

# MS SEL ADOPTION COMMITTEE

May 7, 2024



# AGENDA

Connection

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Feedback & Review of Timeline

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Bias Review Completion

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Review Presentation

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Closing

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# CONNECTION

It's Teacher Appreciation Week!

- Choice: **Give or Get!**
  - Did you **get** an appreciation that gave you joy this week?  
-or-
  - Use this time to **give** appreciation to someone!



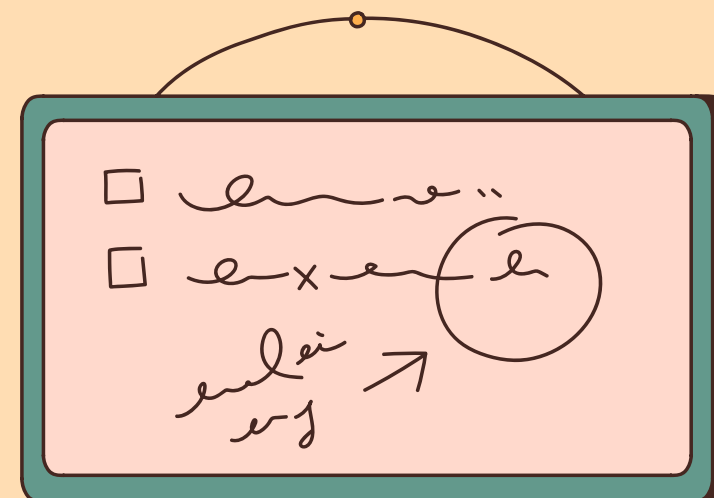
# FEEDBACK

April 30 Meeting

**GREAT FLOW! I APPRECIATED THE TIME TO EDIT INDEPENDENTLY AND COME TOGETHER AS A GROUP.**

**GREAT WORK!**

**THANK YOU FOR OFFERING HYBRID STRUCTURE! I TAKE A LONG TIME TO READ, SO I WOULD HAVE LIKED THE DOCUMENTS A LITTLE EARLIER TO REVIEW BUT I KNOW THAT MAY NOT HAVE BEEN POSSIBLE GIVEN OUR TIGHT TIMELINE :)**



# TIMELINE

## COMMITTEE

May 7: Today! Last Meeting!

## IMC

Materials due by May 13

Presentation:  
May 21 at 4:40 pm

Encourage interested  
admin/colleagues to  
complete form!

## SCHOOL BOARD

June 6

## UPON APPROVAL:

Communicate Approval

Negotiate with Vendor

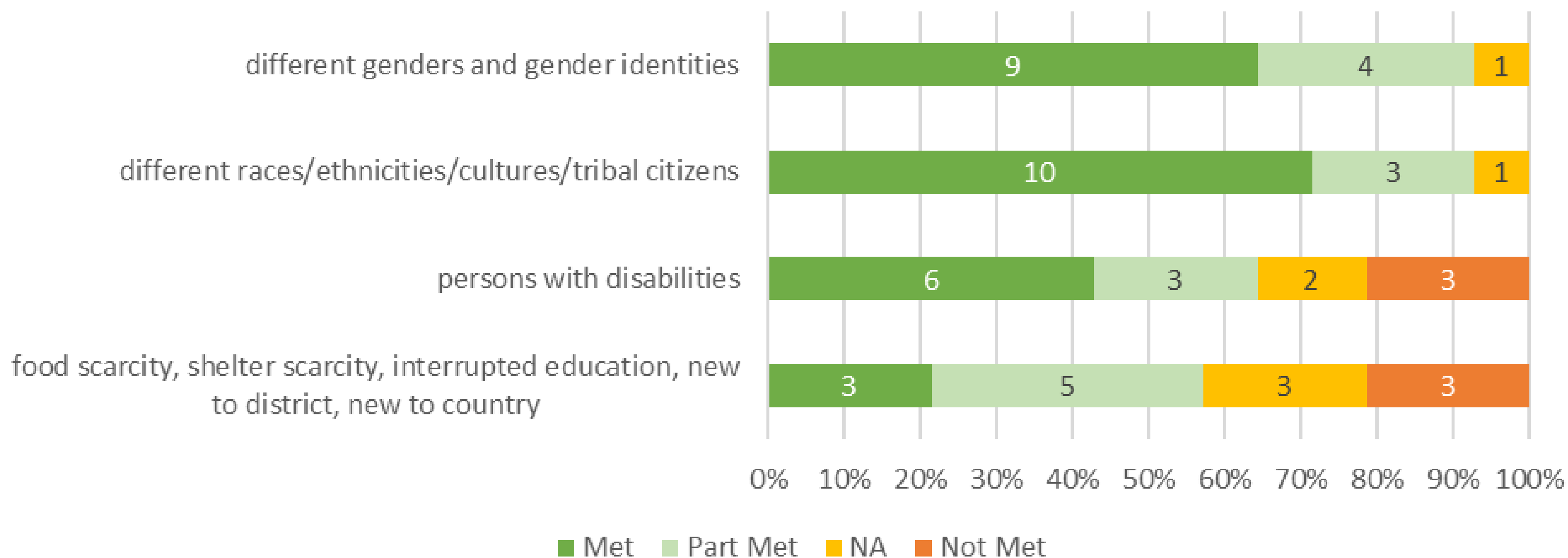
Work with Interested  
Buildings and Educators

