Anti-Racist Curriculum Project

Program Evaluation Year 3 Report

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at the Warner School of Education, University of Rochester

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Acknowledgements

About this Report

This report was prepared by Nahoko Kawakyu O'Connor, Ph.D., as an external consultant who has led the evaluation since 2000. Dr. Kawakyu O'Connor is the Director of Program Evaluation at the Center for Professional Development and Education Reform and Associate Professor in the Educational Leadership Department at the Warner School of Education, University of Rochester.

The external evaluation is requested by the funding entities supporting the Antiracist Curriculum Project. The intended primary use of the evaluation is for project leadership to use the information as a tool for reflection, dialogue, and informed decision-making in planning for improvement.

This program evaluation report encompasses Year 3 of the Antiracist Curriculum Project, spanning from July 2022 to June 2023.

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Antiracist Curriculum Project

Year 3 AT A GLANCE
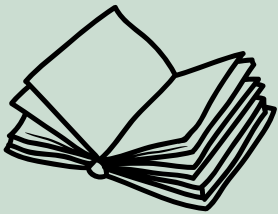
2022-2023

TRAINED TEACHERS

2336

TEACHERS WHO TEACH CURRICULUM

341

DISTRICT REPRESENTATION

39

Expanded Curriculum

Developed new content to make it relevant to Syracuse, Binghamton, Elmira, Erie County, and Wayne Finger Lakes

Regional Expansion

Served 10 new counties in New York: Broome, Cayuga, Chemung, Cortland, Madison, Onondaga, Orleans, Steuben, Wayne, and Westchester, including 23 additional school districts

Student Learning

Students demonstrated increase in knowledge, empathy, critical thinking.

Students connected what they learned to their own lived experiences.

Students asked critical questions and planned social action projects to better their communities.
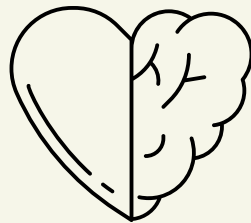
Building Teacher Capacity

95% of teachers indicated the educational activities were effective.

95% of teachers indicated the workshops were thought provoking and engaging
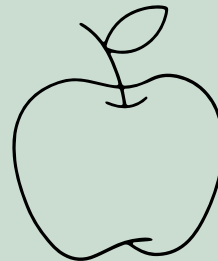
98% of teachers indicated their knowledge, skills, and confidence increased through participation in the workshops.

K12 STUDENTS REACHED

6255

HIGHER ED AND CBO PARTNERSHIPS

40

COMMUNITY MEMBERS

4040

Executive Summary

➢ **Introduction**

The Antiracist Curriculum Project is a project aiming to support educators in learning and incorporating culturally responsive, standards-aligned curriculum and pedagogy in schools. Using original sources, including government documents, maps, newspaper articles, and original research, local history is examined to increase understanding of structural racism, racist policies, and local resistance movements. The project offers professional development to teachers and school leaders, and provides an open-access curriculum on Racism and Resistance (Redlining), History of Enslavement in New York, Latinx History, Civic Action, and Social Emotional Learning.

➢ **Evaluation Purpose**

This is a summative evaluation and evaluates the outcomes of the program, specifically related to the program goals. Evaluation questions include: EQ1: What is the expanded reach of the Antiracist Curriculum Project? EQ2: What is the impact of the project on teachers' knowledge, skill, and self-efficacy related to engaging in antiracist, culturally responsive teaching that is inquiry-based and standards-aligned? EQ3: What challenges and successes do teachers observe and experience in implementing this curriculum? EQ4: How does this project impact student learning? EQ5: How do districts successfully support teachers in their antiracist teaching practices?

➢ **Key Findings**

- The project has expanded its curriculum offerings. In 2022-2023, the project developed 13 additional curriculum units, including case studies specific to new regions.
- The project has increased access and trained teachers serving in over 39 school districts, and private, and charter schools.
- The project is impactful on teachers' growth in knowledge, skill, and self-efficacy of incorporating a culturally responsive curriculum.
- Challenges of implementing the curriculum in the classroom include lack of time in planning, teachers' own level of comfort in discussing racism and antiracism, the timing of incorporating it into the rest of the year's units, concerns about backlash from parents and the community, and concerns about unintentionally perpetuating harm in the classroom.
- Successful implementation of the curriculum in the classroom results in an increase in authentic connections and empathy among students, between students and parents; student-centered teaching strategies that are transferrable to other units; opportunities for critical thinking, increase in knowledge of local history.
- Teachers are overwhelming in support of including topics of local redlining, enslavement, and untold histories, and want collaborative planning time and debriefing with coaches and colleagues.
- Teachers' prior practice of creating an inclusive and psychologically safe classroom environment, knowledge of curriculum design and ELA and Social Studies standards, intentional culturally responsive teaching strategies, and explicit support from district leadership were elements that highly influenced the implementation of the curriculum.

> ➢ **Future Considerations**

To build on the success of the last three years, the project has the potential to have an even bigger impact by supporting teachers in the implementation of the curriculum.

Potential strategies may include

- Expanding offerings of services such as direct **content-focused coaching** as a strategy for long-term job-embedded support.

- Developing **a train-the-trainer course** on content-focused coaching for instructional leaders, and facilitating collegial learning circles to create opportunities for inter- and intra-district connections and support.

- Improving **website usability** can decrease the logistical burden on teachers, freeing them to focus on the content and instructional practices.

- Reviewing current curriculum using **Universal Design for Learning** and **Understanding by Design** principles, including reviewing learning objectives for ambitious instruction.

- Offering additional professional development opportunities focused on NYSED's **social-emotional learning standards** and NYSED's **social justice standards**. Opportunities for teacher leaders and school leaders to be trained as a train-the-trainer course could scale and embed these professional development efforts.

- Creating a **how-to for developing redlining units** that are specific to regions, including identifying redlining maps, and strategies for finding original sources,

- Exploring the potential **for developing resource sharing** among teachers.

- Pursuing partnerships with School Board members to **increase critical leadership support** of teachers.

- Developing a strategic, **sustainability plan** can help identify new goals for the next three to five years. The process will allow for weighing the benefits and drawbacks of increased expansion, new initiatives, new partnerships, and necessary resources to support these efforts.

- Revamping the evaluation plan in accordance with the long-term strategic plan, including developing a data infrastructure, and building **internal capacity to conduct the evaluation**.

Introduction & Background

Program Description

The Antiracist Curriculum Project offers the opportunity for the community to learn about local, historical racist policies and resistance, and provides an inquiry-based curriculum that is culturally responsive and sustaining. The project is a teacher-led, community collaboration to support teachers and school districts as they incorporate equity and inclusion in their everyday practice.

The project was founded in 2020, in an effort to support educators in developing and implementing culturally responsive, inclusive, antiracist curriculum and pedagogy that is representative of the diverse history of this community. Using primary sources, including government documents, maps, newspaper articles, and original research, local history is examined to increase understanding of structural racism, racist policies, and the local resistance and civil rights movement.

