

Spring 2023 Semester

February 6, 2023 – May 26, 2023

Title of Course: Identifying and Removing Obstacles for Black Students with Special Needs	
Number of Sessions: 6	Grade Levels: K-12
Total Hours: 45	Total Number of Credits: 3
Course Start Date: February 6, 2023	Course End Date: May 26, 2023
Course Location: Online at CE Credits Online www.cecreditsonline.org	
Maximum Course Enrollment: 1000	
Instructor's Name: Jeffrey G. Christo	Instructor's Telephone: 425-788-7275
Instructor's Email: support@cecreditsonline.org	
Education Partner Fee: \$149	
Materials Fee if applicable: N/A	
Registration Deadline: April 17, 2023	

Course Information

Course Description

Are you ready to make a difference in the lives of underserved Black Students with Special Needs? Change agency begins with awareness, knowledge, and skill. In this self-paced course, teachers and school staff will embrace brave learning practices to recognize personal and professional biases, relationships between structures of racism and special education, relate empathy for ignorance to strategies for equity, and relegate evidence-based and privileged best practices to the most marginalized students with special needs: Black students. Native American Indian and Latinx students with special needs will also be referenced. Responsible awareness of special education, white fragility, unconscious bias, historic oppression with slavery, and parental disempowerment will be explored through readings, activities, and discussion. Teachers and Staff will explore systems and practices (such as the digital divide) that create and make obstacles impassable for Black students with special needs. Academic regression, high school incompleteness, school to prison pipeline, limited early intervention and unemployment outcomes are almost double the rate for Black students with special needs than White. Teachers and Staff will learn how to improve the quality of their role in the identification of Black students with special needs related to academic, disability, or giftedness. Non-Teaching Educators will apply auditing strategies for cultural competency and anti-racism in their workplace. Participants will see how decisions and data influence disproportionality and its relationship to disparity in the implementation of appropriate services. Teachers and Staff be introduced to the role of the advocate as part of the special education identification and planning process. Participants will

produce one new Teacher or Staff process to impact identification and referrals for Black Students with Special Needs (BSSN). Case studies and activities will be included. Participants will collaborate to produce one new Teacher or Staff process to improve high school graduation, narrow the school to prison pipeline and increase employment outcomes among Black students with special needs.

Target Grade Levels

K-12

Integration of *Danielson Framework for Teaching* Components

Domain 1: Planning and Preparation

1b. Demonstrating knowledge of students

- Child and adolescent development
- Learning process
- Students' skills, knowledge, and language proficiency
- Students' interests and cultural heritage
- Students' special need

Domain 2: Classroom Environment

2a Creating an Environment of Respect and Rapport

- Teacher interactions with students, including both words and actions
- Student interactions with other students, including both words and action

2b Establishing a Culture for Learning

- Importance of content and of learning
- Expectations for learning and achievement
- Student pride in work

2c Managing Classroom Procedures

- Instructional groups
- Transitions
- Materials and supplies
- Performance of classroom routines
- Supervision of volunteers and paraprofessionals

2d Managing Student Behavior

- Expectations
- Monitoring of student behavior
- Response to student misbehavior

Domain 3: Instruction

3a Communicating with Students

- Expectations for learning
- Directions for activities
- Explanations of content
- Use of oral and written language

3c *Engaging Students in Learning*

- *Activities and assignments*
- *Grouping of students*
- *Instructional materials and resources*
- *Structure and pacing*

3e Demonstrating Flexibility and Responsiveness

- Lesson adjustment
- Response to students
- Persistence

Doman 4: Professional Responsibilities

4a Reflecting on Teaching

- Accuracy
- Use in future teaching

4b Maintaining Accurate Records

- Student completion of assignments
- Student progress in learning
- Non-instructional records

4c Communicating with Families

- Information about the instructional program
- Information about individual students
- Engagement of families in the instructional program

4d Participating in a Professional Community

- Relationships with colleagues
- Involvement in culture of professional inquiry
- Service to the school
- Participation in school and district projects

4e Growing and Developing Professionally

- Enhancement of content knowledge and pedagogical skill
- Receptivity to feedback from colleagues
- Service to the profession

4f Showing Professionalism

- Integrity and ethical conduct
- Service to students
- Advocacy
- Decision-making
- Compliance with school and district regulation

Integration of Standards (Student standards should address Next Generation learning Standards)

Alignment to the New York State Standards

Career Development and Occupational Studies

- Standard 2: Integrated Learning
- Standard 3a: Universal Foundation Skills

English Language Arts

- Standard 1: Language for Information and Understanding
- Standard 3: Language for Critical Analysis and Evaluation
- Standard 4: Language for Social Interaction

New York Professional Standards

- Standard 1: Designing Professional Development
- Standard 2: Content Knowledge and Quality Teaching
- Standard 3: Research-based Professional Learning
- Standard 4: Collaboration
- Standard 5: Diverse Learning
- Standard 6: Student Learning Environments
- Standard 7: Parent, Family and Community Engagement
- Standard 8: Data-driven Professional Practice
- Standard 9: Technology
- Standard 10: Evaluation

Key Shift #1: Focus on Strengthening the Instructional Core

Analyzing and improving instruction by supporting teachers in building capacity to improve students' advanced literacies.

- **Knowledge of Content and Content-Specific Pedagogy:** Building content knowledge and aligned instructional practices to support students with disabilities and multilingual learners.
- **Teacher Instructional Leadership:** Centered on a vision of collective, school-based leadership, developing teachers' skills to develop and lead cycles of professional learning with teams at the grade and school level.
- **Setting Instructional Outcomes:** Utilizing student data, informed by multiple perspectives, to design instructional outcomes, that represent rigorous and high-level learning within the content area, derived from relevant instructional standards.
- **Language-Based Competencies:** Build content-specific knowledge and instructional practices to support students:
 - Accessing, understanding and using rich texts that promote big ideas for a variety of purposes (Hallmark 1)
 - Using academic language and knowledge to communicate in diverse ways for diverse audiences for a variety of purposes (Hallmark 2 and 3)
 - Building their knowledge and language skills through writing (Hallmark 3)
- **Engaging Students in Learning:** Build capacity to design instructional activities, scaffolds and assessments, create suitable student groups and select instructional resources and materials that promote multiple perspectives, critical consciousness, relevancy, and student intellectual engagement with important and challenging content.

Key Shift #2: Knowing Your Students

Analyzing and improving instruction through a culturally responsive lens that highlights and supports teachers in knowing their students.

- **Instruction that Reflects Students:** Developing a student-centered approach to rigorous content instruction that acknowledges and affirms students' cultural experiences, knowledge and expressions as assets for teaching and learning.
- **Using Assessment in Instruction:** Develop understanding, creation and implementation of formative and summative assessments and the use of a range of qualitative and quantitative information to inform instructional decisions.
- **Social and Emotional Learning:** Understanding socio-emotional learning and integrating within a culturally responsive and sustaining instructional context.
- **Using Data, Informed by Multiple Perspectives, to Understand Students:** Understanding how to effectively utilize a range of qualitative and quantitative data sources to inform and adapt instruction & assessments; Ensuring that multiple perspectives must shape not only which data teachers collect, but also how teachers analyze and interpret data.
- **Classroom Communities:** Developing a classroom culture that welcomes and affirms the individual identities and strengths of each student.
- **Welcoming Families:** Taking responsibility to learn about student cultures and communities while building and sustaining meaningful relationships with families.

