



YPAR GUIDEBOOK

Yearlong High School Youth Participatory Action Research (YPAR) Course Development and Implementation Guidebook

Robust and Equitable Measures to Inspire Quality Schools (REMIQS) is a KnowledgeWorks project undertaken in partnership with WestEd.



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ABOUT THIS GUIDEBOOK

We developed this resource to guide educators interested in implementing a Youth Participatory Action Research (YPAR) course with high school students. The guidebook provides an overview of YPAR principles and practices, suggested steps and tools for developing a YPAR curriculum and examples and resources from a year-long YPAR course the REMIQS project supported during the 2022–23 school year.

In this guidebook, we describe how we curated and customized a YPAR curriculum using existing YPAR resources from sources such as the Berkeley YPAR Hub and the Youth Activism Project. We also provide recommendations for how educators might develop and implement similar YPAR courses. We designed the guidebook to be adaptable to the dynamics of diverse YPAR implementation contexts and educators' and students' expertise and creativity.

Our recommendations are based on work with educators and students at a highly diverse urban public school in the Northeast with a critical mass of historically resilient and marginalized students.¹ We worked with school administrators to develop the course structure and identify two REMIQS educator fellows to lead the course that served as a senior seminar for 13 REMIQS student fellows. Participating students were a representative cross-section of the school's student body. We provided training to the educator fellows in the summer prior to launching the class through three two-hour virtual webinars and corresponding asynchronous support activities. Training topics included YPAR foundations, identity and positionality, power sharing and co-constructing knowledge, curriculum implementation and research methods.

During the school year, we met virtually with the educator fellows to check their progress, identify additional supports and adjust the curriculum and pacing as needed. We met with student fellows four times throughout the academic year (twice virtually and twice in-person) to gather

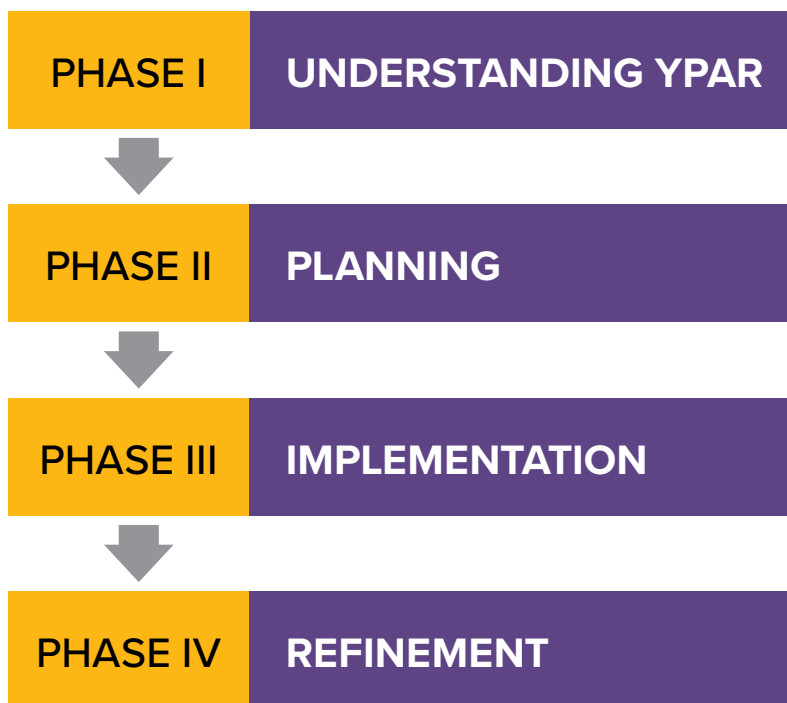
feedback and provide guidance on their journey as emerging researchers. The YPAR class met twice weekly throughout the school year and conducted multiple research projects guided by the curriculum. We provided the school with compensation to participate in the project, which was used to cover teachers' stipends for their additional responsibilities and training time.

Our approach to implementing the YPAR course was iterative and focused on co-constructing knowledge with students and working toward equity. We view equity as the attainment of comparably positive outcomes for all groups within or served by any complex system. Working toward equity is an ongoing process of designing and implementing policies, practices and procedures that remove systemic barriers and provide the support needed to ensure everyone's complete and successful participation in the system. In schools these policies, practices and procedures involve:

- » Providing appropriate and differentiated student support
- » Setting high expectations for all students
- » Supporting student agency in learning
- » Building on community strengths to create experientially relevant and culturally sustaining classrooms

Equity exists when race, ethnicity, language, religion, gender identity, sexual orientation, age, national origin, physical or cognitive ability, socioeconomic status and other such characteristics are not predictors of outcomes for any group or the individuals within them.²

The guidebook reflects our approach as external researchers in supporting educator fellows and student fellows. We encourage you to adapt these materials to align with your context, goals and needs. You can follow the contents of this guidebook sequentially or in the order you and your team deem most valuable. The guidebook includes four sections:



ABOUT THE REMIQS PROJECT

The Robust and Equitable Measures for Inspiring Quality Schools (REMIQS) project was designed to identify and understand the practices of high schools in traditional settings that demonstrate strong outcomes for historically marginalized yet resilient students.³

As part of the REMIQS project, KnowledgeWorks and WestEd partnered to conduct quantitative and qualitative research to learn how schools that serve historically marginalized yet resilient students can promote strong academic, postsecondary, career and civic outcomes for these students as well as promote social justice and equity.⁴ KnowledgeWorks staff and the REMIQS Advisors and Stakeholder Committee members⁵ provided guidance to the WestEd team on all project activities.

Three overarching questions guide the REMIQS project:

1. Where are the strongest high schools in traditional settings that consistently promote rigorous outcomes for the most vulnerable students?⁶
2. What are the policies, programs, practices and features of high schools that have academically outperformed demographically similar high schools for historically marginalized yet resilient students?
3. What are the schooling experiences of students at these high schools, and how are these experiences shaped by policies, programs, practices and features that support students' academic success?

To answer the first research question, WestEd researchers developed a statistical model to identify schools in five states – Arizona, Kentucky, Massachusetts, Texas and Virginia – that have outperformed demographically similar high schools on various measures, including standardized performance data, graduation rates and college-going rates, and to identify counterfactual schools.⁷ The research team gathered data from high schools in the five states and ran the model to identify three schools in each state:

- » A **Tier 1** school whose outcomes for historically marginalized yet resilient students exceed predicted outcomes between 2010 and 2019
- » A **Tier 2** school with outcomes for historically marginalized yet resilient students that align with predicted outcomes
- » A **Tier 3** school with outcome measures for historically marginalized yet resilient students that fell below the predicted outcomes⁸

The team then compared the REMIQS methodology with the accountability methods in the five states, the resulting school rankings and the equity implications of the similarities and differences.⁹ Another key part of the REMIQS work was designing and supporting a year-long Youth Participatory Research (YPAR) course in a Tier 1 REMIQS school during the 2022-2023 school year during which students construct research projects to identify trends in their learning environment and make positive changes in their school.¹⁰ This guidebook is a product of that work and intends to help other districts, schools and/or community-based programs design and implement a YPAR class.

In partnership with KnowledgeWorks, WestEd prepared to conduct a REMIQS research study to understand the policies, practices and features of high schools whose historically marginalized yet resilient students have outperformed demographically similar high schools (research questions two and three). Although this research was not conducted due to challenges associated with the COVID-19 pandemic and states' and districts' reluctance to investigate equity, the team developed a qualitative framework with related tools and protocols in preparation for the planned study. These materials are ready for use in other states and districts and available in the [REMIQS Research Tools and Resources Guidebook](#).

Many adults and students may be unfamiliar or uncomfortable with the learner-centered routines and structures central to YPAR projects. For adults, ceding power and positioning youth as experts on their lives, their communities and the institutions they experience requires effort and intentionality. A critical first step in this journey is understanding what this work entails:

- » Recognizing the shifts that are required in educator-student relationships to ensure student voice and agency are prioritized
- » Anticipating YPAR’s potential for surfacing issues and solutions important to young people
- » Assessing your team’s capacity for engaging in authentic YPAR partnerships with students and using their findings to advocate for change

For adults, ceding power and positioning youth as experts on their lives, their communities and the institutions they experience requires effort and intentionality.

What is YPAR?

Youth Participatory Action Research positions young people as lead investigators of issues that matter to them. Through research projects designed and implemented by youth, YPAR builds youth capacity to conduct inquiry, analyze findings, communicate implications and contribute to reform efforts. This process shifts power and expertise from adults to young people, particularly those who tend to be least served by mainstream institutions or traditional approaches.¹¹

YPAR prepares youth to be researchers capable of collecting and analyzing data to address equity-focused inquiries aimed at improving their lives, schools and communities.¹² Students in YPAR projects are typically supported to use

evidence to advocate for solutions to problems that impact them collectively. Youth bring the ways of knowing and funds of knowledge from their lived experience to interrogate the institutions and structures they encounter and participate in their reform.¹³ The YPAR approach considers youth to be experts, thereby challenging dominant assumptions about who holds and creates knowledge.¹⁴ In doing so, YPAR is rooted in critical methodological traditions that center and elevate the knowledge of local people that many research traditions have historically discounted.¹⁵

YPAR is also useful for:¹⁶

- » **Redefining** who has the expertise to produce knowledge to our world – not just professional adult researchers but young people who directly experience the issues they study
- » **Providing** skills in inquiry, evidence and presentation that are important to young people’s college/career development and as agents of positive change in schools and communities
- » **Generating** findings that provide insights into issues young people face and the resources that matter in helping solve problems
- » **Promoting** young people’s sociopolitical development and psychological empowerment to understand the roots of problems facing their communities and nurturing the skills and motivation to take action

Characteristics of Successful YPAR Environments

YPAR is a good fit for schools, community organizations, educators and researchers committed to centering youth experience and amplifying youth voice. Unlike traditional educational approaches that often focus on imposing knowledge or behavioral expectations, YPAR and other strategies center students as agents of change.¹⁷ Supporting youth voice requires adults to recognize youth as the highest authority on their own experiences. This recognition helps to enable developmentally-rich and culturally-responsive youth-adult partnerships and ensure youth drive the decision-making.¹⁸ Educators willing to design learning around students' individual strengths, needs and interests and facilitate student voice-centered curricula and activities may be particularly well suited for YPAR.

Additional characteristics of successful YPAR environments include:

- » Setting that centers youth experience
- » Adult partner (or team of adult partners) who is deeply invested in equity
- » Adult partner (or team of adult partners) who is capable of making the pedagogical and relational shifts required to support student voice, inquiry and leadership
- » Adult partner (or team of adult partners) who is interested in action research
- » Adult partner (or team of adult partners) who is comfortable engaging with colleagues, faculty, staff, community members and youth around equity issues
- » Committed group of youth that is representative of the body of youth served

For the REMIQS YPAR course described here, WestEd and KnowledgeWorks researchers developed a note-taking tool to collect and organize key information when meeting with potential site partners. This tool allowed us to focus our conversations with each site and ensure we gathered the right information to make an informed decision about whether to partner with a site.

REMIQS YPAR Partner Recruitment Materials

- » [Recruitment Meeting Notetaking Tool](#)
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During the planning phase, you will design your YPAR course so it is adapted to your unique context. The REMIQS YPAR approach, includes the following stepwise phases, each of which can and should be personalized to align with the needs, resources and aspirations in your school and community:

- » **Step 1:** Developing a YPAR Curriculum
- » **Step 2:** Recruiting External Research Partners
- » **Step 3:** Recruiting YPAR Educators
- » **Step 4:** Training YPAR Educators
- » **Step 5:** Recruiting YPAR Students
- » **Step 6:** Preparing YPAR Students

Step 1: Developing a YPAR Curriculum

This initial step is designed to help high school educators produce a year-long YPAR course for high school students that involves three research cycles. Each research cycle includes five phases, as shown in the diagram below: identifying the issue, asking questions, collecting data, analyzing findings and sharing findings. Educators may adapt these materials and course objectives to their unique course requirements, scheduling and pacing needs.

Figure 3. REMIQS YPAR Research Cycle Phases



How We Developed the YPAR Curriculum

We designed our YPAR curriculum to align with REMIQS' broader goals. A critical step in this process was aligning course materials to the REMIQS conceptual framework. This process enabled us to gain insights from the class that helped us understand the defining characteristics of high schools with a history of outperforming demographically similar high schools on academic, post-secondary and workforce outcomes for historically resilient and marginalized students.

As part of the initial step of developing the YPAR curriculum, you may want to consider working with students to develop a conceptual framework. Informed by existing research, a conceptual framework names the focus of the investigation(s) and specifies the questions your students most want to answer. This helps focus YPAR activities to ensure they attend to the questions and topics most salient to your students and your community. For example, we organized the REMIQS conceptual framework into four domains:

1. Rigorous and culturally relevant teaching and learning
2. Equitable and effective school structures and resources
3. Safe and supportive school culture and climate
4. Authentic partnership with families and communities¹⁹

As you move from conceptualization to implementation of your YPAR curriculum, you will likely want to consider the following activities:

Designating a broad domain area for each research cycle to help guide students into focus areas that are important to them and align the scope of the investigations with achievable timelines. See the [REMIQS Conceptual Framework](#) for an example.

Meeting with school administration to establish the YPAR course’s expectations, requirements and structure. You may want to consider whether to incorporate the YPAR content into an existing course or to create a new course altogether, plus determine the course duration (e.g., one semester or year-long), frequency (e.g., one class per week or daily), instructional objectives and core materials.

Using extant YPAR curricular materials to guide research cycle development, ground students in YPAR principles and practices and supply structure to student investigations.

Mapping research cycles to the school’s academic calendar.

Standardizing the sequence of activities for each research cycle (Table 1).

Developing a [constructed conversation protocol](#) to guide students in exploring themes within the broad domains of the research cycles and to identify a specific issue for collective research.

Identifying data collection strategies aligned with each cycle’s research focus:

- » Existing/text-based data
- » Focus groups
- » Interviews
- » Mapping
- » Observations
- » Photovoice
- » Survey

Curating lessons for each research cycle from existing YPAR resources.

Consulting with YPAR academic and practitioner experts to obtain feedback on the content, pacing, and structure of the curriculum.

REMIQS YPAR Curriculum Development Materials

The following materials are supplied to help you plan the scope and sequence of your YPAR curriculum, each one intended as resources for you to adapt based on what is most needed at your site.

- » [REMIQS Conceptual Framework](#)
- » [REMIQS YPAR Curriculum](#)
- » [Constructed Conversation Protocol](#)
- » [Research Output Resources](#)

Table 1. Research Cycle Stages and Duration

Research Cycle Stages	Suggested Duration in Each Cycle
Facilitated Conversation	1-2 class periods
Identifying and Revising Research Questions	2-3 class periods
Choosing a Data Collection Method	1 class period
Learning about the Method	1 class period
Designing the Data Collection Instrument	2 class periods
Data Collection	2-3 class periods
Data Analysis	2 class periods
Preparing to Share Findings	2-3 class periods
Take Action	1 class period
Celebrate and Reflect	1 class period

Initially, the REMIQS team designed the year-long course to include four research cycles. While we knew this number of cycles was ambitious, we wanted to ensure students had multiple opportunities to practice research methods iteratively and to learn from process challenges (e.g., managing survey administration, and organizing hundreds of survey responses) rather than spend their time on the details of a particular research domain. We also anticipated that students would become more efficient as they moved through each cycle such that Cycle 2 would require less time than Cycle 1, etc. However, after a year of implementation, educators suggested that three research cycles over the yearlong course were more appropriate given their goals and time constraints. Specifically, they reported that students needed more time to develop and execute data collection activities and create research products. The REMIQS YPAR curriculum reflects this revision.

Recruiting External Research Partners

We recommend school and community-based organizations embarking on this work contact local colleges, universities or non-profit researchers who might serve as research partners. Their involvement can range from meeting regularly with the class to providing ad hoc consultation on methods. An external research partner collaborating with students can help build both educators' and students' expertise in the design and execution of research projects.

We visited the YPAR class during their second research cycle and observed opportunities for educator fellows to implement survey administration practices that could be more effective and efficient. Students described spending hours manually entering paper survey responses into an Excel spreadsheet and showed us questions with upwards of 12 response options.

As researchers with years of experience collecting and analyzing data, we were familiar with some minor changes that could vastly enhance their data collection process. For instance, administering electronic surveys would reduce their data cleaning time. Using an odd number of response options, typically five or seven, can aid analysis and interpretation.²⁰ Using psychometrically normed survey instruments, which have undergone rigorous testing to ensure they consistently measure the intended constructs, helps ensure survey items consistently produce similar results and truly measure the underlying constructs of interest. We shared these insights with the educator fellows during the class, and they immediately began building an online version of the survey and consulting normed survey instruments we recommended.

This experience highlighted the value of having research partners available to engage with students during the course. The educator fellows were highly skilled in their content area but had almost no experience as researchers.

Recruiting YPAR Educators

A YPAR course generally requires adults to facilitate the course. A credentialed high school teacher is typically the best option due to constraints around who can legally be the teacher of record for a public school credit-bearing course, but a school psychologist, school counselor, district representative or community organizer could all potentially facilitate the course as part of their formal job description depending on local and state requirements.²¹ To be successful in guiding youth through the YPAR process, whoever leads the course should be deeply invested in the cultivation of youth leadership and the struggle to achieve equity in schools. In addition to guiding students through the phases of research and supporting youth with logistics, resources, planning and communication, course leaders should also be interested in understanding issues

of (in)justice and its root causes and have a robust skillset in facilitating productive conversations that address issues of power and privilege with YPAR youth participants.²²

Considerations for Selecting YPAR Educators

- » Investment in equity and youth leadership
- » Understanding of inequity and its root causes
- » Willingness to interrogate systems and dialogue with colleagues to address issues of power and privilege alongside students
- » Experience stepping into discomfort and ambiguity to explore new teaching practices and to share power with students
- » Attentiveness to issues of power; understanding of how systemic inequities shape experiences and outcomes

We provided school administrators with these criteria to help them identify two educator fellows who facilitated the course. KnowledgeWorks provided the school compensation for its participation in the project. The school compensated the educator fellows for the extra time needed to implement the course for the first time.

As you consider how best to recruit and select YPAR educators at your site, we recommend the following process:

- » Name the ideal knowledge, skills and dispositions you want to see in potential candidates
- » Determine what, if any, incentive or compensation you can offer
- » Engage possible candidates to gauge levels of interest and commitment
- » Provide candidates with an opportunity to discuss the project with other educators or researchers familiar with YPAR to better understand expectations
- » Consider the educator's workload and make plans to level-set based on current standards at your site
- » If circumstances allow, consider sharing the responsibility of facilitating the

class between two educators

- » If working with two co-educators, have those teachers meet to determine if their approaches to the project would be compatible
- » Recruit educators early on so they can co-create the project as much as possible — the [YPAR Educator Fellow \(REF\) Recruitment Flyer](#) is provided as an example

REMIQS YPAR REF Recruitment Materials

- » [REMIQS YPAR REF Recruitment Flyer](#)

Training YPAR Educators

To effectively support students in exploring issues of identity and equity, educators should spend time deepening their own understanding of educational equity and reflecting on their positionality. Positionality refers to the recognition and understanding of how an educator's/researcher's own background, identity, beliefs, values, experiences, status and social context can influence their perspective, choices and interpretations throughout the research process.²³ Educators will also likely benefit from trainings or refreshers concerning the research methods students may use during the YPAR course.²⁴

Acknowledging and addressing positionality is important if we seek to promote ethical, well-rounded and nuanced understandings of complex social phenomena. Who we are shapes how we see things, so knowing our origins and influences is a key part of the research process, particularly when done in diverse communities eager to advance justice. For the purposes of the YPAR project, positionality involves consideration of several key factors:

1. **Subjectivity:** Positionality acknowledges that researchers bring their subjectivity to the research process, including race, gender, class, ethnicity, nationality, (dis)ability, sexual orientation and personal experiences.

2. **Bias and perspective:** Researchers' positionality can introduce biases and influence how they frame research questions, select methods, collect data and analyze findings. Different researchers with different positionalities might approach the same topic in distinct ways.
3. **Reflexivity:** Researchers practicing positionality engage in reflexivity, which involves ongoing self-awareness and critical reflection on how their identities and experiences shape their research. Reflexivity encourages researchers to be transparent about their own biases and assumptions.
4. **Power dynamics:** Positionality recognizes power dynamics and imbalances exist within research relationships, influencing trust, rapport and communication.
5. **Ethics and representation:** Researchers' positionality affects how they represent and portray their research subjects. Considering how the portrayal aligns with subjects' perspectives and experiences is crucial.
6. **Data interpretation:** Researchers' positionality can influence how they interpret and analyze data. Recognizing and openly discussing how personal experiences and values shape the meanings attributed to data contributes both to the rigor of the analysis and to a group's capacity to understand and leverage important differences in perspective.
7. **Social justice and advocacy:** Researchers who embrace and trace the effects of their positionality are better able to use their insights to advocate for social justice and promote equity, particularly when the research team or subjects include members of historically resilient and marginalized groups.

Table 2. Description of REMIQS YPAR REF Training Session Objectives

Session 1: Understanding the REMIQS Project and YPAR	Session 2: Building critical consciousness and examining positionality	Session 3: Reviewing curriculum and planning for the project
<p>Become familiar with YPAR</p> <p>Understand the purpose and timeline of the REMIQS process</p> <p>Develop a foundational understanding of educational equity and culturally responsive education</p> <p>Become familiar with materials/modules for the project</p>	<p>Build a shared language and common understanding of culture, identity, power and privilege</p> <p>Continue to expand understanding of YPAR methods and resources</p> <p>Reflect on positionality and explore individual culture and identity, and consider the role of the adult in the YPAR process</p> <p>Conceptualize ideal youth-adult power sharing in YPAR work</p>	<p>Review and become familiar with REMIQS YPAR curricular materials</p> <p>Introduce and review protocols for facilitated conversations and the progression of domains and research cycles</p> <p>Build capacity to facilitate critical dialogue with students</p> <p>Consider the levels and types of supports needed throughout the project</p>

To prepare to implement the REMIQS YPAR course, we provided the educator fellows three, two-hour virtual training sessions and related asynchronous activities during the summer preceding the course's implementation (Table 2), we recommend that leaders who are implementing a YPAR curriculum at their school do something similar.

REMIQS YPAR REF Training Materials

- » [REMIQS REF Training Outline](#)
- » [REMIQS REF Training Materials](#)
 - [Introduction to YPAR](#)
 - [Positionality and Research](#)
 - [YPAR Curriculum Overview](#)

Recruiting YPAR Students

A group of 8-10 students with 1-2 educators is ideal for a YPAR course. A larger group of students may require more adult facilitators to adequately support students' concurrent research projects and the phases needed to carry them out. Because it can be challenging for one educator to provide a group of youth researchers with all the support they will need during each research cycle, YPAR educators should consider partnering with a co-teacher, school administrator, staff member or community member whenever possible.

