

NASSPE 5

The Fifth International Conference of
The National Association for Single Sex Public Education (NASSPE)

Friday, October 9, 2009, 6:30 – 9:00 PM:

Registration and Poster Session, Grand Ballroom. Many presenters have prepared posters describing their work; many will be on hand to meet attendees. This is a great chance to meet and mingle with other educators whose interests may be similar to yours. Light refreshments will be served.

Saturday, October 10:

Registration continues, 7:30 AM → 9:00 AM.

Continental Breakfast begins at 7:45 AM in the Grand Ballroom, servers will begin clearing tables at 8:45 AM.

Welcome: 9:00 AM: Professor Margaret M. Ferrara

General Session: 9:10 AM → 10:30 AM: Dr. Leonard Sax

First breakout session: 10:45 AM → 12 noon

Hot Buffet Lunch: Begins at 11:45 AM in the Grand Ballroom.

Second breakout session: 1:00 PM → 2:30 PM

Third breakout session: 2:45 PM → 4:00 PM

Sunday, October 11:

Continental Breakfast begins at 7:45 AM in the Grand Ballroom, servers will begin clearing tables at 8:45 AM.

Fourth breakout session: 9:00 AM → 10:30 AM

Fifth breakout session: 10:45 AM → 12 noon

Please don't forget to turn in your EVALUATION FORMS before you leave.

If you do take your evaluation form home with you, please fax it to us at 1-610-993-3139! We rely on your evaluations to make the conference better.

A bookstore will be available on Saturday from 10:30 AM to 4:30 PM, in the "Peachtree City" room near the Atrium. The bookstore is operated by the local Barnes & Noble (not by NASSPE) and is offered for your convenience.

General Session: Saturday, 9:00 AM → 10:30 AM

Margaret Ferrara, University of Nevada Reno
Leonard Sax, NASSPE

GRAND BALLROOM

Dr. Ferrara will open the conference. She will invite attendees to contribute to the next issue of *Advances in Gender and Education* (AGE). All attendees receive one complimentary copy of the first issue of the journal. Additional copies are available from NASSPE, www.singlesexschools.org. Information about submitting an article for publication in the next issue is available at www.drmmferrara.com, click on “Want to Publish” or send an e-mail to Professor Ferrara at ferrara@unr.edu.

Dr. Sax will then provide an overview of the conference. He will also answer the most common questions which *parents* have about single-sex education, such as:

- 1) “*The real world is coed. School should prepare kids for the real world. So shouldn’t school be coed?*”
- 2) “*Segregation is wrong. We wouldn’t put Black kids in one room and White kids in another, even if doing so were somehow known to improve academic achievement. So how can it be OK to put girls in one room and boys in another?*”
- 3) “*Doesn’t the single-sex format increase the likelihood of homosexuality?*”
- 4) “*I suppose I understand why single-sex education might be helpful for teenagers. Teenage hormones and all that. Putting **teenage** girls and boys in separate classrooms might decrease distractions. But my six-year-old son thinks girls have cooties. He’s not making teenage hormones yet. What’s the point of separating girls from boys before the onset of puberty?*”

At 10:30, we break out for the breakout sessions. You may attend any session you like. Please do not take up more than one chair, because we will need all available chairs!

- ◆ **Please read ALL program descriptions!**
- ◆ All sessions are listed in alphabetical order, by the last name of the first speaker.
- ◆ **No sessions will be repeated. No sessions will be recorded.**

Breakout Session #1: Saturday, 10:45 → 12 noon

Implementing a single-gender program at your school

David Chadwell, Coordinator of Single Gender Initiatives for the State of South Carolina
Columbia, South Carolina

GRAND BALLROOM

*David Chadwell is in his third year as the Coordinator for Single-Gender Initiatives for the State of South Carolina. He works with schools as they consider, design, and implement single-gender programs across the state. Currently there are over 170 programs in the state. Mr. Chadwell will share his experience with particular attention to the key ingredients for success in launching and assessing a single-gender program, as well as potential roadblocks to single-gender programs. Questions he will address include: Should I implement a single-gender program at my school? If so, how should it be structured and what are important legal considerations? How should I promote the program? What kind of support do teachers need? Mr. Chadwell will provide answers to these questions and any others that participants raise. He is also the author of the forthcoming book **A Gendered Choice: Designing and Implementing Single-Sex Programs and Schools** (Corwin Books, December 2009).*

Best Practice for Teaching Boys in Grades K-8

Dr. Joseph T. Cox and colleagues
The Haverford School
Haverford, Pennsylvania

DOGWOOD

The Haverford School is an all-boys school in suburban Philadelphia. In this presentation, faculty from the Lower and Middle Schools (grades PK-8) will share what they have learned about gender-specific and age-specific best practice. The discussion will be supplemented with film clips of best practices for teaching boys.

