

Gender Matters

October 2008

Single-Gender Initiatives
Office of Public School Choice
South Carolina Department of Education

Greetings Educators!

Single-gender initiatives continue to grow across the state. More schools are looking at ways to meet the needs of boys and girls. We are here to support your efforts. Our website (ed.sc.gov/sgi) contains resources, the on-line message board and recertification course and videos are available, and state-wide trainings are scheduled.



Marriah and I trying to visit as many schools with single-gender programs to provide support and answer questions. Thank you to all of you who have opened your classrooms for us to visit. We are compiling ideas to share with all of you.

As more schools look at starting a single-gender program, remember that all single-gender programs MUST be "COMPLETELY VOLUNTARY" according to the Federal Guidelines of 2006. This means that parents must be notified that their child will be in a single-gender class and is offered the opportunity to opt-out. A copy of the Federal Guidelines is posted on our website.

Please let us know how we can continue to serve you.

Enjoy,

David

Readers Digest Posted an Article on Single-Gender.

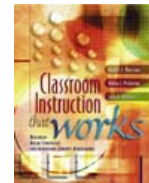
Reporter Carol Kaufmann visited South Carolina last year and planned on running a story in their printed magazine. That plan was changed, but the story finally appeared on-line this month. The link is below.

A Look at Single Sex Classrooms by Carol Kaufmann

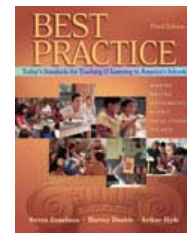
Single-sex classrooms are appearing in public schools all over the country. We get to the bottom of why single-gender education is becoming more and more popular.

<http://www.rd.com/your-america-inspiring-people-and-stories/a-look-at-single-sex-classrooms/article103568.html>

Book to Use



Classroom Instruction that Works by Robert Marzano provides research-based strategies for all classes. An invaluable resource. There is also a website with sample lessons: http://www.tltguide.ccsd.k12.co.us/instructional_tools/Strategies/Strategies.html



Best Practice by Steven Zemelman, Harvey Daniels, and Arthur Hyde, in its third edition, provides content based practices to support student learning.

Do you have titles that others should know about? Let me know.

The purpose of this newsletter is to inform educators about single-gender updates in the state, provide best-practice advice, spur collaboration, and announce professional development opportunities. I welcome your information and comments.

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From the Classroom

Ms. D. James of Latta Middle School starts each of her single-gender classes with a chant.

I use the chant as the start of class. When I ask "Are you tapping?" they are to yell "yes!" This means they have all their materials out, and are ready for the learning to begin. I developed the term from letters which describe what they are to have available at the start of class. After the chant, it's officially work time.

TAPP stands for:

- T - Textbook
- A - Agenda
- P - Paper
- P - Pencil

The chant goes:

Teacher (or student) ... Are you TAPPING?!
Students ... Yes!
Teacher (or student) ... 1, 2, 3, go!
Brrrr, its cold in here,
There must be some learning in the atmosphere.
I said Brrrr!
It's cold in here,
There must be some learning in the atmosphere!
We are 6th graders and we're ready to learn,
We are 6th graders and we make learning fun!



Storytelling Alice is a programming environment designed to motivate a broad spectrum of middle school students (particularly girls) to learn to program computers through creating short 3D animated movies. Alice 2.0 is designed for high school students. In Alice's interactive interface, students drag and drop graphic tiles to create a program, where the instructions correspond to standard statements in a production oriented programming language, such as Java, C++, and C#.

Question to Consider

Are you stereotyping students?

Stereotyping is a major concern surrounding single-gender schools and classes. The pink baskets, pillows, and wall decorations in the girls classroom and the boys classroom filled with footballs and baseballs. Having girls consistently color and boys moving around the classroom.

Certainly we want to make a comfortable learning environment for boys and girls, but that means all girls and all boys. We can't assume that all-girls like pink and that all-boys love football.

