

## 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.**

### *Inherited Program-Specific Outcomes:*

1. Produce reflective and thoughtful written representations of school environments.
2. Apply classroom observation and interpretive skills.
3. Articulate definitions of classroom management and create and teach classroom procedures to students.
4. Exhibit and develop professional dispositions, including promptness, punctuality, and professional and positive communication.
5. Accept constructive criticism and respond with proactive steps.
6. Consider and integrate diverse perspectives into a growing understanding of the role of educators in reaching individual learners.
7. Write with focus and insight on students' learning differences and connect those to purposeful accommodations educators can make.
8. Submit an electronic portfolio that meets the requirements for Step Two acceptance to the IUP teacher education program.

### *Outcomes Revision:*

1. Apply classroom observation and interpretive skills to produce reflective and thoughtful written representations of school environments. (combined)
2. Articulate definitions of classroom management and create and teach **culturally responsive** classroom procedures to students.
3. **Demonstrate a growth mindset by reading and responding to professional literature and attending and reflecting on professional learning opportunities that explore culturally responsive teaching methods; the impact of structural biases; and the real-world experiences and diverse funds of knowledge of learners, educators, and families. (new -- CRSE 1, 2, 3, 9, NCTE 5)**
4. Exhibit and develop professional dispositions, including promptness, punctuality, flexibility, and asset-based perspectives on students and families. (added, CRSE 3, CRSE 5B, CRSE 6)
5. Reflect on their own identities, experiences, and biases and how they frame their practices and impact their teaching of ELA. (NCTE 5.1, CRSE 1, CRSE 3D).
6. Gather and interpret comprehensive data on learners' individual differences, identities, and funds of knowledge to foster inclusive learning environments that actively engage all learners in ELA. (NCTE 1.1, CRSE 4, CRSE 8)
7. Accept constructive criticism and respond with proactive steps.
8. **Demonstrate knowledge and theoretical perspectives pertaining to a variety of literary and informational texts, rhetoric and composition, language, and languaging. (NCTE 2.3)**
9. **Design and teach English Language Arts lessons within school and curricular contexts.**

**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 is a funky course in that there are “generic objectives” set by the EPP as a whole but then individual programs can adapt those and make those their own. I inherited a set of learning objectives when I took over the course a few years ago, and although I have been revising this course steadily over the past few years, I haven’t had a chance to actually update the learning objectives. I’m glad to be able to do that now. That said, because this course is governed by a set of generic learning objectives for the whole EPP, I can’t officially change these through the curriculum process. I can, however, bring them to an English Education meeting and have our faculty (really just me and my colleague [name]) approve the change for our section of the course.

I have been working towards integrating both the CRSE competencies and our NCTE standards over the past year, so these revised outcomes are catching up with what I have been trying to do with the course.

I first went through and looked at the major assignments in the most recent iteration of the course as well as the 2021 NCTE standards I had listed as aligning with those assignments. I actually used almost the direct wording of three NCTE standards (both of which align well with various CRSE competencies), adding in just a couple small phrases (“biases” in #5 because we talk and write about “checking our filters” in this class, and the NCTE version doesn’t quite capture that reflexivity and also a phrase about growth). I also added direct word phrases from the CRSE competencies to capture the external-facing professional learning of this course, which asks candidates to attend events at IUP or in their school districts (this course has a corresponding field placement) that center the experiences or learning of historically underserved and marginalized communities. In their field placements, candidates also conduct a large case study of a student who in some way is challenged by the culture of school and thus labeled “challenging” by school. By the end of this project, candidates have a much more thorough and empathetic understanding of the student’s strengths, identities, cultures, and learning styles as well as ways in which educators and schools can better reach students, empower them as learners, and create an accommodating and inclusive learning environment. This turned into the NCTE 2021 standard about gathering and interpreting data about learners, although there is certainly more to this project.

**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 have been working on finding ways to more explicitly build the CRSE competencies into the course (this was one of my summer projects), so I feel very ready for this portion of the work. I started during the summer with individual assignments, some of which were already pivoted towards CRSE but needed more explicit naming and tasks. I also went back to the drawing board with texts and brought in a book that would explicitly engage culturally responsive teaching and build up my students’ understanding and vocabulary around the need for culturally responsive pedagogy as well as applicable methods. Having just taught the course this past fall, I can say bringing in the additional text was so impactful. Their reflective work on the events themselves was stronger and more aligned with CRSE because we had spent more time developing a common terminology

and addressing how bias exists in schools. This second one was a good use of time, both in terms of our reading and our discussion.

Looking forward, I also have a list of ways I'd like to keep revising the course, some of which are directly related to CRSE. For example, I would like to require attending a parent conference in this course as one of the required outside events for their Culturally Responsive Educator Project. Students have to do this during student teaching, but for the candidates that attended the conference in fall, it helped them develop CRSE 6.

**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...)**

The limiting factors help, such as what this course has historically covered, what the course description says, and the amount of time that we have. This is only a 2 credit course, and students have a corresponding field placement, so the coursework needs to do a lot of "speaking back and to" that context.

I also have a robust set of assignments that I worked on modifying last summer. To modify, I ended up cutting an instructional practice assignment (teaching a mini lesson in the course to peers) for a couple of reasons: they already do this in so many places throughout the program, and I observe each of them teach in their placement. In other words, in order to expand the CRSE components of the course, I had to leave something behind, so I chose something they get to practice in a variety of other contexts.

I also recognize that this single course cannot cover every CRSE competency but that due to the nature of the course (its ties to a field experience), we have a lot of potential to reach throughout the CRSE competencies. As I worked on revising the assignments, I kept the CRSE competencies out to help me identify opportunities for integration.

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

Outlined above I believe.

The other great news is that starting this semester there is a team of 3 ed prep faculty reviewing and revising the shared assessments and rubrics of all of our clinical courses, including this one, so that they explicitly integrate the CRSE competencies. This means that some of the required rubrics (across all programs) will now also have language from the CRSE competencies, furthering the alignment work I have been doing on my own. I believe that one of the steps next fall will be for all ed prep faculty to review their work and to revisit the generic list of objectives. I think our program will still have latitude here, but it would be great to have an updated generic list to draw from as well (and to support these changes if they are questioned).

**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?**

I had to leave early unfortunately, but I really liked the “growth mindset” idea in relation to developing and adopting the CRSE competencies, suggested by [COP member] and his team from [institution] in their rubric. What I like about this is how much it works against the idea that students are either “woke” or not, as the either/or thinking can blunt their ability to learn from students and families, to notice and question their deficit stances, etc. I added it directly into the learning outcome around attending the outside events, as these should be opportunities for candidates to be vulnerable learners who listen and check their filters and belief systems. A growth mindset helps capture that stance. Thank you [COP member and institutional colleagues]!