For the REMIQS project, the partnering school's principal and the educator fellows recruited 13 high school seniors to participate in the YPAR course as student fellows. The project sought students who were representative of the school community's diversity, interested in engaging with other students, faculty and staff to participate in and design meaningful research about students' experiences at their school and interested in achieving equity in education. Outreach materials highlighted the opportunity for students to build strong research skills for college and career. WestEd research staff met with the educator fellows four times during the school year:

- » Early Fall: Virtual meeting with educator fellows and their parents to answer questions about the goals of the class
- » Late Fall: In-person meetings about the Research Cycle 1 project and focus groups about their experience participating in the course
- » Early Spring: In-person conversations with educator fellows about their research during a national education research conference
- » Late Spring: Virtual end-of-year reflections about the course experience and curricular materials

What are the ideal traits of YPAR students?

While any student can be successful in a YPAR class, some considerations for selecting student participants include:

- » Interest in helping their school highlight its achievements and areas needing improvement
- » Comfort in talking and engaging with other students, faculty and staff
- » Interest in conducting research
- » Representative of the diversity of the school community

How students benefit from YPAR

- » Build strong research skills for college and career:
 - Learn how to design a research project from beginning to end
 - Gain experience using a variety of data collection methods
 - Enhance analytic skills
 - Gain experience presenting findings to an audience
- » Accumulate leadership experiences that can be highlighted on college applications
- » Engage and network with community leaders and researchers
- » Learn how to use research to understand complex phenomena and use that knowledge to affect social change
- » Earn financial compensation, per district/school guidelines

A Student Discovers His Voice

When we first visited the YPAR course, school staff said the class had positively influenced all the educator fellows but that one student's growth, in particular, stood out. Chris was studious and quiet. He worked hard and tried his best. However, his teachers agreed that they would not describe him as a "leader." Chris did what they asked of him, but generally kept to himself. The YPAR project seemed to offer an opportunity for Chris to take on a new role.

During one observation, we were impressed that the students were being led through the day's activities by Chris rather than one of the educator fellows. He reminded everyone of what they had worked on and learned during the previous class, provided an overview of their goals and objectives for the day and assigned responsibilities to his classmates. He spoke clearly, confidently and enthusiastically about the work they had accomplished and what was yet to come. He was, by all accounts, a changed young man.

Chris credited some of this transformation to his classmates choosing him to represent them at a major event. Chris shared, "Usually it would not have been very easy for me to start something off that big. But I've noticed that throughout being the main speaker most of the time, I'm getting much better at speaking publicly. I'm not as nervous, I'm not as shaky and the nerves have almost gone away." His parents and teachers also noticed this increased confidence in other classes. Emphasizing how important adult-student power sharing was to making the course impactful, he explained "I feel like if other schools do something like we're doing right now, they should put the control more in the hands of students like they did with us [...] We took everything into our own hands. And it was very different [to] be in charge of ourselves instead of having someone telling us what to do."

REMIQS YPAR RSF Recruitment Materials

- » [REMIQS YPAR Student Fellow Recruitment Flyer](#)

Preparing YPAR Students

Whether a YPAR class specifically recruits students or is implemented with an existing student group, participating youth will need some onboarding to YPAR research principles and processes, positionality, power dynamics and equity issues the YPAR course will explore.

The REMIQS YPAR Curriculum's first four-week unit, Preparing to Conduct Youth Participatory Action Research (YPAR), provides opportunities for students to build community and be comfortable with each other, reflect on their identities and on those of their classmates, establish classroom norms and community agreements for their work together, develop a guiding framework for authentic youth-adult power sharing and broaden their understanding of systemic inequities in US public education (Table 3).

Table 3.

Unit Title: Preparing to Conduct Youth Participatory Action Research (YPAR) Topics and Lessons — Weeks 1-4

Topics

- » Community building
- » Introduction to Research and YPAR
- » Ethics in research
- » Power dynamics in research
- » Understanding oppression
- » Positionality

Required Project Tasks

- » Meeting with student researchers and external research partner(s)
- » Meeting with parents/guardians and external research partner
- » Graphic organizer for REMIQS reflection conversation

Available Lessons

- » Getting to Know Each Other and REMIQS Project
- » Continue Building Community and Introduce YPAR
- » Introduction to Research
- » Introduction to Youth Participatory Action Research
- » Identity Reflection
- » Youth-Adult Power Sharing
- » Visualizing School Equity
- » REMIQS Reflection Conversation

In the supplied curriculum, preparation to engage in YPAR is also embedded throughout the first research cycle including lessons on ethics in research, grassroots change, youth leadership and a survey of common data collection methods. By embedding these activities in the planning process for the first research cycle we sought to provide students the opportunity to apply their understandings directly to their project.

Once your YPAR course is underway, it will be crucial to provide educators with ongoing support to ensure successful implementation. What ongoing support looks like will depend on the partnerships and structures you established during planning. Critical support for YPAR implementation may focus on power sharing, capacity building, reflection, celebration and taking action based on students' research findings.

As you monitor implementation, remember to prioritize students' needs and interests and ensure the timing of the research cycles is flexible. Be open to changing plans. Research is often messy, and cycles rarely unfold as planned. Instead of seeking perfection, create space for reflection and document lessons learned for future application. YPAR's iterative nature will ensure you will have opportunities to improve during future cycles.

Ongoing and Embedded Support Structures

You may consider providing some of the following ongoing and embedded supports to your YPAR partners:

Foster classroom conditions for success – power sharing and brave spaces

- » Monitor what power sharing looks like, as this can be a new approach to knowledge acquisition for many educators and students
- » Allow for regular check-ins between students and teachers about power-sharing dynamics
- » Build in discussions between the lead educator and co-teacher or supporting researcher to assess progress towards goals

Brian Arao and Kristi Clemons introduced the concept of “a brave space” in their article “From safe spaces to brave spaces: A new way to frame dialogue around diversity and social justice.”²⁵ They suggested the “safe space” framework, which seeks to create an environment where individuals can engage in conversations about challenging subjects without fear of judgment or harm, which can stifle meaningful dialogue and learning. Unlike a safe space, which might prioritize emotional comfort and conflict avoidance, a brave space encourages participants to confront discomfort, challenge their perspectives and engage with differing viewpoints. It recognizes that growth and learning often come from grappling with difficult ideas and facing the complexities of social issues.

Allocate time for educator and student self-reflection

- » Educators should reflect at least bi-weekly using standard reflection questions (e.g., What's working well, and what may need revision?). This reflection can be the starting point for check-ins with the facilitator or an external research partner.
- » Ensure educators and students have time to reflect on “bright spots” and challenges after each research cycle. Use these reflections to identify and make curricular adjustments for future cycles and to better adapt methods to align with students' assets, needs and interests. Consider having regular “check-in” discussions with

students to determine how to prioritize changes during each research cycle and before subsequent research cycles.

- » Revisit the community agreements you developed at the beginning of the course and revise them as necessary with students leading the discussion and the design.

Address ongoing educator professional development needs

- » Identify topics that initial trainings did not adequately address and seek resources and experts who may be able to fill such gaps
- » Consider how you can leverage others who may be engaging in similar work to form a community of practice (e.g., community leaders, grassroots organizers, nonprofit leaders, after-school program staff, local government officials, etc.)
- » See below for a list of suggested topics to address in ongoing professional development needs

Suggested Topics for Ongoing Professional Development

- » Adult / student power sharing
- » Intersectionality
- » Supporting students in analyzing data
 - Student confidence in their own analysis
 - Learning from failure
- » Supporting student activism
- » Best practices in reflection activities
- » Celebrating in the classroom

Checking in with an external research partner

Touchpoints at critical junctures with an external research partner can help course facilitators feel supported, have opportunities to deepen their technical knowledge and adjust implementation.

For example, WestEd researchers provided educator fellows with a range of supports as they implemented the REMIQS YPAR course:

- » Holding bi-weekly check-ins with a standardized agenda (besides the agenda, researchers also had talking points to remind educators of project priorities)
- » Creating space for self-reflection, group reflection, discussion and adjusting plans as needed
- » Discussing implementation challenges and brainstorming sequencing or pacing changes
- » Providing additional articles, strategies and materials to inform course activities
- » Providing targeted support on methods, data collection strategies and data analysis approaches new to educator fellows
- » For an example of what a check-in can look like, refer to the [Bi-weekly REF Check in Agenda - Sample](#)

Support student action

One of the hallmarks of YPAR is that youth researchers engage in action in response to their findings. What constitutes an “action” is dependent on the research topic, your students’ aspirations and preparations and the opportunities present in your community. Educators may need additional support with this goal, as this may be outside their typical classroom practices. Specific areas of need may include navigating bureaucratic channels, facilitating community partnerships, learning effective messaging and organizing strategies, optimizing public presentations and helping to manage expectations around student action projects.

Addressing Authority

The student fellows focused their first research cycle on improving the quality of school lunches. Educator fellows conducted a school-wide survey to collect input on lunch offerings, practices and quality issues. They summarized their findings in a presentation delivered to school leadership. REMIQS educator fellows identified several areas of improvement, including extended time to go through the lunch lines and food quality improvements. Impressed by the

thoroughness and thoughtfulness of their work, administrators put them in contact with the lunch contractor, who agreed to meet with the students and hear their presentation. While the provider pushed back on some recommendations due to their constraints, they agreed to adjust the amount of time students are allowed to order lunch and investigate other issues. Students reported noticing a significant improvement in food quality and overall lunch experience after meeting with the lunch provider.

Celebrate

Take time to celebrate together with students. YPAR work can take time to yield results, can challenge students with a host of new skills and knowledge to be learned and can be frustrating when hopes collide with realities. Building in regular celebrations of success and growth can help anchor “We did it!” experiences in students’ consciousness, both in the “little wins” that occur along the way and in the final outcomes achieved after months of work. Celebrations can elevate levels of motivation, engagement, group cohesion, sense of purpose and future aspirations so crucial to youth development and preparation for adult roles.

REMIQS YPAR Support Structures Materials

- » [REF Reflection Questions – Sample](#)
- » [RSF End of Research Cycle Reflections – Sample](#)
- » [Bi-weekly REF Check in Agenda – Sample](#)

A YPAR curriculum is a living tool that you should refine throughout implementation to meet your students' emerging assets and needs. In the REMIQS project, we reduced the number of research cycles student fellows would conduct from four to three based on educator feedback.

In addition, we did not pre-prescribe lessons about specific methods. Instead, we added methods lessons in a “plug-and-play” approach based on the methods the students selected to align with their research questions. We also built in additional days for drafting findings and planning and implementing action once we realized the class required extra time to complete these tasks.

Refining your curriculum throughout implementation, rather than waiting until the end of the course, is crucial for successful implementation. Implementing cycles of reflection and feedback will ensure revisions align with your students' evolving capacities and interests. You will likely find this incremental process less overwhelming than implementing, for example, a semester's worth of updates at one time.

Throughout the year-long YPAR course, WestEd staff met biweekly with the educator fellows to identify needs for additional support and elicited suggestions for curricular revisions. In addition, WestEd staff met with educator fellows and student fellows for extended interviews three times during the course of the year (twice in person, once virtually) to gather detailed insights on ways to enhance the curriculum and supporting materials.

The primary feedback relayed to the WestEd team was that the educator fellows and student fellows felt they needed additional time during each cycle to accomplish the tasks associated with each research project. Additionally, they communicated that the placement and timing of data collection methods did not always align well with their research questions. These and other observations informed the following refinements the WestEd team made to the YPAR curriculum which are reflected in this guidebook and associated materials:

- » Reduced the number of research cycles from four to three

- » Eliminated pre-assigned data collection methods for each research cycle and revised to suggest multiple standalone lessons on data collection methods that can be applied based on alignment to the research question
- » Added two or three weeks to each research cycle to accommodate the following:
 - Added more days per research cycle for collecting data, planning to share research findings and taking action in response to one's findings
 - Included one day per research cycle for learning about at least one data collection method
 - Included a full-day per research cycle to focus on reflecting on and learning from the process and content of the work and to celebrate successes
 - Added one to two flex day(s) to allow educator fellows and student fellows to use at their discretion based on evolving class needs

Suggested process for refining the YPAR curriculum

Consider the following approach for gathering participants' feedback and insights for continuous improvement of your YPAR curriculum.

Design feedback mechanisms

- » Bi-weekly or monthly check-ins with educators and students can be a way to quickly identify necessary revisions
- » More focused conversations can be held midway through the course and at the end of the year
 - [Sample Feedback Questions for Students](#)
 - [Sample Feedback Questions for Educators](#)
 - [Sample Feedback Questions for Administrators](#)

Revise lessons as you go to align them more closely with implementation successes, challenges and needs

REMIQS YPAR Refining the Curriculum

Materials

- » [Sample Feedback Questions for Students](#)
- » [Sample Feedback Questions for Educators](#)
- » [Sample Feedback Questions for Administrators](#)

REMIQS Conceptual Framework for Understanding Equitable Schools: DOMAINS AND DESCRIPTIONS

To guide the data collection at each Robust and Equitable Measures to Inspire Quality Schools (REMIQS) site, the WestEd team co-developed – with KnowledgeWorks staff and the REMIQS advisors and stakeholder committee – a conceptual framework that details the learning conditions and contexts, as well as the school-based decisions that administrators, educators and staff make that influence those conditions and contexts. The dimensions outlined in the framework will help research teams build an understanding of the narratives and counternarratives at each research site and will illuminate what is going on to support, or detract from, achieving rigorous and equitable outcomes for historically resilient and marginalized students.

In developing the framework, the WestEd team examined the theoretical literature and a number of comprehensive frameworks drawn from the equitable and quality schools literature, including: the MCIEA School Quality Framework, the Education Resource Strategies Equity Diagnostic, the 5 Essentials from the University of Chicago Consortium on School Research, Global Best Practices by New England Secondary School Consortium, Education Development Center's Systemic Equity Review Framework, the Schools of Opportunity Framework, Zaretta Hammond's Ready for Rigor Framework and the Building Equitable Learning Environments Framework.²⁶ None of these frameworks fully encapsulated the objectives of the REMIQS project and thus we created a framework that is aligned to the theoretical perspectives detailed above and a reformulation of three of the frameworks that most closely align with the goals of this project: The Schools of Opportunity criteria, the University of Chicago's 5 Essentials and the Building Equitable Learning Environments (BELE) Framework.

The resulting REMIQS framework is organized into the following four broad domains:

1. Rigorous and culturally responsive/ sustaining teaching and learning

- » Provide broad, enriching, challenging, anti-racist, asset-based and culturally responsive and sustaining curriculum that includes differentiated opportunities

to demonstrate mastery and employs multiple measures to authentically assess students learning

- » Support teachers as professionals to implement high quality, challenging and culturally responsive and sustaining curriculum
- » Represent, affirm and support students to explore their personal, cultural, racial, linguistic and academic identities as strengths
- » Provide students with rich and supportive learning opportunities (including extended learning opportunities), especially for students with learning differences and emergent bilingual students

Domain one relates to students having access to broad, rich, rigorous and culturally responsive and sustaining curriculum and materials as well as educators who are skilled at teaching such content. Teachers also have experience supporting students who are multiply marginalized, universal and targeted academic supports and multiple measures to assess learning.

2. Equitable and effective school structures and resources

- » Analyze data critically and systematically to identify inequities, including:

- Making assumptions about students
- Identifying segregation (e.g., tracking, asymmetrical access to courses and programs)
- Uncovering inequitable grading practices
- Identifying inequitable school discipline practices
- » Make data-driven structural and resource improvements to mitigate inequities, including:
 - Providing flexible pacing and pathways to meet student needs and goals through authentic and meaningful learning experiences
 - Removing institutional barriers to enrichment and accelerated learning opportunities
 - Eliminating punitive, discriminatory or inequitable grading and school discipline practices
- » Implement positive behavioral interventions and/or non-punitive disciplinary practices
- » Provide access to or support coordination of needed physical and mental health services

Domain three relates to students having access to:

1. broad, rich, rigorous and culturally responsive and sustaining curriculum and materials
2. educators who are skilled at teaching such content and are capable of supporting students who are multiply marginalized
3. the existence of school- or system-wide universal and targeted academic supports informed by multiple measures to assess learning

Domain two relates to the ways schools are organized, resourced and led in alignment with equitable and rigorous teaching and learning practices and outcomes. This includes people resources (e.g., teachers, staff and leaders), as well as structures (e.g., schedules, after school programs) and systems (e.g., MTSS, tracking).

3. Safe and empowering culture and climate

- » Provide a welcoming culture that embraces diversity where students and adults are encouraged to bring their full, authentic selves to school
- » Enable students to participate in decision-making about key school issues
- » Ensure school and classroom spaces—and the adults that staff them—are inviting and convey physical and emotional safety
- » Create a culture that espouses the belief that all students can meet high academic standards

4. Authentic partnership with families and communities

- » Establish and sustain equitable, responsive, meaningful and trusting relationships with parents, guardians, families, caregivers and the community, by:
 - Sharing information and resources to support student learning and development
 - Collaborating to integrate cultural and other differences in learning environments
 - Ensuring that students and family members are engaged in activities and/or decision-making positions where school policy, practice and resource allocation decisions are made

Domain four focuses on the ways schools authentically engage and partner with families and communities to advance the goals that parents, guardians and caregivers have for their children.

KEY RESEARCH TERMS

Research question: The question you want to answer or learn more about that guides a research project

Outcome: Behaviors or trends that the research seeks to explain

Correlation: The relationship between two factors or variables

Contributing factor: Something that helps lead to a result or outcome. *Note that most outcomes are the result of multiple contributing factors.*

Mediating factor: A factor that explains the link between a contributing factor and an outcome

Example: “Riding the bus is causing me to have bad grades, but only because the bus is often late and I miss class time.” In this case, the mediating factor between riding the bus and earning poor grades is the late bus that makes the student miss time in class.

Moderating factor: A factor that affects the nature of the relationship between a contributing factor and an outcome

Example: Students whose parents went to college may find attending a course on applying to college will not improve their college acceptance rate as much as it would for students whose parents didn’t go to college. In this case, parents’ education level is a moderating factor in the relationship between college application course taking and college acceptance rates.

Independent variable: A variable that the researcher expects to be related to the outcome

Dependent variable: The outcome variable

Hypothesis: A statement that predicts the relationship between the dependent and independent variables

See the following resources for more information regarding some of these key terms as they are used in research.

- » Glossary of Key Terms in Educational Research <https://files.eric.ed.gov/fulltext/ED611000.pdf>
- » Child Care and Early Education Research Connections: Research Glossary <https://researchconnections.org/research-tools/research-glossary>

REMIQS YOUTH PARTICIPATORY ACTION RESEARCH (YPAR) CURRICULUM

OVERVIEW

This curriculum served as the primary resource for REMIQS educator fellows as they led students through the various processes that composed our Youth Participatory Action Research (YPAR) project during the 2022-2023 academic year. This course met twice weekly for 60 minutes each. In this guide, one class period reflects 60 minutes of instructional time and one week reflects two 60-minute class periods.

This curriculum provides all the lessons, handouts, videos and other curricular materials necessary for educators to teach a yearlong YPAR class that includes three research cycles. It is designed to be flexible and responsive to the needs and dynamics of each site, and to the expertise and creativity of each class facilitator. Therefore, it is our vision that this curriculum be a living document that will be strengthened through multiple iterations as facilitators, students and researchers collaborate and ultimately co-construct the curriculum over the course of an academic year.²⁷

Organization of the Curriculum

This guide is organized into five units. Each unit description includes a title, an overview, the approximate timing of the lesson (represented by the week numbers) and the project tasks, topics and lessons.

Each lesson plan includes the lesson's overview, objectives, outputs and activities. Recommended resources – including handouts, videos and protocols – are also provided.

Following is the lesson plan template that includes a description of each section.

Lesson Title: Lesson/Activity Title

Lesson Overview: This section communicates the overall vision and activities in the lesson.

Objectives: The objectives describe what students should know or do as the result of the lesson. The objectives serve as an anchor for REMIQS fellows if they substitute and/or supplement activities, lessons and resources to respond to the dynamics and needs of their school and class.

Activities/Steps: When relevant, this section describes a proposed process for covering material, executing processes and/or using the resources that are listed in the following section.

Resources/Links: This section includes links to resources, alternative lesson plans, protocols, guides or other materials that you may use as needed to accomplish the lesson objectives.

Sources of YPAR Materials

This guide represents a curation of extant materials, lessons, activities and resources related to YPAR and other complementary instructional methods. The materials are designed to support the overall REMIQS goals related to the understanding and achievement of equity in high schools. They build on the work of other adults and youth who have used YPAR as a vehicle for learning and action in their schools and communities. Following is a list of sources that were most frequently used in the development of this curriculum.

- » **UC Berkley:** [YPAR Hub](#)
- » **The Institute for Community Research:** [Youth Participatory Action Research Curriculum Adapted for Oregon](#)
- » **Maine Youth Action Network:** [Youth Participatory Action Research](#)
- » **Harvard Graduate School of Education:** [Thinking Routines Toolbox](#)
- » **Research for Action:** [A Guide to Facilitating Action Research for Youth](#)
- » **Youth Activism Project:** [Youth Activism YPAR Guide](#)
- » **Learning for Justice:** [Classroom resources](#)

User Notes

This guide is a living document. The content and structure of the materials and related guidance are a foundation for educators, students and community members to adapt and refine as they endeavor to accommodate the conditions, creativities and collaborations in your local context. In that vein, there are some notes for users of the guide to consider.

- » **Blank/TBD cells:** Blank sections of the lesson plans, including activities/steps and outputs, are intended to be co-developed by educator fellows and partnering researchers.
- » **Repetition:** Because YPAR is a cyclical process whereby students and teachers engage in collective praxis, some of the processes necessarily repeat. As such, there are lessons that have largely been

copied and pasted. The exception is the introduction of new research methods.

- » **Flex days:** Each research cycle unit contains one to two flex days. These days are intended to build in time to be responsive to the emerging needs of students. Use these days to engage more deeply on any portion of the research cycle or topic as needed.
- » **Research methods lessons:** Since research methods should be aligned to research questions, this guide includes six stand-alone research method lessons. These lessons are not intended to be used in the order presented in this document, but rather inserted as relevant as the students select which method to use based on their question of interest. It is likely that not all lessons in this section will be used.
- » **Reflection:** This curriculum includes many opportunities for reflection, notably after specific critical conversations and when a research cycle has been completed. We encourage educators to use their professional discretion to consider what reflection modes are most appropriate for their students and based on evolving group dynamics. We offer the following suggestions that may help encourage productive reflection.
 - **Purpose:** In some cases you may want to use the reflection time to push your group to refine their strategies or adjust their choices in the future. During these times, consider options for students to share out (think-pair-share, small group discussions, posting reflections in a shared space, etc.). In other cases, students may benefit from reflecting on their own personal growth. Identifying a way for students to track their personal evolution over time using journaling, for example, may be more appropriate.
 - **Consistency versus novelty:** Many educators recognize the value in establishing routines and this curriculum is full of repetitive processes. But sometimes those routines can be constricting and can feel burdensome to students. We recommend that you closely monitor the quality

and depth of student reflection. If responses (written or oral) start to get stale, it may be time to mix things up. [Project Zero's Thinking Routines](#) provide myriad ideas that encourage deeper engagement and thought.