# BIAS REVIEW

- Review Data
- Complete one document as a Team



## Characters/figures central to the instructional material show diverse groups in a variety of roles and occupations.



# COMMENTS

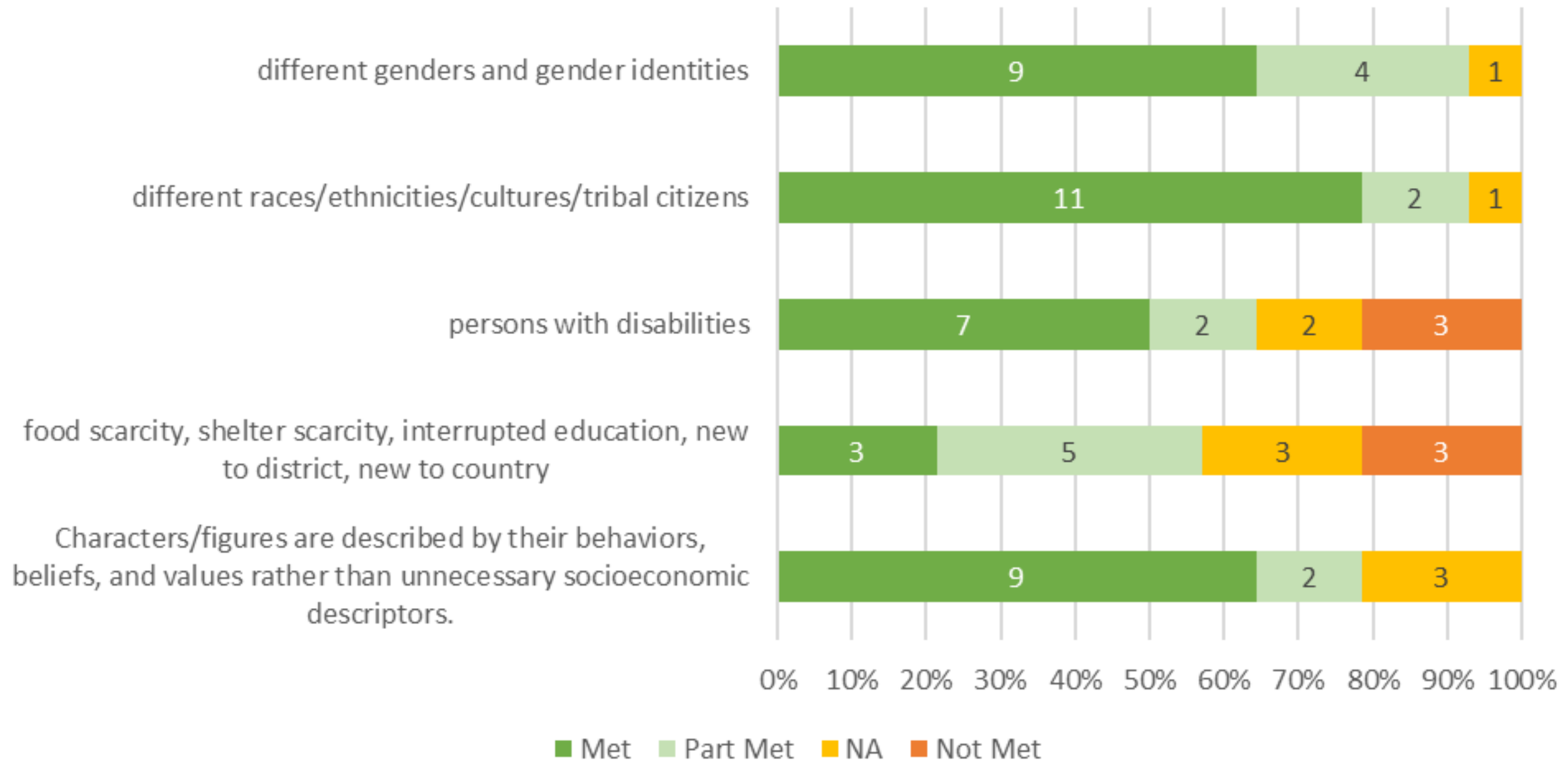
**EX: DR. B IN 7TH GRADE VIDEO (SESSION 9), CALMING LOUD EMOTIONS-VARYING AGES, RANDO IN THE MARKET INTERVIEWS, SESSION 16 FRIENDS LIKE THESE**

