

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.

Major Course Assignments/Assessments

Assignment/Assessment	Competencies addressed
<p>Midterm Exam 30 points <i>The Midterm Exam will include both open ended and multiple choice questions that assess students' understanding of early literacy skills and development.</i></p> <p><i>The exam will also assess candidates' knowledge of terms and concepts related to emergent literacy, language development, phonological processing, and phonics, as well as pedagogical approaches for supporting students in developing those skills.</i></p>	.B.2 a-c
<p>Assessment Project 30 points <i>Teacher candidates analyze a battery of early literacy assessments and prepare a report to describe the kindergarten student's strengths and weaknesses related to phonemic awareness, concepts of print, decoding, and spelling.</i></p>	.B.1; III.B.; V.C.; V.S.
<p>Phonological Awareness Lesson Plan Simulation 5pts. <i>Teacher candidates will participate in an online simulation to support lesson plan writing.</i></p>	.A.1 b-e, h; I.B.1; I.B.2 a-c ; I.B.5 a-h; V.B.; V.I.; V.P.; V.T.
<p>Phonological Awareness Lesson Plans 35 pts. <i>Teacher candidates will develop two phonological awareness lessons to use with students in Pre-K or Kindergarten. The enacted lesson plan will include a reflection.</i></p>	.A.1 b-e, h; I.B.1; I.B.2 a-c ; I.B.5 a-h; V.B.; V.I.; V.P.; V.T.

<p>Phonics Lesson Plan 30 pts. <i>Teacher candidates will develop a set of three phonics lesson plans that introduces one letter or a team of letters and the corresponding sound for students in Kindergarten and two follow-up lessons that review the letter(s) and sound. These lessons will follow the suggestions in Beck's book. Students will work in groups of 4 on this assignment.</i></p>	<p>.A.1 b-e, h; I.B.1; I.B.2 a-c; I.B.5 a-h; V.B.; V.I.; V.P.; V.T.</p>
<p>Word Building Lesson Plan 15 pts. <i>Teacher candidates will develop a word building lesson plan including all relevant parts, including text. Student will work in groups to videotape word building lessons taught to classmates.</i></p>	<p>.A.1 b-e, h; I.B.1; I.B.2 a-c; I.B.5 a-h; V.B.; V.I.; V.P.; V.T.</p>
<p>Read Aloud Discussion Plan 20 pts. <i>Teacher candidates will develop a discussion plan for a read aloud book and select vocabulary from the book to teach. There is an option to work with a partner on this assignment.</i></p>	<p>.A.1 b-e, h; I.B.1; I.B.2 a-c; I.B.3 a-k; I.B.5 a-h; V.B.; V.I.; V.P.; V.T.</p>
<p>Differentiation Assignment 5 pts. <i>Teacher candidates will modify a literacy lesson plan to differentiate for various learning needs. This assignment is completed in class and in small groups.</i></p>	<p>.A.1 b-e, h; I.B.1; I.B.2 a-c; I.B.4 a-h; I.B.5 a-h; V.B.; V.I.; V.P.; V.T.</p>
<p>Video Viewing Guide 20pts. <i>Teacher candidates will watch a documentary called, "A Tale of Two Schools" and answer guiding questions about the video.</i></p>	<p>.B.1; IV.B.2</p>
<p>Current Events 5 pts. <i>You will present a current event to the class. The event should have some relationship to education or could impact education. Be prepared to share the news article/issue with each member of the group, present the relationship to education and ask 1-2 discussion questions. Current event should be posted two days before you present.</i></p>	

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

Course objective:

To begin learning equitable and multi-tiered ways to assess students' understanding and use of literacy as a way to support literacy learning/teaching

Original assessment:

Assessment Project- requires students to use multiple assessments to speak to

student's literacy development, plan instruction , etc.

Course objective:

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)

Original assessment:

Video viewing guide : purpose of assignment is to tie together our course discussions regarding uneven literacy performance, prevalence of scripted curricula in under resourced schools, failure of scripted curricula to meet authentic literacy expectations and take into account student's varied identities.

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

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)

knowledge & skills

Critically evaluate literacy resources and utilize carefully curated and varied resources to teach literacy that are culturally appropriate and consider student and community backgrounds and funds of knowledge (CRSE 1.D, 2.B, 2.D, 3B, 4D)

knowledge & skills

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?

One small change that came from my small group discussion that I will make to all lesson plan assignments is to ask students to link the CRSE competencies that their lesson supports after lesson objectives. This will be in addition to PA Common Core standards and structured literacy competencies.

Another small change to lesson plans will be asking students to explicitly discuss their understanding of their students' racial, cultural and linguistic backgrounds. I will ask them to discuss how their lesson is responsive to the multifaceted identities of their students.

For the read aloud discussion plan, students will be asked to choose a text that is a positive representation of their student population and defend their selection.

The differentiation lesson plan will explicitly ask students to consider students' racial, cultural and linguistic backgrounds when revising the lesson plan that was pulled from a basal program for modifications. Most students make note of this in the assignment but it does not explicitly ask students to do that and including that will ensure that all students consider these identities in their modification work.

The assessment project already has the audience of families. Students are already asked to consider how they write for this audience without assuming that families share knowledge of educational jargon. Students will be asked to discuss their knowledge of families as partners, critically analyze their communication for clarity and as a way to further engage families as partners and continue to provide families with at home ideas that honor their literacy practices.

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?

I do not feel that I need any new assessments but need to make modifications as discussed above to each of the current assessments.

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?

Working with my small group was very helpful this past month. We talked through our course objectives and started to link that to changes we could make in our assignments to ensure we were assessing our revised objectives and the CR-SE competencies. There were only two of us in our group and we are both working on literacy courses for PK-4 or 4-8 teachers. Our course competencies were inline with each other. Admittedly my groupmate was at a much better starting place for competencies. While our course assignments are different, many were related (lesson plans, etc.) so we talked through the changes we planned to make.