Pedagogical Approach

Teaching students with special needs related to disability, medical condition or giftedness is an honorable teaching practice you may embrace every day. Through taking this course, NYC teachers will be given the awareness, strategies, and tools to identify and remove obstacles for Black students with special needs. Through gaining a clear understanding of the factors related to disproportionality, special education process and educational equity, participants will be better prepared with the necessary skills to identify Black students with a disability and apply unbiased strategies to improve learning for marginalized students pre and post identification. Course participants will also be asked to

consider and evaluate their own underlying beliefs, as those beliefs relate to inequity in the special education system.

This course consists of six modules, each of which include a combination of reflective opportunities and strategic instructional methods to address the needs of diverse adult learners including, reading assignments, interactive presentations, discussion boards, reflections and graded authentic tasks and a comprehensive final project. Interactive presentations consist of best practices and strategies to teach higher order thinking and problem-solving skills; videos and practice activities to demonstrate participant knowledge of writing standards-aligned objectives; analysis of applicable best instructional practices, and downloadable resources (Appendix D: Downloadable Resources). The course also includes reflective prompts in which they engage with their colleagues to brainstorm and further investigate opportunities for growth.

Application to Instruction and Student Learning

This course consists of interactive presentations, videos, readings, discussion boards, authentic tasks, and a final project. All elements of the course must be completed to obtain a letter of completion and/or credits. The course provides several introspective experiences.

Participants will:

- Analyze case studies and character portrayals to identify interventions and impact on student outcomes.
- Analyze data and recognize disparities and challenges among boys and girls across all special education boys and girls, specifically, Black, White, Latinx and Native American Indian.
- Apply the idea of best teaching and advocate practices to their classrooms to better support struggling students to reach their potential.
- Begin to assess/unpack/reflect on their own individual identities and cultures, including influences on teaching and learning.
- Choose equitable and easy to implement classroom management practices as a strategy for inclusion.
- Design an instructional practice, process, or program proposal that directly impacts the outcomes for Black students with special needs.
- Design and implement a learning environment that affirms students' racial and cultural identities and contributes to their engagement and learning through the cultivation of critical inquiry.
- Develop strategies for implementing best teaching practices to support struggling students and students with disabilities.
- Discuss the advantages and disadvantages of School Resource Officers (SRO)
- Explore evidence-based interventions as instruments for academic success.
- Explore their own conscious and unconscious bias in working with racially diverse students.
- Explore the process in which schools use to identify students with disabilities.
- Envision equitable special education systems and practices as a way forward toward improved outcomes.
- Identify brave learner practices and questions
- Identify what struggling students may look like in your classroom.
- Identify and question underlying personal and institutional beliefs, norms, practices, and assumptions that contribute to inequity.
- Identify the Practices to support identifying students with a disability. Identify historical oppression and the multigenerational impact on Black students and families.
- Investigate institutional norms and practices that form or contribute to inequities in special education.
- Learn about specific biases in special education and reflect on their own biases.
- Learn methods for identifying and responding to inequities that relate to the special education system.
- Recognize effective early intervention practices.

- Recognize collaboration with a special education advocate as part of the individualized education plan (IEP) process.

Assessment

Participants receive formative feedback throughout presentations and in discussion boards. Participants are summatively assessed on Discussion Board participation ([Appendix A](#)), two Authentic Tasks ([Appendix B](#)) and a Final Project ([Appendix C](#)) through rubric-based feedback from course facilitators. Authentic Tasks and Final Project feedback includes constructive feedback throughout the submission, a scored rubric, and a detailed summative comment.

Participants also complete both a pre- and post-assessment in the course. The pre-assessment enables participants to reflect on their prior knowledge, comfort level, and current level of competency, and the post-assessment allows them to determine what knowledge and skills they have gained by taking the course.

Connection to Culturally Responsive-Sustaining Dispositions & Practices (CR-SDP)

The purpose of this course is to better prepare you with the necessary skills to identify personal and professional practices that impose barriers to student success and to remove obstacles for underserved students with special needs. By assuming accountability among school staff, appropriately including students, demonstrating empathy for families, and collaborating with professionals you can help make the education system more equitable and influence the label of the underserved to all served. You will also be given opportunities to reflect on your own personal beliefs as well as institutional beliefs, norms, practices, and assumptions that contribute to inequity in special education.

Note: Throughout, the use of the term “critical consciousness lens” will relate to the information and self-reflection in the assigned reading, [Understanding Race and Privilege](#).

Major Assignment	Due Date
Authentic Task #1: Culturally Affirming Language and Environment for Black Students with Special Needs	Self-paced. Due by May 26, 2023
Authentic Task #2: Process Improvement	Self-paced. Due by May 26, 2023
Classroom Practice Analysis	Self-paced. Due by May 26, 2023
Final Project: LESSON PLAN PORTFOLIO	Self-paced. Due by May 26, 2023

Feedback

Participants receive formative feedback throughout presentations and in discussion boards. Participants are summatively assessed on Discussion Board participation ([Appendix A](#)), two Authentic Tasks and a Classroom Practice Analysis ([Appendix B](#)); and a Final Project ([Appendix C](#)) through rubric-based feedback from course facilitators. Authentic Tasks, the Classroom Practice Analysis, and Final Project feedback includes constructive feedback throughout the submission, a scored rubric, and a detailed summative comment.

Facilitators have received revised instructions and grading rubric and will respond to every comment in each discussion board. Facilitators will inform each participant who has had a comment added to their post to return to the discussion board to continue the conversation and reply to their colleague's comment to their post.

Formative Feedback:

Participants receive formative feedback throughout the course as part of the design of the interactive presentations (e.g., feedback on reflection/analysis questions, etc.). Participants also receive consistent and targeted formative feedback from Facilitators in the Discussion Boards, as facilitators provide public comments/responses/additional questions to drive thinking, collaboration, and connection to practice. This course makes a special effort to give formative feedback in the form of concept quizzes and final project components in every module.

Summative Feedback:

Participants receive rubric-driven summative feedback on their 12 Discussion Boards within 1-3 days of submission. For the two Authentic Tasks, Classroom Practice Analysis and Final Project, participants receive rubric driven feedback within one week of submission. Facilitators work with participants to support their successful completion of all tasks/Discussion Boards by providing opportunities for participants to resubmit work, based on targeted feedback, that falls below standards outlined in the course's rubrics.

Grades

Assignment(s)	Percentage of final grade
Authentic Tasks	30%
Classroom Practice Analysis	15%
Discussion Board Participation	20%
Final project	35%

Course Calendar

Module #1: History of Special Education Laws	
Date: February 6, 2023 – May 26, 2023	Number of hours for this session: 7
Time: Self-paced	Assignments due today: May 26, 2023
Standards and Components Alignment:	
<p><u>Alignment to Danielson's Framework for Teaching</u></p> <p>1b Demonstrating Knowledge of Students 1d Demonstrating Knowledge of Resources 4e Growing and Developing Professionally 4f Showing Professionalism</p> <p><u>Alignment to New York Professional Standards</u></p> <p>Standard 2: Content Knowledge and Quality Teaching Standard 4: Collaboration</p>	<p><u>Alignment to the New York State Standards</u></p> <p><i>Career Development and Occupational Studies</i> Standard 2: Integrated Learning Standard 3a: Universal Foundation Skills</p> <p><i>English Language Arts</i> Standard 1: Language for Information and Understanding Standard 3: Language for Critical Analysis and Evaluation Standard 4: Language for Social Interaction</p> <p>Key Shift #1: Focus on Strengthening the Instructional Core</p> <ul style="list-style-type: none"> Knowledge of Content and Content-Specific Pedagogy
Objectives:	
<ul style="list-style-type: none"> Identify opposing issues surrounding Brown vs Board of Education Explain the Individuals with Disabilities Education Act (IDEA) Visualize where access to FAPE disproportionately impacts BSSN Explore the impact for BSSN regarding early childhood education, High School completion, School to Prison Pipeline and Workforce participation. Define Critical Race Theory Identify a personal or professional dilemma 	
Topics and Agenda:	
<ul style="list-style-type: none"> Creating a Brave Learning Space Module Overview Objectives The Start of School <ul style="list-style-type: none"> Once upon a time in America... Collision of Race & Education <ul style="list-style-type: none"> Oppression in America 1948- United Nations Universal Declaration on Human Rights Brown vs. Board of Education Schools are desegregated by law... Support for school integration was not unanimous. 1965-Elementary and Secondary Education Act 1973- Section 504 of Rehabilitation Act 1975-Education for all Handicapped Children 2004-Individuals with Disabilities Act Purpose of IDEA Free and Appropriate Public Education Impact of Systemic Racism <ul style="list-style-type: none"> Inequity in Special Education 	