**THE CURRICULUM FOCUSES ON VALUES AND BUILDING CHARACTER.**

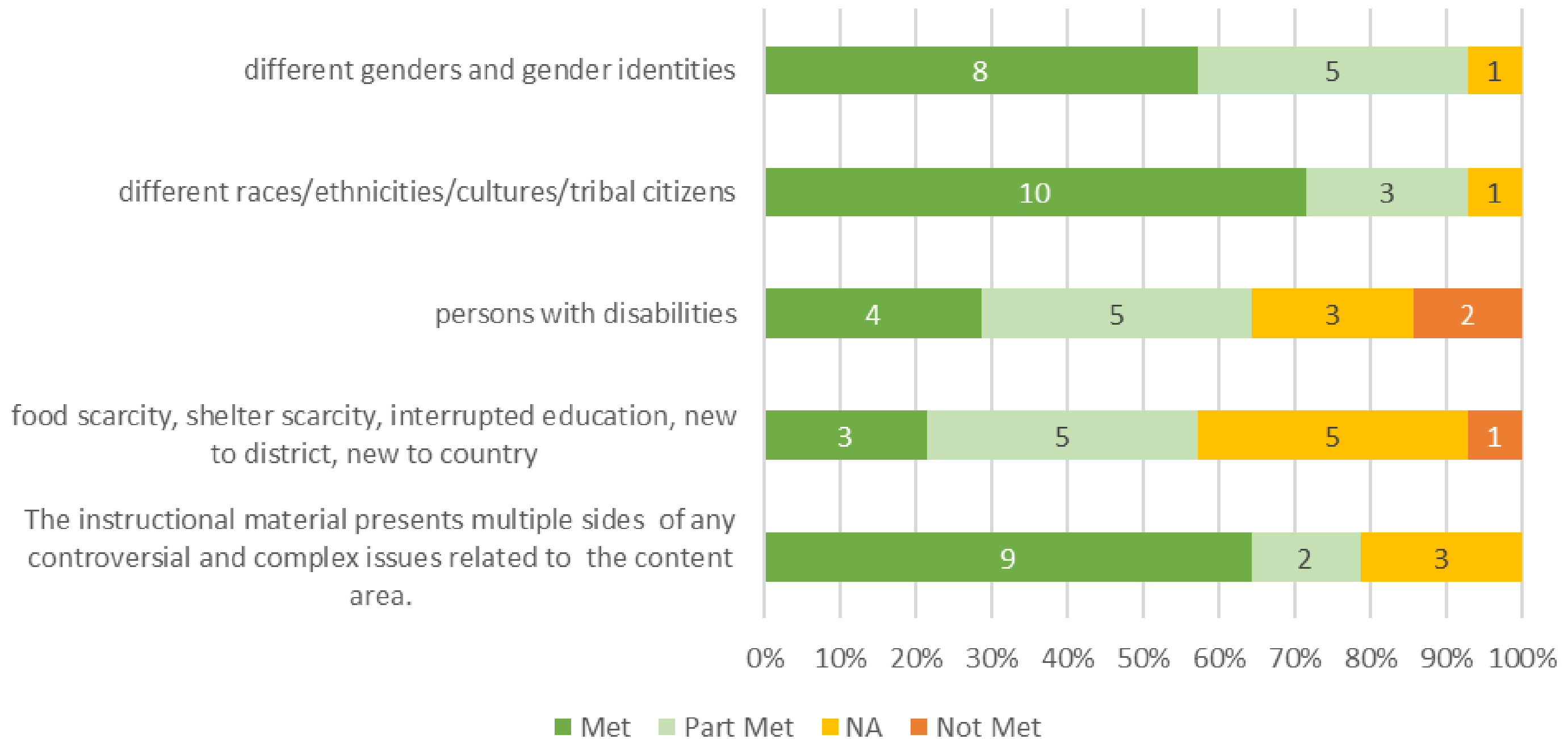
**OTHER DISTRICT IDENTIFIERS: HOMELESSNESS**



**When present in the instructional material, character traits such as courage, leadership, intelligence, integrity, etc., are distributed among diverse groups.**



## Biographical, contemporary, or historical materials infuse perspectives and contributions from members of diverse groups substantially, accurately, and respectfully.



