

Cultural Competence: A Transformative Journey™ Online

Cultural Competence: A Transformative Journey Online provides participants with an opportunity to develop an informed perspective on the social, cultural, and political influences on our education system. After taking this course, participants will better understand their roles in student achievement and how their own cultural lenses impact their relationships with students and families. By applying what they discover about diversity, participants will develop an action plan to affect each individual's sphere of influence as well as individual identity and its place in cultural systems.

To the right are the key areas of focus for the eight-week online asynchronous course. For more information, refer to the syllabus, which provides a detailed outline of the course material as well as a bibliography of research on which the course is based.

In this course, participants will

- ▶ Apply critical thinking, meta-cognitive, and self-assessment skills to cultural competency concepts.
- ▶ Investigate and evaluate research in child development, alternative assessment, and student success.
- ▶ Apply data, research, knowledge, experience, and available resources to teaching in a specific situation.
- ▶ Reflect on how one's personal lens, including group memberships and target/agent relationships, influences student success in the classroom.
- ▶ Develop an action plan to affect an individual's sphere of influence.
- ▶ Examine diversity through multiple perspectives, including race, class, gender, sexual orientation, language, religion, ability, and age.
- ▶ Investigate and plan culturally-responsive interactions with families and communities to support student success.

Cultural Competence: A Transformative Journey™ Online

Course Description

Cultural Competence: A Transformative Journey equips experienced and beginning educators with the knowledge, awareness, and skills they need to work in today's diverse classroom settings for the goal of student success. Participants will have opportunities to critically examine how privilege and power impact educational outcomes and to understand the role of educators as agents of change for social justice. Learners will use the framework "know yourself, your students, and your practice" to better understand their roles in student achievement. By exploring diversity through multiple perspectives, participants will gain insight into how their own cultural lenses impact their relationships with students and families.

Course Outcomes

Upon completion of this class, the learner is expected to be able to:

1. Identify effective practices in multicultural education.
2. Reflect on the ways personal life experiences shape expectations about teaching and learning in a diverse society.
3. Explain the components and levels of culture and how culture is addressed in current classrooms.
4. Assess his or her own personal cultural lens and how this lens influences student success in the classroom.
5. Develop an informed perspective on social and political influences on our education system.
6. Examine how student success is influenced by child development, including social, emotional, and identity development.
7. Apply critical-thinking skills to a variety of cultural competency concepts.
8. Examine the cycle of oppression and its historical implications for oppressed people.
9. Identify group memberships and target-agent relationships within the United States.
10. Develop an action plan to affect each individual's sphere of influence.
11. Evaluate data relating to national, state, and local trends and how they impact personal teaching experiences.
12. Apply data, research, knowledge, experience, and available resources to teaching in a specific situation.
13. Examine diversity through multiple perspectives, including race, class, gender, sexual orientation, language, religion, ability, and age.
14. Use metacognitive and self-assessment skills to improve cultural competence.
15. Investigate and plan culturally responsive interactions with families and communities to support student success.

Required Text

Howard, G. R. (2006). *We can't teach what we don't know: White teachers, multiracial schools* (2nd ed.). New York: Teachers College Press.

Instructors and learners will also use instructor-generated materials, learner-generated materials, and Web-based resources to facilitate learning.

