

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?
SWBT define and explore the dispositions of effective, culturally responsive teachers by embracing personal values and professional practices that promote diversity, equity, inclusion, and social justice.	Disposition essay	Texts, lectures, class discussions and activities, and class assignments.	
SWBT reflect on and challenge their own personal beliefs, assumptions, and behaviors regarding the knowledge and backgrounds of dominant and nondominant social groups by thinking critically about the nuances of culture, identity, and other social markers. They will also be able to examine how these factors impact their	Cultural Concept Map & Cultural Autobiography	Texts, lectures, class discussions and activities, and class assignments. Invited Talks <u>Test Yourself for Hidden Bias</u> <u>Bringing Cultural Context and Self-Identity into Education: Brian Lozenski at TEDxUMN</u>	

<p>dispositions, teaching practices, and manifest in curricula and other educational materials. (PDE CRSE Competency 1)</p>			
<p>SWBT recognize the history of inequities and institutional biases in schools and societies, as well as the historical impact these have on children, adolescents, and families. (PDE CRSE Competency 2)</p>	<p>Historical Inequities Research Project Critical Reading Society</p>	<p>Texts, lectures, class discussions and activities, and class assignments.</p> <p>Unconscious Bias in Schools: A Developmental Approach to Exploring Race and Racism" by Tracey Benson and Sarah Fiarman</p> <p>"Beyond Implicit and Explicit Bias: Strategies for Healing the Root Causes of Inequity in Education" by ClauDean ChiNaka Kizart</p>	
<p>SWBT prioritize equitable learning opportunities by identifying and addressing systemic barriers that impact student achievement (PDE CRSE Competency 2)</p>	<p>Historical Inequities Research Project Critical Reading Society</p>	<p>Texts, lectures, class discussions and activities, and class assignments.</p>	
<p>SWBT recognize diversity as an asset to the entire learning community and treat it as such (PDE CRSE Competency 3,4,5)</p>	<p>Diverse Student and Families Assets Exploration Project</p>	<p>Texts, lectures, class discussions and activities, and class assignments.</p>	

<p>SWBT develop knowledge and dispositions of cultural and community diversity by promoting asset-based approaches that affirm and respect all students' real-world experiences, identities, and the diverse funds of knowledge that learners and families bring to educational spaces. (PDE CRSE Competency 3,4,5)</p>	<p>Diverse Student and Families Assets Exploration Project</p>	<p>Texts, lectures, class discussions and activities, and class assignments.</p> <p>https://www.simplykinder.com/diversity-videos/</p> <p>So Many Colors, So Many Shapes Diversity Song The Singing Walrus</p> <p>Cultures of the World A fun overview of the world cultures for kids</p> <p>Whoever You Are - Diversity Book Read Aloud</p> <p>Sesame Street: We're Different, We're the Same Read Along Series</p> <p>Sesame Street: Same and Different with Elmo and Abby</p> <p>The World's Family (An Embracing Culture Story) kid's /children's podcast</p> <p>Being Different is Beautiful by LittleSikhs.com (Diversity Video for Children, Kids, & Schools)</p> <p>Lights for Gita - Animation and Cartoon Videos</p>	
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		https://www.youtube.com/watch?v=MvEr6FsVoBI We're all amazing! by London Rhymes Diversity and Equality Songs for Babies and children The Big Umbrella : Kids Books Read Aloud by Books With Blue	
<p>SWBT learn the significance of providing culturally and linguistically responsive instructional and assessment decisions as well as differentiated methods of communications for all children to provide equitable access to educational resources, experiences, and opportunities. (PDE CRSE Competency 3,4,5)</p>	<p>Children’s Literature Text Set Culturally Responsive Lesson Plan Project</p>	<p>Texts, lectures, class discussions and activities, and class assignments.</p> <p>“Culturally Responsive Teaching and The Brain” by Zaretta Hammond</p> <p>Learning A-Z's Differentiated Instruction Resources</p> <p>Seven methods of classroom differentiation</p> <p>How Differentiated Instruction Supports All Students</p>	
<p>SWBT value every family as an asset and resource and understand the nuances of diverse families that shape how they interact with</p>	<p>Diverse Student and Families Assets Exploration Project</p>	<p>Texts, lectures, class discussions and activities, and class assignments.</p> <p>"Expanding Multicultural Education to Include Family</p>	

<p>educators and schools. (PDE CRSE Competency 6)</p>		<p>Diversity" by ERIC</p> <p>Working with Culturally Diverse Families</p>	
<p>SWBT examine the role of the teacher in a community context by advocating for, collaborating with, and cooperating with families, caregivers, and community organizations to support student success. (PDE CRSE Competency 6)</p>	<p>Reflection after invited talks of community leaders (or video in case)</p>	<p>Texts, lectures, class discussions and activities, and invited talks</p> <p>"The Teacher's Role in School-Community Relations" by Digital Commons</p> <p>Learning for Justice</p> <p>How can teachers be part of their community and bring the community into their class?</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?

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, I think so... My course covers CRSE Competencies 1-6.

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:

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 course syllabus aims to incorporate a range of historically underrepresented voices in terms of race, ethnicity, language, gender, sexual orientation, socioeconomic status, religion, and so on.

3. Other observations:

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:

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..."*).