



## Understanding and Supporting Latinx Student Diversity, and Why it Matters

**Number of Credits:** 1

**Course Instructors:** Miriam Woods, Jordan Mix and Dana Van Renterghem

**Course Description:** Iowa has a Latinx population of nearly 10%, making it the second largest ethnic group in the state. As this number continues to rise, dedicating time to understanding the barriers facing Latinx students in our existing school systems and how best to support our Latinx students helps to cultivate a more inclusive school climate and enhances student success. Although often treated as a monolithic group in comparison to other racial groups, the Latinx population is remarkably diverse. Dedicating time and energy to understanding the diversity within this marginalized group can help schools and educators intentionally serve Latinx students and promote their success.

There are small changes we as educators can make to best address the needs of our students and ensure that our classrooms are equipped for long-term success. It all starts with empathy: understanding where students are coming from, the policies that are affecting their lives, and the household structures informing their experiences. Taking the time to understand these unique circumstances can be a simple way to support students in overcoming any barriers they may be facing .

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

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

**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.
- GLSEN (2016). Educational exclusion: Drop out, push out, and school-to-prison pipeline among LGBTQ youth. New York: GLSEN  
This report provides an in-depth look at the conditions that effectively push students out of school and potentially into the criminal justice system. The report provides specific, real-world

guidance to address the hostile school climate and damaging policies and practices that contribute to pushing youth out of schools.

- Smith, E. J., & Harper, S. R. (2015). Disproportionate impact of K-12 school suspension and expulsion on Black students in southern states. Center for the Study of Race and Equity in Education. Philadelphia, PA: University of Pennsylvania. Retrieved from <http://www.gse.upenn.edu/equity/sites/gse.upenn.edu/equity/files/publications/SOUTHADVANCEDDRAFT24AUG15.pdf>.

This report specifically outlines the impact of suspension and expulsion practices that has on students, particularly Black students, in southern U.S. states. School discipline trends across 13 states are analyzed, and recommendations for changes in policies and practices are described.

**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 all assignments will not be due until 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
<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 hrs
<b><u>Week 1 - Getting Started</u></b>		
<b>Discussion: Introductions/Who Am I?</b> – Participants will explore their own identities and share how those identities impact their life experiences.	1 hrs	2.5 hrs
<b>Quiz: What's In A Name?</b> – Participants will learn about the differences between the words "Hispanic" and "Latino/a" as well as the history of the gender-neutral "Latinx" and the controversy surrounding it.	1 hrs	2 hrs
<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.	1hrs	2.5 hrs
<b>Discussion: Microaggressions</b> – Participants will explore examples of microaggressions as well as the effects microaggressions have on student mental health and academic performance.	1.5 hrs	2.5 hrs
<b>Discussion: Privilege</b> – Participants will learn about privilege is, and what it isn't. They will also work together to identify ways in which privilege operates in their school, and how it affects their students.	1 hrs	2.5 hrs
<b><u>Week 2</u></b>		
<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.	1.5hrs	1.5hrs
<b>Discussion: What Does Immigration Look Like?</b> – In this activity, participants will evaluate the immigration process, and learn about some common reasons families choose to immigrate to the United States. Participants will also examine the history of immigrants in Iowa.	1.5hrs	2.5 hrs

<b>Discussion: Understanding DACA</b> – DACA, or the Deferred Action for Childhood Arrivals, is an immigration policy that offers protections to undocumented folks who came to the United States as children. In this lesson, participants will learn about what DACA is, what protections it offers, and examine the recent political “back-and-forth” DACA has undergone, including the Supreme Court Case about it in 2020. Participants will then discuss how DACA and its uncertainty might affect their students.	1.5 hrs	2 hrs
<b>Discussion: Barriers in the School System</b> – In this activity, participants will read specific research articles analyzing the educational barriers facing marginalized students. Participants will compare and contrast this analysis with the supports occurring in their own districts through a discussion post.	1hrs	1.5
<b><u>Week 3</u></b>		
<b>Discussion: Suspension/Expulsion Disparities</b> – Participants will learn about the statistics that show marginalized students experience higher rates of suspension and expulsion. Discussion will help participants think critically about what new policies their schools could implement to alleviate this problem.	1 hrs	1.5 hrs
<b>Discussion: Academic Performance Disparities</b> - Participants will learn about the reasons that marginalized students, 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 hrs	2.5 hrs
<b>Final Assignment:</b> 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
<b>Total</b>	<b>75</b>

**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.

## Grading Rubrics for Individual Activities

**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
<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

## Final Assignment (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
<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