B1 – Creating Predictable Host Environments to Support African American Male Students

Presenters:
Jacqueline Peterson, MAT, Charlotte Mecklenburg Schools
Edwin Wilson, MSWED, Charlotte Mecklenburg Schools
Content Facilitator: Tim Lewis, University of Missouri

- Topic: Equity
- Keywords: Alignment, Research, Sustainability
## Virtual Forum Expectations

<table>
<thead>
<tr>
<th>EXPECTATION</th>
<th>OVERALL Event</th>
<th>CHAT Tab</th>
<th>POLLS Tab (+Q&amp;A)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BE RESPONSIBLE</strong></td>
<td>✧ Use a <em>shared action plan</em> for your team ✧ Complete session evaluations</td>
<td>✧ Post positive <em>on-topic</em> comments ✧ Questions for the presenters go in the POLLS tab</td>
<td>✧ Add questions before and/or during session</td>
</tr>
<tr>
<td><strong>BE RESPECTFUL</strong></td>
<td>✧ Limit <em>distractions</em> ✧ <strong>Follow up</strong> on your assigned action items</td>
<td>✧ Use <em>inclusive</em> language</td>
<td>✧ Use <em>sincere</em> phrasing ✧ Complete additional polls <em>when prompted</em></td>
</tr>
<tr>
<td><strong>BE SAFE</strong></td>
<td>✧ Take <em>movement breaks</em> ✧ Be aware of your <em>stress level</em></td>
<td>✧ Engage in <em>productive</em> dialogue</td>
<td>✧ Ask <em>solution-oriented</em> questions</td>
</tr>
<tr>
<td><strong>For Presenters</strong></td>
<td>✧ Ensure <em>Files Tab</em> has current materials and related weblinks</td>
<td>✧ <strong>Monitor</strong> and remove inappropriate comments</td>
<td>✧ <em>Identify common Qs to address in final 15 minutes</em></td>
</tr>
</tbody>
</table>
Tips for Participants

Finding Your Registered Sessions in Pathable

Your Personalized Schedule (My Agenda)

Locate the Agenda Menu, Select “My Agenda” from the drop-down, and you will see the sessions for which you are registered. A green check mark in the upper right corner indicates you are registered.
Tips for Participants

Navigating the Session Page

1. **Session Details** (Title, Presenters, Date & Time, Description, Keywords)
2. Join Session
3. Interact through Chat, Polls, & Uploaded Files

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**Virtual PBIS Leadership Forum** | **#PBISForum**

*October 26-28, 2021*
Tips for Participants

Chat, Polls, and Q&A

1. Use Chat for engaging with other participants around the session topic.
   Presenters may use chat differently in specific sessions.

   Follow overall Forum expectations for responsible, respectful, and safe chatting

2. Find the Q&A under Polls.
   Questions for presenters go there.

3. Some sessions have other Polls or more Specific Questions.
   Complete those when prompted
While participating in a live Session…Be Present!

• If you navigate away from the live Session you will need to press the “Join Meeting” button to get back in.

• What does navigating away look like? Here are some examples:
  1. Clicking on any area of the navigation menu
  2. Clicking on a Person’s name

Tips for Participants

Be careful of accidently navigating away
Tips for Participants

Support is Available

If at any time you need support as a participant, use the Help Desk:
Creating Predictable Host Environments to support African American Male Students

PBIS Forum
October 26, 2021
Session B1

Jacqueline Peterson; MAT
Edwin Wilson; MSW, M.Ed
Presentation Objectives

Provide an overview of the NIJ funded research study for the African-American Male Resilience and Self-Efficacy Model.

Share updates of the project including the impact of COVID-19 and Remote Instruction.

Explore the journey from research concept to scaling up in a large district.
When Working In Your Team

Consider 5 Questions

- How does this compare to our priorities?
- What team would oversee this work?
- What should we stop doing to make room for this work?
- How will we assess whether it’s (a) implemented well and (b) working?
About Us...

