

## Bexley ELA Teachers ELA Audit Survey Responses

### What are you hoping to gain from a diversity, equity, and inclusion-centered ELA curriculum audit?

- More diversity among authors, protagonists/characters, plots, and theme/social justice in the literature I use in my units.
- Texts that will represent the lives of all of my students. I want them to see themselves in the texts that we use.
- More resources that I can include in my units to make them more inclusive; I'm particularly interested in how I could improve the Shakespeare unit - I've looked at #DisruptTexts, but have yet to expand that area much.
- I'm hoping that we can be creative and flexible in how we are incorporating texts. We may need to adjust year to year based on students and their interests.
- I am coming from a district that had already completed an audit similar to this one. The resources that were available were amazing. I would love to help develop this curriculum to include resources from teachers to turn to that are contemporary and fit each of these categories.
- More diverse teaching materials
- Widening choice and opportunity to see all students reflected in readings
- I would like to see more diversity in the curriculum, and I want to make sure I am teaching those texts to their full potential.
- We ultimately need a menu of texts from poetry to fiction to essays to drama. We need funding for supplemental books and perhaps anthologies.
- I hope to learn how to create an ELA classroom that promotes and supports all backgrounds. I want my students to read, discuss, and learn about many cultures through rich texts and activities.

### What are your fears or apprehensions? What do you not want this process to be or become?

- My fears are the lack of time and support that tends to happen. I do not want this process to become contentious among grade levels.
- My fears are that it will be rushed. I want to be comfortable with the texts before I present them to students or spend time creating the work/assessments that will accompany the chosen texts.
- I want this to be beneficial for students, so the more we can complement things that work, the better.
- I'm fearful that people will use time constraints as a barrier to change rather than making small and manageable immediate changes.
- That true teacher voice will not be reflected in the outcome, which does not sound like the case after the initial meeting.
- Time to do this work. Getting a sub is one option, but that does create the hassle of designing lesson plans and often the subsequent grading of the work (and as it is an ELA class, that usually comes in the form of writing, which takes a long time to grade). Another worry about being pulled from class is that we only see students 2-3 times a week, which makes our presence vital. And, if we get pulled on a B day, for example, our A class is a day ahead.
- Putting a writing piece in simply because it balances the diversity...effort needs to be made to make sure quality of material is still the leading factor.
- My only fear is that the curriculum will not change, or the staff will be resistant to that change.
- A list of texts to teach or not teach; a mandate to do something that is impossible
- Currently, I'm developing the curriculum for my classroom, so I don't have set units completed for the year. I'm nervous about not having enough personal time to work through this process in the 2-3 month timeline.