# COMMENTS

**HERE WERE THE EXAMPLES I DID FIND (AND ALL SHOWED DIVERSE REPRESENTATION IN TERMS OF ETHNICITY/CULTURE AND GENDER):**

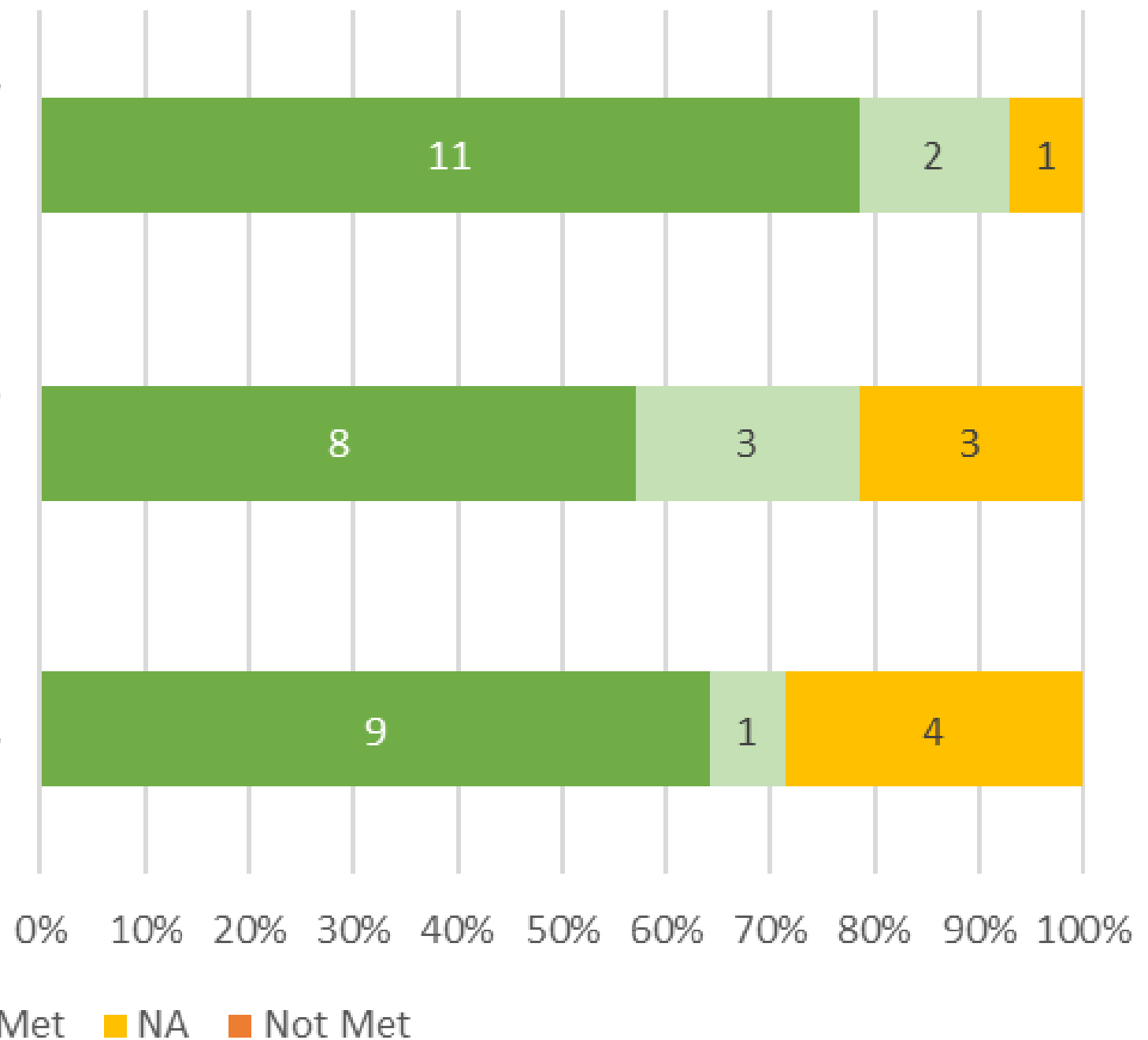
- **Videos of real people(i.e. "In the market", "Real life respect")**
- **Names in examples seemed to reflect diverse backgrounds (i.e. Lesson 7.25: Jared, Mila, & Rishab)**
- **Quotes (Lesson 7.31: quotes by Bryant McGil American Poet, Hussein Nishah Pakistani King, Taylor Swift, etc.)**

## Multicultural Representation

The instructional materials include literature, examples, or situations that accurately reflect the culture, languages, traditions, beliefs, values, and customs of people from diverse backgrounds.

Any belief systems covered in the instructional materials are presented respectfully, accurately and with appropriate context.