Suggestions

- Use interest inventories to get to know your students. This can include topics such as: hobbies, movies, food, music, and learning environment. Recently I saw a 2nd grade girls survey on learning environment and the question asked if the girls learned by moving and doing and 15 said yes and 6 said no.
- Provide all students with a variety of choices for learning the content and skills as well as choices for demonstrating master and their understanding.
- Present material in a variety of ways including visually, linguistically, logically, kinesthetically, etc. No one student or one gender learns in just one way, multiple formats are good for boys and girls.
- If you teach just boys or just girls, try to plan as a team so that you can share ideas.
- Take a moment and ask yourself, "Am I expanding opportunities or reinforcing stereotypes?" with every lesson plan.

Highlights from the National Conference on Single-Sex Public Schools

Two hundred educators from across the country gathered to discuss single-sex schools. South Carolina does not have any public single-sex schools (we have classes within coed schools.) One highlight were panels from educators from all-boys schools and educators from all-girls schools. Highlights gathered from these educators are listed below.

"Girls Rule"

- How girls access their potential is the difference within all girl environments.
- Development of a sense of self and self-confidence
- Climate of high expectations and "can do" attitude
- Physical setting is very comfortable
- Flexible space is used with movable walls and chairs
- Change from frontal teaching to collaborative groups
- Putting academics on center stage
- Collaboration with a good mix of competition
- Lots of hands-on learning
- Real life application of content
- Girls have to prove themselves and take the lead
- Use of advisory to address the issues of the whole child
- Making sure that we don't use brain research to limit the ability of girls
- Allow and encourage girls to be "script busters" in regards to social bias and stereotypes of girls
- Engaging and fun
- Use the interests of girls
- Create a positive classroom culture
- Develop an atmosphere where the girls support each other
- Girls learn how to be leaders by watching their teachers as leaders
- Intentionally teach girls to respect themselves and others
- Teachers reflect on their own practices

"Let's Hear it for the Boys"

- Strong culture that encourages boys
- Culture of rigor and academics
- Link effort and optimism showing them that if they work hard they will be rewarded
- Acknowledge boys each and every day
- Student of the week ceremonies where the student of the week receives a gold tie to wear.
- Schools should be a "site of possibility"
- Nurture that being smart is cool
- Create an environment where they "can take off the armor"
- Break the myths that boys have to have lots of stuff, use woman and be tough. Give them alternatives. Reward the academic.
- Tell boys your story of being a youth.
- Demand rigor and don't give up until they deliver.
- Communicate that academics matter because they will be able to be "a part of the conversation" when they get older.
- Examine the ratio between the teacher speaking and the student doing. How can the ratio be high for the student?
- Relationships matter to boys
- Teachers who believe in them matter to the boys
- Every day think about what students were suppose to learn and how we know if they learned it
- Have ceremonies to recognize boys
- Create peer mentors
- Discuss what it means to be a man
- Motto of one school: Every boy known and loved

Share Your Ideas ... Blog on Single-Gender Classes and Strategies

Teachers have asked for a forum for asking questions and sharing ideas. The Center for Educator Recruitment, Retention, and Advancement (CERRA) hosts a message board with a section for single-gender issues. I will periodically post prompts, but it is there for teachers to collaborate!

<http://www.cerra.proboards54.com/index.cgi?board=publicschoolchoice>

Teachers, administrators, parents, researchers, and reporters often ask about the kinds of schools that have single-gender programs. Below are tables that show the range of statistics and averages for a variety of categories. Clearly, single-gender education is being implemented in a variety of school situations. All data was gathered from School Report Card for 2006 of each school, available @ ed.sc.gov.

