SYLLABUS

ADVANCEMENT COURSES™
A Wiley Brand

Addressing Ableism in Schools

15 Clock Hours
Why should teachers take our courses?

A Focus on Student Success
Fostering student success in both academics and social-emotional growth is the main focus of all of our courses. Our courses are filled with strategies, techniques, and activities that are directly tied to improving student achievement in the classroom.

Classroom Applicable
We believe that professional development should be directly related to the classroom, so our courses are designed to include valuable resources for the classroom, innovative strategies and perspectives, and activities aimed at developing content teachers can use in the classroom immediately.

Authentic Assessments
As every subject and grade range has its own needs, we have designed our courses to include authentic assessments that mirror the type of work teachers do in the classroom. With case studies, active reading exercises, and time for developing student-facing activities, our courses provide consistent opportunities to express learning in an authentic manner.

Reflective Practice
A key component of all of our courses is time dedicated to reflective practice. Each course includes a journaling component, which prompts the teacher to connect the reading to their practice, experiences, student population, and school community.

Connection to Special Populations
While many professional development courses may tack on a section on special populations at the end, we believe that knowledge of special populations is integral to all subjects and grade ranges. The majority of our courses include direct strategies for working with exceptional students (special needs, English Language learners, at-risk students, and gifted and talented students).

Professional Learning Community
A dedicated online community space allows teachers to interact with course instructors and their peers, sharing resources, exploring new ideas, and connecting with other educators from across the country.
Addressing Ableism in Schools

Course Description

We’ve come a long way in ensuring students with disabilities receive the education they deserve. Advances in research, regulation, and funding have led to increased awareness and resources for K–12 classrooms across the country. However, many educators aren’t aware of the ongoing issue of ableism: that is, the discrimination and social prejudice against people with disabilities based on the belief that people with typical abilities are superior.

In this course, you will learn how to identify ableism and foster a more inclusive classroom environment for students of all abilities. You’ll examine how ableism, when unaddressed, can affect our interactions with students and ultimately impact their educational experience. After taking some time to reflect and address possible biases, you’ll turn your attention to developing classroom activities and lesson plans to combat ableism in the classroom. You’ll examine information and tools that will help you and your students avoid ableist language, break down barriers, and encourage a more welcoming space.

Using the tools from this course, you will be able to create a classroom culture of respect, rapport, and inclusivity, and ensure your students are more culturally competent classmates and citizens.

Connections to Practice

This course provides the following classroom connections:

- Strategies to assess ableist culture in schools through your professional role
- Language to support a more inclusive school culture
- Opportunities to evaluate real-world scenarios for inclusivity
- Models for creating anti-ableist classroom activities and lesson plans

Course Outcomes

In this course, participants will:

- Examine the concept of ableism and the history of the disability rights movement.
- Interpret the Americans With Disabilities Act as it pertains to schools and classrooms.
- Evaluate instances of ableism and ableist mindsets.
- Adapt your role as an educator to combat ableism.
- Critique current subjects and lessons to address ableism.
- Evaluate tools and strategies for creating an anti-ableist environment, including explicit instruction on anti-ableism, and modeling anti-ableist behaviors.
Charlotte Danielson Framework for Teaching Alignment

Domain 1: Planning and Preparation
1b Demonstrating Knowledge of Students

Domain 2: The Classroom Environment
2a Creating an Environment of Respect and Rapport
2b Establishing a Culture for Learning

Course Engagement and Resources

The activities and engagement options for the course have been designed to align with guidelines and considerations of Universal Design for Learning. This course aims to:

- Provide the learner with multiple means of representation.
- Provide the learner with multiple means of action and expression.
- Provide the learner with multiple means of engagement.

Your course facilitator will be available to you to answer questions and provide written feedback on your final project. Additionally, within the Moodle LMS, you will have access to a collection of community resources through which you will be able to further explore course concepts through collaboration with facilitators and peers.

Materials

Online reading, viewing, and listening resources will be provided in each module.

