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Education
Ally.**

By Teachers,
For Teachers.

Course Syllabus

Name:

Date:

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Professional learning to meet your needs.

Engaging and applicable, ELEVATE courses are the core of Teaching Channel. We offer a variety of courses that meet the continuing education needs of teachers from across the country. Teaching Channel courses work perfectly for license renewal needs, working to move up through salary schedules, or for professional learning to support improved student outcomes.

Teaching Channel provides continuing education graduate credit courses that have been approved and endorsed by regionally accredited colleges and universities from across the United States.



Current University Partners (See a current list of academic partners on our website)

Continuing Education courses are approved by our regionally accredited (HLC, NECHE, WSCUC, NWCCU) partners by review of syllabi, content, and coursework expectations. (Indicate anticipated university/college partner below, if applicable.)

Course Creation and Evaluation:

Courses are created and evaluated by educators with a master's degree or higher in an education-related field and five or more years of classroom experience in PreK-12th grade education. Course evaluators provide personalized, specific feedback for assignments and rubric-based grading aligned with best practices in professional education.

Spring Term

Registrations Accepted
July 16-March 15
Coursework Due*
April 15

Summer Term

Registrations Accepted
December 16-July 15
Coursework Due*
August 15

Fall Term

Registrations Accepted
March 16-October 22
Coursework Due*
November 15

*Or first business day after the 15th if due date falls on a weekend.

Coursework Details

The Rigor of Teaching Channel Graduate-Level Continuing Education Courses.

Professional Learning Model

Our research-based Professional Learning Model is used to design ELEVATE continuing education courses. The model includes five elements used to guide professional learning and to positively impact student outcomes:



Course Content

ELEVATE Courses are self-paced, and per standard practice in the field, each credit carries the equivalent of fifteen hours of content and coursework. Participants explore resources that include a solid balance of research and applicability. All courses feature video clips, research-based articles, and interactive elements to enhance and support learning. To receive credit, participants must complete the following requirements according to expectations outlined in our course rubric:

Response Questions: Connect new learning from course resources to current pedagogy.

Resource Review: Find resources related to the course topic to extend learning and solve problems of practice.

Applications: Complete a variety of assignments encouraging participants to implement new learning in their classrooms or schools.

Reflection: Write a reflection paper that activates critical thinking and inspires the transformation of future professional practice.

All coursework is to be completed in the Teaching Channel online environment.

Course Name	Creating an Anti-Racist Classroom
Course Number	OL 5128
Course Credits	3 or Flex Credit

NOTE: This syllabus is an outline of the course requirements and is subject to change; the coursework will be completed and submitted in the online environment where you will have full access to a variety of media, links, and other online tools required to satisfactorily complete this course.

Course Description:

Talking about race, though challenging, is necessary. It's a conversation all of us need to have, no matter our race, background, or comfort level. In this powerful course, you will examine your own racial socialization and learn about the complex history of race in America. Once you've made these critical connections between past and present, you will explore ways to facilitate productive dialogue around race, identity, inequality, and justice with students (or among colleagues). You will learn anti-biased/anti-racist approaches to classroom instruction and learn how ensure equity in the curricular materials you choose. Whether you teach young students or young adults, this course will give you the tools you need to engage age-level appropriate, critical conversations about race and actively work towards rooting out racism.

Goals and Objectives:

Upon completion of this course, participants will be better prepared to:

1. Use provided prompts specific to anti-bias/anti-racist teaching, to describe assumptions and insights of practitioners, researchers and self, including how the information relates to professional educational practice.
2. Design a plan for classroom discussion about the complex topics of race and inequality in classrooms that uses supportive dialogue techniques.
3. Evaluate the classroom environment including texts, materials and teaching strategies for evidence of bias.
4. Implement new teaching strategies using anti-bias/anti-racist approaches.
5. Prepare an activity to collaborate with colleagues or students that introduces anti-racist ally behaviors and actions.
6. Develop a unit of study, professional development plan, or student group proposal that challenges the status quo related to anti-bias/anti-racist approaches to education.

Required Text/Articles:

All readings and resources are linked within their respective assignments.

All coursework is to be completed in the Teaching Channel online environment.

