COSEBOC
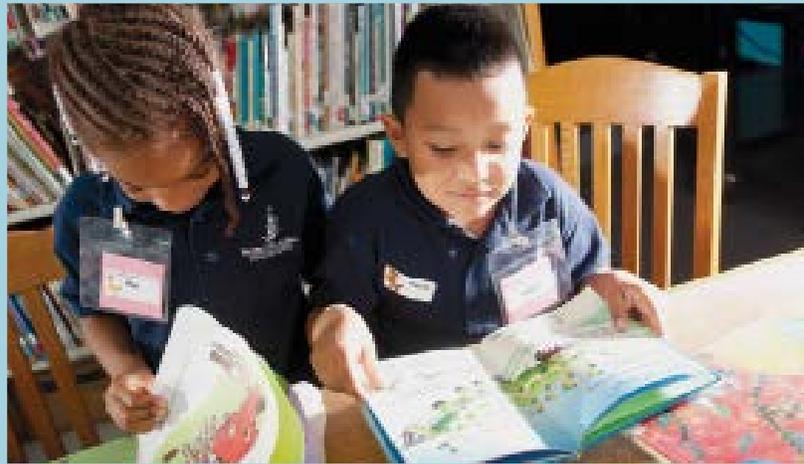## COALITION OF SCHOOLS EDUCATING BOYS OF COLOR

STANDARDS
&
PROMISING PRACTICES
for Schools Educating Boys of Color

COSEBOC

COALITION OF SCHOOLS EDUCATING BOYS OF COLOR

The Coalition of Schools Educating Boys of Color **(COSEBOC) was founded in 2007. Its mission is to connect, inspire, support, and strengthen school leaders dedicated to the social, emotional, and academic development of boys and young men of color.** COSEBOC is now the only network of school leaders focused on educating boys and young men of color. In addition to the *COSEBOC Standards* that provide a framework for success, COSEBOC is the leading resource of innovative, "real-world" tested practices and research that enable boys and young men of color to succeed academically. Every child deserves to succeed and COSEBOC has demonstrated that given the right tools, boys and young men of color can achieve academic success. COSEBOC is working with educators to change how adults educate boys and young men of color.

In partnership with the Metropolitan Center for Urban Education (Metro Center), COSEBOC developed the first edition of the *COSEBOC Standards and Promising Practices for Schools Educating Boys of Color* in 2009. This publication would not have happened without the partnership of the Metro Center and the leadership of Dr. Edward Fergus, then of the Metro Center. They continue to be dedicated partners. This tool was designed to serve as an educator-friendly set of guidelines to assist school districts and educational leaders who passionately seek to build positive school and learning environments for all students and in particular boys and young men of color. Since its inception, the *COSEBOC Standards* has served as a foundational document; a framework that COSEBOC uses to support and empower school leaders and educators. COSEBOC recognizes that the *Standards* must be an evolving document, incorporating current research and effective models and strategies. In 2012, the *COSEBOC Standards* were revised to include more criteria relevant to early learning.

We are now pleased to offer this third edition of the *COSEBOC Standards*. Once again the leadership of Dr. Edward Fergus, now of New York University, has been critical. In addition, our work was enriched by a network of new relationships with scholars, researchers, and practitioners who made significant contributions. They include Dr. Alfred Tatum of the University of Illinois at Chicago, Oleta Fitzgerald of the Children's Defense Fund, Rhea Williams-Bishop and Kristin McMillin of the Mississippi Center for Education Innovation, Dr. Olga Price of George Washington University, Dr. Larry Leverett of the Panasonic Foundation, Dr. Frank Davis of TERC, John Belcher of TERC, Estelle Archibold of Prospect Hill Academy, Dr. Karen Mapp of the Harvard University Graduate School of Education, the team at the Sankofa Passages Program of COSEBOC, Dr. Wayne Beckles, LSWC-C, Dr. David Heiber of Concentric Educational Solutions, Gene Thompson-Grove of Transformational Learning for Equity and Excellence, and Dr. Deidre Farmbry, Educational Consultant and Coach.

The *COSEBOC Standards* are designed to strengthen a positive new narrative on behalf of boys and young men of color. In this revised version, you will see an enhanced menu of important topics, indicators, and resources that reflect current and future realities. Critical topics such as the Common Core, STEM, family involvement, gifted and talented students, and early childhood education are represented in greater detail in a culturally responsive format across the Core Areas of the *Standards*. The original *COSEBOC Standards* were vetted by participants at the third Gathering of Leaders hosted by Dillard University in New Orleans. We are proud to offer this third edition. It is our hope that this resource will provide the inspiration, confidence, and resolve to create powerful and affirmative learning environments for boys and young men of color amongst caring educators.

Ron Walker
Executive Director

INTRODUCTION

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, 2011).** 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 (Ahram, Fergus, and Noguera, 2012; 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 (Noguera, Hurtado, and Fergus, 2011). 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 and the assets they maintain. Our research on 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.

Therefore, practitioners must embrace the paradigm of school environments buffering boys of color from the risks and vulnerabilities that are generally present within their neighborhoods and society (Spencer et al., 1997). In addition, practitioners must develop an awareness of threats emanating from cultural and structural conditions that are reproduced in the school environment such as stereotype threat and racial/ethnic and gender micro-aggressions that are counterintuitive to schools' attempt to implement youth development principles. In order to mitigate the effect of harsh external conditions and prevent the development of threats within schools, practitioners must operate under a common set of assumptions about the kind of school environment necessary to provide a shield that protects their students from harmful community and societal conditions. For example, Common Core Learning Standards (CCLS) provide a backdrop for the knowledge and analytical skills necessary for postsecondary education and career readiness. However, CCLS does not shield or provide the social and emotional compass for boys of color to handle "stop and frisk" police behavior, harsh prison sentencing, inadequate healthcare providers, high teacher turnover rates in urban school systems, etc.

These *COSEBOC Standards* are organized to encourage practitioners to consider how their pedagogical beliefs and understandings of race, ethnicity, and gender can appear in educational practice. The consideration and implementation of any educational reform (e.g., PBIS, CCLS, RTI, Restorative Justice, etc.) must be accompanied by a healthy understanding of race, ethnicity, and gender.

We have created this tool drawing from several bodies of research and practice. First we utilize what is known about promising practices for boys of color outlined in the research on effective schools (e.g., the work of James Comer, Ron Edmonds, Howard Gardner, Edmund Gordon, and Ted Sizer). 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 found that common sense is not always practiced. In order to assist in the explanations of these practices, 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, empirical research documents the efficacy of these approaches, particularly in relation to boys of color.

Secondly, we utilize a child development view of each practice. That is, the *COSEBOC Standards* are specifically designed to be inclusive of children from birth to age 18, in recognition of the continuum of child development that occurs across the early years, preadolescence, adolescence, and late adolescence. These *COSEBOC Standards* also recognize the importance of all the domains of development and learning including physical, social, emotional, moral, and cognitive. Included in this child development perspective is an understanding of how the social constructions surrounding being male and Black or Latino influence the domains of development. For example, the social and emotional identity work that happens for preadolescent and adolescent boys of color includes making sense of what race is, understanding how he is racialized, and managing the internal and external expectations of developing and identifying with a racial grouping. We placed this understanding in the center of determining developmentally appropriate practices.

Overall, to the extent that some of what we describe is seen as constructive and promising, we encourage readers to make further inquiries to find ways to adapt these strategies to their schools and programs. Our hope is that this document will prove helpful to those who want to ensure that more and more young men of color can be spared from the harm that is presently destroying so many lives and depriving so many communities and families of young men who might otherwise be a source of strength and hope.

