

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.**

Prior to revision, the course used in the following assessments.

- Weekly Class Participation (Observation checklist)
- Weekly Journal Assignments (Prompts and checklist)
- Quizzes (Answer key)
- Artwork Analysis Papers (Prompt and rubric)
- In Class Performance Activities (Observation and checklist)
- Arts Infused Lesson Plans (Prompts and rubric)
- Portfolio (Criteria and rubric)
- Coffee House (Performance prompt and checklist)

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

Prior to revision, the course assessments were not intentionally aligned with the CRSE competencies. The assessments were aligned with the university liberal core and the School of Education outcomes. The university recently changed liberal core outcomes and the outcomes are now a better match for the CRSE competencies.

On the last page of this document I've provided a table of pre- and post-revision assessments.

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

My goal is to make sure all of the competencies are assessed with depth, not superficially. I recognize that this course is one of many focused on these competencies and the assessments may not be the culminating assessments for the CRSE competencies, even though they are the culminating assessments for the course. The course is taken by sophomore level students and they will need time to fully develop the competencies. In the course, I am assessing knowledge, skills, and dispositions.

- 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?**

The rubric for the analysis essays was already partially aligned with the CRSE competencies. I reworked it to match our new liberal core outcomes. A slight change in focus and use of vocabulary in the essay prompts and rubric criteria were made so far. These outcomes are well aligned with the CRSE competencies I selected for the course. I now need to go back and double check that the rubric works for the competencies. If it

doesn't, I'll make further adjustments to the prompts and/or rubric criteria. I don't anticipate this will be a big change.

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

1. What type of assessments will they be,

I've already aligned the rubric for the analysis essays with the CRSE competencies and I'm planning to change the focus of the rubrics for the portfolio and culminating performance to better reflect the CRSE competencies.

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

The analytical papers are done during the semester as pre-midterm and post-midterm assignments. The portfolio and performance are submitted as the culminating assessment. For this reason, there is no final exam.

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

The analytical essay rubric is already in draft form. I just need time to reflect on it and determine whether it meets the intent of the CRSE competencies. The portfolio and performance rubrics need a complete overhaul and I'll be looking at sample assessments provided by the COP to create these assessment tools.

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?

[COP member] was present but having difficulty communicating during the session. [COP member] was present but also attending to other things during the breakout. The other group members weren't in attendance. We haven't done any sharing in between meetings.

Pre- and post-revision changes to assessments

Liberal Core and SOE Outcomes Pre-Revision	CRSE Competencies Aligned with Outcomes	Pre-Revision Assessments	Post-Revision Assessments
Liberal Core Outcomes			
Core 1: Identify the elements involved in creating artistic works.	<p>COMPETENCY 8 Establish High Expectations for Each Learner and Treat Them as Capable and Deserving of Achieving Success</p> <p>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).</p>	Artwork Analysis Paper	Artwork Analysis Paper (revised rubric)
Core 2: Apply appropriate strategies to interpret and assess artistic experiences and works.	<p>COMPETENCY 3 Design and Facilitate Culturally Relevant Learning that Brings Real World Experiences into Educational Spaces</p> <p>CRSE 3.D Challenge their own beliefs, attitudes, assumptions, and behaviors regarding the knowledge and backgrounds of dominant and nondominant social groups, thinking critically about the nuances of culture, identity, and other social markers, and how they manifest themselves in curricula and other educational materials.</p>	Artwork Analysis Paper	Artwork Analysis Paper (revised rubric)
Core 3: Analyze a diversity of artistic works within the context of various cultural and historical epochs.	<p>COMPETENCY 3 Design and Facilitate Culturally Relevant Learning that Brings Real World Experiences into Educational Spaces</p> <p>CRSE 3.D Challenge their own beliefs, attitudes, assumptions, and behaviors regarding the knowledge and backgrounds of dominant and nondominant social groups, thinking critically about the nuances of culture, identity, and other social markers, and how they manifest themselves in curricula and other educational materials.</p> <p>Addressed but not assessed</p> <p>COMPETENCY 7 Communicate in Linguistically and Culturally Responsive Ways that Demonstrate Respect for Learners, Educators, Educational Leaders, and Families</p> <p>CRSE 7.A Understand and honor the ways in which culture influences verbal and nonverbal communication.</p>	Artwork Analysis Paper	Artwork Analysis Paper (revised rubric)

