

Parent & Community CRE Scorecard Feedback

Strengths of Curriculum Samples

REPRESENTATION

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

- Exposure to issues of social justice & nonfiction resources to scaffold the pieces of literature
- Addresses 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 issues 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

- Good variety of assignments; variety of genres & differentiation in reading abilities;
- 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.

Opportunities for Growth from Curriculum Samples

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
- 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

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

TEACHER MATERIALS

- Incorporate options for understanding experiences of other cultures in a given time period
- Maybe tying the material more to the student 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

Wishes, Desires, & Recommendations

- 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
- 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 multi-facet 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.

What Parents & the Community Can Do to Support

- 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.
- 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

Other Ideas

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