

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.**

In ED 1100 I utilize a variety of assessments. We complete scenario analysis discussions, reflective essays with rubrics for field experiences and observations, recall and labeling quizzes for educational words we need to know and use, and unit/lesson plans with rubrics.

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

Here is one example: *Accurately identify and reflect on elements of planning and preparation required to conduct an engaging middle/secondary lesson.*

Here is the revised version: *Accurately identify and reflect on elements of planning and preparation, **including knowledge of students' backgrounds and communities**, required to conduct an engaging middle/secondary lesson (CA3.C, CA5.D).*

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

Here is one example: *Observe and reflect on effective communication, questioning, discussion and integration of technology to engage students, nurture creativity, build high self-esteem, support agency, and lead to self-actualization for all learners (CA8.C).*

This would assess knowledge, skills, and dispositions. I do not assess this well beyond the level of discussion and anecdotal observation.

- 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 can create better observation questions in which the student can critically think and then reflect on what they observed, explain what they observed, and then think of how they would do something differently or add on to what is already being done well.

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

1. What type of assessments will they be,

I want to add more group assessments in which the students work together, so I can evaluate their individual skills as well as their group work skills through simulated real-life experiences. I think this would better prepare them to work in school-wide settings with others and learn to give and get critiques and feedback.

2. When/where will they be placed in the course, and

The course is 15 weeks long, so every couple of weeks, along with the group-developed unit plan and lesson plans.

3. What steps do you need to take to develop them?

I need to create an environment in which students come to a consensus on how groups should work first. Then, we can discuss assessments such as rubrics, check-ins, and checklists. We can create a shared sense of look fors and product/performance outcomes. This will also help us to create a remediation strategy for students who struggle.

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?

It helped me to have the Project Coordinator review my revised objectives, which showed how to combine the CRSE Competencies more efficiently, so I do not have so many objectives.