

Bexley ELA Curriculum Audit Core Team Meeting
2/18/2021

Attendees:

Dr. Christina Dorr, Crystal Carley, Michelle Rogers, Megan Johanson, Phillip Martin, Ruby Holt, Ali Fleming, Whitney Carr, Julie Scordato, Rachel Riegler, Sharee Wells, Colleen Boyle, Kristin Robbins, Jessica Willis

Goals:

- Understand the DEI ELA Secondary Curriculum Audit process and Core Team responsibilities
- Understand Working Group Orientation plan

Agenda:

- Ice Breaker and Introductions, *All*
 - A curriculum is like layered cake in that it is... layered, promising, inviting, necessary, celebratory, colorful, fun, diverse, sweet, large, great, complex, good/enjoyable for all, illuminating(like the candle)
- Why the DEI ELA Audit, *Colleen*
 - Part of the district's ongoing work in diversity equity, and inclusion
 - Calls from students, staff, community, general climate
 - Best practice from an ethical standpoint - create and deliver asset-based curriculum; serves as a mirror and a window
 - ELA first subject area because we started the revision process last year
 - ELA all about communication - heart of all of our learning; will have a ripple effect
 - Will do audits in other content areas; ELA is just the first (SS is next)
 - Will help us establish a process for other curricular areas
 - Big picture idea: 2 processes
 - Phase 1 - curriculum to study - gather materials and find a sample to review
 - Phase 2 - use tool to do big picture eval of sample chosen in phase 1; looking for evidence, strengths/growth
 - Phase 3 - plan of action (recommendations) based on phase 2 - resources, professional development
 - Then take to board for approval
 - Work will continue after - becomes part of professional practice as we design and modify curriculum
 - Community engagement
 - We represent our community - we need to share our experiences, as well as the ones we represent. We are liaisons.
 - Working groups will include more members/stakeholders of the community
 - There will be a webpage dedicated to the work (this is not top secret), summaries of outcomes, link to form to provide feedback/questions or

- offer other perspectives
 - Board presentation in May; informal updates each week, but the committee will present to the board in May; they can then make decisions about resources we need
 - Our suggestions about the process are encouraged and invited
- Staff Wishes & Wonderings, *Sharee*
 - Biggest wants/wishes - diverse curricular materials, choice and opportunity for all students, text that represents lives of all students
 - Learn about process so it can be applied across units/lessons
 - How do students perceive the curriculum? What do they have to say?
 - Updating of curriculum resources
 - What is not - time to criticize, singular event
 - What it is - Ask questions, dig deeper, time for reflection
- Audit Process Overview, *Sharee*
 - Purpose of audit: Through ELA curriculum audit, we want to ensure all students consistently experience a sense of belonging.
 - Three areas of focus of audit - curriculum & text, instructional approach, student experience
- Working Group Orientation, *Sharee*
 - Roles & Responsibilities
 - We each bring our perspectives and the perspectives of stakeholders - share them!
 - Ensure participation and engagement in working groups
 - Engage in parent-community working group
 - Review data findings, develop recommendations
 - Agree on recommendations and action steps
 - Participate in weekly planning meetings
 - Dates & Tasks
 - We have extended the time line

Feb. 18	<ul style="list-style-type: none"> ● Review Audit Process and assessment tools ● Review Working Group process and recommendations
Feb. 26	<ul style="list-style-type: none"> ● Facilitate Parent/Community Working Group Orientation
Mar. 11	<ul style="list-style-type: none"> ● Facilitate Parent/Community Working Group Feedback Session
Mar. 25	<ul style="list-style-type: none"> ● Review Working Group feedback, develop recommendations
Apr. 8	<ul style="list-style-type: none"> ● Review feedback, develop CRE support district recommendations

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- Next week - parent & community working group orientation
 - Feb 25 NOT Feb 26
 - March 25 - will have feedback from students and community; how can we use that info to develop our recommendations
 - April 8 - will have shared recommendations with teachers
 - April 15 - pull it all together, put together board presentation
 - May 11 - board meeting/presentation
 - Three working groups
 - Parents-community - they get a sample from 6-8, 9-10, 11-12; use CRE scorecard to identify strengths, needs, desires; will have dialogue about notices - Feb 25, March 11
 - Students - student survey (anonymous but grade level identifier) and focus group discussion; identify strengths, needs, desires - Feb 22 to March 10; HS thinking administering it during study hall during Panorama and scheduling; MS thinking during HR; want to be cautious of data overload; Phillip and Ruby suggested that doing them around the same time would get better responses; Phillip says maybe one at beginning of day one at the end of day; 5-10 minute survey; be clear that the survey will impact their learning/lives; want some talking points for teachers who are administering the survey to students (HR or SH teachers, or whoever)
 - Staff - deep dive two units that were submitted, self and group reflection on ELA curriculum using CRE scorecard; develop CRE focused commitments; Michelle and Crystal will help facilitate building conversations; identify supports/resources that are needed (texts, resources, PD, etc.)
 - Parent-community working group orientation
 - 3:45 start time for us, everyone else joins at 4:00
 - Review purpose and goals
 - Review CRE rubric
 - Breakout rooms (ELA core team teachers provide an overview of curriculum materials)
 - March 11 bring findings, discuss strengths and desires
 - How were these community members identified?
 - Survey in school newsletters to gather members, 10 parent/guardian volunteers across all grade bands
- CRE Scorecard & Data, *Megan*
 - Everyone will be given a copy of the CRE scorecard linked below as a reference. They will provide their feedback on the Excel spreadsheet to be shared.
 - Want teacher and community perspective with the CRE; we want the community's perspective based on this sample - what is their experience with the curriculum sample?
 - Green tabs are for one unit; Purple tabs are for other unit
 - Look through all categories and statements before reading materials/texts so to be prepared and know what to look for

- First tab “characters and author” - looks at representation
 - In left table, make tally for character diversity as you are reviewing/reading texts/materials (tallies all materials from the unit, not individual texts)
 - In right table, make tally for author diversity
 - Enter notes at the bottom
- Second tab “CRE Statements” -
 - Put an X in one of the evidence options for each descriptor (representation, social justice orientation, teachers’ materials)
- Last tab “statement scores interpretation”
 - Check out the ratings at the right to interpret our rating based on the descriptors - for each category (representation, social justice orientation, teachers’ materials)
- Each person in the working group will use the scorecard to review the materials; we’ll have links by the weekend (review before next week); will share with working group members next week
- QUESTIONS that we anticipate the working groups may ask
 - Where do materials come from, what type of access do students have to text?
 - Texts given to students, but can also be checked out from library; MS uses a lot of digital text
 - Are there classroom collections, reading encouraged/expected outside of curriculum for all students?
 - Independent reading books going on; frequent lit circles
 - What is the time commitment? How much time will it take me to review the materials?
 - We have some flexibility with parent working group, so if we needed an extra week with them, we could.
 - How do we coach working group members if they don’t know the answer to something? Especially under teacher materials/preparation
 - If unclear, say unclear or if not sure how to respond. We may not need to community/parent data on teacher materials/preparation questions
- QUESTIONS that we anticipate students will ask about survey
 - How to fill it out
 - How will the survey be used?
- Next Steps, *Sharee*

Questions about CRE scorecard

- Possible language shifts, even for particular grade levels
- Areas not addressed - Christina, Sharee, Colleen, Megan will craft items to reflect these in the scorecard
 - Do characters speak a language other than English?
 - Are there discriminations due to age?
 - Questions about geography - how does it play into the story
- Will some of the concerns shake out at the end?