



ISEA Professional Development Academy

Course Syllabus

Course Title: #BlackLivesMatter: Changing Racial Disparities in Schools

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Course Description:

The #BlackLivesMatter movement was built upon the basic concept that black Americans lives, experiences, and challenges they face are important and do matter. Working within the education system, racial disparities continue to be seen including suspension/expulsion rates, and academic performance. Some have called the education system “still separate and unequal.”

This course will explore racial disparities in schools, ways districts have worked to improve the lives of students of color, and look to create a more inclusive climate for students of color.

Credit: One

Check the Iowa Teaching Standards that are addressed in this course:

|   |                                |   |                                  |
|---|--------------------------------|---|----------------------------------|
| X | 1. Enhance Student Achievement |   | 5. Monitoring Student Learning   |
|   | 2. Content Knowledge           | X | 6. Classroom Management          |
| X | 3. Planning and Preparation    | X | 7. Professional Growth           |
| X | 4. Instructional Strategies    |   | 8. Professional Responsibilities |

INTASC Standards that are addressed in this course:

INTASC STANDARDS

Goals: Participants will...

- Understand basic issues of privilege, microaggression, and intersectionality
- Gain knowledge about racial disparities in the education system
- Consider how to effectively change techniques in the classroom to improve the experience for students of color

Objectives: As a result of successfully completing this course, participants will:

- Demonstrate an understanding of how to create a more inclusive environment for students of color especially black students
- Demonstrate a knowledge of ways to build a more inclusive classroom and school for black students

**Outline, including Timeline and Learning Strategies:**

This outline is designed on the suggested pace an online learner would take this course.

| Unit     | Topic/Activity                                                                                                                                                                                                                                                                                                                           | In Class             | Out of Class          |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|-----------------------|
|          | <b>Getting to Know the Class; Additional Readings:</b> Take the time to get to know the class layout, read over the Help Section, and review any other materials present in the class to get started. Take your time!                                                                                                                    |                      | 3 hours               |
| <b>1</b> | <b><u>Week 1</u></b>                                                                                                                                                                                                                                                                                                                     |                      |                       |
|          | <b>Discussion: Introductions</b> – Participants will share a little about themselves and why they decided to take this class.                                                                                                                                                                                                            | 1 hour               |                       |
|          | <b>Discussion: Privilege</b> – Participants will learn about the various forms in which privilege exists. They will also examine the ways in which they are privileged. Through discussion, participants will engage with each other to gain deeper understanding.                                                                       | 1 hour<br>30 minutes | 3 hours               |
|          | <b>Discussion: Microaggressions</b> – Participants will learn about what microaggressions are and how they play out in real life. Through discussion, participants will share their own experiences with microaggressions and whether they hear them being used at their schools.                                                        | 1 hour<br>30 minutes | 3 hours               |
|          | <b>Discussion: Intersectionality</b> – Participants will learn what intersectionality is and how it plays out in every individual’s lives. They will learn how that can affect student learning. Through discussion, participants will interact and share their experiences with intersectionality.                                      | 1 hour<br>30 minutes | 2 hours<br>30 minutes |
| <b>2</b> | <b><u>Week 2</u></b>                                                                                                                                                                                                                                                                                                                     |                      |                       |
|          | <b>Discussion: Ferguson: Life Matters</b> – Participants will learn about the #BlackLivesMatter movement itself. Discussion questions will challenge participants to examine their own feelings about the documentary they watch, as well as think about how the events in Ferguson might have played out here in Iowa.                  | 1 hour<br>30 minutes | 2 hours<br>30 minutes |
|          | <b>Discussion: US Education Still Separate &amp; Unequal</b> – Participants will examine how the education system works (or doesn’t) for minority students. Using statistics regarding racial inequality, participants will discuss how they see inequality playing out in their schools as well as examine their own school’s policies. | 1 hour<br>30 minutes | 2 hours<br>30 minutes |
|          | <b>Discussion: How to Overcome Our Biases</b> – Participants will learn how personal biases can come out in both simple and complex ways. Discussion will require them to look at their own lives and biases and think about how to overcome them.                                                                                       | 1 hour<br>30 minutes | 2 hours<br>30 minutes |
| <b>3</b> | <b><u>Week 3</u></b>                                                                                                                                                                                                                                                                                                                     |                      |                       |
|          | <b>Discussion: Suspension/Expulsion Disparities</b> – Participants will learn about the statistics that show minority students experience higher rates of suspension                                                                                                                                                                     | 1 hour<br>30 minutes | 2 hours<br>30 minutes |

|  |                                                                                                                                                                                                                                                                                                           |                      |                       |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|-----------------------|
|  | and expulsion. Discussion will help participants think critically about what new policies their schools could implement to alleviate this problem.                                                                                                                                                        |                      |                       |
|  | <b>Discussion: Academic Performance Disparities –</b><br>Participants will learn about the reasons that minorities, statistically, have lower academic performances. Discussion will consist of participants writing about what they learned and how they believe their school could help close the gaps. | 1 hour<br>30 minutes | 2 hours<br>30 minutes |
|  | <b>Discussion: School to Prison Pipeline –</b> Participants will learn about how the previous two topics lead to many students being on the fast track to prison. Participants will discuss interventions to help ensure that students are successful after they leave school.                            | 1 hour<br>30 minutes | 2 hours<br>30 minutes |
|  | <b>Activity: Implementation Plan/Final Thoughts –</b><br>Participants will identify three things they can do in their classroom following this class and reflect on the class as a whole.                                                                                                                 | 2 hours              | 3 hours<br>30 minutes |
|  | <b>Total Class Time</b>                                                                                                                                                                                                                                                                                   | 15 hours             | 30 hours              |

**Evaluation Strategy:** As this is a new course, evaluations will help determine if participants are being engaged and enjoying the experience. Evaluations will be sent via SurveyMonkey to each participant at the conclusion of each Unit.