REFERENCES

Ahram, R., E. Fergus, and P. Noguera. 2011. "Addressing Racial/Ethnic Disproportionality in Special Education: Case Studies of Suburban School Districts." *Teachers College Record* 113 (10): 2233-66.

Fergus, E., P. Noguera, and M. Martin. 2014. *Schooling for Resilience: Improving the Life Trajectory of Black and Latino Boys.* Cambridge, MA: Harvard Education Press.

Noguera, P., A. Hurtado, and E. Fergus (eds). 2011. *Invisible No More: Understanding the Disenfranchisement of Latino Boys and Men.* New York: Routledge.

Noguera, P. 2008. *The Trouble with Black Boys.* San Francisco: Jossey-Bass.

Schott Foundation. 2010. *Yes We Can: The Schott 50 State Report on Black Males in Education.* Cambridge, MA: Schott Foundation.

Spencer, M.B., D. Dupree, and T. Hartmann. 1997. "A Phenomenological Variant of Ecological Systems Theory (PVEST): A Self-Organization Perspective in Context." *Development and Psychopathology* 9: 817–833.

COMMON CORE

The Common Core State Standards Initiative has emerged as the leading effort to deepen the knowledge, skills, and understanding of all students. It is defined as a rigorous set of standards for English language arts and mathematics curriculum based on the best practices of schools and organizations around the nation and the world. These standards are designed to help our students to become career and college ready and globally competitive. COSEBOC believes that the Common Core presents a great opportunity to advance the potential of all students. In particular, we believe that *COSEBOC Standards and Promising Practices for Schools Educating Boys of Color* are a complement to the Common Core. If implemented properly, COSEBOC Standards serve as a culturally responsive lens through which to create and deepen an authentic integration of Common Core Standards in teaching and educating boys and young men of color. We encourage you to review the *COSEBOC Standards* to see the myriad connections that can be made with the Common Core.

STEM

Since the first edition the *COSEBOC Standards,* important developments have taken place in the education landscape. Five years ago, though discussion and focus on STEM were rising in importance, the discourse was not nearly as robust as it is today. The national education agenda has placed a bright spotlight on the necessity for every one of the nation's 16,000 school districts to have a strong STEM initiative in place. To that end, professional development, curriculum, and instruction are being molded to meet this goal. STEM proficiency is the passport to a bright future of opportunities for boys and young men of color. It is an essential skill set if the nation intends to be fully competitive in the global economic community. Therefore it is important that we give attention to STEM and illuminate its importance to the education of boys and young men of color. The reader will see how we reference STEM within the context of the Standards and Indicators. COSEBOC views STEM as critically important in affirmative development and education. The quality of the contributions made in this area reflects our strong support and endorsement of STEM initiatives and practices for boys and young men of color.

The recommended action steps are not intended to be exhaustive or comprehensive. At the same time, we do not expect a school to implement every single recommendation simultaneously and immediately. Instead, the intent is to provide guidelines for taking thoughtful, strategic steps towards building the capacity required to support the affirmative STEM development of boys and young men of color. Further, consideration of the suggested action steps will prompt deeper reflection on a school's existing practices and capacity and will meaningfully inform the identification of short-, middle-, and long-term goals and desired outcomes. Fundamentally, the recommendations support the establishment of a dynamic learning community that fosters STEM learning for boys and young men of color with continuity and relevance to their various life contexts. In full flourish, this community must extend beyond a school's walls, so strategic collaborations and partnerships are critical.

PERFORMANCE LEVELS

Schools are expected to work towards achieving, at minimum, a Satisfactory Performance Level in all quality indicators within each of the seven Core Areas of the *COSEBOC Standards*. Over time, schools must continue to strive to achieve a level of excellence that responds to the population they serve. The four Performance Levels are:

4: Excellent/Exceeds Standard— Organization is **Prepared** to help and work with others in this area

3: Satisfactory/Meets Standard— Organization is **Consistently** demonstrates standards but needs help to prepare staff to work with others in this area

2: Some Progress Made/Approaching Standard— Organization **Could** use additional focused assistance in this area

1: Must Address and Improve/Standard not Met— Organization **Needs** significant support in this area

IMPROVEMENT PLANNING GUIDANCE

After assessing the Performance Level for each of the quality indicators, schools should develop a timeline for improvement using the "Plan to Improve" section for each quality indicators, prepare staff to work with others in this area on affirmative STEM deliver priority in the improvement plan, as those are 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:

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 the self-assessment tool is to assist schools in their pursuit of ongoing 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 is a guide to help schools develop both short- and long-term plans for addressing needs.

HOW TO BEGIN THE SELF-ASSESSMENT

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

1. 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. 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.

2. Decide which core areas to examine for this school year. Think about which core areas necessitate close attention and improve-ment. Bear in mind that the process of examining a core area also entails the planning, implementation, and evaluation of new practices.

3. Identify a lead facilitator for the examination process. The facilitator must be able to engage all participants, actively listen and connect ideas from multiple constituents, avoid personalizing feedback, remain non-judgmental, and elicit consensus.

PROFESSIONAL DEVELOPMENT AND TECHNICAL ASSISTANCE

The results of the self-assessment will have many important implications enabling schools to address the areas in need of support by providing staff development. COSEBOC also uses this instrument as the framework for its ongoing professional development training and consulting services. Feedback from users will continue to inform COSEBOC Standards content. Provided in this revision of the Standards, we have provided an appendix which contains a chart with suggested Action Steps and examples of some of the core areas, with a primary focus on STEM. Staff should brainstorm their own actions steps reflective of the specific needs of their context after reviewing each core area in this

CORE AREAS

CORE AREA 1: ASSESSMENT

Assessment is the set of protocols used to ascertain the academic and behavioral level of youth.

CATEGORIES:

1. Standardized Assessment Preparation
2. Alternate or Authentic Assessment
3. Special Education Assessment and Process
4. Talented/Gifted, Honors/AP Program and Assessment (*when applicable*)

CORE AREA 2: PARENT/FAMILY/COMMUNITY PARTNERSHIP

Parent/Family/Community Partnership is the external support system surrounding youth that operates to provide, protect, and nurture academic, social, emotional, moral, and physical development.

CATEGORIES:

1. Teacher-Family or School-Family Communication
2. Parent Involvement
3. Community Involvement
4. Parent Collaborations
5. Schools Provide Learning at Home
6. School Provides Decision Making Opportunities

CORE AREA 3: CURRICULUM AND INSTRUCTION

Curriculum and Instruction is the scope and sequence, materials, and developmentally appropriate pedagogical strategies used by practitioners.

CATEGORIES:

1. Culturally Relevant Instruction
2. Multicultural Education
3. Gender Relevant Instruction
4. Student-Centered Instruction
5. Rigorous Curriculum and Instruction
6. Character Education
7. Professional Development
8. Teacher Self-Awareness

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.

CATEGORIES:

1. Physical Environment
2. Student Leadership & Voice
3. Inclusive Policies and Practices
4. School Culture Activities

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.

CATEGORIES:

1. Instructional Leadership
2. Community Leadership
3. Visionary Leadership
4. School Leaders' Self-Awareness
5. Leadership Qualifications

CORE AREAS

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.

CATEGORIES:

1. Counseling Program
2. Social and Health Services in the Community
3. School Counselors' Self-Awareness

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.

