

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>Competency 1: Reflect on One's Cultural Lens (A through D)</p>	<p>Quizzes Diversity Paper Teacher Interview</p>	<p>Lecture: Week 4 Resource:</p> <ul style="list-style-type: none"> ● Implicit Bias document ● Intersectionality document ● Impact of Culture and Family <p>Videos:</p> <ul style="list-style-type: none"> ● What is Micromessaging, and Why is it important? ● Preschool Suspensions and the Role of Implicit Bias 	<p>The publisher YouTube Videos National Organizations or Websites</p>
<p>Competency 2: Identify, Understand, and Take Steps to Address Cultural Bias in the System (A, B, E, and F)</p>	<p>Quizzes Final Paper</p>	<p>Lectures: Week 4 and Course Textbook: Chapters 13 and 14 Resources:</p> <ul style="list-style-type: none"> ● NAEYC Website ● NBCDI Website ● Implicit Bias document ● Intersectionality document ● Impact of Culture and Family 	<p>The publisher YouTube Videos National Organizations or Websites</p>

		<p>Videos:</p> <ul style="list-style-type: none"> • What is Micromessaging, and Why is it important? • Preschool Suspensions and the Role of Implicit Bias 	
<p>Competency 3: Design and Facilitate Cultural Awareness that Brings Experiences into Educational Spaces (A through D)</p>	<p>Quizzes Community Resource Guide</p>	<p>Lecture: Week 7 and Week 11 Course Textbook-Chapters 7 and 10 Resources:</p> <ul style="list-style-type: none"> • NAEYC Website • NBCDI Website • ACEI Website • National Association of Family Childcare Website <p>Videos:</p> <ul style="list-style-type: none"> • How to Create a Digital Parent Survey on Google and Microsoft Forms • Families and Educators Together: Building Great Relationships that Support Young Children • ELL Parent Involvement • Shifting from Parent Involvement to Parent Engagement 	<p>The publisher YouTube Videos National Organizations or Websites</p>
<p>Competency 6: Collaborate with Families and Communities through Authentic Engagement Practices (A through F)</p>	<p>Quizzes Final Project</p>	<p>Lectures: Week 1, Week 2, Week 3, Week 4, Week 6, and Week 10 Course Textbook: 1, 2, 3, 4, 6, 9, and 10 Discussion Forums: 2 and 3 Resources:</p>	<p>The publisher YouTube Videos National Organizations or Websites</p>

		<ul style="list-style-type: none">● NAEYC Website● NBCDI Website● Future of Children Website● Council on Contemporary Families Website● Vanier Institution of Families in Canada Website● National Parenting Center● National Parent Information Network● Families and Workplace Institute● Implicit Bias document● Intersectionality document● Impact of Culture and Family● Building Their Futures: How Early Head Start Programs Are Enhancing the Lives of Infants and Toddlers in Low-Income Families. Summary Report● Headstart.gov Website● National Network of Schools in Partnership website <p>Videos:</p> <ul style="list-style-type: none">● Our Family-A Film About Family Diversity● The Changing American	
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		<p>Family</p> <ul style="list-style-type: none"> ● I am From a Diverse Family. ● What Are the Family Types? ● Parenting Styles and their Effects on Children ● Childcare Family Engagement ● Leading the way: Families are Powerful Partners ● Supporting Families to Boost Student Success ● Parent-Teacher Conference ● How to Prepare for a Virtual Parent-Teacher Conference ● ELL Parent Involvement ● Shifting from Parent Involvement to Parent Engagement 	
<p>Competency 7: Communicate in Linguistically and Culturally Responsive Ways that Demonstrate Respect for Learners, Educators, Educational Leaders, and Families (A through D)</p>	<p>Quizzes Community Resource Guide Final Project</p>	<p>Lectures: Week 2, Week 5, Week 9, Week 10, Week 12, Week 13, Week 14 and Week 15 Course Textbook: Chapters 2, 5, 8, 9, 11,12, 13, 14 Discussion Forums 3 and 4 Resources:</p> <ul style="list-style-type: none"> ● NAEYC Website ● NBCDI Website ● Future of Children Website 	<p>The publisher YouTube Videos National Organizations or Websites</p>

