

Bexley ELA Curriculum Audit
Parent Community Working Group Meeting
3/25/2021

Attendees: Sharee Wells, Christina Dorr, Crystal Carley, Michelle Rogers, Ali Fleming, Jessica Willis, Ruby Holt, Rachel Riegler, Natasha Porter, Skylar Blannin, Whitney Carr, Laura Stone, Phillip Martin, Heidi Ruckel, Joanne Pickrell, Julie Scordato

Goal:

- Identify strengths and growth opportunities based on the CRE Scorecard
- Develop wishes and desires for the Secondary ELA experience through the CRE perspective.

Agenda

- Welcome, *Sharee*
- Updates, *Colleen*
 - ELA teacher teams met on March 12 to do a deep dive of the selected units using the CRE scorecard. March 12 also included professional development and dialog with Dr. Christina Dorr about the purpose of literature and ELA instruction as it connects to diversity lens. Cross grade-level teams explored these concepts further.
 - ELA teams will be meeting to reflect on the process used with the scorecard and plan for next steps. Teams are already looking at how to use this process in an ongoing manner during future planning.
- Small Group Feedback, *Sharee*
 - Reviewed group norms.
 - Task: Answer the following questions:
 - What did the CRE SCORECARD reveal about the strengths of our current ELA curriculum?
 - What did the RE scorecard reveal about the opportunities for growth within our ELA curriculum?
 - What are our wishes and desires for the secondary ELA experience?
 - Identify a facilitator and notetaker and timekeeper.
 - Complete linked slides with group discussion from a holistic perspective rather than unit by unit.
- Share Out of Small Group, *Sharee*
 - Strengths - variety of genres, high interest reading materials, variety of assignments and applications, variety of reading levels, Marrow Thieves came up multiple times, liked pairing of Great Gatsby with Harlem Renaissance, teacher materials thorough and thoughtful, diverse media, generally diverse in characters and authors
 - Opportunities for growth - add more female, Asian, and Middle Eastern voices in characters and authors, exposure to characters and authors with a variety of sexual orientations and family structures, add more diversity within groups
 - Wishes - Incorporate more nonfiction and current events and more modern pieces to widen the voices, intentional connections to current and relevant issues, reflect intersectionality and multi-layered experience as humans, involve more parents in groups like this, have community members share their stories, find ways to connect the work to the homes
 - Thankful to the teachers for their vulnerability and willingness to let the

- community view “behind the curtain.”
- Next steps, Sharee
 - Please submit scorecard if you haven't already done so.
 - Student group members will lead small group discussions with classmates to gather feedback to add to information gathered from student surveys.
 - Core team will assimilate information from all working groups to develop findings and recommendations.

Group 1 - Current Strengths

What did the CRE Scorecard reveal about the the strengths of our current ELA curriculum in the areas of:

REPRESENTATION - variety of eras & ages of characters; one in depth look into a particular culture

SOCIAL JUSTICE - exposure to issues of social justice & nonfiction resources to scaffold the pieces of literature

TEACHER MATERIALS - good variety of assignments; variety of genres & differentiation in reading abilities;

Group 1 - Opportunities for Growths

What did the CRE Scorecard reveal about the opportunities for growth within our current ELA curriculum in the areas of:

REPRESENTATION - need more female, Asian, and Middle Eastern voices and authors; more variety in sexual orientation and family structure; overrepresentation of white male voice -- perhaps a need for more modern pieces

SOCIAL JUSTICE - seek out more (short) stories directly linked to issues of social justice and/or pair longer form literature with even more nonfiction articles, podcasts, etc.

TEACHER MATERIALS - incorporate options for understanding experiences of other cultures in a given time period

Based on our CRE Scorecard which voices are underrepresented and overrepresented?

Group 1 - Wishes, Desires, and Support

What are our wishes, desires, and recommendations for the secondary ELA experience?

To explicitly seek out source materials that represent a variety of cultures and perspectives that can serve as the basis for all thematic units --- we want all students to be able to see themselves in characters / make connections with the experiences in both a historical and modern way

How can parents and community partners support this work?

Parents could act as guest speakers/presenters according to areas of experience/expertise...BPL provide partnerships for sourcing diverse materials for teachers...Parents can read materials along with children and provide opportunities for discussion/critical thinking

Group 1 - Other Thoughts from the Group

Other Notes, Comments, Suggestions

- Possibility of pairing with Soc Std dept for a deeper dive into historical issues

Group 2 - Current Strengths

What did the CRE Scorecard reveal about the the strengths of our current ELA curriculum in the areas of:

REPRESENTATION - diversity number characters, as adults we learned about new geography and population, diversity across the different materials, diversity among authors: we had classics and modern/younger author (marrow thief)

SOCIAL JUSTICE - address current issues around social justice. Great Gatsby showed economic equity and behaviors that come along with too much money (think about stimulus checks), it represents the class system, this group vs. that group of kids, could spark action.

The Marrow Thief was sad and left with questions about what to do next. When we have conversations about social justice and we talk about the lingering effects. Those events impact future generations. If my mother or father was treated this way they can treat me that way.

Identified other social justice issue that we do not talk about, esp. The Marrow Thief. It got me thinking about social justice issues in other country.

There was just a NPR story about a water crisis and Flint so there could be conversations about social justice issues.

TEACHER MATERIALS -

Appreciated that there was variety of medium (articles, books, videos) gave options

Thought critically about questions to ask. Although the Great Gatsby is a classic but lets talk about different econ. Advantage.

I could not tell who wrote them.

Group 2 - Opportunities for Growths

What did the CRE Scorecard reveal about the opportunities for growth within our current ELA curriculum in the areas of:

REPRESENTATION - To be reflective of the study population. To ensure the representation of the student body. It was interesting in learning about the Marrow Thief but you may say it was their problem. Each book or short were not as diverse with characters. The short stories had more cryptic topic.

There was tragedy among minority characters. There were some stereotypical. There should be highlights for the positive aspects of a community

SOCIAL JUSTICE - How could materials spur action here? How can the issues be more relevant.

TEACHER MATERIALS -

Maybe tying the material more to the study body. Being intentional about making connections to student body.

Based on our CRE Scorecard which voices are underrepresented and overrepresented?

There was not representation from disability community, Asian community, LGBTQ.

Based on the characters and novel section there was some overrepresented.

Group 2 - Wishes, Desires, and Support

What are our wishes, desires, and recommendations for the secondary ELA experience?

Stories a student can relate too (short story who wanted to go on the date but battling his brother), more that someone sees themselves in the story, embracing the multifacet components of a community, dispel stereotypes. We want to read more about the human experience.

Connection to materials and the social justice discussions. How can they connect to what is going on in the community.

We need to grapple with social justice issues to be a well rounded person and having support in the community. How we can meet needs. We need to connect the materials has to go hand and hand with the human experience. We are all needing and struggling and celebrating the same things.

How can parents and community partners support this work?

Parents: List of questions from classroom to prompt conversations at home. To have conversations at home.

One book; one community project.

Having people share their story around the community. Have community experiences who have similar experiences.

Creative ways to get more community and parent involved in what we are doing here today.

Group 2 - Other Thoughts from the Group

Other Notes, Comments, Suggestions

Thank you for letting the teachers to show us all their materials and willingness to be apart of this project.

These are positive improvements, not corrective actions.