

Reflection 3

- 1. Please briefly describe your course's assessments prior to any revisions. Links to syllabi or pre-revision assessments are welcome. Consider graded essays, discussions/discussion boards, fieldwork evaluations, presentations, etc.**

Students in my course (ECPK 202: Dispositions Toward Advocacy, Collaboration, and Cooperation) are assessed based on attendance and participation (25%), completing their entry tickets after reading their weekly assignments (20%), a Cultural Concept Map, and a Cultural Autobiography based on their life histories, tapping into different cultural categories such as race/ethnicity, language, gender, and sexual orientation (10%). They also complete a Critical Analysis of Children's Literature by analyzing a children's book in terms of different cultural categories, two Multicultural Experience Journals (15%) after experiencing cultural events, sites, or cultural assets of people from diverse backgrounds, a dictionary of multicultural education (5%), and a final project: creating a Multicultural Education Resource Website to support future teachers working with diverse student populations.

Overall, the course objectives and assessments are loosely related, and the course assessment was not developed in relation to the course objectives.

- 2. Which course objectives do your pre-revision assessments assess, and to what extent are the CRSE-aligned objectives assessed intentionally?**

Course objectives before revision

1. Define dispositions as they are related to personal values
2. Recognize and make reflective judgments about personal values and interests related to their own dispositions.
3. Recognize and make reflective judgments about personal values and interests related to teaching.
4. Critique and reflect on their own knowledge within the context of student learning.
5. Demonstrate knowledge of cultural and community diversity.
 1. Respond to children's cultural context to understand their actions and intentions.
 2. Set developmentally, culturally, linguistically, and individually appropriate expectations for children.
6. Demonstrate knowledge of cultural influences on learning.
 1. Give attention to equitable learning opportunities for students.
 2. Engage and re-engage children who are struggling.
7. Examine the role of the teacher in a community context.
 1. Develop and foster understanding of values that underpin procedures, rules, and expectations.

2. Help children develop self and emotional regulation.
8. Examine the role of the teacher in a professional context.
 1. Communicate high learning expectations to all students.
 2. Establish and maintain fair and consistent standards for classroom behavior.
9. Demonstrate dispositions of effective teachers.
 1. Respond to children's emotional communications.
 2. Establish and maintain a positive social context for learning.

Among the nine course objectives before the revision, there aren't any course objectives that are exactly aligned with CRSE Competencies. Objectives 2 to 4 mention reflections and could be somewhat related to Competency 1 (Reflect on One's Cultural Lens), while Objective 8 mentioning high learning expectations has some relation to CRSE Competency 8 but does not clearly demonstrate its direct relevance.

3. What objectives are not assessed or are assessed only superficially? Please note whether these objectives are knowledge, skills, dispositions, or something else.

Revised CRSE-aligned objectives

1. *Define and explore the dispositions of effective, culturally responsive teachers by embracing personal values and professional practices that promote diversity, equity, inclusion, and social justice*

I have students define the list of dispositions and include them on a page of the Multicultural Education Resource Webpage. This is a superficial way to assess the objective.

2. *Reflect on and challenge their own personal beliefs, assumptions, and behaviors regarding the knowledge and backgrounds of dominant and nondominant social groups. They will think critically about the nuances of culture, identity, and other social markers, and examine how these factors impact their dispositions, teaching practices, and manifest in curricula and other educational materials. (PDE CRSE Competency 1)*

I assess this learning objective by having them create their Cultural Concept Map and Cultural Autobiography. However, it seems that these assignments are superficial and hardly encourage them to think critically about their dispositions and teaching practices.

3. *Recognize the history of inequities and institutional biases in schools and societies, as well as the historical impact these have on children, adolescents, and families. (PDE CRSE Competency 2)*

This objective has not been assessed. It falls into the category of knowledge that students should know.

4. *Prioritize equitable learning opportunities by identifying and addressing systemic barriers that impact student achievement. (PDE CRSE Competency 2)*

This objective has not been assessed. It falls into the category of knowledge that students should know.

5. *Recognize diversity as an asset to the entire learning community and treat it as such. (PDE CRSE Competency 3,4,5)*

This objective has not been assessed. It falls into the category of knowledge and dispositions that students should know.

6. *Develop knowledge and dispositions of cultural and community diversity by promoting asset-based approaches that affirm and respect all students' real-world experiences, identities, and the diverse funds of knowledge that learners and families bring to educational spaces. (PDE CRSE Competency 3,4,5)*

This objective has not been assessed. It falls into the category of knowledge and dispositions that students should know.

7. *Learn the significance of providing culturally and linguistically responsive instructional and assessment decisions as well as differentiated methods of communications for all children to provide equitable access to educational resources, experiences, and opportunities. (PDE CRSE Competency 3,4,5)*

This objective has not been assessed. It falls into the category of knowledge and dispositions that students should know.

8. *Value every family as an asset and resource, and understand the nuances of diverse families that shape how they interact with educators and schools. (PDE CRSE Competency 6)*

This objective has not been assessed. It falls into the category of knowledge and dispositions that students should know.

9. *Examine the role of the teacher in a community context by advocating for, collaborating with, and cooperating with families, caregivers, and community organizations to support student success. (PDE CRSE Competency 6)*

This objective has not been assessed. It falls into the category of knowledge and dispositions that students should know.

4. What relatively small changes to assessments (for example, tweaked essay prompts that can better assess your revised learning outcomes) can or did you make?

Multicultural Education Resource Webpage (Objective 1)

- Instead of just defining dispositions, ask students to apply them by providing real-life classroom examples or case studies where these dispositions are demonstrated.
- Include a self-assessment reflection where students analyze their growth in each disposition.

Cultural Concept Map & Cultural Autobiography (Objective 2)

- Revise prompts to require critical analysis:
 - “How do your cultural assumptions shape your teaching?”
 - “Identify an area where your beliefs might create bias in the classroom and develop an action plan for mitigating it.”

5. If substantial changes or new assessments are needed...

1. What type of assessments will they be,
2. When/where will they be placed in the course, and
3. What steps do you need to take to develop them?

Create lessons based on an interview project with people (students) from different cultural backgrounds (Objectives 5-8).

- **Type:** Project, interview, lesson planning
- **Placement:** Midway through the course
- **Development:** For students to complete this, they need to create a list of interview questions first. I may consider inviting them as guest speakers. Students need to understand the concept of culturally relevant/responsive teaching.

Historical Inequities Case Study (Objective 3)

- **Type:** Inquiry-based research & analysis
- **Placement:** Midway through the course

- **Development:** Provide historical case studies of educational inequities (e.g., segregation, tracking, disproportionality in special education). Students will analyze the impact on today's schooling and propose culturally responsive solutions.

6. To what extent or in what ways did your small group help you with your syllabus revisions this month?

It was helpful to hear what other members shared about what they wanted to change regarding the learning objectives and assessments in relation to CRSE Competencies.