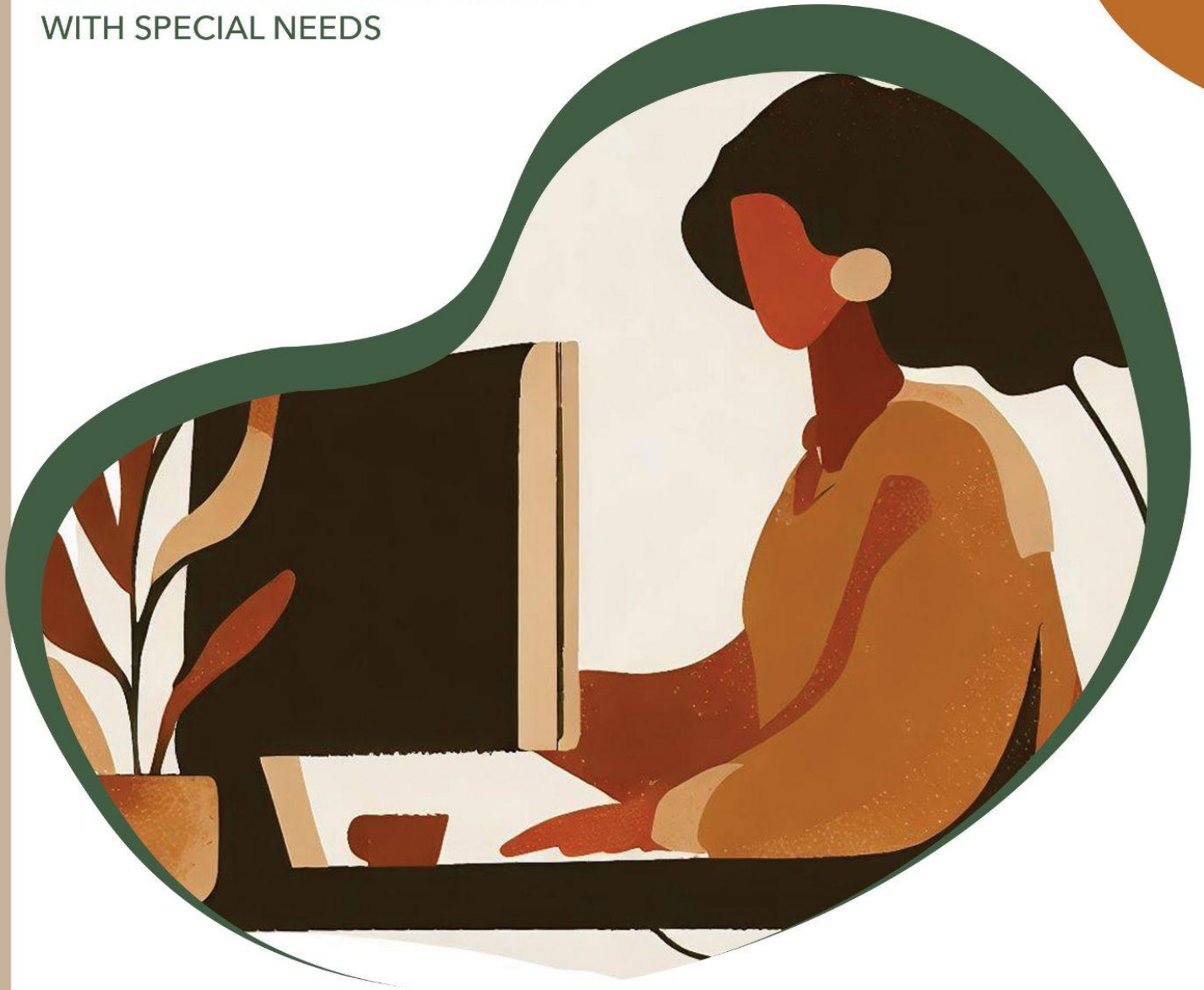# Course Syllabus

IDENTIFYING AND REMOVING OBSTACLES FOR BLACK STUDENTS WITH SPECIAL NEEDS

Identifying and Removing Obstacles for Black Students with Special Needs
45 Hours or 3 Graduate Credits

Course Access: Upon enrollment, you have 180 days to complete your online course in our Learning Management System. If you have any questions about course access, please email support@cecreditsonline.org, or call 425-788-7275 extension 104.

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 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.

Objectives

- 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.

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- Envision equitable special education systems and practices as a way forward toward improved outcomes.
- 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.

Alignment to the [Charlotte Danielson Framework for Teaching](#)

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

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- 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

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- 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

Course Components

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

Course Outline

Module 1: History of Special Education Laws

- Module Overview
- Discussion Board: Introduction
- Objectives
- The Start of School
- Collision of Race & Education
- Impact of Systemic Racism
- The "R" Words
- Discussion Board: Disproportionality

Module 2: Developing an Anti-Bias Mindset

- Module Overview
- The Bias
- Bias in Special Education
- Discussion Board: Unconscious Bias - a
- Your Role in the Change
- Discussion Board: Unconscious Bias - b

Module 3: Special Education Advocacy

- Module Overview
- Knowing the Child

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- Role of Advocates
- Discussion Board: Whole Child
- Educational Disability
- Discussion Board: Advocate
- Authentic Task #1: Culturally Affirming Language and Environment for Black Students with Special Needs

Module 4: Classroom Management

- Module Overview
- The Classroom
- School Resources
- Discussion Board: School Supports
- Discussion Board: Culturally Inclusive Classroom
- Authentic Task #2 Process Improvement

Module 5: Instructional Strategies

- Module Overview
- Raising Expectations
- Anti-Racist Instructional Strategies
- Digital Equity
- Discussion Board: Culturally Inclusive Instruction
- Anti-Racist Instruction

Module 6: Professional Development for the Future of Educational Equity

- Module Overview
- Discussion Board: Equitable Teaching
- Professional Dilemma
- Educational Equity
- Discussion Board: Experiences Reflection
- Goal Planning

Final Project: LESSON PLAN PORTFOLIO

Grading Policy

Course Component	Percentage of Final Grade
Authentic Tasks (2)	40%
Discussion Boards (12)	25%
Final Project	35%

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You must have an 80% average in order to pass and obtain University credit for this course unless your district has specified otherwise.

Compliance with and Commitment to the American Disabilities Act

In compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, participants who have any condition, either permanent or temporary, which might affect their ability to complete this course, are encouraged to reach out to support@cecreditsonline.org at the beginning of the course. We will make reasonable academic and accessibility accommodations to the course.

Academic Integrity Policy

Honesty is an essential aspect of academic integrity. Individual students are responsible for doing their own work and submitting original assignments as per the course directions. Individual students are responsible for doing their own work. Plagiarism and cheating of any kind will not be tolerated. This includes using information from the Internet without citing the website. Avoid plagiarism by appropriately acknowledging the source of the author's words and ideas.

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