *State of Emergency: We Must Save African-American Males – Dr. Jawanza Kunjufu*
- In 1980 there were 100,000 Black males involved in the penal system and presently today there are 1.5 million; 70% are drug related. *State of Emergency: We Must Save African-American Males – Dr. Jawanza Kunjufu*
- Black and Hispanic youth are 17% of the educational system, constitute 41% of Special Education, and only 3% of Gifted and Talented. - *State of Emergency: We Must Save African-American Males – Dr. Jawanza Kunjufu*
- 33% of Blacks and Hispanics are suspended from school each year. - *State of Emergency: We Must Save African-American Males – Dr. Jawanza Kunjufu*
- In 1920, 90% of Blacks and Hispanics had their fathers present, in 1960, 80% and currently 32% - *State of Emergency: We Must Save African-American Males – Dr. Jawanza Kunjufu*
- Black males are 84% of the NBA; 67% of the NFL, but only 1% of doctors, dentist, engineers, and teachers. *State of Emergency: We Must Save African-American Males – Dr. Jawanza Kunjufu*
- 60% of urban school children do not graduate from high school; 40% of those who do, read only at a 4<sup>th</sup> grade level – Low literacy is the factor prison inmates have most in common. (“History of Reading.” EducationalCyberPlayGround. <http://www.educyberpg.com/Literacy/what.asp> )

### Underlying Causes:

- I. A strong self-hatred\* and self-disrespect\* within male students of color created from a lack of knowledge of self and positive role models
- II. A drastic shift in influences from family, school, and church to peers, sports, rap and television, which results in students not valuing a traditional education
- III. A school culture and belief system that results in low expectations and ineffective instruction that perpetuates the same cyclical method
- IV. A European-centered curriculum\* that does not differentiate for the needs of diverse cultures and learning styles

**\* Please check glossary for explanation/definitions of terms.**

OCPS Data:

- Black male enrollment: 7% Gifted enrollment ;11% Advance Placement enrollment; 30% ESE enrollment; 49% Alternative Education
- Hispanic male enrollment: 14% Gifted; 19% Advanced Placement; 30% ESE; 28% Alternative Education
- Black males FCAT Level 3: (Reading – 2005 19% & 2006 19%) (Math 2005 17% & 2006 18%)
- Hispanic males FCAT Level 3: (Reading – 2005 23% & 2006 25%) (Math 2005 25% & 2006 26%)
- Black & Hispanic males comprised 69% of the Lowest 25% in Reading
- Black & Hispanic males comprised 80% of Level 3 referrals
- Black & Hispanic males comprised 72% of Level 4 referrals

## Strategies for Improving Instruction for Black & Hispanic Male Students

School Leadership Issues	Solutions	Strategy/Best Practices/Options	Resources
Disconnect between school personnel and male *students of color	<ul style="list-style-type: none"> <li>• Create a culture that supports an equitable outcome for all students to include culturally responsive teaching while building relationships with students</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure culturally responsive instruction</li> <li>• Support activities that build relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Kozol, Jonathon - <i>Savage Inequalities</i></li> <li>• Bigelo, B.- <i>Rethinking our classrooms: Teaching for equity justice</i></li> <li>• Payne, Ruby - <i>A Framework for Understanding Poverty</i></li> <li>• Kohl, Herbert – <i>I won't Learn from You and Other Thoughts on Creative Maladjustment</i></li> </ul>
Lack of understanding social classes	<ul style="list-style-type: none"> <li>• Gain an understanding of social classes and how to respond effectively to school related situations</li> </ul>	<ul style="list-style-type: none"> <li>• Provide students with skills to survive in a middle class environment</li> </ul>	<ul style="list-style-type: none"> <li>• Payne, Ruby - <i>A Framework for Understanding Poverty</i></li> </ul>
Lack of addressing academic needs of male *students of color	<ul style="list-style-type: none"> <li>• Reevaluating effective instruction and move toward quality instruction that creates supportive learning environments</li> </ul>	<ul style="list-style-type: none"> <li>• Decrease remediation and increase rigor</li> <li>• Create non-negotiable academic practices to create effective learning environment</li> <li>• Ensure culturally responsive teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Tatum, Alfred - <i>Teaching Reading to Black Adolescent Males</i></li> <li>• Payne, Ruby - <i>A Framework for Understanding Poverty</i></li> <li>• Kunjufu, Jawanza - <i>State of Emergency: We Must Save African-American Males</i></li> <li>• Newkirk, Thomas – <i>Misreading Masculinity: Boys, Literacy, and Popular Culture</i></li> <li>• Kohl, Herbert – <i>I won't Learn from You and Other Thoughts on Creative Maladjustment</i></li> </ul>

