

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.**

Assignments in this course range from larger assignments completed in the field to smaller, shorter assignments that involve creating assessments (rubric, rating scale, error analysis, teacher made test etc.) for K-12 students. One of the larger assignments requires students to complete an ecological assessment of a classroom environment. Students use a guided data grid to observe key aspects of the physical, instructional and social environments and reflect on the strengths and weaknesses of each. Additionally, students take an objective midterm and a final exam.

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

Pre-revision assessments intentionally address bias in the system, however, at a superficial level: *Identify legal, ethical and bias issues inherent to the referral to placement process in special education.*

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

All course objectives are assessed in some way, however, in terms of CRSE they are superficial and require revision and meaningful changes. The objectives I plan to target for CRSE include both knowledge (bias in the system) and skills (how to address that within the classroom).

- 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 plan to alter the data collection grid for the environmental assessment to better address markers of inclusivity in the classroom. For example, if materials represent students present in the classroom, if available books reflect diversity, etc.

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

1. What type of assessments will they be,

I am still thinking this through, but I would like to expand the students' development of assessments by including reflection on CRSE.

2. When/where will they be placed in the course, and

These are placed throughout the course, but I will address the foundations needed for this early on.

3. What steps do you need to take to develop them?

I need to review what I currently have and work from there to intentionally address the competencies.

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?

It helped a great deal. I enjoyed meeting with my partner and talking through my assessments. She had great ideas that I hope to; incorporate. It was also just helpful to talk through what I am doing.