

CSDE in collaboration with SERC



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<https://ctserc.org/pa1912>

# African American/Black and Puerto Rican/Latino Course of Studies

(CT PA 19-12)

Presentation for the SBOE Standards  
and Assessment Committee

November 16, 2020



# Agenda

- 9:30 Introductions/Review of Legislative Requirements
- 9:35 Review of Opportunities for Involvement and Input
- 9:45 Dialogue Regarding Draft Curriculum Materials
- 10:15 Share Recommended Infrastructure Supports
- 10:25 Share Proposed Implementation Considerations
- 10:30 Questions and Answers
- 10:50 Prepare for SBOE Meeting 12/2



# History of Legislation

- CT Public Act 19-12 passed June 2019 (vision for K-12)
- SERC written into legislation to coordinate (see Sec. 3)
- First, integrated, model, statewide curriculum (169 districts)
- Elective, full-year course at HS level (206+ high schools)
- Semester by semester focus with spiraling concepts
- Approximately 10 comprehensive, units of study
- Two-pronged, inquiry based approach
- Schools may offer in 2021-2022; Must offer in 2022-2023



# Legislative Requirements (Sec. 3)

- By January 1, 2021, the SBOE shall review and approve the course developed by SERC, if the state board determines that the content of such course is rigorous, aligned with curriculum guidelines approved by the state board, and in accordance with the statewide subject matter content standards.
- By January 15, 2021, the SBOE in consultation with SERC, shall submit a description of the course, which includes the scope and sequence and course objectives, and a report on the development and review of such course to the Education Committee.
- For the 2022-2023 and 2023-2024 school years the CSDE shall conduct an annual audit to ensure that the course is being offered by each local and regional board of education, and submit reports to the Education Committee.



# Opportunities for Involvement and Input

- **150** Member Advisory Group and **9** Committees with multiple opportunities for cyclical and critical feedback (<https://ctserc.net/ctbtn>)
- 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 out of 12** Focus Groups held in-person or virtually were specifically for **students** making up **22%** (36/162) of total participants identifying the following cross-cutting themes (<https://ctserc.net/nbc30>):

- 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.



# Review of Draft Curriculum Materials

- Course Description/Program of Studies Excerpt (<https://ctserc.net/draftdesc>)
- Learning Objectives and Essential Questions (<https://ctserc.net/draftlo>)
- Scope and Sequence
- Draft Units of Study (review of sample from each semester)
  - Aligned with CT Social Studies Frameworks, ELA, and CELP standards
  - Expanded UBD process used by most districts for curriculum writing
  - Developed by experts and educators of Content Development Committees
  - Reviewed by Advisory Group, Expert Review Panel, and SBOE Committee
  - Drafted/not yet available for public dissemination or use (by July 2021 per legislation)





# Recommended Infrastructure Supports

- Establishing Buy-In
  - Part of School Improvement Planning
  - Access for All/Pathways for Learning
  - Aligned with Portrait of a Graduate
  - Family and Community Partnerships
- Scheduling
  - Full-Year Course
  - Recommend as Junior or Senior Elective
  - Consider Number of Sections Needed
- Staffing
  - Social Studies Teacher
  - “Best Fit”
  - Shared Responsibility
- Budget and Materials
  - Reference List Forthcoming
- Common Experience
  - Assuring Accuracy and Integrity of Content
  - Contributing to Evolution of Curriculum
  - Synchronous and Asynchronous Options
- Class Composition
  - “Safe Space”
  - Considering Diversity of Perspectives
  - Opportunity for Inter-district Collaborations
- Climate and Culture
  - Staff Readiness (not a stand alone course)
  - Role of School Counselors



# Proposed Implementation Considerations

- Information Sessions for Course Approvals (Nov 2020)
- Orientations for School Communities (English and Spanish)
- Comprehensive Professional Learning Plan (refer to draft)
- Book Bundles for Each School (with central purchasing)
- Speakers Bureau (for PD and schools)
- Home Links (built into unit templates)
- Lesson Repository (as part of new CSDE platform)
- Inter-district Collaborations (to support inter-racial discourse)
- 2021-2022 Field Study (with Initial Implementers)



# Questions?



# Next Steps for SERC

<b>Mid-Nov</b>	Completion of Documentary/PSA for District Use
<b>Nov-Dec</b>	Review by Integration and Assessment Committee Continue Preparation for Full Document Submission
<b>Dec. 2</b>	Presentation to SBOE for approval
<b>Dec. 18</b>	Final Revision of Full Document Submitted to CSDE
<b>Dec. 30</b>	Final Report of Process Submitted to CSDE
<b>Jan on</b>	TBD



# Contact Information

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