CATEGORIES:

1. Core Mission/Vision Statements
2. Tracks That are Not Academically Rigorous are Eliminated
3. High School Curricula Aligned with College Enrollment Requirements
4. Early Childhood infrastructure
5. A Common Core Curriculum that Includes Requirements for Students to Complete Advanced Work in Mathematics, Science, and Literacy
6. Small Learning Communities (MIDDLE AND HIGH SCHOOL ONLY)

CORE AREA 1

Assessment is the protocols used to ascertain the academic and behavioral level of youth

ASSESSMENT

Assessment[1] includes:	PERFORMANCE LEVEL				PLAN TO IMPROVE			EVIDENCE
	1	2	3	4	Right Now	This Year	Next Year	*Examples, scope and sequence on test preparation; assessment tools for universal screening and diagnostic assessment*
1. Standardized Assessment Preparation *(applicable to grades 3 to 12)*								
a. Develops a scope and sequence of preparation in which students are adequately prepared for state mandated standardized testing which includes familiarizing them with the format of the test, and operates from an alignment between common core standards and instructional strategies for scaffolding development of academic skills								
b. Develops a curricular scope and sequence of test preparation that focuses on instructional strategies necessary for scaffolding development of student academic skills								
c. Outlines core instructional strategies that progressively build and accelerate academic (e.g., phonemic awareness, fluency), physical (e.g., fine and gross motor skills) and behavioral (e.g., coping, self-regulation) skills, not simply remediating them								
d. Considers factors that may affect boys' abilities to perform as well as other groups (e.g., test biases, pre-test scores, adequate and consistent instruction and teacher attendance, stereotype threat, etc.)								*Based on item analysis, staff identify interdisciplinary opportunities to address issues of challenge (e.g., reading strategies, vocabulary, problem solving strategies, unfamiliar contexts). As one way of addressing test bias, staff vary challenging test items so that they are placed in familiar contexts; they have students practice re-stating (reframing) problems using familiar situations*
e. Examines data from research-based universal and diagnostic tools that provide targeted information on student skills (e.g., phonics, comprehension, fluency, numeric operation) three times during the school year								
f. Provides a structured and tiered system of support for students demonstrating academic difficulties based on universal and diagnostic tools								
g. Staff provided with time to examine school performance data on standardized (high stakes) tests, to identify typical items students find challenging, and to develop coordinated strategies to equip students to be successful with these items.								
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. Appropriately aligns with the set of skills and content knowledge possible for age and grade level groups								
d. Catalogs and links early childhood indicators in the following areas: reading, fine and motor skills, social skills, math skills, expressive, and receptive language								
e. Incorporates the arts, history, and the practice of rituals into programs schoolwide.								

---

1 "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.

RESOURCES

ORGANIZATIONS

The National Alternate Assessment Center • http://www.naacpartners.org

Johns Hopkins University New Horizons Learning • http://www.newhorizons.org/strategies/mi/front_mi.html

Academy for Educational Development – School Self-Assessment • http://scs.aed.org/ssa/whatis.html

The Critical Thinking Community • http://www.criticalthinking.org/resources/HE/structures-for-student-self-assessment.cfm

Great Schools.Net • http://www.greatschools.net/cgi-bin/showarticle/2031

US Department of Education • http://www.ed.gov/parents/needs/speced/iepguide/index.html#process

National Resource Center on ADHD • http://www.help4adhd.org/education/rights/idea

American Association for Gifted Children at Duke University • http://www.aagc.org

National Association for Gifted Children • http://www.nagc.org

National RTI Center • http://www.rti4success.org

American Speech Language Association • http://www.asha.org/members/slp/schools/prof-consult/RtoI.html

Center on the Developing Child • http://developingchild.harvard.edu/Nati

National Center for Research on Early Childhood • http://ies.ed.gov/ncer/randd/details.asp?ID=125

National Association for Education of Young Children • http://www.naeyc.org

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 Portugese.

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.

RESEARCH — continued

Noguera, P. (200). "Rethinking Gifted Education". *Motion Magazine.*
  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

Promoting Positive Outcomes for Children with Disabilities: Recommendations for Curriculum, Assessment,
  and Program Evaluation (2007) a joint position from the National Association for the Education of Young
  Children (NAEYC) and the National Association of Early Childhood Specialists in State Departments of
  Education (NAECS/SDE)

ASSESSMENT PLAN TO IMPROVE

Indicator to Address	Action Steps	Timeframe	Desired Outcome

CORE AREA **2**

Parent/Family/Community Partnership is the external supports surrounding youth that operate to provide, protect and nurture academic, social, emotional, moral, and physical development.

PARENT/FAMILY/COMMUNITY PARTNERSHIP INDICATORS	PERFORMANCE LEVEL				PLAN TO IMPROVE			EVIDENCE
A *Parent/Family/Community Partnership* includes:	1	2	3	4	Right Now	This Year	Next Year	*Examples, written documents of parent engagement activities*
1. Teacher-Family or School-Family Communication that:								
a. Keeps parents well-informed of their child's academic and social progress in school								
b. Consists of written documents available in the parents' primary language, provided to parents through multiple channels, including text, email, letters, backpacks, and at pick-up and drop-off								
c. Provides a "welcoming" atmosphere to parent visitor								
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								
i. Encourages at least one home visit from school personnel to each family, particularly in the early grades								
j. Positive communication from teacher to parent during the first months of school								
k. Includes parents, families and community partners considered to be a part of the learning community including discussions about STEM performance, data, curriculum, and instruction.								
l. That acknowledges that there may have been an adversarial relationship between the school and family/community in the past and that there may need to be some work done to heal the relationship in order to be able to effectively work together in the future								
m. That accounts for biases that professionals may bring to work, despite written rules and policies that exist								
2. Parent Involvement that:								*Examples, grade level questions parents should ask their child's teacher, questionnaire to gather parent expertise, asset map of community resources, afterschool and/or evening tutoring sessions for students and parents.*
a. Encourages parents to share their areas of expertise or desire to volunteer								
b. Is asset based, even if the asset is not yet evident								
c. Considers multiple understandings of parent involvement, which account for parents who work extensive hours or do not feel comfortable assisting children with homework								
d. School provides support for helping parents to advocate for their children in the classroom, at parent-teacher conferences, etc.								
e. Includes STEM activities organized for parents, families, community partners								

CORE AREA 2

Parent/Family/Community Partnership is the external supports surrounding youth that operate to provide, protect and nurture academic, social, emotional, moral, and physical development.

PARENT/FAMILY/COMMUNITY PARTNERSHIP INDICATORS	PERFORMANCE LEVEL				PLAN TO IMPROVE			EVIDENCE
A *Parent/Family/Community Partnership* includes:	1	2	3	4	Right Now	This Year	Next Year	*Examples, communication of school and community events*
3. Community Involvement that:								
a. Encourages the participation of community members and leaders in maintaining support and feedback on district initiatives								
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 and/or service learning								
4. Parent collaboration that:								*Examples, teacher communication with parents on classroom expectations and unit plans*
a. Provides parent education and other courses or training for parents (e.g., GED, family literacy, college or training programs)								
b. Provides family support programs to assist families with employment, financial literacy, health, nutrition, and parenting, including clothing swap shops, food co-ops, parent-to-parent groups								
c. Conducts annual surveys of families to share information about their children's goals, strengths, and special talents								
5. Schools provide learning at home that:								
a. Informs families about required skills in all subjects at each grade								
b. Informs families about 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								
h. Provides families with tools for academic and pro social development in home settings starting at pre-kindergarten								
i. Provide families with connections with community health organizations for children as early as birth								
6. School provides decision making opportunities that:								
a. Includes active PTA/PTO or other parent organizations, advisory councils, or committees (e.g., curriculum, safety, personnel) for parent leadership and participation								
b. Includes 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. Includes district-level advisory councils and committees								
d. Includes information on school or local elections for school representatives								
e. Includes networks to link all families with parent representatives								
f. Includes independent advocacy groups to lobby for school reform and improvements								

