

Unit 2: Project 1: Proposal Outline

Course Name: Building A Culturally Responsive Education

Introduction

It is our duty to advocate for educational equity for all children. Providing cultural competency and a multicultural education helps in this effort. This course invites teachers and/or instructors to gain knowledge, skills and awareness of the elements needed to become a multicultural educator. As a result, their students will learn how to be more open-minded as they cultivate mutual respect for their own culture, as well as others. Teachers will develop the skills needed to analyze current curricula and lesson plans, eliminate biases and modify to include more learner-centered approaches for diverse students.

Course Description

This course is designed to help teachers form an understanding of how to most effectively help students from diverse backgrounds learn. Current research findings are examined to strengthen understanding of the cultures in their classroom and school community. Teachers are natural leaders; this course encourages them to be culturally competent, build and apply knowledge to affirm their student's identity and share best cultural practices and resources with other colleagues. This course also encourages teachers to foster inclusion, open-mindedness and mutual respect among the learners in their classrooms or organizations. As a result, their students will become more globally competitive in a multicultural world.

Audience

My target learners are any teachers or instructors who teaches at the K-12 level of any educational institution, organization or program. This includes but is not limited to public, charter, magnet schools, extended-day programs, etc. A multicultural education is for all students not just marginalized learners.

Learning Objectives

“It is important to ensure that the outcomes are measurable and written using action verbs...[learning objectives] serves as measures of the degree to which a student understands a concept. Going beyond understanding to application of the concept moves students beyond basic understanding.” (Pallof & Pratt, 2013)

In unit 1, I want to focus on educators building an understanding of the history and significance of a multicultural education. I want them to read the research and develop their own conclusion as to what is a multicultural education and why an education that is culturally competent, is necessary to ensuring educational equity for all children. In unit 2, I want educators to build their knowledge around educational laws and policies that support and/or require opportunities for diverse students to have access to an equitable education. In unit 3, educators will research, compare and reflect on the student demographics for their state and school district or school district and classroom. Learners will determine how their student’s experiences, socioeconomic status, ethnic and/or cultural backgrounds can affect their learning. For the remaining units beyond unit 3, educators/instructors would examine their own identity, analyze and modify

curriculum, lesson plans, instruction and assessments, learn culturally responsive strategies and apply knowledge, learning and skills to their real-life situation.

First three units: I have listed the unit objectives in the table below using measurable action verbs from Bloom's Taxonomy.

Objectives		
Unit 1	Unit 2	Unit 3
Develop understanding of the significance of a multicultural education	Analyze education laws and policies created around diversity and explain their significance to education.	Gain and build knowledge of your student's experiences and socioeconomic, ethnic and/or cultural backgrounds.

Activities

Activities will include readings of case studies, texts and viewings of videos. This will allow me to expose learners to background enquiry and give them access to the latest research around providing a cultural competent education. These activities during the first 3 units will primarily focus on defining and reflecting on the significance of a multicultural education, analyzing and comparing educational policies around multicultural education and understanding their diverse students on a deeper level. Learners will also participate in a collaborative learning environment through a weekly discussion board. Here, students will be expected to interact with their peers and engage in deep thoughtful discussions around the topics of cultural competency acquired from the resources accessed throughout the units.

Activities		
Unit 1	Unit 2	Unit 3

<ul style="list-style-type: none"> ❖ Read Howe & Lisi text: Ch. 1-3 ❖ Read additional resources: articles, websites and/or uploaded videos <li style="text-align: center;">Discussion Board 	<ul style="list-style-type: none"> ❖ Read provided links to education laws (Title IX, Federal Policies, Sheff vs. O’Neil) <li style="text-align: center;">Discussion Board 	<ul style="list-style-type: none"> ❖ Read Howe & Lisi text: Ch. 5-6 ❖ Read additional resources: articles, websites and videos. ❖ District/School’s DRG rating ❖ Student’s background and experiences effect on learning <li style="text-align: center;">Discussion Board
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Technology

Utilizing and interacting with specific technology helps students to better meet learning outcomes and participate in effective learning environments. (Visser, 2012) This is why I plan on integrating technology tools throughout my course. It will enhance my learner’s experience and keep them engaged. Some of the technological tools I plan to use throughout these three units are a digital journal so students can reflect on their learning and participate in a positive learning environment. I will also give students opportunities to choose from a few web-based presentations (such as prezi or sliderocket) in order to present on what they have learned and are able to do. Finally, I would like to have learners engage in a real life authentic experience around immersion into another culture outside of their own (preferably, that of one of their students) and upload a video reflecting on their experience.

Technology		
Unit 1	Unit 2	Unit 3
Set-up PLE for digital journal	Prezi Presentation / Slidrocket / Zoho or Empressr	Video (immersion experience)

Assessments

I plan to involve assessments that are varied, aligned to the goals and objectives of each of the units and reveals what students have learned. The assessments will include learners engaging in higher-level thinking to reflect, analyze, research and compare and contrast. They will use authentic and real-world applications to demonstrate understanding of the learner outcomes.

These outcomes are centered around learners developing their own pedagogy on cultural competency, analyzing a national or local educational policy and examining aggregated and disaggregated data on the student population they serve.

Assessments		
Unit 1	Unit 2	Unit 3
Reflection on significance of a multicultural education supported by course materials and resources.	Analyze one of the laws or policies listed using one of the web-based presentations listed under technology (How did the law come in to fruition, when, summary of the law or policy and implications for children and educators.)	Research and compare disaggregated data for your state and district or district and school and immersion experience.

Rationale

Only 8% of the educators in Connecticut are of color. In Hartford where I work, the number is a bit higher at 22%. While Hartford may lead the state with this low percentage, data reveals that the district is moving backwards with a high retention rate of teachers of color. From 2002-2003 to 2014-2015 school years, the Hartford district suffered a consecutive 13-year decrease in educators of color working in the district. This is evidenced by the state's [EdSight](#) database. This can be addressed through the initiation of pipeline programs, legislatures and union contracts.

But in the meantime, a short and more attainable goal that can be used immediately to address educational inequities is ensuring a culturally competent education. A culturally responsive education teaches our students open-mindedness and mutual respect for all cultures.

Guaranteeing student's education contains multicultural programs and unbiased curricula is the obvious step towards preparing our students for a diverse world. And it is one that can be accomplished with any trained and qualified teacher regardless of background or ethnicity.

References

Blooms Taxonomy of Measurable Verbs. (n.d.). Retrieved from URL:
<https://www.utica.edu/academic/Assessment/new/Blooms%20Taxonomy%20-%20Best.pdf>

Palloff, R. M., & Pratt, K. (2013). *Lessons from the virtual classroom: The realities of online teaching*. San Francisco: Jossey-Bass.

Visser, L. (2012). *Trends and Issues in Distance Education: International Perspectives*. Charlotte, N.C.: Information Age Publishing.