

## 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><b>CRSE1.A-</b> 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).</p>	<p>Journal Entry</p>	<ul style="list-style-type: none"> <li>• Cycle of Socialization Reading</li> <li>• Cycle of Liberation Reading</li> </ul> <p><a href="https://www.routledge.com/Readings-for-Diversity-and-Social-Justice/Adams-Peters-Zuniga-Hackman-Blumenfeld-Catalano-Dejong-Hopkins-Love/p/book/9781138055285?gclid=Cj0KCQjw0tKiBhC6ARIsAAOXutkPmdcOvAKiGprgE4VzfxzgS1vgnSoX5zRun7xUI1WYhzFd9NzfSpQaAovAEALw_wcB">https://www.routledge.com/Readings-for-Diversity-and-Social-Justice/Adams-Peters-Zuniga-Hackman-Blumenfeld-Catalano-Dejong-Hopkins-Love/p/book/9781138055285?gclid=Cj0KCQjw0tKiBhC6ARIsAAOXutkPmdcOvAKiGprgE4VzfxzgS1vgnSoX5zRun7xUI1WYhzFd9NzfSpQaAovAEALw_wcB</a></p>	<p>Bobbie Harro in</p> <p>Maurianne Adams, Warren J. Blumenfeld, D. Chase J. Catalano, Keri Dejong, Heather W. Hackman, Larissa E. Hopkins, Barbara Love, Madeline L. Peters, Ximena Zuniga (Editors)</p>
<p><b>CRSE1.B</b> Understand that they, like everyone, can unwittingly adopt societal biases that can shape the nature of their interactions with groups and individuals.</p>	<p>Activity: What I Learned as A Child About</p>	<p>Asynchronous or Synchronous Virtual Activity with other Student Teachers assigned to same University Supervisor</p>	<p>RPA creator</p>

<p><b>CRSE1.C</b> Engage in critical and difficult conversations with others to deepen their awareness of their own conscious/unconscious biases, stereotypes, and prejudices</p>			
<p><b>CRSE1.D</b> Reflect on how they meet the needs of each learner.</p>	<p>Journal Entry Observation Rubric (Danielson Short Form)</p>	<p>Professional Dispositions learned prior to Student Teaching</p>	<p>Coursework and Pre-student teaching field work</p>
<p><b>CRSE2.B</b> Understand the importance of social markers, such as race, skin color, ethnicity, gender identity, age, nationality, language, class, economic status, ability, sexual orientation, and religion.</p> <p><b>CRSE2.C</b> Identify literature and professional learning opportunities for themselves to understand more about the manifestations of racism and other biases at institutional and structural levels that can result in disadvantaging some groups of learners, educators, educational leaders, and families while privileging others.</p>	<p>Journal Entry</p>	<p>Self Selected Topics <a href="https://www.routledge.com/Readings-for-Diversity-and-Social-Justice/Adams-Peters-Zuniga-Hackman-Blumenfeld-Catalano-Dejong-Hopkins-Love/p/book/9781138055285?gclid=Cj0KCQjw0tKiBhC6ARIsAAOXutkPmdcOvAKiGprgE4VzfxzgS1vgnSoX5zRun7xU11WYhzFd9NzfSpQaAovAEALw_wcB">https://www.routledge.com/Readings-for-Diversity-and-Social-Justice/Adams-Peters-Zuniga-Hackman-Blumenfeld-Catalano-Dejong-Hopkins-Love/p/book/9781138055285?gclid=Cj0KCQjw0tKiBhC6ARIsAAOXutkPmdcOvAKiGprgE4VzfxzgS1vgnSoX5zRun7xU11WYhzFd9NzfSpQaAovAEALw_wcB</a></p>	<p>Maurianne Adams, Warren J. Blumenfeld, D. Chase J. Catalano, Keri Dejong, Heather W. Hackman, Larissa E. Hopkins, Barbara Love, Madeline L. Peters, Ximena Zuniga (Editors)</p>