The curriculum is publicly available, and professional development has been designed and offered as in-person or virtual workshops. In addition, teachers who are interested are able to have some instructional support through planning, coaching, and debriefing.

The program offers community awareness events such as lectures, presentations, film screenings, and conferences. In addition to partnering with school districts and teachers, the project has partnered with community-based organizations, professional associations, and higher education institutions.

Program Evaluation Reports for Year 1 and Year 2 of implementation can be found in the Appendix.

Program Goals

- ☑ Increase access to relevant, culturally sustaining curriculum of local history for K-12 social studies teachers;
- ☑ Increase understanding of local history with a just narrative on segregation and its impact;
- ☑ Build capacity among social studies teachers to examine how curriculum can satisfy standards and work in service of equity;
- ☑ Support teachers in implementing antiracist curriculum in the classroom;
- ☑ Increase student-centered learning that is culturally relevant, sustaining, inquiry-based, and standards-aligned.

Purpose of Evaluation

The purpose of the evaluation in Year 3 of the program is **summative**. We use an **outcome evaluation** to evaluate how the program met its overall goals and objectives.

Evaluation Questions

The questions that guided this evaluation included:

EQ1: What is the **expanded reach** of the Antiracist Curriculum Project?

EQ2: What is the **impact** of the project on teachers' **knowledge, skill, and self-efficacy** related to engaging in antiracist, culturally responsive teaching that is inquiry-based and standards-aligned?

EQ3: What **challenges** and **successes** do teachers observe and experience in implementing this curriculum?

EQ4: How does this project **impact student learning**?

EQ5: How do districts successfully **support teachers** in their antiracist teaching practices?

Evaluation Areas

The program is multifaceted and dynamic, to this extent, we focused the evaluation on the following areas in line with the program objectives for Year 3: Access & Expansion, Building Teacher Capacity, and Student Learning

Access & Expansion	Developing Teaching Capacity	Student Learning
• The redlining curriculum will be expanded to the Syracuse area, Buffalo area, and Wayne County • Professional Learning will be offered to expanded areas beyond Monroe County	• Professional Learning increases the knowledge, ability, and self-efficacy of teachers in discussing race & racism, designing curriculum aligned with standards, embedding authentic student learning assessment, student-centered teaching, teaching the local history of segregation and resistance, social emotional learning. • Coaching, and Collaborative Evaluation will support the successful implementation of the curriculum in the classroom	• Students practice historical thinking skills to be prepared for civic participation, college, and career skills, aligned with specific grade level social studies practices.

Access & Expansion

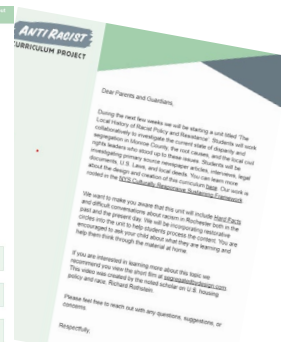|	
Goal	Increase access to relevant, culturally sustaining curriculum of local history for K-12 social studies teachers.
Benchmark #1	The Redlining curriculum will be adapted to the Syracuse area, Buffalo area, and to Wayne County (3 new modules)
Performance	**The Redlining Unit was adapted to the Syracuse, Buffalo, and the Binghamton area. In addition, The Enslavement in New York Unit was expanded to Elmira/Corning area, Syracuse area, Binghamton area, Wayne Finger Lakes, and Erie County area (8 new modules)**

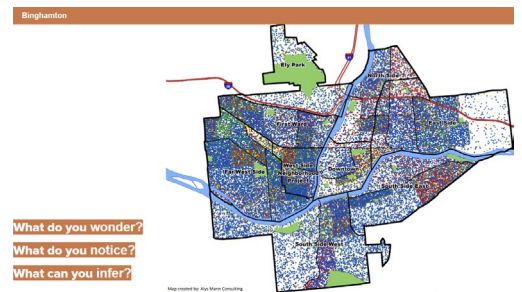All case studies, including each corresponding teacher directions, slide deck, and student handouts, can be accessed at: https://roc.resistancemapping.org/s/m/page/curriculum
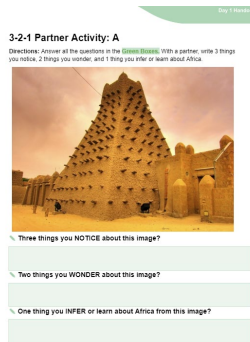
| Teacher Guide | Student Handout | Letter to Families | Slide Deck |

Source C:

Underground Railroad Site

13 Pine St, Buffalo, NY. Home of William Wells Brown (1814-1884), known as "the fugitives' house." Today it is the site of First Shiloh Baptist Church.

Note: View other underground railroad locations in Buffalo at tinyurl.com/brfunderground

CURRICULUM MATERIALS / CURRICULUM: OTHER LOCATIONS

Curriculum: Other Locations

Elmira/Corning

- Elmira / Corning Grades 4 / 7: Enslavement in New York

Syracuse

- Syracuse Grades 4 / 7: Enslavement in New York
- Syracuse Grades 8 / 11: Racist Policy and Resistance

Binghamton

- Binghamton Grades 4/7 Enslavement and Resistance in NYS
- Binghamton Grades 8 / 11: Racist Policy and Resistance

Wayne Finger Lakes

- Wayne Finger Lakes Enslavement and Resistance in NYS

Erie County

- Enslavement and Freedom Seeking in Erie County, NY
- Local History of Redlining and Civil Rights for Erie County, NY

Access & Expansion

Benchmark #2 📊

The Redlining curriculum will be expanded to the Syracuse area, Buffalo area, and to Wayne County (3)
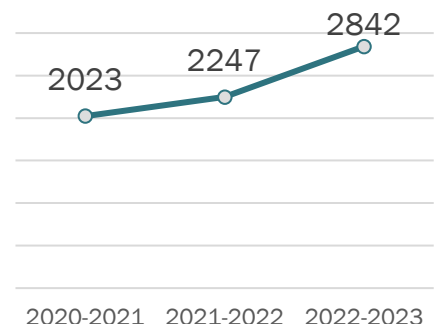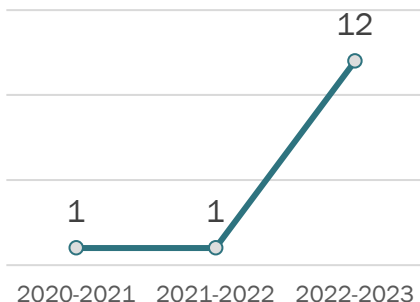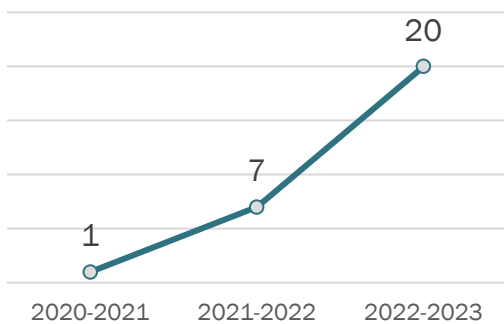
Performance

