



## Educational Legacies

### Individual Reflection

**Directions:** Reflect with your team on each other’s educational legacies by reflecting on the questions below and preparing your unique story. As you determine which reflections are most salient to you in designing your story, consider what you most want to speak to for each of the four themes below. You do not need to answer every question, but you should ensure that by the end of your story, you have touched on all four of the themes below: family, schooling, race, and class. Take 30 minutes to share your responses with your co-teacher. Then, continue your conversation by reflecting together using the Team Discussion & Final Reflection questions.

#### Suggested Timeline:

- Step 1: Take 15-30 minutes to create your individual stories (or assign this step as pre-work).
- Step 2: Spend 5-10 minutes sharing what you feel is most important for your teammates to know.
- Step 3: Reserve 5-10 minutes to ask questions and discuss together.
- Step 4: Repeat steps 2 and 3 for every member of your classroom team.
- Step 5: Spend 10 minutes reflecting on the exercise using the Team Discussion & Final Reflection prompts

## EDUCATIONAL LEGACIES: INDIVIDUAL REFLECTION QUESTIONS

### Theme 1: Your Family Educational History

How much school did your parents finish? What about your grandparents? Your great-grandparents? Other relatives in their generations?

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What were their schooling experiences like? Consider, for example, whether they went to public school or private/parochial school (and whether these schools were selective or not), whether they were required to go to school, whether they liked school, etc.

Did they go to schools with people mostly of the same economic class, or of different classes? Is that something they were aware of during school, or only in retrospect? How did economic class affect the experiences they had in the schools that they attended?



<p>What types of jobs have your family members held? How much choice/agency did they feel they had in their decision to take these jobs?</p>	
<p>What kind of education was required for the jobs your family members have held? What types of jobs did their education prepare them for?</p>	
<p>Who (or what generation) was the first in your family to go to college? Why did they go? What was it like for them to be the first?</p>	
<p>Has anyone in your family attended college under the GI Bill? Would they have attended otherwise?</p>	
<p>What other laws, policies, and programs (<i>de jure</i> or <i>de facto</i>) have limited or expanded your family members' educational opportunities?</p>	
<p>For those in your family over 25 who have not attended (or have not finished) college: did they consider it? If so, what factors influenced their decision not to attend or not to finish?</p>	
<p>How does your family talk about education? What are the things they say, and what value do they place on it, either implicitly or explicitly?</p>	



## Theme 2: Your Experience of Schooling and Your Content Area

Where and how were you educated? For example, did you go to public school, or private school? Was the school in an urban, suburban, or rural environment?

What were your graduation requirements? Did you have to take any major standardized tests (e.g. scholastic aptitude tests, local school entry exams, or state standardized tests like the Regents) to graduate?

What types of courses were offered at your high school? What types of courses did you take?

In your school, how were your classes grouped? Were classes grouped by ability on separate tracks (e.g. honors, AP, college-level, etc.)? If your classes were grouped by ability or tracked, how did you choose your classes?

What was your experience with the content you will teach this year during your own K-12 experience? How was this different from or similar to your friends' and/or family members' experiences with the content?

What did you enjoy (or not enjoy) about the way you were taught this content in school? Did you have multiple different experiences of learning this content? How did they differ?



What style of teaching worked best for you? Did you experience different styles from different teachers?

How did your experience learning the content in your K-12 experience influence your studies and post-secondary learning?

How did you feel about becoming a teacher in your specific content area?

What experiences did you have with this pre-work? What feelings, memories, or thoughts did it bring up from your secondary school experience?



**Theme 3: Your Race-Consciousness**

Are your parents the same race? The same ethnicity? What about your siblings and other relatives?

How, if at all, did your parents talk to you about race? What events most influenced your understanding of racial or ethnic diversity (either in terms of your identity or someone else's), particularly in your formative years?

Do you think your teachers were aware of your race? How did you know?

What was the racial makeup of your elementary/middle/high school? Of its teachers? Did that match the racial makeup of the community you grew up in?



When did you “see” yourself—or people you identified with—in your K-12 curriculum? What races were the Americans you learned about in school? How did you celebrate multicultural holidays or events (e.g. Black History Month, Cesar Chavez Day, Lunar New Year, etc.)?

What groups or organizations have you or your family been a part of that were race-based (explicitly or implicitly)?

Was there an active affirmative action conversation happening at your college when you were there? If so, what was it about? Did you participate?

In what contexts have you felt ashamed of your racial identity?

In what contexts have you felt proud of your racial identity?



**Theme 4: Connecting Race, Class, and Education**

Did your parents have choices about where to send you to school? What were their options, and what did they consider in making their decisions?

What was your experience with ability tracking in schools (e.g. gifted, special education, college prep, vocational)? Did your friends—particularly if you had friends from other racial backgrounds—have similar experiences?

What did your parents expect from the schools you attended? Were those expectations always met?

How did your parents interact with your schools and teachers (conferences, phone calls, field trips, volunteering, etc.), and were those interactions positive or negative?

What did you get in trouble for in school? What were you praised for?

What was the highest level of education you were expected to complete and why?

How have your race, class, and educational history shaped your personal and professional life choices?



## Team Reflection

**Directions:** Use the guiding questions below to continue reflecting with your co-teacher.

### EDUCATIONAL LEGACIES: TEAM DISCUSSION QUESTIONS

#### Team Discussion & Final Reflection

What did you learn about each other as a team? What similarities did you hear in your stories? What differences?

What could the similarities or differences in your stories mean for your work with students?

How can you leverage what you have learned about each other to support students in achieving academic and personal growth this year?

What other perspectives are you potentially missing? How could this impact your students' experiences?

Based on your stories, what similar beliefs might you have about what "good" learning and teaching looks like and sounds like? What different beliefs might you hold? How can you hold one another accountable to revisit your beliefs throughout the school year?