Liberal Core and SOE Outcomes Pre-Revision	CRSE Competencies Aligned with Outcomes	Pre-Revision Assessments	Post-Revision Assessments
SOE Outcomes and Objectives			
SOE 1: Demonstrate knowledge of research-based educational belief systems and pedagogical/subject-matter content.			
SOE 1a: Demonstrate their understanding of the importance of art, music, drama, and literature in the life and interpersonal relationships of children and themselves	<p>COMPETENCY 3 Design and Facilitate Culturally Relevant Learning that Brings Real World Experiences into Educational Spaces</p> <p>CRSE 3.A Respect the real-world experiences of learners, educators, educational leaders, families, and caregivers and the diverse funds of knowledge they bring into educational spaces.</p> <p>COMPETENCY 8 Establish High Expectations for Each Learner and Treat Them as Capable and Deserving of Achieving Success</p> <p>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).</p> <p>Addressed but not assessed</p> <p>COMPETENCY 5 Promote Asset-based Perspectives about Differences</p> <p>CRSE 5.A Recognize diversity as an asset to the entire learning community and treat it as such.</p>	Portfolio Reflection	Portfolio Reflection (with revised criteria)
SOE 1b: Evaluate their perception of the interconnected relationships of the arts.	<p>COMPETENCY 3 Design and Facilitate Culturally Relevant Learning that Brings Real World Experiences into Educational Spaces</p> <p>CRSE 3.D Challenge their own beliefs, attitudes, assumptions, and behaviors regarding the knowledge and backgrounds of dominant and nondominant social groups, thinking critically about the nuances of culture, identity, and other social markers, and how they manifest themselves in curricula and other educational materials.</p>	Weekly Journal assignments	Weekly Journal assignments (with revised criteria)

Liberal Core and SOE Outcomes Pre-Revision	CRSE Competencies Aligned with Outcomes	Pre-Revision Assessments	Post-Revision Assessments
SOE Outcomes and Objectives			
SOE 1: Demonstrate knowledge of research-based educational belief systems and pedagogical/subject-matter content.			
<p>SOE 1c: Recognize their potential to assist children and youth in their aesthetic development through curricular planning.</p>	<p>COMPETENCY 3 Design and Facilitate Culturally Relevant Learning that Brings Real World Experiences into Educational Spaces</p> <p>CRSE 3.A Respect the real-world experiences of learners, educators, educational leaders, families, and caregivers and the diverse funds of knowledge they bring into educational spaces.</p> <p>CRSE 3.B Integrate multiple perspectives into learning experiences and interactions that capitalize on learners’ real-world experiences, identities, and heritage.</p> <p>CRSE 3.E Design learning experiences and spaces for learners to identify and question economic, political, and social power structures in the school, community, nation, and world.</p> <p>COMPETENCY 8 Establish High Expectations for Each Learner and Treat Them as Capable and Deserving of Achieving Success</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>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).</p> <p>CRSE 8.E Establish authentic relationships with learners.</p> <p>Addressed but not assessed</p> <p>COMPETENCY 2 Identify, Deepen Understanding of, and Take Steps to Address Bias in the System</p> <p>CRSE2.D Identify and make efforts to remove bias in their teaching materials, assignments, curriculum, and resource allocation.</p> <p>COMPETENCY 4 Provide All Learners with Equitable and Differentiated Opportunities to Learn and Succeed</p>	<p>Weekly Journal assignments</p>	<p>Weekly Journal assignments (with revised criteria)</p>

