

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.**

In ED110 there were four major assessment:

- I am Poem: self-reflective poem identifying key aspects of one's identity
- Listening Project: interviewing a youth from k12 space and reflecting on that conversation
- Professional Learning Community Project: Examining an issue in school and the group learning process
- Field Observations: observing schools for stage 1 and 2 competencies and reflecting on what they see, know, and wonder.

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

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.

These, however, are not well aligned with what happens holistically in the course and is what I inherited moving. Instead, I am thinking that the following strands from the CRSE give more direction and weight to the above 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

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

Since so much of what happened in the class did not align well with original competencies, I decided that the CRSE should drive this course and that field competencies would be linked to them.

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?

- I started the course with students examining broad questions in education/schools and expose them to a range of educational philosophies/theories, including culturally relevant teaching, abolitionist pedagogy, critical theory, and more traditional ones such as: essentialism, perennialism, progressivism, and existentialism. Students also examine theories such as Vygotsky's zone of proximal development and Reggio's Five Principles of Learning. This provides the grounding for students to be exposed to a wide range of ideas and see which they gravitate towards. This also helps to identify their bias towards education.
- Students then examine the process of socialization and how schools can become sites of social reproduction and/or socially transformative. Part of that work is examining their own cultural upbringing and identity. They complete an Identity Development Slide Deck and present their work to their peers.
- Next, students investigate what that socialization looks like for K12 students with a particular topic in mind--diversity in curriculum, dress codes, athletics and academic privilege, etc... Topics are selected by students and they interview K12 students to gain insights into the ways that schools can be socially reproductive or transformative. Part of this work is examining the field's literature on the topic and applying the National Equity Project's Lens of Systemic Oppression to see how different levels/areas of society create a cultural complex around the issue. This project is done individually and in groups and thus I intend on eliminating the Professional Learning Community project.
- The area that needs much more development is the field observations. I need to figure out how to more intentionally connect them to the CRSE competencies. We are quite limited in this area because we are really just touring schools and

getting a short time to observe a classroom for each of our visits (3-4 in total).

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

1. What type of assessments will they be,
See above.
2. When/where will they be placed in the course, and
See above. The description is sequential.
3. What steps do you need to take to develop them?
I have been test-running the first three assessments this semester and get to run them again in the fall.

6. To what extent or in what ways did your small group (either during the March 13-14 meeting or afterwards) help you with your syllabus revisions this month?

N/A.