- **Form:** This curriculum often suggests written reflection driven by guiding questions. This form of reflection may or may not be helpful to some students. Consider options for students who struggle with writing to reflect in other ways. If reflections are personal, then writing may not be needed. Consider leveraging new student skills in interviewing and have them interview each other, provide oral responses and have interviewers summarize their subjects' key takeaways (another opportunity to practice this important research skill).
- There are an infinite number of ways for teachers and students to reflect. Regardless of the form that reflection takes, it is crucial to provide students with regular space and time to think about their work and its implications for themselves and others. One common way to do this is to have students respond in writing to a tight set of prompts first, then pair-share (or place students in small groups) and have them highlight insights from their written reflection and compare it with others. Pairs or groups could then summarize themes and prepare

to share out to the whole class, after which the teacher reflects aloud about what those themes suggest about the work that has been completed, as well as the work yet to be done. Additional resources on reflection activities include:

- [Strategies to Help Students Retain What You Taught Them](#)
 - [Post-Lesson Reflection: What Do Students Think They Learned](#)
 - [Promoting Student Reflection Through Reflective Writing Tasks](#)
 - [7 Reflection Tips for Assessment, Empowerment and Self-Awareness](#)
- When grading reflections, be careful not to grade the students' perceptions and submissions. This can warp meaningful inquiry and discovery into busy-work, which may diminish student investment in the activity as they strive to discern what will earn an A versus simply being honest about what they experienced and the meaning they derived from it. The point of reflection should not be to add points to a gradebook, but rather to learn in community and use that learning to improve.
 - Whatever form the reflection takes, encourage students to use the reflections to identify ways to improve the next research cycle.



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UNIT 1

PREPARING TO CONDUCT YOUTH PARTICIPATORY ACTION RESEARCH (YPAR)

Weeks 1-4 (Two 60-minute classes per week)

TOPICS

- Community building
- Introduction to research and YPAR
- Ethics in research
- Power dynamics in research
- Understanding oppression
- Positionality

REQUIRED PROJECT TASKS

- Zoom meeting with student researchers and WestEd researchers
- Zoom meeting with parents and WestEd researchers
- Graphic organizer for REMIQS reflection conversation

AVAILABLE 60 MINUTE LESSONS

Week 1

- Lesson 1: Getting to Know Each Other and REMIQS Project
- Lesson 2: Continue Building Community and Introduce YPAR

Week 2

- Lesson 3: Introduction to Research
- Lesson 4: Introduction to Youth Participatory Action Research

Week 3

- Lesson 5: Identity Reflection – Reflecting on our Identities
- Lesson 6: Youth-Adult Power Sharing

Week 4

- Lesson 7: Visualizing School Equity
- Lesson: 8: REMIQS Reflection Conversation

LESSON 1: Getting to Know Each other and the REMIQS Project

Duration: One 60-minute class period

Overview:

During this lesson, students will engage in activities aimed at introducing them to each other and facilitate share outs about each other’s interests and backgrounds. Additionally, it is intended to introduce students to the REMIQS project and provide time for students to learn about, explore, react to and ask questions about their work on the project.

Objectives:

- Students will get to know each other and cultivate community and comfort among students and teachers
- Students will understand the purpose of the REMIQS Project
- Students will understand the role they will play in the REMIQS project

Activities/Steps:

- **Part 1** (30 min): Choose one to three activities from Getting to Know Each Other for the class to complete.
- **Part 2** (30 min): Introduce students to the REMIQS project. Activities include:
 - Provide an overview of the class and introduce students
 - Viewing and discussing the REMIQS video
 - Explore the website

Resources/Links:

- YPAR Hub: [Getting to Know Each Other](#)

LESSON 2: Continue Building Community and Introduce Youth Participatory Research (YPAR)

Duration: One 60-minute class period

Overview:

During this lesson, students will continue to get to know one another and begin to reflect on various elements of their own and their classmates' identities by exploring the origins of their names. Additionally, they will establish community agreements for the class and the duration of the REMIQS project research process.

Objectives:

- Students will share the story of their name, making connections (at their own discretion) to their experiences, culture, identities and family history
- Students will learn about their classmates' names and make connections to the ways culture, identity and history have impacted each of them
- Students will collaboratively establish community agreements to support their work together

Activities/Steps:

- **Part 1** (30 min): Complete the My Fullest Name activity. Allow time for students to individually reflect, share with a partner and share with the class. Record names and themes (experiences, cultural components, identity, etc.) as students share. Make connections to similarities, differences, privileges and forms of marginalization. Make connections to the purpose of their work together (REMIQS) and the need to recognize similarities and differences. Use those connections to introduce the need for community agreements.
- **Part 2** (30 min): Explain the need for community agreements to ground the students' research. Refer to Using Community Agreements to Start the Year Off Strong for details on centering students' values and their notions of respect. Use this small group reflection and theming of needs to complete the Setting the Ground Rules activity. Refer to Developing Community Agreements for details on distinguishing between "rules" and "agreements."

Resources/Links:

- [My Fullest Name](#)
- YPAR Hub: [Setting the Ground Rules](#)
- Additional resources for reference:
 - [Using Community Agreements to Start the Year Off Strong](#)
 - [Developing Community Agreements](#)

LESSON 3: Introduction to Research

Duration: One 60-minute class period

Overview:

During this lesson, students will be introduced to some of the basics of research and to Youth Participatory Action Research (YPAR). Students will have the opportunity to view an example of youth-led research and identify the steps of the research process.

Objectives:

- Students will consider various forms of research and reflect on their experiences with and feelings toward research
- Students will review a video describing a research process and use it to identify various components and processes involved in research

Activities/Steps:

- **Part 1:** Introduction to Research
- **Part 2:** Getting to know your context

Resources/Links:

- YPAR Hub: [Introduction to Research](#)
- Local School or District Report Card (these are typically located on State Education Agency websites)
- Link to local, state, regional and/or federal summary of educational outcomes here (example resource: [Measure of America](#) summary)

LESSON 4: Introduction to Youth Participatory Action Research

Duration: One 60-minute class period

Overview:

This lesson is intended to build on the previous lesson, Introduction to Research, and introduce students to Youth Participatory Action Research (YPAR). Students will have an opportunity to explore examples of youth conducting research and taking action from around the world, while also becoming familiar with the core processes of YPAR.

Objectives:

- Students will co-construct an informal definition of participatory action research
- Students will explore the processes involved in participatory action research
- Students will apply their understanding of the foundational processes involved in YPAR to an example

Activities/Steps:

- **Part 1** (30-45 min): Introduction to YPAR activity
- **Part 2** (15-30 min): Read about YPAR processes and examples

Resources/Links:

- YPAR Hub: [Introduction to Participatory Action Research](#)
- [Youth Activism Project YPAR Guide](#)
- Youth Participatory Action Research: A Tool to Address School Climate Issues
- YPAR Hub: [YPAR in Action](#)
- Cammarota, J., & Fine, M. (Eds.). (2008). *Revolutionizing Education: Youth Participatory Action Research in Motion* (1st ed.). Routledge.

LESSON 5: Identity Reflection – Reflecting on Our Identities

Duration: One 60-minute class period

Overview:

Students will reflect on their own identities and consider how they impact different aspects of their lives. They will also have a chance to discuss this with their classmates and make connections between identity, privilege/oppression and social movements for justice.

Objectives:

- Students will reflect on visible and invisible identities and how these identities impact their lives and experiences in school
- Students will learn about their classmates' identities
- Students will understand the definitions of power, privilege and oppression
- Students will make connections between their reflections on identity, power, privilege and oppression and social movements for justice and Youth Participatory Research (YPAR)

This work will be ongoing throughout the year. Feel free to expand across multiple days if needed. Make a point to address evolving reflections and observations on identity, power, privilege and oppression throughout the course.

Activities/Steps:

1. Reviewing community agreements
Additional norms to offer:
 - Use “I” statements
 - Confidentiality
2. Reflection – Introduce students to the concept of identity using the resources provided. Provide an opportunity for students to complete at least one of the identity reflections provided (or different activity). Modify handouts/questions/activities as needed.

3. Discussion – Provide students with time to discuss their answers in small, large and whole group settings.
4. Video – Make/facilitate connections between the identity reflection(s) and the points made in the video. Conclude with making connections to YPAR.
 - YPAR is about understanding how we are positioned relative to systems of power, privilege and oppression. It is about learning how these systems manifest in our lives (our school, community, etc.) and how to act against them.
 - Our identities impact how we work together.
 - Identities intersect in ways that create unique dynamics and effects (see Crenshaw TED Talk).

Resources/Links:

- PARCEO: [PAR in Relationship to Race, Class, Privilege, Gender and Power Exercise](#)
- [Facing History and Ourselves: Identity Charts](#)
- [Denver Univ. Graduate School of Social Work YouTube: Power, Privilege and Oppression](#)
- [Kimberlè Crenshaw TED talk: The Urgency of Intersectionality](#)
- [NY Times Hyphen-Nation: What makes someone American? How do you define identity?](#)

LESSON 6: Youth-Adult Power Sharing

Duration: One 60-minute class period

Overview:

This activity allows students to continue working to build an understanding of what genuine youth-adult partnerships look like as they apply a framework to various scenarios and consider where they think more involvement might be needed.

Data and Adulthood in Decision-making: Building on the previous activity, this lesson encourages students to reflect upon and name the various forms of power they have to shape policy, procedure and practice decisions in school.

Objectives:

- Students will review a framework for youth involvement and apply it to various organizational scenarios
- Students will (individually or collectively) identify areas where they would like to see more youth involvement
- Students will review data and information about their school and/or community, reflecting on what is shown, what is missing and the information's impact on decision making

This work will be ongoing throughout the year. Feel free to expand across multiple days if needed. Make a point to re-assess the classroom power balance periodically throughout the course.

Activities/Steps:

- **Part 1:** Complete activity from YPAR Hub: Youth-Adult Power sharing
- **Part 2:** Complete activity from YPAR Hub: Data and Adulthood in Decision-making

Resources/Links:

- YPAR Hub: [Youth-Adult Power Sharing](#)
- YPAR Hub: [Data and Adulthood in Decision-making](#)
- [Spectrum of Student Voice](#)

LESSON 7: Visualizing School Equity

Duration: One 60-minute class period

Overview:

These activities are meant to help students “develop a broader sociopolitical consciousness that allows them to critique the cultural norms, values, mores and institutions that produce and maintain social inequities” (Ladson-Billings, 1995, p. 162). Understanding systems of power, privilege, marginalization and oppression are essential components of Youth Participatory Research (YPAR).

Objectives:

- Students will learn about systemic inequities and begin to question why those inequities exist by examining examples in US public schools
- Students will explore different forms of systemic inequities experienced by students of color and students from under-resourced communities and make connections to YPAR

This work will be ongoing throughout the year. Feel free to expand across multiple days if needed. Make a point to address issues of equity and inequity throughout the course.

Activities/Steps:

- **Part 1:** Visualizing School Equity
 - Instructor should select two to three activities from New York Times: Six Activities for Students to Investigate School Segregation and Educational Inequality
 - Have students work in small groups to complete one of the activities as described
 - Have students share their learnings from their group’s activity
- **Part 2:** Considering other forms/examples of inequities and what you might want to research
 - Discuss what local topics they might investigate in their own school or community

Resources/Links:

- New York Times: [Six Activities for Students to Investigate School Segregation and Educational Inequality](#)
- Education Data Initiative: [U.S. Public Education Spending Statistics](#)
- ProPublica: Miseducation: [Is There Racial Inequality at Your School?](#)
- WestEd NCSI: [24 Examples of Systemic Inequities Experienced by Students of Color and Students from Under-Resourced Communities in U.S. Schools](#)

LESSON 8: REMIQS Reflection Conversation

Duration: One 60-minute class period

Overview:

These activities are meant to facilitate reflection on the overall premise of the REMIQS project to begin identifying potential areas for inquiry. The assets and issues activity is meant to provide a structure for students to consider the broader question(s) related to the REMIQS project, before being introduced to the framework guiding the project. Students will discuss issues and assets in their community, consider this information in light of the REMIQS project and then organize their findings utilizing the four domains of the REMIQS project.

These activities will complete steps 1-4.

- **Step 1:** Open-ended teacher-led discussion (issues and assets, REMIQS discussion)
- **Step 2:** Students analyze findings from discussion and identify themes
- **Step 3:** Introduction of REMIQS research framework, then students organize conversation outcomes using research framework handout/graphic organizer
- **Step 4:** Students can consider additional items to add to the graphic organizer
- **Step 5:** Teacher/researcher-led constructed conversation on individual domains

Objectives:

- Students will reflect on the assets and issues in their community
- Students will consider the premise upon which the REMIQS project is based and the instances in which it is understood to be true
- Students will identify examples from their own experiences and/or observations that support their opinion
- Students will be introduced to the REMIQS research framework and use it to organize the findings from the class discussion

Activities/Steps:

Introduction and Review – Set the stage by reviewing the research process and situating this conversation in that process. Review key learnings from the Visualizing School Equity lesson.

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Step 1: Community issues and assets

Step 2: Individual, small and whole group discussion – Our school was selected to be a part of this project because data has shown this school has a history of successfully/effectively preparing historically marginalized students for college and career.

- Do you think this is true? Why?
- What about your and/or your fellow students' experiences might support or contradict that?

Step 3: Introduce and Apply REMIQS Research Framework – Introduce the REMIQS framework and handout. Allow time for students to organize their findings from the broader conversation within the framework. This framework will serve as a scaffold for each of the discussions to identify areas of inquiry for each research cycle throughout the course of the school year.

Step 4: Students record key observations on conceptual framework graphic organizer.

Resources/Links:

- YPAR Hub: [Identifying Community Issues and Assets](#)
- REMIQS Research Framework
- Padlet/jamboard, etc.

UNIT 2

RESEARCH CYCLE 1: SAFE AND EMPOWERING SCHOOL CULTURE AND CLIMATE

Weeks 5-16 (Two 60-minute classes per week)

TOPICS

- Identifying key issues and developing research questions
- Grassroots change
- Ethics in research
- Research methods: surveys and focus groups
- Designing instruments and data collection
- Analyzing data and drawing conclusions
- Sharing findings

AVAILABLE 60 MINUTE LESSONS

Week 5

- Lesson 9: Facilitated Conversation #1: Safe and Empowering School Culture and Climate
- Lesson 10: Identifying the Issue(s) Part 1: Personal Connections to the Issue(s)

Week 6

- Lesson 11: Identifying the Issue(s) Part 2: Defining the Research Question
- Lesson 12: Organizing Your Thinking About the Research Question

Week 7

- Lesson 13: Grassroots Change and YPAR in Action
- Lesson 14: Youth as Leaders and Resources

Week 8

- Lesson 15: Research Methods Round Robin
- Lesson 16: Ethics in Research

Week 9

- Lesson 17: Choosing a Data Collection Method
- Lesson 18: Learning about the Method

Week 10

- Lesson 19: Designing the Data Collection Instrument Day 1
- Lesson 19: Designing the Data Collection Instrument Day 2

REQUIRED PROJECT TASKS

- Facilitated conversation/site visit #1
- Student reflection constructed conversation #1
- Student research product #1
- Student research cycle reflection #1

Week 11

- Lesson 20: Collecting Data Day 1
- Lesson 20: Collecting Data Day 2

Week 12

- Lesson 20: Collecting Data Day 3
- Lesson 21: Analyzing Data Day 1

Week 13

- Lesson 21: Analyzing Data Day 2
- Lesson 22: Getting the Word Out: Planning to Share Findings Day 1

Week 14

- Lesson 22: Getting the Word Out: Planning to Share Findings Day 2
- Lesson 22: Getting the Word Out: Planning to Share Findings Day 3

Week 15

- Lesson 23: Share Findings - Take Action
- Lesson 24: Reflecting on the Research Cycle and Celebrating Success

Week 16

- Flex Day
*Day 2 is part of Unit 3

LESSON 9: Facilitated Conversation #1 – Safe and Empowering School Culture and Climate

Duration: One 60-minute class period

Overview:

This conversation is perhaps best facilitated by the adult YPAR leaders and a partnering researcher and is focused on the first research domain developed for the REMIQS project: Safe and Empowering School Culture and Climate.

Objectives:

- Students will engage in a facilitated conversation related to their first area of inquiry: Safe and Empowering School Culture and Climate
- Students will use the findings from their issues and assets activity and open-ended conversation around the premise of the REMIQS project to respond to the questions below
- Do you know students who may feel differently about that <activity, action, rule, practice, procedure, policy>, and why?
- What about your and/or your fellow students' experiences might support or contradict that?
- Does that <activity / action / rule / practice / procedure / policy> affect some groups of students differently than others? Why do you believe that to be the case?

Outputs:

- Student recording sheets for domain
- Padlet/posters with key points from conversation

Activities/Steps:

1. Review highlights from open-ended discussion and thematic grouping
2. Introduce questions:
 - What types of things does your/our school do in <DOMAIN AREA> that set historically resilient and marginalized students up for success in school, college and beyond .Follow up questions as needed:
 - Why do you think the school does that <activity / action / rule / practice / procedure / policy>?
 - What is it about that particular <activity / action / rule / practice / procedure / policy> that you think helps students?

3. In the last 10-15 minutes of class students will complete an individual written reflection on the conversations. Please review the notes on the purpose, approach and forms of student reflection on p. 7 of this curriculum.

Suggested Guiding Questions:

- What do you think was the best point made during the discussion?
- What ideas do you agree with?
- What ideas do you disagree with?
- Did your opinions change at all during the course of the discussion? Why or why not?
- What do you wish you had said during the discussion but didn't?
- What issues or points are you most interested in digging into more?

LESSON 10: Identifying the Issue(s) Part 1 – Personal Connections to the Issue(s)

Duration: One 60-minute class period

Overview:

These activities are meant to give students the opportunity to self-reflect and make personal connections to the issues they are considering exploring – a central component of YPAR. Students should have the opportunity to both reflect on their personal connections to issues and to hear from their classmates about their connections to issues. These connections should inform the choices they make regarding issues to investigate.

Objectives:

- Students will share their personal connection(s) with any of the areas listed
- Students will identify similarities and differences in what members of their class elevated as issues

Outputs:

- List of issues students made connections to
- Student connections (journal, essay, chart paper, etc.)
- Student reflections

Activities/Steps:

1. Review discussion findings (Safe and Empowering School Culture and Climate)
2. Choose one to three issues to speak on and follow steps outlined in YPAR Hub Lesson: Your Personal Connection with the Issue or Thinking Routines: Perspective Taking Resources to structure discussion time
3. Students reflect individually in writing based on questions outlined in YPAR Hub Lesson: Your Personal Connection with the Issue

Please review the notes on the purpose, approach and forms of student reflection on page 135 of this curriculum.

Resources/Links:

- YPAR Hub: Your Personal Connection With the Issue(s)
- Project Zero Thinking Routines: [Perspective Taking Resources](#)
- Maine Youth Action Network: Activity 1: [Turning a topic you care about into a research question: Who are we?](#)

LESSON 11: Identifying the Issues Part 2 – Defining the Research Question

Duration: One 60-minute class period

Overview:

These activities are meant to continue building student agency and voice by facilitating reflection on different levels of student engagement and participation in research. This reflection will be leveraged as they consider various ways of defining the research question for their first cycle (Topic: Safe and Empowering School Culture and Climate).

Objectives:

- Students will be introduced to a Continuum of Youth Participation and Engagement and consider what it might look like at each level of involvement, given some of the topics they have discussed
- Students will narrow down the lists of potential areas to explore within the current research domain
- Students will develop a research question to guide their first cycle of research

Activities/Steps:

1. Review/anchor activities in the findings from our Personal Connection with the Issue(s), the Continuum of Youth Participation and Action and Spectrum of Student Voice
 - Revisit and reflect on the first cycle and consider implications on second research cycle.
2. Follow steps outlined in YPAR Hub Lesson: Defining the Research Question
 - Complete the Warm Up Lesson (p. 1), using the What Makes a Good research Question (p. 4) handout and activity.
 - Then, skip to step 3 of this lesson (p. 2). Begin with the narrowed down list from the previous lesson, use the Identifying the Issue (p. 5-6) handout.

The goal is to empower students to develop their own questions. Facilitators should push their questions to be critical and worth investigating, but let student curiosities and commitments drive the design of the research question(s).

Resources/Links:

- YPAR Hub: [Continuum of Youth Participation and Engagement](#)
- [Spectrum of Student Voice](#)
- YPAR Hub: [Defining the Research Question](#)
- Oregon YPAR Curriculum: [Module 4: Identifying the Issue](#) (p. 103)

LESSON 12: Organizing Your Thinking About the Research Question

Duration: One 60-minute class period

Overview:

Students will begin exploring factors that influence the topic they have chosen to explore.

Objectives:

- Students will be able to apply the following terms: outcome, correlation, contributing factor, mediating factor, moderating factor and how those terms are similar to yet distinct from each other; they may be familiar with independent variable, dependent variable and hypothesis, but if not, those terms should be reviewed as well. If your school offers a class in statistics, the teacher of that course and the texts used therein may be useful here.
- Students will generate a list of factors that influence their issue and organize them into a logic model that explains their current thoughts on how/why those factors influence the issue.

Activities/Steps:

1. Explain that before conducting research it can be helpful to map out your existing understanding of the factors that influence the issue you are researching. The goal of the day's activity is to develop a preliminary logic model that will guide the rest of the research activities.
 - Explain that for this task we define a logic model as "a graphic representation of the relationship between activities or actions and the results of those activities or actions."
2. Have each student individually complete the Factors Influencing the Issue handout found on p. 113 of the Oregon YPAR Curriculum.
3. Bring the class together to review some key terms. Feel free to distribute or reference the Key Terms in Research handout.
4. As a full class, have students share out the factors and ask clarifying questions to ensure all understand what chosen terms mean.

5. Have students group these factors into contributing, mediating or moderating factors. At this stage, students should also discuss which factors they believe are major versus minor factors in relation to the issue of interest. You may need to remind them of the nature of a hypothesis — a working theory that may or may not represent what is discovered in the process of the investigation.
6. Break students into small groups to develop a visual that shows their current thinking on how the factors they identified relate to the issue they are studying. (See example on p. 116 of the Oregon YPAR Curriculum.)
 - Have students add explanations for why or how they believe each factor influences the issue of interest.
 - Develop these logic models on chart paper so they can be displayed and referenced through the cycle. Consider hanging them somewhere in the classroom where they can be referenced easily and frequently throughout the cycle.
7. If time allows, have groups present their models to each other. Keep in mind that there is no right model, so the models do not need to be similar.
8. Revisit and revise these models as student thinking evolves throughout the research process.

Resources/Links:

- [Oregon YPAR Curriculum](#): Research Stations: Module 4 Section 2 Activity 1 (pp. 112-116)
- [Key Terms in Research](#)

LESSON 13: Grassroots Change and Youth Participatory Research (YPAR) in Action

Duration: One 60-minute class period

Overview:

Prior to lesson, find local organizer or community leader to discuss community organizing with the YPAR class.

