

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>Students will use a critical arts-based pedagogy and engage in artmaking to reflect on their cultural lens and deepen culturally sustaining learning across curricula. (Common Ground Framework: CAC 1, 2, 4, 5,7,9)</p>	<ul style="list-style-type: none"> • Weekly Sketchbook work; e.g. Week 1 Assignment: What's in a Name? • Website Portfolio 	<p>Lecture, class discussion, course readings, gallery walks, peer feedback, lesson planning</p>	<p>I am the creator of the assessments</p>
<p>Students will use a critical arts-based pedagogy and engage in artmaking to reflect on their cultural lens in order to create a culturally relevant and sustaining philosophy of education (Common Ground Framework: CAC 1, 2, 4, 5,7,9)</p>	<ul style="list-style-type: none"> • Weekly sketchbook work • Visual Teaching Philosophy book 	<p>Lecture, class discussion, course readings, gallery walks, peer feedback</p>	<p>I am the creator of the assessments</p>

<p>Students will use a critical arts-based pedagogy to create a culturally sustaining and culturally relevant arts-integrated lesson plan in a discipline-specific area (Common Ground Framework: CAC 3, 4)</p>	<ul style="list-style-type: none"> • Lesson Plan project -planning and execution 	<p>Course readings, Leavy & Goldberg texts on specific disciplines</p>	<p>I am the creator of the assessments</p>
<p>Students will examine examples of critical arts-based research that examines the impact of culturally sustaining pedagogies (Common Ground Framework: CAC 3, 5, 9)</p>	<p>Weekly sketchbook responses</p>	<p>Course readings; class discussions; gallery walks, Leavy, Goldberg</p>	<p>I am the creator of the assessment</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?

As I designed this course recently, I think I'm in good shape for this.

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

Yes, as these Competencies are directly integrated across PennGSE, students come in with an understanding of cultural awareness and culturally sensitive teaching practices.

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

I don't think I need to cut anything. I have ideas for adding things that would further support the objectives.

4. Other observations:

I feel like I am still in the process of figuring out how to be more explicit with the Competencies in my course delivery. Having things visible in my syllabus feels like step one.

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?

I am somewhat aware and have chosen readings with representation in mind, but I need to do more of a deep dive. I think I'll create a chart that will help illuminate what is there and what is not. This will help me with the next question as well.

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

I am in the process of examining this.

3. Other observations:

I realize I need to do a deep dive into my readings.

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?

Again, I think this will be my biggest area for improvement. I feel good about finding additional readings and adding or replacing as needed.

2. Other observations:

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 have gained many resources from my peers within this CoP.