

“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:

Element	Below Expectation (points)	Meets Expectation (points)	Above Expectation (points)	Stellar! (points)

Total Points: _____

Here is where you glow: _____; Here is where you can grow: _____

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:

Algozzine, B., & Anderson, K. M. (2007). Tips for teaching: Differentiating instruction to include all students. *Preventing School Failure: Alternative Education for Children and Youth*, 51(3), 49-54.

Flournoy, B.E., Cook-Bax, J.E., Harris, L. (2001). The science-mathematics connection: Using technology in an interdisciplinary module. *The Science Teacher*, 68(6), 63-66.

Gilbert, L. & Mannon, P. (2010). The Plant Feastival. *Science Scope*, 33(8), 51-57.

Professional websites: www.nsta.org; www.nctm.org; www.iteea.org

Research papers:

Chang, D. F., & Sue, S. (2003). The effects of race and problem type on teachers' assessments of student behavior. *Journal of Consulting and Clinical Psychology*, 71(2), 235-242.

Howard, T. C. (2013). How does it feel to be a problem? Black male students, schools, and learning in enhancing the knowledge base to disrupt deficit frameworks. *Review of Research in Education*, 37(1), 54-86.

Ladson-Billings, G. (2014). Culturally relevant pedagogy 2.0: aka the remix. *Harvard Educational Review*, 84(1), 74-84.

McKown, C., & Weinstein, R. S. (2008). Teacher expectations, classroom context, and the achievement gap. *Journal of School Psychology*, 46(3), 235-261.

Ng, B., Lee, S.J., & Pak, Y.K. (2007). Complicating the image of model minority success: A review of Southeast Asian American education. *Review of Educational Research*, 77(4), 415-453.

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

Tenenbaum, H. R., & Ruck, M. D. (2007). Are teachers' expectations different for racial minority than for European American students? A meta-analysis. *Journal of Educational Psychology*, 99(2), 253-273.

Van den Bergh, L., Denessen, E., Hornstra, L., Voeten, M., & Holland, R. W. (2010). The implicit prejudiced attitudes of teachers: Relations to teacher expectations and the ethnic achievement gap. *American Educational Research Journal*, 47(2), 497-527.

- Dutch teachers' biases of Turkish and Moroccan students