

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.**

Revised (These will supplement the original)

Learning Objectives:

In this course, you will explore:

- Culturally competent behaviors, beliefs, and attitudes
- The direct relationship between teachers' level of cultural competence and students' level of achievement
- How issues of privilege and social dominance impact student success and engagement
- Seven principles of culturally responsive teaching
- Foundational principles on which a culturally responsive classroom is based (CSRE)

Course Outcomes:

By the end of this course, you will be able to:

- Assess your own practices related to the seven principles of culturally responsive teaching
- Use the perspectives and lived experiences of your diverse students as springboards to greater engagement, motivation, and success
- Create a professional vision incorporating key concepts and personal reflections from this course

Prior PDE Competencies/Objectives

I. Special Education System in the United States

B. Understanding and Preventing Over-Representation of Diverse Students in Special Education

1. Identify factors contributing to the over-representation of economically disadvantaged, culturally diverse and linguistically diverse students in programs for individuals with disabilities and implement strategies for reduction of the over-representation.
2. Implement processes that successfully avoid inappropriate placement and ensure that the opportunities for educational achievement of diverse student populations are equally distributed across all student groups.
3. Demonstrate an understanding of over-representation of economically disadvantaged, culturally and linguistically diverse populations in special education so as to not misinterpret behaviors that represent cultural, linguistic differences as indicative of learning problems.
4. Demonstrate the ability to positively interact with economically, culturally and linguistically diverse families.
5. Distinguish between the culture of the family and the economic situation of the family and how poverty affects families.
6. Identify how the family's culture and values affect how they view disabilities.
7. Link heritages and cultures directly to learning and include positive and widespread representation.

8. Incorporate stories and resources from many cultural and ethnic traditions.
9. Build on students' strengths when teaching literacy skills to language minority students.
10. Use evidenced-based practices for teaching students from diverse backgrounds.

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 added a focus on depth and purpose of the course that are aligned with specific CRSE course competencies overall. I felt that at the micro level, there was a need for a broader focus on the learner taken out of the context of the classroom and special education. I felt that for the broader context, that we needed to move beyond rituals and traditions and focus on the learner and the student that they will be teaching. I did a few tweaks, but overall, the supplementary objectives and learning outcomes better prepare the student for the pedagogical thrust that we envision through this work.

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 reviewed the competencies we have been reviewing overall and in order to maximize teaching and learning time, through the incorporation of these competencies, I planned backwards. For example, I wanted students to be able to build something meaningful from this course and to construct something that they could utilize in the classroom. As such, I wanted them to talk with teachers in the field, observe a diverse classroom and interact with a diverse parent. We capture the surface level of diversity in SPED through the learning differences in the disability, but we often fail to capture the nuances of the home, languages, customs, ideas, habits and factors interwoven with resilience over trauma. I had to take a deeper dive into the activities in order to determine where the most important changes could be made.

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...)

I balanced breadth by focusing on the products that the syllabus required. I reviewed what students were to accomplish in the course and I supplemented the competencies into each assignment as much as possible. This of course changed the assignment since there were no competencies interwoven with the course itself. However, this made the assignments present with more depth. This was a win for me, since for example, to do a teacher interview is acceptable, but to explore in what ways teachers understand the competencies and to observe the application of same within their classroom provides that additional level of depth so necessary for this project. As such, the main factors that impacted my choices were the goals of the assignments and to consider in what ways I might be able to expand the same.

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

Beyond my department and College, I do not anticipate needing approval to change/update.

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?

Overall, I like hearing about what others are doing, how they are doing things and what tweaks, glows and or growls impact this work. I also feel that the discussions help us to process this important work.