

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.

New	Old
<ul style="list-style-type: none"> ● C1. Students will be able to plan instruction and assessment based on PA Core Standards and their knowledge of content and pedagogy, available resources and culturally responsive and sustaining education practices. (CRSE 1-D and 2-D) ● C2. Students will recognize, support, and experience the role of a positive classroom environment for student learning and belonging (CRSE 8-C) ● C3. Students will observe and implement effective instructional delivery including the use of technology, effective questioning, integration of multiple perspectives and other strategies for authentic student engagement. (CRSE 3-B) ● C4. Students will design various assessments with a focus on equitable assessment and will apply the resulting data to planning and instruction. (CRSE 4-A) ● C5. Students will acquire knowledge that will aid in the application of differentiated opportunities to succeed for diverse learners. (CRSE 1-D, 4-D and 6D) ● C6. Students will recognize and exemplify professional conduct at all times. ● C7. Students will practice ethical decision-making skills. 	<ul style="list-style-type: none"> ● C1. Students will understand and plan instruction based on PA Core Standards, resources, materials, technology, knowledge of content and pedagogy, characteristics of students, and formative and summative assessments. ● C2. Students will recognize, support, and experience the role of the prepared classroom environment for student learning. ● C3. Students will observe and implement technology, strategies for active student engagement, effective questioning, and other aspects of effective instructional delivery. ● C4. Students will identify various assessments and will apply the resulting data to planning and instruction. ● C5. Students will acquire knowledge that will aid in the differentiated instruction of diverse learners. ● C6. Students will recognize and exemplify professional conduct at all times. ● C7. Students will practice ethical decision-making skills.

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.

This was a syllabus that I inherited from a predecessor, so I had never truly sought to

revise the objectives before. Because of this, I began by rewording some of the objectives that were just poorly worded or unclear. Secondly, I examined several of the objectives that seemed to provide an opportunity to be modified. I didn't want to add additional objectives, because my goal was not to have CRSE be an addition to this course, but to be integrated and provide a strategic lens to the course as a whole. Sometimes those modifications required entire re-wording, but others simply required qualifiers such as being clearer on what is meant by "all students." As I modified objectives, I tried to utilize specific language from the CRSE competencies and to ensure that the language would bring about the shift that I was looking for.

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 looked for natural ways that the language could be changed based both on what I actually do in the classroom and on what I could be doing. I had revised the course content and resources over the summer to align with the [new Danielson Framework](#), but never actually thought about revising the actual objectives. The new Danielson Framework, notably, does have a stronger emphasis on culturally responsive teaching – so some of the revised content already meets the new objectives. I have not yet, but plan to double check with the Dean that these do not need to go through curricular review.

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 think that the primary thing that motivated me was an understanding of what this course is and the purposes that it serves. I wanted to be sure to integrate competencies that worked towards the role that this course plays in the curriculum—as a chance to apply content learned in other courses. This is also related to my overall philosophy on the CRSE Competencies. I did not want CRSE outcomes and content to appear as an "add on," so simply adding one or two objectives would prove ineffective. One major concern that I have is that I have shied away from some of the competencies that require direct action/activism. For example those like 2f "Disrupt harmful institutional practices" or 3f , "This was a syllabus that I inherited from a predecessor" because of the mention of "advocacy skills" – I am anxious that I inadvertently picked "low hanging fruit" and am missing the opportunity to reengineer the course. I worry that because the course meets once per week and they spend so much time in the field that I am not asking for enough active demonstration of the competencies.

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

I will definitely need the approval of the Dean and Curriculum Director before implementing a revision to the course objectives or course description, but I do not believe that it needs to go through curricular review. The Dean and Curriculum Director, notably, are two of the strongest advocates for CRSE in our department.

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?

While my small group was helpful, I think that meeting with one of my group members prior to starting this work was actually more helpful. [COP member] encouraged me to look towards CRSE components that required application which helped me to focus myself. My small group spent a bit of time talking about our overall programs which was helpful context – it is important to remember that these courses are not stand-alone entities but part of a broader curriculum.

CRSE Competencies Covered

CRSE 1.D Reflect on how they meet the needs of each learner

CRSE 2.D Identify and make efforts to remove bias in their teaching materials, assignments, curriculum, and resource allocation.

CRSE 3.B Integrate multiple perspectives into learning experiences and interactions that capitalize on learners' real-world experiences, identities, and heritage.

CRSE 4.A Make fair and equitable instructional and assessment decisions to ensure all learners have equitable access to educational resources, experiences, and opportunities.

CRSE 4.D Provide multiple pathways and opportunities for students to achieve academic and social success.

CRSE 6.D Understand the nuances of diverse families and the wide range of factors that shape how families interact with educators and schools.

CRSE 8.C Foster positive learning spaces that nurture creativity, build high self esteem, support agency, and lead to self-actualization for all learners (including those from disadvantaged and historically marginalized backgrounds).