

## 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?
<b>COMPETENCY 1: Reflect on One's Cultural Lens</b>	This is one of the areas I am not currently assessing formally. Informally, we have class discussions and collaborative assignments to address this	The text is one source and also outside readings. We use Intro to Special Education, Seventh Edition	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).
<b>COMPETENCY 2: Identify, Deepen Understanding of, and Take Steps to Address Bias in the System</b>	Class discussions and collaborative assignments	The text and outside resources Case Studies	Paris (2012) suggest "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).
<b><i>COMPETENCY 3: Design and Facilitate Culturally Relevant Learning that Brings Real World Experiences into Educational Spaces</i></b>	Class discussions, lesson plans, field experiences and case studies	The text and outside materials and resources	(Delgado, 1984 & 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 & 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.
<b><i>COMPETENCY 4: Provide all Learners with Equitable and Differentiated Opportunities to Learn and Succeed</i></b>	Field experience and observations. Assignments are given in several different methods to address all learning styles.	The text and outside materials and resources	(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

			<p>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><b>COMPETENCY 5: Promote Asset-based Perspectives about Differences</b></p>	<p>The reflections and discussions</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, 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/">https://mymediatedlifeblog.com/</a></p>

			<p><a href="https://www.youtube.com/watch?v=2014/06/19/my-tedx-talk-the-power-of-digital-storytelling/">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,</p> <p>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>
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<p><b>COMPETENCY 6:</b>  <b><i>Collaborate with Families and Communities through Authentic Engagement Practices</i></b></p>	<p>The ATM case study presentation, field experience discussions,</p>	<p>The text and outside materials and resources</p>	<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 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 am confident that my assignments are geared toward multiple learning styles for students of various backgrounds

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 lessened at this time. I am currently revising this syllabus further to remove some assignments

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 would like to know the background and experience of the authors from my textbook to ensure their research is also culturally competent.

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

There could be additional work from a global perspective.

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?

I try to stay informed of authors and speakers by conducting my own research and asking colleagues and graduate students in our program. I have gotten some really great recommendations.

2. Other observations:

More research around the impacts of the pandemic on education in black and brown communities. I am writing a journal about this now. The research speaks volumes about the work that needs to be conducted in education for underrepresented populations.

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...*").

