

## Reflection 4

### Part 1

Competency (or course objective)	Where do students learn the content, they are being assessed on? (List a lecture #, text/media source, class discussion, etc.)	If not you, who is the author/creator of this material?
<p>1. Describe the current conditions of the profession of teaching within the United States and the rights and responsibilities of a public school teacher.</p> <p>CRSE 1.B Understand that you, like everyone, can unwittingly adopt societal biases that can shape the nature of your interactions with groups and individuals.</p> <p>2. PE.1 Demonstrate your understanding of the PA Code of Professional Practice and Conduct for Educators and the PA Educator Discipline Act (Model Code of Ethics for Educators)</p> <p>CRSE 1.A Reflect on and explain your own</p>	<p>PA Code of Conduct case study dialogue</p> <p>CRSE Competencies overview</p> <p>Mandated Reporter Training (Act 126)</p> <p><b>We Want to Do More than Survive</b> Socratic Seminar</p> <p>PA Code of Conduct</p> <p>Model Code of Ethics modules</p> <p>Autoethnography Assignment</p>	<p>PA Code of Conduct</p> <p>PA Dept of Education</p> <p>Various scholarly articles Education Librarian lesson</p> <p>Dr. Bettina Love</p> <p><a href="#">Advice for white allies going through existential crises while doing DEI work</a> Posted on <u>October 16, 2022</u> by Vu</p> <p>PDE</p> <p>Rochelle Peterson-Ansari</p>

<p>life experiences and membership to various identity groups (race, skin color, ethnicity, gender identity, age, nationality, language, class, economic status, ability, level of education, sexual orientation, and religion).</p> <p>CRSE 1.C</p> <p>Engage in critical and difficult conversations with others to deepen your awareness of your own conscious/unconscious biases, stereotypes, and prejudices.</p> <p>CRSE 1.D</p> <p>Reflect on how you can meet the needs of each learner.</p> <p>3. Identify socio-cultural characteristics and values, and communication and learning styles of English language learners (EL).</p>	<p><b>Add this component to students' self-reflection essay.</b></p> <p>Harvard Implicit Bias Test</p> <p>Implicit Bias modules</p> <p>Take hot topics in education right now and have students research both sides of the issue (i.e. Critical Race Theory) and then debate both sides in an effort have students clearly understand both sides and experience how to have difficult conversations. (new activity)</p> <p>Bringing Cultural Context and Self-Identity into Education: Brian Lozenski (Dialogue)</p> <p>Multilingual Learners lecture and case study activity</p> <p>Field Report Assignment</p>	<p>Test yourself for hidden bias, Teaching Tolerance, <a href="https://www.tolerance.org/professional-development/test-yourself-for-hidden-bias">https://www.tolerance.org/professional-development/test-yourself-for-hidden-bias</a></p> <p>Van Explains it All: Implicit Bias - <a href="https://youtu.be/C-GPBq-gGjY">https://youtu.be/C-GPBq-gGjY</a></p> <p>Implicit Bias: Lifelong Impact <a href="https://youtu.be/QnzkWc4b4mY">https://youtu.be/QnzkWc4b4mY</a></p> <p>The Kirwan Institute for the Study of Race and Ethnicity <a href="https://kirwaninstitute.osu.edu/implicit-bias-training">https://kirwaninstitute.osu.edu/implicit-bias-training</a></p> <p>I revised the Field Report and Reflection assignment to include connections to the CRSE Competencies. Field Debriefing session</p> <p><a href="https://youtu.be/bX9vgD7iTqw">https://youtu.be/bX9vgD7iTqw</a></p> <p>Teaching Philosophy Statement now has students reflect on the CRSE competencies</p>
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<p>CRSE 2.D</p>	<p>Identify and make efforts to remove bias in teaching materials, assignments, curriculum, and resource allocation.</p>	<p>Autoethnography Assignment</p>	<p>Continue to collect data using these self-reflections which can also help students see their growth or areas of need which they will report in their final Self-Reflection Essay (I have created an assignment handout for this which I did not have before and the prompts are more specific).</p>
<p>CRSE 2.E</p>	<p>Recognize schools' history of inequities and institutional biases and their consequences.</p>		
<p>CRSE 2.B</p>	<p>Understand the importance of social markers, such as race, skin color, ethnicity, gender identity, age, nationality, language, class, economic status, ability, sexual orientation, and religion.</p>		
<p>4.</p>	<p>Using an equity literacy framework (Gorski &amp; Pothini), identify bias in instruction, materials, and assessments. Observe culturally and/or linguistically diverse instructional settings.</p>	<p>Equity Literacy Process lecture and dialogue</p>	<p>Gorski &amp; Pothini</p>
<p>CRSE 8.A</p>	<p>Understand the importance of having high expectations for all learners, including BIPOC students.</p>		
<p>CRSE 8.B</p>	<p>Communicate expectations and a clear framework for all learners (specifically</p>	<p>Field Report Assignment Equity Literacy Framework</p>	<p>Gorski &amp; Pothini</p>

