



Professional Development Services

2015 - 2016



COALITION OF SCHOOLS EDUCATING BOYS OF COLOR

OUR PURPOSE

COSEBOC's mission is to connect, inspire, support and strengthen school leaders dedicated to the social, emotional and academic development of boys and young men of color.

WHAT WE DO

COSEBOC builds a network of school leaders and educators who are able to increase their school's success with boys and young men of color. Connecting research, policies, practices and standards that work from successful schools, **COSEBOC** has created a learning community for school leaders and districts nationwide. **COSEBOC** works with all schools, Pre-K-12; public, charter and private; co-ed and single gender.

C O S E B O C



New demands on student testing, teacher performance and school rankings, have made the stakes for educational leaders higher than ever before.

That's why the need for specialized professional training and consulting services that offer real solutions to complex challenges, especially those facing boys and young men of color, are critical.

COSEBOC believes that the professional development of school leaders is an essential component of the academic success of boys and young men of color. Given the tools, educators can apply tested, innovative practices, policies and standards that work, create learning environments where boys and young men of color improve their performance, have higher promotion and graduation rates, forge stronger family and community bonds, and develop the emotional resilience to thrive.

HOW COSEBOC CAN HELP YOUR SCHOOL AND DISTRICT

COSEBOC offers a series of professional development courses and consultation services designed to meet the needs of school leaders, administrators, school districts and schools focused on improving the academic achievement of boys and young men of color. Services are available to Pre-K to 12th grade schools, school districts and non-profit organizations that serve students.

Whether your school or district is in the early stages of assessing professional development training needs or working to elevate your team's skills to further improve student outcomes, COSEBOC's professional development services will help build tangible steps for improving the academic performance of male students of color. The following pages include courses featuring evidence-based practices, strategies and specific leadership methods from successful educators across the nation. COSEBOC delivers this training with an understanding that the tools and knowledge acquired will be shared to foster achievement and create a broader, connected learning community.

In addition to our series of courses and workshops, COSEBOC offers consultative services to organizations seeking to improve their impact by developing structures/systems and creating programs to significantly advance the academic achievement of boys and young men of color. We work with states, school districts, schools and non-profit educational organizations across the country. Our in-depth assessment process can help you determine the most effective strategies, resources and solutions for moving your institution forward.

COSEBOC COURSES & WORKSHOPS

INTRODUCTION TO THE COSEBOC STANDARDS & PROMISING PRACTICES OF SCHOOLS EDUCATING BOYS OF COLOR

Introduction to the COSEBOC Standards and Promising Practices of Schools Educating Boys of Color

Course Description:

Developed in partnership with the Metropolitan Center for Urban Education, The COSEBOC Standards and Promising Practices for Boys and Young Men of Color is a framework of the practices and policies used by schools successfully educating boys and young men of color. This introductory course is designed to provide an overview of the seven core areas of the COSEBOC Standards to assist schools and districts in developing strategies to improve academic outcomes among boys and young men of color.

The COSEBOC Standards core areas include:

- 1 School Assessment
- 2 Parent/Family/Community Partnership
- 3 Curriculum and Instruction
- 4 School Environment and Climate
- 5 School Leadership
- 6 School Counseling
- 7 School Organization

A solid understanding of this content and the key factors that facilitate or hinder academic achievement among boys and young men of color is critical for school leaders, administrators, educators and other stakeholders who are committed to improving educational performance. This course will equip participants with the knowledge and skills for targeted, focused actions in the key organizational components that make a difference for male students of color.

Key Learning:

- 1 Overview and rationale of the seven core areas
- 2 The measures and indicators of success for each area
- 3 School or district current performance level in each area
- 4 Where to access content relative to each area for additional information to fill in knowledge gaps

Participants will be able to prioritize their work in each of the seven areas according to data from the rubrics. They will also receive guidance regarding how to embark on a plan of action, from initiating critical conversations about a school's success in educating boys and young men of color, to engaging stakeholders in the processes necessary for bringing about desired results in each of the seven core areas.

Recommended Audience:

School Leaders, Administrators, Educators and Community Stakeholders:

The maximum number of participants per session is 35. This number supports a diversified training session to include a combination of lectures, readings, videos, individual reflection and discussion, and interactions within both small and large groups. While led by the facilitator, the session(s) will provide opportunities for participants to take the lead within small groups to help process content and develop concrete applications specific to their school and/or district.

Course Options:

Option #1

Introductory Overview: This course provide a short overview of each of the seven COSEBOC Standards. Participants learn key concepts for understanding and assessing their current school environment.

Time Frame: 1.5 day session

Option #2

COSEBOC Standards Applied: This course provides an overview and a detailed review of each of the seven standards individually, assesses your current school environment and provides examples of how they may be applied.

Time Frame: 3.5 days, 3 hours per session

Option #3

COSEBOC Standards Complete: This course is a comprehensive review of the Standards providing an assessment of your current school environment with examples of how each standard may be applied, plus assistance with specific designs and action plans.

