

Reflection 4

Part 1

Competency (or course objective)	How is this Competency assessed?	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>COMPETENCY 1: Reflect on One's Cultural Lens</p>	<p>In the past, this competency was organically assessed through a general reflection paper, which has them wrestle with a time in which their culture was disrespected.</p>	<p>In the past, the aforementioned was just an open ended question. However, moving forward, I will edit the below objectives, and correlating questions, as a means to provide a more robust assessment:</p> <p>A. Culturally Relevant and Sustaining Educators reflect on their own life experiences and membership to various identity groups (i.e., race, skin color, ethnicity, gender identity, age, nationality, language, class, economic status, ability, sexual orientation, religion). They ask themselves how these aspects of identity influence their beliefs about others in the practice of critical self-awareness.</p> <p>B. Culturally Relevant and Sustaining Educators understand that they, like everyone, can unwittingly adopt societal biases that can shape the nature of their interactions with groups and individuals such as students, families, and colleagues. Therefore, they confidently and courageously engage in critical self-reflective practices about how they communicate (spoken, unspoken, written) with students, families, and colleagues. They examine their</p>	

		<p>own patterns of communication to recognize and uncover judgments, stereotypes, conscious/unconscious biases, and prejudices.</p> <p>C. Culturally Relevant and Sustaining Educators engage in critical and difficult conversations with others to deepen their awareness of their own conscious/unconscious biases, stereotypes, and prejudices.</p> <p>D. Culturally Relevant and Sustaining Educators reflect on how they meet the needs of each learner. They do this by respecting, acknowledging, and affirming learners' diverse identities, histories, cultures, and value systems. This may include demonstrating humility, patience, and a willingness to learn, listen, and expand their thinking.</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?

In many ways, students in EDU-390 are assessed on many of the competencies, through our learning activities and lectures. However, as a part of this process (meaning syllabus revisions), I now realize that I need more practical (and not just philosophical) resources for our students to utilize in the classroom.

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

Providing diversity in learning materials and the overall pedagogical approach that I use, within the course is key to meeting students within the course, as it pertains to deepening their understanding of CRSE. Specifically, some students come into the course, with at best a surface level understanding of culture, race, and DEIB. Thus, I need to make sure that I provide various resources for students to develop confidence and competence to engage in course materials and conversations.

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

N/A.

4. Other observations:

N/A.

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 am definitely aware of the identities of the authors that are utilized within my course. However, one of the things that is critically important, is making sure that I stress the philosophical growth of the authors that I'm citing in the course (I can further explain this in our group work).

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

Another area of growth for my course, is making sure that students don't think that EDU-

390 is just a Black and White conversation. Specifically, I need to provide resources and diverse perspectives that explore the wide range of cultural dynamics, even amongst students of African descent.

3. Other observations:

N/A.

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?

N/A.

2. Other observations:

N/A.

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..."*).

This question is super important, as we are tasked to support each other as a community of practice. To that end, within my course, I am strong with the theoretical, philosophical, and historical underpinnings of Culturally Relevant/Responsive/Sustaining pedagogy. That said, if anyone has recent resources on practical examples of how to operationalize CRP within lessons and/or programming (e.g. a book with CRP lesson plans), the aforementioned will greatly aid in the ways that I aspire to support my students.