They will also complete a course implementation plan in which they indicate how they will apply this learning in their lives and work. This and the Discussion/Shares will be analyzed by the instructors and ISEA Professional Development Academy to determine the learning of the participants.

**Course Requirements:**

- A. Participants check all messages from instructors during the duration of the course.
- B. Participants complete all Readings, Videos, Activities, Discussions, Responses, and Shares as instructed.
- C. Participants are respectful of each other. While everyone has a right to have an opinion, bullying, mean-spirited language, or divisive attitudes will not be tolerated.
- D. Demonstrates understanding of the material through participation in the online learning experience.

## Coursework

Participants can earn up to 75 points total for the course. The following table depicts the breakdown of points possible for the required coursework

| Activity                        | Points    |
|---------------------------------|-----------|
| 10 Discussions 5 Points each    | 50        |
| Final Implementation Plan/Paper | 25        |
| <b>Total</b>                    | <b>75</b> |

## Grading Scale – Graduate Credit

|                          |   |
|--------------------------|---|
| 100-90% (75pts-63pts)    | A |
| 89-80% (62-56pts)        | B |
| 79-70% (55-49pts)        | C |
| 69-60% (48-42pts)        | D |
| 59%-Below (41 pts-below) | F |

## Grading Scale - License Renewal Credit

|                        |    |
|------------------------|----|
| 100-80% (70-56pts)     | P  |
| 79%-Below (<55 points) | NP |

## Student Requirements

Students are required to:

- Participate in all discussion forums and complete all quizzes
- Complete a final implementation plan

## Americans with Disabilities Act:

If you are a student with a disability and require any auxiliary aids, services, or other accommodations for this class, please see the instructor to discuss your accommodation needs.

## Grading Rubrics for Individual Activities

### **Discussion Forums (75 points possible)**

Discussion Forums are asynchronous ways to engage in class discussions. They require you to submit an answer to a question and respond to the posts of other peers. Because they are an integral part of sharing strategies, analyzing research, and sharing ideas, discussion forums in this course comprise a significant percentage of your final grade. It's highly recommended that you read and respond to more than the required two peer postings because greater participation will facilitate a greater depth of understanding. Additionally, it's important to make posts in a timely manner to benefit from peer responses.

| <b>Grading Rubric for Discussion Forums</b>               |                                                                                                        |               |
|-----------------------------------------------------------|--------------------------------------------------------------------------------------------------------|---------------|
|                                                           |                                                                                                        | <b>Points</b> |
| <b>Critical Thinking</b>                                  | Makes connections to the other content and real-life that are supported by reference(s) and example(s) | 1             |
|                                                           | Offers new ideas, connections, or applications                                                         | 1             |
|                                                           | Expresses and justifies personal opinion                                                               | 1             |
| <b>Assignment Specific Criteria</b>                       | Addresses all parts of the assignment, cites sources                                                   | 1             |
| <b>Participation (Responses to at least 2 peer posts)</b> | Responds to other posts (when available)                                                               | 1             |
| <b>Total Points Possible</b>                              |                                                                                                        | 5             |

### Implementation Plan (25 points possible)

The implementation plan is a critical part of this course. Participants must complete a one-page implementation plan. The paper is meant to be a reflection as well as a chance to state what you will use going forward. The rubric below will be used to grade the Implementation Plan, but additional details will be provided within the course.

| <b>Grading Rubric for Implementation Plan</b> |                                                                                        |               |
|-----------------------------------------------|----------------------------------------------------------------------------------------|---------------|
|                                               |                                                                                        | <b>Points</b> |
| <b>Critical Thinking</b>                      | Highlights any new knowledge gained as a result of course.                             | 5             |
|                                               | Offers new ideas, connections, or applications                                         | 5             |
|                                               | Expresses and justifies personal opinion                                               | 3             |
|                                               | Discusses Overall Implications                                                         | 2             |
| <b>Assignment Specific Criteria</b>           | Addresses all parts of the assignment, cites sources                                   | 2             |
| <b>Mechanics</b>                              | Writing is clear, well developed, and organized, No or few grammar and spelling errors | 2             |
| <b>Implementation</b>                         | Clearly states ideas to use in the future                                              | 2             |
|                                               | States resources to be used                                                            | 2             |
|                                               | Is realistic in their approach – understands limitations may exist                     | 2             |
| <b>Total Points Possible</b>                  |                                                                                        | 25            |