

Arlington Heights SD25 Curriculum Equity Audit

Board of Education Presentation

May 5, 2022

7:00 PM CST



Solutions that Matter

Agenda

- Curriculum Equity Audit Context – *Dr. FitzPatrick*
- Equity Audit Process & Methodology
- Positive Practices & Highlights
- Recommendations for Areas of Growth
- Action Planning Aligned to Strategic Plan
- Next Steps
- Questions & Discussion



Curriculum Equity Audit Team Members



Anna d'Entremont
Project Advisor
Focus: Client
Engagement Manager



Sydney Menzin
Project Manager
Focus: Client Support



Mary Ellen Hannon
Subject Matter Expert
Focus: ELA & SS
Audit Elementary



Mary Baker-Boudissa
Subject Matter Expert
Focus: Library
Collection Audit



Dr. Tanisha Brooks
Subject Matter Expert
Focus: ELA & SS Audit
Middle School



Isabelle Blair
Focus: Stakeholder
Engagement,
Library Collection Audit
Support

Equity Audit Framework & Methodology

PCG's Commitment to Educational Equity

Equity demands that we consider the needs of **each student** with a discerning eye to the students who are **historically marginalized or treated with low expectations**, often due to cultural and linguistic diversity, identified disability, or gender identity.



Equity Curriculum Audit Process



Phases of the Work

PROJECT LAUNCH (August 2021)

Activities

- Facilitate a kickoff meeting to introduce the project team
- Review project goals, objectives, timelines, and commitments.

PHASE 1: DATA COLLECTION AND ANALYSIS (September-October 2021)

Activities

- Conduct focus groups with students, teachers, principals, and central office staff.
- Identify current curriculum and curricular practices that promote equity

PHASE 2: CURRICULUM ANALYSIS (September-November 2021)

Activities

- Conduct a detailed audit of the Literacy and Social Studies curriculum as well as the books and materials in the Library Media Center
- Provide recommendations on how to increase representation within the curriculum.

PHASE 3: FINAL REPORT AND IMPLEMENTATION ROADMAP (December 2021-January 2022)

Activities

- Develop and Present Final Report
- Created Executive Report Summary

PHASE 4: ACTION PLANNING (February 2022-March 2022)

Activities

- Create a repository of resources for SD25
- Design Action Planning Sessions based on report recommendations
- Provide 2 half day action planning sessions on-site with SD25 team



Methodology: *Curriculum Focused Document Review*

Leadership, Policies & Practices	ELA/Reading Units Grades 1, 4, 7, 8	Social Studies Units Grades 2, 5, 8	LMC Collections Consistent Samples from Elementary Schools & Middle School	Curricular Support Materials (Including PD)	Curriculum Adoption Materials
<ul style="list-style-type: none"> • School Board Policy Related to Curriculum • SD25 Strategic Plan 	<ul style="list-style-type: none"> • Reading Units • Textbooks • Mentor Texts • Independent Reading List • Writing Units • Teacher's Planning Tools • Pacing Guide • Curriculum Map 	<ul style="list-style-type: none"> • TCI Student Materials/Digital • TCI Unit-Level Plans/Modules • Lesson Plan Samples • Pacing Guide • Curriculum Map 	<ul style="list-style-type: none"> • Library Book Collection Database • LMC Operations Binder 	<ul style="list-style-type: none"> • Training of PD for Textbook and/or Curriculum Adoption ELA • Training on IL Learning Standards – SS • Budget 	<ul style="list-style-type: none"> • Curriculum Adoption Process • Rubrics for Textbook Adoptions • Toolkit for Evaluating Alignment • Other Curriculum Reviews • Textbook Cycles



Methodology: *Stakeholder Engagement*



Focus Groups & Interviews

Stakeholders participated in focus groups and interviews including:

- Superintendent
- Assistant Superintendent
- School Board Reps
- Curriculum Coordinators
- School Based Leaders (Principals/Assistant Principals)
- Teachers (all levels)
- School-Based Staff
- Parents
- Elementary and Middle School Students

Sessions held during the school day, afterschool, and in the evenings.



Positive Practices and Highlights from Curriculum Audit

The following are examples of some findings from the study.

All findings, recommendations, and additional details can be found in the PCG report.

