



Project Design Brief

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Client: Alachua County Public Schools

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Problem Statement

Alachua County Public Schools' (ACPS) mission is to be "committed to the success of every student." Their Vision Statement says "we will graduate students who have the knowledge, skills and personal characteristics to be lifelong learners and independent thinkers. Our graduates will excel in their chosen careers and be productive and contributing members of the global community." Though an award-winning district in multiple areas, with longstanding systemic issues and the recent switch to virtual learning exacerbating those conditions, Alachua County Public Schools was identified as having the largest "achievement gap" between black and white students in the state of Florida in the 2017-2018 school year.

According to the Equity Plan, "Alachua County Schools has a current achievement gap of 45 percentage points in ELA and 44 percentage points in math between the percentage of white students scoring Level 3 or above and the percentage of black students scoring Level 3 or above on the Florida Standards Assessment" (Alachua County Public Schools District Educational Equity Plan 2019-2020). In addition to the equity plan, a percentage of Alachua County is rural. Students in this area face abject poverty, lack of teacher retention, and isolation (Lavalley, 2018). Years after the ACPS Equity Plan was released, though new programs were implemented, the test scores showed little or no improvement. Without tackling how the instructional workforce utilizes the curriculum head-on, there is little chance of the situation improving.

The district is in need of a training in Culturally-Responsive Study Skills Integration for its teachers to increase their performance and ability to boost test scores for these populations in order to reduce these gaps by their equity's plan goal of 2028 and support students placed in more rigorous courses.

The areas of inquiry that will be used to find solutions to the aforementioned problems are as follows: 1) a thorough audit of district pacing guides that guide their curriculum 2) observation of instructors whose classrooms have a demographic makeup with at least 50% of the student population addressed in equity plan 3) an audit of the ACPS Professional Development department 4) Subject Matter Experts are David Ackerman and D.N. Perkins. They co-authored "Integrating Thinking and Learning Skills Across the Curriculum" in the book *Interdisciplinary Curriculum*. David Ackerman developed the concept of metacurriculum and D.N. Perkins is a researcher at the Harvard Graduate School of Education. 5) Gloria Ladson-Billings, the creator of Culturally Responsive Teaching will serve as another SME 6) Student perception surveys of teacher performance 7) Interviews with school administrators

Learning Outcomes

Instructors will be able to develop lessons that infuse content-based that is culturally-responsive with study skills so that their students not only learn about the subject area, but how to process the information and acquire the knowledge in an inclusive environment. As a result of Culturally-Responsive Study Skills Integration training, the instructional staff will be able to apply this method at least three times a week during their lesson. Lessons designed by instructors will be delivered primarily with Culturally-Responsive Study Skills Integration being at least 30% of the focus.

Proposed Media Assets and Delivery Method

In phase one of the training implementation, only instructors with at least 50% of the population mentioned both in the ACPS Equity Plan and those who teach in rural schools will be given the Infographic Poster “ACPS Success Commitment” to be hung in their classrooms. This visual includes strategies for Culturally-Responsive Study Skills Integration through a culturally-responsive teaching lens.

All instructors that fit the above criteria will get a link on the ACIS platform which tracks teacher trainings for the district to register for CREATE points which count for Florida Professional Educator Certificate Renewal. Once registered, they will receive an email to confirm their registration and be taken to the ACPS Success Commitment web site. The web site will ask if they teach elementary, middle, or high school. Depending on the choice, they will be taken to a different track. The module will be a mix of information slides and quizzes along with avatar simulations with immediate feedback and different scenarios based on the choices. This will be self-paced with a mandatory deadline that all instructors taking this training must print out, sign, and give their completion certificate to their administration.

The follow-up to the training will involve the Professional Development department leading the ILT component both through Zoom and in-person based on administrator preference. One week will be for elementary schools, the next for middle schools, and the third week for high schools. The instructors who took the training will be asked to bring a lesson plan they use before and modify it to include Culturally-Responsive Study Skills Integration in a whole-group discussion. Administration at each school will then conduct the annual teacher observation and observe the modified Culturally-Responsive Study Skills Integration lesson in action while filling out the rubric to assess how well the teacher incorporates this new model.

Learner Assessments

Throughout the module, the instructional workforce will receive formative assessments by engaging in avatar simulations where they modify lesson plans and engage with students through different “choose-your-path” scenarios. The summative assessment will take place during the ILT portion when the teacher is observed by administration and receives feedback from the principal rubric.

Prototype Production Workflow

June	July	August	September
Week 1 – Finish sketches and storyboards	Week 1 – Review changes requested by ACPS PD department	Week 1 – ACPS PD department presentation	Week 1 – ACPS PD alert administrations and instructional workforce of the training
Week 2 – Send infographic to ACPS PD department	Week 2 – Fix errors and make changes to infographic and XD Module	Week 2 – Add learning activities, interactions, and script in module	Week 2 – Module is live
Week 3 - XD Module began and completed	Week 3 – Begin production of infographic poster	Week 3 – ACPS PD department test module	Week 3 – ILT component completed
Week 4 – Send XD Module to ACPS PD department	Week 4 – Finalize XD Module	Week 4 – Edit module with final changes requested	Week 4 – Debrief with ACPS and if needed, additions or deletions to module before phase 2 of “ACPS Success Commitment”

Four Levels of Evaluation and ROI

Level 1: Learner Reaction - In order to receive their CREATE points, the instructional staff will have to complete a survey in the ACIS platform which is customary for trainings in ACPS

Level 2: Learning Evaluation – The ILT component will determine how well instructional staff have integrated culturally-responsive study skills into their lesson plans through administrative observation

Level 3: Behavior Change Evaluation – Collect results from the Spring observation (teachers are observed in both Fall and Spring) with the same rubric used for the Fall evaluation and take another survey of the students of the instructional staff.

Level 4: Evaluating Results – Measure how many teachers have integrated training by doing a district-wide collection of administrative observation rubric results, breaking down trainee data both by elementary, middle, and high school instructional staff and as a whole

ROI Calculation:

Hard Benefits + Soft Benefits / Cost Items

Hard Benefit:

- Increased student test scores by 2%
- 3/5 lessons include culturally responsive Culturally-Responsive Study Skills Integration
- Students improving by one level grade at the end of the quarter
- State funding allocation increased

Soft Benefits:

- Increased teacher performance
- Better district reputation and public relations
- Mended rift between school board and communities affected

Cost Items:

Cost of developing learning content
Teacher stipend
Substitute teacher costs for ILT training days
SME training materials
ID Hourly rate
Video and simulation production
Graphic Designer hourly rate

REFERENCES

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