	<p>CRSE4.C Utilize differentiated methods of communication to articulate clear expectations aligned with the ability of each learner, which allows them to demonstrate knowledge through differentiated modalities.</p> <p>CRSE4.D Provide multiple pathways and opportunities for students to achieve academic and social success.</p>		
--	---	--	--

Liberal Core and SOE Outcomes Pre-Revision	CRSE Competencies Aligned with Outcomes	Pre-Revision Assessments	Post-Revision Assessments
SOE Outcomes and Objectives			
SOE 1: Demonstrate knowledge of research-based educational belief systems and pedagogical/subject-matter content.			
SOE 1d: Know how creativity develops in children.	<p>COMPETENCY 8 Establish High Expectations for Each Learner and Treat Them as Capable and Deserving of Achieving Success</p> <p>CRSE 8.A Understand the importance of having high expectations for all learners, including BIPOC students.</p> <p>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).</p> <p>CRSE 8.D Recognize and respect that learners have agency and are capable of contributing to their own learning.</p> <p>Addressed but not assessed</p> <p>COMPETENCY 5 Promote Asset-based Perspectives about Differences</p> <p>CRSE 5.A Recognize diversity as an asset to the entire learning community and treat it as such.</p>	Weekly Journal assignments	Weekly Journal assignments (with revised criteria)
SOE 1e: Apply their knowledge of the Pennsylvania and national standards for the arts to curriculum planning, instruction, and assessment.	<p>COMPETENCY 3 Design and Facilitate Culturally Relevant Learning that Brings Real World Experiences into Educational Spaces</p> <p>CRSE 3.D Challenge their own beliefs, attitudes, assumptions, and behaviors regarding the knowledge and backgrounds of dominant and nondominant social groups, thinking critically about the nuances of culture, identity, and other social markers, and how they manifest themselves in curricula and other educational materials.</p> <p>COMPETENCY 8 Establish High Expectations for Each Learner and Treat Them as Capable and Deserving of Achieving Success</p>	Portfolio Theme web plan Lesson plans integrating arts	Portfolio (with revised criteria)

	<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>Addressed but not assessed</p> <p>COMPETENCY 2 Identify, Deepen Understanding of, and Take Steps to Address Bias in the System</p> <p>CRSE 2.D Identify and make efforts to remove bias in their teaching materials, assignments, curriculum, and resource allocation.</p> <p>COMPETENCY 4 Provide All Learners with Equitable and Differentiated Opportunities to Learn and Succeed</p> <p>CRSE 4.C Utilize differentiated methods of communication to articulate clear expectations aligned with the ability of each learner, which allows them to demonstrate knowledge through differentiated modalities.</p> <p>CRSE 4.D Provide multiple pathways and opportunities for students to achieve academic and social success.</p> <p>COMPETENCY 5 Promote Asset-based Perspectives about Differences</p> <p>CRSE 5.A Recognize diversity as an asset to the entire learning community and treat it as such.</p>		
<p>Liberal Core and SOE Outcomes Pre-Revision</p>	<p>CRSE Competencies Aligned with Outcomes</p>	<p>Pre-Revision Assessments</p>	<p>Post-Revision Assessments</p>
<p>SOE 2: Demonstrate a culture of learning.</p>			
<p>SOE 2a: Recognize their potential to assist children and youth in their aesthetic development through curricular planning</p>	<p>COMPETENCY 3 Design and Facilitate Culturally Relevant Learning that Brings Real World Experiences into Educational Spaces</p> <p>CRSE 3.A Respect the real-world experiences of learners, educators, educational leaders, families, and caregivers and the diverse funds of knowledge they bring into educational spaces.</p> <p>CRSE 3.B Integrate multiple perspectives into learning experiences and interactions that capitalize on learners’ real-world experiences, identities, and heritage.</p> <p>CRSE 3.E Design learning experiences and spaces for learners to identify and question economic, political, and social power structures in the school, community, nation, and world.</p>	<p>Weekly Journal assignments</p>	<p>Arts infused lesson plans (with revised criteria and rubric)</p>