South Carolina Schools with Single-Gender Classes August 2008 Demographic Information on SC Schools with Single-Gender Classes Showing Average Percent and Range in Parenthesis			
	Elementary n= 70	Middle n= 94	High n= 19
Percent Boys	52% (43-64)	51% (20-57)	51% (46-60)
Percent Girls	48% (36-57)	49% (20-65)	49% (40-54)
Percent African-American	44% (0-97)	50% (0-99)	43% (0-89)
Percent Caucasian	50% (0-100)	46% (1-100)	54% (9-100)
Percent Other	7% (0-33)	5% (0-33)	5% (0-12)
Percent Free/ Reduced Lunch	68% (13-96)	60% (0-99)	57% (11-87)

South Carolina Schools with Single-Gender Classes August 2008 Percentage of Students Who Scored Below Basic on PACT / HSAP 2006 Showing Average Percent and Range in Parenthesis			
	Elementary Grades 3-5 PACT 2006 N = 72	Middle Grades 6-8 PACT 2006 N = 90	High Grade 10 HSAP 2006 N = 18
Males Percent Scoring Below Basic ELA	29% (8 - 58)	40% (8 - 77)	20% (3 - 44)
Females Percent Scoring Below Basic ELA	18% (3 - 44)	25% (3 - 53)	13% (2 - 31)
Males Percent Scoring Below Basic Math	30% (8 - 57)	33% (8 - 66)	25% (8 - 50)
Females Percent Scoring Below Basic Math	27% (10 - 65)	28% (6 - 61)	20% (7 - 41)
Males Percent Scoring Below Basic Science	46% (16 - 89)	47% (21 - 85)	N/A
Females Percent Scoring Below Basic Science	47% (15 - 93)	45% (6 - 78)	N/A
Males Percent Scoring Below Basic Social Studies	35% (5 - 70)	41% (9 - 80)	N/A
Females Percent Scoring Below Basic Social Studies	32% (9 - 64)	39% (9 - 74)	N/A

YOUR SCHOOL DATA IS NEEDED

If your school had single-gender classes during the 07-08 school year, you need to create some statement about the outcome of those classes. Some form of data should support your statement, which could include: data on attendance, discipline, achievement, or standardized test score. The statement and data should be written in reference to your rationale for creating a single-gender program.

PLEASE SEND ME ANY DATA OR STATEMENT SO I CAN FURTHER SUPPORT YOU.

I am working to create some statement about the impact of single-gender programs and I need your data to accurately reflect what happened last year or what is happening this year.

Curriculum Guides Sent!

Curriculum Resources Guide for Teaching Boys and Girls

Last summer, approximately 30 teachers from all grade levels and core subject areas came together to collaborate on curriculum for boys and girls. Essentially, they discussed, "What do we do that works in the classroom with our boys and girls." From that point, they articulated what they did, how they did it, and why it works. They included supporting research from a variety of sources. In addition to general procedures, specific standards-based examples are included.

The Curriculum Resource Guide is categorized into Lower Elementary, Upper Elementary, Middle and High in the core content areas of Math, Science, Social Studies and English Language Arts. The general strategies arranged by the following categories:

Direct Instruction	Guided Practice	Independent Practice
Large Group	Small Group	Team Building
Review	Discussion	Partner
Performance Assessment	Introduction	Classroom Environment
Inquiry	Other	

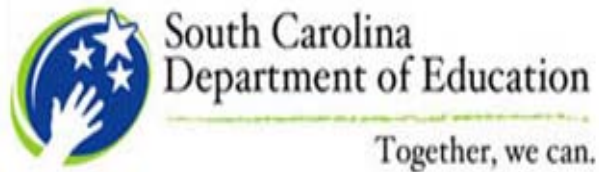
The Curriculum Resource Guides were emailed to our database on Friday, October 24.

Make Data Collection Easier ... SASI Gender Tag in the Sections Atom

In order to help with the collection of data, I am asking that all schools with single-gender classes, use the Gender Tag in the Sections Atom of SASI with the 08-09 scheduling. **We will be running a report in November to determine who is involved in single-gender based on SASI reporting. We will be making follow-up calls to help schools tag classes appropriately.**

Directions for the SASI Gender Tag is posted on the SCDE Webpage under Resources:

<http://www.ed.sc.gov/agency/Educational-Services/Public-School-Choice/SingleGender/SectionsAtom-GenderTag.doc>



Summary of the Federal Regulations on Single-Gender Schools and Classes

Prepared by David Chadwell, Single-Gender Initiatives Coordinator
Office of Public School Choice, South Carolina Department of Education

Final federal regulations were announced October 25, 2006 and took effect on November 24, 2006. This summary is meant as a guide to the Federal Guidelines. You should consult your own school district attorney to confirm legal status of your school's program.

