

Reflection 4

Part 1

Competency (or course objective) Course Learning Outcomes (CLOs)	How is this Competency assessed? DQ=Discussion Question PBL=Project-Based Learning	Where do students learn the content they are being assessed on? (list a lecture #, text/media source, class discussion, etc.)	If not you, who is the author/creator of this material? *The author/creator of all material listed can be found by accessing the content itself.* *If nothing is listed next to a resource, that means it was previously addressed, so refer to the first time it was listed.*
CLO1: Identify how adolescent development impacts the classroom environment and reflect upon how to best meet their specific developmental needs. (incorporates CA1.D)	DQ1.2, DQ1.3, Week 1 Paper, PBL Unit Stage 1, DQ4.1, DQ5.1, Week 5 Presentation	<p>Read Ch. 1 & 2 of <i>Learning That Transfers: Designing Curriculum for a Changing World</i>. (Course Required Text) by Stern, Ferraro, Duncan, & Aleo</p> <p>Read the following articles:</p> <ul style="list-style-type: none"> • Understanding by Design (Vanderbilt University Center for Teaching) • The Teen Brain Theory (Chicago Tribune) • Decoding the Teenage Brains in (3 Charts) (Stephen Merrill) 	<p>All White (3 female, 1 male...1 from Louisiana, 1 from Georgie, 1 from Conneticut, 1 from Massachusetts)</p> <p>Group of authors from Nashville, TN (16 white, 2 African American, 2 Asian-American, 3 other; 18 female, 5 male)</p> <p>Group of editors from Chicago (all white, 4 male, 1 female)</p>

		<ul style="list-style-type: none"> • A Study on the Metacognitive Awareness of Secondary School Students (Sajna Jaleel*, Premachandran. P) <p>Explore Center for Teaching Guides (Vanderbilt University).</p> <p>Review the Understanding by Design (UBD) Template.</p> <p>Watch the following videos:</p> <ul style="list-style-type: none"> • Teen Stress from a Teen Perspective (TEDxNaperville) [4.49] • Emotional Intelligence from a Teenage Perspective (TEDxYouth) [13:15] <p>Read Ch. 7 of <i>Learning That Transfers: Designing Curriculum for a Changing World</i>.</p> <p>Read the following:</p> <ul style="list-style-type: none"> • Understanding by Design (Vanderbilt University Center for Teaching) • What is Differentiated Instruction? Examples of How to Differentiate Instruction in the Classroom (Resilient Educator) • Authentic Performance Tasks: Strategies to Improve Learning and Literacy (Lissa Pijanowski, Ed.D.) • Planning, Implementing, & Assessing an Authentic Performance Task in Middle Grades Classrooms (Nicole C. Barnes & Daniel Urbankowski) 	<p>White male</p> <p>Female (other)</p> <p>Same as above</p> <p>African American female from Illinois</p> <p>Asian male from California</p> <p>Same as above</p> <p>White female</p> <p>White female from Georgia</p> <p>1 male, 1 female both from New Jersey</p>
--	--	---	--

		<ul style="list-style-type: none"> • Authentic Performance Tasks: The Student Perspective (LCI learner-centered initiatives) • Culturally Responsive Curriculum (Hanover Research) • Culturally Responsive Teaching Strategies (Prodigy) <p>View the following:</p> <ul style="list-style-type: none"> • Teaching High School - Differentiated Instruction with Dr. Carol Ann Tomlinson (Jim Thompson) [3:39] • Four Common Misconceptions About DI (Jill Isley) [5:14] • Common Misconceptions Regarding Differentiation Instruction – Professional Development for Teachers (Bow Tie Guy and Wife) [1:29] • Creating a Culturally Responsive Classroom (ISTE) [4:40] • Culturally Responsive and Relevant Pedagogy: The Foundation and Core Components (CRECS uOttawa) [7:57] <p>Review 6 Strategies for Differentiated Instruction in Project-Based Learning (Edutopia).</p> <p>View Three Minute Handout Makeover (Chris Clark) [3:00].</p>	<p>Female</p> <p>NYU</p> <p>White male</p> <p>White female</p> <p>White female</p> <p>White male</p> <p>White female from NJ</p> <p>African American female</p> <p>White male from Washington</p> <p>White male</p>
--	--	--	---