The Morehouse Mystique: lessons to develop Black males

Dr. John Eaves
Argosy University
Atlanta, Georgia

JASMINE

Morehouse College, as the only predominately Black, all-male college in the United States, has had a remarkable record of producing numerous African-American male students, who, as graduates, have provided outstanding leadership in American society. This presentation reviews how the unique institutional, social, and environmental factors at Morehouse College influence the development of students into aspiring leaders. Prominent themes such as students' personal backgrounds, school history, traditions and rituals; school programs and services, faculty-student relationships and expectations, peer relationships and brotherhood, and social relations will be presented along with their effects on African-American student development.

STAND UP TO LEARN!

And other quick, simple and effective strategies to help elementary school boys

Betsy Fallon and Jill Renn
Hardey Boys Prep
Chicago, Illinois

ATLANTA I/II

Jill Renn and Betsy Fallon have a combined 16 years' experience teaching all-boys elementary school classrooms. In this presentation, they will cover classroom management as well as ways to incorporate movement in to your curriculum. They will also offer suggestions for how to set up a "boy-friendly" environment. Don't miss this exciting opportunity to explore non-traditional approaches to enhance your elementary classroom.

Science Activities: Boys vs. Girls

Sara Franklin and Suzanne Wright
Jefferson Middle School
Springfield, Illinois

ATLANTA III/IV

In this presentation we will discuss how science activities can be modified for the two genders. We will present lesson plans we use for accomplishing specific learning outcomes with girls and boys. We will also provide strategies for each particular lesson.

Beating the Odds: Raising academic achievement of African-American males through culturally relevant literature, school- and community-based programs and technology

Monica Hooker
The B.E.S.T. Academy (all-boys school)
Atlanta, Georgia

MAGNOLIA

As more African American males experience challenges in closing the achievement gap, even more are being identified as having reading ability levels below grade level. The deficiency in the area of literacy and achievement is not due to inabilities of African American males, but is due to a need for changing the way schools instruct them. As the Reading Specialist at The B.E.S.T. Academy at Benjamin S. Carson in Atlanta, I will share my experiences in overcoming the challenges of engaging African American middle school males in literacy.

Saturday Morning

A Singularly Significant Success Story at Spann Elementary

Dr. Linda Karges-Bone, Charleston Southern University
Scott Bloom, Wanda Carroll-Williams, Shantae Gilliard, and Rene Jones
Spann Elementary School
Charleston, South Carolina

FAYETTEVILLE/RIVERDALE

During the 2008-2009 school year, Dr. Karges-Bone led a single gender inquiry group of teachers who were conducting a pilot study of single gender choice classes in ELA and Math in grades 2-5. The group completed an article as action research, summarizing the results of the test scores of the single gender treatment students as compared to the National Norm group. The presentation will highlight those results and the teachers' anecdotal experiences.

Boys to Men: A school-wide effort to build character in boys

Michael Fellin and Nicholas Kovacs
Neil McNeil High School (all-boys school)
Toronto, Ontario

JASMINE

The Search Institute has evolved the concept of the Developmental Assets: positive experiences and qualities that assist kids in their development and help them become healthy, caring and responsible adults. This presentation will explore a school-wide effort to use the Developmental Asset framework as a means of developing character in boys. It will also introduce participants to a global research project led by the Search Institute and specifically how our school has used a variety of action research methods to gather data and construct a school mission and learning plan to address at-risk behaviors among students.

Authentic Leadership and Personal Mastery Development in Girls

Shelley McClure and Sharon Klein
Queen Margaret's School (all-girls school)
Duncan, British Columbia

CHEROKEE ROSE

Journeying to the Hearts of Young Leaders: Personal Mastery in Girls[®] is a leadership program designed specifically for young women between the ages of fifteen and eighteen in an educational setting. The objective of the program is to encourage all young women to lead from where they stand[™] and to guide them in their authentic leadership journey while developing personal mastery skills. Participants in this workshop will learn how the program was implemented at Queen Margaret's School, an all-girls independent school in Duncan, British Columbia and why the five principles of personal mastery are foundational to a leadership program for young women. Along with this information, participants will briefly explore and engage in discussions from each module while participating in a world cafe.

