

You Don't Even  
Know Me

# Aiming Boys of Color Toward Academic Success: Building Relationships that work

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# Black Male Graduation Data

- According to a 2015 report released by the Schott Foundation for Public Ed. 59% of Black males graduate from high school compared to 65% for Latino males and 80% for White males.
- According to the National Education Center for Education Statistics (NECES) overall college enrollment for Black males in 2008 was 29.7% (+/- 1.61) compared to 41.7% (+/- .76) for White males.
- According to the NECES, the Black male college graduation rate of 2012 was 16.2% - the lowest of all ethnic groups.

# Breaking Barriers

1. Listen actively -- respect others when they are talking.
2. Speak from your own experience instead of generalizing ("I" instead of "they," "we," and "you").
3. Do not be afraid to respectfully challenge one another by asking questions, but refrain from personal attacks -- focus on ideas.
4. Participate to the fullest of your ability -- community growth depends on the inclusion of every individual voice.
5. Instead of invalidating somebody else's story with your own spin on her or his experience, share your own story and experience.
6. The goal is not to agree -- it is to gain a deeper understanding.
7. Be conscious of body language and nonverbal responses -- they can be as disrespectful as words.

# Activity: Quick Write

Think, Write, Pair, Share

- Using a sticky note, name one strategy you know of and/or have used that works with building relationships with boys of color that lead to academic success? Why does it work?

# Bias Walk:

*Essential Question: How does one start the conversation of how do you establish strong working relationships with boys of color?*

## Activity:

1. Participants will participate in a learning walk focused on different groups of boys.
2. Participants will move from each poster and write their first thought about the group of boys.
3. Group discussion will take place about how society perceives the different groups of boys of color.

# Building Relationships

Be Present! Be Positive! Be Proactive!

- ✓ Everyday is a new day
- ✓ Use students interests to your advantage
- ✓ Show interest into their lives outside of school
- ✓ Making lessons relevant (Culturally Responsive Teaching)
- ✓ Provide structure and consistency (KFFC)
  - Kind
  - Firm
  - Fair
  - Consistent
- ✓ Parent Involvement

# Parent Involvement

1. Communicate with your parents
  - a. Positive or negative
    - i. Share every success
    - ii. Be specific
  - b. Your language is powerful
  - c. Listen and become aware
2. Invite your parents to be a part of your learning community
  - a. Invite your parents to share
  - b. Provide opportunities for parent input
  - c. Thank parents for their support

# Leading the Learning

- Make the Case
  - Data Makes Things Visible
- Mission & Vision
  - Is equity embedded?
- School Improvement Plan (SIP)
  - Is equity and creating a culturally responsive building an annual goal?
- Values & Beliefs
  - A leader cannot lead the learning if he/she is culturally blind.



# Aiming Boys of Color toward Academic Success: Building Relationships that work

October 2016

How do we establish working relationships with boys of color throughout our schools and inside our classroom that lead to academic success?

## Handout Overview

Our boys of color walk into buildings and classrooms each day negatively labeled, feeling as if they do not belong, and/or unable to achieve. Because they come to us as such, we must first become aware of how we directly and indirectly reinforce these beliefs and secondly, how we then reverse these beliefs. Come and be part of a workshop that will provide you with practical solutions and strategies for creating a building that positively responds to boys of color as well as a staff that understands how to build positive working relationships with boys of color that lead to academic excellence.

## Culturally Responsive Instructions

Culture is central to learning. It plays a role not only in communicating and receiving information, but also in shaping the thinking process of groups and individuals. A pedagogy that acknowledges, responds to, and celebrates fundamental cultures offers full, equitable access to education for students from all cultures.

Culturally Responsive Teaching is a pedagogy that recognizes the importance of including students' cultural references in all aspects of learning ([Ladson-Billings,1994](#)).



## Parent Involvement

1. Seek to understand parents' expectations of the school.
2. Conduct needs assessments and surveys.
  - Establish parent committees to work collaboratively with teachers for the benefit of the students.
3. Keep parents informed of services offered by the school.
4. Send newsletters (in the home language) informing parents of school activities.
  - Conduct monthly meeting at community centers to inform parents of school activities.
  - Host family nights at school to introduce parents to concepts and ideas children are learning in their classes and to share interactive journals.

## Student Centered Instruction

What does this look like in your classroom (ie. group work/ projects/ and classroom assignments)?

1. Have students generate lists of topics they wish to study and/or research.
2. Share responsibility of instruction.
3. Create classroom projects that involve the community.
  - Form book clubs or literature circles ([Daniels, 2002](#)) for reading discussions.

## Teacher as the facilitator

Providing students the ability to become a leader by taking ownership in their learning.

1. Learn about students' cultures.
2. Have students share artifacts from home that reflect their culture.
  - a. Have students write about traditions shared by their families.
  - b. Have students research different aspects of their culture.
3. Vary teaching approaches to accommodate diverse learning styles and language proficiency.
  - Use student-directed discussion groups ([Brisk & Harrington, 2000](#)).

## High Expectations for all

One must create high expectations for all students, especially boys of color.

1. Communicate clear expectations.

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2. Create an environment in which there is genuine respect for students and a belief in their capability.
3. Encourage students to meet expectations for a particular task.

## Learning within the context of culture

1. Use cooperative learning especially for material new to the students.
  - Assign students research projects that focus on issues or concepts that apply to their own community or cultural group.
2. Bridge cultural differences through effective communication.
3. Teach and talk to students about differences between individuals.

## Culturally Mediated instruction

1. Research students' experiences with learning and teaching styles.
2. Ask educators who come from the same cultural background regarding effective ways of teaching them.
3. Devise and implement different ways for students to be successful in achieving developmental milestones.
4. Ensure success by setting realistic, yet rigorous, goals for individual students.

## Reshaping the curriculum

How can I integrate strategies into my subject area?

1. Use resources other than textbooks for study.
2. Have students research aspects of a topic within their community.
3. Develop learning activities that are more reflective of students' backgrounds.
4. Include cooperative learning strategies.
5. Develop integrated units around universal themes.