**CAPSTONE PROJECT TITLE: TRANSFORMING THE EDUCATIONAL EXPERIENCE OF YOUNG MEN OF COLOR (DEFINED HERE HAS AFRICAN-AMERICAN, HISPANIC/LATINO, and SOUTHEAST ASIAN) AT REVERE HIGH SCHOOL**

**NANCY BARILE, MASSACHUSETTS TEACHERS ASSOCIATION, REVERE TEACHERS ASSOCIATION**

**LEADERSHIP PATHWAYS:** Instructional Leadership and Policy Leadership

**FOUR COMPETENCY THEMES:**

1. Instructional Leadership - Communication

 2. Instructional Leadership - Group Processes

 3. Policy Leadership - Policy Implementation

 4. Policy Leadership - Policy Advocacy

**1. LEADERSHIP PROFILE AND CONTEXT -**

 **National Board Certified Teacher –** November 2001; Recertified 2011

 Adolescent and Young Adult - English Language Arts

 **TEACHING EXPERIENCE:**

 **REVERE HIGH SCHOOL - 1995- Present**

 ENGLISH TEACHER/LEAD TEACHER (2002-2004) ENGLISH DEPARTMENT
 Creator and Advisor to the *Future Teachers Club*

Creator and Advisor to *The Revere Culture Club*

 **EMMANUEL COLLEGE – Boston, MA Fall 2007-present**

 ADJUNCT PROFESSOR - GRADUATE SCHOOL OF EDUCATION

 **REVERE HIGH SCHOOL, Revere, MA 2004-present**

 Instructor Teachers-Teaching-Teachers – *Designing a Standards-Based Classroom*, *Classroom Management in Urban Schools, Shake the Money Tree,* and *Motivating the Reluctant Learner*

 **UNIVERSITY OF MASSACHUSETTS – Boston, MA Winter 2004**

 ADJUNCT PROFESSOR - GRADUATE SCHOOL OF EDUCATION

 **SALEM STATE COLLEGE,** **Revere, MA Summer 2003**

 VISITING INSTRUCTOR - CAGS PROGRAM

 **LARE TRAINING, Chelsea, MA 1994-1995**

 English Language Arts and Business English Teacher

##  PUBLISHED WRITING:

###  Center for Teaching Quality

###  "Field Trips: A Dying Art?" - December 2014

###  "Self-Advocacy: One of the Most Important Skills We Can Teach Our Students" -

###  November 2014

###  "Could CrossFit Make me a Stronger Teacher" – September 2014

###  "Changing Students’ Lives in One Day" – September 2014

 "Five Things Teachers Do that Students Love" – August 2014

 "Five Things Teachers Do that Students Hate" – August 2014

###  Huffington Post

 "Helping Students Honor Our Veterans" - November 2014

 "I’m a Veteran Teacher – Not a Dinosaur" – June 2014

###  "Thank Teachers that Make Educational Equity a Reality" – May 2014

###  Education Week

 "How to Reach Reluctant Learners" - May 2014

 "How Film Can Connect Students to Writing and the Common Core" – March 2014

 "How Punk Rock Made Me a Better Teacher" – February 2014

###  Educational Horizons, Volume 92

 "Is Getting Gritty the Answer?" - Nov/Dec. 2014

 “Getting to Know Your Colleagues” - Oct/Nov. 2013

###  National Board for Professional Teaching Standards – Blog, June 2013

 “Teaching Merzudin – An NBCT Reflects on Proposition One”

 ***Scholastic, Inc., April 2013***

 “The Boston Marathon Bombings – A Teacher Reflects”

###  The College Board Teacher Voices Series, 2011-2012

 1. “Why Didn’t They Teach Me This (Or Warn Me) About This in College?”

 2. “Teachers Talk About Some of the Big Problems They Face in the Classroom and How These Impede Student Learning?

