

Equity in K-12 Education - Introduction & Pre-Assessment: Module 1

Welcome

The WEEAC Virtual College is an online learning format designed for educators to participate in workshops that increase awareness in equity related topics. These courses will be self-paced and free of charge to all participants. The content aligns with the mission of the Equity Assistance Center grant funded by the United States Department of Education.

**All areas highlighted in Gray are video and document links that can be activated by clicking on the active link. The videos work best in the Google Chrome Browser. If your computer is set to open in different browsers you might have to copy and paste the URL address into Chrome to view open the link.*

General Course Overview

This course developed by the Western Educational Equity Assistance Center provides an overview of Equity in K-12 Education and consists of five content modules. To begin the course, you will take a short pre-assessment, and as you navigate through each module, you will be prepared to take the post-assessment at the end. Each module will provide an introduction that includes the learning objectives and the key points for assessment. We hope the course will enhance the participants understanding of key equity issues our center addresses in its work. It should also provide a self-assessment of the participants' equity awareness and understanding. This course is a self-paced training. Once you have completed the entire course, you will receive an electronic certificate from the Metropolitan State University of Denver, as part of the Innovative and Lifelong Learning program.

[Equity in K-12 Education – General Course Overview Video](#)

Overview

In this module, you have the opportunity to test your knowledge on equity in Education.

[Module 1: Introduction & Pre-Assessment- click to begin](#)

Module Objectives

By the end of this module, participants will be able to:

- Develop a baseline understanding of your knowledge regarding Equity in Education.

Review

In this module, you've done a pre-assessment to develop a baseline understanding of your knowledge regarding Equity in Education.

Next Steps

When ready, continue to module 2.

Equity in K-12 Education - Equity Overview: Module 2

Welcome

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Overview

This module covers the services that the Western Educational Equity Assistance Center (WEEAC) can provide and gives a history of the Equity Assistance Center (EAC) grants, specifically laws that led to the development of Equity Assistance Centers. This module also discusses current federal priorities that are addressed by Equity Assistance Centers. When completed participants will have a better understanding of what educational equity means and how the WEEAC works to ensure all students have an equitable educational experience.

[WEEAC Region IV Overview: Equity Assistance Center - Video](#)

Module Objectives

By the end of this module, participants will be able to:

- Identify key elements regarding the history of the Equity Assistance Center (EAC) grants
- Differentiate between equity and equality
- Explore the Equity Compass model

Your Instructor

Western Educational Equity Assistance Center (WEEAC)

This module is from a full course developed by the Western Educational Equity Assistance Center (WEEAC). The content was prepared by Dr. Nancy Hernandez, and Dr. Dan Jesse Equity Coordinators with the Western Educational Equity Assistance Center. Watch the introduction videos below to get to know your instructors.

Introduction Videos

[Dr. Dan Jesse- Click for introduction video](#)

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Communication Policy

If you have any questions, feel free to reach out via email or phone.

Section 1 – Key Points: Educational Equity

Overview

Introduction and History of Equity Assistance Center (EAC) & History of Desegregation:

1. The EACs (Originally called Desegregation Assistance Centers or DACs) are the only technical assistance centers that originated from the Civil Rights Act of 1964.
2. The EACs are the oldest TA center in the nation and continue to evolve.
3. The EACs addressed desegregation issues related to race and eventually national origin and sex.
4. The EACs are now broader in scope and address access to all aspects of public education, including curricular and extracurricular activities.
5. The EACs also work with Tribal Educator Agencies, SEAs, LEAs, charter schools and other entities involved in K-12 education.
6. They support implementation of Title IV of the Civil Rights Acts.
7. Prohibit discrimination on the basis of race, color, or national origin. Now religion is included.
8. Prohibit discrimination on the basis of sex per Title IX and the Educational Amendments of 1972.
9. The EACs also help SEA and LEAs ensure non-discrimination under the law.

