

Cultural Competence: A Transformative Journey™

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Overview

This document contains information specific to the course. For general information on PLS Classes including our academic integrity policy and more, please visit this URL: PLSClasses.com/our-courses/syllabi.

Course Description

Cultural Competence: A Transformative Journey™ Online 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 Materials

For on-site and remote learning courses, each participant will receive a folder of materials along with access to digital materials. Upon registration, participants may choose to receive a printed participant manual in addition to the digital version.

Participants will receive access to digital materials prior to the first day of class. For remote learning classes, printed materials will be sent to the participant's provided address. For on-site classes, printed materials will be distributed on the first day of class.

Online class materials will be accessible through the learning management system (LMS).

Required Text

Howard, G. R. (2016). *We can't teach what we don't know: White teachers, multiracial schools* (3rd 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.

Course Outcomes

Upon completion of this class, the learner will 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.

Course 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.
Blazing a Trail	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 prophecy; 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 Portfolio Assessments

Correlations to Course Outcomes and Institutional Outcomes

Throughout the course, the learner will be assessed and evaluated on the completion of the following assessments. Participants will complete a course project designed to strengthen professional practice and extend knowledge related to the specific content of the course. This project is divided into multiple grade activities to be completed throughout the term. Additional learning activities include whole-group and small-group discussions and assessments for a total of 865 points.

Course Portfolio	Pts.	Correlations to Course Outcomes
Module 1: The Journey Begins	65	1, 2, 5, 7
Module 2: Blazing a Trail	119	2, 3, 4, 5, 11, 15
Module 3: Personal Preparation	119	1, 2, 4, 6, 8, 9, 12, 14

Module 4: On the Road: Race, Culture, and Language	108	1, 2, 4, 5, 7, 8, 9, 12, 13
Module 5: On the Road: Gender, Sexual Orientation, and Religion	122	1, 5, 6, 7, 9, 12, 13
Module 6: On the Road: Social Class, Ability, and Age	110	1, 2, 4, 5, 7, 12, 13, 14, 15
Module 7: Crossroads: Rigor, Relationship, and Responsiveness	94	1, 2, 3, 4, 5, 7, 12, 13, 14
Module 8: The Journey Continues	128	1, 2, 4, 7, 10, 12, 13, 14, 15
Final Course Portfolio Total	865	

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