

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.

Most of our assessments/assignments (unless specifically aimed at providing students with an opportunity to engage in explicitly equity-focused content areas) are hyper-focused on the 'technical' aspects of the content and fairly silent on culturally responsive/relevant and sustaining practices. For instance, in this assignment that asks students to think of themselves as a readers, they are asked to engage with multiple aspects of their identity through this lens:

Reader Self Study (3.5 points)

Before you can learn about how other children read, you must first consider your reading attitudes, history and interests. To do this, you will do a mini self-study by responding to each of the following questions. **You may choose to present this in any creative way** (poem, newspaper, journal, cartoon...). *Strictly written responses (i.e. essay/paragraph) are not permitted for this assignment.*

1. What does reading mean to you? Based on your definition of reading, what makes a good reader?
2. Who are you as a person and a reader?
 - a. From a big picture perspective, who are you as a person? How do you describe yourself? Who are you in terms of the various markers of your identity (e.g. race, ethnicity, gender, class, age, ability, language, sexuality, etc.)? *Instead of just listing different descriptors, think about how identifying details about different aspects of yourself is helpful as you explain to others who you are as a person, learner and educator.*
 - b. What kind of a reader are you? Do you like to read? What experiences have contributed to your current reading stance?
 - c. How does who you are as a person relate to who you are as a reader? Be sure to acknowledge at least two of your identity markers in this response, e.g. race, ethnicity, gender, class, age, ability, language, sexuality, etc. One way you might think of this is by revisiting your responses to question b above and then thinking about how the details of who you are as a person give a more clear picture or explanation of what kind of reader you are.
3. Are you reading anything for fun at this time? What is it? Why do you like it?
4. What component of your own identity as a reader are you most excited to share with your future students? What is one SPECIFIC thing about your future students' identities you are excited to learn about and HOW

SPECIFICALLY do you think it could help you to expand your own understandings of literacy and/or the world?

Here is an example of an existing assignment that required infusion of cultural relevance into it:

- **Reading Notes (16.5 points total; 11 graded sets of notes, max of 1.5 points/week)**

You are required to take notes on each week's readings. You will receive 0 - 1.5 points each week for doing the notes.

The purpose of note-taking is threefold: 1) to ensure that you do the reading; 2) to accumulate a body of easily searchable ideas and professional language for use in your papers throughout the course of the semester; and 3) to prepare for our class discussions. Because of #2 above, your notes must be typed.

To earn full credit, your notes must include four parts:

1. Include the author and name of the reading (or book title) AND the page numbers in your note taking, in order to make it easy to use for citations in your papers. (*Note: Full APA citations of all readings are included above and can be copied and pasted.*)
2. For the notes themselves, I suggest looking for the following (though if you have a style that works for you, that works for me!):
 - key ideas & terms
 - quotes worth remembering (included with page numbers)
 - important learning theories
 - important ideas that can be applied in a classroom
3. At the conclusion of your notes, please include a question or a statement about something from the readings that you would like us to discuss more in class.
4. There will be a corresponding discussion board for the notes each week. Copy and paste the question you included at the conclusion of your notes into the discussion board for the week.

- **Child Reading Analysis (25 points)**

For this project, individuals will work with an elementary aged child that you identify during our field experience week. You will gather data from the student about their reading attitudes, interests and strategies and will observe and record the child reading and completing a retelling. The written assignment associated with the project will require you to do the following using the gathered data:

- Complete a miscue analysis
- Summarize and analyze the data you have collected to come up with a hypothesis of this child as a reader

- Compare your ideas to/support your ideas with those of our readings and class discussions
- Write a paper describing the child as a reader

- **Big Book/Early Curriculum Planning (20 points)**

For this project, individuals or teams (no larger than five) will be responsible for developing a super brief 4 - 8 minute presentation along with supporting materials that will demonstrate your understanding of the extended use of a key Big Book and the development of supporting materials and activities in pre-k through first grade. The curriculum you will develop should meet the following goals:

- Approximately two weeks of curriculum planning centered on a Big Book of your choice
- Plans guided by Holdaway's model of discovery, exploration and independent experience and expression
- Plans reflecting opportunity for students to work with and through multi-modal approaches and materials in a way that meets the needs of many different learners

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

In our current syllabi, even when our assignments do cover CRSE objectives, they are typically not assessed in explicit ways. To be honest, this has been a growth opportunity for these courses in general because though we have identified objectives, they are not themselves stated clearly for students. This is how the course objectives are included in the pre-revision syllabus:

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 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?

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

This one is hard to answer because of our loosey goosey objectives as described above, unfortunately. But I can hardly believe that it's been this process that has been the thing that shed light on the degree to which we were lacking in this area.

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?

Most of the changes we made were, honestly, minor. The process was supported by the fact that we did have the necessary background material featured in the course content already (just based upon the ways instructors were organizing their coursework and materials), but we were just able to state the expectations within assignments more clearly. For instance, for the "big book project" noted above, we are not explicitly asking students to justify their book choice in terms of how it demonstrates competency 3 (designing and facilitating culturally relevant learning that brings real world experiences into educational spaces).

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

1. What type of assessments will they be,
2. When/where will they be placed in the course, and
3. What steps do you need to take to develop them?

Even though most of the changes we made were minor, we still need to ensure that they are taken up in each of the sections. That's an overall challenge of working with these two courses because I teach only one section of the 20 offered on our campus alone each year. We really need another layer of assessment in place that evaluates our ability as a team to implement the changes as we've outlined their necessity.

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?

Unfortunately N/A for me this time 😞