



Helping Boys & Girls Reach Their Potential



Helping Schools Close Achievement Gaps

Serving...

Schools

Public, Private

Charter, Independent

Single-sex, Coed

School Districts

State Departments

of Education

Colleges, Universities



The Gurian Institute provides brain-based, strategies-oriented professional development about how boys and girls learn and grow differently. We help professional learning communities create boy- and girl-friendly home environments, classrooms and schools, giving every child a chance to succeed to the fullest of his or her individual potential.

Our professional development balances science-based theory with best practices and practical strategies. For more than twelve years, the mission of the Gurian Institute has been helping schools close achievement and gender gaps and develop classroom and school-wide learning environments that increase both teacher and student success.

We empower participants to combine our tools with their own knowledge, skills and experience and help teachers become more effective with the diversity of students in their classrooms.

Success data from the last ten years shows specific areas of quantitative and qualitative success at schools that use our services:

- Improved teacher effectiveness
- Achievement gaps closed, especially in math, science, and literacy
- Gender gaps closed across the curriculum
- Significantly decreased discipline referrals
- Significantly improved student behavior
- Increased parent-school collaboration

Pre-K to 12 Education



The Need

- Gender gaps in learning are significant in many school districts.
- Many boys—especially boys of color—are dropping out and/or failing in the traditional classroom.
- Many girls face continuing challenges in math, science, and technology.
- Core areas such as math, science, and literacy are not often taught in the most effective way possible for global competitiveness.
- Graduation rates, discipline, drop outs, suspensions and expulsions are concerns in many districts.
- Parents and community support systems are searching for meaningful and proven ways to enhance learning.

The Opportunity

- School communities are focused on achievement, classroom management, increasing performance and decreasing discipline referrals.
- Exciting ongoing brain research is giving us new ideas every day about the ways in which boys and girls learn differently.
- Local, state and federal guidelines and mandates are requiring schools to provide appropriate professional development to improve and support teacher effectiveness.
- The US Department of Education issued recent regulations allowing coeducational public schools to offer single-sex classrooms; many school districts are now piloting single-sex offerings in targeted core curriculum areas.
- Early education programs, like Early Head Start, are receiving more attention and resources so that they can help families give their children the best possible start down the road to success in school and life.

The Gurian Institute Solution

- Educators and parents intuitively sense that boys and girls grow and learn differently, but are taught too little about these gender differences in parenting programs, college, teacher certification programs.
- Teaching educators and parents about the neurobiological and biochemical make-up of boys and girls, as well as cultural and societal expectations, leads to profound understanding of the challenges faced in both families and classrooms from preschool through high school.
- The Gurian Institute team works with schools, districts, early education programs and communities throughout the United States and around the world—teaching them how boys and girls learn differently.
- The focus of the Gurian Institute team is the development of best practices and innovative teaching strategies, and implementation of parent and professional development programs that ensure boy- and girl-friendly environments in homes, schools, and communities.

Getting It Right from the Start – Early Childhood

The Need

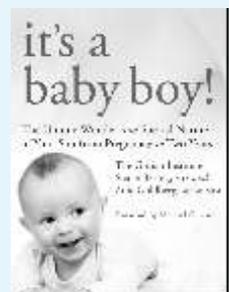
- Parents intuitively sense that boys and girls are different, but know little about nature-based gender differences.
- Children are learning from the moment of birth – what they learn depends a lot on the environment within which they live and grow.
- Parents need support in learning positive strategies for dealing with challenging behavior.
- Teen parents are not developmentally ready to handle the challenges of parenting their children without good support systems.
- Fathers and positive male role models are absent from many families.
- Program staff working with parents are not trained in how boys and girls grow and learn differently.

The Opportunity

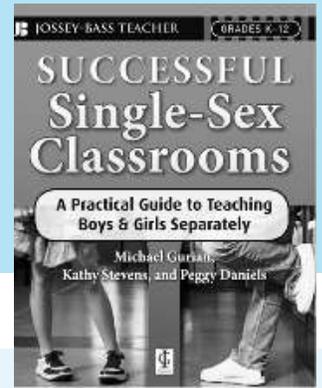
- Early Childhood communities are focused on high quality care and developmentally appropriate practices.
- Current brain research offers expanded opportunities to understand the differences in boys' and girls' social and cognitive development.
- Early education programs, like Early Head Start, are receiving more attention and resources so that they can help families give their children the best possible start down the road to success in school and life.
- Parents are in search of culturally sensitive ways to connect with their children's learning to give them the best possible start.

The Gurian Institute Solution

- The Gurian Institute teaches parents and early childhood educators about the neurobiological and biochemical make-up of boys and girls to assist them in nurturing the development of their children in the context of their family and culture.
- The Gurian Institute instills a sense of collaboration between the home and early childhood programs in educating both boys and girls and has materials to promote this best practice.
- The Gurian Institute provides customized professional development for early childhood educators, with strategies that align with the current program values, performance standards and curriculum.
- The Gurian Institute provides planning that works with your current needs and develops a plan that is comprehensive, systemic and sustainable.