<p><b>CRSE2.D</b> Identify and make efforts to remove bias in their teaching materials, assignments, curriculum, and resource allocation.</p>	<p>Bias Detector Exercise</p>	<p>Asynchronous or Synchronous Virtual Activity with other Student Teachers assigned to same University Supervisor</p>	
<p><b>CRSE3.B</b> Integrate multiple perspectives into learning experiences and interactions that capitalize on learners' real-world experiences, identities, and heritage.</p>	<p>Lesson Plans for Observations #3 and #4</p>	<p>Post-Observation (#1 and #2) Conference meetings with University Supervisor</p>	<p>RPA adapted La Salle University Lesson Plan (additions only) to department approved template</p>
<p><b>CRSE4.C</b> 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.</p>	<p>Field Observation Observation Rubric (Danielson Short Form)</p>	<p>Pre-Student Teaching Coursework</p>	<p>Dr. Trent McLaurin, Instructor for EDC 308 and Dr. Laurel Byrne, Instructor for EDC 309 (both instructors, primarily, teach these courses)</p>
<p><b>CRSE 4.D</b> Provide multiple pathways and opportunities for students to achieve academic and social success.</p>	<p>Field Observation Observation Rubric (Danielson Short Form)</p>	<p>Pre-Student Teaching Coursework</p>	<p>Dr. Trent McLaurin, Instructor for EDC 308 and Dr. Laurel Byrne, Instructor for EDC 309 (both instructors, primarily, teach these courses)</p>
<p><b>CRSE 5.D</b> Exhibit sensitivity to the ways in which BIPOC learners, educators, educational leaders, families, and guardians experience social and academic spaces.</p>	<p>Field Observation Observation Rubric (Danielson Short Form) -and- Journal Entry 7 &amp; 8</p>	<p>Cultural of Study Project Resources (texts/videos)-Student Selected from Course Resource Folder and independent research) -and-</p>	<p>Various authors/content creators such Gloria Ladson-Billings, Sonia Nieto, Rico Gutstein, Bill Bigelow, Beverly Tatum,. . .  - and-</p>

	-and- Pre and Post Observation Communication (Instructor/Teacher Candidate)	Discussion (1:1 with Instructor and/or Class Discussion in co-requisite Student Teaching Seminar)	Rochelle Peterson-Ansari, Instructor for EDC 47x (Field-Student Teaching)  Trent McLaurin, Instructor for EDC 47x (Seminar)
<b>CRSE 5.E</b> Assist learners in valuing their own and others' cultures and help them develop a sense of responsibility for recognizing, responding to, and addressing bias, discrimination, injustice, and bullying.	Lesson Plan	Culture of Study Project Resources (texts/videos)-Student Selected from Course Resource Folder and independent research  -and- Discussion (1:1 with Instructor and/or Class Discussion in co-requisite Student Teaching Seminar)	Rochelle Peterson-Ansari, Instructor for EDC 47x (Field-Student Teaching)  Trent McLaurin, Instructor for EDC 47x (Seminar-Student Teaching)
<b>CRSE6.D</b> Understand the nuances of diverse families and the wide range of factors that shape how families interact with educators and schools.	Field Observation Observation Rubric (Danielson Short Form)  -and- Journal Entry	Host Teacher -and- Culture of Study Project Resources (texts/videos)-Student Selected from Course Resource Folder and independent research  -and- Discussion (1:1 with	Host Teacher -and- Various authors/content creators such Gloria Ladson-Billings, Sonia Nieto, Rico Gutstein, Bill Bigelow, Beverly Tatum,. . .  -and- Rochelle Peterson-Ansari, Instructor for EDC 47x (Field-Student Teaching)