ADHD? LD? Disabled or Mislabeled?: The urgent need for single sex classrooms

Dr. Kathleen Salyer
McLean, Virginia

GARDENIA

This presentation begins with a discussion of the origin of these labels during the era of "The Great Society" and the momentum of that time to make restitution to the disadvantaged. I will then cover the criteria used in the diagnosis of these disorders and will follow that with a discussion of the research on the validity of the measures used in assessing these conditions. This will be followed by a focus on the role of the teacher in the referral process, the strategies recommended and used in helping these children and the likely impact of this process as these children move through the school system and into adulthood. An emphasis will be placed on the potential of single-sex classrooms in providing more effective learning environments, particularly for boys.

Saturday Morning / Saturday Afternoon

Women in Engineering

Mark Wallace
High Point Regional High School
Sussex, New Jersey

AZALEA

Mr. Wallace will discuss how he got his course on women in engineering and technology up and running and the content of the program as well as the data that proves its success with high school girls.

Breakout Session #2: Saturday, 1:00 → 2:30 PM

The impact of single-sex education on the performance of public elementary school students

Dr. Katherine Bradley
Mercer University
Macon, Georgia

AZALEA

This presentation will focus on the findings of a quantitative research study that investigated single-sex education and its impact on academic achievement, discipline referral frequency and attendance for first and second grade public school students. Although first and second grade students were the focus of this research, this research will be of interest to any teacher or administrator who is seeking to identify instructional strategies that might positively impact student performance.

GEMS: Girls Engaged in Math and Science

Patrice Caldwell and Dyisha Taylor
Killian Elementary School
Columbia, South Carolina

ATLANTA I/II

During this session, teachers will receive a toolkit of best practices to enhance instruction and engage girls in single-gender classroom settings. Through the use of hands-on activities, technology-integrated lessons and quality questioning strategies, teachers can develop G.E.M.S. and create a classroom environment where girls excel in math and science. Teachers will receive lesson plans and activities utilizing the best tools to reach to students.

Putting It All Together: The “Nuts and Bolts” of Starting and Sustaining a Same Gender Educational Option in a Co-ed School

Skyles Calhoun, Principal
Woodbridge Middle School
Woodbridge, Virginia

COLLEGE PARK

After a full year of study prior to the decision to incorporate Same Gender Teams into our co-ed school, Woodbridge Middle School, in Prince William County, Virginia, is now in its third year of offering parents the option of placing students in same gender teams for instruction in the core areas of math, science, social studies, and language arts. This presentation will focus on the steps taken to implement the program, our ongoing efforts to sustain the program, and the successes we have seen as a result of our decision to incorporate same gender education as an educational option for parents.

Saturday, 1:00 → 2:30

***The Mother-Daughter Book Club:
Connecting mothers and daughters with books and with each other***

Brandy Caroway and Sara Jane Johnson
A. R. Rucker Middle School
Lancaster, South Carolina

MAGNOLIA

After seeing the success of single-gender classes at our school, we wanted to do more—we wanted to involve parents! So we decided to organize a mother-daughter book club, to foster reading in a time when students are reading less, and to foster better relationships between mothers and daughters. We will share our joint experience—as a literacy coach and guidance counselor—with the Mother-Daughter Book Club. Discussions about fictional characters can be a stepping stone for talking about real issues girls are facing. We will share our process—from book selection and ideas for “getting to know you” to literacy enrichment activities and funding.

Best Practice for Teaching Boys in Grades 9 – 12

Dr. Joseph T. Cox and colleagues
The Haverford School (all-boys school)
Haverford, Pennsylvania

DOGWOOD

The Haverford School is an all-boys school in suburban Philadelphia. In this presentation, faculty from the Upper School (grades 9-12) will share what they have learned about gender-specific and age-specific best practice. The discussion will be supplemented with film clips and pictures of best practices for teaching boys.

The Quest for the Male Soul

Dr. Miguel David Gelpi
Fordham Prep (all-boys school)
Bronx, New York

JASMINE

*Dr. Gelpi will describe his course **The Quest for the Male Soul**. The course is a popular full year elective course that allows high school boys the opportunity to explore what it means to be a man in a post-modern world: spiritual, brave, self-restrained, and dignified. The presentation will cover the themes addressed in the course: spirituality, myths, archetypes, gender, sexuality and intimacy, pornography, relationships and fatherhood.*

Competitive Sport: A Viable Option to Re-Engage High School Boys

Dr. Amy Giddings
Drexel University
Philadelphia, Pennsylvania

GARDENIA

This presentation will offer suggestions to parents, coaches, teachers, and administrators on ways in which competitive sport can re-engage unmotivated high school boys. Competitive sport in itself does not always provide boys the tools they need to become active and participatory citizens of the world. However, sport can be used as a vehicle to engage young men and provide them with the opportunity to develop life skills if designed properly. Coaches and administrators can and should specifically design sport programs to empower high school boys and allow for the development of their true potential.

