



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:

Table with 4 columns and 4 rows showing Iowa Teaching Standards (1-8) and their status (X or blank).

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
	Getting to Know the Class; Additional Readings: 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
1	<u>Week 1</u>		
	Discussion: Introductions – Participants will share a little about themselves and why they decided to take this class.	1 hour	
	Discussion: Privilege	1 hour 30 minutes	3 hours
	Discussion: Microaggressions	1 hour 30 minutes	3 hours
	Discussion: Intersectionality	1 hour 30 minutes	3 hours
2	<u>Week 2</u>		
	Discussion: Ferguson: Life Matters	1 hour 30 minutes	2 hours 30 minutes
	Discussion: US Education Still Separate & Unequal	1 hour 30 minutes	2 hours 30 minutes
	Discussion: How to Overcome Our Biases	1 hour 30 minutes	2 hours 30 minutes
3	<u>Week 3</u>		
	Discussion: Suspension/Expulsion Disparities	1 hour 30 minutes	2 hours 30 minutes
	Discussion: Academic Performance Disparities	1 hour 30 minutes	2 hours 30 minutes
	Activity: Implementation Plan/Final Thoughts – 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 30 minutes
	Total Class Time	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 120 points total for the course. The following table depicts the breakdown of points possible for the required coursework

Activity	Points
9 Discussions 5 Points each	45
Final Implementation Plan/Paper	25
Total	70

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 (45 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