		Instructor)	
<b>CRSE7.A</b> Understand and honor the ways in which culture influences verbal and nonverbal communication.	Journal Entry	Culture of Study Project Resources (texts/videos)-Student Selected from Course Resource Folder and independent research  -and-  Discussion (1:1 with Instructor)	Various authors/content creators such Gloria Ladson-Billings, Sonia Nieto, Rico Gutstein, Bill Bigelow, Beverly Tatum,. . .  -and-  Rochelle Peterson-Ansari, Instructor for EDC 47x (Field-Student Teaching)
<b>CRSE8.B</b> Communicate expectations and a clear framework for all learners (specifically individuals from diverse backgrounds), which clarify and articulate the standards to which they are being held.	Field Observation Observation Rubric (Danielson Short Form)	All Prior coursework in Education major/certification program  Discussion (1:1 with instructor as needed)	La Salle University Course Instructors (all prior courses)  -and-  Rochelle Peterson-Ansari, Instructor for EDC 47x (Field-Student Teaching)
<b>CRSE8.C</b> Foster positive learning spaces that nurture creativity, build high self-esteem, support agency, and lead to self-actualization for all learners (including those from disadvantaged and historically marginalized backgrounds).	Field Observation Observation Rubric (Danielson Short Form)	All Prior coursework in Education major/certification program  Discussion (1:1 with instructor as needed)	La Salle University Course Instructors (all prior courses)  -and-  Rochelle Peterson-Ansari, Instructor for EDC 47x (Field-Student Teaching)
<b>CRSE8.D</b> Recognize and respect that learners have agency and are capable of	Field Observation Observation Rubric (Danielson Short Form)	All Prior coursework in Education major/certification	La Salle University Course Instructors (all prior courses)

contributing to their own learning.	-and- Lesson Plan	program Discussion (1:1 with instructor as needed)	-and- Rochelle Peterson-Ansari, Instructor for EDC 47x (Field-Student Teaching)
<b>Objective:</b> Deliver lessons based on identified curricular objectives, research-based instructional design practices, culturally relevant-sustaining educational pedagogy and other creative instructional methodologies	Lesson Plans for Observations #3 and #4	<ul style="list-style-type: none"> <li>• Post-Observation (#1 and #2) Conference meetings with University Supervisor</li> <li>• Resources (videos, articles, presentations for Culturally Relevant, Culturally Responsive, Anti-Bias and Anti-Racist Instructional Strategies) available in Canvas Course</li> </ul>	<p>Rochelle Peterson-Ansari, Instructor for EDC 47x (Field-Student Teaching) adapted La Salle University Lesson Plan Template (additions only to department approved template)</p> <p>Resources: Ladson-Billings, Geneva Gay, Anti-Defamation League Education resources website, Learning for Justice (formerly Teaching Tolerance) website, Rethinking Schools Classroom Resources</p>
<b>Objective:</b> Increase Culturally Relevant-Sustaining Educator Competency in two (2) areas	Pre and Post CRSE Self Assessment	<p>Pre-Assessment will be conducted between Orientation and first week of Student teaching</p> <p>Post Assessment will be conducted in last week of Student Teaching</p>	Instructor for EDC 47x (Field-Student Teaching)

## 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.

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

Yes. Student Teacher Field experiences are designed to be customized for the individual student. The instructor designed assignments and assessment tools to assess growth and mastery based on student's level of competency entering the Special Education Practicum (Student Teaching) Course

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.

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

My syllabus adds a range of historically marginalized voices (racial, ethnic, gender identity, sexual orientation, ability/disability, bi-lingual, religion, and possibly social class backgrounds). All are justice centered scholars (non-academicians/academicians). This may be considered overrepresented in course.

Other observations:

I am not sure about all nationalities and immigrant status history of scholars. They might be all native English speakers and US born. I will work to include the deaf and hard of hearing community and people who voluntarily immigrated to the US.

## 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?

Yes.

2. Other observations:

Found this open access resource for Supervision: **Journal of Educational Supervision**  
[https://digitalcommons.library.umaine.edu/jes/all\\_issues.html](https://digitalcommons.library.umaine.edu/jes/all_issues.html)

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..."*).