

# Gender Matters

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

Greeting Educators!

Looking for a boost for the rest of the year? See what one teacher wrote to me recently about her experience at the Teacher-to-Teacher Conference.

From Wanda Harris, 5th Grade Teacher, Forest Heights Elementary  
*Dear David Chadwell,*

*I will not be able to attend the conference this year because I will be out of town attending graduate school that weekend. However, I would still like to register for the conference and have information sent to me from sessions. I attended the conference for the first time last year and was abundantly blessed. The conference motivated me, revived me, and filled me with knowledge that equipped me to thrive for the remainder of the year. I was on the verge of resigning from my position as a teacher when my previous principal informed me about the conference. I am so glad that I attended. I am encouraging all teachers at my new school to attend this conference. It will change your teaching life.*

More information on the conference: <http://www.ed.sc.gov/agency/Innovation-and-Support/Public-School-Choice-and-Innovation/SingleGender/TeachertoTeacherConference.html>

This issue of Gender Matters has lots of news articles from around the country and world, several including results from their schools!

Thank you to T. Fowler to reminding us that boys and girls can both succeed! The key providing a forum where students will take advantage of learning opportunities and then providing engaging practices. Single-gender classrooms can do just that!

See you in March!  
David



**SOUTH CAROLINA**  
**STATE DEPARTMENT**  
**OF EDUCATION**

## Resources to Use

A very enlightening and entertaining video clip by Sir Ken Robinson on the current condition of education:

<http://edu.blogs.com/edublogs/2010/10/ken-robinson-changing-education-paradigms-with-rsa-animate.html>

Dent Middle School's TWO Academies has launched a fundraiser to create a memorial for South Carolina's own Swamp Fox in Washington DC. Learn more:

<http://swampfoxpark.wikispaces.com/>

Grant Wiggins argues to end fiction reading requirements. Read his idea and responses from others!

[http://blogs.edweek.org/teachers/teaching\\_now/2010/12/should\\_we\\_ban\\_fiction\\_books\\_from\\_schools.html](http://blogs.edweek.org/teachers/teaching_now/2010/12/should_we_ban_fiction_books_from_schools.html)

## Focus on Legal Issues

Federal regulations guide the legal status of public school single-gender programs. A copy of the federal regulations is located on our website (<http://www.ed.sc.gov/sgi>). Schools should not start a program without being familiar with the federal regulations.

Schools are starting to consider single-gender options for the 2011—2012 school year. Remember that a coed option must be provided for all classes offered as single-gender and that parents must be provided with the option to opt-out. These are federal regulations. Violation of these can result in a violation of Title IX laws prohibiting discrimination based upon sex.

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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### **Wellesley Project on Teaching Boys and Girls Update**

The South Carolina Department of Education, Wellesley College, and schools from the upstate are involved in a collaborative pilot research project.

Students from Wellesley College were in the upstate during the week of January 10, 2011. As you may remember, that was the snow week and schools were closed! The students and staff managed to gather some information on the Thursday and Friday before (which was suppose to be just orientation) and from interviews with their classroom teachers. Classroom teachers were wonderful in making time to talk with the Wellesley students! Finally, on January 18, students got back into classrooms for a final day of data collection.

The Wellesley students are back in Boston looking at data and will be reporting later in the spring.



### **Yes, you can teach classical literature to boys!**

One of the most rewarding teaching experiences I have ever had was teaching an all boys gender class. Not only was this the first time I had ever taught an all boys class, but this was also the first time my school had offered an all boys English class. I was able to accomplish great things with this class that I do not think the boys would have done with girls in the room. The lower level students were able to ask questions without the worry of impressing girls.

One interesting aspect of teaching all boys is the fact that I taught them the play "Romeo & Juliet." Other teachers did not think it would be successful, but it was great. The boys enjoyed reading the play and were able to ask any questions they had without embarrassment. The boys acted out parts and really grasped what I was teaching them. Looking at the state end-of-course test scores, the boys improved after being in the all boys class.

After asking six of the boys from the class how effective they felt the class was, the boys felt as positive about the class as I felt. One boy said that since boys think the same, it was easier for me to create activities that appeal to the class. The boys felt that without the distraction of girls in the class, they did much better than they have in other classes.

T. Fowler, [tiffany.fowler@spart5.net](mailto:tiffany.fowler@spart5.net)

English

Byrnes Freshman Academy

<http://www.teacherweb.com/SC/JFByrnesFreshmanAcademy/TiffanyLFowler/>

## SCDE Single-Gender Initiatives Professional Development Sessions for 2010 — 2011

### Face-to-Face Sessions

- All sessions will take place at SCDE Career Development Center; 8016 Wilson Blvd, Columbia, SC <http://www.sceis.sc.gov/location.aspx?id=29>
- All sessions will start at 9:00 AM with registration at 8:30 AM. Sessions will end by 3:30 PM.
- Six (6) hours of recertification credit will be given.
- Lunch will be on your own.
- The cost for each session for South Carolina educators is \$10 payable by check (made out to SCDE) or cash. No credit cards please.
- The cost for each session for out-of-state educators is \$50 payable by check (made out to SCDE) or cash. No credit cards please.