Objectives:

- Students will learn about historic success stories of grassroots organizing and local efforts
- Students will identify lessons from historic and local grassroots organizing and consider how they might apply to their work

This work will be ongoing throughout the year. Feel free to expand across multiple days if needed.

Activities/Steps:

- **Part 1:** Grassroots Change: Explore historical grassroots movements and examples of YPAR
- **Part 2:** Listen to speaker talk about grassroots organizing
- Possible Discussion Questions:
 - Does it matter who initiates change?
 - How can YPAR contribute to change in our school community?
 - Have you ever participated in a grassroots movement or organizing effort? What did you gain from your participation? Did your activism contribute to change in a policy or practice? Did you learn something about yourself through your activism?
 - What skills are necessary to be an effective activist?
 - Are there any frustrations that can arise from participating in activism?

Resources/Links:

- YPAR Hub: [Grassroots Change](#)
- YPAR Hub: [YPAR in Action](#)
- Additional resources:
 - Advancing Student-Led Research: The YARI Project
 - Dr. Eric Toshalis Speaks with Claire de Mézerville López about Creating Stronger and More Inclusive School Environments
 - Transformative Student Voice Turns Social Justice into Homework

LESSON 14: Youth as Leaders and Resources

Duration: One 60-minute class period

Overview:

This is another opportunity for students to consider the contexts in which they do or do not have power, control and agency. This is also an opportunity for the teacher to facilitate connections to various issues of justice and equity by encouraging students to consider the ways different forms of social positioning (e.g., identity, privilege) might impact who holds power and in what instances.

Objectives:

- Students will identify areas of their lives and the world around them where they feel they have more or less power
- Students will develop and act out a skit to illustrate a situation in which they have limited power
- Students will understand and apply the metaphors of “objects,” recipients and resources to the different areas/levels of their lives they reflected upon (world, national, state, local, school, class, etc.)

Note: This work will be ongoing throughout the year. Feel free to expand across multiple days if needed. Make a point to address issues of power throughout the course.

Activities/Steps:

- Follow lesson steps as described in [Youth as Leaders and Resources](#)

Resources/Links:

- YPAR Hub: [Youth as Leaders and Resources](#)
- Harvard Thinking Routines: Considering Controversies, Dilemmas and Perspectives

LESSON 15: Research Methods Round Robin/Research Stations

Duration: One 60-minute class period

Overview:

These activities are meant to begin orienting students to the various research methods they will use throughout the Youth Participatory Research (YPAR) course. Although students will not use all methods in the first cycle, these lessons are meant to introduce and build foundational understandings of how they might apply each/any method to their first and subsequent research cycles.

Objectives:

- Students will become familiar with common research methods and consider the pros and cons of each (surveys, focus groups, interviews, photo-voice and mapping)
- Students will practice using research methods they will use throughout the YPAR course

Activities/Steps:

- **Part 1:** Research Methods Round Robin or Research Stations
- **Part 2:** Practice using methods in the Oregon YPAR Curriculum research stations lesson plan
- Review two additional methods not included in research stations activity
 - [Maine Youth Action Network: Text Based Data Sources](#) (p. 15)
 - [YPAR Hub: Investigating a Problem](#) – Observations

Resources/Links:

- YPAR Hub: [Research Methods Round Robin](#)
- Oregon YPAR Curriculum: [Research Stations: Module 3 Section 2 Activity 1](#) (p. 70)
- YPAR Hub: [Investigating a Problem](#)
- YPAR Hub: [Observations](#)
- Maine Youth Action Network: [Text-Based Data Sources](#) (p. 15)

LESSON 16: Ethics in Research

Duration: One 60-minute class period

Overview:

During this lesson students will explore ethical issues related to conducting research and explore an historical example of unethical research. This is meant to build students' capacity to think critically about how to conduct ethical research while also continuing to build their sociopolitical consciousness regarding the ways various forms of oppression have impacted, and continue to impact, specific groups of people in the United States and the world. Teachers should work to make connections to students' possible areas of inquiry.

Objectives:

- Students will understand ethical considerations related to conducting research
- Students will learn about the Tuskegee Syphilis experiment and identify ethical issues in the study
- Students will become familiar with ethical considerations related to participatory action research and their research question

Activities/Steps:

- **Part 1:** Ethics/history of data/Henrietta Lacks Tuskegee or exploring/using one of the methods (practice application)
- **Part 2:** Tuskegee Study video and discussion – watch and discuss

Resources/Links:

- YPAR Hub: [Ethics](#)
- Ted Ed Youtube: [Ugly History: The U.S. Syphilis Experience](#)
- Oregon YPAR Curriculum: [Ethical Principles in Action Research Handout](#) (p. 67)
- Learning for Justice
 - [Let's Talk: Discussing Race, Racism and Other Difficult Topics with Students](#)
 - [Speak Up at School](#)

LESSON 17: Choosing a Data Collection Method

Duration: One 60-minute class period

Overview:

These activities are meant to facilitate students' reflection on their goals for their research, the data they need to accomplish them and actions they need to take to collect that data. Students will have the opportunity to consider their goals, the methods they have available to them and the pros and cons of various approaches.

Objectives:

- Students will choose a method or methods for answering their research question(s)
- Students will create a plan for collecting data
- Students will identify the pros and cons associated with their research question(s) related to focus groups and surveys
- Students will determine which method(s) of data collection they will use for their first research cycle

Outputs:

- Brainstorm of data sources
- Research plan (See p. 135-136 from Oregon YPAR Curriculum)

Activities/Steps:

- **Part 1:** Selecting Research Methods
 - Use the Selecting Research Methods activity on p. 120 from Oregon YPAR to aid in selecting an appropriate methodology based on chosen research questions
- **Part 2:** Brainstorming Data Sources (See YPAR Hub: Brainstorming Data Sources and Making a Collection Plan)
 - Consideration for data collection plan: How might where, when and how data is collected impact the type of responses you receive?
 - Subjects you are collecting data from are individuals with their own identities, and those identities may be different based on who is present and where they are

Resources/Links:

- Oregon YPAR Curriculum: [Selecting Research Methods](#) (p. 120)
- YPAR Hub: [Brainstorming Data Sources and Making a Collection Plan](#)

LESSON 18: Learning about the Method

Duration: One 60-minute class period

Overview:

These activities are meant to build students' capacity to use the methods they have identified for data collection. This includes building a foundational understanding of the processes and formats involved, sharing examples, agreeing on protocols and/or questions and drafting a plan for data collection.

Use the stand-alone Research Methods Lessons aligned with the methods chosen in [Lesson 8](#). Lessons can be found on pages 95-102 of this document.

Objectives:

- Students will be able to articulate the fundamentals and best practices related to the research method of their choice
- Students will begin planning for data collection using their method of choice

Additional objectives articulated in [research methods lesson](#).

Outputs:

- As determined by Research Method Lesson selected from pages 95-102 of this document.

Activities/Steps:

- As determined by Research Method Lesson selected from pages 95-102 of this document.

Resources/Links:

- [Research Methods Lessons](#)

LESSON 19: Designing the Data Collection Instrument

Duration: Two 60-minute class periods

Overview:

These activities are meant to build students' capacity to use the methods they have identified for data collection. This includes building a foundational understanding of the processes and formats involved, sharing examples, agreeing on protocols and/or questions and drafting a plan for data collection.

Use the stand-alone Research Methods Lessons aligned with the methods chosen in the previous lesson. Lessons can be found on pages 95-102 of this document..

Objectives:

- Students will draft research instrument
- Students will develop a plan for identifying participants, sharing information, gathering data and identifying different roles of the group(s) (e.g., asking questions, note takers, etc.)

Instruments don't need to be perfect—allow students space to make imperfect instruments and learn from their imperfections. Look for moments to encourage students to develop an instrument and a data collection process that are open ended and not simply what the student was looking for. This is a difficult balance to strike, so while they may not get it right the first time, it can be a good point of reflection both within and outside the cycle.

Activities/Steps:

- Students will use class time as work time to develop research instrument and plan for data collection
- Students (with assistance from instructor) should divide tasks among the group and establish expected outcomes over the two-day period of time; possible responsibilities include:
 - Draft language for protocol for one sub-group (e.g., ninth graders, teachers, administrators, etc.)
 - Organize/arrange for data collection (determine time and locations)
 - Revise and align language across protocols
 - Prepare tools to aid in data collection (ex. create google form)
 - Draft consent forms (as necessary)
 - Revise research plan (as necessary)

Resources/Links:

See resources in chosen [Research Method Lesson](#) pages 95-102

- [Oregon YPAR Curriculum](#):
 - Module 6: Information and resources (e.g., consent forms) (p. 129)
 - Module 8: Data collection (p. 179)

LESSON 20: Collecting Data

Duration: Three 60-minute class period

Overview:

These classes will be used to collect data in line with their data collection plan.

Objectives:

- Students will collect data

Activities/Steps:

Activities will be based on student-developed data collection plan.

- Instructors should work with administrators and others at their school to support student data collection activities, including:
 - Access to tools and resources (e.g. Zoom, copies, phones)
 - Permission to engage in data collection (e.g., visiting other classes, pulling students from class for interviews, survey distribution, approved off campus or intra-campus travel, etc.)
 - Brainstorming alternatives if initial data collection activities are not feasible or approved

Resources/Links:

See resources in chosen [Research Method Lessons](#) pages 95-102

- [Oregon YPAR Curriculum](#):
 - Module 6: Information and resources (e.g., consent forms) (p. 129)
 - Module 8: Data collection (p. 179)

LESSON 21: Analyzing Data

Duration: Two 60-minute class period

Overview:

After data have been collected, students will have an opportunity to reflect on the instrument design, data collection planning and the process of collecting data. After some guided reflection on the process, students will begin organizing and analyzing their data.

Objectives:

- Students will reflect on the process of creating and executing a plan for collecting data
- Students will begin to organize and analyze their data to identify themes, trends and to answer their research question(s)

Activities/Steps:

Part 1: After data collection, debrief data collection. Guide a 15-minute full class discussion about the data collection experience, including these questions:

- What went well? What did not work?
- What do you know now that you wish you knew earlier?
- How could we improve the process?
- What questions do you have?

Part 2: Analyze data

- Have students use resources below to determine how they want to approach data analysis
- Have students identify discrete tasks necessary to complete the analysis
- Have students divide tasks across the group; possible tasks may include:
 - Organizing data for analysis
 - Coding data
 - Examining codes for emergent themes
 - Creating displays or visuals of data

Analyzing data can be a messy process, and making sense of the complexity may take some time and supports. Feel free to make space for students to process at their own pace and discuss with both peers and adults who can help them use their experiences to learn and improve. Try to help them gain confidence in their own thinking about their data and what it reveals. If extra time is needed for analysis, consider using one of the flex days build into this curriculum.

Resources/Links:

- [Oregon YPAR Curriculum](#): Module 9: Data analysis (p. 187)
 - Section 1 Unit 2: In depth interview - analysis
 - Section 2: What Are the Data Saying
- [Maine Youth Action Network Youth Participatory Action Research](#):
 - Analyzing data (p. 21)
 - Telling a story (p. 23)
- YPAR Hub: [Qualitative Coding](#)

LESSON 22: Getting the Word Out: Planning to Share Findings

Duration: Three 60-minute class periods

Overview:

These activities are meant to support students in thinking critically about and preparing to share the findings of this research cycle. This includes identifying key interest groups, preparing and practicing a presentation and ultimately sharing their findings.

Objectives:

- Students will develop a presentation summarizing key findings of their research
- Students will determine which interest groups they should present their key findings to and practice presenting and incorporating feedback
- Students will share their findings with interested groups (peers, staff, community and/or parents, etc.)

Activities/Steps:

Facilitator(s) should select which of the resources below seem most aligned with students' needs and the nature of their investigations and adapt them as necessary. In general, this span of lessons should include the following activities to ensure students are ready to present their work in public forums:

- Students discuss who they intend to share their findings with
- Students determine what format they want to use to share findings
- Students consider what action they want to take in response to their findings
- Students use remaining class times to plan for presentations to intended audience and/or actions they want to organize in response to their findings
- Students practice or rehearse in preparation for presentation or action

Resources/Links:

- Oregon YPAR Curriculum: [Module 10: Presenting key findings](#) (p. 203)
- YPAR Hub: [Getting the Word Out](#)
- Maine Youth Action Network (MYAN) Youth Participatory Action Research (YPAR): [Telling the story about the findings](#) (p. 23)
- [REMIQS Research Output Options](#)

LESSON 23: Sharing Findings – Taking Action

Duration: One 60-minute class period

Overview:

This time is reserved for students to share findings and/or take action as planned.

Objectives:

- Students will apply research findings to make/propose positive change in a situation or condition.

Activities/Steps:

Activities are as determined by student plans for presenting findings and or action.

This time is reserved for students to take their message public, i.e., to give a presentation, publicize their social media campaign, etc. Depending on the type of action the students have planned this may or may not occur during class time. If this class period is not needed feel free to move to the next lesson and use the additional day as needed in this or another research cycle.

Resources/Links:

- YPAR Hub: [Applying your Research Findings](#)
- Oregon YPAR Curriculum: [Module 11](#) (p. 221)
- Maine Youth Action Network (MYAN) Youth Participatory Action Research (YPAR): [How do we make change](#) (p. 25)

LESSON 24: Research Cycle Reflection and Celebrate

Duration: One 60-minute class period

Overview:

This lesson is designed to facilitate students' consideration of what they have accomplished and where it might take them next. It is meant as both a celebration of and a reflection on lessons learned and their implications for oneself and others.

Objectives:

Students will reflect on their experience and learning from this research cycle and identify what they may pursue next as a result of what they have accomplished

Activities/Steps:

Celebrate Student Accomplishments!

Please review the notes on the purpose, approach and forms of student reflection on page 135 of this curriculum.

Suggested guiding questions:

End of Research Cycle Reflection — see page 135 for hints on how to prepare for this.

- During this research cycle my research question was...
- I learned...
- I learned this when...
- This matters because...
- I can imagine it mattering to others because...
- I will use this knowledge to...
- I still want to learn more about...

Discussion: (Full class or small group)

Use the reflection questions that students responded to as a jumping off point. Also consider the following questions:

- How did you feel about your work in this cycle?
- What kinds of changes does your investigation suggest might be needed?
- What parts of your study would you go back and do differently? Why?
- What was most and perhaps least meaningful to you about your study?
- Did the research question you chose give you the information you were looking for? Was it too broad of a question? Was it too narrow?

These discussions can also be split up across future cycles where appropriate.

UNIT 3

RESEARCH CYCLE 2: EQUITABLE AND EFFECTIVE SCHOOL STRUCTURES

Weeks 17-24 (Two 60-minute classes per week)

TOPICS

- Identifying key issues and developing research questions
- Research methods
- Designing instruments and data collection
- Analyzing data and drawing conclusions
- Sharing findings

REQUIRED PROJECT TASKS

- Facilitated conversation #2
- Student reflection constructed conversation #2
- Student research product #2
- Student research cycle reflection #2

AVAILABLE 60 MINUTE LESSONS

Week 16

- Lesson 25: Facilitated Conversation #2: Equitable and Effective School Structures

Week 17

- Lesson 26: Identifying the Issues Part 1: Personal Connections to the Issues
- Lesson 27: Identifying the Issues Part 2: Defining the Research Question

Week 18

- Lesson 28: Organizing Your Thinking About the Research Question
- Lesson 29: Choosing a Data Collection Method

Week 19

- Lesson 30: Learning about the Method
- Lesson 31: Designing the Data Collection Instrument Day 1

Week 20

- Lesson 31: Designing the Data Collection Instrument Day 2
- Lesson 32: Collecting Data Day 1

Week 21

- Lesson 32: Collecting Data Day 2
- Lesson 33: Analyzing Data Day 1

Week 22

- Lesson 33: Analyzing Data Day 2
- Lesson 34: Getting the word out: Planning to Share Findings Day 1

Week 23

- Lesson 34: Getting the word out: Planning to Share Findings Day 2
- Lesson 35: Share Findings-Take Action

Week 24

- Lesson 36: Reflecting on the Research Cycle and Celebrating Success
- Flex Day

LESSON 25: Facilitated Conversation 2 – Equitable and Effective School Structures

Duration: One 60-minute class period

Overview:

This conversation will be facilitated by the adult Youth Participatory Research (YPAR) leaders and a partnering researcher and is focused on the second research domain developed for the REMIQS project: Equitable and Effective School Structures. This conversation is meant to build on previous reflection around the premise of the REMIQS project to identify a topic or issue to investigate for the second research cycle.

Objectives:

- Students will engage in a facilitated conversation related to their second area of inquiry: Equitable and Effective School Structures
- Students will use the findings from their issues and assets activity and open-ended conversation around the premise of the REMIQS project to respond to questions below.

Activities/Steps:

1. Review highlights from open ended discussion and thematic grouping
2. Introduce questions on paper or screen and lead class in a discussion of each.
 - What types of things does your/our school do in <DOMAIN AREA> that set historically resilient and marginalized students up for success in school, college and beyond?
 - Follow up questions as needed:
 - Why do you think the school does that <activity / action / rule / policy>?
 - What is it about that particular <activity / action / rule / policy> that you think helps students?
 - Do you know students who may feel differently about that <activity, action, rule, policy> why?
 - What about your and/or your fellow students' experiences might support or contradict that?
 - Does that <activity / action / rule / policy> affect some groups of students more or less than others? Why do you believe that to be the case?
3. In the last 10 - 15 minutes of class students will complete an individual written reflection on the conversations. Please review the notes on the purpose, approach and forms of student reflection on page 135 of this curriculum.

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Suggested prompts for written reflection:

- What do you think was the best point made during the discussion?
- What ideas do you agree with?
- What ideas do you disagree with?
- Did your opinions change at all during the course of the discussion? Why or why not?
- What do you wish you had said during the discussion but didn't?
- What issues or points are you most interested in digging into more?

Facilitators should be sure to:

- Probe students to consider takeaways from equity conversations
- Ask follow-up questions that facilitate reflection on the ways different identities, cultures and experiences impact how one might answer these questions

Resources/Links:

- The Metropolitan Center for Research on Equity and the Transformation of Schools: [Example of YPAR on Disproportionality in School Discipline](#)
- Milner, H. R., Cunningham, H. B., Delale-O'Connor, L., & Kestenberg, E. G. (2019). "These Kids are Out of Control": Why We Must Reimagine "Classroom Management" for Equity. Corwin, a SAGE Company.
- Gorski, P., & Swalwell, K. (2023). Fix Injustice, Not Kids: and Other Principles for Transformative Equity Leadership. Arlington, VA: ASCD.
- Carter, P. L., & Welner, K. G. (2013). Closing the Opportunity Gap: What America Must Do to Give Every Child an Even Chance. Oxford University Press, USA.

LESSON 26: Identifying the Issue(s) Part 1 – Personal Connections to the Issue(s)

Duration: One 60-minute class period

Overview:

These activities are meant to give students the opportunity to self-reflect and make personal connections to the issues they are considering exploring – a central component of Youth Participatory Research (YPAR). Students should have the opportunity to both reflect on and share with their classmates their personal connections to issues. These connections should inform the choices they make regarding issues to investigate.

Objectives:

- Students will share their personal connection(s) with any of the areas listed
- Students will identify similarities and differences in what members of their class elevated as issues

As you start the second research cycle, consider how you can give students more space to lead, design, refine and share, which may require you to take a step back so they can step into greater leadership roles.

Activities/Steps:

1. Review discussion findings from previous lesson (Equitable and Effective School Structures)
2. Choose one to three issues to speak on and follow steps outlined in Your Personal Connection with the Issue(s) or Thinking Routines: Perspective Taking Resources to structure discussion time
3. Students reflect individually in writing based on questions outlined in Your Personal Connection with the Issue(s)

Please review the notes on the purpose, approach and forms of student reflection on page 135 of this curriculum.

Resources/Links:

- YPAR Hub: Your Personal Connection with the Issue(s)
- Project Zero Thinking Routines: [Perspective Taking Resources](#)

Additional resources for consideration:

- Maine Youth Action Network: Activity 1: [Turning a topic you care about into a research question: Who are we?](#)

LESSON 27: Identifying the Issues Part 2 – Defining the Research Question

Duration: One 60-minute class period

Overview:

These activities are meant to continue building student agency and voice by facilitating reflection on different levels of student engagement and participation in research. This reflection will be leveraged as they consider various ways of defining the research question for their second cycle (Topic: Equitable and Effective School Structures).

Objectives:

- Students will be introduced to a Continuum of Youth Participation and Engagement and consider what it might look like at each level of involvement, given some of the topics they have discussed
- Students will narrow down the lists of potential areas to explore within the current research domain
- Students will develop a research question to guide their first cycle of research

Activities/Steps:

- Review/anchor activities in the findings from our Personal Connection with the Issue(s), the Continuum of Youth Participation and Action and Spectrum of Student Voice

Revisit and reflect on first cycle and consider implications on second research cycle.

Follow steps outlined in YPAR Hub Lesson: [Defining the Research Question](#)

- Complete the Warm Up Lesson (p. 1), using the What Makes a Good Research Question (p. 4) handout and activity
- Then, skip to step 3 of this lesson (p. 2) and beginning with the narrowed down list from the previous lesson, use the “Identifying the Issue” (pp. 5-6) handout

Resources/Links:

- YPAR Hub: [Continuum of Youth Participation and Engagement](#)
- [Spectrum of Student Voice](#)
- YPAR Hub: [Defining the Research Question](#)
- Oregon YPAR Curriculum: [Module 4: Identifying the Issue](#) (p. 103)

LESSON 28: Organizing Your Thinking About the Research Question

Duration: One 60-minute class period

Overview:

Students will begin exploring factors that influence the topic they have chosen to explore.

Objectives:

- Students will be able to apply the following terms: outcome, correlation, contributing factor, mediating factor, moderating factor and how those terms are similar to yet distinct from each other. They may be familiar with independent variable, dependent variable and hypothesis, but if not, those terms should be reviewed as well. If your school offers a class in statistics, the teacher of that course and the texts used therein may be useful here. You might also consider discussing the importance of validity, reliability and significance so students can begin to understand how researchers evaluate the veracity or strength of various relationships discovered in an investigation.
- Students will be able to generate a list of factors that influence their issue and organize them into a logic model that explains their current thoughts on how/why those factors influence the issue.

Activities/Steps:

Adapted from the Oregon YPAR Curriculum – Research Stations: Module 4 Section 2 Activity 1 (pp. 112-116).

- Explain that before conducting research it can be helpful to map out your existing understanding of the factors that influence the issue you are researching. The goal of the day’s activity is to develop a preliminary logic model that will guide the rest of the research activities.
 - Explain for this task we define a logic model as “a graphic representation of the relationship between activities or actions and the results of those activities or actions.”
- Have each student individually complete the Factors Influencing the Issue handout found on p. 113 of the Oregon YPAR Curriculum.
- Bring the class together to review some key terms. Feel free to distribute or reference the Key Terms in Research handout.
- As a full class, have students share out the factors.
- Have students group these factors into contributing, mediating factors or moderating factors. At this stage students should also discuss which factors they believe are major versus minor factors in relation to the issue of interest.

