AMITY REGIONAL SCHOOL DISTRICT NO. 5 BOARD OF EDUCATION CURRICULUM COMMITTEE
JANUARY 10, 2022 MEETING MINUTES
4:30 p.m., 25 Newton Road, Woodbridge, CT

COMMITTEE MEMBERS PRESENT: Shannan Carlson, Carla Eichler, Andrea Hubbard, Dr. Jennifer Turner, Donna Schuster (remote)

COMMITTEE MEMBERS ABSENT: None

STAFF MEMBERS PRESENT: Dr. E. Marie McPadden

1. <u>**Call to Order**</u>

Chairperson Carlson called the meeting to order at 4:33 p.m.

2. <u>**Discussion and Possible Action on Minutes**</u>

   a. **Curriculum Committee Meeting – December 13, 2021**

Postponed to February 14, 2022 Curriculum Committee Meeting

3. <u>**Public Comment**</u>

None

4. <u>**An Update with Dr. Lori Elliott, CES Director of Professional Leaving: Curriculum Equity Audit Overview and Next Steps**</u>

Presented by Dr. Elliott

5. <u>**Adjourn**</u>

MOTION by Carla Eichler to adjourn meeting
VOTES IN FAVOR, 5 (unanimous)
MOTION CARRIED

Meeting adjourned at 5:27 p.m.

Respectfully submitted,

Dr. E. Marie McPadden,
Director of Curriculum & Staff Development

Amity Regional District #5: Curriculum Equity Audit

January 10, 2022

Dr. Lori Elliott
Director of Professional Development Services

Cooperative Educational Services
Professional Development Services

Key Terms

Mastery & Transfer

Assessment

Screening
Formative
Summative
Progress Monitoring
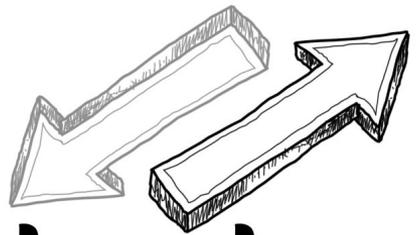
Instruction

Explore   Collaborate   Blended
Investigate   Inquiry   Small Group
Workshop   Mini-lesson   Whole Class
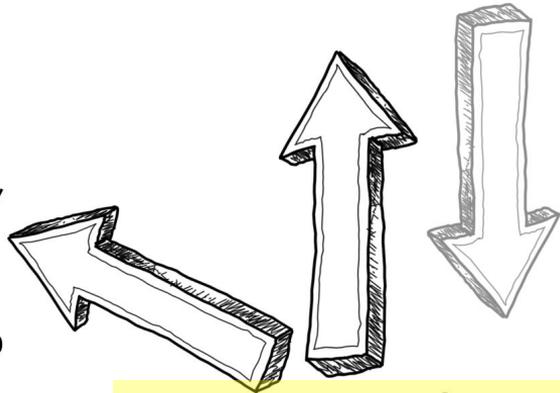
Curriculum

Materials
Texts
Resources

Core Standards / SS Frameworks
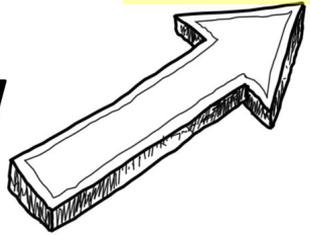
Picture it... *What does* equity *look like?*

From
https://www.rwjf.org/en/library/infographics/visualizing-health-equity.html

From
https://medium.com/busara-center-blog/is-your-data-inclusive-ddd59933f108

From https://www.equitytool.org/equity/
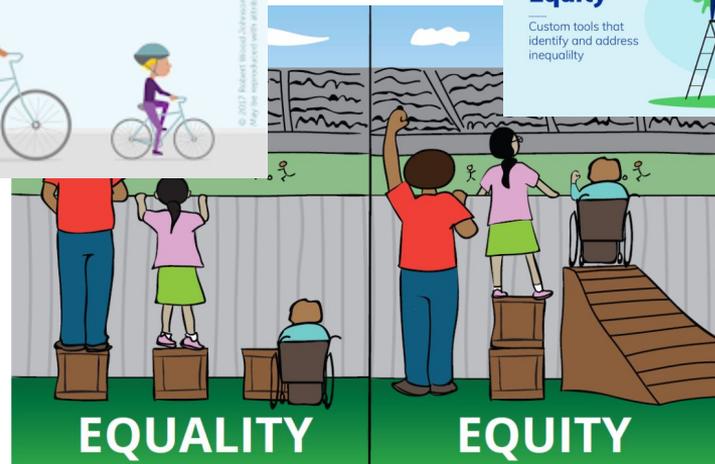
In words... *What does* **equity** *look like?*

The term "equity" refers to fairness and justice and is distinguished from equality: Whereas equality means providing the same to all, equity means recognizing that we do not all start from the same place and must acknowledge and make adjustments...The process is ongoing, requiring us to identify and overcome intentional and unintentional barriers...

