safe schools academy

Cultivating Equitable Online Learning

Number of Credits: 1

Course Instructors: Miriam Woods, Leo Petersen & Jordan Mix

Course Description: COVID-19 is having a huge impact on our families, classrooms, and communities. Across the country, school buildings remain closed due to the COVID-19 pandemic. These school closures are a stark reminder of the important role that schools can play in the lives of children and young adults. For many students, schools are a place of stability, where they can learn, grow, and nurture relationships. They are even a source of daily meals for many students.

However, students of color, students from low-income backgrounds, English learners, students with disabilities, and other vulnerable groups such as homeless students and students in foster care, were less likely to have rigorous, engaging, and positive educational experiences before the pandemic. There is a real risk that school closures will deepen these existing inequities in our education system.

Faced with school closures, many schools are turning to online tools to continue learning outside the classroom. This course offers ideas and guidance to advocates and district leaders consider when planning for how to continue teaching and supporting students.

Learning Objectives: Upon completion of this course, students will be able to:

- Understand basic barriers and advantages of online learning
- Gain knowledge about racial disparities in the education system
- Consider how to effectively monitor student success during distance learning
- Demonstrate an understanding of how to create a more equitable learning environment for vulnerable student populations while utilizing distance learning
- Demonstrate a knowledge of ways to integrate hands-on/interactive lessons into their online or distance learning curriculum

Resources: No texts are required to purchase in order to complete this course

- The mission of Iowa Safe Schools is to provide safe, supportive and nurturing learning environments for all students. Staff of the Iowa Safe Schools are experts in the fields of bullying prevention and intervention, developing positive school climate, and advocating for underrepresented populations. GSAs are show to be a best practice for increasing awareness of discriminatory school policies, reducing bullying, reducing deaths by suicide, and ensuring students feel safe and support in their schools and communities.

- Darby, Flower, and James M. Lang. *Small Teaching Online: Applying Learning Science in Online Classes*. Jossey-Bass, a Wiley Brand, 2019.
  This book outlines practical and feasible applications of theoretical principles to help your online students learn. It includes current best practices around educational technologies,

strategies to build community and collaboration, and minor changes you can make in your online teaching practice, small but impactful adjustments that result in significant learning gains.

- Kelly, Kevin, & Todd D. Zakrajsek. *Advancing Online Teaching: Creating Equity-Based Digital Learning Environments*. Stylus, 2020.

  This book differs from other books on online teaching in that, in the process of offering guidance on course design and planning, developing outcomes and appropriate engaging activities, managing the workload and assessment, the authors pay explicit attention throughout to the distinct and diverse needs of students and offer effective strategies to accommodate them in a comprehensive and inclusive way by using the principles of Universal Design for Learning.

Course Requirements: To receive full credit for the course, participants must complete ALL assignments and respond to specific questions outlined in each assignment. Failure to complete all assignments will result in a disqualification in the course and a failing grade.

Other Course Information:

Getting Started

- After registering for the course, you will be sent an email with the website address, password and course key you need to access your online course, along with login instructions.
- Access each assignment through the course home page. All assignments will be submitted through the Moodle platform on each respective assignment page.
- Please save a backup copy of all course assignments and completed work.

Participation

- You are not required to be present (i.e. online) specific days or times. You will work at your own pace. The course is structured in 3 Weekly Units, however, and all assignments will be due by midnight on the final day of the course.
- All responses will be posted online. Large documents, files, photographs or PowerPoint presentations may be attached as part of your response by using the "Submit A File" option.
- You may work collaboratively and submit similar responses on all assignments except for quizzes which must be done individually.

INTASC Standards that are addressed in this course:

- 2. The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.
- 3. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
- 4. The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving and performance skills.

