Time and Money Well Spent?
Getting Focused on PD for Equity

BUILD
6-10-15

Dr. Sharon Ritchie
When your practice isn’t working for boys of color, it isn’t working.
“Exiled” “Isolated”
Unseen
Overly represented in discipline, suspension, retention, drop-out and special education
Overlooked for their gifted and talented Potential
Drop Out Prevention Starts Early

We need an approach to the early school experiences of boys of color that ensures they know themselves as smart and capable and in a place where they belong.
Observations from the past 20 years...

- Inconsistent experiences
- Culture of silence
- Teacher control
- Arbitrary rules
CLASS: Emotional Support Across PreK-3

<table>
<thead>
<tr>
<th>Category</th>
<th>Pre K</th>
<th>K</th>
<th>1st Grade</th>
<th>2nd Grade</th>
<th>3rd Grade</th>
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<tbody>
<tr>
<td>Positive Climate</td>
<td>5.3</td>
<td>4.6</td>
<td>4.0</td>
<td>5.1</td>
<td>4.1</td>
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<tr>
<td>Negative Climate</td>
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<td>3.0</td>
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<td>Teacher Sensitivity</td>
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<td>4.3</td>
<td>4.6</td>
<td>3.5</td>
<td>2.9</td>
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<tr>
<td>Regard for Std Perspective</td>
<td>4.8</td>
<td>3.3</td>
<td>3.9</td>
<td>3.5</td>
<td>2.9</td>
</tr>
</tbody>
</table>
Self regulation cannot be developed when adults regulate behavior! Children need regular practice embedded in classroom context to help them:

- ignore distractions
- focus and attend
- delay gratification
- persist in challenging situations
- ask for help
- control emotions and express them appropriately

(McClelland, Acock, & Morrison, 2002).
Boys...and their chemical brain

* Pre-natal brains are bathed in androgens (predisposed for physical activity)
* Brain secretes less serotonin (controls impulsivity).
* Brain secretes less oxytocin (responsible for empathic responses)
* 5-7 daily spikes of testosterone (moods)
Changing Schools to be Responsive to Boys

* Resting brains of boys are sleeping
* Movement helps boys manage and relieve impulsive behavior
* Boys are emotionally vulnerable
EduSnap Data: Literacy Components by Grade Levels

- **Read To**
- **Whole Language**
- **Phonics**
- **Oral Language**
- **Vocabulary**
- **Compose**
- **Copy**

- **PreK**
- **Kindergarten**
- **1st**
- **2nd**
- **3rd**
- **School**

Percent of Day

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FirstSchool Instructional Practices for Achieving Equity

Culture of Caring
- Nurture Positive Relationships
- Strengthen Self-Efficacy & Racial/Cultural Identity
- Develop the Whole Child

Culture of Competence
- Prioritize Communication
- Promote Peer Interactions
- Develop Self-Regulation
- Encourage Independence

Culture of Excellence
- Balance Teaching Approaches
- Integrate & Balance Curriculum
- Build Higher-Order Thinking

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What can you do?

* Promote professional development about practices that perpetuate equity
  * Move from a deficit model to one in which the academic, cognitive, psychological, creative and cultural assets of children of color are honored.
* Developmental Science and Brain Research
* Environments that promote positive identity development
* Oral language and vocabulary development
* Transitions that support success
Our mandate
Be Nice

Let the Children Talk