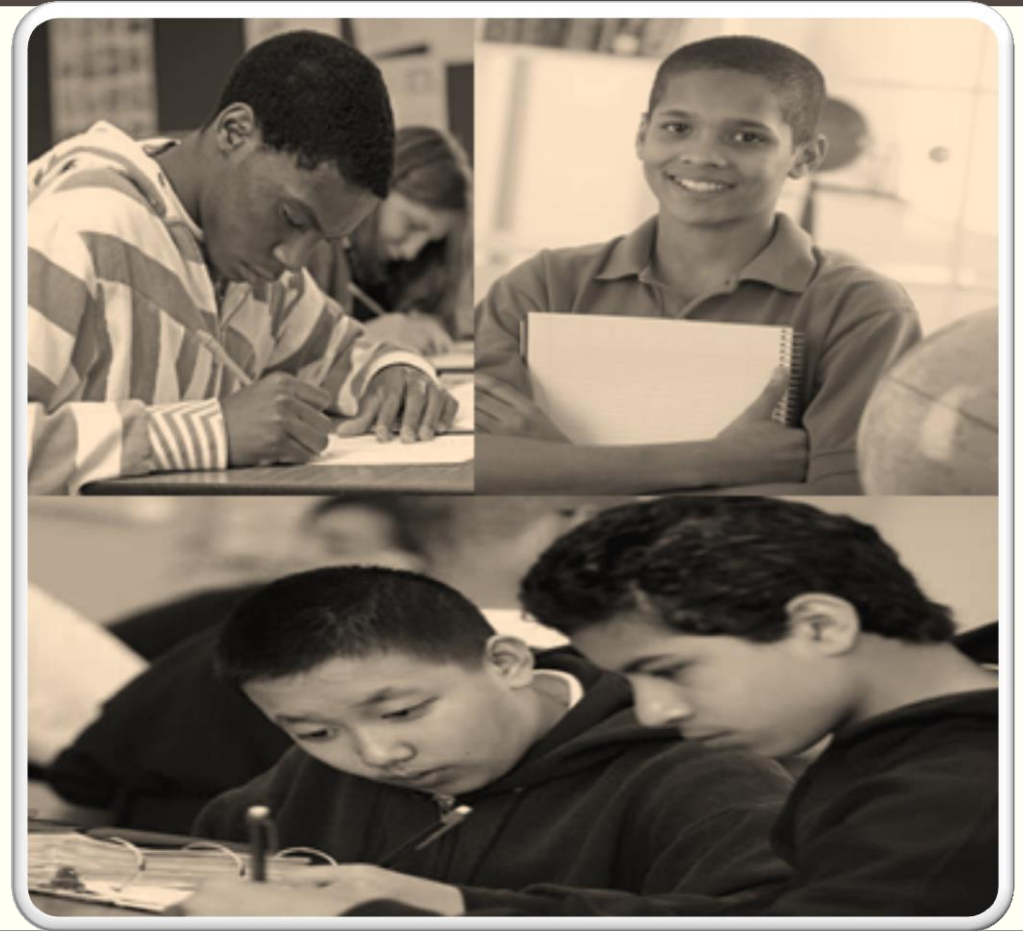


# **I Am My Brother's Keeper:** *Engaging Boys And Young Men Of Color*

Office of Diversity & Inclusion – Student Engagement Office  
Jefferson County Public Schools



# My Favorite Teacher

---

*Think about a teacher who inspired you, who encouraged you and/or who believed in you...*

- What qualities do you remember most about this teacher?
- **What made this teacher special?**
- How did this teacher inspire, encourage or believe in you?



# Today's Essential Questions

- ***Why*** do we need to engage our boys and young men of color?
- ***What*** are the barriers to their success?
- ***How*** do we open doorways to success? ***How*** can we build upon what we are already doing?