		<p>Read Ch. 8 of <i>Learning That Transfers: Designing Curriculum for a Changing World</i>.</p> <p>Read the following:</p> <ul style="list-style-type: none"> • Active Learning (Vanderbilt University Center for Teaching) • Flipping the Classroom (Vanderbilt University Center for Teaching) • Group Work: Using Cooperative Learning Groups Effectively (Vanderbilt University Center for Teaching) • Cornell Notes (The Learning Toolbox Home) • What is Process-Oriented Guided Inquiry Learning? (Pedagogy in Action) • 10 Effective Classroom Management Techniques Every Faculty Member Should Know (The Teaching Professor) • Tell Me About (ascd) • Confronting Equity: Are the Kids Really Out of Control? (ascd) • One to Grow On/Owning the Classroom Together (ascd) • Four (Secret) Keys to Student Engagement (Educational Leadership) • Encouraging Positive Student Engagement and Motivation: Tips for 	<p>James Madison University in Virginia</p> <p>9 males (8 White, 1 Asian), 11 female (10 White, 1 Asian)</p> <p>5 female, 1 male</p> <p>1 male; 3 female all from Pittsburgh</p> <p>White female</p> <p>1 African American female, 1 White female</p> <p>Female</p>
--	--	--	---

		<p>Teachers (Pearson)</p> <ul style="list-style-type: none"> • Using New Research to Improve Student Motivation (Carnegie Foundation) • 9 Ways to Incorporate Student Choice and Voice in the Classroom (American Institute) <p>View The puzzle of motivation Dan Pink (TED) [18:36]</p> <p>Review the Classroom Management Plan: Middle School (SlideShare) example.</p> <p>Reflect on the strategies outlined in the readings and how these can effectively be utilized in your classroom.</p>	<p>White female</p> <p>White female</p> <p>White male</p> <p>White female</p>
<p>CLO2: Determine effective ways to motivate adolescent students to learn by integrating multiple perspectives that capitalize on students' experiences, identities, and heritages. (incorporates CA3.B)</p>	<p>DQ1.3, Week 1 Paper, DQ3.1, DQ3.2, DQ3.3, DQ4.1, PBL Unit Stage 2, DQ5.2, DQ5.3</p>	<p>Read the following articles:</p> <ul style="list-style-type: none"> • Understanding by Design (Vanderbilt University Center for Teaching) • The Teen Brain Theory (Chicago Tribune) • Decoding the Teenage Brains in (3 Charts) (Stephen Merrill) • A Study on the Metacognitive Awareness of Secondary School Students (Sajna Jaleel*, Premachandran. P) <p>Review the Understanding by Design (UBD) Template.</p> <p>Watch the following videos:</p> <ul style="list-style-type: none"> • Teen Stress from a Teen Perspective (TEDxNaperville) [4.49] • Emotional Intelligence from a Teenage Perspective (TEDxYouth) [13:15] 	

		<p>Read Ch. 5 & 6 of <i>Learning That Transfers: Designing Curriculum for a Changing World</i>.</p> <p>Read the following articles:</p> <ul style="list-style-type: none"> • Designing to the Edges: Using Universal Design for Learning in PBL (Maggie McHugh) • Why UDL and PBL Work So Well Together (A.J. Juliani) • PBL with a Purpose: The Research Is Clear-It Works (A.J. Juliani) • Understanding By Design Framework (Jay McTighe & Grant Wiggins) • Understanding by Design (Vanderbilt) • What is Differentiated Instruction? Examples of How to Differentiate Instruction in the Classroom (Resilient Educator) • Four (Secret) Keys to Student Engagement (Educational Leadership) • Encouraging Positive Student Engagement and Motivation: Tips for Teachers (Pearson) • Using New Research to Improve Student Motivation (Carnegie Foundation) • 9 Ways to Incorporate Student Choice and Voice in the Classroom (American 	<p>White female</p> <p>White male, PA</p> <p>White male, PA</p> <p>White males, MD</p>
--	--	---	--

