

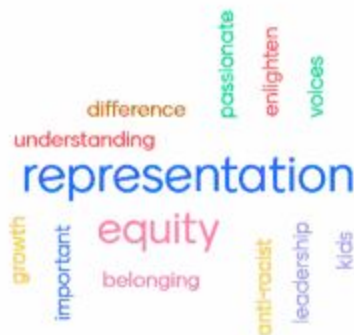
Bexley ELA Curriculum Audit  
Parent Community Working Group Meeting  
2/25/2021

Attendees: Sharee Wells, Megan Johanson, Christina Dorr, Crystal Carley, Michelle Rogers, Ali Fleming, Jessica Willis, Ruby Holt, Rachel Riegler, Natasha Porter, Skylar Blannin, Whitney Carr, Laura Stone, Phillip Martin, Katie Ruckel, Carrie Sheehan, Joanne Pickrell, Geneva Ringel, Julie Scordato, Greer Pagano

Goal:

- Understand the purpose of the DEI ELA Secondary Curriculum Audit
- Understand the CRE Scorecard
- Understand the role of the Parent-Community Working Group
  
- CRE Scorecard Overview, *Megan*
  - Megan - ESC of Central Ohio; working behind scenes to gather data and then present it
  - Tool - CRE Scorecard
  - 3 components of scorecard
  - Materials organized in 3 grade bands (6-8, 9-10, 11-12) - tabs at bottom color-coded by grade band
  - Want to look at both tabs before doing reading so you know what you're looking to capture; can track responses as you do your reading, especially the CRE statements
    - Character & Authors tab: diversity of characters - tally diversity of characters in provided materials (left table) and diversity of authors in provided materials (right table); Add notes to the bottom for further discussion
    - CRE Statements tab: consider all materials; put X in most accurate description (a lot, some, unclear, none) of the statement for the materials reviewed
      - 4 sections: Representation, Social Justice Orientation, Teacher Materials, Other
  - Repeat this data collection process (both tabs) for 9-10 and 11-12 grade bands
  - Tool is research-based
- Why CRE and the Bexley Process, *Colleen*
  - Why CRE?
    - Improves academic engagement, attendance, success
    - Enhances academic experiences
    - Improves critical thinking
    - develops citizenship
  - Why a DEI-centered ELA audit?
    - Part of 5-year curriculum review cycle
    - Want equitable learning environment
    - Calls from our community and students
    - First step in delivering an asset based curriculum development (mirror and window)
    - Diversity literature and teaching resources
    - Why ELA?
      - Year 2 of 5-year curriculum revision cycle for ELA

- Continue to examine ELA curriculum through this lens
    - All curriculum areas will go through this process eventually - hope to replicate process for other curriculum areas
    - Natural entry point for CRE - how we communicate (receive and express ourselves)
  - Big Picture Review Process
    - Phase 1 - select curriculum to study, gather data
    - Phase 2 - Assess present state of curriculum, review data, engage in reflective dialogue
    - Phase 3 - Identify growth areas, plan PD, curriculum adaptations to be made
    - We are only looking at a few units; this process will be replicated as mini-cycles in other units in the ELA curriculum
  - 3 Working Groups
    - Parents/Community - audit sampling of 6-12 curriculum, identify strengths, needs, desires
    - Students - participate in student survey and focus group discussion, identify strengths, needs, and desires (thank you Phillip and Ruby for helping develop the survey); will pull focus groups after the survey
    - Staff - deep dive, audit, self and group reflection through CRE scorecard; develop CRE focused goals
    - Core team will synthesize information from the three working groups to determine next steps
  - Community Engagement & Communication
    - Volunteer opportunities as part of working group
    - Website: Summary of process, meeting notes, recommendations on district website, feedback form  
<https://www.bexleyschools.org/CulturallyResponsiveCurriculumAudit.aspx>
    - Monthly updates to BOE; final presentation/recommendations in May
- Ice Breaker and Introductions, All
  - What is your why for participating in this work?



