

# CHICAGO STATE UNIVERSITY

Office of the DEAN OF EDUCATION



9501 S. King Drive / ED 320 • Chicago, Illinois 60628-1598  
http://www.csu.edu/CollegeOfEducation • coedu@csu.edu  
TEL 773-995-3988 • FAX 773-995-2473

## FACULTY ASSESSMENT REFLECTION REPORT

**Faculty:** Michael McNicholas

**Semester:** FALL 2020

**Program:** HPER Recreation

**Course:** REC 4300

COE Unit Scoring Guide	Name of Assessment / Experience
6.7 a/b	ADAAG Checklist assignment-LiveText submission

Student Work Sample [Representative Levels]	Name of Student(s)	LiveText Document Number/Location
Target	100%	
Acceptable	0%	
Unacceptable	0%	

### Impact Statement/Reflection on Student Learning

#### A) Write a reflection or impact statement on this assessment.

**Articulate how you have grown and what you have learned about your own and your candidates' teaching and learning practices in the areas of Content, Planning, Effective Practice, Impact on Learning/Environment, Reflection, Dispositions, Diversity, Adaptation/Modification, English Language Learners, and/or Technology.**

**Content:** Americans with Disabilities Act Accessibility Guidelines assignment to find a community agency and conduct an assessment is a strong assignment for participatory investigation of community spaces and their impact as resources for people with disabilities.

**Planning:** Depending on pandemic conditions for the Fall, there will need to be additional changes to the delivery of the assignment as accessibility to public buildings is restricted

**Effective Practice:** Students require more engaged professional interactions in the accessibility assignment. I may develop a checklist of questions to accompany the ADAAG checklist.

**Impact on Learning/Environment:** Big Blue Button was effective, however student multitasking while at work was difficult to accommodate certain elements of teaching such as debates.

**Reflection:** Students reflected appreciation for adaptation and the personalizing of academic content through the semester. While I was able to provide additional individualized instruction to supplement student learning, size of the course prohibits this level of engagement in the future.

**Diversity:** Emphasis of the diversity theme was incorporated into lecture and assessment in the ADAAG write up. Forum related reflection was used to check for understanding and depth of topic impact on students.

**Adaptation/Modification:** This course content was taught using a variety of strategies to meet student learner needs and availability. Covid abruptly changed work schedules and availability of students to preset hours and I

adjusted through individualized instruction as a supplement to BBB sessions.

**B) What are your future needs and/or plans to disseminate what you have learned?**

I will review and consider changing the literature (updated version). I am going to augment literature with on-line sources on Disability Rights and create a forum reflection for asynchronous discussion to facilitate emerging knowledge evidence for the understanding of social model of disability. I am looking into a supplemental activity to add to assessment that was developed by Jim Rimmer for use at public fitness centers. It remains to be determined if this is most appropriate for the inclusion course or an addition the the ADAAG Checklist for grad level students.

Faculty Signature: Michael J. McNicholas Date: January 15, 2021