Community of Practice (CoP) Meeting

Module 17: Culturally Responsive Data Literacy

Module 17 Overview

This resource is designed as a support for local facilitators who plan to lead Community of Practice (CoP) meetings for educators who have participated in the asynchronous, online professional learning in the Minnesota Data and Assessment Literacy (MnDAL), Strand 4, Module 17 for Educators. This resource provides an optional and flexible structure for a collaborative discussion that can extend and apply learning from the module to the local context. Facilitators may adapt this resource to meet their own needs.

Module 17 built on previous learning about using data for improvement and focuses specifically on culturally responsive data literacy and provided a clear picture of how we can engage with data for improvement with an intentional equity mindset. We learned about what culturally responsive data literacy is and considered the implications for your own practice of using data to improve outcomes in your classroom and school. We also explored the use of empathy interviews as a strategy to elicit data that captures the experiences of your students and other educational partners. Finally, we reflected on the way that bias appears in our interpretation of data and plan for identifying and addressing bias in practice.

Module 17 Learning Goals

- Understand the competencies required for culturally responsive data literacy.
- Consider sources of data that can support culturally responsive data literacy.
- Understand some ways that bias can appear in the process of making sense of data.

Module 17 Success Criteria

- Identify strategies to expand your data practice to be more culturally responsive.
- Plan to notice and address biased attributions in practice.

Checklist of Activities in Module 17

Module	Activity	Completed
17.0	Module 17 Overview	☐
17.1	Reflection	☐
17.2	Discussion: Culturally Responsive Data Literacy	☐
17.3	Protocol: Empathy Interview	☐
17.4	Video: Culturally Responsive Problem Solving	☐
17.5	Qualitative Data-Gathering Strategies	☐
17.6	Activity: Planning Sheet	☐
17.7	MDE Closing Survey and CEU Certificate	☐

Module 17 Considerations for Local Facilitators

Ensure that everyone can access the course materials and resources, including the downloadable content (PDFs, Word) and the narrated presentations (videos).

Module 17 Resources

The facilitator should be familiar with the materials and downloadable resources that support learning in the module.

- 17.2 Article: Culturally Responsive Data Literacy (downloadable PDF)
- 17.3 Protocol: Empathy Interview (downloadable PDF and Word)
- 17.4 Video: Culturally Responsive Problem Solving
- 17.5 Article: Qualitative Data Sources (downloadable PDF)
- 17.6 Activity: Planning sheet (dowloadable PDF)

Facilitator's Agenda—Module 17: Culturally Responsive Data Literacy

Preparing for the Module 17 CoP Meeting

Remind participants to bring the journal entries (print or electronic) that they captured from the module as they will be helpful for discussions.

Gather chart paper and markers.

Discussions for Module 17 will focus on:

- reframing deficit-based thinking

If this CoP meeting will be held remotely, set up your desired meeting platform and create any necessary additional documents or interactions, such as a shared Google Doc or folder, polls, and use of the meeting chat box and question features. See notes in the facilitator agenda below.

Facilitators should send participants the Participant's Agenda (see last page) prior to the CoP meeting.

Module 17: Community of Practice—Facilitator's Agenda

Estimated Time	Activity
5 min	**Welcome** Review the CoP Learning Goals, Success Criteria, and agenda. Introduce and establish norms (norms previously established can be posted somewhere as a reminder).
10 min	**Sharing** Each participant takes about two minutes to share their experiences, thoughts, and questions about Module 17. (If necessary, you can break into small groups to fit this within a 10-minute window.) Suggested Prompts: • Was there something in the content for Module 17 that stood out to you? • What tools did you find useful and engaging?
10 min	**Whole Group Discussion** Each participant takes a moment to look over their notes from Activities 17.4, 17.5, and 17.6. Remind participants of the video they watched in Activity 17.4 called "Culturally Responsive Problem Solving, Part 1" with Dr. Newell. Share the definition of deficit-based thinking that Dr. Newell provided: "Beliefs that we hold about factors that are causing a problem that blame the child" and "Anytime you are blaming who a person is for their academic or behavioral performance, that's deficit-based thinking." You may wish to post these definitions for the group (if meeting virtually, consider using a shared Google Doc or the chat box). Ask participants to share ideas that resonated with them from Activities 17.4, 17.5, and 17.6.
30 min	**Small Group Discussion** Display a piece of chart paper divided into three columns and labeled with the following categories: Deficit-based Thinking Example, Problem Example, Further Investigation. Explain that participants will be working with a partner or small group to practice reframing deficit-based thinking. Write the example Dr. Newell provided in the video of deficit-based thinking in the Deficit-based Thinking Example column: "This kid lives in poverty. That's why they can't read." Review why this is an example of deficit-based thinking, referring to the posted definitions as needed. Next, write the example Dr. Newell provided in the video of reframing in the Problem Example column: "This kid does not have the reading fluency skills to comprehend on grade level." Review why this is an example of reframing deficit-based thinking into a problem. Engage participants in a discussion about the third column on the chart, labeled Further Investigation. In this column, participants record ideas for the types of information needed to further investigate the reframed problem, and potential sources of data where they might find this information. Provide the following example: "We have reframed our deficit-based thinking example from blaming the child and their poverty status to a problem statement that we can investigate and act on. In order to learn more about this child's reading fluency skills problem, what

Estimated Time	Activity
	additional information would we need to gather? Where could we find this information?" Examples to chart in column three include: listen to and observe the child reading in class; administer a fluency assessment; score the child's fluency skills using a rubric, review the child's acheivement scores on interim and summative reading comprehension assessments, etc. Divide participants into small groups and distribute chart paper. Direct participants to recreate the three-column chart with the same categories as the sample provided (if meeting virtually, consider using a shared Google Doc). Participants should refer to their notes on the Planning Sheet from Activity 17.6 for example of deficit-based thinking, or generate new ideas to add to their charts. Provide participants with the opportunity to share their charts with the whole group.
5 min	**Closing Reflection on the CoP** As a group, discuss the following questions: • What worked for us? Do we need to change our approach at our next CoP? • What are your key takeaways that you want to reflect and/or act on? • Are there any assessment practices you are likely to change in your classroom?
Total Time	60 minutes

Notes:

Module 17: Community of Practice (CoP)—Participant's Agenda

Estimated Time	Activity
5 min	**Welcome** CoP Learning Goals, Success Criteria, and Agenda Norms
10 min	**Sharing** Consider the following: • Was there something in the content for Module 17 that stood out to you? • What tools did you find useful and engaging?
10 min	**Whole Group Discussion** Review definitions of deficit-based thinking and your notes from Activities 17.4, 17.5, and 17.6. Be prepared to share ideas that resonate with you.
30 min	**Small Group Discussion** Review examples of deficit-based thinking and reframing examples into problem statements. Work in a small group and create a chart to practice reframing deficit-based thinking. Refer to your notes on the Planning Sheet from Activity 17.6. Be prepared to share your chart with the whole group.
5 min	**Closing Reflection on the CoP** Consider the following: • What worked for us? • What are your key takeaways that you want to reflect and/or act on? • Are there any assessment practices you are likely to change in your classroom?
Total Time	60 minutes