# Learning Intentions

---



*Through culturally responsive actions, we will improve the outcomes for our boys and young men of color.*

*We will understand that ...*

- **By acknowledging the critical issues facing our boys and young men of color, we are compelled to embrace a need for change in our schools and in our practice.**
- **Barriers exist that limit the access and opportunity for our boys and young men of color to succeed in our classrooms and schools.**
- **Community and relationship building are the foundations for engaging all students and creating a safe and responsive learning environment.**
- **Using culturally responsive teaching strategies, we can meet the diverse needs of our boys and young men of color.**



# Jefferson County, Colorado

- 4th largest county in the state
- **565,500 est. population**
- 773 square miles, 651 are unincorporated
- **Median home price: \$374,000**
- **Median household income: \$57,339**



# Jefferson County School District



- Over 86,000 students
- **14,000 employees (=11,000 FTE)**
- Students: 67% White, 25% Hispanic
- **155 schools: 88 elementary, 3 K-8, 17 middle, 17 high, 9 option, 18 charter, 1 online, 2 outdoor lab**
- Per pupil funding: \$7,237
- **Free/reduced lunch: 30%**
- 27 Title I schools: 21 elementary, 1 K-8, 1 middle, 2 high, 1 option, 1 charter

# Why Do We Need To Engage Our Boys And Young Men of Color?

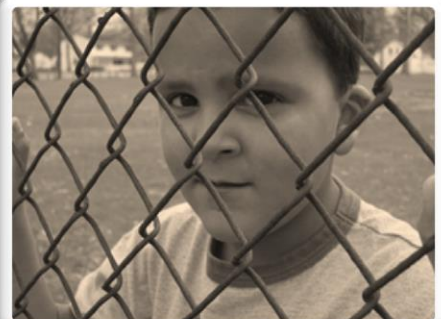


# Critical Issues

---

## Boys and Young Men of Color...

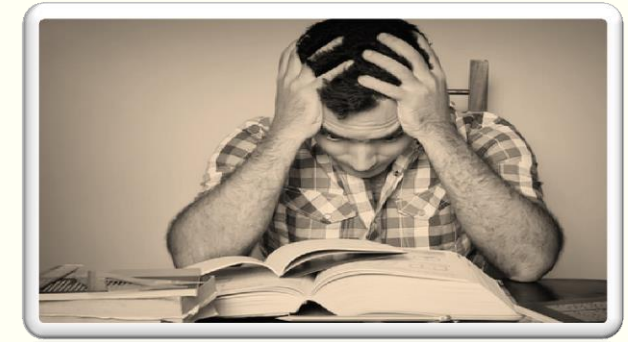
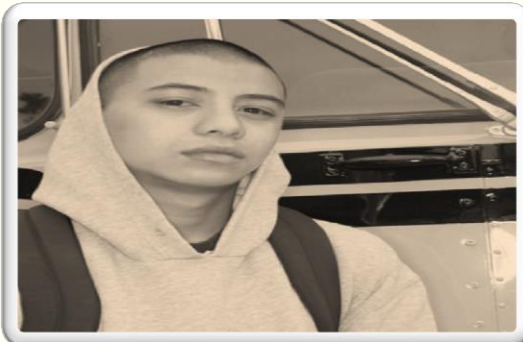
- have the highest rates of suspension and expulsion
- **face more punitive punishments for school infractions**
- are far more likely to be referred to the juvenile justice system
- **exhibit many early warning signs of dropping out of school**
- have limited exposure to career opportunities
- **have limited access to mentors, advocates or counselors**
- are disproportionately exposed to violence within their communities
- **often encounter teachers/staff who lack the cultural competency to work effectively with them**





