

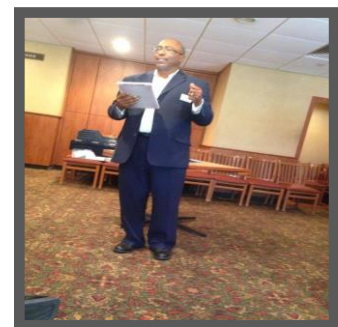
PROMOTING POSITIVE RACIAL TEACHER STUDENT CLASSROOM RELATIONSHIPS

2021 | Online

Dr. Derrick L. Campbell | moreinfo@QuarantineRacism.com

| Office Hours – By Appointment Only

Promoting Racial Harmony



Race relationship expert and leading author, Dr. Derrick L. Campbell has seen the process for improving race relations between teachers and students fail for decades. This failure has resulted in blaming teachers and administrators for disproportionate discipline, increases in the achievement gap, contribution to the school-to-prison pipeline, and failed schools. In this course students will learn the leadership principles and process for promoting positive racial teacher student classroom relationships in their classroom and school.



Develop classroom and whole school initiatives that eliminate the perception of racism in schools



Eliminate possible negative media associated with racism accusations



Enjoy more time teaching and less time disciplining students



Learn leadership principles that minimize racial clashes in the classroom and school



Create plans that minimize organizational obstacles that contribute to racism in schools



Design plans for maintaining trusting racial relationships in the classroom and school



Required textbooks

- Promoting Positive Racial Teacher Student Classroom Relationships
- Promoting Positive Racial Teacher Student Classroom Relationships: Workbook



A Little About Me

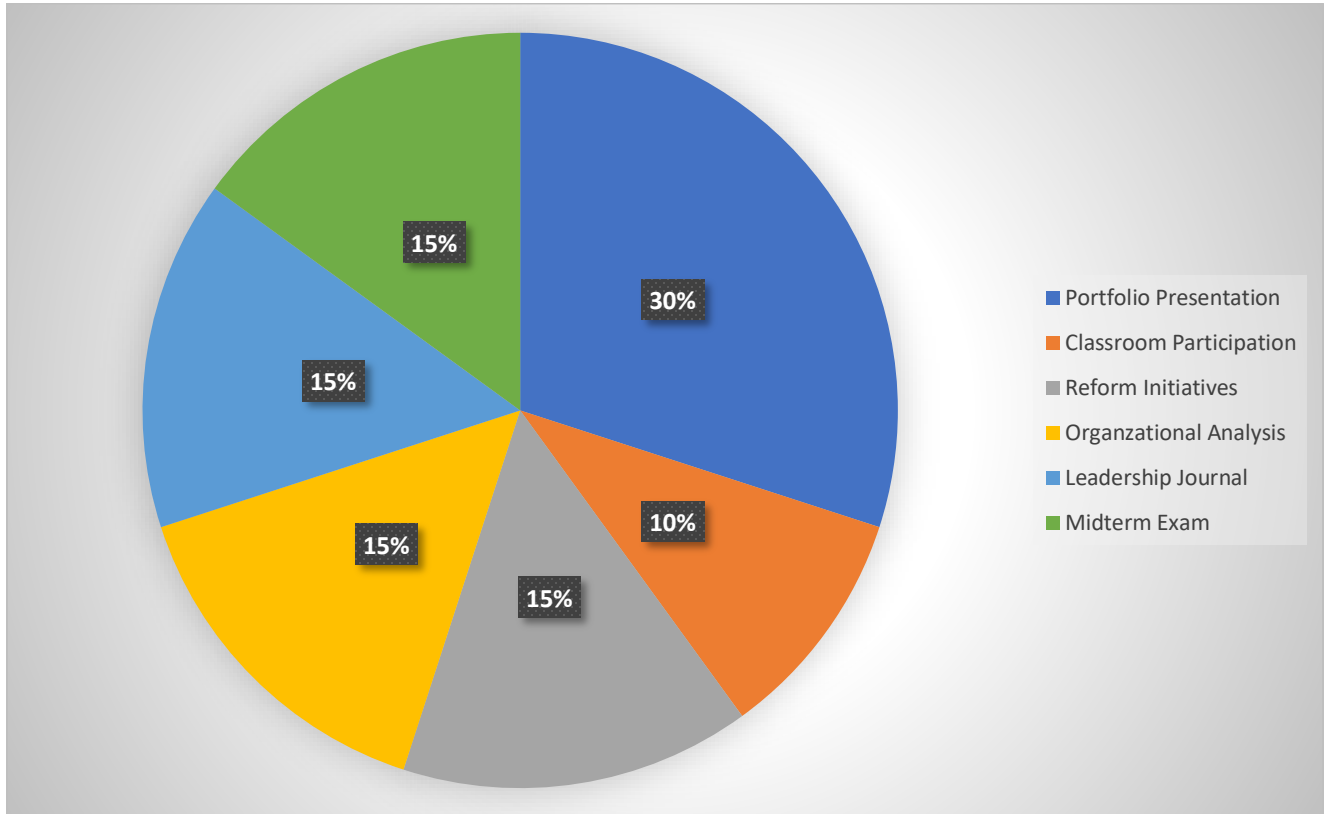
Dr. Campbell has been in the trenches for over two decades as a teacher, administrator, and consultant. As a result, he has a radically different view and through his unique system has brought about a shift in the way teachers and students relate in the classroom.

