

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.

	Old	New
400	<p>Purposes and objectives of these courses are to acquaint preservice teachers with theories and practices of teaching literacy in today's pre-school and elementary classrooms. Literacy teaching is both an intellectual and practical matter in which teachers work in conjunction with other school personnel, parents, and students to offer experiences that invite students to acquire literacy and to learn about literacy practices in and out of the classroom. Students enter schools with multiple types of literacy knowledge and cultural experiences. Coming to understand and work with the complexities of language and its social uses, learning and its cultural contexts, and schooling as organizational requires the coordination of both theoretical awareness and applied knowledge. Teachers' practice is developed from this coordination as they learn to address the puzzles students present as they construct their knowledge of language and literacy in various social situations. Developing practical strategies to teach literacy requires a dedication of head, hand, and heart to treat all people with dignity, acknowledging the contributions</p>	<p>Purposes and objectives of this course are to acquaint preservice teachers with theories and practices of the development and teaching of literacy in early childhood and primary grades. Supporting this development through teaching literacy is both an intellectual and practical matter in which teachers work in conjunction with other school personnel, parents, and students to offer experiences that invite students to acquire literacy. Students enter schools with multiple types of literacy knowledge and cultural experiences. Coming to understand and work with the complexities of language, literacy and their social uses, learning and its cultural contexts, and schooling requires the coordination of both theoretical awareness and applied knowledge. Teachers' practice is developed from this coordination as they learn to address the puzzles students present as they construct their knowledge of language and literacy in various social situations. Developing practical strategies to teach literacy requires a dedication of head, hand, and heart to treat all people with dignity, acknowledging the contributions of all cultural groups, and respecting diversity as it honors ideals of social justice. In this way, LLED 400 asks pre-service teachers to consider how their work addresses the question: how do we wish to live together?</p>
401	<p>Teachers' practice is developed from this coordination as they learn to address the puzzles students present as they construct their knowledge of language and literacy in various social situations. Developing practical strategies to teach literacy requires a dedication of head, hand, and heart to treat all people with dignity, acknowledging the contributions</p>	<p>Purposes and objectives of this course are to acquaint preservice teachers with theories and practices of the development and teaching of literacy in elementary classrooms with a focus on 2nd, 3rd, and 4th grades. Supporting this development through teaching literacy is both an intellectual and practical matter in which teachers work in conjunction with other school personnel, parents, and students to offer experiences that invite students to acquire literacy. Students enter schools with multiple types of literacy knowledge and cultural experiences. Coming to understand and work with the complexities of language, literacy and their social uses, learning and its cultural contexts, and schooling requires the coordination of both theoretical awareness and applied knowledge.</p>

<p>of all cultural groups, and respecting diversity as it honors ideals of social justice. In this way, LLED 400 and 401 ask pre-service teachers to consider how their work addresses the question: how do we wish to live together?</p>	<p>Teachers' practice is developed from this coordination as they learn to address the puzzles students present as they construct their knowledge of language and literacy in various social situations. Developing practical strategies to teach literacy requires a dedication of head, hand, and heart to treat all people with dignity, acknowledging the contributions of all cultural groups, and respecting diversity as it honors ideals of social justice. In this way, LLED 401 asks pre-service teachers to consider how their work addresses the question: how do we wish to live together?</p>
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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.

Some of the tweaks were a matter of specifying the new age groups being focused on in each course. While overall the focus remains that the courses provide students with methods for teaching literacy in elementary grades, we have been working to infuse an undercurrent of cultural relevance and sustainability in how we represent our goals. We actually did not include super specific language in terms of outright calling what we were centering “culturally relevant” or “sustaining,” but we had a conversation about the pros and cons and decided that we preferred to include reference to the spirit of these frameworks instead of calling them by name which leaves open to multiple interpretations.

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?

We reviewed the competencies, though we did not drill down to the level of the sub-lists. Because the objectives statement is so general, we talked about pros and cons of identifying a more numbered list of objectives or representing them in a different way. We decided that we would focus on the paragraph form because that is the format in which students receive the information. Also, it allowed us to infuse the idea of the competencies into the overall description without feeling like we were forcing it into individual sentences or phrases that a list of objectives would have been. We may, however, return to this idea!

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...)

We stayed very general for the objectives, likely due to the fact that they are presented in narrative form. Where I believe the challenge will come is that we don't explicitly dictate the day-to-day course activities and readings that are taken up in each section and that, in my opinion, is where the real implementation of the competencies is going to happen. I think we have laid a solid foundation, but when it comes to dictating what

people are doing in their classes (and the monitoring of that), I imagine we will run into issues with how individuals are taking up and implementing the competencies and there will also be bureaucratic issues of trying to maintain similarity across all of the sections and all of the campuses where the course is taught.

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

None.

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?

The talking through of ideas helps to keep my mind fresh and to not think of this work as occurring in a vacuum. Though much of the small group ideas did not readily apply to the objectives writing, I am getting LOTS of ideas for activities and assignments that we can incorporate into the day-to-day plans for the class.