<p>Lack of understanding the lives and socialization of male *students of color</p>	<ul style="list-style-type: none"> <li>• Dispel cultural myths</li> <li>• Believe in and build trust among the students</li> <li>• Reevaluate treatment of students</li> <li>• Parent empowerment</li> </ul>	<ul style="list-style-type: none"> <li>• *Comprehensive Guidance Plan</li> <li>• Guest Speakers</li> <li>• Parent Education/Resource Center</li> </ul>	<ul style="list-style-type: none"> <li>• Kunjufu, Jawanza - <i>State of Emergency: We Must Save African-American Males</i></li> <li>• Kozol, Jonathan – <i>Shame of a Nation</i></li> <li>• *PDS</li> <li>• Conscious Discipline</li> <li>• Tatum, Alfred - <i>Teaching Reading to Black Adolescent Males</i></li> <li>• Student Services</li> <li>• *RTI</li> </ul>
<p>Lack of appropriate role models and opportunities for male *students of color</p>	<ul style="list-style-type: none"> <li>• Create committed community partnerships and opportunities to increase student involvement and connectedness to school communities</li> </ul>	<ul style="list-style-type: none"> <li>• Mentors/Academic Coaches</li> <li>• Scholarship programs</li> <li>• Male Empowerment/Leadership Summits</li> <li>• Implement Interest Clubs</li> <li>• Recruitment initiatives</li> </ul>	<ul style="list-style-type: none"> <li>• Guidance (Student Services)</li> <li>• COMPACT programs</li> <li>• Advanced Studies (Student Services)</li> <li>• Athletic Dept</li> </ul>
<p>Lack of cultural sensitivity among staff</p>	<ul style="list-style-type: none"> <li>• Provide professional training and on-going activities to cultivate an environment that is culturally sensitive</li> </ul>	<ul style="list-style-type: none"> <li>• SAFE Program</li> <li>• Comprehensive Guidance Plan</li> <li>• *Case Nex – Diversity Course</li> </ul>	<ul style="list-style-type: none"> <li>• Student Services</li> <li>• Kozal, Jonathon – <i>Savage Inequalities</i></li> <li>• PBS Video - <i>A Class Divided</i></li> <li>• Chinn, P. - <i>Culturally Responsive Teaching</i></li> <li>• Derman-Sparks, Louise – <i>Anti-Bias Curriculum: Tools for Empowering Young Children</i></li> <li>• *PDS</li> </ul>

