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.**

Course Description
In this course we will critically engage in understanding the complex factors that impact education in the United States today, with an emphasis on Urban Education. A review of past teaching policies and practices will support a better understanding of the American schooling system in the 21st Century. In the Teaching Globally and Locally in a Diverse World class pre-service teachers will: (a) discuss strategies for teaching all children in a responsive, equitable manner , (b) learn to analyze the effects that marginalization has on children, (c) investigate the impact that race, culture, religion, language, gender and socioeconomic status have on a child's education, and (d) review school reform and policy practices that have created the various types of schools available to students in the United States. Knowing that the landscape of education is changing in the United States we will discuss the globalization of schooling in our society, along with the need for a higher technological understanding to prepare children for success in today's world. This course helps to prepare students to apply knowledge specifically to their teaching practice as they begin their field experiences.

Course Objectives
Students will be able to identify literature and professional learning opportunities for themselves to understand more about the manifestations of racism and other biases at institutional and structural levels that can result in disadvantaging some groups of learners, educators, educational leaders, and families while privileging others.

Students will be able to recognize schools' history of inequities and institutional biases and their consequences.

Students will be able to recognize that learners are connected to local and global communities and events that influence and impact their learning and their relationship to and understanding of their social worlds.

Students will be able to challenge their own beliefs, attitudes, assumptions, and behaviors regarding the knowledge and backgrounds of dominant and nondominant social groups, thinking critically about the nuances of culture, identity, and other social markers, and how they manifest themselves in curricula and other educational materials.

Students will be able to exhibit sensitivity to the ways in which BIPOC learners, educators, educational leaders, families, and guardians experience social and academic spaces

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.

I had to look back a few years and realized that I had not discussed objectives on the class syllabus, definitely an oversight on my part since I know that they were there when I started the class in 2015. I know that we discuss these objectives verbally in the first class, however it was not on the syllabus. What is above is what has been added and the objectives are taken from the CRSE competencies. It was helpful to have this wording that can align between the competencies from PEDC/PDE and our coursework. I think that in the summer I will be updating all objectives that are like the competencies in each of my classes.

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 knew that we did have the objectives that I listed already in this course, however they were not clearly stated in writing. As always, I did review assignments and make sure that they align with objectives/course content. This course is taught in the term before the students first field experience/practicum, so I find that this is an important time to start to discuss the CRSE competencies that are to be observed in the field. I could not observe these during this term in this class since I was rebuilding an assignment as I was teaching. However, it will be helpful to introduce the competences and then, at the end of the spring term in 2024 students will have written a CRSE inspired lesson plan.

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 definitely look at the big picture of all of the classes in the CASE program. We have many in the program and in prerequisites that students have already taken before coming to me in their junior year. We are working on curriculum mapping across this program and then across the major, as well as the SOE departments. We want to look for redundancy that might be something that looks like there is a great deal of breadth to what we are teaching, and at the same time can indicate a lack of depth. When I taught grade school, we met across content areas to discuss vertical alignment across each grade. I see it like that in that I need to know what instructors are teaching in which term so that we can map and align, repeating some competencies that take more time to process, and at the same time adding depth across the program.

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

I do not anticipate needing approval to change/update.

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?

I think that the discussion helped a lot. It is a great idea to share and helpful to feel the support and see what others are working on. This has been a very impactful experience to learn from others who are instructing in schools across the state.