		<ul style="list-style-type: none">● Council on Contemporary Families Website● Vanier Institution of Families in Canada Website● Pennsylvania Family Engagement Birth through College, Career, Community Ready Framework Presentation● National Institution of Out-of-Time Website● My Classroom Connection <p>Videos:</p> <ul style="list-style-type: none">● I am From a Diverse Family.● What Are the Family Types?● Engaging Parents and Teachers in Effective Communication● Teacher and Parent Relationships-A Crucial Ingredients● Six Types of Family Engagement● Effective Family Engagement Could Look Like This● Using Tech to Communicate with Families● How to Create Class and Family Newsletters	
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		<ul style="list-style-type: none"> ● Preschool Parent-Teacher Conference ● How to Prepare for a Virtual Parent-Teacher Conference ● Child Care & Development Block Grant ● How to be an Effective Advocate ● What are the Principles of Multicultural Education? ● Supporting Cultural and Linguistic Diversity in Early Childhood ● Cultural Competencies Strategies ● What are the Effects of Divorce on Children? ● Communicating with Parents with Children with Disabilities ● Child-Focused Approaches When Working Families and Domestic Violence 	
<p>Competency 9: Educate Oneself About Comments or Actions that Subtly and Often Unconsciously or Unintentionally Express a Prejudiced Attitude and their Impact on Diverse</p>	<p>Quizzes Diversity Paper</p>	<p>Lectures: Week 1, Week 2, Week 4, Week 6, Week 14, and Week 15 Chapters 1, 2, 13, 14 Course Textbook-Chapters 5, 6, and 15 Resources:</p>	<p>The publisher YouTube Videos National Organizations or Websites</p>

Learners, Educators, and Families (A through F)

- NAEYC Website
- NBCDI Website
- Implicit Bias document
- Intersectionality document
- Impact of Culture and Family

Videos:

- Family-A Film About Family Diversity
- The Changing American Family
- I am From a Diverse Family.
- What Are the Family Types?
- What is Micromessaging, and Why is it important?
- Preschool Suspensions and the Role of Implicit Bias
- Six Types of Family Engagement
- Effective Family Engagement Could Look Like This
- What are the Principles of Multicultural Education?
- Supporting Cultural and Linguistic Diversity in Early Childhood
- Cultural Competencies Strategies
- What are the Effects of Divorce on Children?

		<ul style="list-style-type: none">• Communicating with Parents with Children with Disabilities• Child-Focused Approaches When Working Families and Domestic Violence	
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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?

The one area that needs more resources and content is the assessment: Diversity Paper, which relates to the competency listed for Competency 1. I also believe that I could increase my diversity in materials by adding more relevant open-source materials in articles and reports directly related to each Competency listed.

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

Not completely. I need to search for more appropriate readings that relate directly to CRSE, as the primary text of the course is a textbook. I believe textbooks gloss over the Competencies in most circumstances. That said, I must be committed to keeping costs down for students when adding additional resources, as access to the textbook is already built into students' tuition.

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

I should conduct a diversity audit to ensure equitable representation of all groups regarding families. Mainly looking to see if any stereotypes are perpetuated within the course.

4. Other observations:

It may be time to move this course to using open-source materials in future course iterations.

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?

For the websites I am using, the number of authors is unknown, and they are diverse based on the history of the organization and the content provided. As for the textbook, author Carol Gestwicki, I believe she is white but may have passed away in 2022. I have used this text for some time and should consider changing the book in future course editions. Using this textbook as a supplement, it may be best to use open-source and primary-source readings. This would be quite an overhaul, but I could work on this over the summer months and fall so that the materials would be available and ready by

Spring 2026, which would be the next time this course would run. There is a NAEYC text that would be perfect, but this would add cost for students. I definitely can use elements of that text to find open-source materials as well.

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

There is a broad inclusion of different identities and perspectives, but I would need to do a full audit for this to be determined as, in its current form, it is probably not enough.

3. Other observations:

It may be time to move this course to using open-source materials in future course iterations.

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 need to dive deeper and overhaul this for future course iterations.

2. Other observations:

None at this time.

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...*")