Your Presenters:

- Jacqueline Peterson
- Edwin Wilson

- 17th largest district in the U.S.A
- Enrollment: 144,537
- Schools: 176
- Staff: 19,000
- Avg HS Enrollment - 2000 Students
2020-2021 Student Demographics by Race

- African-American: 36.5%
- Hispanic: 28.7%
- White: 24.4%
- Asian: 7.2%
- Multiracial: 2.9%
- American Indian: 0.2%
- Pacific Islander: 0.1%
**How Did We Get Here...**

<table>
<thead>
<tr>
<th>AREAS of Success</th>
<th>DO WE Have A Problem?</th>
</tr>
</thead>
<tbody>
<tr>
<td>▶ PBIS Fidelity</td>
<td>▶ Out of School Suspensions</td>
</tr>
<tr>
<td>▶ Early Intervening Services Model</td>
<td>▶ Special Education</td>
</tr>
<tr>
<td>▶ MTSS Installation</td>
<td>▶ Alternative Placement</td>
</tr>
<tr>
<td>▶ Restorative Practices</td>
<td>▶ Graduation Rates</td>
</tr>
<tr>
<td>▶ Cultural Proficiency</td>
<td>▶ Closing the Gap</td>
</tr>
<tr>
<td>▶ Representative Texts</td>
<td></td>
</tr>
</tbody>
</table>

What was the intentional impact on the needs of African American male students?
Year 1 Hurdles & Lessons (2018 - 2021)

• Everyone believes they know how to “fix” Black males.
• While there may be the will to make changes in the educational outcomes of African American males, systems and processes of school districts may be designed to achieve the unintended effect racial and gender disparities.
• A staff curriculum and time for onboarding of “experts” to do the work must be a fore thought
• Many districts are data rich, but information poor for defining an accurate picture as to the status of African-American male students.
• HIGH SCHOOLS ARE HARD!!! ;)

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African-American Male Resilience and Self-Efficacy Model

Model Defined:
Customized school instructional model which builds the cultural competence of school staff to deliver relevant instruction based upon the social, emotional and behavioral needs of African-American male students.

Overarching Research Question:
Will the improvement of teacher self-efficacy for MTSS, Restorative Practices and Culturally Responsive Instruction improve the self-efficacy of African American male high school students.
Resilience and Self-Efficacy Support Model for African American Males

1. MTSS
   - Academics
     - Quality Instruction
     - Racial Identity
     - Relevant Curriculum
     - Culture Immersion
     - Positive Examples
     - Critical Thinkers

2. Restorative Practices
   - Behavior
     - Schoolwide Systems
     - Classroom Systems
     - Family Engagement
     - Performance Feedback
     - Issues of Self
     - Universal Screener
   - Social Skills
     - Racial, Ethnic Pride
     - Coping skills
     - Interpersonal Skills
     - Interpersonal Relationships
     - Social Support

3. Culturally Competent School Staff

J. Peterson, E. Wilson 2016
African American Male Resilience & Self-Efficacy Model

Our Theory of Action

- MTSS
- Restorative Practices
- Culturally Responsive Instruction

Positive School Climate
Positive Interpersonal Relationships
Positive Academic Achievement

J. Peterson, E. Wilson 2016
Why is Self-Efficacy Important?

Social Cognitive Theory (Bandura, 1977) ... suggests that preservice teachers’ beliefs about their abilities to effectively execute CRT strategies and project subsequent positive outcomes may predict whether they actually implement these culturally responsive teaching practices once they enter the classroom.

Effect Size of Collective Teacher Efficacy on Learning (1.57) – John Hattie 2015

“... a teacher may have faith generally in the ability of teachers to reach difficult children, while lacking confidence in his or her personal teaching ability.” - Nancy Protheroe
Student Voices....
An actual conversation between an African American male student in and his mother in June 2020. The student was enrolled in CMS kindergarten at the time of the conversation.

I want to be White.

Because then the police might like me.

Why do you want to be White?
February 2019 Survey Responses from 129 African American & Latino Male High School Students

Question: What can teachers and school staff do to support the needs of African American and Latino male students?