Time Frame: 5 days, 4 hours per session

IMPLEMENTING RESTORATIVE JUSTICE PROGRAMS

Course Description:

Restorative Justice and School Leadership Series

Among the most difficult challenges facing many schools are the high rates of suspension and low academic performance, which have a disparate impact on boys of color.

This is often also associated with teacher and leader dissatisfaction with the school culture. Federal guidance for developing positive school climate and equitable discipline practices creates an opportunity for schools to revisit their approaches to developing the conditions for student achievement and interrupting the school to prison pipeline. COSEBOC understands how restorative approaches to building positive school climates are more likely to lead to more equitable academic and social-emotional outcomes for students of color and students with special needs.

This course is designed for school administrators and leaders who want to meet the growing need to develop a more supportive and accountable school climate for ALL students. Persons taking this course will explore how restorative practices can improve school climate; foster more positive relationships among and between students and staff; and provide alternatives to suspension that promote student

social/emotional learning, develop accountability and repair harm to the community.

While restorative practices in schools tend to focus on school discipline programs, the most significant results occur when institutions adopt continuous improvement strategies and invest in long-term educator training in restorative and culturally responsive practices. This course is a first step for schools to create an academic environment where boys and young men of color can achieve.

Key Learning:

- 1 Analyze elements of restorative school leadership that facilitate and connect the social-emotional and academic development of boys and young men of color.
- 2 Engage in dialogue that investigates leadership in schools through culturally responsive, student-centered learning strategies for students, teachers and school leaders.
- 3 Help school leaders map plans to activate restorative justice as an integral part of their approach to discipline and social-emotional development for students.

Recommended Audience:

- District-Level Administrators of Student Support Programs, Social-Emotional Learning, Equity Initiatives, or Family & Community Engagement
- Principals, Assistant Principals, Building-Level Administrators

COSEBOC COURSES AND WORKSHOPS

Course Options:

Option #1

This course provides background in best practice research, focuses on the development of a restorative justice plan, and creates a leadership mindset for implementation of restorative practices.

Time frame: 2 days

DAY 1 • Best Practices Research & Leadership Mindset Development

1. Introduction to Restorative Practices in Schools
2. Surveys and Research on Restorative Schools and Youth Organizations
3. Creating School Climate Change w/ Restorative Justice Programs

DAY 2 • Planning

1. Restorative Justice and Student Engagement
2. Restorative Justice for Family and Community Engagement
3. Restorative Justice & Discipline

Option #2

This course provides background in best practice research, focuses on the development of a restorative justice plan, and creates a leadership mindset for implementation of restorative practices. In addition, the course builds the staff person's essential skills for restorative justice practices.

Time frame: 4 days

DAY 1 • Best Practices Research & Leadership Mindset

1. Introduction to Restorative Practices in Schools
2. Surveys and Research on Restorative Schools and Youth Organizations
3. Creating School Climate Change w/ Restorative Justice Programs

DAY 2 • Implementation

4. Restorative Justice and Student Engagement
5. Restorative Justice for Family and Community Engagement
6. Restorative Justice and Professional Culture

DAY 3 • Culturally Responsive Practices in Restorative Schools

7. Approaches to Student Social-Emotional Development
8. Instructional and Classroom Management Strategies
9. Student Support Planning

DAY 4 • Restorative Behavioral Interventions

10. Three-Tier School-Wide Intervention Strategies
11. Restorative Circles & Advisory Planning
12. Restorative Conferences & Wrap-Around Services

COSEBOC COURSES & WORKSHOPS

PREPARING THE SCHOOL VILLAGE TO RAISE OUR SONS THROUGH RITES OF PASSAGE

Course Description:

RITES OF PASSAGE is a manhood development program designed for boys and young men of color that creates the supportive learning environment many boys and young men of color need to succeed academically. COSEBOC schools that have conducted the rites of passage practice have achieved substantial increases in promotion rates, graduation, and attendance, and have seen a decrease in violent incidents and adverse behaviors.

This six-session professional development course is designed to enable principals, teachers, counselors, community educators, mentors, parents and rites of passage facilitators to establish culturally relevant rites of passage systems to assist in their work with boys of color in the school setting. The course will build the ability to customize, implement and facilitate rites of passage experiences for learning communities seeking successful educational and socialization outcomes. The highly engaging experience also enables adults in the learning community to reflect on their own formal and informal rites of passages as they prepare to serve as custodians of the rites of passage process. Upon completion, the participants will be able to design, implement, execute and manage an in-school rites of passage experience for their boys, young men and adult staff. This is a foundational course customized for each school's mission, core values and environment.