CORE AREA 2

RESOURCES

ORGANIZATIONS

Harvard Family Research Project • http://www .hfrp.org/family-involvement

Harvard Family Research Project • http://www .hfrp.org/family-involvemenUfine-family-involvement-network-of-educators

Parent Teacher Home Visit Project • http://www .pthvp.org

Annie E. Casey Foundation • http://www.aecf.org/AboutUs / MissionAndHistory.aspx

Center for Research on Education, Diversity and Excellence • http://crede.berkeley.edu/

US Department of Education • http://www2.ed.gov/ parents/landing.html

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_0110000019b/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

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)

PARENT/FAMILY/COMMUNITY PARTNERSHIP PLAN TO IMPROVE

Indicator to Address	Action Steps	Timeframe	Desired Outcome

" *Practicioners must operate under a common set of assumptions about the kind of school environment necessary to provide a shield that would protect their students from harmful community and societal conditions.* "

CORE AREA 3

Curriculum and Instruction is the scope and sequence, materials, and developmentally appropriate pedagogical strategies used by practitioners

CURRICULUM AND INSTRUCTION

Curriculum & Instruction Indicators:	PERFORMANCE LEVEL				PLAN TO IMPROVE			EVIDENCE
	1	2	3	4	Right Now	This Year	Next Year	*Examples, analysis of grade 6–12 novels with diverse representations of protagonists and antagonist characteristics; inventory of boys of color interests and incorporation into curricular unit plans; school climate surveys that include measures of stereotype threat*
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[2]								
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)[3]								
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								
e. Considers how racial/ethnic development, stereotype threat, and racial micro aggressions appear in school environment and develop explicit strategies for remedying								
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 varying historical 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								
f. Allows staff and students opportunities to learn about and/or interact with contemporary STEM professionals of color								
3. Gender Relevant Instruction that:								
a. Considers the specific needs of boys, especially those who may be seen as "at risk" (whether academically or socially)								
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)								
c. Discusses issues of gender and sex development (social, emotional, and physical) at various child development stages								
d. Considers different representations of masculinity and does not limit boys' gender identities to one idea and expectation of what it "means to be a man"								
e. Incorporates discussions on sexuality at age appropriate levels (male/female interactions, as well as homosexuality and LGBT)								
f. Provides opportunities to critique gender relations and societal/cultural influences on masculinity, as well as femininity								

2 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).

3 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

CORE AREA 3

Curriculum and Instruction is the scope and sequence, materials, and developmentally appropriate pedagogical strategies used by practitioners

CURRICULUM AND INSTRUCTION	PERFORMANCE LEVEL				PLAN TO IMPROVE			EVIDENCE
Curriculum & Instruction Indicators:	1	2	3	4	Right Now	This Year	Next Year	*Examples, learning stations in early childhood settings; small group arrangements in elementary to high school classrooms ; lesson plans focus on students current learning capacity and identify pathway to meeting learning goals*
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); in early childhood settings, the environment involves learning stations in which children practice different skills, e.g., writing, fine and gross motor skills, social skills, collaborating with others.								
b. Avoids "banking" concept of instruction, where students serve as receptors to information provided by instructors this involves practitioners conducting instruction in which new concepts and/or skills are introduced, demonstrated, and then substantive learning time is provided for youth								
c. Conducts academic and pro social development learning centers in all pre-kindergarten to late elementary school settings								
d. 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)								
e. Addresses multiple learning styles/multiple intelligences (i.e., kinesthetic, auditory, visual)								
f. Direct instructional strategies that build on vocabulary, fluency, phonemic awareness, writing, and comprehension.								
g. Practitioners develop literacy rich classroom environments								
h. Provides students opportunities for, and information about, afterschool, extended-day, and/or summer STEM learning programs to advance knowledge								
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 (e.g., science fairs, debate competitions, social studies competitions, ACT-SO, etc.)								
d. Meets common core standards appropriate for grade level as well as provides opportunities for practitioners to bridge into next grade levels' standards (concepts and skills)								
e. Provides students with explicit opportunities to understand the expectations of behavioral (i.e., how to do school), cognitive (i.e., what are the concepts, skills and interests to be learned in each grade level) and relationship (i.e., what are the adult supports programmed into daily school operation) expectations of the school environment								
f. Includes comprehensive Early Childhood curriculum that includes critical areas of develoment including: physical well-being and motor development; social and emotional development; approaches to learning; language development; and cognition and general knowledge; and subject matter areas such as science, mathematics, language, literacy, social studies, and the arts								

4 While schools and educators may have certain impressions of what it means to be a successful man ard encourage their students lo exhibit a certain set of behaviors (i.e. becoming a family "provider" or an "entrepreneur". Of 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.

CORE AREA 3

Curriculum and Instruction is the scope and sequence, materials, and developmentally appropriate pedagogical strategies used by practitioners

CURRICULUM AND INSTRUCTION	PERFORMANCE LEVEL				PLAN TO IMPROVE			EVIDENCE
Curriculum & Instruction Indicators:	1	2	3	4	Right Now	This Year	Next Year	
5. Rigorous Curriculum and Instruction that: *— continued*								
g. Recognizes the early beginnings of literacy acquisition necessary for ages 3–6								
h. Has adequate policies on professional development to ensure that preschool and primary teachers are qualified to support the literacy development of all children knowledge								
i. Ensures students have access to advanced mathematics and science courses—Advanced Placement, International Baccalaureate, or University of Cambridge International Examinations								
6. Character Education that:								*Examples: rites of passage programming; explicit character programs (i.e., assemblies, speakers) focused on skills to address bias; a tiered positive behavior intervention plan.*
a. Encourages students to be "responsible citizens" that includes recognition of how they are situated as boys of color within US society and provides them with specific tools to cope with race and gender expectations								
b. Creates an environment that is physically, culturally and emotionally safe for boys of color to develop coping strategies to manage experiences of race/ethnic and gender bias								
c. Encourages school community and pride								
d. Considers students' outside-of-school lives (teaches to the "whole child") as a cultural asset that informs developmental progress of youth								
7. Professional Development that:								*Examples: annual professional development on culturally responsive strategies; annual school climate and needs surveys; reading groups on pertinent literature for content and grade*
a. Provides support for new teachers that involves mentoring of instructional and content capacity, as well as capacity to relationally support youth								
b. Encourages teacher collaborations within and across grade levels								
c. Approaches adult learning as a capacity building and developmental process								
d. Addresses teachers' immediate content and instructional needs and allows their needs to dictate professional development opportunities. Additionally these needs should be premised on assessment data of students' current and past growth patterns								
e. Allows for teacher feedback regarding school leadership, organization, curriculum and instruction								
f. Provides common definitions of important curricular concepts, especially those that inform legislation (No Child Left Behind, IDEA)								
g. Requires reading of research/articles/briefs relevant to boys of color and encourages debate/discussion								
h. Provides development around teacher's content areas and linked to pedagogy								
i. Provides teachers the ability to make meaningful connections between students' cultural backgrounds, interests, and passions and content								
j. Allows staff time and support to modify STEM lessons and activities that are culturally relevant								

CORE AREA 3

Curriculum and Instruction is the scope and sequence, materials, and developmentally appropriate pedagogical strategies used by practitioners