	<p>COMPETENCY 8 Establish High Expectations for Each Learner and Treat Them as Capable and Deserving of Achieving Success</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>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).</p> <p>CRSE 8.E Establish authentic relationships with learners.</p> <p>Addressed but not assessed</p> <p>COMPETENCY 2 Identify, Deepen Understanding of, and Take Steps to Address Bias in the System</p> <p>CRSE 2.D Identify and make efforts to remove bias in their teaching materials, assignments, curriculum, and resource allocation.</p> <p>COMPETENCY 4 Provide All Learners with Equitable and Differentiated Opportunities to Learn and Succeed</p> <p>CRSE 4.C Utilize differentiated methods of communication to articulate clear expectations aligned with the ability of each learner, which allows them to demonstrate knowledge through differentiated modalities.</p> <p>CRSE 4.D Provide multiple pathways and opportunities for students to achieve academic and social success.</p>		
<p>Liberal Core and SOE Outcomes Pre-Revision</p>	<p>CRSE Competencies Aligned with Outcomes</p>	<p>Pre-Revision Assessments</p>	<p>Post-Revision Assessments</p>
<p>SOE 2: Demonstrate a culture of learning.</p>			
<p>SOE 2b: Use appropriate teaching strategies, materials, and technology to encourage child and youth participation in the creative process.</p>	<p>COMPETENCY 3 Design and Facilitate Culturally Relevant Learning that Brings Real World Experiences into Educational Spaces</p> <p>CRSE 3.A Respect the real-world experiences of learners, educators, educational leaders, families, and caregivers and the diverse funds of knowledge they bring into educational spaces.</p> <p>CRSE 3.D Challenge their own beliefs, attitudes, assumptions, and behaviors regarding the knowledge and backgrounds of dominant and nondominant social groups, thinking critically about the nuances of culture, identity, and other social</p>	<p>Portfolio Lesson plans integrating arts</p>	<p>Arts infused lesson plans (with revised criteria and rubric)</p>

	<p>markers, and how they manifest themselves in curricula and other educational materials.</p> <p>CRSE 3.E Design learning experiences and spaces for learners to identify and question economic, political, and social power structures in the school, community, nation, and world.</p> <p>COMPETENCY 8 Establish High Expectations for Each Learner and Treat Them as Capable and Deserving of Achieving Success</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>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).</p> <p>CRSE 8.D Recognize and respect that learners have agency and are capable of contributing to their own learning.</p> <p>CRSE 8.E Establish authentic relationships with learners.</p> <p>Addressed but not assessed</p> <p>COMPETENCY 2 Identify, Deepen Understanding of, and Take Steps to Address Bias in the System</p> <p>CRSE 2.D Identify and make efforts to remove bias in their teaching materials, assignments, curriculum, and resource allocation.</p> <p>COMPETENCY 4 Provide All Learners with Equitable and Differentiated Opportunities to Learn and Succeed</p> <p>CRSE 4.C Utilize differentiated methods of communication to articulate clear expectations aligned with the ability of each learner, which allows them to demonstrate knowledge through differentiated modalities.</p> <p>CRSE 4.D Provide multiple pathways and opportunities for students to achieve academic and social success.</p> <p>COMPETENCY 5 Promote Asset-based Perspectives about Differences</p> <p>CRSE 5.A Recognize diversity as an asset to the entire learning community and treat it as such.</p> <p>COMPETENCY 7 Communicate in Linguistically and Culturally Responsive Ways that Demonstrate Respect for Learners, Educators, Educational Leaders, and Families</p> <p>CRSE 7.A Understand and honor the ways in which culture influences verbal and nonverbal communication.</p>		
--	---	--	--