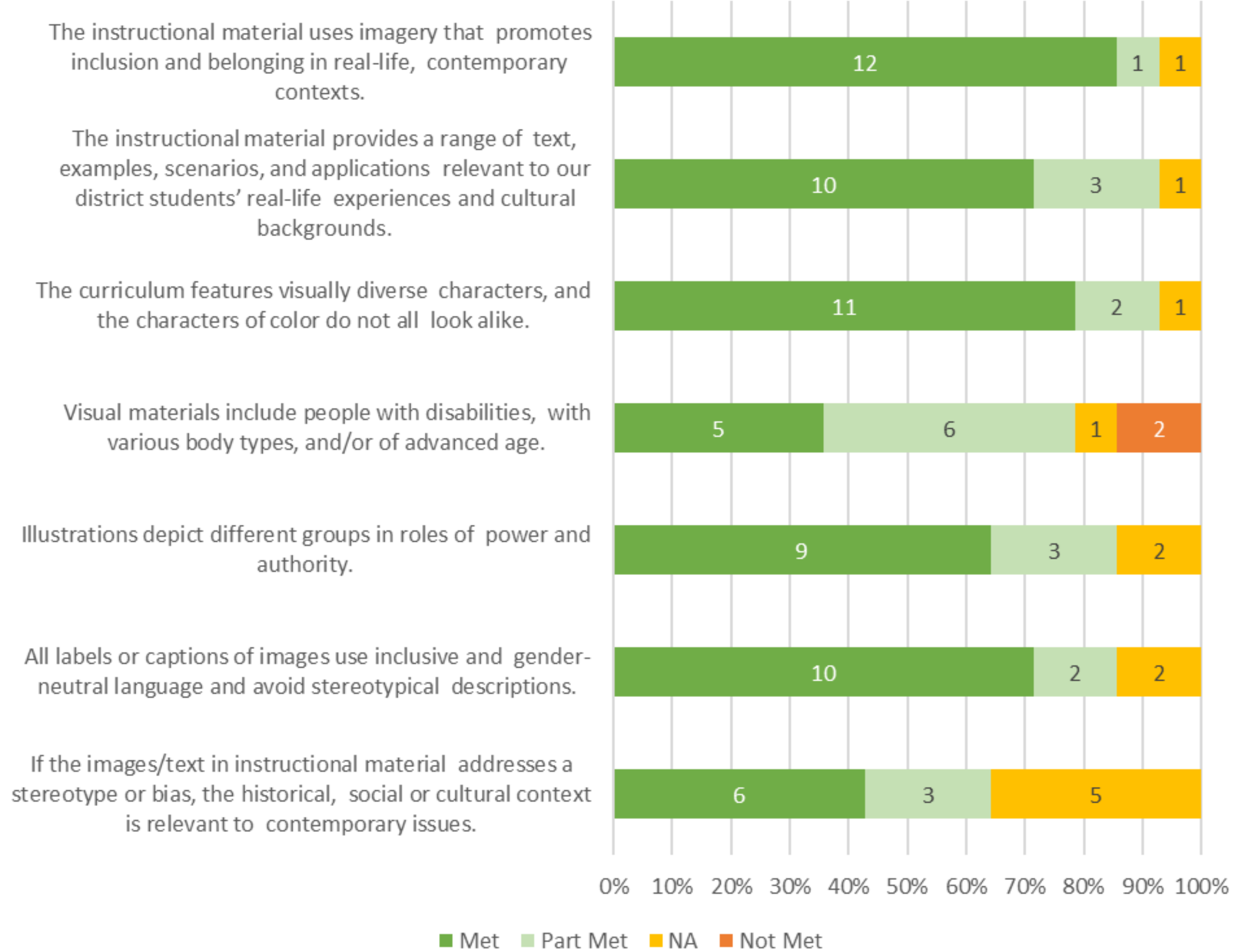
If belief systems are covered in the instructional materials, multiple belief systems/religions are presented. No one belief system is positioned as superior to others.



