

Reflection 2

1. Please share your finalized course objectives and/or learning outcomes. If possible, also list the course objectives and/or learning outcomes as they were before this month's revisions.

I would not call these finalized yet as I am planning on working with two of my other colleagues who regularly teach this course so that we are all on the same page. In this way, I hope to reach more foundations bloc students. My colleagues may have more suggestions on the wording, but this is what my contribution to the conversation with them will include. **The items in red on the left have been deleted or synthesized into a new more comprehensive objective. Highlighted words indicate a change in the wording of the CRSE competency because I want to make these objectives very personal for the students so they can see themselves achieving these goals.**

Old Course Objectives	New Course Objectives
<p>1. Describe the current conditions of the profession of teaching within the United States and the rights and responsibilities of a public school teacher.</p> <p>2. Identify how your worldview affects you as a teacher and the children in the classroom.</p> <p>3. Compare your own perspective with the expectations of a teacher as stated in the Pennsylvania Code of Conduct.</p> <p>4. Identify our own personal worldviews (educational philosophy).</p> <p>5. Explain how our worldview has been influenced by socio-economic status, race, ethnicity, language, age, disability, religion, geography, gender, education, and sexual orientation among other factors.</p> <p>6. Compare and contrast this worldview with the worldview of</p>	<p>1. Describe the current conditions of the profession of teaching within the United States and the rights and responsibilities of a public school teacher.</p> <p>2. CRSE1.B Understand that you, like everyone, can unwittingly adopt societal biases that can shape the nature of your interactions with groups and individuals.</p> <p>3. PE.1 Demonstrate your understanding of the PA Code of Professional Practice and Conduct for Educators and the PA Educator Discipline Act (Model Code of Ethics for Educators)</p> <p><i>(Combined 4 & 5 into one objective)</i></p> <p>4. CRSE1.A Reflect on and explain your 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).</p>

<p>others, as well as the children that we may be teaching.</p> <p>7. Identify socio-cultural characteristics of English Learners (EL) including educational background and demographics.</p> <p>8. Describe how EL’s cultural communication styles and learning styles affect the learning process.</p> <p>9. Describe how EL’s cultural values affect their academic achievement and language development.</p> <p>10. Identify bias in instruction, materials, and assessments. Observe culturally and/or linguistically diverse instructional settings.</p> <p>11. Reflect on culturally responsive pedagogy and the Culturally Relevant and Sustaining Educator Competencies.</p> <p>12. Demonstrate cross-cultural competence in interactions with colleagues, administrators, school and community specialists, students and their families.</p> <p>13. Describe historical and environmental factors that have influenced the various types of schooling that are within the public system and in the private sphere.</p> <p>14. Explain the historical development of the governance of our educational system at the</p>	<p>5. CRSE 1.C Engage in critical and difficult conversations with others to deepen your awareness of your own conscious/unconscious biases, stereotypes, and prejudices.</p> <p>CRSE 1.D Reflect on how you can meet the needs of each learner.</p> <p><i>(Combined old 7, 8, and 9 into one objective)</i></p> <p>6. Identify socio-cultural characteristics and values, and communication and learning styles of English language learners (EL).</p> <p>CRSE 2.D Identify and make efforts to remove bias in their teaching materials, assignments, curriculum, and resource allocation.</p> <p>CRSE 2.E Recognize schools' history of inequities and institutional biases and their consequences.</p> <p>CRSE 2.B Understand the importance of social markers, such as race, skin color, ethnicity, gender identity, age, nationality, language, class, economic status, ability, sexual orientation, and religion.</p> <p>7. Using an equity literacy framework (Gorski & Pothini), identify bias in instruction, materials, and assessments. Observe culturally and/or linguistically diverse instructional settings.</p> <p>CRSE 8.A Understand the importance of having high expectations for all learners, including BIPOC students.</p> <p>CRSE 8.B Communicate expectations and a clear framework for all learners (specifically individuals from diverse backgrounds), which clarify and articulate the standards to which they are being held.</p> <p>8. Reflect on culturally responsive pedagogy and all of the Culturally Relevant and Sustaining Educator Competencies by</p>
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<p>local, state, and national levels.</p> <p>15. Analyze in what ways have diverse cultural values, beliefs and practices influenced and have been influenced by our educational system over the course of history in the United States.</p> <p>16. Compare and contrast the effects of policy and demographics on urban, rural, and suburban schools and children.</p> <p>17. Analyze the ways that diverse cultural values, beliefs and practices influenced and have been influenced by the politics and power distribution in our educational system.</p> <p>18. Describe and analyze the system of school funding in Pennsylvania and its impact on the quality of education for all children.</p> <p>19. Analyze the equality and equity questions regarding school funding and resource distribution at the local, state, and national levels of government and determine how have diverse cultural values, beliefs and practices influenced and have been influenced by our educational system.</p>	<p>analyzing instructional practices, assessment decisions, and respecting every BIPOC learner.</p> <p>CRSE 4.A Make fair and equitable instructional and assessment decisions to ensure all learners have equitable access to educational resources, experiences, and opportunities.</p> <p>CRSE 5.B Show respect for every BIPOC learner, educator, educational leader, and family across cultural, racial, and linguistic differences.</p> <p><i>(combined 13 & 14)</i></p> <p>9. Explain the historical development of the governance of our educational system at the local, state, and national levels and the various public and private types of schooling.</p> <p><i>(Combined 15, 16 & 17)</i></p> <p>10. In an effort to disrupt inequities in the educational system and challenge unjust policies, you will analyze the ways that diverse cultural values, beliefs, and practices influenced and have been influenced by the politics and power distribution in our educational system. To do this, you will...</p> <p>CRSE 9.A Believe and acknowledge that microaggressions are real and take steps to educate themselves about the subtle and obvious ways in which they are used to harm and invalidate the existence of others.</p> <p>CRSE 9.B Take responsibility for informing yourself about the various types of microaggressions and the specific communities and subgroups harmed by these practices.</p> <p>CRSE 9.C Inform yourself about the long-term impact of unchecked microaggressions on the mental and emotional health of BIPOC and other marginalized learners, educators, educational leaders, and families.</p> <p>CRSE 9.D Understand the relationship between impact and intent.</p> <p>CRSE 9.E Create learning communities and spaces that are inclusive</p>
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	and free of destructive and harmful microaggressions.
CRSE 9.F	Actively counter deficit-based and invalidating behavior in yourself and others by engaging in affirming practices.
CRSE 9.G	Engage in critically reflexive practice.
	11. Describe and analyze the system of school funding in Pennsylvania and its impact on the quality of education for all children.
	12. Analyze the equality and equity questions regarding school funding and resource distribution at the local, state, and national levels of government and determine how diverse cultural values, beliefs, and practices have influenced and have been influenced by our educational system.
CRSE 2.E	Recognize schools' history of inequities and institutional biases and their consequences.

