

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.

Previous course objectives	Revised course objectives
<ul style="list-style-type: none"> • To begin building an understanding of literacy, how children develop as readers and writers, and how to support that development 	<p>To begin building an understanding of literacy, how diverse communities take up literacy practices, the many ways children develop as readers and writers and how to support that development along while honoring the ways that families and communities contribute to literacy development (CRSE 3.A, 6.B,8.D)</p>
<ul style="list-style-type: none"> • To begin learning about ways to assess students' understanding and use of literacy and to provide instruction related to what they need to learn 	<p>To begin learning equitable and multi-tiered ways to assess students' understanding and use of literacy as a way to support literacy learning/teaching (CRSE 4.A)</p>
<ul style="list-style-type: none"> • To begin learning about instructional strategies related to decoding, phonics, and spelling 	<p>To begin learning about culturally relevant and sustaining instructional strategies for early literacy learning (decoding, phonics, spelling, vocabulary, comprehensive of text ideas during read alouds and independent reading, and writing) (CRSE 4.B, 4.D)</p>
<ul style="list-style-type: none"> • To begin learning about ways to select and teach vocabulary 	
<ul style="list-style-type: none"> • To begin learning about ways to engage students in comprehending text ideas during real aloud sessions and independent reading 	
<ul style="list-style-type: none"> • To begin learning about ways to engage students in writing to express their ideas as well as to learn about the print code 	
<ul style="list-style-type: none"> • To develop thoughtful and motivating assignments and rubrics, including weekly lesson plans for before, during and after reading selections from basal reading programs 	<p>To study and utilize the PA Common Core standards to understand academic expectations per grade level for ALL learners and develop lessons that meet the standards while engaging all learners in authentic literacy experiences that honor and expand on their funds of knowledge (CRSE 3.A, 3C, 3.F)</p>
<ul style="list-style-type: none"> • To become familiar with the Pennsylvania Department of Education Early Childhood Learning Continuum Indicators 	
<ul style="list-style-type: none"> • To become familiar with the kinds of teacher and student resources used to teach literacy 	<p>Critically evaluate literacy resources and utilize carefully curated and varied resources to teach literacy that are culturally appropriate</p>

	and consider student and community backgrounds and funds of knowledge (CRSE 1.D, 2.B, 2.D, 3B, 4D)
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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.

I made several changes to the course objectives that I inherited with this course. I decreased the number of objectives to combine several that can certainly be covered together. I also updated the language of each objective, most in very substantive ways to make important changes that highlight the goals of our TE programs and that are inclusive of ideas/language in the CRSE competencies. Prior to this work, I hadn't paid attention to the course objectives. Sadly, I copied them over each semester without even thinking about them. This project allowed me to make substantive changes that match the goals of our program and incorporate CRSE competencies.

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?

Over the last several years, I feel that I have been incorporating more content that supports culturally responsive and sustaining practices. However, I don't feel like I had a clear, identifiable thread throughout the course. I am taking this project as the opportunity to create that thread throughout the course making CRSE visible and in the forefront of all the work in the course.

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...)

This was a challenge in this work. Each of the CRSE competencies is important and necessary, however, they cannot all be covered in one course. I had to think carefully about what I realistically can and will cover well in this course. I am working on this project with a colleague who teaches the next early literacy course in this sequence. We have to continue to plan out how we can deeply cover the chosen competencies, how this course will build a foundation for the next and where we expect students to be at the completion of the two course sequence. That work is ongoing.

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

I will not need any approval for this work. It is an expectation that all of our TE programs meet/exceed the CRSE competencies. I have strong leadership in my Dean who is committed to this work and colleagues also feel vested in this work.

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?

I am excited to continue to work with my small group. In particular, one member of the group is also working on modifying early literacy methods coursework and I feel like I have a lot to learn from and with her. In addition, hearing how other group members are grappling with which competencies to choose, how deeply they can be covered, etc. will further my own thinking in this area. I look forward to talking with the group about how we will develop students who see CRSE as an orientation to teaching that cannot be mastered through learning about one set of resources, methods, etc. but have to be cultivated by deeply knowing students, families and communities. This is hard work and having the support of other invested professionals will be critical.