Professional Development offerings expanded to train teachers from 10 additional counties: Chemung County (Elmira), Steuben County (Bath, Corning-Painted Post Area), Wayne County (Newark, Sodus, Lyons), Orleans County (Holley), Westchester County (Hawthorne), Broome County (Binghamton, Endicott, Chenango Valley, Whitney Point,) Madison County (Cazenovia, Canastota) Onondaga County (Solvay, Syracuse, East Syracuse, Baldwinsville, Fayette- Manlius, Tully), Cayuga (Moravia, Cato-Meridian), Cortland County (Homer). (10)

■ Monroe County
■ New Counties
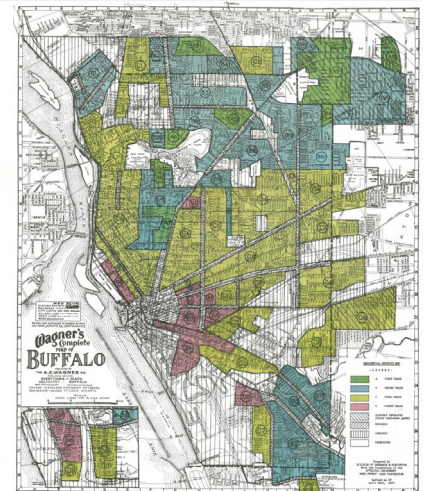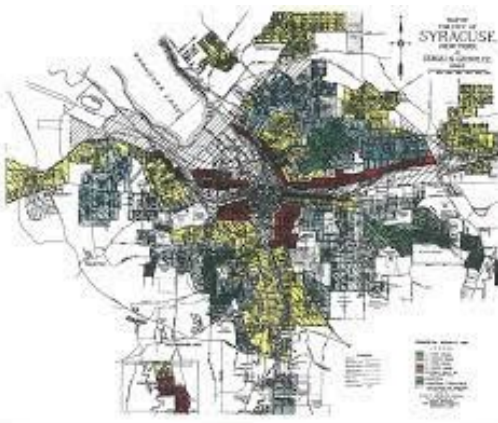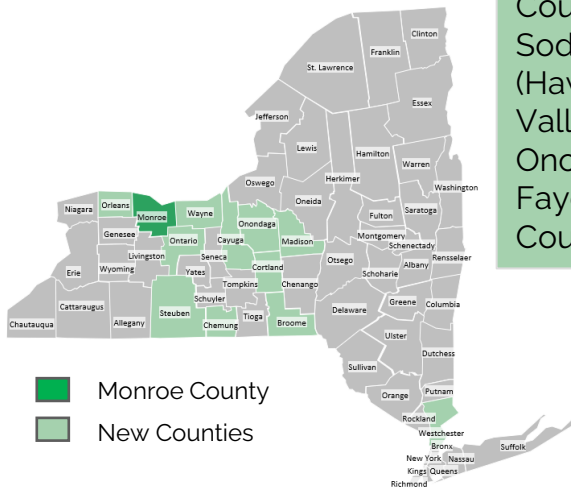
Top: Map of New York State with expanded counties; Right: Redlining map of Syracuse, NY; Far Right: Redlining map of Buffalo, NY

Timeline of Access & Expansion

Curricular Units Developed: 1 (2020-2021), 7 (2021-2022), 20 (2022-2023)

Counties Served: 1 (2020-2021), 1 (2021-2022), 12 (2022-2023)

Teachers Trained: 2023 (2020-2021), 2247 (2021-2022), 2842 (2022-2023)

Since the initiation of the project in 2020-2021, the Antiracist Curriculum Project has increased access to relevant, culturally sustaining curriculum of local history for K-12 teachers and other school leaders and has expanded professional learning opportunities from one county to 12 counties.

Building Teaching Capacity

Goal

Increase understanding of local history with a just narrative on segregation and its impact;

Build capacity among social studies teachers to examine how curriculum can satisfy standards and work in service of equity;

Benchmark #1

Train 1500 teachers using the Antiracist Curriculum Project modules.

Performance

Trained 2,842 teachers using the Antiracist Curriculum Project modules including newly developed micro units.

Professional Development

July 2022- June 2023: **88 PD workshops + 21 micro PDs + 73 presentations**

of participants in Year 3:

7,558

including

2,842 participants

in Professional Development Workshops & Micro PD Workshops

4,716 attendees

at Public Lectures & Presentations

Total Participants to Date (2020-2023): 15,999

	2020-2021	2021-2022	2022-2023
Participants	2023	2247	2376
PD workshops	17	67	64

	2020-2021	2021-2022	2022-2023
Attendees	3695	1726	4716
Lectures	52	41	73

	2020-2021	2021-2022	2022-2023
Total Participants	5718	3973	7558

— PD workshops
— Participants

— Lectures
— Attendees

— Total Participants
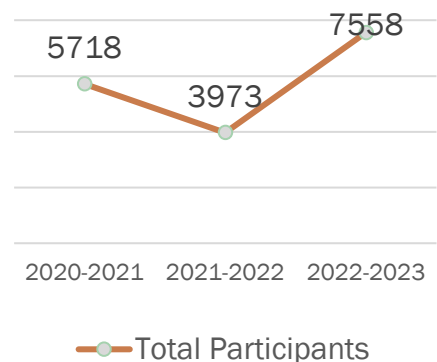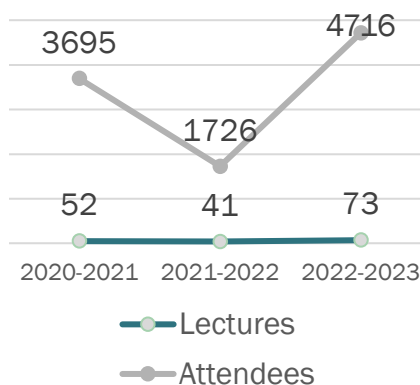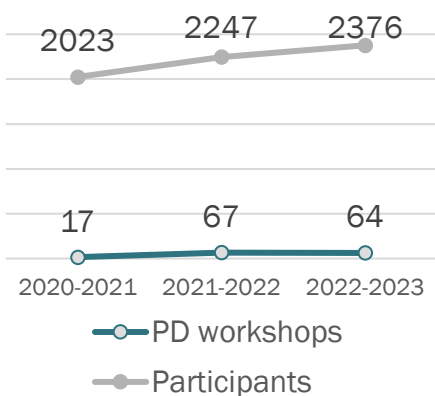
2022-2023 Partnerships

7th District Judges
Allendale Columbia
Bike to Build
Brighton Central School District
Broome County BOCES
Camp Stella Maris
Cattaragus Allegany BOCES
Corning-Painted Post Area School District
East Rochester
East Syracuse MInoa
Eastman School of Music
E Irondequoit Central School District
EnCompass Resources for Learning
Gates CSD
Gates Presybtarian Church
Genesee Community Charter School
Genesee Country & Village Museum
Greater Rochester Association of
Realtors, Inc.
Hawthrone Cedar Knolls UFSD
Hilton Central School District
Holley Central School District
Leadership Academy
League of Women Voters
Legal Aid Society
McQuaid Jesuit High School
Monroe County Bar Association
Monroe County BOCES
Nazareth College
Newark Central School District
NY Association of Realtors
NYS BOCES Superintendents
OCM BOCES Equity Summit
PathStone
Pittsford Library
RCSD Central Office
RCSD School 19