# COMMENTS

**VIDEO LIBRARY HAS MANY DIFFERENT MATERIALS REPRESENTING DIVERSE BACKGROUNDS.**

## Imagery and Language



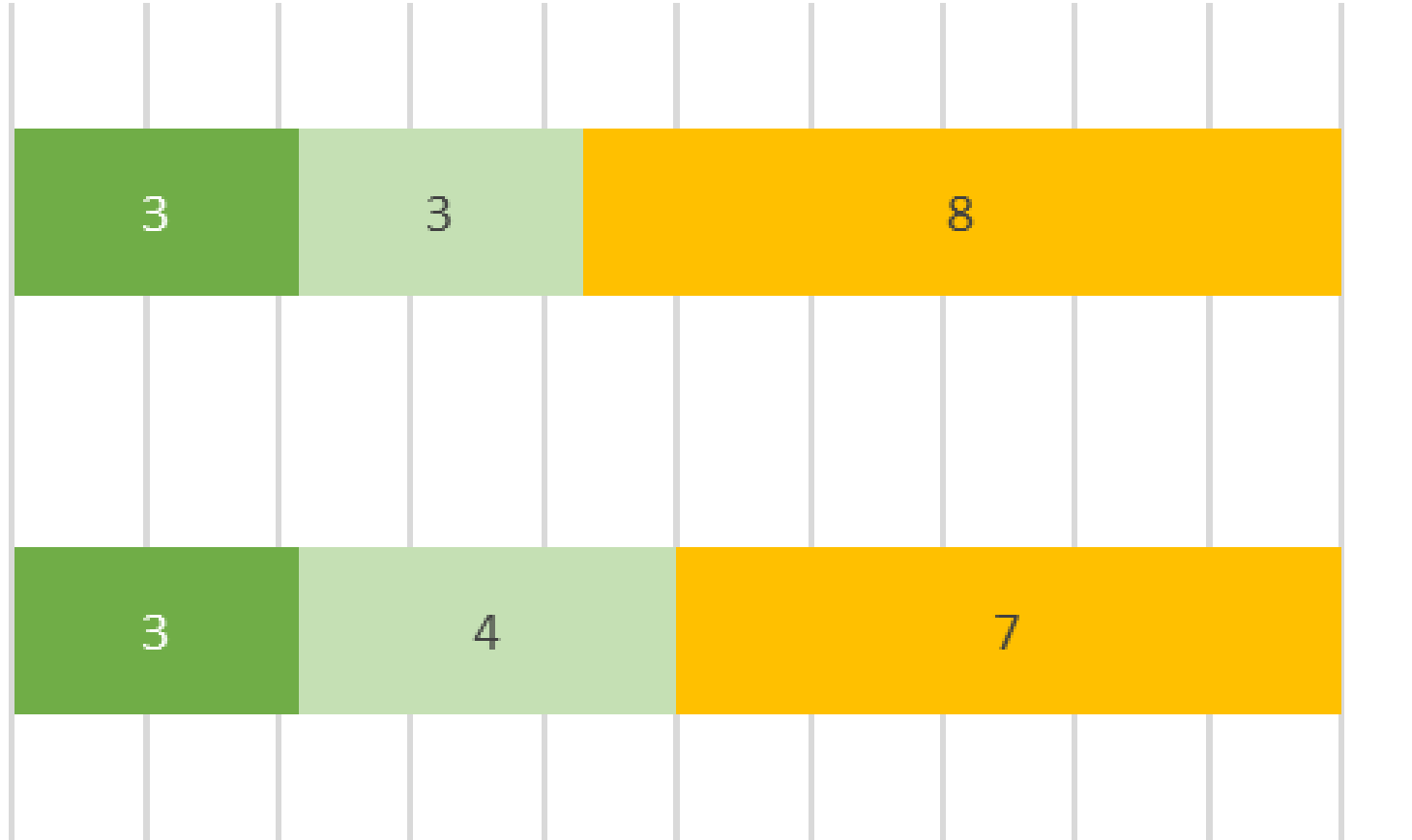
# COMMENTS

**A VARIETY OF DIFFERENT EXAMPLES, VIDEOS, QUOTES ARE USED TO CONNECT TO STUDENT'S REAL-LIFE EXPERIENCES.**

# Family Representation

When family depiction is present in instructional material, families exhibit a range of configurations in addition to the traditional nuclear family model - single parents, adopted and foster c...

When family references are present in instructional material, examples are sensitive to diversity in family dynamics and student experience of family and home.