- Studies
- Disproportionality
- Impact on Workforce
- Impact on High School
- School to Prison Pipeline
- The “R” Words
 - Race and Resources
 - Dr. Asa Hilliard
 - The Other Water Bucket Challenge
 - Critical Race Theory
 - American Indian Timeline
- Sources

Connection to Culturally Responsive-Sustaining Dispositions & Practices (CR-SDP):

Criteria from Rubric (the criteria marked by an asterisk (*) will be evaluated this year but providers may address other criteria):

- * Goals clearly connect to supporting teachers in developing more equitable practices for all students, in particular those who have been historically underserved and marginalized (including but not limited to students of color, students with disabilities, and multilingual learners)
- * Course integrates historical and contemporary resources and research that reflect and center the experiences and perspectives of non-dominant racial and cultural groups
- * Course builds participants’ capacity to identify and question underlying personal and institutional beliefs, norms, practices, and assumptions that contribute to inequity

Activity (list the corresponding activities for each criteria below):

- Creating a Brave Learning Space
- Reading: Slavery: Letters and Speeches by Horace Mann
- Viewing: The Truth about the Public Education system
- Reflection Questions
- Viewing: Joe Biden embraced segregation in 1975, claiming it was a matter of 'black pride'
- Reading: A History of the Individuals with Disabilities Education Act
- Reflection Questions
- Reading: Racial Disproportionality in School Discipline: Implicit Bias is Heavily Implicated | Kirwan Institute for the Study of Race and Ethnicity
- Discussion
- Reading: The School-to-Prison Pipeline Starts in Preschool
- Reading: Dr. Asa Hilliard’s work
- Reflection Question
- Reading: White Fragility

Application to Instruction and Student Learning:

In this Module, participants will:

- Define advocacy and reflect on own approach to supporting struggling students and their own beliefs, norms, practices, and assumptions
- Read the article on Understanding Race and Privilege and answer the self-reflection questions (this does not need to be submitted)
- Explore the legal requirements of IDEA, ESSA & Section 504 as it relates to students in schools
- Discuss and apply knowledge of IDEA, ESSA & Section 504 legislation to identify what certain components look like in his/her school

Assessment and Feedback:

For each Authentic Task, Discussion Board, and Classroom Practice Analysis description and rubric, click the links in the Topics and Agenda section.

Module #2: Developing an Anti-Bias Mindset	
Date: February 6, 2023 – May 26, 2023	Number of hours for this session: 7
Time: Self-paced	Assignments due today: May 26, 2023
Standards and Components Alignment:	
Alignment to Danielson's Framework for Teaching 2a Creating an Environment of Respect and Rapport 4a Reflecting on Teaching 4e Growing and Developing Professionally 4f Showing Professionalism	Alignment to New York Professional Standards <ul style="list-style-type: none"> ● Standard 4. Collaboration ● Standard 5. Diverse Learning ● Standard 9. Technology Key Shift #2: Knowing your students <ul style="list-style-type: none"> ● Using Assessment in Instruction ● Social-Emotional Learning
Objectives:	
<ul style="list-style-type: none"> ● Explain Bias and examine in the special educational context ● Consider the professional responsibility of practitioners and staff ● Participate in anti-bias self-evaluations and discussion group bias task ● Challenge to critique self for equitable evaluation of Black, Indigenous and Latino students with special needs 	
Topics and Agenda:	
<ul style="list-style-type: none"> ● Objectives ● Module Overview ● The Bias <ul style="list-style-type: none"> ○ Bias ○ What is Bias? ○ Bias is a two-way street. ○ Jane Elliot ● Bias in Special Education <ul style="list-style-type: none"> ○ Bias: Implicit and Explicit, What's the difference? ○ Impact of Bias ○ Bias by Parents, Physicians and Teachers ○ The Teacher Power ○ Subjectivity and Bias ○ How to achieve Identification without Subjectivity? ○ Teacher Power Tower ● Your Role in the Change <ul style="list-style-type: none"> ○ Perception ● Sources 	
Connection to Critical Consciousness/CRSE:	
Criteria from Rubric (the criteria marked by an asterisk (*) will be evaluated this year but providers may address other criteria):	Activity: <ul style="list-style-type: none"> ● Reflection Questions ● Watch: A Classroom Divided, Frontline ● Discussion ● Reading: Transforming Perception: Black Men and Boys ● Reflection ● Discussion ● Reading: Understanding Unconscious Bias and Unintentional Racism

<p>* Goals clearly connect to supporting teachers in developing more equitable practices for all students, in particular those who have been historically underserved and marginalized (including but not limited to students of color, students with disabilities, and multilingual learners)</p> <p>* Course integrates historical and contemporary resources and research that reflect and center the experiences and perspectives of non-dominant racial and cultural groups</p> <p>* Course builds participants' capacity to identify and question underlying personal and institutional beliefs, norms, practices, and assumptions that contribute to inequity</p>	
Application to Instruction and Student Learning:	
We will discuss the benefits of evaluating students based upon value and merit, rather than race or socioeconomic status. You will see how Implicit Bias (from parents, physicians, and teachers) and disproportionality in identification, services, and discipline impact outcomes for Black, Indigenous and Latino Students with Special Needs. You will consider your professional responsibility in being a part of the decisions regarding student needs. You will be challenged to critique your own experiences, preparations, and limitations for equitable evaluation of Black, Indigenous and Latino students with special needs.	
Assessment and Feedback:	
For each Authentic Task, Discussion Board, and Classroom Practice Analysis description and rubric, click the links in the Topics and Agenda section.	

Module #3: Special Education Advocacy	
Date: February 6, 2023 – May 26, 2023	Number of hours for this session: 7
Time: Self-paced	Assignments due today: May 26, 2023
Standards and Components Alignment:	
<p><u>Alignment to Danielson's Framework for Teaching</u></p> <p>1b Demonstrating knowledge of students 4a Reflecting on Teaching 4b Maintaining Accurate Records 4c Communicating with Families 4f Showing Professionalism</p>	<p><u>Alignment to New York Professional Standards</u></p> <ul style="list-style-type: none"> ● Standard 1: Designing Professional Development ● Standard 4: Collaboration ● Standard 5: Diverse Learning ● Standard 6: Student Learning Environments ● Standard 7: Parent, Family and Community Engagement ● Standard 8: Data-driven Professional Practice ● Standard 10: Evaluation <p>Key Shift #1: Focus on Strengthening the Instructional Core</p> <ul style="list-style-type: none"> ● Setting Instructional Outcomes <p>Key Shift #2: Knowing Your Students</p> <ul style="list-style-type: none"> ● Using Data, Informed by Multiple Perspectives, to Understand Students ● Using Assessment in Instruction:
Objectives:	

- Explore how parents, teachers and staff contribute collaboratively to appropriate identification and interventions for IEP and 504 plans
- Understand the role of a professional/third party advocate and the special education law they support
- Identify the key expectations of a special education advocate
- Engage in school meeting preparation scenario