Knowledge Base:

The knowledge base of this course, in part, is affirmed in the writing and research of these references:

- Banaji R., & Greenwald, A. G. (2016). *Blindspot: Hidden biases of good people*. New York, NY: Bantam
- Center for Collaborative Teaching and Learning. (2020, August 18). *Becoming an Anti-Racist Educator*. Wheaton College Massachusetts.
<https://wheatoncollege.edu/academics/special-projects-initiatives/center-for-collaborative-teaching-and-learning/anti-racist-educator/>.
- Emdin. (2017). *For white folks who teach in the hood... and the rest of y'all too: Reality pedagogy and urban education*. Boston, MA: Beacon Press.
- Hammond. (2015). *Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students*. Thousand Oaks, CA: Corwin Press.
- Kay, M. R. (2018). *Not light, but fire: how to lead meaningful race conversations in the classroom*. Stenhouse Publishers.
- Love, B. (2020). *We want to do more than survive: abolitionist teaching and the pursuit of educational freedom*. BEACON.
- Singh, A. A. (2019). *Racial healing handbook: practical activities to help you challenge privilege, confront systemic racism, and engage in collective healing*. New Harbinger Publications.
- Smithsonian. (1970, January 1). National Museum of African American History and Culture.
<http://nmaahc.si.edu/>.
- Tolerance.org

All coursework is to be completed in the Teaching Channel online environment.

Teaching Channel Course Rubric

All course submissions must meet general graduate level standards through the use of correct grammar, spelling, and mechanics. Each paragraph should be clearly organized and include 5 sentences or more. If work does not meet the above criteria, it will be returned to the student for resubmission.

Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
Statement of Intention and Awareness	The evaluator will only review the Statement of Intention and Awareness for a response to each prompt. If a student does not respond to each prompt, the Statement will be returned to the student for resubmission. The student's Statement of Intention and Awareness will be evaluated as part of the Reflection.		
Investigation: Read and Respond	Coursework thoroughly and accurately addresses all question components by summarizing key concepts from readings. In at least half of the responses, the participant also makes inferences related to professional practice or supports answers with professional experiences.	Coursework thoroughly and accurately addresses all question components by summarizing key concepts from readings.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.

All coursework is to be completed in the Teaching Channel online environment.

Investigation: Resource Review Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
Summary of Resource	Coursework summarizes the main ideas presented in the resource and includes at least one instance of critical analysis (i.e. asks questions, looks for gaps in information, disputes contradictions, etc.)	Coursework summarizes the main ideas presented in the resource.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
Relation to Personal Assumptions or Course Content	Coursework provides more than one detailed example of how the resource supports or challenges personal assumptions and/or course content.	Coursework provides one example of how the resource supports or challenges personal assumptions and/or course content.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
Impact on Professional Practice	Coursework provides more than one clear explanation of how the information in the resource could impact professional practice.	Coursework provides one explanation of how the information in the resource could impact professional practice.	

All coursework is to be completed in the Teaching Channel online environment.

Application Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
Planning, Development and Execution	Coursework shows complete planning, development and/or execution of application, clear articulation of details and inclusion of polished required artifacts.	Coursework shows complete planning, development and/or execution of application and inclusion of required artifacts.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
	Coursework includes creative or innovative application of new knowledge and skills from course content to professional practice.	Coursework includes application of new knowledge and skills from course content to professional practice.	
Written Requirements	Coursework provides clear, logical, and organized responses to any writing prompts in the application. It also includes at least one detailed connection to course objectives, student learning goals or transformation of professional practice.	Coursework provides clear, logical, and organized responses to any writing prompts in the application.	

All coursework is to be completed in the Teaching Channel online environment.

All coursework is to be completed in the Teaching Channel online environment.

Reflection Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
Connection to Statement of Intention and Awareness	Coursework includes an evaluation of both learning goals articulated in the participant's Statement of Intention and Awareness from Module 1. Participant includes one future learning goal related to course content.	Coursework includes an evaluation of one of the learning goals articulated in the participant's Statement of Intention and Awareness from Module 1.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
Summary of Learning	Coursework includes three or more detailed connections to specific assignments completed or course content viewed (assigned readings or videos).	Coursework includes two general connections to course content.	
Description of Positive Influence or Transformation	Coursework includes two or more specific ideas for changes in one's professional practice with timelines. OR Coursework includes two or more detailed action steps with timelines for positively impacting other stakeholders.	Coursework includes one general idea for changes in one's professional practice. OR Coursework includes one action step for positively impacting other stakeholders.	

All coursework is to be completed in the Teaching Channel online environment.

