

EDU 243: Teacher Leadership in Professional Development
Mount St. Mary's University, Los Angeles

Course Syllabus

Fall 2020, Mondays 5:30-7:30pm

<https://msmu.zoom.us/j/94779518452>

Meeting ID: 947 7951 8452

Instructor: Dr. Kimberly Nao

Email: knao@msmu.edu

Office hours: by appointment

Education Department Philosophy:

MSMU Education Department courses are meant to be laboratories of learning. Our hope is that the activities and materials included will serve your learning goals as you explore the various course topics. Our intent is that students from all diverse backgrounds and perspectives be well-served, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to each course be viewed as a resource, strength and benefit. Throughout the semester, please feel free to let your course instructor know ways to improve the effectiveness of the course for you personally, or for other students or student groups, if you have any suggestions.

Investment in Inclusivity:

This class aims to be an anti-discriminatory environment that is inclusive of differences of race, ethnicity and national origins, gender and gender identity, sexuality, class and religion. The success of this expectation relies on the support and understanding of everyone in the class. We seek to establish a community where we engage in critical dialogue and active listening. While all are expected to make their best effort to be respectful, we understand that someone may say something that results in unintentional offense and hurt feelings. We invite everyone to adopt a stance of assumed positive intent that seeks greater knowledge and understanding.

All people have the right to be addressed and referred to in accordance with their personal identity. You may choose to indicate the name that you prefer to be called and, if you choose, to identify pronouns with which you would like to be addressed.

It is the policy of MSMU to permit students to observe holidays set aside by their chosen religious faith. If you plan to be absent from class on your religious holiday, please make arrangements with the course instructor in advance.

Student Support Statements:

MSMU has a Minors on Campus policy statement published in the Student Handbook that allows for faculty discretion. If you are a parent and are concerned that childcare needs could disrupt your ability to attend class, please reach out so we can create a plan in advance for potential emergencies.

If personal challenges related to health issues might affect the ability to perform in this class, please know that there are resources to assist you with appropriate accommodations.

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Student Life on their respective campus for support. Chalon Campus: Laura Crow, Dean of Student Life 310-954-4133 and lcrow@msmu.edu. Doheny Campus/WEC & Online/Sunset Gower/ Graduate: Jessica Cuevas, Dean of Student Life 213-477-2570 and jcuevas@msmu.edu. Also, please feel free to notify your course instructor or program director if you are comfortable doing so.

Course Description:

Teachers are excellent resources for their own professional development. They are highly educated professionals who understand the immediate needs of their students and the social and cultural context in which they teach. With dedicated to research, plan, and collaborate teachers can and do support each other and more novice teachers in learning opportunities, skills, and information. The current social and political climate in the U.S. has made socially just and equitable curricula more pressing. Yet teachers often feel ill-equipped to dialogue and teach about social inequities and often lack the content and theoretical framework necessary to infuse social justice issues into teaching and learning. At the same time, professional development activities are often top-down initiatives that seem far removed from the classroom and irrelevant to teachers' immediate needs. In this course teachers will learn:

- best practices in teaching adult learners
- how to conduct a needs assessment to determine the professional development and equity and inclusion needs for their school, and
- the effective design of professional development activities
- content that sets a foundation for exploring issues related to social justice

The course will prepare teacher leaders to mentor their colleagues to incorporate social justice issues into the classrooms. Students will choose an area of interest to design a professional development program to address these needs, and evaluate the effects of the program on teaching skills and student outcomes. Prerequisite: Preliminary Teaching Credential and three years of teaching experience.

Course Objectives:

Students who complete this course are expected to:

- explore and understand methods of engaging students in issues related to social justice
- understand the roles of professional development.
- outline a set of concrete, achievable goals for planning, designing, implementing, and evaluating professional development programs.

- utilize analytical decision-making and assessment strategies for professional development plans and designs.
- develop a working knowledge of the most effective andragogies for adult learners.
- hone their presentation and publication skills.
- develop and assess a list of student outcomes that can be addressed through the professional development of school staff.
- understand the role of technology in addressing professional development needs.
- develop a clear understanding of their role as a leader for professional development.

Required Texts:

- Articles and course materials will be available to download on the course website on Canvas

Recommended Texts:

- Guskey, T. (2000). Evaluating professional development. Thousand Oaks, Calif.: Corwin Press.
- Martin, L., Sherry, K., & Quatroche, D. (Eds.). (2015). Handbook of Professional Development in Education: Successful Models and Practices, PreK-12 (First ed.). New York, New York: Guilford.

