

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?
CRSE 1.D Reflect on how they meet the needs of each learner	<ul style="list-style-type: none"> ● Lesson Plan Reflections ● Best Practices Journal Entry Domain 1 and 3 ● Best Practices Summary 	<ul style="list-style-type: none"> ● Module 2.1 and 2.2 Lecture/ Discussions ● Video from SDP https://www.youtube.com/watch?v=zujkCDXT74 ● The “E” word Podcast with Alexis Pate ● Reinking and Evans-Santiago “Are You a Boy or a Girl” ● PBS Growing up Poor in America ● APA Classroom management modules 	<ul style="list-style-type: none"> ● SDP ● Alexis Pate ● PBS Frontline ● Anni Reinking and Bre Evans-Santiago ● APA
CRSE 2.D Identify and make efforts to remove bias in their teaching materials, assignments, curriculum, and resource allocation.	<ul style="list-style-type: none"> ● Best Practices Journal Entry Domain 1, 3 and 4 	<ul style="list-style-type: none"> ● Modules 3.1 and 3.2 Lecture/Discussions ● Environments Filled With Safety and Belonging: https://k12.designprinciples.org/environments 	<p>Ancess, J., & Rogers, B. (2015)</p> <p>Alicia Discepola / ISTE Alexis Pate</p>

		<p>-filled-with-safety-and-belonging</p> <ul style="list-style-type: none"> ● ISTE Creating a culturally responsive classroom ● The E word Podcast 	
<p>CRSE 3.B Integrate multiple perspectives into learning experiences and interactions that capitalize on learners' real-world experiences, identities, and heritage.</p>	<ul style="list-style-type: none"> ● Lesson Plan Reflections ● Best Practices Journal Entry Domain 1 and 3 ● Best Practices Summary 	<ul style="list-style-type: none"> ● Module 2.1 and 2.2 Lecture/Discussion ● Video from SDP https://www.youtube.com/watch?v=zuqjkCDXT74 ● Reinking and Evans-Santiago "Are You a Boy or a Girl" ● PBS Growing up Poor in America ● Edutopia: Supporting Schoolwide culturally responsive practice ● Schwerdtfeger - Reaching all students with multicultural connections 	<ul style="list-style-type: none"> ● SDP ● PBS Frontline ● Anni Reinking and Bre Evans-Santiago ● Edutopia ● Alicia Discepola / ISTE ● Sarah Schwerdtfeger
<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>	<ul style="list-style-type: none"> ● Interview and Observation 3 ● Best Practices Summary 	<ul style="list-style-type: none"> ● Edutopia: Supporting Schoolwide culturally responsive practice 	<p>Edutopia</p>

<p>CRSE 4.D Provide multiple pathways and opportunities for students to achieve academic and social success.</p>	<ul style="list-style-type: none"> ● Lesson Plan and Reflection ● Interview and Observation 3 ● Best Practices Summary 	<ul style="list-style-type: none"> ● Edutopia: Supporting Schoolwide culturally responsive practice ● ISTE Creating a culturally responsive classroom ● Percell - Engaging students through universal design for learning 	<p>Edutopia Alicia Discepola / ISTE Jay Percell</p>
<p>CRSE 6.D Understand the nuances of diverse families and the wide range of factors that shape how families interact with educators and schools.</p>	<ul style="list-style-type: none"> ● Best Practices Journal Entry Domain 4 ● Best Practices Summary 	<ul style="list-style-type: none"> ● Environments Filled With Safety and Belonging: https://k12.designprinciples.org/environments-filled-with-safety-and-belonging ● MAP Partners in Education ● Building Relationships 	<p>Ancess, J., & Rogers, B. (2015). Karen Mapp</p>
<p>CRSE 8.C Foster positive learning spaces that nurture creativity, build high self esteem, support agency, and lead to self-actualization for all learners (including those from disadvantaged and historically marginalized backgrounds).</p>	<ul style="list-style-type: none"> ● Best Practices Journal Entry Domain 2 ● Best Practices Summary 	<ul style="list-style-type: none"> ● Environments Filled With Safety and Belonging: https://k12.designprinciples.org/environments-filled-with-safety-and-belonging ● APA Classroom management Modules ● Reaching all Learners with Multicultural Classrooms ● The E Word Podcast 	<ul style="list-style-type: none"> ● Sarah Schwerdtfeger ● APA ● Ancess, J., & Rogers, B. (2015). ● Alexis Pate

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 would say that this course would benefit from more concrete information on designing instruction and assessment in a way that incorporates multiple viewpoints and ensures equitable assessment. It is discussed, but the concrete examples and instructions are typically helpful to new teachers.

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

Yes, it is my hope that these resources help those with existing knowledge to deepen their knowledge but also provide a framework for learners who are new to this.

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

While the chart above seems repetitive, the content is definitely not repetitive in nature. I do not think that I need to cut anything. Rather, particularly in the area of designing assessments, I need at least one resource targeted to that area.

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?

More or less – in this exercise I did finally identify the name of one of the individuals featured in a Ted Talk video. The exercise made me more cognizant of the racial identity held by the authors or creators – particularly surrounding the assumptions that I have made about some of the authors.

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

The primary resource for this course is Charlotte Danielson, and her white female identity is definitely overrepresented. While I cannot eliminate the fact that Danielson Frames this course, I can supplement what I have. I think that I may be lacking the voices of students, particularly students of color – I have one example from “growing up

poor in America” but I think that it is helpful for my students to hear and see from the kids in classrooms. Another perspective that is entirely absent are the voices and experiences of indigenous students and scholars.

3. Other observations:

I want very badly to incorporate a variety of different voices into the course while also acknowledging that simply adding nightly readings may not be the most effective way to do this. Because students are engaged in extensive field work, they often struggle to complete outside assignments that are not graded (ie readings).

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 do have materials that I could add, but I use many of them in other courses, ie my multicultural education course, and (other than the Karen Map resource) I try to avoid reusing materials. I am wondering if there are resources connected to those that I use for other classes that offer a different perspective. I am not sure the best way(s) to incorporate the voices of indigenous students or scholars into my syllabus.

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..."*).

- Diverse perspectives on Danielson (video or written)
- Brief videos or articles on designing equitable assessment.
- One length text that can span the length of a course – is this a good option:
<https://www.amazon.com/Uneathing-Joy-Culturally-Historically-Responsive/dp/133885660X>