



BRIGHT Pathways for School Equity

Participant Workbook

BRIGHT-CS Researcher-Practitioner Partnership

2020 - 2021

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Project Overview

BRIGHT Pathways for School Equity is a research and development project funded by the National Science Foundation. BRIGHT stands for “Building student Retention through Individuated Guided coHort Training.” The BRIGHT Pathways project is a collaborative learning team (CLT) of researchers and educators studying how the system of learning STEM+CS can be improved for culturally and linguistically diverse students, in particular for Black girls and other girls of color.

The BRIGHT Pathways project is part of a learning ecosystem. The BRIGHT-CS project created a student program with middle and high school girls of color in New York City and in Arlington, Virginia to teach computational thinking and computer science in after-school programs and summer camps. The BRIGHT Pathways extends the learning ecosystem to educators to improve the system of learning for students.

Educational equity is a system where every student receives what they need to actualize their full potential.

Acknowledgements

This project is funded by a grant from the National Science Foundation to the University of North Carolina Greensboro (NSF Award # 1837344). Dr. Ryoko Yamaguchi is the principal investigator.



Expectations for the CLT

This CLT is an advanced-level course on educational equity and culturally responsive pedagogy. Educators in this CLT are expected to:



1. *Bring an equity-focused growth mindset.*

Have a “beginner’s mindset”. Bring your curiosity, humility, and vulnerability. Ask, “Why?” Before we can think about solutions, we don’t need to understand the problem. We know what the problem is—inequity. We need to understand the “why.”



2. *Be fully engaged and present with each other and yourself.*

Participate in synchronous discussions. This is especially important in virtual settings; engage in virtual synchronous discussions. Do not just come to listen.

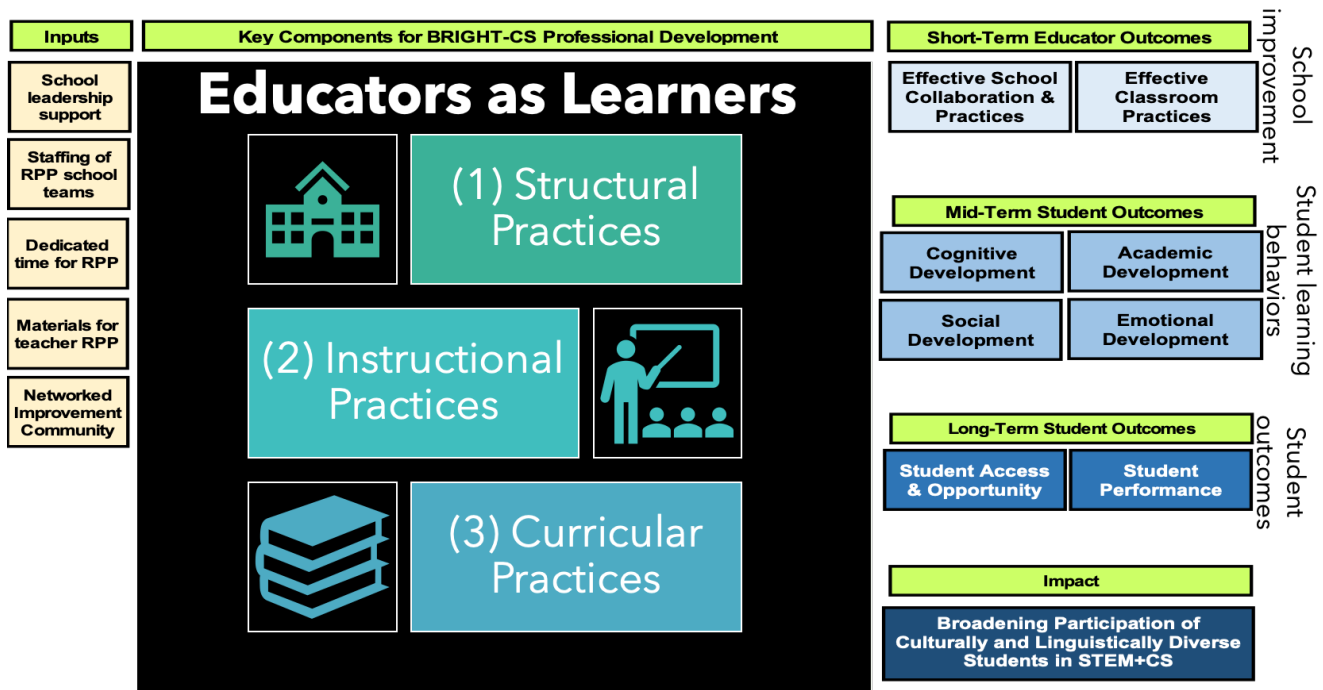


3. *Commit to mindful practice.*

Reflect on your practice, study the outcomes, and revise the system (your circle of influence). You will conduct a series of adaptive continuous improvement cycles and present your learnings to the CLT.

