

Reflection 4

Part 1

This is the framework project that I worked on this semester with my colleagues across the university. Over the summer we will add indicators for each standard that address program-specific expectations and a more micro-level of CRSE competencies. Students will learn about these standards throughout the courses in their programs and be equipped to perform/demonstrate these standards when they are in the field. Supervisors and instructors will continuously and consistently support students and mentors with implementation.

Domain A: Preparing for student learning

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

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

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

Domain B: The Classroom Environment

Standard 2a: Fosters a space for student voice and agency

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

Standard 2d: Fosters a space for wondering and inquiry

Domain C: Supporting student learning through differentiated and responsive instruction and assessment

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

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 D: Developing as a Professional

Standard 4a: Developing as a reflective 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

Part 2

Observations about where students learn content

1. Is there anything that students are assessed on that is not adequately covered by my resources/content?

After we add the indicators this summer we will do a cross walk through the program's curriculum to check for spots that are not adequately covered.

2. Do I anticipate that my content will adequately meet the learning needs of students with a range of background knowledge about CRSE?

I anticipate that there will be a lot of modeling involved with this new framework so that all learners are able to engage.

3. Is content related to any particular course objective over-represented/disproportionate to others? Is there any content I need to cut?

Not at this time.

4. Other observations:

N/A.

Observations about authors

1. Am I aware of the identities held by the authors/creators of my course content? If not, when, and where will I seek this information?

I am aware of the authors/creators of the revised course content as I work with them.

2. What **identities** and **perspectives** are missing from the scholars on my syllabus? What identities and perspectives are over-represented?

This will need to be reviewed by all colleagues in our programs when the indicators have been added and when this occurs multiple identities and perspectives will be present.

3. Other observations:

N/A.

Overall

1. If I am missing significant pieces of CRSE content or identities and perspectives among my authors, do I know what materials I might be able to add? If not, how will I find these materials?

I know where to look and have a community to ask if needed.

2. Other observations:

N/A.

3. If you'd like help from COP members to find a resource on a particular topic or authored by someone of a particular identity or perspective, please state what you're looking for here (eg., *"I'm looking for a short article or video about racial bias in school discipline, accessible to students without prior knowledge on this topic..."*).

N/A.