Method of Evaluating Student’s Performance

<table>
<thead>
<tr>
<th>Assignment Category</th>
<th>Total Point Value</th>
<th>Percentage of total possible points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation Assignment: Self-reflection and goal setting, concept practice questions, and discussion forums</td>
<td>5 points</td>
<td>30%</td>
</tr>
<tr>
<td>Final Project</td>
<td>10 points</td>
<td>70%</td>
</tr>
</tbody>
</table>

*Please note that you must receive a percentage of 80% or higher for successful completion of this course. Completion of all activities is required to receive credit.*
Assessments

Self-Reflection and Goal Setting

This course will include a self-reflection and goal setting assignment in the first module, in which each learner will articulate what he or she hopes to learn and achieve by taking the course. Learners will be guided to reflect briefly upon their intentions for the course and to set one to two specific (SMART) goals for their learning.

Concept Practice

These automatically scored questions will appear in each module and will cover concepts discussed in the module. Immediate feedback will be provided for each question.

Discussions

Discussions will appear in each module and include questions about concepts that appear in the module.

Learners will be expected to post one original response to the prompt and respond to two peers.

Discussions will be evaluated on a pass–fail basis, per the following guidelines for completion:

- Participant satisfactorily shares thoughtful reflections and responds to colleagues in a respectful and engaging way.
- Participant provides an adequate level of detail in entries.
- Examples are satisfactorily helpful and informative and foster discussions or demonstrate substantial reflection.
- Participant’s responses are clear and well written and employ proper APA citation.

Final Project

The final project for each course will appear in the final module and include a prompt that aligns with each category (including the “evaluate” and “create” categories) of Bloom’s taxonomy, building on the concepts from each module.

Final projects will be designed for the learner to create an implementation plan that demonstrates application and understanding of concepts and skills learned through each module of the course.

The final project will be evaluated using the following rubric:
## Course Outline

### Module 1

There are many “-isms” that you may know of already—such as racism, sexism, ageism—but do you know about ableism? What is ableism? Are signs of ableism or ableist behaviors happening in your classroom, your school? Why is it important to understand ableism? In this lesson, you will explore how the disability rights movement led the way to the Americans With Disabilities Act (ADA) and learn about the impact of this movement on today’s educational world. Unfortunately, ableism exists in today’s schools. You will learn how to identify types of ableism, ableist language, and barriers that students face. It is necessary for educators to confront ableism and put an end to ableist language and phrases to ensure they are fostering a safe classroom environment for all.

### Learning Outcomes

By the conclusion of this module, you will be able to do the following:

- Examine the concept of ableism and the history of the disability rights movement.
- Interpret the Americans With Disabilities Act as it pertains to schools and classrooms.
- Evaluate instances of ableism and ableist mindsets.

### Agenda

Review the reading, viewing, and listening resources provided in Module 1, and complete the:
• **Self-Reflection and Goal Setting Activity:** in this discussion forum, you will articulate what you hope to learn/achieve because of the course. Please reflect briefly upon their intentions for the course and to set 1-2 specific (SMART) goals for your learning.

• **Introductory Forum:** in this discussion forum, you will have an opportunity to introduce yourself and meet other learners in the course.

• **Module 1 Content Lesson:** The content lesson serves to introduce and explain the topics and concepts for the module, and their applications in the classroom setting.

• **Module 1 Discussion Forum:** in this discussion forum, you will provide an original response to a question posed about topics in the Module 1 Content Lesson and respond to the original postings of your peers.

**Module 2**

In this module, you will strategize ways that you can address ableism in the classroom and school community. Addressing ableism in the classroom can be accomplished through understanding your vital role as the teacher, teaching students about ableism and why it matters, collaborating with peers, fostering student relationships, examining and adapting lesson plans, critiquing subject matter, organizing events, and raising awareness. The way to end ableism and ableist language in the classroom is by addressing it and teaching your learners about it. In this module, you will learn how to do this, whether by establishing a classroom environment that celebrates diversity or teaching explicitly through a lesson plan. Involving the school community in fighting to end ableism and ableist language is equally as important as the work you do in the classroom.

**Learning Outcomes**

By the conclusion of this module, you will be able to do the following:

- Adapt your role as an educator to combat ableism.
- Critique current subjects and lessons to address ableism.
- Evaluate tools and strategies for creating an anti-ableist environment, including explicit instruction on anti-ableism and modeling anti-ableist behaviors.