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- Break students into small groups to develop a visual that shows their current thinking on how the factors they identified relate to the issue they are studying. (See example on p. 116 of the Oregon YPAR Curriculum.)
 - Have students add explanations for why or how they believe each factor influences the issue of interest.
 - Develop these logic models on chart paper so they can be displayed and referenced through the cycle.
- If time allows, have groups present their models to each other. Keep in mind that there is no right model, so it's ok if the models don't agree.

Revisit and revise these models as student thinking evolves throughout the research process.

Resources/Links:

- Oregon YPAR Curriculum: [Research Stations: Module 4 Section 2 Activity 1](#) (pp. 112-116)
- [Key Terms in Research](#)

LESSON 29: Choosing a Data Collection Method

Duration: One 60-minute class period

Overview:

These activities are meant to facilitate students' reflection on their goals for their research, the data they need to accomplish them and actions they need to take to collect that data. Students will have the opportunity to consider their goals, the methods they have available to them and the pros and cons of each approach.

Objectives:

- Students will choose a method or methods for answering their research question(s)
- Students will create a plan for collecting data
- Students will identify the pros and cons associated with their research question(s) related to Focus Groups and Surveys
- Students will determine which method(s) of data collection they will use for their first research cycle

Activities/Steps:

Part 1: Selecting Research Methods

- Use the Selecting Research Methods activity on p. 120 from Oregon YPAR to aid in selecting an appropriate methodology based on chosen research questions

Part 2: Brainstorming Data Sources (See YPAR Hub: Brainstorming Data Sources and Making a Collection Plan)

- Consideration for Data Collection Plan: How might where, when and how data is collected impact the type of responses you receive? The subjects you are collecting data from are individuals with their own identities, and those identities may “show up” differently based on who is present and where they are. How might this shape how data are collected and analyzed?
- To help students identify data sources, use the Research Plan worksheet from the Oregon YPAR Curriculum (p. 135-136)

Resources/Links:

- Oregon YPAR Curriculum: [Selecting Research Methods](#) (p. 120)
- YPAR Hub: [Brainstorming Data Sources and Making a Collection Plan](#)

LESSON 30: Learning about the Method

Duration: One 60-minute class period

Overview:

These activities are meant to build students' capacity to use the methods they have identified for data collection. This includes building a foundational understanding of the processes and formats involved, sharing examples, agreeing on protocols and/or questions and drafting a plan for data collection.

Use the stand-alone Research Methods Lessons aligned with the methods chosen in [Lesson 8](#) found on page 38 of this document.

Objectives:

- Students will become familiar with the fundamentals and best practices related to the research method of their choice
- Students will begin planning for data collection for their method of choice

Additional objectives articulated in Research Methods Lessons.

Activities/Steps:

- As determined by Research Method Lesson selected from page 95 of this document.

Resources/Links:

- Research Methods Lessons from page 95 of this document

LESSON 31: Designing the Data Collection Instrument

Duration: Two 60-minute class periods

Overview:

These activities are meant to build students' capacity to use the methods they have identified for data collection. This includes building a foundational understanding of the processes and formats involved, sharing examples, agreeing on protocols and/or questions and drafting a plan for data collection.

Use the stand-alone Research Methods Lessons aligned with the methods chosen in the previous lesson. Lessons can be found on page 95 of this document.

Objectives:

- Students will draft research instrument
- Students will develop a plan for identifying participants, sharing information, gathering data and identifying different roles of the group(s) (e.g., asking questions, note takers, etc.)

Instruments don't need to be perfect—allow students space to make imperfect instruments and learn from their imperfections.

Activities/Steps:

- Students will use class time as work time to develop and refine their research instrument and plan for data collection.
 - Consider placing students in groups to share and review each other's plans,—with timed and supervised segments for each person to present, troubleshoot and get feedback—is a terrific way of boosting each student's awareness of what is ready to go and what may still need revision.
- With assistance from instructor, students should divide tasks among the group and establish expected outcomes over the two-day period of time. Possible task responsibilities include:
 - Draft language for protocol for one sub-group (e.g. ninth graders, teachers, administrators)
 - Organize/arrange for data collection (determine time and locations)
 - Revise and align language across protocols
 - Prepare tools to aid in data collection (e.g., Create google form)
 - Draft consent forms (as necessary)
 - Revise research plan (as necessary)

Resources/Links:

See resources in chosen Research Methods Lessons page 95

- [Oregon YPAR Curriculum](#):
 - Module 6 Information and resources (e.g. consent forms) (p. 129)
 - Module 8 Data collection (p. 179)

LESSON 32: Collecting Data

Duration: Two 60-minute class periods

Overview:

These classes will be used to collect data in line with their data collection plan.

Objectives:

Students will collect data

Activities/Steps:

Activities will be based on student-developed data collection plan.

- Instructors should work with administrators and others at their school to support student data collection activities including:
 - Access to tools and resources (e.g. Zoom, copies, phones, recording devices)
 - Permission to engage in data collection (e.g. visiting other classes, pulling students from class for interviews, survey distribution, approved off campus or intra campus travel)
 - Brainstorming alternatives if initial data collection activities are not feasible or approved

Resources/Links:

See resources in chosen Research Methods Lessons page 95

- [Oregon YPAR Curriculum](#):
 - Module 6 Information and resources (e.g. consent forms) (p. 129)
 - Module 8 Data collection (p. 179)

LESSON 33: Analyzing Data

Duration: Two 60-minute class periods

Overview:

After data have been collected, students will have an opportunity to reflect on the instrument design, data collection planning and the process of collecting data. After some guided reflection on the process, students will begin organizing and analyzing their data.

Objectives:

- Students will reflect on the process of creating and executing a plan for collecting data
- Students will begin to organize and analyze their data to identify themes, trends and to answer their research question(s)

Activities/Steps:

Part 1: After data collection, debrief data collection. Guide a 15-minute full class discussion about the data collection experience, including these questions:

- What went well? What did not work?
- What do you know now that you wish you knew earlier?
- How could we improve the process?
- What questions do you have?

Part 2: Analyze data

- Have students use resources below to determine how they want to approach data analysis
- Have students identify discrete tasks necessary to completing the analysis
- Have students divide tasks across the group; possible tasks might include:
 - Organizing data for analysis
 - Coding data
 - Examining codes for emergent themes
 - Creating displays or visuals of data

Analyzing data can be a messy process and making sense of that complexity may take some time and supports. Feel free to make space for students to process at their own pace and discuss with both peers and adults who can help them use their experiences to learn and improve. Try to help them gain confidence in their own thinking about their data and what it reveals. If extra time is needed for analysis, consider using one of the flex days built into this curriculum.

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Resources/Links:

- Harvard Project Zero Core Thinking Routines: [Synthesizing and Organizing Ideas](#) and [Perspective Taking](#)
 - [Headlines](#)
 - [See, Feel, Think, Wonder](#)
 - [Word, Phrase, Sentence](#)
- [Oregon YPAR Curriculum: Module 9 Data analysis](#) (p. 187)
 - Section 1 Unit 2 In depth interview - analysis
 - Section 2 What Are the Data Saying
- [Maine Youth Action Network Youth Participatory Action Research:](#)
 - Analyzing data (p. 21)
 - Telling a story (p. 23)
- YPAR Hub: [Qualitative Coding](#)

LESSON 34: Getting the Word Out: Planning to Share Findings

Duration: Two 60-minute class periods

Overview:

These activities are meant to support students in thinking critically about and preparing to share the findings of this research cycle. This includes identifying key interest groups, preparing and practicing a presentation and ultimately sharing their findings.

Objectives:

- Students will develop a presentation summarizing key findings of their research
- Students will determine which interest groups they should present their key findings to and practice presenting
- Students will share their findings with interested groups (peers, staff, community and/or parents, etc.)

Activities/Steps:

- Students discuss who they intend to share their findings with
- Students determine what format they want to use to share findings
- Students consider what action they want to take in response to their findings
- Students use remaining class times to plan for presentations to intended audience and/or actions they want to organize in response to their findings
- Students should practice or rehearse in preparation for presentation or action

Resources/Links:

- Oregon YPAR Curriculum: [Module 10 Presenting Key Findings](#) (p. 203)
- YPAR Hub: [Getting the Word Out](#)
- Maine Youth Action Network (MYAN) Youth Participatory Action Research (YPAR): [Telling the story about the findings](#) (p. 23)
- [REMIQS Research Output Resources](#)

LESSON 35: Getting the Word Out – Planning to Share Findings

Duration: One 60-minute class period

Overview:

This time is reserved for students to share findings and/or take action as planned.

Objectives:

Students will apply research findings to make/propose positive change in a situation or condition.

Activities/Steps:

Activities are determined by student plans for presenting findings and or action.

This time is reserved for students to take their message public, i.e., to give a presentation, publicize their social media campaign, etc. Depending on the type of action the students have planned this may or may not occur during class time. If this class period is not needed feel free to move to the next class and use the additional day as needed in this or another research cycle.

Resources/Links:

- YPAR Hub: [Applying your Research Findings](#)
- Oregon YPAR Curriculum: [Module 11](#) (p. 221)
- Maine Youth Action Network (MYAN) Youth Participatory Action Research (YPAR): [How do we make change](#) (p. 25)

LESSON 36: Research Cycle Reflection and Celebrate

Duration: One 60-minute class period

Overview:

These activities are meant to facilitate student consideration of what they have accomplished and where it might take them next. It is meant as both a celebration of and a reflection on lessons learned and their implications for oneself and others.

Objectives:

Students will reflect on their experience and learning from this research cycle and identify what they may pursue next as a result of what they have accomplished.

Activities/Steps:

Celebrate Student Accomplishments!

Please review the notes on the purpose, approach and forms of student reflection on page 135 of this curriculum.

Suggested guiding questions:

End of Research Cycle Reflection — see page 135 for hints on how to prepare for this.

- During this research cycle my research question was...
- I learned...
- I learned this when...
- This matters because...
- I can imagine it mattering to others because...
- I will use this knowledge to...
- I still want to learn more about...

Discussion: (Full class or small group)

Use the reflection questions that students responded to as a jumping off point. Also consider the following questions:

- How did you feel about your work in this cycle?
- What kinds of changes does your investigation suggest might be needed?
- What parts of your study would you go back and do differently? Why?
- What was most and perhaps least meaningful to you about your study?
- Did the research question you chose give you the information you were looking for? Was it too broad of a question? Was it too narrow?

These discussions can also be split up across future cycles where appropriate.

UNIT 4

RESEARCH CYCLE 3: RIGOROUS AND CULTURALLY RESPONSIVE/SUSTAINING TEACHING AND LEARNING

Weeks 25-33 (Two 60-minute classes per week)

TOPICS

- Identifying key issues and developing research questions
- Research methods
- Designing instruments and data collection
- Analyzing data and drawing conclusions
- Sharing findings

AVAILABLE 60 MINUTE LESSONS

Week 25

- Lesson 37: Facilitated Conversation #3 Rigorous and Culturally Responsive/ Sustaining Teaching and Learning
- Lesson 38: Identifying the Issues Part 1: Personal Connections to the Issues

Week 26

- Lesson 39: Identifying the Issues Part 2: Defining the Research Question
- Lesson 40: Organizing Your Thinking About the Research Question

Week 27

- Lesson 41: Choosing a Data Collection Method
- Lesson 42: Learning about the Method

Week 28

- Lesson 43: Designing the Data Collection Instrument Day 1
- Lesson 43: Designing the Data Collection Instrument Day 2

REQUIRED PROJECT TASKS

- Facilitated conversation #3
- Student reflection constructed conversation #3
- Student research product #3
- Student research cycle reflection #3
- Site visit #2

Week 29

- Lesson 44: Collecting Data Day 1
- Lesson 44: Collecting Data Day 2

Week 30

- Lesson 45: Data Analysis Day 1
- Lesson 45: Data Analysis Day 2

Week 31

- Lesson 46: Getting the Word Out: Planning to Share Findings Day 1
- Lesson 46: Getting the Word Out: Planning to Share Findings Day 2

Week 32

- Lesson 47: Sharing Findings – Taking Action
- Lesson 48: Reflecting on the Research Cycle and Celebrating Success

Week 33

- Flex Day
- Flex Day

LESSON 37: Facilitated Conversation 3 – Rigorous and Culturally Responsive/Sustaining Teaching and Learning

Duration: One 60-minute class period

Overview:

This conversation will be facilitated by the adult Youth Participatory Research (YPAR) leaders and a partnering researcher, and is focused on the third research domain developed for the REMIQS project: Rigorous and Culturally Responsive/Sustaining Teaching and Learning. This conversation is meant to build on previous reflection around the premise of the REMIQS project to identify a topic or issue to investigate for the third research cycle.

Objectives:

- Students will engage in a facilitated conversation related to their third area of inquiry: Equitable and Effective School Structures
- Students will use the findings from their issues and assets activity and open-ended conversation around the premise of the REMIQS project to respond to questions below

Activities/Steps:

1. Review highlights from Open Ended Discussion and Thematic Grouping
2. Introduce questions
 - What types of things does your/our school do in <DOMAIN AREA> that set historically resilient and marginalized students up for success in school, college and beyond?
 - Follow up questions as needed:
 - Why do you think the school does that <activity / action / rule / policy>?
 - What is it about that particular <activity / action / rule / policy> that you think helps students?
 - Do you know students who may feel differently about that <activity, action, rule, policy> why?
 - What about your and/or your fellow students' experiences might support or contradict that?
 - Does that <activity / action / rule / policy> affect some groups of students more or less than others? Why do you believe that to be the case?

In the last 10 - 15 minutes of class students will complete an individual written reflection on the conversations. Please review the notes on the purpose, approach and forms of student reflection on page 135 of this curriculum.

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Guiding Questions

- What do you think was the best point made during the discussion?
- What ideas do you agree with?
- What ideas do you disagree with?
- Did your opinions change at all during the course of the discussion? Why or why not?
- What do you wish you had said during the discussion but didn't?
- What issues or points are you most interested in digging into more?

Facilitators should be sure to:

- Probe students to consider takeaways from equity conversations
- Ask follow-up questions that facilitate reflection on the ways different identities, cultures and experiences impact how one might answer these questions
- Revisit plans and approach to the next unit based on feedback and reflections of student experiences

Resources/Links:

Culturally Responsive Education Resources

- Ladson-Billings, G. (1995). But that's just good teaching! The case for culturally relevant pedagogy. *Theory Into Practice*, 34(3), 159–165.
- Metropolitan Center for Research on Equity and the Transformation of Schools: [EJROC Culturally Responsive-Sustaining Education Hub Resources](#)
- [Our Culture Our Schools Culturally Responsive Education in New York City \(Intro\)](#)

LESSON 38: Identifying the Issues Part 1 – Personal Connections to the Issues

Duration: One 60-minute class period

Overview:

These activities are meant to give students the opportunity to self-reflect and make personal connections to the issues they are considering exploring – a central component of Youth Participatory Research (YPAR). Students should have the opportunity to both reflect on and share with their classmates their personal connections to issues. These connections should inform the choices they make regarding issues to investigate.

Objectives:

- Students will share their personal connections with any of the areas listed
- Students will identify similarities and differences in what members of their class elevated as issues

As you start the third research cycle, consider how you can give students more space to lead, design, refine and share which may require you to take a step back so they can step into greater leadership roles.

Activities/Steps:

1. Review discussion findings from previous lesson (Rigorous and Culturally Responsive/Sustaining Teaching and Learning)
2. Choose one to three issues to speak on and follow steps outlined in Your Personal Connection with the Issue or Thinking Routines: Perspective Taking Resources to structure discussion time
3. Students reflect individually in writing based on questions outlined in Your Personal Connection with the Issue

Please review the notes on the purpose, approach and forms of student reflection on page 135 of this curriculum.

Resources/Links:

- YPAR Hub: [Your Personal Connection With the Issue](#)
- Project Zero Thinking Routines: [Perspective Taking Resources](#)

Additional resources for consideration:

- Maine Youth Action Network: Activity 1: [Turning a topic you care about into a research question: Who are we?](#)

LESSON 39: Identifying the Issues Part 2 – Defining the Research Question

Duration: One 60-minute class period

Overview:

These activities are meant to continue building student agency and voice by facilitating reflection on different levels of student engagement and participation in research. This reflection will be leveraged as they consider various ways of defining the research question for their third cycle (Rigorous and Culturally Responsive/Sustaining Teaching and Learning).

Objectives:

- Students will be introduced to a Continuum of Youth Participation and Engagement and consider what it might look like at each level of involvement, given some of the topics they have discussed
- Students will narrow down the lists of potential areas to explore within the current research domain
- Students will develop a research question to guide their first cycle of research

Activities/Steps:

- Review/anchor activities in the findings from Your Personal Connection with the Issue(s), the Continuum of Youth Participation and Action Spectrum of Student Voice *Revisit and reflect on first cycle and consider implications on second research cycle.*

Follow steps outlined in YPAR Hub Lesson: [Defining the Research Question](#)

- Complete the Warm Up Lesson (p. 1), using the What Makes a Good research Question handout and activity (p. 4)

Then, skip to step 3 of this lesson (p. 2) and beginning with the narrowed down list from the previous lesson, use the Identifying the Issue (pp. 5-6) handout

Resources/Links:

- YPAR Hub: [Continuum of Youth Participation and Engagement](#)
- [Spectrum of Student Voice](#)
- YPAR Hub: [Defining the Research Question](#)
- Oregon YPAR Curriculum: [Module 4 Identifying the Issue](#) (p. 103)

LESSON 40: Organizing Your Thinking About the Research Question

Duration: One 60-minute class period

Overview:

Students will begin exploring factors that influence the topic they have chosen to explore.

Objectives:

- Students will be able to apply the following terms: outcome, correlation, contributing factor, mediating factor, moderating factor and how those terms are similar to yet distinct from each other. They may be familiar with independent variable, dependent variable and hypothesis, but if not, those terms should be reviewed as well. If your school offers a class in statistics, the teacher of that course and the texts used therein may be useful here.
- Students will be able to generate a list of factors that influence their issue and organize them into a logic model that explains their current thoughts on how/why those factors influence the issue.

Activities/Steps:

Adapted from in [Oregon YPAR Curriculum](#) – Research Stations: Module 4 Section 2 Activity 1 (pp. 112-116).

- Explain that before conducting research it can be helpful to map out your existing understanding of the factors that influence the issue you are researching. The goal of the day’s activity is to develop a preliminary logic model that will guide the rest of the research activities.
 - Explain for this task we define a logic model as “a graphic representation of the relationship between activities or actions and the results of those activities or actions.”
- Have each student individually complete the Factors Influencing the Issue handout found on p. 113 of the Oregon YPAR Curriculum.
- Bring the class together to review some key terms. Feel free to distribute or reference the Key Terms in Research handout.
- As a full class, have students share out the factors.
- Have students group these factors into contributing, mediating factors or moderating factors. At this stage students should also discuss which factors they believe are major versus minor factors in relation to the issue of interest.

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- Break students into small groups to develop a visual that shows their current thinking on how the factors they identified relate to the issue they are studying. (See example on p. 116 of the Oregon YPAR Curriculum.)
 - Have students add explanations for why or how they believe each factor influences the issue of interest.
 - Develop these logic models on chart paper so they can be displayed and referenced through the cycle.
- If time allows, have groups present their models to each other. Keep in mind that there is no right model, so it's ok if the models don't agree.

Revisit and revise these models as student thinking evolves throughout the research process.

Resources/Links:

- Oregon YPAR Curriculum: [Research Stations: Module 4 Section 2 Activity 1](#) (pp. 112-116)
- [Key Terms in Research](#)

LESSON 41: Choosing a Data Collection Method

Duration: One 60-minute class period

Overview:

These activities are meant to facilitate students' reflection on their goals for their research, the data they need to accomplish them, and actions they need to take to collect that data. Students will have the opportunity to consider their goals, the methods they have available to them and the pros and cons of each approach.

Objectives:

- Students will choose a method or methods for answering their research question(s)
- Students will create a plan for collecting data
- Students will identify the pros and cons associated with their research question(s) related to focus groups and surveys
- Students will determine which method(s) of data collection they will use for their first research cycle

Activities/Steps:

Part 1: Selecting Research Methods

Use the Selecting Research Methods activity on p. 120 from [Oregon YPAR](#) to aid in selecting an appropriate methodology based on chosen research questions.

Part 2: Brainstorming Data Sources

Consideration for Data Collection Plan: How might where, when and how data is collected impact the type of responses you receive? Subjects you are collecting data from are individuals with their own identities, and those identities may be different based on who is present and where they are?

Resources/Links:

- Oregon YPAR Curriculum: [Selecting Research Methods \(p. 120\)](#)
- YPAR Hub: [Brainstorming Data Sources and Making a Collection Plan](#)

LESSON 42: Learning about the Method

Duration: One 60-minute class period

Overview:

These activities are meant to build students' capacity to use the methods they have identified for data collection. This includes building a foundational understanding of the processes and formats involved, sharing examples, agreeing on protocols and/or questions and drafting a plan for data collection.

Use the stand-alone Research Methods Lessons aligned with the methods chosen in [Lesson 8](#) found on page 38 of this document.

Objectives:

- Students will become familiar with the fundamentals and best practices related to the research method of their choice
- Students will begin planning for data collection for their method of choice

Additional objectives articulated in Research Methods Lessons.

Activities/Steps:

As determined by [Research Methods Lessons](#) selected from page 95 of this document.

Resources/Links:

- [Research Methods Lessons](#)

LESSON 43: Designing the Data Collection Instrument

Duration: Two 60-minute class periods

Overview:

These activities are meant to build students' capacity to use the methods they have identified for data collection. This includes building a foundational understanding of the processes and formats involved, sharing examples, agreeing on protocols and/or questions and drafting a plan for data collection.

Use the stand-alone [Research Methods Lessons](#) aligned with the methods chosen in the previous lesson. Lessons can be found on page 95 of this document.

Objectives:

- Students will draft research instrument
- Students will develop a plan for identifying participants, sharing information, gathering data and identifying different roles of the group(s) (e.g., asking questions, note takers, etc.)

Instruments don't need to be perfect—allow students space to make imperfect instruments and learn from their imperfections.

Activities/Steps:

- Students will use class time as work time to develop research instruments and plan for data collection.
- Students (with assistance from instructor) should divide tasks among group and establish expected outcomes over the two-day period of time. Possible outcomes include:
 - Draft language for protocol for one sub-group (e.g. ninth graders, teachers, administrators)
 - Organize/arrange for data collection (determine time and locations)
 - Revise and align language across protocols
 - Prepare tools to aid in data collection (e.g. Create google form)
 - Draft consent forms (as necessary)
 - Revise research plan (as necessary)

Resources/Links:

See resources in chosen [Research Methods Lessons](#) page 95

- [Oregon YPAR Curriculum](#):
 - Module 6 Information and resources (e.g., consent forms) (p. 129)
 - Module 8 Data collection (p. 179)

LESSON 44: Collecting Data

Duration: Two 60-minute class periods

Overview:

These classes will be used to collect data in line with their data collection plan.

Objective:

Students will collect data

Activities/Steps:

Activities will be based on student-developed data collection plan.