Topics and Agenda:

- Objectives
- Module Overview
- Knowing the Child
 - Know the whole child.
 - Struggling Students
 - Understand Behavior Function
 - What this Looks Like in the Classroom
 - Qualifying Giftedness
 - Data Collection and RTI
- Role of Advocates
 - What does advocacy in the classroom look like?
 - What is an Advocate?
 - Role of Special Education Advocate
 - Collaborative IEP Team
 - Professional Advocate
 - Parents
 - Multi-Disciplinary Team
 - Video
- Educational Disability
 - What is an Educational Disability?
 - Identification of an Educational Disability
 - Identification of Medical Disability
 - Emotional and Intellectual Disabilities
 - Disability Demographic Data Dive
 - What's the Difference between IEP and 504?
 - The Steps in the IEP Process
 - Whole Child Tenets
- [Authentic Task #1](#)
- Sources

Connection to Critical Consciousness/CRSE:

Criteria from Rubric (the criteria marked by an asterisk (*) will be evaluated this year but providers may address other criteria):

(*) will be evaluated this year but providers may address other criteria):

* Goals clearly connect to supporting teachers in developing more equitable practices for all students, in particular those who have been historically underserved and marginalized (including but not limited to students of color, students with disabilities, and multilingual learners)

* Course integrates historical and contemporary resources and research that reflect and center the experiences and perspectives of non-dominant racial and cultural groups

* Course builds participants' capacity to identify and question underlying personal and institutional beliefs, norms, practices, and assumptions that contribute to inequity

Activity:

- Reflection
- Video: Special Education- Learning Disabilities
- Authentic Task Data Dive
- Reading: What is the difference between an IEP and a 504 Plan?
- [Discussion](#)
- [Authentic Task](#)

Application to Instruction and Student Learning:
We will discuss the role of advocacy through teachers, staff and professional consultants. Among families of students with disabilities, those with lower incomes and who have children of color are less likely than their affluent and white counterparts to access their legal rights under IDEA. The participation of an Educational Advocate in the identification or service provision for a child suspected of/or having a disability or giftedness can be a productive experience or significant benefit for the child. Understanding the role of the advocate and the special education laws they support, can help the overall collaboration of the entire IEP team.
Assessment and Feedback:
For each Authentic Task, Discussion Board, and Classroom Practice Analysis description and rubric, click the links in the Topics and Agenda section.

Module #4: Classroom Management	
Date: February 6, 2023 – May 26, 2023	Number of hours for this session: 7
Time: Self-paced	Assignments due today: May 26, 2023
Standards and Components Alignment:	
<u>Alignment to Danielson’s Framework for Teaching</u> 1b Demonstrating knowledge of students 2a Creating an Environment of Respect and Rapport 2b Establishing a Culture for Learning 2c Managing Classroom Procedures 2d Managing Student Behavior 4c Communicating with Families 4e Growing and Developing Professionally	<u>Alignment to New York Professional Standards</u> Standard 2: Content Knowledge and Quality Teaching Standard 4: Collaboration Standard 5: Diverse Learning Standard 6: Student Learning Environments Standard 7: Parent, Family and Community Engagement Standard 8: Data-driven Professional Practice Standard 10: Evaluation Key Shift #2: Know your students <ul style="list-style-type: none"> • Social and Emotional Learning • Classroom Communities • Welcoming Families
Objectives:	
<ul style="list-style-type: none"> • Examine the role of functional behavior among Black, American Indian, and Latino students with Special Needs. • Review involvement of the resources available from school, community for teachers and family • Identify SRO (School Resource Officer) program process, advantages, and disadvantages. • Discuss how Social-Emotional Learning and Restorative Practices support classroom management 	
Topics and Agenda:	
<ul style="list-style-type: none"> • Module Overview • Objectives • Section: The Classroom <ul style="list-style-type: none"> ○ Teacher's obligation of Welcome ○ Classroom Environment ○ Creating an environment of Respect and Rapport ○ Apply qualities of care, compassion, and concern to engage all students ○ Provide appropriate standards and high expectations for all students ○ Respond to misbehavior with sensitivity according to individual student needs ○ Ensure equitable opportunities for civility, cooperation, and leadership 	

- I was a well-meaning White teacher
- School Resources
 - Resources for Teachers and Staff
 - Social Emotional Learning
 - Restorative Practices
 - Understand Behavior Function
 - School Resource Officer
 - Culture and Development
 - Creating an Environment of Respect and Rapport
 - Establishing a Culture for Learning
 - Managing Classroom Procedures
 - Managing Student Behavior
 - [Authentic Task #2](#)
- Sources

Connection to Critical Consciousness/CRSE:

Criteria from Rubric (the criteria marked by an asterisk (*) will be evaluated this year but providers may address other criteria):

* Goals clearly connect to supporting teachers in developing more equitable practices for all students, in particular those who have been historically underserved and marginalized (including but not limited to students of color, students with disabilities, and multilingual learners)

* Course integrates historical and contemporary resources and research that reflect and center the experiences and perspectives of non-dominant racial and cultural groups

* Course builds participants' capacity to identify and question underlying personal and institutional beliefs, norms, practices, and assumptions that contribute to inequity

Activity:

- Reflection
- Reading: I was a well-meaning White teacher. But my harsh discipline harmed Black kids.
- Viewing: Creating Culturally Inclusive Classrooms
- Viewing: Becoming a Culturally Responsive Teacher
- Reading: Culturally Responsive Teaching Activities
- Reading: 3 Tips to Make Any Lesson More Culturally Responsive
- [Discussion](#)
- [Discussion](#)
- Viewing: Self Advocacy and Intersectionality: Black Girls with Learning Disabilities
- [Authentic Task](#)

Application to Instruction and Student Learning:

Managing Student Behavior is a Classroom expectation as a precursor for learning. District and school-based policies, behavior management resources, and a well-structured classroom environment are all best practices for Classroom Management. Asking for help from sources such as parents, other teachers, and staff specialists is sometimes necessary. Participants will review the process of involving appropriate school and family resources. In addition to the aforementioned resources, the involvement of the School Resource Officer (SRO) may also be implored. School Resource Officers develop relations, escalate, and work collaboratively with school staff. School Resource Officers have had a negative impact on those Black students with special needs. The misuse of the resources can limit access to equitable opportunities. Participants will identify SRO program pros and cons, including its effectiveness and relationship in the school to prison pipeline. Participants will learn how Social-Emotional Learning and Restorative Practices can support classroom management.

Assessment and Feedback:

For each Authentic Task, Discussion Board, and Classroom Practice Analysis description and rubric, click the links in the Topics and Agenda section.