Section 2 – History: Six Generations of Civil Rights & Educational Equity Approaches

1. Litigation (1954-1964): *Brown v. Board of Education* - racial, physical desecration.
2. Legislation (1964-1983): Passage of the Civil Rights Act of 1964 - focus on education equality or equal treatment.
3. State-Driven Reform Efforts (1983-1990): *The Desegregation of Public Schools* - focus on educational equity or equal outcomes.
4. State and National government Reform Efforts (1990-2000): New schools for diverse students, 21st Century Skills.
5. No Child Left Behind Act (2001-2011): Systemic equity and accountability for disaggregated student achievement.
6. 2012 and Beyond: Challenging schools to focus on rigorous curriculum, highly qualified and effective teachers, dynamic principal leadership, and addressing disproportionality.

Next Steps

When ready, continue to the next item.

Section 3 – Difference between Equity & Equality

1. To ensure successful learning for all students, students must “see themselves” in their curriculum and instructional materials.
2. All students must have access, support, and resources to achieve success in school and become productive citizens.
3. There can be no education excellence without educational equity.
 - a. Equity is a necessary but insufficient condition for excellence.
 - b. Equity is equal outcomes for all groups of students.
 - c. Equity exists when these conditions, practices, and results are present for everyone regardless of race, ethnicity, gender, socioeconomic status, or any other relevant characteristics.
 - d. Excellence is evident in condones and practices
 - e. Excellence results in schools with high levels of learning for all students.
 - f. Excellence is realistic in high levels of learning in all valued goals of a common curriculum.

Next Steps

When ready, continue to the next item.

Section 4 – Equity Compass: Toward a Model of Equity & Excellence

Overview

The first step toward reaching equity and excellence is to address implicit bias.

- a. By acknowledging internal biases, you are learning about yourself.
- b. By addressing your internal biases, you are taking positive steps toward addressing your biases.
- c. By addressing systemic biases, you are in a position to make changes.
- d. After you make changes, you evaluate, reflect on the system, and reflect upon yourself.
- e. This cycle is repeated.

Next Steps

When ready, continue to the next item in the module.

Section 5 – Equity Assistance Center

Overview

Educational equity has a complex history. Watch the following video to learn all about it!

[WEEAC Region IV Overview: Equity Assistance Center- Video](#)

Next Steps

When ready, continue to the next item.

Section 6 – Equity Assistance Resources

Overview

Below are links to two websites that provide information and resources regarding equity assistance:

- [Equity Assistance Centers - U.S Department of Education](#)
- [Western Educational Equity Assistance Center](#)

Next Steps

When ready, continue to the next item.

Section 7 – Review and Post-Assessment

Overview

This module explored the services that the Western Educational Equity Assistance Center (WEEAC) can provide and provided a history of the Equity Assistance Center (EAC) grants, specifically laws that led to the development of Equity Assistance Centers. This module also discussed current federal priorities that are addressed by Equity Assistance Centers.

Now that you have completed the module, you should have a better understanding of what educational equity means and how the WEEAC works to ensure all students have an equitable educational experience.

Conclusion

Now that you have completed the content for this module, it's time to practice what you have learned!

[Post Module Assessment - click to activate](#)

Next Steps

When ready, continue to module 3.

Equity in K-12 Education - Race: Module 3

Welcome

The WEEAC Virtual College is an online learning format designed for educators to participate in workshops that increase awareness in equity related topics. These courses will be self-paced and free of charge to all participants. The content aligns with the mission of the Equity Assistance Center grant funded by the United States Department of Education.

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General Course Overview

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Overview

This module covers the social construct of race and racism; including laws that uphold racist attitudes, beliefs, and practices. The material examined the current manifestations of race and racism in our country. When completed, participants will have a better understanding of the consequences of racism in different institutions.

Module Objectives

By the end of this module, participants will be able to:

- Define race and racism
- Identify the social construct of race
- Explore laws governing racism/discrimination in education, housing, and employment
- Reflect on current manifestations of race/racism in real-life examples
- Identify the consequences of race and racism in communities and educational settings.

Your Instructor

Western Educational Equity Assistance Center (WEEAC)

This module is from a full course developed by the Western Educational Equity Assistance Center (WEEAC). The content was prepared by Dr. Darlene Sampson, an Equity Coordinator with the Western Educational Equity Assistance Center. Watch the introduction video below to get to know Dr. Sampson.