Course Assignments

1. Reading Responses (4x10 points each)

See attached Guidelines

40 Points

2. In-Class Practice/Module Feedback (Total 14x5 points each)

These responses are completed in class or in the Canvas Module and will complement your thinking about the PD plan that you will design. They may be short essays, planning tools, or in-class responses to activities. The goal is to scaffold the PD Module Design and to provide a metacognitive record of your PD design.

70 points

3. Student Led Warm Up

Each student will lead either a Facilitation Practice or Problem Solving Discussion of no more than 15 minutes around a facilitation technique or facilitation challenge.

10 points

4. Teaching Philosophy

The goal of this assignment is to synthesize the thinking that students have done about their own positionality and identity, along with the readings and thoughts on the purpose of education to form a coherent and concise view of students' own personal teaching and education philosophy.

25 points

5. Field Assignment: Classroom, School, and District Profile

The goal of this assignment is to provide a portrait of your school and district's Vision /Mission Statement and stated goals, including demographic information and socioeconomic context. You will also situate your classroom vision and goals within this larger framework as a means of setting the stage for a needs assessment.

25 points

6. Needs Assessment:

Building on the Field Assignments, students will analyze collected data and propose a strategy or strategies for bridging academic gaps.

25 points

7. Adult Education Observation Notes and Write-up:

Each student will observe adults being taught a skill and will take ethnographic field notes on what they see. The purpose is to think of ways that instructing adults is different from instructing children and to incorporate those methods into PD design, as well as to become familiar with ethnographic data collection methods

25 points

8. Professional Development Plan:

Each student will submit a plan for the PD that will be implemented at the site. The plan will include the Needs Assessment. This document should include an annotated bibliography of sources used.

40 points

9. Implementation of PD with Reflective Notes:

Students will implement a portion of the PD plan at their site and write a reflective report.

20 points

10. Revised and Extended PD Plan:

Students will revise the PD Plan as necessary after reflecting on the implementation and will include a description of activities that will extend the PD beyond a one-shot workshop. This document should include an annotated bibliography of sources used.

25 points

TOTAL: 300 points

Course Format:

E-Learning System (Canvas) and Hybrid Online Course Expectations: Please read the **MSMU Education Department Online Course Expectations** attached at the end of this syllabus.

This course meets in two ways:

1. Via synchronous Zoom meetings that will serve as content preview or review and workshop time to work on course projects. Each Zoom session will be 2 hours long. Hour 3 is optional for project work in teams.
2. Via canvas course modules. All course documents, including assignment guidelines and rubrics, will be available on Canvas, and all assignments will be submitted through Canvas.

Classroom Policies:

• Assignment Formatting:

- **Please save your documents with your name and the name of the assignment. (Ex. K.NAO Teaching Philosophy) as the subject heading.**
- **Include your name, the date, and the assignment title on top of each assignment.**
- All assignments should be thoughtfully prepared, written in standard academic English, free of grammatical and spelling errors, and typed.
- Assignments should be double spaced in 12 point font. Use standard fonts such as Times New Roman or Arial.
- Use page numbers when appropriate.
- When appropriate, cite sources using APA format. Use the following websites as a guide:
- Quick Reference: <http://www.apastyle.org/learn/quick-guide-on-references.aspx#In-Text>
- Tutorial: <http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>
- **Submitting work:** Please edit your assignments before preparing and submitting a final draft. All work must be submitted via Canvas on the day that it is due. No work will be accepted by email or by hard copy unless pre-arranged with instructor consent.
- **If absent, In-Class Reflections must still be submitted via Canvas**
 - **If assignments will be delayed due to difficulties at your school site, please inform Dr. Nao as soon as you are aware of the difficulty so that other arrangements can be made.**
 - **Make-up Work:** All deadlines are flexible except for Canvas Module Feedback. **All module feedback must be submitted Sunday by midnight** before each online Zoom session.
 - **Tardiness:** Please see me as soon as possible if you are experiencing personal or technical difficulties with getting to class on time. On those occasions when you are late, please check with a classmate to see what information or announcements you may have missed.
 - **Classroom Participation:** This course is based on research that shows that active learning through social engagement is most meaningful. We will work collaboratively and in teams for some assignments. Each Zoom session will require active participation. Please be prepared to share your thoughts and ideas with your peers and to document your thinking through written reflections.