1. You must have a rationale that addresses an important educational objective.

An educational objective can include academic performance, attendance, and discipline referrals. The rationale would guide the creation of the program including the grade level where it will be offered, the subject areas where it will be offered, and the gender to which it will be offered. If you offer single-gender classes to just one gender, then your rationale **MUST** reflect this and that you are able to meet the educational needs of the other gender through coeducational means.

2. The program is implemented in an “evenhanded manner”.

Treat males and females in a similar manner in terms of expectations, policies, and procedures, including: grading procedures and disciplinary codes.

3. Enrollment is “completely voluntary”.

Parents must have a choice about being a part of a single-gender program. Parents can Opt-In to a program, this is clearly the most legal. Students can also be assigned to a program and parents given the option to Opt-Out, this is very common and successful. In this case, you must make sure that you take all reasonable steps to inform parents of their right to Opt-Out.

4. A “substantially equal coeducational class” is offered to students not enrolled in the single-gender classes.

“Substantially equal” includes but is not limited to similar: admissions criteria, quality of curriculum, availability of texts, technology, resources, qualification of faculty, and geographic accessibility.

5. If you offer single-gender classes for just one gender, then you “may” have to provide a single-sex class for students of the excluded sex.

This follows from your rationale.

6. Conduct periodic evaluations of the rationale every two years.

You must gather data to determine if your program is meeting the needs as stated in the rationale **AND** that the program is not based on overly broad stereotypes. At this time, a report does **NOT** have to be submitted to the federal or state government.

**PROFESSIONAL DEVELOPMENT OPPORTUNITIES
OFFERED BY SOUTH CAROLINA DEPARTMENT OF EDUCATION
OFFICE OF PUBLIC SCHOOL CHOICE, SINGLE-GENDER INITIATIVES**

**All Registration Information is Available on the SCDE Webpage
<http://ed.sc.gov/sji> and click on Registration for Workshops and Conferences**

On-Line Recertification Course on *A Gendered Classroom*

Eight one-hour video lessons are available on the ITV website. Teachers can sign up the recertification course which involves the videos and assignments via Blackboard or they can watch the videos as professional development.

The video lessons will be accessed online from the ITV Web site at www.itv.myetv.org

CERRA Message Board with Strands on Single-Gender

Communicate with other teachers involved with single-gender at the CERRA Message Board:

<http://www.cerra.proboards54.com/index.cgi>

Click on Public School Choice Issues.

A Gendered Classroom: Gender Differences and Classroom Implications

The Office of Public Choice, Single-Gender Initiatives is offering statewide training sessions on A Gendered Classroom. Each training session presents the following information:

**Seeing Gender as an Issue in the Classroom
Social Issues in a Single-Gender Classroom
Gender Differences: What Research Says
Classroom Implications: Strategies to Use**

All sessions are interactive, providing participants an opportunity to work with others from across the state.

LOCATION: Heyward Career Center

**3560 Lynhaven Dr.
Columbia, SC 29204**

Telephone: 803-734-3343

TIME: 8:30 Registration; 9:00 - 1:00 Session

Please bring your own snacks and drinks to enjoy before or during the break. Food is not allowed within the Conference Center.

REGISTRATION: All registration is located on-line and each session has its own registration link. Registration takes place via a survey tool. We will send confirmation periodically. There is no cost for South Carolina Educators. Out-of-State educators must pay a \$50 fee payable to South Carolina Department of Education. Checks must be received prior to attendance.