Introduction Videos

[Dr. Darlene Sampson - Click for introduction video](#)

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Section 1 – Race: I Am Not Black, You Are Not White

Overview

Race is not Real. Racism Is!

Watch the following video that discusses a topic that is challenging for many people . The Construct for Race, and the insidious and divisive issues of racism.

Race is Not Real Video

**The video refers to additional resources available in Blackboard and those resources are listed in Section 4 of this module.*

Next Steps

When ready, continue to the next item.

Section 2 - Implicit Bias Test

Overview

Now you have the opportunity to assess your conscious and unconscious preferences for over different races.

Project Implicit - click to activate

Next Steps

When ready, continue to the next item.

Section 3 - Resources

Overview

Here are some important resources regarding race.

- DVD: Race: The Power of Illusion
- Movie: The Hate U Give
- Books:
 - So You Want to Talk about Race by Ijeoma Oluo
 - The Color of Success: Asian Americans and the Origins of the Model Minority by Ellen Wu
 - Waking up White, and Finding Myself in the Story of Race by Debby Irving

- [The Hidden Rules of Race: Barriers to an Inclusive Economy](#) by Andrea Flynn, Susuan Holmberg, Dorian Warren, & Felicia Wong
- [Why Race & Culture Matter in Schools](#) by Tyrone C. Howard
- [We Can't Breathe](#) by Jabari Asim
- [The New Jim Crow](#) by Michelle Alexander
- [Between the World and Me](#) by Ta-Nehisi Coates
- [Stamped from the Beginning](#) by Ibram X. Kendi
- [Lies My Teacher Told Me](#) by James Loewen
- [Bury My Heart at Wounded Knee](#) by Dee Brown

Next Steps

When ready, continue to the next item.

Section 4 - Review and Conclusion

Review

This module explored the social construct of race and racism; including laws that uphold racist attitudes, beliefs, and practices. The material examined the current manifestations of race and racism in our country. Now that you have completed the module, you should have a better understanding of the consequences of racism in different institutions.

Conclusion

Now that you have completed the content for this module, it's time to practice what you have learned!

[Post Module Assessment - click to activate](#)

Next Steps

When ready, continue to module 4.

Equity in K-12 Education - Religion: Module 4

Welcome

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Overview

This module addresses school policies that are associated with religious practices, specifically in public schools. It also discusses what religious practices are allowed in public schools and what laws influence the involvement of religion in schools. When completed participants will have a better understanding of what religious rights are protected for students in public schools.

[Religion in Public School - Video](#)

Module Objectives

By the end of this module, participants will be able to:

- Identify the two First Amendment clauses of religion and describe the differences
- Site Supreme Court decisions that illustrate the meaning and application of the two clauses relating to religion
- Explore the work of the WEEAC regarding First Amendment rights of religion

Your Instructor

Western Educational Equity Assistance Center (WEEAC)

This module is from a full course developed by the Western Educational Equity Assistance Center (WEEAC). The content was prepared by Dr. Moses Mambalaba, and Isaac Garcia with the Western Educational Equity Assistance Center. Watch the introduction video below to get to know Isaac Garcia.

Introduction Video

[Isaac Garcia – Click for introduction video](#)

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Section 1 – Religion: Key Points

Overview

In order to participate in the social and political institution of this country and to enjoy the liberties guaranteed by the US Constitution, residents and US citizen need to know and understand their personal rights. These rights are contained in the Amendments of the US Constitution known as the Bill of Rights. The Bill of Rights guarantees individuals certain fundamental rights which the government cannot deprive the people. The fundamental rights include the right to freedom of religion, free speech, and the due process of the law.

Freedom of religion was included in the Bill of Rights because the European immigrants who repressed different religious denominations had fled their countries because there was no freedom of religion. The pilgrims had suffered various forms of discrimination and persecution under government, which were influenced by state-mandated religions. Therefore, the framers of the constitution wanted to protect religious liberty by keeping the government out of religion.

Next Steps

When ready, continue to the next item.

Section 2 – Applicable Laws

Overview

The First Amendment to the US Constitution prohibits Congress from making any law respecting an establishment of religion, impeding the free exercise of religion, abridging the freedom of speech, infringing on the freedom of the press, interfering with the right to peaceably assemble or prohibiting the right to petition the government.

