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.**

   The group-led discussions *were focused on student engagement of the text chapters.*

   Course Engagement and Community Contributions: (100 points)
   For each class session, you will need to have read the assigned readings &/or engaged with assigned media prior to class so that you may actively participate in critical and interactive discussions and class activities to engage with the course content. I expect you to be an active learner in this class, committed to the material, your own learning, and your colleagues.

   Community Contributions:
   The content and structure of this course invites discussions about culture, equity, and personal beliefs about teaching and learning. Be mindful that, particularly in a course that engages issues of diversity and equity, not everyone will agree. Everyone has a unique perspective on the world based on our lived experiences and everyone will make important contributions to discussions and activities. I expect attentive listening and thoughtful consideration of others' ideas. Everyone's contributions are valued. Above all, please know that I will strive to create a safe classroom environment that is conducive to open, respectful dialogue and exceptional learning. (Due Dates in Modules)

   Addresses: Distributive 1: 4d; PDE Competencies: IV:B, VI: E; CEC Standards: 1.1, 2.0, 7.0

   Readings and Topical Reflections: (200 points)
   Reflections will give you the opportunity to demonstrate your understanding of the themes and topics as we progress in the course. Four times this semester you will turn in a written response addressing the course themes and assigned readings. This assignment will help you process the readings in an in-depth manner, connect the readings to the larger themes of the course, and contextualize the content to culturally responsive teaching practices. Submissions should be approximately 3 pages in length with one page dedicated to discussing a selected reading. (Due Dates in Modules)

   Each reflection should address the following:

   1. What seem to be the most important points and key concepts in the selected readings? (You will need to include key quotes that influence your thinking as well as brief definitions of new concepts and terms.)

   2. What images would you associate with the reading and topic? You can choose to draw, build, or construct your images.

   3. In what ways did the reading(s), weekly discussions and activities push your thinking on the course themes? With what ideas or concepts are you struggling?

4. Detail at least two possible applications to your future work as a special educator working with culturally and linguistically diverse students, families, and communities.

Addresses: Distributive 1: 4d, Diverse Communities 1: 1a; PDE Competencies: IV: C, D, VII: I & J; CEC Standards: 1.1, 1.2, 2.1 (Due Dates in Modules)

Exploring classrooms, curriculum & community: CRT in practice (200 points)
The purpose of this assignment is to discover some of the ways in which culturally responsive practices are implemented in classrooms, curriculum, and communities. For this assignment you will conduct a classroom observation looking for evidence of CRT in practice, interview a special education teacher to identify their views on culturally responsive special education practices, and conduct a community walk/artifact search in the community in which a school is situated. Observation and interview protocols will be provided. (Due Dates in Modules)

Addresses: Distributive 2: 4d, Diverse Communities 1: 1a & 2b; PDE Competencies: I:B, IV: B & C; CEC Standards: 1.1 & 1.2, 2.0, 6.2, 6.3 & 6.5, 7.0

Culturally Responsive Teacher Toolkit and Action Plan (250 points)
To help you prepare to enter the field of special education and successfully work with culturally and linguistically diverse learners, you will gather resources over the course of the semester, with the objective of building a toolkit to support your evolving work with respect to culturally responsive teaching practices. You may choose to do this in a binder, file system, or electronically. Your toolkit will be accompanied by an action plan in which you layout actionable steps you will take moving forward in your teacher preparation program and field placements to continue to build upon your knowledge, understanding, and emerging skills of culturally responsive teaching practices.

Addresses: Distributive 1: 4d, 2: 4d; PDE Competencies: I:B, IV: B & C, VI: B, C, & D, VII: A, E, I, & J; CEC Standards: 1.2, 2.0, 2.1, 5.7, 6.2, 6.3, 6.5

Culturally Responsive Teaching: Personal Evolution via Digital Storytelling (250 points)
The purpose of this assignment is to provide you the opportunity to synthesize your learning on culturally responsive practices for special education and look towards future practice using the medium of digital storytelling. You will use the observational, interview, and artifact data you collected over the semester, as well as the course readings, assignments, and activities, to write a narrative that addresses your knowledge and understanding of culturally responsive teaching with respect to the learning objectives of the course. While the narrative will be based on your informed personal outlook, your work does have to reflect your understanding of the professional literature and include references. You will use the medium of digital storytelling to bring this narrative to life. Examples will be provided in class as well as technology support. (Due Dates in Modules)

Addresses: Distributive 1: 4d, 2: 4d, Diverse Communities 1: 1a & 2b; PDE Competencies: I: B, IV: B & C; VI: B & D; CEC Standards: 1.1, 6.2, & 6.3; ISTE Standards: 3b, 5b, 6b-d, 7a

2. Which course objectives do your pre-revision assessments assess, and to what extent are the CRSE-aligned objectives assessed intentionally?

My pre-revision assessments focus on the revised competencies – see below:

- Readings - Competency 1 CRSE: Reflect on One's Cultural Lens; Competency 2 CRSE: Recognize and Redress Bias in the System
- Exploring classrooms, curriculum & community: CRT in practice: COMPETENCY 3: Design and Facilitate Culturally Relevant Learning that Brings Real World Experiences into Educational Spaces; COMPETENCY 4: Provide all Learners with Equitable and Differentiated Opportunities to Learn and Succeed
- Culturally Responsive Teacher Toolkit and Action Plan: COMPETENCY 5: Promote Asset-based Perspectives about Differences; COMPETENCY 6: Collaborate with Families and Communities through Authentic Engagement Practices

3. What objectives are not assessed or are assessed only superficially? Please note whether these objectives are knowledge, skills, dispositions, or something else.

All objectives are assessed regularly and since this revision through more class discussions and I plan to introduce student spot-lights, where students share aloud what is sticking with them culturally and responsively through engaging a few students in a small group activity.

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?

As noted the above with respect to exploring classroom connections.

I also plan to make the digital story a portfolio and ongoing rather than at the end of term.

5. If substantial changes or new assessments are needed…

1. What type of assessments will they be,

   I am pleased with my course and it received rave reviews for now.

2. When/where will they be placed in the course, and

   In fall, I teach two sections and one graduate level section. I plan to introduce the student spot-lights at both levels and require the digital story as a portfolio with archived evidence from the other assignments.

3. What steps do you need to take to develop them?

   I need to make the rubric and roll them out.

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?

I think that hearing how colleagues wrestled with integrating a field component in their course was very helpful. This group level dialogue helped me to reconcile how and to what degree I want my classroom and community exploration assignment to be implemented and with a field component. I also have to consider where and to what degree students will identify diversity and apply a broader understanding of what this means.