

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.

- PSED 420/520 Seminary 1 for **secondary education**.
- First methods course for secondary education majors
- **Why:** This is the first education course that I teach for pre-service teachers. The students are enthusiastic about their steps, but they are nervous and moldable! However, I often have 2% - 4% pre-service teachers of color. Our representation is far less than elementary, and less than our doctoral program (40%).

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

- There are different competencies that I need to lean into at different levels. Because this is an advanced education course, I hope to build on what they have experienced - amplify, and then, address the new.
- Build on prior work
 - i. 1 A, B, C, D
 - ii. 2 A, B, C
 - iii. **3 A, B, C, D**
 - iv. **4 A, B, C**
 - v. **8 B**
 - vi. 9 A, B, D
- IF we are going to address all the competencies, we cannot just address 1/ course. I'm not really sure if I should lean into one more than another. After talking to others, I need to see which I introduce, develop or extend.

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

- I hope to find meaningful activities, reading, and processes to embed into the class that reshapes the class so that it is more meaningful to students and the profession so that it makes a career-long vision for them to be culturally relevant.
- The benefits of this process will be to work within a community, sharpen one another, and the structure to have it done, not just thought about. Also, I will have an end product to share, with a recorded presence of the journey.

4. What challenges do you anticipate?

- The main challenge is time and competing for work!
- Changing my perspective to think about how I can re-philosophize the course takes a mindset shift - especially when I was not supposed to really address

culture in my work with the students. Now, I can, which is liberating but also takes the shift.

- This class is about method and lesson planning. So the competencies in bold have the most direct relationships. Finding materials that address these concepts - method - from a CRSE perspective may be challenging for some areas. Ideally, I would like to find some authors of color, both in writing and on youtube that address methods.
- Lessons can more easily be diffused if they model the various methods. We have a lot of information to address in this course since we have about 5 fewer courses than most teacher ed programs - that have a BSED.

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?

- I think it will motivate colleagues, especially when I walk through the thought process. Other faculty have already selected new books and readings based on the work that they need to do.

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

- I will share out with them the process and what I am doing. Luckily, like many, it feeds directly into the PDE work we need to produce so it is well accepted by the college.