

# SUPPORTING EQUITY AND DIVERSITY

## BTSA INDUCTION STANDARD 17

### *Course Description:*

This course provides participants the opportunity to identify, analyze, and work toward eliminating both personal and institutional bias as barriers to equity in schooling. Topics Include: the importance of continuous reflection on personal bias, and understanding power and privilege in schooling. Recognizing the need to eliminate bias in the classroom, learning about the diversity in your district, and learning about institutionalized bias and teacher agency will also be featured. Students will understand the impact of cultural experiences, history and traditions on student learning.

### *Topics:*

- o Week 1: Pre-Course Preparation and Preliminary Assignments
- o Week 2: Understanding Bias and Privilege
- o Week 3: Deepening Our Understanding of "Isms"
- o Week 4: Know the Diversity in Your School District
- o Week 5: Institutionalized Bias and Teacher Agency
- o Week 6: Explore the Impact of Cultural Experiences, History and Traditions on Student Learning
- o Week 7: Recognizing the Need to Work on Eliminating Bias in the Classroom and School
- o Week 8: Application, Evaluation and Reflection

### *Detail Assignments*

Assignment 1 - Write a short autobiography and answer questions related to equity.

Assignment 2 - Read McIntosh's article and answer a prompt related to that article.

Assignment 3 - Write about an experience with racism as a teacher having been the object of racism, having observed racism, having been racist. Respond to one classmates post.

Assignment 4 - Read everyone's posting about an experience with racism. Write a summary discussing re-occurring themes and issues.

Assignment 5 - Read the article from Rethinking Schools "Confronting White Privilege." Share with the group steps that you might take to continuously reflect upon your own personal biases.

Assignment 6 - Read the assigned Jigsaw articles about race, class, gender and sexual orientation. (Instructor will assign specific readings to study groups of four participants.)

Assignment 7 - Discuss key points of Jigsaw articles with your study group. Print out your responses to include in your Equity Journal.

Assignment 8 - Summarize parallels and differences between the articles as you have learned from reading the postings from you group as well as that of one other group. Print out your responses to include in your Equity Journal.

Assignment 9 - Take "How much do you know about Your District?" survey. Print out survey without looking at the data.

Assignment 10 - Find data on your district's website or <http://www.greatschools.net>. Research your school site and respond to the prompt.

Assignments 11 - 22: Social Reproduction Theory and Power Codes, Immigrant Student Topologies and ELD instruction, Analyzing and Connecting Multiculturalism in the classroom.

*Final Course Project:* Designing and Implementing Equitable Learning Opportunities that maximize achievement and academic success and for all students.