

Students' Knowledge of Power, Privilege, and Positionality in Society

College of Education – Curriculum and Instruction MS

Step 1: Student Learning Outcome

Candidates reflect on their own assumptions, including implicit and explicit biases, to expand their knowledge of power, privilege, and positionality in society.

Step 2: Methods and Measures

The Department of Elementary and Bilingual Education promotes graduate students' ability to teach through an anti-racist lens using culturally and linguistically relevant strategies to provide equitable learning opportunities. All candidates are assessed using key signature assignments and an Exit Survey administered at the end of the MS program.

Key signature assignments are administered in selected courses each semester and are scored by course instructors using a rubric. Passing criteria for assignments are included on each rubric used for scoring. Surveys are administered electronically (i.e., Qualtrics) by the College Assessment Office/Dean's Office. All enrolled candidates (identified at each survey point) are invited via email to complete the exit survey with survey scales identified on the survey instrument.

Step 3: Criteria for Success

Key Signature Assignments: At least 90% of candidates meet the passing rubric criteria overall (a score of 3 or higher on a 5-point scale).

Exit Survey: At least 90% of candidates reported ratings of "Agree" or "Strongly Agree" on all survey items.

Step 4: Results

Key Signature Assignments: Within the Curriculum & Instruction program, an early course, EDEL 511 (Survey of Educational Research), a mid-program course, EDEL 529 (Learning Theory for Classroom Use) and a culminating course, EDEL 594 (Culminating Project) include specific signature assignments that address students reflecting on implicit and explicit biases related to implications for power, privilege, and positionality in education.

In fall 2023, 21 students completed signature assignments in EDEL 511 and EDEL 536, with 100% meeting or exceeding the passing rubric criteria. There were 61 students who completed the signature assignment in EDEL 594, with 98% meeting or exceeding the passing criteria on the rubric.

In spring 2024, signature assignment rubric data was collected for EDEL 511 (n=21), and EDEL 529 (n=19), with 100% of students meeting or exceeding the passing criteria on the rubrics.

Exit Survey: Overall results from fall 2023 (n=84) and spring 2024 (n=14) Exit Surveys revealed that most students “strongly agreed” or “agreed” (greater than 90%) that the program demonstrated and provided opportunities to practice culturally relevant/ linguistically relevant and sustaining strategies for teaching, developing, and leading through an anti-racist lens. Most students indicated that they “strongly agreed” or “agreed” (greater than 90%) that the program provided opportunities to explore and understand systems of oppression and approaches to dismantle systems of oppression within their field of study. Most students strongly agreed or agreed that they were more prepared to design, evaluate, and implement instruction for diverse learners (greater than 95%).

One of the lowest rated areas on the exit survey related to a clear understanding of systems of oppression with only 48.8% (Fall 2023) and 28.6% (Spring 2024) of students strongly agreeing to the statement. Another lower area related to opportunities to dismantle systems of oppression with only 44% (Fall 2023) and 42.9% (Spring 2024) of students strongly agreeing to the statement.

Step 5: Improvement Actions

Based on the data from exit surveys, for the 2024-25 academic year, the program plans to refine course assignments and activities in courses to provide additional opportunities for students to, a) analyze, create and implement anti-bias curriculum further developing academic content knowledge and disrupting oppressive practices; and b) integrate inclusive, equitable, humanizing, and culturally and linguistically sustaining elements in diverse learning environment.