Successful Single-Sex Classrooms



At the Gurian Institute, we believe boys and girls can learn well together in coed classrooms and schools, and we know that most of our children attend coed public schools. At the end of 2007, more than 99% of public schools were coed. However, with expansion of the opportunity to legally offer single-sex classrooms and schools, more public schools are exploring the option of piloting single-sex choices, especially when they face gender-gap issues in areas that affect performance for individual children, schools and districts.

Current research indicates that for some children, both boys and girls, single-sex can be a very positive option. Research also clearly shows that for the successful implementation of single-sex classes, teachers, administrators and parents need to be trained and supported in strategic implementation of curriculum. Teachers learn to develop and implement effective, gender-friendly strategies so that performance is improved for both boys and girls. Disciplinary referrals are decreased and children become more engaged and excited about learning!

The Gurian Institute has professional development programs designed for single-sex schools and for coed schools offering single-sex classes.

How can single-sex schooling help boys?

- By creating a “boy-friendly” environment
- By allowing teachers to focus on delivering curriculum with boy-friendly strategies, including literacy
- By creating a “safe” place for boys to ask questions they are reluctant to ask in a coed environment
- By giving boys a peer environment that allows them to support each other’s efforts
- By making school a place boys see as engaging, challenging and even fun
- By removing the distraction of girls when puberty sends the hormones into overdrive
- By breaking down gender stereotypes

How can single-sex schooling help girls?

- By creating a “girl-friendly” environment
- By allowing girls to explore non-traditional areas more fully (computer science, advanced math and science)
- By allowing teachers to focus on delivering curriculum with girl-friendly strategies
- By creating a “safe” place for girls to ask questions they are reluctant to ask in a coed environment
- By giving girls the opportunity to develop leadership skills that are often untapped in coed situations
- By removing the distraction of boys when puberty sends the hormones into overdrive
- By breaking down gender stereotypes

“One biology teacher who taught both male and female single sex classes says: I was the same teacher but the class was completely different; when the girls were in class it looked more like the traditional class, but the boys' class was more active, often working outdoors instead of the classroom. Both classes performed well.”



“The highest-achieving countries on international measures such as the Programme for International Student Assessment (PISA) and the Third International Math and Science Study (TIMSS) have been particularly intent on developing teachers' expertise both before they enter the profession and throughout their careers.”

- Educational Leadership (Feb. 2009)

Gurian Institute Professional Development For Educators

Part 1: Plan

- Assess academic achievement and discipline referrals
- Develop professional development goals and desired outcomes
- Examine district-wide goals and objectives and recent strategic planning efforts
- Assess community awareness and readiness

Part 2: Develop

- Generate a customized professional development plan based on the planning process
- Determine evaluation parameters and criteria
- Individualize training materials and approach to fit the district's needs
- Design activities that are embedded in teachers' contexts and content relevant
- Identify the Gurian Institute team to facilitate the professional development plan
- Develop community strategies to inform parents and community support organizations

Part 3: Implement

- Launch the professional development program
- Host community programs/parent sessions
- Conduct pre- and post-training assessments

Part 4: Sustain

- Review assessment results and identify implementation challenges
- Fine tune implementation
- Provide technical assistance as required
- Identify, teach and certify on-site trainers (training of trainers model)

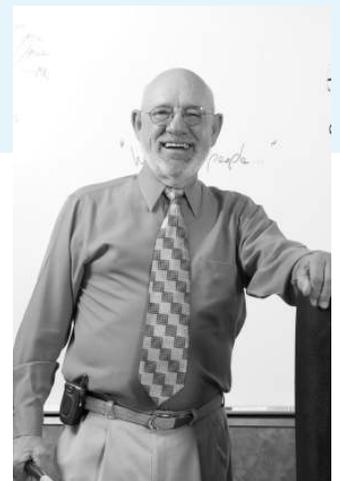
Part 5: Excel

- Complete the requirements to become a Gurian Institute Model School* or District, if desired

* Contact the Gurian Institute to learn about criteria for becoming a Model School

“The Gurian training was the best professional development I ever had; it changed my teaching career—it gave me a different angle on education. The applications are practical, user friendly and do not require money or technology.”

Bill Rook
HS Teacher and Coach
Hope, Arkansas



District and School Level

Step 1: Strategic Planning Session Leadership Team

The Gurian Institute schedules an initial consultation with district or school leadership to confirm goals and objectives of the in-depth professional development to be provided. Surveys are distributed to designated administrators, faculty and staff that are instrumental in adapting the curriculum to the specific needs of the district or school(s).