More specifically, the First Amendment freedom of religion was created to guarantee the separation of church and state. The Amendment guarantees everyone the right to practice his or her religion or no religion at all. The main features of the freedom of religion are the Establishment and the Free Exercise of clauses.

- The Establishment Clause forbids the government from: promoting one religion over others; restricting an individual's religious practices; encoring or promoting (establishing") religion in any way. All religious groups are equal, regardless of their numerical popularity or unpopularity.

In 1971, the Supreme Court decided *Lemon v. Kurtzman* which created three tests for determining whether a particular government act or policy unconstitutionally promotes religion. The Lemon test

says that in order to be constitutional, a policy must: Have a non-religious purpose; not end up promoting or favoring any set of religious beliefs; and not overly involve the government with religion.

- The Free Exercise of Religion Clause gives an individual the right to worship or not to worship at all. It means the government cannot penalize you because of your beliefs or lack of beliefs.
- The 1st and 14th Amendments:
The First Amendment establishment clause prohibits the government (federal) from supporting or promoting religion or prohibiting the free exercise thereof. The 14th amendment simply extends that protection out to state governments, holding them to the same standards as the federal government.
- Title IV of the Civil Rights Act of 1964 prohibits discrimination based on religion, race, sex, and national origin in public primary and secondary schools, as well as public colleges and universities. A school or public institution can be liable for damages if a student is deprived of the equal protection of the laws based on their religious affiliation.

Next Steps

When ready, continue to the next item.

Section 3 – Examples of Inequities

Overview

Inequities exist when schools and public institution deny students and staff their rights guaranteed by the First Amendment freedom of religion. For example:

- When a school or institution denies individuals admission based on religion
- When students are harassed or bullied because of their faith
- When students' views and expressions are suppressed because they reflect a different religious viewpoint
- When some students are offered or denied the use of school facilities because of their religious affiliation
- When schools discriminate against students who wear religious clothes or symbols
- When educational institutions celebrate, honor, some religious holidays and penalties other students of doing the religions.

Available WEEAC Services

The WEEAC is federally funded to provide training and technical assistance to schools and qualified public institutions mandated by the 1964 Civil Rights Act. The civil rights act forbids discrimination of individuals based on race, sex, national origin, and religion. For Example, the WEEAC provides trying on:

- Bullying and harassment based on religion
- Discrimination based religion
- Equitable treatment, regardless of religion, sex, race, national origin, etc.

Next Steps

When ready, continue to the next item.

Section 4 – Video: Religion

Overview

The following video lecture will outline the freedom of religion guaranteed by the First Amendment of the US Constitution and its effect for educational policy makers.

[WEEAC Region IV: Religion in Public School - Video](#)

Next Steps

When ready, continue to the next section.

Section 5 – Freedom of Religion

Overview

What is the history of the freedom of religion as outlined in the first amendment to the U.S. Constitution? How is this freedom enforced? How does religious policy manifest in the real world?

[Freedom of Religion - Video](#)

Next Steps

When ready, continue to the next item.

Section 6 – Review

Overview

This module addressed school policies that are associated with religious practices, specifically in public schools. It also discussed what religious practices are allowed in public schools and what laws influence the involvement of religion in schools.

Now that you have completed the module, you should have a better understanding of what religious rights are protected for students in public schools.

Conclusion

Now that you have completed the content for this module, it's time to practice what you have learned!

[Post Module Assessment - click to activate](#)

Next Steps

When ready, continue to module 5.

Equity in K-12 Education - Gender/Sex: Module 5

Welcome

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Overview

This module discusses the difference between gender equality and gender equity. Within this module, time is spent covering Pre-K through higher education Title IX compliance requirements, specifically addressing what it is and what it covers. When completed, participants will have a better understanding of the applicable laws that education institutions must adhere to prevent discrimination based on sex/gender.

[WEEAC Region IV: Sex/Gender Equity Title IX - Video](#)

Module Objectives

By the end of this module, participants will be able to:

- Define laws related to the topic
- Identify examples of inequities related to national origin
- Explore the services of the WEEAC regarding inequities based on national origin

Your Instructor

Western Educational Equity Assistance Center (WEEAC)

This module is from a full course developed by the Western Educational Equity Assistance Center (WEEAC). The content was prepared by Dr. Jan Perry Evenstad, Executive Director of the Western Educational Equity Assistance Center. Watch the introduction video below to get to know Dr. Perry Evenstad.