Dr. Campbell is sometimes referred to as the Classroom Racism Exterminator for his ability to successfully transform the racism perceptions that students have regarding their teachers. He holds a doctorate degree from Rowan University in educational leadership. He has served as a central office and school-based administrator. He is the author of the book—Promoting Positive Racial Teacher Student Classroom Relationships as well as fourteen other books.

Dr. Campbell has been married for twenty years and counting. He and his wife enjoy going to beach resorts, dining out, and going to the movies in their spare time.



How are you evaluated?



Assignment Details

Assignment

Reform Initiatives
Total points – 100

You will evaluate the fundamental literature on the various components that researchers have documented as the primary factors which contribute to racism in the classroom and in schools. Develop a plan for minimizing the fundamental factors that contribute to racism in the classroom and in schools. Many classroom management and whole school reform initiatives continue to fuel racism in schools rather than help to minimize disproportionate discipline and expand the achievement gap for historically underserved students.



Assignment

Organizational Analysis
Total points - 100

You will use qualitative and quantitative methods to analyze systemic and communication processes in your individual classroom and school that influence the racial challenges between teachers and students. The report will help to inform how to successfully facilitate the process for promoting positive racial teacher student classroom relationships. An organizational analysis helps to determine the obstacles that inhibit the success of classroom management techniques and whole school reform initiatives associated with promoting positive racial teacher student classroom relationships.



Assignment

Leadership Journal
Total points - 100

You will summarize and reflect on your leadership qualities and leadership challenges for promoting positive racial teacher student classroom relationships. The journal provides an opportunity to safely reflect on leadership and individual biases that can cause racial challenges between teachers and students. When teachers and other staff are not provided a safe process for examining racial biases the result is continued covert behaviors that continue to fuel racism in the classroom and racism in schools.

Assignment

Project Portfolio
Total points - 100

You will compose a portfolio as a culminating activity that includes all classroom and school efforts to promote positive racial teacher student classroom relationships. The portfolio will include the Classroom Management and Whole School Reform Initiatives, the organizational analysis, and the leadership journal. The portfolio will highlight the cumulative efforts of each student. It will offer important information regarding student improvement and skill mastery. It will provide to each student how they learned to promote positive racial teacher student classroom relationships.

Course Calendar

Week	Topic	Readings/Assignments
1	Introduction Course Requirements How do you use leadership skills that promote positive racial teacher student classroom relationships?	<ul style="list-style-type: none"> • Textbook: pgs. 10 to 29 & pgs. 321 to 353 • Leadership Skill Evaluation • Personal & Professional Ethics Leadership Platform
2	How do you use the process that promotes positive racial teacher student classroom relationships?	<ul style="list-style-type: none"> • Textbook: pgs. 295 to 318 • Self-Organizing Systems spectrum Analysis • Pre-assessment analysis
3	How does non-numerical data help historically underserved students?	<ul style="list-style-type: none"> • Textbook pgs. 97 to 102 & 136 to 158 • Linking Research to Classroom and school Qualitative analysis
4	How does numerical data help historically underserved students?	<ul style="list-style-type: none"> • Textbook pgs. 159 to 192 • Linking Research to Classroom and school Qualitative analysis
5	Midterm Exam	Midterm Exam
6	How can organizational processes and individuals in the organization derail efforts to help historically underserved students?	<ul style="list-style-type: none"> • Textbook pgs. 197 to 206 • Cultural analysis survey • Linking Research to organizational analysis
7	How do you make sense of data that will improve racial relationships in the classroom and schools?	<ul style="list-style-type: none"> • Qualitative and quantitative analysis • Complete Organizational Analysis report