<b>Motivation &amp; Student Identity Issues</b>	<b>Solutions</b>	<b>Strategy/Best Practices/Options</b>	<b>Resources</b>
Lack of student motivation and confidence among male *students of color	<ul style="list-style-type: none"> <li>• Utilize Unbiased Curriculum Resources</li> <li>• Utilize a Balanced Curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of Self</li> <li>• Self Affirmations</li> <li>• Student Interest Surveys</li> <li>• Conscious Discipline</li> </ul>	<ul style="list-style-type: none"> <li>• District ESE/Gifted/Multilingual/ Department</li> <li>• Fashola, Toks - <i>African American Males: Voices in the Field</i></li> <li>• National Urban Alliance - <a href="http://www.nuatc.org">www.nuatc.org</a></li> <li>• Jackson, Yvette – <i>Unlocking the Potential of African American Students</i></li> <li>• Hilliard III, Asa - <i>The Effects of No Child Left Behind on Diverse Learners</i></li> <li>• *PDS</li> <li>• *RTI</li> </ul>
Lack of appropriate role models and mentors for male *students of color struggling with motivation and identity issues	<ul style="list-style-type: none"> <li>• Provide a mentoring and relationship building programs and activities</li> <li>• Tap into community resources and programs to acquire mentors</li> </ul>	<ul style="list-style-type: none"> <li>• Mentorships</li> <li>• *Gentlemen’s Academy</li> <li>• *Male Summit</li> </ul>	<ul style="list-style-type: none"> <li>• District *SAFE Office</li> <li>• Kunjufu, Jawanza – <i>Black Students, Middle Class Teachers.</i></li> <li>• Cooper, Eric – <i>And Promise for All</i></li> <li>• Jackson, Yvette - <i>Unlocking the Potential of African American Students</i></li> <li>• National Urban Alliance - <a href="http://www.nuatc.org">www.nuatc.org</a>.</li> <li>• National Pan-Hellenic Council - <a href="http://en.wikipedia.org/wiki/National_Pan-Hellenic_Council">http://en.wikipedia.org/wiki/National_Pan-Hellenic_Council</a></li> </ul>
Influences from peer groups that outweigh parent and teacher recommendations	<ul style="list-style-type: none"> <li>• Provide a culture that supports collaboration</li> <li>• Paradigm shift that glorifies academics and high expectations</li> </ul>	<ul style="list-style-type: none"> <li>• Single-gender classes</li> <li>• Monthly speakers</li> <li>• *Convocation assemblies</li> <li>• Study partners and teams</li> <li>• *“We” over “I”</li> </ul>	<ul style="list-style-type: none"> <li>• Kunjufu, Jawanza - <i>Black Students, Middle Class Teachers.</i></li> <li>• Payne, Ruby - <i>A Framework for Understanding Poverty</i></li> <li>• *NASSPE – National Association for Single Sex Public Education – <a href="http://www.singlesexschools.org/">http://www.singlesexschools.org/</a></li> <li>• Newkirk, Thomas – <i>Misreading Masculinity: Boy,, Literacy, and Popular Culture</i></li> <li>• Tatum, Alfred - <i>Teaching Reading to Black Adolescent Males</i></li> <li>• Conscious Discipline</li> </ul>

Curriculum Focus Issues	Solutions	Strategy/Best Practices/Options	Resources
Disproportionate number of male *students of color in ESE classes	<ul style="list-style-type: none"> <li>• Refined placement procedures that require more evidence of a true exceptionality</li> <li>• Work toward a least restrictive environment</li> </ul>	<ul style="list-style-type: none"> <li>• *Co-Teaching Model</li> <li>• *Facilitated Support</li> <li>• *4<sup>th</sup> Grade Intervention Team</li> </ul>	<ul style="list-style-type: none"> <li>• District ESE Department</li> <li>• Slocumb, Paul-<i>Giftedness in Poverty</i></li> <li>• *RTI</li> <li>• Hilliard III, Asa -<a href="http://www.ascac.org/bios/asahilliardbio.html">http://www.ascac.org/bios/asahilliardbio.html</a></li> <li>• National Urban Alliance: <a href="http://www.nuac.org">www.nuac.org</a>.</li> <li>• Payne, Ruby - <i>A Framework for Understanding Poverty</i></li> </ul>
Lack of rigor, relevance and high expectations for *male students of color	<ul style="list-style-type: none"> <li>• Access to rigorous curriculum</li> <li>• *Scaffolding</li> <li>• Out of school learning experiences</li> <li>• Focus on strengths, not deficits</li> <li>• Access to relevant economic empowerment</li> </ul>	<ul style="list-style-type: none"> <li>• *Springboard</li> <li>• *AVID</li> <li>• *College Board Vertical Teaming</li> <li>• *Implement Entrepreneur Course</li> </ul>	<ul style="list-style-type: none"> <li>• District Advanced Studies Department</li> <li>• Comprehensive Guidance Plan</li> <li>• OCPS League of Excellence</li> <li>• Kunjufu, Jawanza - <i>Black Students, Middle Class Teachers.</i></li> <li>• Slocumb, Paul-<i>Giftedness in Poverty</i></li> <li>• Workforce Ed. – Apprenticeship Program</li> <li>• Hyerle, David – <i>Visual Tools for Literacy, Thinking Maps: Leading with a New Language</i></li> <li>• Santa Carol - <a href="http://www.projectcriss.com/">http://www.projectcriss.com/</a></li> <li>• Costa, Art – <i>Developing Minds: A Resource Book for Teaching Thinking; Techniques for Teaching Thinking;</i> <a href="http://www.artcostacentre.com/">http://www.artcostacentre.com/</a></li> <li>• Renzulli, Joseph – <a href="http://www.gifted.uconn.edu/">http://www.gifted.uconn.edu/</a></li> <li>• Feuerstein, Reuven – <a href="http://en.wikipedia.org/wiki/Reuven_Feuerstein">http://en.wikipedia.org/wiki/Reuven_Feuerstein</a>; <a href="http://www.newhorizons.org/future/Cretaining_the_Future/crfut_feuerstein.html">http://www.newhorizons.org/future/Cretaining_the_Future/crfut_feuerstein.html</a></li> <li>• Marzano, Robert – <i>Building Background Knowledge for Academic Achievement</i></li> <li>• Payne, Ruby - <i>A Framework for Understanding Poverty</i> – <a href="http://www.lecturemanagement.com/speakers/ruby-payne.htm">http://www.lecturemanagement.com/speakers/ruby-payne.htm</a></li> </ul>