Introduction Video

[Dr. Jan Perry Evenstad – Click for introduction video](#)

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Section 1 – Key Points: Sex/Gender

Overview

So, what is sex/gender equity anyway? - In order to answer this question, we will explore the following questions:

- What is the difference between sex and gender?
- What is the difference between gender equality and gender equity?
- What does sex/gender equity have to do with education, Pre K-higher education?

What is the difference between sex and gender?

In defining the difference between sex and gender equity, we need to remember that sex is biological; it is what you are born with and determines if you are a boy or girl, man or woman. Whereas, gender is a social construct. People are treated differently from births because of their sex and gender. Gender is also a factor to consider when examining the power and social relationships between persons of different sexes and the same sex. It is the power relationship and expectations based on one's sex that make gender a social construct.

What is the difference between gender equality and gender equity?

Gender Equality requires equal enjoyment and access by women/men, girls/boys of socially valued goods, resources, and rewards. As defined here, gender equality does not often result in equal outcomes for men/women or boys/girls.

Whereas **Gender Equity** is where women/men and girls/boys should not only be given equal access to resources and equal opportunities, but also the means of benefiting from this equality. Meaning, what needs to happen to ensure that women/men, boys/girls are able to benefit from equal access and opportunities? Gender equity serves to level the playing field and to empower women and girls. It can be said that equity is essential to achieve true equality.

What does sex/gender equity have to do with education, Pre K-higher education?

Currently, both girls and boys are at risk of dropping out of school because of continued gender inequities. Girls and boys experience gender bias in teacher-student interactions, (boys receive more attention, positive and negative from teachers). An area where there are significant sex/gender differences are in expulsions, suspensions,

and detentions (boys get more). Girls lag behind boys in enrollment and achievement in mathematics and science. Both boys and girls are not enrolling in or completing “non-traditional” career options. There is gender bias in standardized assessments. There are differences in learning styles among all boys and girls, women, and men. Equal harassment and sexual bullying of students by their peers continue to contribute to both girls and boys dropping out of school. Sexual harassment involving adults in the education system is also a major problem.

Title IX:

Title IX is the law that provided for sex/gender equity in schools. There are many misconceptions about Title IX; many think it is just a law for girls and women. If you read this carefully, you will not see girls or boys only. The law covers both boys and girls, men and women equally. However, there have historically been and even today where there are still sex/gender inequities in education. For a long time, girls and women have been the underrepresented sex/gender in athletics, certain areas of study, and have been disciplined differently than their male counterparts. Title IX covers all students and adults in public education.

Next Steps

When ready, continue to the next item.

Section 2 – Video: Sex/Gender

Overview

The following video lecture will explore sex and gender, the differences between the two, and how they impact education.

[WEEAC Region IV: Sex/Gender Equity Title IX](#)

Next Steps

When ready, continue to the next item.

Section 3 – Title IX

Overview

When most people think of Title IX, they think about its effect on gender fairness and equality in sports. Although Title IX has had powerful effects on girls’ and women’s experiences in sports, its impact far exceeds the playing field. In this episode of The Meredith Minute, Assistant Professor of Sociology Kris Macomber talks about the far-reaching implications of Title IX and why it continues to be relevant today.

[What Does Title IX Do? - Video](#)

Next Steps

When ready, continue to the next item.

Section 4 – Review

Overview

This module discussed the difference between gender equality and gender equity. Within this module, time is spent covering Pre-K through higher education Title IX compliance requirements, specifically addressing what it is and what it covers.

Now that you have completed the module, you should have a better understanding of the applicable laws that education institutions must adhere to prevent discrimination based on sex/gender.

Next Steps

When ready, continue to the next item.

Conclusion

Now that you have completed the content for this module, it's time to practice what you have learned!

[Post Module Assessment - click to activate](#)

Next Steps

When ready, continue to module 6.