--National Association of Colleges and Employers (About NACE)

Equity *is achieved when all students receive the resources they need so they graduate prepared for success after high school.*

--National School Boards Association (Report)

...researchers have documented that students' exposure to other students who are different from themselves and the novel ideas and challenges that such exposure brings leads to **improved cognitive skills, including critical thinking and problem-solving**.

--Wells, Fox, & Cordova-Cobo, Teachers College at Columbia University (Report)

Identity

The set of visible and invisible characteristics we use to categorize and define ourselves and those around us.

Identity shapes our experience by influencing the ways we see ourselves and the ways others see us.

Our Materials

Choose texts [& materials] that reflect the cultural experiences of your students [and others in the world] and offer writing assignments that provide you with information about their lives: their hopes, concerns and strengths. When you're working with texts, encourage students to consider the space allowed to characters with different identities. Discuss the absence of certain voices in the text, or bring in (or have students create) an analysis of the text from a different point of view.

Equity
&
Portrait of the
[BOWA] Graduate

PORTRAIT OF THE GRADUATE

The BOWA Portrait of the Graduate illustrates a self-aware citizen who, through a determined course of scholastic experiences, displays the following characteristics...

Which of the BOWA POG characteristics could be achieved in part through equitable curriculum?
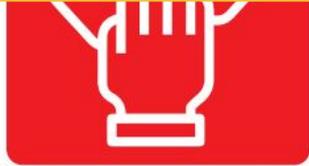
COLLABORATOR

A collaborator is a learner who is an active contributor and works inclusively with others toward a goal while being aware of their presence on the world and the world's impact on them.

- Listens openly to various perspectives
- Self-advocates respectfully for one's own ideas
- Establishes meaningful and appropriate connections
- Recognizes themselves as a steward of a greater community
- Demonstrates humility

COMMUNICATOR

A communicator is a learner who is able to clearly, confidently and effectively read, write, speak and listen across various formats and contexts.

- Connects and understands their own thoughts, needs, and perspectives as well as those of others
- Engages and empowers others
- Takes an active role when listening and in expressing thoughts and opinions
- Takes risks to have difficult and courageous conversations to communicate divergent perspectives
- Understands their audience and adjusts the message

EMPATHIZER

An empathizer is a learner who continuously grows their capacity to understand multiple perspectives.

- Acknowledges the feelings of others
- Demonstrates compassion
- Respects differences
- Helps and supports others

PROBLEM SOLVER

A problem solver is a learner who embraces challenges with curiosity, passion, and creativity while thinking critically to arrive at a variety of possible solutions.

- Observes and ask questions willingly
- Analyzes and synthesizes information
- Perseveres through adversity
- Acknowledges limitations

PLANNER

A planner is a learner who is able to independently balance demands, responsibilities, and priorities to fulfill their goals, obligations, and aspirations.

- Manages time
- Makes choices that promote their own wellness
- Engages in reflection for individual improvement
- Understands financial responsibility
- Seeks joy and contentment

Equitable Curriculum in Amity Region 5

How does the curriculum equity audit work at the secondary level?

- Themes, perspectives, portrayals, power, and more are examined **within** and also **across multiple** sources/resources/texts.

- Every book/text/media source will *not* be inclusive of all identities, but neither should any contribute to generalizations, stereotyping, or omissions of events, people, or groups.

- Through the use of several purposefully curated books/texts/media sources, students should be exposed to different perspectives, ways of being, and ways of knowing.
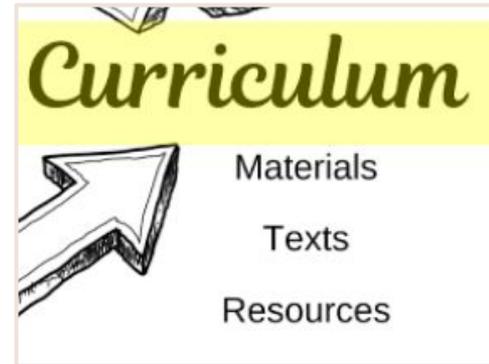
What will the audit process look like for Region 5?