Saturday, 1:00 → 2:30

Not a Roll of the Dice:

Launching and sustaining single-sex classrooms in Las Vegas

Maribel McAdory, Principal, Ruben P. Diaz Elementary School
Ariel Villalobos, Principal, Manuel J. Cortez Elementary School
Las Vegas, Nevada

ATLANTA BALLROOM III/IV

We will share our step-by-step experience with the implementation of single-gender classes in grades 1 through 5. We will address how we developed the instructional environment and school culture necessary for the support that facilitated the success of the first school-wide public elementary school single-gender classrooms in the nation's fifth largest school district. We will present data demonstrating that the program has had a positive impact on students. For examples, discipline referrals at the 5th grade level have been less than 1% of the students at that grade level. Our schools have been used as models for other elementary schools in Las Vegas which are contemplating the implementation of a single-gender program.

Journey to the Heart of Young Leaders: Personal Mastery in Girls

Shelley McClure & Sharon Klein
Queen Margaret's School (all-girls school)
Duncan, British Columbia

CHEROKEE ROSE

This session will build on our morning session, providing a more comprehensive overview of effective strategies for a female-centered leadership program. Participants will be introduced to a curriculum specifically designed for girls between fifteen and eighteen years of age. Suggestions for implementing this or a similar program will be presented, including teaching strategies and activities which were effective. Participants will also explore content activities from each module while learning how to integrate self-reflection, journaling, one-on-one coaching and self directed learning into a pedagogical learning environment.

Class Swap: What Happens When Single Sex Classes Swap Teachers for a Week?

Dr. James Studer, Principal
Desert Heights Elementary School
Reno, Nevada

FAYETTEVILLE/RIVERDALE

Singles sex classes at kindergarten, fifth, and sixth grade levels swap teachers for one week to see what differences the teachers and students notice. Anecdotal information will be presented regarding the experience from the teachers' and the students' experiences.

What's So Special About Special Ed for Boys of Color?

Benjamin Wright, Superintendent for Alternative Education
Philadelphia Public Schools
Philadelphia, Pennsylvania

GRAND BALLROOM

I was just wondering: have you passed by a classroom inside of an urban school that has been set aside for students with special needs? Have you been inside of schools that are called special needs schools, or even better yet, have you visited any alternative discipline schools in an urban setting? If you answered "yes" to any of these questions, then I have another: Did you notice the commonality between all of them, and if you did not, this presentation is for you. Boys of color are overrepresented in most of these programs and usually they all have been diagnosed with some kind of disability. The question that we beg to ask and answer is what is so special about the boys enrolled in these classes or the schools? We can change the specialty should we choose to, so let's take a look at a solution regarding boys of color in special education. Do you have the courage?

Breakout Session #3: Saturday, 2:45 PM → 4:00 PM

Turning Anecdotes Into Data

Dr. Margaret Ferrara
University of Nevada Reno
Reno, Nevada

GARDENIA

You are ready to begin a single-sex classroom but you want to know whether the innovation makes a difference. What do you do? This presentation covers multiple data collection techniques to help you receive funding and approval from the district, your community, and beyond. Topics covered include the importance of finding an external evaluator; the value in teacher and student journaling; using resources that already exist in your school to collect data (preservice teachers, parents); and making your evaluation report press-worthy.

The Affirmative Development of Boys: A Practical Approach to Increasing Student Achievement

Curt Green, Principal
B.E.S.T. Academy (all-boys school)
Atlanta, Georgia

GRAND BALLROOM

This presentation will offer a closer look at the work of Edmund W. Gordon's notion of "affirmative development," which refers to the effort needed for developing intellectual competence and academic ability in black boys who are resource-deprived. This presentation focuses on developing a broad range of deliberate pedagogical, social and educational interventions to increase student achievement

Race and Gender Socialization Effects on Children's Self-Evaluation and Well-Being: Does the single-gender format change anything?

Rachel Harjes
Columbia, South Carolina

AZALEA

This study tested whether gender socialization (the process by which children learn what society expects of them as boys and girls) could help explain race-by-gender differences in childhood outcomes including depression and conduct disorder. The study also assessed whether students in single-gender classes would report lower levels of stereotypes that would be linked to more adaptive outcomes. These class comparisons reflect data from African-American and European American 4th- and 5th-graders, aged 9 to 12, who were enrolled either in single-gender or in mixed-gender classrooms.