 3. “Student Voices on Classroom Management”

 ***Scholastic, Inc. – Teacher-Advisor, 2010-2011***

 Blogged for 46 weeks on a variety of educational topics, shared lesson plans, discussed strategies and skills for effective teaching, and discussed classroom challenges and successes.

###  National Council of Teachers of English: ReadWriteThink 2009-2012

 Published several lesson plans on the NCTE website.

###  Women in Literature and Life Assembly Journal of the National Council of Teachers of English, Fall 2000

 *“*Film and Feminist Criticism in the High School Classroom”

###  MTA Today, December 2000

 “Lesson Plans: Students Compare ‘Old School/New School’ Poetry”

 ***National Council of Teachers of English: Classroom Notes, Fall 2009***

 “Understanding Poetry”

 **SPEAKING AND CONFERENCES**

 **Presenter - MTA EdTalks, August 2014 -** "How Punk Rock Made Me a Better

 Teacher"

 **Presenter: Curriculum Study Groups Webinars 2013 – “**Motivating the

 Reluctant Learner – Part I and Part II”

 **Presenter:** **College Board New England Regional Forum, Boston, MA 2013 –** “Transforming the Educational Experience of Young Men of Color”

 **Presenter:**  **College Board and the National Office of School Counselor Advocacy” National Webinar**: **“**Tools and Resources for Transforming the Educational Experiences of Young Men of Color” **2012.**

 **Presenter:** **College Board Regional Forum, Boston, MA 2012.** “Strategies,

 Struggles, and Success: Students Talk about their Experiences with Rigorous

 Curriculum.”

 **Presenter:** **College Board Regional Forum, Boston, MA 2011.** “College

 Readiness: The Real Deal.”

 **Presenter:** **College Board Regional Forum, Boston, MA 2010**. “The Silent

 Problem: The Plight of the Undocumented Student.”

 **Presenter:** **National Council of Teachers of English Conference on English**

 **Leadership, Philadelphia, PA, 2009.** “Propelling the First-Generational Student

 Forward: The Story of Success at Revere High School”

 **Presenter:** **College Board National Forum and New England Regional Forum,**

 **New York City October 2009 and Boston, MA January 2010**. **“**Propelling the

 First-Generational Student Forward: The Story of Success at Revere High School”

 **WGBH –** **Greater Boston with Emily Rooney**

 **Panel Participant –** **Massachusetts School of Law, Educational Forum –** *Why*

 *Johnny Can’t Read or Write*

 **Speaker**– **Salem State College Awards Ceremony**

 **Guest Speaker – Emmanuel College – “**The Role of the Teacher in the Community”

 **Presenter: University of the Middle East International Education Program (in conjunction with Boston College) – August 1999; August 2001; July 2002**

 **2002 Accreditation Process - Co-Chair the Curriculum Committee.**

 **Presenter and Member of the Planning Committee – “**Best Practices for High

 Achievement” October 1999

 **EDUCATION REFORM AND POLICY**

 **Chairperson, College Board New England Regional Council,** February 2012 to February 2013

 **Member: College Board Regional Council** 2009-Present

 **The Massachusetts Teachers Association, National Education Association, the National Board of Professional Teaching Standards and the Center for Teaching Quality – Teacher Leadership Initiative**. 2013-present.

 **Department of Secondary and Elementary Education Knowledge and Skills of**

 **Professional Teaching Project - Family and Engagement Sub-Committee** 2010

 **National Commission on Writing for America's Families, Schools, and Colleges**.

**Motivation to Participate in TLI and the Context in Which I'm Working:** I wanted to participate in TLI because I believe strongly that teacher leadership is one of the most powerful sources available to help improve education. It allows teachers to engage in effective and collaborative discussion and practices that will most definitely result in improved decision-making at all levels. And I believe it will help to increase student achievement and empower the creation of a dynamic 21st century teaching force. I chose my capstone project because, a few years ago, I worked with the College Board's National Office of School Counselor Advocacy on a project called "Transforming the Educational Experience of Young Men of Color." I helped cull student essays from young men of color for NOSCA's Journal Series on this subject, and I participated in a webinar and session at the New England College Board Regional Forum on this topic. I wanted to continue the work - at my school level - to see how I could create positive change in my own school with respect to improving the educational experience of young men of color. I teach in a very multicultural high school, and many of our students are young men of color. The statistics released by the College Board show a dire future for our YMOC, and, through my capstone, I hoped to change that.