<p>Lack of text (both fiction and non-fiction) that reflects the identity, experience and needs of male *students of color</p>	<ul style="list-style-type: none"> <li>• Build teacher capacity to identify and use culturally diverse text</li> <li>• Teacher training in building and use of classroom libraries</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Libraries</li> <li>• Media Center Collections</li> <li>• LEP Curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Lesesne, Terri – <i>Making the Match</i></li> <li>• <i>FLaRE</i></li> <li>• Tatum, Alfred – <i>Teaching Reading to Black Adolescent Males</i></li> <li>• Scieszka, John – <i>Guys Write for Guys Read</i></li> <li>• Zinn, Howard – <i>A Young People’s History of the United States, Volumes 1&amp;2</i></li> <li>• Loewen’s, James – <i>Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong</i></li> <li>• Curriculum Services Department</li> <li>• American Library Association - <a href="http://www.ala.org">www.ala.org</a></li> <li>• Multilingual Dept.</li> </ul>
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Learning Process Issues	Solutions	Strategy/Best Practices/Options	Resources
<p>Inconsistency in selecting appropriate strategies that value the experiences and knowledge male *students of color bring to school</p>	<ul style="list-style-type: none"> <li>• Provide consistent, appropriate, and strategic teaching models and strategies</li> </ul>	<ul style="list-style-type: none"> <li>• *CRISS</li> <li>• *Thinking Maps</li> <li>• *Understanding by Design</li> <li>• *Differentiated Instruction</li> <li>• *Creative/Appropriate use of Technology</li> <li>• *Inquiry Methods</li> </ul>	<ul style="list-style-type: none"> <li>• Tatum, Alfred - <i>Teaching Reading to Black Adolescent Males</i></li> <li>• Hilliard III, Asa - <a href="http://www.ascac.org/bios/asahilliardbio.html">http://www.ascac.org/bios/asahilliardbio.html</a></li> <li>• National Urban Alliance - <a href="http://www.nuatc.org">www.nuatc.org</a>.</li> <li>• Hyerle, David - <i>Visual Tools for Literacy, Thinking Maps: Leading with a New Language</i></li> <li>• Santa, Carol - <a href="http://www.projectcriss.com/">http://www.projectcriss.com/</a></li> <li>• McTighe, Jay &amp; Wiggins, Grant – <i>Understanding by Design</i>; <a href="http://www.ubdexchange.org/">http://www.ubdexchange.org/</a></li> <li>• Tomlinson, Carol Ann – <i>The Differentiated Classroom: Responding to the Needs of All Learners</i>; <a href="http://www.caroltomlinson.com/">http://www.caroltomlinson.com/</a></li> <li>• Payne, Ruby - <i>A Framework for Understanding Poverty</i></li> <li>• Newkirk, Thomas – <i>Misreading Masculinity: Boys, Literacy, and Popular Culture</i></li> <li>• Smith &amp; Wilhelm – <i>Reading Don't Fix No Chevys</i></li> <li>• *PDS</li> </ul>
<p>Inconsistent use of *brain-based and learning styles research to inform instruction of male *students of color</p>	<ul style="list-style-type: none"> <li>• Provide teacher training on how the brain and learning styles should inform instruction</li> <li>• *Cooperative Learning</li> </ul>	<ul style="list-style-type: none"> <li>• *CRISS</li> <li>• *Thinking Maps</li> <li>• *4Mat</li> <li>• *Single Gender Classes</li> <li>• *Brain based inventory</li> <li>• *Kagan Structures</li> <li>• *Epic</li> </ul>	<ul style="list-style-type: none"> <li>• Hyerle, David - <i>Visual Tools for Literacy, Thinking Maps: Leading with a New Language</i></li> <li>• Santa, Carol - <a href="http://www.projectcriss.com/">http://www.projectcriss.com/</a></li> <li>• Costa, Art – <i>Developing Minds: A Resource Book for Teaching Thinking; Techniques for Teaching Thinking</i>; <a href="http://www.artcostacentre.com/">http://www.artcostacentre.com/</a></li> <li>• Renzulli, Joseph - <a href="http://www.gifted.uconn.edu/">http://www.gifted.uconn.edu/</a></li> <li>• Feuerstein, Reuven - <a href="http://en.wikipedia.org/wiki/Reuven_Feuerstein">http://en.wikipedia.org/wiki/Reuven_Feuerstein</a>; <a href="http://www.newhorizons.org/future/Creating_the_Future/crfut_feuerstein.html">http://www.newhorizons.org/future/Creating_the_Future/crfut_feuerstein.html</a></li> </ul>