- - Parent-Community Working Group Goal, Timeline, & Responsibilities, *Sharee*
      - Our Purpose: To develop and implement an ELA curriculum that ensures all Bexley students consistently experience a sense of belonging
      - Areas of focus: curriculum & texts, instructional approaches, student experience
        - Curriculum & Texts - CRE scorecard
        - Instructional approach - ELA staff uses CRE scorecard; participate in survey and dialogue
        - Student experience - survey and focus groups
      - Our responsibilities:
        - Review 6-12 randomly selected curriculum sample units through the CRE

lens (look at scorecard for frame of reference first)

- Teachers put together list of units for the year; given to ESC team (outside of Bexley); the ESC team randomly selected a unit from each grade band; teachers provided all of the materials for selected units; given to ESC team and they chose the random sample of the materials from the materials provided
  - Complete the CRE scorecard for each unit
  - In 2 weeks, share findings with core team, participate in reflective dialogue, provide feedback on strengths and desires for 6-12 ELA curriculum for three areas of focus: curriculum and texts, student experience, instructional approach
- Timeline:

<b>Feb. 25</b>	<ul style="list-style-type: none"><li>• Parent/Community Working Group Orientation</li></ul>
<b>Feb. 25 - Mar. 10</b>	<ul style="list-style-type: none"><li>• Thoroughly review the 6-12 curricular unit and texts</li><li>• Complete the CRE Scorecard for each unit</li></ul>
<b>Mar. 11</b>	<ul style="list-style-type: none"><li>• Parent/Community Working Group Feedback Session</li><li>• Come prepared to discuss strengths and desires for the 6-12 ELA curriculum for three areas of focus<ul style="list-style-type: none"><li>○ Curriculum and Texts</li><li>○ Student Experience</li><li>○ Instructional Approach</li></ul></li></ul>

- Pickup materials: main HS entrance
- Curriculum Resources, *Crystal & Michelle*
  - Staff wishes - staff interviewed and asked for their hopes
    - Diverse curriculum materials and text
    - Widening choice and opportunity for all students
    - Text that represent the lives of all students
  - Staff wonderings
    - Time for reflections, curriculum adaptation, and development
    - Curriculum quality
    - Genuine effort to change
  - 3 Units:

**6-8 Sample Unit  
Short Story**

**9-10 Sample Unit  
Analysis of Lit**

**11-12 Sample Unit  
American Dream**

- Crystal Carley, MS ELA instructional chair
  - Short Story Unit is the first unit in the 7th grade year
  - Some texts taught by Crystal, some taught by Kim, some taught by both
  - Standards given in state language
  - Texts are linked in the document; only comment on the two texts that are highlighted

- Included the assessments, overview of questions we might ask; assessment answers weren't provided because they didn't match the texts that were chosen
    - Purpose - getting back into talking about and writing about literature (connect to 6th grade)
    - Includes traditional literary terms
  - Michelle Rogers, HS ELA instructional chair
    - Grade 9-10 Analysis of Literature
      - 9th grade unit - The Marrow Thieves
      - Introduction about the purpose of the unit - reading fluency, text analysis skills; introduces to another culture
      - Novel is futuristic story, learn history of background of residential schools, the novel is read-aloud; reading guide is included; there is a violent scene that is skipped in reading (but is summarized); kids either skip or rename curse words; writing at the end
      - Instructional approach included
    - Grade 11-12 American Dream
      - 11th grade - The Great Gatsby, Harlem Renaissance
      - Research project about the time (historical context)
      - Poems are included
      - Read The Great Gatsby, includes reading guide
      - Framing, discussion of the American Dream
      - Ohio State Standards are included
      - Instructional approach included
- Resource and Tool Exploration, *All*
  - Explore the materials (10 minutes)
- Q&A, *All*
  - What exactly are we reviewing?
    - Look at the unit in its entirety - all of the texts in the unit, plus the supporting materials
  - What materials need to be picked up? Where do we pick up materials?
    - Two texts to pick up at main entrance (course audit books)
  - Should we all do the counting?
    - Yes, can see if we have differences in our interpretations of identity
  - What is the deadline?
    - March 11 or after spring break