| Topical Outline | List of Concepts |
|--|--|
| The Journey Begins | Preparation for the journey: laying the foundation; why take the trip?; Achievement Triangle; personal diversity timeline; personal philosophy of education; community guidelines; comfort zones, learning edges, and triggers; define cultural competency; personal reflection |
| Destination: USA | What is an American?; analyze census data and trends; Hidalgo’s Levels of Culture; story of your name; Where I’m From poems; building relationships with families; Epstein’s Six Types of Parent Involvement |
| Personal Preparation | Self-fulfilling prophesy; cycle of oppression; personal lens; group memberships; target-agent relationships; ADDRESSING model; privilege and the assumption of rightness; self-concept; psychosocial stages; stereotype threat; identity development models |
| On the Road: Race, Culture, and Language | White privilege; colorblind perspective; defining racism; race versus culture; immigrant culture; cultural values; transracial adoption debate; language statistics; needs of ELL students |
| On the Road: Gender, Sexual Orientation, and Religion | Gender bias in education; gender identity; male privilege poem; connection of homophobia to sexism (Suzanne Pharr article); resources for reducing homophobia and heterosexism; creating a safe classroom environment; teaching about religion in schools; legal issues with religion in schools; religious dress debate; school policies; connections between gender and religion |
| On the Road: Social Class, Ability, and Age | Determinants of social class; countering classism; People Like Us activities; debate Ruby Payne’s <i>Framework for Understanding Poverty</i> ; understanding ability bias; classroom environment; cross-cultural perspectives on aging; teaching against ageism |
| Crossroads: Rigor, Relationship, and Responsiveness | Rigor, Relationship, and Responsiveness: revisiting the Achievement Triangle; peer evaluation; allies and adversaries; create a vision board; culturally responsive classrooms (Gay, Oberg, & Shade model); Banks model for curriculum transformation; self-evaluation of cultural competence; goals for improvement |
| The Journey Continues | Passion for equity; sphere of influence; speaking up; acting toward cultural competence; action plan; a year in the life of a culturally competent educator; transforming pedagogy |

Course Assessments and Links to Course Outcomes

Throughout the course, the learner will be assessed and evaluated on the completion of the following assessments. Learning activities include large- and small-group discussions and assessments for a total of 959 points.

| Modules | Topics of Modules | Points | Correlation With Course Outcomes |
|-----------|---|--------------|----------------------------------|
| Module 1: | The Journey Begins | 132 | 1, 2, 5, 7 |
| Module 2: | Destination: USA | 121 | 2, 3, 4, 5, 11, 15 |
| Module 3: | Personal Preparation | 130 | 1, 2, 4, 6, 8, 9, 12, 14 |
| Module 4: | On the Road: Race, Culture, and Language | 112 | 1, 2, 4, 5, 7, 8, 9, 12, 13 |
| Module 5: | On the Road: Gender, Sexual Orientation, and Religion | 123 | 1, 5, 6, 7, 9, 12, 13 |
| Module 6: | On the Road: Social Class, Ability, and Age | 96 | 1, 2, 4, 5, 7, 12, 13, 14, 15 |
| Module 7: | Crossroads: Rigor, Relationship, Responsiveness | 123 | 1, 2, 3, 4, 5, 7, 12, 13, 14 |
| Module 8: | The Journey Continues | 122 | 1, 2, 4, 7, 10, 12, 13, 14, 15 |
| | | Total | 959 |

Criteria specific to each assessment will be explained in conjunction with the instructional activities.

Instructional Methodology

The instructional methodology of this course focuses on developing, enhancing, and improving the instructional expertise and pedagogical knowledge base of practicing educators. Strategies include presentation of new content through online readings, active construction of knowledge through practice and problem solving, collaborative group work, personal reflection, structured small-group or whole-class discussion, analysis of assigned reading, and the application of course content and skills to participant's individual grade level, subject area(s), and classroom.

Grading Scale

The course facilitator will post the grading scale.

Performance Learning Systems' Late Policy

There will be a 10% deduction of points per day for all posts and submitted assignments which are late. Replies posted after the due date will earn no points. In rare cases, partially or poorly completed assignments may be resubmitted for partial credit at the discretion of the instructor. The following exceptions apply:

- If a participant is sick/hospitalized or has a death in the family, the timing of makeup work may be arranged with the course facilitator. No points will be deducted if the work is completed according to the agreement.
- If a participant is on vacation/traveling/etc., the participant must contact the course facilitator ahead of time to avoid a penalty. This type of absence may occur only

once during a course. All posts should be submitted for the missed workshop before leaving.

- If a participant has difficulty completing everything in a week, an extension can be granted if the participant contacts the facilitator during the week (not at the last minute).