# What The National Numbers Say

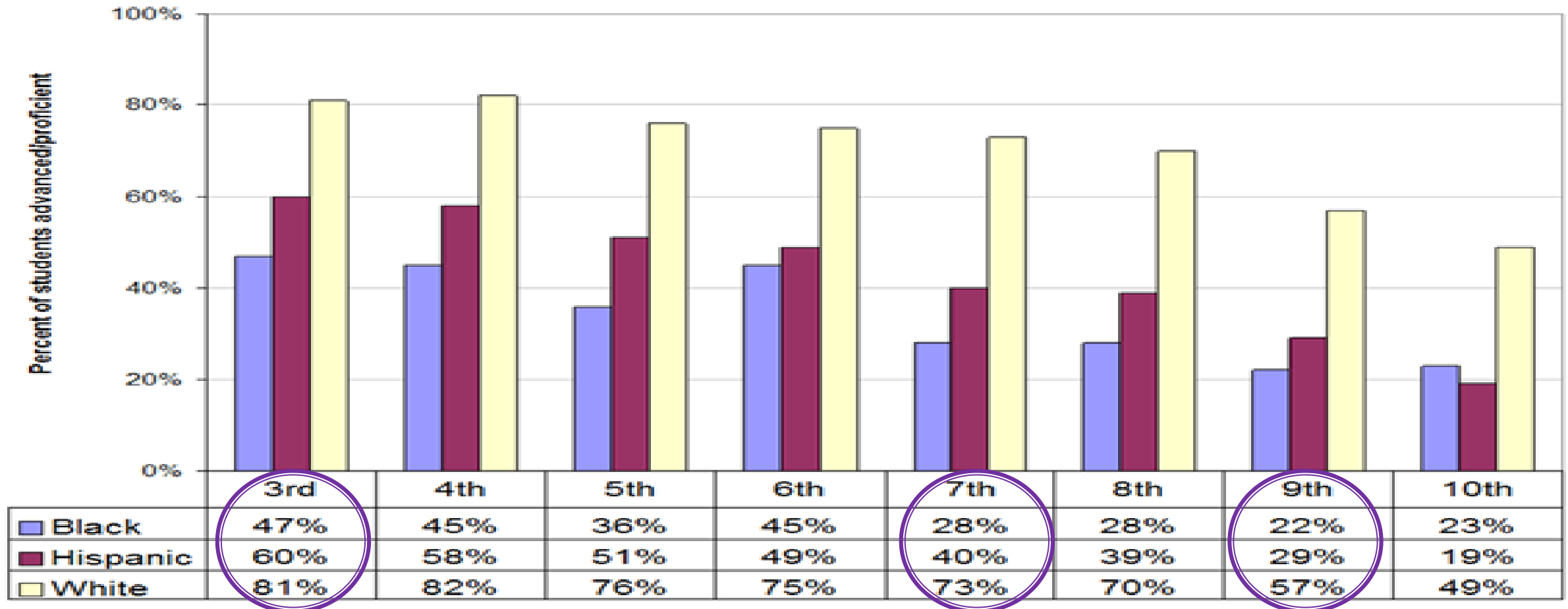
- **Only 3%** of the Gifted and Talented student population is Black or Hispanic.
- **Only 27%** of Black males in special education graduate from high school.
- **33%** of students suspended and expelled each year are Black or Hispanic males.
- **Less than 50%** of Black male students graduate from high school on time, **51%** - Native American and **68%** Hispanic.
- In 1920, **90%** of Blacks and Hispanics had their fathers present, in 1960, **80%** and currently **32%**.
- In 2008, **4.6 million** Black males had attended college, but only half graduated.
- **Only 11%** of Black males complete a Bachelor's degree.