Module #5: Instructional Strategies	
Date: February 6, 2023 – May 26, 2023	Number of hours for this session: 7
Time: Self-paced	Assignments due today: May 26, 2023
Standards and Components Alignment:	
<u>Alignment to Danielson's Framework for Teaching</u> 1b Demonstrating knowledge of students 3a Communicating with Students 3c Engaging Students in Learning 3e Demonstrating Flexibility and Responsiveness 4a Reflecting on Teaching 4e Growing and Developing Professionally	<u>Alignment to New York Professional Standards</u> <ul style="list-style-type: none"> ● Standard 2: Content Knowledge and Quality Teaching ● Standard 3: Research-based Professional Learning ● Standard 4: Collaboration ● Standard 5: Diverse Learning ● Standard 9: Technology ● Standard 10: Evaluation <p>Key Shift #1 Focus on Strengthening the Instructional Core.</p> <ul style="list-style-type: none"> ● Knowledge of Content and Content-Specific Pedagogy ● Setting Instructional Outcomes ● Language-Based Competencies ● Engaging Students in Learning <p>Key Shift #2: Knowing Your Students</p> <ul style="list-style-type: none"> ● Instruction that Reflects Students ● Social-Emotional Learning
Objectives:	
<ul style="list-style-type: none"> ● Cover what an effective distance learning plan for an IEP should include ● Look at instructional planning through an equity lens ● Consider how to leverage technology and student communication ● Best practices in addressing the digital divide for education staff ● Discuss concepts related to anti-racist teaching and decolonizing curriculum 	
Topics and Agenda:	
<ul style="list-style-type: none"> ● Module Overview ● Objectives ● Raising Expectations <ul style="list-style-type: none"> ○ The soft bigotry of low expectations ○ Expectations ○ Reading ● Anti-Racist Instructional Strategies <ul style="list-style-type: none"> ○ What about Cultural Competence? ○ Anti-Racist Instructional Strategies <ul style="list-style-type: none"> ▪ Critical Thinking ▪ Empathy ▪ Giftedness ▪ Subculture Awareness ▪ Character Development ▪ Summer & Afterschool Enrichment ○ Digital Equity ○ Digital Divide ○ Distance learning 	

<ul style="list-style-type: none"> ○ Strategies for Success <ul style="list-style-type: none"> ▪ Communicating with Students ▪ Engaging Students in Learning ▪ Demonstrating Flexibility and Responsiveness ▪ Discussion ● Sources 	
Connection to Critical Consciousness/CRSE:	
<p>Criteria from Rubric (the criteria marked by an asterisk (*) will be evaluated this year but providers may address other criteria):</p> <p>* Goals clearly connect to supporting teachers in developing more equitable practices for all students, in particular those who have been historically underserved and marginalized (including but not limited to students of color, students with disabilities, and multilingual learners)</p> <p>* Course integrates historical and contemporary resources and research that reflect and center the experiences and perspectives of non-dominant racial and cultural groups</p> <p>* Course builds participants' capacity to identify and question underlying personal and institutional beliefs, norms, practices, and assumptions that contribute to inequity</p>	<p>Activity:</p> <ul style="list-style-type: none"> ● Reading: How You Got So Smart by David Milgrim ● Reading: Telling Our Own Story ● Reflection Question ● Reading: The Digital Divide in Education
Application to Instruction and Student Learning:	
<p>The distance learning experience for underserved students with special needs has been difficult and troubling during 2020 and 2021, the years a global pandemic forced a quarantine and remote education administration. Participants will learn how distance learning can be effective and what an effective distance learning plan for a student on an IEP should include. Participants will begin to look at instructional planning through an equity lens. Concepts related to anti-racist teaching and decolonizing curriculum will also be introduced. Teachers will be able to consider adaptations/modifications based on students' racial, cultural, linguistic, and content-processing preferences.</p>	
Assessment and Feedback:	
<p>For each Authentic Task, Discussion Board, and Classroom Practice Analysis description and rubric, click the links in the Topics and Agenda section.</p>	

Module #6: Professional Development for the Future of Educational Equity	
Date: February 6, 2023 – May 26, 2023	Number of hours for this session: 10 (including final)
Time: Self-paced	Assignments due today: May 26, 2023
Standards and Components Alignment:	
<p><u>Alignment to Danielson's Framework for Teaching</u></p> <p>4a Reflecting on Teaching</p> <p>4d Participating in a Professional Community</p> <p>4e Growing and Developing Professionally</p>	<p><u>Alignment to New York Professional Standards</u></p> <ul style="list-style-type: none"> ● Standard 1: Designing Professional Development ● Standard 3: Research-based Professional Learning ● Standard 4: Collaboration ● Standard 5: Diverse Learning ● Standard 7: Parent, Family and Community Engagement ● Standard 10: Evaluation

	Key Shift#1: Focus on Strengthening the Instructional Core <ul style="list-style-type: none"> Teacher Instructional Leadership
Objectives:	
<ul style="list-style-type: none"> Define and identify Cultural Competencies Write a goal towards professional development plan Apply learned skills to students of various ethnicities Identify Educational Equity resources 	
Topics and Agenda:	
<ul style="list-style-type: none"> Module Overview Objectives Cultural Competence Equitable Classroom <ul style="list-style-type: none"> Culturally Reflective Teaching Equitable Classroom Discussion Educational Equity, Resources and Example Personal, Professional Dilemma Discussion Board Goal Planning <ul style="list-style-type: none"> All Students SMART Goals Resources Assignment Reflecting on Teaching Maintaining Accurate Records Communicating with Families Participating in a Professional Community Growing and Developing Professionally Showing Professionalism Reflection Classroom Practice Analysis Sources Final Project: LESSON PLAN PORTFOLIO 	
Connection to Critical Consciousness/CRSE:	
<p>Criteria from Rubric (the criteria marked by an asterisk (*) will be evaluated this year but providers may address other criteria):</p> <p>* Goals clearly connect to supporting teachers in developing more equitable practices for all students, in particular those who have been historically underserved and marginalized (including but not limited to students of color, students with disabilities, and multilingual learners)</p> <p>* Course integrates historical and contemporary resources and research that reflect and center the experiences and perspectives of non-dominant racial and cultural groups</p> <p>* Course builds participants' capacity to identify and question underlying personal and institutional beliefs, norms, practices, and assumptions that contribute to inequity</p>	<p>Activity:</p> <ul style="list-style-type: none"> Reading: A Teacher's practice to engage all learners Discussion Reading: Promise Zone Designee Choctaw Nation Reflection Question Classroom Practice Analysis Discussion Final Project: LESSON PLAN PORTFOLIO

Application to Instruction and Student Learning:

Teachers and Staff will recognize the need for a professional development plan that is reflective of the right skills and knowledge for the future. As strides towards educational equity continue, development of one's personal and professional development will be required to be effective. The cultivation of cultural competencies will allow participants to apply learned skills to students of various ethnicities. For participants interested in Program development or Community Development in the area of educational equity, a framework for program development and partnerships will be included.

Assessment and Feedback:

For each Authentic Task, Discussion Board, and Classroom Practice Analysis description and rubric, click the links in the Topics and Agenda section.

Appendix A Discussion Board Prompts and Rubric

Module	Title	Discussion Questions
1	Introduction	<p>Welcome to the Discussion Board. This is a space to post reactions and answers to prompts and questions throughout the course. Participate in Discussion Board 1.1 by responding to the prompts:</p> <ul style="list-style-type: none"> • Introduce yourself by providing background information such as your location, grade level, subject, and years in education. • Give an example of a brave question you will ask yourself during this course, e.g. "How will I have discussions with learners who have opposite views"? • Share how you intend on being brave during this learning experience. Do you feel prepared to teach or support a racially and neurodiverse group of students? • Then explain the reason(s) you are taking this course and how you think the course may potentially help your students. • Respond to at least one of your colleagues with a question, connection, or suggestion. (Your response should be respectful, meaningful, with a goal to push each other's thinking. Please see rubric)
1	Disproportionality	<ul style="list-style-type: none"> • How many students in your current or past class identified as having an emotional disability and how many students identified as having an intellectual disability? • Share in the discussion area. • Respond to at least one of your colleagues with a question, connection, or suggestion. (Your response should be respectful, meaningful, with a goal to push each other's thinking. Please see rubric)
2	Unconscious Bias - a	<ul style="list-style-type: none"> • Identify one male and one female student in your class who categorizes him/herself as Black, Indigenous and/or Latinx. Build a 5-block tower for each student that is solely objective. Be sure to include assessments, scores and patterns of classwork behavior. • Share one of your towers in the Discussion Board. Be sure to give an anonymous first name to your student.