Performance Learning Systems' Participant Drop Policy

- Participants are eligible to receive a refund if they attend class for one week or less. This means participants must withdraw by the end of Module 1 to receive a refund.
- Refunds of the balance of tuition paid will be given, minus the \$50 deposit.

Performance Learning Systems' Academic Integrity Policy

Performance Learning Systems expects absolute academic honesty and integrity from every course participant. The specific Academic Integrity and Honor Code policies of our partner colleges and universities are embraced and enforced by PLS instructors. The following are considered to be serious violations:

- **Plagiarism:** the use of another's ideas, data, or words without proper acknowledgment.
- **Fabrication:** the use of invented information or the falsification of research or other findings with the intent to deceive.
- **Collusion:** improper collaboration with another in preparing assignments or projects.
- **Cheating:** an act of deception by which a student misrepresents that he or she has mastered information on an academic exercise that he or she has not mastered.
- **Academic Misconduct:** tampering with grades, or taking part in obtaining or distributing any part of student work that is not his or her own.

Violation(s) or suspected violation(s) will be investigated and pursued according to specific college/university procedures.

Identity Authentication

The college/university, Performance Learning Systems (PLS), and students share a joint responsibility to ensure that each student's contribution in an online course activity comes from that student alone. For the student, this responsibility has two parts:

1. Students are responsible for positively ensuring that every contribution to an online course created with the students' computer account is made by the student alone. Contributions covered under this policy include: written assignments; quiz and exam submissions; discussion forum postings; live participation in text-based chat sessions, phone conferences, and videoconferences. If a student allows another person to write or make any kind of submission to an online activity in the student's name, then this constitutes cheating and will be treated as a violation of academic honesty.
2. Students are responsible for ensuring the integrity of their computer account security by following the actions required of them by the PLS Acceptable Use Policy. These actions include keeping passcodes private, updating passcodes when required by Performance Learning Systems, and reporting breaches of the security policy to the IT Helpdesk.

Course Evaluation

The evaluation of learner work will be based on the defined criteria for learner assessments. The criteria for learner assessments will be outlined for students prior to instructional activities and engagement with student learning targets (outcomes). Grading is based solely on the evaluation of student learning targets and defined criteria for learner assessments.

Formative assessment of learning outcomes is conducted throughout the course, using a variety of means that include the following: completion of assessments; constructive contributions to class discussions (whole-class as well as small-group); sharing of valuable, pertinent, and/or applicable ideas and experiences; and active participation in online interactions. It is expected that each participant will contribute to the academic quality of the course.

Summative assessment includes the completion of weekly learning activities and assignments for which the participant will need to synthesize class content, apply it to his or her own practice, and complete a plan for implementing the major components of content and skill acquired during the course.

Course Outcome Correlations With INTASC Standards for Teachers

| | Course Outcomes |
|---|---|
| Standard 1: Subject Matter The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students. | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 13 |
| Standard 2: Student Learning The teacher understands how children and youth learn and develop, and can provide learning opportunities that support their intellectual, social and personal development. | 1, 3, 4, 6, 8, 9 |
| Standard 3: Diverse Learners The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.. | 1, 2, 4, 6, 13, 14 |
| Standard 4: Instructional Strategies The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills. | 1, 2, 4, 6, 7, 13, 14 |
| Standard 5: Learning Environment The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. | 1, 3, 6, 12, 14 |
| Standard 6: Communication The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. | 14 |
| Standard 7: Planning Instruction The teacher plans and manages instruction based upon knowledge of subject matter, students, the community, and curriculum goals. | 1, 3, 4, 5, 6, 8, 12 |
| Standard 8: Assessment The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner. | 1, 6, 7 |
| Standard 9: Reflection and Professional Development The teacher is a reflective practitioner who continually evaluates the effects of her/his choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally. | 1, 2, 3, 4, 5, 6, 7, 9, 10, 11, 14 |
| Standard 10: Collaboration, Ethics, and Relationships The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.. | 15 |

The Interstate New Teacher Assessment and the Support for Consortium (INTASC) standards were developed by the Council of the Chief State School Officers and member states. Copies may be downloaded from the Council's website at <http://www.ccsso.org>.