“Be more involved personally and try and make a real world connection with them.” - Grade 12 Latino Male

“Try to actually connect with a child. It doesn’t have to be deep but something meaningful.” – Grade 11 African American Male

“Become more interested in their students by listening rather than just coming to school to teach and get paid.” – Grade 12 African American Male
We often find it hard to look beyond the symptoms…

Have honest, non-defensive and non-blaming conversations about issues that affect those who experience disparities directly (e.g., Race, Gender, Culture, Disability) be part of conversations. Transform these conversations into systemic changes.

-Dr. David Osher
“I am invisible, understand, simply because people refuse to see me. Like the bodiless heads you see sometimes in circus sideshows, it is as though I have been surrounded by mirrors of hard, distorting glass. When they approach me they only see my surroundings, themselves or figments of their imaginations, indeed, everything and anything except me.” – Ralph Ellison, The Invisible Man

**Foundational Theories**
- Racial Identity Development (William Cross)
- Male Reference Group (Jay C. Wade)
- Invisible Man Syndrome (Anderson J. Franklin)
Student Leaders…

Created male leadership group at each Treatment School for 9\textsuperscript{th} and 10 grade minority males. Student groups provided feedback to Administrators regarding their experiences and support needs. Meetings were conducted using Restorative Practices Circle format. One summit was convened annually.
Develop Knowledge Experts with Expert Skills

On Boarding of Coaches to Impact Tier 1 Instruction

PBIS/MTSS - Behavior
- Tier 1 & Tier 2 Functioning (emphasize Tier 1 Functions)
- Root Cause Analysis and Data Drill Down (recommend TIPS)
- Check-in, Check-Out and Check and Connect

Restorative Practices
- Proactive & Responsive Circles
- Integrating RP Circles Concepts into staff meetings and discipline procedures

Culturally Responsive Instruction (Dr. Chance Lewis - UNC- Charlotte)
- Move beyond the concept towards observable, measurable teacher behaviors and products

Adaptive Leadership
- Technical or adaptive coaching stance
Develop Knowledge Experts with Expert Skills

Implementation Through A Culturally Responsive Lens

All educators need to understand how their own race, gender and class identities impacts how they interact with students and their families.

- Implicit Bias vs Explicit Bias
- Male Gender Identity Development
- Racial Identity Development

Successful school staff view themselves as part of the communities that they serve.

Successful school staff show respect for their students and families by doing education WITH them rather than To them or FOR them.
## Data Collection

<table>
<thead>
<tr>
<th>Component</th>
<th>Goals</th>
<th>Fidelity of Implementation Data</th>
<th>Outcome Data</th>
</tr>
</thead>
</table>
| PBIS            | Reduce harm for A-A Males due to disparate educational outcomes      | • SET  
                              • TFI  
                              • FAM-S  
                              • Meeting Minutes  
                              • Classroom Observations 9th grade Core Teachers (Using AA Male Observation Tool) | • ODRs  
                              • District Student Survey  
                              • District Staff Survey  
                              • School Climate Survey for Staff |
|                 | Positive school climate for **ALL** stakeholders                      |                                                               |                                                            |
| CRI             | Prevent harm for A-A Males by building resilience                     | • PLC Meeting Minutes  
                              • Lesson Planning                                                  | • Course credit completion for 9th graders (Math/ELA)  
                              • District Student Survey |
# A-B-Cs of Equity (Data Dashboard)

## African American Resilience and Self-Efficacy Model
**School Year: 2019-2020**  
**Location: SAMPLE SCHOOL**

### 1. Percentage of the total School Enrollment is Male.

<table>
<thead>
<tr>
<th></th>
<th># Female</th>
<th>% Female</th>
<th># Male</th>
<th>% Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>1835</td>
<td>50.70%</td>
<td>1783</td>
<td>49.30%</td>
</tr>
</tbody>
</table>