**Registration** for each session can be found at: [www.ed.sc.gov/sgi](http://www.ed.sc.gov/sgi) click on **Professional Development**

- **Thursday, February 24:** A Gendered Classroom, Level 1: Basic Training in Meeting the Needs of Boys and Girls
- **Monday, April 18:** A Gendered Classroom, Level 1: Basic Training in Meeting the Needs of Boys and Girls
- **Tuesday, May 31:** Beyond Ball Toss, Level 2: Examining Strategies, Building Community, and Lesson Plans

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## 5th Annual Teacher-to-Teacher Conference on Teaching Boys and Girls

**Saturday, March 12, 2011**  
**Hand Middle School, Columbia, SC**

The cost is \$22 for in-state and \$100 for out-of-state. Checks (made out to SCDE) need to be received by March 4, 2011 (sent to 1429 Senate Street, Room 707-C, Single-Gender Initiatives, Columbia, SC, 29201). Please be sure the room number is 707-C so your check doesn't get lost.

Remember the conference will take place at Hand Middle School in Columbia, SC on Saturday, March 12, 2011.

More information is at: <http://www.ed.sc.gov/agency/Innovation-and-Support/Public-School-Choice-and-Innovation/SingleGender/TeachertoTeacherConference.html>

Elluminate is a SCDE supported web-based meeting and training platform. There is no charge for accessing Elluminate training sessions. All Elluminate sessions can be viewed via any computer with an Internet connection and free software downloaded from Elluminate.

Each of these sessions lasted less than one hour and was recorded. Directions for accessing the sessions are listed below. Also below are the dates and titles of each session..

Uses for Recorded Elluminate Sessions:

- Faculty Meeting
- Administrative Meeting
- Team Meeting
- Department Meeting
- Individual Planning Time

### **Recorded Training Session via Elluminate**

Monday, August 31, 2009: **Top 10 Strategies for Boys and Girls**

Thursday, September 17, 2009: **Tips on Classroom Management**

Thursday, October 8, 2009: **Ideas on Literacy**

Monday, October 19, 2009: **Focus on Girls; Q & A**

Monday, November 16, 2009: **Focus on Boys; Q & A**

Thursday, January 21, 2010: **Implementing a Single-Gender Program**

Thursday, February 4, 2010: **Lessons from the Classroom**

Monday, February 22, 2010: **More Ideas on Literacy**

Thursday, March 4, 2010: **Structured Movement for Students**

Thursday, April 1, 2010: **Implementing a Single-Gender Program**

Monday, April 19, 2010: **Gender Differences that Can Impact Learning**

Monday, May 3, 2010: **Top 10 Strategies for Boys and Girls**

Thursday, May 20, 2010: **Qualities of Successful Single-Gender Programs**

September 2, 2010: **Gender Differences in Any Classroom with Strategies to Make a Difference**

September 2, 2010: **Creating a Single-Gender Program: Key Features Administrators**

September 9, 2010: **Supporting Teachers in Single-Gender Classroom—An On-Going Process**

September 24, 2010: **Level 1 Strategies for Meeting the Needs of Boys and Girls**

October 13, 2010: **Book Study #1: *Reaching Boys Teaching Boys* by Michael Reichert and Richard Hawley**

October 25, 2010: **Level 2 Strategies for Meeting the Needs of Boys and Girls**

November 8, 2010: **Level 3 Strategies for Meeting the Needs of Boys and Girls**

November 8, 2010: **Building Community in the Classroom**

### **Accessing Recorded Elluminate Sessions**

You can access previous Elluminate sessions on-line. It is free of charge. However, you will need to download and install Java if you do not already have it loaded on your computer. (which is a free download too.)

1. Go to the Elluminate link: <http://elm.illuminate.com/HOSTEDSCDE/recordings.html>
2. Click on the Recordings Tab.
3. Click on the date of the original Elluminate session (you will find the date of all Elluminate sessions above).
4. You should see the session listed.
5. Click on the session and enjoy the show! (Only Classroom Management and Top 10 Strategies have passwords, which are "cm" and "top10" respectively.)

***If you use the Elluminate Sessions, please let me know your thoughts: what was most helpful, what did you try and how did it work with your students? Only your feedback can better help me help others! Thank you!***

*I found a Ph D Dissertation on “Computer-Supported Collaborative Learning and Gender”. Is is by Ning Ding, Faculty of Social and Behavior Science, Rijksuniversiteit Groningen, July 2009. The abstract from Chapter 3 provided interesting information to consider.*

### Abstract:

“This empirical study explores the gender difference in two heuristic methods: collaborative learning and individual learning with hints. We constructed four experimental conditions: collaborative learning with hints, collaborative learning without hints, individual learning with hints, and individual learning without hints. Ninety-nine students from a secondary school in Shanghai participated in the study which had a pre- and posttest design. Besides the individual learning without hints condition, we found a significant gender difference in the collaborative learning without hints condition within which male students outscored female students. But this was not the case in the other two conditions: collaboration with hints and individual learning with hints. Based on these results, some suggestions for future research and practical implementation are offered.”

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### Harvard University—Female chimpanzees play with stick dolls

[http://www.boston.com/news/health/blog/2010/12/female\\_chimpanz.html](http://www.boston.com/news/health/blog/2010/12/female_chimpanz.html)

Here's some fascinating science to ponder as you're doing last-minute shopping in the pink aisle at a big-box toy store and wonder if toy preferences are learned or innate: Young female chimpanzees carry and cradle sticks as if they were dolls, Harvard researchers say, behaving like little mothers before they give birth themselves. Male chimpanzees don't. It's the first report from the wild of sex differences in how primates play.