		<p style="text-align: center;">Institute)</p> <p>Review the following:</p> <ul style="list-style-type: none"> • Screencast-O-Matic • 10 Great Education Apps for High School • 100 Free Teaching Apps • ICT in Education <p>View the following:</p> <ul style="list-style-type: none"> • Teaching High School - Differentiated Instruction with Dr. Carol Ann Tomlinson (Jim Thompson) [3:39] • Four Common Misconceptions About DI (Jill Isley) [5:14] • Common Misconceptions Regarding Differentiation Instruction – Professional Development for Teachers (Bow Tie Guy and Wife) [1:29] • Creating a Culturally Responsive Classroom (ISTE) [4:40] • Culturally Responsive and Relevant Pedagogy: The Foundation and Core Components (CRECS uOttawa) [7:57] • The puzzle of motivation Dan Pink (TED) [18:36] 	
<p>CLO3: Apply current trends and methods to create a Project-Based Learning unit including content area lesson plans</p>	<p>DQ1.3, PBL Unit Stage 1, PBL Unit Stage 2, PBL Unit Stage 3, Week 6 PBL Unit Individual Lesson</p>	<p>Read the following articles:</p> <ul style="list-style-type: none"> • Understanding by Design (Vanderbilt University Center for Teaching) • Why UDL and PBL Work So Well Together (A.J. Juliani) 	

<p>by using the Understanding By Design Framework. (incorporates CA4.C, CA8.A, CA8.B, & CA9.D)</p>	<p>Plans, Week 7 PBL Unit Final Version</p>	<ul style="list-style-type: none"> • PBL with a Purpose: The Research Is Clear-It Works (A.J. Juliani) • Understanding By Design Framework (Jay McTighe & Grant Wiggins) • Understanding by Design (Vanderbilt) • Understanding by Design (Vanderbilt University Center for Teaching) <p>Read the Project-Based Learning: Benefits, Examples, and Resources (Power School)</p> <p>Review the Understanding by Design (UBD) Template.</p> <p>View the following:</p> <ul style="list-style-type: none"> • Introduction to Lesson Plan Framework [6:28] • Video Clip 1: Top Section of Template, PA Standards, Objectives/Performance Expectations, & Activate Prior Knowledge/Motivation sections [4:30] • Video Clip 2: Essential Questions, Materials Needed, & Vocabulary sections [2:53] • Video Clip 3: Sequence of Lesson & Differentiation sections [6:24] • Video Clip 4: Assessment Evidence/Level of Learning & Closure sections [3:31] 	<p>2 white males, MD</p> <p>White female, PA (me)</p> <p>White female, PA (me)</p> <p>White female, PA (me)</p> <p>White female, PA (me)</p> <p>White female, PA (me)</p>
--	---	--	---

		<ul style="list-style-type: none"> • Video Clip 5: Classroom Environment section [2.32] 	White female, PA (me)
<p>CLO4: Analyze how a variety of diverse classroom management strategies impact classroom dynamics regardless of the intent of the strategy. (incorporates CA1.D, CA4.C, CA5.A, CA8.B, & CA9.D)</p>	DQ5.1, Week 5 Presentation	<p>Read the following:</p> <ul style="list-style-type: none"> • 10 Effective Classroom Management Techniques Every Faculty Member Should Know (The Teaching Professor) • Tell Me About (ascd) • Confronting Equity: Are the Kids Really Out of Control? (ascd) • One to Grow On/Owning the Classroom Together (ascd) • 9 Ways to Incorporate Student Choice and Voice in the Classroom (American Institute) <p>Review the Classroom Management Plan: Middle School (SlideShare) example.</p> <p>Reflect on the strategies outlined in the readings and how these can effectively be utilized in your classroom.</p>	
<p>CLO5: Design instruction and assessments to ensure all learners have equitable access to educational resources, experiences, and opportunities. (incorporates CA4.A)</p>	Week 4 PBL Unit Stage 2, Week 6 PBL Unit Individual Lesson Plans, DQ7.1	<p>Read the following:</p> <ul style="list-style-type: none"> • 27 easy formative assessment strategies for gathering evidence of student learning (NWEA) • Why UDL and PBL Work So Well Together (A.J. Juliani) • PBL with a Purpose: The Research Is Clear-It Works (A.J. Juliani) 	White female

