

We are proposing to investigate and support teachers' culturally responsive literacy instruction and its impact on students' reading and writing outcomes over a four-year period.

The proposal is due Summer 2021 with an anticipated start date of August, 2022, ending in June, 2026.

The following is a list of grant logistics we are currently considering. Importantly, however, we would like to tailor this project to Glassboro's literacy interests and infrastructure needs, so we hope these initial ideas lead to more discussions about the parameters of the grant:

- Because there is little research of what culturally responsive/sustaining pedagogy (CRP/CSP) looks like in contemporary literacy contexts across grade levels, nor research that correlates CRP/CSP to student achievement overall, or to student literacy development, we hope to explore:
 - how teachers define CRP/CSP literacy instruction;
 - how teachers practice CRP/CSP in the classroom;
 - what barriers to this instruction teachers face;
 - how CRP/CSP correlates to literacy outcome measures.
- We hope to partner with 3-4 schools; elementary, middle, and high school levels
- We hope to partner with 12 teachers/classrooms, and a minimum 150 students.
 - We anticipate the work to expand over time to include more teachers and students over subsequent years of the grant.
- We would use qualitative and quantitative forms of data collection and analysis:
 - Years 1-2 Establish key issues:
 - Conduct teacher interviews, classroom observations, and focus groups with teachers to understand how teachers define and plan for CSP
 - Collect student literacy baseline data
 - Years 2-4 On-going PD:
 - Establish collaborative teacher inquiries, akin to professional learning communities, to engage teachers in readings and discussions of CRP/CSP to enhance their practice of CSP in the classroom
 - Years 2-4 Track instruction and literacy outcomes:
 - Collect student literacy outcome data, biannually
 - Observe classroom instruction for development/changes to CRP/CSP

NOTes from 04/30 mtg

Glassboro literacy history-

- Caulkins, workshops, core knowledge (Hirsh)
- Recent adoption of Wit and wisdom (Great Minds) curriculum
 - Idea diverse, content rich
 - Trying to get to a content rich curric now
- Alexandria plan
 - For SS curricu
- Sept rollout of this curriculum
- Would this CSP affirm or challenge the district approach?
- District moving away from scripting curricula, these
 - Interest in examine the flexibility of the new curriculum
 - This grant may Potentially be giving teachers and admin talking space to see how this is working
- District Focus on content more than skill and strategy- interest in content and inquiry driven learning, equity around content knowledge interest
- Parental permissions- parents may want info on their child's work
- Glass committee mtg May 19