

African American/Black and Puerto Rican/Latino Course of Studies (CT PA 19-12)

Advisory Group Meeting Outcomes

November 4, 2020

Activity to Foster Shared Meaning and Common Messaging

Stakeholder Group	What are we hearing?	What are we seeing?	What are we saying?
Legislators	Excitement, want to see as a requirement in the future, part of curriculum pathway A lot of people excited to get started	Impressed with depth of units of study and comprehensiveness Discussions regarding next steps i.e., woven into other courses, supplemental coursework, etc.	Thoroughly vetted, need to continue to find resources to support professional learning for implementation of curriculum
CSDE	Concerns regarding professional development to support teachers in delivery of course; opportunities for inter-district networking and resource sharing Schools eager for information to implement, including logistical considerations for course approvals Districts developing robust pathways for students, including this course as central component	Students will see selves in the curriculum, some Advisory Group members exploring various lessons in classroom Continue to see so many people invested and willing to contribute time and talent	Will ultimately touch practices across content areas/domains, by 2022-2023 all HS must offer (per legislation) Opportunity for initial implementers to participate in field study SDE is extremely excited to support continued development and evolution, are more than prepared to present to SBOE in December for approval

<p>SERC</p>	<p>Willingness of educators to provide support in lesson development and scholars to participate on speakers bureau</p> <p>Schools asking for list of resources and dates for professional learning/summer institute</p>	<p>Excited to see how curriculum has inspired student to use as part of capstone project</p> <p>IHEs considering involvement in developing coursework into preservice opportunities</p>	<p>Supporting teachers with not only development of content knowledge but how to create “safe space” for learning and honest dialogue</p>
<p>Students/Parents</p>	<p>Students excited about potential of course, excited about idea to learn about their culture/more about themselves</p> <p>Students eager to better understand their position in the US, feeling of neglect and push out due to lack of recognition is harming identity development</p>	<p>Students excited about some of the learning activities that have been incorporated into class</p> <p>Seeing this course as opportunity to better support students in their identity development</p>	<p>Interview with NBC 30 forthcoming that includes student perspective</p> <p>When course requirement, all students will better understand contributions of African American and Latino communities to American history and society in positive way</p>
<p>Educators/ Administrators</p>	<p>Excitement and area of focus for course approvals, wanting to know how going to empower students</p> <p>Excited for the content and new perspective of history that will be taught, hope for how this will promote progressive pedagogy such as social justice framework, model for revising traditional Eurocentric curriculum, how will teachers from different</p>	<p>Concerns regarding schools who may be implementing a similar course</p> <p>Emphasis in society for need for curriculum, awareness of alternate history</p> <p>Work has already begun in Bloomfield in Grades 7-12, district and community have</p>	<p>Alignment with C3 frameworks and critical thinking skills required for “portrait of a graduate”</p> <p>Vs. displacing course, opportunity to create pathway for ethnic studies...will be able to implement with greater consistency with curriculum expectations</p>

	<p>populations and district sizes implement</p> <p>Eagerness to get started, excited for interdisciplinary collaborations</p> <p>How will adapt for 9-day rotation/90 days of instructional time in CTEC schools?</p>	<p>embraced with common read on How to Be Anti-Racist</p>	<p>How happy I am centered on African American and Latino voices and histories</p> <p>Work couldn't be more timely for needs of our community and society at-large</p> <p>Proud to be part of this great group of professionals and contributions to CT's history, hope can grow beyond high school</p> <p>Honored to be part and aware College Board is considering African American course as part of AP studies which could open door for Latino studies etc./contributions beyond single course</p>
<p>Historians/Institutes of Higher Education</p>	<p>Pleased to hear from legislators that course could ultimately become a graduation requirement, concerns about who teaching course with accurate information and pedagogy</p> <p>Consistently hear from Latino students concern why they had to get to college to study their own history</p>	<p>IHEs around state are interested in assisting with preservice and inservice opportunities to support teachers with implementation (e.g., speakers bureau)</p> <p>Need for communities to know more about African American</p>	<p>Careful that we don't promote course as panacea to inequalities and social injustices in our society, want students to know who they are and their background, recognition to how their ancestors have contributed to our collective history and future</p>

		<p>and Latino histories to broaden perspective and thinking</p>	<p>Ensure students equipped with higher order thinking skills</p> <p>Need to assist legislators with moving forward with curriculum as pathway/requirement for graduation</p>
<p>Educational Organizations</p>	<p>Questions regarding what professional learning will be provided and where course would best fit in sequence of courses offered</p> <p>Concerns regarding not taught as isolated course, but integrated in other coursework</p> <p>Concerns regarding as elective will compete with required coursework</p>	<p>Quite a bit of interest around units of study and inquiries regarding student materials that will be necessary</p>	<p>Sharing that lesson repository will be available as well as list of recommended resources and materials...recognizing inquiry-based approach requires use of various primary and secondary sources, not a single text</p>
<p>Community Organizations</p>	<p>Surprised elective vs. requirement, interested in assisting with offering course to all students, seeking assurance that teachers unfamiliar with cultures will be well equipped to teach course</p>	<p>Student excitement to have course that will be relevant to them and represent who they are, create sense of belonging</p>	<p>Should not displace coursework already in place, this curriculum should augment and supplement extended studies</p>