0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

■ Met ■ Part Met ■ NA ■ Not Met



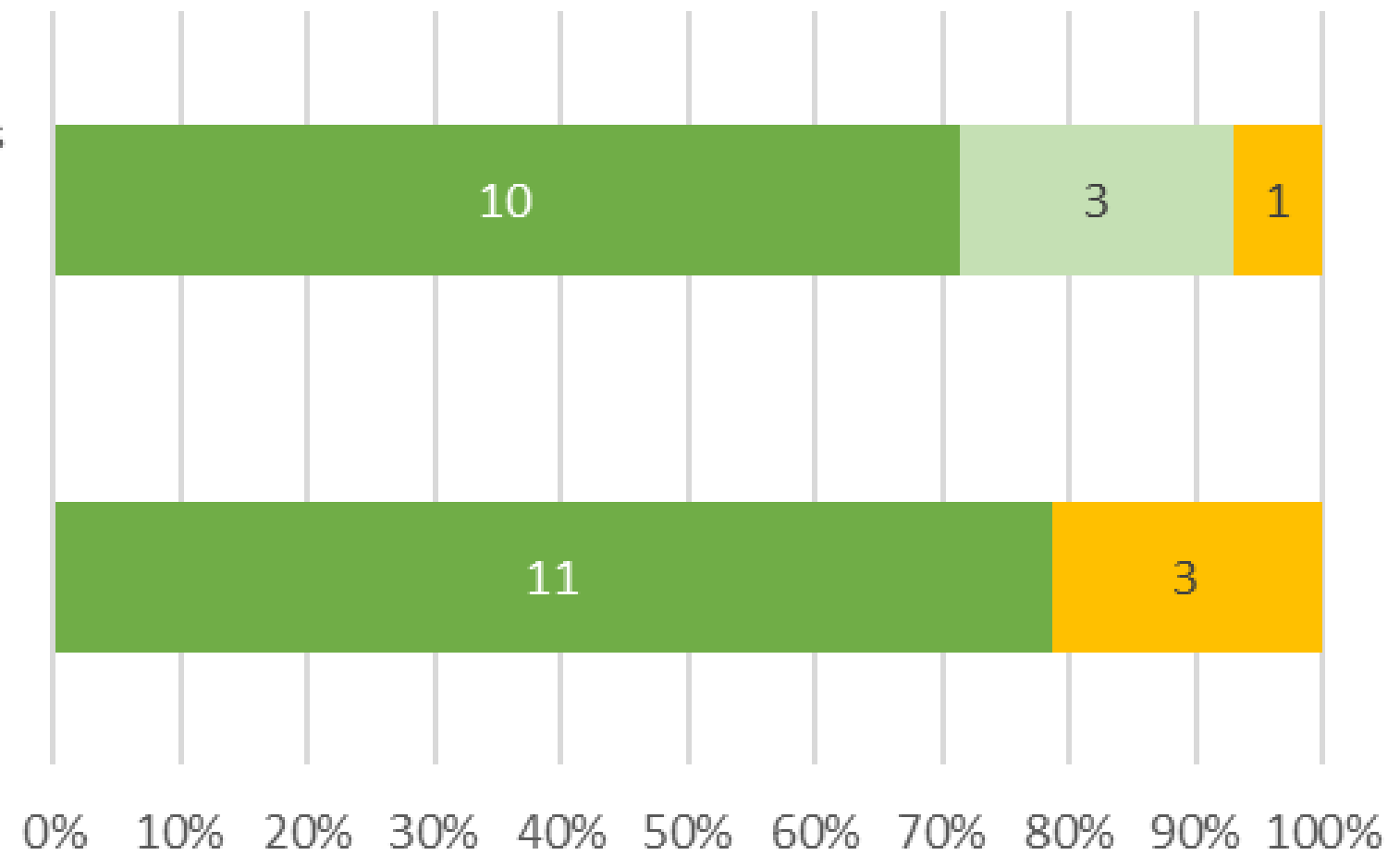
# COMMENTS

**I DIDN'T SEE A LOT IN REFERENCE TO FAMILIES, BUT I COULD HAVE BEEN LOOKING IN THE WRONG AREAS IN THE PLATFORM.**

## Teacher Guidance

The instructional material provides strategies for teachers to elicit and instructionally respond to their students' prior knowledge, interests, and identities

Guidance is provided on opportunities to partner with students' families and caregivers to enhance lessons.



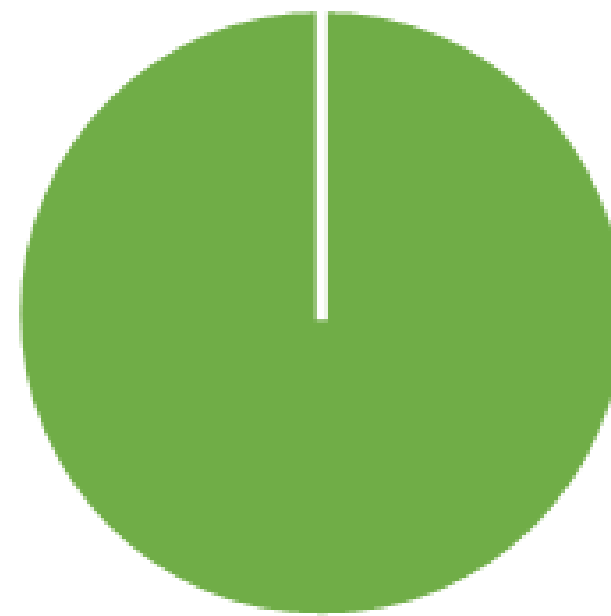
■ Met ■ Part Met ■ NA ■ Not Met

# COMMENTS

**THE WELCOME AND GETTING TO KNOW YOU ACTIVITIES PROVIDE A PLACE TO GET TO KNOW STUDENTS UNDERSTANDING AND LEARN ABOUT THEM AND THE CLASS AS A COMMUNITY**

**CHARACTER DARES GO BEYOND JUST THE CLASSROOM. TOOLS LIKE FAMILY ACCESS AND NEWSLETTERS TO ENSURE FAMILIES UNDERSTAND WHAT STUDENTS ARE LEARNING AND CAN SUPPORT IT OUTSIDE OF SCHOOL..**

**Do you have any concerns about author bias? If so, provide evidence in next questions.**



■ Yes ■ No

# COMMENTS

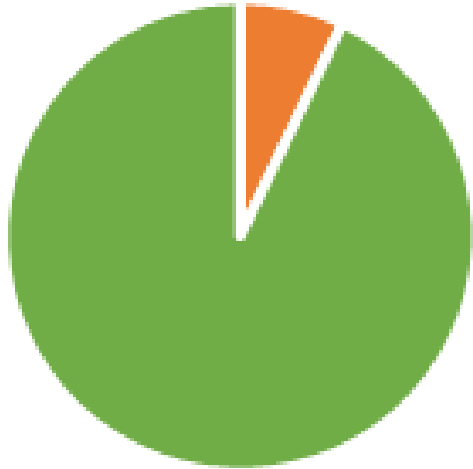
**AFTER DOING THE BIAS REVIEW, OFTEN MARGINALIZED POPULATIONS ARE REPRESENTED THROUGHOUT**