RCSD School 34
RCSD School 50
RCSD School 7
RCSD School Without Walls
REACH Advocacy
Redress Movement
Roberts Wesleyan School of Education
ROC ACTS
Rochester Academy Charter School
Rochester Institute of Technology
Rochester Youth Year
SCORE Syracuse
Simon School of Business
SJFU
SJFU Horizons
SJFU Legal Studies
SJFU Nursing
Spencerport
SUNY Brockport
SUNY Geneseo
The Harley School
Town of Irondequoit
United Way of Greater Rochester
UR Urban Fellows
Urban League Summit
URMC Department of Surgery
URMC Highland Family Medicine
URMC School of Medicine
URMC School of Nursing
Vertus High School
Victor Central School District
W Irondequoit Central School District
Warner School of Education
Wayne Community Schools
Wayne Finger Lakes BOCES
Webster Central School District
Wheatland Central School District
YWCP

Building Teaching Capacity

Goal

Increase understanding of local history with a just narrative on segregation and its impact;

Build capacity among social studies teachers to examine how curriculum can satisfy standards and work in service of equity;

Benchmark #1

80% of the participants who participate in the professional development workshops increase their knowledge, ability, and self-efficacy in discussing race, racism, and antiracism, designing curriculum aligned with standards, embedding authentic student learning assessment, student-centered teaching, teaching the local history of segregation and resistance, social-emotional learning

Performance

- **86%** of teachers indicated increase in knowledge, ability, and confidence in discussing race and racism after taking this workshop.
- **85%** of teachers indicated increased level of knowledge, skill, and confidence in designing culturally sustaining curriculum that can satisfy standards.
- **77**% of teachers indicated increased level of knowledge, skill, and confidence in embedding authentic student learning assessment.
- **84**% of teachers reported increased level of knowledge, skill, and confidence related to using social emotional learning strategies.
- **82**% of teachers report increased knowledge, skills, and confidence in facilitating restorative circles about racism.
- **98**% of teachers indicated increased knowledge, skills, and confidence related to teaching local history.
- **95%** of teachers indicated the workshops were thought-provoking and engaging.
- **95%** of teachers indicated educational activities were effective.

Benchmark #2

Support classroom teachers in implementation of the curriculum in their classrooms with the intent of teachers reaching 500 students or more

Performance

Over **341** teachers have taught the curriculum with an estimate of having reached **6255** students*

* This number is based on survey responses from district, private, or charter school representatives in Monroe County, and is a conservative estimate.

Building Teaching Capacity

Note about Classroom Observations

The teaching of the Antiracist Curriculum Case Studies were observed in 16 classrooms in the Fall of 2022 and Spring of 2023. Observations were conducted by the lead evaluator, a former Director of Teacher Professional Development who also served as an instructional coach. Two native Spanish-speaking educators- a retired public school teacher, and a University of Rochester Ph.D. student, joined the observations of bilingual classrooms.

In total, 69 class periods, or approximately 60 hours of instructional time were observed. Sites were inclusive of urban, and suburban public schools, and private and charter schools. Students in the classrooms that were observed were in 4th, 6th, 7th, and 8th grade. The total number of individual students who were in the classrooms where the implementation was observed was 282 students. Teachers who invited us to observe identified as White, Black, or Multi-Racial, and ranged from having nearly 35 years of teaching experience to experiencing their first year of teaching.

Observation was modeled after aspects of the content-focused coaching © (CFC) model, having a pre-lesson conference (planning), the lesson (observation), and then the post-lesson conference (debrief). The aim was to have an opportunity to connect prior to the observation, ensure clarity of rationale and purpose of the observation, identify observation dates, identify the core issues of what the curricular content will be, what the teachers hope the students will learn, and discuss any concerns regarding the teaching or the observation the teacher may have. We also took the opportunity to ask teachers what specific feedback they would like, if any, and what role the teacher prefer the observers to play (passive observer, participant observer, etc.). The observation protocol can be found in the Appendix.

The following include observations of some identified elements for successful implementation. Successful implementation is defined by lessons in which students analyzed, synthesized, evaluated, questioned, drew inferences, and supported their claims using primary sources. In addition to students demonstrating and practicing critical thinking skills, we also noted student-centered teaching practices, including choice, voice, collaboration among peers, social emotional learning, and opportunities for meaning-making and discussion. We distinguished between engaged learners and compliant learners.

Observed Elements for Successful Implementation

Elements for successful implementation of the curriculum were largely contingent on the culture that had already been established in the classrooms and the relationships the teachers had built with their students.

- Understanding the learning intentions and connections to the broader standards, which allowed teachers to adjust and change educational activities and pacing as a response to students' needs and engagement.

- Incorporating previously established classroom routines, language, and making connections to previous units students studied.

- Facilitation of knowledge acquisition, meaning-making, and prompting of transfer; activating prior knowledge and finding relevance and connections.

- Modeling and articulation of own discomfort, vulnerability, facilitation of social-emotional learning skills, and check-ins.

- Giving students choice and multiple methods of engaging.

- Differentiating instruction based on teachers' previous knowledge of students' interests and proficiency.

Differentiation

Yeah, so there's a lot of thinking on my part about which reading, like which jigsaw topic, will interest the kids. So I start with that because at this point in the year, I, I have a relatively strong relationship with them. So I start with interest, right? Especially the one with the Rochester NBA team. Yes. Or the one, the jigsaw that talks about, um, Clarissa Street and like the art and the music and all of those things. So I start with that and then I, from those lists, look and think about what is the workload that I'm asking a student to do in this, is there a lot of reading versus a lot of photos or images? Is there like graph, like what exactly is the document that I'm asking 'em to look at? And then I do it based on that and any accommodations that a student might have. So for instance, I have some students who, um, have dyslexia or who have documents read to them on testing and in class. And so reading is not their preference.

Sometimes I group them by reading levels and look at the level of challenge on the worksheets. Sometimes I mixed them up kids can support each other.

So the other consideration then is timing. So if I ask a student to do this, because there's a challenge in it. So it's not always necessarily thinking down, but thinking up. If I wanna challenge a student, will this challenge take them double the time it would take a student I'm not asking to… do something challenging?

Social Emotional Check-Ins

In my classroom, we have this thing where if a student wants to tell me something but they don't want to say it in front of the class, they can write it on a post-it note and put it on my desk. Like [students'name] wrote this. ["This is really sad. I feel like I need to do something but I don't know what"]. So then I can initiate the conversation and see how they are doing. It's another way they can express how they feel.