November 18, 2008

<https://www.ed.sc.gov/tools/scripts/survey/12915895/default.cfm>

February 10, 2009

<https://www.ed.sc.gov/tools/scripts/survey/72995241/default.cfm>

April 23, 2009

<https://www.ed.sc.gov/tools/scripts/survey/94935493/default.cfm>

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Creating a Single-Gender Program Workshop

The Office of Public Choice, Single-Gender Initiatives is offering three statewide workshops on Creating a Single-Gender Program. Each workshop will present the following information:

Seeing Gender as an Issue in the Classroom
What is a Single-Gender Program
How to Examine Data to determine if I Need a Program
Legal Issues
Writing a Rationale
Determining the Structure
Selecting Students and Teachers
Communicating with Stakeholders
NEW-Introduction to Differences and Strategies
Additional Opportunities Assessing the Program and Gathering Data
Timeline for Implementing a Single-Gender Program

All sessions are interactive, providing participants an opportunity to work with others from across the state.

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January 13, 2009

<https://www.ed.sc.gov/tools/scripts/survey/8741762/default.cfm>

May 5, 2009

<https://www.ed.sc.gov/tools/scripts/survey/447257/default.cfm>

By the Numbers ... As of October 1, 2008

There are 198 confirmed schools with single-gender programs

78 Primary and Elementary Schools

100 Middle and Junior High Schools

20 High Schools

There are 74 districts (87% of the districts in South Carolina) implementing or pursuing single-gender programs in their schools

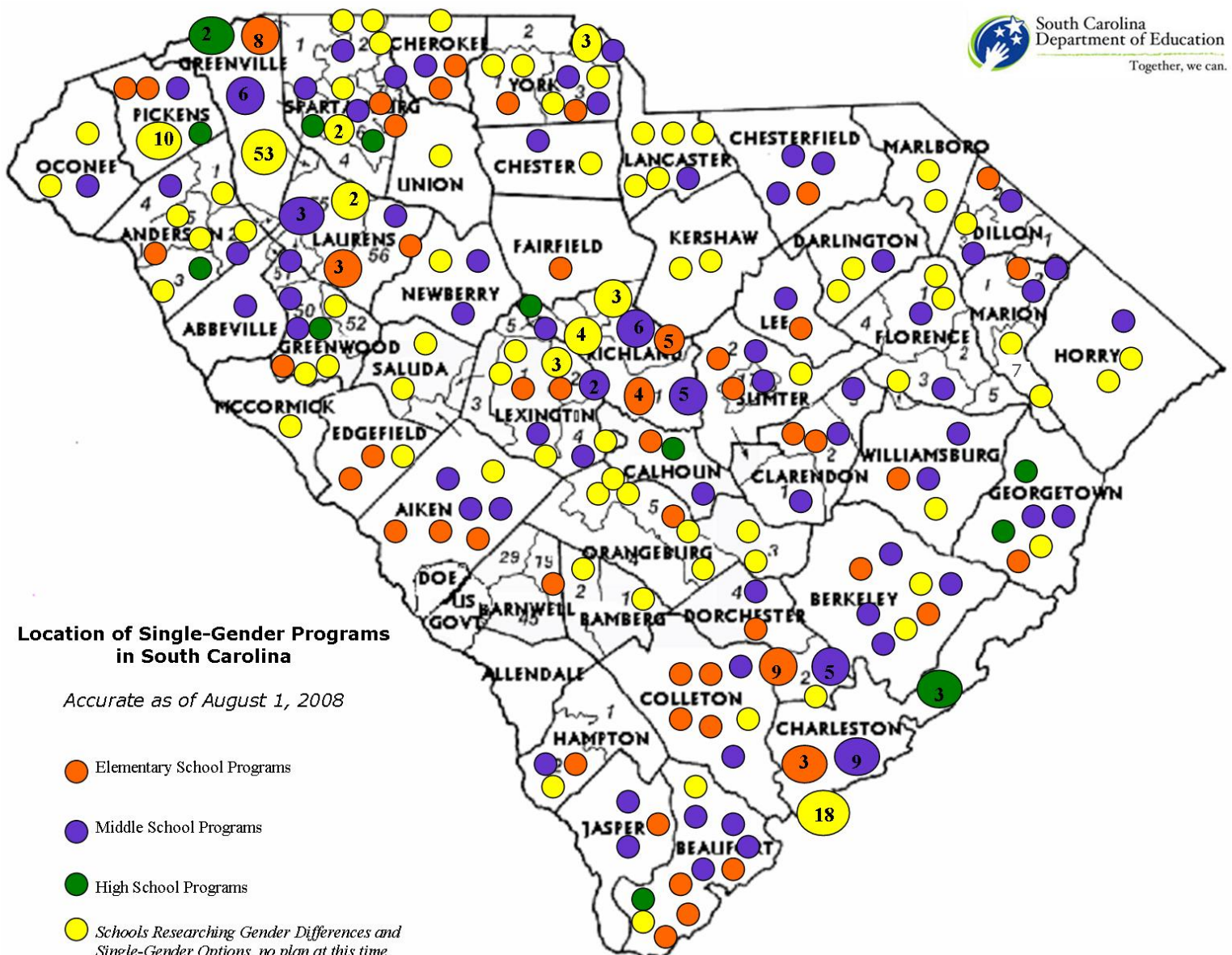
There are 399 schools doing, pursuing, or interested in single-gender programs (37% of the total schools in the state):

