

## 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.**

Past Objectives	New objectives
1. Trace the history of the changing racial and ethnic composition of U.S. public schools.	Explore racial and cultural diversity across the history of public education and the ways that implicit and explicit bias functions to maintain social hierarchies. (Competency 2)
2. Articulate the involvement of the federal government in the organization of K-12 schools.	Identify the federal government's complicity in creating interlocking systems of oppression that permeate the design of public institutions including schools, social services, and jails. (Competency 5)
3. Analyze the make-up of public school teachers.	Describe the demographics of the U.S. public education labor force and understand how raced and gendered oppression contribute to the underrepresentation of Black Indigenous Teachers of Color. (Competency 5)
4. Describe how schools are funded in the U.S.	
5. Review the research on tracking by perceived ability.	
6. Give examples of ways that the standardized testing movement has influenced school decisions involving grouping, curriculum, funding and teacher preparation.	
7. Study ways schools involve families in decision-making.	Examine language diversity within urban school communities and practice linguistically and culturally responsive modalities for discourse with learners, educators, leaders, and families. (Competency 7)
8. Compare and contrast classroom management strategies and consider them from a social justice perspective.	Develop asset-based approaches about school communities toward socially just classroom organization, norms, and protocols. (Competency 6)

9. Distinguish intention from outcome in justifying urban education practice and policy.	
10. Reflect on and present an interpretation of features of their own teaching and/or school-based experiences as they relate to the topics covered in the course.	

**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 I made include folding in the four competencies to learning objectives that seemed close in terms of topic, but were far too neutral. Thus, the changes to wording are more powerful in terms of articulating a critical stance.

**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?**

In order to make these changes, I reviewed the existing learning objectives on my screen and put them in a table. Then, I printed out the CRSE documents so that I could see them and manipulate the document in my hands. I share this level of detail because visual and kinesthetic activities help me see the details within the big picture. I also had to think about where this course lies in the program and what preparation might need to happen to engage with this work. The incoming cohort will have some students who are Noyce Scholars in my NSF grant and I have special events for selected students. However, I think it will be important to include all enrolled students in the first event which is a community walk in Allentown. There, they will learn about the assets within that community including parks, small businesses, restaurants, religious institutions, and recreational activities. I also need to include video clips so students can see how the competencies emerge in actual classrooms.

**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...)**

I am still figuring out how to manage the CRSE Competencies diplomatically. Some days it seems like folks are very much on board and submitting something like this to the UCC will go fine. Other days, especially when it comes to actually doing the work, there is a bit more feet dragging. For example, my department now wants to work on curricular changes to graduate non-certification programs, which includes three courses I teach and unpaid labor this semester and over the summer. This surprise request is not feasible for me in conjunction with leading this work. Moreover, it occupies time away from our primary goal of revising cert program syllabi. Taken as a whole, this is another distraction that I have to manage and is an example of yet another microassault that contradicts Competencies Five and Nine. Nonetheless, I am still able to do the revisions in time for teaching this course in the summer, but it still limits the degree of depth that I'd really like to see in the course and others in the program.

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

I will eventually seek approval through the departmental and university curriculum committees, but this is not stopping me from piloting the work in Summer One.

**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?**

Unfortunately, I was not present that day due to a car accident. However, [the COP project coordinator's] note that folks were interested in my progress really brightened my day and encouraged me to keep pushing ahead. It also inspired me to develop a visual aide that speaks to this entire experience, so that is in progress.