Module 1

1. Tell us about yourself!

Before we begin with course content, write 1 sentence about yourself. You will be asked to include this background in each of the modules submitted for the course. This provides context for your responses and enables the course evaluator to respond with feedback tailored to your specific role in education. Here are three examples to guide you:

- I'm a 4th grade teacher and teach all subjects.
- I'm a middle school counselor.
- I'm out of the classroom on leave this year, but next year I'll be back teaching 9th grade science.

2. Statement of Intention and Awareness

At Teaching Channel, we want your learning to be purposeful and applicable to your professional practice. To do that, research says learners need to first identify their motivations and goals. Next, learners assess prior knowledge and previous experiences so they can create deeper connections to the course material.

Using the guidelines below, please address the following in your Statement of Intention and Awareness, in a total of two paragraphs, or more:

1. Share your motivation for learning about anti-racism.
2. Summarize your previous knowledge or experience with anti-racism.
3. List your own two learning goals for the course.

In Module 1, your evaluator will review your Statement of Intention and Awareness to ensure it is complete. It will be graded within your Reflection Requirement in Module 3, where you'll revisit your Statement of Intention and Awareness to identify your growth and learning from the beginning of the course to the end.

3. Investigation: Review and Respond

Pause and Reflect

Before we begin, take a moment to reflect on what comes to mind when thinking about the concept of race in the United States. No need to research or submit your answers. Simply jot down your initial thoughts before we dive in!

- What is race? How might different people think about race?
- How and when did the concept of race become important in our history? In what ways?
- How does one's race influence the way they are perceived by others? Treated by others?
- How does your own race influence the way you perceive others? Treat others?

Learn and Grow

To begin this module, you'll look more closely at the concept of race, which has been used throughout history to shape the way society is structured and the way individuals think about and treat one another.

First, it's important to understand the origins of race as a social construct. Watch this video.

All coursework is to be completed in the Teaching Channel online environment.

Now read, Race And Racial Identity, from the NMAAHC that outlines how race has been used to establish and justify systems of power, privilege, disenfranchisement, and oppression. Emily Ciariello's article, Why Talk About Whiteness?, offers a close examination of "white" (a category of "race" with no biological foundation) and "whiteness" as a powerful social construction with tangible effects.

RACISM = Racial Prejudice (Unfounded Beliefs + Irrational Fear) + Institutional Power

"Racism is a system of advantage based on race that involves systems and institutions, not just individual mindsets and actions. The critical variable in racism is the impact (outcomes) not the intent and operates at multiple levels including individually, interpersonally, and systemically.

-Talking about Race, NMAAHC

Recent focus on race in America has raised awareness and increased attention on inequality. While the issue of racism is not new, evidence suggests that our country is at a critical intersection and good educators will work to develop informed lessons that serve our increasingly diverse students. Watch the following videos to build a greater understanding of how racism has been woven into the fabric of America:

To learn about the ways that racism is manifested, read "What terms like systemic racism, microaggression and white fragility mean?" from ABC News.

Apply and Act

After reading the assigned resources, please respond in one paragraph or more for each prompt (unless otherwise noted). Please be sure that each paragraph meets our length requirement of 5 sentences, or more.

- A. Summarize your new knowledge about the history of race and racism in America.
- B. Describe how this new understanding differs from/expands/challenges your initial reflection on race.
- C. How do you think (re)learning this history will support your anti-racism goals?
- D. Why is learning about white privilege and white dominant culture important?
- E. Understanding terms related to systemic racism are an essential step in working to dismantle racism. Identify each of the 6 phrases presented in the ABC News article and provide a brief example of each (1-2 sentences).
- F. Which term or idea presented thus far do you think is most beneficial/impactful/enriching for others to understand and how would you go explain it to a friend, colleague or student?
- G. The ABC News article states, "Experts say, in many ways systemic racism is like a large spider web -- with each corner and fiber representing government and social systems -- all supporting the overall integrity of the web." From your perspective, how do you see individuals, the system of education, and individual institutions intertwining to impact racism?
- H. Now that you have developed a foundational understanding of the history of race and racism, how do you intend to share what you've learned with others?

All coursework is to be completed in the Teaching Channel online environment.

Module 2

1. Tell us about yourself!

Provide a one sentence or longer explanation of your role in the field of education.

2. Application: Start with Self-Reflection

"If seeing leads to believing, and believing ultimately shapes our actions, then we must expand our ways of seeing to transform troubling outcomes for young people."