**2. DESCRIPTION OF PATHWAY AND COMPETENCIES SELECTED:**

The pathway I chose was **Instructional Leadership** and **Group Processes** as an overarching theme because none of my work would be meaningful if I could not create new groups, which could offer solutions to the challenges faced by YMOC, and which would produce the desired outcomes in transforming the educational experience of YMOC. When I present this workshop to the educators at my school, I will be creating new groups which will further address the roadblocks, catalysts, and webs of support needed for young men of color to succeed. I anticipate that the attention and focus on this issue will result in even more positive outcomes. Because research has shown and my surveys have proven that race, ethnicity, cultural origins and historical background are significant factors in determining how a young man of color defines who he is and how he relates to the broader world, it will be necessary for educators to recognize, respect, and nurture this background and these relationships. The hope is that we are able to empower YMOC to succeed in high school, and then create a pipeline through clubs, summer and afterschool programs, art, music, and technology that can better meet the needs of YMOC at my school. While I feel my own leadership ability in this area was **performing** on some issues I worked on at my school such as mentoring and creating community and parent partnerships, this YMOC work can truly be **transforming** if the supports and safety nets we create can be implemented.

I chose **Instructional Leadership** and **Community Awareness and Relationships** because it is at this level that my capstone project demands the most attention. In order to successfully transform the educational experience of YMOC, I would need to reach out and effectively work with stakeholders in order to bring together diverse perspectives and contexts so that I could unite them in the shared work and vision of this project. The College Board's research has shown that through collaborative partnerships — with nonprofits, community agencies, faith-based organizations, higher education professionals, legislators and policymakers — educators can help to create an environment that is responsive and adaptive to the needs of young men of color. And I am hoping that my workshop will help individual educators, as well as our school, meet the challenges of creating these partnerships.

I chose **Policy Leadership** and **Policy Implementation** because I plan on leading the development of effective and innovative plans to move the ideas culled from my capstone into action at many levels - beginning with my high school. This will be done by recognizing and working to remove roadblocks from the educational experience of YMOC and by focusing on catalysts and webs of support that can help YMOC be successful. I am currently at the **developing** stage of leadership in this area.

I chose **Policy Leadership** and **Policy Advocacy** because, through my day and a half long "Transforming the Educational Experience of Young Men of Color" workshops at my high school, I want to inspire others to act with the appropriate stakeholders who will make this work successful. I believe that my workshop will be a "call to action" not only for educators but to the stakeholders in our community to help with this issue. I am at the **developing** stage of this competency.

This year, I will be conducting a day and a half long workshop for the first group of interested teachers at my high school in which I will share my research and findings so that teachers can offer culturally responsive support and safety nets for the educational advancement of YMOC at Revere High School. I want to continue to uncover ways to help YMOC experience more rigor in schools, take Advanced Placement classes and tests, and go on to two and three year colleges by implementing some of the successful strategies that I piloted last year. This will include uncovering ways to tear down roadblocks such as adult worries, money burdens, feeling like an outsider, and dealing with social issues, and replacing them with catalysts to success such as programs that help YMOC "catch up" if they are behind in school and those that will support YMOC both academically and socially. I hope to institute programs that help YMOC learn to self-advocate and programs that pair YMOC with role models and mentors. Programs that allow YMOC to share experiences and culture, and help YMOC find resources will go a long way into improving the achievement of YMOC.

