



Course Syllabus: Supportive Teams, Safe Schools: How to Create a Supportive Team Environment for All

Number of Credits: 1*

Course Instructors: Miriam Woods, Leo Peterson, and Jordan Mix

Course Description:

Sport is not just about who can run the fastest, tackle the hardest, or jump the highest. Sport allows all students to learn the affects physical activity and accomplishment through that can apply to all of academia. No matter how great or small, accomplishment and achievement create a greater sense of positive self-esteem. In the United States, one third, 32.5% (2011 GLSEN National School Climate Survey) of students who identify as LGBT (Lesbian, Gay, Bisexual, Transgender) avoid attending Physical Education due to the environment being unsafe and or uncomfortable. As an educator, creating an environment that actively encourages and promotes inclusion of all students, no matter identity, enables all students to participate, feel included, and achieve.

Even though society is moving forward on acceptance, the perception that LGBT athletes are not welcome of capable of achievement through sport is still a message that must continue to be highlighted. As an educator, it is you who sets the environment on the playing field, and in the class room. Eliminating negative perceptions, attitudes, and language will allow all students to reach their full potential, free of being left on the sidelines.

Learning Objectives:

Upon completion of this course, participants will be able to:

- Identify the role sports can play in building a supportive school culture
- Demonstrate awareness of the root causes of unsupportive school environments and environments on the field
- Implement methods for creating a safe classroom and team environment for all students regardless of sexual orientation or gender identity/expression

*** 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.

How Does This Course Support The Iowa Core?

Bullying is shown to affect the school learning environment in a variety of ways. There are evidence based protocols and programs that have research substantiating effective practices when dealing with this issue.

Within this 21st century skill framework, learning skills have been identified for students to be successful and productive citizens. They are: critical thinking and problem solving; collaboration and leadership; agility and adaptability; initiative and entrepreneurialism; effective oral and written communication; accessing and analyzing information; and curiosity and imagination. Bullying situations can interfere with acquiring all of these skills and affects the entire school community. This course provides educators and support personnel with knowledge and strategies to help students with combating the power dynamics of bullying situations and develop proficient 21st century learning skills by being able to recognize signs and work with students to prevention bullying in schools.

Assignment Checklist

Week	Topic/Activity	In Class	Out of Class
	<p><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</p>		3 hours

	materials present in the class to get started. Take your time!		
1			
	Discussion: Introductions – Participants will introduce themselves to each other.	1 hour 30 minutes	3 hours
	Discussion: Role of Coaches – Participants will review a video and article concerning the role of a coach and the positive impact a coach can have on school climate.	1 hour 30 minutes	3 hours
	Discussion: Bullying 101 – Participants will examine the issue of bullying and the responsibilities school districts in Iowa have when it pertains to bullying.	1 hour 30 minutes	3 hours
	Discussion: School Climate Checklist – Participants will utilize a school climate checklist and report back on their successes and areas for improvement.	1 hour 30 minutes	3 hours
2			
	Discussion: Gender 101 – Participants will review a Tedx Talk by Sam Killermann and read from his book The Social Justice Handbook.	1 hour 30 minutes	3 hours
	Discussion: Transgender Student Athletes - Participants will read the report On The Team: Equal Opportunity for Transgender Student Athletes	1 hour 30 minutes	3 hours
	Discussion: Title IX – Participants will review information regarding Title IX and it’s impact on transgender student athletes.	1 hour 30 minutes	3 hours
	Discussion: Transitioning – Participants will review information when it comes to transgender student athletes when they transition.	1 hour 30 minutes	3 hours

3			
	Implementation Plan – Participants will complete an implementation plan on how to improve their own school environment for all students.	3 hours	3 hours
	Total Class Time	15 hours	30 hours

Coursework

Participants can earn up to 65 points total for the course. The following table depicts the breakdown of points possible for the required coursework

Activity	Points
8 Discussions (5 points each)	40
Final Implementation Plan/Paper	25
Total	65

Grading Scale – Graduate Credit

100-90% (65-59 points)	A
89-80% (58-52 points)	B
79-70% (51-46 points)	C
69-60% (45-36 points)	D
59%-Below (<35 points)	F

Grading Scale - License Renewal Credit

100-80% (65-52 points)	P
79%-Below (<51 points)	NP

Student Requirements

Students are required to:

- Participate in all discussion forums

- 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 (40 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

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.

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