-National Equity Project

In order to interrupt the rules, policies, and practices that perpetuate inequality in our systems, one must first seek to understand the lens through which we see the world and the lived experiences that influence our thoughts and actions. Get your glasses ready!

Pause and Reflect

Race is best explored within a context. As a result, we'd like you to think back on your own upbringing to examine how your racial identity was developed. You may use the Racial Identity Development Model as a reference as you respond to the following:

- A. When was the first time you became aware of your racial identity and how did it impact you?
- B. Your early years are typically influenced by your circle (family, friends, school, house of worship, etc.) as they carry out both spoken and unspoken rules regarding race. Describe some of the conscious and unconscious messages you learned as a young person (related to your race and the race of others).
- C. In what ways would your upbringing have been different if you had experienced a different racial socialization?

Learn and Grow

The message from author Ijeoma Oluo is on point. Your development as an anti-racist evolves as you gain more awareness of your racial identity, and it requires continuous examination and reflection. It is an active effort! The following resources will provide some background as you begin this important introspective work:

- Article- Four Ways Teachers Can Reduce Implicit Bias-- by Jill Suttie from The Greater Good Science Center. Learn about the role implicit or unconscious racial bias plays in school and how you can actively work to interrupt it.
- Video- What Does it Mean to be Anti-Racist?-- (video) This video helps answer the question, "Is it enough to just be not racist, or should people do more?"
- Understanding the Non-Racist/Anti-Racist Spectrum-- Information adapted from Marlon James & Dr. Gordon Hodson for Psychology Today. To further differentiate definitions of non-racist and anti-racist, take a look at this helpful graphic.
- Excerpt- WHAT DOES IT MEAN TO BE ANTIRACIST?-- From the Racial Learning Handbook by Anneliese Singh. Read about the six responsibilities that people of all backgrounds can use to help interrupt racism.

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Apply and Act

The work of anti-racism is becoming a better human to other humans. Will you accept the invitation? - Austin Channing Brown

For this application, we'd like you to address each of the 6 responsibilities outlined in the excerpt by Singh (What Does it Mean to Be an Anti-Racist?, linked above). Making progress along the anti-racist journey requires raising one's race-consciousness and committing to action. Please affirm your commitment to each of the 6 responsibilities in one paragraph or more:

- Read-- What more will you read/watch/listen in order to educate yourself on the effects, impacts, and other structures of racism?
- Reflect-- What does this education mean for you as someone developing an antiracist identity?
- Remember-- Identify how you might be consciously or unconsciously participating in the thoughts, beliefs, and actions that uphold racism.
- Risk-- What risks can you take to challenge racism when you see it, hear it, or realize when you are participating in it?
- Rejection-- How will you handle rejection when/if you do something wrong? How might you express the rejection of racist ideas in a productive way?
- Relationship-building-- How will you engage in relationship-building with people who are on their journey from non-racist to antiracist?

3. Application: How to Talk about Race in the Classroom Pause and Reflect

Take a moment to describe the thoughts and feelings that come to mind as you consider starting conversations about race with your students. How do past experiences play into those feelings? What kinds of responses have you encountered in the past?

Unpacking your own biases and socialized racism is one thing; figuring out how to facilitate this self-reflection with students and colleagues is an entirely different challenge! Opening up dialogue about race and inequality, even with young children, is an important step in anti-racist education. There will likely be reluctance, discomfort, and fear of making mistakes. At the same time, there will likely be breakthroughs, affirmation, and growth. Remember, tackling tough topics is the only way to move through them.

Learn and Grow

The key to productive dialogue is preparation. To get yourself ready, review the resources below, and find the ones that are geared toward your students' developmental level, or look at them all!

- For older grades:
 - Helping Students Discuss Race Openly-- by Julie Landsman from ASCD. Learn how to prepare yourself and your secondary students for discussions about race.

All coursework is to be completed in the Teaching Channel online environment.

- Speaking Up Without Tearing Down-- by Loretta J. Ross from Learning for Justice. Instead of using shame to “call out” mistakes that occur during discussions, author Loretta J. Ross proposes a technique entitled, “calling in” which allows students to speak up without tearing others down and encourages growth.
- For younger grades:
 - How to Talk "Taboo" Topics with Young Students-- (video) Educator Liz Kleinrock shares how she creates a trusting and respectful learning environment for elementary students to begin tackling “taboo” topics with grace.
 - Talking Race With Young Children-- (podcast) While this 20 min podcast is geared for parents, there are many great takeaways for educators looking to address race, racism, diversity and inclusion with very young children.
- For all grade levels:
 - Let’s Talk!: Discussing Race, Racism and Other Difficult Topics with Students-- from Learning for Justice. This comprehensive guide is filled with specific strategies to help you prepare for and facilitate challenging conversations.