**Agenda**

Review the reading, viewing, and listening resources provided in Module 2, and complete the:

- **Module 2 Content Lesson:** The content lesson serves to introduce and explain the topics and concepts for the module, and their applications in the classroom setting.

- **Module 2 Discussion Forum:** in this discussion forum, you will provide an original response to a question posed about topics in the Module 2 Content Lesson and respond to the original postings of your peers.

- **Final Project:** For your final project, you will construct a plan for how you will implement the course concepts with an audience of your choosing. The plan you create and the audience that you choose should be designed to suit your professional role.

- **Course Evaluation Survey**
Technology Requirements

Please review the System Requirements for Moodle.

Netiquette Policy

Anyone enrolled in online courses has the right to learn in an environment where all individuals are treated equitably and with respect. Behaviors in the course that interfere with the learning experience are not permitted. Disruptive or disrespectful behaviors may result in dismissal from the course.

To maintain a positive, professional, and supportive online environment for this class, learners should adhere to the following standard guidelines. Everyone is expected to:

- Show respect for the facilitator and for other learners in the class, including use of polite, professional tone, respecting and valuing the privacy of other learners, and expressing differences of opinion in a polite and rational way.
- Maintain an environment of constructive criticism when commenting on the work of other learners by offering feedback that is supportive and helpful in nature.
- Contribute relevant topics and ideas when involved in group discussions or other collaborative activities.
- Use appropriate grammar and structure in online communication and refrain from use of all capital letters, as this equates to and can be interpreted as shouting in the online environment.

Compliance With the Americans With 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, that might affect their ability to complete this course are encouraged to reach out to support@advancementcourses.com at the beginning of the course. We will make reasonable academic and accessibility accommodations to the course.

Academic Integrity

Honesty is an essential aspect of academic integrity. Individual students are responsible for doing their own work and submitting original assignments per the course directions. Plagiarism and cheating of any kind will not be tolerated.

Plagiarize: “To steal and pass off (the ideas or words of another) as one’s own without crediting the source; presenting as new and original an idea or product derived from an existing source” (Webster’s new collegiate dictionary, 1973, p. 870). 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.

Cheating: Submitting or presenting an assignment as your own when it was written or created by someone else is not permissible in this class.
References


Drew, C. (2019, November 18). How to create inclusive classroom spaces for students with physical disabilities. We Are Teachers.


Illinois Legal Aid Online. (2020, October 9). Disabilities recognized under the ADA.

Kozla, B. (2021, April 27). How can I tell if this is a harmful representation of disability? Bryce Kozla Blog.


NPR. (2020, July 2). The disability rights movement, 30 years after the ADA.


People With Disability Australia. (n.d.). What is ableist language and what's the impact of using it?


Smith, T. E. C. (n.d.). Section 504, the ADA, and public schools. LD Online.

Stevens, C. (2020, January 27). *7 easy STEM activities for students with developmental disabilities*. Careers With STEM.

Stop Ableism. (n.d.). *Ableism history*.


Student achievement is at the core of everything we do.

Since 1988, Advancement Courses has been a leader in professional development, providing expertly-crafted, classroom-applicable courses to thousands of teachers across the country.

Our extensive online curriculum includes over 280 graduate-level, self-paced courses in 20 different subject areas covering both foundational topics and emerging trends in K-12 education.

Get help with...

| Online Instruction            |
| Social & Emotional Learning   |
| Diversity, Equity, & Inclusion|
| Special Needs & ESL/ELL       |
| District/School Improvement Plans |
| Core & Specialized Content Areas |
| STEM & Technology             |
| Teacher Training & Retention  |

Train your staff in as little as eight hours or delve deeper into complex topics in our longer courses.

Get PD tailored to your school’s unique needs with our customizable content and flexible solutions.

Replace in-person PD days with 100% online, self-paced training teachers can complete virtually.

Increase buy-in and morale by providing teacher choice while maintaining school/district oversight and strategic alignment.

Offer higher education rigor and quality designed to give your teachers targeted, relevant training they can apply immediately.

www.advancementcourses.com/schools-districts • 800.762.0121