# What the Numbers Say: Jeffco

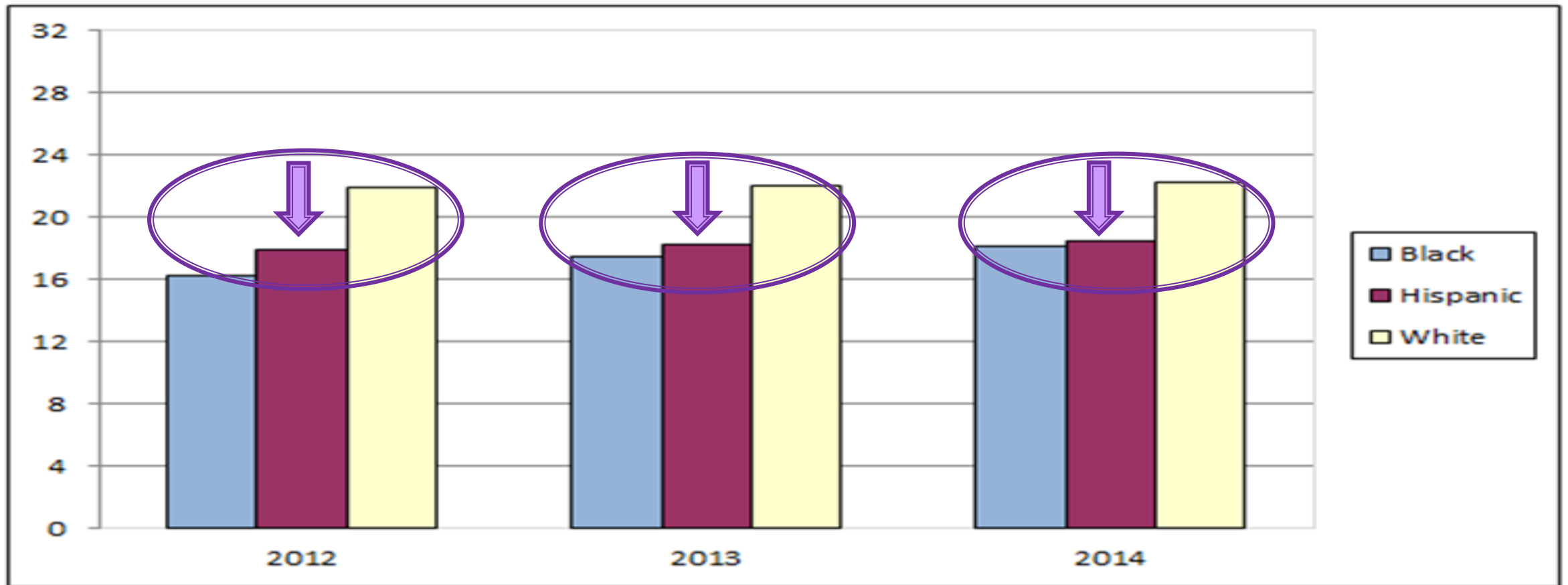
2014

Jeffco Comparison by Ethnicity - TCAP MATH



# What the Numbers Say: Jeffco

**Jeffco Colorado ACT Composite Scores Comparison By Ethnicity  
2012, 2013, 2014**



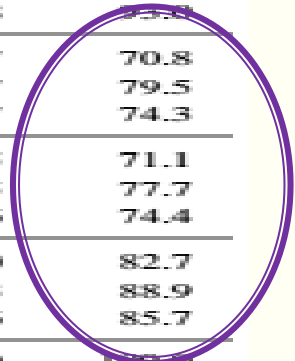
# What the Numbers Say: Jeffco



## Graduation Rates By Ethnicity and Gender By School

<u>Total District Rates</u>		2013 – 2014			<u>12-13</u>	<u>13-14</u>
American Indian/Alaskan Na					70.0	69.2
					67.7	87.5
					68.9	76.2
As					93.2	90.1
					94.4	95.8
Black/African Ameri					93.8	93.8
					70.7	70.8
					71.7	79.5
					66.7	74.3
Hispanic/Lat					64.5	71.1
					77.5	77.7
					70.6	74.4
White	Male	79.0	79.9	81.0	81.0	82.7
	Female	86.0	86.5	89.2	88.3	88.9
	Total	82.5	83.1	85.0	84.6	85.7
*Native Hawaiian/Pacific Islander	Male	n/a	100.0	83.3	80.0	100.0
	Female	n/a	40.0	80.0	80.0	85.7
	Total	n/a	75.0	81.8	80.0	92.9
*Two or More Races	Male	n/a	84.7	74.1	74.4	75.0
	Female	n/a	86.7	87.1	85.6	85.9
	Total	n/a	85.7	81.3	80.4	80.3
District Total	Male	74.1	76.0	76.8	77.3	79.8
	Female	82.3	82.4	86.2	85.9	86.3
	Total	78.1	79.1	81.4	81.5	82.9

Black Male 70.8  
 Latino Male 71.1  
 White Male 82.7





# Critical Partners Reflection

---

*With a partner, discuss the following:*

- What is your *initial reaction* to the critical issues and data presented?
- Where can you make the *most impact* for our boys and young men of color?