Math on the Brain: Teaching Strategies for Boys and Girls

Elizabeth Heins, Kathy Piechura, and Mercedes Tichenor
Stetson University
Deland, Florida

MAGNOLIA

How do teachers design effective math instruction for girls and boys? Are there different strategies and methods for working with boys and girls in math classrooms? Our professional development school is a local neighborhood elementary school serving a diverse community. This presentation will address these questions about math pedagogy by reviewing the outcomes from our girls' classrooms, and our boys' classrooms, over the past five years, with attention paid to which strategies have worked best with girls, and which have worked best with boys.

Saturday, 2:45 → 4:00

***The Consequences of Erosion of the Male Role in Native American Populations:
The Serious Case of Alaska Native Males***

Dr. Judith Kleinfeld, Director, Boys Project
University of Alaska Fairbanks
Fairbanks, Alaska

COLLEGE PARK

The erosion of the traditional male role among Alaska Natives has led to a dramatic decrease in male economic activity and a dramatic increase in drinking, suicide, violence, child abuse, and other social problems. College attendance is low among Alaska Native males while college graduation, urban migration, and labor force participation is soaring among Alaska Native females. This session examines the reasons for the collapse of the traditional male role and the loss of purpose and direction among Alaska Native males. While an extreme case, the Alaska Native situation is a cautionary tale for other societies.

Read a-WHAT?! Effective Strategies for Engaging Boys in Read Alouds

Caitlin McKenzie
TWO Academies at Dent Middle School
Columbia, South Carolina

ATLANTA I/II

In this session, participants will engage in strategies designed to engage boys in read alouds. First, various texts will be examined that serve as effective read aloud selections. Next, participants will explore a variety of activities that accompany read aloud selections. These include: character senses maps, Post-It and Pass-It note taking, vocabulary vocals, character-voice read alouds, tableaux, conflict comics, and mental movie creations. Finally, the art of reading aloud will be discussed – with emphasis on performance techniques and structure.

“I Like to Read”: Best practice for the all-boys elementary classroom

Jodi Notch and Jane Kinkel
Ruben P. Diaz Elementary School
Las Vegas, Nevada

DOGWOOD

We will share both our management and instructional strategies for student success in the all-boys classroom. 85% of our boys say they enjoy reading; 90% say that they enjoy school! We will discuss the importance of lesson pacing, student movement and competition in the all-boys classroom and share examples of how we integrate those strategies into our standards-based instruction. We will also share practical strategies for teaching the “Tough Student” in the boys’ classroom.

Burps, Farts, and Snot: Teaching chemistry to middle-school boys

Beth Roueché
Langston Charter Middle School
Greenville, South Carolina

ATLANTA III/IV

I will share practical strategies I have used to make a middle school science classroom engaging. Boys are motivated to study human body systems and chemistry. The discussion of gross items being discussed in a biological sense naturally piques the males’ curiosity. Farts and poop as well as snot are all discussed in how the different body systems are related. Edible “poop” is created and a burping contest ends this lesson. The discussion of HOW the burp and the fart cannot be the same gas and WHY is presented. This session will include a hands-on lab as well as lesson plans for other topics. A list of science strategies used for different topics will be given to differentiate the topics in science by gender. You will leave this session with a sample from a quick lesson, lesson plans for other activities, as well as tips to differentiate different lessons for boys (and girls).

Saturday, 2:45 → 4:00

Classroom Design for Movement and Unorthodox Best Practices

Billy Rook and Joan Smith-Stuard
Hope High School
Hope, Arkansas

JASMINE

Single gender classes helped to bring a minority rural high school in sixth year school improvement to within 0.4% of making AYP. Gender-specific social science and language arts strategies, including classroom design to allow movement for boys and unorthodox best practices for teaching single gender boys and girls in America's Choice Ramp-Up, Pre-AP, and regular classes.

Building Resilience in Boys One Habit at a Time

John Taylor, Principal
Green Tech High Charter School (all-boys school)
Albany, New York

CHEROKEE ROSE

In this presentation, Mr. Taylor will present research on the impact of resiliency (or the lack thereof) on student performance in under-resourced schools. He will explain the steps required to change bad habits to good habits.

