# AC-1608: How to Be an Antiracist Educator; 1 Academy Credit

Marshall High School

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| **Instructor(s):**  **Rob Kerr** | **Meeting Dates:**  Wednesday October 6  Wednesday October 13  Wednesday October 27  Wednesday November 3  Wednesday November 10  Tuesday December 7  Tuesday December 14 |
| **Phone:**  571-286-9306 | **Meeting Time:**  3:30 - 5:30 |
| **E-Mail:**  rjkerr@fcps.edu | **Meeting Location:**  Marshall HS |

## Course Description

**This course is designed for educators who want to develop a deeper understanding of what it means to be an antiracist. This course was designed to provide educators with a structure to engage in open, honest, and safe conversations about race. Major topics include; the history of racism in the United States, the impact of institutional racism, exploring and understanding whiteness, and how to engage in anti-racist behaviors. Participants will be provided with opportunities to understand how racism creates systems of oppression and how to engage in behaviors that disrupt and dismantle the status quo. By the end of the course, participants will develop the personal will, skill, knowledge, and capacity to address racial disparities within FCPS by demonstrating anti-racist competencies.**

**Course Outcomes:**

Learners Will:

1. Define racism (individual, institutional), antiracism, white supremacy (others) and see where they show up in our work
2. Build meaningful relationships with students, colleagues, and your community.
3. Ground ourselves in the historical context of race in America and how it impacts systems, specifically education
4. *Deeply understand and apply knowledge of antiracist instructional practices to create equitable and culturally responsive learning opportunities for ALL learners.*
   1. [*Culturally Responsive Teaching Practices*](https://crtandthebrain.com/wp-content/uploads/READY-FOR-RIGOR_Final1.pdf)
   2. [*Five Design Principles*](https://drive.google.com/drive/u/1/search?q=design%20principles)
5. Build their racial consciousness and explore their racial identity

## Course Alignment

This course will support FCPS’ Strategic plan by helping achieve these goals:

* **All FCPS PreK-12 students will continuously progress in their development of Portrait of a Graduate attributes**
  + A participant in How to be an Antiracist Educator will understand that POG skills, specifically being an Ethical and Global Citizen and Creative and Critical thinker, are woven into an antiracist classroom/office environment. Participants will have an opportunity to use their learning to provide examples of how to weave in these skills to their own work.
* **FCPS will eliminate gaps in opportunity, access, and achievement for students** 
  + A participant in How to be an Antiracist Educator will learn the history of the systems of oppression that have created gaps in opportunity, access and achievement, how they show up in our current system and work towards disrupting and dismantling these systems to eradicate the gaps.
* **FCPS employees will demonstrate cultural responsiveness when supporting families, students, and other staff to ensure a welcoming environment**
  + A participant in How to be an Antiracist Educator will examine their own cultural identity and express where bias may show up in their work while also examining the cultural identities of the communities they serve to better identify how to create a culturally responsive and antiracist mindset moving forward.

## Nature of Course Delivery

Learning activities include the following:

1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic activities via Blackboard/Google Suite

**Session Detail**

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|  | **Synchronous Session (2 hours)** | **Asynchronous Assignments\*** |
| **Orientation** |  | *Asynchronous assignment(s) to be completed by Session 1*   1. Explore the creation of Race |
| **1** | **Real History and the Creation of Racist Systems**  Build Community  The building blocks of racism in the United States (pt.1)  Understanding how systemic racist policies impact individual decisions  Connecting historical building blocks to our systems and practices | *Asynchronous assignment(s) to be completed by Session 2*   1. Racial Autobiography |
| **2** | **Real History and the Creation of Racist Systems**  Build Community  The building blocks of racism in the United States (pt.2)  Understanding how systemic racist policies impact individual decisions  Connecting historical building blocks to our systems and practices | *Asynchronous assignment(s) to be completed by Session 3*   1. Chapter 2, *Cultivating Genius: An Equity Framework for Culturally and Historically Responsive Literacy* |
| **3** | **Racism and Anti-Racism. There is no neutrality**  Defining antiracism  Why anti racism  Policy / Procedure Review | *Asynchronous assignment(s) to be completed by Session 4*   1. Bettina Love, Reimagining Youth Podcast |
| **4** | **How to be an Anti-Racist**  Unpack strategies/actions ([Simmons](http://www.ascd.org/publications/newsletters/education-update/oct19/vol61/num10/How-to-Be-an-Antiracist-Educator.aspx?fbclid=IwAR1tsIowEXRl-D6K64ZU3ej8bBcGT0OuRJFr4yENJu8A0kwbAMwGhsbtJec))  Asynchronous Review  Personal Ideology (Gorski)  Policy/Procedure Examples | *Asynchronous assignment(s) to be completed by Session 5*   1. Cornelius Minor, *We Got This* resource dig |
| **5** | **How to be an Anti-Racist**  Personal Ideology (Gorski)  Policy/Procedure Examples | *Asynchronous assignment(s) to be completed by Session 6*   1. Defining White Supremacy |
| **6** | **Exploring and Understanding Whiteness**  Reconnect with creation of race  The Sixth Condition- Let’s Talk About Whiteness  White as the norm BUT a global minority  Anti-blackness/darkness | *Asynchronous assignment(s) to be completed by Session 7*   1. Final Project |
| **7** | **How to assess your classroom or office practices**  We Got This  Sharing  Building Community/Sustaining the Work |  |

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## Required Textbooks

none

## Course Expectations and Attendance Policy

This is a 1-credit Academy course which consists of 14 session hours and 16 hours of out-of-class assignments. Participants are expected to attend all sessions and complete all assignments. The assignments are designed to deepen the participant’s understanding and skills around the course content. If a participant is unable to attend a session due to either pre-approved or unplanned absence, s/he is required to complete both the missed session make-up work and associated out-of-course assignments. Participants must attend at least 80% of the course sessions and complete all make-up assignment(s) for any session(s) missed in order to receive credit for the course.

**Make-up Work Policy**

If a participant is unable to attend a session due to either pre-approved or unplanned absence, s/he is required to complete a make-up assignment equivalent to the amount of class time missed, which is typically 3 hours. Make-up assignments should be meaningful, purposeful, and applicable to the content of the course. The Academy may ask for samples of make-up work completed by a participant.

**Religious Accommodations Policy**

In compliance with Title VII of the Civil Rights Act of 1964 as amended, which prohibits discrimination based on religion, Fairfax County Public Schools provides reasonable accommodations for sincerely held religious beliefs, practices, and affiliations unless doing so would impose an undue hardship.

In accordance with [Regulation 4817.5](https://www.boarddocs.com/vsba/fairfax/Board.nsf/files/AQ3PWM646B8C/$file/R4817.pdf), Religious Accommodation for Employees, employees must make accommodation requests when enrolled in courses through the FCPS Academy program. Employees should review the course syllabus and class session dates to plan ahead for religious observances. In accordance with the aforementioned regulation, class sessions missed will need to be made up prior to the last class session or within 10 working days, whichever comes first. The course instructor will provide instructions and necessary resources needed to fulfill course requirements.

## Inclement Weather Policy

The Academy adheres to FCPS cancelation policy. If schools are closed, Academy course sessions on that day are canceled. If after-school activities are canceled, Academy course sessions on that day are canceled. A make-up day will be scheduled in case of cancelation.