

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.**

Below are both the original and revised course objectives for EDU 390.

Original:

1. Students will understand the role of students' background and culture and how that relates to student success and outcomes.
2. Students will identify guiding principles for culturally responsive pedagogy.
3. Students will develop an action plan for implementing culturally responsive classroom management.

Revised:

1. Students will understand the role of teacher and student's background and culture and how that relates to the co-learning exchange in school and community interactions.
2. Students will identify guiding principles, scholarship, and reports, for operationalizing culturally relevant and sustaining education, in and across school boundaries.
3. Students will develop an action plan for becoming a Culturally Relevant and Sustaining Educator.

- 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.**

The changes that I made in my course objectives were intentional. Specifically, I want our students to understand that our course is just not theoretical and philosophical. Rather, everything that we are grappling with in the course, are directly related to larger state and national initiatives.

- 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 year, I already integrated the below reflection assignment, in which students respond to this question: *How do you attend to use the CR-SE competencies within your professional practice?*

However, I also believe that since many of our students are just entering into this space, as it relates to culture, equity, and anti-racist practices, I've also found short documentaries such as *Saving tomorrow Today*, as a means to support the assignment.

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...)

Given the fact that many of my students fall into the “typical” demographic for aspiring teachers (White/Female), it is important that I specifically integrate assignments that will cause them to understand the importance and reality of Competency 1, 2, and 9. Therefore, the below reflection question, causes them to think more deeply about their identity, and specifically, identity contingencies (Steele, 2009), that they had to contend with:

Reflect on a time that your culture was not valued.

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

For the undergraduate course, I have tremendous autonomy and support to make changes, given the fact that I created the course, and have worked collaboratively with my then department chair and dean in integrating EDU-390 into our teacher education program. However, as we are now in the process of exploring integrating the competencies into our graduate programs, I now have to have more conversation with the EdD department chair, and faculty that teach in graduate programs.

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?

In meeting with another colleague who teaches a section of EDU-390, the main aspects that we find critically important are: (1.) Helping students to confront biases and racism, without ongoing resistance, and (2.) Ways to make this work more practical, for the spaces that they will serve in.