	CRSE 7.B Employ diverse channels to communicate with families in their first language.		
Liberal Core and SOE Outcomes Pre-Revision	CRSE Competencies Aligned with Outcomes	Pre-Revision Assessments	Post-Revision Assessments
SOE 2: Demonstrate a culture of learning.			
SOE 2c: Respond critically and justify judgments relating to the visual arts, music, drama, and literature.	<p>COMPETENCY 3 Design and Facilitate Culturally Relevant Learning that Brings Real World Experiences into Educational Spaces</p> <p>CRSE 3.D Challenge their own beliefs, attitudes, assumptions, and behaviors regarding the knowledge and backgrounds of dominant and nondominant social groups, thinking critically about the nuances of culture, identity, and other social markers, and how they manifest themselves in curricula and other educational materials.</p> <p>COMPETENCY 8 Establish High Expectations for Each Learner and Treat Them as Capable and Deserving of Achieving Success</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>	Artwork Analysis Papers	Artwork Analysis Papers (revised rubric)
SOE 2d: Develop a personal philosophy relating to the arts based on class activities, observations, practical experiences, and reading.	<p>COMPETENCY 3 Design and Facilitate Culturally Relevant Learning that Brings Real World Experiences into Educational Spaces</p> <p>CRSE 3.D Challenge their own beliefs, attitudes, assumptions, and behaviors regarding the knowledge and backgrounds of dominant and nondominant social groups, thinking critically about the nuances of culture, identity, and other social markers, and how they manifest themselves in curricula and other educational materials.</p> <p>COMPETENCY 8 Establish High Expectations for Each Learner and Treat Them as Capable and Deserving of Achieving Success</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>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).</p> <p>CRSE 8.D Recognize and respect that learners have agency and are capable of contributing to their own learning.</p>	Portfolio Philosophy of Arts Integration	Philosophy of Arts Integration (revised prompt and rubric)

	<p>Addressed but not assessed</p> <p>COMPETENCY 1 Reflect on One's Cultural Lens</p> <p>CRSE 1.A Reflect on their 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>COMPETENCY 5 Promote Asset-based Perspectives about Differences</p> <p>CRSE 5.A Recognize diversity as an asset to the entire learning community and treat it as such.</p>		
<p>SOE 3: Assess and analyze student learning and make appropriate adjustments to instruction, including differentiation for diverse and exceptional learners and monitoring student progress.</p>			
<p>SOE 3a: Use appropriate teaching strategies, materials, and technology to encourage child and youth participation in the creative process.</p>	<p>COMPETENCY 3 Design and Facilitate Culturally Relevant Learning that Brings Real World Experiences into Educational Spaces</p> <p>CRSE 3.A Respect the real-world experiences of learners, educators, educational leaders, families, and caregivers and the diverse funds of knowledge they bring into educational spaces.</p> <p>CRSE 3.B Integrate multiple perspectives into learning experiences and interactions that capitalize on learners' real-world experiences, identities, and heritage.</p> <p>CRSE 3.D Challenge their own beliefs, attitudes, assumptions, and behaviors regarding the knowledge and backgrounds of dominant and nondominant social groups, thinking critically about the nuances of culture, identity, and other social markers, and how they manifest themselves in curricula and other educational materials.</p> <p>COMPETENCY 8 Establish High Expectations for Each Learner and Treat Them as Capable and Deserving of Achieving Success</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>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).</p> <p>CRSE 8.D Recognize and respect that learners have agency and are capable of contributing to their own learning.</p> <p>CRSE 8.E Establish authentic relationships with learners.</p> <p>Addressed but not assessed</p>	<p>Portfolio Lesson plans integrating arts</p>	<p>Arts infused lesson plans (with revised criteria and rubric</p>