- Instructors should work with administrators and others at their school to support student data collection activities including:
 - Access to tools and resources (e.g. Zoom, copies, phones, recording devices)
 - Permission to engage in data collection (e.g. Visiting other classes, pulling students from class for interviews, survey distribution, approved off campus or intra campus travel)
 - Brainstorming alternatives if initial data collection activities are not feasible or approved

Resources/Links:

See resources in chosen [Research Methods Lessons](#) page 95

- [Oregon YPAR Curriculum](#):
 - Module 6 Information and resources (e.g., consent forms) (p. 129)
 - Module 8 Data collection (p. 179)

LESSON 45: Analyzing Data

Duration: Two 60-minute class periods

Overview:

After data have been collected, students will have an opportunity to reflect on the instrument design, data collection planning and the process of collecting data. After some guided reflection on the process, students will begin organizing and analyzing their data.

Objectives:

- Students will reflect on the process of creating and executing a plan for collecting data
- Students will begin to organize and analyze their data to identify themes, trends and to answer their research question(s)

Activities/Steps:

Part 1: After data collection, debrief data collection. Guide a 15-minute full class discussion about the data collection experience, including these questions:

- What went well? What did not work?
- What do you know now that you wish you knew earlier?
- How could we improve the process?
- What questions do you have?

Part 2: Analyze data

- Have students use resources below to determine how they want to approach data analysis.
- Have students identify discrete tasks necessary to complete the analysis
- Have students divide tasks across the group. Possible tasks might include:
 - Organizing data for analysis
 - Coding data
 - Examining codes for emergent themes
 - Creating displays or visuals of data

Analyzing data can be a messy process and making sense of that complexity may take some time and supports. Feel free to make space for students to process at their own pace and discuss with both peers and adults who can help them use their experiences to learn and improve. Try to help them gain confidence in their own thinking about their data and what it reveals. If extra time is needed for analysis, consider using one of the flex days build into this curriculum.

...continued

Resources/Links:

- Harvard Project Zero Core Thinking Routines: [Synthesizing and Organizing Ideas](#) and [Perspective Taking](#)
 - [Headlines](#)
 - [See, Feel, Think, Wonder](#)
 - [Word, Phrase, Sentence](#)
- [Oregon YPAR Curriculum](#): Module 9 Data analysis (p. 187)
 - Section 1 Unit 2 In depth interview - analysis
 - Section 2 What Are the Data Saying
- [Maine Youth Action Network Youth Participatory Action Research](#):
 - Analyzing data (p. 21)
 - Telling a story (p. 23)
- YPAR Hub: [Qualitative Coding](#)

LESSON 46: Getting the Word Out – Planning to Share Findings

Duration: Two 60-minute class periods

Overview:

These activities are meant to support students in thinking critically about and preparing to share the findings of this research cycle. This includes identifying key interest groups, preparing and practicing a presentation, and ultimately sharing their findings.

Objective:

- Students will develop a presentation summarizing key findings of their research
- Students will determine which interest groups they should present their key findings to and practice presenting
- Students will share their findings with interested groups (peers, staff, community and/or parents, etc.)

Activities/Steps:

- Students discuss who they intend to share their findings with
- Students determine what format they want to use to share findings
- Students consider what action they want to take in response to their findings
- Students use remaining class times to plan for presentations to intended audience and/or actions they want to organize in response to their findings
- Students should practice or rehearse in preparation for presentation or action

Resources/Links:

- Oregon YPAR Curriculum: Module: [Presenting Key Findings](#) (p. 203)
- YPAR Hub: [Getting the Word Out](#)
- Maine Youth Action Network (MYAN) Youth Participatory Action Research (YPAR): [Telling the story about the findings](#) (p. 23)
- [REMIQS Research Output Options](#)

LESSON 47: Sharing Findings – Taking Action

Duration: One 60-minute class period

Overview:

This time is reserved for students to share findings and/or take action as planned.

Objective:

Students will apply research findings to make/propose positive change in a situation or condition

Activities/Steps:

Activities are as determined by student plans for presenting findings and or action.

This time is reserved for students to take their message public, i.e., to give a presentation, publicize their social media campaign, etc. Depending on the type of action the students have planned this may or may not occur during class time. If this class period is not needed feel free to move to the next lesson and use the additional day as needed in this or another research cycle.

Resources/Links:

- YPAR Hub: [Applying your Research Findings](#)
- Oregon YPAR Curriculum: [Module 11](#) (p. 221)
- Maine Youth Action Network (MYAN) Youth Participatory Action Research (YPAR): [How do we make change](#) (p. 25)

LESSON 48: Research Cycle Reflection and Celebrate

Duration: One 60-minute class period

Overview:

These activities are meant to facilitate student consideration of what they have accomplished and where it might take them next. It is meant as both a celebration of and reflection on lessons learned and their implications for oneself and others.

Objectives:

Students will reflect on their experience and learning from this research cycle and identify what they may pursue next as a result of what they have accomplished.

Activities/Steps:

Celebrate Student Accomplishments!

Please review the notes on the purpose, approach and forms of student reflection on page 135 of this curriculum.

Suggested guiding questions:

End of Research Cycle Reflection — see 135 for hints on how to prepare for this.

- During this research cycle my research question was...
- I learned...
- I learned this when...
- This matters because...
- I can imagine it mattering to others because...
- I will use this knowledge to...
- I still want to learn more about...

Discussion: (Full class or small group)

Use the reflection questions that students responded to as a jumping off point. Also consider the following questions:

- How did you feel about your work in this cycle?
- What kinds of changes does your investigation suggest might be needed?
- What parts of your study would you go back and do differently? Why?
- What was most and perhaps least meaningful to you about your study?
- Did the research question you choose give you the information you were looking for? Was it too broad of a question? Was it too narrow?

These discussions can also be split up across future cycles where appropriate.

UNIT 5

COMPREHENSIVE DATA REVIEW AND PRESENTATION OF FINDINGS

Weeks 34-36 (Two 60-minute classes per week)

TOPICS

- Triangulation
- Sharing findings

REQUIRED PROJECT TASKS

- Presentation of findings
- Site visit #3

AVAILABLE 60 MINUTE LESSONS

Week 34

- Lesson 49: Triangulation: Compare and Contrast Data
- Lesson 50: Integration: What are the Data Saying?

Week 35

- Lesson 51: Getting the Word Out: Planning to Share Findings (Final Presentation)
- Lesson 51: Getting the Word Out: Planning to Share Findings (Final Presentation)

Week 36

- Lesson 52: Final Presentation
- Lesson 53: Celebration

LESSON 49: Triangulation – Compare and Contrast Data

Duration: One 60-minute class period

Overview:

These activities are meant to provide an opportunity to begin organizing and analyzing data and findings across all three research cycles to generate overall themes related to the premise of the REMIQS project.

Objective:

- Students will organize findings from throughout the REMIQS Project
- Students will compare and contrast data from different sources
- Students will find patterns of similarity and difference and discuss their meaning
- Students will synthesize information from different research cycles

Activities/Steps:

Follow steps of YPAR Hub: [Triangulation: Compare and Contrast Data](#)

Resources/Links:

- YPAR Hub: [Triangulation: Compare and Contrast Data](#)
 - [Triangulation handouts](#)
- Oregon YPAR Curriculum: [Module 9 Section 2](#) (p. 196)

LESSON 50: Integration – What are the Data Saying?

Duration: One 60-minute class period

Overview:

Students will continue analysis of data and findings across all three research cycles to generate a cumulative understanding of what was learned throughout the year.

Objective:

- Students will identify relationships between variables
- Students will negotiate different ideas about how to interpret research findings
- Students will arrive at group consensus about “the story of the findings”

Activities/Steps:

Follow steps of YPAR Hub: [What is the Data Saying?](#)

Resources/Links:

- YPAR Hub Integration lesson: [What is the Data Saying?](#)
 - [“What is the Data Saying?” handout](#)
- Oregon YPAR Curriculum: [Module 9 Section 2](#) (p. 196)

LESSON 51: Getting the Word Out – Planning to Share Findings (Final Presentation)

Duration: Two 60-minute class periods

Overview:

These activities are meant to support students in thinking critically about and preparing to share the findings of this research cycle. This includes identifying key stakeholders, preparing and practicing a presentation and ultimately sharing their findings.

Objective:

- Students will develop a presentation summarizing key findings of their research
- Students will determine which stakeholders they should present their key findings to and practice presenting
- Students will share their findings with stakeholders (peers, staff, community and/or parents, etc.)

Activities/Steps:

- Students discuss who they intend to share their findings with
- Students determine what format they want to use to share findings
- Students consider what action they want to take in response to their findings
- Students use remaining class times to plan for presentations to intended audience and/or actions they want to organize in response to their findings
- Students should practice or rehearse in preparation for presentation or action

While the goals of this stage are similar to previous planning for sharing findings, instructors and students should consider how this presentation across multiple research cycles should be framed or structured differently compared to past activities.

Resources/Links:

- Oregon YPAR Curriculum: [Module 10 Presenting Key Findings](#) (p. 203)
- YPAR Hub: [Getting the Word Out](#)
- Maine Youth Action Network (MYAN) Youth Participatory Action Research (YPAR): [Telling the story about the findings](#) (p. 23)
- [REMIQS Research Output Options](#)

LESSON 52: Final Presentation

Duration: One 60-minute class period

Overview:

Students will present their key findings, reflections and recommendations to key school, district and/or community interest groups.

Objective:

Students will share findings, reflections and recommendations in a public forum, ideally to audiences positioned to do something about what was learned in the investigation

Activities/Steps:

Activities are as determined by student plans for presenting findings and or action.

Resources/Links:

- YPAR Hub: [Applying your Research Findings](#)
- Oregon YPAR Curriculum: [Module 11](#) (p. 221)
- Maine Youth Action Network (MYAN) Youth Participatory Action Research (YPAR): [How do we make change](#) (p. 25)

LESSON 53: Celebration!

Duration: One 60-minute class period

Overview:

Instructors and students should celebrate their work!

Objectives:

- Students will reflect on their work
- Students will celebrate their accomplishments, learning and growth this year

Activities/Steps:

Celebrate Student Accomplishments!

Consider how you may make this as inclusive, affirming and joyful as you can. Inviting family/parents/guardians, school board members, local community leaders and even the media can elevate the sense students have that their efforts and accomplishments matter and are acknowledged. Look for ways to ensure students get rich and encouraging feedback about their work far beyond simple judgements of “good job.” If what students learned and proposed has the potential to lead to actual change, consider how those who may be impacted by such changes may be involved in the celebration and be given an opportunity to express gratitude.

Discussion:

If time allows, have a full class discussion focused on the year-long experience. This type of discussion can be valuable, but celebrating student accomplishments is also very important so making time for this discussion should not be at the expense of that celebration. If you choose to engage in a student reflection exercise, please review the notes on the purpose, approach and forms of student reflection on p. 7 of this curriculum.

Suggested writing prompts:

- How did you feel about your work this year?
- What kinds of changes does your investigation suggest might be needed?
- What parts of your research would you go back and do differently? Why?
- What was most (and perhaps least) meaningful to you about this year?
- What lessons have you learned?
- What advice would you give students taking this class in the future to help them get the most out of it?
- What feedback do you have on the design of the class (structure, content of the lessons, the support you received, etc.)?
 - What worked well?
 - What could be improved?



RESEARCH METHODS LESSONS

These lessons are developed as options to use during the Learning about Methods days in each research cycle. Choose one to use in each research cycle.

LESSON A: Existing/Text-based Data	96
LESSON B: Focus Groups	97
LESSON C: Interviews	98
LESSON D: Mapping	99
LESSON E: Observations	100
LESSON F: Photovoice	101
LESSON G: Survey	102

LESSON A: Existing/Text-Based Data

Duration: One 60-minute class period

Overview:

These activities are meant to build students' capacity to use existing data (e.g., curricular documents, policy documents, etc.) to address their identified area(s) of inquiry. This includes building a foundational understanding of the processes and formats involved, sharing examples, agreeing on protocols and/or questions and drafting a plan for data collection.

Objective:

- Understand various sources of existing and/or text-based data to answer the question
- Students will identify the methods and tools to analyze existing/text-based data needed to answer their question(s)

Activities/Steps:

Use resources below to develop activities best aligned to student needs based on their research question.

Resources/Links:

- YPAR Hub: [Investigating a Problem](#)
 - [Existing Data](#)
- [Oregon YPAR Curriculum](#):
 - Module 5 Methodologies (p. 119)
 - Module 6 Developing a research plan (p. 129)
 - Module 7 Developing research instruments (p. 149)
- Maine Youth Action Network: [Text-Based Data Sources](#) (p. 15)
- Ladson-Billings, G. (1995). But that's just good teaching! the case for culturally relevant pedagogy. *Theory Into Practice*, 34(3), 159–165.
- Metropolitan Center for Research on Equity and the Transformation of Schools
 - [EJROC Culturally Responsive-Sustaining Education Hub Resources](#)

LESSON B: Focus Groups

Duration: One 60-minute class period

Overview:

These activities are meant to build students' capacity to use the methods they have identified for data collection (focus groups and/or surveys). This includes building a foundational understanding of the processes and formats involved, sharing examples, agreeing on protocols and/or questions and drafting a plan for data collection.

Objective:

- Students will become familiar with the fundamentals and best practices related to focus groups
- Students will learn strategies for running successful focus groups and practice facilitating a focus group
- Students will agree on a focus group protocol

Activities/Steps:

Use resources below to develop activities best aligned to student needs based on their research question.

Resources/Links:

- YPAR Hub: [Investigating a Problem](#)
 - [Focus Groups](#)
 - [Guidelines for Interviews and Focus Groups](#)
- [Oregon YPAR Curriculum](#):
 - Module 6 Information and resources (e.g., consent forms) (p. 129)
 - Module 7 Developing research instruments (p. 149)
 - Interviewing and Focus Groups (p. 151)
 - Module 8 Data collection (p. 179)

LESSON C: Interviews

Duration: One 60-minute class period

Overview:

These activities are meant to build students' capacity to gather data through interviews to address their identified area(s) of inquiry. This includes building a foundational understanding of the processes and formats involved, sharing examples, agreeing on protocols and/or questions and drafting a plan for data collection.

Objective:

Students will learn the elements of an effective interview.

- Students will develop a list of interview tips and practice interview skills
- Students will practice non-verbal communication and develop skills for asking questions
- Students will decide on the goals of the interview and, based on those goals determine who to interview and what to ask
- Students will prepare for, conduct and keep a record of interviews
- Students will apply steps and practice the interviewing process with a team member

Activities/Steps:

Use resources below to develop activities best aligned to student needs based on their research question.

Resources/Links:

- YPAR Hub: [Investigating a Problem](#)
 - [Interviews](#)
- [Oregon YPAR Curriculum](#):
 - Module 5 Methodologies (p. 119)
 - Module 6 Developing a research plan (p. 129)
 - Module 7 Developing research instruments (p. 149)
- Maine Youth Action Network: [Individual Interviews](#) (p. 9)
- Family engagement articles/resources:
 - IDRA: [Creating Culturally Responsive Parent Engagement – Principal Shares Strategies for Success](#)
 - Learning for Justice: [Family and Community Engagement](#)

LESSON D: Mapping

Duration: One 60-minute class period

Overview:

These activities are meant to build students' capacity to use mapping to address their identified area(s) of inquiry. This includes building a foundational understanding of the processes and formats involved, sharing examples, agreeing on protocols and/or questions and drafting a plan for data collection.

Objective:

- Students will become familiar with the fundamentals and best practices related to mapping
- Students will learn strategies for using maps to identify and represent assets and issues using maps
- Students will identify which methods will be best for future advocacy or presentations
- Students will develop a plan for collecting data

Activities/Steps:

Use resources below to develop activities best aligned to student needs based on their research question.

Resources/Links:

- YPAR Hub: [Investigating a Problem](#)
 - Mapping
 - [Community Mapping](#)
 - [Brainstorming Issues and Root Causes Through Mapping](#)
 - [Issue Mapping Through Observations](#)
 - [Asset Mapping Through Observations](#)
- [Oregon YPAR Curriculum](#):
 - Module 5 Methodologies (p. 119)
 - Module 6 Developing a research plan (p. 129)
 - Module 7 Developing research instruments (p. 149)
 - Section 3 Geographical mapping (p. 167)

LESSON E: Observations

Duration: One 60-minute class period

Overview:

These activities are meant to build students' capacity to use observations (instructional, school walk-throughs, etc.) to address their identified area(s) of inquiry. This includes building a foundational understanding of the processes and formats involved, sharing examples, agreeing on protocols and/or questions and drafting a plan for data collection.

Objective:

- Students will understand the basic skills of observation as it relates to conducting research
- Students will identify the methods and tools to conduct observations, or gather any other data to answer their question(s)
- Students will develop an observation protocol

Activities/Steps:

Use resources below to develop activities best aligned to student needs based on their research question.

Resources/Links:

- YPAR Hub: [Investigating a Problem](#)
 - [Observations](#)
- [Oregon YPAR Curriculum](#):
 - Module 5 Methodologies (p. 119)
 - Module 6 Developing a research plan (p. 129)
 - Module 7 Developing research instruments (p. 149)

LESSON F: Photovoice

Duration: One 60-minute class period

Overview:

These activities are meant to build students' capacity to use photovoice to address their identified area(s) of inquiry. This includes building a foundational understanding of the processes and formats involved, sharing examples, agreeing on protocols and/or questions and drafting a plan for data collection.

Objective:

- Students will become familiar with the fundamentals and best practices related to photovoice
- Students will become familiar with different methods of making meaning from photos
- Students will identify which methods will be best for future advocacy or presentations
- Students will practice “reading” pictures and consider various photography techniques
- Students will explore different ethical situations in taking pictures of people
- Students will agree upon a standard procedure and form for getting consent
- Students will develop a plan for collecting data

Activities/Steps:

Use resources below to develop activities best aligned to student needs based on their research question.

Resources/Links:

- YPAR Hub: [Investigating a Problem](#)
 - [Visual Documentation/ Photovoice](#)
- [Oregon YPAR Curriculum:](#)
 - Module 5 Methodologies (p. 119)
 - Module 6 Developing a research plan (p. 129)
 - Module 7 Developing research instruments (p. 149)
 - Section 4 Visual documentation (p. 170)
- [Whose photo? Whose voice? Who listens?](#)

LESSON G: Surveys

Duration: One 60-minute class period

Overview:

These activities are meant to build students' capacity to use the methods they have identified for data collection. This includes building a foundational understanding of the processes and formats involved, sharing examples, agreeing on protocols and/or questions and drafting a plan for data collection.

Objective:

- Students will become familiar with the fundamentals and best practices related to surveys
- Students will become familiar with different types of survey questions (e.g., multiple choice, dichotomous, Likert scale, rating, ranking, open ended, etc.)
- Students will draft survey questions, receive feedback and make edits to their survey
- Students will develop a plan for identifying participants, sharing information and gathering data

Activities/Steps:

Use resources below to develop activities best aligned to student needs based on their research question.

Students will have limited time to collect data given the constraints of the cycle. Emphasize simplicity to produce clear data. Encourage students to ask three to five straightforward questions in a survey, or consider an informal survey with responses via a show of hands or one to five on hands.

Resources/Links:

- YPAR Hub: [Investigating a Problem](#)
 - [Surveys: Includes samples survey questions to critique](#)
- [Oregon YPAR Curriculum](#):
 - Module 6 Information and resources (e.g., consent forms) (p. 129)
 - Module 7 Developing research instruments (p. 149)
 - Survey development (p. 157)
 - Module 8 Data collection (p. 179)
- Survey Tools:
 - Google Forms: Quick easy and free with a google account
 - Survey Monkey: Free version is limited to 10 questions and 100 responses; cannot export data

RESEARCH OUTPUT RESOURCES

A crucial part of each research cycle is supporting students to share their findings with audiences who have an interest in what was learned and are perhaps invested in what should be done about it. At the end of the yearlong Youth Participatory Action Research (YPAR) curriculum students will also create a public-facing product that highlights their findings throughout the year across multiple research cycles.

As instructors, you have latitude in what forms these share-outs take both throughout the year and at the end of the year. We've compiled this resource to supply options you may want to consider. This is a non-exhaustive list, so feel free to allow students to use their creativity and expertise to develop a unique way of presenting or sharing their findings with others.

Traditional Research Report/Brief

The traditional research report can be structured in a variety of ways, but it still remains a mainstay of research dissemination.

Resources:

- » <https://www.adelaide.edu.au/writingcentre/sites/default/files/docs/learningguide-writingaresearchreport.pdf>
- » <https://penandthepad.com/write-qualitative-report-5518278.html>
- » Students will likely not have time to do comprehensive literature review for each cycle (nor should we expect them to do so). A research brief may be an alternate format to consider:
 - https://www.ed.ac.uk/files/atoms/files/how_to_write_a_research_briefing_oct2016.pdf
 - <https://ies.ed.gov/blogs/research/post/on-being-brief-skills-and-supports-for-translating-research-to-practice-via-brief-reports>

Research Poster

Common in the academic community, research posters are a way to present findings concisely combining both text and visuals to explain what you found in your research to an interested audience of your peers. Also consider an even more mainstream abbreviation in the form of the infographic.

Resources

- » <https://guides.nyu.edu/posters>
- » <https://students.dartmouth.edu/ugar/news-events/designing-research-poster>
- » <https://www.uhd.edu/documents/academics/sciences/scholars/src-poster-template-1-slide.ppt>

Podcasts

Podcasts are a great option to add a more narrative element to sharing findings. Podcasts can take many forms but the oral nature of the product means that extra attention needs to be paid to the story arc as that is a key component to the engagement and attention of the audience.

Resources

- » <https://www.nytimes.com/2018/04/19/learning/lesson-plans/project-audio-teaching-students-how-to-produce-their-own-podcasts.html>
- » <https://www.npr.org/2018/11/15/662116901/teaching-podcasting-a-curriculum-guide-for-educators>
- » <https://www.readwritethink.org/classroom-resources/printouts/podcasts-nuts-bolts-creating>
- » <https://sites.bu.edu/dme/podcasts/>

Social Media Campaign

The A in YPAR is for action. Creating a social media campaign informed by student research can be a great way to help students plan and consider how they might share their findings and promote action inspired by their research. Keep in mind that you could have students plan a social media campaign without actually implementing it if they are not comfortable making their work public, or you could limit the campaign to the school community.

Resources

- » <https://style.mla.org/students-social-media-campaigns/>
- » <https://www.learningforjustice.org/classroom-resources/lessons/social-media-for-social-action>

OpEd/Letter to the Editor

Another more traditional way to share one's opinions with the public is through an OpEd or Letter to the Editor of a newspaper or some other publication. This can be a great format for teaching students how to use their research to support an argument.

Resources

- » <https://www.nytimes.com/2017/10/05/learning/lesson-plans/10-ways-to-teach-argument-writing-with-the-new-york-times.html>
- » <https://www.learningforjustice.org/classroom-resources/lessons/letters-to-the-editor>

Audio/Visual Presentation

Audio/Visual presentations come in many forms including formal speeches, YouTube videos and "TED" style talks. All of these types of presentations benefit from a clear sense of the audience (school board, PTA, local government officials, student association or community leaders, researchers), purpose (persuade to enact a new school rule, inform about trends, advocate for a specific policy) and format (public meeting,

social media site, research symposium). Students can create an audio/visual presentation for a real or potential event. Have students clarify the audience, purpose and format and allow that to drive their choices of how and in what form to present the content.

