

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.

Old	New
<ol style="list-style-type: none"> 1. Create unit and lesson plans using student-centered and teacher-directed teaching methods (Domain 1) 2. Create unit and lesson plans that meet the learner's differentiated needs in terms of learning theories related to learning preferences, and the brain. (Domain 1) 3. Explain the fundamentals for traditional and alternative assessment of student progress and apply to lesson plans (Domain 1, 2) 4. Describe the roles and responsibilities of secondary teachers and critically evaluate own level of preparation for each (Domain 1,2,3,4) 5. Analyze and apply knowledge of teaching/learning theory in a 30-40 hour field experience (Domain 3) 	<ol style="list-style-type: none"> 1. Create unit and lesson path using Understanding by Design and student-centered pedagogy to be culturally relevant for students. (Domain 1; CRSE 3) 2. Create lesson plans that meet the student's different learning needs in terms of learning theories related to learning preferences, cultural relevance, and Universal Design for Learning (Domain 1; CRSE 3) 3. Explain the fundamentals for different types of assessments, traditional, and performance assessments used for sustaining student progress and apply them to lesson plans. (Domain 1, 2; CRSE 8) 4. Describe the professional roles and responsibilities to honor students and in communicate with parents, and critically evaluating your level of preparation for each. (Domain 1,2,3,4; CRSE 1-9 - choice) 5. Analyze and apply knowledge of teaching/learning theory in a 40 -hour field experience. (Domain 3; CRSE 1-9 - choice)

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.

To me, macro change would mean a fundamental shift in process of success for the course. Since this course is process oriented, a macro shift was not made. The fundamental shifts are in micro changes in the objectives that may not capture the depth of thought that went into the modification. The word "culturally" relevant was added to 1 & 2 to capture the aligning standard. In objective #3, performance based replaced alternative assessment since performance based assessments are agreed as more real-world and asset based rather than traditional assessments.

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 read through the standards, each one, and thought about what would naturally fit with the focus of the courses, shedding new light on the challenge. See the highlight green. It was difficult because there is value in each and I wanted to include each! This is seen in Objective 4 & 5. It is obvious that I cannot determine which objectives yet, and some of that will need to be determined when I have time to talk with the instructors that teach courses before and after the course I teach.

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...)

This is slightly addressed above. Depth went to elements that had to do with lesson plans and assessments objective 1, 2, and 3 that seem to align best with CRSE 3 & 8. I predict that when the activities and performance tasks are revised, we will have to have time for reflection. Students will need to write their plans and assessments and then, reflect on them to determine the bias and how to promote asset based perspectives. The students in this course spend 40 hours in the field. I am wondering how I can assist their reflectivity of the different CRSE, when in the field. Would it be better for me to choose or to give them choice?

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

I do not anticipate approval as much as collaboration with course work. I need to work with the professors who teach classes above me and after me to determine other CRSE foci.

However, with the field work, I am unsure. For example - CRSE 2 - How does one address steps to confront bias in the system other than course materials while remaining in a student-learning position with cooperating teachers when students are student teaching? Student teachers are unable to change the system - and be so vocal. Also, many schools have their own assessments so student teachers cannot change them. CRSE 9, our BIPOC students teachers often experience microaggressions themselves. How do we train them to confront and change as student teachers? This is important work, at some level - I have many more questions than answers.

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?

There were three main ways that the group helped. [COP member] talked about labor-based grading and so I looked it up. Though it will not be the foundation of my course, since it is a gateway course with proficiency needed, it provided a different perspective than I hadn't considered. She also discussed added statistics to help students understand the concerns. This will be something that I need to do. Lastly, just

listening to the group, had me thinking about my rubrics, and how they will need to be revised.