186 (29%) Primary and Elementary Schools

172 (74%) Middle and Junior High Schools

41 (21%) High Schools

The list of schools with single-gender programs is on the web: <http://ed.sc.gov/sji>



What do you do in your classroom of boys or girls that really works well? Come share your ideas with your colleagues. We need to continue to support each other. Last year we had 300 educators come to the conference. We can only make this happen with your participation.

**South Carolina Department of Education
Office of Public School Choice
SINGLE-GENDER INITIATIVES**

CALL FOR PROPOSALS

**3RD ANNUAL TEACHER-TO-TEACHER CONFERENCE
ON BEST PRACTICE FOR SINGLE-GENDER STRATEGIES**

March 28, 2009

8:30 AM – 4:30 PM

Polo Road Elementary School, Columbia, South Carolina

- Do you have a strategy that works well for girls or boys?*
- Do you have a lesson that was very successful for your girls or boys?*
- Do you want to be a leader in single-gender education?*
- Do you want to collaborate with others on single-gender education?*

This conference will connect teachers who are in single-gender classrooms and promote best practice teaching strategies. Any teacher involved in single-gender education may submit a proposal.

PROPOSAL DEADLINE: Friday December 5, 2008

All sessions should include the following:

- Classroom strategies for boy and/or girls
- At least one standards based example with lesson plan
- Research or evidence to support strategies presented
- Photos and/or video clips of students engaged in the lesson
- Samples of student work and/or student reflections

Subject Areas	Grade Levels	Program Issues
Mathematics English Language Arts Science Social Studies Physical Education Arts Foreign Language	PK – 2 3 – 5 6 – 8 9 – 12	Advisory Procedures Policies

Lesson plans/resources may be made available to all participants and posted on the SCDE website. Strategies/lessons may be edited for clarity or space.

SINGLE-GENDER INITIATIVES PROPOSAL FORM

3RD ANNUAL TEACHER-TO-TEACHER CONFERENCE On SINGLE-GENDER STRATEGIES

offered by
THE SOUTH CAROLINA DEPARTMENT OF EDUCATION
OFFICE OF PUBLIC SCHOOL CHOICE
SINGLE-GENDER INITIATIVES PROGRAM

Please type responses and email to mschwall@ed.sc.gov by December 5, 2008.

Presenter Name/Position: ____
School Name and District Name: ____
School Address: ____
City, State, Zip: ____
Work Telephone: ____
FAX: ____
E-mail: ____

Title of Presentation: ____

Target Subject Area(s):

Mathematics	English Language Arts	Science	Social Studies
Physical Education	Arts	Foreign Language	
Advisory	Procedures	Policies	

Target Grade Level(s):

PK – 2 3 – 5 6 – 8 9 - 12

Target Gender(s): Male Female

Briefly describe each of the strategies you will present. ____

List the South Carolina Curriculum Standard addressed in lesson plan: ____

Rationale for presentation (include supporting research and/or data/observations from your classroom): ____

PLEASE INCLUDE OR ATTACH YOUR LESSON PLAN(S) WITH YOUR PROPOSAL