# What Are Some Of The Barriers Standing In The Way?



# Barriers To Success

---

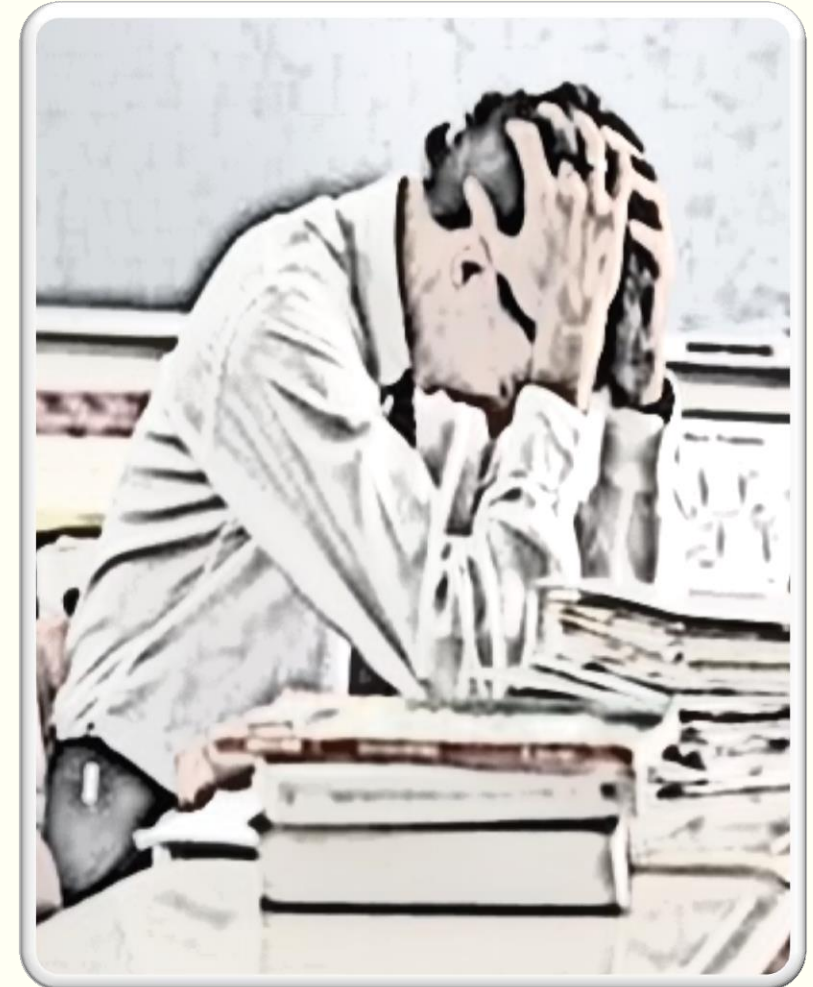
- School Leadership Issues
- Motivation and Student Identity Issues
- Curriculum Focus Issues
- Learning Process Issues
- Cultural Issues
- Teacher Perception Issues



# School Leadership Issues

## Indicators:

- Disconnect between school personnel and male students of color
- **Lack of understanding of the lives and socialization of male students of color**
- Lack of appropriate role models and opportunities for male students of color
- **Lack of cultural sensitivity among staff**





# Motivation And Student Identity Issues



## Indicators:

- Lack of student motivation and confidence among male students of color
- **Lack of appropriate role models and mentors for male students of color struggling with motivation and identity issues**
- Influences from peer groups that outweigh parent and teacher recommendations