**THE ONLY COMMENT I WANTED TO MAKE IS THAT I DIDN'T TEACH ANY OF THESE LESSONS OR VIEW THEM ALL IN THEIR ENTIRETY, SO IT'S VERY POSSIBLE THAT I MISSED SOME GENDER NON-CONFORMING/TRANS REPRESENTATION OR SOME DISABILITY REPRESENTATION. THOSE WERE NOT PRESENT IN THE LESSONS I VIEWED AND I BASED MY ANSWERS ON THE PARTS OF THE CURRICULUM I'VE READ AND EXPLORED.**

**I DON'T KNOW HOW ACCURATE MY FEEDBACK IS THOUGH BECAUSE, AS I HAD SHARED AT ONE OF THE MEETINGS, THERE IS NOT MUCH REPRESENTATION OF ANYONE IN SPECIFIC IN THE LESSONS. THAT IS, I LOOKED THROUGH LIKE 20 LESSONS: 2 HAD A VIDEO WITH A VARIETY OF PEOPLE, 1 HAD SOME QUOTES, AND 1 HAD SOME FAKE SCENARIOS. THOSE DID HAVE DIVERSE REPRESENTATION IN TERMS OF CULTURE/ETHNICITY/GENDER, HOWEVER ALL OF THE OTHER LESSONS WERE JUST ACTIVITIES, QUESTIONS, ETC. THAT WERE JUST FOR THE STUDENTS. THERE WERE NOT MANY EXAMPLES OF PEOPLE, REAL OR FICTIONAL, WRITTEN OR ILLUSTRATED, WITHIN THE CURRICULUM TO EVEN INCORPORATE REPRESENTATION.**

**I THINK THAT'S NOT A BAD THING, AS IT MAKES THE ACTIVITIES PERSONAL, AND STUDENTS CAN DEFINITELY SEE THEMSELVES IN THE CURRICULUM WHEN IT'S LITERALLY JUST ABOUT THEM, BUT IT JUST FELT HARD TO JUDGE OFF OF SO FEW EXAMPLES.**

**Do you have any additional concerns about generalizations, stereotypes or misrepresentations in the instructional material? If so, please document in next question.**

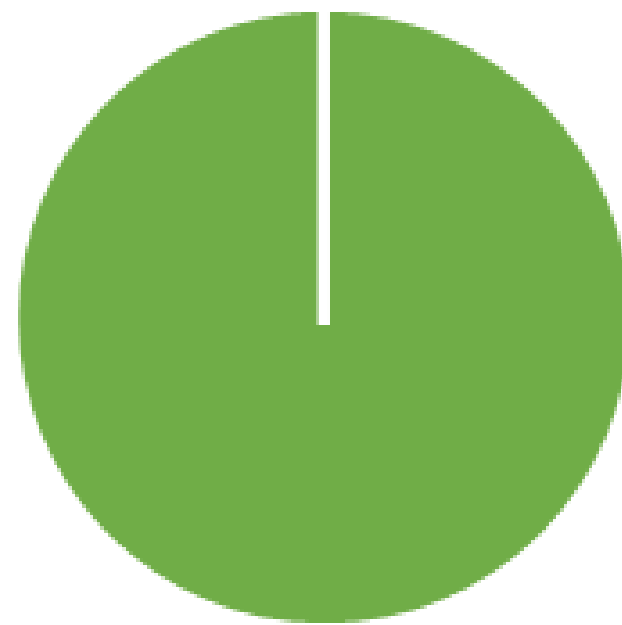


■ Yes ■ No

# COMMENTS

**THE ONE PIECE I AM WONDERING ABOUT IS HOW THE CURRICULUM IS COACHING STUDENTS ON HOW TO NAVIGATE GLOBAL CONFLICTS AND MANAGING DIFFERING PERSPECTIVES. (IE MIDDLE EAST, UKRAINE-RUSSIA, PERSPECTIVES FROM DIFFERENT AREAS OF THE US.)**

**Do you recommend the use of  
this instructional material from an  
inclusive and unbiased content  
perspective?**



■ Yes ■ No



# OUR PRESENTATION

ADDING IN DATA & PUTTING FINISHING TOUCHES



# OUR DOCUMENTS

ADOPTION REQUEST - **DONE!**

MEMO TO BOARD - **DONE!**

CRITICAL CRITERIA - **ALMOST DONE!**

BIAS REVIEW - **DONE TODAY!**



# APPRECIATION!

Thank you for being a valued member of  
this Committee!

5/7/24 MS SEL Adoption  
Committee Meeting Sign In

