FACILITATOR'S GUIDE TO

"Developing a Critical Lens to Promote Socially-Just Narratives and Represent Diverse Identities"

Deeper Learning Module Series

Thank you for exploring the Deeper Learning Module materials! This faculty/instructor guide provides important information & recommendations for integrating the **"Developing a Critical Lens to Promote Socially-Just Narratives and Represent Diverse Identities"** module into your teacher preparation course(s). We hope this guide will be a useful resource as you implement the module with teacher candidates!

ACCESSING THE MODULES IN CANVAS

The module materials are currently being shared as an open education resource (OER) through the Commons section of Canvas Free for Teacher. For technical information, please reference the separate "Technical Guide to Using Canvas" located in the Faculty/Instructor Resource section. Your program IT support may also be able to assist if you have additional questions about how to access this module and share it with your candidates.

PROJECT OVERVIEW

The Stanford Center for Assessment, Learning and Equity (SCALE) created the *Deeper Learning Modules* in collaboration with a national design team of teacher educators and experts in deeper learning, with generous support from the William & Flora Hewlett Foundation. This collection of online modules and applied activities focuses on building teacher candidates' capacity to foster deeper learning for all students. If you have questions about their use, you can contact info@thescalegroup.org.

INFORMATION ABOUT THE MODULES

Flexible implementation design

All modules were designed with structure and flexibility in mind. Below we explain where the module is flexible and can be adapted or modified to meet your program and context needs, and where the module was designed to remain intact.

- **All modules were designed** to be flexibly integrated and facilitated by faculty/instructors within an existing course(s) where they are most relevant and/or appropriate.

- **The sections** of the modules build on each other in a planned sequence and flow.

- **Sections are meant to be implemented** in the order presented.
  While the content of the instructional slide videos cannot be modified, candidates are able to pause, rewind, slow the speed and/or re-watch them to focus on particular parts.

- **The core activities** in each module were designed to provide evidence of each candidate's application of what they learned during the module. Core activities were designed with some flexibility - please see additional guidance below.

- **Modifications can be made** within the sections of the modules in places where you as faculty/instructors feel additional support, scaffolding or content would further contextualize the materials and learning activities for your candidates. Examples might include revising or adding discussion questions within Canvas, modeling strategies shared, or providing additional case studies/videos or subject specific examples.

- **Note that transcripts have been provided** for all instructional slide videos, which also have the option of turning on captions.

Assignment submission options. The original SCALE version of the module is available for use on a **view-only** basis. You may share it with candidates in this view-only format, but commenting, assignment submission, and customization features will be turned off.

If you wish to use those **embedded submission or customization features**, we've provided an import/export file in Canvas that you can use to create your own duplicate course shell for the module, specifically for you and your candidates. If you were already using Canvas as the LMS for your broader course, you can also import the module file into that existing shell.

Virtual instruction contexts. These modules were created during a highly unusual time for teacher preparation when in-person instruction was limited. With this in mind, we have designed the module so it can be implemented and facilitated in a virtual format. This means that candidates do not need to meet in-person or have direct access to a classroom to complete the activities and assignments included in the modules, although it may be helpful.

MODULE OVERVIEW

Module Title: "Developing a Critical Lens to Promote Socially-Just Narratives and Represent Diverse Identities"

Driving question
How can we critically analyze instructional materials to be culturally responsive to our P-12 students?

Overall learning goal
Develop and use a critical lens to analyze instructional materials that promote socially-just narratives and represent diverse identities.

Total estimated time for all online & applied activities: **7-8 hours**

Prior knowledge & skills needed:
- Beginning understanding of deeper learning (see general resources)
- Beginning understanding of culturally responsive education

Module Sections
Optional deeper learning resources. There are optional Deeper Learning Resources provided within Canvas as general background information. As instructors, decide how to best use these resources with your candidates. For example, it may be helpful to have candidates review them before beginning the module to develop a shared understanding of Deeper Learning.

Section 1	**Section 2**	**Section 3**
Reflecting on Identity and Representation in Schools	Developing a Critical Lens as an Educator	Being Adaptive Experts: Using a Critical Lens to Evaluate Instructional Materials

★ **Core Activity**
Build and use a critical lens analysis tool to analyze instructional materials for representation and social justice. Candidates complete this during Section 3.

Key terms and concepts explored within this module:

- ✓ Culturally Responsive Education
- ✓ Critical Lens
- ✓ Identity
- ✓ Representation
- ✓ Dominant/Counter Stories
- ✓ Social Justice
- ✓ Adaptive experts

Overview Table of Module Sections.
The tables below identify learning goals, resources and candidate products for each section of the module. The resources and candidate products referenced below are all accessible within Canvas.

MODULE SECTION 1

Section 1: How can discussions promote deeper learning and equitable engagement?

Learning Goals
1. Define Culturally Responsive Education and Critical Lens
2. Examine your own identity
3. Reflect on the impact of representations and stories

⧖ **Estimated Time: 70-120 minutes**

Resources	Candidate Products
Critical Lens Module Reference List (PDF)	Section 1 Activity: Identity Charts Protocol (word doc)

Considerations for Implementation by Subsection

Section 1.1 (40-60 mins) 💬	**Overview of the module and introduction to Deeper Learning, CRE, and critical lens** **Activity 1** • Includes both individual and partner activity o Consider how your candidates will work together to complete this activity (e.g., within a virtual platform or in your brick-and-mortar classroom) and any additional guidance needed. • Recommendations for extra support: Prior to completing identity chart: Whole class brainstorm about the different aspects of our identity.
Section 1.2 (30-40 mins) ▶	**Online Debrief of Activity 1 (with Cathy & Nicole)** • Recommendations for extra support: Whole class post-activity debrief of identity charts, representation, awareness, diverse identities, and critical lens. **Watch the "Reclaiming Native Truth" video.** • Includes both individual and partner activity.

