



Implementation Plan for Ethnic Studies Course

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| <p>2022-24</p> | <p>Convene Stakeholder Groups</p> <ul style="list-style-type: none"> • Ensure stakeholders understand the state mandate and are familiar with the approved curricula, and its guidance including the “District Implementation Guidance” in Chapter 2, as well as why the first DRAFT model curriculum was rejected by the CDE • Educate all groups about the purpose of ethnic studies • Identify common interests and high priority learning outcomes for students to use as metrics for identifying curriculum and best instructional practices • Gather input based on those common understandings • Explore key questions, such as whether the Ethnic Studies course in IUSD will need to be one semester or two and where common agreements are needed |
| <p>2024-25</p> | <p>Curriculum Development</p> <ul style="list-style-type: none"> • Convene teachers, most likely to teach Ethnic Studies at their sites, for a summer Course Design Institute (CDI) with a focus on syllabus development, ethnic studies pedagogy, and curriculum development • CDI Cohort of Ethnic Studies teachers meets for the first semester of the year to develop course units and identify high-quality curricula (based of the approved model curriculum guidance) and continue learning about ethnic studies pedagogy • CDI Cohort of teachers meet for the second semester to select high-quality curricula that will be piloted the following year, modify as necessary, and continue learning about instructional practices for Ethnic Studies courses • Ensure that all high schools have included at least one Ethnic Studies course on the master schedule for 2025-2026 to allow for the piloting of curricula - allow site administrators responsible for master schedule to meet and discuss potential impact and brainstorm solutions as needed |
| <p>2025-26</p> | <p>Pilot Curriculum</p> <ul style="list-style-type: none"> • Convene CDI cohort of teachers during the summer to collaborate on curricula refinement and identify IUSD best practices in ethnic studies and to coordinate around the Ethnic Studies curriculum pilot • CDI cohort pilots curricula identified from the previous year for an equal number of weeks/months for comparison • CDI cohort comes together after each test drive to compare classroom experience and impact on student learning using empirical and anecdotal evidence related to the agreed-upon metrics • Update HS Principals and key staff on essential understanding of ethnic studies instruction and pedagogies and impactful district-wide, and site-specific, decisions made |
| <p>2026-27</p> | <p>Course Implementation</p> <ul style="list-style-type: none"> • Ensure that all high schools have students enrolled in Ethnic Studies • Establish expectations for site colleagues teaching Ethnic Studies to actively participate in PLC work, and create opportunities for them to collaborate with other Ethnic Studies teachers across the district. This is especially important for those who may be the only Ethnic Studies teacher on their campus. • Gather feedback from students and teachers to help monitor effectiveness and impact |

NOTE: Per AB 101, the graduating class of 2029-30 will be required to have taken at least one semester of Ethnic Studies.