



## #BlackLivesMatter: Changing Racial Disparities in Schools

**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. At the end of this course, participants will reflect on new learning in this course and develop an implementation plan to utilize in their work.

**Clock Hours / Continuing Education Units: 10**

### Learning Objectives:

- Define the basic issues of privilege, microaggression, and intersectionality
- Describe racial disparities in the education system
- Analyze how to effectively change techniques in the classroom to improve the experience for students of color
- Develop new lessons that can be used in the classroom and professional development setting

**Course Requirements:** To receive full credit for the course, participants must complete ALL assignments. Failure to complete all assignments will result in a non-passing grade

### 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.

### Course Outline:

Lesson Number	Lesson Description	Clock Hours
1	<b>Introductions and Overview:</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!	0.2 Hours
2	<b>The Root Cause</b> – In this lesson, participants will learn about the various forms in which privilege exists. They will also examine the ways in which they are privileged.	0.85 Hours
3	<b>Microaggressions</b> – In this lesson, participants will learn about what microaggressions are and how they play out in real life. Participants will examine their own experiences with microaggressions and whether they hear them being used at your schools	0.85 Hours
4	<b>Intersectionality</b> – In this lesson, 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. Participants will reflect on their experiences with intersectionality.	0.85 Hours
5	<b>Overcoming Biases</b> – In this lesson, participants will learn how personal biases can come out in both simple and complex ways. Participants will reflect on their own lives and biases and think about how to overcome them.	0.85 Hours
6	<b>US Education Still Separate and Unequal</b> – In this lesson, participants will examine how the education system works (or doesn’t) for minority students. Using statistics regarding racial	0.85 Hours

	inequality, participants will reflect on how they see inequality playing out in their schools as well as examine their own school's policies.	
7	<b>Suspension / Expulsion Disparities</b> – In this lesson, participants will learn about the statistics that show how minority students experience higher rates of suspension and expulsion. Participants will think critically about what new policies their schools could implement to alleviate this problem.	0.85 Hours
8	<b>Academic Performance Disparities</b> – In this lesson, participants will learn about the reasons that minorities, statistically, have lower academic performances. Participants will reflect about how they believe their school could help close the gaps.	0.85 Hours
9	<b>School to Prison Pipeline</b> – In this lesson, participants will learn about how suspension, expulsion, and academic performance may result in students being tracked into prison. Participants will reflect on interventions to help ensure that students are successful after they leave school.	0.85 Hours
10	<b>Course Reflection:</b> In this lesson, participants will write a summary of their reflections throughout the course, including new learnings	1.00 Hours
11	<b>Implementation Plan:</b> For this final portion of the course, participants will develop a lesson that can be utilized in the classroom, homeroom period, or professional development training that encompasses the new learnings within this course.	2.00 Hours
	<b>TOTAL HOURS</b>	10 Hours

**Student Requirements and Assessment:** No outside materials will be required for the completion of this course.

Participants will be assessed in three different ways:

- Quizzes:** Participants are required to complete a series of electronic quizzes to assess their understanding. Participants can earn up to 64 points total for the course. Each quiz may be taken up to three times, with the highest score recorded in the final grade. All quizzes must be completed in order to earn credit.
- Course Reflection:** Participants will be required to write a reflection summarizing their new learnings within the course. Participants can earn up to 10 points total for the reflection. The reflection will be graded using the following rubric:

Grading Rubric for Discussion Forums		
		Points
Critical Thinking	Makes connections to the other content and real-life that are supported by reference(s) and/or example(s)	2
	Offers new ideas, connections, or applications	1
	Expresses and justifies personal opinion	1
Assignment Specific Criteria	Addresses all parts of the reflection	6
Total Points Possible		10

- 3. Implementation Plan:** Participants will construct an implementation plan for how their new knowledge can be directly implemented into the classroom, training setting, or professional development environment. Implementation plans will be graded using the following rubric:

Grading Rubric for Implementation Plan		
		Points
Background Information	Lesson / Title Identified	1
	Target Audience and Subject/Course Setting Identified	1
	Learning Goals are measurable objectives students are expected to meet by the end of the lesson.	2
	Lesson Ties to Specific State Standards for Students, Educators, or Professionals	2
	Materials Listed	1
Lesson Plan	<i>Engage:</i> Lesson hooks audience and introduces lesson effectively.	5
	<i>Explore and Explain:</i> Lesson actively engages participants in learning new material using best practices.	5
	<i>Evaluate:</i> Lesson effectively assesses participant understanding.	5
Implementation	Writing is clear, well developed, and organized. No or few grammar and spelling errors	2
	Is realistic in their approach – understands limitations may exist	2
<b>Total Points Possible</b>		<b>26</b>

**Grading Scale:**

100-80% (80-100 Points)	Pass
79%-Below (<80 points)	No Pass

**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 email [academy@iowasafeschools.org](mailto:academy@iowasafeschools.org) or call 515.381.0588.

**Professional Development:** Prior to purchasing a course registration, it is your responsibility to ensure that National Safe Schools Convening Online Academy coursework satisfies the license renewal requirements for your state and/or district.