Sonya Kahlenberg, now of Bates College, and Richard Wrangham of Harvard University write in the journal *Current Biology* about observing young chimpanzees in a national park in Uganda for 14 years. The animals used sticks in other ways -- to probe the ground for water, display aggression, or to actually fight -- but young females were more likely than males to carry sticks around for hours at a time. On 100 occasions it looked to the researchers like rudimentary doll play. One young chimpanzee made a nest for her stick while she napped. Adult females who carried sticks stopped doing so once they became mothers themselves.

Our common ancestry with chimpanzees, and not simply social forces, may be why girls prefer dolls and boys pick trucks to play with, the authors conclude. In this case, nature just might explain nurture.

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### Social Scientist Sees Bias Within

By [JOHN TIERNEY](#)

Published: February 7, 2011

[http://www.nytimes.com/2011/02/08/science/08tier.html?\\_r=1](http://www.nytimes.com/2011/02/08/science/08tier.html?_r=1)

Instead, the taboo against discussing sex differences was reinforced, so universities and the [National Science Foundation](#) went on spending tens of millions of dollars on research and programs based on the assumption that female scientists faced discrimination and various forms of unconscious bias. But that assumption has been repeatedly contradicted, most recently in a study [published Monday](#) in [The Proceedings of the National Academy of Sciences](#) by two [Cornell](#) psychologists, Stephen J. Ceci and Wendy M. Williams. After reviewing two decades of research, they report that a woman in academic science typically fares as well as, if not better than, a comparable man when it comes to being interviewed, hired, promoted, financed and published.

“Thus,” they conclude, “the ongoing focus on sex discrimination in reviewing, interviewing and hiring represents costly, misplaced effort. Society is engaged in the present in solving problems of the past.” Instead of presuming discrimination in science or expecting the sexes to show equal interest in every discipline, the Cornell researchers say, universities should make it easier for women in any field to combine scholarship with family responsibilities.

## **Conferences and Professional Development Opportunities OUTSIDE of South Carolina**

*The information provided below is only for informational purposes only. The South Carolina Department of Education does not endorse or promote any specific organization listed.*

### **Developmental Resources Presents a One-Day Professional Seminar on Relational Aggression**

Relational aggression (RA) is emotional violence in which girls use relationships to harm others. RA Girls sometimes devise and direct complex social/emotional games that victimize others through exclusion or isolation, rumors, gossip, eye-rolling, pitting friends against one another, sarcasm, revealing and altering personal secrets. These RA girls, themselves, are in need of insightful interventions that will help them learn other, more appropriate, ways to become empowered. Without such help, these girls are likely to continue to be disruptive and eventually will develop more serious problems.

Charlotte, NC ( <http://trk.cp20.com/Tracking/t.c?G7Jm-E3KL-KikiP5> )

March 14, 2011, Crowne Plaza Charlotte

Click here to register ( <http://trk.cp20.com/Tracking/t.c?G7Jm-E3KQ-KikiP0> )

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### **Coalition of Schools Educating Boys of Color**

#### **The Fifth Annual Gathering of Leaders: Boy, Don't You Turn Back: The Power of Resilience**

The Annual Gathering of Leaders. **April 28- 30, 2011 for our 5th Annual Gathering at Philadelphia's Temple University.**

Registration and more information: [www.coseboc.org](http://www.coseboc.org)

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### **National Association for Single-Sex Public Education**

The next NASSPE International Conference, NASSPE VII in 2011, will take place Saturday and Sunday, October 8 and 9, at the Rosen Centre Hotel in Orlando, Florida, [www.rosencentre.com](http://www.rosencentre.com). The Rosen Centre Hotel is a 5-star luxury hotel with weekend room rates that start at \$400/night. However, we have negotiated a rate of just \$109/night for attendees at our NASSPE conference. Harris Rosen, founder of the Rosen Hotels, met with me personally during my site visit two months ago. He has a sweet spot for educators and has given much of his own money to support public education in the Orlando area. The Rosen Centre Hotel is not only luxurious but also very comfortable, and designed very much for conferences like ours: the meeting room spaces are roomy, with soft chairs outside each meeting room to facilitate chatting and networking before and after each presentation.

For registration and more information: [www.nasspe.org](http://www.nasspe.org)



### **Girls drawn to single-gender technology classes at Fairport—NEW YORK**

Ernst Lamothe Jr., January 5, 2011

<http://www.democratandchronicle.com/article/20110105/NEWS01/101050351/1002/NEWS/Girls-drawn-to-single-gender-technology-classes-at-Fairport>

Three middle school girls shuffle into class and sit side by side in the second row. They open up their individual laptops. Within seconds, 15 more female students file in, sit down and start discussing their project. Even before class begins and teacher Liz Brown gives the first instructions of the day, the students are working.

Using Google SketchUp, the students design a three-dimensional home. The classroom noise never reaches above a murmur despite students working together.

The girls are among more than 50 students this year who participated in the first of a two-year single-gender technology program at three Fairport schools - Martha Brown, Johanna Perrin Middle School and Minerva DeLand, a ninth-grade school. Next school year, Fairport High School begins an all-girls architecture course.