Step 2: Intensive Professional Development for School Administrators and Faculty

The Gurian Institute Training Team facilitates *Boys & Girls Learn Differently: Strategies for Teaching the Elementary/Secondary Level* professional development. This three day session is designed with input received through the surveys and in consultation with the leadership team, taking into account the demographics and specific needs of the individual district or school(s).

Step 3: On-site follow-up sessions with school faculty.

The Gurian Institute Training Team assigned to the district or school(s) will facilitate follow-up sessions during the school year to provide hands-on, personalized assistance, observe in classrooms, model effective strategies, support ongoing knowledge acquisition, and enhance participants' abilities to implement what they have learned into the classroom.

Step 4: Community Awareness Sessions for Parents

The Gurian Institute will present one or more community sessions for parents of students during the contract period. As parents gain knowledge and understanding of how boys and girls learn, they can be strong partners with their school, providing support at home that will enhance success at school.



“The Gurian Institute’s approach teaches brain-based learning theory that recognizes gender differences in learning and combines the theory with effective strategies that bring out the best in both genders. Our implementation of the superb Gurian Institute methods proves that ALL students can achieve proficiency if teaching is directed at how they learn best.”

Jackie Bedwell
Elementary Teacher
Boulder, Colorado

Professional Development

Step 5: Gurian Institute monthly parenting newsletters subscription

As districts and schools implement effective strategies to help both boys and girls improve performance and improve overall district performance by closing gender gaps, it is important that parents gain knowledge of what the district/school is accomplishing and how they can help at home. Gurian Institute Parenting Newsletters provide an easy, cost-effective way to meet No Child Left Behind (NCLB) parent involvement mandates. The newsletters, published August through May, in both English and Spanish, regularly include content that supports NCLB [Section 1118 Parent Involvement] objectives such as:

- (d)(1) - help parents to monitor attendance, homework, television watching
- (d)(2) - communication between teachers and parents on an ongoing basis
- (e)(2) - provide materials and training to help parents to work with their children to improve their children's achievement
- (e)(4) - coordinate and integrate parent involvement programs and activities with other programs to encourage and support parents in more fully participating in the education of their children
- (e)(9) - train parents to enhance the involvement of other parents
- (e)(11)- adopt and implement model approaches to improving parent involvement
- (f) - provide full opportunities for the participation of parents with limited English

Newsletters available for these age levels:

Pre-K & Kindergarten
Elementary
Middle School
High School

In both English & Spanish

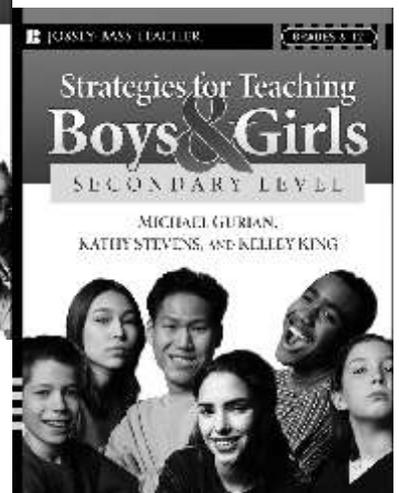
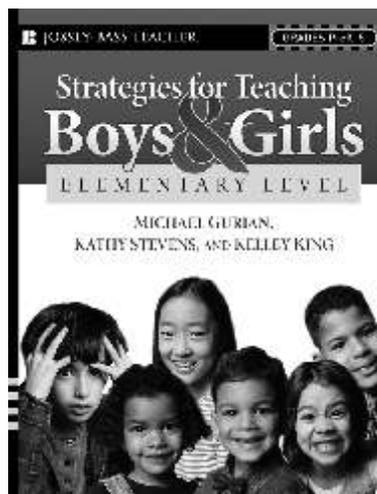


Building Capacity: Train the Trainers District Model

Individuals chosen by the school district to become district-level trainers for *Boys & Girls Learn Differently!* and *Strategies for Teaching Boys & Girls* curricula attend a three day trainers session, the initial phase of preparing them to provide training to schools within their district. Designated as Certified Site Trainers, participants are trained as age-level specialists and generalists. Site Trainers receive all materials needed to facilitate the training as part of their district training responsibilities. Participants who complete this training are eligible to deliver *Boys & Girls Learn Differently!* and *Strategies for Teaching Boys & Girls* to any school or group within the district.

