

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.**

Prior to making revisions to my EDU-390 course, I did not have a firm assessment for students. However, as a means to unpack arguments that would be made in the course (throughout the semester), the first assignment for the course, was a reflection paper, in which students wrestled with a time that their "cultural beliefs/traditions" was "attacked."

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

Organically, the aforementioned assignment, aligns with CRSE competency #1, in which educators will Reflect on One's Cultural Lens.

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

Moving forward, I plan to keep the aforesaid first reflection paper for my students, given the fact that it aligns with arguments and the seminal scholarship of Cultural Pedagogy theorists (e.g. Ladson-Billings, Gay, Paris) that the course explores. However, to make the assignment more robust, and also to make a clear connection to CRSE, I will more explicitly include the below standards in students pre-work:

CRSE1.A Reflect on their own life experiences and membership to various identity groups (race, skin color, ethnicity, gender identity, age, nationality, language, class, economic status, ability, level of education, sexual orientation, and religion).

CRSE1.B Understand that they, like everyone, can unwittingly adopt societal biases that can shape the nature of their interactions with groups and individuals.

CRSE1.C Engage in critical and difficult conversations with others to deepen their awareness of their own conscious/unconscious biases, stereotypes, and prejudices.

CRSE1.D Reflect on how they meet the needs of each learner.

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?

In addition to making clearer connection to the CRSE competencies and standards, I also believe that Aguilar-Valdez, 2015, rubric works great for assessment within the EDU-390 rubric for culturally responsive lessons, both included as artifacts for this project.

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?

The below is not applicable to my course of focus (EDU-390).

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?

In meeting with my small group colleagues, their feedback confirmed my notions that content for EDU-390 is extremely robust, yet flexible. However, more explicit assessment (with rubrics), and a clearer connection to the PA CRSE competency document, will provide students with a deeper understanding of how this course aligns with state and national initiatives.