

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><i>Explore racial and cultural diversity across the history of public education and the ways that implicit and explicit bias functions to maintain social hierarchies</i> Competency 2</p>	<p>Discussion board prompt & response</p>	<ul style="list-style-type: none"> ● Reading & note-taking: Chapter one of Teaching to change the world ● Lecture #1 	<p>Lecture = Me Reading = Jeannie Oakes</p>
<p><i>Identify the federal government's complicity in creating interlocking systems of oppression that permeate the design of public institutions including schools, social services, and jails.</i> Competency 2</p>	<p>Discussion board prompt & response based on film analysis (see #5) In the last module, you viewed and took notes on the movie "Teach us all." Several themes emerged in this documentary including:</p> <ul style="list-style-type: none"> ● the history of school segregation ● school takeover ● residential segregation ● teacher quality and shortage ● school choice ● disproportionate 	<p>Reading & note-taking:</p> <ul style="list-style-type: none"> ● Chaper 27 of the Handbook on Urban Education: High stake reforms and urban education ● "More than a metaphor: The contribution of exclusionary discipline to a school-to-prison pipeline" Skiba et. al ● Lecture #2 	<p>Lecture = Me Reading = Skiba</p>

	<p>funding</p> <ul style="list-style-type: none">● integration of White students● integrating culture, language, and experience● internalized oppression● prison investment <p>What were your initial reactions to the documentary? How do they align, conflict, or extend your prior knowledge about socioeconomic challenges in urban communities? Are these solely "urban" issues? What stakeholders outside of these communities contribute and/or exacerbate social inequalities? In what ways do the readings by Dr. Ladson-Billings (Education debt) and Drs. Skiba, Arredondo, and Williams provide explanations for the issues raised in the film. Using these articles, analyze the documentary and demonstrate your understanding of the research. Be sure to cite and reference all sources. Respond to comments on your thread and at least one</p>		
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	other peer.		
<i>Describe the demographics of the U.S. public education labor force and understand how raced and gendered oppression contribute to the underrepresentation of Black Indigenous Teachers of Color</i> Competency 5	Discussion board prompt & response	Reading & note-taking: <ul style="list-style-type: none"> • “Teacher education and Black male students” Milner, Pabon, Woodson & McGee • Patching the leaky pipeline • Lecture #3 	Lecture = Me Reading = Rich Milner, myself & other Black women scholars
<i>Examine language diversity within urban school communities and practice linguistically and culturally responsive modalities for discourse with learners, educators, leaders, and families.</i> Competency 7	Learning from racially, culturally, and linguistically diverse learners project	Reading & note-taking <ul style="list-style-type: none"> • Gorski case studies • Tbd • Lecture #4 	Lecture = Me Reading = White male critical scholar
<i>Develop asset-based approaches about school communities toward socially just classroom organization, norms, and protocols</i> Competency 6	Film analysis reaction essay	<ul style="list-style-type: none"> • “Dropout Nation” documentary 	Film = PBS

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?

No, but there is other course material here that does not align with competencies. However, it is part of the curriculum and I need to include it.

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

Yes, but I also know that most of these folks are beginners and not aware of the competencies or have limited knowledge about urban education.

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

No.

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?

Yes, and I intentionally choose critical allies and/or BIPOC scholars.

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

I am missing scholarship by positivist and non-critical scholars. This is intentional. I don't think Black and Brown scholarship could ever be "over-represented" because we are marginalized in academia as a whole.

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..."*).

I am looking for an article or chapter that is written by and centers the lived experiences of minoritized language groups such as Asian-American/Pacific Islanders & Indigenous people in urban school contexts.