			<ul style="list-style-type: none"> <li>• Marzano, Robert - <i>Building Background Knowledge for Academic Achievement</i></li> <li>• Payne, Ruby - <i>A Framework for Understanding Poverty</i></li> <li>• Newkirk, Thomas – <i>Misreading Masculinity: Boys, Literacy, and Popular Culture</i></li> <li>• National Association of Single Sex Education</li> <li>• Sax, Leonard – <i>Why Gender Matters</i></li> <li>• Gee, James – <i>What Video Games Have to Teach us About Literacy and Learning</i></li> <li>• Johnson, Stephen – <i>Everything Bad is Good for You</i></li> <li>• Kohl, Herbert – <i>I won't Learn from You and Other Thoughts on Creative Maladjustment</i></li> </ul>
<p>Disconnect between student language and academic language</p>	<ul style="list-style-type: none"> <li>• Provide teacher training that focuses on bridging the gap between culture, gender and language</li> </ul>	<ul style="list-style-type: none"> <li>• *Language Negotiation</li> <li>• *Knowledge of Hidden Rules</li> </ul>	<ul style="list-style-type: none"> <li>• Payne, Ruby - <i>A Framework for Understanding Poverty</i></li> <li>• Kunjufu, Jawanza – <i>An African Centered Response to Ruby Payne's Poverty Theory</i></li> <li>• Tatum, Alfred - <i>Teaching Reading to Black Adolescent Males</i> ; <a href="http://www.ascd.org/authors/ed_lead/e1200602_tatum.html">http://www.ascd.org/authors/ed_lead/e1200602_tatum.html</a> ; <a href="http://www.niu.edu/PubAffairs/RELEASES/2005/aug/tatum.shtml">http://www.niu.edu/PubAffairs/RELEASES/2005/aug/tatum.shtml</a></li> <li>• Fashola, Toks – <i>Show Me the Evidence! Proven and Promising Programs for American Schools; Educating African Americans: Voices from the Field</i></li> <li>• Jackson, Yvette – <a href="http://www.nuatc.org/newsite/resources-art_content1.html">http://www.nuatc.org/newsite/resources-art_content1.html</a></li> <li>• Ogle, Donna – <i>Strategic Teaching and Learning: Cognitive Instruction in the Content Areas</i></li> <li>• Lapp, Diane – <i>Teaching Reading to Every Child</i></li> <li>• Multilingual Department</li> </ul>

