

Reflection 1

1. What course would you like to revise, and why? Please include course number and title as well as share what program(s) it's included within.

The course that I am planning to revise is "Education Seminar with Field Experience" – it is the pre-student teaching course for our teacher certification candidates and the capstone course for our Early Childhood Studies students. The course requires students to complete 110 field hours and teach a total of six lessons. The primary focus of the course is to allow students to reflect on and process their field experience as they apply what they have learned throughout their education program. I selected this course because it is one that I teach both Fall and Spring Semesters *and* because it is a required course. The other course that I teach consistently (Multicultural Education) is an elective course/general education option and was recently revised to meet CRSE competencies. Furthermore, I wanted to be able to demonstrate to colleagues that this content can be applied in many different classes—sometimes the depth of study available in a Multicultural Education course is not feasible in every course but that does not mean that the course cannot adopt a CRSE Lens.

2. Which CRSE competencies are (or are likely to be upon your revision) addressed in this course? This can be changed later.

CRSE 1 - A, B & D, CRSE 2 - A & C, CRSE 3 - E, CRSE 4 - D, CRSE 6 - A, C & F, CRSE 7 - A, CRSE 8 - C, E & F, CRSE 9 - G.

3. What do you hope to get out of this process? What benefits do you anticipate?

The main benefit of this process will be to enable me to do something quite intentional that I have aspired to do in the past without a formal structure. Additionally, I hope to provide a model for my colleagues regarding how this can be done in their courses. The vast majority of students who are enrolled in the section of this course that I teach are white and female, so my hope is that through designing meaningful reflections I can help students to be more thoughtful about their future classrooms and aware of their own biases.

4. What challenges do you anticipate?

I think that time and space tend to be the biggest challenge. What am I shifting, what am I adding and what am I removing are going to be the biggest questions. Also, despite being part of the A2E working groups prior to the publication of the competencies, I still find it hard to hold all of the detail of each competency and indicator in my brain as the number and level of detail is a bit overwhelming.

5. How do you think your colleagues will respond? For example, will they be motivated, indifferent, or want to join you and revise their own syllabi?

My main goal is to inspire them, but I think that realistically it will help them to see that it is possible to incorporate CRSE meaningfully in all classes. My colleagues are incredibly open to the concept of incorporating the CRSE competencies into their classes, but as a department we lack an overall system by which to begin this process in a systematic way.

6. How will you include your colleagues in this project?

I have a few colleagues who I will definitely bounce ideas off of, but I think that for many of them the plan will be for me to present the syllabus *and the system* to them at the end of the semester.