CURRICULUM AND INSTRUCTION	PERFORMANCE LEVEL				PLAN TO IMPROVE			EVIDENCE
Curriculum & Instruction Indicators:	1	2	3	4	Right Now	This Year	Next Year	*Examples, school climate surveys that includes items on personal bias and cultural expectations of others; teacher evaluation that includes discussion of achievement and behavior outcome patterns based on race/ethnicity and gender*
8. Teacher Self-Awareness that includes:								
a. Awareness of their own cultural heritage and values								
b. Accepting and respecting of others' cultures								
c. Awareness of potential biases toward other cultures stemming from her/his own culture, which may dictate referral of a minority student								
d. Comfort with racial/ethnic and gender 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. Possesses specific knowledge and information about the racial/ ethnic and gender group(s) in school and early childhood setting								
g. Awareness of institutional barriers that hinder racial/ethnic minorities' mobility								
h. Willing to work on building positive relationships with their students								

RESOURCES

ORGANIZATIONS

Teaching Tolerance • http://www.tolerance.org/index.jsp
The Education Alliance • http://www.alliance.brown.edu/tdl/tl-strategies/crt-principles.shtml
New Horizons for Learning at Johns Hopkins University • http://www.newhorizons.org/
National Association for Multicultural Education • http://www.nameorg.org/
Centre of Gender Excellence • http://www.genderexcel.org/
The Center for Study of Boys and Girls Lives • http://www.csbl.org
The Paulo Freire Institute • http://www.paulofreireinstitute.org/
FHI 360: Middle Start Program • http://middlestart.org/what-we-do/rigorous_curriculum

RESEARCH

Alford, Keith A. (2003). "Cultural Themes in Rites of Passage: Voices of Young African American Males". *Journal of African American Studies* 7(1): 1559-1646

Asante, Molefi Kete (2000). "The Asante Principles for the Afrocentric Curriculum". http://www.asante.net/scholarly/theasanteprinciples.html

Banks, James & Banks, Cherry McGee eds. (2006). *Multicultural Education: Issues and Perspectives* (6th ed.). Hoboken, NJ: John Wiley & Sons, Inc.

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

Borman, G.D., & Rachuba, L.T. (1999). "Qualifications and professional Growth Opportunities of Teachers in High- and Low-Poverty Elementary Schools". *Journal of Negro Education,* 68, 366-381.

Borman, Geoffrey D. & Kimball, Steven M. (2004). "Teacher Quality and Educational Equality: Do Teachers with Higher Standards-based Evaluation Ratings Close Student Achievement Gaps?" http://cpre.wceruw.org/papers/Teacher_Equity_AERA04.pdf

Chinn, Phillip C. & Gollnick, Donna M. (2008). *Multicultural Education in a Pluralistic Society* (8th Ed.). New Jersey: Allyn & Bacon.

RESOURCES

Connell, R.W. (2005). *Masculinities.* Berkeley, Los Angeles: University of California Press.

Darling-Hammond, Linda (1997). *The Right to Learn: A Blueprint for Creating Schools that Work.* San Francisco: Jossey-Bass.

Dervarics, Charles (2006). "Education Department Issues Criteria for 'Rigorous' Curriculum: Students Attending Underachieving High Schools Mmay be Adversely Affected". *Diverse Issues in Higher Education* 23(8): 10.

Dewey, John (2008). *Democracy and Education: An Introduction to the Philosophy of Education* (reprint). Sioux Falls, SD: NuVision Publications.

Durkheim, Emile (1961). *Moral Education: A Study in Theory and Application of the Sociology of Education.* New York: Free Press.

Ferguson, R. F. (1998). "Can Schools Narrow the Black-White Test Score Gap?" In C. Jencks & M. Phillips (Eds.), *The Black-White Test Score Gap* (pp. 318-374). Washington, DC: Brookings.

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* (2nd ed.). New York: Basic Books.

Gurian, Michael (2005). *The Minds of Boys.* San Francisco: Jossey-Bass.

Gurian, Michael (2001). *Boys and Girls Learn Differently!: A Guide for Teachers and Parents.* San Francisco: Jossey-Bass.

Gurian, Michael (2000). *What Stories Does My Son Need?: A Guide to Books and Movies that Build Character in Boys.* Jeremy P. New York: Tarcher/Putnam.

Imms, Wesley D. (2000). "Multiple Masculinities and the Schooling of Boys". *Canadian Journal of Education,* 25 (2): 152-165.

International Reading Association and National Association for the Education of Young Children (1998). *Learning to Write and Read: Developmentally Appropriate Practices for Young Children.*

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.

Ladson-Billings, Gloria (1994). *The Dreamkeepers: Successful Teaching for African-American Students.* San Francisco: Jossey-Bass

Ladson-Billings, Gloria. (1995). "But that's just good teaching! The case for culturally relevant pedagogy." *Theory into Practice,* 34(3), 159-165.

McCarthy, Cameron; Giardina, Michael D.; Harewood, Susan J. & Park, Jin-Kyung (2005). "Contesting Culture: Identity and Curriculum Dilemmas in the Age of Globalization, Postcolonialism, and Multiplicity". In McCarthy, Cameron; Critchlow, Warren; Dimitriadis, Greg & Dolby, Nadine (eds) *Race, Identity, and Representation in Education.* New York: Routledge.

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.

RESEARCH — continued

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

Reed, Deborah K. & Groth, Cori (2009). "Academic Teams Promote Cross-Curricular Applications that Improve Learning Outcomes". *Middle School Journal* 40(3): 8.

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* (6th ed.). Hoboken, NJ: John, Wiley & Sons, Inc.

Sleeter, Christine E .& McLaren, Peter, eds. (1995). *Multicultural Education, Critical Pedagogy, and the Politics of Difference.* New York: State University of New York Press.

Tatum, Alfred (2005). *Teaching Reading to Black Adolescent Males: Closing the Achievement Gap.* Portland: Stenhouse Publishers.

Way, Niobe & Chu, Judy Y., eds. (2004). *Adolescent Boys: Exploring Diverse Cultures of Boyhood.* New York, London: New York University Press.

Young, Vershawn Ashanti (2007). *Your Average Nigga: Performing Race, Literacy and Masculinity.* Detroit: Wayne State University Press.

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.

CURRICULUM AND INSTRUCTION PLAN TO IMPROVE

Indicator to Address	Action Steps	Timeframe	Desired Outcome

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 climate refers to the quality and character of school life as it relates to norms and values, interpersonal relations and social interactions, and organizational processes and structures.

SCHOOL ENVIRONMENT AND CLIMATE

School Quality Indicators:	PERFORMANCE LEVEL				PLAN TO IMPROVE			EVIDENCE
	1	2	3	4	Right Now	This Year	Next Year	*Examples: posted signs of behavioral expectations in child friendly language; cleanness of hallways and classrooms; grading rubrics are posted*
A Quality School and School Program has:								
1. Physical Environment where:								
a. Classrooms, library, and hallways have abundant displays celebrating diversity by subject area								
b Common core standards are posted in every room and hallway								
c. Print and pictures that reinforce high and low frequency language/words								
d. Consistent displays of student work including rubrics on how to achieve success with each assignment								
e. Inclusive behavioral policies and practices are posted in every room and hallway that respond to emotional/cultural and physical safety								
f. Inclusive behavioral policies and practices are posted in every room and hallway that respond to emotional/cultural, social interactions, and physical safety								
g. Public areas are clean and resourced appropriately (e.g., clean bathrooms and hallways)								
2. Student leadership & Voice such that:								*Examples: student enrichment activities present from early childhood to high school;*
a. Youth "voice" is considered in decision-making by regularly meeting with groups of students to obtain feedback.								
b. Anti-discrimination policies support and provide open access for the participation of students in								
c. A variety of student leadership opportunities for all students (e.g., service learning, student led government, school boards, school leadership team, athletics, etc.).								
d. A variety of opportunities during early childhood for students to demonstrate cognitive, social/emotional, moral, and physical development such as plays, spelling contests, science projects, etc.								
3. Inclusive Policies and Practices that:								*Examples: school climate surveys that include items on perception of wellness of school policies and practices; hallway displays of expected behavior (e.g., "raise your hand for help," "support other students")*
a. Allow for restoration rather than punishment								
b. Ensures that teachers have opportunities to assess their own pedagogical practices (e.g., peer visitation of classrooms to observe specific practices)								
c. Ensures that teachers and administrators are evaluated by various constituency groups (i.e., other teachers, students, colleagues, self, supervisor, etc.)								
d. Promotes achievement and prohibit retention of lower achieving groups without previous academic supports								
e. Prohibits harassment and discriminatory behaviors of any kind.								
f. Addresses the needs and safety of adults as well as students.								
g. Promotes practices and curricula that build a sense of community, personalization and understanding for and among all students.								
h. Promotes activities that are intentionally built to develop academic resilience, relational and behavioral engagement								
i. Builds school's capacity to implement a diversity-rich curriculum as well as to respond effectively to instances of harassment, bullying, or intimidation.								

