

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.**

I spent time revising this course with the CRSE competencies in mind this past summer, even though there are more revisions to do. Given that, I would say that I am embarking on Phase 2 of this revision.

This year I revised an older assessment in this class, and it is now the Culturally Responsive Educator Project, an assignment students do in conversation with Sharroky Hollie's book *Culturally and Linguistically Responsive Teaching and Learning* 2nd edition. This is also the first year I used this book in this class and in our program, and we actually decided to spread chapters from it across their yearlong field experience, so they encounter some in the fall in this field experience course and another in the spring when they student teach. This text was an awesome addition to the course, and interestingly I have had two student teachers mention this project during their weekly journals this past semester, namely in response to the way the project asks students to reflect on their own identities, experiences, and biases and how they frame their practices and impact their teaching of ELA.

Other current assessments include the Student Observation Project and the Classroom Management Project. Although these two assessments will remain, I have revision ideas for both as part of this exercise and in preparation for next year.

Students also write dialogic journals in responses to readings, which will remain.

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

Are these the old course objectives? I think the big change for me in this revision will actually be using course objectives that are better aligned with the CRSE-aligned components of the assessments.

For example, I worked on the Culturally Relevant Educator Project last summer, and for our old objectives, that would assess, *Consider and integrate diverse perspectives into a growing understanding of the role of educators in reaching individual learners*. But with the revised outcomes that I hope to integrate next year, this project would assess the following:

- Reflect on their own identities, experiences, and biases and how they frame their practices and impact their teaching of ELA.

- Demonstrate a growth mindset by reading and responding to professional literature and attending and reflecting on professional learning opportunities that explore culturally responsive teaching methods; the impact of structural biases; and the real-world experiences and diverse funds of knowledge of learners, educators, and families. (new -- CRSE 1, 2, 3, 9, NCTE 5)

These new objectives name part of the goals of the assessment, so the major change here is actually having objectives that explicitly name the work of the assessment.

Student Observation Project and the Classroom Management Project. These two assessments are currently addressing the following old course objectives:

- Apply classroom observation and interpretive skills.
- Articulate definitions of classroom management and create and teach classroom procedures to students.
- Write with focus and insight on students' learning differences and connect those to purposeful accommodations educators can make.

Right now there could be more alignment with the CRSE competencies in both assessments. Here is what these assessments will now need to cover:

- Exhibit and develop professional dispositions, including promptness, punctuality, flexibility, and asset-based perspectives on students and families. (added, CRSE 3, CRSE 5B, CRSE 6)
- Gather and interpret comprehensive data on learners' individual differences, identities, and funds of knowledge to foster inclusive learning environments that actively engage all learners in ELA. (NCTE 1.1, CRSE 4, CRSE 8)
- Articulate definitions of classroom management and create and teach culturally responsive classroom procedures to students.
- Apply classroom observation and interpretive skills to produce reflective and thoughtful written representations of school environments. (combined)

Again, with these new course objectives, CRSE competencies will need to be more explicitly integrated into the projects themselves. Both projects lend themselves to these objectives in their current form, so I think these will be smooth and meaningful revisions.

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

One area I would like to see added to these current assessments is CRSE 6, which in the course objectives looks like "asset-based perspectives on students and families." Right now this isn't showing up explicitly in assessments.

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?

Planned revisions:

- Classroom Management Project:
 - I haven't figured out how I am going to do this yet, but I want them to actually use one of Hollie's chapters on classroom management and classroom culture as one of their resources for choosing their procedures, etc. I am stuck with this rubric because of where we are in the NCTE/CAEP accreditation cycle, but I would like to add either a separate category or a criteria descriptor that speaks to choosing and designing culturally relevant procedures.
- Student Observation Project
 - I have a variety of changes I'd like to make here which includes increased data sources for their work with the student that would help TCs develop asset-based perspectives of students and families. Some of them are already doing this with this project, and those TCs typically attend a parent conference with the student/family and work one on one with the student in their placement. These are not stated as part of the assessment (but the TCs who optionally undertook them had far more impactful projects and more often demonstrated asset-based perspectives of students and families), so I will be adding those requirements. I also am wondering about adding a requirement where TCs must write (not necessarily send) an email to parent(s)/guardian(s) that emphasizes the student strengths/potential and then outlines concerns and potential ways to work together.

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

I don't need substantial changes because those already happened in Phase 1 (my work last summer).

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 unfortunately was unable to attend this meeting.