Reaching Across the Hallway
An Interdisciplinary Approach to Teaching Computer Science in Rural Schools

Phase I Outcomes
August 2020 to April 2021

1. Understand commonalities and unique qualities of the 5 rural school districts.

2. Project Team developed consensus-based iterative design model and used it to create:
   - PD Materials
   - Skeleton Lesson Plans and rubrics
   - An online Professional Learning Community (PLC)

3. Convened an Advisory Board (AB) of nationally-recognized experts in history, computer science, culturally-responsive teaching, and rural education and engaged Advisors throughout project activities.

The PD model uses a train-the-trainer approach to foster increased self-efficacy in computer science instruction, establishing participants as district-embedded CS resources in their own rural communities.

Curricular Iteration

- Study of Existing Practice Survey
- Lesson Spark Ideation
- Skeleton Lesson Plan (SLP) Ideation
- SLP Writing
- SLP Review
- SLP Edits
- Teacher Focus Group
- Professional Development (PD) Planning
- PD Scope + Sequence
- PD Writing
- PD Review
- PD Delivery

Research Model

- Teacher knowledge + Self-efficacy
- CodeVA PD, materials, resources + Online PLC
- Culturally responsive CS lessons into SS classes
- Leadership
- Division-led PD

Curricular Integration

- How does the PD intervention facilitate the integration of culturally relevant CS and CT practices into middle school social studies courses?
- To what extent does teacher enactment reflect the goals and principles of the project’s approach to integration?

Leadership

- How can a professional development intervention build and sustain a cohort of teacher leaders that have the capacity to engage in and support computer science integration into social studies?

Research Framework

This framework supports conjectures:
- relationships between these components, and
- about how contextual factors may impact project outcomes (e.g. examining collaboration between teacher leaders and instructional coaches).

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