**3. PROJECT SUMMARY AND GOALS:**

**The Need:** When the College Board issued their report *The Educational Crisis Facing Young Men of Color* in 2010, they found that 26 percent of African Americans, 24 percent of Native American/Pacific Islanders and 18 percent of Hispanic minority males hold an associates degree or higher, while 51 percent of Hispanic males, 45 percent of African American males, 42 percent of Native American males and 33 percent of Asian American males ages 15–24 are unemployed, incarcerated, or dead. Further, the College Board’s *Tenth Annual Report to the Nation* (February 2014) included the fact that young men of color are underrepresented in AP classrooms. For example, of the approximately 30,000 students who took the AP Computer Science exam in 2013, only a tiny 3 percent were African-American and just 8 percent were Hispanic. I chose this project to work to change these statistics, and because my work with NOSCA raised my awareness to the issues and spurred me on to create change.

**My Goal:** I would like to explore ways in which educators can ensure that young men of color (defined here as African-American, Hispanic/Latino, and Southeast Asian) have culturally responsive support and safety nets for advancement through elementary, high school education, and beyond. I want to uncover ways that young men of color can experience more rigor in schools, take Advanced Placement classes and tests, and go on to two and three year colleges.

My project focuses on both Instructional and Policy Leadership and the above competencies, which I chose in order to make the research and findings meaningful in my school. If I am unable to change instruction and policy, if I cannot share my findings with the teacher leaders at my school, my work is not meaningful and cannot effect change.

**3. PLAN AND IMPLEMENTATION**

**Action Step #1:**

Explored current data nationwide on this subject.

**Action Step #2:**

Created a survey for *current* Revere High School YMOC which asked these students about their experiences with Advanced Placement, honors, and pre-AP courses, what makes them academically successful, what challenges they faced, etc. (see attached)

**Action Step #3:**

Created a survey for former young men of color students from Revere High school (see attached).

**Action Step #4:**

Examined data for my school: how many YMOC are taking AP classes? How many YMOC take Advanced Placement classes? How many YMOC go on to 2 and 4 year colleges?

**Action Step #5:**

Obtained data from STEM Director on YMOC with AP Potential.

**Action Step #6**

Sent letters to and then met with YMOC who have “AP Potential," encouraging these YMOC to enroll in AP classes and rigorous curriculum.

**Action Step #7:**

Strategy: Unpack data. What culturally responsive support and safety nets do YMOC need for advancement through elementary, high school education, and beyond? What obstacles stand in the way of success for YMOC? What have been the reasons for success of YMOC who have gone on to higher education? What - specifically - can my school do to increase the number of students taking AP, and then going on to 2 and 4 year colleges?

**Action Step #8:**

Strategy: How can I disseminate this information to my school so that my Action Plan is used to effectively increase the number of YMOC taking AP classes and attending 2 and 4 year colleges?

**Action Step #9:**

Day and half workshop for other educators on creating culturally responsive support and safety nets for advancement through elementary, high school education, and beyond

**4. EVIDENCE OF SUCCESS/EFFECTIVENESS:**

**Outcomes:** This action research on Transforming the Educational Experience of Young Men of Color resulted in an increase in numbers of YMOC taking Advanced Placement classes at my school. It helped my school to understand and create culturally responsive support, safety nets, interventions, and recommendations to assist in the educational success of young men of color. This will be shared with the teachers at my high school when I do a one and a half day workshop on the topic, and the hope is that our young men of color will be more successful academically.

 Specifically, in my presentation, I will discuss the (1) Pressures of Life, (2) the Pathways to Completion; and the (3) Webs of Support for YMOC. We will discuss roadblocks to the success of YMOC and the catalysts to success. My hope is that awareness to the issue will be the starting point to helping our YMOC succeed, and then we can begin to - as a school - address the roadblocks, catalysts, and cultural responsive safety nets needed to help our YMOC achieve.