Resources

- » <https://sites.bu.edu/dme/video-essay/>
- » <https://mrgreenpchs.weebly.com/create-a-ted-talk.html>
- » <https://writingcenter.unc.edu/tips-and-tools/speeches/>
- » <https://www.fords.org/for-teachers/teaching-oratory/original-speech-writing/>

Artistic Expression

Art can often serve as a powerful way of communicating a message. Students can consider the power of telling their research story through a wide range of artistic forms including, but not limited to: poetry, drama, sculpture, painting, mural, collage, music, dance, short fiction, comic book and photography.

Resources

- » https://www.getty.edu/education/teachers/classroom_resources/curricula/dorothea_lange/lange_lesson08.html
- » <https://sites.bu.edu/dme/photo-essays/>
- » https://sedl.org/afterschool/lessonplans/index.cgi?show_record=125
- » https://www.getty.edu/education/teachers/classroom_resources/curricula/poetry_and_art/lesson02.html

STUDENT FELLOW RECRUITMENT FLYER

Are you interested in highlighting what is great about your school, or perhaps what would make it better? Do you want to gain experience designing and conducting research in your own community?

Become a student fellow!

Your school has been selected as part of a national study of schools that have outperformed other schools with similar student demographics. The project is called REMIQS (pronounced “re-mix”) which stands for Robust and Equitable Measures to Inspire Quality Schools. As part of this study, KnowledgeWorks and WestEd want to hear from students. We are looking for students to collect and analyze data to better understand students’ experiences in your school.

We hope you consider joining the project.

The student fellow position is designed for students to participate in and design meaningful research on how students’ experience your school. Participating student fellows will engage in a Youth Participatory Action Research (YPAR) study as part of an existing course, elective, advisory period or extracurricular activity. YPAR is a research approach where students are trained to conduct research that improves their community. Student fellows will work in groups and with an educator fellow at your school to develop research questions, gather data from your school community, analyze data and present research findings to students, teachers and school leaders.

Frequently Asked Questions

What are the ideal traits of student fellows?

- » Interest in helping their school highlight its achievements
- » Interest in improving students’ experiences at their school
- » Comfort in talking and engaging with other students, faculty and staff
- » Interest in conducting research

- » Representative of the diversity of the school community

This is an opportunity for all students with zero restrictions on who is eligible. Any student interested in improving their school should consider participating.

Will student fellows be compensated?

- » Yes! Student fellows will receive a stipend, per district/school guidelines.

What is the time commitment?

- » We anticipate about four hours per week on average and not more than 18 hours per month.

How will I benefit as a student fellow?

- » Build strong research skills for college and career:
 - Learn how to design a research project from beginning to end
 - Gain experience using a variety of data collection methods
 - Enhance analysis skills
 - Experience presenting findings to an audience
 - Learn how to use research to make positive changes
- » Gain experiences you can highlight on college applications
- » Engage and network with real life researchers
- » Earn financial compensation, per district/school guidelines
- » Be recognized as a member of a national research project

How do I apply to become a student fellow?

- » *Supply application details here.*

EDUCATOR FELLOW RECRUITMENT FLYER

Are you interested in learning what your students value most about your school, and perhaps what they think may need reform? Do you want to help students conduct research and participate in your school's continuous improvement?

Become an educator fellow!

Your school has been selected as part of a national study of schools that have outperformed other schools with similar student demographics. As part of this study, KnowledgeWorks and WestEd are looking for one or two educators to help us elevate student voices as we strive to understand your school's successes. The educator fellow position, which will be embedded in your existing role at your school, is described below.

We hope you consider joining our team.

The educator fellow position is designed to enhance our efforts to learn from your school's students about how they view their school's successes. The fellow will support a cohort of students — whether as part of an existing course, elective or advisory period that the fellow teaches or as an extracurricular activity led by the fellow — to engage in a research methodology known as Youth Participatory Action Research. In this methodology, students are prepared to conduct research that improves their community. The fellow will lead this process, guided by protocols and training provided by the WestEd team. The fellow will also help to gather existing school data, coordinate site visits and schedule interviews or focus groups.

Frequently Asked Questions

What are the expectations of educator fellows?

- » Participate in YPAR training
 - Up to eight hours (in summer?)
 - Check-in calls up to one hour monthly or as needed
- » Meet quarterly/monthly in a virtual community of practice led by WestEd with other education fellows in the REMIQs network to:

- Preview data collection and analysis activities
- Have all of your questions answered
- Share learning across sites
- » Facilitate the research process at your school including:
 - Leading a cohort of student fellows to conduct research activities
 - Participating in interpretation of the information gathered
- » Coordinate scheduling for research activities to be carried out by the WestEd research team (site visits, interviews, focus groups, etc.)
- » Gathering existing school-level data
- » Communicate regularly with the WestEd research team

Can this position be shared by more than one person?

- » Yes! Two educators can share the responsibilities.

Do Educator Fellows get training and support?

- » Yes! The WestEd team will provide training on YPAR and will coach the education fellows directly and through the community of practice.

Will Educator Fellows be compensated?

- » Yes! Education fellows will be compensated, per district and collective bargaining guidelines.

What is the time commitment?

- » We anticipate about four hours per week on average and not more than 18 hours per month.

How will I benefit as an Educator Fellow?

- » Expand your professional toolkit:
 - Learn how to elevate student voices through the YPAR process
 - Build research skills that can help you be a more reflective and responsive practitioner
 - Network with colleagues from other high-performing campuses through participation in a community of practice
- » Help schools learn how to:
 - Develop student-powered insights that can help take your school to the next level
 - Build and share with education stakeholders everywhere new knowledge about what students feel makes schools work

- » Earn financial compensation, per district and collective bargaining guidelines
- » Be recognized as a member of a national research team

How do I express interest?

- » *Insert preferred contact information here and perhaps a deadline for indicating interest.*

EDUCATOR FELLOW TRAINING OUTLINE

	Session 1: Understanding the REMIQs Project and Youth Participatory Action Research	Session 2: Building Critical Consciousness and Examining Positionality	Session 3: Reviewing Curriculum and Planning for the Project
Objectives	<ul style="list-style-type: none"> • Become familiar with Youth Participatory Action Research (YPAR) • Understand the purpose and timeline of the Robust and Equitable Measures to Inspire Quality Schools (REMIQS) process • Develop a foundational understanding of educational equity and culturally responsive and sustaining education • Become familiar with materials/ modules for the project 	<ul style="list-style-type: none"> • Build a shared language and common understanding of culture, identity, power and privilege • Continue to expand understanding of YPAR • Reflect on positionality and explore individual culture and identity, and consider the role of the adult in the process • Youth-adult power sharing 	<ul style="list-style-type: none"> • Review and become familiar with REMIQS YPAR curricular materials • Introduce and review protocol for facilitated conversations and the progression of domains and research cycles • Build capacity to facilitate critical dialogue with students • Collectively consider the nature of support needed throughout the project to inform the fellow community of practice
Activities/ Agenda	<ol style="list-style-type: none"> 1. Welcome, outcomes and community agreements 2. Name game 3. Equity and educational debt 4. REMIQS overview 5. YPAR overview 	<ol style="list-style-type: none"> 1. Welcome, norms and objectives 2. Review and reconnect with YPAR 3. Introduction to positionality and research 4. Identity in the classroom 	<ol style="list-style-type: none"> 1. Welcome, norms and objectives 2. Review and reflect on curricular resources 3. Research cycles and required components 4. Core tensions 5. Facilitating difficult conversations

EDUCATOR FELLOW TRAINING OUTLINE *continued*

	Session 1: Understanding the REMIQs Project and Youth Participatory Action Research	Session 2: Building Critical Consciousness and examining Positionality	Session 3: Reviewing Curriculum and Planning for the Project
Materials, Resources, Research	<ul style="list-style-type: none"> Educational Debt - Ladson Billings Participatory Action Research (PAR) – Collaboration Council 	<ul style="list-style-type: none"> Archeology of the Self, Dr. Yolanda Sealy-Ruiz Kimberlé Crenshaw: What is Intersectionality? – National Association of Independent Schools 	REMIQS curriculum materials <ul style="list-style-type: none"> Curriculum guide Research cycle order Curriculum map
Prework	<p>Read: “Youth-led Participatory Action Research” – Ozer</p> <p><i>Ozer, E. J. (2016). “Youth-led Participatory Action Research.” in Horn, S. S., Ruck, M. D., & Liben, L. S. (Eds). Equity and justice in developmental science: Theoretical and methodological issues. Academic Press. (pp. 189–207)</i></p>	<p>Culture and Social Identity Mapping Activity-Jacobson and Mustafa</p> <p><i>Jacobson, D., & Mustafa, N. (2019). “Social Identity Map: A reflexivity tool for practicing explicit positionality in critical qualitative research.” International Journal of Qualitative Methods, 18, 160940691987007. https://doi.org/10.1177/1609406919870075</i></p>	<p>Review: Units 1 and 2 of REMIQS curriculum</p> <p>Read: Facilitating Critical Conversations with Students – Learning for Justice</p>

EDUCATOR FELLOW TRAINING, DAY ONE

Equity and Positionality Training

Objectives

- » To introduce Youth Participatory Action Research (YPAR) to adult participants who may be leading such projects in your community/school
- » To assess participants' preparedness for implementing YPAR

Materials

- » Readings
 - Cammarota, J., and Fine, M. (2010). "Ch. 1 Youth Participatory Action Research: A Pedagogy of Transformational Resistance." In Cammarota, J., and Fine, M. (Eds.). (2010). *Revolutionizing education: Youth participatory action research in motion*. Routledge. In *Revolutionizing Education Youth Participatory Action Research In Motion* Routledge. (pp. 1–11).
 - Ozer, E. J. (2016). "Youth-led Participatory Action Research." in Horn, S. S., Ruck, M. D., and Liben, L. S. (Eds). *Equity and justice in developmental science: Theoretical and methodological issues*. Academic Press. (pp. 189–207)

Preparation

- » In advance of the training, send participants the following readings:
 - Chapter 1 from *Revolutionizing Education Youth Participatory Action Research In Motion* by Cammarota and Fine
 - "Youth-led Participatory Action Research. Equity and Justice in Developmental Science: Theoretical and Methodological Issues" by Ozer
 - *Note that these activities were split across two days in the REMIQS training. See the REMIQS Educator Fellow Training Outline for details on this split.
- » Ask the participants to read the articles prior to the scheduled conversation.

- » Create PowerPoint slides for sharing and guiding the discussion. Example slides from a REMIQS training are on the following pages.

Description

PART One

1. View introductory video. Participatory Action Research (PAR) – Collaboration Council (https://www.youtube.com/watch?v=nm-xSvUKZ_A)
2. Discuss Cammarota and Fine reading. Use Jigsaw by major sections if group is large.
3. Review and discuss appropriate adult roles in YPAR.
4. Review key research cycle steps.
5. Discuss the impact of the definitions of equity and topics that were raised during the discussion on the participants' approaches as researchers and as teachers/leaders/ educational staff.

PART Two

1. Discuss Ozer's perspective on YPAR, and reference the following guiding questions shared with participants in advance.
 - » What is unique about a YPAR approach to inquiry and social change? What additional value can YPAR offer compared to other inquiry approaches?
 - How will student participants benefit?
 - How will you benefit?
 - How will the school community benefit?
 - » How does YPAR differ from inquiry approaches you are most familiar with? What practices and habits of mind will you need to re-think when engaging in YPAR compared to what you've done in the past?
 - » Power sharing is a key component of YPAR. What hurdles do you anticipate

you may encounter in working to share power with your students? What supports will you need to engage in this work?

- » Think about the students you know (or you imagine) may be taking your course. What supports will they need to take full advantage of this approach to inquiry?
2. Have participants self-assess their preparedness to fulfill role as adults facilitating YPAR work (items included in slide deck slide 3 and 4 – adapted from NYU Steinhart: Solidifying Sustaining Youth-Adult Partnerships)
 3. Discuss participants' self-assessments with peers.
 4. Share out key areas of ongoing support participants feel they may need.

SLIDE EXAMPLES

Introduction to Youth Participatory Action Research (YPAR)

“Education either functions as an instrument which is used to facilitate integration of the younger generation into the logic of the present system and bring about conformity or it becomes the practice of freedom, the means by which people deal critically and creatively with reality and discover how to participate in the transformation of the world.”

– Paulo Freire, Pedagogy of the Oppressed

VIDEO

Participatory Action Research (PAR) – Collaboration Council

https://www.youtube.com/watch?v=nm-xSvUKZ_A

Processing the Reading

With partner review one of the following sections from the reading

1. Youth Participatory Action Research (YPAR) and social change
2. Rethinking past approaches to research
3. Power-sharing and YPAR
4. Supporting your students

Identify two to three key points from your section that stood out to you-be prepared to share out.

YPAR and Adult – Student Partnerships

The role of the adult:

- Build students' critical consciousness
- Provide resources, instruction and information (learning, data, tools, etc.)
- Provide access to people and places
- Coordinate meetings and handle logistics (e.g. permission forms)
- Serve as a liaison between other adults
- Advocate/advance youth-led policy/practice changes

Adults should use their power to support and inform youth choices, not direct them.

Processing the Reading

Characteristics of Adult Partners:

- Invested in and committed to equity
- Ability and willingness to challenge colleagues
- Engaged in ongoing personal work to understand their own identity, culture, power, privilege and positionality
- Holds other adults accountable
- Has positive reputation and relationships with students
- Ability and willingness to step back and allow youth to exercise leadership, drive conversation and pursue interests

“For the first time, education is something students do – instead of something being done to them – to address the injustices that limit possibilities for them, their families and communities. Consequently, education in YPAR projects includes more than learning skills and abstract knowledge, but also the acquisition of intellectual resources through which students initiate revolutionary projects to transform themselves and the worlds which they inhabit.”

– Revolutionizing Education Youth Participatory Action Research in Motion
Julio Cammarota and Michelle Fine, 2008 p. 10

Key YPAR Processes



Key YPAR Processes, *continued*

Ask Questions: Students will collectively review issues and challenges, as well as strengths and assets, and identify a specific issue to investigate.

Collect Data: Students will review existing data in the identified issue area(s), determine additional methods for gathering data and collect data.

Analyze Findings: Students will organize and review their data, drawing conclusions and asking additional questions.

Share Findings: Students will share their findings with each other as well as key members of their educational community (e.g., student body, staff, leadership, school board, etc.).

EDUCATOR FELLOW TRAINING, DAY TWO

Positionality and Research

Objectives

- » To consider participants' positionality and to encourage participants to use that knowledge to inform their role as researchers

Materials

- » Readings
 - Ladson-Billings, G. (2006). "From the achievement gap to the education debt: Understanding achievement in US schools." *American Educational Research Association*, 35(7), 3-12.
 - Milner IV, H. R. (2007). "Race, culture, and researcher positionality: Working through dangers seen, unseen, and unforeseen." *Educational researcher*, 36(7), 388-400.

Preparation

- » In advance of the training, send participants the following articles:
 - "From the achievement gap to the education debt" by Ladson-Billings" and
 - "Race, culture, and researcher positionality" by Milner

- » Ask the participants to read the articles to prepare for the conversation. If you are concerned about the reading load, consider summarizing the readings and ask participants to read the summary.
- » Create PowerPoint slides for sharing and guiding the discussion. Example slides from a REMIQS training are on the following pages.

Description

1. Discuss each article using pre-prepared discussion questions (example questions included in slides).
2. Review different definitions of equity (examples included in slides).
3. Discuss the impact of the definitions of equity and topics that were raised during the discussion on the participants' approaches as researchers and as teachers/leaders/educational staff.

SLIDE EXAMPLES

Positionality and Research

Banks, J. A. (2007). Ch. 5 Researching Race, Culture, and Difference: Epistemological Challenges and Possibilities. In Educating citizens in a multicultural society (pp. 54–77). essay, Teachers College Press. Points from p. 64-65

Archeology of the Self

Culture and Social Identity Mapping

Social Identity Map (Jacobson and Mustafa, 2019)

Jacobson, D., & Mustafa, N. (2019). *Social Identity Map: A reflexivity tool for practicing explicit positionality in critical qualitative research*. *International Journal of Qualitative Methods*, 18, 160940691987007. <https://doi.org/10.1177/1609406919870075> Mapping your Cultural Reference Points (Hammond, 2015)

Share # 1: Mapping Your Cultural Reference Points

Discuss in Breakout Room:

- How has an experience or cultural norm impacted your life?
- How do various elements/layers of your social identity(s) (race, class, gender, ability, etc.) intersect with these experiences/cultural norms?
- How easy/difficult is it for you to name the ways these experiences or cultural norms impact you and your life? And Why?

Whole Group: What key “aha” moments or wonderings did your conversation generate?

Culture

“Most social scientists today view culture as consisting primarily of the symbolic, ideational and intangible aspects of human societies. The essence of a culture is not its artifacts, tools or other tangible cultural elements but how the members of the group interpret, use and perceive them. It is the values, symbols, interpretations and perspectives that distinguish one people from another in modernized societies.”

– Banks, 1989, p. 13

Culture

“Culture...is the way the brain makes sense of the world... The brain uses cultural information to turn everyday happenings into meaningful events.”

– Hammond, 2015, p. 22

Culture

Surface Culture: Observable patterns

Food, dress, music holidays, stories, talk-styles, dance, celebrations
(Low emotional impact)

Shallow Culture: Unspoken rules

Concepts of time, acceptable food sources, personal space, ways of handling emotion, body language, tone (medium emotional impact)

Deep Culture: Collective unconscious

Decision making, notions of fairness, relationship to animals, spirituality, competition/cooperation, kinship

Share # 2: Social Identity Map

Discuss in Breakout Room:

- **Tier 1:** How do you identify? (class, citizenship, ability, age/generation, race, sexual orientation, cis/trans, gender, other)
- **Tier 2:** Identify the ways has each identity impacted your life? What forms of privilege/power/marginalization/oppression are related to this identity?
- **Tier 3:** What are some specific aspects of your life or society where you are impacted by this identity? What feelings and emotions are associated with these contexts?
- How easy/difficult is it for you to name various elements of your identity and the different ways they've impacted you? And why?

Whole Group: What key “aha” moments or wonderings did your conversation generate?

EDUCATOR FELLOW TRAINING, DAY THREE

Overview of Youth Participatory Action Research Course Design

The following outlines the final third day of the Robust and Equitable Measures to Inspire Quality Schools (REMIQS) educator fellow training. These materials are provided in their entirety to demonstrate how one might organize a two-hour session dedicated to familiarizing participants with the Youth Participatory Action Research (YPAR) curriculum and preparing them to productively address tensions in the work.

Objectives

- » Review and become familiar with REMIQS YPAR curricular materials
- » Introduce and review protocol for facilitated conversations and the progression of domains and research cycles
- » Introduce the three core tensions to support individual and collective reflection
- » Consider readiness to lead conversations about race/racism, identity and equity with students

Preparation

- » In advance of the training, send participants the YPAR curriculum to review and read *Facilitating Critical Conversations with Students*.
- » Create PowerPoint slides for sharing and guiding the discussion. Example slides from a REMIQS training are on the following pages.

Description

1. Welcome participants review norms and objectives.
2. Review curricular resources and discuss questions and concerns about implementing the curriculum.
3. Discuss repeating components in each research cycle and various data collection methods.
4. Reflect on core tensions and discuss how to implement learnings from days one and two of training.
5. Discuss best practices facilitating difficult conversations. Provide participants resource that provides greater detail on this topic:
 - Wicht, S., Chiariello, E., Christian, J., Delacroix, J., Costello, M., Phillips, H.J., Mascareñaz, L. and J. Botello. (2022). *Let's Talk: Facilitating Critical Conversations with Students*. Second Edition. The Southern Poverty Law Center, Inc.

SLIDE EXAMPLES

Educator Fellow Professional Development

Session 3: Reviewing materials/curriculum
and planning for the project

Professional Development Sessions

Session 1: Introduction to the Robust and Equitable Measures to Inspire Quality Schools (REMIQS) project and Youth-led Participatory Action Research (YPAR)

Session 2: Cultivating critical consciousness and examining positionality

Session 3: Reviewing materials/curriculum and planning for the project

Community Builder

What are you most looking forward to in the upcoming school year (not related to this project)?

Session Outcomes

- Review and become familiar with REMIQS YPAR Curricular Materials
- Introduce and review protocol for facilitated conversations and the progression of domains and research cycles
- Introduce the three core tensions to support individual and collective reflection
- Consider readiness to lead conversations about race/ racism, identity and equity with students

Agenda

1. Welcome, norms and objectives
2. Review and reflect on curricular resources
3. Research cycles and required components
4. Core tensions
5. Facilitating difficult conversations

Proposed Community Agreements

- Listen with respect
- Speak your truth - use “I” statements
- Participate and struggle together
- Expect to experience discomfort
- Stay engaged
- *Your ideas here*
- Ask clarifying questions and provide feedback on impact - not character
- Honor confidentiality
- Expect and accept a lack of closure
- Push your growing edge
- Bring up the concerns in the moment; ask questions

Recall a time you apologized to a student

- Context
- What did you say?
- What did the student say?
- How did it feel?
- How (if at all) did it impact your relationship with the student?

Curriculum Review

Preparing to Conduct Youth Participatory Action Research (YPAR)

- How do the resources offered accomplish the goals of the lessons? Are there gaps?
- How do these lessons, activities and approaches compare to what you have done in the past?
- What resources do you have to add to, complement or supplement what is offered? What might be missing?
- What challenges do you anticipate?
- What questions do you have?

Research Cycle

Identify Issue(s): Students will engage in a facilitated conversation based on one of the REMIQS domains to identify salient issues within each domain

- DATA COLLECTED: Revised Class Graphic Organizer / Student Facilitated Conversation Reflection

Ask Questions: Students will collectively review issues and challenges, as well as strengths and assets and identify a specific issue to investigate

- Consider balance between large questions (difficult to tackle) and small questions (may not feel meaningful enough)

Collect Data: Students will review existing data in the identified issue area(s), determine additional methods for gathering data and collect data

- Different methods featured in each cycle

Research Cycle

Analyze Findings: Students will organize and review their data, drawing conclusions and asking additional questions.

- Expect this process to be messy—work on building students confidence in their own analysis.

Share Findings: Students will share their findings with each other as well as key members of their educational community (e.g., student body, staff, leadership, school board, etc.).

- DATA COLLECTED: Student output of findings – (See Research Output Document for ideas).

REFLECTION and CELEBRATION: Students reflect on how the cycle went and celebrate on their accomplishments

- DATA COLLECTED: Student Cycle Reflection / Teacher Cycle Reflection

Research Cycle 1: Safe and Empowering School Culture and Climate

- How do the resources offered accomplish the goals of the lessons? Are there gaps?
- How do these lessons, activities and approaches compare to what you have done in the past?
- What resources do you have to add to, complement or supplement what is offered? What might be missing?
- What challenges do you anticipate?
- What questions do you have?

