

Reflection 4

Part 1

The work at PennGSE’s Urban Teaching Apprenticeship Program (UTAP) around the PA CRSE is one part of an ongoing effort to build coherence across our 10-month masters program that has an explicit focus on teaching in urban schools. Over the course of the last year and a half this has included the development of:

1. A new fieldwork rubric, tentatively called the “Teaching for Justice” rubric
2. A required, non-course program titled “Identity Labs” that supports pre-service teachers to consider the role of their identity in their work as teachers.
3. A revised mission statement for the program (see below)
4. An effort to coordinate the activities and assignment between two core courses in the secondary program. This coordination will also include coaches and classroom mentors.

Of these three efforts, only the new mission statement is ready for public sharing (it will be appearing on our website shortly). The others are still under revision and should be more solidly ready for publication to a broader audience by the end of August, 2023. Below is a table that describes the current iteration of the themes that will align two core courses in the Secondary UTAP program. One, titled “Culturally Responsive Pedagogy” runs in the fall term on a weekly schedule. The other, “Student-Centered Pedagogy” meets monthly for a 6-hour block from September through March. As indicated in our revised mission statement, we believe that both student-centered and culturally responsive pedagogy are central to education justice and mutually supportive. The table below indicates how the CRSE competencies are addressed across these two courses. Other elements of the CRSE competencies are addressed in other portions of the program (e.g. Identity Labs have a primary focus on CRSE 1, 2, and 9). The chart is not complete because the construction of this integration is still in process.

Shared course theme:	Competencies addressed	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?

Relationships	Competency 7 Competency 8	Learner interview		Course instructors (Brockenbrough, Kavanagh, Herrmann)
Engagement	Competency 4 Competency 6 Competency 8	Video of practice implementation		Course instructors (Brockenbrough, Kavanagh, Herrmann)
Authenticity & Responsiveness	Competency 3 Competency 5	Video of practice implementation		Course instructors (Brockenbrough, Kavanagh, Herrmann)
Activism & Advocacy	Competency 6 Competency 2		Engagement with activist organizations - e.g. WE Caucus, etc	Course instructors (Brockenbrough, Kavanagh, Herrmann)
Collaboration and Choice	Competency 8 Competency 5	Video of practice implementation		Course instructors (Brockenbrough, Kavanagh, Herrmann)
Iteration	Competency 4	Video of practice implementation		Course instructors (Brockenbrough, Kavanagh, Herrmann)

Revised UTAP Mission Statement:

UTAP develops members of a network of transformational educators advocating for educational justice in urban contexts. UTAP educators center the voices and agency of students and their communities, combining reflective practice with a deep understanding of content knowledge and culturally responsive pedagogy.

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?

N/A.

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

N/A.

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

N/A.

4. Other observations:

I think that some of these questions will need to be answered after our first implementation in the coming year. One of our theories of action around this effort is that student learning is interrupted when there is a lack of cohesion between elements of the program (instructors, coaches, classroom mentors). When students receive different messages (even those that are just slightly different in their wording, but have the same general point) from different members of the community, they can be confused. Our effort is to get more of our faculty, coaches, and instructors to use common language and support shared practices around the competencies in order to better support student learning.

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?

N/A.

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

N/A.

3. Other observations:

Because I am not working on a syllabus, this question is a little more challenging, but we have some diversity in our instructor group that is creating this work - one black male

educator, two queer educators. We will continue to consider the diversity of the sources we are drawing on.

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 we are good for resources at the moment - as our effort continues, I expect we might identify gaps, but for now we are still working on the overall structure.