### 2. Racial enrollment for male students.

<table>
<thead>
<tr>
<th></th>
<th>African American</th>
<th>White</th>
<th>Hispanic</th>
<th>Asian</th>
<th>Multi</th>
<th>American Indian</th>
<th>Pacific Islander</th>
</tr>
</thead>
<tbody>
<tr>
<td># of males</td>
<td>393</td>
<td>1037</td>
<td>248</td>
<td>57</td>
<td>44</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>% of males</td>
<td>22.00%</td>
<td>58.20%</td>
<td>13.90%</td>
<td>3.20%</td>
<td>2.50%</td>
<td>0.20%</td>
<td>0.00%</td>
</tr>
<tr>
<td>9th Grade # of males</td>
<td>148</td>
<td>275</td>
<td>98</td>
<td>13</td>
<td>13</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>9th Grade % of males</td>
<td>26.90%</td>
<td>49.90%</td>
<td>17.80%</td>
<td>2.40%</td>
<td>2.40%</td>
<td>0.70%</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

### 3. Racial enrollment for male students with disabilities.

<table>
<thead>
<tr>
<th></th>
<th>African American</th>
<th>White</th>
<th>Hispanic</th>
<th>Asian</th>
<th>Multi</th>
<th>American Indian</th>
<th>Pacific Islander</th>
</tr>
</thead>
<tbody>
<tr>
<td>% males with IEP (n)</td>
<td>(66) 16.80%</td>
<td>(56) 5.40%</td>
<td>(19) 7.70%</td>
<td>(3) 5.30%</td>
<td>(4) 9.10%</td>
<td>(0) 0.00%</td>
<td>(0) %</td>
</tr>
<tr>
<td>% males with 504 (n)</td>
<td>(52) 13.20%</td>
<td>(175) 16.90%</td>
<td>(5) 2.00%</td>
<td>(0) 0.00%</td>
<td>(9) 20.50%</td>
<td>(0) 0.00%</td>
<td>(0) %</td>
</tr>
</tbody>
</table>

### 4. EC eligibility percentage for African American male students.

<table>
<thead>
<tr>
<th></th>
<th>Autism</th>
<th>Serious Emotional Disability</th>
<th>Intellectual Disability Mild</th>
<th>Other Health Impairment</th>
<th>Specific Learning Disability</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of African American Males</td>
<td>(11) 39.30%</td>
<td>(2) 50.00%</td>
<td>(6) 35.30%</td>
<td>(27) 42.20%</td>
<td>(15) 17.40%</td>
</tr>
</tbody>
</table>

### 5. Average Daily Attendance rate for male students by race.

<table>
<thead>
<tr>
<th></th>
<th>African American</th>
<th>White</th>
<th>Hispanic</th>
<th>Asian</th>
<th>Multi</th>
<th>American Indian</th>
<th>Pacific Islander</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADA</td>
<td>90.10%</td>
<td>96.10%</td>
<td>84.10%</td>
<td>96.30%</td>
<td>94.20%</td>
<td>90.10%</td>
<td>%</td>
</tr>
</tbody>
</table>
6. Current percentage of African American male students that has received a discipline action.

A risk index is the percent of a group that receives a particular outcome (most commonly an ODR or suspension), which is equivalent to the likelihood of someone from that group receiving that outcome.

Number of male students in each subgroup that received a day or more of OSS
- African American: 76
- White: 12
- Hispanic: 15
- Multi: 1
- Asian: 1
- American Indian: 0
- Pacific Islander: 0

Risk Index: % in a group that is likely to receive at least one referral
- 76/393 = 19.30%

7. The likelihood of African American male students receiving a discipline action compared to their racial groups.

A risk ratio represents the likelihood of the outcome (e.g., ODRs) for one group in relation to a comparison group. A risk ratio of 1.0 shows that the risk for the two groups is equal, whereas a risk ratio greater than 1.0 is indicative of overrepresentation for a particular group.