- 5. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- 6. The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- 7. The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
- 9. The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professional in the learning community) and who actively seeks out opportunities to grow professionally.
- 10. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

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	X	8. Professional Responsibilities

Assignment Checklist

Topic/Activity	In Class	Out of Class
<u>Getting to Know the Class; Additional Readings:</u> 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 hrs
<u>Week 1 - Getting Started</u>		
Discussion: Introductions– Participants will introduce themselves to the class and discuss what they hope to get out of it.	1 hrs	2.5 hrs
Discussion: What is Online Learning? – Participants will learn the differences between online learning, distance learning, and hybrid learning. Participants will also study potential barriers and advantages to online learning.	1 hrs	2 hrs
Discussion: Learning During COVID-19 (and other traumatic global/national events) – Participants will consider the impacts of the global COVID-19 pandemic on students. Participants will then discuss what this experience has required them to reimagine as educators, and the role of schools moving forward.	1hrs	2.5 hrs
Discussion: Hybrid and Other Forms of Distance Learning – Participants will explore examples of distance learning that's not necessarily online learning. Participants will also further explore hybrid learning, and its barriers and advantages.	1.5 hrs	2.5 hrs
<u>Week 2</u>		
Discussion: Taking an Equitable Approach to Online Learning – Participants will consider some barriers of online learning that are specific to vulnerable and marginalized students, and discuss the kind of questions they should be asking in order to advocate for an equitable online learning experience.	1.5hrs	1.5hrs
Discussion: Communicating with Students and Families – In this discussion, participants will discuss the importance of frequent and clear communication between educators and	1.5hrs	2.5 hrs

parents/students. Participants will consider the importance of properly (clearly and in the family's preferred language) communicating to families how students can access services typically provided by schools, options available to their student, and any academic updates.		
Discussion: Supporting Student Mental Health – In this lesson, participants will examine various ways in which students' mental health may be impacted by distance/online learning as it related to the COVID-19 Pandemic. Participants will consider the important role schools play in social connection/interaction, the effects on students directly impacted by the Pandemic. Participants will also discuss the importance of maintaining their own well-being during this crisis.	1.5 hrs	2 hrs
Discussion: Future Ready: Preparing Students for College and Careers During Uncertainty– In this discussion, participants will explore concerns about the COVID-19 pandemic derailing student aspirations, as well as how gain strategies for how to combat this phenomenon. Participants will also discuss ways in which they can use the COVID-19 Pandemic to encourage student exploration and innovation.	1hrs	1.5 hrs
Week 3		
Discussion: How to Measure Student Success – Participants will consider what grading procedures will look like during distance learning, as well as how to collect data commonly used to advance equity in schools.	1 hrs	1.5 hrs
Discussion: Hands-on Learning, from A Distance – Participants will consider ways to deliver innovative and exciting lessons to students, from a distance. This lesson will explore ways to engage students in meaningful course work in subjects such as science, mathematics, language arts, and social studies.	1 hrs	2.5 hrs
Discussion: Student Group Survival – In this lesson, participants will discuss innovative ways to sustain student-led organizations and advocate for student support and relationship building.	1hrs	2.5hrs
Final Assignment: Participants will create an implementation plan that will help them support Latinx students in the work that they do.	2 hrs	3.5 hrs
Total Class Time	15 hours	30 hours

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 Discussion Posts (5 Points Each)	50
Final Implementation Plan/Paper	25
Total	75

Grading Scale – Graduate Credit

100-90% (75 - 68 points)	A
89-80% (67 – 60 points)	B
79-70% (59 - 53 points)	C

69-60% (52 - 45 points)	D
59%-Below (<45 points)	F

Grading Scale - License Renewal Credit

100-80% (75 - 56 points)	P
79%-Below (<56 points)	NP

Student Requirements Students are required to:
- Participate in **ALL** discussion forums and 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.

Statement of Plagiarism: Academic dishonesty results in failure of this course. Give credit where credit is due. Use the APA Publication Manual to cite references when needed. Not crediting ideas or words of others is unacceptable scholarship as is submitting work that was done for a previous course or that is not your own origin in design or completion. Submit original assignments. Do not submit work for this course that you have done for other courses.

<u>Grading Rubrics for Individual Activities</u>

10 Discussions (50 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.

Grading Rubric for Discussion Forums		
		Points
Critical Thinking	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
Assignment Specific Criteria	Addresses all parts of the assignment, cites sources	1
Participation (Responses to at least 2 peer posts)	Responds to other posts (when available)	1
Total Points Possible		5

<u>Final Assignment</u> (25 points possible)

The final assignment is a critical part of this course. Participants must complete a two-page final assignment. 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 final assignment, but additional details will be provided within the course.

Grading Rubric for Implementation Plan		
		Points
Critical Thinking	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
Assignment Specific Criteria	Addresses all parts of the assignment, cites sources	2
Mechanics	Writing is clear, well developed, and organized, No or few grammar and spelling errors	2
Implementation	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
Total Points Possible		25