CORE AREA 4

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 climate refers to the quality and character of school life as it relates to norms and values, interpersonal relations and social interactions, and organizational processes and structures.

SCHOOL ENVIRONMENT AND CLIMATE

School Quality Indicators:	PERFORMANCE LEVEL				PLAN TO IMPROVE			EVIDENCE
	1	2	3	4	Right Now	This Year	Next Year	*Examples: character education programs that intentionally build resilience and other coping skills; advisory schedules; classroom displays of expected norms*
A Quality School and School Program has:								
4. School Culture Activities that:								
a. Intentionally develop cognitive (intellectual interest), behavioral (concrete strategies doing school well), and relational (adult attention to each child) engagement strategies.								
b. Intentionally enhance coping skills such as resilience, perseverance, and emotional management								

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/school-safety/download%20files/wp%202002%20school%20climate.pdf

Alliance for the Study of School Climate. • http://www.calstatela.edu/centers/schoolclimate/

National School Climate Center • http://www.schoolclimate.org

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.

Casserly, Michael; Lewis, Sharon; Simon, Candace; Uzzell, Renata; Palacios, Moses. (2012). *A Call for Change: Providing Solutions for Black Male Achievement.* Washington, D.C.: Council of the Great City Schools.

Foster, M. & Peele, T. (1999). "Teaching Black Males: Lessons from Experts". In V. Polite and J. E. Davis (Eds), *African American Males in 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 Check-list 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.

CORE AREA 4

RESEARCH

Noguera, Pedro. (2012). Saving Black and Latino Boys: *What Schools Can Do to Make a Difference.* Phi Delta Kappan, v93 n5 p8-12

Saenz, Victor B.; Ponjuan, Luis. (2011). *Men of Color: Ensuring the Academic Success of Latino Males in Higher Education.* Washington, D.C.: Institute for Higher Education Policy.

Toldson, Ivory A.; Crowell, Candice. (2012). *CLASP Middle School/High School Boys of Color Policy Scan and Information Gathering*. Washington, D.C.: CLASP

ASSESSMENT PLAN TO IMPROVE

Indicator to Address	Action Steps	Timeframe	Desired Outcome

CORE AREA 5

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

SCHOOL LEADERSHIP

School Quality Indicators:	PERFORMANCE LEVEL				PLAN TO IMPROVE			EVIDENCE
	1	2	3	4	Right Now	This Year	Next Year	*Examples: leaders conduct quarterly discussions on shared vision and benchmarks of progress made*
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. The four domains of teaching and learning: "Instruct, Inform, Intervene, Improve"								
d. Placing educational concerns over management concerns								
e. Placing an emphasis upon models of professional development that impact directly upon classroom practice								
f. Progressive approaches to discipline and classroom management								
g. Providing an instructional framework that facilitates effective and efficient instructional classroom practices.								
h. A systemic approach that addresses discipline and classroom management issues.								
i. Having the confidence and ability to deal with conflict effectively. (Skill set)								
2. Community leadership manifested by school leaders:								*Examples: publicly shared vision and goal statements; partnership statements between community organizations and school/district on shared initiatives*
a. Signaling to others what is important and building confidence and capability in those they lead								
b. Having the confidence to deal with conflict								
c. Having the confidence and ability to deal with conflict effectively. (Skill set)								
d. Establishing coherent communities within their schools as well as a sense of a responsible community beyond and around the school								
3. Visionary leadership demonstrated by school leaders:								
a. Taking a broad view of change (i.e. focusing on the big picture)								
b. Communicating a clear vision that includes, but not limited to a broad view of change.								
c. Placing emphasis upon forms of leadership that are people-oriented, transformational, and empowering								
d. Taking advantage of external opportunities to generate change and to encourage staff to innovate								
e. Incorporating external opportunities to generate change.								
4. School leaders self-awareness that includes:								
a. Consciousness of their own cultural heritages and the ideals and values associated with those heritages								
b. Accepting and respecting of cultural difference								
c. Culturally relevant practices								
d. Affirming of the range of social and cultural identities faculty, staff, and students claim								
e. Awareness of potential biases toward other cultures stemming from their own cultural heritages								
f. Comfortable with racial differences that may exist between them and others								

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

SCHOOL LEADERSHIP	PERFORMANCE LEVEL				PLAN TO IMPROVE			EVIDENCE
School Quality Indicators:	1	2	3	4	Right Now	This Year	Next Year	
A Quality School and School Program has:								
4. School leaders self-awareness that includes: *— continued*								
g. Understanding of institutional bias with respect to its treatment of women, people of color, immigrants and sexual minorities								
h. Possesses specific knowledge about the student and community racial/ethnic and gender groups								
5. Leadership qualifications by school leaders:								
a. For early childhood leaders, they should have sufficient direct training, graduate work, and/or experience with ECE curriculum and implementation								
b. For elementary and middle school leaders, they should have sufficient direct training, graduate work, and/or experience with elementary and middle school curriculum and implementation								
c. For high school leaders, they should have sufficient direct training, direct training, gradate work, and/or experience with high school curriculum and implementation								
6. Data-Driven Instructional Management:								
a. Conduct analysis of attendance, behavior, and achievement on a monthly basis with specific attention to disproportionate representation by groups (e.g., Free/Reduced Lunch status, English language learners, Special Education status, race/ethnicity, gender, and sexual orientation).								
b. Conduct monthly data-driven meetings with leadership team to identify students demonstrate potential struggle.								
c. For middle and high school leaders, conduct analysis of course failure and passing rates in 4–5 week intervals.								
d. For early childhood and early elementary grades, conduct analysis of data specific to intervention services.								
e. Implores educators to use data to drive instruction. Educators must be able to make several determinations including; what data is needed, where it will be retrieved, ad how will it be used.								

CORE AREA 5

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

Association of Supervision and Curriculum Development • http://www.ascd.org

RESEARCH

Fullan, M. (2011). Change Leader: *Learning To Do What Matters Most*

Fullan, M. (2007). *Leading in a Culture of Change*

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.

Mocan, H., Burchinal, M., Morris, J., & Helburn, S. (1995). "Models of Quality in Early Childhood Care and Education". In S. W. Helburn (Ed.), *Cost, Quality, and Child Outcomes in Child Care Centers: Technical Report* (pp. 287-295). Denver, CO: Center for Research in Economics and Social Policy, University of Colorado at Denver.

Peters, S. (2006). *Do You Know Enough About Me to Teach Me?*

Talan, T. N. & Bloom, P. J. (2004). *Program Administration Scale: Measuring Early Childhood Leadership and Management.* New York, NY: Teacher's College Press.