<p>individuals from diverse backgrounds), which clarify and articulate the standards to which they are being held.</p> <p>5. Reflect on culturally responsive pedagogy and all of the Culturally Relevant and Sustaining Educator Competencies by analyzing instructional practices, assessment decisions and respecting every BIPOC learner.</p> <p>CRSE 4.A Make fair and equitable instructional and assessment decisions to ensure all learners have equitable access to educational resources, experiences, and opportunities.</p> <p>CRSE 5.B Show respect for every BIPOC learner, educator, educational leader, and family across cultural, racial, and linguistic differences.</p> <p>6. Explain the historical development of the governance of our educational system at the local, state, and national levels and the various</p>	<p>CRSE Competencies lecture and self-reflection</p> <p>Field Report and Support Needs Project</p> <p>Teacher Evaluation Form from Field Placement (update this with CRSE competencies)</p> <p>History of American Education lesson</p> <p>1619 Project Podcast and/or on Hulu</p>	<p>Included the CRSE competencies in the Bloc Synthesis assignment handout so students are required to address the competencies.</p> <p>See article by Moll, Amanti, Neff and Gonzalez:  <a href="https://education.ucsc.edu/ellisa/pdfs/Moll_Amanti_1992_Funds_of_Knowledge.pdf">https://education.ucsc.edu/ellisa/pdfs/Moll_Amanti_1992_Funds_of_Knowledge.pdf</a></p> <p>Foundations Bloc Faculty</p> <p>Nikole Hannah-Jones  <a href="https://www.youtube.com/live/XrfV7w3EyGI?feature=share">https://www.youtube.com/live/XrfV7w3EyGI?feature=share</a></p> <p>Introduction (CNN)  <a href="https://youtu.be/YaeqpMi-pJE">https://youtu.be/YaeqpMi-pJE</a></p>
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<p>public and private types of schooling.</p> <p>7. In an effort to disrupt inequities in the educational system and challenge unjust policies, you will analyze the ways that diverse cultural values, beliefs, and practices influenced and have been influenced by the politics and power distribution in our educational system. To do this, you will...</p> <p>CRSE 9.A Believe and acknowledge that microaggressions are real and take steps to educate yourself about the subtle and obvious ways in which they are used to harm and invalidate the existence of others.</p> <p>CRSE 9.B Take responsibility for informing yourself about the various types of microaggressions and the specific communities and subgroups harmed by these practices.</p> <p>CRSE 9.C Inform yourself about the long-term impact of unchecked microaggressions on the mental and emotional health of BIPOC and other marginalized learners,</p>	<p>To Teach (book)</p> <p>We Want to Do More Than Survive</p> <p>Abolitionist Teaching Network</p> <p>Microaggression video examples</p> <p>Microaggressions in the Classroom (article)</p> <p>Videos</p> <p>Article Report and Handout on a CRSE focused topic</p> <p>To Teach (book)</p>	<p>Bill Ayers</p> <p>Bettina Love</p> <p>Kendra Sette- Avoiding Microaggressions in Classrooms and Online  <a href="https://collegeeducated.com/resource/avoiding-microaggressions-in-classrooms-and-online/">https://collegeeducated.com/resource/avoiding-microaggressions-in-classrooms-and-online/</a></p> <p>Portman, Bul, Ogaz, Trevino</p> <p>Mosquitos:  <a href="https://youtu.be/hDd3bzA7450">https://youtu.be/hDd3bzA7450</a></p> <p>Where are you from?  <a href="https://youtu.be/crAv5ttax2I">https://youtu.be/crAv5ttax2I</a></p> <p>Bill Ayers  <i>*I need resources for this competency.</i></p>
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<p>educators, educational leaders, and families.</p> <p>CRSE 9.D Understand the relationship between impact and intent.</p> <p>CRSE 9.E Create learning communities and spaces that are inclusive and free of destructive and harmful microaggressions.</p> <p>CRSE 9.F Actively counter deficit-based and invalidating behavior in yourself and others by engaging in affirming practices.</p> <p>CRSE 9.G Engage in critically reflexive practice.</p> <p>8. Describe and analyze the system of school funding in Pennsylvania and its impact on the quality of education for all children.</p> <p>9. Analyze the equality and equity questions regarding school funding and resource distribution at the local, state, and national levels of government and determine</p>	<p>Class Vision Statement</p> <p>To Teach (book)</p> <p>Self-Reflection Journal and Essay</p> <p><a href="#">Budget summary - education</a> (from governor's office)  Education advocates' response.  <a href="#">Pennsylvania School Allies Criticize Shapiro's Budget Plan</a></p> <p>From Education Voters of PA:  Click <a href="#">HERE</a> for a slide deck with detailed information about the budget.  Click <a href="#">HERE</a> for our budget analysis.  Click <a href="#">HERE</a> for a recording of our briefing about the education funding proposal  Click <a href="#">HERE</a> for spreadsheets that show how much funding each school district would receive with this funding proposal.</p>	<p>Bill Ayers</p>
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<p>how have diverse cultural values, beliefs and practices influenced and have been influenced by our educational system.</p> <p>CRSE 2.E Recognize schools' history of inequities and institutional biases and their consequences.</p>		
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## Part 2