# Curriculum Focus Issues

---

## Indicators:

- Disproportionate number of male students of color in special education classes
- **Lack of rigor, relevance and high expectations for male students of color**
- Lack of text (both fiction and non-fiction) that reflects the identity, experience and needs of male students of color



# Learning Process Issues

## Indicators

- Inconsistency in selecting appropriate strategies that value the experiences and knowledge that male students of color bring to school
- **Inconsistent use of brain-based research about learning styles to inform instruction of male students of color**
- Disconnect between student language and academic language



# Cultural Issues

---

## Indicators:

- Underutilization of adults for academic support of students outside of instruction
- **Lack of welcoming, pleasant learning environment**
- Lack of opportunities for students to connect with community to have a sense of belonging
- **Students are distracted from academics due to pressures of family survival**





# Teacher Perception Issues



## Indicators:

- Inequitable discipline between and among faculty/staff
- **Lack of understanding of cultural norms**
- Use of racial/cultural/gender stereotypes

Reference: *Strategies for Improving Instruction for Black and Hispanic Male Students*, 2008

# How Do We Open Doorways To Success?



# Culturally Responsive Teaching Defined

Teaching that fully appreciate the *identity, experiences* and *cultural stories* of our students, colleagues, community, and selves in order to *open doorways* and *confront barriers* to educational success.



# Culturally Responsive Teaching

*Teaching/Leading/Working in such a way that ...*

- More of our students
  - **Across more of their differences**
    - Achieve at a higher level and engage at a deeper level
      - **More of the time**

*Without giving up who they are.*

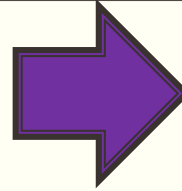




# CRT Principles & CRT Strategies

1

Students are affirmed in their cultural connections.  
*Kids get it that we get them.*



**Engagement Strategies**

2

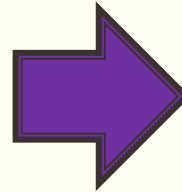
Teacher is personally inviting.  
*Kids get it that we like them.*



**Relationship Strategies**

3

Learning environments are physically and culturally inviting.  
*School looks and feels like them.*



**Responsive Learning Environments**

4

Students are reinforced for academic development.  
*Catching the kids being smart.*

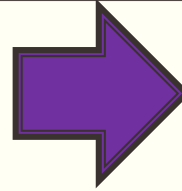


**Strategies for Increasing Academic Rigor**

# CRT Principles & CRT Strategies

5

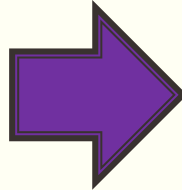
Instructional changes are made to accommodate differences in learners.  
*Singing harmony to your students' music.*



**Differentiation Strategies**

6

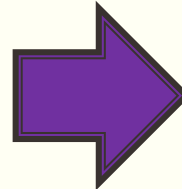
Classroom is managed with firm, consistent and caring control.  
*Discipline is restorative rather than punitive.*



**Classroom Management Strategies**

7

Learning environments stress collectivity as well as individuality.  
*We learn together and we learn alone.*



**Cooperative/Collaborative Learning Strategies**

# Engagement Strategies

1

Students are affirmed in their cultural connections.

*Kids get it that we get them.*

- Meaningful engagement begins with the *identity* of students being honored and welcomed into the learning environment. Engagement occurs when students are *interested, involved, invested* and *interacting*.
- Pathways to student engagement include: *intellectual, emotional, behavioral, physical, social and cultural*.

- *Let students tell their story:*
  - *I Am Poems & Nameplates Plus*
- *Connect to the cultures and identities of your students:*
  - *“Find the Hook”*
- *Provide several opportunities during the day for physical activities:*
  - *“The Classroom Shuffle” – Find someone in the room who...*



# Relationship Strategies

2

Teacher is personally inviting.  
*Kids get it that we like them.*

- This is the bond that exists between *teacher and student*. In the best-case scenario, relationships based on *trust and mutual respect*. Each party cares about the other, enjoys interacting with the other and is sensitive to the specific needs of the other.
- A positive relationship between teacher and student is necessary for students to feel a *connection with school* and *sense of belonging*.

