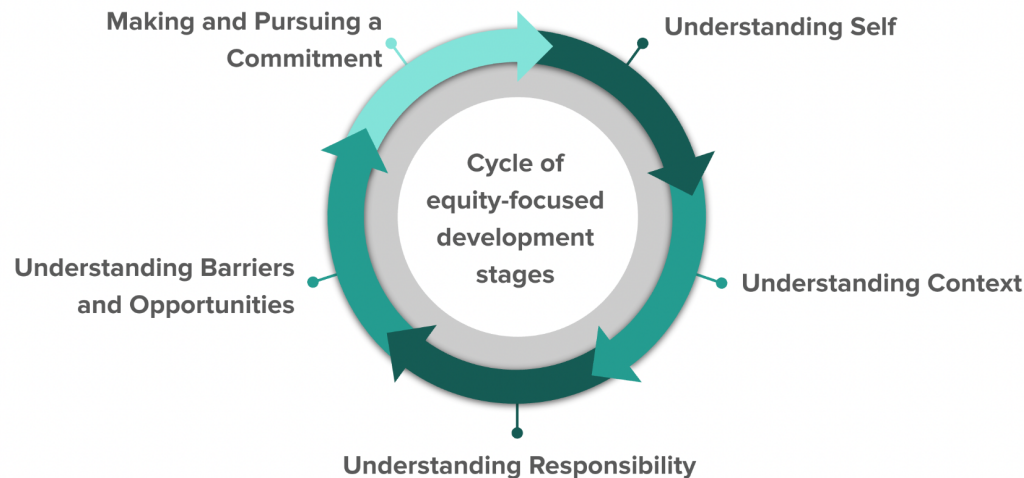


Connecting Equity in Synchronous Module 2

Code.org's Professional Learning offerings for the 2021 - 2022 school year have been updated with a renewed focus on designing learning experiences for educators that support them developing equitable computer science classrooms. Code.org's [Professional Learning Program Equity Framework](#) is designed as a continuous progression for computer science educators. This framework serves as a guidance for how we expect facilitators and participants to engage with equity in our professional learning experiences.

Code.org's Professional Learning Program Equity Framework



Equity Focus:

Understanding Self | How do my experiences, identity, and beliefs shape how I see the world and my role as a computer science teacher?

Objectives:

- Participants can describe how their identity, experiences, and beliefs shape how they see their role as a CS teacher
- Participants can identify biases they may possess about CS education

NOTE: Any descriptions of activities highlighted in yellow denote a moment wherein facilitators are asked to model vulnerability and provide personal experiences or beliefs that demonstrate how you would like participants to engage with the equity topic. Please prepare these statements ahead of each session to ensure they are authentic. We suggest reviewing the agenda for the session to get an idea of the context and the content of the moment the personal example is shared out. You can find these moments highlighted in yellow in the workshop agenda as well.

Session & Activity	Description
Independent and Collaborative Work in Unit 4 Discussion	Participants are shown the equity cycle again, and reminded that we all bring our beliefs, experiences, and even biases with us when building a classroom culture. The facilitator shares a personal example of a time when their original assumption about a student's readiness was challenged, and they changed how they viewed that student. Then, teachers think-pair-share to answer the following questions in groups of four in breakout rooms: ● <i>Based on what you saw in Unit 4, when would you encourage collaborative or independent work during the Unit?</i> ● <i>How can we check our implicit biases about students' ability to work independently or collaboratively as we release responsibility to them in an EIPM sequence?</i> ○ <i>Given your role and power as the teacher, what responsibility do you have to ensure that all students feel like they can succeed in your classroom?</i>