



SYLLABUS

ADVANCEMENT COURSES™

A Wiley Brand

Understanding Bias and its Impact

8 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.



Understanding Bias and its Impact

Course Description

We all have biases, whether we realize it or not. Biases can impact the way we think about and behave around other people, and can lead to harmful disparities in an educational setting. That's why it's essential for teachers to be able to spot biases and foster multicultural awareness of diverse values, beliefs, and perceptions.

You'll begin this course by defining and understanding your own culture and perspectives so you can better understand the cultures of others. You'll reflect on your own social–emotional response to diverse cultures and engage with strategies that will help you and your students respond with more understanding and empathy toward others. In addition, you'll explore the negative ramifications of issues such as generalizations, “isms,” and different forms of bias (implicit, explicit, unconscious, and conscious).

With the knowledge and strategies from this course, you'll be able to better understand different cultures and help your school community become more responsive and inclusive for all students.

Connections to Practice

This course provides the following classroom connections:

- Considerations for assessing bias and reflecting on one's own culture and belief systems
- Ways to support students in showing sensitivity and understanding to others

Course Outcomes

In this course, participants will:

- Evaluate culture to help you with implementation strategies that will help the school community become more culturally responsive and inclusive.
- Develop a definition and understanding of one's own culture and perspective in order to develop perspective to understand the culture of others.
- Examine how generalizations impact the way we see and relate to students.
- Critique your own social–emotional response to student diversity by developing the right mindset, engaging in self-reflection, checking implicit biases, practicing social–emotional awareness, and holding a stance on the impact of your interactions with students.
- Compare forms of bias including implicit, explicit, unconscious, and conscious bias.
- Interpret the different types of bias so that it can be communicated to students.
- Develop an understanding and empathy for others regarding the destructive nature of “isms”.

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

Domain 3: Instruction

3a Communicating With Students

Materials

Online reading, viewing, and listening resources will be provided in the course.

Method of Evaluating Student's Performance

Completion of this 8-hour Continuing Education course will be evaluated on a pass/fail basis. Letters of completion will be issued for passing grades.

Assessments

Concept Practice

These automatically scored practice questions will appear throughout the content and will cover concepts discussed in the module. You will receive immediate feedback for each question. These questions are formative in nature and will not contribute to your final score in the course.

Reflection Questions

These ungraded questions will appear throughout the course content and will cover concepts discussed in the modules. These questions will be designed to prompt reflection, critical thinking, and application of course concepts. These questions are formative in nature and will not contribute to your final score in the course.

Comprehensive Assessment

The Comprehensive Assessment for the course will be comprised of automatically scored questions over concepts discussed in the modules. Please note that the Comprehensive Assessment for the course will be visible but unavailable in the course until you have accessed and reviewed all the related course content. You must receive a percentage of 100% on the Comprehensive Assessment for successful completion of this course.

Course Outline

Module 1

The aim of this course is to assist the learner in identifying biases and foster multicultural awareness of cultural values, beliefs, and perceptions. Acquiring this knowledge requires learning about groups of people who are different from oneself.

Learning Outcomes

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

- Evaluate culture to help you with implementation strategies that will help the school community become more culturally responsive and inclusive.
- Develop a definition and understanding of one's own culture and perspective in order to develop perspective to understand the culture of others.
- Examine how generalizations impact the way we see and relate to students.
- Critique your own social–emotional response to student diversity by developing the right mindset, engaging in self-reflection, checking implicit biases, practicing social–emotional awareness, and holding a stance on the impact of your interactions with students.
- Compare forms of bias including implicit, explicit, unconscious, and conscious bias.
- Interpret the different types of bias so that it can be communicated to students.
- Develop an understanding and empathy for others regarding the destructive nature of “isms”.

Topics Discussed

Topics to be discussed in this module include:

- Multiculturalism
- Biases and their impact
- Bias impact on students
- Teaching students the basics of bias
- Generalizations
- Open dialogue and destructive “isms”

Technology Requirements

Please review the [System Requirements for Moodle](#).

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 as per the course directions. Plagiarism and cheating of any kind will not be tolerated.

Plagiarism: “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

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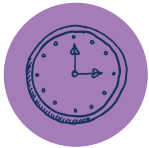
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Since 1988, Advancement Courses has been a **leader in professional development**, providing expertly-crafted, classroom-applicable courses to thousands of teachers across the country.

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