



Cultivating Diverse Classrooms: Cultural Competency

Course Description: With the increase of social justice issues being highlighted in the media across the country, the practice of cultural competency has become a crucial skill educators are encouraged to practice. Classrooms have become more diverse, creating a need for educators to be cognizant of different practices, beliefs, and needs of each individual student. A number of practices adopted by school districts across the country have been shown to contribute to creating inclusive environments for students from different cultural backgrounds.

This course will cover the subject of cultural competency, and why understanding this subject is crucial to better serve students. Participants will be guided through terminology, the policies and practices that contribute to cultural competency, and be given ideas on how to support student success and positive change in policies and practices of school districts.

At the end of this course, participants will reflect on new learning in this course and develop an implementation plan to utilize in their work.

Clock Hours / Continuing Education Units: 10

Learning Objectives:

- Identify the terms and concepts associated with cultural competency
- Demonstrate an awareness of the role cultural competency plays in the life of a student and their relationship with the educational system as a whole.
- Evaluate strategies to practice cultural competency in their classroom and ensure minority-identified students have the opportunity to voice needs and ideas related to their education and learning.
- Develop new lessons that can be used in the classroom and professional development setting

Course Requirements: To receive full credit for the course, participants must complete ALL assignments. Failure to complete all assignments will result in a non-passing grade

Getting Started:

- After registering for the course, you will be sent an email with the website address, password and course key you need to access your online course, along with login instructions.
- Access each assignment through the course home page. All assignments will be submitted through the Moodle platform on each respective assignment page.
- Please save a backup copy of all course assignments and completed work.

Course Outline:

Lesson Number	Lesson Description	Clock Hours
1	Introductions and Overview: Take the time to get to know the class layout, read over the Help section, and review any other materials present in the class to get started. Take your time!	0.2 Hours
2	What is Cultural Competency? – In this lesson, participants will read articles explaining what cultural competency is, along with other important terms and concepts.	0.85 Hours
3	Diversity 101 – In this lesson, participants will examine basic concepts of diversity and how diversity can contribute to and impact classroom interactions.	0.85 Hours
4	Intersectionality – Participants will explore the overarching topic of intersectionality and review Ted Talks featuring various speakers on the subject.	0.85 Hours

5	Discrimination – In this lesson, participants will examine different examples of discrimination in the education setting and the effects that discrimination has on students.	0.85 Hours
6	Race and Ethnicity – In this lesson, participants will analyze some of the differences between the experiences of students of color and white students. They will then read articles explaining more about the importance of being aware of different policies and practices that contribute to racial disparities in schools.	0.85 Hours
7	Faith Practices – In this lesson, participants will read articles and watch videos explaining how different faith traditions and practices can impact the life of a student. They will examine how educators can be cognizant of these practices and respond with respect and understanding.	0.85 Hours
8	Refugee Status – In this lesson, participants will read about some of the different areas of the world that refugees are coming from and how the experiences of refugees shape how they learn and interact with others.	0.85 Hours
9	Cultural Proficiency – In this lesson, participants will learn about what cultural proficiency is and how it relates to education. After reviewing class materials, participants are tasked with examining their school’s cultural proficiency.	0.85 Hours
10	Course Reflection: In this lesson, participants will write a summary of their reflections throughout the course, including new learnings	1.00 Hours
11	Implementation Plan: For this final portion of the course, participants will develop a lesson that can be utilized in the classroom, homeroom period, or professional development training that encompasses the new learnings within this course.	2.00 Hours
TOTAL HOURS		10 Hours

Student Requirements and Assessment: No outside materials will be required for the completion of this course.

Participants will be assessed in three different ways:

- Quizzes:** Participants are required to complete a series of electronic quizzes to assess their understanding. Participants can earn up to 64 points total for the course. Each quiz may be taken up to three times, with the highest score recorded in the final grade. All quizzes must be completed in order to earn credit.
- Course Reflection:** Participants will be required to write a reflection summarizing their new learnings within the course. Participants can earn up to 10 points total for the reflection. The reflection will be graded using the following rubric:

Grading Rubric for Discussion Forums		
		Points
Critical Thinking	Makes connections to the other content and real-life that are supported by reference(s) and/or example(s)	2
	Offers new ideas, connections, or applications	1
	Expresses and justifies personal opinion	1
Assignment Specific Criteria	Addresses all parts of the reflection	6
Total Points Possible		10

- Implementation Plan:** Participants will construct an implementation plan for how their new knowledge can be directly implemented into the classroom, training setting, or professional development environment. Implementation plans will be graded using the following rubric:

Grading Rubric for Implementation Plan	
	Points

Background Information	Lesson / Title Identified	1
	Target Audience and Subject/Course Setting Identified	1
	Learning Goals are measurable objectives students are expected to meet by the end of the lesson.	2
	Lesson Ties to Specific State Standards for Students, Educators, or Professionals	2
	Materials Listed	1
Lesson Plan	<i>Engage:</i> Lesson hooks audience and introduces lesson effectively.	5
	<i>Explore and Explain:</i> Lesson actively engages participants in learning new material using best practices.	5
	<i>Evaluate:</i> Lesson effectively assesses participant understanding.	5
Implementation	Writing is clear, well developed, and organized. No or few grammar and spelling errors	2
	Is realistic in their approach – understands limitations may exist	2
Total Points Possible		26

Grading Scale:

100-80% (80-100 Points)	Pass
79%-Below (<80 points)	No Pass

Americans with Disabilities Act: If you are a student with a disability and require any auxiliary aids, services, or other accommodations for this class, please email academy@iowasafeschools.org or call 515.381.0588.

Professional Development: Prior to purchasing a course registration, it is your responsibility to ensure that National Safe Schools Convening Online Academy coursework satisfies the license renewal requirements for your state and/or district.