Conceptual framework: Educators as Learners and Active Designers of Equity

Educational equity is about improving structural, instructional, and curricular practices. Focusing on educators as leaders within these areas will lead to effective school and classroom practices. Effective practices lead to every student developing their academic, cognitive, and social and emotional development. These, in turn, lead to student access, opportunity, and performance.



Meeting 3: Curricular Barriers to Supports

(A) Pre-work before the meeting

Concept of focus: Curricular aspects of schooling

- Curricular aspects of schooling are **content and activities that engage the content**. Types of curriculum can include: Recommended, written, supported, tested, taught, learned, hidden, and excluded curriculum.
- Curricular aspects of schooling include **content for educators**, such as new teacher on-boarding curricula, teacher training curricula, IDEA regulations curricula, high school graduation requirement content, standards and subject-area content, and so forth.
- Curricular aspects of schooling include **content for students**, from subject-area content, social emotional learning content, high school graduation content, and so forth.
- Types of curriculum can include:
 - Recommended: Derived from experts in the field.
 - Written: Documents specifying what is to be taught produced by the state, school system, school, classroom teacher, or counselor.
 - Supported: Complementary instructional materials such as textbooks, software, and multimedia resources.
 - Taught: Content that teachers actually deliver.
 - Learned: Content that students actually learn.
 - Hidden: Unintended curriculum of what students learn from the school's culture and climate.
 - Excluded: What is being left out intentionally or unintentionally.

For more information, check out the *ASCD Curriculum Handbook (2001)* chapter provided.

Readings

- Read Hammond's *CRT and the Brain* (2015).
 - o Chapter 2, What's Culture Got to Do with It? (pp. 21-35)
 - o Chapter 8, Information Processing to Build Intellectual Capacity (pp. 122-141)
- Read the *ASCD Curriculum Handbook* (2001) chapter provided.

According to the ASCD's definition of curriculum, they offer recommended allocations of curriculum functions—from state departments of education, district (school division in Virginia), schools, and classrooms. Recommended allocations of curricular functions include:

State Functions

- Develop state frameworks, including broad goals, general standards, and graduation requirements.
- Develop state tests and other performance measures in required academic subjects.
- Provide needed resources to local districts.
- Evaluate state frameworks.

District Functions

- Develop and implement curriculum-related policies.
- Provide fiscal support for curriculum.
- Develop a vision of a high-quality curriculum.
- Develop educational goals aligned with state goals.
- Identify the core program of studies for each level of schooling.
- Develop documents for a mastery curriculum for each subject including scope-and-sequence charts and curriculum guides. A mastery curriculum is one that specifies only those essential outcomes that are likely to be tested and require explicit instruction.
- Select instructional materials.
- Develop district curriculum-based tests and other performance measures to supplement state tests.
- Provide fiscal and other resources needed at the school level, including technical assistance.

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- ☑ Evaluate the curriculum.
 - ☑ Develop the structures to facilitate community and teacher input into the curriculum.
 - ☑ Provide staff development programs for school administrators.

School Functions

- ☑ Develop the school's vision of a high-quality curriculum, building on the district's vision.
- ☑ Supplement the district's educational goals.
- ☑ Develop its own programs of study within district guidelines.
- ☑ Develop a learning-centered schedule.
- ☑ Determine the nature and extent of curriculum integration.
- ☑ Provide staff development for all teachers who will use the curriculum guide.
- ☑ Align the written, tested, supported, taught, and learned curricula.
- ☑ Monitor the implementation of the curriculum.
- ☑ Evaluate the curriculum.

