



Welcome to today's webinar!

Today **TERC** and other institutions participating in this webinar, are observing a day of reflection on the tragic losses suffered by the Black community and we stand together with them in solidarity.

We will use this webinar opportunity to share thoughts not only on computational thinking and computer science but also how to address racial inequity, broaden participation, and increase access to high quality STEM experiences to all students across our nation.

The STEM teacher leadership network (STEMTLnet.org) & the STEM for All Multiplex (Multiplex.Videohall.com) make a commitment to address these important topics in future themes events and theme of the month activities. We invite your thoughts. Please suggest topics related to racial injustice and equity in STEM education, that you would like to see addressed, and provide suggestions for panelists that are deeply engaged in this work.

Please write your thoughts and suggestions to us in the chat (open on the bottom of the page) during the webinar and continue to send them in the discussion that will follow this webinar.

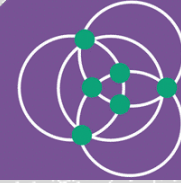
This webinar is being recorded and will be available tomorrow on STEMTLnet.org & Multiplex.Videohall.com

This material is based upon work supported by the National Science Foundation under Grants #1922641 and #1932761. Any opinions, findings, and conclusions or recommendations expressed in this material are those of the author(s) and do not necessarily reflect the views of the NSF.





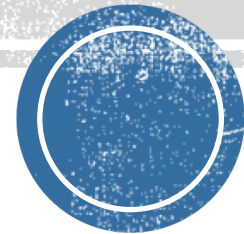
STEM FOR ALL
MULTIPLEX



STEM
TEACHER
LEADERSHIP
NETWORK

Integrating Computer Science (CS) and Computational Thinking (CT) in Grades PreK-8

**Hosted by Alan Peterfreund, SageFox Consulting and
Melissa Rasberry, American Institutes for Research**



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TERC

Introductions: Hosts

Alan Peterfreund

- Executive Director
- PI for RPPforCS and CSEdGrad
- Evaluators for multiple CS Ed projects over past 15 years including: ECEP, CSEdResearch, RPPs in TX, SC, and MA



Melissa Rasberry

- Principal Education Consultant
- PI for CS for All Teachers virtual community for teachers of CS
- Former elementary teacher and principal intern



Introductions: Panelists

Diana Franklin



- Associate Professor in Computer Science at the University of Chicago
- Leads four projects involving computer science education involving students ranging from 3rd grade through university

Anne Leftwich



- Associate Professor of Instructional Systems Technology within the School of Education and an Adjunct Professor of Computer Science at Indiana University
- Indiana's co-lead for the ECEP alliance and working with CSforIN to increase CS access opportunities for all K-12 Indiana students

Nancy McGowan



- Instructional math coach at Shades Mountain Elementary in Hoover, AL
- National Board certified teacher with an Ed.S in Educational Technology

Bobby Oommen



- Middle school teacher at the Latin School of Chicago, IL
- Bobby earned his B.S. in information systems from the University of Illinois at Urbana-Champaign



Poll 1: Participants

What is your current role?

- PreK-8 teacher with no CS/CT experience
- PreK-8 teacher with CS/CT experience
- PreK-8 school administrator
- District or state administrator
- PreK-12 other role
- Researcher
- Curriculum provider
- Other



The CS Movement

Launch of NSF's CS10K initiative in 2011 accelerated the training of HS CS teachers

Development of national standards expanded the focus of CS from just high school to grades PreK-8

Stuck in the Shallow End: Education, Race, and Computing by Jane Margolis shed light on the inequities in CS in 2010

President Obama brought national attention in 2016 when he spoke about CS for All in his State of the Union address

NSF launched the CSforAll: Researcher-Practitioner Partnership (RPP) program

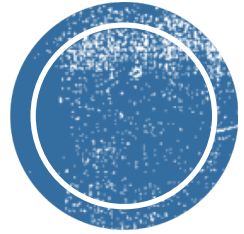


Poll 2: CS Activities

In your classroom, do you use more plugged or unplugged CS activities?

- Plugged
- Unplugged





How does CS/CT in grades PreK-8 serve as a foundation of knowledge and broadening participation in CS education?



Poll 3A&B: CS Access & Engagement

Student access to device:

- 1:1
- At least 5 devices dedicated to my classroom
- Class set of computers shared by a group of teachers
- BYOD

How do students engage in CS?

- CS is integrated into content areas
- CS is taught as a separate subject
- CS activities connected to special events (ie Hour of Code)





What are students learning in CS/CT in grades PreK-8?

How are they equitably engaged in that learning?



Poll 4A&B: CS/CT Preparation

How prepared do you feel to teach CS and CT in K-8 on a scale of 1 to 5?

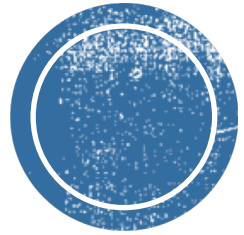
(1 being not prepared to 5 being very prepared)

- 1 Not Prepared
- 2
- 3
- 4
- 5 Very Prepared

What kinds of PD have been offered to you/or have you participated in related to CS/CT?

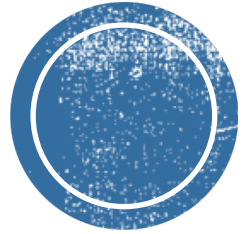
- CT integration into other subject areas
- CS standards
- Coding apps
- Code.org
- Unplugged CS activities
- Project Lead the Way CS Launch
- Others



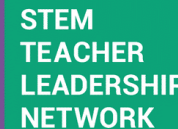


What does teacher support and preparation look like?





What is the role of state and national policies in promoting CS/CT education in grades PreK-8?



Next Steps

- Continue the conversation on the STEMTLnet.org & Multiplex.Videohall.com
- Join the Twitter chat on Wednesday, June 17 from 4-5pm EDT. Follow the hashtag #STEMTLdiscuss