Cultural Issues	Solutions	Strategy/Best Practices/Options	Resources
Underutilization of adults for academic support of students outside of instruction	<ul style="list-style-type: none"> <li>Utilize informal networks to increase opportunities for adults to provide academic support</li> </ul>	<ul style="list-style-type: none"> <li>Mentorships</li> <li>Tutoring sessions after/during schools</li> <li>Workshops with community members on strategies for learning</li> </ul>	<ul style="list-style-type: none"> <li>DeBruhl, Duneen - <a href="#">The effect of training teachers in peer coaching upon student achievement /--Duneen DeBruhl. (1993)</a></li> <li>*40 Developmental Assets</li> <li>*YMCA</li> <li>*Title I &amp; III</li> <li>SAFE</li> <li>COMPACT</li> <li>60 Minutes Broadcast – <i>The Delinquents</i></li> <li>Boys and Girls Clubs</li> <li>City of Orlando After School All Stars</li> <li>Orange County – “The Club”</li> </ul>
Lack of welcoming, pleasant learning environment	<ul style="list-style-type: none"> <li>Identify non-negotiables that should be present in all schools to create a pleasing environment</li> </ul>	<ul style="list-style-type: none"> <li>Partner with business/community organizations to support *PTSA/SAC strategies</li> </ul>	<ul style="list-style-type: none"> <li>Partners’ In Education</li> <li>OCPS Foundation</li> <li>*PDS</li> <li>* Conscious Discipline</li> </ul>
Lack of opportunities for students to connect with community to have a sense of belonging	<ul style="list-style-type: none"> <li>Provide programs for students based on community identified needs (i.e., fixing the park; multiage tutoring by students for students)</li> </ul>	<ul style="list-style-type: none"> <li>*Service Learning</li> <li>Volunteering</li> </ul>	<ul style="list-style-type: none"> <li>Grant Services</li> <li>YMCA</li> <li>Hispanic Chamber</li> <li>*Hispanic Achievers</li> </ul>
Students are distracted from academics due to pressures of family survival.	<ul style="list-style-type: none"> <li>Provide information on community/ governmental services outside of the school</li> <li>Parental Empowerment</li> </ul>	<ul style="list-style-type: none"> <li>*Comprehensive Guidance Plan</li> <li>Parent Education Resource Center</li> </ul>	<ul style="list-style-type: none"> <li>Social Worker</li> <li>*SAFE</li> <li>Student Services</li> </ul>