There are several guidelines for productive dialogue that emerge from the resources, including:

- Start with personal reflection and consider sharing your own thoughts as a model for helping others to share theirs.
- Create a safe space for discussion by establishing some ground rules and by acknowledging that some topics are complicated.
- Be prepared for discomfort, questions, and pushback by having factual information and being an active listener.

Apply and Act

With these and other guidelines in mind, you will now develop a plan for discussing race and inequality in your classroom. Respond to each of the following prompts in one paragraph or more:

- A. In the previous application, you examined your racial socialization. In preparation for a discussion with students, describe your comfort level with facilitating a dialogue on the topic of race, racial bias, and inequality. Include at least one idea for moving beyond any discomfort.
- B. Using the resources above, identify 3 or more strategies you can engage in to help build and sustain strong relationships with all of your students.
- C. Using the resources above (or your own), select and describe one strategy to either check-in with students during discussion, debrief at the conclusion, or leave a pathway for continued conversation or questions.
- D. OPTIONAL: If you have access to students (or other school community members) and are able to facilitate a discussion, please reflect on the process. What went well, what would you like to have done differently, and what insights did you gain to help guide your next one?

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4. Application: Innovate

Now that the race-consciousness of the classroom has been raised, it time to look at actionable, anti-bias/anti-racist strategies you can apply to your teaching. A crucial first step is to interrogate curriculum and school practices for the nuances of racism and oppression.

Pause and Reflect

Use this moment to think about your curriculum and classroom environment with this in mind. Examine what is present and absent in the classroom demonstrates for young people, and which voices and perspectives are most important.

- What is your experience with teaching strategies that incorporate cultural responsiveness and social justice?
- Which identities and voices (racial/ethnic) do the curricular materials around the classroom appear to represent? Why do you think this is?
- Which racial/ethnic perspectives and narratives are centered in your curriculum? Why do you think this is?

Learn and Grow

*Note: There is nothing to submit in this application, however, there will be lots of learning and growing in preparation for your work in the application that follows!

First, read How Ibram X. Kendi's Definition of Antiracism Applies to Schools. In this article, Kendi explains his definition of "anti-racist" and calls on educators to take action with a new lens for equity.

Now, let's look at two areas where you can affect change in your educational sphere of influence by examining teaching practices and curricular materials

Anti-Bias/Anti-Racist Teaching Practices: Develop equitable approaches to teaching

Take a moment to think about the curriculum you teach throughout the year. Then explore how you will weave the following social justice standards into the units and lessons you currently teach. For the standards you may not be able to insert so easily, think about how you will create NEW learning experiences/units/lessons that include these standards.

- Overview of Learning for Justice Social Justice Standards | Standards PDF-- Learning for Justice.org's anchor standards and age-appropriate learning outcomes provide a common language and structure to guide curriculum development, and ensure schools are more just, equitable, and safe.

Ready for some lesson examples and ideas? The following resources offer some lesson and activity suggestions for students at all levels and in various subjects. Review each resource and note some of the ideas you'd like to incorporate into your classroom. Be sure to cross-reference with the Social Justice Standards for alignment!

All coursework is to be completed in the Teaching Channel online environment.

*Note: There is nothing to submit for this application, however, the notes you take will help you develop your responses to later applications.

- Critical Instructional Practices for Anti-bias Education-- from Learning for Justice. This document offers practical strategies that integrate academic, anti-bias, culturally responsive, and social emotional learning goals.
- Developing Critical Literacy-- from Teaching for Change. This article profiles several real life elementary classroom teachers that have engaged their students in critical examination of children's books.
- Fighting Racism: Project Based Learning Ideas-- by John Larmer from PBL Works. Incorporating an interdisciplinary project can help spark engagement and build important skills like critical thinking and collaboration. Check out these projects focused on tackling racial bias in the community.
- Teaching Strategies to Support Critical Thinking and Dialogue-- from Facing History and Ourselves. These activity ideas can be applied to any topic to support deeper thinking and constructive discussions.
- Culturally Responsive Teaching and Learning: Master Teacher Project-- from BetterLesson.com. This treasure trove of equity-focused lessons (there are almost 100!) was developed by teachers for teachers with tools and strategies to help maximize learning for all students.
- Teaching Hard History-- from Learning for Justice. This comprehensive teaching guide offers a truthful, age-appropriate framework for teaching about the role of slavery in the development of the US and it's continued impact on society.

