Envisioning a culturally relevant computational thinking pathway

It’s important to build K-12 computational thinking pathways around the strengths, interests, and resources existing in your community. Use this tool to help you envision an equitable, culturally relevant computational thinking pathway in your school or district.

**Look inward**
Examining areas where computational thinking may already be present

- How is computational thinking a part of everyday life for students in our school?
- In what ways are students currently encouraged or prohibited from engaging in computational thinking? Is computational thinking a reward for some or an opportunity for all?
- What groups are not engaging in computational thinking right now, and what activities are currently capturing their time and attention instead?
- How does our school embrace multiple ways of knowing and understanding?

**Look outward**
Building on the unique context of your local community

- Who in our local community engages with computational thinking as part of their...profession?...hobby?...cultural tradition?
- In what events and spaces can we connect with any of the people or communities in the answers above?
- How might these people inspire and/or participate in our computational thinking pathway as role models and mentors?
- How might these local practices inform our computational thinking pathway?

**Look forward**
Envisioning characteristics of an equitable computational thinking pathway

- What indicators will let us know when students feel a sense of belonging and ownership?
- Who might feel most vulnerable in our computational thinking pathway, and how will we support them?
- What biased patterns of participation do we need to be watchful for and how can we change them?
- How might we support all students in ways that deepen relationships and cultivate agency?