

## 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.**

Since I did not do a syllabus revision, I will be answering this a bit differently. I have included what we began with at PSU as a framework for our Teacher Preparation Programs and then the first pass that a small group did in revising that framework using PDE, CRSE, and Danielson's updated framework.

- 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.**

We changed the wording, the focus of each area to include more authentic and real life prompts. We kept the four main domain areas with revised wording and came up with a few alternative wording choices in our first attempt as we weren't sure which choice would make the most sense when trying to assess the indicator.

- 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?**

We read over the CRSE competencies and we categorized the main ideas with the main assessment domains on our framework. We worked to fit in each big idea competency for the first level standards on our framework.

- 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...)**

We knew we weren't going to be able to begin on the micro level so we used the macro level approach to add CRSE competencies under our domain areas as part of our standards. We will work this summer to add indicators under each standard where we will be able to address more of the micro level CRSE concepts.

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

Our college and other colleges at our university will need to vote to accept the changes made to the framework as each certification program uses the same framing.

**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?**

Our community helped me by providing me with encouragement and showing me examples of other's work.

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**Starting spot**

**The Penn State Teacher Education Performance Framework**

Domain A: Planning and Preparing for Student Learning. The Penn State teacher plans instruction and assessments based upon robust knowledge of subject matter, students and their learning and development, curriculum goals and standards, and the community.

- A1. The teacher demonstrates an understanding of subject matter and subject-specific pedagogy during planning.
- A2. The teacher uses principles of learning and development, and understanding of learners and learner diversity during planning of instruction and assessment.
- A3. The teacher uses relevant community, district, school, and classroom factors and characteristics in planning.
- A4. The teacher develops and selects appropriate instructional goals and objectives.
- A5. The teacher designs coherent short range and long-range opportunities for student learning and assessment.
- A6. The teacher selects, adapts, and/or creates appropriate instructional resources and materials, including instructional technologies.
- A7. The teacher plans for an inclusive, nurturing, stimulating, and academically challenging learning environment.

Domain B: Teaching. The Penn State teacher actively encourages students' development and learning by creating a positive classroom learning environment, appropriately using a variety of instructional and assessment strategies and resources, including instructional technologies.

- B1. The teacher actively and effectively engages all learners
- B2. The teacher assesses student learning in multiple ways in order to monitor student learning, assist students in understanding their progress, and report student progress.
- B3. The teacher appropriately manages classroom procedures.
- B4. The teacher appropriately manages student learning and behavior.
- B5. The teacher communicates effectively using verbal, nonverbal, and media communication techniques while teaching.

Domain C: Inquiry and Analysis of Teaching and Learning. The Penn State teacher continually and systematically inquires into the quality of his or her teaching and the conditions of schooling in order to enhance student learning and development.

- C1. The teacher monitors and adjusts instructional and assessment strategies during teaching.
- C2. The teacher systematically analyzes assessment data to characterize performance of whole class and relevant sub-groups of students.
- C3. The teacher uses data from his/her own classroom teaching to evaluate his/her own strengths and areas for improvement.

Domain D: Fulfilling Professional Responsibilities. The Penn State teacher exhibits the highest standards of professionalism in all that he/she does.

- D1. The teacher consistently meets expectations and fulfills responsibilities.
  - D2. The teacher establishes and maintains productive, collaborative relationships with colleagues and families.
  - D3. The teacher values and seeks professional growth.
  - D4. The teacher continuously demonstrates integrity, ethical behaviors, and appropriate professional conduct.
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### **First pass at changing the framework**

Domain A: **Preparing for student learning**

Standard 1a: Applying (content, curricular, and pedagogical knowledge)(and intellectual knowledge?) for teaching and learning

Do people have a common understanding of these? Definition?

Standard 1b: Understanding ~~and addressing~~ students individual learning, developmental needs (contextual/family/community)

Std 1b: Understanding students' individual learning and developmental needs (contextual/family/community) and thinking through instructional problems and using multiple sources of information to experiment with alternative solutions.

Standard 1c: Designing inclusive and challenging instruction with appropriate learning goals meeting individual student's strengths and needs.

OR

Standard 1c: Designing inclusive and challenging instruction with appropriate learning goals meeting individual learning and **developmental** needs. (This one is preferred) Is this the word we want? It seems too loaded.

