“Community Nutrition”
February 25, 2019
CSU Noyce “Sense of Place” Professional Development Workshop

Focus:
- Place-based topic: community nutrition
- High-leverage teaching practice: formal assessment
- Social justice issue: race and ethnicity

Activities:
5-6 pm--Dr. Cunningham-Sabo “Cooking with Kids” ---Chinese-American Fried Rice
6-7 pm-- Designing performance-based assessments with a cultural relevancy mind-set

Performance-based Assessment: Ability to apply knowledge and skills learned often through a product or process.
Culturally Relevant Pedagogy: validating/affirming, comprehensive, multidimensional, liberating, empowering, transformative

Prompts:
1. Use the rubric template and identify a few “elements” on left side that you would assess for an activity such as “Cooking with Kids” in a 6th grade classroom.
   a. Would you assess content knowledge and competencies equally? (i.e., should they be given the same number of points on the rubric?)
   b. Should you include subjective elements, such as “creativity” or “enthusiasm,” in your rubric? Why or why not?
   c. How can you connect local/regional/historical context into the assessment tool?
2. Designing SMART goals around culturally relevant assessment activities
   a. Specific:
   b. Measurable:
   c. Achievable:
   d. Realistic:
   e. Timely:
Assignment:

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<tr>
<th>Element</th>
<th>Below Expectation (points)</th>
<th>Meets Expectation (points)</th>
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Total Points: ______
Here is where you glow:______________________________________; Here is where you can grow: _______________________

Making Sense of Place – Noyce Professional Development

Dr. Meena Balgopal and DeeDee Wright, Colorado State University
RESOURCES

https://implicit.harvard.edu/implicit/index.jsp
https://www.aypf.org/blog/food-for-thought-how-food-insecurity-affects-a-childs-education/

**Teaching Resources:**


Professional websites: [www.nsta.org](http://www.nsta.org); [www.nctm.org](http://www.nctm.org); [www.iteea.org](http://www.iteea.org)

**Research papers:**


- Southeast Asia includes: Brunei, Cambodia, East Timor, Indonesia, Laos, Malaysia, Myanmar, Philippines, Singapore, Thailand, and Vietnam.


- Dutch teachers’ biases of Turkish and Moroccan students