	<p>COMPETENCY 2 Identify, Deepen Understanding of, and Take Steps to Address Bias in the System</p> <p>CRSE 2.D Identify and make efforts to remove bias in their teaching materials, assignments, curriculum, and resource allocation.</p> <p>COMPETENCY 4 Provide All Learners with Equitable and Differentiated Opportunities to Learn and Succeed</p> <p>CRSE 4.C Utilize differentiated methods of communication to articulate clear expectations aligned with the ability of each learner, which allows them to demonstrate knowledge through differentiated modalities.</p> <p>CRSE 4.D Provide multiple pathways and opportunities for students to achieve academic and social success.</p> <p>COMPETENCY 5 Promote Asset-based Perspectives about Differences</p> <p>CRSE 5.A Recognize diversity as an asset to the entire learning community and treat it as such.</p>		
SOE Outcomes and Objectives			
SOE 3: Assess and analyze student learning and make appropriate adjustments to instruction, including differentiation for diverse and exceptional learners and monitoring student progress.			
<p>SOE 3b: Apply their knowledge of the Pennsylvania and national standards for the arts to curriculum planning, instruction, and assessment.</p>	<p>COMPETENCY 3 Design and Facilitate Culturally Relevant Learning that Brings Real World Experiences into Educational Spaces</p> <p>CRSE 3.B Integrate multiple perspectives into learning experiences and interactions that capitalize on learners’ real-world experiences, identities, and heritage.</p> <p>COMPETENCY 8 Establish High Expectations for Each Learner and Treat Them as Capable and Deserving of Achieving Success</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>Addressed but not assessed</p> <p>COMPETENCY 4 Provide All Learners with Equitable and Differentiated Opportunities to Learn and Succeed</p> <p>CRSE 4.C Utilize differentiated methods of communication to articulate clear expectations aligned with the ability of each learner, which allows them to demonstrate knowledge through differentiated modalities.</p> <p>CRSE 4.D Provide multiple pathways and opportunities for students to achieve academic and social success.</p>	<p>Portfolio Theme web plan Lesson plans integrating arts</p>	<p>Portfolio (revised rubric)</p>

Liberal Core and SOE Outcomes Pre-Revision	CRSE Competencies Aligned with Outcomes	Pre-Revision Assessments	Post-Revision Assessments
SOE 4: Establish and reflect on ongoing professional relationships with colleagues, students, parents, school districts, and the community to enhance student learning			
<p>No current objectives. Will consider adding something in this area.</p>	<p>COMPETENCY 3 Design and Facilitate Culturally Relevant Learning that Brings Real World Experiences into Educational Spaces</p> <p>CRSE 3.A Respect the real-world experiences of learners, educators, educational leaders, families, and caregivers and the diverse funds of knowledge they bring into educational spaces.</p> <p>CRSE 3.B Integrate multiple perspectives into learning experiences and interactions that capitalize on learners' real-world experiences, identities, and heritage.</p> <p>CRSE 3.D Challenge their own beliefs, attitudes, assumptions, and behaviors regarding the knowledge and backgrounds of dominant and nondominant social groups, thinking critically about the nuances of culture, identity, and other social markers, and how they manifest themselves in curricula and other educational materials.</p> <p>COMPETENCY 8 Establish High Expectations for Each Learner and Treat Them as Capable and Deserving of Achieving Success</p> <p>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).</p> <p>CRSE 8.D Recognize and respect that learners have agency and are capable of contributing to their own learning.</p> <p>CRSE 8.E Establish authentic relationships with learners.</p> <p>Addressed but not assessed</p> <p>COMPETENCY 5 Promote Asset-based Perspectives about Differences</p> <p>CRSE 5.A Recognize diversity as an asset to the entire learning community and treat it as such.</p> <p>COMPETENCY 6 Collaborate with Families and Communities through Authentic Engagement Practices</p> <p>CRSE 6.B View the cultural aspects of the community as an extension of their teaching spaces.</p> <p>CRSE 6.F View family and community engagement as a priority.</p>	<p>None currently</p>	<p>Under consideration</p>

	<p>COMPETENCY 7 Communicate in Linguistically and Culturally Responsive Ways that Demonstrate Respect for Learners, Educators, Educational Leaders, and Families</p> <p>CRSE 7.A Understand and honor the ways in which culture influences verbal and nonverbal communication.</p> <p>CRSE 7.B Employ diverse channels to communicate with families in their first language.</p>		
--	---	--	--