Key Learning:

1. Examine how today's boys of African and Latino ancestry learn about manhood
2. Identify current phases of development and draw on educators' own backgrounds and daily engagement with students
3. Learn the stages of rites of passage and how to implement these stages into current school programs
4. Build strategies and systems for establishing community tone, norms and culture
5. Explore the process of defining and studying "the self" from an indigenous perspective

6. Learn to create an environment that affirms, inspires, celebrates and promotes transformation for boys and young men
7. Design rite of passage trials that challenge students physically and mentally for effective learning
8. Establish a framework for designing modules that are aligned with the various learning styles and strengths young males of African and Latino ancestry

Rites of Passage is a multi-part series of six workshops:

1. **The Search for Identity – The Journey to Manhood in the 21st Century**
This workshop will examine the current educational and socialization systems for boys and young men of color. Who are these boys and young men? This is an essential question that will be unpacked during the session. Participants will examine indigenous methods for ushering boys to manhood and examine ideas of masculinity. Additionally, participants will deeply reflect on their own journey to adulthood and how they have arrived to their current mission of guiding boys of color to manhood.
2. **Restoring the Initiation Process – Core Elements of Rites of Passage**
Participants will analyze and reflect on the formal and informal experiences that occur in the lives of the boys and young men that they serve. This interactive session will explore the meaning, phases, practices and anticipated outcomes that this transformative experience creates. Lastly, participants will analyze their own maturation and align the phases of where they are as adults and how it affects their craft as educators.
3. **In-School Rites of Passage – Critical Questions to Consider When Creating a Rites of Passage Program**
This session will explore the structure and dynamics of teaching and learning within the school context and identify rite of passage elements within the daily educational experience. Additionally, there will be a study of the different types of rites of passage components that exists within schools.

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COSEBOC COURSES & WORKSHOPS - continued

Participants will interactively engage in analyzing the vision, mission, values, lexicon, school-wide rituals and classroom norms of their respective schools. Participants will also examine and assess the virtues, skills and the enduring understandings that the boys and young men will internalize upon matriculating from their school.

4. Establishing a Rites of Passage Culture, Aesthetic, Norms, Systems and Facilitation Methods

This session will help participants customize their rites of passage experiences based on the core tenets and processes of rites of passage and the particular philosophy and ideals of the school. These “Nuts and Bolts” approaches will provide systemic portals to guide intentional rites of passage practices and reinforce the core values of the learning community. Participants will learn how to create a sacred space and techniques for masterful facilitation and rites of passages.

5. Establishing Our Rite of Passage Initiation

Participants will begin to create the framework, rituals, trials, ceremonies, assessments, symbols, rewards, trips and positions that will enable the boys and young men to successfully navigate their rites of passage experience. During this session there will be time devoted to identifying organizations and individuals who can support the rites of passage experience. A structure for rites of passage components will be established and a calendar of events for rituals and ceremonies will be planned.

6. Declarations, Symbolic Death and Celebration

During the final session, participants will present their rites of passage missions and strategic plans. Specific emphasis will be placed on how the participant’s role as a facilitator aligns with his/her purpose as an educator. The session will focus on the sacrifices each participant will make and the symbolic death or what must be eliminated for their authentic voice as an educator to emerge. The session will conclude with a special ceremony and celebration.

Recommended Audience:

- Principals and Lead Instructors
- Guidance Counselors and Social Workers
- Directors of Student Life and School Culture
- Entire learning communities that have an interest in embracing rites of passage as a pedagogical approach.

Each session will be highly engaging and interactive. There will be time for deep reflection; role playing and simulation; practice of new techniques; small group work; courageous conversations; individual and group presentations; crafting procedures and practices that will be beneficial to the school community; exposure to experts through literature, media or in person; creative problem solving and critical analysis; and direct engagement with school-aged young men. Participants will experience the components of a rites of passage program, designed to challenge fears, take risks and embrace vulnerabilities.

Time Frame: 4 days, 6 hours per session

“It is important for educators interested in finding solutions to the challenges facing young males of color to do more of what works and less of what does not.”

– Dr. Edward Fergus

Assistant Professor of Educational Leadership

Steinhardt School of Culture, Education, and Human Development • New York University

Author, COSEBOC Standards and Promising Practices

FOR MORE INFORMATION CONTACT:

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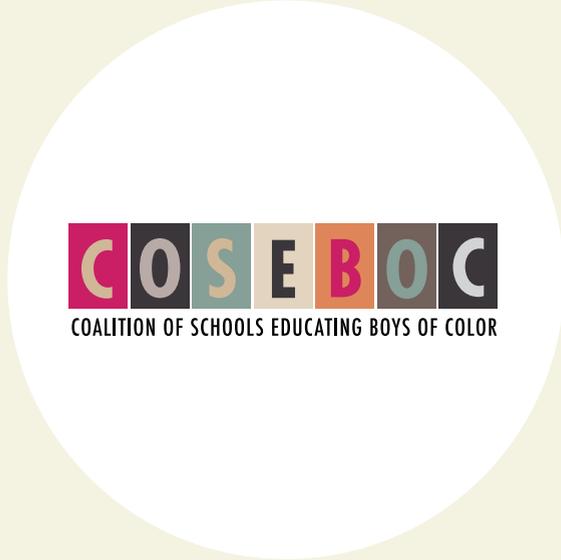


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