

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>Acquaint preservice teachers with theories and practices of the development and teaching of literacy in early childhood and primary grades.</i></p> <p>LOOSE correlation to COMPETENCY 7</p> <p>Communicate in Linguistically and Culturally Responsive Ways that Demonstrate Respect for Learners, Educators, Educational Leaders, and Families</p>	<p>As it relates fairly loosely to this course objective, this competency will probably not be explicitly assessed as a part of this class.</p>		
<p><i>Students enter schools with multiple types of literacy knowledge and cultural experiences. Coming to understand and work with the complexities of language, literacy and their social uses, learning and its cultural contexts, and schooling requires the coordination of both theoretical awareness and applied</i></p>	<p>Students are required to submit reading notes each week as a record that they are actually engaging with the readings. Up to now, we've accepted those notes in any form that works best for the students. Moving forward we are going to add a 'thought</p>	<p>Course Readings: -Adair, J. (2015). Labeling young children with 'word gap' knowledge is harmful. Huffington Post, https://www.huffingtonpost.com/jennifer-keys-adair/labeling-young-children-w_b_8272058.html</p>	

<p><i>knowledge.</i></p> <p>COMPETENCY 3 Design and Facilitate Culturally Relevant Learning that Brings Real World Experiences into Educational Spaces</p> <p>CRSE3.A Respect the real-world experiences of learners, educators, educational leaders, families, and caregivers and the diverse funds of knowledge they bring into educational spaces.</p>	<p>provoking question” to each week’s assignment that will still allow students to answer in whatever way feels most comfortable/helpful to them, but that will also serve the purpose of a) highlighting the intentionality of the themes of the readings chosen for the week and b) given an opportunity for assessment of the competencies</p>	<p>-Oakes, J., Lipton, M., Anderson, L., & Stillman, J. (2018). Teaching to change the world. New York: Routledge.</p> <p>-Gorski, P. & Swalwell, K. (2015). Equity literacy for all. Educational Leadership, 72(6), 34-40.</p> <p>-Freeman, D. & Freeman, Y. (2000). Teaching reading in multilingual classrooms. Portsmouth, NH: Heinemann.</p>	
<p><i>Teachers’ practice is developed from this coordination as they learn to address the puzzles students present as they construct their knowledge of language and literacy in various social situations.</i></p> <p>COMPETENCY 3 Design and Facilitate Culturally Relevant Learning that Brings Real World Experiences into Educational Spaces</p> <p>CRSE3.D Challenge their own beliefs, attitudes, assumptions, and behaviors regarding the knowledge and backgrounds of dominant and nondominant social groups, thinking critically about the nuances of</p>	<p>Students complete a “reader self-study” in which they examine their own socialization as a literate person for the purpose of examining the beliefs and values they hold about learners of literacy.</p>	<p>Class discussion/assignment: identity wheel activity</p> <p>Course readings: -Teaching for Justice (2016). Begin within. http://www.tolerance.org/sites/default/files/general/TT52_Begin_Within.pdf</p>	

<p>culture, identity, and other social markers, and how they manifest themselves in curricula and other educational materials.</p>			
<p><i>Developing practical strategies to teach literacy requires a dedication of head, hand, and heart to treat all people with dignity, acknowledging the contributions of all cultural groups, and respecting diversity as it honors ideals of social justice.</i></p> <p>COMPETENCY 4 Provide All Learners with Equitable and Differentiated Opportunities to Learn and Succeed Professional</p> <p>CRSE4.B Create an equitable learning environment by challenging and debunking stereotypes and biases about the intelligence, academic ability, and behavior of Black, Indigenous, and People of Color (BIPOC) and other historically marginalized learners, educators, educational leaders, families, and caregivers.</p>	<p>As one of their final assignments, students create a typical day in their classroom, identifying observations a passer-by might make in terms of what they would see, hear and feel in terms of their classroom. As a part of this project, we are adding a requirement that students highlight how the classroom environments they cultivate will unintentionally create space where historically marginalized students can feel celebrated and included.</p>	<p>Course readings: -Teaching for Justice (2017). Let's talk: Discussing race, racism and other difficult topics with students. https://www.tolerance.org/sites/default/files/2017-09/TT-Lets%20Talk-2017%20Final.pdf</p> <p>-Wood, S. & Joicus, R. (2013). Combatting "I hate this stupid book!": Black males and critical literacy. <i>The Reading Teacher</i>, 66(8), 661-669.</p> <p>-Souto-Manning, M. & Martell, J. (2017). Committing to culturally relevant teaching as an everyday practice: It's critical! <i>Language Arts</i>, 94(4), 252-256.</p> <p>Class discussion</p>	

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?

At the moment, I do not think so. **BUT** this is a reflection of the fact that we have not yet fully incorporated the competencies into our assessments as opposed to this being the case because we've done a strong job of ensuring that the content covers all elements of the competencies that we are introducing students to.

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

This has been another source of our conversation... do we want to explicitly state and frame the content as part of the competencies or should we strive to integrate them in a way that it's difficult to identify where 'traditional' content ends and where competencies-drive content begins? I think in the beginning it will be most important for us to explicitly and directly identify our intentional inclusion of competencies-based content if only as a means for holding ourselves accountable. Also, given that we are as a college striving toward the goal of being antiracist, I think it is important for students to hear and see what we are considering to be CRSEs, because some of them will likely (hopefully!) just be subsumed in the category of 'good teaching,' and we really do need students to know and recognize and respect that these are intentional and specific attempts to address (and redress) issues within our educational and schooling systems that have historically not made space for a diverse range of cultures.

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

It always seems like we have more information than time... right now it seems to be fairly balanced, but I'm sure everything could benefit from a modest shave...

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?

A practice I began in the past few years is including images of the folks whose work we read (both as a means of auditing my own inclusionary practices and showcasing for the

students that the works they're reading have been written by actual humans and that humans who look a bunch of different ways all have valuable knowledges to share!) so this has helped me to be intimately aware of the make-up of our authors (and it has also laid very bare the spots where we must expand and be more inclusive and diverse).

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

Right now, our gender diversity features only the occasional non-woman-identified individual. Racially, we have spreckels of diversity, but it is still overwhelmingly white unless we're talking specifically about issues of race or justice. Perspective-wise, we are very centered in critical and socio-linguistic paradigms, but I'm ok with that!

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?

This is going to be a process. I feel comfortable that we'll be able to find all of the materials we need, but it will certainly require more digging. We also have to get very certain about what we want to cover before attempting to include. I think for the moment, similar to what's been done here, we should focus on amassing resources that we can choose from instead of trying to start by creating the final list of things.

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 think we're all set for the moment!