1. Establish mutually agreed upon outcomes for this curriculum equity project.

2. Review several auditing tools in order to ensure alignment between (a) the goals of the audit process, (b) the purpose of curriculum and the intricacies of the design process, and (c) the tool.

3. Generate the curriculum equity audit tool to be used throughout this project.

4. Apply the tool to one unit at a time.

   a. Engage in analysis and reflection of current curricular materials.

   b. Determine strengths and areas for growth within each unit as a result of the audit.

5. Redesign/update curricular outlines, resources, texts, etc. within each unit as necessary.

Step 1:
Establish mutually agreed upon outcomes for this curriculum equity project.

The expected outcomes of this project include -

- Understanding and practicing critical curriculum reflection and resource evaluation in order to reduce students' negative and detrimental interactions with learning materials and increase students' abilities to see themselves and others represented in learning materials leading to the development of healthier self-concept and self-esteem as well as improved social and emotional behaviors and outcomes
- Updating and revising curricular documents in working towards ensuring diverse and balanced perspectives across the various curricula
- Facilitating an alignment between the curriculum equity audit, the Portrait of a Graduate, and the district's plan to begin yearly curriculum review cycles

PROPOSED OUTCOMES

Next Steps

Step 2:
Review several auditing tools in order to ensure alignment between (a) the goals of the audit process, (b) the purpose of curriculum and the intricacies of the design process, and (c) the tool.

Tool Examples

Rate the standard or textbook content on the extent to which it evidences the visibility and inclusion of diverse narratives and practices	Strongly Disagree 0	Disagree 1	Agree 2	Strongly Agree 3
2.1 Support students' cultural self-awareness – the recognition of one's social identities and the ways in which those identities interact to shape sense of self and experiences (Goodman, 2011).				
2.2 Support students' engagement in ongoing self-examination to excavate how one's identities inform their understandings of and experiences with complex social problems (Mitchell, 2015).				
2.3 Are inclusive and reflect the cultural repertoire, practices and contributions of diverse communities in ways both traditional and evolving (Ladson-Billings, 1995; Moll, Amanti, Neff, & Gonzalez, 1992; Sleeter, 2005; Duncan-Andrade, 2007; Gay, 2010; Paris, 2012; Paris & Alim, 2014).				

Tool Examples

1. INCLUSIVE, AFFIRMING REPRESENTATION

A. How are people marginalized by social/structural inequity depicted? Look for patterns and pervasive messaging that may serve to reinforce stereotypes or bias.

B. Omission or erasure of certain groups, their perspectives, contributions, and authentic accounts

C. Who is depicted in subservient and passive roles, and who is in leadership and active roles?

D. Asset-based vs. deficit-based framing: Who is helping, saving, and fixing, and who is in need? Who is proud, and who is pitied?

E. Are the achievements of people based on their own initiative and work, or are achievements credited to something or someone else?

F. Normalize Difference. Make sure that the books with Black characters in your classroom aren't all about slavery or sports, the books with Asian people aren't all about Japanese internment camps or Chinese New Year, and books that include people with disabilities aren't all about difference.

Step 3:
Generate the curriculum equity audit tool to be used throughout this project.

Questions

Connect with Us

Dr. Lori Elliott Director, Professional Development Services elliottl@cestrumbull.org 203-365-8850	**Suzanne Clement** Coordinator, Early Childhood clements@cestrumbull.org 203-365-8213	**Christina Lye** Teaching & Learning Specialist, Early Childhood lyec@cestrumbull.org 203-365-8213
Kasey Dunn Teaching & Learning Specialist dunnk@cestrumbull.org 203-365-8829	**Liz Parmelee** Teaching & Learning Specialist, Early Childhood parmelee@cestrumbull.org 203-365-8213	**Jillian Moccia** Teaching & Learning Specialist, Early Childhood & Special Education mocciaj@cestrumbull.org 203-365-8858
Audrey Barbarotta PDS Administrative Assistant barbarad@cestrumbull.org 203-365-8847	**Tomie Rumas** PDS Workshop Assistant rumast@cestrumbull.org 203-365-8912	**Rich Reynolds** Director, WorkspaceCT richard.reynolds@workspacect.org

www.cestrumbull/pds

COOPERATIVE EDUCATIONAL SERVICES

Supporting educators through every step of their professional journey