We hope that your journal is now FULL of great ideas to help inform your future planning! Again, there is nothing to submit for this application, however, you'll be asked to develop lessons in later applications and your notes will come in handy!

5. Investigation: Resource Review

To complete the Resource Review, identify two resources related to (but not directly from) the course content to enhance your professional practice, and deepen your understanding of the course content.

Resources may include blog posts, podcasts, websites, videos, documentaries, films, articles, books, or journals, published within the last five years. To find a resource, we suggest a web search (Google) using terms or ideas from the course you'd like to learn more about, or that relate to your specific professional learning needs.

Please provide the resource title, author, copyright or publishing date, and URL (if applicable). Then, in two paragraphs or more per resource, respond to one or more of the following:

- Share information about how the resource information could impact your professional practice
- Explain how each resource supports or challenges your professional assumptions
- Summarize any questions that remain, i.e.: gaps in information or contradictions

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To meet "A" criteria as outlined in the course rubric , for each resource, include two or more different examples of how the resource supports or challenges assumptions, *and* explain two ways this resource will impact your professional practice.

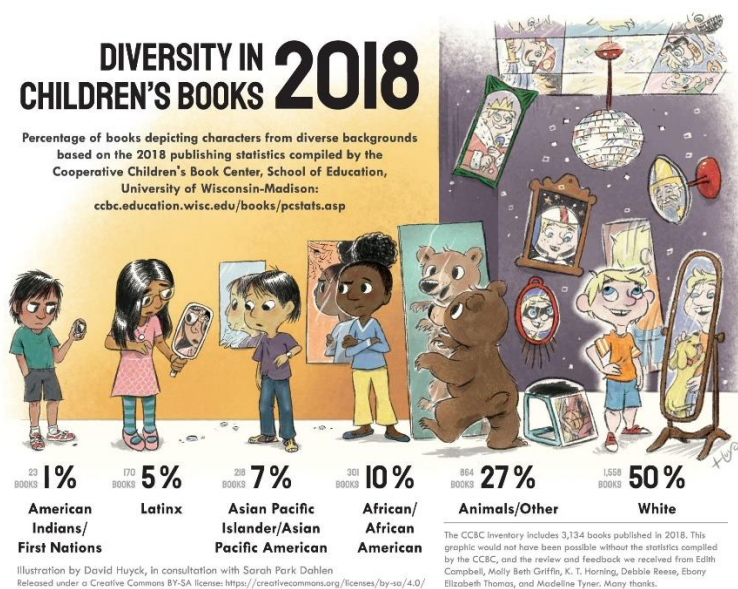
Module 3

1. Tell us about yourself!

Provide a one sentence or longer explanation of your role in the field of education.

2. Application: Implement

In addition to making changes to pedagogy, anti-racist educators must also closely examine the curricular resources they rely on. This infographic illustrates the current landscape of children's literature and the need for greater diversity:



Infographic - Diversity in Children's Literature [Links to an external site.](#)

Learn and Grow

Anti-Bias/Anti-Racist Curricular Materials: Identify and incorporate equitable resources

The links that follow offer a variety of resources to help you evaluate your current text library. As you did with the previous application, review each resource and make note of some of the diverse texts and lesson ideas you'd like to incorporate in your classroom. Be sure to cross-reference with the Social Justice Standards to ensure alignment!

- Disrupting Your Texts--from DisruptTexts.org. Learn about how educators can use the power of stories and counter-stories to help center underrepresented perspectives and disrupt bias.

All coursework is to be completed in the Teaching Channel online environment.

- Guide for Selecting Anti-Bias Children’s Books--by Louise Derman-Sparks from Teaching for Change. As you re-evaluate your classroom library and search for new texts, consider these guidelines to ensure texts affirm student identities and/or help develop positive attitudes about diverse lived experiences.
- This Worksheet for Selecting Native American Children’s Literature from Teaching for Change will assist educators looking to examine their library for authentic and accurate depictions of Indigenous peoples.

