

Large Group Processing:

<p>Evidence of Problem of Practice:</p> <ul style="list-style-type: none"> • Small differentiated groups working peer to peer • Teachers used open ended questions in small and large groups • Student invites other student to engage • Students reminded to speak to each other not through adult • Teacher positioned in relation to boys • Teacher redirect “is this how a leader behaves” • Teacher communicate at eye level • Purposeful and open ended questions • Common language in multiple grades/common practice • Students redirecting students • 6 different examples of boys working away from teacher 	<p>Contrasts/Non-examples:</p> <ul style="list-style-type: none"> • Boy sitting with hand up for a long time but other boys getting up and going to teacher were given attention and answered • Interventionists sent to student to other area when he wanted to be involved with group? • Some forced choice questions, but appropriate • Some teacher position surrounded by girls • Girls called on at rate 4 to 1 • Asked boy question but allowed girl to answer • Girls answer majority of questions in large group • Girl allowed to blurt out but boy shut down for same behavior • All boys called on and no girls • Students who goes next and only went from girl to girl • 2 Boys in buddy rooms
<p>Patterns/Trends:</p> <ul style="list-style-type: none"> • Use of open ended questions • Common language and practice • Teachers at student level • High engagement in task • Kids turning and looking at speaker • Peer to peer communication and Position • Pre-K language is transactional • 1st higher degree of open ended questions than other grades • Teachers are aware and creating opportunities. • Consistent modeling. 	<p>Questions/Next Steps:</p> <ul style="list-style-type: none"> • Frequency of calling on gender? • # of boys in intervention • Who are those that are missed? • Does language competencies matter in this equation? • What teaching tools can help? • Does structure matter? • Does wait time before asked to respond matter? • Can students answers be visible? • How does brain research and gender difference effect results?

Connections to Other Buildings or District Goals:

- Need to look at data on how kids are landing before placement in programs
- More referrals for boys in middle school. Need to look K-8
- Correlation between boys opportunities to participate and referrals
- Need to build skills with staff.
- Are there differences in behavior in small and large group?
- What are our opportunities outside the classroom?

Equity Implications:

- Majority of staff are white females.
- Boys- use new lens “who is benefitting?”
- Kids who struggle with language and access issues
- What barriers exist for ELL?
- Transfer students-looping, how do we catch up?