		<ul style="list-style-type: none"> Respond to at least one of your colleagues with a question, connection, or suggestion. (Your response should be respectful, meaningful, with a goal to push each other's thinking. Please see rubric)
2	Unconscious Bias - b	<ul style="list-style-type: none"> Identify and discuss one action you will do to improve the way you participate in the process of identifying Black, Native American Indian and Latinx students with special needs. Share a summary of your plan of action in the discussion area. Respond to at least one of your colleagues with a question, connection, or suggestion. (Your response should be respectful, meaningful, with a goal to push each other's thinking. Please see rubric)
3	Whole Child	<ul style="list-style-type: none"> Identify one student in your class for this exercise. Make a list of descriptors and data points that characterize the whole child as best you can. Use the Whole Child Tenets as a guide for information to include. Share your findings in the discussion board. Respond to at least one of your colleagues with a question, connection, or suggestion. (Your response should be respectful, meaningful, with a goal to push each other's thinking. Please see rubric)
3	Advocate	<ul style="list-style-type: none"> Have you ever collaborated with an Advocate as part of a student's special education case? Share in the discussion area your experience. Try to include at least one positive and one negative factor or experience. Remember to keep names and places out of the experiences you share. Respond to at least one of your colleagues with a question, connection, or suggestion. (Your response should be respectful, meaningful, with a goal to push each other's thinking. Please see rubric)
4	School Supports	<ul style="list-style-type: none"> Which of the three described school supports does your school provide well? How has it helped your Black students with special needs and your class at large? Share in the Discussion Area. Respond to at least one of your colleagues with a question, connection, or suggestion. (Your response should be respectful, meaningful, with a goal to push each other's thinking. Please see rubric)
4	Culturally Inclusive Classroom	<ul style="list-style-type: none"> Of the three, civility, cooperation and leadership, which element of an inclusive classroom you plan for first? How would you include Black students with Special Needs in that process? How would you assess students' practice? Share in the Discussion Area.

		<ul style="list-style-type: none"> Respond to at least one of your colleagues with a question, connection, or suggestion. (Your response should be respectful, meaningful, with a goal to push each other's thinking. Please see rubric)
5	Culturally Inclusive Instruction	<ul style="list-style-type: none"> Review the 7-7-7 guide from Florida Center for Reading Research. On page 2, choose one of the steps, and identify how you would develop that step to be diverse and inclusive of students with special needs who are Black, Native American Indian, or Latinx? Share your step, target group and inclusive-minded approach in the discussion area. Respond to at least one of your colleagues with a question, connection, or suggestion. (Your response should be respectful, meaningful, with a goal to push each other's thinking. Please see rubric)
5	Anti-Racist Instruction	<ul style="list-style-type: none"> Critical Thinking and Empathy are both Anti-Racist Instructional Strategies. How will you incorporate into your Assessments or Assignments? Choose one to share in the Discussion Area. Respond to at least one of your colleagues with a question, connection, or suggestion. (Your response should be respectful, meaningful, with a goal to push each other's thinking. Please see rubric)
6	Equitable Teaching	<ul style="list-style-type: none"> If one of your colleagues was to observe your class, how would you rate on the Equitable Classroom Practices Observation Checklist? Select one behavior that your colleague would observe in your teaching practice, and one practice that would not be observed. Share in the Discussion Area. Respond to at least one of your colleagues with a question, connection, or suggestion. (Your response should be respectful, meaningful, with a goal to push each other's thinking. Please see rubric)
6	Experiences Reflection	<ul style="list-style-type: none"> Take a few minutes to reflect on your personal and professional experiences. Review your CV (or resume), and past photos with family or friends. Consider your personal characteristics, your travels and your surroundings. How have any of those traits, exposures or experiences prepared you (or not) for diversity, equity and/or inclusion? Share in the Discussion Area. Respond to at least one of your colleagues with a question, connection, or suggestion. (Your response should be respectful, meaningful, with a goal to push each other's thinking. Please see rubric)

Discussion Board Rubric:

1: Does Not Meet Expectations	2: Partially Meets Expectations	3: Meets Expectations	4: Exceeds Expectations
<p>Participant rarely shares thoughtful reflections or responds to colleagues in a respectful and engaging way.</p> <p>Participant provides a low level of detail in entries.</p> <p>Participant typically does not include informative examples or foster discussions.</p> <p>Participant's responses are unclear or poorly written.</p> <p>Participant does not respond to colleague.</p> <p>Participant includes no self-reflection or consideration of issues related to critical consciousness.</p>	<p>Participant partially shares thoughtful reflections and responds to colleagues in a respectful and engaging way.</p> <p>Participant provides some level of detail in entries.</p> <p>Examples are somewhat helpful and informative and occasionally foster discussions.</p> <p>Participant's responses are somewhat clear and well written.</p> <p>Participant responds to a colleague providing basic information.</p> <p>Participant includes little self-reflection or consideration of issues related to critical consciousness.</p>	<p>Participant satisfactorily shares thoughtful reflections and responds to colleagues in a respectful and engaging way.</p> <p>Participant provides an adequate level of detail in entries.</p> <p>Examples are satisfactorily helpful and informative and foster discussions.</p> <p>Participant's responses are clear and well written.</p> <p>Participant responds to a colleague in a meaningful way and provides useful and relevant information.</p> <p>Participant engages in self-reflection and consideration of issues related to critical consciousness.</p>	<p>Participant frequently shares thoughtful reflections and responds to and collaborates with colleagues in a respectful and engaging way.</p> <p>Participant provides a high level of detail in entries.</p> <p>Examples are very helpful and informative and almost always foster discussions.</p> <p>Participant's responses are exceedingly clear and well written.</p> <p>Participant responds to colleagues in a meaningful way and provides useful and relevant information while demonstrating understanding of the topic being discussed.</p> <p>Participant engages in meaningful and extensive self-reflection and consideration of issues related to critical consciousness and advances the group discussion of these issues.</p>
<p>Participants will not be provided a grade within the discussion boards without having provided a comment to a fellow colleague.</p> <p>Participants will be informed when a fellow colleague has commented on their board post and encouraged to continue the conversation.</p> <p>Facilitators will offer comments and guidance on every discussion board submission.</p> <p>Facilitators will inform participants where and in what way their response was insufficient.</p>			

Appendix B

Assignments and Rubrics

Classroom Practice Analysis

For this activity, you will choose one of the downloadable resources from the course to implement in your practice. If you are in the classroom currently, you will answer the first set of questions. If you are on break or not currently teaching, you will answer the second set of questions.

In the Classroom:

- What is the name of the resource?
- Why did you pick this resource to implement? Please be specific.
- Before implementing the resource, what were your expectations on how it would impact your practice?
- During implementation did you alter the resource in any way?
 - If so, how? And why?
 - If not, why?
- How did students/colleagues respond during/after the resource? Do you think it positively impacted your audience? Why or why not?
- How did the resource impact your practice? Please be specific.
- No resource is neutral, from a critical consciousness perspective. What is the viewpoint/background of the author/creator of this resource? How might that viewpoint/background affect the way you use this resource, or make it more or less effective at working with your students?
- How do you plan on improving the resource for the future?

Out of the classroom:

- What is the name of the resource?
- Why did you pick this resource? Please be specific.
- No resource is neutral, from a critical consciousness perspective. What is the viewpoint/background of the author/creator of this resource? How might that viewpoint/background affect the way you use this resource, or make it more or less effective at working with students from varying backgrounds?
- How do you plan on using this resource?
- What specific modifications will you make to the resource to ensure its effectiveness in the classroom/with peers?
- How do you think this resource will impact your classroom/peers?
- How will you measure the success of this resource (e.g., assessment, data collection, etc.)?

