

## 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.

### Student Learning Outcomes

As evidenced in observations with the use of rubrics noted above, reflective journals, lesson plan binders and discussions during meetings in the field, the teacher candidate will apply prior knowledge and skill acquisition from pre and co-requisite coursework in the following areas:

(Highlighted Outcomes were added)

- Increase Culturally Relevant-Sustaining Educator Competency in two (2) areas
- Increase knowledge of, at least, one cultural group represented in your classroom
- Develop positive professional attitudes & relationships
- Apply theoretical and conceptual knowledge, which has been acquired in university courses, to practical situations
- Become familiar with the purposes, programs, and organization of school sites
- Identify the role of the school has in relation to the community the school serves
- Demonstrate reflective thought, critical analysis, problem solving, & creative action
- Plan instructional content & activities, apply validated methods & evaluate teaching strategies
- Participate in a progressively increasing variety of instructional responsibilities
- Develop a developmental perspective that addresses the needs of all students
- Adjust the curriculum & methods of instruction to meet the needs of learners
- Demonstrate positive attitudes toward continued professional growth & development
- Plan, implement and evaluate effective lessons that target specific skills and knowledge of content
- Demonstrate effective instructional planning and assessment integrating the PA academic standards: <http://www.pdesas.org/> and common core standards <http://www.pdesas.org/standard/commoncore>
- Deliver lessons based on identified curricular objectives, research-based instructional design practices, culturally relevant-sustaining educational pedagogy and other creative instructional methodologies
- Prepare instructional plans to differentiate lessons based on an appreciation of the social, emotional, physical, and cognitive abilities of individual students
- Identify, access, and evaluate instructional resources, including but not limited to culturally responsive/relevant resources and use these material to assist in preparing for and delivering instruction
- Integrate technology in the development and delivery of units and lessons
- Differentiate lessons to meet the academic and social needs of Special Education and English Language Learners

**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.**

Changes include the addition of outcomes related to CRSE Competency development:

- A. deepening knowledge about a cultural group represented in host classroom;
- B. self-identifying two areas of growth and increasing CRSE competency in those areas ;
- C. Added specific language to require CRSE competence in lesson preparation and instruction.

Reasons:

- A. Cultural Group Knowledge: This practice will provide students with a template for replicating the practice on their own as new teachers. It will give them evidence of the value this increased knowledge has to their ability to teach students who have identities different from their own.
- B. Increase Competence in two areas: Students will self identify areas of growth in order to maximize on their buy-in to the process of strengthening their CRSE competency.

In case the student has not had prior consistent exposure to CRSE concepts, two areas of growth are reasonable to expect during student teaching. It is important for them to be able to achieve the outcomes in a 13 week period.

I also envision using an assessment tool that may reveal several areas in which a student needs to grow. Focusing on two areas supports students with significant needs to grow to avoid becoming overwhelmed by what they need to learn.

C. Added Specific language about the expected CRSE competency development: This is necessary in the course outcomes/objectives in order to hold students and faculty members accountable. For example: One outcome from the original states “Demonstrate reflective thought, critical analysis, problem solving, & creative action.”

Students can meet that outcome without aligning with CRSE competencies as described by PEDC or PDE. Specific language about CRSE competency development requires assignments to be designed to assess from the CRSE framework.

**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 original learning outcomes, the PDE CRSE competencies and a crosswalk of the Danielson Rubric with Culturally Responsive Competencies developed by New York State. I also drew on my experience teaching Cultural Foundations of Education , supervising student teachers and as a field director. The experience observing student teachers also helped inform decisions about what I can expect of students with the least exposure to CRSE competencies.

**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...)**

In my experience with the student teaching course and the pre-student teaching course at La Salle University, the courses are well designed to cover a breadth of teaching pedagogy and content. Student teachers need more depth of knowledge to strengthen their CRSE competency. Based on knowledge of this specific program as well as 15 years teaching in-service teachers Cultural Foundations of Education, I decided to include outcomes that lead to more depth rather than breadth.

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

I do not need approval for the changes I made. However, I plan to invite the current field director and department chair to provide feedback on assignments created to assess whether CRSE outcomes are met; to pilot Student Teacher Supervision with the new assignments alongside me during 2023-2024 academic year in hopes that by Fall 2024, they will make meeting CRSE competencies in Student teacher instruction a requirement for all Student Teacher Supervisors and provide them with the necessary training to do so.

**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 spoke with my one partner present in February. It was helpful to get feedback and hear her questions. If I recall correctly, we ran out of time for detailed discussion of my syllabus revision. Most time was spent providing feedback requested on my partner's project.