SCHOOL LEADERSHIP PLAN TO IMPROVE

Indicator to Address	Action Steps	Timeframe	Desired Outcome

School Counseling and Guidance refers to the work of school counselors, school psychologists, social workers, and other mental health professionals. 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 part of a comprehensive developmental school counseling program

SCHOOL COUNSELING	PERFORMANCE LEVEL				PLAN TO IMPROVE			EVIDENCE
School Quality Indicators:	1	2	3	4	Right Now	This Year	Next Year	*Examples: monthly meetings between counseling and instructional staff; counselors participate in behavior support framework and provide support for students with reoccurring behavioral referrals*
A Quality School and School Program has:								
1. Counseling program that:								
a. Distributes school counseling responsibilities among school staff, including teachers who are supported by professionals								
b. Utilizes counselor-teacher-parent-administrator teams to strategically plan challenging cases								
c. Provides the support and resources necessary to help all students meet challenging standards, or links students and families to specialized resources in the community as needed								
d. Fosters an awareness of the effect of ecological conditions impacting boys of color (e.g., poverty, racism, gender-based, homophobia prejudice, physical safety								
e. Maintains a student:counselor ratio that allows for students to meet with their school counselors one or more times a term								
f. Provides behavior modification and emotional management support for students with reoccurring behavioral referrals.								
g. A commitment to receive continued education from sources that demonstrate a philosophical value that is asset affirming for boys and young men of color								
h. A commitment to engage in ongoing professional development that promotes the development of strength-based, asset affirming appreciation								
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, particularly for young children ages 3–6								
b. Regularly communicating their services to school personnel and families through presentations and one-on-one meetings								
3. School Counselors' Self-Awareness which includes:								
a. Awareness of their cultural heritages and the ideals and values associated with those hertages								
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. Possesses specific knowledge and information about the racial/ethnic groups represented amongst students, faculty, and staff and has established relationships with cultural brokers in the community who can provide that information								
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								

CORE AREA 6

SCHOOL COUNSELING

School Quality Indicators:	PERFORMANCE LEVEL				PLAN TO IMPROVE			EVIDENCE
	1	2	3	4	Right Now	This Year	Next Year	*Examples: monthly meetings between counseling and instructional staff; counselors participate in behavior support framework and provide support for students with reoccurring behavioral referrals*
A Quality School and School Program has:								
3. School Counselors' Self-Awareness which includes: *— continued*								
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 for strategies that promote health and wellness, and for the implementation of effective interventions								

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.

School Organization is 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 ORGANIZATION

School Quality Indicators:	PERFORMANCE LEVEL				PLAN TO IMPROVE			EVIDENCE
	1	2	3	4	Right Now	This Year	Next Year	*Examples, mission and vision*
A Quality School and School Program has:								
1. The Core mission/vision statement of school should convey:								
a. Sets high academic and social/emotional expectations and developmental goals for every student								
b. Provides educational experiences that prepare students to be life long learners and participants in a global society								
c. Provides all students with opportunities to demonstrate participatory citizenship and leadership								
d. Aligned and coordinated goals from early childhood through high school as part of the mission/vision statement								
2. Eliminated tracks that are not academically rigorous:								*Examples, explicit response to intervention framework including screening, progress monitoring, and referral process*
a. Uses multiple, differentiated, *culturally* responsive instructional strategies								
b. Addresses gaps in students' academic, physical and behavioral skills								
c. Maintains an explicit tiered system of academic and behavioral supports within the classroom as well as within pull-out (resource room, etc.)								
d. The system of tiered system of academic and behavioral supports adequately monitors progress in explicit intervals in order to ascertain student response to supports								
3. Aligned high school curricula and college enrollment requirements that: (HIGH SCHOOL ONLY)								
a. Makes Advance Placement, and dual (school-college) enrollment classes available								
b. Articulates school and technology programs								
c. Implements a common core curriculum that includes requirements for students to complete advanced work in mathematics, science, and literacy								
d. Provides ongoing professional development for school staff regarding common core parameters and implementation								
e. Provides direct instructional support for teachers in aligning instructional strategies with developmental goals of common core curriculum								
4. Early Childhood infrastructure that includes:								*Examples, explicit response to intervention framework including screening, progress monitoring, and referral process*
a. Established professional development sequence for all staff								
b. Continuous attention to the staffing and student ratio and local guidelines								
c. Schedule includes appropriate opportunities for play, writing, learning stations, physical rest								
d. Includes high-quality, full-day kindergarten								
e. Intentionally connects to early childhood education settings throughout the community, particularly with regard to transition into PreK or kindergarten								
f. Continuously attends to the staffing and student ratio necessary to meet early childhood and child care state guidelines								
g. Utilizes a research-based, validated curriculum that provides opportunities for play and physical rest, as well as learning opportunities across all domains								

CORE AREA 7

School Organization is 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 ORGANIZATION

School Quality Indicators:	PERFORMANCE LEVEL				PLAN TO IMPROVE			EVIDENCE
	1	2	3	4	Right Now	This Year	Next Year	
A Quality School and School Program has:								
5. Implement a common core curriculum that includes requirements for students to complete advanced work in mathematics, science, and literacy:								
a. Provides ongoing professional development with school staff regarding common core parameters and implementation								
b. Provides direct instructional support for teachers in aligning instructional strategies with developmental goals of common core curriculum								
6. Small learning communities that: (MIDDLE AND HIGH SCHOOL ONLY)								*Examples, explicit response to intervention framework including screening, progress monitoring, and referral process*
a. Promotes high academic achievement through a pyramid of interventions that may include academic intervention framework including teaming, counseling, tutoring, extended day and week learning opportunities								
b. Supports efforts to improve communication, coordination, and trust among the adults in the various settings where youth spend their time								
c. Promotes specific courses for students performing below grade level								

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/

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.

Wigfield, A. & Eccles, J. S. (1995). Middle grades schooling and early adolescent development. *Journal of Early Adolescence*, 15(1), 5–7.

Connors, N. A. (1992). *Teacher advisory: The fourth R. In J. L. Irvin (Ed.) Transforming Middle Level Education.* (pp.162–178). Boston: Allyn and Bacon.

PROMISING PRACTICES FOR BOYS OF COLOR

SCHOOL ORGANIZATION PLAN TO IMPROVE

Indicator to Address	Action Steps	Timeframe	Desired Outcome

PROMISING PRACTICES FOR BOYS OF COLOR

Promising Practice	Description	School Level

APPENDIX (STEM)

ASSESSMENT

ACTION STEPS	EXAMPLES
Staff provided with time to examine school performance data on standardized (high-stakes) tests, to identify items students typically find challenging, and to develop coordinated strategies to equip students for success in these areas.	Based on item analysis, staff identifies interdisciplinary opportunities to address issues of challenge (e.g., reading strategies, vocabulary, problem-solving strategies, unfamiliar contexts). As one way of addressing test bias, staff varies challenging test items so that they are placed in familiar contexts; students practice re-stating (reframing) problems using familiar situations.
Professional development provided around the Common Core Math and Next Generation Science Standards, as well as engineering and technology standards.	Teachers familiarize themselves with assessment practices based upon Common Core and Next Generation, as, increasingly, standardized tests will reflect these standards *(e.g., the newer versions of AP science exams will emphasize demonstrating a deeper understanding of content and science practices).* International Society for Technology Education– Standards for Teaching and Learning in the Digital World: www.iste.org/STANDARDS
Students understand how their performance data from high-stakes tests are used.	As real-world examples of data and statistics, grade-level appropriate activities are designed so that students analyze performance data from past tests. Safe environments are created in which Black and Latino males discuss test data disaggregated by race and gender and talk about the implications *(for them as a group, for their schools, for their communities, for their individual trajectories, etc.).*
Staff uses expanded definitions of STEM success to identify and/or design rubrics to create lessons and assess student work.	Identify and/or design rubrics based upon 21st Century Learning Skills, e.g.: pilnetwork.blob.core.windows.net/public/21CLD%20Learning%20Activity%20Rubrics%202012.pdf Great Lakes Equity Center: A Lesson Rubric Equity Considerations in Effective STEM Instruction: lgdata.s3-website-us-east-1.amazonaws.com/docs/1765/764154/STEM-Equity_Lesson_Rubric.pdf

