

## 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>CRSE1.A Reflect on their own life experiences and membership to various identity groups (race, skin color, ethnicity, gender identity, age, nationality, language, class, economic status, ability, level of education, sexual orientation, and religion).            CRSE5.A Recognize diversity as an asset to the entire learning community and treat it as such.            CRSE9.G Engage in critically reflexive practice.</p>	<p>Anecdotal assessment during classroom small and large group discussions and presentations.</p> <p>Discussion board responses.</p>	<p>Deculturalization and the Struggle for Equality            8<sup>th</sup> Edition            #2-11 and 14-15</p> <p>A Humanizing Pedagogy #1</p>	<p>Joel Spring  <a href="https://www.amazon.com/Deculturalization-Sociocultural-Political-Historical-Education/dp/1032101571/ref=pd_lpo_scc_l_2/143-9339013-5214236?pd_rd_w=Ve1zF&amp;content-id=amzn1.sym.116f529c-aa4d-4763-b2b6-4d614ec7dc00&amp;pf_rd_p=116f529c-aa4d-4763-b2b6-4d614ec7dc00&amp;pf_rd_r=19GJHZ5X7ETHMF5DNEH4&amp;pd_rd_wg=76HOn&amp;pd_rd_r=f00d57da-239c-44a6-8d74-d275b2976d9e&amp;pd_rd_i=1032101571&amp;psc=1">https://www.amazon.com/Deculturalization-Sociocultural-Political-Historical-Education/dp/1032101571/ref=pd_lpo_scc_l_2/143-9339013-5214236?pd_rd_w=Ve1zF&amp;content-id=amzn1.sym.116f529c-aa4d-4763-b2b6-4d614ec7dc00&amp;pf_rd_p=116f529c-aa4d-4763-b2b6-4d614ec7dc00&amp;pf_rd_r=19GJHZ5X7ETHMF5DNEH4&amp;pd_rd_wg=76HOn&amp;pd_rd_r=f00d57da-239c-44a6-8d74-d275b2976d9e&amp;pd_rd_i=1032101571&amp;psc=1</a></p> <p>Maria del Carmen Salazar  <a href="https://journals.sagepub.com/doi/pdf/10.3102/0091732X12464032">https://journals.sagepub.com/doi/pdf/10.3102/0091732X12464032</a></p> <p>Dean Valerie Kinloch  <a href="https://www.education.pitt.edu/deans-welcome">https://www.education.pitt.edu/deans-welcome</a></p> <p>Linda Cliatt-Wayman and Kandice</p>

		<p>Pitt School of Ed Mission-Vision #4-5</p> <p>TED Talks - varied</p> <p>Comimos quesadillas y despues jugamos #10-11</p> <p>A Talk to Teachers #12-13</p> <p>Danger of a Single-Story video #26-27</p> <p>We Want to do More Than Survive Talk #26-27</p> <p>2020 Census Demographics #1-2</p>	<p>Sumner</p> <p>Maria Dantas-Whitney <a href="https://www.redalyc.org/journal/2810/281068067003/html/">https://www.redalyc.org/journal/2810/281068067003/html/</a></p> <p>James Baldwin <a href="https://www.newyorker.com/books/page-turner/james-baldwins-lesson-for-teachers-in-a-time-of-turmoil">https://www.newyorker.com/books/page-turner/james-baldwins-lesson-for-teachers-in-a-time-of-turmoil</a></p> <p>Chiamanda Ngozi Adichie <a href="https://www.youtube.com/watch?v=D9Ihs241zeg">https://www.youtube.com/watch?v=D9Ihs241zeg</a></p> <p>Bettina Love <a href="https://www.youtube.com/watch?v=J_sL_DbXjr8">https://www.youtube.com/watch?v=J_sL_DbXjr8</a></p>
<p>CRSE1.C Engage in critical and difficult conversations with others to deepen their awareness of their own conscious/unconscious biases, stereotypes, and prejudices.</p>	<p>Anecdotal assessment during classroom small and large group discussions and presentations.</p> <p>Discussion board</p>	<p>Living Apart – Fair Housing Act #14-15</p>	<p>Nikole Hannah-Jones <a href="https://www.propublica.org/article/living-apart-how-the-government-betrayed-a-landmark-civil-rights-law">https://www.propublica.org/article/living-apart-how-the-government-betrayed-a-landmark-civil-rights-law</a></p> <p>Madeline Will</p>