Evaluating Single-Sex Classrooms: Community collaboration and campus connections

Dr. Debra Yates & Stephanie Burke
The College of Idaho
Caldwell, Idaho

FAYETTEVILLE/RIVERDALE

When a local elementary school in rural Idaho began single-sex classrooms three years ago, they approached the Education Department at The College of Idaho to help them evaluate and review their program. This session focuses on the partnership that resulted. Research questions included: Why did the school decide to adopt single-sex classrooms in some grades? What are the various teaching strategies used? How, if at all, do they differ? What drives instruction in boys' classes and girls' classes? And ultimately, are single-sex classes effective? Multiple methods of assessments were used, including personal interviews; audio and video-taped focus group meetings; classroom observation; an anonymous survey instrument; and other methods. Attendees will receive sample interview guides, survey strategies, and a parent information pamphlet.

Breakout Session #4: Sunday, 9 AM → 10:30 AM

"I Love Math": Best practice for the all-girls elementary classroom

Michelle Basolo and Nina Williams-Carrol
Ruben P. Diaz Elementary School
Las Vegas, Nevada

FAYETTEVILLE/RIVERDALE

We will share our initial surprises, adjustments, and the practical strategies we developed for classroom management and student success in our all-girls classroom. We will also take a look at the "atypical" girl in the gender-based classroom, as well as consider male teachers in the all-girls classroom. We will share our research and data regarding student achievement and interest, specifically within the areas of math and science. 92% of our girls say that they enjoy math; 30% of our girls say math and science are their favorite subjects.

Sunday, 9:00 AM → 10:30 AM

Stand Up For Learning

Abby Brown
Marine Elementary School
Stillwater, Minnesota

MAGNOLIA

“Stand Up for Learning” is a result of collaboration among educators, businesses, and community members. This project began in Stillwater, Minnesota, and the word is quickly spreading around the country. Research is now underway to determine to what extent ‘standing work stations’ and adjustable-height stools have on improved focus, academic achievement, and wellness for students. At the onset of the project, no student-adjustable height desks were on the market. The AlphaBetter™ Adjustable Student Desk was designed to meet the needs of young people in the classroom. Our vision is that all students should have a ‘standing’ option while learning. The feedback from children in grades 3 to 6 has been overwhelmingly positive.

Are You More Effective Teaching Girls? Or Boys? Or Both?

Dr. Margaret Ferrara, University of Nevada Reno
Dr. Peter J. Ferrara, Multiple Perspectives About Teaching (MPAT)
Reno, Nevada

GRAND BALLROOM

The study of single sex education has unraveled several variables that help a teacher use environmental, learning, and social strategies that are effective with boys or girls or both boys and girls. But suppose that the teacher is not a good match for these strategies? In other words: are there teaching styles that are more aligned with boys or with girls? And do teachers who say, “I want to teach boys because that matches my teaching style” truly aware of their own teaching style? The purpose of this presentation is to provide participants with a close look at teacher reports on their teaching preferences and how closely they predicted their teaching style for males and females vs. what research supports.

What to Do After Year I: How to grow your single-gender program

Dr. Jeffrey Geihs, Principal and Roy Detisch, Assistant Principal
Cheyenne High School
Las Vegas, Nevada

ATLANTA I/II

Cheyenne High School began offering single-gender classrooms in the 2003-2004 school year. Over the past six years, we have learned the hard way what works and what doesn't work in a large urban high school serving a diverse population. In this presentation, we will share what we have learned from our experience, in regard to growing the program the right way, expanding the single-gender format into a wider range of subjects, and promoting the program to parents and throughout the community.

What's Working in the Same Gender Classroom: Language Arts

Meagan Kennedy and Susan Rodriguez
Woodbridge Middle School
Woodbridge, Virginia

ATLANTA III/IV

We developed gender-specific strategies to foster independent learning and critical thinking in language arts. We will present examples of gender-friendly texts and reading strategies; competitions; read alouds; discipline techniques that help build relationships; assignments and assessments tailored to gender; and how we address students' role in school and in society, building model citizens.

Sunday, 9:00 AM → 10:30 AM

Gender-Specific Strategies: Social Studies

Dewayne McClary
Kingstree Junior High School
Kingstree, South Carolina

DOGWOOD

This presentation will provide participants with different strategies for boys and girls in 8th-grade social studies. This presentation will also include video clips which illustrate the examples. I will also discuss classroom management and the dangers of stereotyping. Since implementing this format, we have seen our scores improve on the state standardized test, and our discipline referrals have declined.