Last year, boys made up 92 percent of Fairport high school tech classes. District officials were disturbed by the statistic and developed the single-gender program, which has thrived, quadrupling the number of girls enrolled in tech classes this year.

District officials marvel at how a new school concept has taken hold. Among its advantages, the single-gender setting provides girls an avenue to success in technology without feeling intimidated or bullied by their male peers.

"In an all-girls class, you see them immediately get started in class, work faster and pay better attention," said Brown, Martha Brown technology teacher. "It's a special sight to see."

The push continues for more women to enter engineering. The fields of aerospace, civil, computer science and mechanical engineering have less than 15 percent women. Women outnumber men in college, but are not always encouraged to enter male-dominated professions. Engineering jobs are being outsourced to foreign-trained professionals because the U.S. can't produce enough native computer analysts, programmers, Web designers, architects and scientists, according to the U.S. Bureau of Labor Statistics.

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### **Campuses for girls, boys only considered—CALIFORNIA**

#### **Idea to convert Stockton schools is preliminary**

[http://www.recordnet.com/apps/pbcs.dll/article?AID=/20110113/A\\_NEWS/101130333/-1/a\\_news04](http://www.recordnet.com/apps/pbcs.dll/article?AID=/20110113/A_NEWS/101130333/-1/a_news04)

By Roger Phillips, January 13, 2011

STOCKTON - Though he says the idea is only in its "embryonic stages," Stockton Unified Superintendent Carl Toliver is considering converting two south Stockton schools into single-gender K-8 campuses - one for boys, one for girls.

Nightingale Elementary is being considered as an all-boys charter school. Monroe Elementary would become an all-girls campus. The changes would be in place for the 2011-12 school year.

"What we've been doing over these years, we haven't been getting the results," Toliver said late Tuesday night after Stockton Unified's board meeting. "If we just keep on doing what we've been doing, we're going to get what we always got. I think we need to do something different."

Nightingale has an Academic Performance Index score of 606 - the state's goal for all schools is 800 - and nearly one year ago appeared on a list of "persistently low-performing" campuses targeted for reforms. Monroe, less than two miles from Nightingale, has an API score of 670.

### **Single-gender academies supported by city schools—PENNSYLVANIA**

Monday, January 10, 2011

By Eleanor Chute, Pittsburgh Post-Gazette

<http://www.post-gazette.com/pg/11010/1116840-53.stm>

Two single gender academies scheduled to open next fall at Pittsburgh Westinghouse High School will cost an extra \$514,701 a year to operate. The additional costs are largely because of the longer school day and school year that will be offered at The Young Men's Academy and the Young Women's Academy, known collectively as the Academies at Westinghouse. The academies will serve grades 6 through 12.

Much of the extra cost, at least at the beginning, will be absorbed by a federal School Improvement Grant. In addition to the operating expenses, the district plans to spend about \$1 million on modifications to the building. The academies are open to students from throughout the city because they have been designated magnet schools. If they do not choose an academy or another magnet program, they will be assigned to Pittsburgh Milliones 6-12, also known as University Prep. Legally, students cannot be forced to attend a single-gender school.

Each academy is expected to have 50 students per grade, making a total of 700 in both academies combined.

To attract students to Westinghouse, the district is spending about \$40,000 to \$50,000 for recruitment, including advertisements on bus shelters and on billboards; door-to-door canvassing primarily in the areas where students have preference to Westinghouse and other means to get the word out. The district has built a team of 35 student ambassadors who not only have visited single-gender schools in other cities but also are visiting city schools to encourage students to choose Westinghouse. The students are current juniors at Westinghouse and Peabody.

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### **Inside January: Our Annual Education Issue—GEORGIA Girls Only Boys Only**

[http://www.atlantaparent.com/education/Boys\\_Girls.shtml](http://www.atlantaparent.com/education/Boys_Girls.shtml)

Hannah Salwen was, in the words of her father, Kevin, a “solid” student at an Atlanta private school. She typically pulled high B’s, which made her father, a writer and editor, and mother, a seventh-grade English teacher, proud. But Hannah’s parents also were worried: Their daughter was often doing four to five hours of homework each night.

“We saw her losing her childhood and worried that she wouldn’t really be living her young life,” her father says. “We felt we needed [her to attend] a school that taught the way Hannah learns.”

Salwen and his wife decided to send their daughter to Atlanta Girls’ School, where teachers practice a style geared more toward the way girls learn, which includes more eye contact between teacher and student, as well as pauses after questions are asked in class. Today, Hannah, a senior, is thriving.

“She has emerged as a confident leader,” her dad says, adding that she plays varsity volleyball and is co-captain of her team. She has taken math and chemistry honors classes and is taking a world history honors course this year.

The experience of Hannah and others begs the question: Do students attending a school of all boys or all girls do better? Though there’s little statistical data, some metro Atlanta school administrators and parents think the answer is “yes” - the number of schools offering single-sex classes is growing. Proponents of these same-sex programs say they increase student achievement and raise self-esteem while eliminating the distractions and pressures brought on by the opposite sex. Because boys and girls learn differently, educators say, single-sex schools and classrooms also teach to the specific gender’s strengths, opening more doors to students’ success.

