

Reflection 4

Part 1

Competency (or course objective)	How is this Competency assessed?	Where do students learn the content, they are being assessed on? (List a lecture #, text/media source, class discussion, etc.)	If not you, who is the author/creator of this material?
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 with honoring the ways that families and communities contribute to literacy development (CRSE 3.A, 6.B,8.D)	Final assignment: Reflection on: <i>A Tale of Two Schools</i>	<ol style="list-style-type: none"> 1. Cultivating Genius intro and Ch.1 2. ILA video: Teaching literacy in turbulent times 3. <i>A Tale of Two Schools</i> documentary 4. Lecture and class discussions (classes 1. 2, 3, 28, 29) 	<ol style="list-style-type: none"> 1. G. Muhamad 2. International Literacy Association 3. PBS 4. Sobolak
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)	Assessment project	<ol style="list-style-type: none"> 1. Class lecture and discussion (classes 15, 16, 17, 18) 2. DIBELS practice 3. Developmental spelling inventory practice 4. <i>Literacy in the early grades: A successful start for</i> 	<ol style="list-style-type: none"> 1. Sobolak 2. DIBELS/U of Oregon 3. Bear et al. 4. Thompkins

		<i>PreK-4 readers and writers</i>	
To begin learning about culturally relevant and sustaining instructional strategies for early literacy learning (decoding, phonics, spelling, vocabulary, comprehension of text ideas during read alouds and independent reading, and writing) (CRSE 4.B, 4.D)	<ol style="list-style-type: none"> Two phonological awareness lesson plans (one with enactment) Alphabetic principle lesson plan set Word Building lesson plan and video Modified read aloud lesson plan 	<ol style="list-style-type: none"> Majority of lectures and class discussions starting class 7 <i>Literacy in the early grades: A successful start for PreK-4 readers and Writers</i> <i>Making Sense of Phonics</i> Phillips, B., Clancy-Menchetti, J., & Lonigan, C. article: Successful phonological awareness instruction with preschool children: Lessons from the classroom Vines, N., Jordan, J., & Broemmel, A. article: Reinvisioning Spelling Instruction Text Talk: Capturing the benefits of read aloud experiences for young children 	<ol style="list-style-type: none"> Sobolak Thompkins Beck & Beck Phillips, B., Clancy-Menchetti, J., & Lonigan, C. Vines, N., Jordan, J., & Broemmel, A. Beck & McKeown
To study and utilize the PA Common Core standards to understand academic	<ol style="list-style-type: none"> Phonological awareness, alphabetic 	<ol style="list-style-type: none"> See row above Hall, A. H. article: 	<ol style="list-style-type: none"> See row above Hall, A. H.

<p>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>	<p>principle, word building and modified read aloud lesson plans</p> <p>2, Differentiated writing lesson plan</p>	<p>Sustaining Preschoolers' Engagement During Interactive Writing Lessons</p> <p>3. C.A. Tomlinson: A Differentiated Classroom</p> <p>4. Chapter 6: On Writing Diverse Words and Worlds: Writing a curriculum that honors the brilliance of diverse children from Reading, Writing, and Talk: Inclusive Teaching Strategies for Diverse Learners, K 2</p> <p>5. Text Talk: Capturing the benefits of read aloud experiences for young children</p>	<p>3. C.A. Tomlinson</p> <p>4. Reading, Writing, and Talk: Inclusive Teaching Strategies for Diverse Learners, K 2 by: Mariana Souto-Manning, Jessica Martell</p> <p>5. Beck & McKeown</p>
<p>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)</p>	<p>1. <i>Tale of Two Schools</i> reflection</p> <p>2. Modified Read Aloud Discussion Plan</p>	<p>1. Lecture and course discussions</p> <p>2. <i>A Tale of Two Schools</i></p> <p>3. Text Talk: Capturing the benefits of read aloud experiences for young children</p>	<p>1. Sobolak</p> <p>2. PBS</p> <p>3. Beck & McKeown</p>

Part 2

Observations about where students learn content

1. Is there anything that students are assessed on that is not adequately covered by my resources/content?

I believe that all assessment items are well covered in the course content.

2. Do I anticipate that my content will adequately meet the learning needs of students with a range of background knowledge about CRSE?

Prior to this course, students take a slate of courses focused on equity and justice. This is a good foundation from which to build how to teach reading in equitable ways. However, I plan to use the CRSE framework as a course text. This will allow us to discuss the framework and make connections to the framework in each assignment.

3. Is content related to any particular course objective over-represented/disproportionate to others? Is there any content I need to cut?

I don't feel that anything is over-represented. I do believe I will be better able to judge this once I teach the course one time.

4. Other observations:

N/A.

Observations about authors

1. Am I aware of the identities held by the authors/creators of my course content? If not, when, and where will I seek this information?

I am aware of the racial identity of authors of course texts/articles. The majority appear to be White. I include chapters from two of G. Muhammad's texts.. Dr. Muhammad identifies as Black. I also include a chapter from Mariana Souto-Manning and Jessica Martell who identify as Latina.

2. What **identities** and **perspectives** are missing from the scholars on my syllabus? What identities and perspectives are over-represented?

I believe that White authors are over represented in my course reading materials. I am missing representation from AAPI scholars. I am unaware of the specific gender and sexual orientation identity of the scholars so I also may be missing representation in that realm.

3. Other observations:
N/A.

Overall

1. If I am missing significant pieces of CRSE content or identities and perspectives among my authors, do I know what materials I might be able to add? If not, how will I find these materials?

I am on a quest to diversify the authorship of course materials. I am searching Pitt's online catalog now and asking colleagues for suggestions. I believe my small group will be helpful here.

2. Other observations:
N/A.

3. If you'd like help from COP members to find a resource on a particular topic or authored by someone of a particular identity or perspective, please state what you're looking for here (eg., "*I'm looking for a short article or video about racial bias in school discipline, accessible to students without prior knowledge on this topic...*").

I am interested in any early literacy articles for instructional methods (decoding, fluency, comprehension, vocabulary) that are authored by scholars who are not White. I am also interested in articles that specifically focus on teaching foundational skills to diverse learners.