- ***Use a welcoming teacher stance:***
  - smile, tone, body language, inclusive language, proximity
- ***Learn names, use names:***
  - Greet students as they enter classroom
  - Nametags/nameplates plus
- ***Learn more about students and families:***
  - Invite students to share stories
  - Learn students' passions and interests



# Responsive Learning Environment

3

Learning environments are physically and culturally inviting.  
*School looks and feels like them.*

- **Create a print-rich environment:**
  - (70 – 30: 70% student produced)
- **Display student work:**
  - Not just “A” or perfect work
- **Use culturally relevant materials**
  - Libraries
  - Bulletin Boards
  - Mentor Texts, Read-alouds



- A responsive classroom creates a **shared learning environment** so students **see themselves and their cultures** respectfully reflected in pictures, displays, instructional materials and books.
- The physical layout of room provides for **collaboration** and **engagement**.
  - Furniture is arranged in a way that provides spaces for students to **work independently, with a partner, in a small group or gather as a whole class**.
  - Space is designed in a way that is **accessible** to people of every age and ability (also known as Universal Design).



# Strategies For Academic Rigor

4

Students are reinforced for academic development.

*Catching the kids being smart.*

- Academic rigor is the *set of standards and expectations* we set for our students. It occurs when we provide *multiple opportunities* for our students to demonstrate not only content mastery but *applied skills* and *critical thinking*.
- Academic rigor occurs *in three different phases* of the educational process:
  - Setting standards and expectations
  - Promoting and supporting academic achievement
  - Validating student demonstration of achievement

- *Encourage students to think critically by analyzing and synthesizing information and for viewing situations from multiple perspectives.*
- *Ask higher-level, thought-provoking and/or depth of knowledge (DOK) questions of all students.*
- *Model the use of academic language and the use of different language registers.*



# Differentiation Strategies

5

Instructional changes are made to accommodate differences in learners.  
*Singing harmony to your students' music.*

- Differentiation means tailoring instruction to meet the *individual needs* of students. Teachers can differentiate at least four classroom elements based on student readiness, interest or learning profile:
  - **Content** – what the student needs to learn or how the student will get access to the information;
  - **Process** – activities in which the student engages in order to make sense of or master the content;
  - **Products** – culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit; and
  - **Learning Environment** – the way the classroom works and feels.

- *Recognize learning styles as strengths, adapt your methods and re-teach concepts in ways your students can best learn.*
- *Frequently use multi-option assignments.*
- *Use rubrics that match and extend students' varied skills levels.*



# Classroom Management

6

Classroom is managed with firm,  
consistent and caring control.  
*Discipline is restorative rather than  
punitive.*

- An approach to *running and managing classrooms* with all children in a *culturally responsive* way.
- It's a set of strategies or practices that guides the management decisions that teachers make considering the *students' backgrounds, rendering of social experiences, prior knowledge and learning styles* in daily lessons.
- *Collaboratively create clear expectations, routines and norms:*
  - Call and Response
  - Talking Sticks
- *Use positive behavior supports:*
  - Restorative Circles
  - Affective Statements and Feedback
- *Practice effective lesson design:*
  - Engagement & Relevance
  - Intentional & Purposeful



# Cooperative/Collaborative Learning Strategies

7

Learning environments stress collectivity as well as individuality.  
*We learn together and we learn alone.*

- Cooperative/collaborative learning is the *instructional use of small groups* so that students work together to *maximize* their own and each other's learning.
- The groups, comprised of students of different levels of ability, use a variety of learning activities to *improve their understanding* of a subject. Each member of a team is responsible not only for *learning what is taught* but also for *helping teammates learn*, thus creating an atmosphere of achievement.