<b>Teacher Perception Issues</b>	<b>Solutions</b>	<b>Strategy/Best Practices/Options</b>	<b>Resources</b>
Inequitable discipline between and among faculty/staff	<ul style="list-style-type: none"> <li>• Consistent and accurate application of Code of Student Conduct</li> <li>• Eliminate stereotyping of cultures</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty review of Code of Student Conduct</li> <li>• School Redesign Network activities for start of classes</li> <li>• Get to know students outside of class</li> </ul>	<ul style="list-style-type: none"> <li>• Payne, Ruby - <i>A Framework for Understanding Poverty</i></li> <li>• Nieto, Sonia – <i>The Light in Their Eyes: Creating Multicultural Learning Communities</i></li> <li>• Hilliard III, Asa – “Either a Paradigm Shift or No Mental Measurement: The Non-science and Non-sense of the Bell Curve.” <i>Psych Discourse</i>. 76, 10, 620.</li> <li>• Multilingual Department</li> </ul>
Lack of understanding of cultural norms	<ul style="list-style-type: none"> <li>• Increased cultural familiarity</li> <li>• Increased sense of school unity</li> <li>• Consensus of adults on handling school issues</li> <li>• Teaching collective values and respect</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion of cultures represented in the class</li> <li>• Readings and videos of various cultures</li> <li>• Guest speakers</li> </ul>	<ul style="list-style-type: none"> <li>• Hilliard III, Asa – <i>The Maroon Within Us: Selected Essays on African American Community Socialization</i></li> <li>• Mahiri, Jabari – <i>Shooting for Excellence: African American and Youth Culture in New Century Schools</i></li> <li>• <i>School Colors</i> – Frontline Video</li> <li>• Payne, Ruby - <i>A Framework for Understanding Poverty</i></li> <li>• Heath, Shirley Brice - <i>Ways with Words</i></li> <li>• Nieto, Sonia - <i>Language, Culture, and Teaching: Critical Perspectives for a New Century</i></li> </ul>
Use of racial/cultural/gender stereotypes	<ul style="list-style-type: none"> <li>• Racial/cultural/gender sensitivity training</li> <li>• Appreciate racial/cultural/gender differences and similarities</li> </ul>	<ul style="list-style-type: none"> <li>• Work toward staff that reflects the school population</li> <li>• ESOL endorsement</li> </ul>	<ul style="list-style-type: none"> <li>• Nieto, Sonia - <i>Language, Culture, and Teaching: Critical Perspectives for a New Century</i></li> <li>• Kozol, Jonathan – <i>Ordinary Resurrections: Children in the Years of Hope</i></li> <li>• *PDS</li> </ul>

## Strategies for Improving Instruction for Black & Hispanic Male Students

### GLOSSARY

**AVID:** *Advancement Via Individual Determination, AVID is a fourth- through twelfth-grade system to prepare students in the academic middle for four-year college eligibility. It has a proven track record in bringing out the best in students, and in closing the achievement gap. (<http://www.avidonline.org/>)*

**Brain-based inventory:** *The Brain Dominance Inventory examines and reports your learning style in terms of which side of the brain you prefer to use for processing information.*

**Case Nex:** *A system of on-line courses provided by OCPS Professional Services*

**College Board Vertical Teaming:** *Professional development for middle schools and high schools to work together on vertical alignment, provided by The CollegeBoard® (<http://www.collegeboard.com/>)*

**Compact:** *Compact is a mentoring program that utilizes school, civic, and business leaders to offer guidance to students at all levels of instruction (<http://www.compacinc.net>).*

**Comprehensive Guidance Plan:** *The District's developmental guidance program. It is part of the CAAP system and is to be implemented in each school. It contains benchmark skills in the academic, career and personal/social areas.*

**Conscious Discipline:** *Conscious Discipline is a comprehensive classroom management program and a social-emotional curriculum. It is based on current brain research, child development information, and developmentally appropriate practices. Conscious Discipline has been specifically designed to make changes in the lives of adults first. The adults, in turn, change the lives of children*

**Convocation Assemblies:** *weekly or monthly assembly for students that brings in a motivational speaker; typically done at Historically Black Colleges and Universities*

**Co-teaching model:** *a regular and a special education teacher plan lessons and teach a subject together to a class of special and regular education students.*

**Creative/appropriate use of technology:** *inquiry based driven projects integrating technology to keep students actively engaged and connected to their learning.*

**CRISS:** *Creating Independence through Student-owned Strategies/ <http://www.projectcriss.com/>*

**Culturally Responsive Teaching:** *A pedagogy that recognizes the importance of including students' cultural references in all aspects of learning. Seven characteristics of culturally responsive teaching are: Positive perspectives on parents and families, Communication of high expectations, Learning within the context of culture, Student-centered instruction, Culturally mediated instruction, Reshaping the curriculum and Teacher as facilitator.*

**Differentiated Instruction:** *To differentiate instruction is to recognize students varying background knowledge, readiness, language, preferences in learning, interests, and to react responsively. Differentiated instruction is a process to approach teaching and learning for students of differing abilities in the same class.*

**Entrepreneur course:** *The purpose of this course includes the following, teaching students how to grow wealth, an understanding of business principles, help them find something they like to do, some product they would make or sell, and a how to create a plan to start their own business.*