8	How do you eliminate your biases that hinder historically underserved children?	<ul style="list-style-type: none"> • Textbook pgs. 213 to 228 • Cultural aptitude survey • Personal Mastery • Cocreating a shared vision • Raccelerate Formula
9	How do you develop trusting relationships with historically underserved students?	<ul style="list-style-type: none"> • Textbook pgs. 32 to 96 & pgs. 229 to 275 • Individual and team Implementation Plan • Complete reform Initiative Report
10	How do you apply classroom management and whole school reform initiatives that help historically underserved students?	<ul style="list-style-type: none"> • Textbook: pgs. 232 to 261 • Student involvement • Teacher leadership
11	Part 1: How do you prove that you build parent/community teacher relationships?	<ul style="list-style-type: none"> • Textbook pgs. 276 to 347 • Complete leadership journal • Complete project portfolio
12	Part 2: How do you prove that you build parent/community teacher relationships?	<ul style="list-style-type: none"> • Final exam/Present project portfolio • Post assessment analysis

Course Policies



Citizenship. has to do with attendance as well as how you treat others. Most wars, fights, retaliations, & insults happen when people feel their dignity has been assaulted. So please, respect each individual's opinions and beliefs--even if you disagree.



Cell phones. Please keep your **cell phones** on silent (or take it outside for emergencies) so that we can focus! Again, it's a dignity/respect thing. We all know that feeling when you're talking to a friend and his or her attention is on the phone...



Attendance. Excused absences do not lower your overall grade in this class. Excused absences are those that are both valid and verifiable, i.e. illness, bereavement, and school-related activities. It is your responsibility to submit valid and verifiable excuses. Three hours of un-excused absences (including vacation) are permitted, no questions asked. Each hour missed after that will reduce your final grade by 5 points (there are 400 points in the class overall). If a special problem should arise, please see me. If an emergency occurs and you cannot notify me in class, leave a message with a number for me to contact you

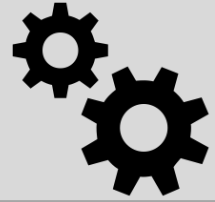


Readings. The readings form the core of our class discussions, so please come prepared. I expect each of you to contribute! Submit all assignments in class. Late submissions are eligible to receive 60% of the allotted points.

Course Outcomes

1. Demonstrate leadership skills and abilities that promote positive racial teacher student classroom relationships.
2. Evaluate personalized classroom and school systemic processes that contribute to the perception of racism against historically underserved students
3. Formulate classroom management techniques and whole school reform initiatives that minimize the perception of racism against historically underserved students.

The Technical Stuff...



Academic Integrity Policy

Cheating and plagiarism are the most common forms of academic dishonesty. Cheating is defined as unauthorized use of any materials, aids, or information in doing any work required as part of a course. Plagiarism is the attempt to use another person's work as one's own by failing to give credit to the original source of the ideas or words. Students who are found to be guilty of academic dishonesty will be reported to the department head and the dean of the college of the course involved and to the department head and the dean of the college in the student's major. A student who is found guilty of cheating may receive, at the discretion of the instructor, a failing grade in the course. Disciplinary action for cheating may include suspension for one or more semesters, exclusion from selected programs of study, or permanent expulsion.



Quarantine Racism is committed to non-discrimination of students with disabilities and therefore ensures that they have equal access to higher education, programs, activities, and services in order to achieve full participation and integration into the University. In keeping with the philosophies of the mission and vision of the University, the Office of Student Support Services, through the Services for Students with Disabilities (SSD) Program, provides an array of support services and reasonable accommodations for students with special needs and/or disabilities as defined by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.

About Quarantine Racism Professional Development Services

Times are changing, however our objective to provide **Positive Applications for Improving Racial Relationships** will remain the same to help school administrators and teachers enhance the lives of their students.

We are proud to provide students access to quality education, ongoing support and a range of resources to help them succeed. Through innovation and dedication we can continue to work toward a better tomorrow. We invite you to learn about our University and see how we can help you pursue your education and follow your dreams.