Classroom Practice Analysis Rubric

Criteria	4-Exceeds Expectations	3-Meets Expectations	2-Approaching Expectations	1-Does Not Meet Expectations
Resource Choice	Learner provides the name of a relevant downloadable resource with a	Learner provides the name of a downloadable resource with a rationale for why	Learner provides the name of a resource with a vague rationale for why the	Learner does not define a downloadable resource and/or fails to provide a

	clearly articulated rationale for why the resource was selected.	the resource was selected.	resource was selected.	description of why the resource was selected.
Planning	Learner includes an explicit plan, outlining how the resource will be implemented with fidelity, including a thorough overview of the expected impact on peers and modifications to ensure effectiveness.	Learner includes a plan, outlining how the resource will be implemented with an overview of the expected impact on peers and modifications to ensure effectiveness.	Learner includes an underdeveloped plan, outlining vaguely how the resource will be implemented with an overview of some of the expected impacts on peers.	Learner does not provide a plan that outlines how the resource will be implemented or the expected impact on peers.
Analysis	<p>Learner provides a thoughtful reflection on how the resource did/will impact their classroom, peers, and/or practice, while indicating various expert ways to evaluate and modify the resource to ensure that it is effective.</p> <p>Learner deeply engages with the resource on issues related to author/creator perspective and critical consciousness.</p>	<p>Learner provides a reflection on how the resource did/will impact their classroom, peers, and/or practice, while indicating various ways to evaluate and modify the resource to ensure that it is effective.</p> <p>Learner engages with the resource on issues related to author/creator perspective and critical consciousness.</p>	<p>Learner provides a vague reflection on how the resource did/will impact their classroom, peers, and/or practice, while indicating one way to evaluate the resource to ensure that it is effective.</p> <p>Learner minimally engages with the resource on issues related to author/creator perspective and critical consciousness.</p>	<p>Learner provides no reflection on how the resource did/will impact their classroom, peers, and/or practice, while failing to outline how they will evaluate the resource to ensure that it is effective.</p> <p>Learner does not engage with the resource on issues related to author/creator perspective and critical consciousness.</p>
Writing	Learner's writing is clear and concise with articulate language, thoughtful expression, and a	Learner's writing is clear with concise language, good expression, and a few mechanical errors.	Learner's writing is underdeveloped, contains few details, has little expression, and includes	Learner's writing is vague, lacks details, and contains multiple mechanical errors.

	careful attention to mechanics.		multiple mechanical errors.	
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Authentic Task #1: Culturally Affirming Language and Environment for Black Students with Special Needs

Produce one new Teacher or Staff process to impact referrals for suspension for Black students who do or may have an Emotional Disability, or increase referrals for Black students who are, or may be Gifted and Talented. See Rubric. If you are teaching in a classroom, you will perform this exercise for your class. If you are NOT teaching in a classroom, you will create a new process for a teacher colleague or develop it as an example for a newly hired teacher to follow.

Authentic Task #1 Rubric

Grading Element	4 - Exceeds Expectation	3- Meets Expectation	2- Partially Meets Expectations	1 - Does Not Meet Expectations
Number of Welcoming Environment strategies	The plan includes 5 varied strategies to create a comprehensive welcoming and affirming environment plan.	The plan includes 5 strategies to create a welcoming environment.	The plan includes 3-4 strategies to create a welcoming environment.	The plan includes 1-2 strategies to create a welcoming environment.
Specific Plan	The participant states well-planned, clear, and specific actions they will take to implement each element of the welcoming environment and affirming plan that is replicable to all students	The participant states the basic actions they will take to implement each element of the welcoming environment plan.	The participant states general ideas of how the welcoming environment strategies will be implemented, but without specificity.	The participant states only strategies with no explanation, or the explanations do not match the stated elements.
Connection to BSSN	The plan includes specific and compelling explanations of how each element will help affirm student identity, build and sustain meaningful relationships with the family, and. Black Students with Special Needs and.	The plan includes a basic explanation of how each element applies to BSSN students and the plan will result in affirmation of the student's identity.	The plan includes an explanation of how strategies help BSSN students for some of the elements.	There is no explanation of how the plan will help BSSN students.

Authentic Task #2 Process Improvement

Produce a plan to invite the family of a Black student with special needs to your classroom or office for a conference. If you are teaching in a classroom, you will perform this task for your class. If you are NOT teaching in a classroom, you will develop this task as an example for a teacher colleague or a newly hired teacher. See Rubric

Authentic Task #2 Rubric

	4 - Exceeds Expectation	3 - Meets Expectation	2 - Partially Meets Expectations	1 - Does Not Meet Expectations
Impact Statement	Clearly explains with details and data the problem that impacts learning in order to provide a basis for determining goals and specialized instruction. Includes the BSSN's unique needs, strengths and difficulties, and describes how that impact affects the environment and access to the general education curriculum.	Clearly explains the problem with details or data that impacts learning in order to provide a basis for determining goals and specialized instruction. Includes the BSSN's unique needs, strengths, difficulties, or describes how that impact affects the environment or access to the general education curriculum.	Provides some detail of the problem that impacts learning which includes some reference to the BSSN's unique needs, strengths or difficulties, Or Describes how that impact affects the environment or access to the general education curriculum.	Presents a description of a problem that impacts learning that includes limited or no evidence of detail, unique characteristics for BSSN. Or Does not describe how the learning impacts the environment or access to the general education curriculum.
Strategy	Strategy clearly describes with detail, the selection of inclusive (culturally and special needs) and impact appropriate assessments, and strategies in the areas of learning, communication, social-emotional and/or functioning as Tier three or Tier two interventions. Strategy identifies	Strategy describes the selection of inclusive (culturally and special needs) and impact appropriate assessments, and strategies in the areas of learning, communication, social-emotional or functioning as Tier three or Tier two interventions. Strategy identifies the data collection	Strategy summarizes inclusive (culturally and special needs) or impact appropriate assessments, and strategies in the areas of learning, communication, social-emotional or functioning. Limited or no evidence of Tier	Insufficient summary which is limited in pertinence to BSSN or does not address any assessments, or area strategies. Or No plan for intervention or data collection.

	the data collection and monitoring methods.	and monitoring methods.	interventions levels, Or Limited evidence of data collection and monitoring methods.	
Process	Exemplary and efficient outline of participants (e.g., staff, BSSN, parents/guardians), the Record Review, Response to Intervention documentation, the administrative and community procedure, and inclusive communication plan, culturally considerate of all participants and related stakeholders.	Sufficient outline of participants (e.g., staff, BSSN, parents/guardians), the Record Review, Response to Intervention documentation, the administrative or community procedure, and inclusive communication plan, considerate of all participants.	Outline includes limited elements of participation and presentation of data, Or The procedural interface and communication plan is limited.	Outline does not include elements of participation or presentation of data, Or Does not include a procedural interface or communication plan

Appendix C

Final Project and Rubric

Final Project: LESSON PLAN PORTFOLIO

Create a fully inclusive lesson plan in a core subject, that is reflective of cultural competence, remote instruction and response to intervention. See Rubric If you are actively teaching, you will perform this final project. If you are NOT currently teaching, you will develop the Alternative Final Project