As part of these sessions, Site Trainers receive all materials needed to facilitate the training as part of their district training responsibilities, including:

- Trainer Manual (including curriculum for age-level sessions)
- Strategies for Teaching Boys & Girls: Elementary Level (Jossey-Bass 2008)
- Strategies for Teaching Boys & Girls: Secondary Level (Jossey-Bass 2008)
- Participant manual: Elementary Level
- Participant manual: Secondary Level
- Set of 2-Training DVDs
- PowerPoint presentations
- CD containing reproducible materials



Summer Institute at the University of Colorado

The Gurian Summer Institute is held annually in July on the Colorado Springs campus of the University of Colorado. Michael Gurian, Kathy Stevens and Kelley King are joined by a faculty of educational professionals to provide sessions ranging from Michael's "Boys and Girls Learn Differently!" keynote on day one to full-day age-appropriate strategy sessions for educators working with children from birth to college. Additionally, each Summer Institute features a Guest Faculty, adding a rich diversity to the agenda.

This in-depth professional development is designed for teachers, administrators, and other professionals working with children and parents. The Institute is designed to help those working with children and families gain knowledge of how the male and female brain learn, then apply that knowledge to their classrooms, schools, districts, programs, communities and homes.

Visit the Gurian Institute website for scheduled dates and details about the Summer Institute (www.gurianinstitute.com)

Participants at the annual Summer Institute have come from across the United States and countries around the world, including:

Canada
Mexico
Australia
New Zealand
South Africa
Oman
Turkey
China
Korea
The Cayman Islands

The training was excellent. A number of our teachers, particularly the veterans, said it was the best professional development they have had.

– Middle School Principal, FL

Through the opportunity to attend the Gurian Institute training, I have grown tremendously in my understanding of and commitment to boys' education.

– High School Principal, NY



Online Courses

The Gurian Institute offers 6-week (45 clock hours completed on your schedule) online courses including:

Strategies for Teaching Boys & Girls: Elementary

Strategies for Teaching Boys & Girls: Secondary

These *asynchronous* (study when it fits your busy schedule) online courses are an exciting opportunity to study the origin and nature of gender differences in the classroom and to acquire the field-tested classroom strategies you need to be successful with all students. The classes and the accompanying texts blend the science and the art of teaching in a way that teachers never experienced in their teacher preparation.

Teachers, administrators and academic coaches have the unique opportunity to become a part of this Professional Learning Community with colleagues from around the world under the guidance of one of the book's authors.

When you complete these courses you will be armed with new perspectives and understandings, as well as a toolkit filled to the brim with powerful gender-friendly strategies to transform your classroom and your school.

Visit www.gurianinstitute.com for current class schedules and registration information.

Credit is available for these courses through the University of Colorado at Colorado Springs.



Your online instructor is Kelley King, co-author of Strategies for Teaching Boys and Girls: Elementary Level and Strategies for Teaching Boys and Girls: Secondary Level books and Associate Director of the Gurian Institute.



Research



“Our test results at the end of the year were quite significant.

In the pretest, prior to Gurian awareness and training, the gender gap in reading between girls and boys in grades 3rd-8th averaged 2.35 RIT points per grade level. However, in the spring post test after the Gurian training, the gender gap average between boys and girls dropped to an average of 0.92 RIT points per grade. In other words, the gender gap between boys and girls in reading was reduced by 1.43 RIT points- a remarkable percentage reduction.”

Joe Porto, Superintendent
Avoca School District, IL

The theory and practical application which is the foundation of the work of the Gurian Institute is grounded in research. Specifically designed logic models, assessment tools and data collection are the basis of determining the impact of focusing on gender when working with children and families. Additionally, the Gurian Institute uses the most current research to constantly update our methodology to assure that relevant science and best-practices are fully integrated into our work. We also honor the contributions of thousands of educators and specialists that provide us with “wisdom of practice” research, a result of their hard work and commitment in classrooms everywhere.

The Gurian Institute contracts with respected external evaluation experts, including Dr. Frances Spielhagen, Associate Professor of Education at Mount Saint Mary College in Newburgh, New York, who provide us with the expertise needed in a rapidly changing and exciting area of study.

There are many, many studies underway across the United States and internationally, investigating the way gender and learning intersect. The Gurian Institute communicates with investigators and monitors results so that we can constantly evaluate how to make our work most effective and practical.

Please visit our website to review current and ongoing research into how boys and girls learn differently and the difference we can make by working together to implement those strategies that will give each boy and girl the best opportunity for a successful life.

Contact the Gurian Institute Team



Michael Gurian lives in Spokane, Washington

Email: michaelgurian@comcast.net

Office: 509-624-0623

Website: www.michaelgurian.com

The Gurian Institute

Offices: 615 North Nevada Avenue
Colorado Springs, CO 80903

Mailing: P.O. Box 60160
Colorado Springs, CO 80960-0160

Phone: 719-635-0651

Toll Free: 877-382-7653

Fax: 877-398-8179

Website: www.gurianinstitute.com

Office hours are 8:30 to 4:30 MST



The Gurian Institute
P. O. Box 60160
Colorado Springs, CO
80960-0160

Toll Free: (877) 382-7653
www.gurianinstitute.com