And then there's the kids who are like, I'm so excited to talk about this. I'm so glad that we're doing this. And then students who are like, I've never really had to talk about this and I'm uncomfortable, but I trust you and understand why we're talking about it, and that group, that response to me is the one, those are the students that I'm checking in with the most during the lesson. They're the students. So I am going in and checking the work as we're doing it. They're the ones who I'm like, how are we doing today? The social-emotional check-ins. Like, I'm making sure I'm reading theirs. Mm-hmm. Um, because I think that can be really jarring if you don't talk about it at home.

"The first time we used the check-ins (signaling with finger), I was asking the class to show me how they were feeling, and I was like, wait- what if they say they are feeling so uncomfortable they can't move on? What am I supposed to do then? I asked if [she] wanted to talk about it, and I asked her what she thinks she needs to be able to move forward.."

District Support

And if you do it wrong or if you do it and you mess up, or if you do it and you offend somebody, you can always work through that. If you have the community, if you've established a trust, if you've established the community, if the students trust you, if your administration supports you, and if you have it rooted in standards enough that you can justify it to a parent- who may push back and even the parents who do push back against it have very interesting arguments, but it's better than to not do it.

Well, I hear all the time, we support this, but then... I feel like we don't have the support infrastructure. Like, we need time to understand this, time to unpack the lesson, time to talk about it at the grade level meetings and... yeah, just like... learning from each other, what are they planning to do. Like I hear that they support us, but it feels like just words...I don't see anything different.

Our district- we are totally on board from... is this a pun? The board (of education) is on board. And I think that is absolutely critical. The board... and my principal. My principal... we talked about what we can do if a parent calls. I was nervous already but knowing that they had my back- it's hard enough to teach something new and something you're not totally comfortable with, and then with all the backlash,.. I'm honestly not sure if I would teach it if I didn't know my district was in full support.

Teaching and Learning is a focus area in our Strategic Plan for Equity, and this curriculum directly aligns with our goals and our instructional framework for rigorous instruction.

One of our goals is to ensure that every child can see themselves reflected in teachers, leaders, curriculum, and learning materials. As we strive to make a welcoming and affirming environment for all, these curriculum units are essential to move that work forward.

Building Teaching Capacity

Challenges and **barriers** to implementation in the classroom

- Teacher Self-Efficacy
- Not knowing how to respond to parents
- Need for more training, time, and experience
- Need to know where to fit in the curriculum
- Reaction from the community
- Fear of doing or saying something inadvertently offensive
- Lack of comfort in teaching content as a White teacher to predominantly students of color
- Not knowing basic antiracist concepts, including power, privilege, bias, racism, racist, and antiracist as they apply to specific subjects (math, science, social studies, etc.)
- Not knowing how to tackle racist comments by students
- Concern for students' well-being.

Insights from District Leadership to Support Teachers

- Ensure teachers know the "why" behind this curriculum, including why students want to learn about their local history, why this is critical, and why we cannot expect anyone else to teach this content to the students.
- Unpack the content, and learning intentions, and make sure teachers understand the teaching points.
- Make it a district expectation, supporting with training and coaching on SEL.
- Have teams of teachers implement together, co-teaching with instructional coaches.
- Use professional learning communities (PLCs) to discuss student work and needs for curriculum support.
- Practice difficult conversations.
- Present as a mindset/lens a teacher needs to apply when crafting all lessons and provide inclusive and representative materials and resources to students.
- Practice addressing sensitive and potentially painful topics in class.
- Engage in general anti-bias training not related to the topic of instruction.
- Practice scenarios of disrupting racist comments.
- Confirm that teachers know that school leadership, including the School Board is in full support.

Student Learning

Goal	🎯	Students practice historical thinking skills to be prepared for civic participation, college, and career skills, aligned with specific grade level social studies practices.
Benchmark	📊	500 students in Monroe County have had access to the curriculum.
Performance	🏃	6255 students have had access to the curriculum in their classrooms.

Impact on student learning was evaluated based on the following data:

- In-person classroom observation by external evaluators
- Artifacts of student work (boxed protocol sheet, student handouts, gallery walk)
- Semi-structured interviews with teachers

Classroom Observation

- 69 in-person lessons
- 16 unique classrooms
- Classroom observed had 282 students in attendance ranging from 4th grade to 8th grade
- Lessons observed included Racist Policies and Resistance, Great Migration, History of Enslavement in New York
- Observations were held at public, private, and charter schools
- Classrooms were both monolingual and bilingual

Artifacts of Student Work

- 30 Gallery Walk posters
- 4 box protocol sheets
- 160 pages of student worksheets
- Community Change Project planning posters

Teacher Interviews

- 15 semi-structured interviews
- Interviews range from 39-60 minutes
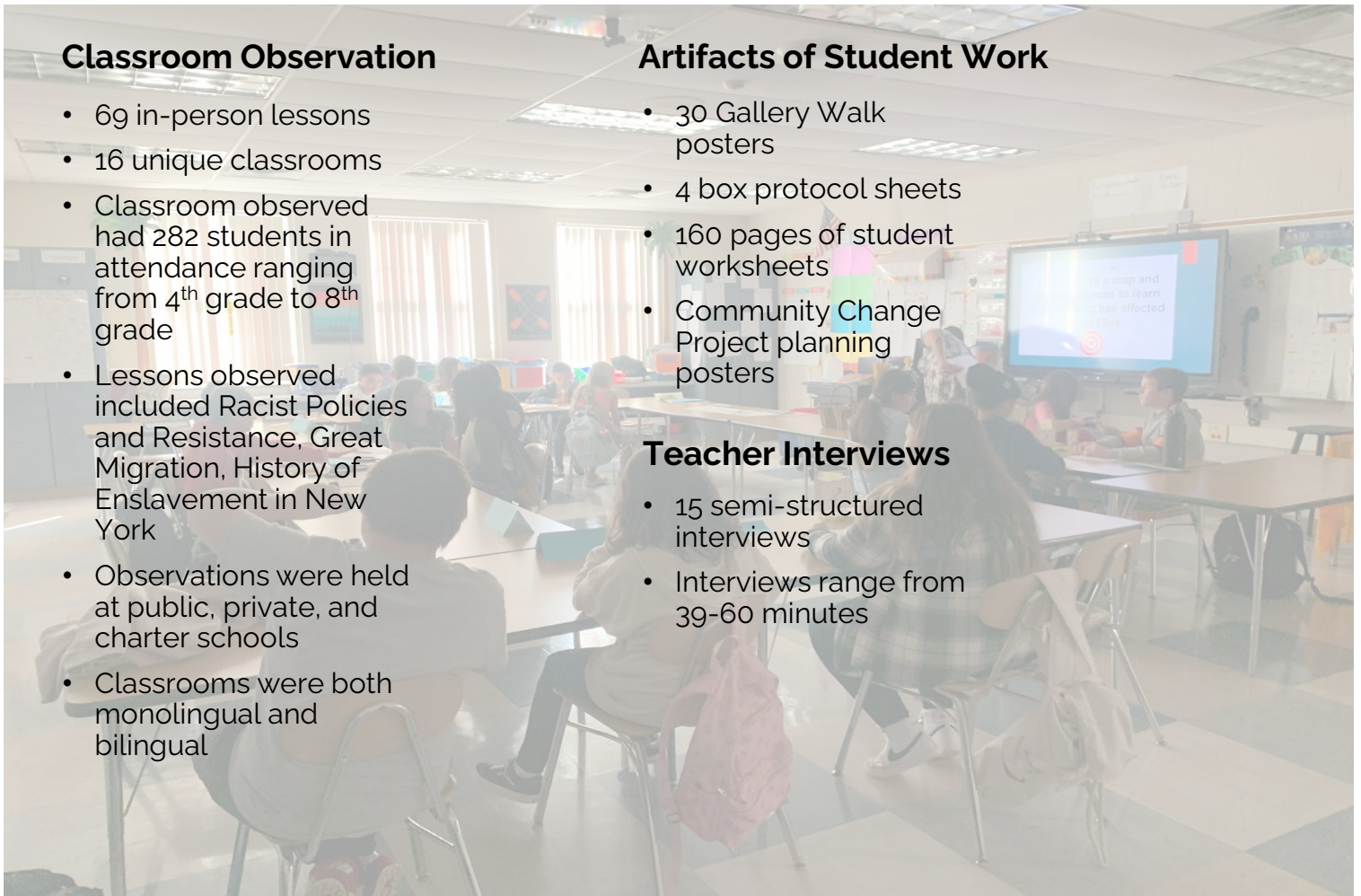
Student Learning

