

## 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.**

Course Learning Outcomes: (CRSE Competencies addressed on page 3 of this document.)

Upon successful completion of this course each student will

1. Reflect on their own cultural lens and on how their cultural lens shapes the nature of their interactions with groups and individuals, including students.
2. Identify and deepen their understanding of bias in the educational system and society.
3. Understand and apply disciplinary knowledge from sociology and history to interpreting the aims of education and schooling in diverse cultural contexts.
4. Understand the full significance of diversity as well as institutional bias in a democratic society and how that bears on equality of educational opportunity.
5. Engage in professional conversations and debates that could lead to change in educational policy and practice.
6. Explain how education can serve the common good and promote equality and social justice in a democratic society using understandings about self and knowledge of sociological, historical, and political foundations of education.

- 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.**

With very mixed feelings, I deleted the following outcome:

- Explain and provide examples of antiracist teaching strategies and classroom practices.

This is such a critical step to take as an educator. Why should we do the work above if we are not going to apply these understandings to classroom practice? Nevertheless, I think we will only touch on these connections, so this is not really a learning outcome for this course. It must, however, be embedded throughout other courses in the program. What do you think?

**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?**

Based on the analysis done earlier (the matrix for our COP), it seemed clear to me that the CRSE competencies were largely absent from our program curriculum. We are in the process of rebuilding the curriculum (starting in our undergraduate dual certification program) and we need to start with a course in which students examine their own cultural identity and develop a foundation for understanding oppression and the impact of oppression on schools and society. I would love to get to a point where this is integrated throughout the curriculum, but we are not there yet. Because this is a new course, I started with the competencies and developed the learning outcomes based on the competencies and my background in socio-cultural foundations of education.

**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 struggling with this. I don't think I can meet all six learning outcomes listed. I am including outcomes related to personal exploration and understanding one's own cultural identity AND outcomes based on exploration of societal bias and the sociological and historical context of oppression. This seems like too much in terms of breadth and I am concerned about losing critical depth. I don't think the work will be done in the program, however, if not done in this course. Also, are there assignments through which I can assess all these outcomes without losing the students? **I would appreciate feedback about where to go with this.**

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

First, I need to get education faculty buy-in. They seem to think all these outcomes can be met in a basic foundations course in which students also learn about the program and the teaching profession generally. They want to cut credits in the program, and I support this goal, but they want to do so at the expense of creating a quality program.

Once I have education faculty buy-in, we need to take the revised curriculum, including all new courses, through the institution's curriculum approval process. The only way this will pass is by clearly explaining the Ch. 49 requirements.

**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?**

Our group meeting helped me think about readings and other materials that are relevant to the course and support the learning outcomes. I need to dig deeper because

identifying strong resources may help me figure out which outcomes make the most sense in this course.

In addition, I talked with one of the small group members prior to the February 13<sup>th</sup> meeting. They got me thinking about how I plan to assess student learning in the course. I have not figured this out yet but the discussion on the 13<sup>th</sup> helped me move this thinking forward. **Again, I would appreciate suggestions – for both resources and assignments/assessments – to build a course through which students will achieve the outcomes listed, or at least a subset of these outcomes.**

### PDE Competencies to be Addressed:

#### Culturally Relevant & Sustaining Education (CR-SE) Competencies

##### Competency 1: Reflect on One's Cultural Lens

- CRSE 1.A: Reflect on their own life experiences and membership to various identity groups (race, skin color, ethnicity, gender identity, age, nationality, language, class, economic status, ability, level of education, sexual orientation, and religion).
- CRSE 1.B: Understand that they, like everyone, can unwittingly adopt societal biases that can shape the nature of their interactions with groups and individuals.
- CRSE 1.C: Engage in critical and difficult conversations with others to deepen their awareness of their own conscious/unconscious biases, stereotypes, and prejudices.

##### Competency 2: Identify, Deepen Understanding of, and Take Steps to Address Bias in the System

- CRSE 2.A: Know and acknowledge that biases exist in the educational system.
- CRSE 2.B: Understand the importance of social markers, such as race, skin color, ethnicity, gender identity, age, nationality, language, class, economic status, ability, sexual orientation, and religion.
- CRSE 2.C: Identify literature and professional learning opportunities for themselves to understand more about the manifestations of racism and other biases at institutional and structural levels that can result in disadvantaging some groups of learners, educators, educational leaders, and families, while privileging others.
- CRSE 2.D: Identify and make efforts to remove bias in their teaching materials, assignments, curriculum, and resource allocation.
- CRSE 2.E: Recognize schools' history and inequities and institutional biases and their consequences.