		<ul style="list-style-type: none"> • Summative Assessment: Evaluating levels of student achievement (University at Buffalo) • Project-Based Learning: Benefits, Examples, and Resources (Power School) <p>Review the following:</p> <ul style="list-style-type: none"> • Ch. 7 of <i>Learning That Transfers: Designing Curriculum for a Changing World</i> • Depth of Knowledge (DOK) Levels • Figure 7.19 Feedback Plan Template <p>View the following:</p> <ul style="list-style-type: none"> • Introduction to Lesson Plan Framework [6:28] • Video Clip 1: Top Section of Template, PA Standards, Objectives/Performance Expectations, & Activate Prior Knowledge/Motivation sections [4:30] • Video Clip 2: Essential Questions, Materials Needed, & Vocabulary sections [2:53] • Video Clip 3: Sequence of Lesson & Differentiation sections [6:24] • Video Clip 4: Assessment 	Unknown; New York
--	--	---	-------------------

		<p>Evidence/Level of Learning & Closure sections [3:31]</p> <ul style="list-style-type: none"> • Video Clip 5: Classroom Environment section [2.32] 	
<p>CLO6: Determine how to integrate the constructivist approach in lesson plans by creating multiple pathways and opportunities for students to achieve academic success. (incorporates CA4.D & CA8.D)</p>	<p>DQ1.3, DQ2.1, DQ2.2, DQ3.1, DQ3.3, DQ4.1, Week 4 PBL Stage 2, DQ6.1, Week 6 PBL Unit Individual Lesson Plans</p>	<p>Review the following:</p> <ul style="list-style-type: none"> • 5 Educational Learning Theories and How To Apply Them (Michael Feder) • Teaching Principles (Eberly Center) • What is Differentiated Instruction? Examples of How to Differentiate Instruction in the Classroom (Resilient Educator) • Authentic Performance Tasks: Strategies to Improve Learning and Literacy (Lissa Pijanowski, Ed.D.) • Planning, Implementing, & Assessing an Authentic Performance Task in Middle Grades Classrooms (Nicole C. Barnes & Daniel Urbankowski) • Authentic Performance Tasks: The Student Perspective (LCI learner-centered initiatives) • Active Learning (Vanderbilt University Center for Teaching) • Flipping the Classroom (Vanderbilt University Center for Teaching) • Group Work: Using Cooperative Learning Groups Effectively (Vanderbilt 	<p>White male; AZ</p> <p>9 males (7 white; 1 Asian, 1 other); 16 female (13 white; 3 Asian)</p> <p>White female in Georgia</p> <p>White female; white male</p>

		<p>University Center for Teaching</p> <ul style="list-style-type: none">• Four (Secret) Keys to Student Engagement (Educational Leadership)• Encouraging Positive Student Engagement and Motivation: Tips for Teachers (Pearson)• Using New Research to Improve Student Motivation (Carnegie Foundation)• 9 Ways to Incorporate Student Choice and Voice in the Classroom (American Institute)• 27 easy formative assessment strategies for gathering evidence of student learning (NWEA)• Summative Assessment: Evaluating levels of student achievement (University at Buffalo) <p>View the following:</p> <ul style="list-style-type: none">• Introduction to Lesson Plan Framework [6:28]• Video Clip 1: Top Section of Template, PA Standards, Objectives/Performance Expectations, & Activate Prior Knowledge/Motivation sections [4:30]• Video Clip 2: Essential Questions, Materials Needed, & Vocabulary sections [2:53]	
--	--	---	--

