

Reflection 3

1. Please briefly describe your course’s assessments prior to any revisions. Links to syllabi or pre-revision assessments are welcome. Consider graded essays, discussions/discussion boards, fieldwork evaluations, presentations, etc.
2. Which course objectives do your pre-revision assessments assess, and to what extent are the CRSE-aligned objectives assessed intentionally?

<i>New Course Objectives</i>	<i>Old Assessments</i>	<i>New Assessments</i>
<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. CRSE 1.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</p>	<p>1. & 2. Self-Reflection Essay which synthesizes results from the following inventories and self-reflections:</p> <ol style="list-style-type: none"> 1. Implicit Bias Test https://implicit.harvard.edu/implicit/ 2. Intellectual Traits Inventory 3. Teaching Philosophies Inventory 4. In-class prompts 5. Pre & Post CRSE self-reflections <p>3. Act 126 On-line training In-class case studies & dialogue around videos</p>	<p>Self-reflection Essay- I have updated this assignment to include more focus on the CRSE competencies.</p> <p>The requirement will stay the same using the Act 126 online training- https://www.pspc.education.pa.gov/Promotin</p>

<p>CRSE 1.D</p>	<p>your awareness of your own conscious/unconscious biases, stereotypes, and prejudices. Reflect on how you can meet the needs of each learner.</p>	<p>Diverse Learners prompt posted to D2L Support Needs Project (Field assignment)</p> <p>In-class dialogue on multilingual learners</p>	<p>students clearly understand both sides and experience how to have difficult conversations. (new activity)</p>
<p>6.</p>	<p>Identify sociocultural characteristics and values, and communication and learning styles of English language learners (EL).</p>	<p>Field Placement Report & Reflection (Field assignment)</p>	<p>Add this component to students' teaching philosophy statements to have students be more intentional.</p> <p>I revised the Field Report and Reflection assignment to include connections to the CRSE Competencies.</p>
<p>CRSE 2.D</p>	<p>Identify and make efforts to remove bias in teaching materials, assignments, curriculum, and resource allocation.</p>	<p>1619 Project</p>	<p>Panel Simulation & Dialogue on We Want to Do More Than Survive (Love)</p>
<p>CRSE 2.E</p>	<p>Recognize schools' history of inequities and institutional biases and their consequences.</p>	<p>In-class Case studies</p>	
<p>CRSE 2.B</p>	<p>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>Field Report & Reflection Support Needs Project (Field)</p>	<p>I revised the Field Report and Reflection assignment to include connections to the CRSE Competencies.</p>
<p>7.</p>	<p>Using an equity literacy framework (Gorski & Pothini), identify bias in</p>	<p>Teaching Philosophy Statement</p>	<p>Teaching Philosophy Statement now has students reflect on the CRSE competencies</p>

<p>CRSE 5.B Show respect for every BIPOC learner, educator, educational leader, and family across cultural, racial, and linguistic differences.</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>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 yourself about the subtle and obvious ways in which they are used to harm and invalidate the existence of others.</p>	<p>Article Report and Handout Bloc Synthesis Project (final common assessment)</p>	<p>Included the CRSE competencies in the Bloc Synthesis assignment handout so students are required to address the competencies.</p>
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<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>Class Vision Statement</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>Self-Reflection Essay- personal goal</p>	<p>Revised Self-Reflection Essay which specifically focuses on CRSE competencies in addition to a reflection on students' growth, areas for improvement, and personal goal assessment.</p>
<p>CRSE 9.D Understand the relationship between impact and intent.</p>	<p>Lecture and dissection of school funding data https://www.education.pa.gov/Teachers%20-%20Administrators/School%20Finances/Education%20Budget/Pages/default.aspx</p>	<p>Dialogue about the specific connections between funding and marginalized groups in schools.</p>
<p>CRSE 9.E Create learning communities and spaces that are inclusive and free of destructive and harmful microaggressions.</p>	<p>YouTube video: Tale of Two Schools: https://youtu.be/5xdfVAPvv9A</p>	<p>Compare and contrast students' home school districts with their placement schools and reflect on the differences.</p>
<p>CRSE 9.F Actively counter deficit-based and invalidating behavior in yourself and others by engaging in affirming practices.</p>		<p>Dialogue about how "it's all connected."</p>
<p>CRSE 9.G Engage in critically reflexive practice.</p> <p>11. Describe and analyze the system of school funding in</p>		<p>Show video examples, such as: #LANDBACK https://landback.org/ about Indigenous peoples' protests in South Dakota</p>

<p>Pennsylvania and its impact on the quality of education for all children.</p> <p>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 have diverse cultural values, beliefs and practices influenced and have been influenced by our educational system.</p> <p>CRSE 2.E Recognize schools' history of inequities and institutional biases and their consequences.</p>		
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3. What objectives are not assessed or are assessed only superficially? Please note whether these objectives are knowledge, skills, dispositions, or something else.

- CRSE Believe and acknowledge that microaggressions are real and take steps to educate **yourself** about the subtle and
- 9.A obvious ways in which they are used to harm and invalidate the existence of others.
- CRSE Take responsibility for informing **yourself** about the various types of microaggressions and the specific communities and
- 9.B subgroups harmed by these practices.
- CRSE Inform **yourself** about the long-term impact of unchecked microaggressions on the mental and emotional health of
- 9.C BIPOC and other marginalized learners, educators, educational leaders, and families.
- CRSE Understand the relationship between impact and intent.
- 9.D

11. Describe and analyze the system of school funding in Pennsylvania and its impact on the quality of education for all children. (Knowledge)

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. (Knowledge)

4. What relatively small changes to assessments (for example, tweaked essay prompts that can better assess your revised learning outcomes) can or did you make?

1. I have made the self-reflection essay more intentionally related to CRSE #1, 2, and 9.
2. I have made the Article Report and Handout approved topics list more aligned with CRSEs.
3. I have updated the Field Report and Reflection to include CRSE observations. I am actually considering asking my colleagues about trading out the NBTS Propositions with the CRSE Competencies since this is a standard assignment for all Foundations Bloc students.
4. I have updated the Bloc Synthesis Project.

5. If substantial changes or new assessments are needed...

1. What type of assessments will they be,
2. When/where will they be placed in the course, and
3. What steps do you need to take to develop them?

See chart above and revised assessments shared as artifacts.

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

We just talked generally about assessment at the last meeting.