- **Peer Support:** Please exchange phone numbers and/or email addresses with your classmates/colleagues for mutual help and support. Find a friend who will read and edit your assignments with you. If you're absent, check in with a classmate and meet to discuss what you've missed.

SPECIAL CIRCUMSTANCES DUE TO COVID:

- This course has been modified to include more online/remote activities due to COVID and social distancing protocols. In addition, if you are unwell, or have other issues preventing you from attending face-to-face meetings, please be in contact with the instructor to discuss accommodations.
- **Potential COVID-19 Disruption:** Should the course modality change during the semester the instructors will provide a comprehensive update of how the class will continue and any changes that may result.

Mindful Moment:

Each class session will begin with a short meditation or moment of silence. Each meditation will be guided by the instructor. The purpose of the Mindful Moment is to provide students with a moment of calm centering before class starts. There is no religious or spiritual intent behind the meditation. Students who do not wish to participate are asked to sit quietly until the moment ends.

- **Grading:** Assignments must be completed **on time** according to agreed upon guidelines. If you are absent, you may email or submit your work to Canvas before the class start time (on the due date) to be considered for full credit.

Grading Scale by percentage:

94-100	A
90-93	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
65-69	D
< 65	F

- **Assessment of Student Learning Outcomes:** Student learning is at the core of the MSMU mission. MSMU faculty developed a plan to assess the student-learning outcomes that represent the knowledge, skills and attitudes expected of (someone in our major/a college student). In this class one or more student learning outcomes will be assessed. Some of our class assignments may be

used to evaluate overall student learning and to improve teaching and learning in this class, this department, and throughout the University.

- **Writing Support:** All papers will be carefully reviewed with suggested edits and questions to stimulate thinking about your writing. This should be seen as my effort to support your growth in academic graduate level social science writing. Students who would like extra support are encouraged to make use of the Professional and Academic Resource Center and/or the Graduate Writing Tutors. You are encouraged to make appointments to meet with them as needed. This link will lead you to the PARC webpage where you can make appointments and view the schedule. <https://welcome.msmu.edu/academics/PARC/Pages/default.aspx>
Location: Doheny, Building 10, Room 201
Email: PARC@msmu.edu
Phone: (213) 477-2898

MSMU and Education Department Policies:

- **University PPE Policy:** All students must comply with the University personal protective equipment (PPE) policy while on campus. Non-compliant students will not be allowed to stay in class.
- **Absences:** Your attendance helps us build a class community. Arriving on time allows everyone to benefit from planned activities and discussions, as the class functions as a lab and instructors strive to model a variety of pedagogical practices. Timeliness also is an indication of professionalism and generates an important and lasting positive impression. Also, please limit absences to no more than one session for a 1 or 2-unit course or two sessions for a 3 or 4-unit course. Students will have an opportunity to do a make-up assignment if there is an additional absence due to an emergency. If more than three absences occur, so much content will have been missed that an administrative withdrawal would be necessary and you would be invited to re-register for the course during a subsequent semester. If any concern arises that will prevent you from arriving to class regularly and/or in a timely way, please come talk with me so we can work together to ensure your successful course completion. For online sessions, submitting the assignments for that session count as your attendance for that session.
- **Academic Integrity (AI):** Students are expected to adhere to their MSMU statements on Academic Integrity in the MSMU catalog and Student Handbook. This includes avoiding plagiarism and constructing your best work on each assignment. Papers and other work including images, should not be copied from the Internet. Infractions may be addressed by the MSMU administration and possibly include an AI Board review. For clarification on what constitutes plagiarism, students are encouraged to review the Preventing Plagiarism page on TurnItIn.com (see <https://www.turnitin.com/solutions/plagiarism-prevention>).

- Calendar Verification:** Please review the schedule in the tentative course calendar carefully. Education Department course calendars may not align with the generally published MSMU holidays and break schedule due to the nature of a teacher preparation program.

Fall Mid-Semester Break: Some Graduate-level Education courses meet on the Thursday of mid-semester break. Check your course calendar.

Spring Break: The MSMU Spring Break is observed for all education courses that meet on campus and the campus will also be closed. Courses involving other sites, such as for supervised teaching, will take their breaks consistent with the districts in which they take place. The result may be that those doing student teaching may not have any week that does not include Mount course meetings or obligations.