<p>CRSE9.G Engage in critically reflexive practice.</p>	<p>responses.</p>	<p>65 Years After Brown v Board #14-15</p> <p>Highway Infrastructure and Redlining #14-15</p>	<p><a href="https://www.edweek.org/policy-politics/65-years-after-brown-v-board-where-are-all-the-black-educators/2019/05">https://www.edweek.org/policy-politics/65-years-after-brown-v-board-where-are-all-the-black-educators/2019/05</a></p> <p>You Tube <a href="https://www.youtube.com/watch?v=odF4GSX1y3c">https://www.youtube.com/watch?v=odF4GSX1y3c</a></p>
<p>CRSE2.C Identify literature and professional learning opportunities for themselves to understand more about the manifestations of racism and other biases at institutional and structural levels that can result in disadvantaging some groups of learners, educators, educational leaders, and families while privileging others. CRSE9.G Engage in critically reflexive practice.</p>	<p>Anecdotal assessment during classroom small and large group discussions and presentations.</p> <p>Discussion board responses.</p> <p>TED Talk individual presentation and group collaborative project.</p>	<p>Tenacity in Leadership #12-13</p> <p>Geneva Gay and Dean Valerie Kinloch discussion</p> <p>Fair Housing Act Highway Infrastructure Redlining #14-15</p> <p>The negative impact of Brown v Board of Education #14-15</p>	<p>Erica Walters <a href="https://www.edweek.org/leadership/opinion-the-1-trait-of-a-good-school-leader/2022/11">https://www.edweek.org/leadership/opinion-the-1-trait-of-a-good-school-leader/2022/11</a></p> <p>YouTube <a href="https://www.youtube.com/watch?v=MsyMbSiphTo">https://www.youtube.com/watch?v=MsyMbSiphTo</a></p> <p>Nikole Hannah-Jones SEE ABOVE</p> <p>Madeline Will SEE ABOVE</p>
<p>CRSE2.E Recognize</p>	<p>Anecdotal assessment</p>	<p>Lecture and Discussion</p>	<p>Anna Arlotta-Guerrero</p>

<p>schools' history of inequities and institutional biases and their consequences. CRSE3.C Recognize that learners are connected to local and global communities and events that influence and impact their learning and their relationship to and understanding of their social worlds.</p>	<p>during classroom small and large group discussions and presentations.</p> <p>Discussion board responses.</p>	<p>#12-13</p> <p>Review of Reflection of James Baldwin's A Talk to Teachers. #12-13</p>	<p>James Baldwin SEE ABOVE</p>
<p>CRSE6.A Believe that every family, regardless of their race, skin color, ethnicity, gender identity, age, nationality, language, class, economic status, ability, level of education, sexual orientation, and religion wants the best for their children. CRSE6.B View the cultural aspects of the community as an extension of their teaching spaces. CRSE6.C Value every family as an asset and resource. CRSE6.D Understand the nuances of diverse families and the wide range of factors that shape how families interact with educators and schools. CRSE9.G Engage in critically reflexive practice.</p>	<p>Anecdotal assessment during classroom small and large group discussions and presentations.</p> <p>Discussion board responses.</p> <p>Review of Reflection of James Baldwin's A Talk to Teachers. Part of the prompt for this assignment is to reflect on what pieces of Baldwin's writing referred to this competency and make connections to what he discussed 40 years ago and issues in today's schools.</p>	<p>Fair Housing Act Highway Infrastructure Redlining</p> <p>The negative impact of Brown v Board of Education</p> <p>Educating Girls and Women around the world</p> <p>Review of women's education and rights in the U.S.</p> <p>Protests in Iran</p>	<p>Nikole Hannah-Jones SEE ABOVE</p> <p>Madeline Will SEE ABOVE</p> <p>Girls Opportunity Alliance <a href="https://www.obama.org/girlsopportunityalliance/?gclid=CjwKCAiAo7HwBRBKEiwAvC_Q8ZVnaOEEdPOU3X9cZKiSolcx dYsUI4a4m5Y_9kjjT_v7914yjHr4NdhoCtqIQAvD_BwE">https://www.obama.org/girlsopportunityalliance/?gclid=CjwKCAiAo7HwBRBKEiwAvC_Q8ZVnaOEEdPOU3X9cZKiSolcx dYsUI4a4m5Y_9kjjT_v7914yjHr4NdhoCtqIQAvD_BwE</a></p> <p>Malala <a href="https://malala.org/girls-education">https://malala.org/girls-education</a></p> <p><a href="https://www.youtube.com/watch?v=ftxh2nNCBC4">https://www.youtube.com/watch?v=ftxh2nNCBC4</a></p>

