

## Reflection 3

1. **Please briefly describe your course's assessments prior to any revisions. Links to syllabi or pre-revision assessments are welcome. Consider graded essays, discussions/discussion boards, fieldwork evaluations, presentations, etc.**

**Assessment 1: Case study analysis** - There are several case studies from Gorski's & Pothini's Case studies on diversity and social justice education that discuss parents and families. Find your assigned case study from the table. Based on this week's reading and discussion, as well as other readings in the course thus far on urban education and using the **equity case analysis process**, respond to the questions at the end of the case. Consider what decisions should be made in the best interest of the student(s) and how educators can engage in critical social justice literacy.

**Assessment 2: Learning from racially, culturally, and linguistically diverse learners project**- In this assignment, you will engage in listening and learning from racially, culturally, and linguistically diverse learners. As you read the Davis texts, stop to respond thoughtfully and thoroughly to selected questions (of your choosing) in your own notes from chapters 6-10. Then, create a PowerPoint of no more than 15 slides in which you present your responses to these questions. Imagine that beyond me, you are presenting for an audience of educational stakeholders who seek to understand what you have learned from the text in a well-developed & creative presentation. Strive to convey critical humility (Sensoy & DiAngelo, 2017). You will upload only your PowerPoint.

**Assessment 3: Film analysis reaction essay** - In a reaction essay after viewing the film, respond to the following questions: 1) Was there anything in the film that you had a powerful reaction to, be it hope, anger, or some other emotion? 2) What were your thoughts when you heard administrators and teachers refer to students by their clothing (i.e., "black Adidas with white stripes on the sleeves")? Do these subtle depictions reveal anything concerning? 3) What issues in the film are relevant to our study of urban schools thus far? 4) One criticism of this documentary is that the four students featured are all students of color. Dropout rates are higher among some racially, culturally, and linguistically diverse groups, but do you believe that featuring four students of color gives the viewer the impression that dropping out is a problem only among minoritized populations in urban schools? Why or why not?

2. **Which course objectives do your pre-revision assessments assess, and to what extent are the CRSE-aligned objectives assessed intentionally?**

**Assignment 1** = Distinguish intention from outcome in justifying urban education practice and policy. **(needs to change relative to competencies, slightly misaligned)**

**Assignment 2** = Examine language diversity within urban school communities and practice linguistically and culturally responsive modalities for discourse with learners, educators, leaders, and families. **(changed prior learning objective to a competency)**

**Assignment 3** = Develop asset-based approaches about school communities toward socially just classroom organization, norms, and protocols **(changed prior learning objective to a competency)**

**3. What objectives are not assessed or are assessed only superficially? Please note whether these objectives are knowledge, skills, dispositions, or something else.**

**Knowledge**

1. *Explore racial and cultural diversity across the history of public education and the ways that implicit and explicit bias functions to maintain social hierarchies.*

**Skills/Disposition**

2. *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.*

**Knowledge**

3. *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*

**4. What relatively small changes to assessments (for example, tweaked essay prompts that can better assess your revised learning outcomes) can or did you make?**

I can add discussion board readings & prompts that better address learning objective 1 above. For learning objective 2, I can add to the film analysis question, drawing from the knowledge gleaned in objective 1 (which comes first in the course). For learning objective 3, I can add a reading and revise the discussion board prompt for this topic.

I plan to use video to help supplement knowledge development. Here is one I found that draws the throughline between history and contemporary contexts:

Teach us all: <https://www.youtube.com/watch?v=BEIG3joieUE>

**5. If substantial changes or new assessments are needed...**

1. What type of assessments will they be,
2. When/where will they be placed in the course, and
3. What steps do you need to take to develop them?

No substantial changes are needed.

**6. To what extent or in what ways did your small group (either during the March 13-14 meeting or afterwards) help you with your syllabus revisions this month?**

The conversations are consistently supportive of my ongoing discussion about resistance. I benefit from the task of completing these reflections to revise my course, but the more substantive dialogue pertains to how to engage this work on an institutional level.