2. What changes or additions to course objectives and learning outcomes did you make? Why? Consider both macro changes and micro-ones, such as tweaks in existing wording.

I actually changed parts of my syllabus prior to the beginning of Spring 2023 by adding more information about my lived experiences and identity. For this round of revision, I have combined some of the original learning objectives for this course and aligned them with the CRSE Competencies and the new Model Code of Ethics Competencies as they relate to this class. I already use the We Want to Do More than Survive (Love) book which opens the door to having deep dialogues about many of the CRSE competencies. I am planning on being more intentional about ways we can unpack that book.

3. How did you identify opportunities for integrating CRSE into your course objectives and learning outcomes? What did you need to review or do to see where these changes could be made?

I first reviewed my syllabus and embedded a pre- and post-self-assessment of the CRSE competencies as a course assignment with the goal of informing my pre-service teachers about the competencies. I then carefully reviewed the learning objectives that I inherited and decided which competencies best fit with the foundational course objectives. I have written the new objectives in terms of how some of the CRSE competencies support or reflect each of the new objectives

4. How did you approach balancing breadth and depth in selecting CRSE Competencies, course objectives, and learning outcomes? What factors informed your choices? (For example, content of other courses in the program, your own time/knowledge/capacity, bureaucratic barriers...)

Since this is a foundational course for undergraduate students who only have a limited field experience, I focused mainly on competencies 1, 2, and 9, thinking that many of the other competencies are easier to achieve when either intern teaching or being a teacher of record. I plan to be more comprehensive and to go more in-depth with the competencies in the graduate version of this course. However, all students in the undergraduate course will be exposed to and will dialogue about all of the competencies.

5. What, if any, approval do you anticipate needing for any changes to course objectives or learning outcomes?

I am working with my department of educational foundations, especially with my colleagues who are teaching the same foundational course. We are collaborating on integrating the competencies into the course objectives and the assessments. At the request of my Dean, I am leading the charge to integrate the CRSE competencies into our College. We have an All College meeting next week where I am supposed to overview the importance of these competencies for our College while two other colleagues are leading the new PDE structural literacy and ethics competencies. Although I seem to have the complete cooperation of my department members and our Dean, I am concerned about some people seeing these CRSE competencies as a checkbox task and not being willing to take a deep dive into truly integrating them across our College. This will expose social work, wellness, and psychology faculty to the CRSE requirement as well.

Millersville was able to secure a PDE implementation grant and with those funds we are hosting a Social Justice Summit on April 22, 2023, at the Ware Center, Lancaster, PA, to support our pre-service, in-service, and higher education educators. The day is centered around the implementation of the CRSE competencies. We have also hired Donna-Marie [Cole-Malott] to lead us through a more thorough process of embedding the competencies into all our education programs.

6. To what extent or in what ways did your small group (either during the Feb. 13-14 meeting or afterwards) help you with your syllabus revisions this month?

We really did not have enough time to review my syllabus at the last meeting.