Self-Reflection

Self-Reflection on My E-Portfolio

Throughout this semester, my e-portfolio has become both a record of my growth and a mirror of the themes that shaped our learning. The highlights include grappling with controversial issues in education—school mascots, racialized achievement gaps, critical race theory, and the legacy of Native American boarding schools. These topics challenged me to think critically about equity, representation, and the role of educators in shaping public discourse. A recurring theme across my work is the tension between tradition and reform, and how schools can either perpetuate inequities or serve as catalysts for social change.

Strengths and Weaknesses of the Portfolio

One of the strengths of my portfolio is its organization and the way it integrates evidence from class discussions, readings, and protocols. It demonstrates not only my ability to synthesize information but also my willingness to engage with difficult questions. Another strength is the reflective tone—I consistently connect personal insights to broader social issues. A weakness, however, is that some entries lean more toward summary than deep analysis. At times, I could have pushed further into questioning assumptions or proposing concrete solutions. Still, the materials collected here could be powerful tools for engaging students in dialogue about justice and equity. For example, the Structured Academic Controversy on mascots could be adapted into a classroom activity to help students practice respectful disagreement while considering the impact of cultural symbols.

Best Work

The aspect of my portfolio I consider my best work is the reflection on the tea party protocol about banning CRT. This piece stands out because I was able to capture the complexity of multiple perspectives while also articulating my own stance. It demonstrates both empathy and critical analysis, which I believe are essential skills for educators working in diverse communities.

Self-Evaluation of Discussion and Student Talk

At the end of this semester, my self-evaluation for Discussion and Student Talk (preparation and participation) for Weeks 8–14 is **4/5**. I prepared consistently and contributed meaningfully, but I recognize moments when I could have listened more deeply or invited quieter voices into the conversation.

- **Experiencing controversial topics:** The lectures and discussions around issues like racialized achievement gaps and Native American boarding schools were

intense but invaluable. They pushed me to confront uncomfortable truths and to see how policy decisions are tied to historical injustices.

- **Discussion protocols:** Each format offered unique insights. The radio call-in show on ethnic studies highlighted the importance of public voice, while the tea party on CRT bans revealed how misinformation spreads. The Structured Academic Controversy on mascots was especially effective in teaching me to argue both sides of an issue. The board meeting for the edTPA simulated real-world policy debates and showed me how governance structures shape classroom practice.

- **Memorable discussion:** The CRT tea party was positively memorable because it forced me to embody perspectives I disagreed with, which deepened my understanding of how these debates unfold in communities.

- **Discussion that didn't go well:** The board meeting on edTPA felt rushed, and some voices were overshadowed. I left wishing we had more time to deliberate.

- **Benefits of participation:** These protocols taught me to balance advocacy with listening. They sharpened my ability to frame arguments, anticipate counterpoints, and reflect on the role of dialogue in democratic education.

- **Highlight of contributions:** In the mascot controversy, I helped reframe the debate by connecting it to broader issues of representation and student identity, which sparked deeper discussion.

- **Progress on previous goal:** My earlier goal was to improve preparation by bringing in outside sources. I made progress by integrating scholarly articles and policy documents into my contributions, which strengthened the credibility of my points.

Conclusion

This portfolio reflects my consistent engagement and attendance in the course. I devoted time on task during class, resisting distractions like web-surfing or texting, because I recognized the importance of fully immersing myself in these discussions. The portfolio demonstrates how I have developed knowledge of educational policy, skills in structured dialogue, and dispositions toward equity and justice. It also shows how I met key course outcomes: critical analysis of educational issues, effective participation in diverse discussion formats, and the ability to connect theory to practice. Ultimately, this portfolio is not just a record of my learning—it is a foundation for future action, equipping me to foster student voice and advocate for social change in education.