

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.**

This is a new course, so I do not have responses for questions 1-4. I have embedded information in my response to question 5 that gets at some of what is raised in the earlier questions.

- 2. Which course objectives do your pre-revision assessments assess, and to what extent are the CRSE-aligned objectives assessed intentionally?**
- 3. What objectives are not assessed or are assessed only superficially? Please note whether these objectives are knowledge, skills, dispositions, or something else.**
- 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?**
- 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 am thinking of including two main assessments (Signature Assignments) in the course, both of which will be scaffolded – The first developed throughout the course but emphasized in the first half and the second developed in the second half of the course. The first focuses on specific CRSE competencies in Competency 1 (Reflect on One's Cultural Lens) and the second focuses on specific CRSE competencies in Competency 2 (Identify, Deepen Understanding of, and Take Steps to Address Bias in the System). **See Pages 2-3 for Details.**

Signature Assignment #1: Autoethnography: My Cultural Identity

CRSE Competencies & Course Learning Outcomes Assessed:

Module & Assessment Step	Course Learning Outcome(s)	CRSE Competency(ies)
Module 1. Cultural Inventory Knowledge	LO1. Reflect on their own cultural lens and on how their cultural lens shapes the nature of their interactions with groups and individuals, including students.	CRSE 1.A CRSE 1.C
Module 1. Autoethnography, Pt. I (Paper and small group discussions) Knowledge & Dispositions	LO1. Reflect on their own cultural lens and on how their cultural lens shapes the nature of their interactions with groups and individuals, including students.	CRSE 1.A CRSE 1.B CRSE 1.C
Module 5. Autoethnography, Pt. II (Paper and small group discussions) Knowledge & Dispositions	LO1. Reflect on their own cultural lens and on how their cultural lens shapes the nature of their interactions with groups and individuals, including students. LO2. Identify and deepen their understanding of bias in the educational system and society.	CRSE 1.A CRSE 1.B CRSE 1.C
Autoethnography Revisited in Seminar III (during Student Teaching) Knowledge & Dispositions	LO1. Reflect on their own cultural lens and on how their cultural lens shapes the nature of their interactions with groups and individuals, including students. LO2. Identify and deepen their understanding of bias in the educational system and society.	CRSE 1.A CRSE 1.B CRSE 1.C

Signature Assignment #2: Field Assignment: Investigating and Addressing Bias in the Classroom (in the Curriculum?)

CRSE Competencies & Course Learning Outcomes Assessed:

Module & Assessment Step	Course Learning Outcome(s)	CRSE Competency(ies)
Module 6. Bias in the Classroom – Curriculum Scorecard, Pt. I Knowledge & Skills	LO2. Identify and deepen their understanding of bias in the educational system & society. LO7. Explain and provide examples of antiracist teaching strategies and classroom practices.	CRSE 2.A CRSE 2.B
Module 7. Bias in the Classroom – Small Group Analysis Knowledge, Skills, Dispositions	LO2. Identify and deepen their understanding of bias in the educational system & society. LO5. Engage in professional conversations & debates that can lead to change in educational policy and practice. LO7. Explain and provide examples of antiracist teaching strategies and classroom practices.	CRSE 2.A CRSE 2.B CRSE 2.D
Module 7. Bias in the Classroom – Analysis Paper, Pt. II	LO2. Identify and deepen their understanding of bias in the educational system & society.	CRSE 2.A CRSE 2.B CRSE 2.C CRSE 2.D

Knowledge	<p>LO3. Understand and apply disciplinary knowledge from sociology and history to interpreting the aims of education and schooling in diverse cultural contexts.</p> <p>LO6. Explain how education can serve the common good and promote equality and social justice in democratic society using understandings about self and knowledge of sociological, historical, and political foundations of education.</p> <p>LO7. Explain and provide examples of antiracist teaching strategies and classroom practices.</p>	CRSE 2.E
<p>Module 8. Bias in the Classroom – Presentations, Pt. III</p> <p>Knowledge & Dispositions</p>	<p>LO5. Engage in professional conversations & debates that can lead to change in educational policy and practice.</p> <p>LO6. Explain how education can serve the common good and promote equality and social justice in democratic society using understandings about self and knowledge of sociological, historical, and political foundations of education.</p> <p>LO7. Explain and provide examples of antiracist teaching strategies and classroom practices.</p>	<p>CRSE 1.C</p> <p>CRSE 2.A</p> <p>CRSE 2.B</p> <p>CRSE 2.C</p> <p>CRSE 2.D</p> <p>CRSE 2.E</p>

- Students will select curriculum area for project (science, social studies, language arts)
- Small group discussions to enhance investigation and analysis. (Online groups?)
- Students Use Adapted Culturally Responsive Curriculum Scorecard... What other tools or questions should be used to guide analysis?
- What is the final assignment in which they present analysis and propose ways to address the bias found (or, if none found, ways to enhance inclusivity and equity in the classroom)?
- Students will write an analysis paper – Provide guiding questions to ensure intentional focus on CRSE competencies (see chart above)?
- Students will discuss their analysis – What questions will guide the discussion to ensure intentional focus on CRSE competencies (see chart above)?

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?

During the March 13th meeting, one of my group members shared a chart in her course syllabus in which she aligned the course learning outcomes with the CRSE competencies. Doing this helped me think through the course overall and these main assignments specifically. Thinking about which learning outcomes and competencies are tied to each module in the course helps me think how best to scaffold these larger assignments to get the most out of them. – Students will connect each part of the larger assignment to specific LOs and CRSE competencies. The group discussion also got me thinking about integrating the professional ethics competencies into the course, but I have not done this yet. I can see the potential for some of the professional ethics competencies to be embedded in the second signature assignment.