<table>
<thead>
<tr>
<th>Risk Ratio</th>
<th>Risk of AA Males receiving a referral when compared to</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>White Males</td>
</tr>
<tr>
<td></td>
<td>19.30%/1.20% = 16.08%</td>
</tr>
<tr>
<td></td>
<td>Risk of AA Males receiving a referral when compared to</td>
</tr>
<tr>
<td></td>
<td>Hispanic Males</td>
</tr>
<tr>
<td></td>
<td>19.30%/6.00% = 3.22%</td>
</tr>
</tbody>
</table>

8. The number of male students that earned an English 1 credit.

<table>
<thead>
<tr>
<th></th>
<th>African American</th>
<th>White</th>
<th>Hispanic</th>
<th>Asian</th>
<th>Multi</th>
<th>American Indian</th>
<th>Pacific Islander</th>
</tr>
</thead>
<tbody>
<tr>
<td># of males</td>
<td>77</td>
<td>257</td>
<td>40</td>
<td>9</td>
<td>9</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>

9. The number of male students that attempted but did not earn an English 1 credit.

<table>
<thead>
<tr>
<th></th>
<th>African American</th>
<th>White</th>
<th>Hispanic</th>
<th>Asian</th>
<th>Multi</th>
<th>American Indian</th>
<th>Pacific Islander</th>
</tr>
</thead>
<tbody>
<tr>
<td># of males</td>
<td>54</td>
<td>10</td>
<td>44</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>

10. The number of male students that earned a Math 1 credit.

<table>
<thead>
<tr>
<th></th>
<th>African American</th>
<th>White</th>
<th>Hispanic</th>
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<th>Multi</th>
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<th>Pacific Islander</th>
</tr>
</thead>
<tbody>
<tr>
<td># of males</td>
<td>26</td>
<td>54</td>
<td>13</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>

11. The number of male students that attempted but did not earn a Math 1 credit.

<table>
<thead>
<tr>
<th></th>
<th>African American</th>
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<th>Asian</th>
<th>Multi</th>
<th>American Indian</th>
<th>Pacific Islander</th>
</tr>
</thead>
<tbody>
<tr>
<td># of males</td>
<td>59</td>
<td>32</td>
<td>38</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>

12. The percentage of 9th grade male students retained.

<table>
<thead>
<tr>
<th></th>
<th>African American</th>
<th>White</th>
<th>Hispanic</th>
<th>Asian</th>
<th>Multi</th>
<th>American Indian</th>
<th>Pacific Islander</th>
</tr>
</thead>
<tbody>
<tr>
<td># of males</td>
<td>18.20%</td>
<td>1.50%</td>
<td>18%</td>
<td>0%</td>
<td>15%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>
MTSS Measurement
- Tiered Fidelity Inventory (TFI)

• Installed one tier each year.

• 100% of Treatment High Schools established an active Tier 1 Team.

• Five of seven (71%) of Treatment Schools attended two day

• 77% increase in Tier 1 Fidelity between Year 1 and Year 2

• One high school achieved 80% fidelity of Tier 1 during Year 1 implementation.
PBIS/MTSS-B Tiered Fidelity Inventory

TFI Cohort Implementation Average

Fall Quarter 1 Measure

- Fall 2018: 37.57
- Fall 2019: 66.71 (Remote Instruction: March 2019)
- Fall 2020: 64.14

*Average cohort score skewed approximately 5-6 points by one cohort member during Years 2 & 3*
Tiered Fidelity Inventory - CMS HS Cohort Avg Q 3 2021
Target Score = 70
Year 2-3 Hurdles & Lessons

• Plan for turnover of school staff (i.e. district and school leadership, school contacts, school based staff).

• Create Think Partners. (not another committee)

• Tell Your Story - share updates and activities throughout the year on project status.

• Guard against the “next great idea”.

• Create district level plan with specific equity targets which addresses the role of each department’s activities for African American male performance equity.

• Eliminate the “my department’s training is more important” messages given to school staff
### Be Flexible...