APPENDIX (STEM)

ACTION STEPS	EXAMPLES
Assess students' STEM interest and attitudes.	Massachusetts STEM Pipeline Fund—Tools for Assessing STEM interest: www.mass.edu/forinstitutions/prek16/documents/Student%20Interest%20Summary%20Report.pdf Young People's Project Survey Packet (which takes into account issues of relationships, family, community and race): www.typp.org
STEM college readiness benchmarks used to assess students' academic progress and to determine the supports they need along their learning trajectories.	Staff, students, family, and school partners are engaged in a process of identifying, determining, and/or communicating STEM benchmarks leading to college readiness. Students develop portfolios that reflect their STEM learning progress with respect to agreed-upon benchmarks.

PARENT/FAMILY/COMMUNITY PARTNERSHIP

ACTION STEPS	EXAMPLES
Parents, families, and community partners are considered to be a part of the learning community.	Parents, families, and community resources are invited to be a part of discussions about STEM performance data, curriculum, and instruction. Workshops are provided to parents and families about STEM – what it is, how it is a part of their lives, why STEM competency is important for them as well as the students, what culturally responsive STEM teaching and learning looks like, how they can access and use data to be advocates for STEM education tailored to the needs and assets of young men of color, and finding STEM afterschool and summer programs, among other possibilities. Schools work with community partners to provide STEM content opportunities, such as math circles, using technology. Parents and families are surveyed to learn about their STEM backgrounds, as well as other assets that they might bring to the school. School residencies with artists and other cultural resources are organized around interdisciplinary investigations involving STEM.

APPENDIX

ACTION STEPS	EXAMPLES
Parents, families, and community partners are considered to be a part of the learning community.	STEM Ecosystems Report: www.noycefdn.org/documents/STEM_ECOSYS-TEMS_REPORT_140128.pdf
STEM activities organized for parents, families, and community partners.	Math nights; STEM exhibitions. Parents, families, and community partners are invited to student presentations of their work. Parents and families participate in visits to science museums.

CURRICULUM AND INSTRUCTION

ACTION STEPS	EXAMPLES
Staff provided with professional development supporting their content understanding—ideally, linked to pedagogy. Deep content understanding is critical to making meaningful connections to students' cultural backgrounds, interests, passions, etc. and to recognizing the complexity and sophistication of students' thinking, which is often missed if a teacher doesn't possess depth of content understanding.	Teachers deeply investigate the content they teach with the aim of bringing similar learning practices to their classrooms. Boston University PROMYS for Teachers: www.promys.org/pft/about University of Chicago SESAME program: www.math.uchicago.edu/sesame/overview.html Siemens STEM Institute: www.siemensstemacademy.com/index.cfm?event=showcontent&c=36 Engineering is Elementary (Curriculum and Professional Development), Boston Museum of Science: www.eie.org/eie-curriculum/what-professional-development American Museum of Natural History (NYC): www.nsbe.org/default.aspx

APPENDIX

ACTION STEPS	EXAMPLES
Staff familiar with professional STEM organizations, focused on students of color, and the programs they offer for pre-k through 12 students and teachers.	National Society of Black Engineers (NSBE): www.nsbe.org National Action Council for Minorities in Engineering (NACME): www.nacme.org Society for the Advancement of Chicanos and Native Americans in Science (SACNAS): www.sacnas.org Society of Hispanic Professional Engineers (SHPE): www.shpe.org Conference for African American Researchers in Mathematical Sciences (CAARMS): www.caarms.net
Staff provided with time and support to modify STEM lessons and activities so that they are culturally relevant (responsive, resonant, attuned), as well as to develop new lessons and activities.	Teachers use "lesson study" approach to develop and/or modify culturally responsive STEM lessons: www.tc.columbia.edu/lessonstudy/tools.html Teachers become familiar with STEAM (STEM + Arts): www.steam-notstem.com www.bridgesmathart.org www.rapgenius.com/Gza-science-genius-121212-speech-lyrics Teachers collaborate with STEM professionals and artists to develop STEAM lessons based upon Black and/or Latino arts/cultural traditions. Staff uses rubrics for culturally responsive STEM lesson development and reflection: mrospendasocialstudies215.wikispaces.com/file/view/55lessonplans.pdf STEM teaching and learning connected to traditions such as Rites of Passage and Griot (for example, via Hip-Hop). Resources and time provided to support project-based STEM learning using "real-world" investigations: www.gk12.org/resources/stem-activities-and-resources-for-k-12-teachers-and-students www.mathforamerica.org/teacher-resources/classroom/lessons

APPENDIX

ACTION STEPS	EXAMPLES
Students have access to advanced mathematics and science courses – Advanced Placement (AP), International Baccalaureate (IB) or University of Cambridge International Examinations.	Students are able to take courses onsite or at local colleges/universities.
Staff and students provided with opportunities to learn about and/or interact with contemporary STEM professionals of color.	Staff makes use of databases and resources. HistoryMakers: www.thehistorymakers.com/sciencemakers National Visionary Leadership Project: www.visionaryproject.org/videos Mathematicians of the African Diaspora: www.math.buffalo.edu/mad
Students provided with and/or made aware of opportunities to participate in afterschool, extended-day and/or summer STEM learning programs.	Yes, We Code: www.yeswecode.org STEAM + Computer Science: www.upliftdc.org Math Circles: www.mathcircles.org Young People's Project: www.typp.org Lego League: www.harlemjrfirstlegoleague.com Destination Imagination: www.destinationimagination.org Youth Digital Network: www.digitalyouthnetwork.org *Programs targeting girls of color:* Black Girls Code: www.blackgirlscode.com Girls Who Code: www.girlswhocode.com
Students encouraged to achieve at the highest levels and provided with the needed supports.	*Staff and students made aware of competitions, such as:* Lemelson-MIT InvenTeams: web.mit.edu/inventeams/about.html Mathematics Association of America's American Mathematics Competitions: web.mit.edu/inventeams/about.html Siemens Competition: www.siemens-foundation.org/en/about.htm For Inspiration and Recognition of Science and Technology (FIRST): www.usfirst.org Boosting Engineering Science and Technology (BEST): best.eng.auburn.edu

COSEBOC can help your School or School District to use the COSEBOC *Standards & Promising Practices for Schools Educating Boys of Color:*

assess what you do

develop a plan for change

create new policies and initiatives

provide Professional Development on innovative practices

For more information:

Ron Walker, Executive Director

50 Milk Street, 17th Floor

Boston, Massachusetts 02109

855.267.3262

www.coseboc.org • info@coseboc.org

COSEBOC

COALITION OF SCHOOLS EDUCATING BOYS OF COLOR

50 Milk Street, 17th Floor • Boston, MA 02109

Phone: 855-267-3262 • **Email:** Info@coseboc.org • **Web:** www.coseboc.org

This document was produced because of the generous support received
from the Open Society Foundations and the W.K.Kellogg Foundation.

Third Edition, November 2015