

## 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.**

The assessments for this course are all found on the initial version of the syllabus [linked here](#). They can largely be grouped into four buckets: [Weekly Journals](#), [Interview & Observation Assignments](#), Fieldwork (including mentor evaluations and [six enacted lesson plans](#)) and the [Final Paper](#) which focuses on best practices. The purpose of the assignments are to ensure that candidates are engaging in active and targeted reflection regarding their field placement *and* applying the concepts that we are discussing in class.

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

The assessments accurately assess the originally designed course objectives. There are several "parts" of assignments that intentionally assess the new CR-SE aligned objectives. In particular the final assessment for the course asks students to self-assess themselves on their ability to teach diverse learners (CRSE 1.D) and to foster family and community partnerships (CRSE 6.F). Additionally, journal entry 8 asks about teaching diverse learners (CRSE 4.D) and Interview and Observation #1 discusses planning for diverse needs (CRSE 4.D). While these assessments are intentional, they are not extremely strong assessments and tend to be more superficial. The midterm and final mentor evaluations similarly ask about knowledge of diverse learners.

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

I believe that none of the [new objectives](#) are assessed fully, though the questions on the supervisor evaluation are helpful in meeting these newer objectives.

Knowledge of Diverse Learners

	Unacceptable	Poor	Satisfactory	Very Good	Superior	Not Observed
Reports on unique characteristics and learning needs of diverse learners (age, gender, culture, or ability) in the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reports on effective practices and opportunities designed to communicate with and engage families, caregivers, and the wider community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognizes and supports elements of a positive, respectful learning environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Differentiates instruction for educational performance of diverse learners.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognizes policies and procedures to ensure that all students are valued in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**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 think that a key change that I could make would be to spell out exactly what I am looking for. It is about clarification, particularly in terms of the rubrics.

Objective	Linked Assessment	Changes Recommended
C1.Students will be able to plan instruction and assessment based on PA Core Standards and their knowledge of content and pedagogy, available resources and culturally responsive and sustaining education practices. (CRSE 1-D and 2-D)	This Objective is linked to <ul style="list-style-type: none"> <li>The six enacted lesson plans</li> <li>Interview and Observation 1</li> <li>The supervisor evaluation</li> <li>Journal #3</li> </ul>	<ul style="list-style-type: none"> <li>Revise <a href="#">Lesson Plan Rubric</a> in the area of "Reflection" – The reflection, for example, should require students to talk about culturally responsive and sustaining education practices</li> <li>Revise <a href="#">Interview and Observation #1</a> to include a <i>required</i> question about</li> </ul>

		<p>planning for culturally responsive and sustaining education.</p> <ul style="list-style-type: none"> <li>• <a href="#">Journal #3</a> will be modified to include language about diverse backgrounds</li> </ul>
<p>C2. Students will recognize, support, and experience the role of a positive classroom environment for student learning and belonging <b>(CRSE 8-C)</b></p>	<p>This Objective is linked to</p> <ul style="list-style-type: none"> <li>• The six enacted lesson plans</li> <li>• Interview and Observation 2</li> <li>• The supervisor evaluation</li> <li>• Journal Entry #5</li> </ul>	<ul style="list-style-type: none"> <li>• Revise <a href="#">Lesson Plan Rubric</a> in the area of "Preparation" to include a focus on a positive classroom environment</li> <li>• Revise <a href="#">Interview and Observation #2</a> revise and require the 2nd question to include the concept of belonging. For special education students, include a question about student belonging.</li> </ul>
<p>C3. Students will observe and implement effective instructional delivery including the use of technology, effective questioning, integration of multiple perspectives and other strategies for authentic student engagement. <b>(CRSE 3-B)</b></p>	<p>This Objective is linked to</p> <ul style="list-style-type: none"> <li>• The six enacted lesson plans</li> <li>• The supervisor evaluation</li> <li>• Journal Entry #8</li> <li>• The Final Paper</li> </ul>	<ul style="list-style-type: none"> <li>• Revise <a href="#">Lesson Plan Rubric</a> in the areas of "Instructional Plan," and "Differentiation" to list the things outlined in the objective as goals for the lesson plan</li> <li>• <a href="#">Journal #8</a> will be revised to help students truly understand <i>why</i> students are at risk.</li> <li>• Revise the planning table in the Final Paper (<a href="#">Best Practices Summary</a>) to have teaching diverse learners serve as a column rather than a row.</li> </ul>
<p>C4. Students will design various assessments with a focus on equitable assessment and will apply</p>	<p>This Objective is linked to</p> <ul style="list-style-type: none"> <li>• The six enacted lesson plans</li> <li>• Interview and</li> </ul>	<ul style="list-style-type: none"> <li>• Revise <a href="#">Lesson Plan Rubric</a> in the area of "assessment tasks" to include a focus on</li> </ul>

<p>the resulting data to planning and instruction. <b>(CRSE 4-A)</b></p>	<p>Observation 4</p> <ul style="list-style-type: none"> <li>● The supervisor evaluation</li> <li>● Journal Entry #9</li> <li>● The Final Paper</li> </ul>	<p>equitable assessment</p> <ul style="list-style-type: none"> <li>● Revise <a href="#">Interview and Observation #4</a> Add a required question about equitable assessment and data</li> <li>● <a href="#">Journal #9</a> Can be revised to have the students reflect on designing equitable assessments</li> <li>● With the revision of the planning table for the best practices summary to include serving diverse learners as a column rather than a row, this will accomplish this objective</li> </ul>
<p>C5. Students will acquire knowledge that will aid in the application of differentiated opportunities to succeed for diverse learners, including connecting with families and communities. <b>(CRSE 1-D, 4-D and 6.F)</b></p>	<p>This Objective is linked to</p> <ul style="list-style-type: none"> <li>● The six enacted lesson plans</li> <li>● The Lesson Plan Presentation</li> <li>● The supervisor evaluation</li> <li>● Journal Entries 3 and 11</li> <li>● The Final Paper</li> </ul>	<ul style="list-style-type: none"> <li>● Revise <a href="#">Lesson Plan Rubric</a> as above in the areas of “differentiation,” “Instruction,” and “Preparation”</li> <li>● Journal entry 3 should be revised as above, <a href="#">Journal Entry 11</a> the question should be modified to focus on diverse families</li> <li>● With the revision of the planning table for the best practices summary to include serving diverse learners as a column rather than a row, this will accomplish this objective</li> <li>● Students will be required to address CRSE in their Lesson Plan Presentation</li> </ul>

**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?

I think that the majority of the changes that I am planning appear minor, the big changes are going to take place in the rubrics and in terms of specificity of instruction. I want to look more at Interview and Observation 3 and as it is not exactly addressing CRSE as it needs to be. I think that one of the main challenges is that I have not been explicit in requiring students to reflect on CRSE – in being more explicit in terms of the evaluation and instructions the hope is to be able to require rather than hope that they will engage in this reflection.

**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?**

I think that brainstorming always helps! I don't remember talking too much about these specific assessments, but talking about the importance of assessments was really key to getting my wheels turning. I am wondering if there are too many questions – perhaps just one big question is all we need!