Now that you’ve examined your classroom library with a critical eye, you may need to find some better alternatives! Below you’ll find some great options for replacing the “literary canon” and adding diverse voices:

- Student Texts Learning for Justice-- from Learning for Justice. Search this online library of diverse materials (texts, images, and video) that are aligned to the social justice and common core standards.
- #BOOKCHAT Swap/Pair Book List | Unit in a Box Lessons-- Scott Bayer & Joel Garza, founders of the Twitter chat #BOOKCHAT, have pulled together some amazingly diverse book lists and lessons to guide classroom discussion.
- 20 Picture Books to Support Equity--from EmbraceRace.org. This list of picture books can help spark conversations and expose students to the lived experiences of Black, Indigenous and People of Color (BIPOC). Also, search the Diverse Book Finder, from DiverseBookFinder.org, collection for more children’s literature.
- This list of Strategies for Teaching Seven Native-Centered Books to K-12 Students by Kara Stewart Suppony from the School Library Journal, will help you weave authentic and accurate stories of Native peoples into your curriculum.

Apply and Act

For this application, you will revise a lesson with either a new pedagogical approach (as you learned about in Module 2, Application 4) or a new text (using resources from this application). Please select and complete one of the following options:

Option 1: Implement an anti-bias/anti-racist approach to teaching

1. Think about the topics, units, and skills you teach over the course of the school year. Select one lesson that you can enhance or revise to align more closely with one of the critical instructional practices, social justice guidelines, or equity-focused strategies. ****Note: This application requires that you revamp just one learning activity, however, later in the course you’ll have the opportunity to revise/write an entire unit. You may want to develop your work here and then use it as part of a larger unit for Application 4: Challenge the Status Quo.**
2. Describe the lesson as you have taught it in the past:
 - a. Grade level
 - b. Subject area
 - c. Brief description of the lesson
3. Explain why you chose to update this particular learning activity. What did you feel was missing or in need of revision? What is your intention in making changes?

All coursework is to be completed in the Teaching Channel online environment.

4. Develop the revised lesson:
 - a. Brief overview of the updated lesson
 - b. Content and Social Justice Standards addressed
 - c. Outline of the lesson structure including what students will do/teacher will do
 - d. Summary of the anti-bias/anti-racist teaching strategies you employed in the lesson and how the lesson is an improvement from its original version

Option 2: Implement the use of anti-bias/anti-racist texts

1. Think about the lessons, units and activities you teach over the course of the school year. Select one text-based learning activity that you can improve or revise based on the anti-bias/anti-racist text resources provided in this application. **Note: This application requires that you revamp just one learning activity, however, later in the course you'll have the opportunity to revise/write an entire unit. You may want to develop your work here and then use it as part of a larger unit for Application 4: Challenge the Status Quo.
2. Describe the text that you have taught in the past:
 - Title and author
 - Brief description of the text and learning activities that accompany it
3. Explain why you chose to update this particular text. What did you feel was missing or in need of revision? What is your intention in making changes?
4. Describe the revised text-based learning activity:
 - Brief overview of the text and how it will be used
 - Content and Social Justice Standards addressed
 - Outline of the lesson activities to accompany the text (what students will do/teacher will do)
 - Summary of how this text better aligns with the anti-bias/anti-racist criteria (use linked resources above for reference)

3. Application: Collaboration

Learn and Grow

Standing with marginalized individuals and communities as an ally is another way anti-racist educators can work towards equity. Take a look at this short video that outlines 5 Tips for Being an Ally. Then, read Anatomy of an Ally by Carrie Gafney from Learning for Justice to understand what allyship looks like and the article, Ally or Accomplice? The Language of Activism, by Colleen Clemens from Learning for Justice which introduces the term "accomplice" as the next step in allyship work.

Below are a few resources to help inspire allyship activities in the classroom. Review and identify some lesson activities that you think would work well with your students.

- Top Five Ways to Promote Ally Behavior in Students from Human Rights Campaign
- Navigating the Conflict Zone and Becoming an Ally (Toolkit) from the Canadian Centre for Diversity and Inclusion
- Ally Signs from the Social Justice Toolbox
- Guide to Allyship from GuidetoAllyship.com
- Reflection: Exercises and Examples from Safe at School

All coursework is to be completed in the Teaching Channel online environment.

Apply and Act

Now you'll have the opportunity to practice good ally behavior by sharing your knowledge about ally behavior with others! Develop a collaborative learning activity focused on the topic of allyship. Your learning activity or lesson should be developmentally appropriate for the age of your audience (students or adults) and may connect with content area topics you teach (example: allies in an historical context).

