

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.

All assessments are open-ended except for learning quizzes that have close ended questions. The assessment items are similar to before and after review. However, there are modifications in rubric criteria, prompts, readings to instigate the prompts, and importantly the objectives.

- **Professional Engagement** (discussions, journal, interactive notebook)
- **Projects:** Lessons plans (UDL), Assessment Project (Acceptable Evidence), Unit
- **Major Project:** Critical Analysis Report and Self Reflection

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

Using a developmental approach of *Introducing, Emerging, Developing, Expanding*

The pre revision review:

- Competency 1 - Emerging
- Competency 3 - Emerging
- Competency 4 - Emerging
- Competency 8 - Emerging

There was intention when I recreated the materials, as seen in the resources. With so much jammed into the course, and "feeling like" we needed to do all things well, it was very difficult to actually take the time to reflect on the materials that address the needs.

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

I am assuming that we are referring to **the revised course objectives**. The revised objectives are listed below in a table. The green part is the addition.

Objective	PreRevision	Aim for Revision
1. Create unit and lesson path using Understanding by Design and student-centered pedagogy to be culturally relevant for students . (Domain 1; CRSE 3)	Emerging Knowledge	Developing - Knowledge & Skills
2. Create lesson plans that meet the student's different learning needs in terms of learning theories related to learning preferences, cultural relevance , and Universal Design for Learning (Domain 1; CRSE	Emerging Knowledge	Developing - Knowledge & Skills

3)		
3.Explain the fundamentals for different types of assessments, traditional, and performance assessment used for sustaining student progress and apply them to lesson plans where appropriate. (Domain 1, 2; CRSE 8)	Emerging Knowledge & Skills	Developing - Knowledge & Skills
4. Describe my professional roles and responsibilities to honor student's differences and in communicate with parents, and critically evaluating your level of preparation for each. (Domain 1,2,3,4; CRSE 1-9 - choice)	Green - was not there	Emerging - Knowledge & Skills
5 Analyze and apply knowledge of teaching/learning theory in a 40 -hour field experience. (Domain 3; CRSE 1-9 - choice)	CRSE component - Not there - the	Developing - Knowledge & Skills

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 haven't done this yet, but **these are the plans... IF I have a chance I will work on the modification to share....**

- **Journal Responses** First Journal Response - Keep but build from... Will be adding the Zaretta Hammond book, and students will be reflecting on parts of this - that really help us to think about our positionality. Also, the students will have the CRSE to reflect on.
- Unit Template- Before, this was an assignment done in the beginning, but the students couldn't go deep - on the transfer for cultural relevance. This will be worked on throughout so we can deepen the transfer.
- Assessment Project - Will add a reflective component where the students examine the cultural relevance and communicate it with their students and parents. Would like to complete another level. We have cognitive levels... I'm wondering if we should address cultural levels - surface, shallow, and deep in a reflection.
- Lesson Plan format - with UDL + Culture - Spend more time in analysis and discussion with the cultural elements and share examples - and a reflection of the lessons.
- Field Experience Checklist - will be adding CRSE- reflection elements, but lean into 1, 3, & 8

- Critical Analysis Report & Self Reflection - Students reflect on the new objectives so that this should flow nicely into CRSE but lean into 1, 3, & 8. I modified objective #4 again - so that it would reflect more CRSE 1 - adding "My" identity and student difference. Students reflected on this again.

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

1. What type of assessments will they be,
No assessments will be new.
2. When/where will they be placed in the course, and
The additions will be embedded in current assessments with more time for reflection.
3. What steps do you need to take to develop them?
Will need to revise assessments. I am not making new assessments but building on ones I have. All assessments were already open-ended so they will continue to be...

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?

- 1.) The aspect that stuck with me were the importance of showing data to help understand the why. (Breakout)
- 2.) Let the reading do the work - so that is when I chose the Zaretta Hammond book.
- 3.) Be more aware about my positionality.