

## 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.</p>	<p>The text is one source and also outside readings.</p>	<p>Gloria Ladson Billings (1995) argues that the constructs of Culturally Relevant Pedagogy are: (1.) students should experience academic success; (2.) teachers have to be culturally competent, and (3.) The educational exchange between teachers and students should include critical consciousness. Further, CRP is “A type of teaching that empowers students intellectually, socially, emotionally and politically by using cultural referents to impart knowledge, skills and attitudes” (Ladson-Billings, 2009, p.20).</p>
<p>COMPETENCY 2: Identify, Deepen Understanding of, and Take Steps to Address Bias in the System</p>	<p>This is still to be assessed via the toolkit and classroom connections</p>	<p>The text and outside resources</p>	<p>Paris (2012) suggests “Culturally sustaining pedagogy seeks to perpetuate and foster—to sustain—linguistic, literate, and cultural pluralism as part of the democratic project of schooling” (pg. 93). Through a CSP lens, stakeholders who are committed to educational equity are challenged to be cognizant of “the changing and evolving needs of dynamic systems” (p. 76).</p>

<p>COMPETENCY 3: Design and Facilitate Culturally Relevant Learning that Brings Real World Experiences into Educational Spaces</p>	<p>This will still be assessed through the toolkit, class discussions and digital story. I now include the spot-lights!</p>	<p>The text and outside materials and resources</p>	<p>(Delgado, 1984 &amp; 1995). CRT provides a perspective to be definitive about the ways in which institutionalized and systemic racism contributes to inequalities within education. Explicitly, by institutionalized racism, whiteness as an ideological stance, and the consideration of CRT across various groups, contexts, and identities (Han &amp; Laughter, 2019), then we are able to resist and dismantle those systems in ways that are beneficial to all educators and students throughout the Commonwealth.</p>
<p>COMPETENCY 4: Provide all Learners with Equitable and Differentiated Opportunities to Learn and Succeed</p>	<p>The community explorations with classroom connections assignments and reflections.</p>	<p>The text and outside materials and resources</p>	<p>CRSE provides key tenets that educators need to know and operationalize, while simultaneously constructing an equitable infrastructure that sustains the languages and cultures of students and communities in the state of Pennsylvania. Further, this report builds on the social justice education framework that calls attention to how different social groups interact with systems of domination and subordination to privilege or disadvantage different social groups in relation to each other, with the goal that-“Education must be justice centered” (Adams &amp; Zuniga, 2018)! Therefore, the CR-SE report centers on the ways in which a robust and intentional approach to educational reform is imperative to equity within Pennsylvania schools.</p>
<p>COMPETENCY 5: Promote Asset-based Perspectives about Differences</p>	<p>The reflections, spot-lights, discussions, toolkits, digital portfolio and classroom and</p>	<p>The text and outside materials and resources</p>	<p>Aceves, T. C., &amp; Orosco, M. J. (2014). Innovation Configuration: Culturally Responsive Teaching (Document No. IC-2). Retrieved from University of Florida,</p>

	community explorations assignments.		<p>Collaboration for Effective Educator, Development, Accountability, and Reform Center website:  <a href="http://cedar.education.ufl.edu/tools/innovation-configurations/">http://cedar.education.ufl.edu/tools/innovation-configurations/</a></p> <p>Bailin, E. (2014) My(Media)ted Life. My TedX Talk: The Power of Digital Storytelling. Retrieved from:  <a href="https://mymediatedlifeblog.com/2014/06/19/my-tedx-talk-the-power-of-digital-storytelling/">https://mymediatedlifeblog.com/2014/06/19/my-tedx-talk-the-power-of-digital-storytelling/</a></p> <p>Bigilow, B. (2019) Creating Classrooms for Equity and Social Justice. In Christensen, L, Karp, S. Peterson, B. &amp; Yonamine, M. (Eds.) <i>The New Teacher Book: Finding purpose, balance, and hope during your first years in the classroom.</i> (pp. xx). Portland, OR: Rethinking Schools.</p> <p>Chavarin-Lopez, A., Hauffman, L, Mercer, J., Parrott-Sheffer, A. &amp; Peebles, S. (19 November, 2018). Why does Culturally Relevant Teaching Matter? <i>Pedagogy of the Obsessed: educators in conversation.</i> Podcast retrieved from  <a href="https://pedagogyoftheobsessed.simplecast.com/episodes/why-does-culturally-relevant-pedagogy-757dd148">https://pedagogyoftheobsessed.simplecast.com/episodes/why-does-culturally-relevant-pedagogy-757dd148</a></p>
COMPETENCY 6: Collaborate with Families and Communities through Authentic Engagement Practices	The reflections, spot-lights, discussions, toolkits, digital portfolio and classroom and community explorations assignments.	The text and outside materials and resources	<p>Christensen, Linda. (2012) "The Danger of a Single Story: Writing Essays about Our Lives." <i>Rethinking Schools</i> 26(4), 19-25</p> <p>DeFur, S. (2012). Parents as Collaborators: Building Partnerships with School and Community Based Providers. <i>Teaching</i></p>

			<p><i>Exceptional Children</i>, 44(3), 58-67</p> <p>Delpit, L. (2006). Lessons from teachers. <i>Journal of teacher education</i>, 57(3), 220-231.</p> <p>Fine, M., Roberts, R.A., &amp; Torre, M. E. (2004) <i>Echoes of Brown: Youth documenting and performing the legacy of Brown v. Board of Education</i> [DVD]. (Available from The Graduate Center, City University of New York)</p> <p>Gay, G. (2002). Preparing for culturally responsive teaching. <i>Journal of Teacher Education</i>. 53(2), 107-118.</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?

N/A.

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

I feel confident that my work and exploration of the content shared and discussed here will support and adequately meet the needs of my students at both levels of instruction. I also rely on formative assessment and feedback overall.

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

No content needs to be cut at this time and students need the course materials in order to synthesize the concepts required for the assignments.

4. Other observations:

This process has been extremely helpful overall.

### 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 do not need to know the authors' identities, but rather the body of work they represent.

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

There is not a lot of work in my area of special education diversity from black men.

3. Other observations:

We need to have a conference.

## 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 a list of running materials from black and brown authors that tie across special education and gifted education. I will add more Donna Ford and TC Grantham.

2. Other observations:

I need more gifted education resources from authors who reflect multiple layers of diversity.

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..."*).

N/A.