

## 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>Educators continuously reflect on their own life experiences and membership in various social groups (such as by race, ethnicity, social class, and gender), and they ask themselves how these factors influence their beliefs about cultures that are similar to and different from their own.</p>	<p>Students produce an identity development slide deck that names their various identities, and then they analyze 1-2 identities for the ways in which they have been socialized into this identity and the privileges and disadvantages associated with them that they have actually experienced.</p>	<p>Students read about family culture, identity and -isms, and the process socialization and discuss how schools are sites of social reproduction/transformation</p> <p>Students engage in an identity exercise and discuss contextual sensitivities and intersectionality.</p> <p>Students analyze cases about diversity and school life to identify personal, interpersonal, institutional, and systemic issues that impact historically marginalized groups.</p>	<p>Harro, B. (2018). "The cycle of socialization." In <i>Readings for diversity and social justice</i>. Adams, M. et al. (4<sup>th</sup> ed) Routledge. p 27-33.</p> <p>McGoldrick, Giordano &amp; Garcia-Preto's <i>Family Therapy and Ethnography</i></p> <p>Hidalgo, N. (1993). Multicultural teacher introspection. In Perry, T. and Fraser, J. (Eds.) <i>Freedom's Plow: Teaching in the Multicultural Classroom</i></p> <p>Goodman, D. J. (2011). <i>Promoting diversity and social justice : Educating people from privileged groups</i> Chapters 1 &amp; 2.. New York: Routledge</p>
<p>Engage with literature and professional learning</p>	<p>In groups, students complete the Listening Project in which</p>	<p>Students read about theory on listening, examine the National Equity Project's</p>	<p>National Equity Project's <a href="#">Lens of Systemic Oppression</a></p>

<p>opportunities to learn more about the manifestations of racism and other forms of oppression (e.g., racism, sexism, homophobia, and classism) at the institutional and structural levels can result in disadvantaging some groups of learners while privileging others.</p>	<p>students select a topic related to 1-2 forms of oppression, read literature on the issue, interview k12 students, and produce a project that answers the question: In what ways are schools sites of social reproduction and social transformation?</p>	<p>Lens of Systemic Oppression resource</p>	
<p>Advocate for the disruption of harmful school-level and district-level practices, policies, and norms.</p>	<p>The Listening Project and site visits (Stage 1) create space for students to think about the kinds of changes necessary to help dismantle oppression at multiple levels. The field visits have students and literature reviews/interviews look at emancipatory practices that counter the bias and oppression associated with their self-selected topics of study.</p>	<p>Students visit field sites that illustrate culturally relevant practices such as Lindley Academy and we discuss prior to field site reflections.</p>	<p>Students read (need to add) Carlisle, Jackson, &amp; George (2007) Principle of Social Justice Education: The Social Justice Education in Schools Project</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?

*There might need to be. I think I need to think more about how to illustrate emancipatory practices. I do have the one reading with Carlisle and try to select field sites in which we see culturally relevant/critical pedagogy in practice. This is something we need to lean more into when designing Stage 1, 2, and 3 field.*

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

I do. Some students in the class seemed to get concepts better after they took my first year seminar on developing their critical consciousness. In that class, we spend a lot more time on intersectionality and systemic oppression. The challenge with the -ism competency is the amount of coverage that requires to do that well. So whereas students read about the -isms and the range that each concept occupies on a continuum, I believe I need to do more work to define and illustrate those with students. That can be addressed with more case study work and discussion

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

In order to do these assignments well, I had to cut out the Professional Learning Community project and build some of its most essential features into the Listening Project. Students actually made that choice this semester and I think their feedback and outcomes suggest that was a good measure.

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?

To some extent.

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

I think it would be helpful to find at least one author who speaks about the LGBTQ+ community because I am seeing that population in my class more and more. I consistently have students that are lesbian and gender fluid. The case study book I have incorporates gay/lesbian issues but not trans, bi, queer, etc....

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?

N/A.

2. Other observations:

N/A.

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 think more LGBTQ+ issues as it relates to identity formation, system-wide and institutional oppression, and emancipatory strategies would be useful. I am aware of the pronoun introductions and the dead-naming strategy; and I have had some students investigate how queer studies can be better integrated into English curriculum; so I'm wondering about how to build from that and also identify some accessible readings for undergraduate students.