Section 1.3 (15 mins) ▶️	**Online Debrief of "Reclaiming Native Truth" video (with Cathy & Nicole)** • Recommendations for extra support: Whole class post-activity debrief of video, dominant and counter stories, representation, and impact of CRE. • Critical Lens Module Reference List (PDF)
Section 1 Optional Activities	None
Section 1 Supplemental Materials	Critical Lens Module Reference List (PDF)

MODULE SECTION 2

Section 2: Developing a Critical Lens as an Educator

Learning Goals
1. Define Critical Lens
2. Analyze instructional materials for representation and social justice
3. Reflect on the development of your own critical lens

⏳ **Estimated Time:** 120 – 150 minutes

Resources	**Candidate Products**
ELA & STEAM Scorecards (excerpted) (Fillable PDFs) Section 2 Activity SCALE Ratings (PDF)	Section 2 Activity: Analyzing Instructional Materials (word doc)

Considerations for Implementation by Subsection

We recommend Faculty/Instructors review the ELA and/or STEAM Scorecards (Excerpted) prior to candidates starting this section. The scorecards include vocabulary and concepts that may be unfamiliar to candidates

Section 2.1 (30-45 mins) ▶️	**Define Critical Lens and Introduction to ELA and STEAM Scorecards** **Introduce the Warm-up Activity** • View video read aloud of "Pizza Party" • Consider selected ELA Scorecard criteria during viewing.
Section 2.2 (80-100 mins) ◀️	**SCALE debriefs analysis from Warm-up Activity and Introduces Section 2 Activity: Analyzing Instructional Materials** • Debrief SCALE analysis of Pizza Party using select criteria from ELA Scorecard • Introduce analysis activity where partners have an opportunity to practice using the ELA or STEAM Scorecards to analyze an instructional material selected from a recommended set of four.

- PLEASE NOTE: We have included 4 recommended instructional materials and ratings for this activity. However, please feel to identify and include additional instructional materials to represent content areas that your candidates may teach (e.g., art and world languages). We recommend that you also complete ratings for any additional instruction materials that you include and share those with your candidates.

Activity: Analyze Instructional Materials Using the ELA or STEAM Scorecard (Excerpted)
- Includes both individual and partner activity.
  - Partners must analyze the same selected instructional material and select the most appropriate scorecard to use – either ELA or STEAM.
  - Consider how your candidates will work together to complete this activity (e.g., within a virtual platform or in your brick-and-mortar classroom) and any additional guidance needed.
- Candidates will analyze an instructional material from a select set of 4 that with provided links on the Activity document.
- Candidates will share their analyses and debrief with a partner
- The ELA and STEAM Scorecards used to complete this activity are provided as a "fillable PDF".

After candidates complete the Section 2 Activity (prior to beginning Section 3):

Recommendations for extra support: Whole class post-activity debrief of scorecard and analysis of instructional materials to discuss development of critical lens, challenges, questions, process, etc.

Section 2 Optional Activities	None

Section 2 Supplemental Materials	None

MODULE SECTION 3

Section 3: Being Adaptive Experts: Using a Critical Lens to Evaluate Instructional Materials

Learning Goals
1. Explore what it means to be an adaptive expert
2. Identify your critical lens criteria
3. Analyze instructional materials using your critical lens criteria
4. Reflect on how your critical lens impacts your awareness of diverse identities in the P-12 context

Estimated Time: 3 hours

Resources	**Candidate Products**
Critical Lens Module Reference List (PDF)	Section 3 Critical Lens Analysis Protocol (word doc)

Considerations for Implementation by Subsection

Section 3 (2.5-3 hours)	**Overview of "Adaptive Experts" and connections to developing a critical lens.** **Overview of directions for Core Activity** 🗨 **Core Activity (Critical Lens Analysis Protocol)** • Includes both individual and partner activity. o Consider how your candidates will work together to complete this activity (e.g., within a virtual platform or in your brick-and-mortar classroom) and any additional guidance needed. • Please note: "Section 3 - Critical Lens Analysis Protocol" is provided as a word document. Candidates must download, rename, and save the file to complete the activity. • Step 1 requires candidates to consider their P-12 students. If candidates do not have access to P-12 students, they may complete steps 1.2 and 1.3 with a specific school context or group of students in mind. • Step 4 requires candidates to share their reflections via a shared platform (e.g.. Jamboard or Mural). Please set this up and share the link with your candidates prior to beginning core activity. • Designate where and how you would like your candidates to submit their completed assignment.

After candidates complete the core activity:
Recommendations for extra support: Whole class post-module debrief. Discussion reflection questions, including: importance of developing a critical lens as educators, use of tools such as ELA and STEAM scorecards, analysis of instructional materials challenges, questions, process, etc.

Section 3 Optional Activities	**Within the Section 3 - Critical Lens Analysis Protocol, Step 3.II.f is an optional extension.** • Share the instructional material and rating with your peers (e.g., in a google sheet with your class; on social media, website: https://www.youthvoices.live/) .
Section 3 Supplemental Materials	Critical Lens Module Reference List (PDF)