Classroom Management for XX and XY Chromosomes

Dr. Kathy Piechura, Stetson University
Elizabeth Albert, Lloyd Haines, Laurie LeMondie, and Kathleen Stevens
Woodward Avenue Elementary School
Deland, Florida

COLLEGE PARK

There is much in the literature about how the brains of girls and boys differ in important ways that impact learning. There are biological differences in perception, emotion and processing. There are maturational differences as well. By structuring classrooms to address these differences, single-gender pedagogy can have unique advantages for boys and girls and suggest a reduction in the number of males referred to special education classes. Gender-specific classroom management strategies as well as teaching the “hidden” curriculum to all-boys and all-girls classrooms will be addressed.

**The Beat of a Different Drummer:
Engaging girls and boys in music, in single-sex classrooms**

Adam Schultheis
Ruben P. Diaz Elementary School
Las Vegas, Nevada

CHEROKEE ROSE

Boys and girls are equally excited about music in the single-gender music classes at Diaz Elementary. Some of the strategies employed include: when presenting a concept to the girls’ class, the girls sit in a circle and a softer tone of voice is used without any audio enhancement. More one-on-one directions or conversation are used in the girls’ class than in the boys’ class. When presenting a concept in the boys’ class, the boys are usually seated in side-by-side rows, as opposed to the circle seating used in the girls’ class. The audio enhancement system is almost always used and a much louder voice is usually necessary when re-directing them. Movement/dance lessons for the boys usually involve group settings instead of partners.

**P.I.R.A.T.E.S.
People In Route to Achieving Terrific Educational Success**

Jennifer Smith and Danielle Watson
Bay Minette Intermediate School
Bay Minette, Alabama

GARDENIA

Our presentation will be a general overview of what an all-boys inclusion class looks, sounds and behaves like. We will share with our audience tips, procedures and sample lessons within this unique and successful teaching environment. Standardized testing results, attendance and discipline reports will be utilized within the presentation as well as a list of resources in order to share many successes and failures of this particular class. Miss Smith and Miss Watson have a unique experience with their class because of the diverse students who we shared for three years. Parent and student input will also be included.

Academic gains in single-sex classrooms in Arkansas in 2008-2009

Dr. Sandra Stotsky
University of Arkansas

JASMINE

We will present comparative information on gains in student scores in reading and mathematics in 2008-2009 in two Arkansas school districts that are piloting single-sex classrooms for the first or second year. We will compare the gain scores in single-sex classrooms with the gain scores in mixed classrooms in the same school in these two districts because the school offers both mixed and single-sex classes at the same grade level. We will also present information from surveys given in the late spring or early fall of 2009 to the teachers and principals in these two school districts and from informal interviews with a small number of boys and girls in these single-sex classrooms and with some parents, if possible. We will report on various aspects of single-sex schooling (e.g., behavioral differences from co-educational classrooms) that struck the teachers, principals, or parents as worth mentioning.

Breakout Session #5: Sunday, 10:45 AM → 12 noon

Empowering Black Males

Eric Brown, Principal
Killian Elementary School
Columbia, South Carolina

ATLANTA I/II

This session will focus on a systematic approach to address the unique needs of African American Males and their families using strategies directed at closing the achievement gap.

With the realization that what we have been doing has not worked, it is now time for us to do something different. It is time for us to take all of the knowledge that we have and put it to good use. It is now time for us as educators to say “enough is enough, I am no longer going to let our Black Males fail.” Whether you are Black, White, Latino or Asian doesn’t matter as much as the belief that you have to have that all Black males can learn. This presentation will provide educators with a framework for engaging Black males in the life of school and strategies related to teaching them.

Framing Productive Instruction for Young Urban Girls

Peggy Burks, Principal
Bhavna Shah and Karla Goins
Charity Adams Earley Academy for Girls
Dayton, Ohio

ATLANTA III/IV

This presentation will present a chronology of our school, which is an all-girls public elementary school in Dayton, Ohio. We will discuss elements we have found to be essential for positive behavior and learning outcomes for young urban girls. We shall also share insights of teachers and students who have journaled their practices and classroom experiences for the past four years.

Single Gender Extended Looping: For Improved Educational/Behavioral Outcomes, Sometimes “More Is Better”

Jeffrey Ferguson
Cunningham Elementary School
Waterloo, Iowa

GRAND BALLROOM

This presentation will include classroom experiences from five years of extended looping with boys in an all-boys classroom, in a public school serving a low-income, predominantly African-American community. I will also share our students’ scores on the standardized tests, as well as parental feedback. The success of our class was featured on ABC World News Tonight in April 2009.