Standard 1d: Consulting with other educators (such as special ed, ESL, specialists) to appropriately plan for all students.

\*resource availability and contextual resources, community to aid instruction

## Domain A

- § Common understanding on what we mean about specific words (this will be addressed by the indicators) - norm these in programs
- § Standards-based could be included
- § 1c – second one better than the first – more specific – what does the word developmental mean here?
- § Do technology and assessment come in later in other domains?

## Domain B: The Classroom Environment

### Standard 2a: Creating a space for student voice and agency

- Creating a space for shared learning
- Creating a space for community building
- Open to wondering and inquiry reside

### Standard 2b: Constructing a classroom community with norms and practices that foster acceptance of student voice and agency

...transitions, procedures, etc.

### Standard 2c: Constructing a classroom community that responds to individual student's strengths and needs

...behaviors, brave space, respect, acceptance of perspectives

## Domain B

- § Verbs stay in the same tense – editing
  - § Regrouped and restructured (see paper)
  - § Take away “creating” to replace with “fosters”
  - § Where does DEI show up in classroom environment? (in respect?) include something about “belonging”
- 2a. Fosters a space for student voice and agency
  - 2b. Fosters a space for shared learning that responds to students' strengths and needs
  - 2c. Fosters a space for community building based on norms for respect and acceptance of perspectives
  - 2d. Fosters a space for wondering and inquiry.

## Domain C: Supporting student learning through differentiated and responsive instruction and assessment....(Differentiation, responsive instruction and assessment)

- § Standard 3a: Communicates in linguistically and culturally responsive ways while respecting the integrity of student's cultural knowledge.

Or 3a: Communicates in linguistically and culturally responsive ways while respecting the integrity of student's cultural knowledge and diversity as it honors ideals of social justice.

- § Standard 3b: Engaging students in learning using questioning and discussion techniques

§ Standard 3c: Designing and implementing differentiated assessments to inform instruction and analyze student learning.

#### Domain C

§ Three guiding words: Communication, instruction, assessment

§ B only lists two techniques – should be broader (see paper)

3b. Engaging students through the use of appropriate strategies and techniques that support the intended learning.

§ Domain D: Developing as a Professional

§ Standard 4a: Developing as a reflective (reflexive) practitioner and committed to personal growth.

§ Standard 4b: Demonstrates commitment to diversity, equity, and social justice advocacy.

§ Standard 4c: Possesses qualities important to the education profession (see disposition A)

§ Standard 4d: Communicates and collaborates with families and the professional community.

§ Standard 4e: Demonstrates commitment to ethical practices- seems similar to Standard 4c...

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#### Domain D

§ Same as the dispositions form

§ Would have to fill out the same form twice – if ST1 includes this, then would we have to fill out a disposition form

§ How do you demonstrate “ethical practices” in the portfolio?

### **Edited version 3 after stakeholder comments and more revisions**

#### **Domain A: Preparing for student learning**

Standard 1: Applying content, curricular, and pedagogical knowledge for teaching and learning

Standard 2: Understanding students’ individual learning and social, emotional, and developmental needs within family and community contexts.

Standard 3: Designing inclusive and challenging instruction with appropriate learning goals meeting individual learning and social, emotional, and developmental needs.

#### **Domain B: The Classroom Environment**

Standard 1: Fosters a space for student voice and agency.

Standard 2: Fosters an inclusive space for shared learning within the classroom community.

**Domain C: Analyzing student learning and inquiry into teaching**

Standard 1: Implements student-centered, culturally and linguistically responsive learning opportunities.

Standard 2: Implements instruction that engages students in inclusive and challenging learning experiences as appropriate for their developmental needs.

Standard 3: Supports students to engage with one another as sensemakers.

Standard 4: Design, implement, and analyze differentiated assessments in order to adjust instruction that supports the development of all learners.

**Domain D: Fulfilling professional responsibilities**

Standard 1: Developing as a reflective practitioner and committed to personal growth.

Standard 2: Demonstrates commitment to diversity, equity, and social justice advocacy.

Standard 3: Possesses qualities important to the education profession.

Standard 4: Communicates and collaborates with families and the professional community.

Standard 5: Demonstrates commitment to ethical practices.