Knowledge Acquisition

"I thought it was really cool the underground railroad and how people escaped and others helped them get away to freedom"

"Monroe and Rochester were enslavers"

"I didn't know New York State had enslaved people. I thought New York was a free state."

"I thought it was really cool the underground railroad and how people escaped and others helped them get away to freedom"

"I learned that people were still looking for their enslaved people years after they escaped."

"Black people were excluded from the medical field"

"I have never heard that people were only allowed to live in certain neighborhoods."

"I never knew that bilingual education used to not be here."

Student Learning

Meaning Making

"I don't know if I would have tried that long to try to rent a house. I feel like maybe max I would try three times? I mean at what point do you think you would be like... That's just too much. I mean... but he just kept trying. That's both impressive and a little unbelievable"

I'm not sure if this law should have been passed because look at them- they get to live like in the nice green areas, I think, right? No one who had to live in the red zones… they weren't even there to agree to this.

"I didn't know that there were so many boats [carrying people who are enslaved] going to South America. Like.. I can't believe how many ships went back and forth and it was like really long ago, right? I mean did they even have like engines and stuff? How long do did it take them to cross the ocean?"

(about James Monroe) …when you become president you are supposed to do things that are good, not be an enslaver.

So if Roberto and his friends didn't protest, there would be no bilingual class? They need more bilingual classes.

Student Learning

Transfer

I'm embarrassed that this is a part of our history. I'm sad that it had to happen, and I'm happy there were amazing people who stood up to it and stopped it, and I'm happy that I'm going to have a chance to help out in my neighborhood.

My dad was telling me about the time when we were at the mall, I was still really little, and the mall security kept following us and then he was asked what my dad was doing with me. My dad was like... We're going to buy a present for his mom. I don't remember this, but basically, he said that he was being followed because they thought he was doing something bad.

(in response to a student who said there are confederate flags in the South) I saw a Confederate flag on the way to Bristol Mountain. They took it down. On my house there is a sign that says "Hate has no home here"

"My family moved to the neighborhood and wanted good schools"

"My grandparents were lawyers and once my grandmother went to court to judge someone and she wanted to use the bathroom but there was no girls' bathroom. There were no girl lawyers. There were only boys' bathrooms. She complained to the people that owned the court, and I think they made a girls' bathrooms".
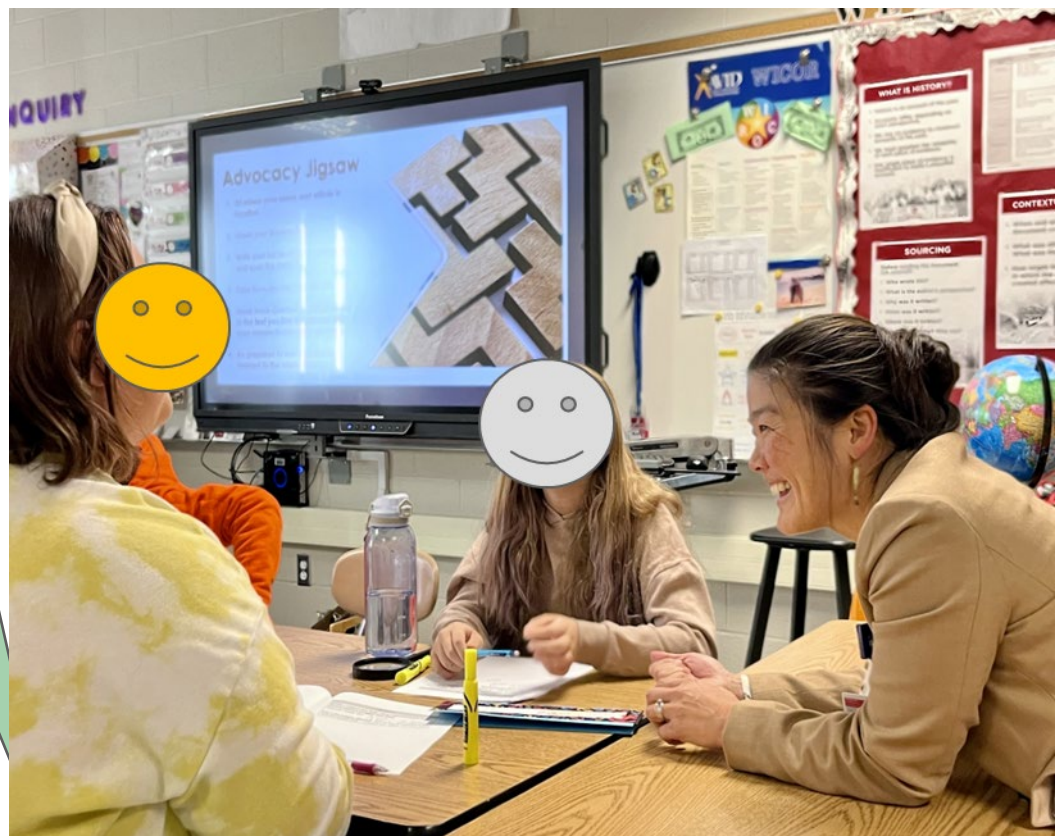
" Now that I see that [the redlining map], Hudson Avenue and Plymouth Avenue, … where I used to live, it's kind of like a bad area. And it still affects today. There is still … Black people were left without resources after slavery… and then they were forced to certain places, and now I see, Plymouth Avenue and Hudson Avenue… is there… there were forced to live there. Hudson Avenue is a place where there is robbery and broken down places, same thing, Plymouth Avenue, and it still affects today. I'm picturing Hudson in my mind right now, and now I know. It still affects today.