Classroom Functions

- ☑ Enrich the curriculum.
- ☑ Develop long-term planning calendars to implement the curriculum.
- ☑ Develop units of study.
- ☑ Individualize the curriculum.
- ☑ Evaluate the curriculum.
- ☑ Implement the curriculum, helping each student achieve mastery.



In your role as an educator, reflect on your circle of influence in curricular functions. For example, if you are a classroom teacher, you might have classroom functions, school functions, district functions, and possibly even state functions. **What functions resonate with you?**

Reflections:

(B) Meeting 3 presentation and discussion probes

Curricular supports are content and activities that develop student’s independent learning behaviors.



Equity in curriculum is about content and activities that engage in the content to support the development of independent learning behaviors (academic, cognitive, social and emotional development). Educators and researchers noted that culturally responsive teaching is not about curricular materials having “gimmicks” (Hammond, 2015) or reading about “heroes and celebrations” (Banks & Banks, 2016).

In your reflection of the content and activities (lesson plans) to develop students, shine a light on your learnings and ponderings. **Fill out the following sentence:**

I used to think...

Now I know...



Bright Spot #1: International Baccalaureate diploma tracker at WL High School

<Curriculum definition: Content and activities that engage the content>

Engagement 1: Multiple modes of access of information

- Students interested in the IB program can access information online and through information sessions offered face-to-face, by video, and through student showcases.
- See WL IB website:
<https://wl.apsva.us/international-baccalaureate-program/resources-for-prospective-students-parents/>

Engagement 2: Tool to support student self-regulation and motivation

- To earn an IB diploma, there are components that need to be completed within two years.
- Access the IB diploma tracker here:
https://docs.google.com/spreadsheets/d/1_0vQHMQ2mfvl-Bj851Pa8swl-KZhItfBO1sdY49mMc/copy

Engagement 3: Multiple modes with parents and students

- Students and parents can fill out the tracker continuously, go to face-to-face meetings (using paper sorts), and consult with the IB director.

Engagement 4: On-going follow-through with multiple modes and supports

- Students continue to meet continuously with the IB director to keep track of their IB progress, with the CAS coordinator for their CAS components, and the Extended Essay coordinator for their EE component.
- IB teachers also provide additional mentoring, e.g., IB teachers for the internal assessment (IA).



In the example of the IB diploma tracker, reflect on how the diploma tracker digs out curricular barriers and plants supports. Then use this example to inspire other ideas to try in your school or classroom.

<Curriculum definition: Content and activities that engage the content>

1. Curricular barriers

2. Curricular supports

3. Ideas to try in my classroom or school

For next time...

1. Think about a curricular barrier at work in your classroom, school, or circle of influence.
2. Plan or test out a small win using Adaptive Implementation.



(C) Study and share for next meeting: Curricular barriers to supports

<Curriculum definition: Content and activities that engage the content>

1. Identify one curricular barrier.
 - The curricular barrier you identify should come from data, such as empathy interviews with students, your own cross-walk of your curriculum, or reflection on hidden or excluded curriculum. Do not identify a barrier without data. Verify your thinking with data.
 - The curricular barrier you identify should be within your circle of influence—your curricular functions (see the ASCD book chapter).
2. Strategize for one curricular support.
 - Think small wins. Small wins are concrete, complete, implemented outcomes of moderate importance that can produce visible results within weeks. Small wins should not take a whole school year to determine if it worked.
3. Test it out using an adaptive implementation continuous improvement approach.
 - The key to the process is using data to test an enacted practice and then to learn from it.
 - Try out the strategy for 2 weeks to see if you see any observable changes. Ask students, “I tried this... What did you think? What would be even better?”
 - Follow the Adaptive Implementation worksheet on the next page.

Meeting 4: Curricular Barriers to Supports

(A) Adaptive implementation cycle 2: Dig out curricular barriers, plant equity



Core Goal: Supporting each student's academic, cognitive, and social and emotional development.

Problem of Practice (Curricular barrier):

Based on empathy interviews, observations, cross-walk analysis, or ponderings:

1. What do we need to see? [Classroom or school short-term outcome]
2. What resources do we need? [Resources for teaching and learning]
3. What will we do? [Structural support: Think small win. Data collection.]
4. What did we do? [Data results]
5. What did we learn? [I used to think x, now I know y.]

(B) CLT learn and share notes

Curricular Barriers	Curricular Supports
Ideas to try in my classroom or school	