		<ul style="list-style-type: none"> • Video Clip 3: Sequence of Lesson & Differentiation sections [6:24] • Video Clip 4: Assessment Evidence/Level of Learning & Closure sections [3:31] • Video Clip 5: Classroom Environment section [2:32] • Teaching High School - Differentiated Instruction with Dr. Carol Ann Tomlinson (Jim Thompson) [3:39] • Four Common Misconceptions About DI (Jill Isley) [5:14] • Common Misconceptions Regarding Differentiation Instruction – Professional Development for Teachers (Bow Tie Guy and Wife) [1:29] 	
<p>CLO7: 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. (incorporates CA4.A, CA5.A, & CA8.B)</p>	<p>DQ1.3, DQ2.1, DQ2.2, Week 2 PBL Unit Stage 1, DQ4.1, Week 4 PBL Unit Stage 2, DQ5.3, Week 5 PBL Unit Stage 3, Week 6 Case Study, Week 6 PBL Unit Individual Lesson Plans</p>	<p>Read the following:</p> <ul style="list-style-type: none"> • What is Differentiated Instruction? Examples of How to Differentiate Instruction in the Classroom (Resilient Educator) • Culturally Responsive Curriculum (Hanover Research) • Culturally Responsive Teaching Strategies (Prodigy) <p>View the following:</p> <ul style="list-style-type: none"> • Creating a Culturally Responsive Classroom (ISTE) [4:40] 	

		<ul style="list-style-type: none">• Culturally Responsive and Relevant Pedagogy: The Foundation and Core Components (CRECS uOttawa) [7:57]	
--	--	--	--

Part 2

Observations about where students learn content

1. Is there anything that students are assessed on that is not adequately covered by my resources/content?

CLO1 needs resources added for Universal Design for Learning (UDL) in Week 1 and Common Ground Cultural Awareness Competencies resources in Week 4.

CLO1, 2, and 4 need resources added for classroom management strategies at the secondary level in Week 5.

2. Do I anticipate that my content will adequately meet the learning needs of students with a range of background knowledge about CRSE?

Yes.

3. Is content related to any particular course objective over-represented/disproportionate to others? Is there any content I need to cut?

No, everything is balanced (or over-represented on purpose) and there is no content that needs to be cut, rather content was revised.

4. Other observations:

Observations about authors

1. Am I aware of the identities held by the authors/creators of my course content? If not, when, and where will I seek this information?

We inherited this course and all its content. However, the revisions that have been made thus far were done by me. I have researched the identities held by the authors of the content. The information that was available is listed in the above chart in the last column on the right. I identified the sex and race of each author. Information for some authors was unavailable.

2. What **identities** and **perspectives** are missing from the scholars on my syllabus? What identities and perspectives are over-represented?

Any race besides White is missing from the scholars in the content of my syllabus. White female identities and perspectives are over-represented. Most authors (based on information available) are from the East Coast with a few from Illinois and Georgia.

3. Other observations:

Overall

1. If I am missing significant pieces of CRSE content or identities and perspectives among my authors, do I know what materials I might be able to add? If not, how will I find these materials?

I know what materials I need to add when it comes to content including Common Ground Cultural Awareness Competencies resources and UDL resources, but I do not know how to find content connected to the course from the specific identities and perspectives of authors who are lacking. I am going to read through more completed reflections from our CoP to see if I can get ideas from others as well as bring it up at our next meeting.

2. Other observations:

3. If you'd like help from COP members to find a resource on a particular topic or authored by someone of a particular identity or perspective, please state what you're looking for here (eg., *"I'm looking for a short article or video about racial bias in school discipline, accessible to students without prior knowledge on this topic..."*).