		Ousting girls and women from schools in Afghanistan	
<p>CRSE4.A Make fair and equitable instructional and assessment decisions to ensure all learners have equitable access to educational resources, experiences, and opportunities</p> <p>CRSE8.A Understand the importance of having high expectations for all learners, including BIPOC students.</p> <p>CRSE9.G Engage in critically reflexive practice.</p>	<p>Anecdotal assessment during classroom small and large group discussions and presentations.</p> <p>Discussion board responses.</p> <p>Review of revised lesson plan project.</p>	<p>Lesson planning using CRSE competencies.</p> <p>Culturally Responsive Teaching</p>	<p><a href="https://www.nationalequityproject.org/culturally-responsive-teaching?gclid=Cj0KCQjwjryjBhD0ARIsAMLvnF8t4sB79usJ5xSHr-zpAOopCcB0Ct5GNGQwYbJUkE3fXdYtvoiwGocaAsEmEALw_wcB">https://www.nationalequityproject.org/culturally-responsive-teaching?gclid=Cj0KCQjwjryjBhD0ARIsAMLvnF8t4sB79usJ5xSHr-zpAOopCcB0Ct5GNGQwYbJUkE3fXdYtvoiwGocaAsEmEALw_wcB</a></p> <p>Zaretta Hammond Readings</p> <p><a href="https://www.learningforjustice.org/author/zaretta-hammond?gclid=Cj0KCQjwjryjBhD0ARIsAMLvnF-_NmcS-vtaLMx1tddXV6-fn-9PluWFrviE0D4gCud3PNMuMRa2X4aAkITEALw_wcB">https://www.learningforjustice.org/author/zaretta-hammond?gclid=Cj0KCQjwjryjBhD0ARIsAMLvnF-_NmcS-vtaLMx1tddXV6-fn-9PluWFrviE0D4gCud3PNMuMRa2X4aAkITEALw_wcB</a></p>
<p>CRSE4.C Utilize differentiated methods of communication to articulate clear expectations aligned with the ability of each learner, which allows them to demonstrate knowledge through differentiated modalities.</p> <p>CRSE9.G Engage in critically reflexive practice.</p>	<p>Anecdotal assessment during classroom small and large group discussions and presentations.</p> <p>Discussion board responses.</p> <p>Review of revised lesson plan project.</p>	<p><b>NOTE: All of the above readings and twice weekly lectures and classroom discussions merge together to cover the list of competencies that I've included. Oftentimes a competency has to be developed, taught, discussed, learned over one or more sessions, discussion and readings.</b></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?

I do think that the combination of articles, videos, discussions, and our text adequately cover the competencies that I am using in this class. However, there is always room to add something and that often comes from a student request to discuss an additional article or watch a video. At the end of the fall term I ask for input regarding where they want to dig deeper.

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 so, see my NOTE above. I am thinking of cutting some content and adding some more to support the Lesson plan project that I am adding to this class. I want to use the lesson plan to think more about and cover some of the competencies that are practiced based. Students are not in placements when this class is taught. I make it very clear to students that we are looking at the big picture. There are many groups of marginalized humans in the U.S. and abroad.

4. Other observations:

I have been thinking a lot about this course. I like the course and have tweaked it every year to add more information and allow some of it to be student directed. I have the same group of students in class in the fall and ask them at the end of the term to share with me some topics that they would like to discuss in more depth. Thus, every spring term some of the readings are focused on these requested topics.

### 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, with regards to race and ethnicity. Honestly, I am not aware of all their gender, religious, or ability identities.

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

I think that it is pretty balanced, although I will admit that I tend to focus more on the racial and linguistic identities of authors more than other identities.

3. Other observations:

I need to take author identity into account when searching for new pieces of information. I do want to make sure that it is diverse racially, linguistically, and ethnically and consider gender, religion and ability as well.

#### 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?

2. Other observations:

I do believe that we need to be very much aware of the authors' identities. However, I make every effort to be balanced in my selections.

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 enjoy reading other reflections and seeing lists of resources so believe that this has been very helpful already, in addition to the very informative conversations that we have in our meetings.