Atlanta Public Schools has operated two single-gender schools since 2007. The B.E.S.T. Academy at Benjamin Carson for boys enrolls sixth- through ninth-graders, as does the Coretta Scott King Young Women’s Leadership Academy. Both will be adding one grade per year, and both expect to have a graduating class in 2014.



### **Gaston schools experiment with single-gender classrooms—NORTH CAROLINA**

January 15, 2011 Amanda Memrick

<http://www.gastongazette.com/articles/doesn-54304-grader-erby.html>

Woodhill first-grader Noble Erby doesn't miss having girls alongside him in class.

"Cause they get you in trouble," Noble said.

Noble is one of 16 first-grade boys in Woodhill's Gender Education Initiative. The goal is to help boys achieve academic success using single-gender education. Boys will learn core subjects like reading and math in an all-boys class. Itinerant classes like art and music will have classes of both boys and girls.

These boys will also be staying together throughout elementary school, said Principal Jacob Barr. They'll do what's known as looping. One teacher will teach both first and second grade. Another teacher will teach third and fourth grade. They'll have a different teacher for fifth grade.

Amarius Berry, 6, said he likes being in an all-boys class better than he did last year when he had both boys and girls in kindergarten.

"And they (the girls) used to talk a lot and stuff where I couldn't hear," Berry said.

Results so far look promising. Her students are showing higher scores in math in assessments. Stone hopes to be able to compare their progress with other classes after the second nine week grading period. "We're real excited in a few more years to see, 'What does that data show us?'" Stone said.

#### Second year of separation

Woodhill just started a single gender class this year, but Page Primary School in Belmont is on its second year of having an all-boys and all-girls kindergarten class. "Our scores were actually higher than we thought they would be last year," said teacher Sherry Spangler, who teaches the all-girls kindergarten class.

The program was so popular that parents of 40 students wanted their child in a single gender spot this year but just 24 slots were open. Testing data shows that by the end of the third nine-week grading period last year, the all-girls class was 100 percent proficient in reading, writing and math. Girls in co-ed classes were 71.42 percent proficient in reading, 88.68 percent proficient in writing and 92.85 percent proficient in math. Proficiency means the students know 85 percent of the content area taught.

Pam Miller's kindergarten class of boys also saw academic success beyond what's expected in kindergarten. "We're beginning to see those same results again," Miller said. Testing data shows that by the end of the third nine-week grading period last year, the all-boys class was 96 percent proficient in reading and writing and 100 percent proficient in math. Boys in co-ed classes were 75.8 percent proficient in reading, 83.9 percent proficient in writing and 96.8 percent proficient in math.

## News Articles from the Country

### **Should single-sex classrooms be offered in Utah public schools? - UTAH**

Published: Wednesday, Feb. 2, 2011 By Sara Lenz, Deseret News

<http://www.deseretnews.com/article/700106421/Should-single-sex-classrooms-be-offered-in-Utah-public-schools.html>

Schools across the country are looking for ways to improve test scores and student outcomes. And over the last couple of years, a new trend has started that some educators believe will do just that: separating boys and girls in public schools.

In 2002, there were just a dozen public schools that offered single-gender classes, according to the National Association for Single Sex Public Education. As of last month, there were at least 524 public schools in the U.S. that offered them. Thirty-nine states and the District of Columbia have at least one school if not a dozen or so that offer single-gender classes. Some of the most offerings are in South Carolina, Florida, Kentucky, New York, Ohio and Texas. Utah is not listed as a state that offers such options in public schools.

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### **Single-sex schools could soon be coming to the city district - MISSOURI**

January 21, 2011

<http://www.kmov.com/home/Single-sex-schools-could-soon-be-coming-to-the-city-district-114404394.html>

(KMOV) - The St. Louis Public School District could soon add single-sex schools.

On Saturday, Superintendent Dr. Kelvin Adams will lay out his plans to make four elementary schools and two middle schools single sex institutions. It's a pilot program the superintendent hopes will boost grades and decrease discipline issues. One city school, Yeatman Elementary, tried it out this year. The district says it works.

"Discipline incidents have decreased, the number of infractions in terms of students being suspended has decreased, the number of parental conferences [has] decreased, and so we looked at that as a way to determine for us that this may be a good idea to expand," says Adams.

## News Articles from the World

### **Boys' schools decline in shift towards mixed classrooms—UNITED KINGDOM**

Traditional boys' schools are "near extinction" as growing numbers of headmasters axe single-sex education to admit girls, according to research.

By Graeme Paton, Education Editor, The Telegraph 03 Feb 2011

Less than five per cent of establishments listed in the latest edition of the Good Schools Guide - published today - are independent boys' senior schools. It represents a dramatic decline compared with the first edition of the guide 25 years ago when almost a quarter of schools featured only admitted boys. Girls' schools have also fallen in popularity since the mid-80s, it is claimed, forcing some to close or merge with other similar schools nearby. But according to the guide, boys' schools are more likely to adapt to parents' increasing preference for mixed classrooms by axing their single-sex status to go fully co-educational.

"Boys' schools, like girls' schools, have been affected by economic pressures and by some parents' preference for co-ed - probably more so," she said. "But they have rolled with the punches by taking in girls.

"On the up side, this means not a single boys-only school from our first edition has had to close down.

"On the down side, so many of them have gone co-ed - and so quickly - that we now have parents ringing us up in frustration that they are struggling to find a boys' independent school for their son. We're having to steer them towards the survivors."

