

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>LO1. Reflect on their own cultural lens and on how their cultural lens shapes the nature of their interactions with groups and individuals, including students.</p> <p>CRSE 1.A, 1.C</p>	<p>Cultural Inventory</p>	<p>Power & Privilege Definitions</p> <p>Cultural Inventory (SW45 assignment)</p> <p>Class Discussion: CRSE Competency 1 Reflection Questions</p> <p>Harvard Implicit Bias Test</p> <p>Texts: Reflections & Class Discussions</p>	<p>Harvard Implicit Bias Test (See Note Below)</p> <p><u>Texts:</u></p> <p>Howard. <i>We can't teach what we don't know</i>. pp. 149-177 (see reflection & discussion guide)</p> <p>Gorski & Pothini. <i>Case Studies on Diversity & Social Justice Education</i>, Ch. 1 & 2.</p> <p>Tatum. Complexity of Identity</p> <p>Kirk & Okazawa-Rey. Who am I? Who are my people?</p>
<p>LO1. Reflect on their own cultural lens and on how their cultural lens shapes the nature of their interactions with groups and individuals, including students.</p> <p>LO2. Identify and deepen their</p>	<p>Autoethnography (Other Name?)</p> <p>Part I. Personal Essay (LO1) & small group discussions</p> <p>Part II. Essay (LO1 & LO2) & small</p>	<p>Texts: Reflections & Class Discussions</p> <p>CRSE Competency 1 Reflection Questions: Reflections & Class Discussions</p> <p>Texts</p> <p>See note below – Need suggestions</p>	<p>Texts: (See Above – Essential to this Assessment)</p> <p>McIntosh. White Privilege</p> <p>Howard. Introduction</p> <p>Howard. Ch. 1. White man dancing: A story of personal transformation</p> <p>Adams. <i>Readings for diversity & social</i></p>

<p>understanding of bias in the educational system and society. CRSE 1.A, 1.B, 1.C</p>	<p>group discussions</p>	<p>for videos or podcasts?</p>	<p><i>justice, 4th ed.</i> Getting started: Core concepts for social justice education. Johnson. The social construction of difference Wing Sue. Microaggressions, marginality, and oppression</p>
<p>LO2. Identify and deepen their understanding of bias in the educational system & society. LO7. Explain and provide examples of antiracist teaching strategies and classroom practices. CRSE 2A, 2B</p>	<p>Bias in the Classroom (Pt. I): Culturally Responsive Curriculum Scorecard (NYU)</p>	<p>Class Discussion – Use scorecard to evaluate curriculum (or practice observed in video?) as a group in class. Model use of curriculum scorecard with students – Analyze sample curriculum/text together and discuss process and findings</p>	<p>NYU. Curriculum Scorecard Is there a video (movie or documentary or other) that we might want to observe and analyze? Select curriculum for shared analysis.</p>
<p>LO2. Identify and deepen their understanding of bias in the educational system & society. LO3. Understand and apply disciplinary knowledge from sociology and history to interpreting the aims of education and schooling in diverse cultural contexts. LO5. Engage in professional conversations & debates that can lead to change in educational policy and practice.</p>	<p>Bias in the Classroom (Pt II): Curriculum Analysis Small Group Analysis Analysis Paper</p>	<p>Personal reflections & Class discussions Small group analysis activity – with rubric</p>	<p><u>Texts:</u> Gay. Preparing for culturally responsive teaching. Picower. <i>Reading, writing, & racism</i> (Ch. 1) Ladson-Billings. <i>Culturally Relevant Pedagogy</i>. (Ch. 2) Love. <i>We want to do more than survive</i>, (Ch. 7) Singleton & Hayes. <i>Courageous Conversations</i></p>

<p>LO6. Explain how education can serve the common good and promote equality and social justice in democratic society using understandings about self and knowledge of sociological, historical, and political foundations of education.</p> <p>LO7. Explain and provide examples of antiracist teaching strategies and classroom practices.</p> <p>CRSE 2A, 2B, 2C, 2D, 2E</p>			
<p>LO5. Engage in professional conversations & debates that can lead to change in educational policy and practice.</p> <p>LO6. Explain how education can serve the common good and promote equality and social justice in democratic society using understandings about self and knowledge of sociological, historical, and political foundations of education.</p> <p>LO7. Explain and provide examples of antiracist teaching strategies and classroom</p>	<p>Bias in the Classroom (Pt. III): Presentations (Roundtables or Poster Presentations – Guidance re: questions to ask, etc.)</p>	<p>Small group roundtables – students will be given instructions and a rubric to assist in assessing presentations and providing appropriate and professional feedback.</p>	

practices.

CRSE 1C, 2A, 2B, 2C, 2D, 2E

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 am not sure yet as this is a new course. I am open to any suggestions about resources/content so that I can ensure adequate coverage of the learning outcomes.

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

I think that both content and pedagogy are critical to meeting the learning needs of students with a range of background knowledge about CRSE. In our small group we had some conversation about meeting students where they are and assessing based on growth in the area rather than based on a set end point where all students need to be at the end of the course. This will be challenging, and I am very open to rubrics and/or assessment approaches to ensure I do this.

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

I am not sure yet. I will know more once the course is offered. In the meantime, I know I am trying to do too much. I think an individual course is needed to ground both competency 1 and competency 2 and then both should be integrated throughout the program. Given our program, however, I need to delve deeply into both in this one course. It is likely that one of the competencies (the LOs related to the competency) will be over-represented in the course. This also can happen over time when I find more and more great materials and add too much and then find the course off-balance.

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?

Gary Howard – white male; Bree Picower – white female; Peggy McIntosh – white female; Bettina Love – Black female; Ladson-Billings – Black female; Gay – Black female; Singleton – Black male...

In other words, my knowledge is limited. I do not know anything related to sexual orientation and am making assumptions about gender, for instance.

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

I am not sure. I would like to hear what others have and what they think about my list. Based on my list (above), it looks balanced except **I include NO young voices! Also, all authors share something very similar to my political perspective. Is this okay?**

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 want to discuss this with the group. I am sure I am overlooking a lot and am very open to suggestions.

2. Other observations:

I need suggestions for videos (e.g., YouTube, movies, documentaries) and podcasts for all topics in the course. If I add these, I may include more young voices.

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 one or more video (short or full documentary) and/or podcast to engage students in course content. I am thinking about content related to one of the two signature assignments (above) – Autoethnography Assignment – their own cultural identity as well as bias in schools and society; Bias in the Classroom Assignment – Analysis of curriculum or practices in the classroom).

I have used the Harvard Implicit Bias Test – Did someone mention something else that is similar that I may want to consider?

I have a couple examples of "autoethnography" assignments. I am looking for additional examples of such assignments, assignments through which students explore and reflect on their cultural identities.

I am looking for an example of a packaged curriculum or even a textbook that I can use as an example when we use the Curriculum Scorecard. Any suggestions?