Study Days: The “Study Days” policy does not apply to Education courses (including those cross-listed with UG students). As our courses meet only one day per week throughout each semester, it is not possible to lose an additional day. All students are expected to participate in class meetings (in person or online) on the final Thursday before finals.

Finals Week: All Education evening courses meet as regularly scheduled during finals week.
- Candidate Dispositions:** The Education Department has adopted a Dispositions Statement that outlines expectations of all credential and graduate students. (See the Education Department Student Handbook.) An assessment process exists so that candidates will receive formative feedback through a Notice of Concern, if necessary, in order to support candidates to meet expectations.
- Academic Freedom:** Students’ and faculty’s freedom of speech is constitutionally protected, so they are free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion—and allow the same freedom for others. See MSMU’s Student Handbook for further discussion.
- Incomplete grades:** Incomplete grades are meant to provide support for students who have experienced an emergency in their lives and need special consideration on a case-by-case basis. An application for an Incomplete may be granted only if the student:

 - files the application no later than 1 week prior to finals
 - has completed the majority of assignments
 - on the basis of the work completed, has a passing grade in the class (C or better). This is not necessarily the same as the default grade. In other words, although the student may have a B grade for the completed work, if they fail the missing assignment or do not complete it, their final grade might be a D
 - is prevented from completing the final assignment

- **Quality of Work:** The MSMU Education Department expects all credential and masters candidates to demonstrate their ability to act as literacy models for K-12 students by submitting high quality, written assignments and projects. Candidates with assignments turned in with serious writing errors, including high numbers of typos, will either be asked to resubmit the assignment or have significant point/percentage reductions.
- **Student Resources**
 - Learning Resource Center:** The Doheny Learning Resource Center will arrange personal tutoring or assistance for undergraduate students. Call (213) 477-2690.
 - Professional and Academic Resource Center (PARC)**
The Professional and Academic Resource Center (PARC) offers assistance to graduate students in person, over the phone, or by videoconferencing. To schedule an appointment, access the PARC page on myMSMU: <https://mountsaintmarysuniversi.sharepoint.com/sites/MYMSMU/academics/PARC>
All appointments (in-person, phone, or online) are 45 minutes long. (213) 477-2898, PARC@msmu.edu, located on the second floor of Building 10.
- **Students with Disabilities:** Mount Saint Mary's University, Los Angeles is committed to ensuring the full participation of all students in its programs. If you have a documented disability (chronic, medical, physical, learning, psychological, or temporary), or think you may have a disability and need a reasonable accommodation to participate in class, complete course requirements, or access the University's programs or services; contact Disability Services (DS) as soon as possible. To receive an accommodation, you must register with DS. DS works with students confidentially and does not disclose any disability-related information without student consent. DS coordinates and promotes disability accommodations and awareness and works in partnership with faculty and all other student service offices. For further information about services for students with disabilities, contact DS at the Chalon Academic Support Center, H207, (310) 954-4142, or at the Doheny Student Resource Center, Building 3, (213) 477-2690. You can also email for more information at disability@msmu.edu.
- **Accommodation Policy:** Students with disabilities should consult the MSMU policies regarding commitment to equal educational opportunities for disabled students in the MSMU catalog.

Please be advised that this class may be audio- or video-recorded as an accommodation under the American with Disabilities Act, but only with prior permission from Disability Services and the instructor. Students may only use such recordings for personal use; no posting or further distribution or use is permitted.

- **Technology Policy:** Candidates are expected to adhere to the MSMU technology policy as stated in the MSMU Student Handbook.
- **Student Credit hour policy:** A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that reasonably approximates not less than:
 1. One hour of classroom or direct faculty instruction and a minimum of two hours of out- of-class student work each week for approximately fifteen weeks for one semester, or the equivalent amount of work over a different amount of time; or
 2. At least an equivalent amount of work as required in paragraph (1) for other academic activities, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours

Taken from: <http://msmu.smartcatalogiq.com/en/2016-2018/2016-2018-Catalog/Academic-Policies-and-Procedures/General-Information-for-Undergraduate-Programs/Student-Credit-Hour>

MSMU Office Information:

- Please call or email the Education Department Administrative Assistant to make an advisement appointment: educationdepartment@msmu.edu or (213) 477-2620.

Keep in mind that this is a working syllabus, subject to change, and should not be construed as a contract.