Positive Practices and Highlights from Curriculum Audit

- **Strategic Plan.** The Board of Education recently adopted the Strategic Plan. It sets expectations for equity and diversity within the District. The plan identifies five goals that will provide a road map for moving SD25 ahead over the next five years.
- **Pacing Guides.** The Pacing Guides set the expectations for which units will be taught during the three (3) trimesters in elementary grades and the four (4) quarters in middle school.
- **Teacher Planning Materials.** The teacher materials in both ELA and Social Studies provide many resources to connect students to the text being read keeping them engaged during read alouds.
- **Staff Commitment.** Teachers and administrators were highly engaged and committed to their students and providing the best experience possible.



Positive Practices and Highlights from Curriculum Audit

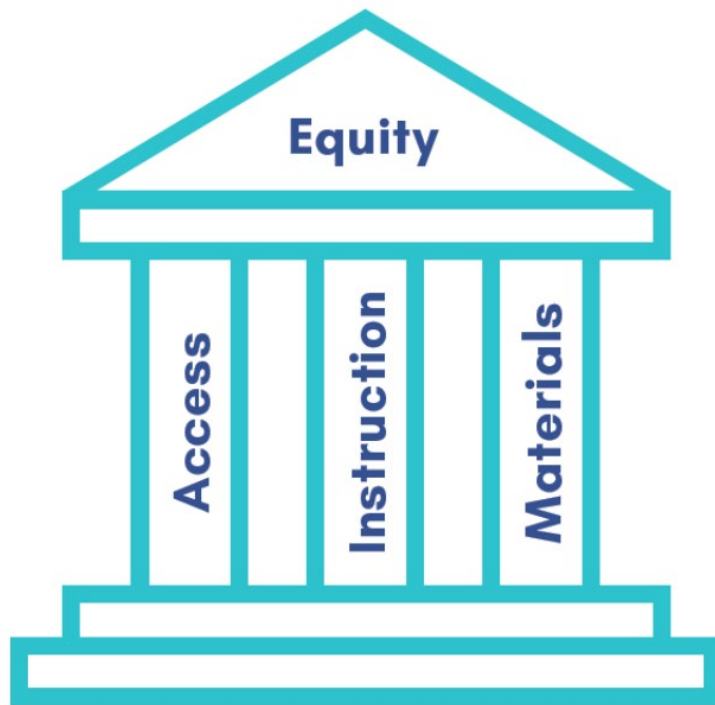
- **Student Experience.** In the Social Studies (TCI) Resources the student text can be electronically accessed. Material is written in English and Spanish.
- **Updates Provided.** The Social Studies Materials provide electronic updates to ensure teachers have the most updated resources to plan and teach lessons.
- **Teacher and Student Input in LMC Collection.** LMC directors maintain lists of books and materials that students & teachers request. Those lists are considered a guide for future orders.
- **Meet-the-Author Experiences.** Events where authors visited the school to talk about their work, answer questions, and interact with students were planned and well received.



Recommendations for Areas of Growth

The following are examples of some data-based findings from the study.
All findings, recommendations, and additional details can be found in the PCG report.

Equity Lens for Curriculum Adoption Process



- Update the **curriculum adoption rubric** with an intentional focus on equity.
- Ensure **every student has access**, there is an opportunity for culturally responsive instruction, and the materials provide an opportunity for diversity.
- Consider setting aside **additional funding** for supplemental books and materials when purchasing new curriculum.

Diversity in Book Collections



- Consider the concept of “*mirrors and windows*” for book collections (mentor texts, classroom libraries, teacher read alouds)
- Provide teachers with a rubric to review and expand their classroom library collection
- Examine the diversity of characters and authors when purchasing new books

Professional Learning

- Offer leaders and teachers training on Culturally Responsive Instructional Practices
- Continue the equity discussion groups that began before COVID-19
 - Teachers appreciated the opportunity to learn from their colleagues while engaging in those discussions.
- Provide additional professional development on newly adopted curriculum



More Stakeholder Voices in Curriculum Adoption

- Consider adding more stakeholder voices in curriculum adoption
 - Surveys, additional committee members, and more communication throughout the process
 - More stakeholders heard from = a more transparent process
- Create a communication plan to ensure that key messages regarding curriculum changes or sensitive subjects found within in the curriculum is communicated to parents