 Although I truly won't know how successful this project is until several years from now, I am confident that it has already helped the students in my school, and it will continue to do so as more and more teachers and counselors become educated on the issue.

**REFLECTIONS ON LEADERSHIP GROWTH**

**Capstone**

At the beginning of the TLI, I was unsure of how to tackle a project of this size and if I was going to get cooperation from the administration in my building. I was concerned that I might not be able to effect meaningful change. The TLI experience, however, has encouraged and supported my growth. Without the continual support of the webinars, the pressure to stay on top of my project, the encouragement to persevere, I don't think I would have been able to see this project to fruition.

 Although I have considered myself a "Performing" and sometime "Transformative" Educator for several years, I believe that this project has the potential to be the largest transformative project I have ever taken on since becoming a teacher. I will truly make a positive change in my building with respect to the educational experience of young men of color. I did this through surveying current and former students, examining data and research, meeting with students, and then sharing findings with the educators at my school. I will only be **transforming**if I'm able to create these new systems that seamlessly lead and support stakeholders to refine, redefine, and recreate the culture and community of our YMOC, and if we are able to reach out and support the YMOC who are disenfranchised and/or disengaged and empower them with a sense of community and belonging that leads to their achievement.

**Evaluation**

 During the summer, I worked with the TLI group which focused on Evaluation. I learned a great deal from the readings and webinars, and I was anxious to share that information with my Professional Learning Group. Unfortunately, my sharing was met with a great deal of push back from administrators, and I was even told that I was being "adversarial" and "unprofessional," (a claim that fellow educators in my PLG did not support). This was extremely disappointing and disheartening, and I think that perhaps TLI can address this sort of thing in future webinars. I was shocked at the response of my administrators because I was so used to the collaborative sharing and discussing that went on in TLI, and I was disappointed that what I shared was not respected by my administrators, but I remain undeterred.

**Writing**

 I appreciate the many writing opportunities that I received as a result of my work with TLI. I published three articles with Education Week, and two with Huffington Post, including the hugely successful "I'm a Teaching Veteran Not a Dinosaur." I am now working as a blogger for CTQ, and I enjoy having a forum for my ideas and experiences. Many doors have opened for me as a result of this writing, including several speaking engagements. I am also now working on a book about my teaching experiences. I will always be thankful to TLI for providing me with the chance to do something that I love so much!

**SURVEY #1 – TO CURRENT STUDENTS**

 1. What grade are you in?

 2. How many Advanced Placement, pre-AP, and Honors courses do you currently take?

 3. What are the reasons you don’t take AP, pre-AP, or Honors courses?

 4. After I graduate I plan to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

 5. How would you, as a young man of color, feel better supported in school? (Choose as many as apply).

 6. The people who give me the most support to do well academically are –

 7. At school, I frequently/sometimes/never have discipline problems.

 8. Some reasons I am successfully academically are –

 9. Some reasons I am not successful academically are –

 10. If I wanted to find out about the AP, honors courses, the college admissions process, and programs to help me do better in school, I know who to ask and how to find about such programs.

**SURVEY #2 – TO FORMER STUDENTS**

` 1. Where did you go to college (or currently attend college) and what degree do you have (or are you working towards)?

 2. What is your current job (or what job would you like to do)?

 3. When you were at RHS, how many Advanced Placement, pre-AP, or honors courses did you take?

 4. What are the reasons that you didn't take AP, pre-AP, or Honors classes? (Choose as many as apply)

 5. As a young man of color, how would you have felt better supported in school? (Choose as many as apply)

 6. The people who gave me the most support to do well academically were: (Choose as many as apply)

 7. At school I seldom/sometimes/frequently had discipline problems.

 8. Some reasons I was successful academically are: (choose as many as apply).

 9. Some reasons I was NOT successful academically are: (choose as many as apply).

 10. When I wanted to find out about Advanced Placement, honors classes, the college admissions process, and programs to help me do better in school, I knew who to ask or how to find the programs.