### **‘Separate girls from boys’ - SOUTH AFRICA**

February 1 2011

By Michelle Jones of The Star

<http://www.thestar.co.za/separate-girls-from-boys-1.1019889?pageNumber=2>

An increasing number of Cape Town schools are opting to separate boys and girls because of the key differences in the way they are able to learn and cope with their emotional maturity.

Extensive research had found that both boys and girls do better academically and socially when they are able to learn separately. Of the 27 pupils on the Western Cape Education Department’s merit list of the top performing pupils in last year’s national senior certificate exams, the vast majority were girls.

And on the list of the top 10 performing schools in the province in the 2010 final exams, half of the schools were girls schools. Of the other five schools, four were boys schools and only one, Westerford High School, was co-ed. Gavin Keller, principal of the Sun Valley group of schools, said a large amount of research had made it clear it was easier to teach just boys or just girls at the key stages in their development.

He asked that principals and teachers recognise the “fundamental differences” in how boys and girls were able to learn. Boys were nine to 15 months behind in reading but the same amount of time ahead in maths, science and spatial activities. For this reason pupils at Sun Valley were separated in grades 1, 2 and 3.

Keller said that in these early years girls were more adept at reading, leaving boys in the same class feeling they were not interested. When boys were in a separate class they were able to learn to read at their own pace, and enjoy doing so.

Another key difference between the sexes was girls’ ability to quickly verbalise their emotions while boys were only able to recognise that they were “glad, sad or mad”. In separate classes boys were taught to recognise the full spectrum of their emotions. Keller said another key development stage at which to separate pupils was in the hormone-driven grades of late primary school and early high school.

The president of the SA Principals’ Association, Alta van Heerden, said that separating classes made sense because boys and girls matured at different ages. At Sunlands Primary, where Van Heerden was principal, there were same-gender classes for grades 6 and 7. “The single sex classes work at an emotional level. The girls and the boys don’t have to worry about making mistakes.”

Camps Bay High School principal David de Korte said English teachers had come up with the idea to separate the Grade 9 class because the girls tended to have all the answers while the boys sat back. At that age the boys were going through puberty and more concerned about their image than reading, De Korte said. This was the second year the separation had been in place and teachers were already noticing an improvement in pupils’ results. De Korte said those against the separation of boys and girls argued that if parents wanted their child in a single-sex class, they would have sent the child to a single-sex school.

But those schools were often “difficult to access and expensive”. Bergvliet High and Edgemoor Primary were two other schools which had separated boys and girls. Bruce Probyn, principal of Herschel Girls School, said it was simpler to run a single-sex school because there was no need to worry about what the other sex wanted or needed. Herschel was one of the top schools in the province with a 100 percent matric pass rate.

### **Girls' schools are still popular - UNITED KINGDOM**

12:00pm Tuesday 1st February 2011

[http://www.malverngazette.co.uk/news/8824681.Girls\\_schools\\_are\\_still\\_popular/](http://www.malverngazette.co.uk/news/8824681.Girls_schools_are_still_popular/)

GIRLS' schools are not on their way out, says the headmistress of a Malvern school.

Patricia Woodhouse, the head of Malvern St James, was speaking after the publication of the Good Schools Guide 2011.

In the guide, girls' schools account for only 13 per cent of the leading establishments, the lowest proportion since the list started in 1986.

"Independent schools are rationalising and re-inventing across the board, it is not something reserved to girls only schools. However, it is simply not our experience that single sex education for girls is on the way out," she said.

"Parents are still looking for the style of education we offer their daughters, and in ever greater numbers."

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### **Students thrive at single-gender stream school - CANADA**

Boys are thriving in the single-gender stream at Sacred Heart School.

Thu Jan. 27 2011

[http://calgary.ctv.ca/servlet/an/local/CTVNews/20110127/CGY\\_sacred\\_heart\\_110127/20110127?hub=CalgaryHome](http://calgary.ctv.ca/servlet/an/local/CTVNews/20110127/CGY_sacred_heart_110127/20110127?hub=CalgaryHome)

Another open house was held Wednesday night on a proposed all-boys program for Calgary public schools.

It would be a first in the public system.

But one local school has been experimenting with the idea since September.

At Sacred Heart Elementary, boys' and girls' classes are taught separately, but students get together for breaks like recess and lunch.

"Things like language arts, we read about things like sports or cars that they might be interested in and gender specific books that are really geared towards their interests," says teacher Steve Panicker.

There's also a difference in how class is taught.

Studies show boys respond better to louder volume, so teachers for the boys use mics and speakers.

Parent demand drove the move to single-gender classes but there have been some unexpected benefits.

Principal Leanne Timko says there are very few disciplinary issues.

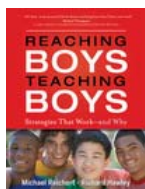
She credits that to a lack of drama between boys and girls.

The program has only been running since September so it's too early to assess the academic results.

## Resources Listed in *Gender Matters* Newsletter August 2010—Current



*Half the Sky* by Nicholas Kristof provides detailed look at the condition of women across the world and the opportunities and impact of educating women in developing countries.



*Reaching Boys Teaching Boys* by Michael Reichert and Richard Hawley collects ideas from all-boys schools from across the world and presents them in an organized anecdotal format. **This book is being used for an Elluminate Book Study.**



The July Issue of *The Atlantic* provides an interesting read about men and women.

