

## Reflection 2

- 1. Please share your finalized course objectives and/or learning outcomes. If possible, also list the course objectives and/or learning outcomes as they were before this month's revisions.**

CLO1: Identify how adolescent development impacts the classroom environment.

Revised CLO1 (incorporates CA1.D): Identify how adolescent development impacts the classroom environment and reflect upon how to best meet their specific developmental needs.

CLO2: Determine effective ways to motivate students to learn.

Revised CLO2 (incorporates CA3.B): Determine effective ways to motivate adolescent students to learn by integrating multiple perspectives that capitalize on students' experiences, identities, and heritages.

CLO3: Apply current trends and methods to design interdisciplinary units with content area lesson plans.

Revised CLO3 (incorporates CA4.C, CA8.A, CA8.B, & CA9.D): Apply current trends and methods to create a Project-Based Learning unit including content area lesson plans by using the Understanding By Design Framework.

CLO4: Analyze how classroom management strategies impact classroom dynamics.

Revised CLO4 (incorporates CA1.D, CA4.C, CA5.A, CA8.B, & CA9.D): Analyze how a variety of diverse classroom management strategies impact classroom dynamics regardless of the intent of the strategy.

CLO5: Analyze the effectiveness of various assessment strategies.

Revised CLO5 (incorporates CA4.A). Design instruction and assessments to ensure all learners have equitable access to educational resources, experiences, and opportunities.

CLO6: Determine how to integrate the constructivist approach in your lesson plans.

Revised CLO6 (incorporates CA4.D & CA8.D): Determine how to integrate the constructivist approach in lesson plans by creating multiple pathways and opportunities for students to achieve academic success.

CLO7: Apply instructional methods that are appropriate and effective in meeting the needs of individual learners, including students with IEPs and EL students.

Revised CLO7 (incorporates CA4.A, CA5.A, & CA8.B): Apply Universal Design for Learning methods to ensure all individual learners have equitable access to educational

resources, experiences, and opportunities for academic success and culturally responsive learning.

**2. What changes or additions to course objectives and learning outcomes did you make? Why? Consider both macro changes and micro-ones, such as tweaks in existing wording.**

As of now I have only made micro changes to the existing wording of the Course Learning Outcomes (CLOs). Each week in the course has 3-5 individual objectives, so it was advised to focus on the CLOs for this project because otherwise, it would take a very long time. Additionally, as I work on revising the discussions and assignments, the weekly objectives may change accordingly.

**3. How did you identify opportunities for integrating CRSE into your course objectives and learning outcomes? What did you need to review or do to see where these changes could be made?**

I have taught this course numerous times, so I am familiar with the content and how it already unintentionally connects to the Competencies. However, I am not as familiar with the language of the Course Learning Outcomes. I don't love the way the Outcomes are written, so I was fine with revising them as needed. I went through each Competency and determined whether it was covered in the course; if it was, I listed it above. I also focused on identifying whether the connection to the Competency focused on student engagement, instructor engagement, or both. After speaking with our leader, it was decided that while both are important, it would be best to focus on student engagement for these revisions. Finally, I focused on one CLO at a time and went through each identified Competency. If I felt that CLO was connected to that Competency, I worked on revising the language to ensure it read as such; some CLOs connect to more than one Competency, which I indicated above.

**4. How did you approach balancing breadth and depth in selecting CRSE Competencies, course objectives, and learning outcomes? What factors informed your choices? (For example, content of other courses in the program, your own time/knowledge/capacity, bureaucratic barriers...)**

I'm not sure I actually did this yet; however, I foresee how this will be accomplished. I believe by revising the CLOs, I have approached the breadth, and as assignments and discussions are revised, I will be approaching the depth, as this will have an effect on revisions to the weekly objectives. I think as of now, some Competencies are addressed more in-depth than others, but this could change as revisions are made to discussions and assignments.

**5. What, if any, approval do you anticipate needing for any changes to course objectives or learning outcomes?**

I do not anticipate NEEDING approval for any changes I make to the CLOs and weekly objectives. However, I will share the changes with my Program Director and SEEK approval from her.

**6. To what extent or in what ways did your small group (either during the Feb. 13-14 meeting or afterwards) help you with your syllabus revisions this month?**

Thinking back, I would have really liked to have had time to actually work with my small group instead of just have time to discuss various questions. For example, being in the breakout room, but not having an agenda for discussion rather having something to work on individually for the revision while having the support of the group there if needed. This is exactly what we did in the optional meeting in January, which was extremely helpful for me and the main reason I was able to get back on track. I am glad this was offered, and I am glad I was able to take advantage of the opportunity.