BREAK

“But what can I do?”
Reflecting on the Core Tensions of our work

Facilitating Difficult Conversations

Think of the last time your students took part in a conversation about:

- Race/Racism
- Bias/Hate/Prejudice
- Identity/Systemic Marginalization
- What happened? How did it go? Why?
- How did you feel? Why?
- What did you learn?
- What did your students learn?

Assessing Your Comfort Level

- **Personal:** Do you feel prepared to talk about race, racism and other equity-related topics?
- **Strategy:** How do you respond to classroom discussions around race or other equity related topics?
- **Structural:** Do you feel isolated in your teaching about race and racism?

Do you have any tensions/ vulnerabilities that you are willing to share?

Plan for Students

Individually:

1. Review and share main points from each strategy.
 - Reiterate-Contemplate-Respire-Communicate
 - Check in with students
 - Allow time and space to debrief
 - Responding to strong emotions (p. 19)

Whole group:

2. Identify the strategies/practices that resonated with you. Why?
3. Share any approaches or practices that might be helpful with your fellow fellows.

Tips and Takeaways

- Don't ignore questions/statements about race/racism or other identities and forms of bias or discrimination
- Slow down – take time to think
- Act through an awareness of your own positionality, identity, power and privilege (race, gender, role, body, culture, language, etc.)
- Take responsibility for educating and preparing yourself
- Value and validate your students' lived experiences
- Recognize and manage your own emotions
- Take risks, embrace discomfort and reject perfection

Hopes and Fears

Take a moment and record some of the hopes you have for the project, as well as some areas of uncertainty or fear.

[jamboard]

Thank You

EDUCATOR FELLOW CHECK-IN AGENDA TEMPLATE

MEETING INFORMATION	
DATE:	TIME:
SITE:	
TIME	TOPIC
5-Minutes	How are you?
10-Minutes	What questions do you have?
5-Minutes	Where are you in the cycle?
30-Minutes	Review reflection questions (see below).
10-Minutes	Logistics for next site visit.

Reminders

- » No research cycle needs to be perfect—focus on reflection and improvement. Failure is okay if we learn from it.
- » Feel free to extend lessons as needed to facilitate relationship building and pushing students to think more deeply and ask critical questions.
- » Commit to allowing students to drive the inquiry with the teacher serving as mentor or facilitator.
- » Connect the Youth Participatory Action Research (YPAR) work to students' lives.

- » Push students to reflect on the role their identity plays in their own research and how to be mindful of others' identity as they research.
- » Take time to periodically assess the power balance on the project. Promote student ownership, agency and leadership.
- » How are you building time to celebrate this cycle?

Notes

Please add to this list after your check-in meetings. What topics/issues from these check-ins should we consider discussing in future communities of practice meetings?

EDUCATOR FELLOW REFLECTION QUESTIONS

The purpose of these reflection questions is to understand the overall teacher and student experience with YPAR. This time of reflection is meant for you to check in with yourself, your own and your and students' learning and your experience facilitating the YPAR curriculum. Doing so will provide you with the opportunity to understand the successes and challenges that may arise when facilitating YPAR so you can troubleshoot with staff and with your students if needed and resolve any issues that may have arisen as well as celebrate successes.

1. What is going well with YPAR since your last reflection?
2. What challenges have come up so far?
 - How have you dealt with those challenges?
 - What was the outcome?
3. What, if anything, are you still unsure about (e.g., teacher strategies, curricular content, learning outcomes, power-sharing, research methods, etc.)?
4. How are students demonstrating what they've learned so far?
5. Since your last reflection, what have you learned about yourself as a teacher?
6. Since your last reflection, what are your key takeaways from the curriculum (e.g., specific topic/idea, engaging in YPAR, your own pedagogy/teaching, etc.)?

END OF RESEARCH CYCLE REFLECTION – FOR STUDENTS

Students will answer these questions at the end of each research cycle to reflect on their learnings and observations gained throughout the cycle.

- » During this research cycle my research question was...
- » I learned...
- » I learned this when...
- » This matters because...
- » I can imagine it mattering to others because...
- » I will use this knowledge to...
- » I still want to learn more about...

CONSTRUCTED CONVERSATION PROTOCOL

**This protocol should be repeated at start of each research cycle.*

Outputs

Student Discussion Reflections

Steps

1. Review highlights from Open Ended Discussion and Thematic Grouping
2. Introduce questions:
 - » What types of things does your/our school do in <domain area> that set historically resilient and marginalized students up for success in school, college and beyond?
Follow-Up Questions as Needed:
 - Why do you think the school does that <activity / action / rule / policy>?
 - What is it about that particular <activity / action / rule / policy> that you think helps students?
 - Do you know students who may feel differently about that <activity / action / rule / policy> why?
 - What about your and/or your fellow students' experiences might support or contradict that?
 - Does that <activity / action / rule / policy> affect some groups of students more or less than others? Why do you believe that to be the case?
3. In the last 10 to 15 minutes of class students will complete an individual written reflection on the conversation (see Constructed Conversation Reflection section) to be submitted to the facilitator to ensure all ideas are captured even if not spoken during the discussion.

Constructed Conversation Reflection

Students will answer these questions at the end of constructed conversation to synthesize and process their thoughts from the conversation as well as serve as a data source for answering our research questions. WestEd researchers will work with educator fellows to establish the best system for electronic collection of these responses.

- » What do you think was the best point made during the discussion?
- » What ideas do you agree with?
- » What ideas do you disagree with?
- » Did your opinions change at all during the course of the discussion? Why or why not?
- » What do you wish you had said during the discussion but didn't?
- » What issues or points are you most interested in digging into more?

Research Framework-Graphic Organizer

The following page contains a graphic organizer to be used to help students organize the open-ended class discussion on the sources of student success at their school. This will be a resource that students will revisit this document repeatedly throughout the year.

RESEARCH FRAMEWORK-GRAPHIC ORGANIZER

Rigorous and culturally responsive/ sustaining teaching and learning	Safe and empowering culture and climate
Equitable and effective school structures and resources	Authentic partnership with families and communities
Themes not in framework	

SAMPLE FEEDBACK QUESTIONS FOR STUDENTS

Mid-Year Questions

How did you hear about this course? What information was shared with you about the course?

- » What information that you heard about the course has been consistent with your experiences so far?
- » What information about the course has not been consistent with what you've experienced so far?

If you were telling someone about this course, how would you explain it to them?

- » What would be helpful for students to know before they sign up?
- » What positive things would you say about it?
- » What things would you say about it that aren't as positive?

In each research cycle, you follow a similar overall process—first you identify an issue, then you ask questions, collect data, analyze findings and share findings before starting the cycle again.

- » Which parts of the cycle did you find most challenging?
- » What about it did you find challenging?
- » What are some ways that students can be supported to make it less challenging?

If you had to pick one class activity or lesson from this course that was most valuable for you as an individual, which one would it be? Allow students to identify more than one lesson, if willing.

- » What about the lesson was valuable to you?
- » What other lessons do you think were valuable and in what ways?

One of the goals of this class is to create a space of mutual respect and power sharing between students and teachers. To what extent do you think that has been the case in this course?

- » Can you describe an instance where you felt that your teachers gave you the power to make decisions and work independently?
- » Can you describe an instance where you felt that students or teachers demonstrated mutual respect toward each other?
- » Are there any activities or lessons that helped build an environment of mutual respect and or gave you the power to make decisions and work independently?

Each cycle begins with a conversation about a specific domain. So far you've had a conversation about Safe and Empowering School Climate and Culture and Equitable and Effective School Structures? Tell us about those conversations.

- » What about the process of having the conversation about the domain worked well?
- » What about the process did not work very well?
- » How did the way that the conversation was structured help you identify what topics you were interested in researching?

So far, your class has investigated a research question and you are starting to explore another question. Tell me a little bit about how you developed your first research question?

- » What about the process of developing the first research question worked well?
- » What about the process did not work very well?
- » To what extent do you think everyone in your class had a fair say in selecting the questions you focused on?
- » In what ways was the process different with your second research question?

In retrospect, I'd like to hear what you think about the question you came up with.

- » Was it too broad of a question to fully answer?
- » Was it too limited so that you might have missed some important information?
- » If you could have developed a different question about your topic to guide your research, what would it have been?
- » Did you follow the same process for developing the second research question on school discipline?

What data collection methods have you used so far (e.g., focus groups, interviews, surveys, etc.)?

- » In what ways did you feel prepared to collect data using those methods?
- » In what ways did you feel unprepared for data collection?
- » What were the specific challenges you faced during data collection?
- » How did you overcome those challenges?
- » What about the data collection process worked well?
- » What about the process did not work very well?

Data analysis can be a complicated process. How did you approach analysis for the first research cycle?

We heard from your teachers that you had the opportunity to present your findings to school leaders.

- » How did these opportunities come about?
- » What supports did your teachers provide you in arranging for these meetings?
- » What did you do to prepare for these meetings?
- » What supports did your teachers provide you during the preparation process?
- » How do you feel these meetings went?
- » Has leadership decided to make any changes based on your presentation?

- » Are there other avenues you considered for sharing your research results? Why did you choose the approach you did?
- » If you could, what would you have done differently to prepare for your presentations?

After reflecting on the outcome of your first research cycle, are there any changes you and your teachers are planning to implement in your next cycles?

- » If no response: prompt on the different cycle stages: 1) identify an issue, 2) ask questions, 3) collect data, 4) analyze findings and 5) share findings.

If **teachers** were going to continue this class next year, what would they need to know in order to ensure that the class is successful?

If **students** were going to continue this class next year, what would they need to know to ensure that the class is successful?

End-of-Year Questions

For each research cycle, you went through the same stages. I'd love to hear your thoughts about what worked and what did not for each stage:

- » Identify an issue
- » Ask questions
- » Collect data
- » Analyze findings
- » Share findings

What moments, conversations or activities from this course stand out for you? What made these moments stand out? What made these engaging or meaningful? Allow students to identify more than one, if willing.

- » What about the example was valuable to you?
- » What other examples do you think were valuable and in what ways?

What if anything would you change about the course?

- » What advice would you give to the teachers teaching this course next year to ensure that the class is successful?
- » What advice would you give to students participating in this course next year to ensure that the class is successful?

Knowing what you know now, in what ways are you glad that you took this course?

- » In what ways are you “not so glad” you took this course?

What do you wish you knew about this course before it started?

In what ways has your participation in this course confirmed or changed any of your plans after graduating?

We talked last time about how this course was intended to be a space of mutual respect and power sharing between students and teachers. Has this course lived up to that intention? How so?

- » Can you describe an instance where you felt that your teachers shared power with you?
- » Can you describe an instance where you felt that students or teachers demonstrated mutual respect toward each other?
- » In what ways has the classroom culture changed over the last year?

SAMPLE FEEDBACK QUESTIONS FOR EDUCATORS

Mid-Year Questions

We are interested in hearing about your thoughts on the size of the class and the composition of the students.

- » What is the ideal class size for this course?
- » Does your class represent the school's demographic composition?
 - Probe for: race/ethnicity, gender identity and gender expression, learning differences (e.g., disability status, linguistic heritage, ways of knowing, funds of knowledge), free and reduced priced lunch status, sexuality orientation (e.g., LGBTQIA+), emerging bilingual students, immigration status (e.g., newcomer, migrant) etc.
 - What student voices are missing from the class?

Would you change anything about how students are identified to participate in the course?

- » Can you recommend some recruitment strategies that would ensure that students with a range of voices and perspectives are able to participate in the course?

What questions did parents ask you about the course?

- » General questions?
- » Specific questions about student participation in activities?
- » What information did you share with parents?

In what ways did the Youth Participatory Action Research (YPAR) professional development sessions prepare you to teach this course?

- » What were the strengths of the professional development sessions?
- » What were the weaknesses of the professional development sessions?
- » What suggestions do you have for improving professional development?

In what ways are the bi-weekly reflections and check-ins helpful to you?

- » In what ways can they be improved to be more helpful?

We're interested in learning about your thoughts on the YPAR curricular materials that we provided to you.

- » In general, what have you found to be the most useful curricular materials?
 - What do you see as the strengths of the curricular materials?
 - What do you see as the weaknesses of the curricular materials?
- » What curricular materials on the research cycle are particularly strong? Weak?
- » What resources provided for any part of the research cycle were particularly strong? Weak? In what ways?
- » What resources provided to prepare the class to engage in power sharing, community building, mutual respect, positionality etc. were particularly strong? Weak? In what ways?
- » What changes could be made to the curricular materials that would improve them?

What have you done in your class that would be helpful for other teachers implementing a YPAR course to know?

- » Class norms?
- » Classroom structures?

Have you asked your administration to provide any additional supports (e.g., materials or supplies, scheduling adjustments, additional planning time, approvals or permissions) to support the class?

- » Did you receive those supports? How were they helpful (or not)?
- » If so, what supports did you request and why?

In what ways is the YPAR course you are implementing similar to what you expected based on our early conversations about the course?

- » In what ways is it different?

Do you plan on teaching this course again next year?

- » Why or why not?
- » Are there specific supports or materials that need to be in place in order to teach the YPAR course again?

End-of-Year Questions

For each research cycle, you went through the same stages. I'd love to hear your thoughts about what worked and what didn't for each stage:

- » Identify an issue
- » Ask questions
- » Collect data
- » Analyze findings
- » Share findings

What moments, conversations or activities from this course stand out for you? What made these moments stand out? What made these so engaging or meaningful? Allow teachers to identify more than one, if willing.

- » What about the example was valuable to you?
- » What other examples do you think were valuable and in what way?

What if anything would you change about the course?

- » What advice would you give to other teachers who might teach this course next year to ensure that the class is successful?
- » What advice would you give to students participating in this course next year to ensure that the class is successful?

Knowing what you know now, in what ways are you glad that you taught this course?

- » In what ways are you "not so glad" you taught this course?

What do you wish you knew about this course before it started?

We talked last time about how this course was intended to be a space of mutual respect and power sharing between students and teachers. Has this course lived up to that intention? How so?

- » Can you describe an example of a time that you shared power with the students?
- » Can you describe an instance where you felt that you and the students demonstrated mutual respect toward each other?
- » In what ways has the classroom culture changed over the last year?

SAMPLE FEEDBACK QUESTIONS FOR ADMINISTRATORS

End-of-Year Questions

When we approached you about creating a Youth Participatory Action Research (YPAR) course, what did you find most compelling about offering this course?

- » What reservations did you have about offering this course?
- » How would you propose this course to administrators at other schools?
 - What would be most important to highlight?

If your school did not already have senior projects, what other types of classes or content delivery modalities would have worked for the YPAR course?

- » What structures do you think a school needs to make this sort of class successful?

What process was used for enrolling students in the YPAR course?

- » How did you approach students?
- » What information did you share with them about the class?
 - How did you share the information?
 - What materials did you share with them?
- » What considerations do you think are most important in identifying students for a YPAR course?

What information did you share with interested parents?

- » What questions did parents ask about the YPAR course?
 - General questions?
 - Specific questions about student participation in activities?

How did you identify which teachers would teach the YPAR course?

- » What information did you tell them about the course?
- » How did you share the information?

What considerations (skills, competencies, experiences, sensitivities) do you think are most important for a YPAR instructor?

Have you looked at the YPAR curriculum?

- » **If Yes:**
 - What do you see as the strengths of the curricular materials?
 - What do you see as the weaknesses of the curricular materials?
 - Regarding the resources for the research cycle:
 - What parts are particularly strong? In what ways?
 - What parts are particularly weak? In what ways?
 - Regarding the resources provided to prepare the class to engage in power sharing, community building, mutual respect, positionality, etc.:
 - What parts are particularly strong? In what ways?
 - What parts are particularly weak? In what ways?
 - Please describe any changes to the curricular materials that you think would improve them.

» **If No:**

- Based on your understanding of the content educator fellows are teaching,
 - What do you see as the strengths of the course content?
 - What do you see as the weakness of the course content?
- Please describe any changes to the curricular materials that you think would improve them.

In what ways is the YPAR course you are implementing similar to what you expected based on our early conversations about the course?

- » In what ways is it different?

As you plan for next year, is this a course you plan to continue offering? Why or why not?

- » What supports or materials would be necessary to continue to offer a YPAR course next year and in the future?

As an administrator, what supports have you provided to either the educator fellows or the students in the class?

- » Prompts: materials or supplies, scheduling adjustments, additional planning time, approvals or permissions
- » What additional resources might have been helpful to you in being able to better support the teachers and students in this course?

ENDNOTES

1. The REMIQS project uses the term “resilient” in reference to students who have been traditionally underserved and underresourced in K–12 public education due to historical and systemic discriminatory experiences arising from racial, ethnic, socioeconomic, Indigenous, linguistic, religious, (dis)ability, immigration status, gender expression and/or sexual orientation differences. This framing is intended to foreground the tremendous achievements and contributions of members of such groups despite systems that can undermine them.
2. WestEd. (2023). Striving to achieve equity is integral to WestEd’s mission. Retrieved from <https://www.wested.org/equity/>.
3. The REMIQS project uses the term “resilient” in reference to students who have been traditionally underserved and underresourced in K–12 public education due to historical and systemic discriminatory experiences arising from racial, ethnic, socioeconomic, Indigenous, linguistic, religious, (dis)ability, immigration status, gender expression and/or sexual orientation differences. This framing is intended to foreground the tremendous achievements and contributions of members of such groups despite systems that can undermine them.
4. For the quantitative modeling of school selection, REMIQS researchers focused on schools in which at least 25 percent of the student population consisted of historically marginalized yet resilient students, defined as students who identify as Black, Latinx, Indigenous or multiracial; students from low-income families; students who qualify for special education services; and/or students designated as emerging bilingual learners. These categories were the most relevant designations in the available state-level data.
5. KnowledgeWorks staff: Eric Toshalis. REMIQS advisors: Juan Carrillo, Arizona State University; Adai Tefera, University of Arizona; Ivory Toldson, Howard University; Angela Valenzuela, University of Texas at Austin. REMIQS stakeholder committee members: Eric Brooks, Yuma Union High School District; Asha Dane’el, Consultant; Charles Davis, Jr., Evolve502; Jakira Rogers, Massachusetts Advocates for Children; Keesa McKoy, Roosevelt Institute; Sabine “BiNi” Coleman, 212 Catalysts; Leah Dozier Walker, Waterford.org; Andrew Daire, Virginia Commonwealth University.
6. REMIQS defines traditional settings as nonselective public schools. This definition excludes magnet and special public schools with admissions criteria. By excluding these schools, REMIQS focuses on schools that most students have access to attend.
7. The REMIQS project selected these states based on their demographic and geographic diversity.
8. Outcomes varied somewhat by state but included high school level outcomes (math and English language arts assessment scores, four-year graduation rates, advanced coursework, suspensions and chronic absenteeism), postsecondary outcomes (college enrollment, persistence and/or graduation) and workforce outcomes (wages).
9. For more information, see Equity In Measuring School Quality: Comparing the Robust and Equitable Measures to Inspire Quality Schools (REMIQS) Framework to State Accountability Systems in Arizona, Kentucky, Massachusetts, Texas and Virginia, which will be published in Fall 2023 on [KnowledgeWorks.org](https://www.knowledgeworks.org/).
10. For more information, see Equity In Measuring School Quality: Comparing the Robust and Equitable Measures to Inspire Quality Schools (REMIQS) Framework to State Accountability Systems in Arizona, Kentucky, Massachusetts, Texas and Virginia, which will be published in Fall 2023 on [KnowledgeWorks.org](https://www.knowledgeworks.org/).
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Additional resources:
 - <https://studentsatthecenterhub.org/resource/three-ways-student-voice-can-elevate-motivation-and-engagement/>
 - <https://studentsatthecenterhub.org/resource/spectrum-of-student-voice/>
 - <https://knowledgeworks.org/resources/10-ways-encourage-student-voice/>
 - <https://knowledgeworks.org/resources/recommendations-elevate-student-voice/>
 - <https://knowledgeworks.org/resources/systems-thinking-transformative-centering-student-voices/>
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19. See the [REMIQS Research Tools and Resources Guidebook](#) for more information about the REMIQS conceptual framework and the research questions stemming from it.
20. An odd number of response options (1) allows for a balanced distribution of response choices, helping researchers to differentiate between individuals with varying degrees of (dis) agreement, (2) provides a central neutral point, allowing respondents to indicate a neither agree nor disagree stance and (3) psychometrically, odd-numbered response scales can help mitigate issues related to response bias. Using a moderate number of response options (5 to 7) balances capturing nuanced responses and keeping the survey length manageable. Walston, J., Redford, J., & Bhatt, M. (2017). Workshop on survey methods in education research: Facilitator’s guide and resources (REL 2017–214). U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Midwest. <https://ies.ed.gov/ncee/rel/products/region/midwest/publication/3862>. WestEd. (2021). Creating effective surveys: Best practices in survey design. Regional Educational Laboratory West Retrieved from <https://files.eric.ed.gov/fulltext/ED619797.pdf>.
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27. With feedback from the REMIQS educator fellows and REMIQS student fellows, the WestEd team made revisions that are reflected in this curriculum. The revisions are described in [Appendix A](#).

APPENDIX A: CURRICULUM REVISIONS

Throughout the 2022-23 academic year, WestEd supported the pilot implementation of a 38-week Youth Participatory Action Research (YPAR) class. WestEd trained two REMIQS educator fellows to serve as the YPAR course instructors for a class of 13 REMIQS student fellows as they conducted research intended to drive equity-focused improvement of student outcomes and experiences.

One goal of the YPAR class implementation project was to inform the development of a YPAR curriculum and guidebook that could be disseminated to other schools and researchers interested in implementing such projects. In service of this goal, WestEd staff met biweekly with educator fellows throughout the year-long course to identify needs for additional support and elicit suggestions for curricular revisions. In addition, WestEd staff met with educator fellows and student fellows for extended interviews three times during the course of the year (twice in person, once virtually) to gather detailed insights on ways to enhance the curriculum and supporting materials.

The primary feedback relayed to the WestEd team was that the educator fellows and student fellows felt they needed additional time during each cycle to accomplish the tasks associated with each research project. Additionally, they communicated that the placement and timing of data collection methods did not always align well with their research questions. These and other observations informed the following refinements the WestEd team made to the YPAR curriculum which are reflected in this curriculum and associated materials:

- » Reduced the number of research cycles from four to three
- » Eliminated pre-assigned data collection methods for each research cycle and revised to suggest multiple standalone lessons on data collection methods that can be applied based on alignment to the research question
- » Added two or three weeks to each research cycle to accommodate the following:
 - Added more days per research cycle for collecting data, planning to share research findings and taking action in response to one's findings
 - Included one day per research cycle for learning about at least one data collection method
 - Included a full-day per research cycle to focus on reflecting on and learning from the process and content of the work and to celebrate successes
 - Added one to two flex day(s) to allow educator fellows and student fellows to use at their discretion based on evolving class needs

Robust and Equitable Measures to Inspire Quality Schools (REMIQS) is a KnowledgeWorks project undertaken in partnership with WestEd.



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