



STATE EDUCATION RESOURCE CENTER

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African American/Black and Puerto Rican/Latino Course of Studies (P.A. 19-12)

**Advisory Group Informational Meeting
November 4, 2020**

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Agenda

- History of Input and Involvement (Nov. 2019-Nov. 2020)
- Status of CSDE Deliverables and Timelines
- Outline of Accomplishments and Next Steps
- Activity to Foster Common Messaging (30-40 min)

Opportunities for Input and Trending Themes

- **150** Member Advisory Group and **9** Committees with opportunities for cyclical and critical feedback
- HS Curriculum Survey = **217/350** respondents were teachers from a variety of districts and school sizes; **62%** of total respondents indicated readiness to teach and requested comprehensive curriculum development and professional learning be provided; course artifacts were warehoused from **17** districts with African American or Latino Studies course currently in place
- Focus Group Survey = **31/96** respondents were students expressing the following desires for course of studies:
 - deeper study of inequalities and understanding of racism as social construct,
 - better understanding of varied backgrounds and cultures of intra-racial communities,
 - teaching of “real” history...beyond stereotypes...including state and local contexts,
 - emphasis on difference as strength not weakness, and
 - relating learning activities to pop culture.

Continued...

5/12 Focus Groups held were specifically for students making up **22%** (36/162) of total participants identifying the following cross-cutting themes:

- continuity challenges,
- history of racism and importance of multiple perspectives,
- teacher knowledge of history,
- safe and brave class climate, and
- culturally relevant and responsive pedagogy practiced to center student voice and interests.

Focus Group responses from remaining participants (educators, parents, and community members) illuminated the following priorities:

- supporting students' racial identity development,
- importance of portrayal of positive accomplishments and multiple perspectives,
- consideration of operational challenges for various school settings, and
- need for comprehensive professional learning.

Continued...

Overarching feedback from **10** member Expert Review Panel of historians, scholars, and administrators:

- Huge undertaking, maximum respect, volume of rich content that will need to consider for single course, if desire to be explicit with counter narrative.
- If not taught in tandem, will need to pay attention to continuity and congruence of content across units and semesters, including cross-cultural influences.
- Focus on inventors and innovators, including women, who brought on optimism of communities despite struggles is needed.
- Materials, investigative learning activities, and teacher resources suggested to maximize relevance and engagement.
- Appreciate oral history assignments that could be strengthened with examination of intersectionality and its understanding of its fluidity.
- Teacher prep will be essential to ensure diversity of thought, bi-directional learning (student:teacher, home:school), and unity in community.

Status of CSDE Deliverables and Timelines

- Advisory Group Meetings Nov, Jan, May, July, Sept, Nov, **TBD**
- Draft Course Objectives March 27
- Draft Course Outline June 5
- Draft Units of Study July 24
- Draft Course Docs & Revised Units **Oct 16-Nov 13**
- Workshop with SBOE Committee **Nov 16** (Overview 9/14)
- Submission to SBOE **Nov 18**
- Public Comment **Nov 18-Dec 2**
- Presentation to SBOE **Dec 2**
- Final Revision to SDE **Dec 18**

Accomplishments Sept 10-Nov 4

- Continued revisions on Units of Study, including bolstering lesson resources
- Provided overview for SBOE Academic Standards and Assessment Committee
- Conducted overviews for ACES, CES, and CREC Curriculum Councils per invitation
- Participated in panel for SCSU class and Windham BOE/NAACP meeting per invitation
- Conducted interviews and completed draft of curriculum documentary (Wheels and Sea Productions)
- Submitted draft: course description, learning objectives, scope and sequence, and initial units of study to SBOE Committee
- Disseminated memo, in collaboration with SDE, to Superintendents and HS Principals providing: curriculum updates, draft course description and learning objectives, and invitation to information sessions

Next Steps for SERC

- Provide remaining curriculum documents and units to SBOE Committee for review
- Collaborate with SDE to provide district information sessions on **11/9 and 11/10**
- Complete documentary by mid-November
- Meet with **Integration and Assessment Committee** to ensure alignment of content standards, course learning objectives, and assessments
- Present at ASCH (Association for the Study of CT History) Conference on **11/14** per invitation
- Workshop with SBOE Committee on **11/16** and present to SBOE on **12/2**

Activity to Foster Shared Meaning and Common Messaging

	What are we hearing?	What are we seeing?	What are we saying?
Legislators			
CSDE			
SERC			
Students/ Parents	*See Matrix to Support Common Messaging*		
Educators/ Administrators			
Historians/IHEs			
Educational Organizations			
Community Organizations			

Next Steps for Advisory Group Members

- Continue to respond to requests for input during final stages of revision
- Continue to represent stakeholders and champion for curriculum implementation
- Continue to share ideas and opportunities for marketing and dissemination of information
- Provide Letters of Support/Endorsement to SERC **no later than 11/13**
- Visit website regularly for updates – **ctserc.org/pa1912**
- Watch for subsequent correspondences regarding status of curriculum and implementation, proposed professional learning plan, and field study being explored.