Communicate New Additions to LMCs

- Raise teacher, parent, and stakeholder awareness of new resources via existing district newsletters, website, and social media
- Consider highlighting a new book or resource each month, with a corresponding display and related titles for students to explore
 - Find ways to incorporate diverse voices and stories as part of the display all year
 - Help to address parent perceptions that diverse titles are only displayed during specific months



book of the
Month

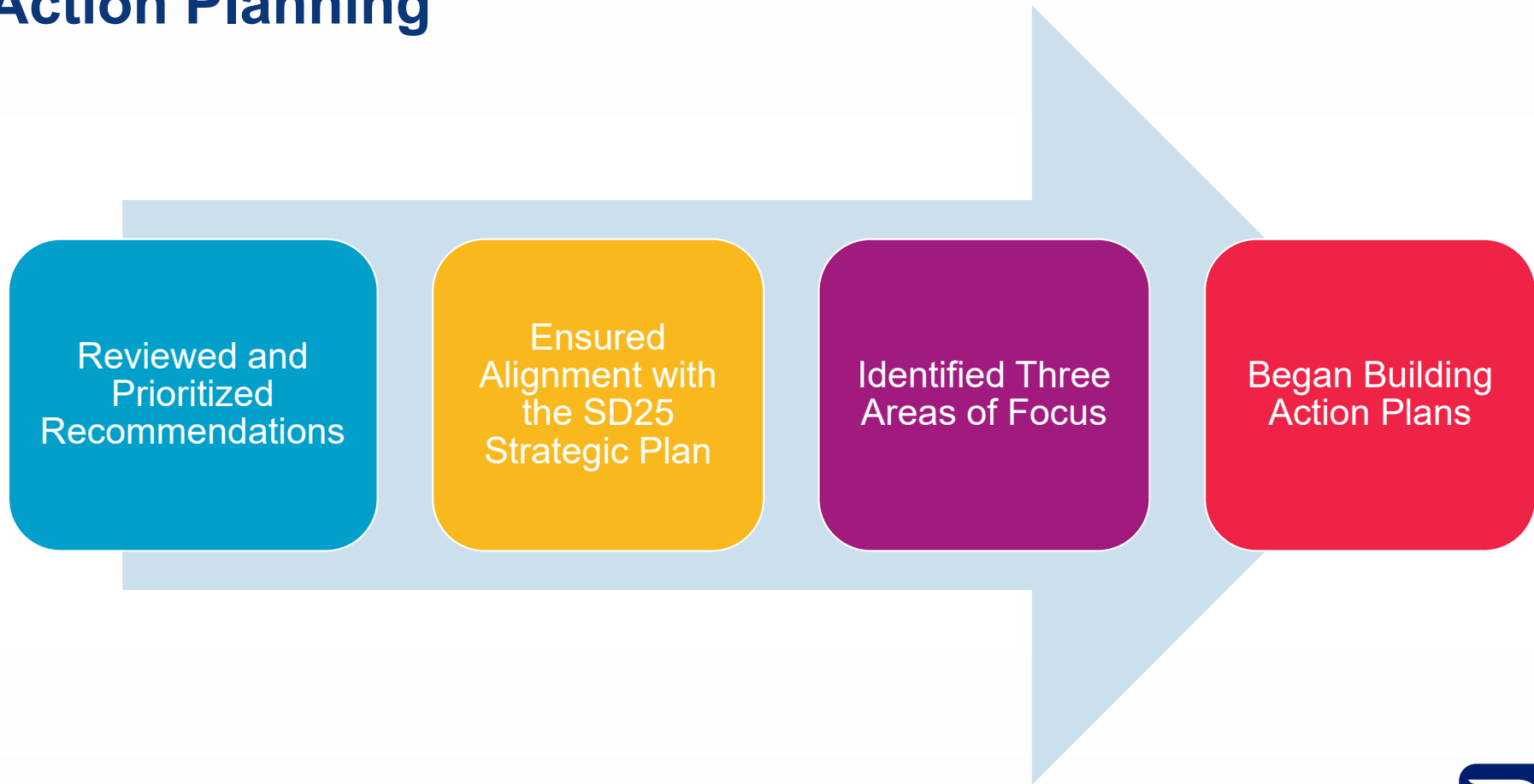
Student & Family Engagement Activities with an Equity Lens



- When inviting authors or other featured guests, consider the premise of providing “*mirrors and windows*” for students
 - Favorite authors add to student and family engagement
 - New authors from other cultures provide an engaging learning experience for everyone
- Prioritize equity in budgeting for experiences (author visits and evening activities)
 - Provide sufficient funds for *all* schools to participate
 - Have translators or translated materials available when families are invited

Action Planning

Action Planning



Questions & Discussion



Solutions that Matter