

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.

Students will develop knowledge, skills, and attitudes about:

Current	Revision – Possible Wording to Add from Competency into Current Objective is in Bold/Italics
1. The nature of reading and writing development and processes.	Honor and respect the <i>home language</i> of learners and their families. (CRSE7.C)
2. Literacies developed both in school and outside of school.	Respect the <i>real-world experiences of learners</i> , educators, educational leaders, families, and caregivers and the diverse <i>funds of knowledge</i> they bring into educational spaces. (CRSE3.A)
3. The construction of a literate environment that motivates and fosters engaged reading and writing development.	Foster <i>positive learning spaces</i> that nurture creativity, build high self-esteem, <i>support agency</i> , and <i>lead to self-actualization for all learners</i> . (CRSE8.C)
4. A wide range of instructional methods and curriculum materials to support differentiated literacy instruction for all students (4 th -8 th) including those from diverse cultural, linguistic, and ability backgrounds.	Identify and make efforts to <i>remove bias in</i> their teaching materials, assignments, curriculum, and resource allocation. (CRSE2.D)
5. The use of a variety of assessment tools and practices to evaluate and plan effective whole, small group, and one-to-one strategic instruction in reading.	Make <i>fair and equitable</i> instructional and <i>assessment decisions</i> to ensure all learners have equitable access to educational resources, experiences, and opportunities. (CRSE4.A)
6. Literacy instruction in the disciplines (Math, Science, English, Social Studies).	Provide <i>multiple pathways and opportunities</i> for students to achieve academic and social success. (CRSE4.D)
7. The integration of instructional technology within literacy instruction and assessment.	Provide <i>multiple pathways and opportunities</i> for students to achieve academic and social success. (CRSE4.D)
8. The use and evaluation of instructional materials such as children's or YA diverse literature, commercial reading	Identify and make efforts to <i>remove bias in their teaching materials</i> , assignments, curriculum, and resource allocation. (CRSE2.D)

series or anthologies, and technology-based reading programs.	
9. The identification and application of asset based versus deficit-based thinking and discrimination in regards to Language Arts/Literacy teaching.	<p>...Conscious/unconscious biases, stereotypes, and prejudices. (CRSE1.C)</p> <p>Recognize diversity as an asset to the entire learning community and treat it as such. (CRSE5.A)</p>
10. The identification and interpretation of current research and professional resources on literacy teaching and learning.	<p>Identify literature and professional learning opportunities for themselves to understand more about the manifestations of racism and other biases at institutional and structural levels that can result in disadvantaging some groups of learners, educators, educational leaders, and families while privileging others. (CRSE2.C)</p>

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.

To start, I tried to see if each of my current course objects aligned with some aspect of a CRSE competency. I was able to easily do this. Then, I highlighted possible wording from the competency that I might include or add into the objective.

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?

I just started with trying to align my objectives to the competencies. The harder task will be to align these a bit more with course readings, assignments and assessments to see how much emphasis the CRSE competency is or should be getting.

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...)

There are a lot of smaller competencies to consider. Also, some of the competencies seem to overlap quite a bit. This is one area I'd like to discuss with my group. Since I know there are many courses in our program, I began with the most obvious ones that aligned with my course.

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

Eventually, we will need to look across all of the courses in the program to make sure all CRSE competencies are integrated. Given this, even though I am making initial revisions, there may be additional changes when we put my syllabus in conversation with others in the program.

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 was not in attendance during the last small group.