**Project Overview:** Describe what it is that you hope to do for your senior project

Through our senior project, we hope to increase the use of culturally inclusive teaching practices at High Tech High. Our dream for our community is that Ethnic Studies become a required course that all students take at some point in high school. After looking further into our existing curriculum, we found that freshman humanities classes, officially titled “World Cultures”, provide the perfect opportunity for us to work with teachers in implementing culturally responsive/sustaining pedagogy (CR/SP). We want to shift their curriculum toward ethnic studies in addition to making sure that there are new structures put in place to promote CR/SP in every classroom at HTH.

**Steps already taken:**

1. Presented to HTHCV all staff for professional development
   a. Created connections and gained support
   b. Began framing project
2. Presented to Teacher Apprenticeship Program at HTH Graduate School of Education
   a. Introduced CR/SP to incoming
3. Made public comment to HTH board
   a. Made project goals known
4. Presented at Deeper Learning to educators from around the world in Deep Dive Den
   a. Big success. Spread word to schools all over the country to continue movement
5. Met with representative of board, gained support

**Project Category:** Most senior projects fall into one of the following categories: (1) Research, (2) Develop a Skill, (3) Service, (4) Design & Build, or (5) Experience/Internship. Which category does your project fall within and why?

Service - Our project falls into the service category because we will be working to fulfill a need we see in our community. We believe that the history of people of color is something that should be included in our classes. Integrating a culturally inclusive curriculum has been proven to promote deeper engagement for students in their classes because they see themselves in the curriculum. Data collected on ethnic studies classes has also shown that it improves attendance by an average of 20% and that it increase students’ GPAs by an average of 1.4 grade points (Stanford Research).

**Essential Question:** What is the Essential Question your senior project is seeking to answer?

How might we best implement culturally responsive pedagogy and ethnic studies as a lasting structure at every High Tech High?

**“Real-World” Connection:**

Consider what you are hoping to learn and do throughout your senior project. What jobs and other professionals align with your senior project idea and what qualifications are required?

- What is the larger topic or category that relates to your proposed senior project? Which field most closely aligns with the project work you’re hoping to do?
  - Social justice and education
● How has the field evolved over time? (i.e. What is the history of what you’re doing?)
  ○ The Ethnic Studies Movement began with the Third World Liberation Front strikes at San Francisco State College in 1968. Since then, ethnic studies has developed into a well known academic subject, although almost entirely limited to higher education. Culturally responsive pedagogy developed alongside ethnic studies especially with the release of Paulo Freire’s *Pedagogy of the Oppressed*. The two subjects have been studied by academics in the field of education, but their implementation in high schools has been limited or even banned. With a growing movement in support of ethnic studies, we have seen many counties begin to push for the cause. While there is still much work to be done, there have now been several success stories within the state of California where ethnic studies has been made an official graduation requirement in public schools!

● What are some jobs or career pathways in this field (related to your study?) What types of degrees or certifications does it require?

  1. Profession/Title: Educator
     Qualifications required: Masters Degree, Teaching Credentials
  2. Profession/Title: Community Organizer/Activist
     Qualifications required: Ability to understand, articulate, and gather support for a cause. Bachelor’s degree.
  3. Profession/Title: Education/Civil Rights Policy
     Qualifications required: Bachelor’s degree required for entry level jobs, but Masters and PhD are needed for advancement

**Research:** An annotated bibliography will assist you in the early stages of research gathering. By taking the time to write a brief summary and reflection on each source you locate on your topic, you create a knowledge base that will guide future learning and steps in your project. (Note: The annotated bibliography assignment will be introduced at a later date.)

*Below, list the resources you want to read and/or watch. Explain why.*

**Articles/Books:**

  1. Pedagogy of the Oppressed - This book would help us understand historical and institutional oppression through the lens of political philosophy. It talks about using classroom and community spaces to liberate ourselves from oppression.
  2. Abby as Ally - Resource for studying the way Ethnic Studies can positively impact white students and the role that witness plays in Culturally Sustaining Pedagogy
  3. Cultural Sustaining Pedagogies - This reading will give explanations and examples of the pedagogy we are trying to emulate in the freshman humanities classrooms
     a. 1. What is culturally sustaining pedagogy and why does it matter?
b. 5. “For us, By us”: A Vision for Culturally Sustaining Pedagogy Forwarded by Latinx Youth

c. 13. “Se Hace Puentes al Andar” Decolonial Teacher Education as a Needed Bridge to Culturally Sustaining Pedagogy

d. 11. Socially Just, Culturally Sustaining Pedagogy for Diverse Immigrant Youth: Possibilities, Challenges, and Directions

4. Lies my Teacher Told Me - As a resource for a more truthful history to implement in curriculum
5. A People’s History - As a resource for different perspectives in history to implement in curriculum

Videos/Movies

1. Precious Knowledge - This documentary is about the fight for Ethnic Studies at Tucson High School and it provides information about why this movement matters.