Students Evaluation

One of the teachers asked students to write down what they thought about the Antiracist Curriculum, and whether they think it should be taught or not taught in schools.

I think that they should teach it in the 4th grade because the sooner you learn it the better.

I do not think it should be taught in 4th grade. I think it should be taught in 2nd grade.

Kids should know how to stop it and to know not to do it and not make mistakes of doing it again

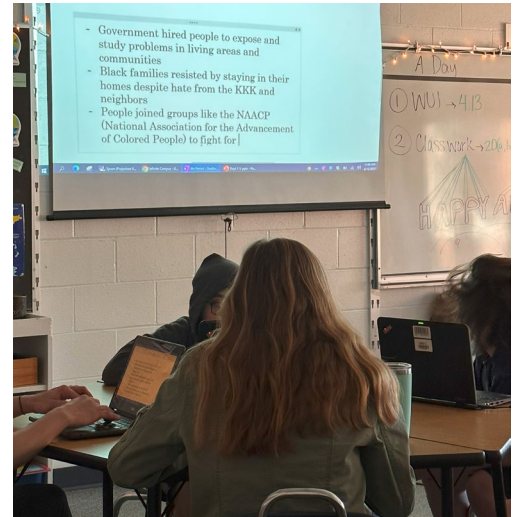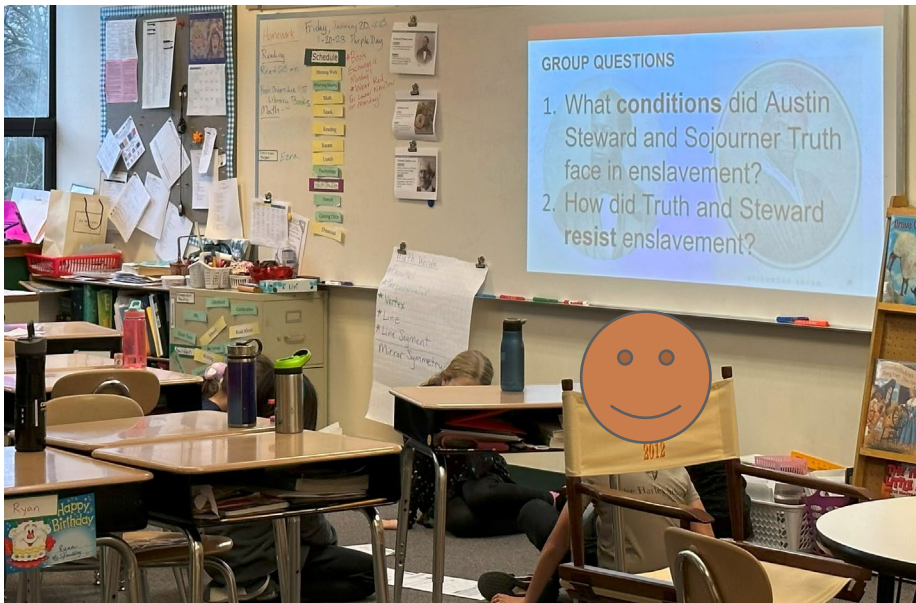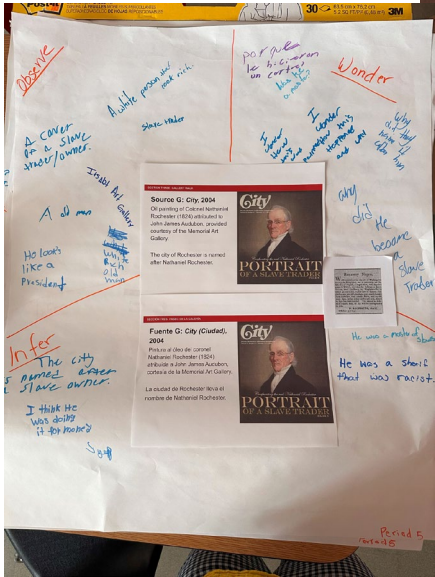Yes, we should learn it because it is part of our history.
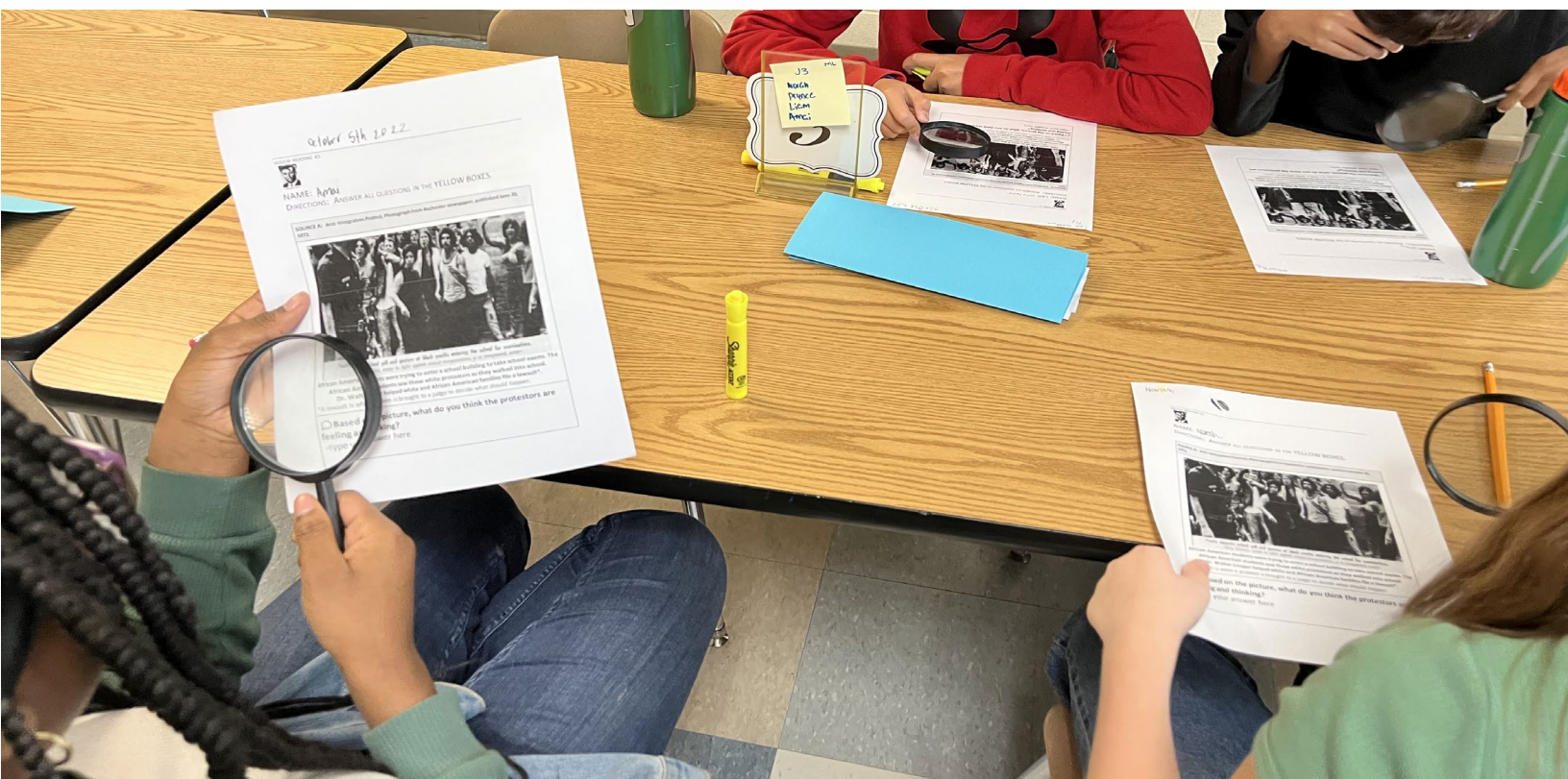
•I think it's good that we are learning about this in school because racism… I know all of us, a majority of us are not racist and that's good but there are certain people that are, in other places, and that's probably that's because of their parents. so it's good that we are learning about this in school. Because then kids will understand that even though their parents might be racist, in school, they can learn not to be racist.

