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?
CRSE1.A- Reflect on their own life experiences and membership to various identity groups (race, skin color, ethnicity, gender identity, age, nationality, language, class, economic status, ability, level of education, sexual orientation, and religion).	Journal entry	Book: *Culturally Responsive Teaching & The Brain* Chapter 1 - 3	Zarretta Hammond
CRSE 1.D- Reflect on how they meet the needs of each learner.	Journal entry Lesson reflection & Critical Analysis Report of Field Placement	Universal Design for Learning Dr. Jame Ware - Sharing his dissertation Book: *Culturally Responsive Teaching & The Brain* Chapter 2 & 3	CAST Zarretta Hammond
CRSE: COMPETENCY 3 - Design and Facilitate Culturally Relevant Learning that Brings Real World Experiences into Educational Spaces	Lessons Reflections Performance based assessments	Lesson Plan Template Performance based Assessment - Interactive Notebook *Understanding by Design Ch 1 &* ch. 7	Sockman curated from UDL - CAST, Emerging America, Instructional design Curated - B.Sockman Wiggins & McTighe

		Book: *Culturally Responsive Teaching & The Brain* Chapter 4-8	Zarretta Hammond
CRSE4.C- Utilize differentiated methods of communication to articulate clear expectations aligned with the ability of each learner, which allows them to demonstrate knowledge through differentiated modalities.	Lessons Plans - action expression Performance based assessments	Lesson Plan Template Performance based Assessment - Interactive Notebook Universal Design for Learning *Understanding by Design Ch 1 &* ch. 7 Book: *Culturally Responsive Teaching & The Brain* Chapter 4-8	CAST Emerging America & Sockman CAST Wiggins & McTighe Zarretta Hammond
CRSE8.E- Establish authentic relationships with learners.	Lesson reflection & Critical Analysis Report of Field Placement	Book: *Culturally Responsive Teaching & The Brain* Chapter 4-8	Zarretta Hammond

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 wish there were more examples in the different content areas of lesson plans at the secondary level for the various areas of the curriculum. I feel like so much needs to be developed!!!

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

   NO. We will just have a foundation.

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

   Yes, I will have to cut unit planning, and really focus on planning lessons since we don't have time for both.

4. Other observations:

   It will be a difficult balance of theory and building skills. I will need to rewrite assessments and assignments.

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.

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

   We still have an overrepresentation of identities from the White perspectives in the written curriculum. This is a practical course, not only theoretical. Numerous notable BIPOC authors have written pedagogical theories, critical theories, and systemic theories on schooling and teacher education. However, there is a dearth of instructional design theories (for the ID perspective) that are accessible to the secondary teacher at this time. Also, finding lesson plans that model culturally relevant teaching within the main content areas - with a common book - across content areas is difficult to find. However, we need lessons.

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?

   Sample lesson plans for the major content areas that are exemplars.

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…"*).

   Exemplar lesson plans for the major content areas that are exemplars that reflect the book foci and competencies.