Sunday, 10:45 AM → 12 noon

Building Community in an All-Girls Middle School

Dr. Vicki Garlock
Hanger Hall School for Girls
Asheville, North Carolina

JASMINE

*Hanger Hall School for Girls began in 1999 with 3 students. Today, there are 70 girls in 6th-8th grade. Academics are central to the educational process, but significant attention is also given to the socio-emotional development of these girls. This presentation will provide a glimpse into the many ways in which Hanger Hall establishes a sense of community at the school. Ritual, balance, group problem-solving, reflection, and travel all play an important role in this process. Specific practices and the connection to developmental theory will be discussed. Many of the techniques are easily adapted to other schools and even other age groups. Dr. Garlock is co-author of the book **A Precious Window of Time: a manual for teaching and nurturing middle school girls**.*

Where are the boys? Closing the gender gap in second language learning

Maria Gauthier
Ontario Institute for Studies in Education (OISE) / Upper Canada College
Toronto, Ontario

CHEROKEE ROSE

This workshop will discuss some of the challenges facing teaching a second language to boys. Many English speaking countries world-wide are struggling with keeping their boys interested in language learning, which continues to be dominated by girls. This presentation will examine some of the reasons for these gender differences (biological, cognitive, affective, societal, pedagogical) and propose boy-friendly approaches for keeping boys engaged in their language studies.

Just don't Say S-E-X!

How to Sell and Implement Single-Sex Classrooms in a Conservative, Rural School District

Robin Gilbert, Principal
Middleton Heights Elementary School
Middleton, Idaho

FAYETTEVILLE/RIVERDALE

In this presentation we will discuss the process by which the school undertook single-sex classrooms. We will share practical strategies for obtaining Superintendent and Board approval as well as our journey for growing partnerships and parental support. We will also share our underlying educational beliefs, original academic goals and future expectations for single-sex classes. Participants will hear about instructional strategies that work, as well as the challenges faced by administrators, staff, and students as single-sex classrooms thrive. We will walk through the steps used to create an environment that meets the needs of boys as learners, allowing them the freedom to be themselves and the encouragement to succeed –while still providing standards-based rigorous instruction and assessments for all students. We will also share how we have set up and conducted our mandatory two year evaluation.

Sunday, 10:45 AM → 12 noon

Integrating Thematic Instruction in Single-Gender Classes

Jon Jones and Kim Radocy
Lowman Elementary School
Las Vegas, Nevada

COLLEGE PARK

We implemented Highly Effective Teaching (HET) in kindergarten, first, and second grades. During the planning for HET, the teachers of single-gender classes realized that they would also need to incorporate activities and classroom management strategies that would best facilitate learning for boys and for girls respectively. This presentation will provide a description of the school demographics, as well as the research and planning for HET with an emphasis on the work of the teachers of single-gender classes. Participants will be given copies of sample lesson plans for both boys' and girls' classes. Additionally, participants will receive a list of resources for HET.

Making Writing Jazzy & Hip for Boys in K-5

Denise Scott
Clemmie Ross James Elementary School
Tampa, Florida

MAGNOLIA

This presentation will offer strategies tailored for boy's interests and learning style. You will learn how to help boys develop authentic purposeful writing that help boys pursue their interests, gather information to be competent, and honor their love for action, power, and humor. Strategies to help boys on state writing assessments will also be addressed. This presentation will give you a compendium of practical writing activities and strategies that you can use in your K-5 classroom.

Bridging the Gaps: Incorporating race, class, gender and culture in disproportionality work to enhance achievement

Dr. Mary Spence and Larry Simpson
Ann Arbor Public Schools
Ann Arbor, Michigan

DOGWOOD

The Ann Arbor school district includes a diverse community of learners, with 45% of students representing a minority group, 19% of students in Title I schools and 93 different native languages used by the students. Additionally, boys are overrepresented in many Special Education eligibilities and in our disciplinary data. The presentation will provide attendees with a review of our efforts to address the Achievement Gap using strategies aligned with Equity work and Disproportionality so far and our plans to incorporate key demographic variables known to impact achievement and school climate. Audience participation and discussion will be encouraged, along with the encouragement of post-conference collaboration with other school districts who wish to implement a similar strategic model of addressing achievement gap issues.

Gender-Specific Observations: Mathematics

Jeremy Williams
Merrillville Intermediate School
Merrillville, Indiana

GARDENIA

As a teacher of inquiry-based mathematics, which focuses on student conceptual understanding of mathematic before learning traditional algorithms, I was faced with some unique challenges when implementing a single-sex pilot in which I would teach an all-boys math class, an all-girls math class, and a co-ed math class. This presentation will chronicle the struggles and successes in teaching inquiry-based math in an all-boys setting and an all-girls setting. Also, the presentation will include comparisons between the three classes (all-boys, all-girls, and coed) in the same day for an entire school year.