© Council of Chief State School Officers. (1992) Model standards for beginning teacher licensing, assessment, and development: A resource for state dialogue. Washington, DC: Author. <http://www.ccsso.org/content/pdfs/corestrd.pdf>.

Course Outcome Correlations With National Board for Professional Teaching (NBPTS) Propositions and Standards

| Proposition 1: Teachers are Committed to Students and Their Learning. | Course Outcomes |
|--|--|
| NBCTs are dedicated to making knowledge accessible to all students. They believe all students can learn. | |
| They treat students equitably. They recognize the individual differences that distinguish their students from one another and they take account for these differences in their practice. | 1, 2, 4, 5, 6, 10, 14, 15 |
| NBCTs understand how students develop and learn. | 1, 6, 14, 15 |
| They respect the cultural and family differences students bring to their classroom. | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15 |
| They are concerned with their students' self-concept, their motivation and the effects of learning on peer relationships. | 4, 6 |
| NBCTs are also concerned with the development of character and civic responsibility. | 6, 15 |
| | |
| Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students. | |
| NBCTs have mastery over the subject(s) they teach. They have a deep understanding of the history, structure and real-world applications of the subject. | 1, 2 |
| They have skill and experience in teaching it, and they are very familiar with the skills gaps and preconceptions students may bring to the subject. | 1, 2, 3, 4, 6, 10, 11, 12, 14, 15 |
| They are able to use diverse instructional strategies to teach for understanding. | 1, 6, 7, 10, 12, 14 |
| | |
| Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning. | |
| NBCTs deliver effective instruction. They move fluently through a range of instructional techniques, keeping students motivated, engaged and focused. | 1, 10, 12 |
| They know how to engage students to ensure a disciplined learning environment, and how to organize instruction to meet instructional goals. | 1 |
| NBCTs know how to assess the progress of individual students as well as the class as a whole. | 1, 12 |
| They use multiple methods for measuring student growth and understanding, and they can clearly explain student performance to parents. | 6, 15 |
| | |
| Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience. | |
| NBCTs model what it means to be an educated person – they read, they question, they create and they are willing to try new things. | 2, 4, 5, 7, 8, 9, 11, 12, 13, 14 |
| They are familiar with learning theories and instructional strategies and stay abreast of current issues in American education. | 1, 2, 11, 12 |
| They critically examine their practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice. | 1, 2, 4, 6, 7, 11, 12, 13, 14 |

Proposition 5: Teachers are Members of Learning Communities.

| | |
|--|----------------------|
| NBCTs collaborate with others to improve student learning. | 1, 15 |
| They are leaders and actively know how to seek and build partnerships with community groups and businesses. | 1, 15 |
| They work with other professionals on instructional policy, curriculum development and staff development. | 1, 11, 12 |
| They can evaluate school progress and the allocation of resources in order to meet state and local education objectives. | 1, 10, 11, 12 |
| They know how to work collaboratively with parents to engage them productively in the work of the school. | 1, 15 |

Reprinted with permission from the National Board for Professional Teaching Standards, www.nbpts.org. All rights reserved.