### Observations about where students learn content

1. Is there anything that students are assessed on that is not adequately covered by my resources/content?

I can do a better job with the school funding objectives.

2. Do I anticipate that my content will adequately meet the learning needs of students with a range of background knowledge about CRSE?

Yes, I will start at the beginning and help students to focus on Competency #1 even though some (but few) students have already done some of this work.

3. Is content related to any particular course objective over-represented/disproportionate to others? Is there any content I need to cut?

I spend a lot of time on social justice issues which aligns well with the CRSE competencies, and I have too many assessments. Because I do not give traditional tests or quizzes there are a lot of assessments. I worry that students may see some of the assessments as busy work.

4. Other observations:

I am going to use more videos and podcasts done by BIPOC experts to supplement my lessons.

### Observations about authors

1. Am I aware of the identities held by the authors/creators of my course content? If not, when, and where will I seek this information?

I actually feel pretty good about my readings highlighting authors from various backgrounds (i.e. Ladson-Billings, Love, Emdin, Delpit, etc.), but I am always looking for new content.

2. What **identities** and **perspectives** are missing from the scholars on my syllabus? What identities and perspectives are over-represented?

Although I have one lesson on LGBTQIA+ community support, I could still do more to highlight this population. I also need to find more resources by Indigenous authors.

3. Other observations:

There is just not enough time in the semester! Ugh! My students in this class have 8 days in the field so I lose all that class time. We use standard field assignments so I will need to talk to my teaching partners to see if they will agree to the changes I am

recommending for the field assignments so that we can more specifically address the CRSE competencies and also synthesize some of the content.

Overall

1. If I am missing significant pieces of CRSE content or identities and perspectives among my authors, do I know what materials I might be able to add? If not, how will I find these materials?

I have been reviewing all the resources my COP colleagues have been sharing and “stealing” some of those.

2. Other observations:

This has been a great process to help me walk through the changes I need to make, and I have really appreciated having time to speak with my colleagues and share resources.

3. If you'd like help from COP members to find a resource on a particular topic or authored by someone of a particular identity or perspective, please state what you're looking for here (eg., *“I'm looking for a short article or video about racial bias in school discipline, accessible to students without prior knowledge on this topic...”*).

I'm looking for more articles/videos featuring indigenous people. I am also looking for resources to address CRSE 9.C. *Inform yourself about the **long-term impact** of unchecked microaggressions on the mental and emotional health of BIPOC and other marginalized learners, educators, educational leaders, and families.* I am also interested in seeing other institution's field placement mentor teacher evaluations to see how we might expose mentor teachers to the need for CRSE competencies as well.