

## **EDCO 101: Final Reflective Analysis** (as of April 4, 2019)

The Final Reflective Analysis is the key assessment for EDCO 101 and must be turned in **to BOTH Blackboard and Via**. To complete parts 1 and 2 of this assessment, you must watch the video provided by your instructor. You may watch this video as many times as you wish. After viewing, you will provide two reflective commentaries. For part 3 of the assessment on classroom environment, you will review a vignette provided by your instructor and respond to accompanying questions. All responses should reflect an accurate understanding of the topics and cite specific evidence from the video and class readings/discussions to support arguments. The first 2 parts must be written in narrative form with the correct header (Part 1, Part 2). In the 3<sup>rd</sup> part, you just need to type your responses after the given questions. Your completed final will be submitted as one document to Blackboard and Via.

*NOTE: There is not a specific section in the rubric that addresses writing conventions (e.g. organization, sentence structure, grammar, etc.); however, points will be deducted for excessive errors.*

### Part 1: Promoting a Culturally Responsive Learning Environment (Paradox of Diversity)

1. Watch the video link provided by your instructor. Using the provided chart, code/describe your observations and ideas during the presenter's speech.  
(<https://www.youtube.com/watch?v=WCgqkY5jIXc> )
2. In a well-written paragraph, share your analysis and professional reflection of the speech. Use specific examples from the video and connect with class discussions/readings.

### Part 2: Understanding the Context of Teaching (Surprising Truth About Learning)

3. Watch the video link provided by your instructor. Using the provided chart, code/describe your observations and ideas during the presenter's speech.  
(<https://www.youtube.com/watch?v=sxyKNMrhEvY>)
4. In a well-written paragraph, share your analysis and professional reflection of the speech. Reflect on how this video connects with cultural responsiveness. Use specific examples from the video and connect with class discussions/readings.

### Part 3: Developing a Culturally Responsive Classroom Environment

1. Read the selected vignette below. Consider the case from a **culturally responsive** teacher's perspective.
2. Use specific examples from the class discussions/readings to support your responses.

Ms. Shankia Dyar was a teacher who believed in the old adage of not smiling until after Thanksgiving. She had many rules and regulations for behavior in her class. Every move and action were spelled out and posted in the room. In addition to harsh penalties that she handed out for breaking the rules, Ms. Dyar coerced without hesitation, using rewards as well as punishments. She truly believed that she had her classroom management down to a fine art. However, even with her hard-fisted rules, Ms. Dyar still had to deal with students trying to find some way to bend or break a rule. Also, her students often appeared disinterested and showed little enthusiasm.

Using concepts of cultural responsiveness, what kind of advice would you give Ms. Dyar to help her better manage her classroom. Be specific and use examples from class readings and discussions.

**EDCO 101: Final Reflective Analysis Rubric  
(30 points)**

	<b>Exceeds Expectations 10</b>	<b>Meets Expectations 9-7</b>	<b>Below Expectations 6 and below</b>
<p>TC identifies the characteristics of a culturally responsive and inclusive learning environment.</p> <p>InTASC 1, 2, 3 SCTS 4.0 Environment (Respectful Culture); Instruction (Motivating Students)</p>	<p>TC identifies <b>specific</b> characteristics of a culturally responsive and inclusive learning environment including <b>teacher-student and student-student interactions</b>. Information presented is <b>objective and free of bias and</b> includes examples from video (with time stamps) as well as other course materials.</p>	<p>TC identifies general characteristics of a culturally responsive and inclusive learning environment using examples from the video (with time stamps) as well as other course materials.</p>	<p>TC struggles to identify characteristics of a culturally responsive learning environment. Examples from video and/or course materials do not align with characteristics.</p>
<p>Teacher candidate identifies contextual factors that impact learning.</p> <p>InTASC 2, 9; CAEP 1.2 SCTS 4.0 Planning (Instructional Plans); Instruction (Teacher Knowledge of Students)</p>	<p>TC identifies <b>specific</b> contextual factors related to students, <b>teachers</b>, and the environment that impact learning. Information presented is <b>objective and free of bias and</b> includes examples from video (with time stamps) as well as other course materials.</p>	<p>TC identifies general contextual factors of the students and physical environment that may impact learning using examples from the video (with time stamps) as well as other course materials.</p>	<p>TC unable to identify contextual factors and/or focuses only on students or environment. Factors identified lack any connection to learning. Examples from video and/or course materials do not align with contextual factors.</p>
<p>TC identifies characteristics of a positive classroom climate.</p> <p>InTASC 3 SCTS 4.0 Environment (Respectful Culture; Environment)</p>	<p>TC identifies characteristics of a positive classroom climate that are <b>specific to the learners and the content</b>. Information presented is <b>objective and free of bias and</b> includes how climate impacts teaching <b>and learning</b> with examples from the video (including time stamps) as well as other course materials.</p>	<p>TC identifies general characteristics of a positive classroom climate that impact teaching with examples from the video (including time stamps) as well as other course materials.</p>	<p>TC identifies characteristics; however, they may not be associated for positive classroom climate and/or lack connection to teaching. Few, if any, references align with positive classroom climate.</p>

*\*\*NOTE: There is not a specific section in the rubric that addresses writing conventions (e.g. organization, sentence structure, grammar, etc.); however, points will be deducted for excessive errors.*

## Final Reflective Analysis #1 Coding Form

### The Paradox of Diversity Video

(<https://www.youtube.com/watch?v=WCgqkY5jIXc>)

#### Part 1: Promoting a Culturally Responsive Learning Environment

1. **You DO NOT HAVE TO USE THIS CODING FORM.** I have just put it in as an option for you to use to take notes while watching the video. You should pay attention, though, to the questions I ask you to consider. **If you use this form, DO NOT TURN IT IN with your final.** It is only for you to help pull your thoughts together for your write-up.
  - a. Things to consider: What role does the speaker's cultural background play in perspective? What is the role of the cultural contact lens? What is the paradox of diversity? What is your professional connection as a future teacher? Is there any personal connection from your experiences in education?

Role of cultural identity? (race, class, gender, etc.)	Role of the Cultural Contact Lens?	Professional/Personal Connection

## Final Reflective Analysis #2 Coding Form

### The Surprising Truth about Learning

(<https://www.youtube.com/watch?v=sxyKNMrhEvY> )

#### Part 2: Understanding the Context of Teaching

1. **You DO NOT HAVE TO USE THIS CODING FORM.** I have just put it in as an option for you to use to take notes while watching the video. You should pay attention, though, to the questions I ask you to consider. **If you use this form, DO NOT TURN IT IN with your final.** It is only for you to help pull your thoughts together for your write-up.
  - a. Things to consider: What does this video have to do with the teaching as a profession? What does it imply about effective teaching? What is your professional connection as a future teacher? Is there any personal connection from your experiences in education?

Teaching as a Profession (Purpose, role, impact, etc.)	Effective Culturally Responsive Teaching	Professional/Personal Connection