<table>
<thead>
<tr>
<th>ORIGINAL PROPOSAL SCOPE</th>
<th>REVISED AFTER YEAR 1</th>
<th>YEAR 3 IMPLEMENTATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>PBIS Tiers 1-3</td>
<td>PBIS Tiers 1-2</td>
<td>PBIS Tier 1-2</td>
</tr>
<tr>
<td>Restorative Circles in all Classrooms, Use Restorative Practices to support Alternatives to Suspensions</td>
<td>Restorative Circles in 9th grade</td>
<td>5 of 7 schools implementing Restorative Circles in 9th grade</td>
</tr>
<tr>
<td>Culturally Responsive Instruction in 9th/10th grades</td>
<td>Culturally Responsive start Year 2, 9th grade only (All schools received training and created an implementation plan)</td>
<td>1 out 7 schools fully implemented Culturally Responsive Instruction in 9th grade</td>
</tr>
</tbody>
</table>
Classroom Behavior Management (MTSS)
Self-Efficacy

Staff were asked how frequently they do the following. The percent represents those who responded “often” or “always”.

<table>
<thead>
<tr>
<th>Classroom Behavior Management</th>
<th>2019</th>
<th>2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>I teach and reinforce a small number of positively stated expectations for routines in my classroom</td>
<td>78%</td>
<td>82%</td>
</tr>
<tr>
<td>I use a range of strategies to acknowledge appropriate behavior</td>
<td>73%</td>
<td>79%</td>
</tr>
<tr>
<td>I provide specific, contingent, and brief error corrections for academic and social errors</td>
<td>80%</td>
<td>78%</td>
</tr>
<tr>
<td>I effectively use classroom management practices to prevent and respond to inappropriate behavior</td>
<td>83%</td>
<td>87%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2020</th>
<th>2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>I teach and reinforce a small number of positively stated expectations for routines in my classroom</td>
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<td>79%</td>
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</tr>
<tr>
<td>I effectively use classroom management practices to prevent and respond to inappropriate behavior</td>
<td>87%</td>
</tr>
</tbody>
</table>
45% of all staff (and 47% of 9th grade teachers) report facilitating Restorative Practices circles. Staff were asked to what degree the following statements are more or less true for them. The percent represents those who responded “somewhat agree” or “strongly agree”.

### Restorative Practices Self-Efficacy Scale

<table>
<thead>
<tr>
<th>Statement</th>
<th>2019</th>
<th>2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>I feel confident running proactive/community building circles in my classroom</td>
<td>60%</td>
<td>70%</td>
</tr>
<tr>
<td>I feel confident using restorative practices in my interactions with students</td>
<td>70%</td>
<td>75%</td>
</tr>
<tr>
<td>I feel supported from administrators at my school when I use restorative practices</td>
<td>75%</td>
<td>79%</td>
</tr>
</tbody>
</table>

66% of all staff report facilitating restorative practices circles in a pre-pandemic classroom. 48% of 9th grade teachers report facilitating restorative practice circles virtually. 42% of 9th grade teachers report facilitating restorative practices in-person. Staff were asked to what degree the following statements is more or less true for them. The percent represents those who responded “somewhat agree” or “strongly agree.”

<table>
<thead>
<tr>
<th>Statement</th>
<th>2020</th>
<th>2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>I feel confident running proactive/community building circles in my classroom</td>
<td>70%</td>
<td>78%</td>
</tr>
<tr>
<td>I feel confident using restorative practices in my interactions with students</td>
<td>75%</td>
<td>78%</td>
</tr>
<tr>
<td>I feel supported from administrators at my school when I use restorative practices</td>
<td>79%</td>
<td>83%</td>
</tr>
</tbody>
</table>
Multicultural Self-Efficacy

Staff were asked to assess their self-efficacy on various aspects of teaching or working in multicultural settings.