**The Washington Post Magazine highlights South Carolina:** [http://www.washingtonpost.com/wp-dyn/content/article/2010/07/30/AR2010073004753\\_pf.html](http://www.washingtonpost.com/wp-dyn/content/article/2010/07/30/AR2010073004753_pf.html)

### Media Literacy Especially for Girls—Cover Girl Culture: Awakening the Media Generation

<http://www.covergirlculture.com/>



If young people today aren't "media literate" then they might believe what they see in the media is the norm. Unfortunately, magazines are plastered with 100 lb models, celebrities and others, many of whom have been "photoshopped" to perfection. Research also shows that these images play a powerful and influential role in young people's attitudes and behaviors. If you're not already familiar with "media literacy education" and its place in the K-12 curriculum, you might wish to surf over to The Media Literacy Clearinghouse (<http://www.frankwbaker.com>)

for resources designed to help

educators create critical thinkers and competent communicators in the 21st century.

### Engaging Girls in STEM

#### Transforming Education Through Technology

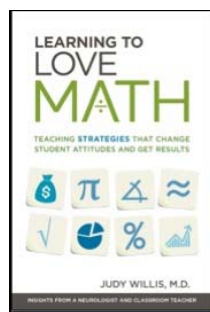
*There may not be one all-encompassing solution to STEM gender equity, but there are some tools that can help get girls interested in STEM and keep them engaged with it through their secondary and post-secondary education--ranging from investments in professional development to simple, everyday encouragement.*

The results are in, and girls in the United States aren't any more interested in STEM than they were 10 or 20 years ago. More alarming is the fact that those girls who do take an interest in such subjects at the middle school and high school level tend to drift to other interests in college. And the trend is raising red flags all across academia.

From their Fact Sheet: [http://www.socwomen.org/socactivism/stem\\_fact\\_sheet.pdf](http://www.socwomen.org/socactivism/stem_fact_sheet.pdf)

- Educational approaches to generate interest and improve preparation for STEM careers Programs targeting girls and women from preschool to graduate school seek to build confidence, offer role models, and provide support in chilly climates. Based on evidence that girls often perceive STEM as narrow, Fact Sheet: Women in STEM 4 abstract, and lonely, many projects highlight uses of STEM to solve human problems. Addressing teacher and parent support is also crucial. Often these efforts also benefit boys and men (AAUW 2004; NSF 2007b). However, these efforts are not broadly coordinated, and their impact has been limited to date. Some interventions risk essentializing differences as unchangeable traits of the group (e.g., girls aren't good at math, girls like applied problems) rather than as responses to the systems in which girls have been taught (Boaler 2002).

<http://thejournal.com/articles/2010/09/08/engaging-girls-in-stem.aspx>



Judy Willis (<http://radteach.com/index.html>) is a teacher and neuroscientist. She has published multiple books about the brain and teaching.



## **Successfully Teaching Boys**

### **ASCD Express**

ASCD Express dedicated an entire issue to teaching boys. **Take a look:**

[http://www.ascd.org/ascd-express/vol6/604-toc.aspx?  
utm\\_source=ascdexpress&utm\\_medium=email&utm\\_campaign=express604](http://www.ascd.org/ascd-express/vol6/604-toc.aspx?utm_source=ascdexpress&utm_medium=email&utm_campaign=express604)

### **2009 PISA Report**

NCES issued its international report of Performance of 15 year olds on Reading, Math, and Science.

**See the full report here:**

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2011004>

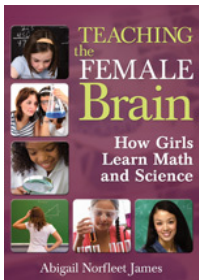
In Reading, the report includes the subgroups by gender. “Gender. Female students scored higher, on average, than male students on the combined reading literacy scale in all 65 participating countries and other education systems. In the United States, the difference was smaller than the difference in the OECD countries, on average, and smaller than the differences in 24 OECD countries and 21 non-OECD countries and other education systems.”

**Reading table:** <http://nces.ed.gov/pubs2011/2011004.pdf>



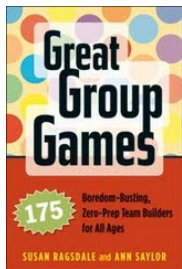
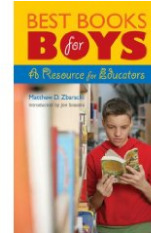
## Previously Listed Resources from 2009–2010 School Year

A summary list of resources from the 2007-2008 and 2008–2009 school year can be found in the May issue of *Gender Matters*.



Teaching the Female Brain by Abigail James  
Brain-based differences and strategies for girls, focusing on the areas of math and science. Abigail James is also the author of Teaching the Male Brain.

Best Books for Boys: A Resource for Educators by Matthew D. Zbaracki Provides over 500 listings categorized by genre (i.e. Humor, Fantasy, Poetry, Classics). Also provides author, title, and subject indices.



Great Group Games, Classroom Management that Works, and Problems as Possibilities are terrific texts to provide team building ideas and strategies to manage students through engaging activities.

