

We NEGATE

Resolved: Single-gender classrooms would improve the quality of education in American public schools.

There's been a paradigm shift into what constitutes quality education-

According to Doctor of Education Linda **Darling-Hammond** with the Stanford Graduate School of Education in **June of 2013**:

The United States has made a major shift in how we educate our children; increasing the focus of instruction on higher-order “21st century” skills that can help students succeed in a knowledge-based society. Today, college and career readiness depend much less on memorizing information, and much more on young people’s ability to collaborate effectively, and communicate persuasively.

Skill demands [from education] have changed. In 1970, Fortune 500 companies were calling for reading, writing, and arithmetic. For the 21st century, however, these companies were prioritizing teamwork, and interpersonal skills.

Also,

The Pro must show DIRECT CAUSALITY that the net improvements in education they cite are directly because of the implementation of Single Gender classes.

1. Co-ed classes prepare for the real world

Dr. Richard Fabes (et. Al) with Arizona State University, June 2013

Instead of promoting segregation, co-ed classes teach a diverse body of students to work together and to respect each other. The findings reviewed and presented here suggest that the powerful effects of gender segregation are the outgrowth of peer-group socialization processes—As girls and boys spend more time together, they learn the skills and behaviors necessary for working and living together. A long history of research has demonstrated the negative effects of separating people and the positive effects of bringing

people together; intergroup contact has been experimentally and longitudinally demonstrated to be an effective method for reducing prejudice and bias and improving intergroup relationships.

2. Single Gender classrooms can be separate and unequal

National Council for Workforce Education writes in 2007,

“Title IX and the U.S. Constitution require careful safeguards to ensure that single gender programs do not perpetuate sex discrimination. However, the new regulations lack these safeguards and could encourage schools to establish single-sex programs that turn the clock back to the time when girls were separate and unequal in education.”

Kim Gandy from Loyola University Law School [New Orleans] writes in October of 2006

"This kind of segregation is likely to increase sex stereotyping by depriving both boys and girls of the opportunity to interact daily during their formative years. It doesn't prepare boys and girls for the real world, where they will have to interact with and work alongside each other. 'Separate but equal' has never really been equal for girls, and that has been true of recent experiments with single-sex schools. Segregation was wrong in the past, and it's wrong now. It advances one group while the other is 'left behind'—we must not abandon that commitment to ending discrimination against women."

3. Single Gender Classrooms harm Special Education and Learning Disabled students

Children with learning disabilities are already disadvantaged in social interactions; providing them with a large and diverse environment of students to interact with is key.

Dr. George Giuliani, [the Director of the Graduate School Program in Special Education at Hofstra University's School of Education] writes in 2008

Effective inclusion of students with learning disabilities improves the educational system for all students by placing them together in general education classrooms-regardless of gender, and other issues

Well-developed social skills helps youth with disabilities develop strong and positive peer relationships, succeed in school, and begin to successfully explore adult roles such as employee, coworker/colleague, and community member. Adequate social skills need to be acquired while students are still enrolled in school.

Special Education expert Richard Lavoie writes in July 2009,
“Learning disabled kids simply don’t learn in a clinical and contrived setting. They need to learn in a more natural and ‘real’ environment.”