**EDU 243 COURSE CALENDER
Professional Development for Teachers**

Week 1 August 24 Zoom

Topic:

Course Introduction
The Legacy of the Sisters of St. Joseph
Why Social Justice and Professional Development?
Identity, Privilege, and Socialization

Readings:

Call to Action, CSJ Report, 2013 (pp. 7-12) (In class)

Assignment:

In-Class Practice Week 1

Week 2 August 31 Zoom

Topic:

Critical Pedagogy/Engaged Pedagogy
Self-Reflection on Positionality
School Site: Privilege Walk

Readings:

Please read Tatum, Who Am I?
And **choose two** of the following:
hooks, Engaged Pedagogy
Freire, Chapter 2-3, Pedagogy of the Oppressed
Krishnamurti, Education and the Significance of Life

Assignment:

1. Teaching and Education Philosophy due (in-class revisions will take place)
2. In-Class Practice Week 2

Student Led Warm-Up

September 7 Labor Day

Week 3 September 14 Canvas Module

Topic:

Purpose and Goals of Professional Development
Teacher Leadership

Readings:

Gulamhussein, A. (2013) Teaching the Teachers: Effective PD in an Era of High Stakes Accountability Guide to Using Data
Mizell, H. (2010). Why professional development matters. Learning Forward.

Assignment:

1. Privilege Walk and Informal Survey results due
2. In-Class Practice Week 3

Week 4 September 21 Zoom

Topics:

Approaches to Professional Development
Professional Development and Social Justice

Readings:

Darling-Hammond, L. et. al. (2009). Professional Development in the Learning Profession.
Kose, B (2009) The Principal's Role in Professional Development for Social Justice: An Empirically-Based Transformative Frame work.
GLSEN National School Climate Survey 2015 (In-Class)
NERCHE Self-Assessment Rubric for the Institutionalization of Diversity, Equity, and Inclusion in Higher Education (In-class)

Assignments due

1. In-Class Practice Week 4
2. Reading Response Course Reading or student selected article

Student Led Warm-Up

Week 5 September 28 Canvas Module

Topic:

Building a Needs Assessment
Using Data to Build PD

Readings:

West Ed. A Guide for a Comprehensive Needs Assessment. (pp. 1-19)
CDE Data and Statistics (In class)

Love, N. Taking Data to New Depths

Assignments:

1. Classroom and School Profile due
2. In-Class Practice Week 5

Week 6 October 5 Zoom

Topics:

Critical Professional Development
Student presentations of profiles

Readings:

Howard, Culturally Relevant Pedagogy: Ingredients for Critical Teacher Reflection
Kohli, R. Critical Professional
Development: Centering the Social Justice Needs of Teachers

Assignments due:

1. Needs Assessment due
2. In-Class Practice Week 6

Student Led Warm-Up

Week 7 October 12 Canvas Module

Topics:

Evaluation Professional Development
Adult Learning and PD Design

Readings:

Chapter 1, Guskey, T. *Evaluating Professional Development*
Chapter 12, Handbook: Characteristics of Adult Learning: Implications for the Design and Implementation of PD Programs
Chapter 22 Handbook: Supporting Professional Growth through External Resources
See Resource List

Assignments due

3. Select a resource to present with the class Resource assessment
4. In-Class Practice Week 7

Week 8 October 19 Zoom

Topics:

Theories of Andragogy continued
Adult Learning and the Coaching Model

Readings:

Aguilar, E. (2014). Effective Coaching by Design
Terehoff, I. Elements of Adult Learning in Teacher Professional Development

Assignments

1. Draft: Professional Development Plan (Implementation if appropriate)
2. In-Class Practice Week 8

Student Led Warm-Up

Week 9 October 26 Canvas Module**Topics:**

Individual Topics Review
Sustaining Professional Development

Readings due:

Student selected articles based on research
Chapter 24 Handbook Sustaining PD
Chapter 16 Handbook Using Action Research to Target and Generate Professional Learning

Assignments

1. Professional Development Plan (revised)
 2. In-Class Practice Week 9
- Reflect on progress and peer/instructor feedback

Week 10 November 2 Zoom**Topics:**

Professional Development and Social Transformation
Designing and Implementing PD

Readings:

Chapter 10 and 11 of Handbook

Assignments:

1. Reading Response Course Reading or student selected article
2. In-Class Practice Week 10: Applying design elements from readings

Student Led Warm-Up

Week 11 November 9 Canvas Module

Topics:

Implementing Professional Development
PD Design for Social Justice

Readings:

Student selected articles based on research
Bell, L., Goodman, D., and Oullett, M. (2007) Design and Facilitation, Teaching for Diversity and Social Justice

Assignments

1. Implementation of PD complete and Reflective Notes due between Weeks 11-14
2. In-Class Practice Week 11

Week 12 November 16 Zoom

Topics: Evaluation and Revision of PD

Readings:

Chapter 8, Guskey. *Evaluating Professional Development*
Chapter 23 Handbook Measuring the Effectiveness of Educators PD

Assignments:

1. In-Class Practice Week 12
2. Reading Response or student selected article

Student Led Warm-Up

Week 13 November 23 Canvas Module

Topics

Presenting Evaluation Results

Readings

Chapter 9, Guskey. *Evaluating Professional Development*

Assignments

1. In-Class Practice Week 13
2. Reading Response Week 13

Week 14 November 30 Zoom

Topics

PD Results and Learning
Presenting PD to Stakeholders

Assignments

1. Revision and Extension of PD Plan due
2. Draft Slides PD presentation

Week 15 December 7 Zoom

Topic: Final Presentations

Reading Response Guidelines

Each week you will have readings which should be downloaded from Canvas or on in the links provided in the syllabus. Students are responsible for the readings as assigned to allow for adequate participation in class discussions and to make progress on your PD Design. When a Reading Response is assigned, please complete the task below.

- The prompt will either be assigned or you may write about any thoughts, questions, insights, or implications for your own practice inspired by the readings.
- **Once you have chosen a Professional Development topic, reading responses for articles related to your PD Plan are accepted in lieu of assigned readings.**

Goal: The main purpose of the response is to show what you are thinking about how the article applies to your professional development plan. The suggestions below are meant to free up and broaden your ability to respond, rather than constrain the response to a right or wrong answer. You are also practicing graduate level thinking and writing within a low stakes format.

Students should retain a copy of each response to in order to reflect on how your thinking shifts throughout the semester and to use your thoughts to shape your Professional Development design.

Expectations: The response should be no more than two pages but at least 1 1/2 pages, typed, double spaced, in 12 point font with standard 1 inch margins. Creative and informative responses are encouraged. **Simple summaries** of the readings that are not written in your own voice with your own opinions are **unsatisfactory**. Papers should be in **essay format** and **should not** simply number off the points below with responses for each.

The response must contain the following:

- The title and author name at the top of the page in APA format.
- A thesis statement that asserts your position or opinion about the readings.
- A brief (a couple of sentences) statement about what the reading is about.
- Your personal reaction, opinion, ideas about the reading. Include action steps or implications for your professional development design. You may also include comparing and contrasting ideas in previous articles, synthesizing information learned in the previous readings, or agreeing with or refuting the main ideas of the authors. You may also pose questions for clarification.
- Include at least **two relevant quotes** from the reading to support your ideas.

All responses should be submitted via Canvas before class on the due date for full credit.

If all criteria are met in a satisfactory manner, you will be given a total of 10 points per response.

Resources for lessons and materials:

Rethinking Schools: <https://www.rethinkingschools.org/>

Facing History and Ourselves: <https://www.facinghistory.org/our-work>

Teaching Tolerance: <https://www.tolerance.org/>

GLSEN: <https://www.glsen.org/>

We Are Teachers: 21 Social Justice Resources for Teachers: <https://www.weareteachers.com/social-justice-lesson-plans-resources/?fbclid=IwAR2k8UOgUU0te93WMZctSJI1FUqsRtYQvOom3qecmXmBDj0-e2PUY38VtQ>

Curriculum for White Americans to Educate Themselves on Race and Racism—from Ferguson to Charleston: <http://citizenshipandsocialjustice.com/2015/07/10/curriculum-for-white-americans-to-educate-themselves-on-race-and-racism/>

There Is No Apolitical Classroom: Resources for Teaching in These Times: <http://blogs.ncte.org/index.php/2017/08/there-is-no-apolitical-classroom-resources-for-teaching-in-these-times/>

SPLC 10 Ways to Fight Hate: https://www.splcenter.org/sites/default/files/ten_ways_to_fight_hate_2017.pdf

Here's How Educators Can Respond After Charlottesville: <https://www.glsen.org/blog/heres-how-educators-can-respond-after-charlottesville>

Tools for Talking in School Communities: <https://schooltalking.org/>