2. Elementary Genocide - This docuseries talks about the school to prison pipeline and will help us gain factual information that supports the argument that our school system is not supporting students of color.

Field Experience: We recommend that you spend a minimum of 4 hours outside the school walls observing professionals and/or working alongside professionals. What experiences do you want to have outside the school walls? (Examples: Working next to a carpenter in a shop, going on an internship at a mechanic, volunteering at an orphanage.) List 3 possibilities.

1. We hope to sit in the Teacher Apprenticeship Program and learn with student-teachers about how to implement inclusive education in classrooms.
2. We hope to sit in on a college and high school level Ethnic Studies course.
3. We were invited by one of our contacts, Mike Brown, to visit his school in Memphis, TN to help students start their own student-led ethnic studies class and learn from a school that is already using CSP.
**Professional Contacts:** Who are three professional, non-direct family contacts you have identified as potential resources for you during the course of your project?

1. Name: Diana Cornejo-Sanchez  
   Contact Info: dsanchez@hightechhigh.org  
   How do you hope this contact will help you and your project?  
   a. Contact person for induction programs and training new teachers to implement CSP

2. Name: Michelle Pledger  
   Contact Info: mpledger@hightechhigh.org  
   How do you hope this contact will help you and your project?  
   a. An expert contact and researcher for CSP

3. Name: Ratha Kelly  
   Contact Info: rkelly@hightechhigh.org  
   How do you hope this contact will help you and your project?  
   a. Connection for Teacher Apprenticeship Program to sit in on classes and learn more about culturally relevant teaching practices

4. Name: Hector Perez  
   Contact Info: Hector.Perez@woodbury.edu  
   How do you hope this contact will help you and your project?  
   Contact and “lobbyist” for the HTH Board of Directors

5. Mike Brown  
   Contact Info: mbrown@freedomfellowsinstitute.org  
   How do you hope this contact will help you and your project?  
   Connect us with a successful example of a school that uses culturally responsive pedagogy and students who are looking to implement their own student-led ethnic studies course.

6. Janie Griswold  
   Contact Info: jgriswold@hightechhigh.org  
   How do you hope this contact will help you and your project?  
   Connect us with the HTH directors of the different schools

**Learning Goals:**

**Concepts:** What are 3 “grade-level appropriate” learning goals aligned with the discipline (humanities, engineering, science, mathematics, sociology, etc.) in which you are working?

1. Critical Thinking/Argument  
   We will research and design presentations that push us to argue for a new educational model. We will use evidence based reasoning to advocate for our cause.

2. Reading academic texts  
   We will be using academic research/writings to strengthen the basis of our ask. These
texts will be at a university level and will push our reading comprehension.

3. Theory around CSP  
   We will need to read chapters from educators/political philosophers and learn from our mentors to push our own understanding of equity, race, and CSP.

Skills: What are 2 “skills” you want to develop related to the use of tools? (Ex. Photoshop, Prezi, Welding, Camera, etc.)

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<tr>
<td>1. Public Speaking</td>
<td>We will be advocating for the use of Culturally Sustaining Pedagogy and Ethnic Studies to directors at the organization-wide High Tech Directors Meeting and with other professionals.</td>
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<td>2. Advocacy/Community Organizing</td>
<td>We will have to gather support for our cause and learn campaigning/organizing strategies to make change.</td>
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Culmination of Learning: What will you have at the end of your project to demonstrate what you have learned? What will you be exhibiting?

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<td>Co-design 3 ethnic studies lessons to be used as resources for freshman humanities teachers looking to implement culturally relevant curriculum</td>
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<td>• Will include a deconstructed explanation of each of the lesson’s culturally responsive elements so that teachers can see how the theory can be adapted for their own curriculum</td>
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<td>• This will reflect what we learned from our research and experience</td>
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<td>Co-design 2 math/science or exploratory lessons for non-humanities teachers who want to use CSP</td>
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<td>Design a culturally responsive project tuning protocol</td>
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<td>Photos and videos of our presentations</td>
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Milestones: What are the major steps you will need to go through to achieve this project. Think of these as the stages of your project or the major deliverables that you will create along the way.

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<td>1. Begin research/reading about CSP, continues one chapter per week (ongoing)</td>
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<td>2. Design CSP project tuning protocol</td>
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<td>• Get critique (ongoing)</td>
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<td>3. Meet with HTHCV 9th grade Humanities teachers (ongoing)</td>
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<td>• Start designing curriculum</td>
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<td>• Work with them on improving their projects</td>
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<td>4. Run tuning with HTHCV teachers</td>
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<td>5. Present to the HTH Directors asking to work with their freshman Humanities teachers</td>
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<td>6. Meet with teachers from other HTH schools</td>
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<td>7. Present at the National Equity Project</td>
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<td>8. Co-design and compile curriculum/resources for Ethnic Studies and CSP</td>
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