Feel free to modify one of the lesson ideas you explored above or develop your own.

Get to work developing your allyship activity! Be sure it includes the following:

- Grade/age of learners
- Time allotted for the activity
- Objectives or goals of the activity
- Description of the activity (including how the activity will progress)
- Explanation of how collaboration will be woven into the activity (Think: collaboration among learners or staff, collaboration with internal/external groups or experts, etc.)
- Strategy for determining impact or effectiveness of the activity (Think: exit ticket, assessment, subsequent lesson readiness, etc.)

4. Application: Challenge the Status Quo

You have covered a lot of ground in the course thus far! From examining the origins of race and racism to self-reflective work on racial identity to anti-racist teaching strategies. While the journey towards being an anti-racist educator may not always be easy, it is an enlightening and empowering one! For this application, we'd like you to pull all of your big ideas together to create a plan that challenges the status quo and is applicable to your work with students or staff. Be an ally and help others along on their journey. Please choose from one of the following 3 options:

Option 1: Intrinsic Motivation - Unit Plan

To develop your unit plan, review the resources and applications presented in previous modules. You may include any lessons, learning activities and ideas that you have already developed in this course along with additional content to suit the needs of your students. The unit plan should cover at least 5 days of instruction (synchronous or asynchronous) and may focus on just one topic under the anti-racist umbrella like exploring racial identity or examining the lived experiences of a marginalized group through literature study. It could also be more broad, incorporating various topics.

Whatever form your unit takes, please be sure to include the following:

- Unit Title
- Grade level/subject
- Brief overview of the unit
- Unit objectives
- Brief description of each of the 5 lessons with an outline of the lesson steps for each day (bullet points are fine)
 - include any resources-- texts, videos, etc-- that you plan to use

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****Please submit your unit plan template/document along with your other Module 3 responses.**

Option 2: Extrinsic Influence - Professional Development Plan

Design a professional development for your colleagues to teach about the history of race, explore racial identity, prepare for classroom conversations about race or dig into anti-racist pedagogy. Why not be a resource for adult learners, too?! Your plan may include any learning activities and ideas that you have already developed in this course along with additional content to suit the needs of your audience. The PD plan should cover at least 5 sessions (synchronous or asynchronous) and may focus on just one topic or incorporate multiple topics.

However you choose to structure your plan, please be sure to include the following:

- Title of plan
- Intended audience
- Brief overview of the plan
- Objectives or goals
- Brief description of each of the 5 sessions with an outline of the content for each day (bullet points are fine)
 - include any resources-- texts, videos, etc-- that you plan to use

****Please submit your unit plan template/document along with your other Module 3 responses.**

Option 3: Collective Action Student Group Proposal

Collective action groups by Monita K. Bell from Learning for Justice gives students the opportunity to gather, talk in a safe space about issues related to identity or social justice, and shift that discussion into action that makes for a more equitable experience at school. For this option, you will develop a proposal for the formation of a group in your school. The group could be focused on social justice, community activism, allyship, or even an affinity (identity) group. Consider the needs of your students and what structures may already be in place to support. If your school or program has a formal process for creating recognized student groups, be sure to include those materials.

Please include the following in your proposal:

- Vision
 - Purpose of the group
 - Rationale for creation of the group (using available school data, informal observations, student requests)
- Engagement
 - Identification of student co-collaborators (no names, please)
 - Identification of other people/groups you will engage with to make the group a success (administration, parent groups, school committees, community members, etc)

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- Planning
 - Timeline that illustrates the progression of your proposal (from vision to reality)
 - Outline of 3 or more proposed meeting agendas
 - Topic(s) to be covered
 - List of resources to guide discussions/activities
 - Optional: Brief description of an event to be hosted by the group

5. Reflection

In 2 or more double-spaced pages (12pt font), synthesize your learning by summarizing how your learning in this course has evolved your professional practice. To meet "A" criteria as outlined in the course rubric, your reflection should include:

- A comparison of your learning goals from your Statement of Intention and Awareness in Module 1 with your new learning, to assess how you've grown.
- One key takeaway from your learning.
- One future learning goal related to course content.
- Three or more detailed connections to specific course applications, information from readings, and other completed course activities.

And your choice of *one* of the following:

- Two or more specific ideas for changes to your professional practice with timelines for implementing changes.
- Two or more detailed action steps you'll take to positively influence others (students, parents, colleagues, administrators, community members, etc.), including implementation timelines.