



A half-day professional development offering for: Secondary Classroom Teachers, Special Educators, Guidance Counselors, Department Heads, Team Leaders, Curriculum Coordinators, Principals, and Assistant Principals

Boys in Mind: *Examining How We Teach Males*



Featuring Presenter

Tracey Calo

Assistant Superintendent, Grafton Public Schools

Tuesday, March 27, 2018 NEW DATE!
at the MSAA Office, Franklin

Sign-In/Registration: 8:00 am to 8:30 am

Workshop: 8:30 am to 11:30 am

Fees: Member \$100/Non-Member \$135

3 Professional Development Hours

PD Content Area: *Curriculum and Instruction*

There is something wrong with the way we are teaching boys. According to Michael Gurian, “Boys get the majority of D’s and F’s in school and make up 80 percent of the discipline problems” (The Minds of Boys). A review of seniors’ year-end grades at a high-performing high school showed that of the 25 students who received D’s and F’s, 18 of those students were boys. Moreover, analysis of Grafton’s 2014 MCAS results revealed that males lagged behind females in growth across all subject area tests, with the most pronounced gaps in fourth and eighth grade ELA. While these statistics may be startling, most educators are aware of notable differences in the way boys and girls learn. Those differences have recently become the subject of much research. Studies have found that boys do, in fact, learn differently and that our classroom environments and teaching strategies are not supporting their success.

The intent of this workshop is to change the way we teach males. We will investigate the research behind how males learn and identify the techniques that best support their learning. By the end of the workshop, participants will not only understand the male learning style but they will also have a host of techniques and strategies to employ in the classroom.

Tracey Calo is currently the Assistant Superintendent of Grafton Public Schools. During her tenure as the Assistant Principal of Nashoba Regional High School, Tracey served as an instructional coach and presenter. Tracey’s expertise and experience in curriculum, instruction, and assessment have enabled her to present dynamic professional development workshops on several contemporary educational topics: brain-based learning theory, formative assessment, differentiating instruction, and professional learning communities.

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