Equity in K-12 Education – National Origin: Module 6

Welcome

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Overview

In this module, an overview of national origin equity, specifically in Pre-K through higher educational settings, is demonstrated. Also addressed in this module are the Supreme Court rulings that protected the rights of immigrant students as well as an overview of school requirements when working with immigrant students. When completed participants will have a better understanding of what rights immigrants and refugees have in K-12 public schools.

[WEEAC Region IV: National Origin Equity - Video](#)

Module Objectives

By the end of this module, participants will be able to:

- Define laws related to the topic
- Identify examples of inequities related to national origin
- Explore the services of the WEEAC regarding inequities based on national origin

Western Educational Equity Assistance Center (WEEAC)

This module is from a full course developed by the Western Educational Equity Assistance Center (WEEAC). The content was prepared by Colleen Toomey, M.Ed., an Equity Coordinator with the Western Educational Equity Assistance Center. Watch the introduction video below to get to know Colleen Toomey.

Introduction Video

[Colleen Toomey – Click for introduction video](#)

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Section 1 – National Origin: Applicable Laws

Overview

The following are applicable laws which support national origin equity:

- Civil Rights Act of 1964
 - Highlight Title VI on National Origin
- Plyler v. Doe (1982)
 - Dear Colleague Letter <https://www2.ed.gov/about/offices/list/ocr/letters/colleague-201405.pdf>

Examples of Inequities:

- Discussion around immigrants and refugees
- Perceived national origin and accents
- Schools and/or school districts not having a discrimination and harassment policy that includes national origin
- Lack of information available in languages other than English

Available WEEAC Services:

- Climate surveys and focus groups with students that would allow staff and administration to identify needs for better serving students
- Presentations and professional development sessions on reducing stigma, bias, and prejudice of national origin
- Consulting on policies and practices that support, promote, and protect civil rights
- Engagement ideas for connecting immigrant and refugee students to the school and community (community cultural wealth model)

Next Steps

When ready, continue to the next item.

Section 2 – National Origin and Equity

Overview

The following lecture video will explore national origin and its tie to equity. The video will discuss applicable laws, will offer examples of inequities, and will share the available WEEAC Services.

[WEEAC Region IV: National Origin Equity - Video](#)

Next Steps

When ready, continue to the next item.

Section 3 – Review and Conclusion

Overview

In this module, an overview of national origin equity, specifically in Pre-K through higher educational settings, is demonstrated. Also addressed in this module are the Supreme Court rulings that protected the rights of immigrant students as well as an overview of school requirements when working with immigrant students.

Now that you have completed the module, you should have a better understanding of what rights immigrants and refugees have in K-12 public schools.

Conclusion

Now that you have completed the content for this module, it's time to practice what you have learned!

[Post Module Assessment - click to activate](#)

Next Steps

When ready, continue to module 7.

Equity in K-12 Education - Conclusion & Post Assessment: Module 7

Welcome

The WEEAC Virtual College is an online learning format designed for educators to participate in workshops that increase awareness in equity related topics. These courses will be self-paced and free of charge to all participants. The content aligns with the mission of the Equity Assistance Center grant funded by the United States Department of Education.

**All areas highlighted in Gray are video and document links that can be activated by clicking on the active link. The videos work best in the Google Chrome Browser. If your computer is set to open in different browsers you might have to copy and paste the URL address into Chrome to view open the link.*

Overview

This is the final module of the training. In this module, you will have the chance to participate in a post assessment to check how your understanding of equity in education changed now that you have completed all of the modules!

[Course Conclusion- Video](#)

Module Objectives

By the end of this module, participants will be able to:

- Reflect on the Equity in Education Training

Post Assessment

Now that you have completed all of the modules, it's time to do the post assessment!

[Post Assessment- Click to launch](#)

Course Completion

Professional Development Units

The suggested amount of Professional Development Units for this course is 5 contact hours. MSU Denver will issue a certificate of completion and it is at the discretion of state licensing agencies, school districts, or local educational agency to recognize completion for professional development credits.

[Certificate Requirements - click to activate](#)

Please fill out the following registration form in order to receive a completion certificate

[Feedback survey - click to activate](#)

Please fill out the following exit survey to provide feedback on this course.