Bibliography

- Aronson, J. (2004). The threat of stereotype. *Educational Leadership*, 62(3), 14–19.
- Arts Engine, Inc. (2007). *Media that matters film festival*. Retrieved June 15, 2007, from <http://www.mediathatmattersfest.org/>
- Banks, J. A. (Ed.) (1996). *Multicultural education, transformative knowledge and action: Historical and contemporary perspectives*. New York: Teachers College Press.
- Banks, J. A. (1997). *Educating citizens in a multicultural society*. New York: Teachers College Press.
- Banks, J. A. (n.d.) *Multicultural education: Goals and dimensions*. Retrieved September 25, 2007, from <http://depts.washington.edu/centerme/view.htm>
- Boal, A. (1979). *Theatre of the oppressed*. London: Pluto.
- Boal, A. (1992). *Games for actors and non-actors*. London: Routledge.
- Center for New American Media & Picture Projects. (n.d.). *People like us*. Retrieved June 19, 2007, from <http://www.pbs.org/peoplelikeus/>
- Christensen, L. (2000). *Reading, writing, and rising up*. Milwaukee, WI: Rethinking Schools.
- Davis, K. (Director), & Reel Works Team Filmmaking (Producer). (2005). *A girl like me* [Online video]. Retrieved June 15, 2007, from http://www.mediathatmattersfest.org/6/a_girl_like_me/
- Derman-Sparks, L., & Ramsey, P. (2006). *What if all the kids are white?: Anti-bias multicultural education with young children and families*. New York: Teachers College Press.
- DYG, Inc. (1998). *National survey of voters*. Retrieved September 25, 2007, from http://www.diversityweb.org/research_and_trends/research_evaluation_impact/campus_community_connections/national_poll.cfm
- Erikson, E. (1980). *Identity and the life cycle*. New York: Norton.
- Freire, P. (1970). *Pedagogy of the oppressed* (chap. 2). Retrieved June 19, 2007, from <http://www.marxists.org/subject/education/freire/pedagogy/ch02.htm>
- Gay, G. (2000). *Culturally responsive teaching: Theory, research, and practice*. New York: Teachers College Press.
- Gorski, P. (2005). *Savage unrealities: Uncovering classism in Ruby Payne's framework*. Retrieved July 3, 2007, from http://www.edchange.org/publications/Savage_Unrealities.pdf
- Helms, J. E. (1995). An update of Helms' white and people of color racial identity models. In J. G. Ponterotto, J. M. Casas, L. A. Suzuki, & C. M. Alexander (Eds.), *Handbook of multicultural counseling* (pp. 181–198). Thousand Oaks, CA: Sage.

- Herek, G. M. (2007). *Definitions: Homophobia, heterosexism, and sexual prejudice*. Retrieved November 12, 2007, from http://psychology.ucdavis.edu/rainbow/html/sexual_prejudice.html
- Hidalgo, N. M. (1993). Multicultural teacher introspection. In T. Perry & J. W. Fraser (Eds.), *Freedom's plow: Teaching in the multicultural classroom* (pp. 99–106). New York: Routledge. Retrieved June 19, 2007, from <http://sidorkin.com/408/Hidalgo.PDF>
- Hooks, B. (1994). *Teaching to transgress*. New York: Routledge.
- Hooks, B. (1995). *Killing rage: Ending racism*. New York: Henry Holt.
- Howard, G. (2007, March). As diversity grows, so must we [Electronic version]. *Educational Leadership*, 64(4), 16–22.
- Howard, G. R. (2006). *We can't teach what we don't know: White teachers, multiracial schools* (2nd ed.). New York: Teachers College Press.
- Martin, D. J., & Loomis, K. S. (2007). *Building teachers: A constructivist approach to introducing education*. Belmont, CA: Thomson Learning.
- McIntosh, P. (1990). *White privilege: Unpacking the invisible knapsack*. Retrieved June 19, 2007, from <http://www.case.edu/president/aaction/UnpackingTheKnapsack.pdf>
- Modern Language Association. (2007). *The Modern Language Association language map*. Retrieved November 7, 2007, from http://www.mla.org/map_single
- Neill, J. (2004). *Cultural bias in intelligence testing*. Retrieved June 15, 2007, from <http://wilderdom.com/personality/intelligenceCulturalBias.html>
- Office of Community Relations. (n.d.). *School family community partnership*. Retrieved September 25, 2007, from <http://www.naperville203.org/assets/sfcp-brochure.pdf>
- Office of Racial Justice and Multi-racial, Multi-Cultural Transformation, Justice and Witness Ministries, United Church of Christ, Cleveland Based Team. (2006). *Multiracial multicultural glossary*. Retrieved October 11, 2007, from <http://ucc.org/justice/issues/racism/multiracial-multicultural-1.html>
- Palmer, P. J. (1997). *The courage to teach: Exploring the inner landscape of a teacher's life* (1st ed.). San Francisco: Jossey-Bass.
- Payne, R. (2001). *A framework for understanding poverty* (Rev. ed.). Highland, TX: Aha Process.
- Pharr, S. (1997). *Homophobia: A weapon of sexism*. Inverness, CA: Chardon.
- Purkey, W. (1988). *An overview of self-concept theory for counselors: An ERIC/CAPS Digest*. Retrieved May 16, 2008, from <http://www.ericdigests.org/pre-9211/self.htm>
- RAINN (Rape, Abuse, & Incest National Network). (2008). Statistics. Retrieved May 19, 2008, from <http://www.rainn.org/statistics>