- *Jigsaws: read, learn and teach.*
- *Roundtable: take turns answering questions or adding to the dialogue*
- *Numbered Heads Together: students put their heads together to answer a question or complete a task*





# Critical Steps For Teaching Boys And Young Men Of Color

---

- Build and nurture strong relationships.
- **Embrace and listen to their stories.**
- Make learning and school relevant. Engage them in the learning.
- **Help them to form a positive identity—take pride in who they are.**
- **Set clear expectations—every day and every way.**
- Challenge students to strive for excellence!
- **Talk about post-secondary readiness early.**
- Celebrate successes, big or small!
- **Believe that they can—Expect that they will!**





# Closure



# Critical Reflection

---

*Reflect on today's learning:*

- **What is new learning?**
- **What reaffirmed what you already knew?**
- **What questions might you still have?**
- **How might you share what you have learned with your colleagues?**



# Resources

---

- **Google Folder:**  
**<http://tinyurl.com/IAmMyBrotherTITLEI>**

# References

---

Banks, J. (2008). *An Introduction to Multicultural Education*. 4<sup>th</sup> ed.

Equity Alliance. (nd). *Culturally Responsive Teaching Matters!* <http://www.equityallianceatasu.org/>

FCPS (nd). *Culturally Responsive Instruction: A Key to Unlocking The Common Core Standards Curriculum*.

Gay, G. (2010). *Culturally Responsive Teaching: Theory, Research and Practice* (2nd ed.) New York, NY: Teachers College Press.

Hammond, Z. (2015). *Culturally Responsive Teaching & The Brain*. Thousand Oaks, CA: Corwin.

Hollie, S. (2015). *Journey To Responsiveness: Focus on Culture*. [www.culturallyresponsive.org](http://www.culturallyresponsive.org)

Hollie, S. (2012). *Culturally and Linguistically Responsive Teaching and Learning: Classroom Practices for Students Success*.

Howard, G. (2010). *As Diversity Grows, So Must We: Bringing Equity Alive in the Classroom*. [www.ghequityinstitute.com](http://www.ghequityinstitute.com)

Lindsey, R. B. (2012). *Equity*. R.B. Lindsey (Ed.). Thousand Oaks, CA: Corwin.

Linton, C., & Davis, B.M. (2013). *Equity 101: Culture*. Thousand Oaks, CA: Corwin.

Linton, C., & Davis, B.M. (2011). *Equity 101: The Equity Framework*. Thousand Oaks, CA: Corwin.

Metropolitan Center for Urban Education. (2008). *Culturally Responsive Differentiated Instructional Strategies*.

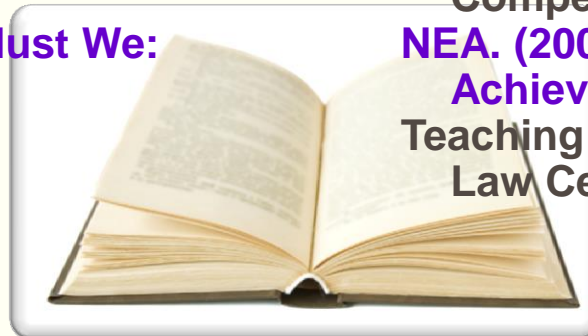
Metropolitan Center for Urban Education. (2008). *Culturally Responsive Classroom Management Strategies*.

NEA. (2014). *Our Diverse Learning Community: Living, Working, and Learning Together*.

NEA. (2014). *It's Not Just Good Teaching: Cultural Competence For Educators*.

NEA. (2005). *C.A.R.E.: Strategies for Closing the Achievement Gaps*.

Teaching Tolerance: A Project of the Southern Poverty Law Center. [www.tolerance.org](http://www.tolerance.org).



# **I Am My Brother's Keeper:** *Engaging Boys And Young Men Of Color*

Office of Diversity & Inclusion – Student Engagement Office  
Jefferson County Public Schools