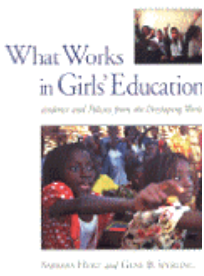
Pink Brain, Blue Brain by Lise Eliot provides a review of claimed differences between boys and girls. While recognizing that there are important differences, the cause, according to Eliot, is much more cultural than biological or “hardwired.” She also argues against “essentialists” who claim, in her view, that gender defines everything about us. She is critical of Louane Brizendine, Michael Gurian, and Leonard Sax. Overall, she is critical of single-gender education, but endorses its use in specific areas and the use of specific strategies to benefit the different needs of boys and girls.



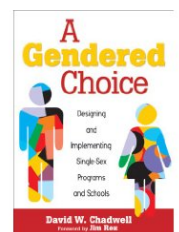
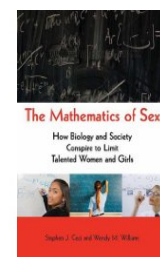
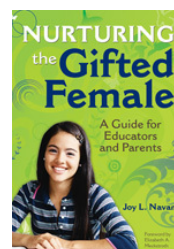
Nurturing the Gifted Female by Navan highlights specific concerns and provides specific strategies for teaching gifted females. Many ideas emphasize good teaching for females in general.

The Mathematics of Sex by Ceci and Williams reviews extensive research to determine the contributing factors to females not pursuing high level courses and careers in mathematics.

A Gendered Choice by Chadwell (me) is a resource for schools designing and sustaining a single-gender program.



What Works in Girls' Education is a thorough analysis of the multiple benefits (including social, personal, familial, economic, and political) of educating girls in developing countries. Includes specific programs from several countries.



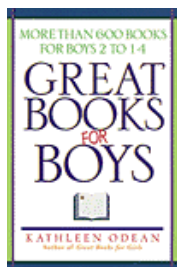
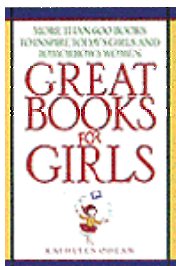
## Continued Resources Listed 2009–2010



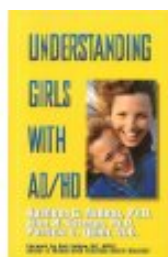
Most literature does not exhibit gender equity, according to the National Council of Teachers of English (NCTE), and through reading lists of more recent works provided for each group of grade levels, students should be able to learn more, and have enriched discussions about gender expectations, roles, and equity. Also, there is a list of methods to have a more balanced English curriculum in the classroom.

Brain Rules by John Medina explains 12 rules of the brain, including gender. Robbie Watkins, principal, and Donna Jacobs, curriculum coordinator, of Whittemore Park Middle (Horry) are using Brain Rules as a book study with faculty. Read about how they are using the book in the January 2010 issue on page 4.

Learn more at: [www.brainrules.net](http://www.brainrules.net).



Here are two older resources (from 1997 and 1998.) Kathleen Odean, a former member of the Caldecott and Newbery Award committees, create two lists of books (each over 600 books long) for boys and girls. Each list is categorized by Beginning Readers, Middle Readers, and Older Readers. With each category are genres: biographies, fiction, poetry and nonfiction. The subcategories are different for boys and girls, and while potentially stereotyping, it is an opportunity for teachers to consider a variety of texts. Each book listed is annotated.



Understanding Girls with AD/HD by Kathleen G. Nadeau provides a broader understanding of AD/HD and how it impacts girls specifically.

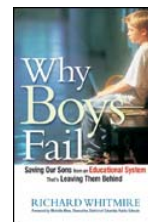
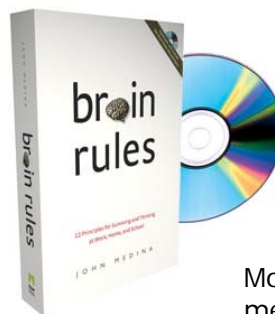
African American Girls by Faye Belgrave provides insightful frameworks to better understand African-American students, including: Self and Identity; Family and Kin; Peers and Friends; Expectations and Achievements; and Prosocial Behavior and Aggression.

How Girls Thrive by Dr. JoAnne Deak will be updated and republished this summer. Her comment here: It's been twelve years since the first edition of *How Girls Thrive* was published. Every chapter and every topic has new parts added that reflect recent research and current issues and topics faced by girls. So, bits of the answer appear on almost every page, or I'd rather envision them not as bits, but as pearls. I hope that, after you have completed the whole book, you will have a string of pearls!

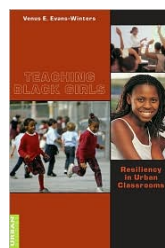


In Curse of the Good Girl Rachel Simmons argues that the increasing pressure on girls to reach a certain unachievable image has caused them to become inhibited by self-criticism. Simmons provides strategies and tips on how to correctly guide girls to becoming independent and achieving their full potential.

In the book Discovering Their Voices: Engaging Adolescent Girls with Young Adult Literature, by Marsha Sprague and Kara Keeling, the difficult issues that teenage girls face are confronted with a proposed new curriculum for language arts. Through this curriculum, girls will be able to face these issues through such tasks as literature discussion questions and in-class activities.



More books on why boys and men are no longer as successful as they once were.



While there are books about boys and girls, there are also some books that address race and gender. The following three books are ones that look at African-American girls.

