

JEDI Curriculum Report

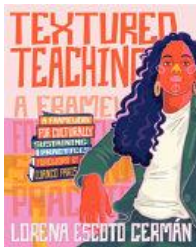
This project focused on updating the curriculum for three education courses: Introduction to Education, Education Foundations, and Multicultural Education. The goal concentrated on contemporary theoretical, philosophical, and practical knowledge related, but not limited to:

- Culturally Responsive Pedagogy
- Restorative Justice and concomitant issues of discipline, punitive approaches, school push-out, and the school-to-prison pipeline
- Trauma-Informed Pedagogy
- The History and lasting legacy of Indigenous Boarding Schools

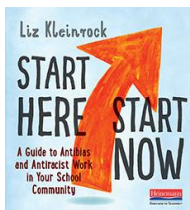
Outcomes: What was produced from this opportunity

I began this work by reviewing textbooks from large and small-scale publishers. Given the rapidly changing landscape of teacher education and the border social, cultural, and political contexts in which we teach and learn, I sought out texts published in 2020 or after. Within these texts, I found curricula that spoke to the current political divisiveness and offered students relevant examples. These texts engaged in meaningful and important contemporary conversations related to diversity, equity, and inclusion.

The texts:



Germán, L. E. (2021). *Textured teaching: A framework for culturally sustaining practices*. Heinemann.



Kleinrock, L. (2021). *Start here start now: A guide to antibias and antiracist work in your school community*. Heinemann.

Sample of Student Responses:

- Your resources are amazing and I have never put so much effort into a class before. Truly engaging.
- Your class inspires me, the topics and materials create meaningful conversations with my friends and family and the experience as a whole has seriously solidified my decision to be a high school history teacher and college professor.
- I'm enjoying the class and think that it's broadened my capabilities as an aspiring educator. It's given me information that I didn't even know to look for, and even if there's stuff I don't agree with or intend to implement, I now know about it, and that is only helpful.
- This is a great class. I find the material far more interesting and engaging than I expected. I had expected to just plod through a textbook one or two chapters a week with regular tests and death by powerpoint lecture videos. Instead, there are different sources and well thought out curriculum that seems to be driving the discussion in a direction. Each week I'm excited to find out where the class is going next.
- I am very passionate about the things you cover in your education classes; they move me, make me emotional and inspire me. I love and appreciate the diverse set of materials and resources you provide.

Unanticipated Outcomes

Aspects of this work I did not anticipate include various curricular topics that emerged along the way. One of these was work on deficit framing and asset framing. These concepts became integral to conversations about school push-out (versus drop-out). Additionally, I found the concept to demonstrate how narratives of student success and failure are internalized and operationalized. Additionally, the curriculum about Indigenous Boarding Schools was so impactful and important I integrated it into each course.

While engaging with this work, I participated in statewide conversations about course alignment for the MTM. My contributions were amplified by this FPD process and led to colleagues sharing resources and reviewing the texts referenced above.

For a full review of the curricular modules and resources developed, please see the class schedule for the following courses:

- [Education 100 \(Introduction to Education\)](#)
- [Education 216 \(The Historical Foundations of Education\)](#)
- [Education 258 \(Multicultural Education\)](#)