



# 2020-21 Diversity, Equity, and Inclusion ELA Secondary Curriculum Audit

## WORKING GROUP PLANS

Parents & Community	Students (Ruby and Phillip co-lead discussions with Ms. Wells)
<p><b>Session One (February 26)</b></p> <ul style="list-style-type: none"> <li>● <b>Goal:</b> Establish the purpose and structure</li> <li>● Overview of the audit purpose</li> <li>● Review staff learning and evolution to date</li> <li>● Introduction of Culturally Relevant Education (CRE) and the CRE Scorecard</li> <li>● Teachers share their typical instructional approach and lesson design and an overview of the sample curricula provided</li> <li>● Review sampling of 6-12 materials</li> <li>● Homework: Audit sampling using the CRE Scorecard</li> </ul> <p><b>Session Two (March 11)</b></p> <ul style="list-style-type: none"> <li>● <b>Goal:</b> Identify parent and community expectations/wishes for the 6-12 ELA experience</li> <li>● Debrief and discuss CRE Scorecard</li> <li>● Discuss and identify strengths, areas of growth and desires for 6-12 ELA experience (break out group discussion)</li> </ul>	<p><b>Session One (Feb. 22-Mar. 10)</b></p> <ul style="list-style-type: none"> <li>● <b>Goal:</b> Establish the purpose and structure</li> <li>● Overview of the audit purpose</li> <li>● Review staff learning and evolution to date</li> <li>● Introduction of Culturally Relevant Education (CRE) and the CRE Scorecard</li> <li>● Review student survey</li> </ul> <p><b>Session Two (Feb. 22-Mar. 10)</b></p> <ul style="list-style-type: none"> <li>● <b>Goal:</b> Understand students' current sense of belonging and establish student recommendations/wishes for 6-12 ELA experience</li> <li>● Administer student survey</li> <li>● Facilitate focus group discussion with identified student leaders (preferably in a computer lab)</li> <li>● Review survey results</li> <li>● Identify strengths, areas of growth, and desires for a 6-12 ELA experience</li> </ul>
<p><b>Staff (30 minute sessions)</b>            Sessions 1-4 address Instructional Approach            Sessions 5-6 address the Student Experience and Curriculum &amp; Texts Support Needed</p>	
<p><b>Session One (all teachers) <i>The Why</i> (Feb. 22-Mar. 5)</b></p> <ul style="list-style-type: none"> <li>● <b>Goal:</b> Establish and understand why we are doing the ELA Curriculum Audit</li> <li>● Overview of the audit purpose</li> <li>● Review staff learning and evolution to date</li> <li>● Introduction of Culturally Relevant Education (CRE) and the CRE Scorecard</li> <li>● Homework               <ul style="list-style-type: none"> <li>○ Review full year curriculum and related materials</li> <li>○ Complete the CRE Scorecard (personal reflection)</li> </ul> </li> </ul>	

- **Reflective Question:** What did the audit reveal for you personally?

### **Session Two (by grade band) *The What - Beliefs (Feb. 22-Mar. 5)***

- **Goal:** Identify and articulate shared beliefs about what culturally responsive teaching is and could look like in Bexley
- Share personal reflections
- Reflective Questions (from Michelle)
  - What does it mean to be culturally responsive in our teaching?
  - What ways have you found effective in pairing and supplementing culturally responsive texts and activities within units that are not as culturally responsive?
  - In what elements of our teaching do culturally responsive opportunities most often arise?
  - In what ways is the practice of culturally responsive teaching easy? In what ways is this difficult work?
  - *What support is needed for the work to be less difficult?*

### **Session Three (whole group) *The Deep Dive (March 12)***

- **Goal:** To use the CRE Scorecard to assess randomly selected curriculum for grade bands and to discuss findings and initial recommendations and commitments for CRE related curriculum improvements
- Break into groups, review randomly selected curriculum and related resources for identified grade bands using the CRE scorecard
- Identify strengths, weaknesses, and opportunities for modifications
- Develop preliminary commitments that could be made 6-12 to improve the instructional approach from a CRE perspective
- Homework: Based on CRE deep dive experience and related discussion, reflect on and come prepared to share what the anticipated responses might be on the student survey, consider the commitments and bring ideas for how the commitments can become actionable

### **Session Four (by grade band) *The How - Commitments & Values (March 22-25)***

- **Goal:** Review previous reflection, summative teacher CRE submissions, relevant CRE Scorecard community feedback. Further define commitments and related action.
- Discuss current beliefs about the students' experience
- Staff hypothesize the students response to survey questions, review student survey results
- Review preliminary commitments recommended from the deep dive
- Consider the student and community feedback, and identify ways to make the commitments actionable. What would the commitments look like, sound like, feel like to students, staff and the community? How will they be evident in daily practice?

### **Session Five (by grade band) *The How - Commitments & Values (March 29-April 2)***

- **Goal:** Review and define commitments in action ideas for instructional approach
- Define, discuss what it means in action to fulfill the commitment
- Reflective Questions (from Michelle)

- How does BCS's curriculum audit purpose statement, "To develop and implement a secondary ELA curriculum that ensures all Bexley students consistently experience a sense of belonging," align with your ideas about culturally responsive teaching?
- How much does social justice play into your teaching practice? How comfortable are you with approaching such topics? What ways have you found effective in incorporating social justice issues?
- **Homework:** Reflect on commitments in action, CRE findings, and your personal CRE growth journey. Consider an existing lesson that is not as culturally responsive as it could be. Come prepared to discuss and identify what support would be needed for consistency and improvement. Try to be as specific as possible.

**Session Six (by grade band) - *The Curriculum* (April 5-8)**

- **Goal:** Identify the curricular supports and modifications needed
- Review teacher work group commitments and initial reflections, parent and community feedback, and student survey results
- Reflective question: What would be needed to make the lessons, curriculum, more culturally responsive?
- What support would be needed to fulfill the audit's purpose?
- Reflective Question (from Michelle)
  - What additional issues or challenges exist in looking at the ELA curriculum through a culturally responsive lens?
  - As we engage in this work of examining our curriculum, what are some issues that you feel need to be addressed as an ELA team that fall outside the purpose statement?

**Session Seven (by grade bands with Core Team members) - *The Curriculum* (April 15-19)**

- **Goal:** Review Core Team curriculum recommendations/action plan proposal
- Review recommendations and agree on next steps and district action plan recommendations

The Core Team will meet and review feedback from all working groups and work with the teachers to develop a PD plan and related curriculum modification recommendations.

**Core Team Meeting Dates**

- Feb. 18, 2021
- Feb. 25, 2021
- Mar. 11, 2021
- Mar. 25, 2021
- Apr. 8, 2021