| Staff were asked to assess their self-efficacy on various aspects of teaching or working in multicultural settings. |
|---|---|---|---|---|---|---|---|---|---|---|
| I can develop materials appropriate for the multicultural classroom | 59% | 40% | | 55% | 40% | | 43% | 45% | | 54% | 46% |
| | 37% | 4% | | 39% | 8% | | 53% | 5% | | 42% | 5% |
| I can help students take on the perspective of ethnic and cultural groups different from their own | 39% | 4% | | 39% | 8% | | 43% | 5% | | 46% | 5% |
| I can adapt instructional methods to meet the needs of learners from diverse groups | 45% | 51% | | 53% | 43% | | 53% | 5% | | 50% | 5% |
| I can develop activities that increase the self-confidence of diverse students | 3% | 1% | | 4% | 1% | | 5% | 1% | | 0% | 0% |

Legend:
- I am quite confident that this would be easy
- I believe that I could do this reasonably well, if I had time
- I could probably do this if I had to, but it would be difficult
- I do not believe I could do this very well
What Did We Learn…2018 -2021?)

• Teacher self-efficacy can be positively impacted by skill based professional development and coaching.
• Don’t assume that implementation hesitancy by school leadership means they are not concerned about the status African American male students.
• A Theory of Action for Equity is just as important as the school’s annual MTSS Implementation Action Plan.
• For large schools, start with PBIS (MTSS-B) as a behavioral framework to organize school staff around the work. Then layer Restorative Practices and Culturally Responsive Instruction.
• Ensure “actionable” data is accessible to school teams and build action planning skills towards mastery.
• Be intentional about addressing disparities with accountability measures.
Year 4 - Towards Scale & Sustainability

Integrate Theory into:
- Instructional Practices
- Behavior Support Practices

- Racial Identity Development (William Cross)
- Male Reference Group (Jay C. Wade)
- Invisible Man Syndrome (Anderson J. Franklin)
Now What?

From Concept to Research to Scale

• District commitment for two year funding for 7 district level positions to implement model components in K-12 schools (1 position per 30 schools)
• Expanded the research model to include the needs of Latino male students.
• Using the TFI to establish district baseline and school readiness.
• Transitioned majority of professional development to online platform to allow for asynchronous access.
• Heavy emphasis on teacher classroom support.
Sustaining Implementation

Availability of Resources
ABC Equity Dashboard, Available PD (MTSS, CRI, RP)
Books and materials
Technical Assistance from District Staff

Data/Root Cause Analysis
Tier 1 Team reviews ABC data at a minimum monthly Core team makes decisions and create plans based on school data.

Teaming Structures
Effective and efficient teams that have clear roles and responsibilities.

Administrator Support
Administrators who prioritize the implementation in daily expectations of staff (MTSS, RP, CRI) to promote sustainability. Leaders can create a consistent culture, language, and common goals that sustains a consistent approach staff rely on.

Staff Buy In
Include staff voices in teams. Provide regular feedback and data to all staff. Provide meaningful onboarding and training activities throughout the year.

Integration of Practices
MTSS, RP, CRI aligned and staff understand the connection and implementation. These practices also align with other school initiatives and can be woven into the model. SIP goals align with model.
District Capacity - 7 Positions

**Core Behavior Specialist Position Scope of Work:**

- Support assigned schools with implementation fidelity of MTSS Core-Behavior.
- Support MTSS Leadership Teams (Core) with development of effective systems and practices related to attendance, discipline and social-emotional learning.
- Support schools with identifying root causes of inequitable outcomes for African American and Latino male students.
- Increase MTSS Leadership Team capacity with data-based decision making and action planning for attendance, discipline and SEL.
- Support teachers with development of positive classroom environments through effective classroom management. Build staff self-efficacy with regards to culturally responsive instruction.
- Monitor participant activity for self-paced Canvas courses. (*i.e. Implicit Bias and Educational Equity, Culturally Responsive Instruction, Classroom Management Components*)
Questions?
“You cannot apply a race neutral solution to a race based problem”
- unknown
Please Complete this Session’s Evaluation
Session #B1 - Predictable Host Environments for African American Male Students

1. In the Event Platform/App:
   • In “Files” tab,
   • In “Evaluations” in the navigation menu
   • In “Chat”

OR

2. QR Code

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