Considerations

To build on the success of the last three years, the project has the potential to have an even bigger impact by supporting teachers in the implementation of the curriculum.

Potential strategies may include

- Expanding offerings of services such as direct **content-focused coaching** as a strategy for long-term job-embedded support.

- Developing **a train-the-trainer course** on content-focused coaching for instructional leaders, and facilitating collegial learning circles to create opportunities for inter- and intra-district connections and support.

- Improving **website usability** can decrease the logistical burden on teachers, freeing them to focus on the content and instructional practices.

- Reviewing current curriculum using **Universal Design for Learning** and **Understanding by Design** principles, including reviewing learning objectives, ambitious instruction, and assessing authentic student learning.

- Provide specific strategies and examples for assessing student learning as part of the professional development workshop.

- Offering additional professional development opportunities focused on NYSED's **social-emotional learning standards** and NYSED's **social justice standards**. Opportunities for teacher leaders and school leaders to be trained as a train-the-trainer course could scale and embed these professional development efforts.

- Creating a **how-to for developing redlining units** that are specific to regions, including identifying redlining maps, and strategies for finding original sources,

- Exploring the potential **for developing resource sharing** among teachers.

- Pursuing partnerships with School Board members to **increase critical leadership support** of teachers.

- Developing a strategic, **sustainability plan** can help identify new goals for the next three to five years. The process will allow for weighing the benefits and drawbacks of increased expansion, new initiatives, new partnerships, and necessary resources to support these efforts.

- Revamping the evaluation plan in accordance with the long-term strategic plan, including developing a data infrastructure, and building **internal capacity to conduct the evaluation**.

Summary

EQ1: What is the **expanded reach** of the Antiracist Curriculum Project?

A: In the third year, surpassing all targets, the project has reached **13 counties** in the State of New York, and trained and brought awareness to over **15,999** teachers, realtors, community members, administrators, professional organizations, and students at the four local School of Education.

EQ2: What is the **impact** of the project on teachers' **knowledge, skill, and self-efficacy** related to engaging in antiracist, culturally responsive teaching that is inquiry-based and standards-aligned and embedded with authentic student assessment?

A: 85% of teachers indicated an increased level of knowledge, skill, and confidence in designing a culturally sustaining curriculum that can satisfy standards. However, teachers reported significantly less understanding, ability, and self-efficacy, when it came to embedding authentic student learning assessments. **77%** of teachers indicated their level of knowledge, skill, and confidence in embedding authentic learning assessment increased

EQ3: What **challenges** and **successes** do teachers observe and experience in implementing this curriculum?

A: Challenges in the implementation of the curriculum included teachers not having enough time to plan, and not having enough time to teach; a lack of experience and confidence in teaching the unit; lack of scaffolding, and concerns about the politicization of the topic.

EQ4: How does this project **impact student learning**?

Each student is impacted differently. As such, teachers must be aware of how their students are processing and engaging in learning. Students demonstrated opportunities to practice critical thinking skills, empathy, and knowledge acquisition, meaning making, and transfer relative to local history, its racist policy, and the resistance.

EQ5: How do districts successfully **support teachers** in their antiracist teaching practices?

Partnering with Antiracist Curriculum Project to engage in multi-day professional development opportunity, explicit and unified support of antiracist education from leadership, work with instructional coach to scaffold.

Contact

For questions regarding the Antriracist Curriculum Project, including how to get involved or how to bring a professional development workshop to you, please contact the Antiracist Curriculum Project co-Directors:

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For questions regarding this report or program evaluation, please contract the Warner School's Center for Professional Development and Education Reform.

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Evaluation Process

Evaluation Approach
This evaluation was guided using the **Equitable Evaluation Principles** (Center for Evaluation Innovation, 2017). These principles include:
•Evaluation and evaluative work should be in service of equity- production, consumption, and management of evaluation and evaluative work should hold at its core a responsibility to advance progress towards equity;
•Evaluative work should be designed and implemented commensurate with the values of underlying equity work- multiculturally valid and oriented toward participant ownership;
•Evaluative work can and should answer critical questions about the ways in which historical and structural decisions have contributed to the condition to be addressed.
The purpose of using these equitable evaluation principles, especially in this work, is to address and minimize the risk of reinforcing or even exacerbating the very inequities the change initiative seeks to address.

Evaluation Model
This evaluation was designed using the Kirkpatrick Model, which is a model often used to evaluate training programs. It delineates four areas to evaluate, including Level 1- Reaction of Participants; Level 2- Learning/Growth; Level 3- Behavior Change; and level 4- Impact. The first year of the project, Level 1 and Level 2 were the primary focus of the evaluation, followed with Level 3 in the second year. This year, the focus was on Level 4, observing the implementation of the curriculum to learn about the teachers' experiences in implementation, and to capture how students are making meaning of the curriculum.

Data Used for this report include
• Post Professional Development Workshop Surveys (n=337)
• 15 Semi-structured interviews with teachers
• 69 in-person lesson observations (16 unique classrooms; 60 hours of observation time)
• 30 gallery walk posters
• 4 box protocol sheets
• 160 pages of student worksheets
• Community Change Planning Posters

Limitation
The evaluation process was time-intensive, and exploratory stance of observation focused primarily on implementation. Though it has not been the focus of the evaluation, it would be important to evaluate the instructional materials for quality, accessibility, and curriculum design theories. Curriculum specialists can review for elements of Understanding by Design and Universal Design for Learning, reviewing the quality and level of challenge of the learning targets, and student assessments. A review of the literature and resources were pulled together by two doctoral students from the Warner School of Education, with a resource book that is included in the Appendix.

Appendices

Appendix A: Observation Protocol

Appendix B: Year 1 Evaluation Report

Appendix C: Year 2 Evaluation Report

Appendix D: ARCP Resource Guide