

## 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.**
- 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?
- 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?**

The above questions don't pertain to my project as I did not do a syllabus revision. Instead of answering the provided questions I can provide some background for the changes that are happening with my project and possibly allude to some of the questions above as I do it. I had a revised version of our Teacher Performance framework and I took that framework to our monthly certification meeting. Our certification meeting incorporates voices from each of the university's certification programs (Art Ed, Music Ed, Special Ed, PreK-4 major, etc.). It was at this meeting that I introduced the need for a new framework last year so I brought the revised framework with me and explained what our small group had done to create the revised version. I took the time to explain where the concepts and language came from and asked for help from the group to make decisions about what to edit, delete, and add. I gave them a month to take it back to their respective groups/programs and come back to the meeting with revisions. I also took the framework to our program meetings and asked each program to do the same thing that

I asked of the certification group. There was much discussion, sometimes over an hour was spent, talking about the Domain areas and the standards nestled under each one. People were sincere in reviewing the language and the concepts as we want this to be something that we strive for with each and every education student seeking certification and we want our programs to align to the framework as well. I was never met with resistance when explaining where the language came from (PDE, CRSE, Danielson, etc.). The majority of the questions and discussions were about depth and breadth and how the items will be assessed. So we kept coming back to thinking about standards that could be performative and were necessary for students to demonstrate in classroom environments.