Final Project Rubric

	4 Exceeds Expectations	3 Meets Expectations	2 Partially Meets Expectations	1 Does Not Meet Expectations
Number and quality of Lesson Plans	Two thorough lesson plans in a core subject of English or Math for hybrid instruction that addresses all three tiers of intervention, which intentionally includes Black students with special needs	One thorough lesson plan in a core subject of English or Math for hybrid instruction that addresses all three tiers of intervention, which intentionally includes Black students with special needs	One or Two lesson plans in any core subject of English or Math for remote or face to face instruction that addresses only one or two tiers of intervention and intentionally includes Black students with special needs	One lesson plan in any subject, for any modality, and addresses one tier of intervention inclusive of Black students with special needs.
Instructional Strategies	Each lesson plan includes inclusive (culturally and special needs) instructional strategies from the course content, which strongly match the learning goals, and The strategies are applied in a way that clearly benefits BSSN	Each lesson plan includes inclusive (culturally or special needs) instructional strategies from the course content, which strongly match the learning goals, and The strategies are applied in a way that clearly benefits BSSN	Either lesson plan includes several strategies from the course content, but not every lesson has clear evidence of inclusive strategies, or Strategies are not well aligned to the learning goals of the lesson, or Strategies are not applied in a way that clearly benefit BSSN	The lesson plans include minimal or no strategies or inclusivity from the course content. Minimal or no evidence of applicable benefit to BSSN
Accommodations	Universal design and	Universal design or	Universal design or	The lesson plans have sporadic or

	<p>Accommodations are included in all lessons. These strategies are designed in a way that clearly helps BSSN access the curriculum, and</p> <p>Evidence of scaffolding for BSSN success is evident in most lessons.</p>	<p>accommodations are included in most lessons. These strategies are designed in a way that helps BSSN access the curriculum, and</p> <p>Evidence of scaffolding for BSSN success is evident in a majority of lessons.</p>	<p>accommodations are included in some lessons. These strategies are generally helpful to BSSN but may not be clearly designed to allow full access to grade level curriculum.</p>	<p>unclear use of accommodations .</p>
Synthesis	<p>Maximum use of relevant tools, activities and materials that are relevant to course strategies, aligned to course content, inclusive (culturally and special needs), and cites clear examples from the lesson plans to support and explain the strategies.</p> <p>Synthesizes the learning from the lesson by integrating outcomes, and a philosophy of BSSN instruction</p>	<p>Maximum to moderate use of relevant tools, activities and materials are relevant to course strategies, aligned to course content, inclusive (culturally or special needs), and cites clear examples from the lesson plans to support and explain the strategies.</p> <p>Synthesizes the learning from the lesson by integrating outcomes, or a philosophy of BSSN instruction.</p>	<p>Moderate to limited use of relevant tools, activities, or materials are relevant to course strategies, aligned to course content, inclusive (culturally or special needs), and cites clear examples from the lesson plans to support and explain the strategies.</p> <p>Evidence of synthesis of learning is limited or unclear from the lesson, nor is there integration of outcomes, or a philosophy of BSSN instruction.</p>	<p>Limited to no evidence of relevant and inclusive tools, activities or materials, examples, from the lesson plan to support and explain the strategies.</p> <p>No evidence of synthesis of learning</p>

ALTERNATE Final Project:

Self-Assess a school of your choice using indicators that are reflective of cultural competence, equitable resource distribution, and high academic expectations for all students. See Rubric

ALTERNATE Final Project Rubric

Domain areas	4 Exceeds Expectations	3 Meets Expectations	2 Partially Meets Expectations	1 Does Not Meet Expectations
School Climate (leadership, continuous improvement activities, family involvement)	<p>Routinely manages high expectations for all students. Leadership routinely provides personnel with training and demonstration on issues of culture, ethnicity, and language diversity for all students.</p> <p>Routinely facilitates involvement among leadership, staff, and families, where particular improvement efforts and resources are dedicated to BSSNs.</p>	<p>Periodically manages high expectations for all students. Leadership periodically provides personnel with training and demonstration on issues of culture, ethnicity, and language diversity for all students.</p> <p>Periodically facilitates involvement among leadership, staff, and families, where particular improvement efforts and resources are dedicated to BSSNs.</p>	<p>Rarely manages high expectations for all students. Leadership rarely provides personnel with training and demonstration on issues of culture, ethnicity, and language diversity for all students.</p> <p>Rarely facilitates involvement among leadership, staff, and families, where particular improvement efforts and resources are dedicated to BSSNs.</p>	<p>Never manages high expectations for all students. Leadership never provides personnel with training and demonstration on issues of culture, ethnicity, and language diversity for all students.</p> <p>Never facilitates collaborations among leadership, staff, and families, where particular improvement efforts and resources are dedicated to BSSNs.</p>
Curriculum and/or program	<p>Almost always reflects inclusive (culturally and special needs) instructional strategies and tools which strongly match the learning goals, and</p> <p>The strategies are applied in a way that clearly benefits BSSNs</p>	<p>Sometimes reflect inclusive (culturally and special needs) instructional strategies and tools which strongly match the learning goals, and</p> <p>The strategies are applied in a way that benefits BSSNs</p>	<p>Rarely reflect inclusive (culturally and special needs) instructional strategies and/or tools which match the learning goals, Strategies are not applied in a way that benefit BSSNs</p>	<p>Does not reflect inclusive (culturally and special needs) instructional strategies and/or tools which match the learning goals, Minimal or no evidence of applicable benefit to BSSN</p>

Teaching and Learning Accountability	<p>Teachers routinely apply Universal design principles, scaffolding, and accommodations are included for all students</p> <p>Strong Evidence of unbiased, student-centered behavior planning and Special education referrals, and accurate record-keeping for BSSNs.</p>	<p>Teachers sometimes apply Universal design principles, scaffolding, and accommodations are included for all students</p> <p>Some evidence of unbiased, student-centered behavior planning and Special education referrals, and accurate record-keeping and for BSSNs.</p>	<p>Teachers routinely apply Universal design principles, scaffolding, and/or accommodations are not included for all students</p> <p>Little evidence of unbiased, student-centered behavior planning and Special education referrals, and/or accurate record-keeping for BSSNs.</p>	<p>Teachers rarely apply Universal design principles and accommodations are not included for all students.</p> <p>No evidence of unbiased, student-centered behavior planning or Special education referrals, nor accurate record-keeping for BSSNs.</p>
Synthesis	<p>Maximum use of relevant, quality, and inclusive (culturally and special needs) resources and instruction for the well-being of all students.</p> <p>Synthesizes with strong equity mission for BSSNs outcomes.</p>	<p>Maximum to moderate use of relevant, quality, and inclusive (culturally and special needs) resources and instruction for the well-being of all students.</p> <p>Synthesizes with equity mission for BSSNs outcomes.</p>	<p>Moderate use of relevant, quality, and inclusive (culturally and special needs) resources and instruction for the well-being of all students.</p> <p>Synthesizes with mild evidence of equity mission for BSSNs outcomes.</p>	<p>Limited to no evidence use of relevant, quality, and inclusive (culturally and special needs) resources and instruction for the well-being of all students.</p> <p>No synthesis of of BSSN mission within the learning environment.</p>

Appendix D

Resources

- [5 Reasons Why the Brown v. Board of Education Decision was Detrimental to the Black community](#)
- [27 Mistakes White Teachers of Black Students Make and How to Fix Them](#)
- [249-665-1-PB White Fragility](#)
- [Anti Racist Pedagogy](#)
- [Asa G. Hilliard, professor at Georgia State University](#)
- [Choctaw Nation Promise Zone](#)
- [Equitable Classroom Checklist](#)

- [Goal Planning Example](#)
- [I was a well-meaning White teacher. But my harsh discipline harmed Black kids.](#)
- [Impact Statement Guide](#)
- [Response to Intervention Pyramid](#)
- [RTI Documentation Worksheet](#)
- [White Fragility by Robin DiAngelo](#)
- [What is Racist Curricula](#)

Module 1 History of Special Education Law

1. [Along freedom Road: David S. Cecelski. \(2016, July 22\)](#)
2. [Duncan, A. \(2010\). Free appropriate public education under section 504.](#)
3. [Wrightslaw. \(2021, January 12\)](#)
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Module 6 Professional Development

1. [Equitable Classroom Checklist](#)
2. [Goal Planning Example](#)