**Epic:** *Is a technology based series of courses with a digital base. Students receive an Epic computer which provides the most current research relevant to course content and access to great libraries. This is a tool to be used within a classroom setting.*

**European-centered curriculum:** *A curriculum based on the view point and values of the European immigrants and middle/upper classes of America*

**Facilitated support:** *Gradual release model (e.g., I do it. We do it. You do it.) Teacher provides a great deal of support in the early stages, gradually turning over more and more responsibility to the student until he/she can perform tasks independently.*

**FLaRE:** *Florida Literacy and Reading Excellence*

**4Mat:** *According to Bernice McCarthy, developer of the 4MAT system, there are four major learning styles, each of which asks different questions and displays different strengths during the learning process. The 4Mat curriculum development model allows the teacher to create a program that is engaging to a variety of different learning styles, intelligences, and personality types*

**Fourth grade intervention team:** *High needs students in 4th grade are pulled into a "school-within-a-school" situation where they received intensive intervention and acceleration in order to ensure they gain and remain on grade level.*

**Gentlemen's Academy:** *Mentoring or support program on campus for young men that focuses on providing positive role models, appropriate etiquette, and academic success.*

**Hidden Rules:** *Unspoken cues or habits of a group*

**Hispanic Achievers:** *A program offered through the YMCA. Its goals are to greatly help children, youth, and adults of the Hispanic community to achieve their educational goals and better their lifestyles. The Hispanic Achievers program seeks to direct families on the right path, looking for ways to develop strong academic and educational foundations, to discover their cultural identity, and establishing leadership roles among the participants.*

**Kagan Structures:** *Kagan "structures for success" were created by Dr. Spencer Kagan and his wife, Lori, who started researching cooperative learning in the 1968's. The name of the company that they formed is called Kagan Cooperative Learning (Kagan). Dr. Kagan learned from his research that cooperative learning worked best when structured the right way. His company provides teachers with simple and effective structures to use for effective group learning. Dr. Kagan created simple "structures" that allow teachers to guide the interaction of students. Kagan's structures not only lead to greater cooperativeness; they have proven positive results in many areas, including greater academic achievement, improved ethnic relations, enhanced self-esteem, harmonious classroom climate, and the development of social skills and character virtues*

**Language Negotiation:** *Ability to understand and manipulate between the casual and formal registers of language*

**NASSPE:** *National Association for Single Sex Public Education*

**PDS:** *Professional Development Services*

**PTSA/SAC:** *The Parent Teacher Student Association promotes and supports the welfare of students in an atmosphere of cooperation and shared responsibility among parents, teachers, students and the community. The School Advisory Council purpose is to assist the principal in developing and evaluating the results of the school improvement plan and the annual school budget*



**RTI:** *'Response to Intervention' is an emerging approach to the diagnosis of Learning Disabilities*  
[http://www.jimwrightonline.com/php/rti/rti\\_wire.php](http://www.jimwrightonline.com/php/rti/rti_wire.php)

**SAFE:** *Student Assistance and Family Empowerment Program/* <http://www.safe.ocps.net/index.htm>

**Scaffolding:** *Support for learning and problem solving. Strategies which help a student to grow independently as a learner.*

**Self-disrespect:** *A condition caused by a person lacking respect for one self. It may show itself in such activities as self abuse, reckless behavior or lack of cleanliness.*

**Self-hatred:** *A condition caused by a person lacking a positive regard for oneself in the broadest of terms. It may show itself in a variety of formats including acting out, verbal abuse or physical aggression.*

**Service Learning:** *Service-learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.*

**Springboard™:** *College Board's rigorous and coherent plan for schools and districts in Mathematics and English Language Arts for students in grades 6 to 12*

**Students of color:** *Non-white students*

**Thinking Maps:** *Eight visual-verbal learning tools, each based on a fundamental thinking process and used as a set of tools for showing relationships* <http://thinkingmaps.com/>

**Understanding by Design:** *A backwards lesson design which begins with what the essentials are for the learning and a design in place to assess if these have been achieved follow by the plan for instruction*

**“We” over “I”:** *Black and Hispanic culture values collaboration over individualism*

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***NOTES:***

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