- Real Change. (2007). *Real change sound and media files*. Retrieved June 25, 2007, from <http://realchange.wikispaces.com/Multimedia>
- Rethinking Schools. (2002). *Rethinking schools online*. Retrieved June 25, 2007, from <http://www.rethinkingschools.org/>
- Rothenberg, D. (1996). *Supporting girls in early adolescence*. *ERIC digest*. Retrieved October 8, 2007, from <http://www.ericdigests.org/1996-2/girls.html>
- Shade, B. J., Kelly, C., & Oberg, M. (1997). *Creating culturally responsive classrooms*. Washington, DC: American Psychological Association.
- SIECUS. (2001). *Lesbian, gay, bisexual and transgender youth issues*. Retrieved November 12, 2007, from <http://www.siecus.org/pubs/fact/fact0013.html>
- Sleeter, C. E. (2001). *Culture, difference, & power*. New York: Teachers College Press.
- Southern Poverty Law Center. (2005). *Teaching tolerance*. Retrieved June 25, 2007, from <http://www.tolerance.org/teach/index.jsp>
- Stoller, E. (2006, January 23). *Oppression and the bird cage*. *Eric Stoller's blog*. Retrieved October 3, 2007, from <http://ericstoller.com/blog/2006/01/23/oppression-and-the-bird-cage>
- Takaki, R. (1994). *A different mirror: A history of multicultural America*. Canada: Little, Brown.
- Tatum, B. D. (1997). *“Why are all the black kids sitting together in the cafeteria?” and other conversations about race: A psychologist explains the development of racial identity*. New York: Basic Books.
- Tatum, B. D. (2003). *Interview with Beverly Daniel Tatum: Edited transcript*. Retrieved November 6, 2007, from http://www.pbs.org/race/000_About/002_04-background-03-04.htm
- Tauber, R. T. (1997). *Self-fulfilling prophecy: A practical guide to its use in education*. Westport, CT: Praeger.
- Thomas, J. (2007, June 28). *Parents involved in community schools v. Seattle School Dist. No. 1*. Retrieved September 11, 2007, from <http://www.law.cornell.edu/supct/html/05-908.ZC.html>
- Treloar, L. L. (1999, Summer). Editor’s choice: Lessons on disability and the rights of students. *Community College Review*, 27(1). Retrieved November 16, 2007, from http://findarticles.com/p/articles/mi_m0HCZ/is_1_27/ai_63323081/pg_1
- Webb, R. L. (2003). *Social prejudice and self-fulfilling prophecy*. Retrieved October 17, 2007, from http://www.motivation-tools.com/workplace/social_prejudice.htm
- Wing Sue, D. (2006). *Multicultural social work practice*. New York: Wiley.
- Women’s Educational Media. (2000). *That’s a family*. Retrieved July 3, 2007, from <http://www.womedia.org/thatsafamily.htm>

- Yamoto, G. (2001). Something about the subject makes it hard to name. In M. L. Andersen & P. H. Collins (Eds.), *Race, class, and gender: An anthology* (4th ed.). Belmont, CA: Wadsworth.
- Zinn, H. (2003). *A people's history of the United States: 1492–present*. New York: HarperCollins.