

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.

Learning Objectives:

Pennsylvania Department of Education Competencies

B. Classroom Environment

The candidate:

1. Describes elements of effective classroom management observed in various educational settings.
2. Observes teacher-to-student and student-to-student interactions and reflects on those observations.
3. Observes how classroom resources are used to make adaptations and accommodations required to differentiate instruction for all learners.

C. Instructional Delivery

The candidate:

1. Observes and reflects on effective verbal and non-verbal communication techniques.
2. Observes and reflects on effective questioning and discussion techniques.
3. Identifies ways in which technology is used as a teaching and learning tool.
4. Reflects on the level of active student engagement during instructional delivery.
5. Observes methods of communication of instructional goals, procedures and content.

Pennsylvania Department of Education's Culturally Relevant and Sustaining Education pedagogical framework/competencies:

Reflect on One's Cultural Lens:

- educators continuously reflect on their own life experiences and membership in various social groups (such as by race, ethnicity, social class, and gender), and they ask themselves how these factors influence their beliefs about cultures that are similar to and different from their own.
- embark on a journey to become educators focused on meeting the needs of each student by respecting, acknowledging and accommodating the various identities, cultural pluralism, and value systems represented in the classroom.

Identify, Deepen Understanding of and Take Steps to Address Bias in the System

- engage with literature and professional learning opportunities to learn more about the manifestations of racism and other forms of oppression (e.g., racism, sexism, homophobia, and classism) at the institutional and structural levels can result in disadvantaging some groups of learners while privileging others.
- advocate for the disruption of harmful school-level and district-level practices, policies, and norms

- 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.**

The CRSE competencies were added.

- 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 thought about the kinds of studies and activities students were originally engaged in this course and added layers of systemic oppression/bias to those assignments.

- 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...)**

I choose to ensure that students understand levels of systemic oppression, how it is socialized, and could also name and connect their identities to systems of rewards, punishments, dominant, and subordinate/target groups.

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

I need to still gain final approval from the School of Education's Academic Committee and then the Faculty Senate.

- 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?**

N/A.